



Infographics as a teaching tool to foster reading comprehension. An action research in 9th-grade students from Bethlemitas Brighton School

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Faculty of Education

Languages and Communication Department

Foreign Language Degree English - French

Practicum

Pamplona

2021 – 01



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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature



Acknowledgment

I dedicate this work mainly to God, as the inspiration and strength to continue in this process of obtaining one of the most desired goal. Besides, I want to take advance of these lines to thank all the people who have helped me and have supported me throughout my career.

First I want to thank the support received from my whole family, especially my husband **Jimmy Fernando Moreno** and my two sons **Logan** and **Thomas** Moreno Ardila, who gave me the strength and motivation to fulfil myself as a professional, who accompanied me throughout the process, in the bad and good days, they were always with a smile or a word to encourage me to continue and never allowed me to give up.

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Thirdly, I would like to express my sincere gratitude to my mentor, **Gioconda Camperos** for guiding me in every stage of this project, for giving me the feedback and to lead me in the development of my project, to share her experience as a teacher to carry out with success my practice, for being a support when I had problems and needed a solution throughout the process.

Finally, I cannot forget to thank my friends for being my accomplice and support at all times, who were my co-fighters during this process. I will always carry in my heart all the special moments we share.



Chapter 1: General Presentation

This pedagogical proposal was the final step of a long trajectory of preparation in the personal, social, pedagogic and academic fields in which everything knowledge acquired during the foreign language bachelor degree such as skills, values, attitudes, languages skills and abilities are fundamental aspects to carry out a successful and rewarding this practicum with a positive impact on the academic community.

Furthermore, this research was divided into seven main parts: a general presentation, an institutional observation, three components (pedagogical - research, outreach, and administrative), reflexive approach and design of teaching materials.

First of all, the *general presentation* in which presents in general way the important parts of the project such as justification, objectives and general conclusions.

Secondly, the *institutional observation* consisted in made a presentation some relevant aspects of the observation and an acknowledgement of the place in which the practicum was developed and. It was branch off four aspects: administrative, pedagogical, technology, population and subject information. In addition, some measures taken in the current health emergence provoked by the pandemic of COVID-19.

The third chapter was focused on the *pedagogical- research component* which described in detail how the pedagogical methodology was implemented in Bethlemitas Brighton School with ninth grade students during their virtual English classes. Moreover, this action research was focalized on using infographics as a teaching tool to enhance the reading comprehension skill. Furthermore, this chapter remarked other aspects including title, introduction, statement of the problem, objectives, research questions which guided the



pedagogical-investigative component, theoretical framework, literature review, research methodology (design/type, research method, techniques and tools for data collection, analysis and interpretation, the population (sample) where it was implemented, schedule activities, ethical considerations of the proposal, results, conclusions and recommendations.

Following, *the community outreach component* presented information about a macro project entitled “*Awareness-raising of the English language in primary schools in Colombia*” which was focused on English-language training needs of primary school children in Colombia, and at the same time, it sought to integrate the students of the Degree Program in Foreign Languages to the educational reality of teaching English in a public primary school.

The five chapter, *Intra-institutional Activities Component*, the aim of this section was for the pre-service teachers to acquire the knowledge of the institution to which they have been assigned and at the same time to achieve their insertion in their practicum contexts. Furthermore, it presents the methodology and school chronogram, as well as the extra-curricular activities in which the Student – Teacher was involved during the practicum.

The subsequent section took stock of *reflexive approach* (weekly narratives). In this sense, the focal point was to make a pedagogical reflection.

Finally, the last chapter *design of teaching materials*, the principal purpose of this part was to give an activity supports to the supervisor in the elaboration of didactic material that could be implemented in class with the students. In this regard, this chapter described what kind of material was designed and its objective.



Introduction

English is the key language for learning today, because it opens the door to more possibilities and expands the frontiers of study and work. In this way, the globalized world in which we live, English has become a working and teaching tool. In this way, English has become a priority and having an intermediate-high command of English has become a prerequisite for accessing many sources of employment. *“The importance of English language has made every citizen to seek ‘social empowerment’* (Kachru, 1983)

That is why, the Colombian Government through the Education Ministry have been implementing different strategies for to improving the English language of the educational population. In this case, they have created the National Bilingualism Program 2004 – 2019, *“Colombia Bilingue”*. This this program proposed to work standards in English focused on the development of the four skills (reading, listening, speaking and reading) as stipulated in the Common European Framework of Reference for Languages (CEFR). In the same way, the basic learning rights (Derechos Básicos de Aprendizaje -DBA) were created in order to complement this bilingual program.

In this context, looking the contribution and interest the government for this purpose. It could be inferred that the intention is good but not enough for this indispensable but ambitious goal. In Colombia there is a very large gap between education and the government, which despite the years is still an impediment to achieve a quality education, because the interests of the government do not reflect, the needs of the academic community. In others words, if the government wants a bilingual Colombia, it must invest in the educational field more efficiently, that is to say, equip classrooms with technological tool in the classroom, train primary school teachers in English, in order to guarantee environments where teaching English is a priority.



Accordingly, we should highlight the work that the university and the Foreign Language Program implement each semester with its pre-service teachers in their practicums. This task contributes to provide a solution to this problematic that lives the education in Colombia, the lack of a teacher specialized in English in primary school, given that, pre-service teachers do a social work by teaching English in this affected sector and at the same time new strategies are implemented by them which aim to research the pedagogical context, then to identify a need of learning English and to propose teaching strategies to improve that difficulty propose in order to help foster the teaching of English.

In this case, the proposal presented in the *pedagogic – research component* of this project is about infographics as a teaching tool of visual learning to foster the reading comprehension skill in in 9th-grade students from Bethlemitas Brighton School. This pedagogical strategy allowed the students develop a critical thinking, learn vocabulary, recognize grammatical structures and make a reading comprehension easier and more didactic.

According to Freire & Macedo, (1987, p. 29) as cited in Garzón (2018, p.33) who affirm “*does not consist merely of decoding the written word or language; rather, it is preceded by and intertwined with knowledge of the world*”. This means that we should not limit ourselves to repeating letters and have a literal comprehension, but, we should deepen and relate it to the context to achieve a better analysis.

Justification

According to the study EF English Proficiency Index (EPI), of the firm Education First, which measured the performance in this language in 100 countries whose native language is another. It constants that Colombia is among the countries with the worst level of



English in the world. Additionally, this report conducted an analysis of the English level of 2.2 million people by measuring reading and listening skills. Taking into account these indicators, it was found that Colombia occupies the 77th position in the list, being also in the Very Low classification with a score of 448 of 800. This means that the two skills evaluated the students obtained a very low place and between them was the reading skill.

On the other hand, in the most of the public schools in Colombia, there is a low English level rate owing to the absence of English sources as pedagogic and technological tools, materials and appropriate strategies for developing each languages skills. Moreover, the majority of schools force English teaching and this makes the students have a certain rejection for this language, complicating the process of learning - teaching a second language.

Bearing this in mind, the pedagogical space of practicum allows the pre- service student to observe in an attentive and detailed way, the process of teaching a second language in a real educational context in order to recognize an educational need. In this way, after two weeks of observation during English classes of ninth grade students from Bethlemitas Brighton School the teacher noticed that students are discouraged by the English classes and the classes are focused in oral production and teaching grammar most of the time. Besides, the reading comprehension is limited to a literal or textual understanding. In this case, it came to light the necessity to apply a proposal that to complement this reading process and in turn, to implement a strategy to facilitate this process.

In this order of ideas, the pre-service teacher decided to carry out this pedagogical proposal aim to foster reading comprehension through infographics as a teaching tool of visual learning. Since, reading has many benefits, develops critical thinking, is aware of its surroundings, develops creativity and enriches vocabulary. In this sense, Freire and Macedo



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(1987) cited by Garzón (2018) claim that *“the more I experienced myself, the more perceptual capacity increases”*. In this regard, Goodman and Wilde (1996) state that *“meaning is constructed by the reader in transacting with the text”*.

Objectives

General Objective

- To carry out the integral practicum in a public high school following the guidelines established by the Foreign Languages Program.

Specific Objectives

- To improve 9th graders' students' reading comprehension skill
- To promote in pre- service teacher a critical and reflexive spirit that allows them to analyze their pedagogical process.
- To participate in the intra- activities proposed by the institution, with good disposition and attitude.
- To integrate the students of the PLEX with the educational reality in primary school.



Chapter 2: Institutional observation

In this section, different aspects of Institution Bethlemitas Brighton were presented such as general aspects of this institution (documentary analysis), MEN guidelines, PEI, coexistence manual and other scopes which were divided into four parts: administrative, pedagogical, technological and population information.

Documentary analysis

Topographical location of the school

The Educational Institution Bethlemitas Brighton is located at Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This is an official, mixed and public institution which belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Primary, Secondary and Intermediate Technical.

This school has two headquarters; the principal headquarters “**Afanador y Cadena**” is situated: Cra. 4 N°6-84. Center. tel.: 3142802944 – 5682206 and primary School in Cra 1 No. 5-90. Neighborhood Brighton; Tel: 3142820660 – 5682206.



Figure 1 Location Bethlemitas Brighton School

Educative authorities

This public institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys Parada.

Administrative level

Educative Institutional Project (PEI)

This important text is the set of aspects, components, methodologies, procedures and among other essentials aspects for a normal functioning and to achieve the educational goals proposed by the institution, in this way, this book contains and explains the following principles:

- This Institution aims to guide the implementation of the different activities and/or actions framed in the four components



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- The Bethlemitas education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlemitas education invigorates from the curricular development so that students achieve the academic excellence.
- The Bethlemitas Brighton Educational Institution, according to the socio-demographic study carried out in previous years, reveals that there are approximately 900 families, of strata 1, 2 and 3 located in the different neighborhoods and sectors of the city.

Mission

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative,



pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

Philosophy

The apostolic and educational legacy of our holy founders, strengthened by the norms emanating from the MEN and Secretary of Education, strengthens our pedagogical practices by building every day a quality education that leads to the dynamization of meaningful learning, based on the Holistic transformative model educating in love for service.

Organizational chart

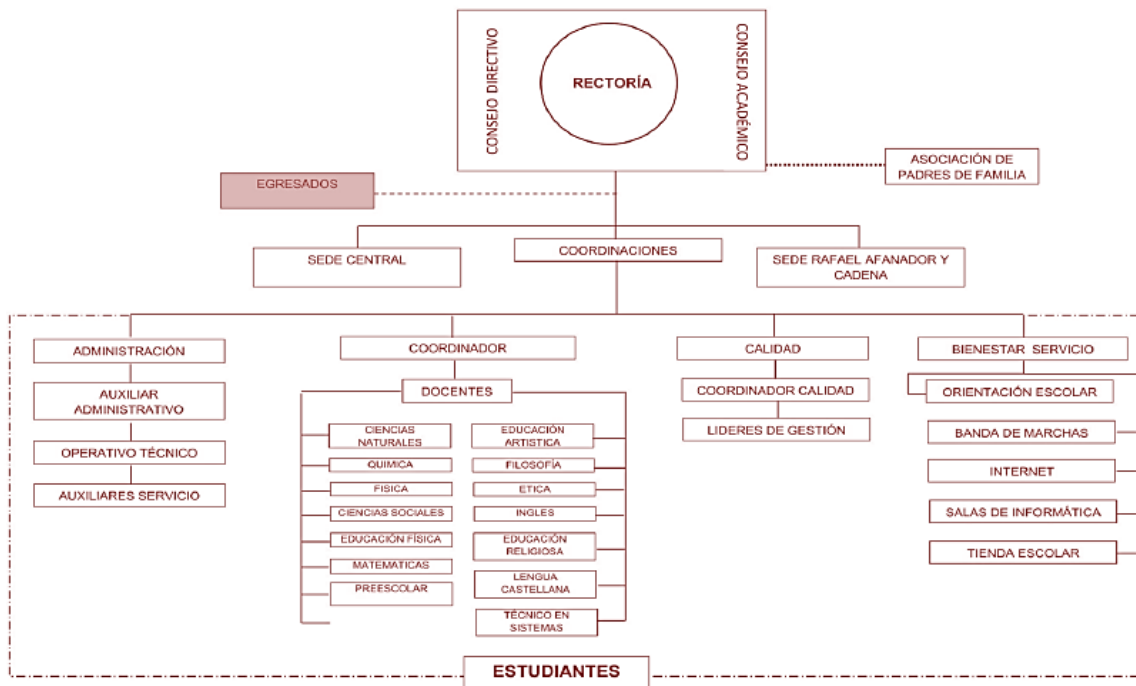


Figure 2 Organizational Chart, Bethlemitas Brighton School



The coexistence handbook

The coexistence handbook is a tool for the institution to determine rights and obligations of the students, teachers, and teaching directives, rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- **Equality:** recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- **Equity:** equitable participation among the genders, in the different activities that the Educational Institution develops.
- **Democracy:** Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- **Dignity:** recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.
8. Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health



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Chapter VI. Student profile, rights and requirements of the students, stimuli for the students' procedures and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Journey: Full-time

MEN guidelines and regulations in the face of health emergency

The Institution in order to face of the current health emergency caused by COVID-19 adopt the strategy that was proclaimed by the MEN in order to advance the education at home as an alternative to confront this difficult moment. Thus, from each area some adjustments were made with the purpose of providing students to the teaching-learning.

Currently the school does not adopt the alternation scheme, since it does not have the basic biosecurity measures, they continue to teach virtual way.

Pedagogic level

Planning foreign languages – English

The teacher uses the planning format proposed by The Ministry of Education in the English Kits, following the next structure and MEN guidelines and regulations in the face of health emergency.



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Plan de Aula Emergente para Estudio en Casa
INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON



MUNICIPIO PAMPLONA

Con acceso virtual o computador	Herramientas TIC para apoyar los procesos educativos, actividades virtuales, uso de la plataforma. www.webcolegios.com/bethlemitas celular, Whatsap. Plataformas con recursos virtuales disponibles, Programa Nacional de Bilingüismo http://aprende.colombiaaprende.edu.co/colombiabilingue Recursos digitales: Google Classroom (https://classroom.google.com/) Edmodo (https://new.edmodo.com/) Comunidad TU CLASE (https://comunidad.tuclase.net) YouTube Studio (https://studio.youtube.com/) Zoom (https://zoom.us/)	
Sin acceso virtual o computador	Guías, unidades didácticas, talleres, materiales impresos diseñados por la docente. Textos escolares, Materiales de modelos educativos flexibles.	
Ruta metodológica para estudio en casa momentos		
Exploración Saberes previos (Indagación)	Saber hacer PROCEDIMENTAL	Saber ser ACTITUDINAL
Los tiempos verbales simples Conjugación de los verbos regulares e irregulares. Las estructuras gramaticales.	Organiza frases sencillas en todos los tiempos verbales simples. Pronuncia, escribe y lee la conjugación de los verbos regulares e irregulares en inglés. Representa Role-plays o monólogos, haciendo énfasis en las estructuras gramaticales ya aprendidas.	Se relaciona con firmeza y amabilidad. Es capaz de integrar y conformar equipos de manera virtual. Valora las diferentes formas de trabajo en casa. Negocia las discrepancias y cambia de idea cuando identifica oportunidades de mejora en estos momentos de crisis mundial.
Estrategia y actividades de evaluación	La evaluación será continúa teniendo en cuenta la participación activa del estudiante desde casa, la elaboración de trabajos, de las guías, y la participación en actividades desde las plataformas virtuales o con los materiales impresos.	Recibe con agrado las observaciones hechas por parte de la docente en las evaluaciones y aporta en cada uno de los momentos de encuentro que se hacen de forma virtual.
Actividades pedagógicas transversales	Cuida el medio ambiente que lo rodea dentro de casa. Desarrolla las actividades pedagógicas de manera cooperativa en comunicación con	Se solidariza con algunos casos particulares de compañeros que presentan diversas dificultades para hacer entrega de los trabajos asignados a tiempo por falta de conectividad y

Figure 3 English Planning

Methodology of the work of the Language Teaching Collective

There is a collective work between the three teachers with regard to the realization of guides and the construction of plans of areas.

