

**The use of text illustrations and visual imagery as a teaching strategy to promote reading  
habits in a sixth-grade English course**

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## **Chapter 1**

### **General presentation**

The present project is written within the framework of the Integral practicum at the at the university of Pamplona and it is an evidence of the pre-service teacher's practicum developed in the public-school Francisco José de Caldas in the city of Cúcuta over a period of ten weeks. Likewise, this practicum occurs in the context of the pandemic of COVID-19, a global health emergency that led the educational system to the redefinition of the teaching methodologies adopting a virtual modality as a consequence.

In this sense, through this project the reader will find a sum of several proposals or, components that all together comprise the whole teaching training experience. First of all, a pedagogical component that relates to a teaching project developed by the trainee teachers relying on an institutional need or problematic identified from a diagnostic and observational process; this element is oriented to the implementation of classroom projects, programs, planning sequences and other didactic practices. Similarly, the second component encompasses an investigative part corresponding to a macro-project through which trainee teachers critically reflect on their practices and roles as teachers whilst they carry out their pedagogical project. Through this component, trainee teachers have the opportunity to consciously and thoughtfully act based on their experiences and the teaching setting requirements. Thirdly, as far as the community outreach element is concerned, trainee teachers are required to work along with the infant population in an attempt to contribute to the improvement of the English teaching in the elementary schools in Colombia. Eventually, the last section involves the administrative component

which is connected on one part to the knowledge of the establishment in terms of its community, its organization, its regulations and its institutional guidelines; at the same time, this component attests the extra-academic involvement of the trainee teachers in activities that allow them to know more closely the role and functions of a teacher out of the classroom.

To sum up, this work becomes a conglomeration of four independent components, all comprising an introduction, the theoretical constructs, a methodology, and finally the corresponding results and conclusions.

## **Introduction**

The integral practicum becomes the last training context for the tenth-semester students of the Bachelor of Arts in foreign language degree at the university of Pamplona. This last stage of training represents an essential step into the professional life of the trainee teachers. In this phase, these students are exposed to a real educative context and experiences where they are led to put into practice the skills and theory learned during their student experience. In this regard, as it is stated by Aglazor (2017) “The central goal of Student Teaching Programmes is to provide aspiring teachers challenging, relevant and rewarding field experiences to foster indispensable teaching skills and professional growth”. Nevertheless, the practicum is not only limited to the teaching but, it embraces other requirements that become inherent to the teaching profession considering that “the teacher must implement actions like teaching, communicating, socializing experiences, reflecting from his everyday practices, evaluating cognitive processes and even interact with the educational community” (Mora, 2015). It is in this way that the above-

mentioned ensemble of components becomes crucial for the entire development of the pre-service teacher experience since every one of them contributes to the development of a professional profile.

Moreover, it becomes necessary to point out that the implementation of the integral practicum took place in the context of the global health emergency of COVID-19; due to the risks and the increasing cases of infection, the national government decreed a mandatory quarantine and lockdown that forced the educational system to redefine its strategies and methodologies. As a result, all the academic activities including each component of the practicum was adapted to a virtual modality.

### **Justification**

In the middle of this interconnected and globalized society, the need to communicate with other cultures has become increasingly crucial. This is just what Rao (2019) claims as the “global village” highlighting the influence that English as a lingua Franca, and global language have imposed over various domains of humanity encompassing science, technology, business, travel, tourism, and education. For this reason, the Colombian government alongside with the National Ministry of Education, through different laws, projects, and programs have been encouraging the Colombian educative organizations to generate opportunities that enable their students the possibility to learn English as a foreign language (Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés. MEN, 2006, p. 3). Yet, all these plans and objectives become senseless without the preparation and training of qualified foreign language teachers. In this context, the National Ministry of Education through various initiatives has made

significant efforts to create and to strengthen spaces for the teacher training and practice. For instance, The General education law, 115 (1994) Act 109<sup>th</sup> has established as one of its goals:

To train an educator of the highest scientific and ethical quality, to develop the pedagogical theory and practice as a fundamental part of the educator's knowledge.

To strengthen the research in the pedagogical field and the specific knowledge; and to prepare educators at the undergraduate and graduate level for the different levels and forms of educational service provision.

Taking into account the previous ideas, the teaching training process becomes an initial experience where the pre-service-teachers have the possibility of putting into practice all their knowledge in a real educative context. Beyond a simple training, the practicum comes to be a space where the trainee teachers acquire competences and attitudes specific of the teaching field as reflection, analysis and critical thinking.

In the case of the Bachelor of Arts in foreign language degree, at the university of Pamplona, the trainee teachers carry out their practicum through the implementation of four projects also called components that involve first the teaching, the research, the community outreach and finally, the administration. The conglomeration of these components is considered as inherent to the teaching profession as they become the context of the professional development of the trainee teachers' experiences along with the realization of the Integral Practicum.

**General objective of the practicum**

To provide the pre-service teachers with an opportunity for further acquisition of professional skills, aptitudes, individual qualities and experiences necessary in the education field.

**Specific objectives**

To describe the way in which the implementation of reading workshops, promotes the creation of reading habits in a sixth-grade English course

To implement the reflection practice as a transformative tool of the pedagogical processes proper in integral practice.

To enhance the fifth-grade students' vocabulary learning through short interactive videos.

To take part of the academic and extra-academic spaces proposed by the institutional authorities.

**General conclusion**

The present work, developed in the context of the integral practicum set out to familiarize the trainee teacher with real school environment as his future workplace through the implementation of four inherent components. At first, through the pedagogical component, the pre-service teacher had an approach to the teaching field through the development of an action research that involved the use of visual imagery and text-illustrations as reading teaching strategies in a sixth-grade English course. After having developed four reading workshops, the pre-service teacher confirmed that the

implementation of reading workshops and activities effectively promoted the usage of reading strategies since these strategies, especially the visual imagery, not only improved the student's English reading comprehension but also increased their interest towards reading English texts. Successively, by means of the investigative component the trainee-teacher was guided through a conscious and critic reflection of his performance and work as a teacher; this project involved the realization of three reflexive workshops, self-assessments and an exercise of reflexive writing through narratives every week. At the end of this project, it was demonstrated that the use of the critic reflection led the pre-service teachers to acquire awareness towards the learning needs of his students, analyze them to then implement specific pedagogical solutions. In addition, this study established that in order to analytically evaluate his actions and performance, the pre-service teacher made use of the reflection as a self-monitoring strategy. Thirdly, through the outreach component the trainee teacher had a social immersion into the elementary school San Pedro Claver carrying out a double project that involved at first the realization of a proposal that aimed to support the English teaching in a fifth-grade course. Additionally, this proposal was accompanied by a second project focused on the teaching of English vocabulary through the creation of six interactive videos. Eventually, it was possible to confirm that the fifth-grade students' awareness and motivation regarding the assimilation of the vocabulary in English was improved considering the outcomes of the students' activities. Finally, thanks to the administrative component the pre-service teacher had a deep immersion and direct involvement into a variety of institutional, academic and extra-academic activities. These activities comprised informative,

organizational and planning meetings; instructive workshops and cultural events. At the end, this project provided the trainee teacher with an insight of what really is the role of a teacher. Besides, these institutional and extra-academic experiences allowed the trainee teacher to acquire several competences and skills as leadership, planning, sense of belonging and confidence.

## **Chapter 2**

### **Institutional observation**

#### **Exploration of the context**

As a key step in the design and implementation of this project, an immersion process into the target context and institution was necessary to perceive more clearly the different situations and circumstances that surrounded the place. The diagnostic and institutional observation became paramount in order to analyze more closely the existing needs, problems, conditions, as well as the pros and cons of the institution; this process of analysis was accompanied by a detailed knowledge and awareness of the community as its organization, vision, mission and other generalities.

#### **Characterization of the context**

The educative institution Francisco José de Caldas has three facilities: the head office Francisco José de Caldas, and the headquarters of San Pedro Claver and Santísima Trinidad. The three headquarters offer a basic and secondary education, from pre-school to high school. As a whole, the School Francisco José de Caldas has one hundred fifteen teachers and three thousand one hundred eighty students. In the case of the pre-service teacher, he was assigned to the school San Pedro Claver, one of the three facilities of the head office school Francisco José de Caldas; this school is located in the city of Cucuta, Colombia and it is found in the neighborhood La libertad.

**Institutional authorities**

The institution Francisco José de Caldas relies on a hierarchical organization preceded at first by the principal Sonia Patricia Figueroa Sarmiento, who is a specialist in the education field and as she is the school's legal representative; she is in charge of the resource management, as well as the administrative and academic important decisions. Successively, the institution relies on an academic coordinator: Alexander Arias and a discipline coordinator: Azula Blanco, who are in charge of the management of the administrative procedures and the monitoring of the discipline among teachers, administrative staff, and students.

**Essential aspects of the Institutional Education Project (P.E.I)**

The school Francisco José de Caldas aims its educational instruction towards values, academic excellence and the free development of the personality; being a pluralistic and inclusive institution, this school promotes an integral development, educating students to be aware of their individual and social realities. Furthermore, the institution Francisco José de Caldas relies on a constructivist social model, which is linked to the constructivism. This pedagogical model outlines that besides being educated through a contact with a specific a context and social exchanges, the knowledge of the students is created from individual patterns that come to be part of their reality and their comparison with other individuals around them; constructivism is intended to help students to internalize, rearrange, or transform new information. This transformation occurs through the creation of new learnings and this results from the emergence of new cognitive structures, which allow to face similar or equal situations in reality.

### ***Mission***

The educative institution Francisco José de Caldas guides its mission to educate students as autonomous and critical individuals, conscious of their project of life relying on values such respect, honesty, self-stem and solidarity. These students must have an entrepreneur and inclusive vision in the domain of production in order to enhance the social and familiar unit.

### ***Vision***

Regarding the institutional goals, the school Francisco José de Caldas aims at:

- Educating for autonomy, critic, and strengthening of values and institutional principles.
- Fostering the inclusion of the community in the institutional projects.
- Developing the students 'entrepreneurial spirit.
- Improving the technical education through the creation of inter-institutional agreements.

### **Educational community handbook**

The educational community handbook of the school Francisco José de Caldas has as its main purpose to provide a suitable environment for the right development of the school community. In addition, it aims at ensuring an adequate relationship among the different members of the institution. In this sense, the behavioral guidelines present prohibited actions that are classified depending on the severity of the faults. First of all, a type 1 fault consists of minor offenses that do not generate physical damage and can be corrected in a simple way through a verbal call of attention and the intervention of the higher authorities of the institution. Subsequently, a type 2 fault is generally a

concurrency of type 1 faults and can cause harm to members of the school community; these actions are punished through a written report, implicating an ultimatum so that the student corrects their faults. This kind of faults have an impact on the behavior grade. Finally, a type 3 fault involves a crime and is associated with actions that violate freedom and integrity; offenses of this type are the causes of expulsion from the institution and reported to the corresponding authorities.

Similarly, these school regulations contain the organization of the school government as well as the way in which students can actively participate in its organization; here, in addition it is found the comprehensive system for evaluating students and the criteria considered to move up students to the next grade.

### **Academic calendar**

The institutional chronogram of the school Francisco José de Caldas is framed by the disposition of the national government and it contemplates the guidelines of the educational calendar in response to the pandemic COVID-19.

**Table 1**

#### *Academic calendar*

<b>Academic terms</b>	<b>Starts</b>	<b>Ends</b>
<b>First term</b>	2020-01-20	2020-07-12
<b>Second term</b>	2020-07-13	2020-12-04
<b>Third term</b>	2020-12-05	0001-11-29
<b>Fourth term</b>	2020-10-12	2020-11-29

**Table 2***Institutional activities*

<b>Institutional planning and development</b>	<b>Starts</b>	<b>Ends</b>
Activity of Institutional development (Beginning school year)	2020-01-07	2020-01-17
Activity of Institutional development (Holy week)	0000-00-00	0000-00-00
Activity of Institutional development (School break)	2020-03-16	2020-11-27
Activity of Institutional development (School break)	2020-10-05	2020-10-09
Activity of Institutional development (End of the school year)	2020-10-04	2020-11-29

**Table 3***Sixth-grade schedule*

	<b>Time</b>	<b>Monday</b>	<b>Thursday</b>	<b>Wednesday</b>	<b>Tuesday</b>	<b>Friday</b>
<b>1</b>	6:00 – 6:50					
<b>2</b>	6:50 – 7:40					Inglés (Sixth-grade 07)
<b>3</b>	7:40 – 8:30	English (Sixth grade 09)				
<b>0</b>	8:30 -9:00					
<b>Break</b>	9:00 – 9:30			English (Sixth grade 09)		
<b>6</b>	9:30 – 10:20					
<b>7</b>	10:20 – 11:10	Inglés (Sixth-grade 08)	Inglés (Sixth- grade 07)			Inglés (Sixth-grade 06)
<b>8</b>	11:10 – 12:00			Inglés (Sixth-grade 08)	Inglés (Sixth- grade 06)	

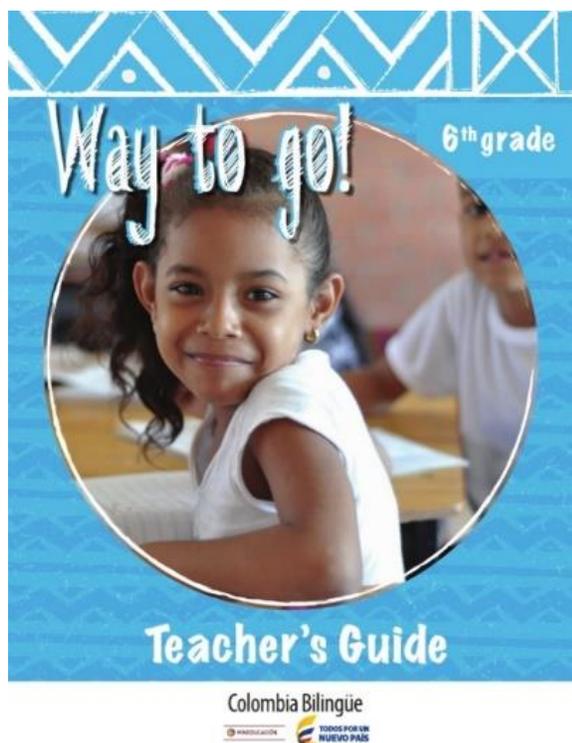
### **Pedagogical aspects observed**

The headquarters San Pedro Claver has four sixth-grade groups comprising one hundred nineteen students whose ages range from twelve to fourteen years old, approximately. Furthermore, according to the syllabus and English programme, sixth-grade students are considered as beginner speakers, considering that they are supposed to reach a basic A2.2 level.

As far as the English subject is concerned, the whole institution Francisco José de Caldas encourages the use of the MEN's resources, as an example the books "Way to go" developed by the program Colombia Bilingüe which comprises the teacher's guide book, the student's book, and the workbook.

