Improving students' reading comprehension by the implementation of worksheets using short stories at ninth and seventh grade students “Instituto Técnico Los Patios Centro N° 2”: An action research.

María José Contreras Montoya

Pre-service teacher.

University of Pamplona

Faculty of Education

Bachelor of arts in Foreign Languages: English & French

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Dedicatory.

To my grandparents for their advices, love and unconditional support.

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Approval Note

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Practicum Committee Signature

Cooperative Teacher Signature

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General presentation.

The following project aims at improving students' reading comprehension level throughout the implementation of worksheets using short stories motivating students to learn a foreign language.

Also, as part of the development of the practicum, this project is comprised of four main chapters, each one corresponding to the following components: *Pedagogical component, Research component, Administrative component and Community outreach component* which represented the idea of integrity that should be reflected in the pre-service teacher after the achievement of ninth semesters in the foreign language's degree. Hence, the aspects concerning each component are the following: The *Pedagogical component* covers a teaching proposal that is conducted inside the grades in charge in order to solve a problem. Thus, this component includes: introduction, justification, objectives, statement of the problem, research questions, theoretical framework, literature review and finally the pedagogical and research methodology. Similarly, the *Research component* comprises the macro-project "La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica" in which pre-service teachers participates with the aim of contributing to the educational field by implementing reflection in the practicum for the purpose of developing critical thinking and evaluate its own pedagogical endeavor. Also, the *Community outreach* was developed during this process in "Instituto Técnico Patios Centro 1" primary school which makes part of the macro-project "Proyecto de sensibilización a la lengua inglesa en escuelas de primaria de Colombia" and whose main objectives includes: to meet the child population English education needs in primary schools in Colombia as well as integrating foreign languages training of the Bachelor of Arts in Foreign Languages: English & French program students into the

reality of English teaching in primary schools in Colombia. Finally, the *Administrative component* relates to the trainee teachers' participation in all extra-curricular activities proposed by the institution.

Introduction.

We have been immersed in a globalized world over the last years which is changing the way we communicate, live and interact and with others, this globalization not only has been enhanced by the use of English language as lingua franca that has played an important role in this process, Thus, nowadays learning English is a fundamental need for the development of a society.

In this order of ideas, student's enhancement in different linguistic and communicative skills is important in order to improve their foreign language apprehension and level, so, at "Instituto Técnico Patios Centro N° 2." language skills are needy and English level management is low, essential abilities such as reading comprehension needs to be worked considering its importance to enhance their English level. In addition, due to the pandemic, teachers had to modify the way they transmit their knowledge and appeal to virtual resources, it has been a challenge since not all students have the necessary tools to be able to face this reality. With this in mind, I decided to conduct a project to reinforce reading comprehension using virtual resources as a platform in order to post worksheets using short stories with different activities that they could download and develop by their own in order to achieve the corresponding level in every course.

Justification.

Reading comprehension is one of the most important skills for students since with a good development in this competence they can obtain a better understanding of the information educators want to transmit, as Li and Wilhelm (2008) affirm, reading is an essential skill for every person that wants to be successful in life as well as a source of enjoyment since it keeps individuals informed, up-to-date, and thinking. Reading is both a receptive and active process. It is a dynamic process in which the reader is searching for connections of ideas in the text. Reading requires the utilization of many mental processes as information is collected, processed and analyzed. For that reason, it emerges the need to apply a proposal in which learners can enhance in a motivated and didactic way.

The proposal will be implemented at "Instituto Técnico Patios Centro N° 2." which consists in the implementation of worksheets using short stories which bring the opportunity to involve learner's ability in reading comprehension. Besides, as a specific population will be seventh and ninth-grade students. The implementation of short stories has several benefits for students since it increases interest for literature acquiring new vocabulary when reading a determined short story, in the same way, it enhances students' creativity and critical thinking since they analyze what they have read as Ono, Day & Harsch (2004) states that literature should be included in ELT classrooms as a complement to curriculum because it provides comprehensible input necessary for the English language acquisition and develops the students' abilities, as students may build new vocabulary as well as they expand their understanding of words they already know.

Finally, the authors show interest towards the application of short stories considering the students' needs and the lack of level, in the same way, as a pre-service teacher, it is important to

assess the own experience, reflecting about the actions that are carried out since improving skills as teacher and in this way become in a better educator. Foreign Language Program notices the importance of the reflection process in teachers and promotes in its last semester students a practicum reflection that allows them to analyze their first experience as teachers and look for strategies to improve.

Objectives.

General objective.

- To improve seventh and ninth learners English reading comprehension by the implementation of worksheets using short stories.

Specific objectives.

- Implement reflection as a tool to transform the pedagogical processes of integral practice.
- Promote the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.
- Integrate the foreign language training of students of the Bachelor of Arts in Foreign Languages: English & French Program into the educational reality of teaching English at the primary school in the city of Cúcuta.
- To accomplish with the extra-curricular activities proposed by the "Instituto Técnico Patios Centro 2" in pandemic.

Institutional observation.

Before to start thinking about an EFL problematic in the institution, it is necessary to have a broad perspective related to the setting where the practitioner was immersed, this section describes the main features of “Instituto Técnico Patios Centro N° 2.” such as the Administrative part in which the pre-service teacher has access to the information about the PEI of the institution, coexistence handbook, MEN guidelines and regulations for health emergencies, schedules, and Institutional Programming, as well as the pedagogical part in order to know The planning of the language area, the methodology of the work of the Language Teaching Collective, MEN guidelines (standards) among others. In the same way the technology part about the way teachers develop their classes, and the digital resources, and finally the population and information about the Administrative body, faculty, number of students and some characteristics. All of this information plays an important role, taking into account that the trainee teacher must be aware of the institutional education project, in order to conduct her pedagogical project and to know how to face the integral practice in an appropriate way.

Administrative.

Documentary analysis

This process is very important for the pre-service teacher can immerge in the institutional setting, population, advantages and disadvantages presented in the school academic environment, in order to understand in a better way, the phenomenon to study. Moreover, this immersion helps the practitioner to gain experience in the academic and administrative organization in high school.

Background

The school Instituto Técnico Los Patios Centro N° 2 was founded on August 10, 1976 during the governorship of Mrs. Carmenza Arenas, attached to La Sabana school, achieving administrative autonomy in 1980, with its first director José Maria Pezzotti Lemus until 1986; from this date, Mrs. Débora Rojas was appointed, who lasts at the head of the institution for 15 years. On March 30, 1988, Decree No. 00474 of the Departmental Education Secretary was issued to grant it the official recognition that supports the operation of the institution. In that period of time (25 years of service to the community), numerous achievements have been made in the administrative, pedagogical and community projection dimensions. In 2001, the institution opened its doors to serve young people in sixth grade, continuing the basic secondary education and taking as its corporate name Patios Centro No. 2 high school, located on 4th avenue #28-27, Patios Centro neighborhood.

Institutional Education Project (P.E.I)

The school Instituto Técnico Los Patios, led by its principal Gustavo Ramirez Camargo, offers a public education in kindergarten, primary school, and high school. The last grades, tenth and eleventh have a technical emphasis; technician in the preparation of handmade objects in leather, technician in administrative assistance, systems technician,

technician in sales and services and technician in design and integration in multimedia.

The school has an average of 3,500 students spread over seven campuses; Central, Sabana, 12 de Octubre, Patios Centro 1, Luis Enrique Ávila, and Rudesindo Soto.

Its philosophy promotes the formation of citizens with inclusive principles of quality in autonomy, authenticity, conscious freedom and a critical spirit, which prevails in respect for

values and human rights, which encourage peaceful coexistence and democratic principles, the preservation of the environment. Its seven principles are spiritual, administrative, research and environment conservation, axiological, democratic, entrepreneurship, and equality and acceptance.

The institute's mission is to train integral citizens from kindergarten to grade Eleven through a pedagogical, inclusive, academic, investigative and ICT (Information and Communications Technology) proposal that prepare students for productive work or to continue with professional studies by acting with success in the academic, labor, cultural, scientific and social environment of the region. The institution values are based in respect, responsibility, honesty, love and equity.

In its vision for 2025, the school Instituto Técnico Los Patios will be the business support of the region, offering an inclusive education, with the use of research and new ICT, being competent and contributing to the transformation of its social reality.

The institutional pedagogical trend is humanist with a socio-cognitive approach, dialogue methodology and a constructivist pedagogical model which allows students to build their own knowledge supported by teachers in their roles as guides and researchers.

Student Profile: The student of the Instituto Técnico Patios Centro 2 is and will be a critical, analytical person, an active agent of their own personal development, capable of transforming their social reality, contributing to the sustainable growth of their community, integrating themselves into productive work or continuing his higher studies, he evolves culturally, spiritually and socially as an inclusive human being.

Its pedagogical and curricular management deals with the processes of pedagogical design (curricular), pedagogical practices, classroom management, and academic monitoring. For community management, is taken into account the components of accessibility outreach to the community, participation and coexistence, and risk prevention.

The evaluation System (SIE): It is necessary a comprehensive evaluation of the students that includes their being, knowing and doing. As well as their context, individual differences and if they are part of being an inclusive population.

Institutional symbols

The institutional logo

Figure 1Institutional logo

The colors of the logo represent the department of North of Santander. The letters ITPC represent the initials of the name of the institution, and the red background represents the number two.

The slogan

"Más que conocimiento!"

presents the institution as a comprehensive entity that not only cares about its academic achievements but also about the training of people capable of functioning in today's world with

excellent academic knowledge, but mainly, with a high sense of leadership and training in ethical values and moral.

Institutional Crest

Figure 2Institutional Crest

The institutional crest presents two highlighted black ovals that indicate the union and the inter-institutional support that surrounds the institute. The small oval contains the seed that signifies the beginning of school life and the large circle represents the progress made in comprehensive training. The crest is embodied in the colors of the Los Patios municipality flag: white, green and yellow. White means purity and the achievement of peace which we all yearn for under the spiritual principle that governs the institution. Green means life and hope, demonstrates commitment to the environment by promoting research and conservation. Yellow means happiness, joy and prosperity; the name of the school is in this color applying the administrative principle emphasizing the sense of belonging, and teamwork.

Main aspects of the coexistent handbook.

Considering SUIN-JURISCOL the Law 001620 of 2013, it is adopted a coexistent handbook to accomplish some requirements for the good development of school coexistence, that aims at encourage and strengthen the exercise of responsible human behavior, Therefore, it is necessary to implement pedagogical and training strategies that strengthen and improve the interpersonal relationships proposed from workshops and experiences to all the actors of the institution where it allows to know the way for School coexistence and conflict situations according to the types involved for each case. For that reason, this handbook establishes a reference framework to strengthen the rights and duties of the educational community established for coexistence, according to the rules established by the Ministry of National Education, in which is contemplated the general information of the institution as the name of the institute, institutional symbols, principles, mission, vision, philosophy, values and other aspects that are important to know since they allow the correct adaptation for the coexistence between teachers and students on the campus.

