

Digital platforms as an academic tool to promote reading comprehension of English as a foreign language: an action research in the classroom with high school students of a public school in Colombia.

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I Chapter: General presentation of the project

Presentation

This project aimed at improving the English reading comprehension of students of a public school through digital platforms and some important information regarding academic aspects in a public school was collected throughout this semester (2021-1); this study was made virtually in its totality obeying the health emergency measures taken to prevent the spread of COVID-19, a viral disease, which the WHO described as a case of "viral pneumonia" that was declared for the first time in Wuhan (People's Republic of China), but is affecting Colombia since February 2020.

At first, it took place an institutional observation on the part of the practicum student with respect to the characteristics of the educational institution and some of the methodology and teaching techniques of the supervising teacher to carry out his English classes. This academic project is composed of three (3) components related to different institutional functions: the pedagogical-research component and corresponds to the way in which digital platforms promoted the reading comprehension of high school students for the national tests (ICFES). The community outreach which consisted of an accompaniment by pre-service students to elementary school teachers. And the interinstitutional which corresponds to school activities.

In this sense, these components pointed to different features to be analyzed by the practicum student since each of them played a crucial role in the teaching process, in the foreign language pre-service teacher's challenges and reflections.

Introduction

The Ministry of National Education (1994) established law 115 in its objectives for Basic and Middle education. This law demands "The acquisition of elements of conversation, reading, comprehension and ability to express at least one foreign language", in this case the English language. The University of Pamplona contributes to achieve this demand and seeks to prepare the future English teachers.

In the development of this stage, the pre-service teacher was trained so that she knew the terrain in which she had to perform her teaching role during her academic practice. She had to have the necessary self-confidence about the knowledge she communicated; throughout the week of observation at the Francisco José de Caldas school, the pre-service teacher gathered enough information about the aforementioned components in order to discover the shortcomings that those high school students may have in relation to mastering English as a foreign language. In addition, the pre-service teacher had to comply with a mandatory stage also conceived as a macro-project proposed by the University of Pamplona that corresponds to the social work for teachers who worked with elementary school students.

Justification

In this stage of the initial teaching, it was pertinent that the practicum student had a direct approach to the real context where it was accomplished; this practice was possible thanks to an initial observation where the viability and effectiveness of class activities was evidenced through the implementation of digital tools and various methodologies used by the teacher in charge. As declared by Pestana. (2004), thanks to that experience and the skills acquired by the pre-service teacher during the previous semesters, she was already prepared to declare her perceptions about methodologies or behaviors of professional teachers both in high school and elementary school,

as well as the contributions and participation in meetings focused on activities that concern the area of English.

The purpose of this project was to discover how well English classes worked through the use of digital platforms, nonetheless, it had to be taken into account that teaching English as a foreign language through virtuality was not highly recommended for schools since a large number of students did not always demonstrate the responsibility and attitude necessary for the learning process to be optimal despite the difficulties. But it should be noted that from the observation made, the teacher in training noticed the variation of response and participation with respect to the topic proposed in a class by the supervising teacher, it was identified which groups showed greater interest and a good attitude and it was observed how to try to encourage those who have more difficulties to be attentive during class.

Objectives

General objective

- To improve the English reading comprehension of the students of a public school through digital platforms.

Specific objectives

- To promote reading comprehension in English through digital platforms.
- To teach vocabulary about basic English topics by using digital flashcards.
- To integrate future teachers into the real context that they will face as teachers in the future regarding the interinstitutional activities.

General conclusions

Based on the need for interaction in a real context for the pre-service teacher's practice and her interest in discovering how much and in what way digital environments influence students in the last grade of secondary school and in elementary school, it can be deduced and affirmed that the obtained were positives.

The objective proposed to develop this project was achieved during the period of practicum executed with high school students. The acceptance, the interest and the improvement on the part of the students were evidenced regarding their participation in class; in addition, a good relationship between student and teacher motivated them to continue learning English. Now, with respect to the extension component, it can be considered that the work, activities and platforms proposed yielded the expected results despite the inconsistency of the execution of the classes with these elementary school courses. However, working with the youngest children was a very enriching experience as tolerance and patience increase allowing students to feel more confident and without fear of repeating and asking any questions.

Taking part in the meetings with colleagues in virtual meetings allowed the practicum student to feel more confident to communicate with all the English teachers of the main institution as well as the headquarters that belong to the school; also, the pre-service teacher could integrate, give her opinion, share her ideas and learn a little more about these necessary and obligatory meetings to make decisions that are relevant to the area.

II Chapter : Institutional observation

Terrain's information

The educative institution Francisco José de Caldas is a medium-sized institution, located in the citadel of La Libertad in the city of Cúcuta, Norte de Santander. This technical school has three seats: the main and larger campus which offers both basic education and secondary education from grade zero (0) to the last grade of high school; San Pedro Claver and Santísima Trinidad's headquarters offer primary education from preschool to fifth and sixth grade. The main campus has a dining room service for the student community; it has two computer rooms and good internet connection; a small library, a recreational room; it also has two sports fields and a small square.

Fieldwork preparation

The members of the Committee of the University of Pamplona created a survey for the supervising teachers of the educational institution to find out to find out information related to the methodology, forms of access to classes, and basic information of the institution where the internship stage was developed.

In the following table you can observe the information provided by the supervising teacher on the modality he adopted to develop his English classes, also, he specified the percentage of use of digital environments to explain his lessons. As well as the official academic platforms used by the institution to dynamically teach the set subjects.

Table 1:

Fieldwork Preparation

Nombre de la institución educativa en que labora.	Institución Educativa Francisco José de Caldas
Ciudad.	Cúcuta
Carácter de la institución.	Pública
Cursos a su cargo.	Décimo, undécimo
¿Qué modalidad de trabajo ha venido implementado en sus cursos a raíz de la emergencia sanitaria generada por el COVID 19?	Modalidad presencial con apoyo en las TIC.
¿Qué plataformas educativas y/o de comunicación le sugiere o facilita su Institución?	Ms Teams, Web Colegios, WhatsApp, Google Meet, Jitsi Meet.
¿Qué plataformas educativas y/o de comunicación usted ha privilegiado en su actividad académica?	Ms Teams, Web Colegios, WhatsApp, Google Meet.
Si usted hace uso de modalidad Sincrónica, seleccione una o más opciones de la siguiente lista.	Encuentros virtuales, Llamadas múltiples por Whatsapp, Llamadas de voz, Chats de WhatsApp.
Si usted hace uso de modalidad Asincrónica, seleccione una o más opciones de las siguientes en lista. Si la opción que usted utiliza no se encuentra, puede agregarla en la opción denominado "otro".	Canal de Youtube. Videos que pueden ser subidos en diferentes plataformas. Creación y distribución de guías., Tutorías personalizadas, Tutorías grupales.
¿En su institución se ha escogido el uso de plataformas educativas?	Sí.
Si su respuesta anterior es afirmativa, seleccione la o las opciones correspondientes. Si no encuentra la plataforma con la cuál trabaja, puede agregarla en la opción denominada "otro". De no ser así, por favor seleccione la opción "Ninguna".	Web Colegios, MS Teams
En el caso de seleccionar la opción "asincrónica", le invitamos a describir la modalidad de trabajo que implementa con sus estudiantes. En caso de recurrir al trabajo asincrónico, puede responder "No se hace uso de esta opción".	Usamos la plataforma ms teams y webcolegios donde está el servicio de mensajería, también cargamos las guías, material didáctico y recibimos las evidencias de los estudiantes.

¿Entre qué porcentaje ha sido difícil para Usted la utilización las TIC en sus clases durante esta emergencia sanitaria? Entre 25% y 50%

Valore porcentualmente el grado de dificultad que ha tenido en la utilización las TIC en sus clases durante esta emergencia sanitaria Entre 25% y 50%

De acuerdo a su experiencia, ¿qué porcentaje considera Usted que ha sido difícil para sus estudiantes la utilización las TIC de durante esta emergencia sanitaria? 50%

Source: Londoño (2020)

Design of the community immersion strategies

Throughout the teaching practicum process, it was necessary to know the community and join them, but to make that happened, the teaching group resorted to the Google Meet platform as a communication strategy, which allowed the practicum student got to know the respective institutional authorities; besides, the teaching practicum student always had close communication with her supervising teacher who informed her what the target population needed with the aim of designing specific, accessible and efficient activities to face the student community challenges with respect to virtual education.

Luckily, the high school responsible took biosecurity measures on time and also adapted the articles and pacts of the school coexistence handbook taking prevention measures into account; thus, turning classes into virtual conferences what prevented students from catching and spreading this deadly virus.

Perceptions of Pandemic (COVID-19)

Fortunately, the high school responsible took biosecurity measures on time and also adapted the articles and pacts of the school coexistence handbook taking prevention measures

into account; thus, turning classes into virtual conferences what prevented students from catching and spreading this deadly virus.

Document Analysis.

School's Institutional Educational Project (PEI acronym in Spanish)

The Institutional Educational project (PEI) of Francisco José de Caldas School, it was found that that it is based on a comprehensive conception of the human person, their dignity, their rights and their duties; training each student to act as an honest, productive citizen aware of their personal and social reality and lead processes that allow to live and to coexist with a good quality of life, contributing to the local, regional, national and Latin American process.

Institutional Principles. The Educational institution embodied in its Institutional Educational Project the following principles: educate for love, respect for oneself; educate for honesty, service and high self-esteem.; educate for continuation in higher education or enter the productive world developing a job competence; education in the Christian faith and in respect and tolerance for other cults or religious beliefs; appropriation and conservation of cultural, civic and national values; conservation and improvement of the environment.; train for active participation in the political, economic and social life of the country.

Institutional values. The E.I Francisco José de Caldas supports its institutional values in the life and work of Francisco José de Caldas. Having as a core value the respect between the different members of the educational community and projecting them towards the family and society. The following table shows the set of values in which the institution is steered.

Educational Coexistence Handbook

Updated article of the Educational Coexistence Handbook.

The Community Handbook Coexistence contains the rules, regulations, and values that must be maintained and respected while being part of the caldista family. This coexistence manual contains interesting chapters such as the following:

Chapter 1: Nature, purpose, definition and principles: the caldista community assumes the principles of: human dignity, democratic participation, freedom, dialogue, critical analysis, care and preservation of the environment.

Chapter 2: Legal framework: this chapter contains bullying and school assault: school assault can be: physical, verbal, gesture, relational, and electronic media assault.

Joint Circular number 11 with the Ministry of Health and Social Protection of March 9, 2020 with recommendations for prevention, management and control of acute respiratory infection by the new coronavirus in the educational environment.

- **Chapter 3:** institutional horizon

Mission: The E.I Francisco José de Caldas School of the City of Cúcuta, offers a quality educational service to children, youth, adolescents and adults, through an innovative pedagogical proposal whose two fundamental pillars are continuous improvement and social responsibility.



Vision: In the year 2021, the E.I Francisco José de Caldas School will be recognized as one of the five best Educational Institutions at the regional level for the training of upright students and critical thinking, with social transformation and progress of all the people who make it up.

Article 11. Institutional Values: The Francisco José de Caldas Educational Institution created new rules regarding virtuality. They are: do not enter the class or videoconferences, be

absent or withdraw without justification or prior authorization; using electronic devices and other communication systems that interfere with the normal development of pedagogical activities, contravening the teacher's guidelines.

Institutional symbols.

