The use of Colombian myths and legends as a cultural strategy to improve the students' English reading comprehension skills from ninth grade in Francisco José de Caldas school: an action research.

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Term	Abbreviations
MEN	Ministerio de educación nacional
ICT	Information and communication technology
EQF	Common European Framework
SIE	National evaluation system /sistema de evaluación nacional
ICFES	Instituto Colombiano para la Evaluación de la Educación
COLFRAJOC	Colegio Francisco José de Caldas

Chapter 1

Presentation

The present research study was conducted at Francisco Jose de Caldas school, located in Cucuta, the capital city of Norte de Santander state in Colombia. This study was developed in order to find out if using myths and legends could help ninth grade students to improve their reading comprehension skills bearing in mind three components: the pedagogical- research, a community outreach one and intra-institutional activities.

The pedagogical-research component describes the most important items sorted by Francisco Jose de Caldas school and the observation process carried out by the author. This section allows the reader to know the school, its organization, methodology, the activities schedule, the virtual meetings schedule used due to the restriction of having face-to-face classes because of the pandemic Covid-19, a brief introduction, the general and specific objectives, the research questions that guide the study, the literature review, theoretical framework and the methodology used in this research.

The community outreach component has to do with the process of pre-service teacher's accompanying in elementary school which became a crucial part of the comprehensive practice. This section exposes the objectives, methodology presented by school and its activity schedule, determining the role of the author in the mentioned process.

The final section shows the intra-institucional activities in which the pre-service teacher participated playing a role as a teacher and it includes an introduction, objectives, methodology and conclusions of the experiences achieved in this teaching practice, likewise, a reflective approach, focused on the process of introspection that was carried out by means of narratives, and finally includes the material designed by the trainee teacher as a means of support during the second period of the school year.

Introduction

The education in Colombia involves a myriad of social, cultural, and economic challenges; currently, in addition to these challenges, the education sector is going through a health emergency that gives a different connotation to the integral practice performed by the pre-service teachers of the Bachelor of Arts in Foreign Languages at the University of Pamplona.

The assigned institution to carry out the integral practice of the present study is the educational institution Francisco José de Caldas school; a Colombian institution located in the capital city of Norte de Santander State, within the neighborhood La Libertad. This institution currently has three campuses: the first is the main campus, in which education services are provided from preschool, elementary school, high school, to middle school; the second campus is San Pedro Claver, which, like the main one, provides the same service in all educational stages; finally, there is the third campus named Santisima Trinidad, and in this one, only primary education is provided.

According to the guidelines of the Ministry of Education (MEN), with respect to the health emergency, the educational institution Francisco José de Caldas manages virtual classes, and its study methodology is through work guides.

As the outcome of this research is acknowledged, the student population currently presents a need to improve their reading comprehension skills in a second language, like English. For this reason, the objective of this study is to implement a mechanism to enhance this specific skill through a reading strategy that includes some myths and legends from Colombian culture. Besides, students can be encouraged to know and learn more about their native culture and the main objective can be accomplished. Another specific objective of this study is to motivate students to explore and get to know more about Colombian culture based on myths and legends from its different regions, so they can expand their knowledge of their own culture.

Justification

Ninth grade students in Francisco José de Caldas school are carrying out their curricular activities developing the competencies of listening, speaking, reading, and writing. But the reading one presents deficiencies, since they are reading texts, without being able to understand the meaning of the material. This assumption is corroborated through a survey, which displays the necessity of implementing strategic activities that reinforce the building of main ideas and concepts, data about speed-reading methods, in order to find specific information that helps them in the comprehension of the texts.

Colombia has a rich tradition that tells a lot about its ancient people and their culture through myths and legends that were mainly taught orally generation to generation. Nowadays, it is easy to find lots of them written and are a great source to teach children and teenagers the foundations of our country, so they can grow up by knowing and loving their cultural identity. This research seeks to make language teachers see these narrative texts from a different perspective, in which Colombian culture can be spread to other places and can be translated to languages like English, so other students can know it and young Colombian students can get to know them as well.

Likewise, carrying out reading strategies using Colombian myths and legends, seeks to attract students' attention, which will increase knowledge of culture through those native stories, as well as playful activities that will generate interest to perform them. In this way, the objective of improving the knowledge of Colombian culture will be achieved.

This action research is a good beginning for those who want to take it as a first step to go deeper on the huge possibilities that can be found by observing and talking to teenage students about how they find it easier and interesting to learn a language by using their own culture. Using a research journal lets the author show from its own perspective how students feel to have the chance of growing in learning a language when having the right tools and being provided great strategies that do not go against their own culture.

Objectives

General objective

To use Colombian myths and legends to improve English reading comprehension in ninth graders in Francisco Jose de Caldas school

Specific objectives

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To enhance reading comprehension skills by using myths and legends from ninth grades at the Francisco Jose de Caldas school

To improve listening skills by using English song in a first graders at the Francisco Jose de Caldas school

To improve collective work for the realization of intra-institutional activities.

Conclusions

The implementation of this research leads us to conclude that it is necessary to encourage in the students both the habit of reading and an assertive reading comprehension of what they are reading; that is why the realization of didactic activities improved in the students the comprehension of the texts read; also, some weaknesses were found such as the lack of vocabulary, which directly affects both the student's participation and the difficulty of understanding the text. That is, by performing these activities the students learned new vocabulary, by performing the activities they were able to understand what they read, and the use of myths and legends as a tool generates a cultural identity in the student.

Moreover, the challenges that are experienced in the day to day learning process put the teacher in activity, this given that the learning process is immersed or linked to the social contexts of the student, so the teacher must be in constant search of methods or strategies that meet, depending on the acceptance of the students, with the objective of the class or the topic to be presented.

On the other hand, the social purpose of the extension component is very important, because as it was observed above, the support provided by the intern to the teaching body of the primary grades generates better bases in the knowledge of a foreign language, thus offering

future generations a better and easy learning of English, being this language a requirement for all the processes in their lives.

Finally,in the intra-institutional activities it was observed the real work of teaching, which goes beyond the classroom, since it seeks an integrated learning of the student through another activities, student support and teamwork with the faculty that helps to provide better learning to the student, which is why the work of the teacher was not only in the development and presentation of a topic, but the proper support and monitoring that is given to the student.

Chapter 2
Institutional Observation

Preparation of the fieldwork

Administration of the exploratory questionnaire prepared by the practice coordination.

In the first observation week, the practice coordination prepared an exploratory questionnaire with the purpose of recognizing which way the students' learning needs are being virtually met and through what means they meet these needs, analyzing the perspective of constant synchronous or asynchronous work being performed in the classroom.

Exploratory supervisor's questionnaire

In the exploratory questionnaire; fourteen questions were implemented, which demanded the information regarding the institution and the position represented by the supervisor teacher, the method being applied, the educational platforms, the synchronous or non-synchronous work   and finally the information and communication technology (ICT) implemented from the beginning of the sanitary emergency COVID-19. As a result, answers were obtained, the assigned grade of the teacher was ninth grade and the adaption of the virtual classrooms and synchronous work with the help of the workshops assigned for that purpose, moreover, the using of Webcolegios, Microsoft teams and Jitsi meet as a way of support.

In the following step, the preservice teacher prepared a survey consisting of eight questions, these being the following; do you understand simple or daily vocabulary in an English text , is it easy for you to read a text in English, the strategies being used during your educational process?, it is important to encourage reading comprehension in English texts Are you interested in stories such a myths or legends, the importance of the reading comprehension strategies, the students consider to be Good, bad or fair readers This survey explores your interest in the implementation of myths and legends and the ability to improve reading comprehension.

The consent form was passed as a first step then, the google form platform was created for the preservice teacher to share the survey with the supervisor teacher and the students via WhatsApp, where 18 to 37 students answered the mention survey.

After obtaining the results it was determined that the students believe that the reading comprehension competence is difficult for them and a reading strategy is needed and they are motivated by the fact that a project of this magnitude will indeed facilitate the implementation of such sutile tool.

Development of an activity guide and the organization of work.

To start with the development of the pre-services teacher process an educational institution was assigned for each pre-service teacher, this was carried out through a virtual meeting due to the Pandemic recommendations, made possible by using the Google meet platform, where the directors, supervisors, practice tutors and pre-service teachers meet in order to identified the personal and that involves meeting each one to familiarize with their assigned role

As a result of the meeting four groups and the schedule were assigned, being one hour per week to work in synchronous meetings and working at home as a way to accomplish the 12 hours per week proposed for the integral practice.

As a first immersion activity in the Caldista educational community, the pre-service teacher conducted a virtual observation of each group for an hour during the whole week, whose aim was to design of the proposal presented in this study, the results of the first

observation were not as expected, due to the mal-functions of the platform which lasted the whole class. The other observations made were possible.

Figure 1

First meeting image

Source: own resource

Documentary analysis

The Colombian educational institution Francisco José de Caldas school is located in the city of Cucuta in the department of Norte de Santander, in the neighborhood of La Libertad, it has three locations; main school campus providing educational services as preschool, elementary and middle school. The San Pedro Claver branch, and last the Santisima Trinidad which provides only preschool education.

The next step towards would be the administrative level, where all the documents that rule, the institution are describing to detail

Administrative level

PEI of the institution

The educational institution Francisco José de Caldas provides its surrounding community high-standard values, academic excellence, implementing free personality integral development. As a pluralistic and inclusive institution, it is based on the constructivism model that focuses on contextual activities which have a relevance in the real life

Mission

The mission of the institution Francisco José de Caldas seeks to continuously improve and increment social responsibility of each individual, based upon values like respect, as a fundamental part of integral development, responsibility, honesty, solidarity, self-esteem, and proactivity

Vision

The institution is focused on being recognized at a regional level and to form integral students capable of developing critical thinking with the objective of betting towards a social transformation.

Institutional symbols
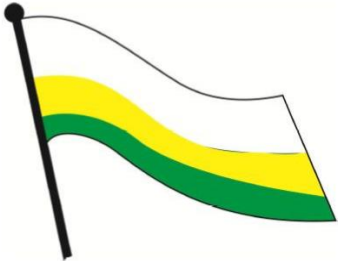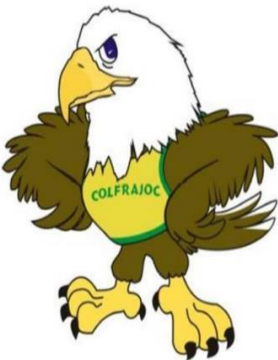
The Francisco José de Caldas Institution has three main symbols that are linked to its institutional identity and the vision and mission of its pedagogical practices.

The institutional crest, which starting from its triangular shape represents the trinity. At the top of the crest there is a sun that is a symbol of life and energy and it is related to the value of life. The mountains under the sun represent the exceeding, getting to the top. In the same way, the yellow color represents the lights and the knowledge. The computer means that the institution will always walk along with the science aiming at educating competent human beings. Eventually, at the bottom the image of the savant Francisco José de Caldas, who is surrounded by the white color represents a living example for children, teenagers, and teachers as a man interested in science and research. In addition, between the various characteristics we find three important words: science, service, and love.

all institutional symbols and their respective meanings are shown below, starting with the institutional crest and ending with the institutional mascot, as shown in table chart 1.

Table 1

institutional symbols

 Source: institutional PEI	Institutional crest The institutional crest represents the trinity.
 Source: institutional PEI	**The institutional flag** The three colors of the institutional flag become an allegory of the three seats that make up the whole institution. - The white: Peace, honesty, purity, transparency, clarity. - The yellow color: Life, light, wisdom, health, energy, sun. - The green color: The color of the ecology and the hope.
 Source: institutional PEI	**The institutional pet** The eagle represents the revival of dignity, freedom, and fascination.

The institutional hymn

The institutional hymn was written and composed by Gloria Tereza Arenas

institutional hymn   Adelante un himno cantemos

al colegio con esfuerzo y amor

un saludo y honor tributemos

Cúcuta por su noble Cúcuta

el espíritu del sabio te anime

a la ciencia, el saber conquistar.

La presencia divina bendice

 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

enorgullece La Libertad

nos Cúcuta hacia el trabajo

en busca siempre del bienestar.

CORO ….

Seguiremos de grandes ejemplos

El amor y servicio es deber

El apóstol de negros y esclavos

Nos inspira San Pedro Claver

Estudiante Caldista es tu reto

a la cumbre escalar, escalar

CORO ….

Autora:

GLORIA TERESA ARENAS DE LUNA

Letra y música

Institutional values

The institution Francisco José de Caldas bases its institutional values on the life of the leader Francisco José de Caldas, having as the supreme value the respect, as shown in the figure 2, where solidarity, honesty, self-esteem and respect are the values of the colsajoc community.

Figure 2

Institutional values

	Solidaridad
Sociedad	Honestidad
Familia	Autoestima
Colfrajoc	Repeto

Source: own source

Organization chart

The organization chart of the Francisco Jose de Caldas school represents the organized structure of the educational institution where its highest hierarchy is occupied by the board of directors.