In the same way, students have access to the knowledge of the school government bodies and their respective functions this handbook defines students' rights and obligations and each of the members of the educational community too. In addition, there are established some protocols for the attention to situations of school coexistence and specific regulations that guide and allow students to know how to behave in each situation and place of the institution, and finally the institutional incentives that are granted to students at certain stages of their school cycle.

Due to the pandemic, the Ministry of Education ratifies some guidelines given by the National Government to deal with contingency and presents these Guidelines built with the Ministry of Health and Social Protection, which collects the observations of and different actors

of the academic community. The aim is to guide and accompany the management to enhance the offer from work together with the educational communities.

Taking into account the pandemic, education has had to change and adapt to the teachers and students' necessities in order to transmit knowledge in the best possible way, that is why some formats have modified their instructions with the objective of facing the difficulties presented and to be able to continue educating.

MEN's guidelines and regulations for health emergencies

The MEN's guidelines and regulations for health emergencies are largely an instruction manual for educational institutions to address a pedagogical strategy that will allow children and youth to continue their studies during the COVID-19 pandemic. This document instructs schools to continue with their curricula and to adapt the accompaniment of schools to families in the home study mode. Similarly, it promotes the design of strategies to ensure the advancement of children, ensuring spaces for dialogue to obtain information on the experience of working at home.

The activities proposed for the working at home mode in alternation should stimulate the autonomous work in relationship with the different schemes of pedagogical action involved in the alternation. Besides, they should also indicate the orientations and key moments for the collection of evidence, so that these allow the evaluation of the students' performances and the delivery of the observations or feedback, so that the process has the due monitoring.

Following the guidelines established by MEN, the technical institute los Patios centro N° 2 has integrated the platform Webcolegios together with the platform of Zoom and whatsapp as a means to keep track of the students learning process in the study at home modality. In that order

of ideas, students will continue with the virtual modality until COVID-19 does not represent a risk to the students' health.

Instituto Técnico los Patios Centro 2 Schedule.

Horario del Docente

Docente: SUAREZ SUAREZ JOSE MARIA

Jornada: Mañana

Hora	Lunes	Martes	Miercoles	Jueves	Viernes
1	T.INF 11-02		IDIO 07-01	IDIO 09-01	IDIO 06-02
2	IDIO 06-02				
3			IDIO 07-02	IDIO 07-02	IDIO 07-02
4	IDIO 09-01	IDIO 06-01	IDIO 09-01		IDIO 07-01
5	IDIO 09-02	IDIO 09-02	IDIO 06-02	IDIO 06-01	IDIO 07-01
6			T.INF 10-02	IDIO 06-01	IDIO 09-02
7					

Figure 3 Teacher's schedule

Figure 4Pre-service schedule

SCHEDULE: PRE-SERVICE TEACHER.
IN THE MORNING.
Monday to Friday.

Supervisor José María Suarez is in charge of sixth, seventh, ninth, tenth, and eleventh grades. As pre-service teacher, I'm in charge of seventh and ninth-grade students, there is not a specific hour to work to work with students.

Instituto Técnico los Patios Centro 2 Institutional programming.

Períodos Académicos	Inicia	Finaliza
Primer Período	2019-01-21	2019-03-31
Segundo Período	2019-04-01	2019-06-14
Receso Académico	2019-06-15	2019-07-07
Tercer Período	2019-07-08	2019-09-15
Cuarto Período	2019-09-16	2015-12-28

Planeación y Desarrollo Institucional	Inicia	Finaliza
Actividad de Desarrollo Institucional (Inicio Año Lectivo)	2019-01-08	2019-01-20
Actividad de Desarrollo Institucional (Semana Santa)	2019-04-15	2019-04-20
Actividad de Desarrollo Institucional (Receso Estudiantil)	0000-00-00	0000-00-00
Actividad de Desarrollo Institucional (Receso Estudiantil)	2019-10-07	2019-10-13
Actividad de Desarrollo Institucional (Finalización Año Lectivo)	2019-12-02	2019-12-07

Figure 5Institutional Programming

Pedagogic Standards

The Foreign Language Proficiency Standards: English, as well as the standards for other areas, constitute "clear and public criteria that make it possible to establish the basic levels of quality in education to which children in all regions of Colombia are rightfully deserving". With the standards, the school community and parents are being told what children should learn at the end of each course and what they should be able to do with what they have learned, so that they can function effectively in the field of education and work.

Likewise, the English standards are a fundamental orientation for English teachers, directors and parents to be clear about the communicative competences that children on Basic and Medium levels are expected to develop allowing them to communicate in the language, to acquire knowledge and to use it effectively in real situations of communication.

Methodology of the work of the Language Teaching Collective

It follows the process of cooperative work adapted to the area:

Exploration time: At this time, we encourage the student towards new learning or strengthening of the same recognizing their previous knowledge of the topic to be addressed and/or activity to be carried out, the importance and necessity of such learning. This allows us to have a basic diagnosis of the knowledge and students' understanding of new learning and/or activity to perform, which provides guidelines for developing the activity step by step and thus facilitate the understanding and achievement of the proposed learning Methodology of the work of the Language Teaching Collective.

Structuring time: At this time the conceptualization, explicit teaching and modeling in realization at learning objective. Presents the topic, does the modeling and verifies understanding of student learning. It sets out the sequence of activities to be developed taking into account the times, the organization of the students, the expected product among others. EBCs, DBAs (Derechos básicos de aprendizaje) and evidence are considered for its construction of the reference matrix.

The subject matter, resources and times infer in the context of the educating for the achievement of objective and expected product; it relates the experienced learning content from students, it is made the learning from the context, the step-by-step approach to development of activities through which students can achieve the proposed learning, knowing that it is the step to know how to do.

Individual, pair and group work will be done cooperatives. Strategies of formative evaluation will be proposed that allows for the timely completion and monitoring of the learning.

Practice/execution time: At this time it is done use of resources, which through various activities make possible the proposed learning objective. Thus, it connects the objective of learning with the concrete scenario or context in which develops the student, on the other hand, in the execution it is useful to have the experience of learning in a specific setting is important, since in this moment is the step of knowing, knowing how to do and doing.

Transfer time: At this time the teacher plans how students will socialize and transfer what they have learned during activity in order to verify if the learning objective was achieved.

For this purpose, strategies of formative evaluation will be proposed to allow timely feedback and follow up on the process of learning.

Valuation time: At this time the evaluation will be made formative evaluation of the information acquired. It clarifies the activities that by reviewing and adjusting through socialization that allow to verify the learning of the students. It is will make the closing of the activity and will collect appraisals, comments from students and will be established commitments agreements and conclusions. formative evaluation that allows for timely feedback and monitoring the learning process.

Knowledge of available pedagogical resources

Guiding text of the ministry

Teachers have implemented some strategies in order to develop their classes and provide information to the students in order to accomplish with the course objectives, that is why the English teachers at “Instituto Técnico Patios Centro N° 2.” Apply the material that the Ministry of Education offers as a guide to implement worksheets in their classes following the basic learning rights established by the Ministry of Education. Materials as the “DBA” books as

"English please 1" and "Way to go 6" which provides activities that teachers implement to teach English in every course. Besides, teachers follow the requirements established in the curriculum of the basic learning right by the Ministry of Education, in this way they aim at achieving the level suggested in there.

Instituto Técnico los Patios Centro 2 Syllabus

ASIGNATURA: INGLÉS **GRADO:** 6th **PERIODO:** 1 y 2 **DOCENTE:** _____

ACTIVIDAD	DURACIÓN	PROPÓSITO	DESCRIPCIÓN	MATERIAL A IMPLEMENTAR
ACTIVIDADES FINALIZACIÓN DE PERIODO GUÍA FINAL1 Verbos regulares e irregulares	Semana 20 al 24 de Abril (3 Horas)	Que el estudiante elabore oraciones simples con verbos Regulares e Irregulares	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
ACTIVIDADES DE FINALIZACION DEL PERIODO GUIA FINAL 2 Describir personas y actividades cotidianas utilizando Presente Simple.	Semana 27 al 30 de Abril (3 Horas)	Que el estudiante haga un listado de oraciones cortas y sencillas sobre actividades cotidianas.	Diseñar estrategias de evaluación flexible, respetando los ritmos de aprendizaje del estudiante y las condiciones del estudio en casa	Plataforma Guía virtual Prueba de Calidad Listados de verbos
GUIA No 1 GUIA No 1 Partes del Cuerpo. Describir las partes del cuerpo	Semana 4 al 15 de Mayo (3 Horas)	Que el estudiante reconozca y describa las partes del cuerpo en Inglés.	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
GUÍA No 2 Rutinas diarias y cuidado personal.	Semana 18 al 29 de Mayo (3 Horas)	Que el estudiante identifique información	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades	Plataforma Guía virtual Listados de verbos

Figure 6Syllabus

The image above represents the model of syllabus that the school Instituto Técnico Patios Centro 2 implements. It states the subject with the corresponding grade, the term or the academic period and the name of the teacher in charge. The chart is divided into five sections; activity, date, objective, description and materials. In the first section the teachers state the topics corresponding to each guide. Then, the date specified with the week and hours. After, the objective of the lesson focused on the learner. Later on, a brief description of the methodology to develop the lesson, and finally, the materials and resources to use. This is the same model of syllabus that teachers implemented in both modalities, presence-based modality and virtual modality, however, on the last one, the flexibility and disposition to share the different materials

to work on with the students were taken into account, complying with the regulations presented by the national government for the country's schools.

Methodology.

According to the information provided by the institution taking into account the P.E.I. the institutional pedagogical tendency is humanist with a socio-cognitive, dialogical methodology and with a pedagogical model constructivist.

Modalities to accompany apprenticeships

Taking into account the health emergency caused by the pandemic of the COVID-19 , the administration and the English teacher decided to assist the students during this virtual teaching-learning process that in some cases, it is difficult for some students that do not have the different technologies that facilitate this process; for that reason, English teachers give the possibility to accompany the students through the use of WhatsApp as a means of communication in order to provide an individual academic counseling for the students that present questions or doubts and the material for working at home.

The guidelines of the Basic Foreign Language Proficiency Standards: English.

The national Bilingual program aims at forming citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards. It implicates a structure development plan of the communicative competencies throughout the education system regarding the adoption of one common language that establish objectives with the performance level in the language through the different stages of the educational process, as a result, the MEN select The Common European Framework of Reference for Languages (CEFR). In this order of ideas, the

MEN has adopted those language levels for the different population of the Educational system This point can be illustrated in the following chart.

Level of educational system according to MEN

Niveles según el Marco Común Europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 7Level of the educational system

Technology.