### **Figure 1**

*Book Way to go - the teacher's book*



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

Keeping in mind the current health emergency and the governmental guidelines, all kinds of encounters were redirected towards the virtual methodology. In the case of the sixth-grade of the school Francisco José de Caldas, both, synchronous and synchronic methodologies are implemented taking into account that most of the students do not have any access to the ICTs. In this manner, this dual methodology is implemented with all the students as it is the case of the classes and tutoring. In terms of the interaction, the application WhatsApp is used as a strategy to interact and communicate with the students and their parents; in addition, through this application the teacher provides guidance to the students.

### ***Types of virtual encounters***

In terms of the use of the ICTS, the whole institution presents an interesting phenomenon as we consider that the socio-economic conditions of the central headquarter of the school Francisco José de Caldas differ from those of the seat San Pedro Clavier.

The head office of the school Francisco José de Caldas has stipulated synchronic and direct encounters with an average duration of two hours every week; nevertheless it is necessary to bear in mind the specific and real needs of its two other headquarters as it is the case of school San Pedro Claver where as a consequence of the precarious socio-economic conditions of students, teachers have been constrained to develop asynchronous and periodic encounters making use of some applications as WhatsApp where teachers interact with students and parents as well as they send assignments.

### *Access and types of platforms*

Officially, the whole institution Francisco José de Caldas relies on different websites and applications as the platforms of Web Colegios, Microsoft teams and other informal applications as WhatsApp; these platforms and applications are paramount to the teaching process since they are used as communication and interaction means as well as teaching strategies and resources. In the case of the headquarters San Pedro Claver, considering the current health emergency, along with socio-economic needs that prevent most of the students the access to the ICTs, teachers have been forced to change their methodologies making use of specific strategies as the use of WhatsApp. This application allows teachers, parents and students an adequate interaction, and additionally is used as a tool to send pedagogical material and assignments.

## Chapter 3

### Pedagogical proposal

The use of text illustrations and visual imagery as a teaching strategy to promote reading habits in a sixth-grade English course

#### Introduction

In the last decades, the Colombian National Government alongside with the Ministry of Education have through different laws, programs and strategies, made significant efforts to first, promote the learning of a second language, but specially, make from the reading comprehension an elemental skill, as it can be verified through the General Education Law 115 (1994) stipulating as one of its aims “the acquisition of speaking and reading skills in at least one foreign language”. This is quite necessary considering Hulme and Snowling’s (2015) thoughts as they point out that “learning to read is a key objective of early education and difficulties in learning to read can have serious adverse consequences”. Nevertheless, after a process of diagnostic observations, together with an informal conversation interview conducted with the sixth-grade English teacher, the researcher found that in the sixth-grade English class the reading comprehension skill is not properly worked on, and in consequence, the sixth-grade students are not required to read in the target language; on the other hand, the students’ interpretation of written words are limited to mechanic translation methods. This is how the present pedagogical proposal, based on a practical action research approach and making use of visual imagery and text illustrations is intended to enhance sixth-grade

students' reading comprehension, as well as stimulate their interest to cultivate reading habits in English.

In this sense, taking into account the previous information, this proposal includes five sections. The first section focuses on the research problem and questions along with the justification. Subsequently, the respective objectives guiding this study are addressed. Successively, the second section comprises the theoretical constructs in conjunction with the definition of key concepts and the related studies. On the other hand, the third section of this project illustrates the pedagogical and research methodologies that shape this project proposal. Finally, the fourth section shows the expected results as well as the conclusions and the suggestions for A future research.

### **Statement of the problem**

According to Ramirez (2017) the reading comprehension is one of the most imperative and important practices in the students' academic life. For this reason, the national ministry of education through different programs and laws has stipulated the learning of a second language, especially the acquisition of reading skills. Even so, after having developed a process of diagnostic observations and an informal conversational interview with the Sixth-grade English teacher it was possible to demonstrate that the reading comprehension in English is not appropriately taught and studied in the classroom, secondly that the sixth-grade students are not required to read in the target language and eventually that the students' reading skills are limited to traditional translation methods.

It is in this way that the present pedagogical proposal, relying on the strategies of visual imagery and text illustrations is intended to enhance the sixth-grade students' interest and comprehension skills towards reading in English leading them to cultivate better reading habits.

Thus, keeping in mind the previous circumstances, this project relies on the next questions:

How does the implementation of reading workshops relying on visual imagery and text illustrations promote the creation of reading habits in a sixth-grade English course?

Which reading strategy is more useful for the sixth-grade students to carry out the reading comprehension process?

How does the application of didactic worksheets, interactive activities as well as online reading workshops influence the sixth-grade students' motivation?

### **Justification**

The reading comprehension comes to be an essential requirement in the academic life of all students, especially when learning English as a second language considering that the reading practice is one of the four skills of all language learning. Nevertheless, after a process of diagnostic observations developed in the sixth-grade English class in the school Francisco José de Caldas, the researcher found that the reading skills are not properly worked on; in the same manner, the researcher found that the students' reading

strategies are limited to translation methods making from the reading a mechanical process.

On this account, special attention has to be taken to the way in which reading is being taught and presented to the students since “the way students feel towards the challenges that materials present can have significant influence on their performance” (Ramirez, 2017). Hence, reading resources should catch students’ attention and stimulate their interest so they can find meaningful what they read, and more considering that the 65% of the world population is visual and people is urged to see what they are learning (Bradford, 2011). This is why Ramirez (2017) states: “the content of the materials proposed should be visually attractive”. These previous facts are paramount to cultivate English reading habits in students and catch their attention, for this reason, both, the role of the teacher and the interest of the student are crucial. From one part, the personal interest of students becomes critical as it is highlighted by Wigfield, Gladstone & Turci, (2019) pointing out that the only way in which children can learn and master the reading skills and strategies, is through effort and dedication; and this is only possible as long as there is a motivation. In this manner, the role of the teacher becomes essential, considering that the way in which the reading material is presented plays a crucial role in the students’ mood; this is just what Ramirez (2017) outlines when stating that “the appropriate selection of learning strategies for students, as well as the adequate criteria for elaborating the materials through which teachers implement reading strategies in their classes, will be crucial in the development of students' reading comprehension”.

## **Objectives**

### ***General objective***

To describe the way in which the implementation of reading workshops relying on visual imagery and text illustrations stimulates the creation of reading habits in a sixth-grade English course.

### ***Specific objectives***

To determine which of the above-mentioned reading strategies are more useful for the sixth-grade students to carry out the reading comprehension process.

To analyze the way in which the application of didactic reading worksheets, interactive activities as well as online workshops influences the sixth-grade students' motivation.

## **Theoretical Framework**

The following section describes conceptually and theoretically the constructs considered for this study.

### ***Visual imagery strategy***

In a first instance, following Schumaker et al., (1992) “The Visual Imagery Strategy is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves as they read each sentence in a passage. Students use the strategy to improve their understanding and recall specific facts and sequences”. Hence, the visual imagery

strategy is a process that allows readers to create a universe inside of their minds considering that “good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read” (Reading Rockets, 2013).

### ***Text illustrations***

The sight is considered one of the most fundamental senses of our human bodies; in fact, in our modern world no one can deny the great power of images as the 65% of the world population is visual and, in effect they are urged to see what they are reading (Bradford, 2011). Based on Study.com (2020) “In the broadest sense, a picture could be any visual image of something described in the text. This could be a drawing, painting, computer graphic, sketch, or photograph”. However, considering the academic context following Gambrell and Bales (1987) as cited in (McDonald, 2011) “When children make visual images about information and stories while listening, the pictures may provide the framework for organizing and remembering the information”. The previous statement becomes interesting as we understand that illustrations come to be useful as “When reading fiction texts, illustrations can help readers visualize the people, places, and events in the story” (Study.com, 2020).

### ***Reading comprehension***

The reading skill is one the most fundamental abilities in human life since it is linked to one of our most powerful senses: the sight; this led us to consider that reading “is the most natural activity in the world” (Smith, 1971) and even if people are not

limited to read written materials as newspapers or books, they are all the time trying to interpret and give meaning to the world around them; to do this, they do simple actions as reading advertisings, or even the traffic lights in order to understand their context (Molina, 2018). Based on Snow (2002) reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”; nevertheless beyond a simple process of codification, reading comes to be linked to individual experiences as it is stated by Goodman (1996) as cited in Molina (2018): “reading is an active process in which the reader, concerning his own understandings and experiences, establish an interaction with the text to make sense of the information presented”.

### ***Reading in the first and second language***

However, the reading ability encompasses one of the four skills of a language learning and even though it differs from the learning in the first language, based on Goodman (2002) as cited in Gonzalez (2017) the reading process comes to be universal for all languages since everything is about giving a meaning to the print word and this happens in every language. However, reading comprehension in second language becomes a difficult process as it is stated by Nation (2008) when stating that “there are numerous factors that affect the difficulty of learning to read in another language”. In fact, Molina (2018) addresses several factors or variables that converge when reading in a second language, on one side the linguistic processing linked to grammar and vocabulary discrepancies and the disadvantages of cognitive and metacognitive mechanisms linked to the cross-linguistic interaction. The second factor relates to developmental and

educational differences encompassing students' reading proficiency in the first language and their attitudes and interest towards the reading practice outside the classroom.

Finally, the third factor encloses the socio-cultural aspects which involves the awareness that reading comprehension is developed in different cultural contexts and consequently these contexts have a unique way of organizing their discourse.

### ***Teaching Strategy***

Shinn (1998) defines teaching strategy as “a complex educational behavior of a teacher in using methods, techniques, tools, discipline and communications in order to achieve goals and /or objectives”. On the other hand, based on the website Study.com (2020) "Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources”.

### **Literature review**

Following Grambell and Jewits (1993) through their study entitled Mental imagery, text illustrations, and children's story comprehension, these authors carried out a research focused on investigating the effects of instructions to induce mental imagery and to attend to text-relevant illustrations on fourth-grade readers' story comprehension. Between their several results, they could demonstrate as their major finding that comprehension performance was improved when students received instructions to induce mental imagery and attend to text illustrations. Moreover, the results of their study confirmed that when the two strategies of inducing mental imagery and attending to

illustrations are applied, there can be better results than when imagery and illustrations are employed separately as there is a deeper processing. Finally, researches could determine that reading instructions as “read” or “remember” while showing illustrations stimulated the learners’ attention.

Similarly, Grambrell and Bales (1986) carried out a comparative study intended to investigate the effects of induced mental imagery upon the comprehension-monitoring performance of fourth- and fifth-grade readers. To develop this study the authors considered Fourth- and fifth-grade below average readers making a formal and experimental group; the experimental group received a training where they were explained to make visual images of what they read and on the other hand, the formal group was told to do whatever they could to understand the reading passages. After this they were evaluated with two texts, one presenting inconsistency and the other one being consistent.

As a first finding, the authors observed that these children who were given instructions to use mental imagery found more inconsistencies in the texts than the children in the control group as the children of the experimental group employed imagery as an aid to reading comprehension; very few children in the control group used spontaneously mental imagery as a strategy for figuring out comprehension difficulties. In the same way, authors found out that when they asked children of the imagery group if there was a problem with the passages, they were able to relate both, explicit and implicit incoherencies. Among the group of children who were trained with imagery strategies 60% of them detected the implicit inconsistencies, as compared to only 29 % of the

children who did not receive any training. As final results, researchers demonstrated that poor readers do not spontaneously make use of mental imagery as a strategy for monitoring comprehension, even if they encounter comprehension difficulties. On the other hand, results showed that these children trained with imagery had much better success in the comprehension-monitoring task than the other group.

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

**Table 4**

*Chronogram of activities related to the pedagogical project proposal*

<b>Week</b>	<b>Date</b>	<b>Activity</b>	<b>Strategy</b>
<b>1</b>	September 21 <sup>th</sup> – 05 <sup>th</sup> October	First reading workshop - ( <i>Pete the cat and his magic sunglasses</i> )	Visual imagery
<b>2</b>	October 05 <sup>th</sup> – 19 <sup>th</sup> October	Second workshop – (The very quiet cricket)	Text illustrations
<b>3</b>	October 19 <sup>th</sup> – 02 <sup>th</sup> November	Third reading workshop – (The little dreaming worm)	Visual imagery
<b>4</b>	October 02 <sup>th</sup> – 16 <sup>th</sup> November	Fourth Reading workshop- (Pete the cat and his magical sunglasses)	Text illustrations

Some of the instructional and interactive procedures implemented during the development of this project were adapted from Clark et al., (1984) and Visual Imagery (2015). During the implementation of this project, four reading workshops were carried out. For the development of the reading workshops, the researcher made use of a mixed methodology implementing online workshops and reading sequences for those students who did not have access to the ICTs. First of all, the worksheet material was designed with a dual purpose aiming at to guaranteeing the access of the project to these students

who could not be part of the online sessions and as a support of the online reading workshops. Regarding the content and structure of this material, it was adapted depending on the implemented strategy, as the main purpose of this project was to work on two different strategies: visual imagery and text illustrations. Nevertheless, both kinds of worksheets were designed following the three stages of the reading process, pre-reading, while reading and post-reading. Hence, the reading sequence linked to the strategy of visual imagery ([See annex A](#)) was intended to stimulate the imagination and visualization of the students. In this manner, this worksheet encompassed at first a pre-reading part where the students were led to assimilate the title of the story and activate their previous knowledge and experiences; here the students were required to make a drawing based on the title of the story, and in this way represent what they visualize. The previous stage was followed by the while reading phase, that was led through the reading of the text and the search of unknown words. Subsequently the final section of this worksheet was designed to work on specific descriptions and comprehension of the story. On the other side, the worksheet linked to the text-illustrations strategy ([See annex B](#)) was intended to stimulate the assimilation and association of pictures with the written text. As a first stage, there was a cover picture of the story intended to stimulate the students to create predictions of the possible characters and the settings of the story. Afterwards, in the second while-reading phase, the students were supposed to read actively the story taking special attention to the illustrations and their details such as colors and shapes. Eventually the last part of the worksheet included some exercises of comprehension, vocabulary, description and sequence order. It is appropriate mentioning

that during the project, three short stories were used taking into account the students' level, the stories were Pete the cat and his magical sunglasses, the little dreaming worm, and the very quiet cricket.

At the same time, regarding the methodology of the virtual reading workshops ([See annex C](#)), the teacher developed the sessions, keeping in mind the three stages of the reading process. First of all, taking into account that the main intention of this project was to work on the visual imagery and text illustrations strategies, the pre-reading stage generally encompassed the stage where the short story was presented and the previous knowledge was activated. In addition, here, the students were introduced to the basic information of the text as it was either the title or the cover illustration of the text; from this, the students were led to make predictions of the possible setting and characters. Simultaneously, the second while-reading stage was generally based on a shared-reading methodology, and depending on the strategy, the teacher stimulated the students to interact and shared their perceptions and visualizations regarding the short stories, the characters, the events and the setting. Eventually, post and final stage of the reading process involved an evaluation of the acquired knowledge. Generally, at first, the pre-service teacher asked the students to mention the characters of the story in English and in addition, to briefly describe some of their characteristics.