The center of the organization chart of the institution is the board of directors, then there is the principal and the different management, the academic council, the administrative staff, the coordinators, teachers, students and parents, as evidenced in the following figure.

Figure 3

Organization chart

Source: Institutional PEI

The coexistence manual

The educational institution colegio Francisco José de Caldas is parameterized within the framework of the law 1620 of the National System of School Coexistence and Training for the exercise of Human, Sexual and Reproductive Rights and the Prevention and Mitigation of school violence and its regulatory decree, in the same way this educational institution is based on the commitment to prioritize the dignity of the person.

The institution has a classification of three different types of situations of coexistence that can be presented in the classroom.

Type I situation, which corresponds to the classroom environment, the neglect of their personal presentation, type II situations corresponding to school aggression and defamation or discrediting of a member of the educational community and finally type III situations, which correspond to this type of school aggression situations that are constitutive of alleged crimes against freedom, integrity, and sexual education.

Chapter II of the coexistence manual exposes the protocols of attention of routes or regular conduit in front of the different types of situations expressed in the previous paragraph, as well as the pacts of peaceful coexistence of the classroom, as a strategy to strengthen the defense of life, solidarity, good relations, relevance, health and life, on the other hand, this chapter II contains the different agreements such as excellent presentation, punctuality and good management of Information technologies communication (ICT's) and finally the duties such as responsibility in the activities in order to allow improving the intellectual and integral development.

The Curricular guidelines MEN and normativity before the health emergency

The Ministry of Education MEN has created a proposal named "Together at home we will do very well! Which consists of creating means for children to continue with their educational process, this proposal analyzes in detail the curriculum in order to adapt it to the emergency situation that the country is going through, in addition to developing strategies to carry out academic work at home, and it has been those strategies that the institution has implemented as the different communication channels through the Webcolegios platform and other channels such as WhatsApp to maintain constant communication with the student and thus

give the opportunity to all students to communicate with the teacher more easily and receive a quick response from the teacher in charge.

On the other hand, the institution has implemented mediations that are established in the Ministry of Education MEN, such as physical and printable resources, as well as virtual resources that correspond to the guides called lapses, which are provided to all students by the institution.

School schedule

The school has a start in the early morning at seven o'clock offering education at the main campus and San Pedro Claver, starting from preschool (infants) through elementary, middle school, and senior high also, afternoon classes given at Santisima Trinidad campus, which provides educational services for preschoolers.

Institutional calendar and programming

The institutional schedule of the Caldista community is planned for the entire year, where school activities begin on January 12 and end on November 30, 2021 as shown in the table. The activities proposed in the calendar are the different meetings and socializations planned for both teachers and parents, the meetings of the planning of lapses, area plans and delivery of physical resources, in addition to the different activities such as the celebrations of the most iconic, where the main actors are the rector's office, teachers, coordination and administrative staff.

Table 2

Institutional calendar and programming

ENERO – PRIMER PERIODO		
12	Inicio Actividades de Desarrollo Institucional (1, 2 y 3)	Rectoría
25 al 29	Asignación Académica e iniciación de elaboración de Guías.	Rectoría de Coordinadores
FEBRERO- PRIMER PERIODO		
17 al 19	Entrega de Guías a estudiantes (acudientes), lapsos 1, 2 y 3	Rectoría – Administrativos
22 febrero al 5 marzo	Lapso 1	Coordinación

MARZO – PRIMER PERIODO		
8 al 19	Lapso 2	Coordinación
22 marzo al 9 abril	Lapso 3	Coordinación
ABRIL- PRIMER PERIODO		
6 al 9 abril	Entrega de guías a estudiantes-acudientes (4, 5, 6 y 7)	Rectoría- Administrativos
12-23	Lapso 4	Coordinación
23	Izada de Bandera. Batalla de Cúcuta, Día de la Mujer y San José, Día del Idioma Entrega Plan de Acción Lapso 5 a Coordinadores	Docentes encargados Docentes
26 abril-7 mayo	Lapso 5	Coordinadores
MAYO- PRIMER PERIODO		
14	DÍA DEL MAESTRO	SEM- Rectoría
10-21	Lapso 6	Coordinadores
21	Entrega Plan de Acción Lapso 7 y Actualización y Recuperación a Coordinadores	Docentes
24 mayo-junio 4	Lapso 7	Coordinadores
JUNIO- PRIMER PERIODO		
11	Izada de Bandera (Día del Maestro, Día del Trabajo y Fundación de la Ciudad de Cúcuta)	Docentes según Sede-Jornada

Source: institutional PEI

Pedagogical level

All these elements form what establishes the teaching process at the Francisco Jose de Caldas school, furthermore all the documents to be used maintain focused aim in the English area

Language planning area

The institution is based upon the guidelines of the MEN and its national bilingualism plan, managing different curriculum proposed for each grade like communication skills such ; listening, writing, speaking, and reading are then evidenced. This planning is based on the Common European Framework (EQF) and its specific performance levels, including the Ministry of Education goals enduring towards generating a national intercultural communication plan.

The principal area of this planning is based on motor skills, not only linguistics as well as on the different language competencies; linguistic, pragmatic, and sociolinguistic, as well as environmental, sexual, and reproductive competences, citizenship/democracy and peace and globalization.

The basic learning rights play an important role in the planning of the institution area which string a common thread from preschool to eleventh grade. The evaluation system implemented at COLFRAJOC is focused on verifying the information that the student has collected, evaluating the process such as the proper use of the knowledge and its constant search for answers and solutions to real life situations proposed by the MEN and the national evaluation system SIE.

Finally, the institution made an adjustment and changed the work by periods to semesters, the table below is the English area plan, which is divided into conceptual axes in competencies and the periods of study established by the institution, first the table begins with the description of the themes or units that will be seen throughout the two periods of the year, each period has the four language competencies and what will be developed for each of them, as well as the three competencies proposed by the basic learning rights, as evidenced in table chart 3 below.

Table 3

English planning area

NINTH GRADE CURRICULUM STANDARD

CONCEPTUAL AXES.	COMPETENCES
FIRST PERIOD	THEMATIC CORE / PROBLEMIC UNIT: YOUR WORLD- AROUND THE WORLD

Unit: **This is me!** Unit: **My family** Unit: **From day to day** Unit: **Local color** Unit: **Special days**.	**SPEAKING:** I answer, in written form, questions related to texts that I have read. **WRITING:** I produce simple texts with different functions (describe, narrate, argue) on personal topics and related to other subjects. **LISTENING:** I identify key information in conversations and short texts taken from real life if they are accompanied by images. **READING:** I value reading as an important activity for all areas of my life **Environmental competence:** I understand that I have the right to participate in debates and discussions about the solution of environmental problems in my school, my neighborhood, my city, my country, and the world. **Labor competence:** I express my ideas verbally or in writing, taking into account the characteristics of me Interlocutor and the given situation. **Citizen competence:** I understand the meaning and importance of living in a multiethnic and multicultural nation.
SECOND PERIOD	**THEMATIC CORE / PROBLEMIC UNIT: HOW WE LIVE PROTECT THE EARTH.**
Unit: **What we eat** Unit: **Take good care** Unit: **Time for fun** Unit: **The world we live in** Unit : **Problems and solutions**	**LISTENING:** I represent, in graphic form, the information I find in audios and videos that compare objects, animals and people. **WRITING:** I write narratives about personal experiences and events around me. **SPEAKING:** I make simple descriptions about various everyday matters in my environment **READING:** I value reading as an important activity for all areas of my life. **Environmental competence:** I participate in the care of our fauna, reporting to the competent authorities the mistreatment of pets and the trafficking of wild animals to domestic homes. **Labor competence:** I check the correct understanding of what. Others express or demand of me. **Citizen competence:** I understand the meaning and importance of living in a multiethnic and multicultural nation.

Source: institutional planning area

Work methodology of the collective language teaching

The methodology proposed for the teaching of the English language is active and interactive and takes into account, to provide a connection between their usual activities at home and at school with what happens in the classroom, its teaching is focused on the academic content that arises from the need to teach the general curriculum and at the same time focus on the teaching of a second language. In this approach, the goals of the foreign language curriculum are expanded to include reinforcement of the goals of the school's general curriculum where, in addition, the teacher considers linguistic, academic, and cognitive skills and can focus on academic needs and critical thinking skills while focusing on linguistic needs. In this way, the pedagogical encounters in the area of English are based on the fundamental principles that make meaningful learning and the development of tasks projected to the production of knowledge and interaction with the social context.

In order to fully implement all these approaches, teachers organize periodic meetings with the purpose of following up and providing feedback to the improvement project and universal learning design (ULD), which plans activities and methodological strategies that create

learning opportunities through adaptations to the knowledge of available pedagogical resources plan.

The institution in the constant consolidation of strategies for the entire educational community, implements a material proposed by the MEN in order to offer all children and young people in the Colombian educational sector a quality material such as the guide text English please of the Richmond publishing house. This text aims to achieve a pre-intermediate level of English at the end of the educational process and is aimed at supporting the learning of the foreign language English to teachers and students of grades 9, 10, 11. In addition, the school as a complementary support material created guides named lapses that have a duration of 15 days for the development in its entirety, which include several activities ranging from an introductory text, then a reading comprehension with appropriate questions, grammatical background activity and finally the production of the student comprising exercises of the central theme and grammar.

Accompaniment methodologies (tutoring, tools, communication strategies).

The educational institution has adopted as a methodology and as a resource to guide its educational community the use of the Webcolegios platform, as well as to maintain constant communication through WhatsApp because there are many difficulties that have arisen in some students who do not have tools to take their virtual classes and this medium has been the only one that has helped many students. The teachers have created class groups for all courses via WhatsApp to facilitate the access to the classes and maintain constant communication with students.

Guide design and materials

The school as a complementary support material created guides named lapses that have a duration of 15 days for the development in its entirety, which comprise several activities ranging from an introductory text, then a reading comprehension with their due questions, grammatical background activity and finally the production of the student comprising exercises of the central theme and grammar.

Courses and Schedule

On the other hand, the courses assigned by the supervising teacher to the intern in this integral process are four ninth grade courses comprising: 901, 902, 903, 904, each course with one hour of video conference.

The institution had established 3 hours of English per week for each course in presence as shown in the table 4, but due to the health emergency an adjustment to these schedules was implemented, which include 1 hour of weekly video conference, a single hour of synchronous meeting and the other two hours for the autonomous work of each student asynchronous meeting that they use for the development of the activities proposed in the class, The class schedule is as described below for Monday through Friday, starting at 7:30 am and ending at 12:00 pm, as shown in the table below.

Table 4

Schedule

	SCHEDULE					
	Hour	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	7:30 -8:30 a.m.	902		903		901
2	8:30 – 9:30 a.m.				904	
3	9:30 – 10:30 a.m.					
4	10:30 – 11:30 a.m.					
5	11:30 – 12:00 a.m.					

Source: institutional planning area

Technological level

At the technological level, the institution uses a virtual platform named Webcolegios, assisting to maintain assertive communication between teachers, students and parents; contributing to the organization of the institution's information, in order to make the quality management system be more efficient in the institution certification. This platform makes it possible to upload homework, creating virtual classrooms through Jitsi Meet, which is used by the school teachers, although connectivity sometimes seems to be sluggish making the platform fall out system, therefore teachers got to other means of communication like WhatsApp to perform the activities.

Type of meetings: Synchronous and asynchronous

The institution had established 3 hours of English per week for each on-site course, but due to the health emergency, an adjustment to these schedules was implemented, which include 1 hour of weekly video conference, only one hour of synchronous meeting and the other two hours of non-synchronous meeting for the autonomous work of each student used for the development of the activities proposed in the class.

The classes are developed on the platform mentioned above for an hour where the teacher explains the lapse assigned in the first week, the second week makes an activity related to the main topic of the unit, the students upload the workshop to the platform and finally the teacher checks and grades the lapses.

The digital educational resources used in the classes are educational platforms such as kahoot, worldwall, google forms, educaplay or quizizz that are implemented in the week after the explanation, in which games or quizzes are performed, in addition to these platforms is used as a resource the institutional platform webcolegios to leave the links of the platforms and that students can access them.

Population and subject information

The population of the four ninth grades (901,902,903,904) is composed of 145 students between the ages of 13 to 15 years, where 71 students are female and 74 are male, the language level in each of the courses is totally different because many of them express their shyness when speaking for fear that their classmates will make fun of them, That is why we found two groups have a level that allows class to develop 70% in English and 30% in the target language, and the other two courses 40% in English and 60% in Spanish, but the teacher who has an excellent level of English implements many strategies to motivate students to speak and participate in small things. Finally, it could be identified that the English proficiency according to the common European framework of reference (CEFR) is from A1 to A2 since they are able to understand commands that require a simple and direct language.

Chapter 3

Pedagogical and investigative component

Introduction

Nowadays, future generations are growing and developing in an environment where scientific and technological advances have more impact and importance compared to those educational competencies that are developed in the classroom. To this, we add globalization and economic openness. This is causing a change and new challenges for the student population, demanding a skill in the handling of English, in order to achieve the necessary upgrading of these learning skills such as; writing, speaking, listening, reading, and reading comprehension of this language it should produce a significant advance in the student development.