Pedagogic resources

During classes it was observed that teacher uses the students book Outstanding 8 or 9 according to the grade as the main resource to develop her classes and the students must have their English notebook and a dictionary in every class. In addition, teacher used the book's CD to reproduce some audios about conversations or some written exercises dictated. Finally, even every classroom has with a TV screen in this case the teacher only used it for reproduce audios not for videos.

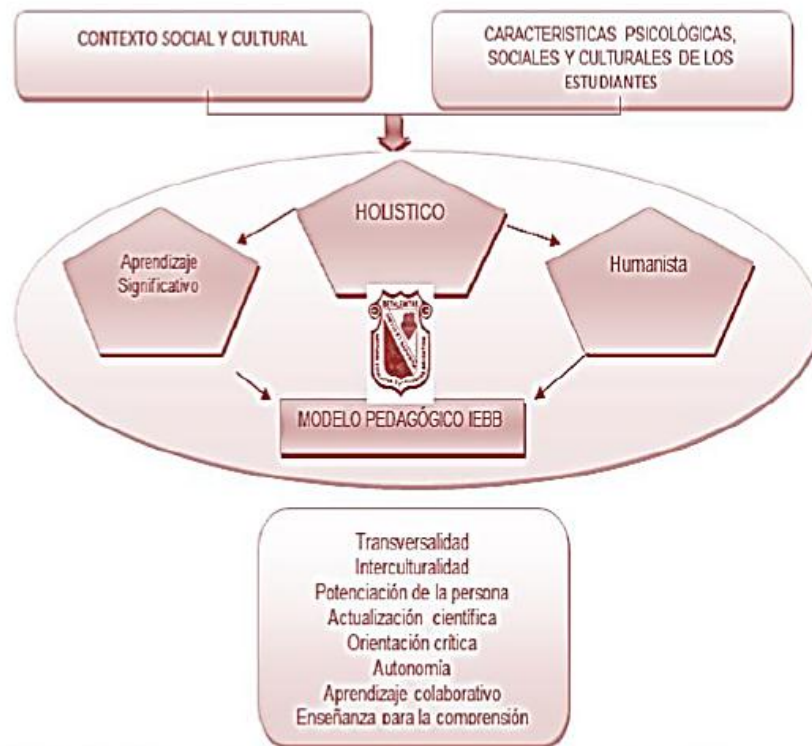


The book Outstanding is divided into four units and each one proposed different activity to develop the listening, reading and writing competences.

Methodology

The pedagogical model adopted by the Bethlemitas Brighton Educational Institution that guides the educational activity is the holistic transformative theory based on the approaches of Dr Giovanni Iafrancesco Villegas.

MODELO PEDAGOGICO DE LA INSTITUCION EDUCATIVA BETHLEMITAS BRIGHTON



MODELO PEDAGÓGICO: Representación de relaciones que predominan en el acto educativo Flórez. (1998)

Figure 4 Pedagogic Model



Academic monitoring

Seguimiento Académico

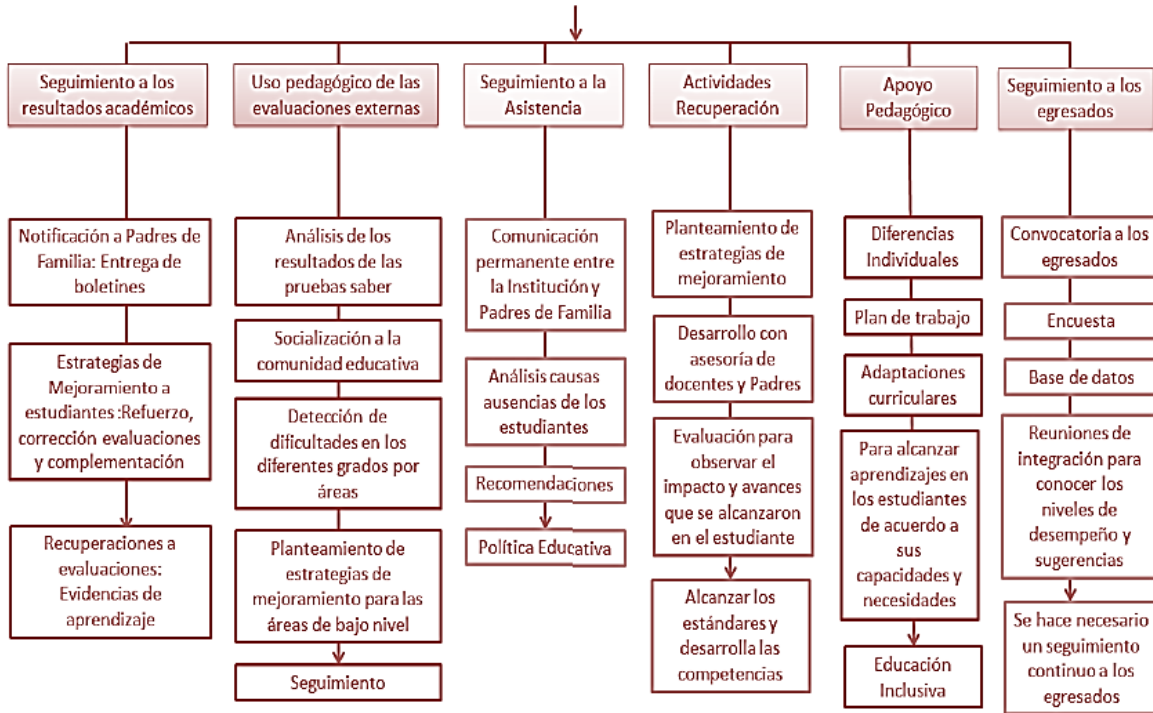


Figure 5 Academic Monitoring

Schedule Supervisor teacher

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7h -8h				8 th	
8h- 9h					
9h-10h		9 th	10 th	10 th	9 th
10h- 11h					
11h-12h	8 th		11 th		11 th
12h-1h					

Table 1 Schedule Supervisor Teacher



Schedule pre-server teacher

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7h -8h				8 th	
8h- 9h	3 rd		Pre-school		
9h-10h		9 th			
10h- 11h					
11h-12h	8 th				
12h-1h					

Table 2 Schedule pre-service teacher

NIVEL	HORARIO ENTRADA	HORARIO SALIDA
PREESCOLAR	7:00	12: 00
BASICA PRIMARIA	7:00	12:00
BASICA SECUNDARIA	7:00	1:00
EDUCACION MEDIA	7:00	1:00

Table 3 General Schedule

Technological level

Platforms:

Technological tools to support educational processes, virtual activities, use of the platform.

- ✓ www.webcolegios.com/bethlemitas phone, Whatsapp.
- ✓ Platforms with virtual resources available, National Bilingualism Program
- ✓ <http://aprende.colombiaaprende.edu.co/colombiabilingue>
- ✓ Digital resources: Google Classroom (<https://classroom.google.com/>)



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- ✓ Edmodo (<https://new.edmodo.com/>)
- ✓ Community TU CLASE (<https://comunidad.tuclase.net>)
- ✓ YouTube Studio (<https://studio.youtube.com/>)
- ✓ Zoom (<https://zoom.us/>)
- ✓ Google Meet

Meetings:

Synchronous meetings are two hours once a week and asynchronous, the students must develop the guide, Guides, teaching units, workshops, printed materials designed by the teacher. Textbooks, Flexible Educational Model Materials.

Information population

Grades	Students	Ages	Level
<i>Middle – high school</i>			
8 th 02	44	13-15	A1.1
9 th 01	42	14-16	A2
9 th 02	43		A2
<i>Primary – Elementary school</i>			
3 rd 01	33	7-9	A1
3 rd 02	32		A1
3 rd 03	35		A1
<i>Pre-school</i>			
<i>Pre-01</i>	31	5-6	A1
<i>Pre-02</i>	32	5-6	A1
<i>Pre-03</i>	30	5-6	A1

Table 4 Information population

English teachers

Genis Emilse Navarro: 8°02; 9°01;9°02; 10°01-10°02

Viviana Rueda : 8°01; 7°01; 7°02; 7°03; 6°03; 6°02

Consuelo Cristancho: 6°01; 5°01; 5°02; 5°03; 4°01; 4°02; 4°03; 3°01; 3°02; 3°03.



In general, there are 53 teachers divided into two headquarters; Secondary school there are 23 teachers and primary school there are 25 teachers.

Administrative body

The School Government in this School is divided into the following bodies:

The managing board, with the participation of the community, educational, academic and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the establishment to the educational authorities and he is the executive to make decisions in school government. The representative bodies will be elected for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement will be chosen for the rest of the period.

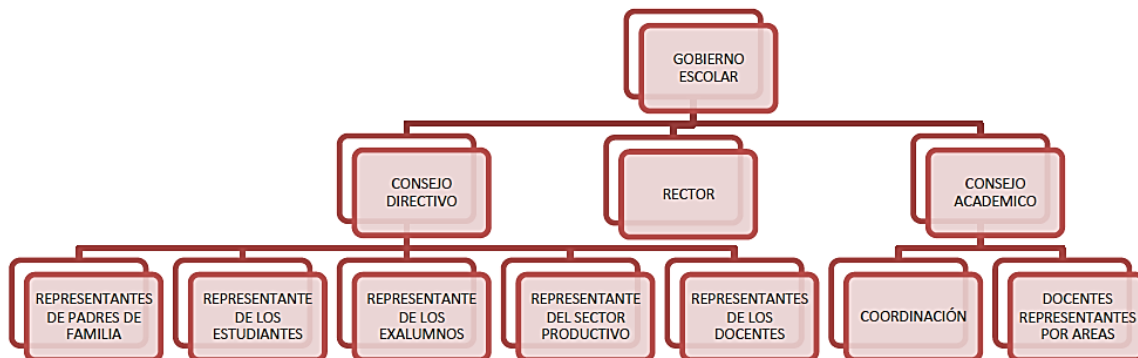


Figure 6 School Government



Chapter 3: Pedagogical – Research Component

Title:

Foster reading comprehension through infographics as a teaching tool: An action research in 9th-grade students from Bethlemitas Brighton School

Introduction

The MEN in the Basic Foreign Language Standards, Guide No 22 states that students must be proficient in “*understanding literary, academic and general interest texts written in a simple language and extract general and specific information from a short text and written in a simple language*”. At the same time, it considers reading as a fundamental aspect in the learning process, due to, through it, students know new vocabulary, cultural aspects of a region and essential for the personal and academic growth of the student.

In this context, English teachers face a challenge, given that, the MEN proposes these standards and The DBA with the aim of ensuring that students can obtain a better level in national and international tests. Nevertheless, this hard work must be done by teachers who in the case of primary school, most schools do not have an English teacher and for them, it is very difficult to supply an area that is not specialty of the teacher, however, they do their best. That is why, that the majority of students have a weak base in English, making that this difficulty was more visible, hence, they when they get to high school, this straggle will be evident and the student will create a rejection by this area, affecting the learning process of a second language negatively.



Continuing with this topic, one of the most important skills is reading comprehension, but it is also the most difficult to develop, because to understand a reading you need several aspects like a basic vocabulary and a simple grammar. Having said that, if you want to achieve a critical reading and develop a critical thinking, the student must have a deeper appropriation of reading and to achieve this, you must implement a series of strategies that guarantee this kind of learning. For this reason, this pedagogic proposal is focused on fostering reading comprehension through infographics as a teaching tool of visual learning: An action research in 9th-grade students from Bethlemitas Brighton School. In other words, make students develop a better understand of a text, using a didactic teaching strategy that seeks the critical-reader development of the student. Reading comprehension can be defined as the ability to understand a text, to analyze or deduce the information, to extract important aspects, and to interpret correctly what the writer is stating. Mckee (2012) cited to Veeravagu, et al (2010:206). Who defined reading comprehension as *“a thinking process by which a reader selects facts, information, or ideas from printed materials; determines 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”*

Statement of the problem

According to observations carried out at the Bethlemitas Brighton in the ninth grade classes, it could be inferred that they have a good level in English, however the current pandemic situation has negatively affected their learning process a second language, making it a tedious and boring process for the students, since they are responsible for their own virtual learning and one of the keys to success in this learning modality is a good reading



comprehension, especially in English. In view of the fact that, with a better and faster understanding of a texts, it facilitates the development of activities that the student must complete. Moreover, most students, learn more visually and this learning is more durable.

For this reason, the project presents infographics as a teaching tool in order to foster reading comprehension in 9th-grade students from Bethlemitas Brighton School. For this instance, it was hoped that the process of reading by written questions were completed which some visual tools, facilitating the analysis and absorption of a text.

In order to achieve the objectives raised in this pedagogical proposal, the following questions guided the information gathering process

Problem question

How does the use of infographic as a teaching tool help to foster students' reading comprehension in ninth-graders from Bethlemitas Brighton School?

Sub-questions.

- How the use of infographic enhance students 'critical thinking?
- What abilities can students develop through the use of infographics to improve reading comprehension?

Justification

As already stated, learning a second language is indispensable and it has become a necessity to access to new opportunities in the academic and labor field. That is way, of the importance of implementing projects that offer the opportunity to learn English and if we observe the type of test that the students present, like SABER 11, they are focused on two



aspects, the use of the English language and reading comprehension, unfortunately only one skill is evaluated, isolating the other three (speaking, listening and write) these are fundamental for learning English.

However, if we analyze the above, we must focus on working more deeply this skill complemented with the others, because through the reading comprehension the student can develop essential skills for learning English such as vocabulary, grammar structure, and cultural aspects, among others. For this reason, this pedagogic proposal wants to strengthen and deepen the reading comprehension, making it more critical and productive for students. Moreover, in accordance with observations in virtual class, it can be concluded that the reading does not have the importance that it merits. Therefore I emphasize in the necessity the need to foster reading comprehension through infographics as a teaching tool of visual learning: An action research in 9th-grade students from Bethlemitas Brighton School.

Objectives

General objective

To foster reading comprehension through infographics as a teaching tool

Specific objectives

- To enhance students' critical thinking through infographics.
- To promote students' reading comprehension through infographics.
- To increase new vocabulary through infographics.



Theoretical framework

This section set up some key concepts the main theory that support this study: among the main concepts, this proposal has *infographic*, *visual learning*, *reading comprehension* and *critical thinking*.