The Francisco José de Caldas School has three (3) representative symbols which correspond to characters, colors, shapes and words that represent and are part of the COLFRAJOC student community:

<p style="text-align: center;">Shield:</p> <p>Figure 1: <i>Institutional Shield.</i></p>  <p style="text-align: center;">Source: <i>google images.</i></p>	<p>It has a triangular shape and is an icon of Trinidad; in the upper part, the sun that is strong with life and energy. Mountains evoke overcoming; look north, always forward. The red and black flag on the shield reminds us of our race and commitment to work to achieve a regional identity, and an improvement of our quality and border community.</p>
<p style="text-align: center;">Flag :</p> <p>Figure 2 : <i>Institutional flag</i></p>  <p style="text-align: center;">Source : <i>PEI</i></p>	<p>In its three colors: white, green, yellow, it makes an allegory to the three headquarters that make up the institution. White: means peace, honesty, purity, transparency, clarity; green: the color of ecology and hope. Yellow: life, light, wisdom, wealth, energy, sun, love and preserve life.</p>

The institutional pet (Mascot)

Figure 3:

Institutional Mascot



Source: PEI

The eagle: eruption of dignity, freedom and fascination. Majestic bird connected with the sun, storm, warrior impetus, the triumph of the spirit over inert materiality.

The institutional anthem

The educational institution also has an anthem, which was written and sung by the teacher: Gloria Tereza Arenas de Luna.

Francisco José de Caldas School Anthem

Adelante un himno cantemos
al colegio con fuerza y amor
un saludo y honor tributemos
gratitud por su noble misión

Estudiante Caldista es tu reto
a la cumbre escalar, escalar
el espíritu del sabio te anime
a la ciencia, el saber conquistar.

CORO...

La presencia divina bendice
en la diaria tarea de formar
como prenda, señora y garante
nos conforta la Santa Trinidad

El colegio cual faro radiante
en la cima de nuestra ciudad
ilumina los sueños y metas
nos invita la gloria alcanzar

CORO...

Francisco José de Caldas Seguiremos de grandes ejemplos
enorgullece La Libertad El amor y servicio es deber
nos impulsa hacia el trabajo El apóstol de negros y esclavos
en busca siempre del bienestar. Nos inspira San Pedro Claver

CORO

Source: PEI

Regulations of the Ministry of National Education (MEN) in the face of the health emergency

Bearing in mind the health problem that has been present for more than a year worldwide, MEN established certain resolutions in order to prevent the lethal COVID-19 from easily spreading in the lives of students. The ministry also issued some circulars clarifying some guidelines where pedagogical planning and academic work at home are oriented as a measure to prevent the spread of the Coronavirus (COVID-19), as well as for the management of teaching staff, teaching directors and administrative staff of the education sector.

In addition, the Ministry of National Education (2020) issued circular No. 20 of March 16, 2020 addressed to governors, mayors and secretaries of education to adopt the corresponding measures against the modification of the academic calendars of preschool, basic and secondary education for the present to prevent the spread of the Coronavirus. Thence, a Circular 19 of March 14 was issued, which provided guidance for the Secretariats of Education on the recommendations to mitigate the spread of the virus in educational establishments and offers alternatives for the structuring of strategies to support learning and planning of the provision of educational service.

Time table

The Francisco José de Caldas school has only one educational shift for high school students, that is, morning session. Classes with 10th and 11th grades, and all the other grades of high school were held for only one hour a week during the morning hours.

Table 2:

Supervisor's schedule.

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
10°3				9:30 a.m	
10°4					8:30 a.m
11°1			8:30 a.m		
11°2		8:30 a.m			
11°3	7:30 a.m				
11°4				7:30 a.m	

Source: English supervising

Institutional schedule and programming (Francisco José de Caldas High School, 2021)

In the coming table, there are some dates established by the administrative staff of the educational institution in order to agree on the institutional calendar and be acquainted with regard to the delivery of activities. These dates correspond to the first academic period from January to June, where the deadlines were set for teachers to deliver the class material designed by themselves to the coordinator in charge.

The above is a requirement for verification and approval of the material to be assigned to students; in addition, this table announces the stipulated dates to put through the institutional activities such as meetings, flag-raising, or celebration of specific days.

Table 3:

Institutional schedule and programming

FECHA	PERI	ACTIVIDAD	RESPONSABLE
ENERO			
12	1	Inicio Actividades de Desarrollo Institucional (1, 2 y 3)	Rectoría

25 al 29	1	Asignación Académica e iniciación de elaboración de Guías.	Rectoría de Coordinadores
FEBRERO			
4		Verificación y actualización de listas.	Docentes-Coordinadores Titulares
8	1	Directivo, Docente y Administrativo Colfrajoc (30 min)	Rectoría
11		Entrega de Guías a Coordinación y Rectoría para impresión. (Lapsos 1, 2 y 3)	
19	1	Entrega Plan de Acción Lapso 1 a Coordinadores	Docentes
22 Feb	1	Lapso 1	Coordinación
MARZO			
5	1	Entrega Plan de Acción Lapso 2 a Coordinadores	Docentes
8 al 19	1	Lapso 2	Coordinación
19		Entrega Plan de Acción Lapso 3 a Coordinadores	Docentes
22 marzo	1	Lapso 3	Coordinación
23	1	Entrega de Guías a Coordinación- Rectoría (4, 5, 6 y 7)	Docentes
ABRIL			
6 al 9 abril	1	Entrega de guías a estudiantes-acudientes (4, 5, 6 y 7)	Rectoría-Administrativos
12-23	1	Lapso 4	Coordinación
23	1	Entrega Plan de Acción Lapso 5 a Coordinadores	Docentes encargados
26 abril	1	Lapso 5	Coordinadores
MAYO			
14	1	DÍA DEL MAESTRO	SEM- Rectoría
10-21	1	Lapso 6	Coordinadores
JUNIO			
15-16	1	Comisiones de Evaluación Primer Periodo	Coordinadores

Source: PEI

Pedagogical Component

Introduction

In the following section you will find the pedagogical part corresponding to the planning of the linguistic area where the objectives set by the Ministry of National Education of Colombia and the Common European Framework of Reference are explained; the methodology used by the teaching group in the English area of this institution will also be mentioned; as well as the pedagogical and material resources from which teachers were based to plan their classes and activities.

Further, there will be two tables corresponding to the syllabus where the topics and units planned to teach and explain the lessons in the different grades assigned to the pre-service teacher are announced throughout the first period of the year 2021-1.

Language Area Planning

Making an analysis of the guidelines established by the Ministry of National Education in the light of the common European framework (CEFR) and the development of the English area of the Educational Institution, it was necessary to adopt a common language that would establish the performance level goals in the English language through the different stages of the educational process framed in the different degrees of study and according to the context of the students of that school to the extent that it was linked with other educational projects that were designed and developed from different areas in order to identify and work on different transversal axes. Next, the information related to the material used with the 11-th and 10th-grade students assigned to the teacher in training for the research component will be explained in detail; likewise, it will talk about the material and resources used to develop activities and

Explain the lessons in the first grade of primary school that correspond to the extension component for this teaching practice.

Apropos of the English area planning for the eleventh-grade (11th), last grade of high school it was broken down into four (4) basic competencies for learning and teaching English as a foreign language, these were speaking, writing, reading, and listening. For this course, the Ministry of National Education proposed a book called "English Please 3" where the following units were worked on: The future is in your hands, Global citizenship, Love and relationship, and Saving planet Earth, it means four units. This book exists in both physical and digital version.

In like manner, the language area planning for the tenth- grade (10th) of high school was also made up of four units throughout the first period of the academic year where the four basic competencies for learning English as a foreign language were speaking, writing, reading, and listening. For this course, the Ministry of National Education proposed the physical or digital book for this grade called "English Please 2" where the following units were worked: Teen culture, Money makes the world go round, we are all different, our natural environment.

In respect of the language area planning for the first grade of elementary school, which corresponds to the outreach component, the four communication skills were proposed to work: speaking, writing, listening, reading. From this planning, a series of activities was planned taking into account those of the stipulated book for this course which is known as Bunny Bonita, proposed by the government under the name of "Bilingual Nation Project". This book is made up of capsules or modules. For the first period were worked four modules which corresponded to greetings, give instructions, indicate quantities, and name the animals in English.

Methodology English Teachers.

This section addresses the Francisco José de Caldas high school methodology which had to adapt it to the current situation due to the COVID-19 pandemics. Therefore, the use of digital platforms was necessary to carry out the teaching-learning process. One-hour virtual class was performed through Google Meet where teachers guide their students, using slides, gamification platforms, the guide book activities, videos, among others.

Thence, the following materials were the main tool to fulfil the institutional requirements; It is important to mention that all the English teachers used the following project identifiers called: Reading es my superpower (focused on reading), PESCC (sexuality), PRAE (focused on the environment), TIC (electronic addresses).

Pedagogical resources

For the purpose of achieving successful and dynamic classes that would cover everything that was proposed in the English gliders for each respective group, the pedagogical resources that were used were both in digital environments and exclusive physical material for schools. For example, there was used guide book such as Way to go, workshops that teachers designed, the school book Bunny Bonita provided by the Colombian government, the design of activities on the official institutional platform, as well as the use of physical dictionaries.

On the other hand, some videos about diverse subjects, audios on everyday topics, songs, free websites, series available in English, and interactive digital games were also used to teach English.

Guiding textbook Ministry

The following information corresponds to the textbooks that the supervising teacher gave to the trainee teacher, which in turn, were provided by the Ministry of Education of the

Colombian government. With these books the English teachers of this institution work on the guidelines to have successful classes with students in the last grades of high school; from them, the corresponding information is extracted and a sequence is accomplished for the explanation of topics and proposition of activities.

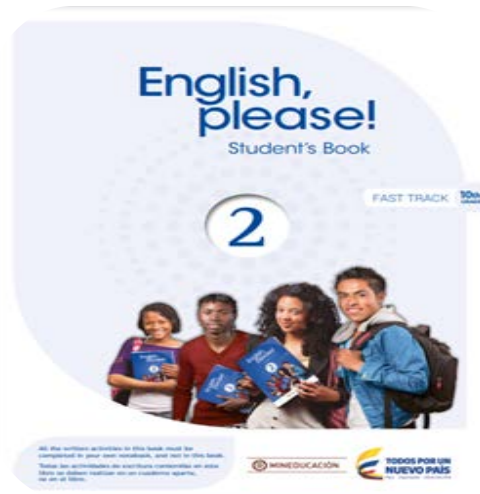


Figure 4:
English please 10th

This academic book was provided by the Ministry of National Education for tenth-grade students. The level of language that is handled in this book, despite the school level, corresponds A1.

Syllabus

Concerning this section, the syllabus plays a fundamental role in the operation of an institution and for the choice of explanation of corresponding lessons according to the dates and times set. The syllabus is a document that is used in academic settings to communicate information about a specific academic course where the educational institution, in this case,



Figure 5:
English please 11th

This academic book was provided by the Ministry of National Education for eleventh grade students. The language level used in this book corresponds to pre-intermediate B1.

Francisco José de Caldas, briefly described the course contents and defined the expectations and responsibilities throughout the first period of the year.