For the time being, the subject of this research project is reading comprehension, which, as mentioned by McNamara (2004) is a skill that presents a great deficit in all grades of the student population, being the reason why there is a need to investigate and find the facts that bring forth this kind of problem in the student community and the solutions that could be applied for a possible positive response to the problem.

Since English is a necessary language for the academic development of students, it is of vital importance that students begin to understand the texts they are reading. It is worth mentioning that there are difficulties arise in the students in their mother tongue; however, when working in the second language, students, due to the need to translate word by word what is being read, are not grasping the idea of the text in general.

Once the sample of the population has been chosen, it is noted that to observe the implementation of the pedagogical and didactic activities, will give the students not only a more efficient comprehensive skill but also, will enhance the Colombian culture into the learning process, where the myths and legends of each region play a main role in the readings that will be applied to the sample of the population.

Finally, this is how the students of Francisco José de Caldas school, through these didactic activities will find spaces of culture and reinforcement to the identified deficiencies in reading comprehension in the area of English.

Problem

Once the fieldwork was observed, it is more likely to identify the unfavorable aspects of the ninth-grade students at the Francisco José de Caldas High School, which showed the light to moderate level of advancement in the use of the mentioned comprehension skill. That is why the present project is entitled "The use of Colombian myths and legends as a cultural strategy to improve the students' English reading comprehension skills from ninth course at Francisco José de Caldas school". In this way the pre-service teacher seeks not only to improve the reading comprehension of students, but also to get knowledge of the culture through the myths and legends from each region.

In the Francisco José de Caldas school it was identified the need of improving the English reading comprehension of the students from ninth course. Due to the pandemic that the country is experiencing as a result of covid 19 , The study methodology and the classes were modified, the institute postponed a project entitled "Reading is my superpower" that consisted in developing the students critical thinking through that competence, as a result of this modification students don't count with any aid or strategy in the development of the workshops and reading itself, which means that it is necessary to cover that competence in the foreign language learning process. As a strategy to overcome this problem was set out the following question:

Main questions

How can the use of Colombian myths and legends motivate students' English reading comprehension?

Sub Questions

What results emerge from the use of myths and legends in
the throughout the class and the reading comprehension of the students?

How can an intercultural approach be integrated into the English class?

Justification

Reading comprehension is an important competence for the student, it has been the subject of numerous studies in different disciplinary fields. Authors such as Sánchez (2011)

affirm that the biggest problem of the learner of a foreign language when reading is that he/she limits him/herself to look for the meaning of word by word and then translate it literally, this process alters the coherence of the original text, which makes the coherence of the text difficult. Other researchers, such as Nuttal (2005) stated that the techniques to achieve efficient reading are: Skimming, which seeks to give a brief view through a text to establish the center of the content and to be able to affirm its relevance; And Scanning: which consists of taking a quick look at a text to search for specific information.

Through the result of the observation and diagnosis process it was possible to identify a deficiency in the students' reading comprehension from ninth course, which is the basis to implement the proposal of this study. Students should perform more practices that seek not only to improve not only their reading habits, but also to perform an adequate comprehension of the texts they are reading, Arauju (2005) concluded that teachers who perform permanent reading and comprehension activities have more competent students. Carrying out these activities through readings such as myths and legends will also encourage indigenous knowledge of the regions that are currently being lost due to the evolution of the world and globalization. It is necessary for the future generation of the country, to improve reading comprehension process in order to know and understand what students are reading, in this way they are trained with the necessary skills to overcome the challenges and skills required by the State tests and higher education, since this competence is essential for a successful and integrated educational development.

Finally, one of the causes that encourage the object of this research is undoubtedly the loss of cultural identity in our cultural wealth, with globalization, the desire to obtain wealth and capital, is leaving aside the culture and indigenous beliefs of the Colombian regions. This is why this research seeks to fulfill a general objective which is to improve reading comprehension through Colombian myths and legends, tracing specific objectives where culture and skimming and scanning strategies will be fundamental pillars for its implementation.

Objectives

General objectives

To enhance reading comprehension skills by using myths and legends from ninth grades at the Francisco Jose de Caldas school

Specific objectives

To motivate English reading comprehension from ninth course towards Colombian myths and legends

To use Colombian myths and legends throughout the class and the reading comprehension of the students.

To integrate Colombian culture in the English class

Theoretical framework

In this research study, there are several key concepts that are essential to the foundation of this project that require exploring such as; reading, reading comprehension, cultural knowledge, myth and legend, it is of the utmost importance to point out reading being the axis to this research work, making this a process that means a kind of construction, moreover, an important competence to get a better language acquisition in English.

Reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding according to Day and Bamford (1998:12) on the other hand, according to David Nunan (1989:33) Reading is not an invariable skill, that there are different types of reading skills that correspond to the many different purposes we have for reading. Finally, according to Harmer (2007: 99), reading is useful for language acquisition. As long as students understand what they read, the more they read, the better they will do.

Reading comprehension, the reading comprehension process is the most important process in learning acquisition in English due to students needing this competence at all times.

"A thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's own objectives" Veeravagu, et al (2010:206)

Cultural knowledge is a fundamental element in addition to being a set of knowledge is a "complex whole, in which are knowledge, belief, art, morals, laws, customs, and other capabilities from any person as a member of the community", according to Edward Burnett Tylor (1871)

Myth is a fantasy storytelling expressed orally and in writing

"It is a symbolic narrative, usually of unknown origin and at least partly traditional, that ostensibly relates actual events and that is especially associated with religious belief. It is distinguished from symbolic behavior (cult, ritual) and symbolic places or objects (temples, icons). Myths are specific accounts of gods or superhuman beings involved in extraordinary events or circumstances in a time that is unspecified, but which is understood as existing apart from ordinary human experience. Buxton, R. G.A., Bolle, . Kees W. and Smith, . Jonathan Z. (2020, November 3).

Legend refers to popular stories that are a fundamental part of folklore,

"According to literary devices is a story or narrative that lies somewhere between myth and historical fact and which, as a rule, is about a particular figure or person. Traditionally, a legend is a narrative that focuses on a historically or geographically specific figure and describes his exploits. Similar to a myth, a legend can provide an etymological narrative, often filling in historical gaps".

Literature review

The article entitled "Worksheets Based on Deep Cultural Issues for Reading Comprehension in Eleventh Graders" written by (Trujillo, 2018) shows that reading

comprehension, developed through cultural activities and strategies such as vocabulary analysis, mapping, skimming, and scanning, are effective resources for improving not only that skill, but also writing and speaking skills, as well as processes of which students are not aware, such as critical thinking, cultural identity, and problem solving.

In addition, the students will be allowed to understand the main ideas and specific details, as well as to relate new concepts and meanings with their previous knowledge, and create the habit of reading for pleasure. This study affirms that through the material or the effective theme can be improved a persistent use of reading strategies.

Similarly, Elleman A & Oslund E , (2019), On their study "Reading Comprehension Research: Implications for Practice and Policy" reveal that reading comprehension is the most difficult competence to develop and to teach, because it requires the coordination of multiple linguistic and cognitive processes including, but not limited to, word reading ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge (Perfetti, Landi, & Oakhill, 2005). Therefore, this study shows that through different component models, such as the direct and inferential mediation, four components of reading comprehension (inference, knowledge, vocabulary, comprehension monitoring) can be developed since they play an important role in the comprehension of texts.

 On the other hand, Gómez Torres, N., & Ávila Constain, J. J., (2009), in their study entitled "Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners.". expressed that Reading is the process of identification, interpretation, and perception of written or printed material, evolving strategies, these being either conscious or unconscious. It is also important to emphasize that reading is influenced by many situational issues such as society, culture, religion, background, tastes, and particular purposes that can be developed with different strategies in order to form highly proficient readers.

Finally, the author concludes that the implementation of innovative materials based on cultural themes with a specific learning methodology generates a change in the classroom and especially in the English class.

In agreement to (Rodríguez Ramírez L,2019) Skimming and Scanning reading strategies through the implementation of flipped learning or the development of reading comprehension in English as a foreign language, the study focuses on improving reading comprehension by

teaching scanning and reading strategies through an inverted learning approach, the objective of this research is to develop students' reading skills in a Colombian school, The author considers that Colombia is one of the countries with a very large deficit in this competence and this is confirmed by the different results of in El Instituto Colombiano para la Evaluación de la Educación (ICFES) at the national level. In addition, the success of the learning through strategies has been demonstrated in various fields of education due to its many benefits to improve reading comprehension, although its use is not very widespread. In addition, previous studies have shown a lack of research to discover the flaw to the strategies presently used to reading comprehension.

Pedagogical methodology

In the reading comprehension process, it is important to use different strategies that allow to facilitate the process of reading and understanding of the different texts in a foreign language. It is why through this study is implemented the use of myths and legends from Colombian culture as a strategy to improve students' English reading comprehension.

Procedure

This methodology was guided by the virtual modality because education had to make a drastic change under the need not to stagnate or stop the educational process of students. That is why this research was conducted through different virtual platforms such as Webcolegios, Microsoft Teams and WhatsApp to be able to teach classes but from home, these synchronous meetings were just one hour per course, in addition to educational virtual platforms to develop new activities that capture the attention of students such as worksheet live, videos and Kahoot.

This process began with an observation in order to contextualize the student, followed by a survey to analyze the viability of the project, then classes will begin on March 23rd where all those activities that seek to meet the general and specific objectives of this research study were applied.

Material

Narrations (myths and legends)

Those narrations are accrued using the skimming and scanning process. As it is known the use of some strategies such as Skimming, and scanning could be a good tool for understanding the meaning of a text. Rodriguez L, (2018) revealed the positive influence of the

use of those reading strategies on the students' English reading comprehension. However, it is noticed that the reading process should be eye-catching for the reader, this is the reason for the use of Colombian myths and legends as a cultural strategy to catch the students' attention in the development of the reading process in English.

The planner that was developed in each of the classes, begins with an introduction that is the greeting to the students, followed by a warm up activity that are short activities to catch the students' attention of where the four skills can be developed through materials such as slides, flashcards and images, then the explanation of the topic or the development of the reading in which some steps of pre-reading, while reading and post- reading carried out, materials such as workshops, slides, images, myths and Colombian legends are implemented, finally a homework that is left for the next class, where skills such as reading and writing are developed by means of materials such as notebooks, as shown in the following table chart 5 , which can be seen in detail in (Annex 1).

Table 5

Lesson planning

STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	ONLINE RESOURCES OR MATERIALS
INTRODUCTION	Greeting the students and introducing the topic.		
WARM UP	Short activities of reading as icebreaker to catch the students' attention	Reading Writing Speaking	Slides, flashcards, and images

Workshops

This material was essential to obtain better results in the English classes via virtual meetings, the proposed activities that were applied and were carried out with the objective to achieve in this research by these means. Moreover, this sutile implementation of the reading of Colombia myths and legends into students' classes was derive towards a better understanding of the reading since it is already an amusing issue and the student-body as shown in the following table charts

Table 6

workshop *topics*

Activities per week	Topics	Week	Resources
First workshop	El Sombrerón (the man in the hat)	12-16 April	Worksheet Images Kahoot
Second workshop	la madre agua (mother aqua)	19-23 April	Worksheet video wheel of name roulette
Third workshop	La llorona (wailer)	26-30 May	Worksheet Images
Fourth workshop	El mohán	3-7 May	Video Worksheet

source: own resource

Description of the procedure

The workshops were held from April 12 to May 7, they were divided into four moments as shown in the lesson plan in table 6 with the myth or legend. The first two workshops were about two legends, the classes were done for one hour, on the Microsoft teams platform (Annex 2). Once the students arrived to the class, they were greeted and a warm up activity was done, they continued with the reading of the text and explanation of the complete guide, questions were asked, a video was shown that related to the topic in this case the myth or the legend (Annex 3), once finished the students had to send the guide through WhatsApp.

The next two workshops were carried out in the same way, and at the end there was an oral quiz to see if the students were paying attention. All the classes were developed by the teacher in both languages, English and Spanish, first explaining in English and then in Spanish the activities to be developed, because many times the learners were in shock when they only listened English and immediately they did not participate in the class.

Platforms

The platform that was implemented in this process was first Jitsi meet through Webcolegios, due to access limitations for most of the students, the institute moved to Microsoft Teams, which is a more flexible and friendly platform. This change benefits both the teacher and the students in order to obtain a better development of the class. In addition to this platform for the virtual classes, didactic platforms such as kahoot, wheel of name and world wall were implemented for the virtual classes. ([Annex 4](#))

Pedagogical strategies to support the learning process

Throughout this process some strategies or alternatives were carried out to solve any situation that arose during the classes, that is why we implemented the use of WhatsApp as a means of communication, the creation of videos to explain the guides and phone calls to communicate with students who had no connection, all these strategies with the aim of providing opportunities for all students.