Infographic

The principal concept of this project is *infographic* which is defined by Matrix and Hudson (2014) as “a good pedagogical strategy that can enrich and nurture the development of students’ reading comprehension skills. Furthermore, the use of infographics develops digital and visual skills, analytical thinking, creativity, and long-term memorization of vocabulary”.

Moreover, López and Puerta (2019) mentioned the concept about *infographic* of Smiciklas (2012) defines an infographic as ‘a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood’

Visual learning

This research project is focused on reading comprehension through the visual learning as a teaching tool. According to (Rodger et.al. 2009) who defined *Visual learning* as the assimilation of information from visual formats. Learners understand information better in the classroom when they see it. Visual information is presented in different formats, such as images, flowcharts, diagrams, video, simulations, graphs, cartoons, coloring books, slide shows/PowerPoint decks, posters, movies, games, and flash cards (Rodger et.al. 2009).

Considering the above, we can complement this concept with Daniels (2018) Timothy Gangwer, who is a teacher and an author that specializes in *visual teaching* and learning, defines visual literacy as the ability to understand nonlinguistic communication made with visual



imagery and the ability to use visual imagery to communicate. In his book *Visual impact teaching*, Gangwer states that individuals become visually literate by means of visual encoding—expressing thoughts and ideas in visual form—and visual decoding—translating the content and meaning of visual imagery. In this way, visual literacy is:

- **Decoding:** the ability to understand and translate communications made with visual imagery. *Images that we see. (Decode).*
- **Imagining:** the ability to create, interpret, and manipulate mental models of visual imagery. *Images that we imagine. (Imagine)*
- **Encoding:** the ability to express thoughts and ideas by using visual images to communicate. *Images that we depict, we draw (Encode).*

And finally, Riad (2015) who states *Visual* is a form of communication that is not verbal. *Visual literacy* is a group of acquired competencies for interpreting and composing visible messages. A visually literate person can: (a) discriminate and make sense of visible objects as part of the visual acuity; (b) create static and dynamic visible objects effectively in a defined space; (c) comprehend and appreciate the visual testaments of others; and (d) conjure objects in the mind's eye. Also, visuals can include but are not limited to: pictures, symbols, signs, maps, charts, graphs, diagrams, photographs, and models.

Reading comprehension

The second key word for this project is reading comprehension which is explained in detail by McKee (2012) cited to Veeravagu, et al (2010:206), who defined reading comprehension as “*a thinking process by which a reader selects facts, information, or ideas from printed materials; determines 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”

Likewise, Molina (2018) remarks in her study the definition of Clarke, Truelove, Hulme and Snowling (2014) who states to comprehend a text is when *“language conveys meaning and allows the sharing of information, ideas and perspectives”*

Critical thinking

The last concept is *critical thinking*, this is defined by Willingham. (2007) who argues that "In layperson's terms, critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems...”

In this order, Lipman, (1988) affirms *“skillful, responsible thinking that facilitates good judgment because it 1) relies upon criteria, 2) is self-correcting, and 3) is sensitive to context”*

Theory

This project will adopt a strategy to make a better reading comprehension that was proposed by Solé (1992) and Willis (1996) who divided this process into three moments: before, during and after the reading comprehension process.

Pre-reading: It aims to explore the previous knowledge of the participants, arouse interest in reading, and make predictions about the text to be read.

During reading: We show the literary text and we analyze the text, make hypotheses, predictions, conjectures and gradually discover the meaning of the words according to the context.

After reading: Aims to achieve comprehension of reading through different types of activities and explains the subject related to the text.



Self-employment: Some activities for the student to work in the home to reinforce what they learned during the session.

Literature review

Over time, a variety of previous studies on working or improving reading strategies have existed and researchers have repeatedly pointed out that reading comprehension plays a vital role in foreign language learning. It is also an object that attracts the attention of researchers to discover its obstacles, its position in teaching and the components of its aid strategy.

However this study highlights a project carried out by Gómez and Ávila (2009) and it took place at universidad Pontificia Bolobariana's students. Thus the main goal of this piece of research was to implement some reading strategies in 2 elementary courses in EFL in order to obtain better results in the middle and long term in class and on ECAES, MICHIGAN, MELICET and PET tests. This study concluded that the students demonstrated an improvement in their reading skills and some strategies implemented played a significant role because students promoted their participation. Moreover, the data showed that after implementing the reading comprehension strategies, the participants could get better results after having taken mid- and long-term tests in the English course.

On the other hand, talking about the visual learning, Philominraj, Jeyabalan and Vidal-Silva (2017) indicated that visual learning is an essential part of the overall experience that the learners gain towards their process of language learning. Also, it constitutes a vital process of 'Input and Interaction' for the learner ensuring that his needs, necessities and aspirations are taken into account and by making him involved, produce genuine learning. This project was carried out among the students of higher secondary schools to find out how English language



learning occurs naturally in an environment where learners are encouraged by an appropriate method such as visual learning.

Likewise, there is a study called “*Learning styles and visual literacy for learning and performance*” conducted by Riad (2014). The aim of this paper is to address some of the fundamental questions about learning styles and visual literacy for learning and performance. Questions including how people learn; what are the learning styles, and how it is determined. It also focuses on how visuals can be connected to the learning styles including multiple intelligences of individuals with learning disabilities such as agenesis of the corpus callosum. Besides, it concluded visuals have been found to be a powerful tool for both learning and performance. Also, researcher remarked utilizing visuals in light of the instructional system design (ISD) approach has been proven to increase the target learners’ retention and optimize learning. Also, visualization of the learning concepts along with the motivation to learn it has been found to help students learn the concepts more forcefully and foster their critical and creative thinking.

Furthermore, Matrix & Hodson (2014) carried out a research entitled “*teaching with Infographics: Practicing New Digital Competencies and Visual Literacies*”. This study aimed at examining the use of infographics as a teaching assignment in the online college classroom and it demonstrated how incorporating a research-based graphic design assignment into coursework challenges and encourages students' visual digital literacies. The paper includes practical insights and identifies best practices emerging from the authors' classroom experience with the infographic assignment, and from student feedback.



Finally, Mohd et al. (2014) in their study “*The Use of Infographics as a Tool for Facilitating Learning*” which was focused on the use of infographics as a tool for facilitating learning in the higher learning institution and the learners’ acceptance of information or knowledge received through the learning process presented by instructors. Therefore, three objectives were outlined which were to identify the issues that impedes the learning process; to determine the most important features in infographics that can influence Graphic Design and Digital Media learners in learning; and to ensure the acceptance of learners with the use of infographics as a tool for facilitating learning. Likewise, this research has proven that visual literacy ability is an important component to determining the ability of the learners to accept the use of infographics as a tool for effective learning information. In addition, a positive acceptance among learners of the features available in infographics can also help to resolve some of the problems.

In addition, López and Puerta (2019) conducted the research “The Use of Infographics to Enhance Reading Comprehension Skills among Learners” which took place at a public university in Colombia, with a total of 26 psychology students, aged between 19 and 26 years old. In this way, this study aimed to help learners develop their English reading skills—from literal to critical comprehension of short academic texts— through the use of infographics, which are visual tools that combine texts and graphs to help users communicate information and it had as conclusions, the infographics were beneficial in developing the students’ reading skills. They presented an opportunity for the students to paraphrase main ideas from the texts and represent their understanding of the readings. In addition, this pedagogical intervention was useful for teachers because it enabled them to explore reading comprehension using a new strategy that might be helpful in English classes.



Infographics as a teaching tool to foster reading comprehension. An action research in 9th-grade students from Bethlemitas Brighton School

Previous studies converge that the above studies converge that visual learning facilitates parallelism and critical reading development, just as they show that infographics are an innovative tool that enables the attention of the student, motivation to carry out the proposed activities and also this technique allows the student appropriate and better understand a text.



Proposal Methodology

Methodology

This proposal adopted three stages that should be considered when reading: before, during and after the reading. At each of these stages and this complemented by reading strategies such as: Skimming, Anticipation, Contextualization, Question Formulation, Scanning, Confirming or Correcting Predictions, and Guessing Meaning by Context were used, all this was framed in a visual learning, using infographics as tool of visual learning. Given that this tool is essential for this process and as final result students have to create one in each reading and to expose in the virtual meetings.

Reading Stages

Before-Reading

It consists of the student starting by reading the titles and subtitles of the chapter or reading; looking closely at the images, graphs and legends in the reading; note the words that are often repeated. In this way predictions are made about what the content of the reading is thought to be. This is a general reading.

During Reading

It consists in to explore the previous knowledge that while the student is reading, observing any visual tool restated to the reading and seeking the answers to the questions posed, identifying and highlighting the unknown words, thus connecting the text with the knowledge already acquired. Additionally, it is indicated how the student worked the inference of the meaning of the words by the context in order for the student to discover what the words mean without the help of the dictionary. More specific and second reading.

After-Reading



It consists in confirming or correcting the answers to the questions in the text and the meaning of the words that were not known after the second reading. The strategies used at this stage were: Confirmation and correction of predictions and Scanning to quickly locate the particular idea in the text to obtain the specific information requested. Reading in detail. And finally, this stage ended with a series of thoughtful questions about reading and the work done by students.

Step	Strategy	Indications	Activity
Before Reading	<i>Predicting</i>	Show students the reading title or cover book.	Predict the possible content of the text.
	<i>-Skimming General reading</i>	Read quickly for surface-level comprehension or to get an overall sense of a piece.	Recognize the main ideas
During Reading	<i>Vocabulary</i>	Identify the known and unknown vocabulary	Highlight in the text
	<i>Comprehension monitoring</i>	Readers learn to be aware of their understanding	-Questions of literal comprehension -Questions involving reorganization
	<i>Scanning</i>	Move your eyes and mindful attention quickly over a paragraph or section in search of a particular piece of information, i.e., in search of the answer to a specific question.	
	<i>Overview</i>	Get an overall sense of a text.	Teacher shows a simple infographics with the principal ideas or the sequence of a story.
	<i>Reflexive and in-depth reading</i>	For a better understanding and appropriation of the text	Questions of inference or reinterpretation. Questions of personal response
After reading	<i>Unknown vocabulary</i>	Enrich the vocabulary	Search for each word its meaning and synonyms or antonyms. Extract specific vocabulary from the reading
	<i>Graphic and semantic organizers</i>	Readers graphically represent the main ideas of the text	Create a graphic for representing some aspects or the main ideas of the text.
	<i>Appropriation of the text</i>	Express what student understood and analyzed of a text or story	Expose some graphic acridities created by student to classmates and teacher in the virtual meeting. Formative evaluation.

Table 5 Methodology steps

Materials

This proposal implemented a variety of technological online resources for creating infographics such as

<https://edu.glogster.com>

<https://www.canva.com>



The two previous applications contain formats already established for the creation of infographics which are free and easy to use and Gloster platform is a didactic and eye-catching tool, considering that, it allows to create posters that call the attention of student including gif images, making learning process more entertaining. In the same way, they allow to download in several formats the created document. In this sense, each synchronic meeting the teacher presented one or curtains infographics according to the phase of the project.

Additionally, each presentation or virtual class was complemented with slides in Power Point that deepen the topic to develop, and in some online activities were carried out in relation to the reading and the corresponding phase of the project. For these activities this project implement several applications online such as

<https://wordwall.net/>

<https://es.liveworksheets.com/>

edpuzzle.com

Description of the implemented activities of the pedagogical proposal

This project created a pedagogic sequence ([appendix 1](#)) which explains each activity developed and the order in which each one was implemented in order to guide the development of the activities of this proposal. It should be clarified that this grade has in its area, a plan about implantation of critical reading, the book “*The Swiss family Robinson*” and this proposal adapted its stages to this book. It was divided into part according to the schedule established for the virtual modality by the educational institution. In his same line, students had to develop a guide for every three weeks, that’s meaning, a total of 4 guides or workshops and 9 grammar topics in the trimester, including critical reading.



It should be noted, that it was very difficult to implement the proposal, given that, the school works a guide book and two or three lesson by workshop. The students had an overburden and also my project. That's why and to facilitate the process for both the students and me, I decided to adapt it to the critical reading that they already had in their academic schedule. In this sense, the teacher service had to teach one or two grammar topics by week and each workshop was delivered every 20 days by Gmail, three weeks to develop all grammar topics. That is why, this project has been difficult to find a space to implement, because working compression reading and the way it is proposed in the project must be in stages to give the student to gradually develop the activities. The 9° grades had synchronous meeting twice a week on Tuesdays and Fridays by Google Meet platform of two hours each one. It is for that, it was decided to take a space of 2h or 30 minutes every class for carrying out the proposal according the stages proposed in this project. In others words, this proposal was developed in the following way:

Date	Step	Strategy	Time
April 12, 2021	Before Reading	-Predicting	30 minutes Synchronic class
April 16, 2021	Before Reading During Reading	-General reading - Skimming -Vocabulary	1h Synchronic class
April 19, 2021	During Reading	-Comprehension monitoring. -Scanning - Overview -Reflexive questions and in-depth reading.	2h Synchronic class
April 23, 2021	After reading	-Unknown vocabulary -Graphic and semantic organizers. - Appropriation of the text.	1h Asynchronous and Synchronic class
April 30, 2021	After reading	- Evaluation - Workshop delivery.	1h Asynchronous Class
June 15, 2021	Before Reading	-Predicting	1h Synchronic class

Table 6 Chronogram Project



First class

In this class, the guide that would be developed during those three weeks was presented and explained ([appendix 2](#)), at the end of that class, teacher presented an infographic ([appendix 3](#)) with the cover of the book of literature to read with the purpose of observing it in detail and making predictions about important aspects such as possible characters, the meaning of the title, some images, the Background, the possible place where history develops, ideas about what might happen in history and why they were in that place or situations. This was like the way to introduce the book and let them read the first part of the book for the next week.

Second class

In the second virtual meeting, an indispensable vocabulary was explained in a second infographic ([appendix 4](#)) with the support of slides ([appendix 5](#)) for a better understanding of the book and finally, a second infographic was presented ([appendix 6](#)), in order to analyze each chapter and its possible hypothesis about each one. They are also invited to read the book for the following week, as practical activities on reading will take place.

Third class

In this opportunity, the work that took place in the virtual meeting during two hours was focused on deepening the reading and performing exercises such as textual questions exercises specific information of the text and reflective questions ([appendix 7](#)), those activities were developed in online platform like edpuzzle.com and wordwall.net . Finally, teacher presented an infographic with a summary of this book. ([Appendix 8](#)),

Fourth class



In this class, the students voluntarily presented the activity that was proposed in the last class, which consisted of graphing their family and the reading family, as well as designing a new cover for the book, adding features of the story. Moreover, in the second hour, in Asynchronous Class, they were evaluated, ([appendix 9](#)), they presented an online text about this first part of the book “*The Swiss family Robinson*” this evaluation was created on the platform [liveworksheets.com](https://www.liveworksheets.com).

Fifth class

In this class, students had to develop the activities in guide # 4 which was presented in the first class of this project, the deadline was 30th April.

It should be explained that after 3rd May the institution is under the national strike, suspending classes completely. This means, that I could not have any contact with students in an academic field.