### **Research methodology**

This pedagogical proposal was based on the practical action research that according to Creswell (2005) consists of a quest that teachers carry out to solve problems in their own classrooms aiming at enhancing their students' learning and their own

pedagogical performance. Aiming at enhancing their practices, teachers analyze issues and problems that they encounter, they carry out a reflection about these problems, gather and scrutinize the data and then they implement changes according to what they find. Hitchcock & Hughes, (1995) as cited in Hatch (2002) outlines that “Action research is usually organized in a cycle of identifying a problem through careful observation, reflecting on the dimensions of the problem, designing a change that addresses the problem, implementing the change, and assessing its effectiveness through careful observation”.

### ***Sampling method***

This study was carried out in the school San Pedro Claver, headquarters of the head office institution Francisco José de Caldas, located in the city of Cucuta. This study considered the students of a sixth-grade English course as the population. The ages of these students ranged from 10 to 13 years old. In terms of the research sampling, this project relied on a purposive or judgmental 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”. In the case of the present work, the researcher adopted a mixed working methodology, collecting data through virtual reading workshops and reading worksheet material.

### ***Data collection methods***

Based on Elmusharaf (2012) data collection methods and techniques permit to gather information around our objects of study such people, objects, phenomena, and the setting where the study is developed. Hence, this study was based on several instruments

encompassing active observations, field notes, a questionnaire, artifacts and a focus group interview. Based on Creswell (2012), “five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner.” In this way, the process of data collection becomes a serious and structured procedure demanding the researcher to make a deep reflection concerning the steps used in order to obtain reliable information and make an ethical use of it.

**Table 5**

*Chronogram of data collection*

Week	Date	Activity	Strategy	Instrument
1	September 21 <sup>th</sup> – 05 <sup>th</sup> October	First reading workshop - ( <i>Pete the cat and his magic sunglasses</i> )	Visual imagery	Focus group interview Observation
2	October 05 <sup>th</sup> – 19 <sup>th</sup> October	Second workshop – ( <i>The very quiet cricket</i> )	Text illustrations	Observation
3	October 19 <sup>th</sup> – 02 <sup>th</sup> November	Third reading workshop – ( <i>The little dreaming worm</i> )	Visual imagery	Questionnaire
4	October 02 <sup>th</sup> – 16 <sup>th</sup> November	Fourth Reading workshop- ( <i>Pete the cat and his magical sunglasses</i> )	Text illustrations	Focus group interview Observation
5	November 16 <sup>th</sup> – 25 <sup>th</sup> November	Data analysis		

**Observation and field notes.** In the first place, in terms of the observations, being one of the most useful methods in qualitative research, it allows the researcher to get completely involved in a real environment leading the researcher to a greater understanding of the case (Stake, 2007). Observations were crucial to identify as first

instance the whole performance of students when carrying out the process of reading, their attitudes and their perceptions; in the case of the researcher, he assumed a role as an active observer. Additionally, this study relied on field notes as another instrument which allows the sketch of different exercises like the description of settings, people, activities, sounds and even the drawing of maps (Hoepfl, 2011). This mechanism of data collection was developed along with the observations, and it allowed the documentation of the students' data during the four online reading workshops. [\(See annex D\)](#)

**Focus group interviews.** Relying on Creswell (2002) "Focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people". In the case of this research one focus group interview was implemented with the main purpose of exploring the sixth-grade students' perceptions and habits as far as the reading practices in the target language is concerned. This instrument comprised five questions and was applied during the first reading workshop. [\(See annex E\)](#)

**Questionnaire.** The application of a questionnaire played an important role in the development of this study since this instrument allowed the researcher to know the sixth-grade students' perceptions and opinions regarding the development of all the reading workshops [\(See annex F\)](#). Based on Bhat (2018) questionnaires are a research instrument compiling a set of questions aiming to gather information from an answerer, being these questions usually a mixture of close-ended questions and open-ended questions.

**Artifacts.** Considering that one of the aims of this study was to stimulate the students' imagination, through innovative activities, the use of the drawing became a useful resource to encourage the students' motivation and creativity. In this way,

according to Bowen (2009) document analysis becomes a qualitative research method that allows the review and evaluation of printed and digital materials. Similarly, Ramirez (2017) points out that the fact of documenting the evidence of the teaching practice makes possible the organization of the data, activities, and assignments carried out in the class. [\(See annex G\)](#)

### **Data analysis**

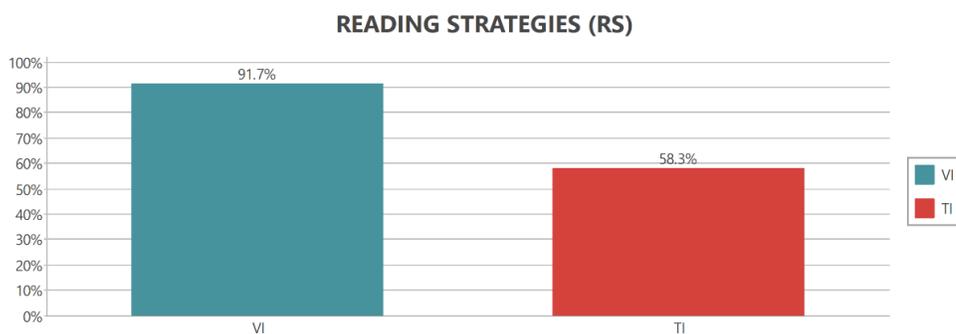
The process of data analysis was carried out through the typological method that according to Hatch (2002) is mainly based on a transformation of the data by means of divisions or typologies. In other words, this method consists basically in “dividing everything observed in groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” (LeCompte & Preissle, 1993). Moreover, through all this process of data analysis, the software MAXQDEA became paramount for the organization and codification of the information; this program is special for qualitative and mixed-method research allowing the scrutiny of all types of data such texts, images, audios; video files, survey responses and other kinds of instruments (MAXQDA, 2020).

The process of data analysis was developed through nine stages. Initially, one of the first steps comprised the constitution of the typologies; these categories, were drawn from the theoretical constructs, the research objectives and the title. As a result, three main typologies were generated: *reading strategies*, *motivation* and *reading habits*. Secondly, this data examination was accompanied by a process of intensive reading and highlighting of the entries and all kinds of evidence linked to the selected categories and

typologies within the collected data; to carry out this highlighting procedure, the program MAXQDEA became paramount as it allowed the marking, organization and selection of the data, especially the information of the questionnaires and the interviews. In that sense, each typology was marked with a different color, green for the entries related to the category of reading strategies, yellow for motivation and finally, violet for the typology of reading habits. As a third step, the reactions and comments of the participants were summarized through a detailed selection and examination of the data and the entries of interest. Subsequently, the next phase involved the analysis and identification of patterns, relationships and themes; this procedure was carried out by means of an intensive exploration of the entries and the categories. As a result, for instance, the typology of visual imagery exposed the major number of entries and, in the same way other typologies were considered as leaders in terms of relevancy and pertinence considering the research questions and the purpose of the study. The awareness of these typologies was important to generate the final hypothesis.

## Figure 2

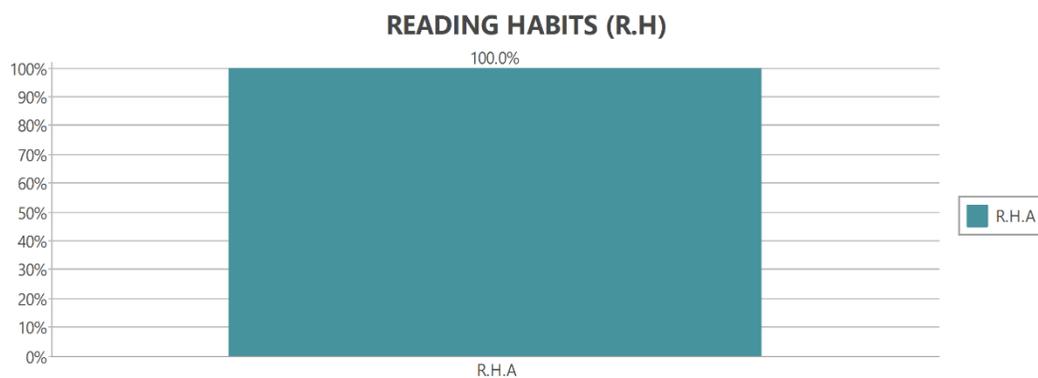
### *Patterns typology of Reading strategies*



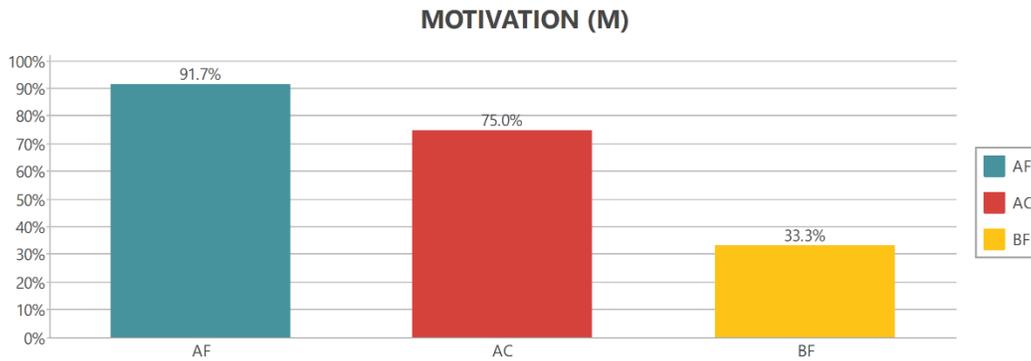
As it can be seen in this typology the sub-categories of *Visual imagery* (V.I) had the highest level of concurrence with a 91.7% of entries registered. On the contrary the sub-category of *Text-illustrations* (T.I) got a 58.3% of listed entries, and was set aside for this reason considering it had the lowest level of relevance in the process of scrutiny and codification of the evidence.

**Figure 3**

*Pattern typology of Reading habits*



In the same way, the unique category of the typology of reading habits (R.H) was kept as it had a considerable number of entries registered in the coding procedure.

*Patterns typology of Motivation (M)*

At the same time, through the last typology of Motivation the sub-categories of *After The project (AF)* and *Activities (AC)* presented the highest levels of coincidence with 91.7 and 75.0% entries listed. On the other hand, the sub-category of *Before the project (BF)* was let aside as it had the lowest relevance in the process of codification.

Afterward, the fifth step encompassed the reading and codification of the entries according to the persisting patterns. This process was carried out relying at first in the software MAXQDA and adopting a coding method in order to classify and mark the data; in this case, it was more convenient the use of the magnitude-coding model, which can be used through mixed-method research consisting of words, and abbreviations that suggest intensity, frequency or even weight of importance. In addition, this method was chosen because it becomes useful for the analysis of qualitative data of associated to social sciences (Saldaña, 2009). After this process, the categories were abbreviated as follows:

**Table 6***Typologies and coding system*

<b>Reading strategies (RS)</b>	<b>Reading habits (RH)</b>	<b>Motivation (M)</b>
Visual imagery (VI)	Reading habits (RH)	Motivation for activities (MFA)
Text illustrations (TI)	--	Motivation before the project (MB)
--	--	Motivation after the project (MF)

Successively, the previous stage was followed by a scrutiny and evaluation of the found patterns; this procedure was carried out through a detailed reading of the entries again. Simultaneously, this step was continued through the search of relationships and creation of connections within the data examined. Afterwards, the two last stages, required the composition, writing and selection of the generalizations, based on the patterns. These generalizations were key aspects in the constitution of the findings.

***Findings***

*The implementation of didactic reading worksheets, interactive activities as well as the online reading workshops caught the sixth-grade students' attention and raised their interest towards the reading.*

Certainly, the way in which the strategies and the texts were presented to the students played an crucial role in the development of the reading workshops and the whole project. As it is stated by Tomlinson (2003), one of the main characteristics of the

materials is that they must “help learners feel at ease”, for this reason, the selection of the adequate reading tools and the implementation of striking activities was a key aspect to catch the students’ attention. Such selection comprised the use of varied and captivating texts, the creation of striking reading worksheets; the application of interactive reading exercises and finally, the design of the power point templates for the online workshops. In this way, the right selection of the texts was paramount to stimulate and maintain the students’ interest along the workshops considering that these passages had to be relevant and connected to the students’ interests. This is why, in fact, Tomlinson (2003) advises that the material “should be perceived by learners as relevant and useful”. Along these lines, all the texts used in the project were strategically short stories and fables, especially made for kids, and related to animals, landscapes and adventures; the idea was to implement brief and short texts adapted to the students’ level so they did not get bored. As a result, the data analysis showed that at first, the students found interest in the stories because they were short; in the same way they were interested in the morals and lessons of these narratives. These findings can be corroborated through the students’ reactions in the questionnaires:

“Las historias eran cortas por eso no me aburría y podía colorear, me gusta dibujar”

**(Questionnaire- Participant 12)**

“Fueron historias muy divertidas y creativa y además nos enseña que si se puede realizar los sueños por más difícil que sea”

**(Questionnaire – Participant 1)**

“Bien, me parecieron muy entretenidos y de mucho aprendizaje”

**(Questionnaire- Participant 9)**

“Me gustaron mucho porque los personajes eran animalitos y eran muy lindos”

**(Questionnaire- Participant 11)**

Likewise, the design and creation of the didactic reading worksheets was crucial since this material had to be distinct from the learning worksheets that the students developed regularly in the English class; in other words, these reading worksheets had to “be visually attractive” as it is pointed out by Molina (2018). In this sense, each reading worksheet included a reading passage, a pre-reading, while-reading and post-reading activities. These activities embraced drawing, matching, and description exercises as well as true-false statements, multiple choice, and open questions. Moreover, this material became a space for the students to freely express what they had in their minds regarding the stories, and to exteriorize their imagination through drawing. In this context, the findings through the analysis of the artifacts demonstrated the students’ interest for the drawing activities as it can be seen as follows:

“Me gustaron porque eran divertidos y de animales y podíamos hacer dibujos de las historias que leíamos porque era algo que me gusta hacer”

**(Questionnaire-Participant 10)**

“Me gustaron las historias y me parecieron entretenidas y más dibujar podía mostrar como yo me imaginaba todo”

**(Questionnaire-Participant 9)**

On the other hand, this motivation was documented through the observations and field notes while the online reading workshops were developed. In this manner it was possible to see that gradually the students’ motivation and engagement regarding the activities increased. For instance, based on data collected through the observations, during the two first reading workshops, the participation ranged from a thirty-three and twenty-five per cent as the interaction in both meetings was limited to only nine students.