Workshop development

Figure 4

First workshop

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS				
Decreto de Creación Nº 059 de febrero 8 del 2005			Versión: 8.2	
Resolución de Aprobación Nº002736 del 23 de noviembre del 2011				
GUIA DE APRENDIZAJE			Página: 1 de 3	
GRADE	9º	AREA	FOREIGN LANGUAGES	SUBJECT	ENGLISH
TEACHER		STEFANNY FUENTES PARRA	TERM	FIRST
STUDENT				
CONCEPTS		The use of Colombian myths and legends as a cultural strategy to improve the students' English reading comprehension skills from ninth course in Francisco José de Caldas school: an action research.		

Instructions

Read careful the following text and answer the questions.

El Sombrerón

The legend of the Sombrerón (The Man in the Hat) supposedly began with a real villager. He dressed all in black and rode a black horse and was a stern-faced, well-dressed man who harmed no-one. But when he died his spirit became the terror of those who wondered the streets at night and lived in the mist of people like drunks, cheats, gamblers and fighters. The Sombrerón is said to stalk his victims dim lit and lonely areas, where he sometimes has been seen in the company of two fearsome black dogs. This legend is told most often in Antioquia, although the "Black Rider" and "Headless Horseman" often described in Tolima, Huila and the Valle del Cauca share many of the same characteristics.

Glossary
- **Cheats:** tramposos
- **Gamblers:** apostadores
- **Fighters:** peleadores
- **Fearsome:** causar terror
- **Dim lit:** poco alumbrado
- **Black rider:** jinete negro
- **Headless horseman:** jinete sin cabeza
- **Escorts:** escoltas

1. **Answer the questions.**

   1. which of Colombia's regions does this legend originate from?
   _____
   2. What are the characteristics of The man in the hat?
   _____
   3. What kind of people are the sombreron's victims?
   _____
   4. Who were the sombreron's escorts?
   _____

Source: own resource

The workshops were focused on some popular myths and legends in the Colombian culture, during this process were carried out 4 workshops, which were developed during the established time of synchronous classes, one hour each Thursday with the chosen population which were the students of the ninth grade (9-04), the workshops were divided into three moments, A text, in this case a short paragraph with a myth or a legend, the glossary with the unknown vocabulary , a video clip related to the story , also some questions to corroborate the students' reading comprehension, and finally an extra dynamic question such as the creation of a comic, or a drawing of the character with the characteristics exposed in the text or a writing of another version of that story , as a strategy to evaluate the student's reading comprehension, (Annex 5) The development of one of the workshops will be presented in the figure 4.

This image belongs to one of the four workshops, where the reading comprehension questions are shown, with the purpose of reflecting on the content of the text and evaluating it. Four questions were implemented in each workshop

Figure 5

comprehension questions

Glossary
- **Cheats: tramposos**
- **Gamblers: apostadores**
- **Fighters: peleadores**
- **Fearsome: causar terror**
- **Dim lit: poco alumbrado**
- **Black rider: jinete negro**
- **Headless horseman: jinete sin cabeza**
- **Escorts: escoltas**

1. **Answer the questions.**

   1. which of Colombia's regions does this legend originate from?

   _____

   2. What are the characteristics of The man in the hat?

   _____

   3. What kind of people are the sombreron's victims?

   _____

   4. Who were the sombreron's escorts?

   _____

source: own resource

The figure 6 shows the dynamic question that was done at the end of each workshop as a dynamic strategy with the objective of evaluating if the content of the text was understood, as well as relating the content of the text to other information or expressing it in a different way.

Figure 6

Dynamic question

3. It's your turn

4. Draw the character named the mohan with all the characteristics described in the text.
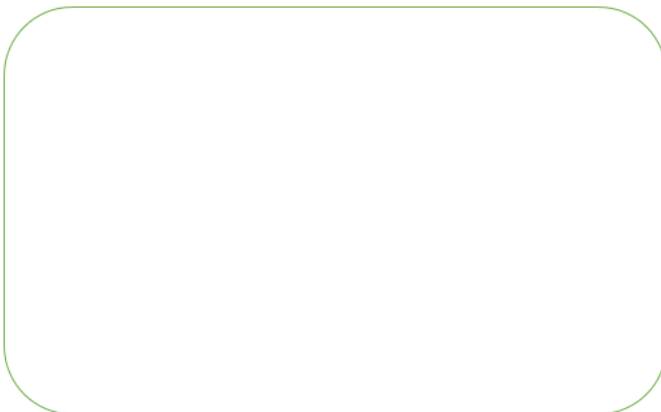
Source: own resource

Synchronous schedule meetings

The schedule that was developed during this process is from Monday to Friday from 7:00 am until 12:00 noon, during which time synchronous schedule meetings for one hour to each group on a selected day of the week, as shown in the following table chart.

Table 7

Synchronous Schedule meeting

		SCHEDULE				
	Hour	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	7:30 -8:30 a.m.	902		903		901
2	8:30 – 9:30 a.m.				904	
3	9:30 – 10:30 a.m.					
4	10:30 – 11:30 a.m.					
5	11:30 – 12:00 a.m.					

source: Francisco Jose de Caldas school, 2020

Proposal development chronogram

The chronogram of a proposal is fundamental for the organization, that is why the following chronogram was made with the objective of keeping an order of the seven activities that were developed in the proposal and the description of each activity

Table 8

Proposal development chronogram

ACTIVITY	DESCRIPTION
Activity 1	Observation and Development the first survey
Activity 2	First class icebreaker activity
Activity 3	Exam's week
Activity 4	First workshop about one myth and legend development
Activity 5	Second workshop about one myth and legend development

Activity 6	Third workshop about one myth and legend development	
Activity 7	Four workshops about one myth and legend development	

the proposal chronogram was modified because there was a national strike in the country and the educational system stopped their activities for a month, so the activities and the institutional calendar were modified and therefore our calendars and practices were also modified, in spite of these modifications we were able to complete the practices with the activities that had already been carried out and that are shown in the schedule shown in the table chart 8.

Research methodology

Creswell and Getterman (2018) argued that action research is focused on solving an educational need, and it implies a process of analysis and interpretation of data in order to find a solution or change. According to that conception it is identified the need to use the Colombian myths and legends in the students' English reading comprehension process as a cultural strategy that allow to improve the comprehensive skill that has not been bringing forth the appropriate level of reading comprehension in this public high school named Francisco Jose de Caldas. Zohrabi (2013) stated that a mixed method consists of using different instruments to get quantitative and qualitative data, for instance, survey, documentary analysis and narratives can be used to augment the reliability and validity of data. Creswell (2012) argued that a mixed method allows a better understanding of the phenomenon. Based on those authors' perspectives the proposal used some instruments such as a survey, research journal, and a documentary analysis.

Surveys

This instrument is used to research, study and analyze the opinion and ideas of the student population regarding the student position in a certain aspect of the learning process by obtaining information through a series of questions, in order to get better strategies to enhance reading comprehension

Research journals

It is an instrument that carries out a process of observation and reflection, according to Porlán R. and Martín J. (1991), "it is a guide for reflection on practice, favoring the teacher's awareness", in addition to being considered "as a formative instrument, which facilitates involvement and develops introspection; and a research instrument, which develops observation and self-observation by collecting observations of different aspects (Latorre, 1996)".

Documentary analysis

According to Eisner (1991) affirms that "By examining information collected through different methods, the researcher can corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study" it is why was used this method in order to interpret the data of the documents exactly the workshops used and make conclusions about the present research.

Population

The population is around 145 students who are working with the teacher during one hour per week in synchronous meetings, all of them from ninth course. The focus group is composed of six students from 13 to 15 years chosen voluntarily, they will provide the data through the interviews and (workshops) document analysis to accomplish the objectives of the study.

Ethical considerations

This research implemented some ethical considerations that were carried out in order to protect the privacy of the participants, preserving their anonymity and guaranteeing the integrity and confidentiality of the answers given by the students. The ethical considerations were done via WhatsApp before applying the survey. (Annex 6)

Research chronogram

The schedule of the research proposal is divided into six activities with their respective descriptions as shown in the table 9 below.

Table 9

ACTIVITY	DESCRIPTION
Activity 1	Observation and Development the first survey
Activity 2	Project Formulation
Activity 3	Oral presentation about the project
Activity 4	Instruments application
Activity 5	Data analysis process
Activity 6	Results socialization

source: own resource

Data analysis

The data was analyzed by the typological analysis according to Hatch (2002), is "the division of everything observed into groups or categories on the basis of a canon that allows the whole phenomenon under study to be broken down" Taking into account the typological analysis is the technique chosen for the data analysis for this project the instruments selected for this study are surveys, research journals and documentary analysis.

The interpretation of the data collected during this process from the survey, the research journal and the documentary analysis is described below.

Survey data and interpretation

The survey was carried out in an eighth grade group (8-04), where 18 students between the ages of 13 and 15 years old were surveyed. this instrument was divided into six (6) questions that had as a purpose to determine if the ninth-grade students of the Francisco Jose de Caldas institution were interested or not in this kind of project, and to know their different points of view as to if it is easy for them to read a text in English and understand it, if they have an extensive vocabulary to understand a text, if they think it is important to improve English reading comprehension, and if they are interested in texts such as myths and legends as shown in the following graphics. (Annex 7)

Figure 7

first result

1. Do you consider that you understand simple vocabulary in an English text, such as vocabulary related to daily routine, home, family and different daily activities? Why??

5%

16%

77%

☐ Yes ☐ No ☐ Sometimes
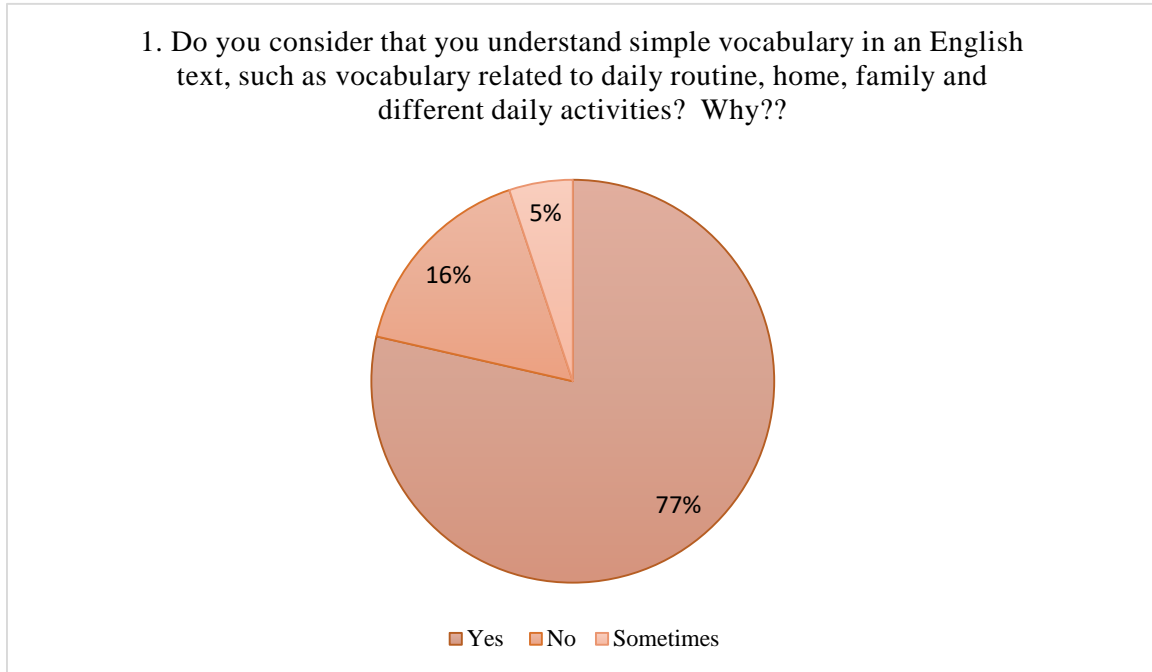
Source: own source

In relation to this first question, where the main objective is to know if the students understand or not the English language in a text, as a result in a population of 18 students, three variables; the first, with 77% positive, in which it can be analyzed that, although for some it has a certain degree of difficulty, the students have acquired a vocabulary through their learning process and the presence in their daily life of words in English; However, with 16% there is a negative response, in which it can be observed that the students have difficulty understanding the language because they do not have a large vocabulary according to their answers; finally, 5% affirm that they understand the language sometimes.