By now, talking about the syllabus stipulated for the curricular standard of teaching English as a foreign language for the tenth- grade (10th), this was divided into two main periods. Thus, having the unit of the first period corresponding to the *"Teen Culture"* which contains basic grammatical topics, the teaching of the zero and first conditionals as well as a lesson on the present and simple past tenses; for the second period, the unit was called *"We are all different"* and it contains the lesson on the structure of imperative sentences, on the present continuous and the present perfect, in addition to the explanation of the passive voice and some adjectives of clothing. **(Appendix A)**

Now, regarding the syllabus stipulated for the curricular standard of teaching English as a foreign language for the eleventh- grade (11th), this was also divided into two main periods. The first unit to teach throughout the first period corresponded to *"The future is in your hands"* which contained topics about the future and vocabulary about dreams, grammar topics such as first and second conditional, report speech, past simple, present perfect and continuous, simple past and future; Regarding the unit of the second period, it was called *"Love and relationships"* which contained information and vocabulary on sexuality, health issues and even topics and vocabulary on human development. **(Appendix B)**

Learning Accompaniment Modalities

The adaptation of school activities to the distance methodology established new objectives and found support for the teaching of English and thus help the learning of students. As main tutoring tool, teachers utilized digital platforms based on social networking especially WhatsApp; many of tutorials taking into account the corresponding topic of the week. This

social media was the most used by students and their parents as it allowed them to stay in contact quickly, cheaply and in real time to follow their learning process.

In addition, to keep their parents informed about the academic performance of the students, the teacher in training was responsible for calling each of the students of the assigned secondary grades in order to communicate the deadlines that the supervising teacher extended for the delivery of pending activities.

Workshops and material design

In terms of pedagogical material, the English teachers based many of their activities and explanations on the corresponding guide text for each course, that is, English Please2 and 3. This material created by the English teachers was known as Lapse, which is understood as not extensive academic guides where all the necessary and planned information was included to develop and explain during class sessions along the specific period of time.

The content handled by the supervising teacher in each delivered lapse could not exceed more than three pages. These lapses contained information related to grammatical topics taken from the English Please book; another component of these lapses corresponded to activities stipulated in the English area planning and each workshop was designed and applied weekly. The platform used for assigning activities to secondary school students was "web colegios"; the students had to send them through WhatsApp or the mentioned platform.

MEN guidelines- standard

They are the epistemological, pedagogical and curricular orientations that the MEN define with the support of the academic educational community to support the process of foundation and planning of the mandatory and fundamental areas defined by the General Law of Education in its article 23.

In the process of elaboration of the Institutional Educational Projects and their corresponding study plans by cycles, levels and areas, the curricular guidelines constitute references that support and guide this work together with the contributions that the institutions and their teachers have acquired through of their experience, training and research.

Technological component

Regarding the technological component, the Francisco José de Caldas school used some tools in digital environments intending to hold virtual classes and be active in the relevant meetings to collectively agree on academic information related to the area of English. The institution had the "Webcolegios" platform to assign and receive activities, as well as to create activities and record grades in the system; On the other hand, Google Meet, WhatsApp, and Microsoft Teams were the means of communication used to keep in touch both between students and teachers and for professional team meetings.

As stated above, teachers carried out their classes through Google Meet and Microsoft Teams performing one hour of synchronous class to accomplish the assigned topics for each week. As an asynchronous way, teachers and students used the social network WhatsApp, having a close communication among parents, students, and teachers.

Description of digital tolos

To accomplish successful classes and meaningful encounters, some digital platforms were used to allow a rapprochement between the pre-service teacher and the students to achieve a real communicative and humanistic approach despite the difficulty that virtual classes could present for some.

- **WhatsApp:** it was used to communicate during asynchronous sessions (synchronous to report internet failures and delivery of some activities).

- **Google Meet:** Platform used to develop each synchronous class session.
- **Microsoft Teams:** Platform used to develop each synchronous class session.
- **Web Colegios:** official platform of the institution to deliver and grade activities.

Courses

The grades that were part of this teaching practicum process were these six assigned: 10°3, 10°4, 11°1, 11°2, 11°3, and 11°4. As for the tenth-grade courses, approximately each of them is made up of 35 students; for eleventh grades, there were approximately 30 students per course.

Population

The following chart illustrates data gathered through the institutional observation process.

Table 4:

Population's information.

Grado	Número de estudiantes	Género		Edad	Nivel de Lengua
		F	M		
10.3	41	25	16	13-16	A2
10.4	42	16	26	13-16	A1
11.1	27	14	13	14-17	A2(B1)
11.2	29	11	18	14-17	A1(A2)
11.3	31	23	8	14-17	A2(B1)
11.4	27	10	17	14-17	A1

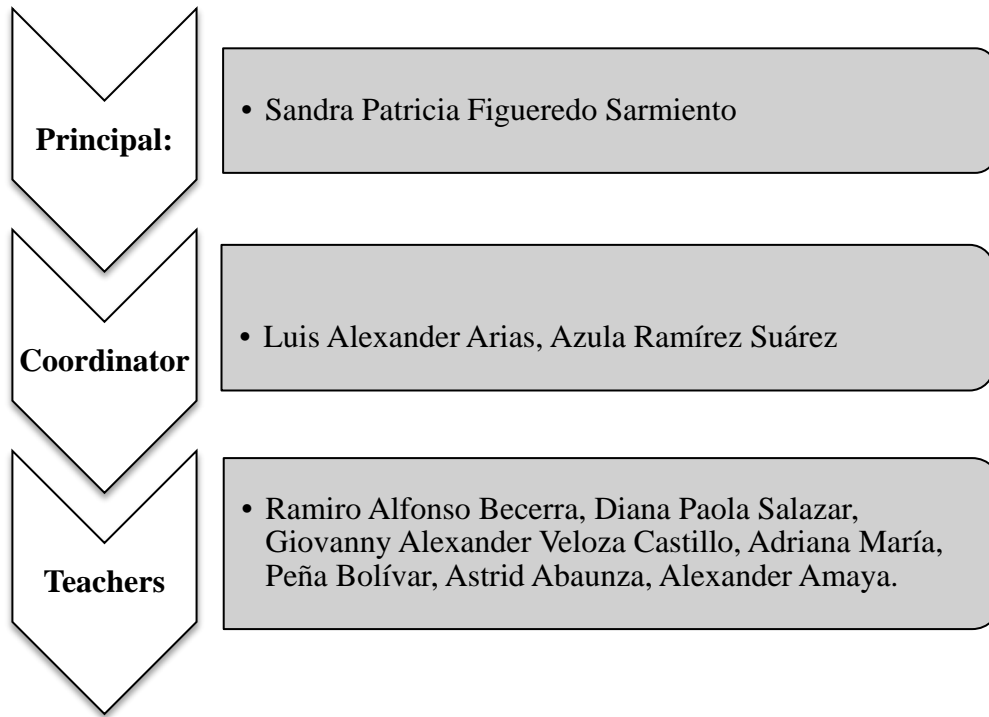
Source: *Englih supervising teacher*

Institutional staff

The school authority corresponds to the ranks of the school community that are part of this school and are in charge of the baccalaureate degrees in the area of English; the professional in charge of the various ranks are named below in their assigned institutional positions.

Figure 6:

Institutional staff



III Chapter: Pedagogical Component

“Digital platforms as academic tool to promote reading comprehension of English as a foreign language: an action research in classroom with high school students in a public school in Colombia.”

Introduction:

The Foreign Languages program offered by the University of Pamplona requires that the pedagogical practices carried out by future teachers be in accordance with the criteria of practice, that is, that it takes place in a real context and with the highest expectations: that the practice is significant, with a follow-up for the practicum student by the assigned tutor to improve the teaching and learning processes so to honor the recognition of high-quality granted to the program.

Needless to say, that to achieve the aforementioned interest, a “transformation” was required with respect to the pedagogical practice currently used since with the worldwide health contingency the academic procedures had to be adapted to digital environments seeking to avoid the partial or even absolute desertion of students; however, the projects proposed to be developed at this point should be oriented to the pre-service teacher exploration bearing in mind that the focus of reflection required for this practicum stage through the search for information to solve problems which could be common as well as recent situations, a clear example of this is the current contingency situation since no one expected a pandemic that would pause economic, academic, industrial activities, among others.

Statement of the problem

Considering that in some Colombian schools the teaching of English as a foreign language is not optimal just like it is in other countries; throughout this semester the behavior of students in the last year of a public high school was analyzed concerning how they were taught; how much interest was perceived they had during English classes and how much progress they had in their learning acquisition. It should be noted that the interest of students in the English language was high, however, it did not seem that bilingualism in Colombia was close to being achieved yet.

The main interest in the formulation of this academic proposal was adjusted to the need for improvement related to the lack of reading comprehension that high school students usually have; critical reading in any language allows the absolute understanding of a text or situation as well as the triangulation of ideas and opinions on a topic. Precisely, this type of material (texts in English) helped to reinforce the knowledge that students already had about grammatical issues and the incidence of vocabulary by default.

As declared by España, Pantoja & Romero (2017), students, children or adolescents often have shortcomings with regard to critical reading according to their level while reading a text, they cannot solve an implicit or explicit question, which makes it difficult for the student to reflect or analyze; this is why this proposal was focused on the incidence of vocabulary so that students were prepared to have better bases in reading texts of the English language for when they must take the national exam (ICFES), that was exactly what the pre-service teacher reflected throughout this stage.

As stated by Navas, Real, Pacheco & Mayorga (2015), new ways of learning emerge every day, and fortunately, virtual environments appear as an alternative for teaching processes,

that is, as an evolution towards new processes that allow transformation of the information. The above directly affects the roles of teachers, students, the institution that decided to run classes through virtuality, and therefore, the entire context that surrounds it. The incorporation of virtual classrooms as a strategy and taking into account the global public health contingency that all people are experiencing, are now the most convenient resource available to students.

Luckily, virtuality allows a space, which, although it could be limited to a certain point, English can be successfully learned through modules that also allow the improvement of the language; however, it is important to bear in mind that the viability of the implementation of virtuality as an academic tool was favorable, but the responsibility of each student, in this case high school students who were being prepared for the state test (ICFES) was what determined whether it was successful or not. Therefore, the following questions arose, whose answers regarding the feasibility of virtuality to promote reading comprehension of the English language in a public school in the city of Cúcuta were expected to be favorable.

Justification

To carry out the integral practice it was necessary to formulate a proposal for determining what it was going to focus on; it resulted important to emphasize that thanks to this teaching training, future teachers considered the difficulties and challenges that this profession encompasses. In addition, the practicum student learnt techniques, methods and ideas from teachers with experience in the teaching field to take that as an example and carry them out in her own classes in the future; she knew, analyzed and reflected on the situation she was going to study and it also helped her to improve the educational processes of the institution where her practicum stage was carried out.

It was expected that from the execution of this project the pre-service teacher was more interested in the deficiencies that last-year high school students had in regard to learn English as a foreign language; it was in those students that the future teacher was focus to carry out this practice and to apply the project to promote their reading comprehension through interactive and free digital platforms. Likewise, reflection and comprehension on reading is a fundamental part for students to question what they read and improve their critical understanding, that is, from teaching on how to understand reading there is always a reflection that is not limited only to fact of recognizing what and why do something? (Camarillo, 2017); In other words, it would be what is being read and why it raises something specific.

Objectives

General objective:

- To promote reading comprehension in English through digital platforms.

Specific objectives:

- To adapt class activities proposed by the institution to interactive digital platforms.
- To motivate high school students to learn about cultures through adapted English texts in virtual environments.