Sixth class

Fortunately, on June 14, the institution returned to classes and I implemented the last class of the project and of my practicum, since the students were in the week evaluations and for that reason, the virtual classes were suspended that week.

Nevertheless, in that class teacher presented an infographic ([appendix 10](#)) with each title of the second part of the book “*The Swiss family Robinson*” with the purpose of observing it in detail and making predictions about important aspects such as possible characters, the meaning of the title, some images and possible plots of each ones.

Moreover, a second infographic was explained ([appendix 11](#)), which contained some words from the book. These would please the students to start reading the second part. Likewise, they are also invited to read the book for after vacations, because they will have to develop some activities about autonomous and critical reading.



Research Methodology

Approach and design Research

This proposal applied a ***mixed approach*** that is defined as “*the research in which the researcher collects and analyzes the data, integrates the findings and draws conclusions using both quantitative and qualitative approaches in a single study with the objective of understanding a research problem*” Creswell (2007).

However, this study has been centered on a ***qualitative approach*** regarding the problem that it focuses in a social phenomenon within a natural setting, for that reason, it implements an action research. As mentioned above, the aim of this research is to Foster reading comprehension through infographics as a teaching tool of visual learning in 9th-grade students from Bethlemitas Brighton School. That is why, the need to carry out this approach in order to make a detailed analysis of the problem to be developed.

On the other hand, this proposal adopted an ***action research***, in this sense, according to Gibson & Macaulay (2001) the action research “*is carried out, integrated and designed by the participants in the relationship with researchers, in this manner, the action research identifies the issue in order to cause an effective positive change*”. Equally, Bryman & Bell (2011) define the action research “*as an approach in which the researcher and the participants collaborate with the objective to develop a solution based on the diagnosis made*”.



Population and Sample

According to Creswell (2012:142) a population is a group of individuals that have the same characteristic, taking into account this definition, this study was carried out with two groups of 9th grade students of English class, from the public school “*Bethlemitas Brighton*”, in Pamplona, approximately 86 students. The students’ ages range from 14 to 16 year.

The sample is just three (3) students of each grade chosen voluntarily, in order to follow the process and observe the students' evolution with respect to the implemented strategy.

Data collection instruments

As stated by Creswell (2002) “*one of the steps that are marked by its importance is the data collections implementation considering that it takes time and it is primary to keep an accurate record of the information collected*”. In this way, this project used some instruments for collecting data, they were:

- **The Documents analysis**

Cart-wright defines content analysis as “*a technique for methodical, systematic, objective and occasionally quantitative examination of the content of certain texts with a view to classifying and interpreting their constituent elements that are not fully accessible to naive reading.*”

This instrument was chosen for the data collection with the objective of identifying and analyzing aspects to be taken into account during the virtual classes of the implementation of this project, it was carried out from the documents that contain worksheets work and develop during this project by the participants.



- **Field Notes.**

Garzón (2018) said class observation is an efficient instrument to gather information to keep track of students' behavior, the interaction that takes place among them as well as other aspects which evidence what is going on in a classroom. In this sense, in her study adopted the concept of (Le Compte & Preissle, 1994, p. 3). Who stated "*field notes consist on narrative descriptions of people, places, human, and natural events, patterns of interaction, statements of value and belief and the historical content in which the preceding takes place*" This instrument is effective in the way that the observer, who is usually the teacher, makes notes about what happens in the classroom, to identify and analyze the information gathered.

- **Survey**

The last data collection technique was a survey. Salès (2006) cited in Matalon (1962) stated taht the survey is "*an interrogative method*" in which *participants share knowledge or views in such a way that spontaneous responses are measured*. The survey was directed to the participants; its objective was to know the most remarkable aspects during the development of different stages of the pedagogical proposal of the project in class, from the perspective of the participants.



Chronogram of data collection

Instruments	March weeks					April weeks				May weeks				June weeks					
	I	II	III	IV	V	I	II	III	IV	I	II	III	IV	I	II	III	IV	V	
General observation, field access	X																		
Selection of sample			X																
Field note # 1							X												
Informed verbal consent							X												
Field note # 2							X												
First collection of documents									X										
Field note # 3																	X		
Implementation of the survey																	X		
Systematization of the information																		X	
Coding and analyzing data collection																		X	
Write the results																		X	

Table 7 Chronogram Data Collection

Data Analysis and interpretation

The process followed to implement the data analysis process involves certain steps to obtain information on the issues that this project aimed to address. In this way, the following methodology can be highlighted.

In first place, the data gathered was analyzed following Hatch's (2002) *interpretive model*, which suggested that *“using interpretive technique will make studies richer and findings more convincing when interpretive analytic processes are used along with or in addition to inductive analyses”* this step was essential for this research because, I organized and selected the information collected and to answer the questions that guided this project and finally, write the conclusions obtained from the process carried out in this project.

This analytical technique was chosen because it identifies the categories in which the analysis can be made, taking into account the questions and objectives of the research. In addition, this process contained 8 steps that were described by Hatch (2002), which in this



project were implemented in order to obtain an analysis that responds to and follows the instructions of a quality research.

Data coding

In order to carry out the process of codification of information this project used manual coding then, all of the instruments implemented were analyzed and coded each instrument, in order to recognize important interpretations and to identify the most essential excerpts that support that interpretations and facilitate the analysis, grids are created to systematize the information, and to encode and select the essential information to carry out the results. For instance: analysis and codification of field notes, ([appendix 12](#)); documents analysis ([appendix 13](#)) and survey, ([appendix 14](#))



Results

Regarding the data collected through certain instruments such as field notes, document analysis and a survey. In this context, the data was organized in relation to the research sub-questions of this study and as a result, four categories emerged: firstly, infographics as a pedagogical method that help students enhance critical and reflective thinking, secondly, derived abilities from the use of infographics to improve reading comprehension, infographics as an educational tool to learn vocabulary and finally, infographics as a teaching tool.

Infographics enhance critical and reflective thinking.

The first research sub-question was focused on a key elements, the use of infographics enhance critical and reflective thinking. In this context and taking into account the definition about infographic by Matrix and Hudson (2014) as *“a good pedagogical strategy that can enrich and nurture the development of students’ reading comprehension skills. Furthermore, the use of infographics develops digital and visual skills, analytical thinking, creativity, and long-term memorization of vocabulary”*. In this light, through the information analyzed from the field notes obtained in the observations remarked that the methodology implemented in class helped to improve reading comprehension and reflective-critical thinking of the student. Given that, the infographics contain central information, it explains complex information in a simple way and allows a better understanding of the message that helps to synthesize and to identify the most important ideas of reading.

Moreover, students preserve information more easily thanks to the combination of image and text. Thus, in this kind of pedagogic tool, participants retained main ideas and essential



information of sequence of the story in an organized form, in order to summarize that information in several sequential steps. Facilitating the participants to have a clear central idea of the text and to allow them a better appropriation of reading. In this way, their opinions were composed of arguments with a great reflective and critical sense of the text.

In relation to answers in the survey on participants and regarding the question which was emphasized in if infographics helped in the development of critical thinking, in which with a 100% (Figure7), participants stated that this methodology improve considerably a reflective and critical way of thinking of some situation or problem derived from the text or the life that surrounds them.

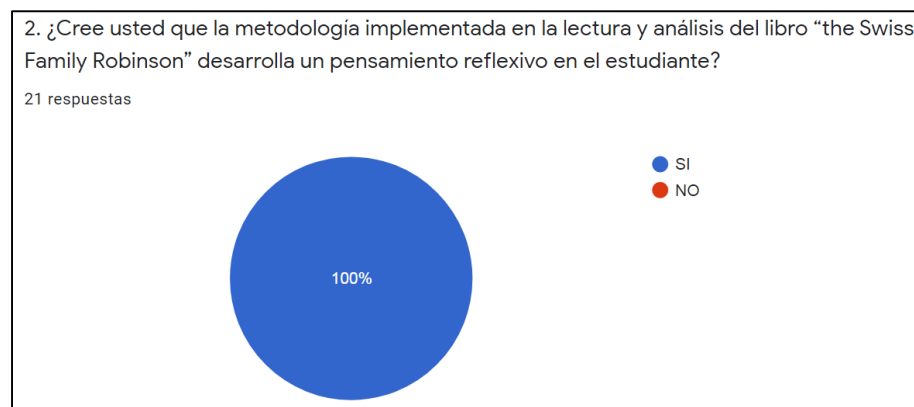


Figure 7 Survey, question 2

Derived abilities from the use of infographics to improve reading comprehension

Infographics are very useful when explaining ideas and concepts, simplifying them which can sometimes be complex or extensive. Making a reading boring and the student decided to abandon or to be disinterested in reading. In this context, analyzing the field notes collected, this pedagogical proposal stated the derived abilities from the use of infographics are the following:



1. **Develop a significant increase in interest for participating:** Thanks to the infographics and the interesting content presentation, this makes the student have an incredible participation and their opinions have a critical and analytical value
2. **Foster creativity and imagination:** Through the images presented in the infographics at the prediction stage, the students dared to make their own hypothesis of what could happen in the story, developing imagination and creativity in their arguments.
3. **Increase in the motivation and encouragement for reading:** The importance of making a good presentation or introduction of the text should be highlighted, so in the prediction stage, they are left with doubts and full of curiosity about what can occur in the story, leading them to read the text. Moreover, (Figure 8) the survey remarked infographics promote reading.

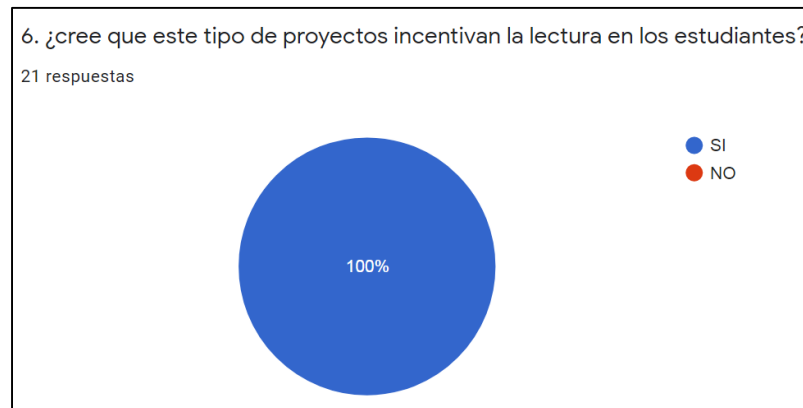


Figure 8 Survey, question 6

4. **Caught the attention and enhance the concentration:** The striking and different way of presenting the information, makes the student concentrate and understand easily in the content of infographics.
5. **Improve the oral production:** in some cases, participants are allowed to exhibit their graphic activities on a voluntary basis. In that occasion, there was an interest in carrying out the activity and at the same time the students practiced the oral production.
6. **Contribute to development of autonomous work:** The infographic presented a brief, clear and concrete information. However, this was supplemented with other activities for reading comprehension that required an autonomous and responsible reading.



Infographics as an educational method to learn vocabulary.

Taking into account some field notes, this project demonstrated that infographics facilitated the learning of new vocabulary and due to the combination of image and text, the student manages to have a better understanding of the vocabulary, facilitating the memorization and its meaning.

Likewise, it is important to note that the participants recognized learning of new vocabulary to infographics, with a 100% clear and undoubted result (Figure 9). They maintained that the words presented memorize them more easily and the images convey the clear message of its meaning.

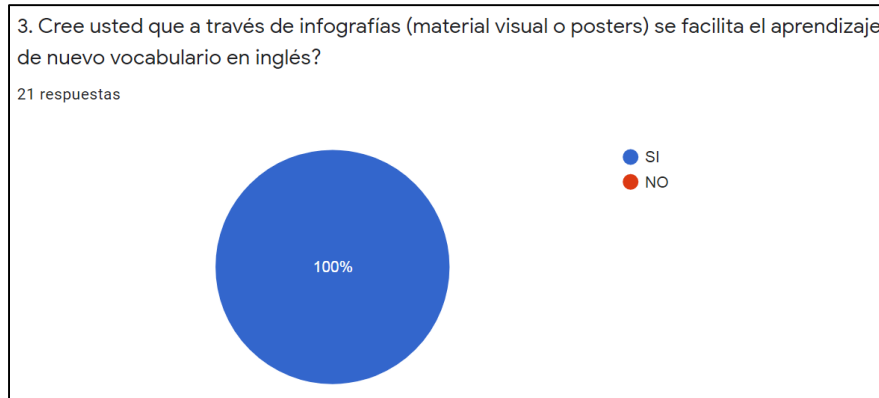


Figure 9 Survey, question 3

Infographics are ideal for gathering a large amount of data, information, in a simple and easy to understand format. Students not only appreciate the format, but memorize and process information and this occasion vocabulary more quickly. In this way, they improve their speech, quickly acquire new words that will help you to have better fluency when speaking in English. The above affirmation was supported with López and Puerta (2019) who mentioned the concept about *infographic* of Smiciklas (2012) defines an infographic as “*a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood*”



The implementation of infographics as a teaching tool

In the light of the above, it can be assured that implementation of infographics as a teaching tool brought many positive benefits at the moment of improving students' reading comprehension. Besides, are considerable the skills that the students can improve with infographics. Additionally, the creation an environment for the student can express with freedom and safety in this process it is indispensable.

Furthermore, it is important to highlight the visual material that methodology proposed in the development of this project would not have the same impact without the support and complement of activities proposed in the three stages adopted in the methodology of the project.

In this order of ideas, a strategy to make a better reading compression that was proposed by Solé (1992) and Willis (1996) who divided this process into three moments: before, during and after the reading comprehension.

Pre-reading: It aims to explore the previous knowledge of the participants, arouse interest in reading, and make predictions about the text to be read and a explication about new words which can useful during reading, with an infographic.

During reading: After an autonomous work of reading and selecting the unknown texts of the text, the students developed different activities online for a better understanding and appropriation of the reading. Including questions of literal comprehension, questions involving reorganization, in search of the answer to a specific question, among others. Finally, teacher explained an overall sense of a text with an infographic.

Moreover, to achieve comprehension of reading through different types of activities and explains the subject related to the text, especially questions of inference or reinterpretation and



questions of personal response which help to develop a critical and reflective thinking, with questions of deepening and reflecting on topics which emerged from that book. To think critically you have to be able to understand the world around you, that's why the importance of teaching students to be reflective of the problems around them. Also, thanks to this activity, the student was awareness of the problems that can relate to reality, to its environment and reflect on them.

After reading: Students enriched their vocabulary with some activities contemplated in the guides, readers graphically represent the main ideas of the text, express what student understood and analyzed of a text or story. The written evaluation is supplemented with a formative note, in which the whole process carried out with critical reading is taken into account, aspects such as, active participation in the virtual classes, punctuality in the delivery of guides and online activities.

Self-employment: Some activities for the student to work in the home to reinforce what they learned during the session.

On the other hand, during the implementation of the project and the information collected, certain negative aspects of mythology were evident, one of them was the low or no participation of a group of participants who were connected but did not interact in the activities, this was an aspect that indirectly affects the development of the project and its proposed objectives. Another, negative aspect that highlighted in the analysis of documents, was the ability to argue critically and thoughtfully. Low quality was noted in this type of response.