Figure 8

Second result

2. Do you find easy to read a text in English?

4%

; 32%

64%

■ Yes ■ No ■ Sometimes
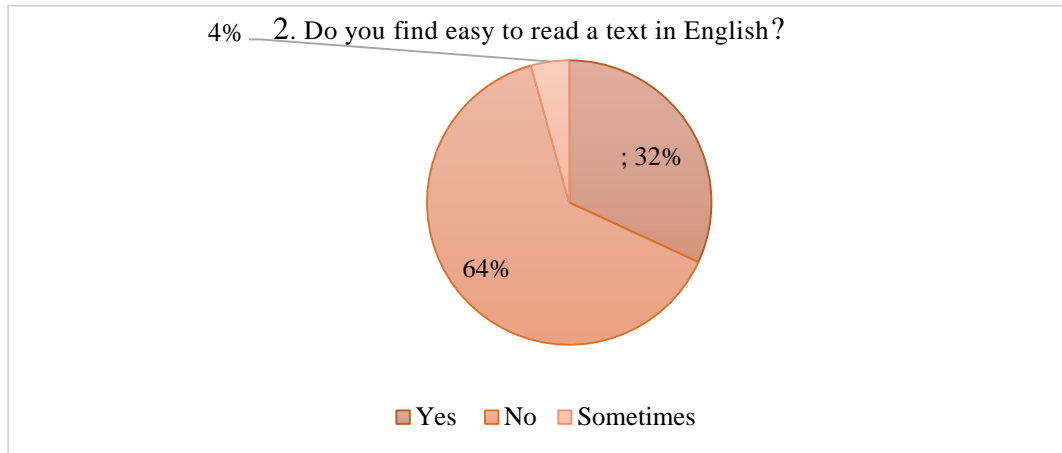
Source: own source

The purpose of the second question is to identify if the students understand the language easily, for this reason it was analyzed that 44% have difficulty understanding a text in English, because they can understand some words, but not at all; 22% declared that they understand a text easily; and finally, 3% assure that they are in an intermediate position where they sometimes understand and sometimes they do not.

With these two questions it was concluded that, although the students are learning and understanding the language, reading comprehension in a foreign language is not easy for them.

Figure 9

Third result

3. Which English reading strategies have you used during your educational process?

13%

18%

31%

25%

13%

■ Repeated exercises
■ Worksheets
■ Interpretation or analysis exercises
■ Dictionary
■ Translator and videos
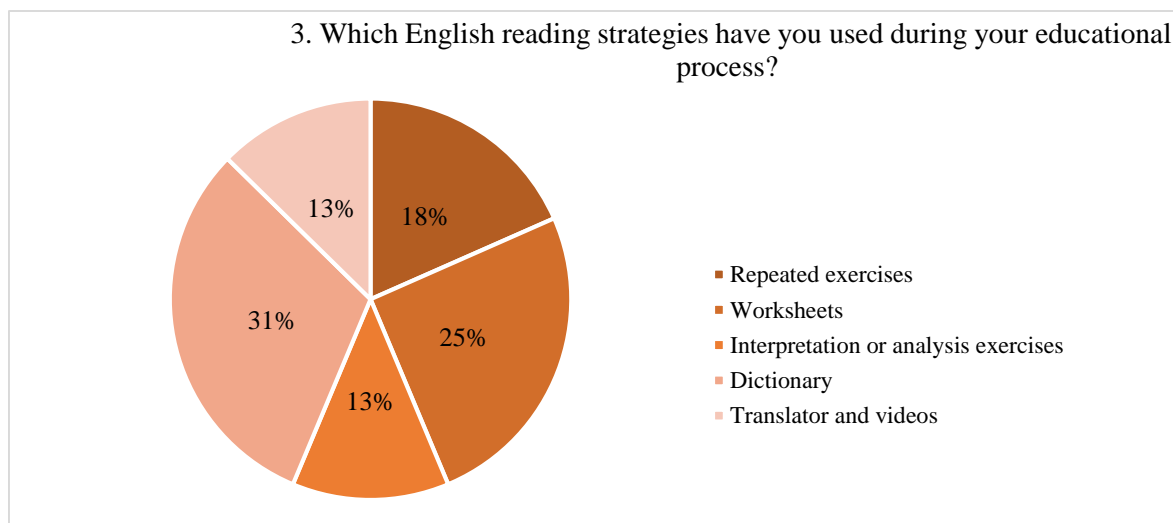
Source: own source

This question identifies some of the strategies that students consider to have been implemented in their educational process with 25% the students affirm that they implement the use of worksheets, repeated exercises with 18%, the use of the dictionary as a means of support with 31%, text analysis exercises with 13% and virtual platforms such as the translator and videos with 13 % too. It is analyzed that students prefer to use traditional methods such as worksheets, dictionaries and text analysis as a strategy to improve their reading comprehension.

Figure 10

Four result

Do you consider that you have a large vocabulary to understand a text in english? Why ?

■No ■Yes ■Depending on the text

7%

17%

76%
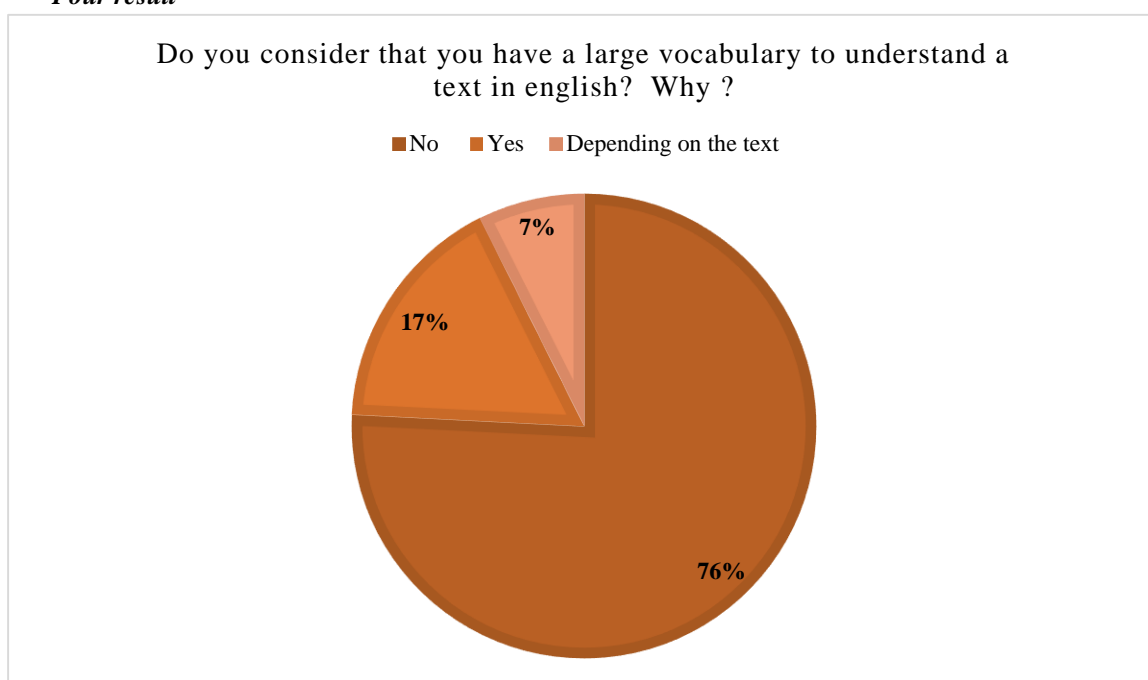
Source: own source

The objective of the four questions was to know if the students understood a large vocabulary of a text in English, figure 10 with which it is analyzed that 76% of the students affirm that they do not understand many of the words of a text, besides affirming in their answers that many of the words are unknown because they are not familiarized with the language, on the other hand 16% affirm that they have a vocabulary that helps them to understand but that does not mean that many times they understand everything and finally 7% affirm that many times they do not understand but there are texts that are simple to understand depending on the topic.

Figure 11

Five result

Do you think it is important to work on English reading comprehension strategies ?

no
0%

si

no

si
100%
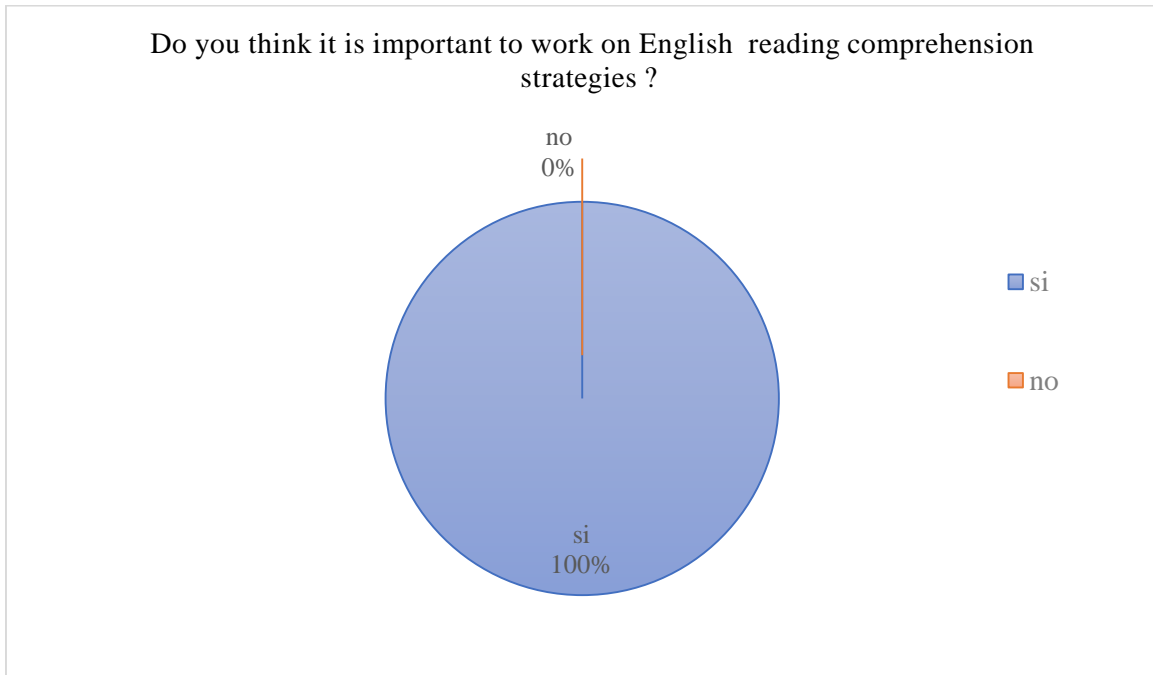
Source: own source

The question five aims to know if the students consider it important to encourage reading in the comprehension of texts in English, to which, as shown in Figure 11, there was a unanimous response, in which the all the participants assured that with strategies it is possible not only to improve the language but also to learn new vocabulary.

Figure 12

Six result

Are you interested in readings, such as myths or legends?

11%

25%

64%

Yes

No

The interest is regular because I don't understand it very well.
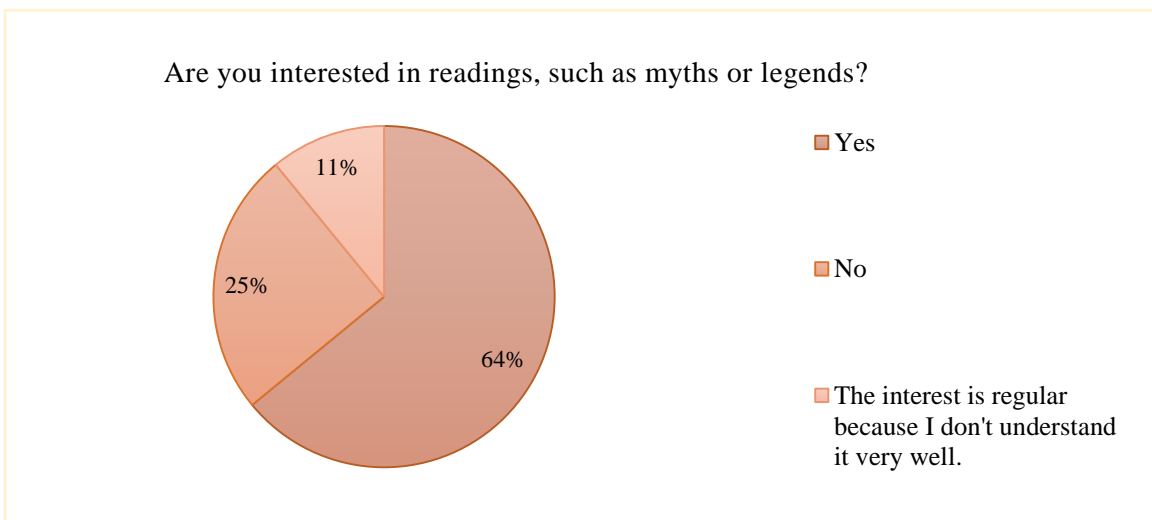
Source: own source

The last question which the objective was to know if the students feel any interest in texts such as myths and legends, the students answered with 64% that they feel interest and where they affirmed that for them it is a new topic and 25% declared that they do not feel any interest, on the other hand 11% confirmed that their interest is regular because they do not understand English very well, with this it is possible to analyze that the students show an interest in this topic because it generates a curiosity in them, according to their answers stated in the survey.

Documentary analysis

The documentary analysis is the subtraction of information obtained from several documents, which is synthesized and through a diagram, Bowen (2009), the objective of this documentary analysis is to interpret the information given by the students through the workshops sent via WhatsApp. (), as shown in the table chart below.