Considering the virtual resources that teacher uses to develop their classes, what could be observed during the first week of observation the technological institute los Patios Centro N°2 uses the platform WebColegios to carry out the pedagogical process of the school, this platform is used to assign different task to the students so they can download that material at any time they dispose. Furthermore, once student do their homework they submit it by sending pictures to their teachers via WhatsApp. Usually tasks are assigned every Monday and the time limit to send their homework is on Friday since there is not synchronous meeting due to some students don't have the necessary virtual resources to be part of a virtual class.

Population.

According to the information provided by "Instituto Técnico los Patios Centro 2"

Established in the P.E.I. of the institution, this school has:

TOTAL FAMILY PARENTS: 2500 approximately

TOTAL NUMBER OF TEACHERS: 135

TOTAL STUDENTS: 3438

Instituto Técnico los Patios Centro 2 headquarters

MATRICULAS POR SEDE al 28-08-2020 corte del SIMAT		
#	SEDE	ESTUDIANTES
1	CENTRAL	1166
2	SABANA	893
3	PATIO CENTRO UNO	779
4	DOCE DE OCTUBRE	168
5	CORDIALIDAD	147
6	LUIS ENRIQUE AVILA	158
7	RUDESINDO SOTO	127
TOTAL		3438

Figure 8headquarters

NUMBER OF DIRECTORS ONE (1) COORDINATORS SIX (6)

NUMBER OF SUPPORT SERVICE PERSONNEL: wardens 4 secretaries 4 cleaning lady 4

Table 1

SEDES : seven (7)

1	Central
2	Sabana
3	Doce de octubre
4	La cordialidad
5	Patios Centro nº1

6	Luis Enrique Ávila
7	Rudesindo Soto.

Table 1 SEDES: seven (7)

Chapter I. Pedagogical component

"Improving students' reading comprehension by the implementation of worksheets using short stories at ninth and seventh grade students "Instituto Técnico Los Patios Centro N° 2": An action research."

Introduction.

Reading is one of the four skills that EFL learners must develop during their learning process. This skill is important for the individuals since they foster comprehension and it even helps to improve (vocabulary and spelling) communication both written and spoken. For this reason, it is necessary for educators as well as many school systems to improve students' achievement in reading comprehension as it is required in the basic learning rights established by the Ministry of Education that has a curriculum in which are established some requirements considering students' grade. For that reason, it is important to prepare students to achieve the corresponding level, since according to the English Language Program in Colombia Only 6 per cent students of degree 11°reach level B1 or more.

With this in mind, teachers have the challenge to adapt their strategies or methods in order to transmit their knowledge in a better way, since education' needs has changed. Now a days educators around the world have had to stablish new strategies due to the pandemic that

complicated the traditional way to teach, that is why this project consists in the implementation of worksheets using short stories since as Vural (2013) states, reading short story increases students' wish to read more and besides the appreciation for literature. Therefore, short stories will be posted on a virtual platform in which students will be able to interact with the teacher and develop the exercises proposed improving their reading comprehension level using technological methods.

Problem.

The need to enhance student's reading comprehension through the implementation of worksheets using short stories taking into account the observations at the seventh and ninth grade students at "Instituto Técnico Patios Centro N° 2." in which it was evidenced the lack of English language level used towards this competence considering the activities proposed in the English book provided by the Ministry of Education called "English Please 1" hat are developed by the students every week. That is why I decided to reinforce that competence using virtual resources as a platform in order to post worksheets using short stories with different activities that they could download and develop by their own in order to achieve the corresponding level in every course.

Justification.

the Basic learning rights and the Basic competence standards promoted by several bilingualism programs established by the Education ministry states that at the end of eleventh graders the students would have achieved a B1 level according to the Common European Framework of Reference, nevertheless students' level is not what it supposed to be.

According to the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" by the Ministry of Education, students in seventh grade should have an A1 and students in ninth

grade should have a B1, but after observations it was evidenced that students didn't accomplished it, the lack of level affects students' learning process since frequently students don't understand the context or the general information that teachers attempt to communicate them, that is why comprehension plays an important role when learning a second language since it allows students to understand general and specific information, in this way students can acquire the necessary knowledge to build up a second language. With this in mind, this pedagogical project aims at reinforce the reading comprehension through worksheets using short stories, since there are a number of practical benefits of using worksheets in language classes as kasap (2016) states, Well-developed worksheets can include activities on any subject matter, it can coverage any skill or even be design in a way to mix different teaching techniques. Besides they can always be incorporated into any section of the lesson plan no matter what kind of a teaching methodology teacher follows. In the same way, using short stories help students to have a better performance in their reading comprehension as Vural (2013) declared that is better to implement short stories instead of courses' books, since short stories are more suitable complete texts for student's fluency to obtain a better fluency and become competent language users. With this in mind, this proposal can help to improve students' comprehension in foreign languages since short stories will enhance students' creativity and will catch their attention, the vocabulary is wide

Objectives.

General objective:

- To improve students' reading comprehension implementing worksheets using short stories

Specific objectives:

- To identify the benefits of the implementation using short stories to improve reading comprehension
- To analyze the way how short stories work when developing comprehension skills in the ESL learners.

Research questions.

Main question

- How can the implementation of a worksheet using short stories help students to improve reading comprehension?

Sub-questions

- Which are students' main benefits developing worksheets to learn English?
- Which are students' perceptions towards the implementation of worksheets using short stories?

Theoretical framework.

In order to carry out this project it is important to define some concepts to support the steps raised along the process concerning this study such as: reading comprehension, short stories and worksheets.

Reading comprehension.

Reading is one of the most important skills that students most develop during their learning process. Thus, Veeravagu, et al (2010) define reading comprehension as the way readers selects facts, information, or ideas from printed materials by a thinking process in which it is

determined the meanings the author intended to transmit; decide how they relate to previous knowledge and judge their appropriateness and worth for meeting the learner's own objectives.

In the same way, it is important to highlight that a good understanding is essential for a good development since students could acquire the necessary information and teachers can transmit their knowledge as Mckee, (2012) states that reading is an important part of an individual's personal and educational growth. A person should be able to understand the information that the writer is trying to communicate. Reading in and of itself is not enough since an individual need to be able to breakdown, to analyze, and to re-organize ideas and information, for that reason comprehension is crucial for the learning process' development. With this in mind, students can foster their skills not just the reading skill but

Short stories.

Short stories are highly useful when teaching English, it has several benefits that allows students to improve any skill, Ceylan, (2016) affirms that that studying short stories has a number of benefits for the students such showing them different life styles, expand their perspectives, enabling them to think about the reasons rather than the result, providing them with a comparison between their own culture and other cultures, increasing their interest in literature and making them read more short stories.

In this way, short stories provide motivational elements in the foreign language's learners, students are able to understand and have an interest on what they are learning and develop a strong critical thinking as Rahman & Arju, (2013)state, that one of the most enjoyable reason to use short stories to teach is the critical thinking that students can acquire during that process, Learners of advanced level can analyze what they have read; therefore, they start thinking critically.

Worksheets.

Worksheets can be implemented inside the classroom as a tool for teachers and students. Demircioğlu et al. (2004) define worksheets as important tools that are used in order to guide students in the acquisition of knowledge, in the same way that help them to decide for themselves, and to facilitate participation in the learning process". With this in mind, students could develop their learning process by their own in a didactic way following clear instructions.

In the same way, worksheets can be used inside and outside the classroom, this tool can be implemented at any moment since it has the necessary instructions to follow as Kaymakçı (2006) states worksheets are teaching materials that can be used not only inside the but outside classroom as well that encourage individual work and it also active learning.

Literature review.

In order to implement the use of worksheets to improve reading comprehension, it is important to do some research about the methodology used and the results in different stages. Therefore, two categories emerged when doing some research that was previously mentioned.

Reading comprehension.

Haryanto et al., (2017) conducted a study called *"English Reading Comprehension Strategies Employed by the Students of First-Year English Education Program"* The purpose of this research was to investigate the common English reading comprehension strategies employed by the first-year English education program students in pre-reading, while-reading, and post-reading. The strategies observed in this research were particularly cognitive and meta-cognitive strategies. The result of this research indicated that, in prereading activities the first-year English education program students as the participants of this research commonly used meta-cognitive strategy.

In the same way Gilakjani & Sabouri, (2016)with the study *"How Can Students Improve Their Reading Comprehension Skill?"* the researchers define the term reading and reading comprehension, explain the types of reading, declare models of reading process, state theories of reading comprehension, review the effective strategies for reading comprehension, and finally mention findings of learners' reading strategies and their reading comprehension proficiency. Based on the findings of this study, it is concluded that reading materials and activities should be very attractive to students in order to understand a text easily and they should be related to the students' proficiency levels.

Short stories.

Short stories have proven to be an excellent help for students in their learning process allowing to develop several skills being motivated, short stories as a strategy to improve students' skills has gained a great interest considering its extensive number of studies that were developed as Vural (2013) *"Use of Literature to Enhance Motivation in ELT Classes"*

who conducted a study to prove the motivational effects of using literature in ELT after the instruction through a semester at a Kazakh university. The study revealed the motivational effects of the use of literature in ELT, so literature can be used as a positive stimulation to motivate students, and a good means to improve reading and writing skills.

Similarly, Ceylan (2016) conducted a study called *"Using short Stories in Reading Skills Class"* This study aims to find out the thoughts and attitudes of the first-year students in Bulent Ecevit University English Language and Literature Department towards the short stories covered in Reading Skills course in 2015- 2016 fall term. The data gathered via a questionnaire was analyzed using frequency tests. The results indicated that studying short stories has several advantages for students such as broadening their perspectives, enabling them to think about the

reasons rather than the result, showing them different life styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

The implementation of worksheets.

Worksheets are tools that teachers can implement inside and outside the classroom. Guerlac, (2019) conducted a study called "*using worksheets to teach English speaking skill*" This research aimed at analyzing 1) effectiveness of using students' worksheets in increasing English speaking skill; and 2) efficiency of using worksheets in speaking instruction. It was a quantitative research using quasi experimental nonequivalent control group design. The findings showed that the worksheets were effective in increasing students' speaking skill. The effectiveness was seen from both linguistic aspects (ideas, pronunciation, vocabularies, and grammar) and sociolinguistic aspects. The use of worksheets was also found efficient in increasing learning result, learning effort, and the use of instruction time. Needless to say, there are still some suggestions need considering for better treatment in the future.

Similarity, Lubis & Indonesia, (2018) *"Designing Worksheets of English Academic Word for English Education Department Students at IAIN Palopo"* this study aims at designing worksheets of English academic words for English Education Department students at IAIN Palopo. In order to design the worksheets, the researcher adopted ADDIE Model standing for Analyze, Design, Develop, Implement, and Evaluate. Forty students were involved as the subject of the try-out. The product indicates that the worksheets cover 570 families of English academic words adapted from Oxford Dictionary. Then, the formats of the worksheets are in the forms of word search, puzzle, jumbled letters, and word formation. In short, the product is found acceptable for the English education students as the media to enhance their vocabulary mastery.