Research questions

This study was conducted by the following research questions:

Grand-tour question :

- How could digital platforms help high school students to promote their reading comprehension in English?

Sub-questions:

- How could intercultural texts in English help high school students to expand their

lexicon?

- How did intercultural texts influence the motivation of students regarding the exercise of reading on digital platforms?

Theoretical framework

As far as this section is concerned, some important and recognized theories related to this project were briefly explained in order to classify the different aspects that were taken into account in this study; in the same way, some concepts, studies or strategies related to reading skills, virtuality, the linguistic component; even the development of computer skills and the use of (ICT) were considered.

Reading

The ability to read is largely determined by the cognitive ability of the individual. In fact, researchers have examined the relationships between intelligence and reading achievement lifespan, testing some theories of reading and also testing intelligence, Kendeou, Papadopoulos & Spanoudis (2015). In other words, the authors conceived the ability of reading comprehension as a capacity closely linked to the level of cognitive development that each student achieved throughout their life. Likewise, as Williams (1987) cited from Royer et. al. (1984), one of the main objectives that they raised about reading is that students are able to extract information from a text and are invited to motivate themselves and reflect on it.

The linguistic component requires that the four (4) basic competencies for learning a language be developed simultaneously (listening, speaking, reading, and writing), therefore, with respect to the conception and definition conceived by Alqarni (2015) "Reading comprehension is not just decoding from a foreign language to a mother tongue. Some people think reading is a process of transferring letters, from print pages to sounds"; reading is more complex than this

since reading involves recognizing and comprehending words and sentence patterns, that is why it must be always reinforced and practiced. Contrary to the above, the defenders of the direct, intensive, and early phonetic training for the teaching of reading justify that unlike the learning of spoken language, learning to read is not "natural" and that reading in itself is an unnatural activity.

Virtuality in Education

All the digital spaces or learning environments such as platforms to hold virtual conferences, educational and interactive applications, or academic software to develop virtual classes or activities are the benefits offered by virtuality. As per Barker (1993), the implementation of the virtual environments is a characteristic used in pedagogy as an attractive learning tool to explain topics and situations but that allow the interaction of the students that although virtual, is in real-time. Virtuality in education, for a couple of decades, has been present more frequently over the years, resulting in more accessibility to education.

Moreover, the use of virtuality in education can be considered as one of the natural evolutions of computer-assisted instruction, (Pantelidis, 2009); in other words, computer progress has greatly benefited and transformed the ways of teaching.

Digital platforms:

According to Spagnoletti, Resca & Lee (2015) "A platform is a building block that provides an essential function to a technological system and serves as a foundation upon which complementary products, technologies, or services can be developed"; from the above it could be deduced that adopting this vision offers good results for anyone.

Likewise, digital platforms are facilitators of exchange whether goods, services, and information between different types of stakeholders that could not otherwise interact with each

other. In those platforms, people can share a network ecosystem due to digital characteristics offer a global outreach that gives them the potential to scale in academic, economic, social, or scientific topics, etc. Furthermore, digital platforms may be considered a new virtual partner that, consistently with network theory, connects conventional people regardless of distances. (Moro, 2019).

Literature review

Along these lines, some studies that have taken place and have yielded varied results regarding the implementation of digital platforms as an academic tool to promote reading comprehension in students of any degree of education, whether secondary or higher. Since digital learning is an increasingly studied field, the study by Sousa & Rocha (2018) investigated the feasibility of implementing electronic books and tablets in the higher education system with the aim of reducing costs with the textbooks; it was sought to know how students use digital tools in the learning process; it focused on technological change and professional control of teachers; the application and use of digital technologies was studied by higher education professors in Portugal and Brazil. Based on everything analyzed by these authors, the result obtained was positive since their participants demonstrated an increase in motivation to study through the incorporation of digital platforms which will be useful for this study.

Besides, as shown in Moreira and Delgadillo's study (2015), their inquiry emphasized the role of the tutor in this process of construction and reconstruction of knowledge in a virtual space and on the experiences that each of the members contributes in terms of their own experience as a student or virtual tutor. From its analysis process, a positive result was reflected: the student is able to build their own knowledge with the teacher as a guide and mentor, giving them the necessary freedom to explore the technological environment; that was exactly what this action

research sought to find as well and thus expose a real result. also, on the viability of the implementation of digital platforms as an optimal educational option.

Another study by Roth, Valenzuela & Orellana (2020), was conducted to explore the experience of using digital platforms for reading comprehension and the English vocabulary based on the perception of primary school students in a Chilean school, the results of which indicated that the majority of students positively perceive the use of digital platforms, indicating that it was helpful to improve their reading comprehension. The results confirm that deliberate online practice tools can help students improve their reading skills.

Now, this study carried by Pardede (2019) compared the nature of conventional reading (physical guides: books, worksheets) versus digital reading and the characteristics of printing versus digital texts; starting from here, the result obtained was that the participants were easily confused by the non-linear existence and unknown structure of texts online; they also had poor reading skills strategies and struggled to their own progress before and during reading. The result obtained in this inquiry was important to take into account throughout the data collection and analysis process, since the execution of this project could yield a similar result.

The purpose of this research was to show the results of the evaluation of the influence of learning strategies with ICT tools on the competence of reading comprehension in English of students in levels 1 and 2 of the Financial Administration Program of a University in Antioquia, Colombia. Its findings indicated certain deficiencies regarding reading comprehension possibly due to computer ignorance, inaccessibility.

Methodology

In this section, the ways and procedures to carry out this research will be explained. It was divided into two parts that make up the pedagogical component of this study: the pedagogical methodology and the research methodology.

Pedagogical methodology

To run the classes in the way that the pre-service teacher was proposing, it was necessary to keep in mind the advantages that were considered with respect to the accessibility that high school students had. It should be noted that those classes, due to pandemic issues were held almost successfully in the last grade of secondary school, therefore, this proposal was aimed at promoting reading comprehension through virtuality; the accessibility to digital platforms as an academic tool for conducting English classes in the 11th-grade courses was quite good.

In this sense, to perform enjoyable virtual classes, it was necessary to adapt the original material provided by the government for this academic level (English Please 3); from there, design and create activities on the different free platforms available to share in class. This pedagogical idea was conceived as an innovative, accessible and transformative one since thanks to electronic devices and digital platforms, it sought to motivate students to practice their reading comprehension of the English language with creative, intercultural, environmental and educational texts where the incidence of vocabulary was obvious.

For the creation of activities and the necessary material to deliver to students in the last grade of high school, the use of various platforms for each class was taken into account; the choice of digital platforms aimed at providing students with broad benefits and significant learning about the English language, in addition, the choice of those platforms was strategic to generate motivation to learn a language; that the platform seems simple and attractive for the

students was one of the purposes of the pre-service teacher. On the other hand, the collective visualization of videos took also place during the synchronous meetings, and from the doubts that might arise, the future teacher began to introduce the corresponding topics according to the area planning.

It was extremely important to always consider the choice of vocabulary according to the level of the school population. Regarding the delivery of each period, these were delivered two (2) times a week and in a purely virtual way through the *webcolegios* platform for high school students, where all of them had access to the document to be developed. For primary school students, the delivery of the material was made through WhatsApp to the supervising teacher in charge of English classes. Each period contained information according to the topic of the week taking into account reading activities, which is what this project focused on, reading comprehension exercises, as well as active participation where students had to speak in English during synchronous sessions.

Research Methodology

Research Design. To put through this study, the adoption of a pure action research design was required since this allowed personally know the shortcomings or gaps in the practicum scenario that were examined, in this case, in a public high school.

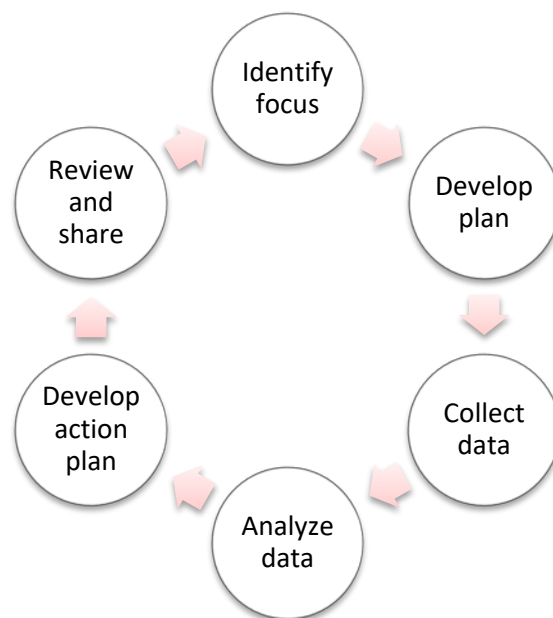
Regarding the research design, this study adopted "Action research" since it allowed the researchers to collect information based on teaching activities to provide first-hand data to the teacher-researcher. In this sense, Kemmis & McTaggart (1988, p. 5) cited in Gogus (2012) states that action research as a form of collective self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational

practices, as well as their understanding of those practices and the situations in which the practices are carried out.

Furthermore, according to the educational portal Business Research Methodology (2011), action research can be conceived as "an approach in which the action researcher and a participant collaborate in diagnosing the problem and developing a solution based on the diagnosis." In other words, one of the most representative characteristics of this action research refers to the collaboration between the researcher and the member of the organization to solve a problem. The actional study can be divided into three categories: positivist, interpretive, and critical, but it was with the interpretive category that this research was emphasized. On the other hand, this study assumed that the world keeps changing and that both the researcher and the research are part of that change.

Figure 7:

Action research design (graphic)



Source : <https://research-methodology.net/research-methods/action-research/>

Research Approach (Type of research). Regarding this section, the approach selected to be conducted in this study was the qualitative one since it involved the discovery, and as a development model that occurs in a natural setting; this allowed the researcher develop in more detail from high participation in true experiences; this approach also allowed to explore and understand the meaning that individuals or groups attribute to a social or human problem which involved emerging questions, procedures and data collected in the participant's environment (Creswell, 2014). In like manner, as stated by Fernández and Díaz (2002), the main interest of a qualitative research is to generate information through a sample that consists of obtaining certain data provided by a specific number of participants so as to not generalize.

Setting

This action research took place virtually during the first semester of the year 2021 at the Francisco José de Caldas Educational Institution located in the citadel of La Libertad, in the city of Cúcuta, Norte de Santander, Colombia. It should be noted that this high school offers primary and secondary education on different shifts (morning and afternoon).

Population

For the development of this project, the voluntary participation of high school students from the Francisco José de Caldas school was essential. The number of students in this academic year was approximately 120, considering only the students at the main headquarters of the school.

Sampling

For this stage, the participation of 4 students from the last grade of high school was required since they belonged to the target population for his study and they were the ones who will soon complete their secondary education and must present the state exam (ICFES) where

reading comprehension in English, which is the main interest of this project, was worked with them as a preparation while observing their evolution.

They were chosen voluntarily through non-probabilistic convenience sampling, this being a method that provided the opportunity for participants to choose to be members of the research since the only criteria was the agreement of the cooperation of the participants (Kothari, 2004); regarding this method, it was useful for this action study considering that the voluntary participation of the students was sought.