Table 10

Documentary analysis

Workshop	First workshop	Second workshop	Third workshop	Four Workshop
Quantity	3 documents	3 documents	3 documents	3 documents
Topic	El sombreron	La llorona	El mohán	la madre agua
Courses	Ninth grade	Ninth grade	Ninth grade	Ninth grade
Pre-reading activities	Open-ended questions, if any student has ever heard about that story	watch a video performance of the story	Talk about another versions of this story	imagine how mother water looks like and describe it
While-reading activities	Identified the unknown vocabulary and recognize the main features of the story	Identified the unknown vocabulary and recognize the main features of the story	Identified the unknown vocabulary and recognize the	Identified the unknown vocabulary and recognize the main features of the story

			main features of the story	
Post-reading activities	Answer the questions to find out if the student understood the story or create a comic based on what the student understood from the story	Answer the questions to find out if the student understood the story and write another version of the story based on what the student understood from the story, as a didactic strategy	Answer the questions to find out if the student understood the story	Answer the questions to find out if the student understood the story and write another version of the story based on what the student understood from the story, as a didactic strategy
Discussion	The analysis of these workshops showed that the students, feeling familiar with the stories, understand the text more easily, after the synchronous class and that it is also important to give them a glossary of unfamiliar words, and this was a helpful strategy to better understand a text, as demonstrated by the students' responses.	From the analysis of these workshops, it is clear that reading comprehension can be demonstrated not only through questions, but also through drawings, writings or other didactic strategies and that this can be another helpful tool to attract students' attention.	Through open-ended questions, students reinforce their writing and the use of unknown vocabulary, as well as put into practice in this workshop the description of a person using adjectives and their correct order.	In this opportunity the comic was used as a tool to help students to have an understanding of the text in an easy and didactic way, as evidenced in the comics because this text was long, but the participants through the activity analyzed well the work as demonstrated in their comics.

source: own resource

According to the documentary analysis carried out through the table above, 4 workshops were analyzed, where the findings were reflected in the discussion section. From which it can be analyzed that the strategies proposed in each of the activities fulfilled the pre-service teacher's expectations, since the results obtained from the activities carried out were as expected.

Results

After analyzing all the data collected from the proposed instruments such as the survey, the research journals and the documentary analysis, the results, which respond to the research questions, were obtained.

1. Motivation as a participatory role in the classroom

The practitioner analyzes that motivation is an important factor because it enables active participation. As mentioned by Elder, et al. (2008), critical thinking requires active learning to build good knowledge, which is important for the proper development of an English class. In the first meetings with students, and due to their low participation in class, developing the first worksheet was a bit more complicated than the following ones, since the students affirmed, when they were asked how they were doing in class, that they would decide participate or not , depending on how afraid of making mistakes they were. Authors such as Marcos Llinás & Garau, (2009) mention that motivation, self-esteem, self-efficacy, have a great relationship and are reflected in linguistic anxiety. That is why it is possible to think that it is necessary to work first so that each student has a good concept of himself, believes that he can make constructions from what he knows and that mistakes can lead him to generate more knowledge. In this way, class participation could be increased.

2. The interest of student on visual and unwritten texts

According to the collected data in the field diary, on several occasions the practitioner observed that when some videos about myths and legends were played, the interest of the students was increased, instead, at other times when the video was played at the end. A Class activity started by reading aloud a text, might help students to lose interest and this might confirm what authors such as, Potter, M.C., Wyble, B., Hagmann, C.E., & McCourt, E.S. (2014) discovered when they mentioned that our brain processes images 60,000 times faster than texts. It is evident that, in particular, this generation of students are more attracted to visual things, which leads us to observe that it is necessary to energize the texts with images, colors or by using other strategies that attract their attention to get them involved in class.

3. Advances in cultural identity

It could be observed that very few students had extensive knowledge about the myths and legends used for the class activity, which leads us to understand that using this type of narrative material in classes is important, not only because it helps students to develop reading competence, but also it allows them to know more about their identity through cultural interchanges. This is a teaching strategy that provides tools and a series of qualities, as stated by Sercu (2005). It is not only an ability to compare and interpret, but to relate information, in addition to the use of metacognitive strategies that lead people to create tolerance towards diversity.

4. Vocabulary as a barrier in reading comprehension.

During the time that this academic proposal was implemented, it was analyzed that vocabulary is an influential factor in reading comprehension. For experimented readers it is already a skill but for other readers it becomes an obstacle, because most students did not understand the story, due to the new lexicon found in the text which caused low participation, but as soon as the teacher gave them the meanings, the participation was activated again, and with this it can be concluded that the vocabulary is relevant and goes together with student's motivation to participate in class. This does not ensure that by teaching vocabulary students improve their reading comprehension, but as Steele and Mills (2011) assures, a well-planned selection of a key vocabulary must be made to understand a text without having to translate word by word that at the end might make students to lose the main meaning of the text.

5. Emerging strategies to improve reading comprehension

The first strategy that emerged was a result of creative, dynamic or colorful workshops with the aim of capturing the visual attention of students, second the well-planned selection of vocabulary in order to make them understand a text with keywords, third the challenge of motivating students to achieve an active participation at the time of socializing the reading. All of one these strategies emerged with the sole purpose of improving students' reading comprehension in English.

Conclusion

To conclude the chapter related to the research methodology, it was possible to analyses that the implementation of different strategies and alternative tools for the reading comprehension of a text, such as comics or didactic activities, helped the student to understand a text, this enhanced reading comprehension, regardless of the difficulty or length of the text.

Also, applying these tools in the teaching process motivated the student to participate, as well as to continue with the other activities that had the objective of understanding a text, since the text was being understood by the student and this made the participation more fluent.

Finally, the use of myths and reading as educational tools was well received by the students, because not only did it generate interest in each of the stories read, but it also integrated

and encouraged future generations to learn about their own culture, in this case Colombian culture in a foreign language.

Recommendations

The first thing to recommend is that improving reading comprehension in students through activities cannot be an intermittent work, on the contrary, it must be constant and perseverant, because it is in this way that will generate in the student not only a habit, but also a progress when analyzing and understanding a text, since this competence generates critical thinking and is fundamental for the process of learning a language.

It is also important to highlight the use of visual material, first, because the student's interest increases, and second, with myths and legends it can not only work on reading comprehension, but also the use of other skills such as listening, through videos that complement and reinforce in a didactic way the myths and legends.

Finally, I invite future pre-service teachers to conduct research where tools are used to encourage the habit of reading, as well as the Colombian culture, because in this way it is possible to develop in future generations, not only the abilities in the different skills, but also a good knowledge of cultural identity.

Chapter 4

Community Outreach Component

Introduction

The teaching process is a task composed of different pedagogical factors that seek both to lay and improve academic foundations with respect to a specific subject. In the English area, the institutions and the academic context require teachers to apply a series of strategies that lead the student in a didactic way to learn the writing, reading, speaking and listening components of the language. Some of these strategies are the ones that were addressed in this paper, specifically music, which is a useful and dynamic strategy that seeks to improve listening skills in children.

It is necessary to apply dynamic strategies in elementary school courses, which seek in teaching an education that is not only applied in the classroom, but also transcends in the daily life of the student and makes it daily in their lives, in this way, traditional methods were left aside, and activities with music were implemented, seeking to improve listening in students.

In order to make the use of songs a didactic learning method for elementary school students, a series of curricular activities were developed and applied, which will awaken interest and motivation in the students when speaking, listening and reading in English, thus seeking active participation and collective work among the students. In this way, students' interest in knowledge will grow and traditional methods that demotivate students and sometimes lead to academic failure will be left aside.

Music has been considered a valuable learning tool, where we not only develop didactic listening skills in the student body, but it also provides students with knowledge of new cultures, better social skills, and fosters affectivity and creativity.

Research such as that of Shaw (1963) shows that the application of music as a teaching method forms integral students, which is why, for Shaw, the application of music in the classroom is both important and necessary. Leganés (2012), on the other hand, shows us in his research, how through music in the classroom a better disposition, attitude and acceptance towards learning in general is maintained.

Furthermore, when music is used as learning strategy ,it will not be only reinforcing listening in the students, but also, implementing different activities, it is possible to learn about the culture and the social context in which this song was developed; Ludke (2009) stated that in order to generate an integrated learning where the song is developed, teachers must provide contextual references corresponding to genre, context of artists and different aspects that help to an integrated knowledge for the student.

Therefore, the application of didactic strategies such as music influences different aspects and competencies of the student, resulting in English learning with a solid foundation for reinforcement and application in the future.

Justification

It is important to enhance that in order to generate greater activity, interest and participation in the classroom, the implementation of didactic activities that seek improvement and learning progress in students are both necessary and fundamental, which is why the use of music as a strategy to strengthen the listening component in the English language teaching process has had good results. To this it can be added that, at present, globalization and social networks, has allowed us to be more related to English, therefore, making it part of our daily life.

One of the biggest challenges identified in the learning process, in the classroom, is the little or no participation of students at the time of developing activities, therefore, if we implement educational exercises with rhythms and lyrics that are everyday in the context of the student, it will stimulate them to participate in the activity and consequently achieve the objectives sought through the activity. Asencio (2017) stated that learning is more meaningful when the student feels motivated through popular songs that generate confidence and empathy.

For authors such as Bonilla and Maldonado (2014), songs are a material frequently used by teachers in learning English, since they are not only used to learn, but also generate a relaxed atmosphere in the classroom and offer a development in listening skills, pronunciation and new vocabulary.

"If we look around us, the lives of our students are full of music from birth, whether they are simple melodies, couplets, rhymes, songs or rhythms and therefore, taking advantage of these resources should be one of our goals as teachers. For children, music is a means to express themselves and at the same time, a source of motivation. Within the classroom, it serves to create a relaxed and pleasant environment that encourages learning, repetition and therefore facilitates understanding and memorization" (De Castro, 2014, p. 14).

Applying this strategy to primary school students at the Santísima Trinidad School, using familiar and common songs for them, facilitates, motivates and strengthens both teaching for the teacher and learning for the student, thus developing basic skills and competencies to achieve an assertive learning of English.

General Objectives

To improve listening skills by using English song in a first graders at the Francisco Jose de Caldas school

Specific objectives

To motivate elementary school children by learning a foreign language through music in English

To use the music as a strategy in the English learning process

To increase children's vocabulary through songs

Methodology

The primary grades of the school work one hour of English class synchronously through the Zoom platform. The primary teachers stipulated to work once a week, on Fridays or Tuesday with each group, material such as lapses, songs and slides were implemented in the classroom. (Annex 9)

The class began with an icebreaker activity, then the song which is the strategy to improve listening is implemented, it is necessary to emphasize that the song is about the topic to be discussed in class, then the teacher presented through the PowerPoint slides the vocabulary with images about the subject (Annex 10), the class was in both languages, more in Spanish than in English. Finally, the teacher and the children will develop the proposed lapse with the topic of the song, which is divided into four sections: the stages, the description of the activity, the skills and the materials as shown in lesson planning table chart 10,

Table 11

Primary lesson planning

STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	ONLINE RESOURCES OR MATERIALS
INTRODUCTION	Greeting the students and introducing the topic.		
WARM UP	Short activities of reading as icebreaker to catch the students' attention	Reading Writing Speaking	

EXPLANATION / DEVELOPMENT OF THE CLASS	First moment (What am I learning?) Teacher played a song about the topic.	Listening	Songs
	Second moment (Practicing what I learned) The teacher asked about what is the subject of the song? Then, the teacher explained the topic through a PowerPoint slides And finally, the students listened to the song again.	Speaking Listening Reading and Writing	
	Third moment Teacher presented the workshop (lapse) proposed for the class, the teacher asked questions and the students answered according to the questions proposed in the lapse. with the objective of developing the workshop together.		Workshop (lapses) Slides
	Final moment (What did I learn?) students listened to the song again and sang it together with the teacher.	Speaking Listening	
HOMEWORK	In the notebook the students answered or completed the last point which refers to the moment named what have I learned?	Reading writing	Notebooks

Material

The material implemented for these courses are the workshops denominated lapses, which were divided in four moments, the first moment named what am I going to learn, in which the theme of the class was placed, the second moment, what am I learning? In which the link to the song was added, then practice what I learned, where several exercises with images related to the topic were included, and finally, what did I learn? At this point several exercises were placed such as complete exercises, drawing or quizzes with only one question, in order to evaluate what was learned, these exercises were developed in the notebook. (Annex 11)

Chronogram

The chronogram shown in the following table contains the activities that were carried out in elementary school, the first grades (103-104) of the Santisima Trinidad campus. In addition,

the chronogram was divide in two activities and their topics, also the week in which it was developed and the resources implemented in the class.