In the same way, Sahtoni et al., (2017) *"Implementation of student's worksheet based on project-based learning (pjbl) to foster student's creativity"* This study aimed to foster student creativity through the use of student worksheet based on Project Base Learning (PjBL) on dynamic electrical material in making alternative power sources. Data analysis was done by using descriptive concerning creativity, product, and response of students to see effectiveness of learning. The results showed that the application of student worksheet based on project-based learning is overall effective to foster creativity of student.

Pedagogical methodology.

According to Mesquita, (2004) Pedagogical methodology is the complex result of instruction, personal experience and reflection. Is a set of procedures that teachers develop in order to transmit their knowledge and help students during their learning process, not just those who learn almost spontaneously.

In this way, this project applied worksheets using short stories to the reading comprehension learning in order to improve this skill since as Tomlinson (2009) states, one of the most important factors when preparing a worksheet is that it could be address and supply students' needs in every lesson. In the same way, Harmer (2007) declares that it is important for students to fell motivated taking into account the material they are going to work on, for that reason it is fundamental the correct adaptation of this material for the lesson teacher is going to teach considering the students' needs.

In order to apply worksheets using short stories to improve students' reading comprehension pre-service teacher took into consideration the adjustment due to the pandemic. Similarly, it is important to highlight that this project takes into account the basic learning rights established by the Ministry of Education.

In this manner, in order to implement these worksheets to the seventh and ninth grades, it is important to follow and highlight the procedure suggested by Gulchekhra, (2016) in which students have to follow some activities in order to achieve an excellent progress in language learning as the Pre-reading, While-reading and Post-reading. These strategies are beneficial and effective way of developing students reading and understanding comprehension.

In order to obtain a better comprehension about these strategies, each one of them have a description:

Pre-reading stage*:* By pre-reading activities, it means tasks/activities that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Which students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises.

Pre-reading activities contain: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

While-reading stages*:* These include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways.

While reading activities contain: Reading discussion, Answering the questions, predicting what is next, Matching, Jigsaw reading, reading puzzles, True/ False activities are while-reading activities.

Post-Reading Stage: the purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other

language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to ex- tract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing).

Post reading activities contain: Retelling, Reporting, Discussion, writing a paragraph, Role play, Gap-filling, Summarizing.

These activities help students to have a better understanding of what they have read, thus, they can relate what they have read to what they already know or what they feel. This is why the author affirms that implementing pre, while and post stages is essential to conduct reading lessons effectively and improve students' reading sub skills.

Research methodology.

Research design and approach.

Taking into account the description mentioned above and the problem of this study it has been chosen to conduct an action research given that, it is the type of research that best addressees to solve a specific educational problem; as a specific aspect, teacher wants to give an improvement in the classroom performance throughout the involvement of individuals, focusing on environment development and student learning, the implementation of a plan of action and the teacher's role as researcher, in this order of ideas Creswell (2011) defines action research are systematic procedures used by teachers in order to collect data aiming at improve the problem the study is address, for example in their educational setting, their teaching, and the learning of their students. In some action research designs, as researchers it could be address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, the objective might be to empower, transform, and emancipate individuals in educational settings.

Participants & setting.

The participants of this study were seventh and ninth graders students at "Instituto Técnico Patios Centro N° 2." in Cucuta, Colombia. two different groups with a weekly access of six hours to the English language. In each group, seventh and ninth grades there are sixty-five students, both groups with both female and male students. As a specific sample, seventh grade group 701 and ninth grade group 901 learners and more specific sample of 10 participants chosen randomly.

Data collection instruments and techniques:

Having in mind the previous methodological information, it was decided to work on two main instruments in order to collect the data needed. The instruments are the reflective fieldnotes and artifact analysis.

According to Creswell, reflective fieldnotes record what a description of what happened, the activities, events and people, in the same way, thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation. (Ibid.2011)

Considering Litvin (2017) the artifact analysis is a process by which an artifact is used to better understand its users and the culture in which it typically exists. This is an active process; an object will not communicate valuable information to the researcher unless he or she asks questions of it. These questions are often more fruitful when they begin with "Why" or "How."

Thus, these instruments were applied in this proposal with the objective of build an excellent procedure; as the field notes record (appendix 1) which describes process carried out

and it helps to know and reflect about the pedagogical events experienced during its implementation, three worksheets with the respective artifact analysis (appendix 2)

Data analysis and interpretation.

Regarding the data analysis process, this study implements the Triangulation analysis, which according to Yeasmin & Rahman (2012) Triangulation is a testing resource that increases capacity incorporating various points of presence and methods. In the social sciences, it refers to the standardization of two or more theories, data sources, methods or researcher in an investigation of a single portent to converge on a single foundation, and can will be used in both quantitative (strength) and qualitative (prospecting) learning.

Therefore, during this analysis process the information is divided into three categories with its respective subcategories and the theoretical description that support the collected information by the pre-service teacher.

Table 2

Triangulation analysis

Categories	Subcategories	Theoretical description
Short stories.	Students' encouragement	As it has different characters, places and even dialogues, it motivates students to be attentive from the beginning to the end.
	Material benefits.	Short stories are entertaining and full of varied vocabulary

		and expressions that help to the good development of the English learning process.
Short stories' worksheets to improve reading comprehension.	Other abilities linked.	Reading texts offer an option to study other foreign languages abilities such as vocabulary, grammar, pronunciation, punctuation and sentences construction.
Teaching reading comprehension using strategies.	Pre-reading.	These are tasks/activities that students do before they read the text in detail, this stage facilitates while-reading activities in order to familiarize themselves with the topic of the reading exercises.
	While-reading.	These include activities that students engage in while reading the text and the purpose of these activities would be to enable students to achieve the lesson aims by

		handling the text with different activities.
	Post-reading.	the purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to ex- tract the main idea of a paragraph or a reading text and to interpret descriptions.

Table 2 Triangulation analysis

Chronogram.

ACTIVITIES.	SEPTEMBER.				OCTOBER.				NOVEMBER.			
	1	2	3	4	1	2	3	4	1	2	3	4
NONPARTICIPANT OBSERVATIONS.		X	X									
JOURNAL EXPERIENCE.				X	X	X	X	X				
DESIGN A WORKSHEET USING A SHORT STORY.						X	X	X	X	X	X	X
WORKSHEETS ANALYSIS AND GRADES.						X	X	X	X	X	X	X
DATA COLLECTION.											X	X

Table 3 Chronogram

Ethical considerations.

During the development of this process, it was necessary to consider ethical aspects when developing a social study in which participants are immersed, in this way, researcher took into account the anonymity of the project participants in order to respect their identity.

Results.

In this way, this process delivered some findings evinced in the implemented worksheets, the field notes record and the artifact analysis which were built in order to answer the project objectives. Researcher considers important to make an analysis and evidence the results taking

into account the emerging categories: short stories, short stories' worksheets to teach reading comprehension and teaching reading comprehension using strategies.

Short stories: This category involves one of the main assumptions under the proposal statement. At this stage, there are two subcategories: students' encouragement and material benefits.

Students' encouragement: Students showed a good achievement in every guide, since each time their grades were better and better, their scholar improvement was evidenced, guides were complete developed and instructions were followed by students (appendix 3) In the same way, students demonstrated a commitment in each written activity since the texts were long and well produced (appendix 4). The implementation of worksheets using short stories help students to improve reading comprehension encouraging learners to read and understand easily the text that is presented in every activity, since short stories are fun and didactic for girls and boys even more if it is applied in a school context, this catches students' attention, therefore they are able to give a clear description or idea of what they have read, the content allows to motivate the imagination of the students and in this way their understanding becomes more evident.

Material benefits: The material was presented to the students and they worked on it during the four period, most of the participants showed a good comprehension developing the guides since the majority of the multiple choose questions were answered in a correct way, participants understood the short stories completely (appendix 5) there were no difficulties in developing the guidelines. The students' main benefits developing worksheets to learn English are the complete understanding of the worked text, the acquisition of new vocabulary, expressions and in some cases information about historical events, and in the same way, the interest in reading.

Short stories' worksheets to teach reading comprehension: As a second category, the reading comprehension and one subcategory within this category is: other abilities linking.

Other abilities linking: Students could develop written productions in every guide since that was one of the activities that comprised the worksheets (appendix 6), in the same way, teaching reading comprehension with worksheets using short stories allowed students to learn new vocabulary and, in that way, produce better summaries.

Teaching reading comprehension using strategies: As a third category, that evidenced the achieve considering the strategies implemented in every worksheet with the objective of instruct students on how to improve reading comprehension, then, perceptions and results from instruments highlight three five subcategories within it: Pre-reading, while-reading, and post-reading.

Pre-reading: This step allowed students to give their point of view, students didn't accomplish with this activity since they didn't develop it completely or even it was not developed. (appendix 7)

While-reading: This activity allowed students to demonstrate the fully comprehension of the text, which was developed correctly and complete for this reason, it was evidenced that the short stories were understood by students.

Post-reading: This activity encouraged students to demonstrate what they learned about the text, the written productions were really good and even they wrote more than 5 lines of summary, the productions had a good syntax and a wide vocabulary.

Students demonstrated a good development in every guide, their perceptions towards the use of short stories can be identified in every activity since the results in each guide were

analyzed, with this in mind, students find this as comfortable and didactic, since it called their attention and the proposed activities were developed correctly, in some cases, students gave their point of view and it was identified the creativity they implemented to answer, they could express themselves with interesting topics.

Conclusions.

The purpose of this research was to improve reading comprehension with worksheets using short stories in seventh and ninth graders. In order to accomplish this purpose, the specific objectives were established.

The first objective was linked to the benefits that students can acquire with the implementation of worksheets using short stories in order to improve reading comprehension, during this process it was demonstrated that students could obtain a better understanding guide after guide showing their knowledge gained during the development of every worksheet.

Moreover, another objective was to analyze the way short stories work when developing comprehension skills in the ESL learners, during this process it was demonstrated that using short stories encouraged students to work on this skill since the vocabulary and the topics were adapted to their level and in the same way, understandable for them.

Additionally, the use of short stories not only helped students to develop reading comprehension, it also made students learnt vocabulary, expressions and basic verbs that were essential to understand the main idea of every reading activity.

Chapter II. Research component

"The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practice"

Introduction.

Taking into account PLEX training, the teachers in training teaching practices are emerging as one of the areas of interest and updating to be studied and documented in order to improve teaching processes-learning, for the qualification of education.

Although there is a clear interest in the obvious need to understand and transform the pedagogical practice, it is also true that much of the local studies focus especially on the problem of learning rather than teaching.