Part of this low involvement can be explained as lack of confidence coming from the students as they were in front of a new teacher; moreover, these two first workshops were characterized by a level of interferences in the WI-FI connection. Despite these limitations, the sixth-grade students notably showed interest in the reading workshops considering that they participated actively following the teacher's instructions, sharing their visualizations and proposing diverse scenarios as the narrative was developed.

In contrast to the two first meetings, based on the observations, the two last reading workshops were characterized by an increasing attendance and involvement of the students. The motivation was higher as the students were more confident, expressed more freely their own visualizations and were more open in regard to what they felt about the stories. In this sense, along with this interest, the curiosity that was actually absent in the previous workshops increased as the students were more expectant and attentive regarding the story and what was happening. Moreover, these two last workshops were characterized by a sense of competition among the students.

*The reading strategy of visual imagery was more useful for the students when carrying out the reading comprehension process as it led students to create a closer relationship with the texts.*

The training of the reading strategy of visual imagery became one of the main focus in the development of the reading workshops; In fact, two online sessions were consecrated to the training and practice of this strategy. As a result of the data analysis, it was possible to demonstrate that this strategy became more meaningful and useful for the students as they use it with several purposes. First, the visual imagery was more helpful

for the students as it allowed them to have a better understanding of the texts. This could be demonstrated through the questionnaire; thus, the students' reactions are shown below:

In addition, students made special use of this strategy as it allowed them to have a closer visualization of the story, its elements, and characters as they read.

“Con la imaginación de mi mente podía imaginar otras cosas”  
(Questionnaire- Participant 9)

“Que mientras leo la historia puedo ir imaginando lo que va transcurriendo en la historia”  
(Questionnaire- participant 8)

“Sí porque uno podía entrar en la historia y ver todo”  
(Questionnaire – participant 10)

“Sí me ayudo a recrear muchas imágenes basadas con la historia”  
(Questionnaire- Participant 8)

Thirdly, the students preferred the strategy of visual imagery because it allowed them to make predictions of the story and the events based on the title or cover picture.

“Lo primero que aprendí fue a partir del título imaginar la historia”  
(Questionnaire -Participant 6)

“Primero imaginamos con el título lo que podría pasar en la historia”  
(Questionnaire- Participant 2)

“Leer el título del cuento e imaginarse que pasa en la historia”  
(Questionnaire- Participant 4)

“Imaginar cómo sería el ambiente en la historia”  
(Questionnaire- Participant 2)

In the same manner, the previous results are supported by the observations of the two online workshops consecrated to the training of the visual imagery. In first place, through the field notes and observations, it was possible to confirm that the students

effectively associated the elements of the stories with their personal experiences as they were stimulated to activate their previous knowledge. Furthermore, as a result of the stimulation and instructions of the teacher, the data and the findings showed that the students successfully visualized and created varied mental images as they read the passages of the story; these visualizations were accompanied by the creative and diverse perspectives of the students' realities. Finally, another important result is linked to the students' impressions and emotions in regard to the story. (feelings, five senses) this could be corroborated by reason of specific expressions that the students expressed in regard to the stories its events and the actions of the characters.

*The workshops implemented within the classroom were successful in promoting the usage of reading strategies since these strategies not only improved the student's English reading comprehension but also increased their English vocabulary and interest towards reading English texts.*

The reading workshops became certainly the first space for the sixth-grade students to practice their reading skills. From an early stage of the development of this study, through the diagnostic observations and then through the focus group interview it was evident that these students did not practice the reading skills because of several factors. One of the main reasons was the fact that the students were not required to read in the target language. Furthermore, to this is added a lack of instruction on how develop the reading process and the absence of vocabulary that inhibited the comprehension of the students and which therefore, influenced their interest.

In this way, based on the findings of this study, it is clear that the implementation of the reading workshops and the development of the different reading activities had a great impact on the students' reading skills. First, through the online meetings and the reading worksheets, the students were instructed and guided on how to develop the process of reading comprehension, taking into account the three stages of the reading process and relying on the strategies of text illustrations and visual imagery. In addition, this instruction was accompanied by the learning of new vocabulary as the students were stimulated to identify the unknown words, look for their meanings and associate their connotations with mental images and text illustrations as they read the stories. Eventually, the use of the two reading strategies enhanced the students' comprehension of the texts and therefore their motivation as they found meaningful what they read and learned.

When the students were asked through the questionnaires if after the development of the reading workshops, they would adopt reading habits in English, their reactions were the following:

“Sí me ayudaría a divertirme y puedo leer cuando estoy aburrido en mi casa”

**(Questionnaire – Participant 12)**

“Sí antes pensaba que era aburrido, pero ahora es divertido y puedo buscar historias que me gusten”

**(Questionnaire – Participant 11)**

“Sí porque me pareció divertido para aprender a leer en inglés”

**(Questionnaire – Participant 10)**

“Sí porque antes no me lo pedían y vi que es entretenido y aprendo nuevas palabras”

**(Questionnaire – Participant 9)**

## Conclusions

This research set out to inquire and analyze the use of text illustrations and visual imagery as a teaching strategy to promote reading habits in a sixth-grade English course. In order to carry out this research, this study was led by three main questions: How does the implementation of reading workshops promote the creation of reading habits in a sixth-grade English course? How does the implementation of online reading workshops, didactic worksheets and interactive reading activities influence the sixth-grade students' motivation? Which reading strategy is more useful for the sixth-grade students to carry out the reading comprehension process? The main results from this research suggest that the implementation of reading workshops effectively promotes the usage of reading strategies since these strategies not only improve the student's English reading comprehension but also increase their English vocabulary and interest towards reading English texts. This finding is supported by the study of Ramirez (2017) who confirmed that "the appropriate selection of learning strategies for students, as well as the adequate criteria for elaborating the materials through which teachers implement reading strategies in their classes, is crucial in the development of students' reading comprehension". Similarly, the findings of this study demonstrate that the application of authentic and striking material as well as interactive activities influenced the sixth-grade students' motivation as they were meaningful and caught their attention. Molina (2018) demonstrated that the use of innovative material stimulates the students' interest and curiosity. In addition, Ramirez (2017) through her study found that worksheets had a positive impact on the students' motivation as they were adapted to their context, interest

and needs. Finally, the results of this research confirm that the use of the strategy of visual imagery was more useful for the students as it enhanced the sixth-grade students' comprehension and connection with the texts. This result is supported by a study carried out by Grambell and Jewits (1993) who also discovered "that imagery may facilitate the reader's entry into the secondary world of the story, resulting in greater depth of processing and increased story comprehension and recall".

### **Recommendations**

Certainly, the current health emergency of COVID-19 became a challenge at all levels in the realization of this project, especially in the implementation of the online workshops. The poor connection and the repetitive interferences sometimes limited the real time participation of the students. However, for future studies in this field of reading strategies, this research would recommend a higher emphasis on the guided reading methodology, even if this methodology was used through in some sessions, the students should be more encouraged to take an active part in the reading.

## Chapter 4

### Investigative component

#### Introduction

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

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

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

#### Justification

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

It is considered that giving importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be

interested in the knowledge of models and approaches to address a problematic situation and establish an analytical look at facts.

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

### **Statement of the problem**

Schools assume constitutional and core aspects of individuals' training without question, they are seen as imprints, stable and invariable characteristics that are part of the identity and the culture of the school. When events are carried out without major disruption, the teacher is at risk of settling into a logic of action that does not allow the pedagogical evolution and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, for example, cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, the process of teacher training must encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, to become

key elements that influence and transform their work and future professional performance.

In the case of the Bachelor of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, for them to self-evaluate and to look in a critical and constructive way their work in the teaching role. To start this study, the following guiding questions are asked:

How does the implementation of the reflection contribute to the transformation of the pedagogical processes of the Integral practicum?

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

### **General objectives**

To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.

To promote critical spirit development in pre-service teachers for them to analyze their pedagogical work.

### **Specific objectives**

To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.

To exchange criteria, ideas, and guidelines to take into consideration in the practicum and integrate them effectively into the institution.

To identify and analyze strategies used by students in their pedagogical practices.

To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.

To analyze one's own beliefs about teachers' work and students.

### **Theoretical Framework**

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

#### ***Teaching profession***

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

The teaching profession demands a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating the relationship between management, work, and education. This is how every teacher must reach some competences in the discipline that allows him to have mastery of a set of knowledge and skills in the specific area since the first intellectual requirement of a professional is the level at which they elaborate their activity. Likewise, every teacher must have competences related to the organization of

the contents, which means that the pedagogical practice does not only require ordering its components to be learned by the students, but to foresee the teaching conditions in and out the educational context. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

### ***Reflection***

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

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

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

**Figure 5**

*Reflection as a process*



### ***Reflection as a thematic***

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

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

### ***Reflective practice***

In order to update and qualify academic proposals at the University and orienting students towards new ways of interacting with the world, teachers must question their practice and the impact it has generated. Likewise, teachers must be able have awareness of their behaviors and to assume different roles in the pedagogical relationship.

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

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

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

According to Van Manen (1997), there are different levels of reflection. In the first place, the effective application of skills and technical knowledge is carried out in a classroom. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher uses.

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

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

### ***Pedagogical practice***

For the analysis and reflection of the practice, it is appropriate to appeal methodologically to a conceptual operation of classification of the practice; to this end,

the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

***Academic practice***

It is focused on training teachers who are able to reflect on the classes they give so and transform them into understandable structures for the students.

**Social efficiency practice**

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

This is the way in which the technical rationality proceeds:

**Developmental**

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

**Social reconstruction**

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

**Generic**

The programs generically refer to reflection, but without specifying the claims of the programs or the contents on which reflection is necessary, nor the strategies to encourage reflexive learning.

**Reflection activators**

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

**The critical element of reflective thinking**

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

These authors established some classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curriculum knowledge (programs, material, etc.).
4. Teaching knowledge and own professional configuration.
5. Knowledge of students and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.

Based on Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as a tool. This is related to the teachers' narratives, to encourage the stories of their experiences in the classroom and which are evident in many forms and fulfill different functions in the subjectivity, and in the constitution of the same. In this component are located the educational journals in which writing triggers the elaboration of the teacher's reflective thinking, about his experiences of practice, objective and subjective and intersubjective.

### **Methodology**

The central axis of the methodology proposed is a process of constant reflection, it also includes the carrying out of a meeting that allows the strengthening of the practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles are autonomy, planning, and self-observation.

In the process of gathering data for this research, the following instruments are used:

### **Reflective workshops**

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

## **Objectives**

To strengthen the organization of teachers and practitioner teachers as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.

To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.

To qualify students for them to effectively join the educational establishment

## **Self-observation grid**

Self-observation sheets' main aim is to guide the practitioner teachers towards elaborating a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included. ([See annex I](#))

## **Narrative journal**

This exercise allows the student to express himself about his professional activity from a narrative of his experiences as a way of giving sense to the everyday life of the teacher. ([See annex J](#))

## **Class recording**

Evidence of the practitioner teacher's actions inside the classroom allows reflecting on different aspects, related to the foreign language teaching-learning process.

These aspects may have been noticed or overlooked by the teachers; therefore, such

records are useful to obtain an external and constructive view of their pedagogical practicum.

### **Context**

The city of Pamplona, being founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities in colonial times, throughout its history it has been the center of religious confluences and influences; it welcomed a large number of religious communities among which we can mention: the community of Franciscans, the Poor Clare Sisters; the Brothers of San Juan de Dios, the Society of Jesus, the Lasallian Community, as well as female religious communities: Sisters of the presentation, Sisters Bethlemitas, among others; the presence of these communities in the city brought with it the creation of educational institutions with a projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors operate: PLEX trainees (PLEX for its acronym in Spanish Programa Lenguas Extranjeras)

The school is perceived as a specific educational community that as a body is in charge of institutionalized education, that is, the school is the place where education is developed, where education is accomplished and where education is ordered.

At present, the school is considered as the way of living of the community, that is, the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their capacities for the benefit of both society as your own.

At school, we always find a series of fundamental elements that intervene, such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body within society, a social institution set within the specific area of education, to administer systematic education and that conditions the formation and organization of groups represented by educators and students (Crespo, 2010).

The school as an educational institution fulfills specific functions within which the following stand out:

### ***Social function***

It is about the youth learning, values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function encompasses all socialization processes, in which the members of the school participate.

### ***Instructive function***

The instructive function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of human capital, which the labor market requires. It means that the greater the level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

### ***Educative function***

The educational community that breaks the barriers between school and society, a space of culture where concepts, technical tools and codes of the culture of humanity are

learned. As a consequence of an active participation in the exchange of meanings, desires and behaviors with classmates and adults (Vizcaino, 2010).

### **Population**

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

#### **Direct beneficiary population**

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

#### **Indirect beneficiary population**

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

#### **Institutional departments articulated to the project**

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

### External institutions linked to the project

- Colegio Francisco José de Caldas
- Colegio San Pedro Claver
- Colegio Santísima Trinidad

### Setting proposed for the execution of activities, second semester 2020

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

**Table 7**

*General chronogram of the project*

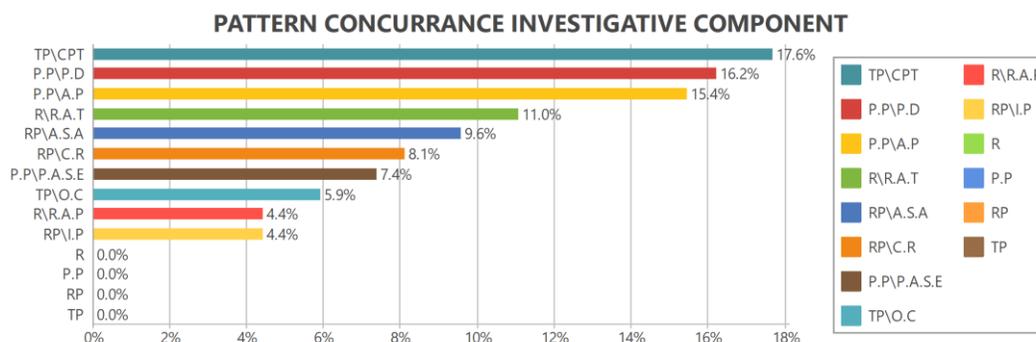
Activities	September				October				November			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Project formulation												
Socialization												
Narratives												
Self-observation												
Reflexive workshops												
Data analysis and results												

## Data analysis

To carry out the analysis of the data, this research was based on the typological analysis that principally involves the division and categorization of the data through the construction of typologies (Hatch, 2002). This typological analysis started by the recognition and the constitution of typologies and categories that framed the study. To develop this first stage, the researcher relied on the theory and the objectives. As a result, the next categories were considered: *Reflection*, *Pedagogic training*, *Teaching role*, and *Reflexive practicum*. This recognition was followed by an exhaustive and specific reading process involving the underling of the data related to the typologies identified. Once the data was gathered, the use of the software MAXQUDA was indispensable for its scrutiny, organization and codification. Subsequently, the next stage comprised the examination, rundown and redrafting of the key records. As a fourth step, patterns, relationships and themes were inspected in order to give meaning to the data. Thus, this step involved an intensive and logical reading of the information.