Table 12

Primary school chronogram

Activities per week	Topics	Week	Resources
First activity	Greetings and farewells	22-26 Mach	slides flashcards worksheet
Second activity	family members personal pronouns	12-23 April	Lapse Slides Images

source: own resource

Conclusions

In conclusion, in the outreach component, two relevant aspects can be analyzed, one from the teacher's point of view and how it develops in the classroom, it is important that the teacher assumes that it challenges with different ages where attention in class has a certain degree of difficulty, teachers must implement innovative ideas that make the classroom experience much more enjoyable for their students; in this way any teacher is capturing the attention of each student and transmitting ideas effectively enough to create a lasting impression. This brings us to another aspect, to the results of how the students responded to the new teaching methods, in this case music has been applied as a new teaching method and music had a good development in the classroom. Since learning outcomes were observed in this method, it can be concluded that it is important for teachers to constantly present new ideas and methodologies. And this is an effective way to get students' attention.

Another aspect was the social purpose, or mission that the application of this component of outreach to the community fulfills. However, pre-service teacher contributes and make a difference because most primary school teachers are not specialists in the use of a foreign language. As a consequence, students do not have strong knowledge bases for better learning. it

can affirm that qualified support and teaching practices help to improve the linguistic competence in a second language.

Finally, a good performance of these innovative ideas generates motivation in learning English, which plays a fundamental role, because this interest motivates the student to learn more English in order to apply it in the future, this being a requirement for their university life, school and work.

Chapter 5
Intra Institutional Activities Component.
Introduction

For the first period elapsed of 2021, the integral practice carried out by the students of tenth semester of the foreign languages program, were carried out by the educational institution Francisco José de Caldas, specifically in the English's area, where it was integrated to the acquired knowledge of the practitioners in the inter institutional activities established in the chronogram. These activities are oriented to raise awareness and educate students in an integral way, since they allow them to develop experiences in this school context, in addition to forging in them knowledge, emotional management and social awareness, thus allowing them to develop in an environment in which both the teacher and the student play a role.

The institutions guidelines are required to be elaborated by a committee, even though scheduled dates were established by the administrative body, it is a requirement that the decisions are to be taken and carried out in conjunction, that is why the Ministry of Education MEN proposes the creation of these events as guidelines for the institutional advancement.

During the practice, activities such as environmental, patriotic, cultural, religious and many other activities are performed by the institution community, it is for that purpose that those events that were carried out during this school period are reflected in the form of a chronogram.

Justification

It is of utmost importance that within an institutional chronogram the implementation of these intra-institutional events is found, since it is necessary for the student within their academic

environment to be part of activities where their contribution is necessary to meet the different objectives established for each of the activities.

Now, focusing on the student, it can identify that through these activities can be obtained as a result a space to exchange new ideas, strengthen interpersonal relationships, improve skills, and generate empathy for the diversity of ideas that can be seen in this social context.

In this way, it is possible to forge in each of the students an integrity that goes beyond a purely academic knowledge and encompasses a whole altitudinal component, as well as a collective responsibility and conscience.

All this seeks to generate an impact on each of the actors that are part of the institutional community, seeking in them to encourage, improve and teach the application of teamwork, resulting in an inclusive and pluralistic environment.

Objectives

General objective

To improve collective work for the realization of intra-institutional activities.

Specific objectives

To promote student participation in the activities of the institution

To create an environment where the student and the teacher perform and execute activities that seek to highlight the cultural background of each iconic day.

Methodology

In the chronogram the dates were adapted and arranged, and a series of activities were developed to determine the school calendar where activities were carried out throughout the school period specified.

The educational institution Francisco José de Caldas establishes each of its activities from day one to the last day of the school year, these events are scheduled by months of the year in order to highlight those iconic days such as the celebration of the language day,

Independence Day among others, which were celebrated within the institution through events that involved the entire community.

The role of the pre-service teacher in these events was to support and exchange new ideas with teachers to create meaningful activities to commemorate these days,moreover to the institution has allowed to the trainers teacher enter to the various planning meetings held by the teaching staff of the area, in addition to those monthly meetings to look at progress and expose the process of each of the teachers in this new virtual modality. (**Annex 12**)

On the other hand, in these meetings that took place every month, the practitioners were given the floor, allowing them to express their ideas since, it is emphasized by the teachers that they brought ideas that refresh this academic process, those ones related to their interests. This process gave them the opportunity to participate and became a fundamental part of the events, what we as practitioners wanted to achieve.

Description of the activities

The first integration activity was the participation in several meetings of a project named growing up together! where new educational platforms were implemented   as a tool in the development of the class was exposed, the teachers in training presented in two groups a new platform with all its features, uses, advantages and disadvantages of the platform, (Annex 13) in this presentation an activity was created as an example of the functioning of the platform and was also implemented as a way of quiz in the exposition. (Annex 14)

Another activity was the active participation in the English song festival and the different meetings with English teachers to organize this event. In this activity, the role of the pre-service teacher was to encourage students to participate in this activity proposed by the English area, in addition to the accompaniment at the time of choosing the song and the preparation of the song before the recording of the video of the students participating in the festival. (Annex 15)

Finally, another activity was the individualized follow-up of students to make a report of all students at risk of losing the course (Annex 16), where students were contacted one by one to know their arguments and inform them of their situation through WhatsApp and via mobile phone because some students did not have an internet connection, in this way support was provided to the student with difficulties and several options were given to catch up with the course.

Chronogram

The following schedule shows the dates in which the interns are included by the institution to the different activities of the educational community as shown in the following table, which presents the intra-institutional activities divided into six dates from March 9 to April 29 and the name of the activities that were carried out in this process

Table 13

Intra institutional activities chronogram

DATE	ACTIVITY
9th March	Growing up together!
25th March	Induction meeting on the new Microsoft Teams platform
14rd April	Growing up together!
23th April	Let's learn English together through musical activities
29th April	English song festival

Source: own resource

Conclusions

The inter-institutional activities, led to conclude three important aspects, first, in this type of exercises it is possible to demonstrate and understand the real work of the teacher, which goes beyond what is applied in the classroom, because in order to be successful in the execution of

these activities, the teacher plays an important role, since his/her availability and attention is needed to work as a team with the student and be able to carry out the activity. Also, it was observed that the implementation of these activities educate and sensibilize the student.

The second aspect to conclude is the role played by the pre-service teacher in the execution of these intra-institutional activities, due to the support that should be given to the student outside the classroom, for the realization of these activities, as it was to implement the English song and how it had both motivate and accompany the students in the process.

Finally, the working relationship between the teaching body and its directors, given that through collective work, both relevant aspects for the classes and work tools were socialized, as was the growing up together meetings; as well as the academic monitoring of the students, seeking among all the best solution for an assertive application in the learning of a foreign language, in this case English.

Chapter 6
Reflective approach to integral practice

The integral practices is a space where the student has the possibility of know if being a teacher it's real vocation, it put the trainer teacher in the context of all the things that are involved in being a teacher as well as help to reflect on what is the professional profile ,and what is the chosen population; children or adolescents, according to Tay, Mindy & Jain, Dr. (2019), "Reflective practice is associated with the integration of professional education and practical knowledge", this process gave the opportunity to put on the teachers' skin not as a student but as a teacher what it feels like to be the center of attention of a group of people, this process has led to concluded that as Joseph Joubert says Teaching is learning twice, because it is not only necessary to know about any subject but to learn that subject to teach it to a group of people..

Objectives

General objective

To use the pre-service teacher's narratives as an instrument to reflect about the practicum

Specific objectives

To identify the different factors that influenced on the teaching process

To promote the teachers' critical thinking as a way to improve the teaching process

Narratives

This reflective process was carried out through five narratives that were developed weekly, (Annex 17) These narratives showed the aspects that the practitioner analyzed in the practicum. It highlighted the most important issues from their experience as teachers. It was presented in the table below:

Table 14

Narratives description

Narratives / date	Description/ aspects identified
Narrative 1 / 05th of April	During this first week the challenge was the motivation. Students did not participate during the class,It was noticed their shyness and fear of expressing their ideas in english, however , It was implemented as a strategy to face it, the use of language alternance in order to motivate them to participate. The communication and interaction with the supervisor was a positive factor that influenced the development of the classes. The supervisor was the guide to conduct the classes and a support.
Narrative 2/ 12th of April	During these meetings different activities were implemented through online platforms. Those ones were really attractive for students and caught their attention. The most important was to catch the students attention in order to motivate them to learn and use the language. Another aspect to highlight was that the cultural events could be an opportunity to approach students to the language and make a transversality with other fields such as music. Despite students didn't show willingness to participate, those activities are

	always remarquables.
Narrative 3/ 19th of April	It was possible to analyze during this week that teaching through examples creates in them a significant learning and mistakes are a way, an opportunity to learn, and students feel motivated when words such as congratulations, great job or if they are also congratulated for participating
Narrative 4/ 03rd of May	It was observed that it is of vital importance to provide students with self-confidence in order to help them get out of their comfort zone and it is also a fabulous strategy to improve their participation in class.
Narrative 5 / 10 th of May	During the final week, all activities were stopped due to the national strike in the country. During this week it was analyzed that young people and future generations are not apathetic to social, political, economic and cultural issues that directly affect the daily lives of people, which is why the teaching body plays an important and fundamental role in the students, because it is the teachers who have the responsibility to educate them to demonstrate with arguments, to have a position before an event and not to take the violence way to resolve conflicts.

Source: own resource

The trainer teacher was able to understand what it really means to adapt their classrooms to the context or social events of the moment, on the one hand, to perform a practice framed in the virtuality, due to the health emergency, made implement a whole methodological system where the student's learning was not affected or impaired. Now, having already adapted the presence classes , by that time, the social political context of the country, directly affected the classes with the student, Furthermore, this process has helped me to reflect on the importance of motivating people towards new opportunities because I have realized that English is seen as a subject that I will not take into account for my life because it is not part of the reality, and that is where the challenge of the teacher comes in, to help motivate and expand

the field of vision of people and help them understand that English is not just a school subject but is an opportunity and a necessity in this new globalized world.

Chapter 7
Design of the material

This chapter has the purpose of presenting the material made by the pre-service teacher as shown in the table chart 14, to provide support to the supervisor teacher, in order to make up for the missing weeks to complete the teacher practice, which was stopped for a month because of the political and social context that the country was going through.

Moreover, digital materials are denominated educational resources, because its designs fulfill the didactic characteristics for learning. Its objective is to help in the obtaining of knowledge, to reinforce the learning process and to help to improve a competence and to evaluate the knowledge of the students according to (Garcia, 2010)

This material is about the creation of the last three lapses (9,8 and 10) that will be developed in the second period of classes, in which the trainee's teachers will no longer be linked to the institution because they will have finished the practice.

The below table chart 15, presents the lapses made by the pre-service teacher for the four grades of ninth grade and the two elementary grades 1-03 and 1-04 that was in charge of the trainer teacher, as well as the topics of each of the lapses and the description of each of the workshops, finally the objective of each material created for the second period of the school year.

Table 15

Second period material

Material workshops (lapses)	Topic	Description	Material Objective
Lapse 8 (**Annex 18**)	Countable and uncountable nouns how many and how much	this lapse is related to the unit that we eat set out in the subject plan and established in the MEN and the book English please, which relates the vocabulary of food with	How to express quantity in English Learn vocabulary about food and know how to express my likes and dislikes about food

| | | grammatical topics such as Countable and uncountable nouns how many and how much

the lapse the workshop is divided into 7 questions which contain a text, a pretext, some comprehension questions, a video and two grammar points related to food vocabulary. | |
|---|---|---|---|
| **Lapse 9** (**Annex 19**) | Take good care- The environment | The lapse the workshop is divided into 7 questions which contain a text, a pretext, some comprehension questions, a video and two points related to environment vocabulary. | Develop critical thinking about the different ways of using natural and energy resources and modify my behavior patterns and consumption habits.

Identify vocabulary related to the environment. |
| **Lapse 10** (**Annex 20)** | Free time activities- Go + verb + -ing | The lapse the workshop is divided into 7 questions which contain a video and a listening comprehension, a text, a pretext, some comprehension questions, and two points related to free time activities vocabulary. | Identify vocabulary related to free time activities.

How to express what I do in my free time |
| **Elementary school material** | | | |
| **Material workshops (lapses)** | **Topic** | **Description** | **Material Objective** |
| **Lapso 8** (**Annex 21)** | Animals | **what am I going to learn**, the theme of the class, **what am I learning?** In which the link to the song, **what did I learn?** Exercises to practice **what was learned,** these exercises were developed in the notebook | Identify vocabulary related to animals

Learn new animals |
| **Lapso 9** (**Annex 22**) | Fruits and vegetables | **what am I going to learn**, the theme of the class, **what am I learning?** In which the link to the song, | Learn the vocabulary about fruit and vegetables

Know how to express my likes and dislikes about |

		what did I learn? Exercises to practice **what was learned,** these exercises were developed in the notebook	fruits and vegetables
Lapso 10 (**Annex 23)**	Adjectives	**what am I going to learn**, the theme of the class, **what am I learning?** In which the link to the song, what did I learn? Exercises to practice **what was learned,** these exercises were developed in the notebook	Know how to describe a person, thing and animals Learn vocabulary related to adjectives, shapes and colors
Lapso 11 (**Annex 24)**	Numbers 1-20 and age	**what am I going to learn**, the theme of the class, **what am I learning?** In which the link to the song, what did I learn? Exercises to practice **what was learned,** these exercises were developed in the notebook	Answer the question how old are you? Learn numbers 1 to 20

Conclusion

Throughout this project entitled "The use of Colombian myths and legends as a cultural strategy to improve the students' English reading comprehension skills from ninth grade in Francisco José de Caldas school: an action research", it is concluded that this study was useful to motivate the students to improve their reading comprehension skills through readings such as myths and legends from Colombian culture. That was implemented as a strategy to promote the students' knowledge about the Colombian culture in a public institution. Among the results it is noticed the importance of the material implemented to carry out the classes, the use of different online platforms and audiovisual contents obtained positive results in relation with the understanding of the texts (myths and legends), vocabulary acquisition and English comprehension improvement. The use of that material caught the students' attention, promoting in this way the practice and improvement of the English reading comprehension and the recognition of the culture. During this process of practicum was implemented the work in the extension to the outreach community which was useful to improve the children's listening skills through songs that were developed as a strategy to motivate the primary school students

in the learning of English as a foreign language with strategies that captured the attention of the students of these courses, in addition this one was a process of accompanying and enrichissement in which pre-service teachers recognize the importance of implement different material and resources for students.