It was considered appropriate to formulate a project that introduce a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes to guide teaching; also as an internalization exercise, of immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search for information for problem solving and self-recognition.

Justification.

The formulation of this project in the context of the Foreign Language Students' Integral Practice, is part of the professionalizing conception of the practice as a spearhead to improve educational processes in the application centers where the PRADO is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, the actions themselves and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an

analytical look on the fact. In accordance with the teaching philosopher John Dewey, forerunner in the field of reflective thought applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflexive action.

Moreover, it is believed that a reflective approach protects the different agents immersed in the traditional context of inertia and authority that permeates the school

Problem.

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events are carried out without major alteration, the teacher, runs the risk of settling in a logic of action that does not allow the pedagogical evolution and the renewal of the school culture. A practice with a lack of reflection does not lead to the emergence of problematic situations; these realities are ignored, are invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional doing of cultural reproduction, becoming a barrier to the emergence of emerging practices aimed at generating transformations of thinking and knowledge, to meet social needs.

In view of this situation, which affects teachers to a greater or lesser extent, it is necessary that the process of teacher training, encourage the teacher in training, in the future teacher, a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these in turn are essential elements that impact and transform their labour and their future professional performance.

In the case of the Foreign Languages degree of the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate themselves, install a critical and constructive look at 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 proper to the development of the integral practice?

How does the exercise of reflection influence the development of the critical spirit of students-practitioners in the analysis of their pedagogical work?

Objectives.

General objective.

• Implement reflection as a tool to transform the pedagogical processes of integral practice.

• Promote the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.

Specific objectives

• Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to solve their pedagogical practice problematics.

• Socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves into the institution effectively.

• Identify and analyze the strategies the student uses in their pedagogical practice.

• To implement reflection and development workshops about didactic units that guide the reflection of Student-Practitioners.

To analyze own beliefs about teaching work and about students' patterns

Theoretical Framework.

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a clear idea on the concepts covered, it was presented an approximation of each one of them.

• **The Teaching Profession**

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students. The teaching profession requires a series of competences, which currently constitute a conceptualization and mode of operation in the planning and management of human resources aimed at facilitating a linkage between management, work and education. This is how we find that every teacher must comply with competencies in the discipline that allow to have mastery of a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, every teacher must have some competences in the organization of the contents, due that the pedagogical practice not only requires to order its components to be learned by the students, but provide teaching conditions in the educational context or outside it. The most immediate role for teachers is to design or foresee the practice of teaching.

• **Reflection**

To talk about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

- ***Reflection as a process***

The reflection is made from a series of stages that cyclically give as a result a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual experiences, which would allow a new structuring of the situation".

The stages of the reflection process as a process are evident in the following scheme:

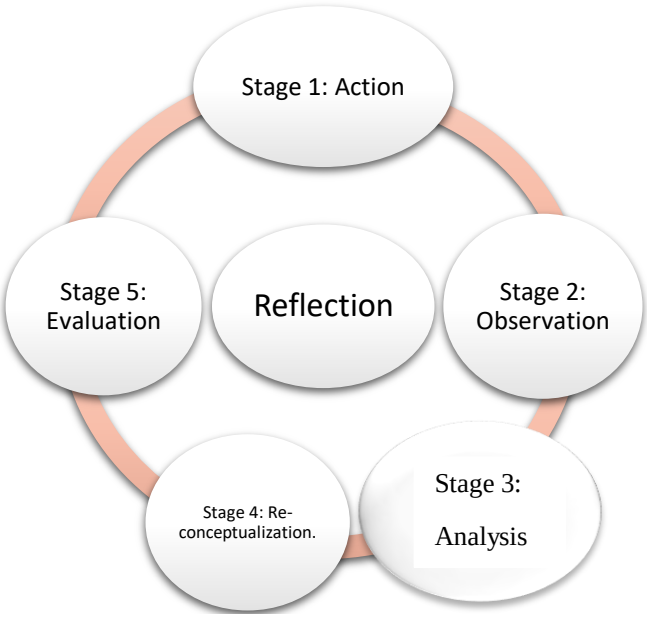

Figure 9Stages of reflection

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Reflection as a theme

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

Being for the first two perspectives, the external aspects, the source of knowledge that allows to reflect; and the contextual aspects what allows to do the exercise of reflection in the third perspective. At the same time, these perspectives have mediators to carry out this process; in the first instance there is the action, the context, the colleagues and the same person who reflects.

Reflective practice

To update and to qualify the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher occupies a central role in the current educational world; acts in a complex space subject to 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 problems of the practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

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

This study will serve the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and knowledge technical; the reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, reflection reflects on the budgets implicit in the specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. SE then opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts.

In a third Van Manen establishes an exercise of critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

• Pedagogical practice

For the analysis and the reflection on the practice it is considered appropriate to resort methodologically to a conceptual operation of classification of the practice; for this purpose, the proposal of Zeichner is assumed who has established several Modalities of practice as follows:

• Academic Practice

It aims to prepare teachers capable of reflecting on the courses they offer, so that they can transform them into structures that students can understand.

• Practice of Social Efficiency.

The aim is to achieve effective teaching by applying teaching techniques which are derived from general principles arrived by pedagogical research. In this case, the reflection consists of a strategic decision: «select from the range of available techniques the one that is considered most effective».

This is the way of proceeding from technical rationality.

Developmental

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

Social reconstruction.

The object of the reflection is the social, economic and political context, so that truly democratic relations in the classroom are fostered, and egalitarian and just in the social sphere.

Generic

The programs refer to reflection in a generic way, but without specifying the aims of the programs or the content on which to reflect or the strategies for promoting reflective learning.

Activators of the reflection

According to Schulman (1987), these activators are the cognitive foundation of the teacher on the life of the classroom; are essential because they constitute the element of reflective thinking that contributes to the process of self-knowledge that a good teacher needs to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as Sparks-Langer and Colton 1991:39. Interest in social justice and ethics in education.

These authors established classifying categories of knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teaching knowledge and professional configuration

5. Knowledge of the pupils and their characteristics

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher’s narratives, in order to foster reports on their experiences in

the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity.

In this component are the teaching journals in which writing triggers the elaboration of the teacher's reflective thought, about experiences of practice, objective, subjective and intersubjective.

Methodology.

The main focus of the proposed methodological strategy is the continuous reflection including the holding of meetings to strengthen the practice community as an initial space for addressing the educational and labor issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposed reflection on this process of practice, a process of socialization and systematization will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the collection of data in this project, the following tools are proposed:

Reflective workshops

The main purpose of the reflection workshops was to guide the student-practitioners' reflection process, but at the same time socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

Objectives:

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume your pedagogical practice.
- To qualify, facilitate and integrate in the educational center effectively.

Self-observation checklist.

The main objective of the self-observation card is to guide students towards a proper view of their teaching and their role in the classroom and in the environment of the educational community it takes part.

Narratives: The reflection exercise allowed the pre-service teacher to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life. Teacher considers that narratives as a journal of the activities and the process carried out during the week provides a different perspective of the educational procedure carried with the students, also, take part of the reflection about the misconceptions or aspects in order to improve in the teacher-related actions.

Some aspects were emerged form reflection during the implementation of the project such as planning, content presentation, activities design and implemented resources and the interaction with different members of the educational community, all this developed in a virtual context, that was challenging since is a new way to transmit knowledge and the interaction with the school process.

Self-observation forms: The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part. The number of self-observation forms is (1), this have helped to get aware of the educational process and the different misconceptions. With this tool it is important to mention the aspects perceived as the organization and the observation in different aspects presented during this process.

Reflection workshop: The reflection workshops had the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices. The number of reflective workshops were three (3), trainee teachers have learned during this process how the educational setting has changed and the elements linked to the education, also, the perceptions that practitioners have in according with pedagogy and their student's behavior and attention. This tool was really useful since allows pre-service teacher to share ideas and reflect about the process being carried out.

Chronogram.

STAGES AND ACTIVITIES.	AUGUST.				SETEMBER.				OCTOBER.			
	1	2	3	4	1	2	3	4	1	2	3	
Project Formulation				X	X							
Socialization					X							
implementation.						X	X	X	X	X	X	X
Application of instruments						X	X	X	X	X	X	X

ACTIVITIES.	NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4
Implementation	x	x	x	x				
Application of instruments	x	x	x	x				
Data analysis					x	x		
Socialization of results						x	x	

Table 4 Chronogram

Table 5

Triangulation analysis

Categories	Subcategories	Theoretical description
Narratives as reflection for project process.	Planning	The planning of every class taking into account the school curriculum and the new adaptation to the health emergency
	Content presentation	The presentation of the topics and the activities that will be developed during every class.
	Activities and designed and implemented resources.	The activities that are develop during the class and the materials to apply considering the new virtual adaptation.
	Interaction with different members of the educational community.	The communication and the socialization with teachers or parents.
Reflection as an important guide for pre-service teachers.	Self-observation form.	Get aware of the educational process and the different misconceptions. (I listened and

		understood the students, I conducted activities that facilitate student learning, I presented the materials, worksheets, properly. etc.)
	Reflection workshop.	socialize and share experiences during the process and insert new tools to transform the pedagogical practices.

Table 5 Triangulation analysis

Taking this into account, some findings were evidenced during this process, an analysis was developed with the emerging categories: Narratives as reflection for project process and Reflection as an important guide for pre-service teachers.

Narratives as reflection for project process: In this category there are four main categories that correspond to the development of the different aspects in class and the interaction between the member of the institution, this was carried out during the implementation of the project, they were accomplished and they showed that applying narratives helped the pre-service teacher to have a register of the process during the implementation of the proposal, it showed that students were motivated and the main purpose of the project was developed in a correct way by the learners, narratives gave a clear idea of the students' progress every week, it showed the raising of the students' work in each guide, in the same way, it was established the materials, the content and the relevant information about every class. (appendix 8)

Reflection as an important guide for pre-service teachers: In this second category there are two instruments, the self-observation form and the reflection workshop, these instruments showed that the pre-service teacher used some of the aspects to evaluate in the self-observation forms, since classes were developed in a virtual and asynchronous way so it didn't allowed the complete requirements that are demanded when giving a class, this instrument helped the pre-service teacher to follow specific steps in order to develop a class. (appendix 9).

Taking into account the other instrument, the reflection workshop, helped for the development of the project and classes since it helped to share ideas and comments with other pre-service teacher, in the same way, to acquire knowledge about pedagogic aspects in order to develop the integral practice, this was a useful tool to carry out the project and get a better understanding about the situations that could be presented in a school environment. (appendix 10)

Conclusions.

The use of reflective tools changes the way that the teachers facilitate knowledge because it implies thinking back about the course of learning processes in order to enable better behavior and actions in the future. Moreover, learning is more effective if the student is able to learn from her own mistakes and difficulties, for this reason, the use of diverse instruments is successful during the reflective process.