To conclude this part, it is important to bring up some of the suggestions made by students on methodology, in their survey, in which they suggested to continue with the implantation of this type of strategies for critical reading as the researcher affirmed:

“Que los estudiantes escogieran el libro que quieran leer y que se sigan dando actividades inclusivas para que hasta los chicos más tímidos participen”.

Ethical considerations

The ethical considerations attached to the study were established and contemplated in order to protect the identity and integrity of the participants, which were summarized in certain fundamental principles that guide the development of the study as stated by Van Der Maren (1999) who identified three essential categories: *Free and Informed Consent*; *Respect for the dignity of the subject* and *Respect for privacy and confidentiality*. Also, as Harrison (2000, p. 39) pointed out, *“Ethical judgment today is based on balancing the impact of the research process on human subjects with respect to the benefits and risks to subjects. Human integrity is the central concept in risk assessment”.*

Conclusions

The pedagogical proposal proved to be efficient in the classroom, and at the same time, infographics as a pedagogical tool improved significantly students' reading comprehension skills in a satisfactory and didactic way. Similarly, I must highlight the influence of infographics when capturing the attention of the student, improving their concentration and their ability to argue with concrete and clear ideas.



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Nevertheless, this study stated that the most important contribution of the implementation of infographics was to improve the capacity of analysis of students' opinions, it facilitated and guide them to have a reading synthesis, and thus they were able to have a more reflective, deeper and critical understanding of reading.

On the other hand, it should be mentioned the great welcome that this methodology tube in the students, thanks to the infographics, facilitates the creation of space academies in which the student feels motivated to interact and participating in class. In addition, other skills are strengthened with this methodology, such as creativity, imagination, wetting oral production, interest for learning English, etc.

Another contribution of this methodology was the facility to learn and memorize new vocabulary, thanks to the combination of images and precise information, those aspects made the participant retained and incorporated new words into their daily lives, as well as improving their level in English. Additionally, this proposal promoted and helped to motivate and encourage reading, each stage was fundamental to awaken the interest and curiosity of students, leading them to continue reading.

Furthermore, the implantation of infographics complemented with the stages (*before, during and after reading*) and strategies (*prediction, Skimming, Comprehension monitoring, Scanning, Overview, Reflexive and in-depth reading, Graphic and semantic organizers and Appropriation of the text*) and activities in each ones, made this methodology a great success, since the results achieved both in class, as in the development of workshops, online activities or evaluations were surprising, supporting the effectiveness of infographics as teaching tool help to foster students' reading comprehension in ninth-graders from Bethlemitas Brighton School.



Recommendations

Taking into account the research and pedagogical process carried out with the ninth grade students from Bethlemitas Brighton School in which the objectives were satisfactorily achieved, obtaining a significant improvement in reading skills, specifically in the development of critical and reflective thinking, the facility of learning new vocabulary and an extraordinary increasing in interest and motivation in reading. This is why, autonomously, the students must follow each stage of the proposal and suggest teachers to continue implying this methodology since it has excellent results in the students.

On the other hand, I would like that in a next project, students can make their own infographics, so the learning is completed because they synthesize their ideas and translate them into infographics.



Chapter 4: Outreach Component

Introduction

Language acquisition is a long and complex process from a child development perspective. That's why the importance of starting training English as soon as possible because it is the better for the child. In this context, among some opinions regarding the progress in learning English of children, it is appropriate to highlight that is that the brain acquires behaviors unconsciously until the age of seven. For this reason that children learn faster, and the importance to learn English at an early age.

In this vein, the foreign languages English – French Degree Program of the University of Pamplona supports the teaching English language from preschool age. In the same way, it contributes to the improvement and quality of education of the Pamplona community, specifically the pedagogical scope of the teaching English in primary school. That is way, the University of Pamplona's English-French Foreign Language Degree Program has created a project on titled "*Awareness of the English language in primary schools in Pamplona*". This launch of this social extension project by is aimed at the following objectives: First of all, to meet the English language training needs of the primary school children in Pamplona; in the same time, to integrate the pre- server teachers of the Degree Program in Foreign Languages English-French into the educational reality of teaching English in the primary school in Pamplona. That's meanings, this macro-project works on two essential aspects, the teaching processes of English in the primary school and the incorporation of the pre- server teachers in an educational social reality.



Taking into account the above objectives of the macro-project, the next sub-project is consolidated which will be implemented in Pre-school and third grade of the Primary School Bethlemitas Brighton in Pamplona. Moreover, this proposal aims at enhancing the learning English through short videos and interactive online worksheets in primary school students.

Sub project: “Enhancing the learning English through short videos and interactive online worksheets in primary school students”.

Justification

- Learning a foreign language can put you at the forefront of the needs of today’s world. Therefore, this process should be implemented in the first grade with a foreign language base, allowing them to continue developing English skills in secondary education, vocational and post-vocational training to ensure that more people have received training in English. This range

This project aimed to promote an interactive strategy of teaching English through short videos and interactive online worksheets in primary school students, specifically with pre-school and third grades. At the same time, that pre-server teachers interacted in the real educational field and facing the challenges of English teaching education in primary school. For that reason, the outreach component comprises the practicum which carried out by students in their last semester of Foreign Languages Program from Pamplona University, as manner of contributing to the reinforcement of English teaching in primary level.



Moreover, pre-server teachers must understand the different guidelines, principles and standards that make up an educational institution in order to help raise awareness about the internal conditions of the baccalaureate and participate in the institution and its community, in this case with primary school students.

Objectives

General objectives

- To enhance the learning English through short videos and interactive online worksheets in primary school students.
- To interact in the real educational field and facing the challenges of English teaching education in primary school

Specific objectives

- To enrich the English vocabulary in primary school children
- To strengthen English language skills through short videos and interactive online worksheets.
- To know the English educational needs of elementary schools and provide a pedagogical support to primary teachers.

Methodology

The pedagogic strategy implemented in this sub-project included the use of short videos and interactive online worksheets related to the subject purposed by BDA, the standards and objectives set by the institution in the planning of each grade, so that students were able to



improve languages skills such as listening comprehension, learning grammar and new vocabulary through short stories, among others.

Observing the context in which children is involving due to the pandemic, the teacher must facilitate the child's autonomous work by guaranteeing comprehensive and quality learning. For that reason this sub- project implemented interactive online worksheets in order to arouse the interest of students for learning English. In the same way, this strategy strengthened the responsibility and autonomy of learning English.

Finally, the virtual meetings were by Zoom platform, given that, children are familiarized with this technologic tool. In the case of third grade, each virtual meeting was of two hours per week. In addition, I worked with primary school until 3 May, as the school was on national strike and I did not teach in primary school again from that date.

Description of the implemented activities third grade.

During this period four classes have been developed, each one with different topic. it must be specified that two-hour synchronous meetings are held every Monday and explanatory videos for children who due to different problems cannot connect, these videos together with the material implemented in class are uploaded to the classroom platform, which they got together in a row and was created to organize the work that comes up in the English classes. Besides, the following chronogram explains dates and topics taught:

Date	Topic	Hour
April 5, 2021	Review of household and online classroom rules	2h Synchronous class
April 12, 2021	- Delivery and explanation of the workshop # 4 - Telling the time "o'clock"	2h Synchronous class
April 19, 2021	Numbers 100 to 999	2h Synchronous class
April 26, 2021	Review of all topics seen during the first period 1. Good habits	2h Synchronous class



	<ol style="list-style-type: none">2. Health problems3. Household – classroom rules4. Numbers 100 to 9995. Telling the time “o’clock”	
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Table 8 Chronogram Third Grade

Class model

Each Monday, students have two hours of English classes by zoom platform. The school has worked a workshop for three weeks, a grammar topic by week and an evaluation by topic. This means topic explained seen topic. Additionally, each grammar topic has been explained according to the following structure or class sequence.

1. **Warm up:** In this part teacher introduce the topic with different activities such as songs, videos, among others. But those activities have to relate to the topic to develop. This part aims at knowing the pre- knowledge of students and presenting the topic.
2. **Conceptualization:** In this part teacher explain the grammar topic
3. **Practice and socialization:** Some activities are presenting in order to students put in practice as topic explained. Then teacher corrects the above activities.
4. **Autonomous work:** The teacher proposes some activities for the students to work what they learned in class, these activities are not mandatory.
5. **Verification:** Students have to develop all activities prepare in the workshop and they have to present an evaluation each week according the explained topic.

Example of an implemented class

Topic: Numbers 100 to 999



Warm up: Teacher presented online puzzles, children developed them in a virtual way and when they are finished send a photo by Whatsapp as evidence. Then teacher asked about that activity.



Figure 10 Warm up Third grade

Conceptualization: Teacher shown a video about numbers and asked them about their pronunciation so she pronounced and they repeated each number. Then, she explained how to write numbers from 100 to 999 with the help of slides.



Figure 11 Conceptualization

Practice and socialization:

Teacher presented some exercises in order to students developed and they done in that moment with the teacher. Finally



Figure 12 Practice

teacher sang with their students a short song about the leant topic.

Autonomous work:



Figure 13 Autonomous Work



The teacher proposed an online activity to do at home and practice what she learns at home. In general, those activities are in the liveworksheet platform.

Verification: In that week students had to present an evaluation about explained topic” numbers” and they had to send the workshop # 4 with all exercise developed, the deadline for this activity was April 30. Those activities were

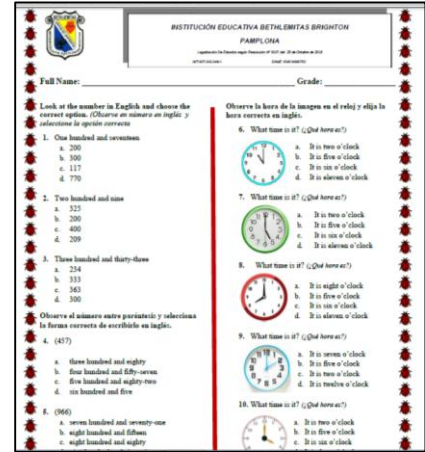


Figure 14 Evaluation

sent for Classroom Platform. Finally, students should conduct assessments on the platform WEBCOLEGIOS.

In addition, all the evidence of third and preschool grades such as workshops, evaluations and guides developed by the children are stored in an online folder. ([Appendix 15](#))

Description of the implemented activities in preschool

During this period six classes have been developed, each one with different topic. It must be specified that one -hour synchronous meetings are held every Wednesday and explanatory videos for children who due to different problems didn't have the possibility to connect, those videos together with the material implemented in class are send by Whatsapp. Besides, the following chronogram explains dates and topics taught:

Date	Topic	Hour
March 24, 2021	Toys (doll, car, teddy bear, airplane and ball)	1h Synchronous class
March 31, 2021	Colors (yellow, blue, red, black, orange and purple)	1h Synchronous class
April 7, 2021	Adjectives (small, big, clean, dirty, short, long)	1h Synchronous class
April 14, 2021	Numbers 1 to 5	1h Synchronous class



April 21, 2021	Actions verbs (jump, climb, sing, walk, run, swim and fly)	1h Synchronous class
April 30, 2021	Review of all topics seen during the first period	1h Synchronous class

Table 9 Chronogram Preschool

The methodology was similar to third grade, students has one hour of English classes by zoom platform and planning has the same aspects but with them the evaluations was different, we implemented a formative evaluation, focused on the process in class.

In brief, this pedagogical strategy had great acceptance among students, parents and teachers in charge. Students have shown more interest in learning English and the proposed activities have called them attention to the point of manifesting that they are very creative and playful. Likewise, this pedagogical space allows pre-service teachers to have direct contact with students in a real context and helps them to grow professionally and personally. Similarly, it brings us closer to the community and its needs, in this case the service provided as academic support has been valued by primary teachers providing support and support to develop the project in primary.

Conclusions

The implemented methodology was highly relevant and was safely adapted to the current pandemic situation in the community. The implementation of interactive platform (*Liveworksheet*) helped to develop a sense of responsibility and encourage self-training in children. At the same time, it promoted autonomous work in English, given that this platform is a complement of virtual classes for the child to practice what he or she learns in class, at the time that is most convenient for the child and his or her family.



Infographics as a teaching tool to foster reading comprehension. An action research in 9th-grade students from Bethlemitas Brighton School

As is well known, short and children's videos are very common in primary education. That is why, videos were of great importance, especially for pre-school, because through these, children learned basic vocabulary in English, according their age, facilitating their acquisition in a fun way. Similarly, this methodology is a tool for teachers and mothers, as it is they who are responsible for the education of their children, in this pandemic time. Besides, this platform will be useful for children to study English and improve their language skills in English and to increase vocabulary according to the age and learning rhythm of each child.



Chapter 5: Administrative Component

Introduction

This section corresponds to the administrative and teaching intra- institutional activities carried out by the teachers of the Bethlemitas Brighton Educational Institution. The purpose of this component is to involve pre- service teachers in the school and administrative life of the school, their participation is not only to participate in classroom activities, but also to participate in all activities promoted by the education sector during the scholastic year proposes academic and cultural events in its annual chronogram for teachers, parents and students.

Objectives

General objective

- To participate in the extracurricular activities proposed by Bethlemitas Brighton institution

Specific objectives

- To be a pedagogical and human support for the teachers of the institution
- To understand the internal functions of the educational institution system
- To assume an active role as a member of Bethlemitas Brighton School.
- To immerse yourself in the educational environment of the institution.

Methodology and intra-institutional activities

The supervisor kindly welcomed and allowed me to participate in all possible extracurricular institution events, among them we have:



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- ✓ Masses
- ✓ weekly reflections by director of this institution
- ✓ Celebration of Mother Language Day
- ✓ Spelling bee
- ✓ Flag raising

All those activities were carried out by the zoom platform and my role has been of spectator. This opportunity. Those activities allow us to be more in touch with the responsibilities that a teacher in the institution, in the same way they involve us and does not expect to have a better relationship with the teachers of the institution. All evidences about those activities are collected on a word sheet in an online folder. ([Appendix 16](#))

Activity organized by the pre-service teacher

My supervisor allowed me to participate in the celebration of the day of the man, in which my role was to realize an activity to celebrate this great day to the young of the eleventh grade. In this occasion we organize and perform a bingo for students of eleven, in order to they had a beautiful and inserting day. Thanks to this activity, students feel more comfortable with me and there is a good relationship between us based on respect and admiration.

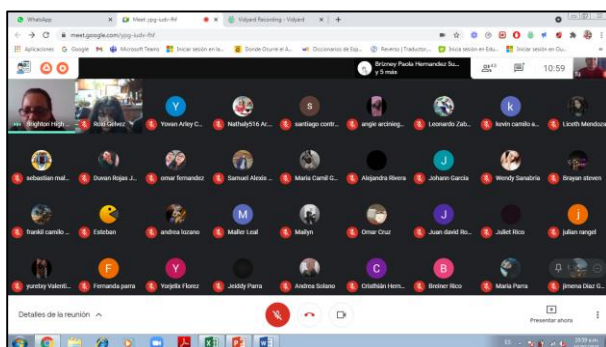


Figure 15 Celebration Men's day



Conclusions

This type of pedagogical experience was very productive for the pre-service teacher, since it allowed me to interact in a real pedagogical and professional context. In addition, the inclusion of pre-service teacher in extracurricular activities allows to know the reality the teacher role. Moreover, it showed me that our work as a teacher is not limited to a classroom, but to an entire institution and as part of it, we must coexist and collaborate in what we can, creating a working environment that contributes to a better functioning of the institution. Additionally, teamwork with administrators, teachers and directors of an educational institution is very important, because, so the educational community can progress forward and achieve the goals of education by the hand of all.