Letter of Consent Process

A letter of consent was created in order to formally request the last-grade high school students to participate in this research, it contained relevant information about the project (the objective, the problem, and the importance of their participation in this research); how the data collection process was going to be gathered, and also what were the ethical considerations to take into account during the project. It means, establishing the confidentiality rights that were respected and taken into account throughout the application of the instruments. This letter of consent was sent to all the participants by email. (**Appendix C**)

Data gathering process

Regardless of the field of study or the choice to define data, whether quantitative or qualitative, accurate data collection is essential to maintain the integrity of the research. Both the selection of appropriate data collection instruments (semi-structured interviews, reflective journal, field notes, observation) and clearly delineated instructions for their correct use reduce the probability of wrong data collection occurring. As well, throughout the data collection process, the instruments used in this investigation showed responses free of manipulation by the

researchers, which were merely focused on promoting the students' reading comprehension that each participant reached along their process carried out during the first period of the year 2021.

Once the methodology section was established, the pre-service teacher started to design the instruments in order to find a response to the phenomenon of this research.

Instrument design

In accordance with Kok (2013), a research instrument is what can be used to gather information (data) to answer research questions and also to respond to the main objective of a research. In fact, the instruments are perceived as resources or procedures that will allow the investigator to approach the facts to obtain more detailed information about their object matter, (Ruiz, 2012). Given the above, for this research four instruments were used and applied to collect data virtually:

Figure 8:

Instrument's graphic.

Observation	Field notes	R.journal	SS- interview
<ul style="list-style-type: none"> • This instrument allows knowing relevant aspects on the ground and the needs of the object of study; in addition, the observation allows the researcher to think about which instrument would be the most accurate to design for collecting and analyzing information. 	<ul style="list-style-type: none"> • A field note is an instrument, either physical or digital, that directly favors the researcher since it allows him to keep tracking where his own perceptions can be reflected as a result of the activities applied to the target population or on the object of study. 	<ul style="list-style-type: none"> • The reflective journal allows to contrast the perceptions of the researcher; in this case, it was very useful since it was possible to express a response regarding the opinion that was had before and after implementing the project. 	<ul style="list-style-type: none"> • For this project, the interviews focused directly on the target population of the study in order to answer the research questions from the participants responses but interpreted by the researcher.

Observation. According to Ciesielska, Boström & Öhlander (2018), the observation instrument is considered one of the most important research methods when conducting one, as this instrument is easily adapted to the research problem and the scientific context. Observation can be considered the basis of everyday social life for most people; they are diligent observers of behavior and the material environment. This instrument allows the pertinent objective conclusions to be drawn from the phenomenon to which it was applied to explore.

Thanks to the observation that was carried out as an initial and essential tool to give way to the statement of the problem of this project, certain important aspects were perceived in the research proposal that was carried out. This observation allowed to know in depth the conditions the 11th-grade students had regarding connectivity and availability to electronic devices; likewise, the observation instrument allowed the pre-service teacher to recognize modern ways or options for teaching a foreign language through simple and free digital platforms.

In this way, and from the observation that was made as knowledge of the terrain, it was possible to give way to the execution of this project which was focused on the promotion of the comprehension of texts that the high school students had through digital, interactive and pedagogical platforms.

Field notes. Field notes as a research tool are widely recommended in qualitative research as a means of documenting the necessary contextual information. With the increasing use of data sharing, secondary analysis, and sintering of information, field notes ensure that consistent and correct context persists beyond that so as not to deviate from the original purpose of the research. However, this data collection instrument can be considered non-essential, but quite useful, (Philippi & Lauderdale, 2017).

Fortunately, field notes allowed the researcher to be aware of the results that the workshops or activities showed each time they were being applied to the last-year high school students; the delay with respect to the interaction on the platforms, the frequency and timeliness of the delivery and solution of the proposed activities. These activities sought to collect information on the viability of the proposal of digital platforms as tools that promote the understanding of writings. In fact, this project and the execution of activities through digital platforms yielded positive results since the students were active with their answers on the designated site to develop each respective activity.

Reflective Journal. A reflective journal is a description of a work in progress, but more essentially an opportunity to reflect about the learning experience, allowing the academic reading to be used in relevant ways to inform, support, or shape all reflection, stated by the University of Warwick (2015); The reflective journal was part of this research project because through this instrument, the pre- service teacher could analyzed critically all the gathered information provided by participants which were also portrayed in an aware and efficient manner.

On the other hand, it was expected that the reflective journal allowed the researcher student to know in-depth an accurate answer regarding the execution and application of each of the activities to the final-year grade students; in this way to know if reading comprehension through digital platforms was optimal or not there. This reflective journal which was entirely digital, allowed the researcher to capture her ideas, perceptions, and opinions regarding each characteristic that stood out in the execution of this action research.

Interviews shaped this research since they allowed to discover in an efficient, legal, and absolutely objective way the answers provided by the determined participants, thus, this instrument granted researcher student to collect easy-to-illustrate data.

Semi-structured interview. Semi-structured interviews favorably enrich a case study owing to conducting open interviews allows the transmission of opinions, experiences and even possible solutions to the subject matter, (August & Hakuta, 1997). The previous theory, Sabino (1992) fully supported it and he added that using semi-structured interviews is not simply about interviewing people and gathering their opinions, or freely interpreting this data, but about analyzing, monitoring and carefully evaluating all responses collected for accurate interpretation.

This academic research project proposed two semi-structured interviews to be answered merely by the students who participated voluntarily. These questions were centered taking into account two moments: in the first moment, the first interview sought to respond to the situation with respect to connectivity and knowledge that the participants had about their own knowledge about English in general, and about technology as well; the second interview focused on discovering the opinions and perceptions that the participants had regarding the methodology used by the pre-service teacher for classes throughout the semester and the benefits that they considered the activities on the different digital platforms brought them for helping them to promote and improve their reading comprehension.

Ethical considerations:

For this case study which was conducted during a couple of months in a public high school in Colombia (Francisco José de Caldas), the researcher kept certain ethical codes for the data collection process always being mindful of absolute anonymity and the use of pseudonyms; in addition, the rights of participants were announced. The sampling for this enquiry was completely voluntary and without any kind of manipulation, which means, the information provided by the participants is kept in outright confidentiality. Ethical rights assure the

participants of this project the absolute freedom to abandon any study at any time (Johnson & Christensen, 2014. Pag, 210).

Limitations

The limitation of this research was that not all students had access to the internet during the meetings nor electronic devices to connect. Fortunately, the Francisco José de Caldas school allowed the loan of some electronic devices (laptops) so that the most vulnerable students in the educational community had devices to receive their classes daily. In addition, it is worth mentioning that the Colombian government created a campaign whose registration was temporary, but from which many students benefited from the internet at home permanently, and some of them still have that benefit; this consists of an internet plan for their homes for a fairly accessible price, which allowed students to attend and carry out the activities proposed during the classes on the set dates and times.

Chronogram of activities with 11th grade students

At the time of applying this research, initially, eight (8) activities had been planned by the pre-service teacher, but due to an adjustment in the academic calendar, only four (4) could be developed with the 11th-grade students, thus, the application of the designed instruments took place as well.

Table 5:

Chronogram of activities with 11th grade students.

Week	Date	Activity	Platform	Instruments
First week	April, 5th	Creation of digital space (Field notes-observation)	Blogspot.com	Observation-Field note
		Reading activity		

		related to cultural differences between Colombia and Japan.		
Second week	April, 12th	Quiz lapsus # 4-synchronous from pre-text.	WebColegios.com	Field note
Third week	April, 19th	Reading activity related to an interview with a couple of musicians.	Blogspot.com Educaplay	Field note
Fourth week	April, 26th	Creation of letters of consent. Delivery of letters of consent.		
Fifth week	May, 3rd	Creation of the first semi-structured interview. Synchronous Activity based on text related to gastronomy.	Kahoot	Field note. SSI
Sixth Week	May, 10th	First semi-structured interview application Creation of the second semi-structured interview		
Seventh week	May, 17th	Second semi-structured interview application.		Field note. SSI
Tenth week	June, 10th	Analysis of the gathered information	MAXQDA	

As regards the implementation of each of the planned and proposed platforms in the calendar, which were executed in the stipulated time, the count of each experience in the application of the activities on each platform is shown below. Throughout the weeks of the

teaching practicum stage that were developed at the Francisco José de Caldas school for the implementation of this project, four activities were performed on different digital platforms, these were:

- 1- The first activity was the creation of a blog in the Blogger service (free extension that allows the Gmail platform: email service from Google), a lightweight and simple space to implement with high school students. In this blog, an English text was published about Japanese cultural topic directly related to one of the texts presents in the ICFES mock exam that were developed during the meeting; all the last-grade high school students had to read the information on the blog and make a comment about a clash or cultural difference between Colombia and Japan. **(Appendix D)**
- 2- The second activity consisted of creating a short and simple quiz where the details of qualification and uploading of the document to the official academic platform of the educational institution were taken into account, this is known as: **Webcolegios**; for this activity, the students had to use their assigned users to enter to the platform and answer the proposed quiz, thus generating their grades automatically. **(Appendix E)**
- 3- The third consisted of reading an interview with two renowned Latin American musicians. For this activity, it was resorted to the use of the free educational platform known as Educaplay, there the students were redirected from a link provided in the aforementioned blog; this activity was about relating columns from the information in the text proposed merely in English. **(Appendix F)**
- 4- The fourth and last activity so far consisted of creating a type of Quiz that was done individually through electronic devices; this activity always generates a code that each

student must enter in order to join the game room on the platform used it's called Kahoot, it was a kind of competition between the same classmates. (**Appendix G**)

Taking into account all the previously mentioned activities and the platforms used to effectuate this practicum stage focused on promoting the reading comprehension of high school students through the use of digital resources, this could be considered as a great academic advance since students had access to these free digital platforms that allowed them to be one step ahead with everything related to education despite the limiting current due to Covid-19.

Data Analysis Process

Data validation

In order to analyze the information collected throughout this semester, the practicum student did so take into account The Interpretive Phenomenological Analysis (IPA) which is concerned with the detailed examination of a personal lived experience; also, interpretation could be perceived as a defining element of all qualitative research as interpretation permeates everything that is done.

According to Wolcott's (1994), interpretive analysis is centered on the notion that individual qualitative researchers transform data in different ways, for example, emphasizing either description, analysis, or interpretation. The interpretive analysis model described here details a way to transform data that emphasizes on interpretation. Furthermore, interpretation seeks to give meaning and shape to the data collected, making inferences and giving a sense of social situations by creating insights and perceptions, refining understandings, and generating conclusions.

Steps in interpretive Analysis; Hatch (2002), considered that interpretations are better based on data if researchers have spent time transforming the data descriptively and analytically.

To achieve this, the following eight steps were established: (1) to read the data to get a full perspective; (2) to review impressions previously recorded in research journals; (3) to read the data, identify impressions, and record impressions in; (4) to study memos for some interpretation; (5) to reread data; (6) to write a draft summary; (7) review interpretations; (8) and to write a revised summary and identify excerpts that support interpretations.

Moreover, in accordance with Denzin (1978; Flick (1998), and Apostolidis (2003), triangulation is defined as a technique where different approaches to an object or research topic are found and valued; this, with the aim of increasing the validity and quality. As per Fielding and Scheier (2001), the conventional logic of the multiple sources of information of triangulation is that by using several, researchers can diversify the biases to transcend them and interpret them more deeply.