Narratives are not only related to research. Teachers can use them as a mirror, using this instrument, the pre-service teacher could state how she felt during the classes, the activities implemented and students' attitudes that helped her to improve her teaching process, in the same way, it showed the students process in their reading activities and the improvement on each one of them.

In the same way, the sheet of self-observation allowed the pre-service teacher to think about the relevant aspects inside the classroom as the materials implemented in every class, the students necessities and some other aspects that are important to have in mind in order to develop a class.

In addition, the reflective workshops allowed the pre-service teacher to recognize her strengths and weaknesses. Finally, the process of reflection and critical analysis are required to become exceptional teachers because it helps to make important decisions taking into account students' needs and improve the pre-service teacher critical thinking.

Chapter III Community outreach component

Introduction.

Participating in global policies in the academic, cultural and economic spheres, motivated the Colombian National Government to encourage the learning of foreign languages in different education sectors in the country, so that citizens have the opportunity to participate in cultural exchanges to enable them the access to more equitable personal and social development of the country.

With a view to promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its policy in 2004 of bilingualism whose main objective is "To have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in cultural openness". That's how this Ministry has

been implementing a wide variety of strategies at different levels education with a view to achieving this goal, a clear example of this is the creation of English quality standards for basic and secondary education, the definition of a system of strong and coherent evaluation and description and development of training plans. This program has been developed throughout the country and has integrated the work done by education secretaries, public and private universities and language centers, nevertheless the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted.

Regarding primary school, the National Government is advocating the expansion of English language teaching coverage for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes therefore the assessments results applied are not encouraging.

The University of Pamplona of Colombia in its capacity as a public training institution of trainers and more specifically the Foreign Language Degree Program has approached the reality facing the primary school in the city of Pamplona regarding the National Bilingualism Policy many of the educational institutions in this city does not have an English teacher to meet the training needs of the primary sector.

Taking into account this reality and the problems it generates, the present proposal of

social projection seeks to meet training needs in English, of the child population of the primary school in the city of Pamplona. and integrate the foreign language training of students of the Bachelor of Foreign Languages program English-French to reality education sector to try, to reduce the gap that is generated between the public school and private in the foreign language area.

Government policies identify the problem, however the attention paid to them is not met with standards, effective support is needed, for the specific case, trainers in the area of foreign languages, for the results of examinations, tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification.

The learning and acquisition of a foreign language allows people to be at the forefront of nowadays needs. That is why it is necessary to implement this process and work it from the beginning of schooling for children so that at the end of their basic education cycle they could have the foundations to enable them to continue learning in secondary education, vocational secondary and in higher education, in order to get more trained people in this area.

This project aims to raise awareness of the teaching of English in primary schools in the city of Pamplona contributing to basic language training which becomes necessary and primordial at these levels.

Objectives

General objectives

The implementation of this social extension project by the Bachelor of Arts in Foreign Languages: English & French of the University of Pamplona is aimed at the following objectives:

• To supply the primary school children's needs in the city of Cúcuta.

• Integrate the foreign language training of students of the Foreign Languages English-French Degree Program into the educational reality of teaching English at the primary school in the city of Cúcuta.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- To make the primary school children become familiar with Basic English knowledge.
- To involve Foreign languages English-French students in the teaching of English in the primary school in Cúcuta
- To improve students' pronunciation related to the developed topics of the course.
- To involve Foreign languages English-French students in the teaching of English in the primary school in Cúcuta.
- To reinforce students' vocabulary and pronunciation.

Project typology.

This is a training project, disciplinary in the curriculum area, open to institutions in which the Integral practice is carried out and they offer training in basic primary education in the city of Cúcuta. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is linked to the social projection, transcends the institutional space and allows the articulation of the PLEX degree to the Cúcuta community.

The main objective at a pedagogical and communicative level is framed within the lines

institutional projection and extension to the community of the University and the degree.

Contribution lines.

- Contribution to academic training in the area of foreign languages.
- Citizenship training (attention to problems in the educational environment aimed at

  decrease the inequity of the educational system)
- Outreach to the school community at the university and program level.

Theoretical framework.

"For several years, UNESCO has been concerned with the role of languages in the world. At its 1999 general conference, 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 national participation requirements and global, and attention to the particular needs of communities that are culturally and linguistically different, can be only served through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are carriers of identities, values and world views. Therefore, it proposes as a principle for diversity maintain and strengthen the diversity of languages (including those with indigenous populations, nomadic or isolated) and, at the same

time, support the learning of international languages that offer access to global communication and information exchange. To achieve this, the UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible media, of written and visual materials with in order to promote the circulation of ideas and artistic works".

According to Lima M, (2006), " "Learning foreign languages is now an unavoidable necessity, to learn about the cultures that represent. Languages constitute the spirit and conscience of peoples, the poet points out; they are the best tool for access to other cultures, other histories, other ways of seeing and understand the world; they erase the distances and also bring us closer to science and technology". All types of learning are of vital importance for the sociability of human beings as they allow them to develop adequately in different contexts the learning of a foreign language or multi-language focus on both an individual's professional and personal life allowing you to be successful and fruitful in your doing and know-how.

National bilingualism program.

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

Bilingualism.

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

Teaching English in primary school.

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which multiple variables of cognitive and affective character intervene inherent to the individual as well as factors specific to the socio-cultural and educational context such as the curriculum, the methodology used and the training and updating of the language teacher Foreigner, among others". In such a way the importance of reaching the point of understanding how that the child learns and incorporates a foreign language is necessary to analyze the fundamentals theories that explain the process of learning or acquiring a second language (L2) or LE and how this process relates to the mother tongue". From what is written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a differentiation between the terms acquisition and learning in relation to LE. "the acquisition of language is done in a way natural and unconscious in the form of understandable input, which is processed and internalized, while that learning involves consciously learning the rules of language".

"This distinction has been questioned because it is complex to distinguish between the two

terms which are part of a continuous process between the unconscious and the conscious

(Richard-Amato 1996)". the authors raise their point of view with respect to the subject and differ "that for the purposes of this dissertation, the terms learn and acquire interchangeably because the LE can be acquired through playful activities in an inductive and natural way that also implies learning processes". "It is important to note, however, that the contributions of Krashen and Terrel (1983) on the natural approach to language are relevant to the process of LE acquisition in children and support the Total Physical Response method proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production. This is the stage where the child develops the ability to listen and

understanding language through gestures and actions, is a period characterized by silence.

Therefore at this stage, it is recommended to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor, without emphasizing oral production.

Early Production. One or two words and/or phrases start to be produced. It is recommends focusing on the meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve the

fluency in the foreign language". To support the above mentioned about the process of acquisition of an LE Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) "The children's ability to learn, understand, discover and formulate forms communicative in a foreign language lies mainly in the need to establish new social approaches" (p. 467). Consequently, children build through language meanings of the world around them and establish their own criteria of interpretation semiotics to every concept they discover. For this reason, learning about

LE should start with the previous knowledge and the schemes of the mother tongue since the representations developed in previous learning and experiences constitute the scaffolding for to build through LE, new mental schemes or to extend the already existing ones".

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that "from the point

from the viewpoint of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are different from adults who is generally more prone to emotional blockage at the time of self-expression in another language". "From the above approaches, it is clear that the age is a factor that affects the learning of English as a foreign language, particularly in the acquisition of pronunciation That is to say, the younger the child, the greater the probability of developing the pronunciation of a native.

Chronogram.

ACTIVITIES.	SEPTEMBER				OCTOBER				NOVEMBER			
Pronunciation class (Places and professions)	1	2	3 x	4 x	1	2	3	4	1	2	3	4
Pronunciation class (Animals)							x			x		
Pronunciation class (Numbers)										x		

Table 6 Chronogram

Methodology.

Teaching English to kids it is a challenge that must be face by teachers in a dynamic way in order to catch students' attention and motivate them to participate and increase their interest in learning a second language.

With this in mind, this sub-project called *"Improving primary school students' pronunciation at "Instituto Técnico patio Centro 1"* aims at improve students' pronunciation since as Sibaja, (2019) states, English pronunciation is an important area since it provides the students with the required knowledge to fully comprehend and communicate in this language. By knowing

the correct English pronunciation, the students are able to avoid misunderstandings in this language. In this way, this sub-project is going to be develop by using virtual resources as Zoom, in which students will be connected and through this platform they will they will receive the right guidance.

For this sub-project, the pre-service teacher is going to take into account the previous topic of the class in order to make a review and reinforce students' knowledge about the topic regarding pronunciation. In the same way, in order to carry out this sub-project, the pre-service teacher is going to follow some strategies stablished by Beare, Kenneth. (2020) in which English learners will feel comfortable with relatively simple pronunciation patterns in English as: Use of Minimal Pairs, Word Stress Patterns and Introduce Stress and Intonation.

Use of Minimal Pairs: Understanding the small differences in pronunciation between similar words is a great way to help students notice these differences.

Word Stress Patterns: Help students improve their pronunciation by focusing on short sentences using standard word stress patterns.

Introduce Stress and Intonation: One of the best ways to help students is to focus their attention on the music of English through the use of stress and intonation.

Planning and sequence.

In pursuit of accomplish with the objectives, trainee teacher implemented a didactic sequence with several activities in order to make classes a motivational and pedagogical environment, this way, eye-catching slides with the corresponding topic (appendix 11) it is important to define that primary scholars were totally motivated towards the activities executed

by the practitioner. As first graders worked effectively thanks to the functionality that this didactic material has, the topics that were seen during this project were “places and professions”, “animals”, and “numbers” and were presented during these weeks every Wednesday from 3:30pm to 4:10pm. In the same way, it is important to mention that during the execution of this project, there were eight participants.

Every class, students entered to the Zoom meeting with their respective relative, after 5 minutes waiting for others students the class started, students saw the slides with the respective topic while the pre-service teacher indicated them how to pronounce every word in a correct way, students repeated and if there were any mistake, the pre-service teacher corrected it. The class continued and at the end, there were activities to reinforce what they learned during the class, activities as telling in English the name of the image that is in the slide or repeat by their own.

Conclusions.

Learning pronunciation for young learners foster their motivation to improve their knowledge of a foreign language especially vocabulary while developing other abilities such as creativity. The activities that were developed showed first graders students really interested in learning English

This component presents some objectives that helps to explain the need of sensitization process in primary schools in Colombia concerning the English teaching, this project execution is framed with the assumption of providing an improvement in students pronunciation taking into account the previous topic. Hence, trainee teacher considers that activities and process at “Instituto Técnico los Patios Centro 2” have benefited the objectives accomplishment, since learners have shown an enhancement and a major motivation thanks to final product perception

that showed the improvement of the students regarding the pronunciation of the different vocabulary worked during those weeks, in the same way, it is important to mention that they learned new words from the topics they had already seen.