**Figure 6**

### *Pattern concurrence*



As a result of the pattern analysis the categories of *competences (CPT)* practicum *development (P.D)* and *reflection as a thematic (R.A.T)* had the highest levels of data registered while the other ones got lower levels and were set aside. Simultaneously, the next step involved a process of scanning and codification of these patterns identified; in this stage the researcher made use of the software MAXQDEA together with the descriptive coding model which is basically a method that allows the exploration and examination of the basic topics of the data. This coding model becomes appropriate for the analysis of all types of qualitative studies with a great variety of instruments like interviews, transcripts, observations, journals, diaries, etc. (Saldaña, 2009). The codes of the typologies are described as follows:

**Table 8**

*Typologies and coding system*

<b>Pedagogical practice (P.P)</b>	<b>Reflection (R)</b>	<b>Reflexive practicum (R.P)</b>	<b>Teaching profession (T.P)</b>
Practicum of development (P.D)	Reflection as a process (R.A.P)	Critic reflection (C.R)	Organization of contents (O.C)
Practicum as a social efficiency (P.A.S.E)	Reflection as a thematic (R.A.T)	Application of skills and knowledge (A.S.A)	Competences (C.P.T)
Academic practicum (A.P)	--	Implicit presuppositions (I.P)	

Afterwards, the researcher carried out an examination and evaluation of the patterns, the ideas was to prove the reliability of the patterns. Consequently, this step was

followed by the search of relationships and creation of connections within the data examined. Afterwards, the two last stages, required the composition, writing and selection of the generalizations, based on the patterns. These generalizations were key aspects in the constitution of the findings. Finally, it is worth mentioning that the previous analysis was accompanied by a triangulation process that involved the exploration, examination and assessment of the different sources within the data. This process was crucial for a better comprehension of the evidence and to give consistency to the data and the results. Besides giving credibility to the study, the triangulation “leads to a more comprehensive understanding of the phenomenon of interest.” (Salkind, 2010)

## **Findings**

*The implementation of the reflection allowed the pre-service to explore and analyze the needs of his environment and based on them, propose new strategies and methodologies to ensure the learning and teaching process.*

Certainly, the teaching role is not only limited to the instruction, but also to the identification and solution of the students’ learning needs. This is just why “the day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities” (Taack, 1997). In other words, as it is stated by Shuell (1998) “the goal of teaching is to facilitate the students’ learning.” Even if there are established contents, education alone is not enough if it is not adapted to the students’ needs and context. It is in this way that based on the collected data, it is possible to confirm that the reflection played a crucial role in the development of the pre-

service teacher's practices as it allowed him to conduct a deep process of observation, analysis and evaluation of the students' needs and realities; consequently, this thoughtful exploration allowed him to determine and implement the adequate strategies and methodologies according to the needs and interest of the students.

This is just what it can be demonstrated through the trainee teacher's reflection:

"The analysis of the students' needs has been a continuous process that has demanded a lot of observation and reflection in action. Certainly, the current health emergency has implied a closer follow-up to the students and their learning process. Regarding the English area, the reflexive practicum, has allowed me as a pre service teacher to see more critically and consciously the difficulties that affect the students, to then propose new strategies and methodologies."

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

"Then, the reflection has made possible to plan and look for solutions in order to solve all these needs and problems."

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

"It was actually, from these observations and considerations that the reflection played a crucial role in the process of planning and implementing authentic strategies and methodologies that allowed the students to get completely involved in an interactive teaching process."

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

"Thus, citing a specific case, the diagnostic observation at the beginning of the practicum became an essential part of this teaching training, since it allowed me to identify at first, a great lack of the reading practice in the classroom and some motivational factors that led students to conceive this skill as something boring and difficult; as a matter of fact, these perceptions of the students were mostly due to the way in which these skills were taught."

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

"One of the main concerns of the pre-service teacher when starting the implementation of this project was the fact of reaching those students who did not have access to the ICTs, and that consequently were not able to join the online meetings; certainly, these reading workshops represented a great learning opportunity that had to be ensured in any way. Thus, a deep process of analysis, reflection and research was necessary to first observe the possible opportunities and disadvantages in the middle of such situation, and consequently, based on this analysis look for new solutions through

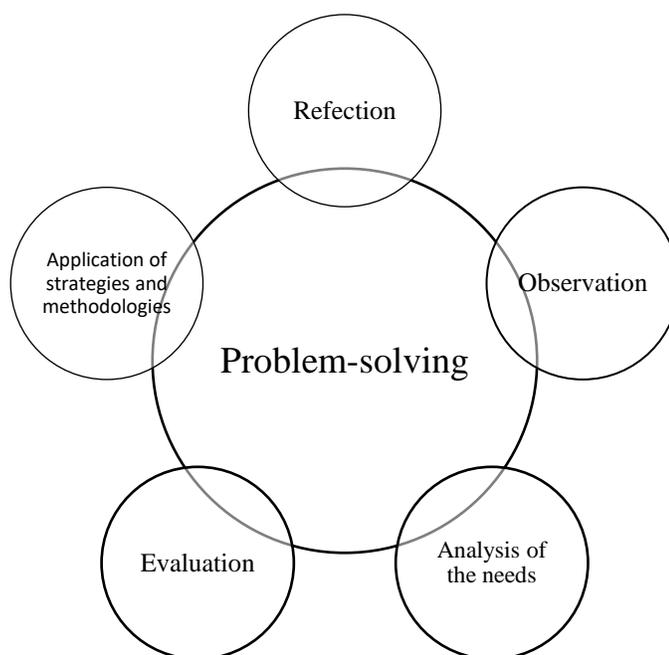
the research field. Just like this, relying on research articles related to the subject of visual imagery and text illustrations, it was found that the best option was to design and implement a multifunctional and complete material that at first, allowed those students with no technological resources to be part of this project, but secondly to use this same material as a support for those students who were part of the online workshops.”

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

These previous statements clearly demonstrate that the teachings go beyond a simple instruction and involve the humanization of the teaching practices, undoubtedly, teachers “must be prepared and be permitted to intervene at any time and in any way to make sure that learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning” (Taack, 1991).

### **Figure 7**

*First finding- reflection as tool to stimulate the problem-solving skills*



*The reflexive exercise led the pre-service teacher to become aware that the reflection can be used as a strategy to critically auto evaluate his performance.*

The self-evaluation, without doubt becomes an vital element in the performance of all teachers as it is through this instrument that the they “get the opportunity to look at their lessons from an outsider’s position, to purposefully evaluate their own theoretical knowledge, methods of work in their practical interaction with the class and specific students (Pachina, 2019). Efficiently, based on the collected information, this study discovered that the trainee teacher used reflection as a tool to consciously supervise his teaching performance as it can be seen through the reflections:

“The process of reflection has allowed me to make a continuous self-assessment of the development of the classes and workshops, analyzing the positive and negative aspects to then implement actions.”

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

In addition, this process of self-evaluation was not limited to the examination of the pre-service teacher’s performance but also to the monitoring of his attitudes and behaviors as it can be confirmed in the next reactions:

“At the same time, the reflexive approach has become a way of evaluating my actions and performance as a teacher and understand, as I mentioned above, the way in which my attitudes can influence the students’ behavior and learning. In this way, the reflection has come to be a way of monitoring my training.”

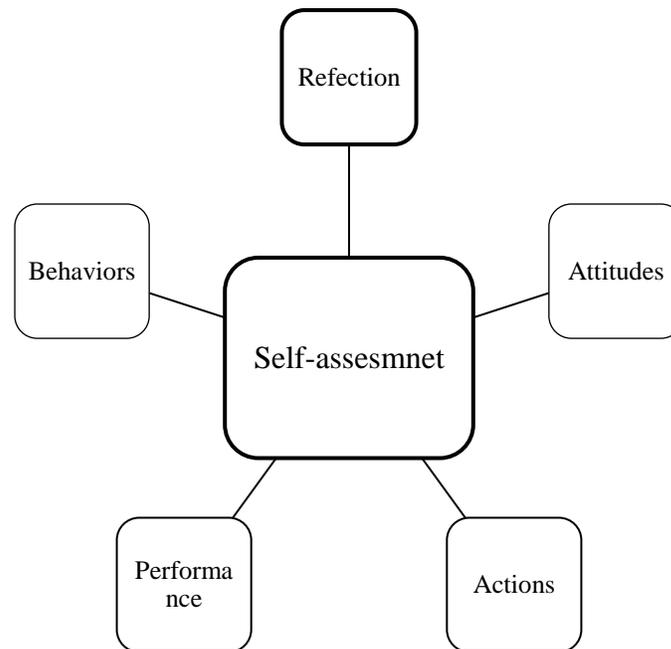
**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

“For instance, I have had the opportunity to make from my observations, a thoughtful and profound process; based on this, I have been able to analyze the main difficulties and phenomena that affect my students, but in addition, the way in which my attitudes as a teacher, impact on them.”

**(REFLECTIONS-RESEARCH COMPONENT- REPORT OF ADVANCEMENT)**

**Figure 8**

*Second result-Reflection as a strategy to promote the self-evaluation*



### **Conclusion**

This study aimed at investigating the way in which the reflection contributed to the transformation of the pedagogic processes of the integral practicum. In order to implement this research, two questions were constructed: How does the implementation of the reflection contribute to the transformation of the inherent pedagogical processes of the Integral practicum? How does the reflection exercise influence the development of the critical spirit of the pre-service teachers in the analysis of their pedagogical work? Remarkably, the main outcomes from this study indicate that the use of the reflection led the pre-service teachers to acquire awareness towards the needs of his environment and

students, analyze them to then implement specific pedagogical solutions. This finding is supported by Mathew et al, (2017) who similarly found that “by developing knowledge and understanding the setting practice and the ability to identify and react to the problems, the student teachers can become effective teachers”. Eventually, this study found that in order to analytically evaluate his actions and performance, the pre-service made use of the reflection as a self-monitoring strategy. Nuñez and Téllez, (2015) confirmed that “reflection also serves the purpose of creating a reflective learning environment that engages teachers in appropriate and relevant activities, and motivates them to ponder their pedagogical and research practices. Moreover, Shandomo (2010) refers to this process of critic self-evaluation and analysis as “reflective practice” stating that one of the teacher’s main responsibilities consists of executing an unceasing process of evaluation of their actions, attitudes, efficiency and progress.

## Chapter 5

### Outreach component

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

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

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

#### **Building English language awareness in primary schools in Cúcuta**

##### ***Introduction***

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

Aiming at stimulating the English language learning in Colombia and make Colombian citizens more competitive, the Ministry of National Education launched its bilingual policy in 2004. The main objective of which is *“To have citizens able to communicate in English, with internationally comparable standards, that insert the*

*country in the processes of universal communication, the global economy and the cultural openness*". It is in this way that the Ministry has been implementing a wide range of strategies at the distinct levels of education to achieve this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a solid and logical evaluation system and the description and development of training plans.

This program has been elaborated throughout the country and has integrated the work done by the secretariats of education, public and private universities, and language institutes. However, the results obtained so far have not been very heartening since many educational institutions of the nation have not implemented it yet. Concerning primary education, the Government aims at an expansion of the teaching of the English language for boys, girls, taking into account that many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at national level are not very encouraging.

The University of Pamplona, embodying its characteristic as a public institution, creator of teachers, and specifically the Bachelor of arts, has been closer to the reality that the elementary school faces in the city of Cúcuta as far as the Política Nacional de Bilinguismo is concerned. Many of the educational institutions of this city, don't have an English teacher able to meet the educational needs of the elementary school.

Considering this reality and the problems it raises, the present proposal of the community outreach component seeks to meet the needs of training in English, of the

primary school San Pedro Clavier, seat of the school Francisco José de Caldas, to integrate the foreign language formation of trainee teachers and reducing the gap between public and private schools in the foreign language domain.

The government policies are aware of this problem; however, their attention is not enough with the legislation, an effective support is need, being specific, foreign languages trainee teachers, in order to help teachers in this subject, so that the tests and their results change in primary school and avoid a difference between students of private and public schools.

### ***Justification***

Foreign language learning and acquisition allows being updated in this globalized world; thanks to the foreign languages it is possible to be at the forefront of the specific needs that the world demands today. This is why, it is necessary to help students with their process from primary education so that at the end of their basic education, they have a basis for their secondary education, where they use more the foreign language.

This project aims to raise awareness about English teaching in primary schools. For that reason, contributing to the pre-service teacher training that is required and important at these levels. For this reason, it is carried out as part of the community outreach component of the practicum elaborated by students of the last semester of the Foreign Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field.

The implementation of this project benefits both institutions and the students of the city of Cúcuta, as well as the Foreign Languages Program and the students who are doing an internship. This benefit results in the possibility for primary school children to have contact with the foreign language and for the pre-service teacher to get knowledge of the primary education reality. Additionally, the practice teacher intervenes in processes that impact on the improvement of these needs.

### ***General objectives of the proposal***

The implementation of this community outreach component in the Bachelors' of art is heading through the following objectives:

To attend the needs of the primary school children in the school Francisco José de Caldas, seat San Pedro Claver.

To integrate the foreign language practicum of the Foreign Languages English-French pre-service teachers to the educational reality of teaching English at one public primary school.

### **Specific objectives**

Aiming at better understanding of the aspects mentioned above, this proposal would attempt:

To familiarize the children of the primary school Francisco José de Caldas, seat San Pedro Claver with basic knowledge of English.

To involve Foreign Languages pre-service teachers in the processes of teaching English in primary school.

To articulate the students of the Bachelor of Arts in Foreign Languages degree with the social outreach programs that the office of social interaction of the University of Pamplona promotes.

### **Typology of the project**

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

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

### **Lines of contribution**

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

### **Theoretical framework**

#### ***Language teaching***

#### **International Linguistic Policies.**

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

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

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

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

### **National Bilingual Program**

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

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

**Table 9**

*Expected language levels in the PBN*

<b>Population</b>	<b>Target language level</b>
3 <sup>rd</sup> grade students of basic primary education.	A1 (beginner)
7 <sup>th</sup> grade students of basic secondary education.	A2 (basic)
11 <sup>th</sup> grade students of basic middle education.	B1 (pre-intermediate)
Graduates of higher education	B2 (intermediate)
Graduates of foreign languages or related careers.	C1 (advanced)
Current primary school teachers and teachers in other areas.	A2 (basic)
English teachers.	B2 (intermediate)

Taken from: Cárdenas, R.; Miranda, N. (2014)

## **Bilingualism**

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

## **English teaching in elementary school**

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

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

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

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

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

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

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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their criteria of semiotic interpretation of each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations elaborated in prior learning and previous experiences are the scaffolding to build by LE, new mindsets, or expand the existing ones”.