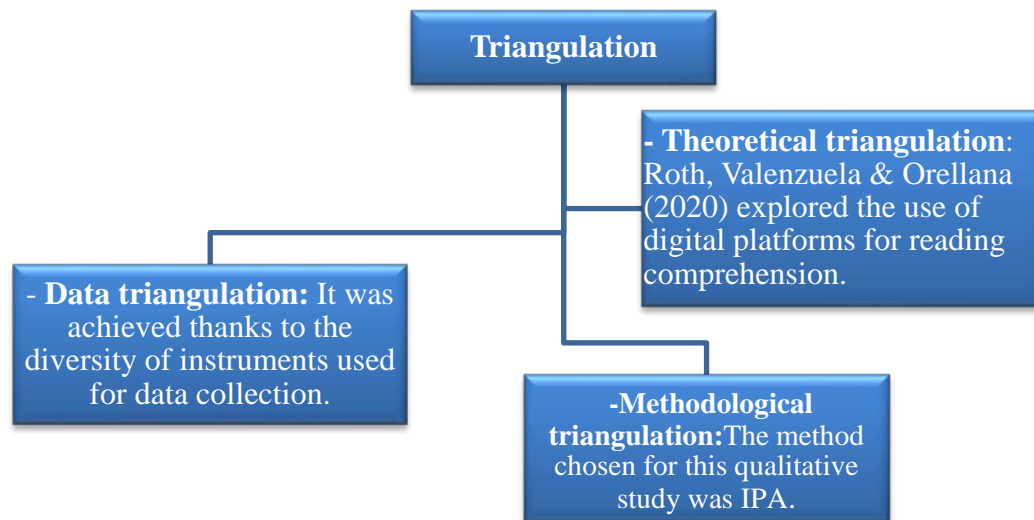
The triangulation technique, as can be seen in figure 9, it can have several levels:

(1) Theoretical triangulation: corresponds to the fact of using various analysis models, various theoretical frameworks to read and explain the observed phenomena. (2) Research triangulation: involves the participation of several researchers, who observe the same phenomena. (3) Data triangulation: it is achieved by collecting data at different times, places, and/or from different people s or groups of people. (4) Methodological triangulation is achieved if different methods are implemented in the research.

Taking into account the aforementioned levels, this research adopted a little of each one but it was focused more on theoretical triangulation since it resorted to the validation of theories and information based on some theorists who studied similar projects previously. Likewise, the triangulation of data provided by the participants of this academic research was very taken into account since it was considered as a suitable and efficient technique for this type of investigation.

Figure 9:

Triangulation scheme.



Data coding

Qualitative Data Analysis (QDA) is the range of processes and procedures by which qualitative data that has been collected is passed to some form of explanation, understanding, or interpretation of the people and situations that are being investigated. QDA is usually based on an interpretative philosophy; for this reason, the interpretative analysis could be the most compatible one. In view of the above and taking into account that this inquiry focused directly on the progress that each participant experienced during their process before having virtual classes and their perception of their own evolution from the implementation of this project, the interpretative analysis is the one that better fitted to analyze the collected data.

After that, to obtain a true and concrete analysis, the researcher used the MAXQDA educational software which is the world's most widely used and recognized software package for research with qualitative and mixed approaches and methods. The official website developer of this software (1995), stated that through this program researchers can analyze all kinds of

qualitative data, be it texts, images, audio/video files, websites, survey responses, and much more. Taking into consideration the efficacy of this program for the data analysis in the qualitative field, it will be used in this research since it will allow a categorical comparison between the results gathered by the researchers in an analog way and the digital results that the aforementioned software could provide.

Results

During the meticulous analysis carried out throughout the set period to do so, two (2) categories were created from which this inquiry was solved. These categories are named: Before virtuality and After virtuality; each one of the created codes has an important and deep meaning as they look for achieving a right and successful answer as the result of this inquiry.

Taking into account the only instrument aimed at the participants (semi-structured interview) and by analyzing the information captured in the other three instruments used by the researcher (reflective journal, field notes, observation), absolutely all the information was interpreted and consolidated to answer the research questions posed in this action research.

Table 6:

Code table

Before	After
Learning expectations	Influence of the internet
Variety of methodology	Ideal choice of platforms
Access / connection	Positive
	Negative
	Expected result
	Progress
	Interest and attitude.

Before virtuality. Within this category, based on the responses obtained by the last-year high school participants, certain aspects were found closely related to the lack of interest in learning English, considering the new educational modality and all that this entails; however, it is important to highlight that not all the participants lacked it since some students did show interest and motivation to deepen their knowledge, thus, acquisition of this foreign language.

In addition, it was evident that the students, despite having extensive knowledge with the handling of electronic devices, were unaware or ignorant of the possible ways in which English classes could be taught. In some cases, students even admitted that their knowledge of platforms for learning English or their mastery of these areas was limited for them. It was also noted that the participants avoided participating possibly due to a lack of confidence in their own knowledge in the area of English and subjects that were really simple for their academic level.

After virtuality. After having carried out all the activities proposed for the last-year high school students, their self-reflection on their behavior, opinions, and perceptions of their own work was possible. It was sought to know, not superficially, if it was possible to increase their confidence to participate in reading activities and for the main thing of this project: to know how much the reading comprehension of the final grade students was promoted or achieved.

Fortunately, the participants agreed that this project brought them many benefits thanks to the digital environments offered; from the activities created and the grades they obtained, it was possible to discover that they improved their reading comprehension as well as speaking skills thanks to the texts, grammar explanations, pronunciation, and drilling activities to broaden their vocabulary, thus their reading comprehension was benefited greatly. It should also be noted that the aforementioned skills gave way to the development of their linguistic, sociocultural, and especially communicative skills since, according to the responses expressed by some

participants, they suggested that before the implemented methodology (videos, interactive digital platforms, and dynamic applications) some of them did not have developed these skills, but thanks to this project and the tips they were given, their reading comprehension factor improved a lot.

Findings

In this section, it is concisely evidenced that all the information from the responses provided by the participants and collected throughout the set time to finish this research project, were analyzed without any kind of manipulation by the researcher but rather interpreted through the type of interpretive research.

For all the above and according to the set-out information, the specific answers previously analyzed and interpreted by the creators of this research will be revealed below, maintaining the ethical considerations that this project initially decreed, thus solving the questions formulated to clarify this academic research project. The following two categories were found to respond to this research project, these are known as: Finding 1: Interest in learning English; Finding #2: Unawareness of educational digital platforms

Finding #1: Interest in learning English. Learning a foreign language is not easy, but is relevant that the apprentice feels comfortable with his teacher so that his motivation and interest increases. The discipline to study and learn a foreign language must be demanding, however, as stated by Moreira and Delgadillo's study (2015), the student is able to build their own knowledge with the teacher as a guide and mentor if the process of construction and reconstruction of knowledge in a virtual space of each of the members contributes in terms of their own experience as a student or virtual tutor.

“Aunque cada profe tiene su propia metodología; yo creo que los profesores deberían tratar de ser innovadores con los métodos que usan para las clases. No estoy generalizando, pero hay algunos docentes que tienen métodos muy arcaicos, tradicionales” (Interview 1- P1)

Participants expressed both their interest and disinterest in learning a foreign language for diverse reasons, however, they knew that learning English will open many doors for their future. From the interpretation of the collected information, the need they had concerning meaningful learning was discovered, as well as the demotivation produced by the traditional teaching given by teachers who did not care about students learning; this type of behavior on the part of the teachers did not benefit the students at all, instead it slaked the little interest they may have in studying a foreign language.

Throughout the analysis of the participant's responses, the importance and relevance of this project was also discovered since the implementation of digital platforms to promote reading comprehension did fulfill its main objective, which was to encourage students to learn and study. English through educational, cultural, and social texts with vocabulary adapted to their academic level, promoting the use of simple and free platforms that they could access and practice whenever they wanted; those platforms were advertised for them with the aim that they would practice even outside of class time. For instance, the following participants mentioned they noticed their progress, learned, and took advantage of each of the proposed activities.

“Considero yo que por medio de las lecturas ya que los datos que como tal expresan en las diferentes lecturas que usted nos ha planteado de diferentes países y sus diferentes culturas, la verdad es que nos ha enriquecido y hemos aprendido de costumbres” (Interview 2- P3)

“Por mi parte en inglés he aprendido algunas cosas que no sabía. Más que todo en los temas como que traen de gramática que tren bastante información y yo sí creo que esto influye

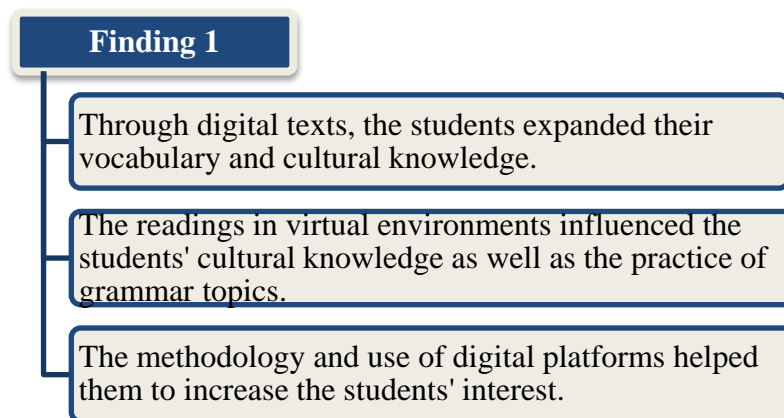
en la motivación para aprender sobre otras culturas sobre palabras que uno no entiende, uno reflexiona” (Interview 1- P3)

"Las clases han sido bastante metodológicas y, por ejemplo, en las clases se ha visto mayor participación y me imagino que pues a la hora de revisar los lapsos me imagino que se han visto buenos resultados. Todos los lapsos fueron entendibles y muy bien elaborados” (Interview 1- P1).

The following graph summarizes the findings found in the analysis of the collected data:

Figure 10:

Finding 1.



Finding #2: Unawareness of educational digital platforms. As endorsed by Sousa & Rocha (2018) in their study focused on the feasibility of implementing electronic books and tablets in the higher education system with the aim of reducing costs with textbooks; they focused on seeking a change to the traditional and promoting the use of digital platforms to apply this way of teaching in digital environments. The result obtained was positive since their participants demonstrated an increase in motivation and knowledge to study through the incorporation of digital platforms.

Despite the fact that nowadays everyone knows what the internet is for and the services it offers, the internet is relatively recent and more so here in Latin America. The option of accessing a quality education through electronic devices in digital environments is something new even in this decade for some students, however, for the implementation of this project, different academic and interactive digital platforms were taken into account that provided an optimal and entertaining service for the students. Intercultural texts were worked with the last-grade high school students, which positively influenced their knowledge of traditions, lifestyles, and ways of caring for the environment in other countries, but the most important thing was that it nurtured them with useful and formal vocabulary.