From this experience it was also possible to understand the real work of being a teacher and have the opportunity to learn how to work in a collective way with all the members of an institution and the implementation of activities that sensitize the student and motivate them to have an active participation in the institution.

Finally, this process also allowed the pre-service teacher to experience the real educational environment and to do a reflection about this profession and all the challenges that the teachers will have to face in their daily activities as a teacher.

Annexes

Annex 1

Lesson planning

STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	ONLINE RESOURCES OR MATERIALS
INTRODUCTION	Greeting the students and introducing the topic.		
WARM UP	Short activities of reading as icebreaker to catch the students' attention	Reading Writing Speaking	Slides, flashcards, and images
EXPLANATION / DEVELOPMENT OF THE READING (MYTHS AND LEGENDS)	Development of the myth or legend following this sequence: Pre – reading stage: A short activity about vocabulary, the reading subject While- reading stage: Skimming and scanning activities related to the myths and legends worked during the class, to facilitate the reading comprehension process (matching activities, summarizing, taking notes, and using keywords) Post reading stage: An activity to complement the process of reading during the class	Reading	Workshop (lapses) Slides Live worksheets platform Images Flashcards Colombian myths and legends

		Reading	Notebooks
HOMEWORK	An activity to develop at home as a complement to work the myths and legends, like create a comic or write a different end of the story	Writing	

Annex 2

Microsoft teams meeting
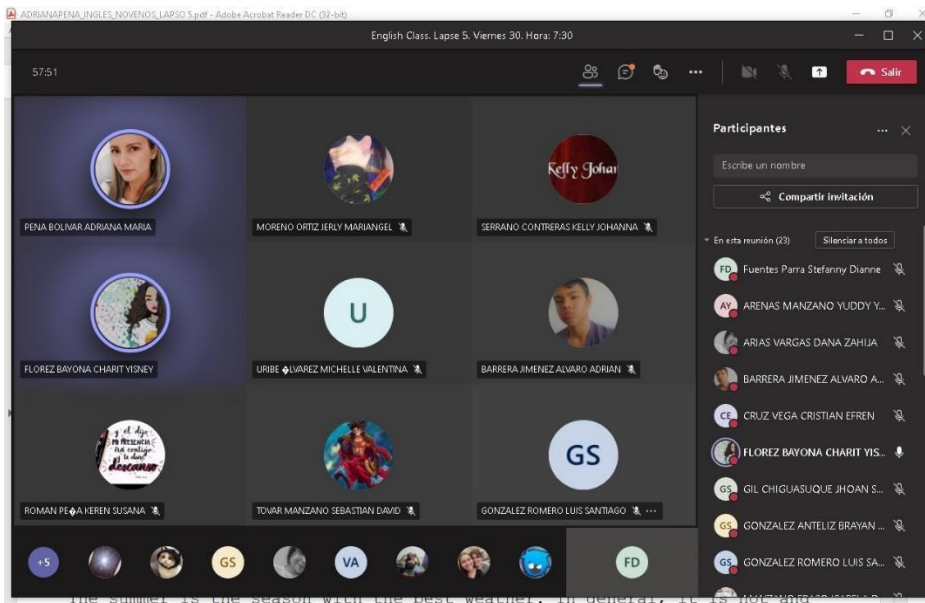
Annex 3

Video clips

Annex 4

Didactic platforms

Annex 5

Workshops

**https://drive.google.com/drive/folders/1aTZpIXhaIKoZO-
mbRTLaC8DlCswOHy7w?usp=sharing**

Instructions

Read carefully each exercise-----Watch the videos of topic's explanations. -----Attend to the videoconferences and participate.

La Llorona

The Llorona (Wailer) is a wandering woman who carries a child through the streets. She's muddy, wild-eyed, and dressed in rags and never shows her face. Some legends say her cadaverous face, covered in rags soiled by the rain and the sun, belonged to a beautiful woman with bold eyes who drove the men of the villages crazy with **her** body.

Glossary
- Muddy: embarrado
- Rags: trapos/ harapos
- Plot: tramar algo
- Mischief: travesura / malechor

She always screams for aid, also her spirit is said to stalk lonely places and appear to anyone plotting mischief and the doctors and nurses that help pregnant women. Some say she was a jealous woman who killed the child's mother in rage. Others that she was a desperate wife who killed herself, and a child she had with **her** lover, when she heard **her** husband was returning from war. The story of la Llorona is particularly popular in eastern Colombia, in the region known as Los Llanos.

1. **Answer the questions.**

    1. when the woman known as a "LA Llorona" was young had a bad and a scary appearance?
    _____
    2. What does la Llorona ask for in **her** cries?
    _____
    3. Which are the la Llorona's victims?
    _____

4. which region of Colombia does this legend originate?
_____

El Mohán

The mohán is everyone's favourite monster. Although **his** description does vary from place to place, he is usually a huge creature, covered in hair with long, claw-like nails. He sometimes has red eyes and gold teeth and is fond of mischief. Fisherman say the mohán capsizes boats and steals bait and hooks. Washerwomen claim he bewitches girls with music and tricks. He is also said to guard ancient treasures in **his** underground palace and **his** appearance heralds the arrival of floods, earthquakes and plagues. Also El Mohán appears in different rivers and streams smoking a thick tobacco to scare away insects.The mohán is sometimes known as "Poira" and **his** story is most commonly told in Tolima.

1. Besides the name Mohan, what other name is attributed to this character?
_____

2. what always smokes the mohan ?
   - cigarettes
   - tobacco
   - canabis
   - insects

3. **It's your turn**

4. Draw the character named the mohan with all the characteristics described in the text.
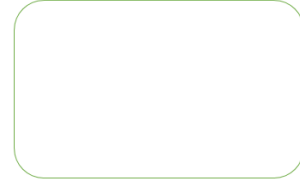
5. **It is time to write!** you should look for another version of this legend and write it down.

Annex 6

Informed consent

UNIVERSIDAD DE PAMPLONA

FACULTAD DE EDUCACIÒN

LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

PRACTICA INTEGRAL

CONSENTIMIENTO INFORMADO

Mediante la confirmación en línea de este documento, doy mi consentimiento para participar en la recolección de datos del proyecto de practica titulado "El uso de los mitos y leyendas de Colombia como estrategia cultural para mejorar la comprensión lectora en inglés de los estudiantes de noveno curso en el colegio Francisco José de Caldas, una investigación-acción.", respondiendo a una encuesta de 8 preguntas referentes a los aspectos que englobaron el proyecto.

Entiendo al responder la encuesta que los datos que suministre serán veraces y con conciencia del tiempo aportado para el desarrollo de la propuesta; establezco también que esta información será compartida con mis padres o los miembros responsables de mí, con el fin de hacerles conocer acerca del proyecto en mi condición de menor de edad.

_____
Firma de participante

Firma del practicante

Annex 7

First survey

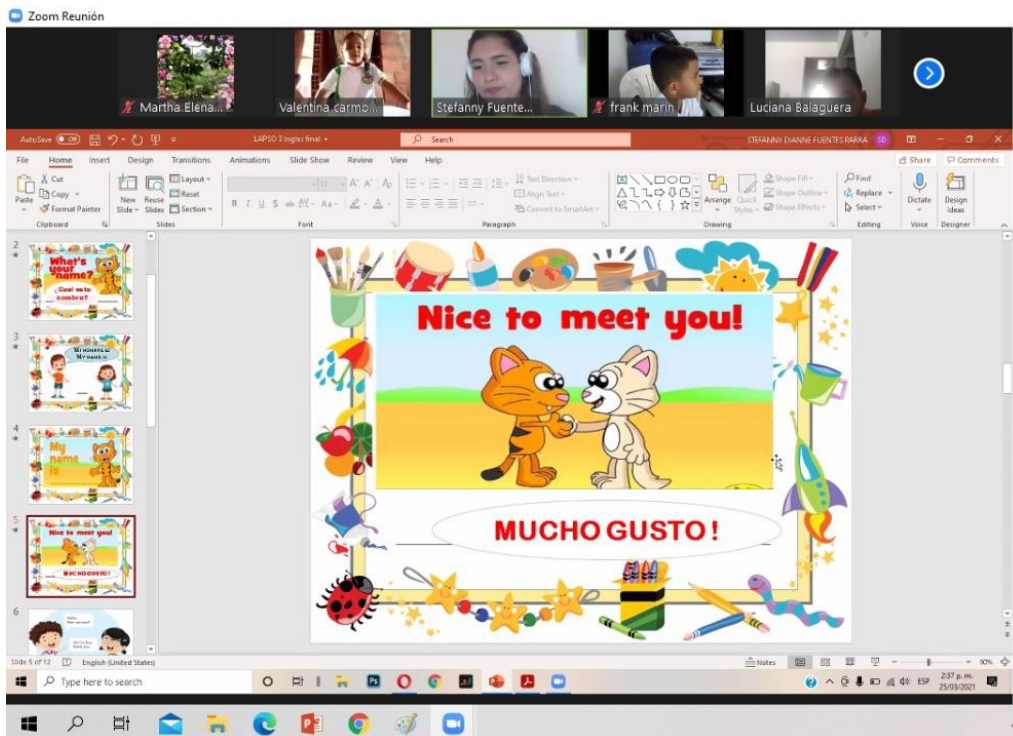https://forms.gle/mY6Dm2yPx4UuiNU1A

Annex 8

Student's workshops

Annex 9

Primary zoom meetings

Annex 10

PowerPoint slides

Annex 11

Lapse N• 1

Annex 12

Growing up meeting

Annex 13

New platforms expositions

Annex 14

Quiz about the exposition

Annex 15

Participant English festival song

https://drive.google.com/file/d/15Q5a_AsutfSj_bLnEfeJdwqgnBTmpY1n/view?usp=sharing

Annex 16

Students' Report

Annex 17

Narratives

https://narrativesunipamplona.blogspot.com

Narratives   BUSCAR ☰

Fifth Journal

junio 24, 2021

N arrativa pedagógica: Quinta semana de práctica docente Institución
Educativa: Colegio Francisco José de Caldas "La enseñanza que
deja huella no es la que se hace de cabeza a cabeza, sino de corazón a corazón."
Howard G. Hendricks. El país se encuentra atravesando momentos difíciles en los
que nos hacen sensibilizarnos como seres humanos que somos con la situación, la
cual nos hizo a todos hacer un alto y una reflexión en nuestras actividades
escolares debido a esto no tuvimos clase dos días. Ahora bien, el hecho de tener
una semana de mi practica afectada por las circunstancias y acontecimientos q ...

COMPARTIR   PUBLICAR UN COMENTARIO   LEER MÁS

Entradas recientes

Fourth journal

Annex 18

Lapso N° 8

https://drive.google.com/file/d/1t9oWpcYQaRoMQbRPNWysf1O_Tk7ngOEq/view?usp=sharing

Annex 19

Lapso N° 9

https://drive.google.com/file/d/1JHMWqUWnluTmA3Re5hPkOmRNUMLkgC2J/view?usp=sharing

Annex 20

Lapso N° 10

https://drive.google.com/file/d/1KEXRTrMu3GiLj4A3nBrrBAZHLL7pXKcG/view?usp=sharing

Annex 21

Elementary school lapso N° 8

https://drive.google.com/file/d/1vcQg8oE6W_IPQNkvkBu0LE4Do1fP-4DR/view?usp=sharing

Annex 22

Elementary school lapso N° 9

https://drive.google.com/file/d/1vcQg8oE6W_IPQNkvkBu0LE4Do1fP-4DR/view?usp=sharing

Annex 23

Elementary school lapso N° 10

https://drive.google.com/file/d/1vcQg8oE6W_IPQNkvkBu0LE4Do1fP-4DR/view?usp=sharing

Annex 24

Elementary school lapso N°11

https://drive.google.com/file/d/1u4UgL69inJQ3lcjuPmcyAfy2Y5JsL_yQ/view?usp=sharing

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