General conclusion of the proposal

The development of the practice allowed me to propose, plan, implement and give results of a proposal in a real pedagogical context. To face difficulties that arise in class, whether with teachers, directors, students or parents, I learned how to solve situations that a teacher lives in their daily work. Besides, this experience left me great learning in my professional and personal field, because not everything is based on qualifying and giving a note, you should reflect and know the world of each student, before judging or pointing.

In the same way, I teach myself to be responsible for my own work, to be interested in eukaryotic problems and to involve myself in them, looking for the way to give solution through academic research, which will be focused on improving the educational experience. In this same line, a teacher must never stop his education, we must be at the forefront of the changes in education and adapt to them, not close the doors but always be at the forefront of teaching technology and methods.



Chapter 6: Reflexive Approach

In relation to the reflexive process of the practice can be highlighted the role that had the pedagogical narratives that must be carried out weekly. In general, 6 narratives were made ([Appendix 17](#)) in which we expressed how we feel in our practices and make a reflection of the good or bad of the week of practice. However, the principal objective is to evaluate the process that we carry out in the practicum and to recognize the errors, seeking solutions to avoid committing them again, all in order to improve our practice process.

Likewise, the elements that were taken into account to elaborate the narratives, were pedagogical, personal and institutional. The experiences lived in virtual classes, whether good or bad, those moments where I felt helpless and out of the reach of students, without knowing the process and evolution of the process of teaching, moments filled with happiness for the satisfaction of doing things well, moments of anger with parents and their lack of education and respect for teachers and their work. In short, every relevant moment of my practice that required an analysis and left me a teaching that contributes to personal and professional growth as a teacher.

In the other hand, these narratives were a means of communication between the tutor and the pre-service teacher, considering that, many times the feelings or opinions are expressed better by writing than by talking. Likewise, through this medium we can freely express our feelings during the practice. All this helps us to grow professionally as teachers and allows us to reflect on our role as teachers. Equally, this reflective process permitted the pre-service teacher to evaluate this teaching methodology in order to express and share the perceptions about the work in a virtual context. It also provided a way to improve or change something that does not work in



the teaching process or on the contrary strengthening a strategy that was well received by students.

Conclusions

A process of reflection is an important aspect in our teaching experience, it offers the possibility to analyze behaviors and patterns in the teaching process, helping to discover and strengthen difficulties. This transformative tool provides pedagogic tools for confronting different situations and achieving success in the process, understanding the experience and facing the real educational background. In this way, this process enriched professional experience as a teacher.

Furthermore, It can be concluded that through the weekly reflections, I managed to develop a critical and reflective sense of the work I performed during the practicum, thanks to this I was able to self-evaluate myself in certain aspects of difficulty that were considered in the development of the proposal, analyzing them and trying to find the best solution without harming the development of methodology or having any negative impact on the studies. In general terms, these reflections helped us to focus on what is truly important, on the importance of teachers in and out of the classroom and the impact of their decisions on the teaching-learning process.



Chapter 7: Design of Teaching Materials

This chapter was focused on the description of the material designed in order to give a support to English teacher when school return to class, they can engage with students. Given that the implantation of the proposal and the normal development of the practicum are interrupted in an overwhelming way by national strike and mid-year holidays. This is why, the following teaching material was made by pre-service teacher.

Type of material designed	Topics addressed	Brief description of the material	Objective of the designed material
Workshop for 9°	- Critical Reading second part. - Present Perfect Continuous - past simple - Present Perfect	Explain each grammatical topic in a simple way, its uses and give examples. It also includes exercises to practice each grammatical topic. Moreover, the pages and the activities to be developed of the book guide related to topic specified in the guide.	-The student will be able to recognize and use Present Perfect Continuous, past simple and Present Perfect correctly in simple sentences in English. -The student will be able to extract main ideas from the text and argue in a reflective-critical way on topics or situations of reading.
Online activities 9°		Create one or two activities by grammar topic on online platforms, using the supervisor's email, so she can implement them in class. the platforms used were: https://wordwall.net/ https://es.liveworksheets.com/ https://edpuzzle.com/ https://es.educaplay.com/	Provide pedagogical support to the teacher in order to facilitate the conceptualization of the topics explained. Students will be able to put into practice the grammatical topic explained in class.
Workshop for 8°	-Connectors of sequence -Present Perfect Continuous -Future Continuous	Explain each grammatical topic in a simple way, its uses and give examples. It also includes exercises to practice each grammatical topic. Moreover, the pages and the activities to be developed of the book guide related to topic specified in the guide.	-The student will be able to recognize and use Connectors of sequence, Present Perfect Continuous and Future Continuous correctly in simple sentences in English
Online activities 8°		Create one or two activities by grammar topic on online platforms, using the supervisor's email, so she can implement them in class. the platforms used were: https://wordwall.net/ https://es.liveworksheets.com/ https://edpuzzle.com/ https://es.educaplay.com/	Provide pedagogical support to the teacher in order to facilitate the conceptualization of the topics explained. Students will be able to put into practice the grammatical topic explained in class.
Folder on drive		https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/nathaly_ardila_unipamplona_edu_co/EgJB3mRrC3NNo9UBeM7ZqnkBefv8o_1K5YljrCn2_yi85w?e=KAFgbU	

Table 10 Designed material



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Annexes

Link for the annexes:

Evidence folder https://unipamplonaedu-my.sharepoint.com/:f/g/person/nathaly_ardila_unipamplona_edu_co/EhA0Nbob8mdJjD1w7OD1VRUBuIV-uSKgkdX5WByD9-kXaA?e=mMuSwH

Appendix 1

Pedagogical Sequence Project:

Planning			
Public: 9°01 9°02	Institution: Bethlemitas Brighton of Pamplona	Level: A2	Date: April 12 to 30, 2021
Topic: Critical Reading Part # 1 Literature book: "The Swiss family Robinson"	Materials: - Slides - Flashcards - Computer - Youtube videos - Infographics - Online activities - Workshop	General Objective To foster reading comprehension through infographics as a teaching tool of visual learning.	Specific objectives: • To enhance students' critical thinking through infographics. • To promote students' reading comprehension through infographics. • To increase new vocabulary through visual learning.
Step	Strategy	Indications	Activity
Before Reading	<i>Predicting</i>	Students have to do some predictions about the content of the text.	-The cover of the book is shown in order to the students analyze some aspects such as, images, background and title. -Then, students make possible predictions about the context of the book. (Characters, important facts of this story, etc.) -Finally, the teacher shows an infographic about those aspects. https://edu.glogster.com
	<i>General reading - Skimming</i>	Read quickly for surface-level comprehension or to get an overall sense of the text.	Recognize the main ideas and the chapters that comprise the first part and try to predict what will happen in each one. https://edu.glogster.com
During Reading	<i>Vocabulary</i>	Identify the known and unknown vocabulary	Highlight in the text, they used the vocabulary that book mentioned in each page.
	<i>Comprehension monitoring</i>	Readers learn to be aware of their understanding	-Questions of literal comprehension -Questions involving reorganization Participants developed different activities in platforms such as: https://wordwall.net/ https://es.liveworksheets.com/ slides in power point videos in edpuzzle.com
	<i>Scanning</i>	To move your eyes and mindful attention quickly over a paragraph or section in search of a particular piece of information, i.e., in search of the answer to a specific question.	

After reading	<i>Overview</i>	To get an overall sense of a text.	Teacher shows a simple infographics with the principal ideas or The sequence of a story. https://www.canva.com
	<i>Reflexive and in- depth reading</i>	For a better understanding and appropriation of the text	Questions of inference or reinterpretation. Questions of personal response https://wordwall.net/ slides in power point workshop
	<i>Unknown vocabulary</i>	Enrich the vocabulary	Search for each word its meaning and two synonyms. Workshop
After reading	<i>Graphic and semantic organizers</i>	Readers graphically represent the main ideas of the text	Expose or draw some activities created by student to classmates and teacher in the virtual meeting. Workshop
	<i>Appropriation of the text</i>	Express what student understood and analyzed of a text or story.	Evaluation. https://es.liveworksheets.com/ workshop

Appendix 1 Pedagogical Sequence Project

Link:

https://unipamplonaedu-my.sharepoint.com/:w/g/person/nathaly_ardila_unipamplona_edu_co/ERmdKN87iBJEjygiAMLLgp8Btbe67JbgOY1o00tM_sliAA?e=BTIFeo



Appendix 2

Workshop 1:

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON
PAMPLONA
Legalización De Estudios según Resolución N° 5337 del 29 de Octubre de 2019
NIT-027.003.046-1 DANE 15451000703

LITERATURE BOOK: "THE SWISS FAMILY ROBINSON"
Critical Reading exercises. Part one: Page 1 to 22

LET'S PRACTICE

1. Taking into account the title of this book "THE SWISS FAMILY ROBINSON". You have to create and draw a different cover. Be creative!

2. Draw your family tree (only 4 relatives) and the family and draw tree's Robinson Family

3. With (F) False or (T) True in accordance with the reading.

- () Father was a pastor and an emigrant.
- () Father was born in Switzerland.
- () In the ship was going down because there was an enormous crash.
- () They escaped in the first lifeboat.
- () The oldest son of this family was Ernest.
- () They decided to build themselves a boat.
- () They built some ovens of four empty barrels.
- () They discovered a country.
- () Ernest found a lobster.
- () The vegetation was not dense and they did not need axes to cut the path.
- () There were a lot of monkeys in that island.
- () They put a flagstaff near the family's tent.

4. Complete the following information based on the reading.

Principal characters	
Where did the story happen?	
What year does the story unfold?	
What kind of reading is it?	
Do you know in which continent Switzerland is located?	

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5. Make a list of what the family found on the island.

Animals	Food - Fruits	Plants - Trees

6. Choose 10 words from the highlighted vocabulary in the book, search the meaning and write two synonyms of each one.

Words	Meaning	Synonyms	Words	Meaning	Synonyms
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

7. Imagine you were alone on an island, what would you do?
How would you feel?

8. Do you think the decision to make a boat out of barrels saved their lives? And why?

9. Do you know about any case of emigrants? And what do you think about this situation?

10. Extra- information.
Who was the author of the original version Frankenstein?

UNIT # 2, LESSON 1: Present Perfect Tense

El presente perfecto equivale más o menos al pretérito perfecto del español. Veremos las diferencias en la sección sobre usos. En general, es una mezcla entre el presente y el pasado. Lo usamos para acciones en el pasado que tienen importancia en el presente.

Form (Forma)

3	I + have/has + past participle I have not said.
4	I + have not (have/has not / hasn't) + past participle I have not said.
7	Have/has + subject + past participle? Have you not said?

Nota: Ten en cuenta que hay muchos participios pasados irregulares en inglés. A continuación tienes una lista de usos de los participios pasados irregulares más comunes.

Uses (Usos)

Se usa el presente perfecto para acciones que ocurrieron en un tiempo no concreto antes de ahora. El tiempo específico no es importante. Por lo tanto, no solemos usar expresiones de tiempo específicas ("this morning").

Appendix 2 Workshop 1

Link:

<https://unipamplonaedu->

my.sharepoint.com/:b:/g/person/nathaly_ardila_unipamplona_edu_co/EWSQQLzxPWpLk0uK

AraBv3gBxydbL5W0rEdGTTnfgWj2kw?e=0hswWl



Appendix 3

Infographic about cover book “*The Swiss family Robinson*”



Appendix 3 Infographic about cover book

Link:

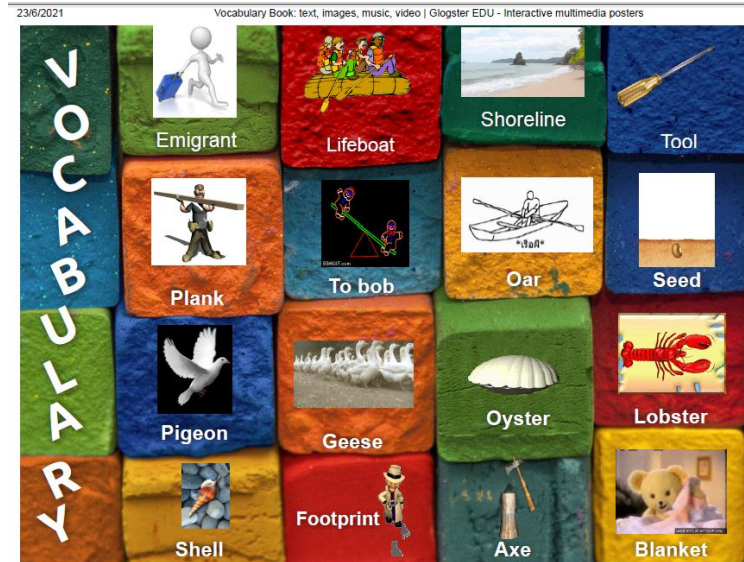
https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/EZ0anMwvpNhOtZs4bOOeWf4Bq5u_WDqgoIMoi1iCcWeEbQ?e=iRwZPZ

Appendix 4

Infographic vocabulary part 1 book “*The Swiss family Robinson*”

Link:

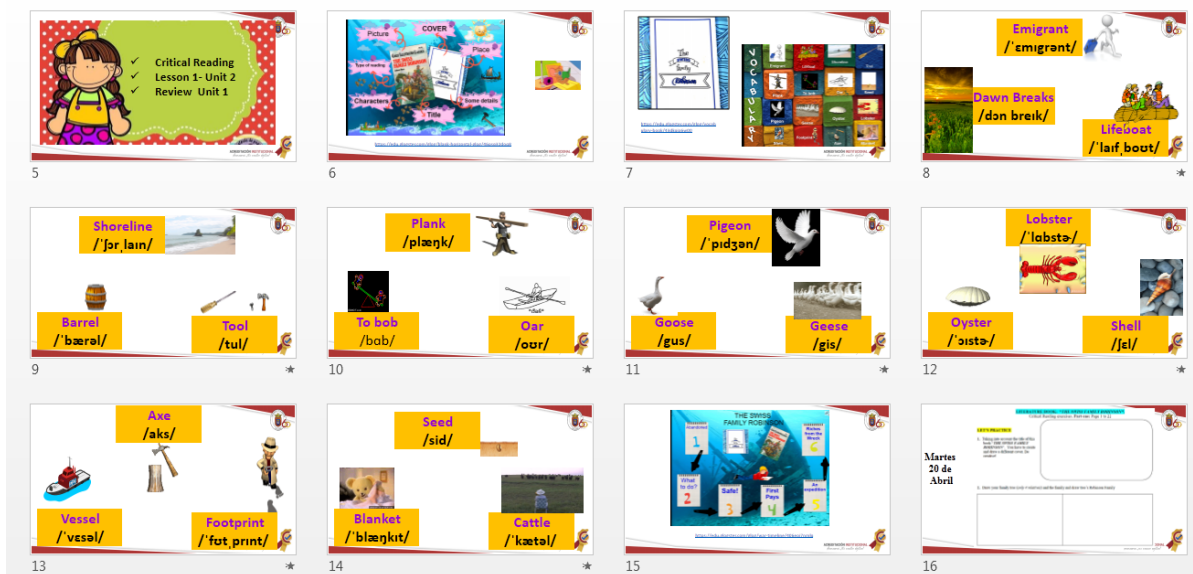
https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/Ed09Bz4RJ6hBss3o9mGkPy0BaxEsAokyHYAbNO-aOkGLKg?e=3JEiZ6