Chapter IV. Administrative component

Introduction.

In order to have a full immersion in the Educative Colombian it is important to be part of a community, in which it is fundamental to participate actively not just in the development of ESL classes but also being immersed in all activities that the institutions propose such as institutional celebrations, parents' meetings, bulletin delivery, grades reports, etc. That is why, this component aims at doing a comprehensive immersion in the teaching work while developing the practicum at "Instituto Técnico Patios Centro N° 2."

Objectives.

Main objective:

- To accomplish with the extra-curricular activities proposed by the "Instituto Técnico Patios Centro 2" in pandemic.

Specific objectives.

- To get a complex relationship with others teachers and students
- To contribute as a member of the educational staff to arrange and plan the different activities.

Methodology.

As a pre-service teacher it was important to take part of extracurricular activities since it involves students and teachers in another kind of academic environment which allows pre-

service teachers to explore and be part of that extra-curricular and academic celebrations in a real context. Nevertheless, with the pandemic, teaching has become a challenge for students and teachers since a virtual mode had to be adopted because of the severity and danger what this pandemic represents, hence, all kind of outdoor activities with crowds of people are prohibited, taking this into account, pre-service teachers are not allow to accomplish this kind of activities, in the same way, the "Instituto Técnico Patios Centro N° 2." Nevertheless, there are some extra-curricular activities that are carried out virtually with the pre-service teacher participation as the teacher's meetings approved by the school' supervisor and coordinator.

Teachers meeting were the extra-curricular activities that were develop during the school process, in these meetings teachers socialized about the students' grades and their process during this year, the coordinator was in charge of develop the meeting, (appendix 12) each teacher had to present the grades and the students process and the ones that didn't accomplish with the tasks assigned during the period. My role during that meeting was passive since just my supervisor had the information about those students and just they had to give a solution for them.

Chronogram.

STAGES AND ACTIVITIES.	SEPTEMBER.				OCTOBER.				NOVEMBER.			
	1	2	3	4	1	2	3	4	1	2	3	4
Teachers meeting.						x					x	x

Table 7 Chronogram

Conclusions.

Being part of all the institution and their events are important in order to acquire a full understanding of the duties and responsibilities hat an educator has that vary from the fact of just giving classes. Having the opportunity to be part of this institution as a teacher made me realize how important the role of the educators is when forming students that would impact society positively. Unfortunately, due to the pandemic several extra-curricular activities could not be develop, but several aspects were learned during this process, aspects of which I had not been a part before as the socialization of grades, and the measures to be taken by teachers to solve special cases involving certain students.

General conclusions.

This project covered up the total amount of procedures required in the teaching practice considering the different aspects of every one of the components that differ in order to give meaning to the different objectives proposed in each respective component.

The *pedagogical component* provided a useful information related to the implementation of worksheets using short stories which demonstrated to have a satisfactory development considering reading comprehension in ninth and seventh graders students since their grades improved in every applied guide.

The *research component* proves the relevance of being critical, reflective educators and never underestimate the importance of learning from our own experience and teaching practice, on the contrary, implementing these reflective instruments such as narratives, self-evaluations, reflection workshops are key for teachers to improve their methodology and guarantee their students' progress in the English language.

Regarding the *Outreach component,* teaching kids can be considered a difficult task especially when it refers to language teaching, having in mind that according to the age they might be also learning their own mother tongue. Nevertheless, a big amount of strategies has been coming up to help teachers accommodate their teaching methodology to students' needs of learning while they have fun, because according to their age, they need didactics ways to acquire knowledge. In this way, teaching pronunciation through slides seemed to be an effective way for students to acquire English knowledge, since this material was flashy full of color and caricatures that catch students' attention.

Finally, the *Administrative component,* this aimed composed extracurricular activities, in this case teacher meetings that helped the trainee teacher to have a full understanding and adaption to the way that things are developed and organized in the school listening to the teachers and learning he process they follow.

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Annexes.

Appendix 1.

UNIVERSITY OF PAMPLONA
TEACHING PRACTICE
FIELD NOTE RECORD NUMER 1
EDUCATIONAL SETTING: INSTITUTO TÉCNICO LOS PATIOS CENTRO 2.
IMPROVING STUDENTS' READING COMPREHENSION BY THE

IMPLEMENTATION OF WORKSHEETS USING SHORT STORIES.

DATE: 17th October 2020

POPULATION: Instituto Técnico los patios Centro 2 school seventh and ninth grade learners.

The first guide implemented to the students were called “Planet earth” & “Robin Hood” they are short stories with different topics with a vocabulary that is suitable for the students' language level, the questions are related to the text, they are questions with multiple choice, and open-questions in order to encourage students to write and measure their comprehension retelling the story with their own words.

The worksheet was published on Monday in the morning on the school platform and WhatsApp groups from each course. Students had to sed me it until Friday, this guide comprised the institution information as the teacher’s name, the grade, the skill corresponded to the D.B.A of each course, the resources and the instructions for the activity.

In order to develop the guides, it is necessary to apply the Pre-reading, While-reading, and Post-reading strategy as is established in the project methodology, but in this first guide I didn’t apply the first stage, I wanted to start with the while-reading stage in order to make students get familiar with the method in which they will work on.

The students didn't develop the activity correctly, since some of them wrote the summary in Spanish, it is important to highlight that the instruction didn't mention that the summary must be in English, so is an aspect to improve in the next worksheet.

The calcifications were almost excellent, the majority of students developed the guide and followed the instructions, they showed no difficulty in developing the activity.

Appendix 2

Type of text: Short story. "The first marathon"

Objective: To promote students' interest in reading comprehension through a short story taking into account past simple.

Type of questions: Multiple choice (A, B, C)

Grade: 701

ACTIVITY.	PARTICIPANT 1	PARTICIPANT 2	PARTICIPAT 3	PARTICIPANT 4	PARTICIPANT 5
PRE-READING (Predicting based on the title)	The student answered the question in English and Spanish, he gave his point on view and was accurate.	The participant gave a short description of what she thinks the text will be about, just one line *"it will be based on athletics and sports"*	The participant wrote it in Spanish, she didn't follow the instructions since the pre-service teacher emphasized that everything should be written in English.	The participant didn't answer the question.	The participant wrote the answered in Spanish. It was a short answer. *"Pues yo creo que algo que se trata de hace años pasados"*
WHILE-READING (4 closed questions A, B, C)	The four questions were answered in a correct way; therefore, the text was completely understood.	The four questions were answered correctly.	The four questions were answered in a correct way; therefore, the text was completely understood.	The four questions were answered in a correct way; therefore, the text was completely understood.	He just answered three of the four questions and were correct.
POST-READING (Summarize)	The participant made a summary taking into account just some details of the text, it was written in a general way.	The participant didn't write a summary but she wrote a reflection of the text. *"In short gives us to understand no matter how small the opportunity to win or win it doesn't mean that is is impossible…"*	The summary are small fragments of the text written in a sequence that mentioned the main idea if it.	The participant didn't develop the summary.	The summary are small fragments of the text written in a sequence that mentioned the main idea if it.

Appendix 3

UNIVERSITY OF PAMPLONA
TEACHING PRACTICE
FIELD NOTE RECORD NUMER 1
EDUCATIONAL SETTING: INSTITUTO TÉCNICO LOS PATIOS CENTRO 2.
IMPROVING STUDENTS' READING COMPREHENSION BY THE IMPLEMENTATION OF WORKSHEETS USING SHORT STORIES.

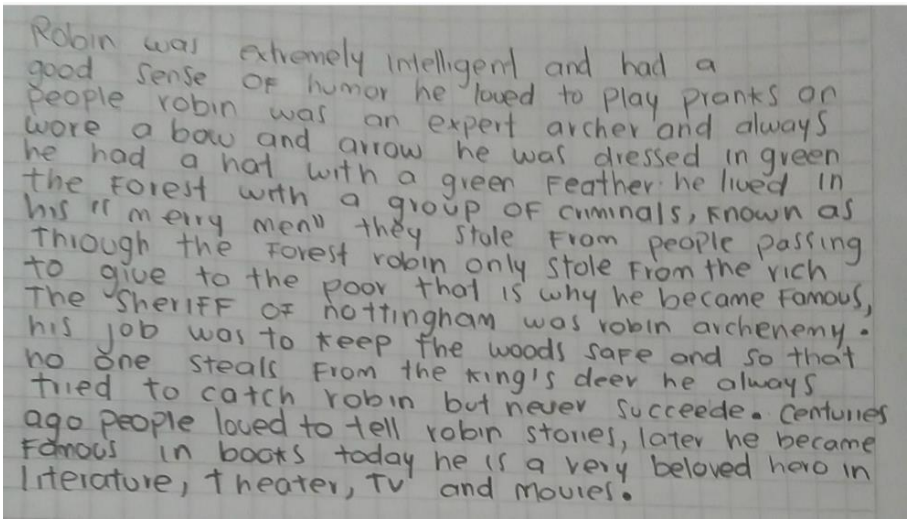
DATE: 30th October 2020

POPULATION: Instituto Técnico los patios Centro 2 school seventh and ninth grade learners.

The third guide implemented was "My favorite year-Chinese New Year" for seventh graders students in order to accomplish with the curriculum and talk about other countries' culture, and "Meredith's day" for ninth graders students in order to work on "conditionals".

Students developed the guide, regarding 701 students, it was a very good job, the questions were answered correctly, it means that the text was fully understood, in the same way, in the activities in which it was demanded to write, students made a really good job since there were organized and clear written productions, the students followed the instructions. Taking into account 901 students, it was remarkable that the closed questions (A, B, C) were all answered correctly for each students, in the same way, for the activity "summarizing" students developed a good job since the majority of their written productions were clear and they gave important details.

Appendix 4


Robin was extremely intelligent and had a good sense of humor he loved to play pranks on people robin was an expert archer and always wore a bow and arrow he was dressed in green he had a hat with a green feather he lived in the forest with a group of criminals, known as his "merry men" they stole from people passing though the forest robin only stole from the rich to give to the poor that is why he became famous, The sheriff of nottingham was robin archenemy. his job was to keep the woods safe and so that no one steals from the king's deer he always tried to catch robin but never succeede. Centuries ago people loved to tell robin stories, later he became famous in books today he is a very beloved hero in literature, theater, tv and movies.