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

### **Why learning LE in the elementary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at

school. Nothing that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying a foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity, and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize, the learning process of the human being is based on experiences with his context, in which he is influenced by prevailing cultures, and identify his idiosyncrasies and autonomy. Especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that focus on the main attention of the senses of each individual. Emphasizing mental processes of cognition that direct and bring to fruition significant learning in children who are at the beginning of learning especially of a LE.

**The context of Cúcuta**

The city of Cúcuta has institutions of basic and secondary education, being mainly public. General, most of these school groups are organized as follows:

- School Francisco José de Caldas Cúcuta
- School San Pedro Claver, headquarters of the school Francisco José de Caldas
- School Santísima Trinidad, headquarters of the school Francisco José de Caldas

their integral practice in these institutions is where the Foreign Languages students of the University of Pamplona develop and doing social projection in primary schools.

**Subprojects**

This space is intended at establishing a line of action for the Languages Program in terms of the social outreach. In this regard, through implementation of the outreach component, each trainee teacher adapts the general guidelines of this proposal to the educational reality of the institution in which the integral practicum, is carried out.

The aim of this proposal is part of the concept of social interaction of the university with the community of Cúcuta through the design of a project to support training in English.

**Table 10***General chronogram of the outreach component*

	Activity	August				September				October			
		Month 1				Month 2				Month 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional observation												
2	Formulation of subprojects												
3	Implementation of subprojects in each institution												
	Activity	November				December							
		Month 4				Month 5				Month 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation of subprojects in each institution												
2	Consolidation of the report												
3	Evaluation of results and the impact of the proposal												
4	Socialization. Interaction with the benefited community												

**Subproject**

The use of short interactive videos as a teaching strategy to enhance fifth-grade students' vocabulary learning

**Justification**

Since nationally, the public elementary schools have presented weaknesses in the English area given that these schools do not have active foreign language teachers, after having developed a series of diagnostic observations in the school San Pedro Claver, the pre-service teacher found out that fifth-grade students are exposed to high levels of vocabulary which can overload and bring negative effects on students' interest and learning. In such way the present social proposal, through short interactive videos

conjugated with the fifth-grade syllabus is intended to enhance fifth-grade students' vocabulary.

## **Objectives**

### ***General objective***

To enhance the fifth-grade students' vocabulary learning through short interactive videos.

### ***Specific objectives***

To stimulate the fifth-grade students' interest on learning vocabulary through short interactive videos.

To support the fifth-grade homeroom teacher in the English teaching area.

## **Theoretical framework**

Andriani (2016) addresses the importance of vocabulary instruction as “teaching vocabulary is extremely needed. It helps students to learn a language, and get the meaning from word signs, signals, and symbols easily”. In addition, as Öztürk (2006) states that “words are labels for concepts and teaching word meaning is essentially teaching concepts for given words”. In this way, vocabulary learning becomes paramount to be able to comprehend the meanings hidden in the target language; in a world where the language is constantly changing the leaning of vocabulary in a second language becomes necessary to understand what happens around us. It is in this way that motivation comes to be important to raise the students' interest and more in elementary school. It is because of this that 3Plearning (2019) encourages the active teaching of vocabulary as “some students may be naturally curious, while others will need to be

coaxed into the journey”. Interactive video Multimedia being an instructional delivery system comes to be an attractive strategy to teach vocabulary since viewers are not limited to see images or hear sounds but they can make active responses alone (Heinich, 1996 as cited in Andriani, 2016).

### **Methodology**

The current health emergency and the precarious socio-economic conditions of most of the students of the school San Pedro Claver led institutional authorities to adopt alternative and creative methodologies to guarantee the continuity educative process. Given that most of the students of this headquarters, including the fifth-grade children do not have any access to virtual platforms nor technological devices, teachers have been forced to reinvent themselves; to create different kind of materials, to record their classes to then send them via WhatsApp. It is because of this situation that this proposal was presented as an opportunity to ensure the learning process despite the numerous challenges that the current pandemic presented.

Based on the fifth-grade syllabus and the methodology established by the teacher, videos were sent every week. These videos contained the practice of specific vocabulary according to the lesson and topic of the week. In this sense, the objective was to work on specific skills involving the grammatical competences as the training of vocabulary, sentence structure, meaning recognition, spelling, and intonation. Thus, these short interactive videos comprised the pronunciation of the words to be learned with their respective repetition, an explanation of the context where the word can be used, several examples and a section of exercises; The videos were proposed as short considering that

most of the students had access only to a reduced volume of data to download the videos.

In the same way, it is appropriate to mention that the target population comprised three groups and one hundred seventeen students whose ages range from nine to twelve years old. Moreover, these students had a level of A2.1.

**Table 11**

*Chronogram of activities subproject outreach Project*

Activities	Weeks of integral practicum												
	1	2	3	4	5	6	7	8	9	10	11	12	
Taking care of my body ( <i>vocabulary of the food</i> )	■	■											
Taking care of my body ( <i>vocabulary of the personal and hygienic grooming</i> )			■	■									
Taking care of my body ( <i>the clothes</i> )					■	■							
Healthy life ( <i>learning healthy habits expressions</i> )							■	■					
Healthy life ( <i>health and unhealthiness foods</i> )									■	■			
Healthy life ( <i>sports make me safe</i> )											■	■	

Even if the initial plan aimed at recording one video per week, only six videos were effectively created fortnight considering the homeroom teacher's instructions and methodology. In the case of the fifth-grade, the classes were carried once every week with each group through the application WhatsApp. In this regard, the topics and units were taught on three weeks, and every week corresponded to a stage. With the objective of maintaining an order with the topics and not to overload the students with videos, the teacher asks to record videos every two weeks. ([See annex K](#))

**Table 12***Description of the activities outreach component*

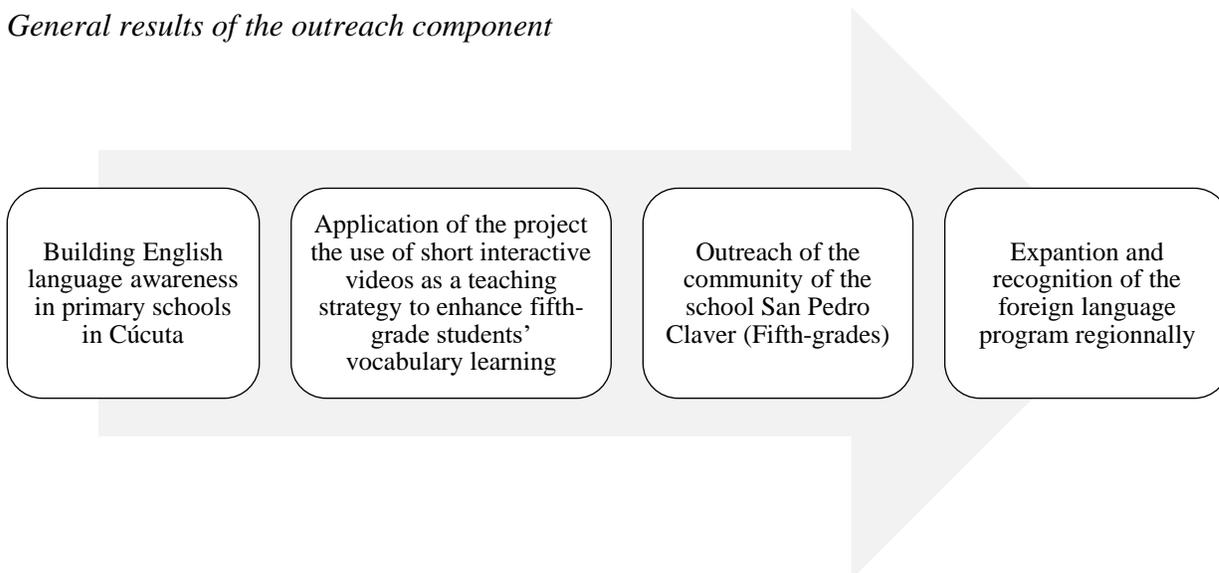
<b>Activities</b>	<b>Description of the activities</b>
<b>Taking care of my body</b> <i>(vocabulary of the food)</i>	The first video was focused on teaching the vocabulary of food comprising vegetables and fruits. At first, relying on power point slides along with the application of Loom, the teacher made emphasis on some words that allow the description of the mealtime in English. Subsequently, an interactive methodology was implemented, providing space for the viewer to repeat the words, learn the pronunciation and assimilate the new vocabulary; finally, this video was shared through WhatsApp with the fifth-grade students.
Taking care of my body <b><i>(Vocabulary of the personal and hygienic grooming)</i></b>	The second video was linked to the vocabulary of the personal and hygienic grooming. Thus, taking advantage of power point slides, through the presentation of images and descriptions, the teacher developed an interactive methodology giving space to the viewers to repeat and practice the pronunciation; examples were added to expand the knowledge of the use of the learned words.
Taking care of my body <b><i>(Vocabulary of the weather)</i></b>	The third video comprised the topic of the weather and in order to develop this video, the teacher took into account key words linked to the climate and natural phenomena. This video was characterized by the implementation of an interactive methodology intended to ensure spaces to repeat and assimilate the pronunciation and the meanings of the words. The presentation of this new vocabulary was supported by oral descriptions and body expressions that together aiming at enhancing the assimilation of the new words.
Taking care of my body <b><i>(Vocabulary of the weather)</i></b>	The fourth video includes the vocabulary of the clothes. In this video the teacher relying on power point slides presented the new vocabulary preceding a dynamic methodology with spaces for repetition and assimilation of the new vocabulary
My everyday life <b><i>(Learning healthy habits, expressions)</i></b>	The focus of this video was the healthy life, presenting a vocabulary of healthy habits associated to everyday actions like “wash the hands”, “drink water”, etc. During this video, the aforementioned process was repeated introducing students to listen to the pronunciation, repeat, see some examples and learn new expressions.
My everyday life <b><i>(Time expressions and the daily routine)</i></b>	The sixth and last video was linked to the vocabulary of the daily routine. Taking advantage of power point slides, through the presentation of images and descriptions, the teacher developed an interactive video giving space to the viewers to repeat and practice interactively the pronunciation; examples were added to expand the knowledge of the use of the learned words.

## Results

The public elementary schools have for long been generally at a disadvantage in contrast to the private ones as far as the English instruction is concerned. It is in this sense that present project, relying on a social approach, had as its global intention the contribution to the quality of the English instruction through the teaching of vocabulary in a fifth-grade. Keeping in mind the circumstances and the context of the students, this project adopted as its methodology, the creation of interactive videos. As a result, after having developed this project, the findings suggested that the fifth-grade students' awareness regarding the assimilation of the vocabulary in English was improved considering the outcomes of the students' activities. Together with the homeroom teacher it was possible to determine that the students got better results and were more conscious of the exercises linked to filling-in-the-gaps and word-association drills. At the same time, another positive result was linked to the increasing motivation from the students who found through these videos a new way of learning words in English.

### Figure 9

*General results of the outreach component*



## **Conclusion**

This project set out to explore the way in which the implementation of interactive videos enhanced the vocabulary learning in a fifth-grade course. In order to carry out this research, this project was guided by three objectives: To enhance the fifth-grade students' vocabulary learning through short interactive videos, to stimulate the fifth-grade students' interest in learning vocabulary and finally, to support the fifth-grade homeroom teacher in the English teaching area. Effectively, this project confirmed that the application of these interactive videos enhanced the students' awareness towards the learning of vocabulary, specifically in some kind of exercises as filling-in-the-gaps and word-association drills. At the same time, it was possible to see a motivation from the students as they enjoyed the videos and played an active role in the repetition of the words. In this way, once more this project highlights the importance of teaching vocabulary as it “represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation”. (UKESSAYS, 2018)

## Chapter 5

### Administrative component

#### Introduction

The administrative component arises as an opportunity for preservice teachers to get involved in extra-academic activities and responsibilities in order to know in more depth the roles of a teacher out of the classroom; pre service teachers are exposed to these extra academic situations, allowing them to acquire the experience and the knowledge of these activities that come to be paramount to the process of teaching and learning.

This component is really important keeping in mind that the to get involved in such extra-curricular activities, trainee teachers are required to have a specific knowledge of the institutional organization, guidelines, methodologies and modus operandi.

#### Objectives:

##### *General objective*

To take part of the academic and extra-academic spaces proposed by the institutional authorities.

##### *Specific objective*

To get involved in academic planning sessions and meetings

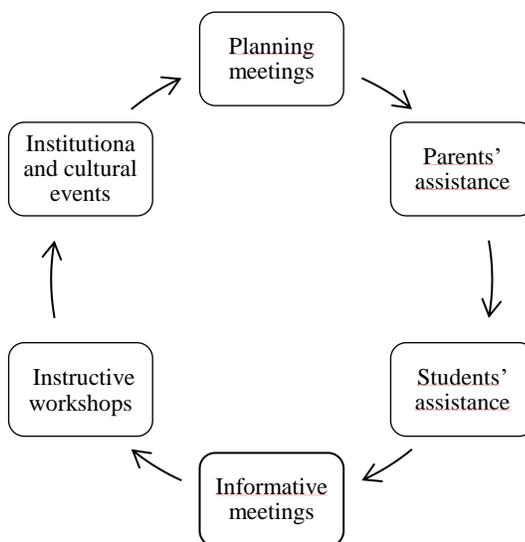
To assist parents and students' needs and suggestions

## Methodology

The present component came to be part of one of the four components of the Integral practicum and it was focused on one part to the knowledge of the establishment in terms of its community, its organization, its regulations and its institutional guidelines; at the same time, this component described the extra-academic involvement of the trainee teachers in activities that allowed them to know more closely the role and functions of a teacher out of the classroom. It is in this way that the pre-service teacher by the hand of this component was oriented to following the institutional guidelines and accords. This component was developed through a direct interaction with different situations implicating the commitment and role of a teacher; in this manner, the most common activities through which this constituent was fulfilled involved institutional meetings, meeting planning, encounters with parents, all following institutional dispositions. ([See annex L](#))

### Figure 10

*Methodology of the administrative component*



**Table 13***Chronogram of the administrative component*

<b>Institutional planning and development</b>	<b>Starts</b>	<b>Ends</b>
Activity of Institutional development (Beginning school year)	2020-01-07	2020-01-17
Activity of Institutional development (Holy week)	0000-00-00	0000-00-00
Activity of Institutional development (School break)	2020-03-16	2020-11-27
Activity of Institutional development (School break)	2020-10-05	2020-10-09
English day celebration	2020-10-25	2020-10-30
Caldista anniversary 59 years	2020-10-30	2020-10-30
Independence of Cartagena	2020-11-08	2020-11-08
Activity of Institutional development (End of the school year)	2020-11-16	2020-11-29

**Instructive workshops**

As the search for knowledge and enhancement is one of the main values of the Institution Francisco José de Caldas, its leaders and representatives make great efforts to foster spaces of instruction and training for teachers and the administrative staff as a way of contributing to the whole development and improvement of this community. In this regard, as an active teacher of the institution, my presence in these spaces of instruction as a moderator and participant became paramount to my training and professional development. This is how during the practicum two instructive workshops focused on the use of the ICTs were carried out. The first one comprises the use of the educative website Educaplay and was led by the chief of the English area and his pre-service teacher. This instructive workshop brought together around 40 participants among teachers,

institutional authorities, workers of the administrative area and some English trainee teachers; in my case, my role was passive as I just participated. The second workshop brought together all the teachers and administrative staff of the school Francisco José de Caldas and was led by all the trainee teachers. This workshop was focused on the use of the ICTs and in my case, I had an active role as moderator teaching the use of the platform of Pixton, a website that allows the creation of comics. The development of these events became necessary for my professional development as these experiences allowed me to be involved in a context totally formal and professional. In addition, these events allowed me to arise my sense of leadership and innovate through an authentic instruction.