Appendix 4 Infographic vocabulary part 1 book

Appendix 5

Slide vocabulary part 1 book “*The Swiss family Robinson*”



Appendix 5 Slide vocabulary part 1 book

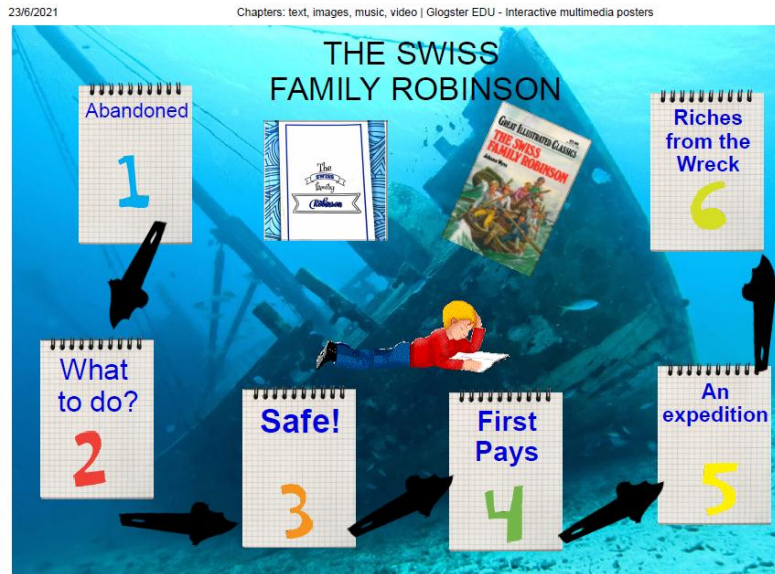
Link:

https://unipamplonaedu-my.sharepoint.com/:p:/g/personal/nathaly_ardila_unipamplona_edu_co/EbB79j_3Cx50jEYtobhSKkeBWGfNCo5tf81BQPsIZeX_gw?e=CfHIyS



Appendix 6

Infographic chapter titles part 1 book “*The Swiss family Robinson*”



Appendix 6 Infographic chapter titles

Link:

https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/EfkWPTUtktstDiNJqAIEfMQsBXYkazTP_V_gYswBDoRrjZA?e=uzPLEQ

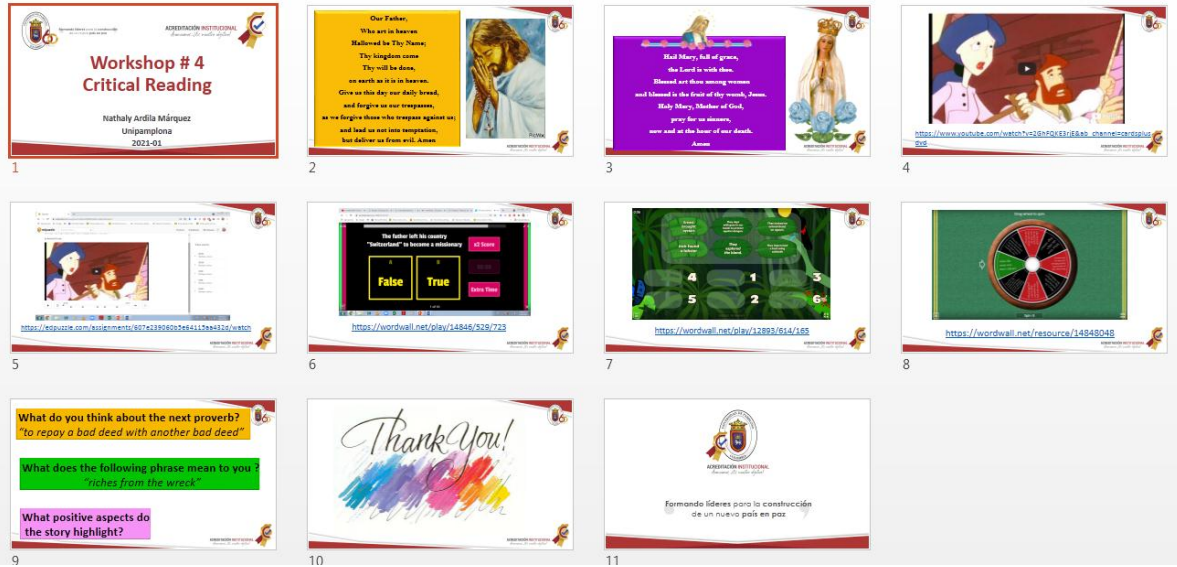
Appendix 7

Slides - Online activities part 1 about book “*The Swiss family Robinson*” link:

https://unipamplonaedu-my.sharepoint.com/:p:/g/personal/nathaly_ardila_unipamplona_edu_co/EYMNzYxaZldOrz_zCUPui-kBTTcgWpdi4ZoC7O0572nQaA?e=3keWlt



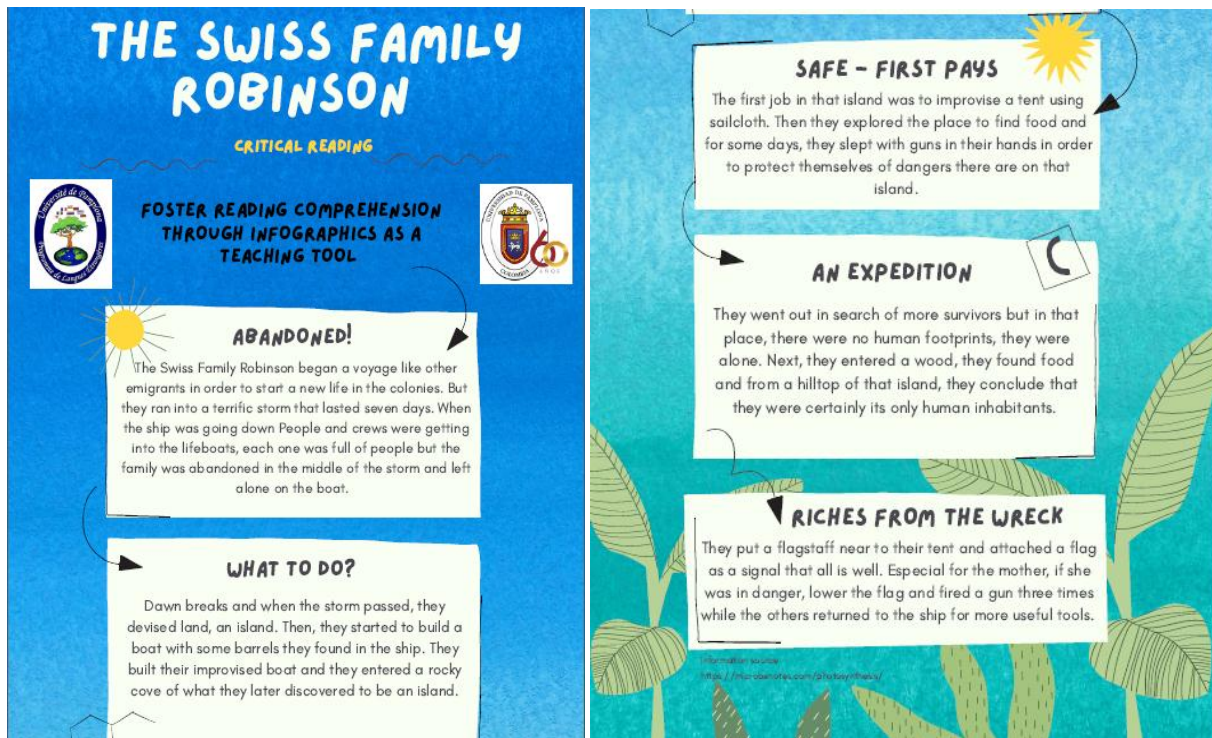
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Appendix 7 Slides - Online activities part 1

Appendix 8

Infographic summary chapters part 1 about book “*The Swiss family Robinson*”



Appendix 8 Infographic summary chapters part 1



Link:

https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/EZJWWVBQPvBKrUu4m_Bhl7oBwaM865d_hulav5qvq56wdQ?e=petz5j

Appendix 9

Evaluation chapters part 1 about book “*The Swiss family Robinson*”

Horizontalmente

- 2 The first light of morning appears
- 5 Plural of goose
- 6 Long flap piece of wood
- 8 Large crustacean found in the sea
- 10 Someone who goes abroad to live permanently

Verticalmente

- 1 Coast
- 3 Smaller boat kept on a ship for emergencies
- 4 Ruined ship
- 6 Animal caught by a hunter
- 9 Long pole with flat end, used to move a boat

Reading Is Fun!

2. Organize the story in chronological order

- a. _____ Down breaks; and when the storm passed, they devised land, an island. Then, they started to build a boat with some barrels they found in the ship. They built their improvised boat and they entered a rocky cove of what they later discovered to be an island.
- b. _____ The Swiss Family Robinson began a voyage like other emigrants in order to start a new life in the colonies. But they ran into a terrific storm that lasted seven days. When the ship was going down people and crews were getting into the lifeboats, each one was full of people but the family was abandoned in the middle of the storm and left alone on the boat.
- c. _____ They put a flagstiff near to their tent and attached a flag as a signal that all is well. Especial for the mother, if the was in danger, lower the flag and fired a gun three times while the others returned to the ship for more useful tools.
- d. _____ They went out to search more survivors but in that place there was no human footprints, they were alone. Next, they entered a wood, they found food and from a hilltop of that island, they conclude that they were certainly its only human inhabitants.
- e. _____ The first job in that island was to improve a tent using sailcloth. Then they explored the place to find food and for some days, they slept with guns in their hands in order to protect themselves of dangers there are on that island.

2
3
4
5
1

3. Match the following questions: with the appropriate answer.

How many sons are there in the family Robinson and what are their names?	The ship's dogs' names are Turk and Juno
When the storm passed, they devised land, but swimming to the island wasn't a good idea, why?	For her, the flag is as a signal that all is well.
What were the ship's dogs' names?	Not everyone in the family were strong to swim a long distance
What is the meaning of the flag, according to Mrs. Robinson?	The Swiss Family has four sons, their names are: Fritz, Ernest, Jack and little Frank.
When they were exploring in the wood, what did they throw at them and who?	They were beaten with coconuts by monkeys

GOOD JOB!

Appendix 9 Evaluation chapters part 1

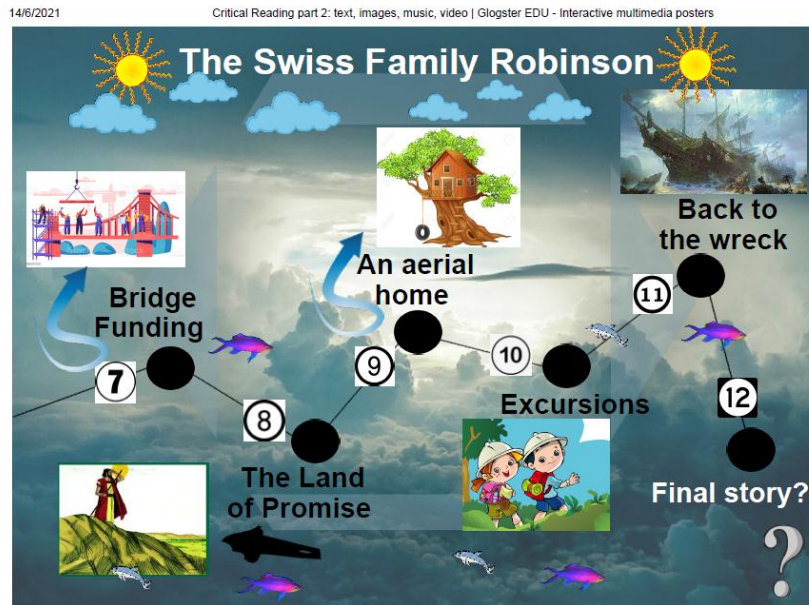
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Appendix 10

Infographic chapter titles part 2 about book “*The Swiss family Robinson*”



Appendix 10 chapter titles part 2

Link:

https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/EadYSP-5YDBPo5AJGHfJqhkBaM6Ye8v7hsYgNb4R67qSvQ?e=D8rtbh

Appendix 11

Infographic vocabulary part 2 book “*The Swiss family Robinson*” link:

https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/nathaly_ardila_unipamplona_edu_co/Ebd7xD73N7xIohmI2MmpHVMBUNfmv5RbHG6JR-mE9UVc8g?e=R8TKuO



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Appendix 11 Infographic vocabulary part 2

Appendix 12

Systematization and coding of field notes

Field Note # 1 - April 12, 2021 - Part one			
Public: S'01 S'02	Date: April 12, 2021	Time: 1h	Institution: Bethlemitas Brighton of Pamplona Level: A2
Topic: Part # 1 Literature book: "The Swiss Family Robinson"	Materials: - Slides - Infographics - Online activities	General Objective To foster reading comprehension through infographics as a teaching tool of visual learning.	Specific objectives: To enhance students' critical thinking through infographics. To promote students' reading comprehension through infographics. To increase new vocabulary through visual learning. Modality: Synchronous meeting by Google Meet Platform
Step	Strategy	Description	Comments
Before Reading	Prediction	As warm-up, the teacher presented the cover of the book, with the aim of analyzing aspects of it, such as the title and its meaning, images, the background of the cover, the vegetation, the type of place, etc. Second, the teacher began to ask aspects of the title page in which the student begins to give away and aspects about the book, such as the possible characters, the place where the story develops, the main plot of the story, what might have happened to the personal, the possible situations that will live in history, etc. To finish the class, the teacher invites the students to start reading the book, given that the next week there will be activities on reading comprehension of the book.	During the first step, the participants showed interest in the developed topic, little by little they participated and were encouraged to give their opinions about the cover. This affirmed and analyzing their voice tone, the interest to be part of that activity. On the other hand, during all the time, I had with them, it was the first time that more participants dared to participate almost daily, only three or maximum 5 students are those who participate and the others remain silent. But this time, I significantly increased participation. As questions progressed, opinions became more interesting, they were giving ideas to their creativity, making predictions about reading and its possible content. Everyone built a very creative and solid hypothesis. This space was very interesting, considering that, the students felt free when they gave their opinions and were heard, even if their predictions were very original, that's the point, that they develop their creativity and participate more than a usual literal reading.