In some cases, as expressed by some participants, before the implementation of this project they were not aware of the digital platforms available on the internet as well as the applications that they can access for free to study English either individually or collectively. However, when each of the activities was proposed, the students responded positively; and the progress of their reading comprehension was evident since precisely some platforms allow the instantaneous qualification of the activities developed. For instance, the following participants:

“Supongo que ya puedo manejarlas de una forma mucho más sencilla porque antes no sabía pues bien cómo hacerlo, creo que es alto mi nivel de conocimiento sobre plataformas digitales para aprender un nuevo idioma. Ya he usado Duolingo y distintas páginas de internet para estudiar inglés.” (Interview 1- P2)

“I think that the students did progress very quickly and the evolution was demonstrated in class with their participation and with the interaction on the proposed platforms” (Reflective journal- 2nd question)

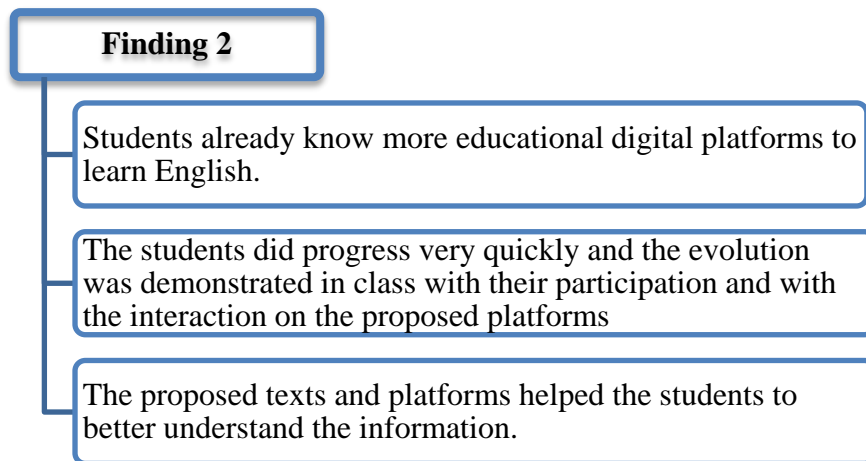
“La verdad a mí me ha encantado que usted nos haya planteado este tipo de ejercicios que claramente tienen que ver con la lectura.” (Interview 2- P3)

“A través de esos textos y de las plataformas virtuales pues hay algunas cosas que no sabíamos. Y gracias a esos textos o a esas plataformas hemos podido aprender más de las culturas y cosas así” (Interview 2- P4)

The following graph summarizes the findings found in the analysis of the collected data:

Figure 11:

Finding 2.



Conclusion

Based on the need to promote reading comprehension and motivate students to improve their skills in the English language, digital platforms were strategically used, specific material was designed and adapted to make progress in them evident.

The analysis of this study allowed the establishment of two codes that, although quite contradictory, show on the one hand the disinterest of the students towards learning English as a foreign language, and on the other hand, it allowed the pre-service teacher to know the reasons

that made the student perceived that studying a foreign language was boring. Definitely, the use of digital platforms to learn, teach, and create material is highly recommended since the results obtained are of quality; that depends on the commitment and dedication that each apprentice has.

Regarding the advantages of this study to promote the high school students' reading comprehension through digital environments, it is worth highlighting the reinforcement of knowledge to which these digital environments contribute. Besides, teaching virtually allows a wide range of teaching options since teachers can decide whether to teach through the viewing of videos, creation of files, interactive material be it individual or collective.

Recommendations

As requested by the participants, both the teaching methodology and the frequent access and implementation of digital platforms to teach the different communication skills in English should be common in the Francisco José de Caldas educational institution. Even for the other subjects, the frequent use of digital platforms may be more helpful in keeping the student interest and active participation. In addition, they stated that it was a necessity for them to increase the intensity of hours for the English class since this subject, for example in elementary school, is completely forgotten; nonetheless, teachers do expect that in the national tests (ICFES), the last-year students of this institution obtain the best scores in Colombia. Likewise, the participants also expressed that this research is an interesting topic of study and that it should be opened to future researchers to analyze new factors that may arise regarding virtuality as an educational tool taking into account that once the health contingency calms down, the face-to-face mode will return and the traditional form of teaching as well, at least for the next few years.

IV Chapter: Outreach component

Teaching vocabulary by using digital flashcards at Francisco José de Caldas elementary school.

Introduction

This component proposed the execution of a series of activities that were carried out throughout the first semester of this year (2021-1) in two groups of the same grade of primary education; these activities were developed in their entirety by the practicum student who was in charge of carrying out each one of them according to the dates and activities established in the academic calendar, obviously considering the planning of the English area to teach classes with this specific population.

Taking into account the above, it was expected that primary school students responded positively and that this project was of great benefit to them for the academic years that they still have to take since the vocabulary and the topics to be taught were of great importance even in Spanish.

Justification

The study and acquisition of a foreign language allow people to stay up to date in today's globalized society by allowing them to meet the needs that the world requires. This is why it is critical to assist pupils throughout their primary schooling so that when they graduate, they will have a solid foundation for secondary school when they will be exposed to additional foreign languages. The objective of this project was for the students of this public institution learn about basic vocabulary through the use of flashcards on digital platforms and to get a little closer to the English language, thus begin to recognize the initial vocabulary with simple topics according to the level of language of the students; for the above, the classes were planned to be developed

using digital platforms and, in this way, to influence the learning of vocabulary according to the corresponding lesson in each week of class.

The use of digital platforms as an academic tool sought to motivate younger students to feel attracted to learning English; additionally, this tool made traditional teaching less tedious for some students. Likewise, this macro project was proposed with the objective that students begin to acquire knowledge about a foreign language (English) at an early age, to awaken their interest and that in the future their cognitive development and their job opportunities are broader since children are the future of Colombia.

Objectives

General objective

- To teach vocabulary about basic English topics by using digital flashcards.

Specific objectives

- To promote interest in the English language among first-grade primary school students using digital platforms.
- To motivate students to learn vocabulary in a dynamic way.

Methodology

Regarding this section, the classes that were proposed to be carried out were closely linked with the topics established in the schedule of primary school activities and with the supervising teacher; the methodology of this project was executed during the development of class activities, to achieve this, digital flashcards were designed or chosen in different free platforms which were used to work on the teaching of vocabulary and consequently its respective pronunciation.

Schedule of activities

In the following table, you can see the dates and the activities that were planned and developed for the first-grade students. It is important to mention that only the first two activities were developed in class and the other three planned activities and the designed material was sent to the teachers for future meetings always considering the area planning for this academic level.

The reason why not all the weeks of classes scheduled initially were performed was by cause of cessation of activities due to political and internal issues of the country, which prevented meetings with students, thereby, the development of activities planned for each week.

Table 7:

Schedule of practicum activities

WEEK	ACTIVITY
1 st week (April)	To teach “The Greetings” in English
3 rd week (April)	To teach “The Family” in English
4 th week (May)	To teach “Animals and adjectives” in English
5 th week (June)	To teach “Numbers” in English
6 th week (June)	To teach “Fruits and vegetables” in English

This outreach project, whose objective was to teach basic English vocabulary through digital flashcards in virtual environments was implemented inconsistently. Despite the need to address language learning from early stages, it can be mentioned that some educational institutions do not give the teaching of English the importance it should have in the primary curriculum, such is the case of the experience of the pre-service teacher while performing the outreach component implemented in the Francisco José de Caldas School where the English area

is not considered as an essential one for the basic education students since there was just an hour of English class every two weeks.

Even every two weeks it was not certain that the classes would take place to be performed considering that the tenured teachers organized their schedule as they pleased; completely ignoring the importance of English to be taught with discipline and that, like any area, it also deserved that its space to be taught was respected. But the meetings that could be held were gratifying because the children of the first grade showed a super willing attitude to attend English classes.

In this component, both the activities and the topics were quite simple in terms of their creation and implementation. In the practicum stage with this outreach project, only two activities were developed: the first activity that was developed with the first-grade elementary students consisted of creating flashcards, where students were taught basic greetings in English; drilling activities were essential to make the class fun and lively so that the students were interested in the area of English while having fun.

Throughout that first class, three digital platforms were used: the first called **Go Conqr** where the creation of the flashcards took place. This is an interactive page where voice recording and reproduction was allowed in order to achieve a correct pronunciation; it allowed the application of images as well as writing for flashcards; the second digital platform was YouTube; this was used to play animated videos for students about the greetings as well. Finally, a platform called liveworksheet was used, where collectively a type of quiz was made for the first-grade students of primary school where they had to relate the words and the corresponding image.

Regarding the second activity carried out with the first grade of primary school, a pedagogical sheet was designed for the teacher in charge of that grade, where the planning of the

class was completed, that is, the duration of the class was taken into account to give the instructions and the specific time in which each activity should be developed. To develop this second activity related to the theme of family members in English, the platform was also used: Go conqr, YouTube and **Liveworksheet**; the same three platforms from the first session since they were optimal free and easy to use.

This outreach project had some setbacks at the time of developing the workshops on the stipulated dates since the first-grade teachers of primary school preferred to replace the English lessons by extending the lessons with those of other areas. These types of drawbacks prevented students from becoming more familiar and better acquainted with the English language since the lack of contact, interaction and practice could diminish the students' interest in learning it.

Despite the aforementioned, the execution of this component allowed the pre-service teacher to have a direct approach with the younger population of this institution, also, the teacher in training had the opportunity to put into practice the necessary knowledge for the creation of activities considering the language level of the students and their abilities. It should be noted the contrast of teaching with adolescent students and the difference of doing it with infants; patience, vocation, dedication, and tolerance played an important role during this stage since the responsibility and willingness to repeat several times in the same session was necessary with this population.

Conclusions

The outreach component, the flashcards, videos, and activities that were proposed were all developed as set and yielded good results since the students during the class were active with their participation and their interactions were successful. It was considered that the choice of

activities was too appropriate since they were lively, colorful, contained music in English, and pronunciations of the corresponding topics so that the students became familiar with them.

Considering that the objectives of this component were quite precise and focused on the teaching of English vocabulary by using flashcards as a pedagogical resource through digital platforms, in this way motivating students to learn vocabulary dynamically, the previously mentioned platforms were optimal for students at this academic level since they were simple to answer, easy to design, and free as well; that is, all first-grade elementary students could access them, obviously with the help of a supervising adult. In addition, each of the platforms used in classes were chosen considering that the topics to be taught required dynamism and that they were also colorful, that is precisely what flashcards, YouTube videos and Liveworksheet platforms offered to the youngest community of the Francisco José de Caldas school.

V Chapter: Interinstitutional activities

Introduction:

This component sought that practicum student of the Foreign Languages: English-French degree of the University of Pamplona had the proper knowledge regarding the school that was assigned to her to execute their teaching practice.

Therefore, the University of Pamplona proposed that practicum students, although she was carrying out a practice quite aimed at what she could face in the future as teacher so she realized what this profession really entails; for this, pre-service teacher was asked to join the institutional staff meetings, to take part in the activities proposed there, and to enjoy this process. With this project, the practicum student better understood how agreements were established between the teachers of the respective areas in relation to decision making, date setting, award selection for contest winners, and even how professional teachers share their knowledge about technological education tools and their socialization.

Justification:

From the implementation of this comprehensive practicum project, it was expected that pre-service teacher knew a little more about the context, the activities, the purpose of the meetings of the teaching community, and the collective agreements that were made before carrying out any institutional activity.

On the other hand, it was important that the practicum student knew in deep about the institution where she performed her teaching practicum stage, the special dates that were celebrated there, as well as the importance and benefits that this project brought her since it allowed her to see the teaching part from the actional approach, something essential to exercise this career in the future.

Objectives:

General objective:

- To integrate future teachers into the real context that they will face as teachers regarding the interinstitutional activities.

Specific objectives:

- To attend the meeting proposed with the English teacher community.
- To acquaint practicum students with the interinstitutional activities in which teachers should participate.

Methodology

The methodology applied so that the student in the last semester of the Bachelor's Degree in Foreign Languages could have this experience and integration with professional teachers, was based on her, as a practicum student being welcomed by the institution and the teaching community as another colleague.