### **Events**

During the realization of this practicum, I had the opportunity to get involved in two multicultural and institutional events. First of all, the English day where the school Francisco José de Caldas commemorates the multilingualism and the cultural diversity. This event integrated the participation of the whole institution including its two headquarters and all the English teachers. This time I had the opportunity to be part of the innovation since this year, for the first time, this event was celebrated online. My role in this event was active and direct given that I was part of several planning and organizational meetings, I was in charge of training my students and in addition I participated singing a song in the event. I also was involved in an online flag raising ceremony organized by the elementary school teachers of the headquarters San Pedro Claver. In this case my role was passive as I was just invited by the elementary school

teachers. This event was the closing ceremony of the elementary school San Pedro Claver and had the participation of several students with artistic performances.

These events had a great impact in my professional development as I had the opportunity to embody the real role of an English teacher in multicultural and institutional events. At the same time, these activities stimulated my organizational skills, leadership, creativity and sense of belonging towards the school community.

### **Meetings**

The institutional meetings became spaces of entire communication and interaction with other members of the school community. These types of encounters became important for the right development of the practicum and for the immersion to the institutional context. At first, I was part of informative meetings that comprised the presentation of instructions and announcements to the whole school community like the first insertion of the trainee teachers to the institution. Furthermore, this kind of meetings encompassed explanatory encounters with the supervisor and the primary school teachers. These meetings were generally led by the directors, the chief of the English area and the respective homeroom teachers and the supervisors. Similarly, I was involved in organizational meetings that embraced the planning and logistic of the institutional events like the English day, and the instructive workshops. In these kind meetings my role was active as I participated directly in the planning and development of all these activities. Additionally, I was part of lesson plan meetings carried out mostly with elementary school teachers as part of the outreach component. These meetings generally focused on the planning of the lapsus or the learning worksheets for the students; in these cases, my

role was centered in proposing activities. Finally, these institutional meetings included indirect reunions with the students' parents through the application WhatsApp. These asynchronous meetings comprised mostly institutional announcements as well as reports of the students' educative performance.

To sum up, all these encounters had a great contribution to my training process since these spaces gave me the opportunity to interact in a real and professional context. At the same time, these institutional meetings made possible a deep immersion in the educative field allowing me to have a closer experience with my profession.

### **Conclusion**

The implementation of the administrative component became a meaningful and enriching process in the development of my professional profile since this space gave me a closer insight of what it really means to be a teacher. In terms of knowledge, this component led me to stimulate and acquire the basic skills in the field of education as are leadership, responsibility, commitment, sense of belonging and a lot of confidence. Besides, the involvement in all these administrative activities allowed me to know my strengths and reaffirm my knowledge.

Likewise, I believe that these kinds of administrative activities are important for the training of every pre-service teacher as they promote the commitment, the responsibility and the sense of belonging towards the teaching profession. Personally, even if all components were crucial to my training process, the administrative element made me feel closer from the real educative context.

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## Annexes

Annex A*Worksheet material/reading sequences for visual imagery strategy*

	I. E. COLEGIO FRANCISCO JOSÉ DE CALDAS SEDE SAN PEDRO CLAVER / JORNADA DE LA MAÑANA TEACHERS: Lic. Giovanni Alexander Veloza Castillo Docente practicante Gabriel Londoño Villegas GUÍA DE LECTURA	
NAME: _____	DATE: _____	LEVEL: 6

**Third Reading workshop (Tercer taller de lectura)**

Se recomienda que para el desarrollo de la siguiente guía de lectura se respete el orden de los puntos, paso a paso, sin adelantarse.

1. Lea solamente el título del cuento y a partir de este imagine de qué se trata la historia y luego haga un pequeño dibujo de eso que imagina en el cuadro que esté en la última página, o en el cuaderno.

Título: **The little dreaming worm**

2. Después de haber hecho el dibujo, piense y escriba cinco cosas que lo lleven a imaginar el título en inglés, por ejemplo:

- The color green (El color verde)
- My fear for worms (Mi miedo por los gusanos)
- 
- 
- 
- 

3. Lea el siguiente cuento y busque las palabras desconocidas. Mientras lee imagine en su mente todo lo que sucede en la historia: visualice e imagine el paisaje, los olores, los ruidos y cómo son los personajes. (No tiene que transcribir el texto)

**The little dreaming worm**

One day, a little worm was walking along in direction of the sun. A grasshopper next to path asked him, "Where are you going?" Without stopping the little worm answered "I had a dream last night. I saw the whole valley from the top of the mountain. I like my dream and I have decided to go after it!" "You are crazy! How, you, a simple worm would get up there? A small rock will be a mountain, a water hole an ocean, and any trunk an impassable barrier for you", shouted the grasshopper while the little dreaming worm walked away. A few steps forward, the little worm ran into a beetle. "where are you going so happy?" he asked. "I had a dream last night, I'm going to the top of the mountain answered the worm. Laughing out loud, the beetle said "look at me, even if I have these long legs, I would never do something like that. But the worm went ahead. Farther ahead, the spider, the frog and the flower advised the little dreaming worm "you will never get up there". Even if the dreamer worm didn't hear, he was tired and with no more strength to follow, thus he decided to stop his travel and build a grave to die. Closing his eyes, his last words were "I will be okay. The next morning a multitude of animals gather around the grave that the worm had built. All the animals were amazed and get more surprised when suddenly they saw that from grave, two beautiful wings peeped out, the little dreaming worm had turned into a butterfly. Now, all everyone knew it, the little dreaming worm was going to fly to the mountain. He was going to fulfill his dream.

	I. E. COLEGIO FRANCISCO JOSÉ DE CALDAS SEDE SAN PEDRO CLAVER / JORNADA DE LA MAÑANA TEACHERS: Lic. Giovanni Alexander Veloza Castillo Docente practicante Gabriel Londoño Villegas GUÍA DE LECTURA	
NAME: _____	DATE: _____	LEVEL: 6

**First Reading workshop (Primer taller de lectura)**

Se recomienda que para el desarrollo de la siguiente guía de lectura se respete el orden de los puntos, paso a paso, sin adelantarse.

1. Lea solamente el título del cuento y a partir de este imagine de qué se trata la historia y luego haga un pequeño dibujo de eso que imagina en el cuadro que está en la última página, o en el cuaderno.

Título: **Pete the cat and his magic sunglasses**

2. Después de haber hecho el dibujo, piense y escriba cinco cosas que lo lleven a imaginar el título en inglés, por ejemplo:

- My dead cat (mi gato muerto)
- The sky (El cielo)
- 
- 
- 
- 

3. Lea el siguiente cuento y busque las palabras desconocidas. Mientras lee imagine en su mente todo lo que sucede en la historia: visualice e imagine el paisaje, los olores, los ruidos y cómo son los personajes.

**Pete the cat and his magic sunglasses**

Pete the Cat did not feel happy. Pete had the blue sadness. Then, as if things were not bad enough, along came Grumpy Toad., but Grumpy Toad was not grumpy today. He said, these cool blue magic sunglasses make the sadness go away. Pete put on the cool blue magic sunglasses and right on the birds are singing, the sky is bright, the sun is shining, I'm feeling all right, said Pete.

After this, Pete went on his way and soon he saw Squirrel. Squirrel did not look happy. Pete said: try these cool, blue magic sunglasses; they help you see things in a whole new way. Awesome! immediately the birds are singing, the sky is bright, the sun is shining, I'm feeling all right, said Squirrel. Then, Pete kept rolling along until he saw Alligator. Alligator did not look happy: Try these cool, blue magic

**Annex B**

*Worksheet material/reading sequences for text illustration strategy*

	<p>I. E. COLEGIO FRANCISCO JOSÉ DE CALDAS SEDE SAN PEDRO CLAVER / JORNADA DE LA MAÑANA TEACHERS: Lic. Giovanni Alexander Veloza Castillo Docente practicante Gabriel Londoño Villegas GUÍA DE LECTURA</p>	
NAME:	DATE:	LEVEL: 6

**Second reading workshop (Segundo taller de lectura)**

Se recomienda que para el desarrollo de la siguiente guía de lectura se respete el orden de los puntos, paso a paso, sin adelantarse.

1. Lea atentamente el siguiente cuento prestando atención a las imágenes y todo lo que hay en ellas.

**PETE THE CAT AND HIS MAGIC SUNGLASSES**

		
Pete the Cat did not feel happy.	Pete had the blue sadness	Then, as if things were not bad enough, along came Grumpy Toad
		
but Grumpy Toad was not grumpy today.	Grumpy said, these cool blue magic sunglasses make the sadness go away.	Pete put on the cool blue magic sunglasses
		
right on And right on	the birds are singing, the sky is bright.	the sun is shining, I'm feeling all right!
		
Pete went on his way and soon he saw Squirrel	Squirrel did not look happy.	Pete said, by these cool, blue magic sunglasses,
		
They help you see things in a whole new way.	Awesome!	The birds are singing, the sky is bright

	<p>I. E. COLEGIO FRANCISCO JOSÉ DE CALDAS SEDE SAN PEDRO CLAVER / JORNADA DE LA MAÑANA TEACHERS: Lic. Giovanni Alexander Veloza Castillo Docente practicante Gabriel Londoño Villegas GUÍA DE LECTURA</p>	
NAME:	DATE:	LEVEL: 6

**Second reading workshop (Segundo taller de lectura)**

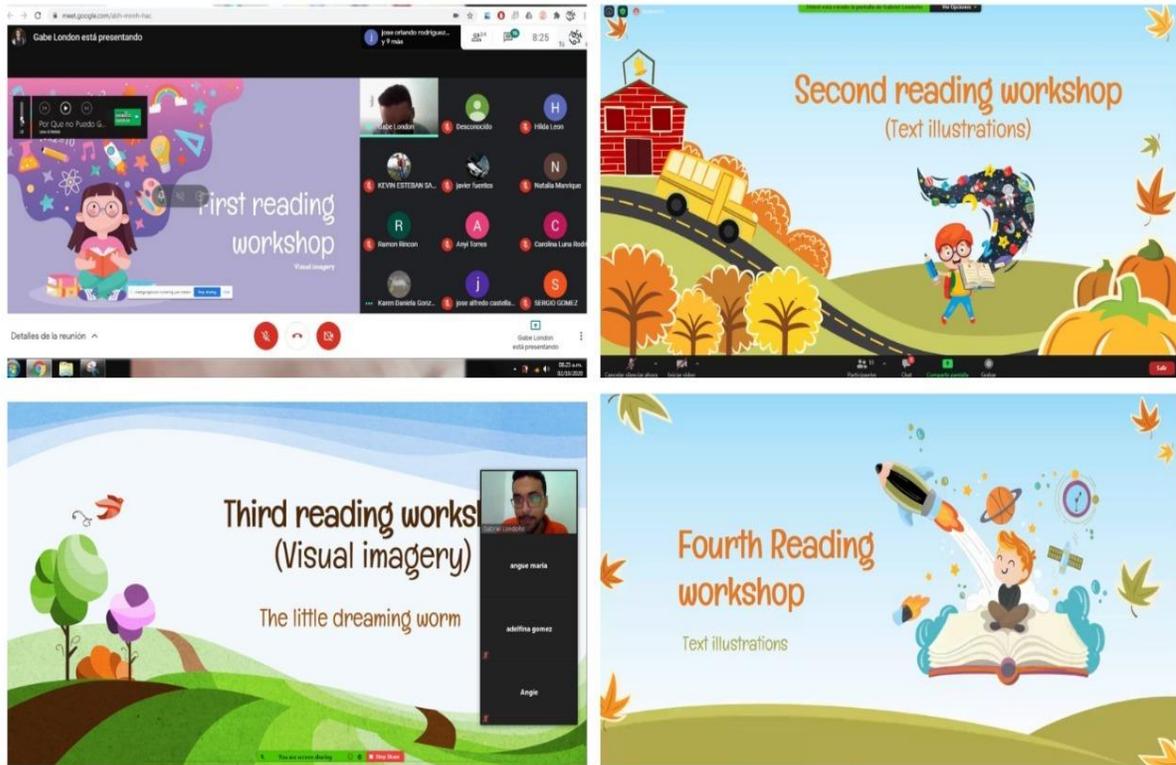
Se recomienda que para el desarrollo de la siguiente guía de lectura se respete el orden de los puntos, paso a paso, sin adelantarse.

1. Lea atentamente el siguiente cuento prestando atención a las imágenes y todo lo que hay en ellas.

**The very quiet cricket**

		
One warm day, from a tiny egg, a little cricket is born	"Welcome!" says an adult grasshopper to the little cricket making a sound with his wings.	the little cricket wants to answer so he moves his wings together but nothing happens, not a sound and the grasshopper goes away
		
After this, the cricket kept jumping until he found a group of locusts in a corn crop	"good morning!" said a locust"	the little cricket wanted to answer so he moved his wings together but nothing happened again, not a sound and the locusts went away.
		
Sad, the little cricket keeps jumping until he finds a big apple where there is a worm	"hello" whispers the worm	the little cricket tries to answer so he moves his wings together but yet, nothing happens.
		