Field Note # 1 - April 12, 2021 - Part one			
Public: S'01 S'02	Date: April 12, 2021	Time: 1h	Institution: Bethlemitas Brighton of Pamplona Level: A2
Topic: Part # 1 Literature book: "The Swiss Family Robinson"	Materials: - Slides - Infographics - Online activities	General Objective To foster reading comprehension through infographics as a teaching tool of visual learning.	Specific objectives: To enhance students' critical thinking through infographics. To promote students' reading comprehension through infographics. To increase new vocabulary through visual learning. Modality: Synchronous meeting by Google Meet Platform
Step	Strategy	Description	Comments
General reading - Skimming		A quick reading of the text was achieved through the infographic. In the same way, students were asked to look at the first part of the book, so they would observe the titles, subtitles, images and if suddenly, they recognized some words.	At the end, it was found that the objective of this section was fulfilled, which was to motivate and encourage reading in the participants. The introduction caught their attention, the infographic caught their attention and could develop the activity are no inconvenience. According to final comments of the participants in the schools they stated that the book seemed interesting, shows us that this first stage is important, as it aroused curiosity and interest to start reading. "The creation of an environment in which the student can express their opinions freely is very important, because in English, this is one of the main difficulties of learning English, do not dare to participate for fear of making connected. This space motivates them to express themselves in a safe and reliable way. However, in spite of a considerable increase in student participation, there were a large number of students who were silent and did not believe during the whole session. I think this was due to multiple variables, suddenly to bad connection, to their lack of interest in the subject or simply out of fear of participating.

Codes

Increase in interest for participation
Creative arguments for making prediction
Environment for the student to be expressed with freedom and safety
A reflective and critical understanding of reading

Motivate and encourage reading in the participants
The infographic caught their attention
Aroused curiosity and interest to start reading.
Students who do not participate

Appendix 12 Systematization and coding of field notes

Link:

https://unipamplonaedu-my.sharepoint.com/:w/g/personal/nathaly_ardila_unipamplona_edu_co/EeDITPRzvr5BoV8h02u6jHoByeLNYsFT0jDjFjT5Px0fjw?e=e5UUYZ



Appendix 13

Systematization and coding of document analysis

Document analysis Participant # 1 Worksheet # 1			
Public: 9701 9702	Institution: Bethlehemites Brighton of Pamplona	Level: A2	Date: April 30, 2021
Topic: Part # 1 Literature book: "The Swiss family Robinson"	Materials: - Slides - Youtube video - Infographics - Online activities - Workshop	General Objective To foster reading comprehension through infographics as a teaching tool of visual learning.	Specific objectives: * To enhance students' critical thinking through infographics. * To promote students' reading comprehension through infographics. * To increase new vocabulary through visual learning.
Step	Strategy	Activity	Comments
Before Reading	Previewing	- Making into account the title of the book "THE SWISS FAMILY ROBINSON". You have to create and draw a different cover. Be creative!	The participant I created out the sketch with a lot of creativity. She showed a great version of the book taking into account the title of the book. Through drawing she expressed aspects that history shows. Besides her imagination and creativity!
	General reading - skimming Vocabulary		
During Reading	Comprehension monitoring -Scanning	- Write (F) False or (T) True in accordance with the reading. - Complete the following information based on the reading.	The participant I developed the activity in an appropriate way, without any error, demonstrating a general and active comprehension of the text. In some questions he has failed to put more details, but in general. For the others he expressed more what he has read thoroughly & correctly. He is able to relate information about the text in appropriate.
	Overview	- Imagine you were alone on an island, what would you do? How would you live? - Do you think the decision to make a boat out of	In this type of questions, she has answered in a reflective and critical way. Each response was supported from her point of view taking a position according to your opinion. Your reflection and analysis ability is good. She has expressed in a clear and concise

		harris saved their lives? And why? -Do you know about any case of emigration? And what do you think about this situation?	For its aspects about reflective topics addressed by the reading, thanks to this activity, the student was awareness of the problems that can arise to realize, in its environment and reflect on them. Developing a critical thinking that is fundamental in the construction of a better society, since the student is taught to reflect on social problems that arise in their environment, involve them on the solution.
After reading	Cultural vocabulary		The student extracted unknown vocabulary from the text and selected it correctly, following the indications of the activity. For this, it was evident that he had to make a second reading to search and select the required information. Moreover, this step allowed the student to learn and highlight new vocabulary. - Make a list of what the family found on the island. - Choose 10 words from the highlighted vocabulary in the book, search the meaning and write two synonyms of each one.
			In this activity, the student synthesized and organized important aspects of reading, such as the main characters of reading, in the same way, taking the example and graphing his own family, in a creative way. I must highlight, the commitment and interest to learn English, because voluntarily, this participant engaged the work done, during the virtual meeting, for his/her other classmates and teachers.

			It can be said that implicitly, the student through of this creative activity, practiced and improved the oral production.
Appropriation of the text			Evolution critical reading about "THE SWISS FAMILY ROBINSON". - Taking into account the vocabulary of the book, punctuality in the delivery of guides and online activities. - Taking into account all of the above, it can be observed that the student successfully developed the process proposed in the project, thus achieving an appropriation of the main and essential ideas of each chapter. He managed to acquire new vocabulary and improve a reflective critical thinking.

Codes

- Increase in interest for participation
- Positive arguments for making predictions
- A reflective and understanding of reading
- Critical thinking
- Students who do not participate and negative aspects
- New vocabulary
- To understand their meaning of new words and easier to memorize.
- To focus the central ideas of reading and a general understanding
- Improved the oral production.

Appendix 13 Systematization and coding of document analysis

Link:

https://unipamplonaedu-my.sharepoint.com/:w/g/personal/nathaly_ardila_unipamplona_edu_co/EVEOCuglavJIoOna_8Q_Hi8BZiIlfpGHt_uh9w56mb2SHA?e=im23gk

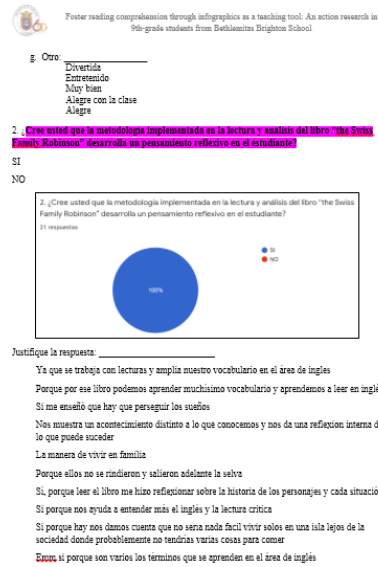
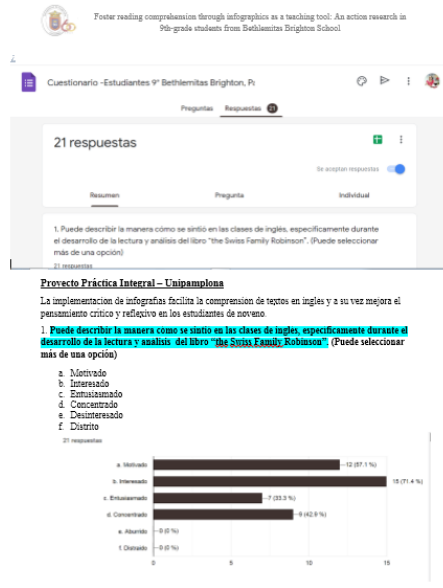
Appendix 14

Systematization and coding of survey link:

https://unipamplonaedu-my.sharepoint.com/:w/g/personal/nathaly_ardila_unipamplona_edu_co/ETnb-c8rXphIt0EBBDL1gUwBhz1DSgCyTOewRyKsZcOfIQ?e=FgzX3q



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Appendix 14 Systematization and coding of survey

Appendix 15

Folder of activities, workshops and slides of third and Pre-school primary



Link:

https://unipamplonaedu-my.sharepoint.com/:f/g/personal/nathaly_ardila_unipamplona_edu_co/EtiJBq8EEXNAqsy1pM9_pCIB6e00EgYbaC-A0iTN9Ouh5g?e=vyqxI3



Infographics as a teaching tool to foster reading comprehension. An action research in 9th-grade students from Bethlemitas Brighton School

10/10

INSTITUCIÓN EDUCATIVA BETHELEMITAS BRIGHTON
PAJONILLA

Full Name: _____ Grade: _____

Put the pictures and words with the correct habit (worded dots)

You should _____ (worded dots)

Take a bath daily
Brush your teeth three times a day

Brush your teeth three times a day
Take a bath/shower daily

Take a bath/shower daily
Eat healthy food

Eat healthy food
Wash your hands

Wash your hands
Sleep well

Sleep well
Pray daily

Pray daily

LIVEWORKSHEETS

10/10

Unit 5
My Day, Animals, Places

Lesson 1 Finding Out

Objective: I can ask about and tell the time (o'clock)

Choose the correct time:

LIVEWORKSHEETS

CHORES! Choose the correct option

Make my bed
Lay the bed
Wash up

Clear the table
Feed my pet
Lay the table

Walk the dog
Feed my pet
Wash up

Wash the car
Wash up
Water the plants

Tidy up
Dust
Wash the car

Hoover the floor
Clear the table
Dust

Cook dinner
Walk the dog
Water the plants

Lay the table
Make my bed
Tidy up

Dust
Hoover the floor
Feed my pet

LIVEWORKSHEETS

1

REPASO

Nathaly Ardila Márquez
unipamplona
2021-01

2

EVER YOU

Basado en Always Visual

Comparte

3

In the name of the Father,
of the Son,
and of the Holy Spirit.
Amen.

4

THE CLAP SONG

5

Remember!

- ✓ Toys
- ✓ Colors
- ✓ Numbers 1 to 5
- ✓ Action verbs
- ✓ Adjectives

What topics have we learnt?

What topics have teacher explained in the previous classes?

6

Mystery Box

7

8

A It is big.

B It is small.

9

big, short, tall, small, tall, clear

10

Five Little Ducks

11

1 one

What number is it?

12

1 one, 2 two, 3 three, 4 four, 5 five

ACTION VERBS

SING

CLIMB

SWIM

FLY

RUN

WALK

@inma_gineandteach
LIVEWORKSHEETS

10/10

NUMBERS

SOLVE THIS PUZZLE

eighteen	ten	nine	thirteen
nineteen	fourteen	sixteen	twelve
twenty	eleven	seventeen	fifteen

SpongeBob

LIVEWORKSHEETS

10/10

INSTITUCIÓN EDUCATIVA BETHELEMITAS BRIGHTON
PAJONILLA

Select the Classroom rules, what is correct and what is wrong.

Correct

Wrong

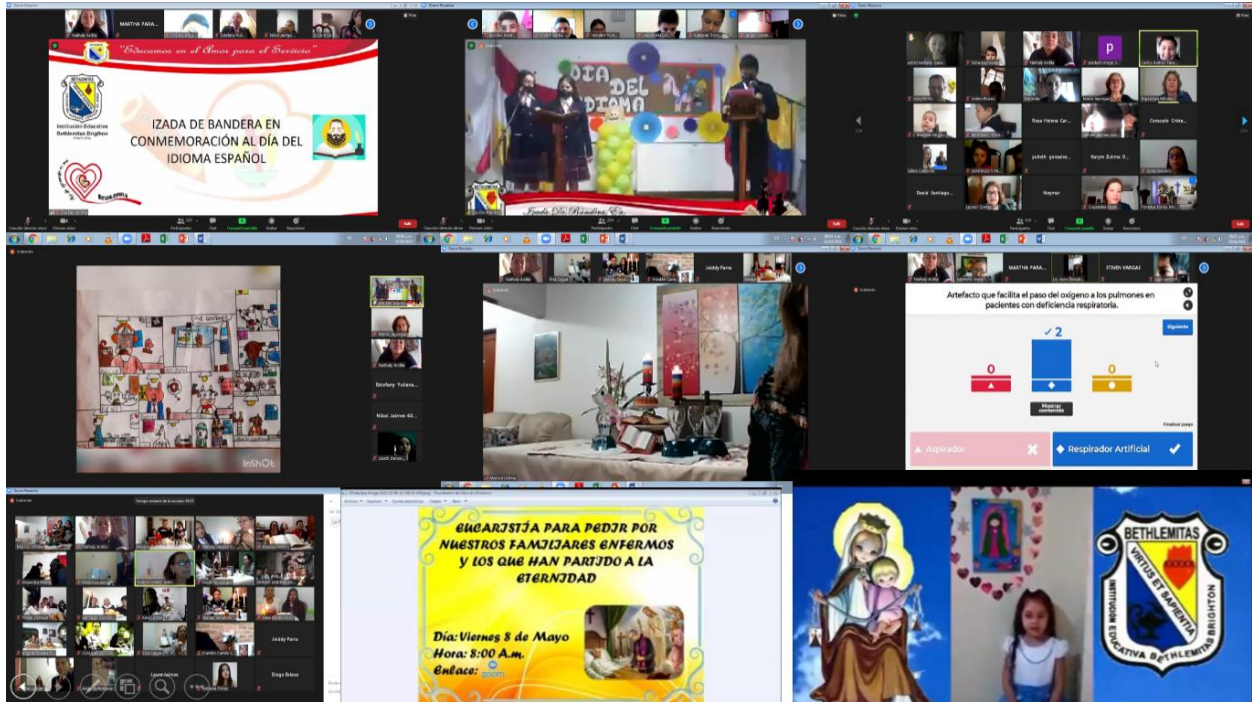
LIVEWORKSHEETS

Appendix 15 Activities, workshops and slides of third and Pre-school primary



Appendix 16

Folder evidences intra-institutional activities



Appendix 16 Intra-institutional activities

Link:

https://unipamplonaedu-my.sharepoint.com/:f/g/person/nathaly_ardila_unipamplona_edu_co/Et6ZPkQofUtHleS6HYwit7sBHtSQvS3VhODoerkd5T2vjQ?e=6vP8On

Appendix 17

Folder evidences pedagogical narratives link:

https://unipamplonaedu-my.sharepoint.com/:f/g/person/nathaly_ardila_unipamplona_edu_co/EjHD4qLrVM1As_5r6_7Eaf0B9vkCXntiM5AYXyx0Dxzv6A?e=ibOVYB



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The collage consists of several educational components:

- Top Left:** A grid of five numbered boxes (1-5) for a matching or sequencing activity.
- Top Middle:** A grammar exercise titled "We have been visiting the seaside _____ last June." with options "for" and "since".
- Top Right:** A section titled "TENSES - FUTURE TENSE" with five multiple-choice questions for the Future Continuous tense.
- Middle Left:** A "Crossword Verb+ing" interface with a "START" button and instructions to use clues to solve the crossword.
- Middle Right:** A document titled "WORKSHOP # 2 SEGUNDO TRIMESTRE - NOVENO GRADO" from "INSTITUCION EDUCATIVA BETHLEMITAS BRIGHTON". It includes course, area, and teacher information, and a list of eight health recommendations (e.g., "Lávate las manos", "Mantén sana distancia").
- Bottom Left:** A reading comprehension question: "Elizabeth did not prefer a greener, cooler part of the island on the other side of the river." with options "A False" and "B True".
- Bottom Right:** A quiz interface showing a "MULTIPLE CHOICE QUESTION" with a score of 100/100. The question asks "Which sentence is in past simple (finished)?" with two options: "I was in hospital for 6 weeks." and "I've been in hospital for 3 weeks." Buttons for "Rewatch", "Skip", and "Continue" are visible.

Appendix 18 Design of Teaching Material