Appendix 5

Type of text: Short story. "Meredith's day"

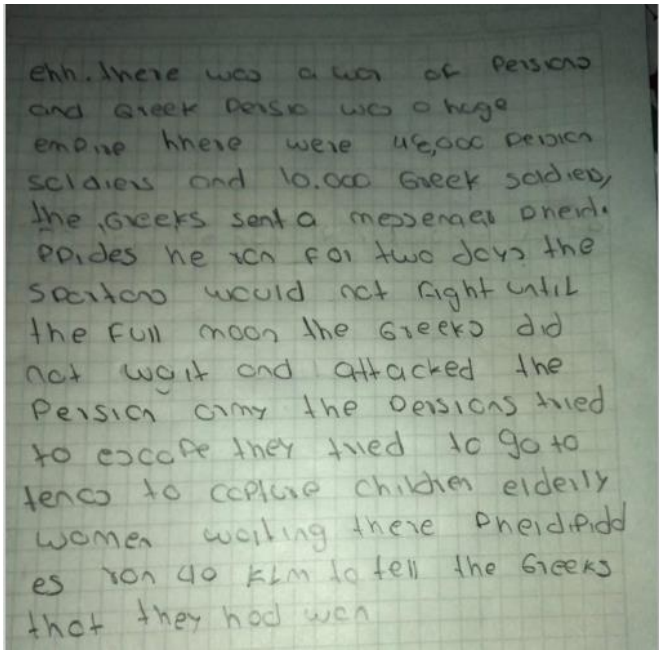
Objective: To promote students' interest in reading comprehension through a short story taking into conditionals.

Type of questions: True/ False activities.

Grade: 901

ACTIVITY.	PARTICIPANT 1	PARTICIPANT 2	PARTICIPAT 3	PARTICIPANT 4	PARTICIPANT 5
PRE-READING (Predicting based on the title)	The description was good since he wrote his thoughts about the title with descriptions.	The participant gave a short and precise description *"I think the text will be about Meredith's daily routine"*	The participant didn't write in detail or gave information about her thoughts *"the day the Meredith"*	She gave a clear description of what the text will be about, she gave descriptions of the events.	The description was very short with any detail or information *"is about what she do in her days"*
WHILE-READING (True/ False activities)	The six answer are correct.	The six answer are correct.	The six answer are correct.	The six answer are correct.	The six answer are correct.
POST-READING (Summarize)	The participant gave a brief description of the text taking into account some details and information but not something clear.	She gave a short summary about the text with no details.	The summary was just a copy and paste of some parts of the text.	The summary was very good developed since the participant gave important details of the text.	The summary is not very clear since the syntax is not very good, she doesn't give details about the text.

Appendix 6



Appendix 7

Type of text: Short story. "MY FAVOURITE DAY – CHINESE NEW YEAR"

Objective: To promote students' interest in reading comprehension through a short story taking into account another countries' culture.

Type of questions: True/ False activities

Grade: 701

ACTIVITY.	PARTICIPANT 1	PARTICIPANT 2	PARTICIPAT 3	PARTICIPANT 4	PARTICIPANT 5
PRE-READING (Predicting based on the title)	The student answered the question in English and Spanish, he gave his point on view and was accurate.	The participant wrote in Spanish, she didn't follow the clear instructions.	The participant gave a short description of her point of view *"About someone's favorite day and that is the Chinese New Year"*	The participant didn't develop this point.	The participant didn't develop this point.
WHILE-READING (True/ False activities)	5 question were answered in a correct way.	The six questions were answered in a correct way.	5 question were answered in a correct way.	5 question were answered in a correct way.	5 question were answered in a correct way.
POST-READING (develop a comparative chart)	The participant developed the comparative chart, he accomplished with the objective of the chart.	The participant didn't fully develop the comparative chart.	The participant wrote the comparative chart in English and it was developed in a correct way.	The participant wrote the comparative chart in English and it was developed in a correct way.	The participant wrote the comparative chart in English and it was developed in a correct way.

Appendix 8

María José Contreras Montoya. 1094280270.

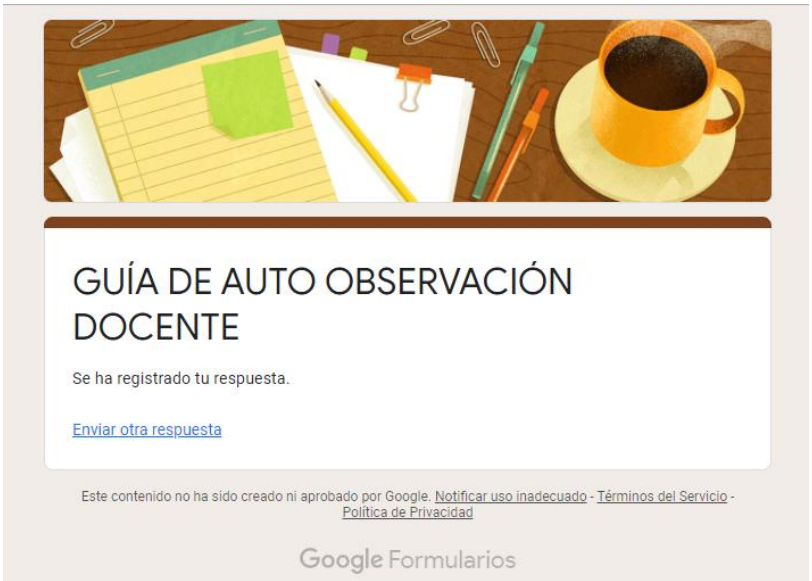
NARRATIVA SEMANAL: SEMANA 1

La experiencia con los estudiantes ha sido fructífera, se ha llevado a cabo con la población estudiantil de primaria y secundaria del Instituto técnico los patios centro 2, supervisada por el profesor José María Suarez, los cuales han respondido de una buena manera en cada interacción que se ha tenido con ellos.

La primera clase fue con los estudiantes de primer grado (102) con los cuales tuvimos un encuentro sincrónico vía plataforma virtual llamada "Zoom" durante cuarenta minutos, abordando el tema de "Professions and places" el cual expliqué con diapositivas, la mayoría de los estudiantes estuvieron conectados con sus respectivos padres. Estos temas con el fin de hacer una revisión y reforzar pronunciación, los estudiantes estuvieron activos y muy participativos, yo pronunciaba la palabra de manera clara para que luego ellos repitieran hasta llegar a una pronunciación correcta, las explicaciones eran claras, y las diapositivas eran didácticas ya que contaban con imágenes relacionadas con el tema para una mejor comprensión. Las dudas de los estudiantes eran tomadas en cuenta y también yo hacía ciertas preguntas para que hubiese una conversación e intercambio de ideas.

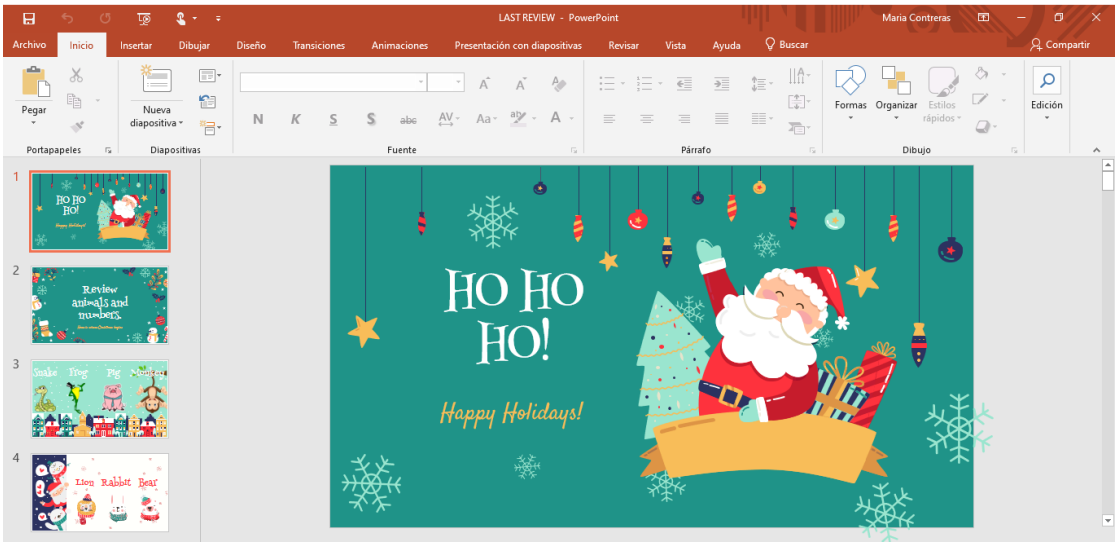
Teniendo en cuenta los estudiantes de secundaria de los grados sétimo y noveno, los cuales hemos interactuado por whatsapp para la entrega de su bimestral, yo misma formulé las preguntas bajo la supervisión del profesor José María Suarez, del mismo modo, las evalué y asigné una nota, esta es la interacción que hemos tenido con los estudiantes de secundaria ya que con ellos no hay encuentros sincrónicos.

Appendix 9

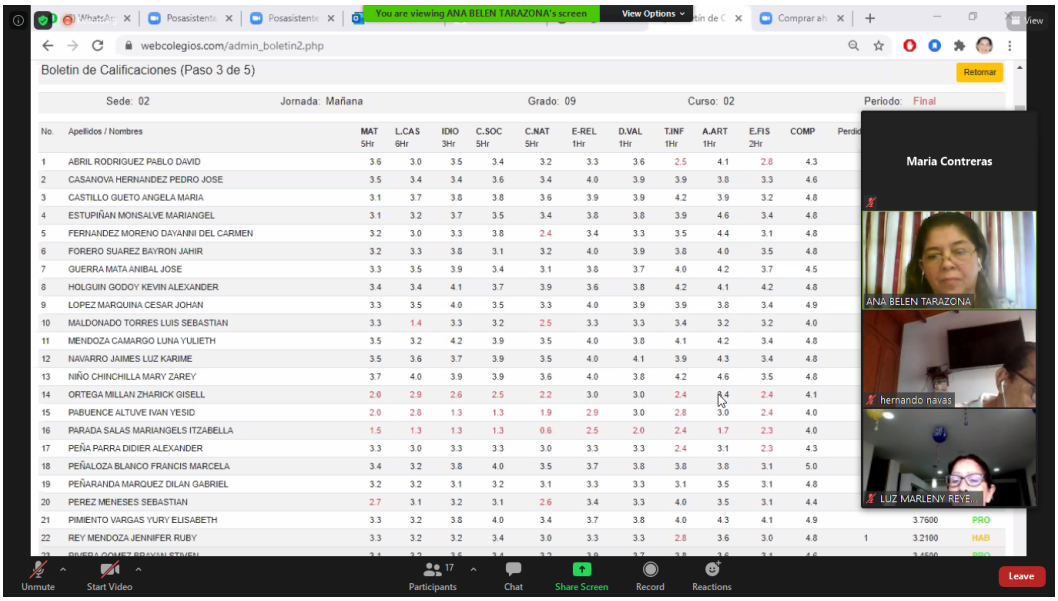


Appendix 10

Appendix 11



Appendix 12



Annexes.

https://drive.google.com/drive/folders/18fkJsdi1LvJtoKMKQaSeKU6Xmwm1OA6-?usp=sharing