Frustrated, the little cricket decides to keep jumping looking for a friend	he sees a big garden and there is a bee in the middle of the flowers	"How are you?" hums the bee

*Online reading workshops*



## Annex D

### *Field notes and observation grid*

#### **THE 14<sup>th</sup> OCTOBER SECOND READING WORKSHOP – TEXT THE VERY QUIET CRICKET**

## **OBSERVATION AND FIELD NOTES (TEXT ILLUSTRATIONS)**

GABRIEL LONDOÑO | INTEGRAL PRACTICUM | THE USE OF TEXT ILLUSTRATIONS AND VISUAL IMAGERY AS A TEACHING STRATEGY TO PROMOTE READING HABITS IN A SIXTH-GRADE ENGLISH COURSE

**Objective:** To observe and analyze the sixth-grade students' performance and attitudes towards the online reading workshops

Attitude			General observations	
N° PARTICIPANTS	24	Yes	NO	<p>The participation today seems lower than the previous workshop, although there are many students in the meeting, only five students interact even if the teacher stimulates them to be part of the reading. As the reading starts, the students show more interest and follow the instructions.</p> <p>At the end of the online workshop, the participation rate today is approximately 25%. It is clearly lower than the previous one as the attendance.</p> <p>Even if there are many students in the reading workshop only six of them participate. These few students follow the story and obey the teacher instructions. These students show interest as they seem attracted by the pictures and are involved in the story.</p> <p>The students are quiet and only six participate, however they don't make questions.</p> <p>There's a student, Kevin Salazar who always try to make phrases in English and in this way communicate what he thinks.</p> <p>Yes, even if in this workshop the students are quiet, when asking them intensely, they answer. This can be seen specially when they are asked to repeat the pronunciation.</p>
The students participate actively during the workshop		X		
The students seem interested in the activities proposed during the workshop		X		
The students make questions and seem curious			X	
The students try to communicate in the target language		X		
The students follow and listen to the teacher's instructions		X		

Performance	General observations	
	Yes	NO
The students associate the details of the story with their previous knowledge and personal experiences	X	
The students make predictions of the story and imagine relevant aspects proposing new scenes.		X
The students visualize and assimilate the illustrations of the text	X	
The students share their impressions and emotions in regard to the story. (feelings, five senses)	X	
The students remember and are aware of important details of the story as the characters, the setting and their characteristics.		

## Annex E

### *Transcription focus group interview*

THE 22<sup>ND</sup> SEPTEMBER

## FOCUS GROUP INTERVIEW

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GABRIEL LONDOÑO | INTEGRAL PRACTICUM | THE USE OF VISUAL IMAGERY AND TEXT ILLUSTRATIONS AS A READING TEACHING STRATEGY

**Objective:** To explore the sixth-grade students' perceptions and habits as far as the reading practices in the target language is concerned.

**Audio:** [Sixth-grade groups 06- 07]

**Transcribed [02 October 2019]**

**Moderator:** Antes de empezar con el taller como tal, tengo unas preguntas breves que quiero me ayuden a responder. Entonces, por ejemplo, ¿A ustedes les gusta leer niños? Díganme. ¿Por qué les gusta leer?

**Speaker A:** Si señor

**Speaker B:** Porque uno aprende más.

**Speaker C:** Porque la lectura nos enseña otras cosas.

**Speaker D:** Nos enseña nuevas cosas y también nos ayuda a distraernos.

**Speaker E:** Nos enseña

**Moderator:** Ahora, ¿ustedes practican lectura en inglés en su casa? ¿leen en inglés?

**Speaker B:** No.

**Speaker E:** No.

**Speaker D:** No, señor.

**Moderator:** ¿Por qué no leen en inglés?

**Speaker A:** Porque no sabes cómo.

**Moderator:** Okay, muy bien.

**Speaker E:** No se cómo pronunciarlo

**Moderator:** No saber cómo pronunciarlo. Muy bien. ¿Y en español?

**Speaker B:** Sí, en español pues sí.

**Speaker D:** Sí, señor.

**Moderator:** Aaaah muy bien, perfecto. Ahora ¿ustedes consideran que leer en inglés es divertido o es aburrido?

**Speaker A:** Es divertido

**Speaker B:** Es aburrido porque no sabemos que quiere decir las palabras porque no las entendemos.

**Speaker C:** Divertido a veces porque como se expresa.

**Moderator:** Niños ¿qué es lo más difícil de leer en inglés?

**Speaker A:** La pronunciación de las palabras

**Speaker C:** La pronunciación de las palabras

**Speaker D:** No se pronuncia igual que se escribe

**Speaker F:** Que se diferencian.

**Moderator:** ¿Bueno y a ustedes sobre qué les gustaría leer en inglés?

**Speaker A:** Sobre todo

**Speaker C:** Sobre viajes y historia

**Speaker E:** Sobre películas.

**Speaker H:** Cuentos.

**Moderator:** ¡Cuentos! Muy bien. ¿Qué más?

**Speaker D:** Aventuras y exploraciones.

## Annex F

### *Questionnaire*

THE 22<sup>ND</sup> SEPTEMBER

## QUESTIONNAIRE

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GABRIEL LONDOÑO | INTEGRAL PRACTICUM | THE USE OF VISUAL IMAGERY AND TEXT ILLUSTRATIONS AS A READING TEACHING STRATEGY

**Objective:** To explore the sixth-grade students' perceptions about the reading workshops and the reading strategies implemented.

**Responda sinceramente a las siguientes preguntas de acuerdo a sus percepciones sobre los talleres de lectura**

**Nombre:** Participant 11

**Grado:**607

1. **¿Cómo se sintió durante los talleres de lectura que se realizaron?**

Feliz porque me gusta leer en clase

2. **¿Qué considera usted de los textos que se manejaron en los talleres de lectura?**

Me gustaron mucho porque los personajes eran animalitos y eran muy lindos

3. **¿Durante la implementación de este proyecto qué aprendió de lo que se debe hacer antes, mientras y después de la lectura?**

Imaginar de qué se trata la historia, leer el título, leer la historia e ir imaginando los personajes

4. **¿Entre la imaginación visual y la lectura a través de imágenes ¿Qué estrategia encontró más útil a la hora de leer los textos? ¿Por qué?**

La lectura y las imágenes porque me gustaba ver una imagen de cada personaje de la historia

5. **Después de haber realizado estos talleres de lectura ¿siente alguna clase interés por la lectura en inglés? ¿sí o no? ¿Por qué?**

Sí porque ahora entiendo más y aprendí que puedo usar imágenes para que sea más divertido

**6. ¿Cree que después de haber realizado dichos talleres adoptará hábitos de lectura en inglés fuera del salón de clase? ¿Sí o no? ¿por qué?**

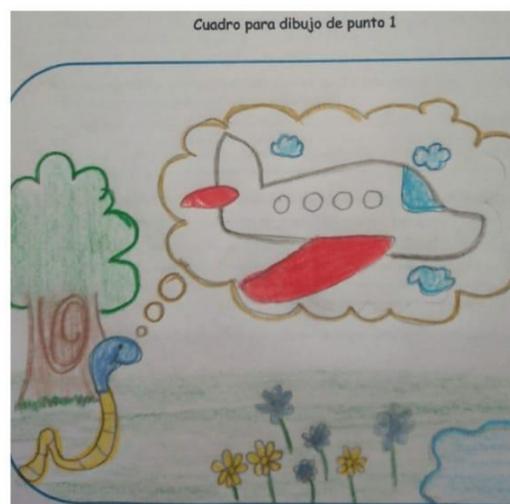
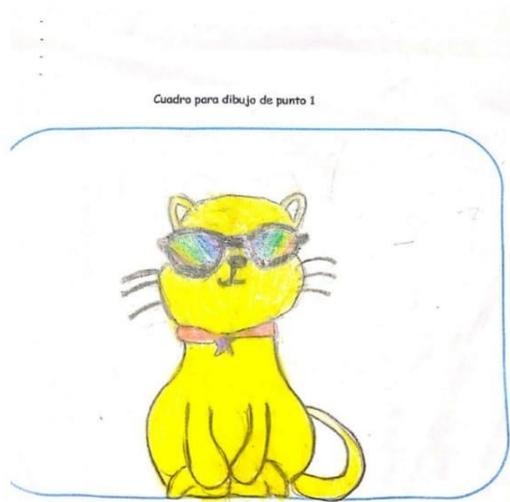
Sí antes pensaba que era aburrido pero ahora es divertido y puedo buscar historias que me gusten

**7. ¿Las imágenes de las historias y el uso de la imaginación le permitieron entender los textos cuando leía?**

Sí porque me gustaba imaginarme a los personajes luego ver la imagen y entender la historia

Annex G

*Students' artifacts*



## Annex H

### *Reflective workshop*

#### **TALLER DE REFLEXIÓN N° 3 21 DE NOVIEMBRE DE 2020**

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de las estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

- 1. Elija uno de sus grupos de clase con el que se sienta mejor. – Elija un día laboral cualquiera de la semana. -Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación.\***

Generalmente mi proceso de planeación toma varias etapas. Primeramente, dependiendo del tema, lo que hago es buscar de manera general la teoría del tema para evaluar mi conocimiento y saber si hay algo que me falte saber sobre este. Esta teoría suelo buscarla en libros electrónicos y sitios web de muy buena reputación. Después de esto lo que hago es evaluar y analizar la teoría para luego acomodarla en la plantilla. El proceso anterior lo hago igualmente con los ejercicios de práctica, ya que de forma general estos lapsos contienen una sección de explicación y otra de práctica. En promedio me toma de dos a tres horas planear un lapso.

- 2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale (desde que inicia hasta que termina). Indique todo lo que hace como profesor.a y lo que hacen l@s estudiantes.\***

Generalmente las unidades se desarrollan en tres semanas, sin embargo, todas las sesiones que se desarrollan en esa unidad siguen la misma metodología. Lo primero que se hace para el desarrollo de una sesión es el envío del link por medio de los grupos de WhatsApp. Las sesiones se llevan a cabo por medio de Zoom, ya que el tiempo que esta ofrece es adecuado para mantener la atención de los estudiantes. Habitualmente, suelo entrar antes a la sala para poder saludar a los estudiantes a los cuales les pido esperar a que sus compañeros se conecten. En este espacio de espera suelo preguntarles en inglés como están y crear un espacio adecuado para la clase. Cuando ya todos se conectan se introduce el plan de clase, e informa a los estudiantes que verán ese día y se aborda la teoría o explicación de la temática; debido a que el tiempo es reducido esto se hace en 20 o 25 minutos; luego de esto se deja un espacio para preguntas y dudas.

- 3. Si encuentra que hay rutinas que se repiten en todas las sesiones indique cuáles y por qué.\***

*Self-observation grid*

## GUÍA DE AUTO OBSERVACIÓN DOCENTE

Programa LENGUAS EXTRANJERAS Nombre del ( de la) Docente-practicante

Cursos: Semana No 1

Auto-observación docente	SI	NO
1. Escuché y entendí a l@s estudiantes.		
2. Realicé actividades que facilitan la interacción entre l@s estudiantes.		
3. Animé a l@s estudiantes a comunicarse con sus compañer@s utilizando la lengua de aprendizaje.		
4. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas		
5. Dí feedback positivo a l@s estudiantes.		
6. Mis instrucciones y orientaciones fueron claras: Me aseguré de que l@s estudiantes las entendieran		
7. Las explicaciones que proporcioné fueron claras,e inteligibles.		
8. Presenté los materiales adecuadamente.		
9. Promoví la creatividad e imaginación entre l@s estudiantes.		
10. Pronuncié de forma clara y a un ritmo normal /adecuado al nivel de l@s estudiantes.		
11. Corregí en el tono, el momento y la forma adecuada.		
12. Animé a l@s estudiantes a participar en actividades de grupo.		
13. Generé un ambiente de trabajo relajado, agradable y de colaboración.		
14. Abordé con l@s estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera		
15. Me dirigí a l@s estudiantes por su nombre y/o amigablemente.		
16. Alenté a l@s estudiantes a hablar conmigo y con sus compañer@s en la lengua de aprendizaje.		
17. Orienté a l@s estudiantes a aprender la lengua por razones específicas: hablar con la gente, escribir un correo, dejar un mensaje o entender la letra de una canción...		
18. Ayudé a l@s estudiantes a fijarse metas para esta clase.		
19. Mantuve un ritmo adecuado al nivel de la clase		
20. Se habló sobre cómo aprender la lengua extranjera?		

## Annex J

### *Narrative*

**Gabriel Londoño Villegas**

**Narrativa del 28 de septiembre**

Esta primera semana como docente practicante ha sido bastante interesante, distinta a como lo imaginé, ciertamente. Aún más allá de todas las limitaciones que ha presupuesto la emergencia sanitaria, he podido evidenciar la resiliencia del cuerpo docente; debido a que los grupos de WhatsApp hay otros profesores y otras materias se ve a los otros docentes reinventándose y aplicando diferentes estrategias para poder llevar el saber a estos niños, es conmovedor.

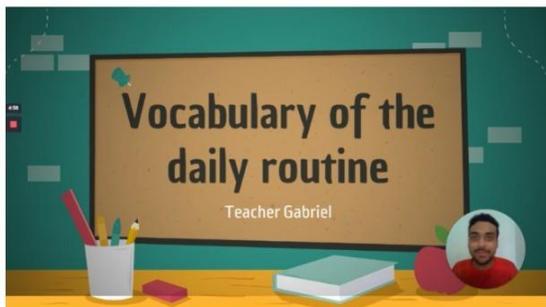
En cuanto al área de inglés, el desarrollo de la interacción con los estudiantes ha sido un poco limitada y desafiante debido a que esta sede de primaria presenta un fenómeno precario a nivel socioeconómico y en consecuencia no todos los niños tienen acceso a un dispositivo electrónicos; para hacer las cosas un poco más complejas los padres que trabajan se llevan consigo sus celulares. No obstante, más allá de todas estas limitaciones he podido tener contacto con algunos pocos estudiantes a los cuales he podido darles asesoría y aclarar algunas dudas. Algo interesante sobre esto es que muchos niños me han llamado por la noche ya que es el único horario donde tienen acceso al celular, en medio de mis otras ocupaciones domésticas y laborales me ha dado gusto poder ayudarles no importando la hora ya que entiendo el sacrificio.

Por otra parte, aunque el profesor supervisor me presentó oficialmente en los grupos de WhatsApp como nuevo docente y encargado a su lado, algunos padres de familia parecen apáticos a mi presencia y cuando hacen preguntas o tienen dudas se dirigen directamente al profesor supervisor. En estos casos el profesor encargado les recuerda mi rol y los dirige hacia mí. Este tipo de hechos son curiosos ya que muestran ese otro lado de la moneda y la realidad en lo que respecta a la práctica docente ya que se suele subestimar las funciones del practicante. Considerando estas situaciones he optado por resaltar más mi presencia en los grupos de WhatsApp enviando recursos, recordando las actividades y dando mensajes de ánimo.

Confío en que la otra semana cuando empiece aplicar mi proyecto las cosas serán un poco distintas ya que habrá un contacto un poco más directo con algunos estudiantes.

Annex K

*Evidence of the outreach component*



Annex L

*Administrative component activities*