The opinion and presence of her were mandatory in each meeting to decide or agree on future events or meetings necessary for academic activities or changes that may arise. According to the above, the practicum student could better understand her own interests and suddenly discover if the vocation to teach resides in her from those academic spaces based on observation and inclusion. In addition, it was important that the practicum student knew a little more about the activities that her corresponding institution usually held in order to take her into account, and in that way, she could be prepared in advance. Taking that in mind, the activities in which she participated with respect to the area of English and in general are presented in the following table.

Time table

The following table shows the planning of the inter-institutional activities and the corresponding dates where it was estimated to develop each one throughout the semester.

Table 8:

Interinstitutional schedule

Date	Activity
2 nd March	Presentation: teaching group and pre-service teachers
25 th March	Training on the Microsoft Teams platform.
25 th March	Meeting: academic alternation.
April	Growing up together
23 rd April	Let's learn English together through musical activity
30 th April	English Song Festival

This component also included matters related to caring for parents, tutorials, and even the grades that had to be made each time students deliver a lapse. This role of pre-service teacher required knowledge of digital tools for managing the official educational education platform: web schools; to know regarding the establishment of criteria to rate or evaluate students was required, as well as a willingness to attend scheduled institutional activities, classes, meetings with the teaching community, class planning and everything related to this profession.

On the other hand, the teaching group of the English area, both of the main establishment and in the two headquarters, usually held periodic inter-curricular meetings known as "**growing up together**" to talk about some new and different educational digital platforms so that teachers had more ideas for developing activities during class sessions.

Even, the pre-service teacher had a meeting to talk about “the English Song festival” which consisted on discussing this topic, choosing the students which were going to participate in it (since there was a singing event that was purely virtual, where the videos of the students who voluntarily participated were published on the school page and where the winner was chosen by community vote), and for any other reason that required it with the objective of agreeing on something if the issue required the unanimous opinion of the fellow teachers. Furthermore, the role of the practicum student in those of meetings, which were mandatory, was to be part of the teaching group, to get to know the scholar issues there.

Generally talking, this practice exercise was important for the pre-service teacher since it allowed a real approach to the context that she faced once she finished her practicum stage, however, it is important to emphasize that this profession requires a lot of serenity, tranquility, and organization both for the topics and for the qualification. Additionally, creativity played an important role in the design of physical activity guides or on digital platforms depending on the topic or skill the pre-service teacher wanted to work on

Now, talking about the academic platform (a slightly administrative responsibility), a dynamic was used for some English classes with high school students, the constant use of the official academic platform "Webcolegios" was resorted for creating activities whose grade was not recoverable (Quiz, game, PDF), this, with the goal of students did attend class on time. To do this, it was necessary to create a quiz related to a lapsus (#4), the corresponding one during a specific week; one for eleventh-grade students, and a different one for tenth grade. Therefore, it was necessary to explain the use of the school's web academic platform, the explanation to learn how to upload documents there, and how to pass notes digitally from the same platform to the corresponding worksheet.

Otherwise, despite the fact that the morning shift was the one established for the classes of high school students, as well as the hours of attention established for them, there was a considerable number of messages from students writing at any time of the day to ask questions about subjects, activities, and grades. Additionally, in this component it must be specified the activities carried out by the practicum student throughout her stage, which is worth mentioning: constant calls to the student's parents, monitoring their class attendance, scoring, and creating a qualification and assessment criteria. It was even necessary to refer a student to the school psychologist so that she could help him with the personal problems he might have and thus improve his academic performance.

Conclusion

Regarding the conclusions section, it can be said that this practicum space was optimal since the topic chosen to investigate, which was focused on promoting reading comprehension by relying on digital platforms was adequate so the students of this school had the resources and tools necessary to take part of the classes. In addition, the main focus of this project was reading comprehension, a topic that was covered in all sessions with the texts proposed by the book English Please, the material provided by the Colombian government.

The administrative component did fulfill its objective, which was to bring the per-service teacher closer and make her participate in all the relevant activities that must be carried out periodically in the school. These spaces to interact with experienced teachers allowed the practicum student to enrich her knowledge regarding platforms, behaviors and even strengthen the relationship between her supervisor and the other colleagues which increases her self-confidence and allowed her to know a little more about the responsibilities that teachers had when they were in charge of a special event at school.

VI Chapter: Reflection of the integral practice

General objective

- To use reflection as a transforming tool in integral practice's teaching processes.
- To encourage pre-service teachers to acquire a critical mindset so that they can reflect on their pedagogical activities.

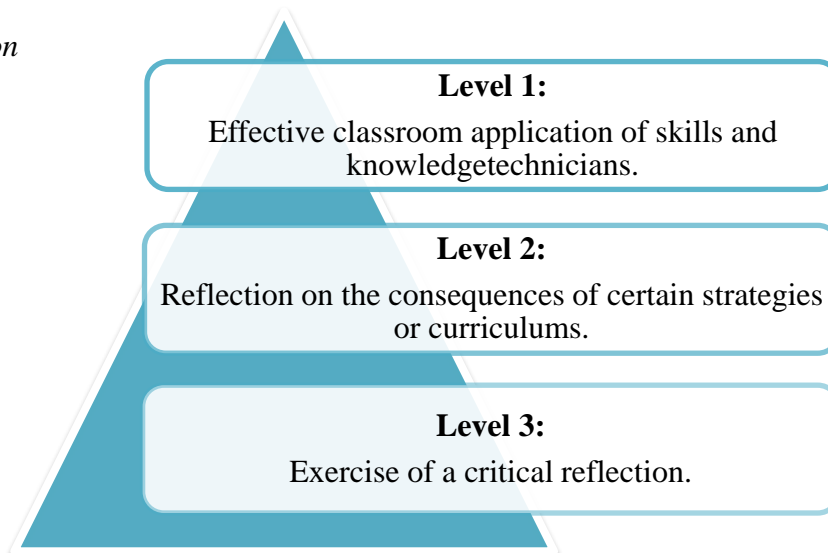
It is vitally important that pre-service teachers question their practice space developed throughout the last semester of the degree since the University of Pamplona guides students towards new ways of interacting with the world starting in a real context. Moreover, teachers in training must be able to assume different roles in pedagogy.

Meanwhile, it is worth mentioning the theorist Van Manen (1977), who was cited by Domingo (2010) in her study entitled “Levels of reflexivity on teaching practice” where Manen suggested a hierarchical model of levels of reflection.

According to this author, the reflection on the teaching practice presents three different levels that can correspond, at least theoretically, with the growth of the teacher from beginner to expert or teacher guide. Below are the characteristics of each of the levels:

Figure 12:

Levels of reflection



Further, this component focused on the reflection on practice which allowed the preservice teacher to capture her perceptions from her experience concerning the specific stages that she performed throughout this first period of the year 2021.

This practice covered three important aspects, the first considering the main component known as the Research Component where could implement her project, which broadly gave good results as shown in chapter 3 of this study; the second aspect considering the outreach component which was aimed at the younger population of the Francisco José de Caldas school. From the experience of the student researcher, it was discovered that the interaction with the younger students was enriching since teaching these two different populations, such as high school students and those from primary school, different perceptions about teaching were got depending on the population. Last but not least, the reflection on practice also focused on the administrative component; this component contained information on inter-institutional activities where the student research had to wonder about the importance and need to interact with the teachers in charge of the English area and the different responsibilities this profession entails.

Considering each of the experiences that the pre-service teacher had throughout the weeks of teaching practice that she carried out at the Francisco José de Caldas school, it was easy to portray, and more so on a weekly basis, each of the experiences was already positive or negative; as well as the advantages and disadvantages of the designed material, of the methodology used to teach the classes, the time used to explain the lessons as well as the level of self-confidence and professionalism that is obtained over the days.

Fortunately, throughout this comprehensive practice, the practicum student was given specific spaces for her to talk about her experience and what she lived and felt both during classes and outside of classes. It is important that these types of activities are carried out during this final

stage since it is from the reflection that personal knowledge is most used. Passing on knowledge is not easy, it requires a lot of energy and dedication, but it produces frustration and even anger if students do not participate. Then, the exercise of weekly writing these narratives allowed the student to vent and feel more energetic to begin the next week of practice.

Thanks to the whole process that the pre-service teacher performed throughout those months of practice, she realized the need or the basic requirements to carry out successful lessons in every sense, that is, it required a lot of dedication, love for this profession, the vocation is essential, as well as tolerance, patience, clarity, and security in the topics that were going to be explained. This practicum scenario allowed the researcher to realize how vulnerable a teacher can feel in front of so many students who, although young, can completely demotivate a teacher or help her increase her self-confidence and explain the lesson with the best attitude.

VII Chapter: Material design

This section refers to the class material prepared by the teacher in pre-service with the aim that these are applied to the corresponding population, in this case, students of 11th and 10th grade of secondary school. All this material was designed with the English area planning in mind, as well as the guidebook is known as "English Please 2-3"; furthermore, it is important to note that the main interest of this project is to promote the use of free digital platforms available on the internet as an academic tool to help students to improve their reading comprehension.

Therefore, the design of the activities that are presented below contains links and exercises created or taken from different digital platforms to work with videos, audios, interactive web pages, and even PowerPoint presentations that were designed by the teacher in training. Likewise, at a national level, it occurred a break from classes due to an internal political situation; a cessation of activities that took place during the time set for the execution of this project that affected the academic calendar so the pre-service student needed to comply with the mandatory practice weeks for this stage and make up the time not performed.

The information below refers to the material designed for the supervising teacher to complement the weeks established in the academic calendar and comply with all of them.

Table 9:

Material desing

Type of material (worksheet, review)	Topics covered	Brief description of what it contains	Objective
Worksheet- elementary school	Animals and adjectives	It contains slides in PowerPoint and activities in a worksheet.	To learn how to name animals in English and physical descriptions.
Worksheet- elementary school	The numbers	It contains slides in PowerPoint and activities in a worksheet.	To learn how to name counting from 1-10 in English.
Review- elementary school	Fruits and vegetables	It contains slides in PowerPoint and activities in a worksheet.	To learn how to name the basic fruits and vegetables in English.
Lapse #7- 10 th	Adjectives for physical descriptions	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To learn and practice the main adjectives to describe people or objects.
Lapse #8- 10 th	Zero conditional	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To recognize the structure and vocabulary necessary to form sentences with the zero conditional in English.
Lapse #9- 10 th	Adjectives for fashion- reading comprehension	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To learn and practice the adjectives related to clothing in English.
Lapse #10- 10 th	imperative: affirmative and negative	Contains explanation of the topic, digital material and related vocabulary;	To learn the theory and structure of the imperative: positive

		activities on digital platforms.	and negative in English.
Lapse #7- 11 th	Prepositions/ present continuo	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To learn prepositions and present continuo in English
Lapse #8- 11 th	Present perfect	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To recognize and learn the present perfect in English and how to form sentences.
Lapse #9- 11 th	Passive and active voice	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To learn the passive and active voice in English to form sentences.
Lapse #10- 11 th	Reported speech	Contains explanation of the topic, digital material and related vocabulary; activities on digital platforms.	To know how to create sentences with reported speech.

By clicking on the following link, it will be found the final material designed by the pre-service teacher for the supervising teacher to conclude the comprehensive practice of this Bachelor of Foreign Languages program.

https://drive.google.com/drive/folders/1aiKLLCxupVEwWkqYk_80Uv9WP7RXfKhN?usp=sharing

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