Implementing Short Stories for Enhancing Tenth Grade Students' Reading Comprehension Skills at the Educational Institution Águeda Gallardo de Villamizar in Pamplona (Colombia)

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Chapter I

General Presentation of the Proposal

Presentation

The following study represents the activity of integral teaching practice, in which pre-service teachers interpret and put into practice the mastery of the intellectual and creative competencies of their study process.

This, through the realization of research and pedagogical projects, in order to visualize themselves as future teachers while they are enrolled in an institution where they carry out their professional development. In this manner the present document is composed of four components: Institutional Observation and Diagnosis, Pedagogical and Research component, the Community Outreach component and the Administrative component. The entire process is being developed at the Educational Institution Águeda Gallardo de Villamizar; Pamplona, Norte de Santander.

The Institutional Observation and Diagnosis allows us to comprehend and know the aspects of the institution to become a member of the scholar community. The following component is the Pedagogical and Research component which complement each other in order to identify a necessity for learning a second language through the implementation of an action research proposal to ameliorate this issue. The Outreach component seeks to contribute with the previous knowledge of the pre-service teacher to the elementary grades population in the respective institution, taking into account that most of the time these institutions do not have an English teacher, as in this case, fulfilling the needs in this area. Finally, the Administrative component seeks that the pre-service teacher has a complete experience with the tasks that a

teacher must assume within an institution, as well as the responsibilities with students and extracurricular activities.

Introduction

Today's world is closely connected and in this sense the need to understand each other is becoming greater, the desire to understand each other makes it necessary to know about the other languages that exist in addition to our own language. In other words, global communication seems relevant nowadays. In this sense, a language should be termed as universal to make way for communication, so that, according to Research Journal of English 4 (2019) English has been considered as a common language as it plays a dominant role in all fields of the present globalized world.

In Colombia, according to a study of EF Proficiency Index conducted by EF Education First in 2019, the country has a very low level in English, as well as a downward trend in the ranking, so more innovative and modern teaching methodologies are suggested. Likewise, education in Colombia is facing general challenges due to the Covid 19 pandemic; in March 2020, educational institutions in Colombia were closed due to the Covid 19 global health emergency. On March 13th of the same year, the Decree 660 was issued to guarantee the provision of educational services throughout the country, under MEN (2020) guidelines to organize the academic work weeks. With these measures, the educational institutions had to find the right parameters for the continuation of the school year without being too much affected by the change in the methodology with the rise of e-learning and digital platforms.

The present Action Study is carried out in a Colombian public institution 'The Educational Institution Águeda Gallardo deVillamizar', to apply a project in which the needs of the English area between students of this institution are improved, also to implement the knowledge or strategies of the English as a pre-service teacher. The focal school receives children from rural areas, so connectivity is difficult and the classes are very limited. The pre-

service teacher was allowed to observe some meetings in order to identify the need to be developed.

Justification

Due to the Covid 19 pandemic and its consequences, schools in Colombia were closed making virtual education become more important and a connectivity problem was notable throughout the country. In turn, this problem led many schools to take different measures in the methodology oriented to work at home, because of the complications for all students to be in a virtual classroom and understand everything about it. Likewise the integral practice of the pre-service teachers must adapt too to virtual education, following the development taken by the institution and at the same time contributing from the innovation of the pre-service teachers who seek to improve and assist the needs in the English area .

The Educational Institution Technical School Águeda Gallardo de Villamizar is located in Pamplona, Norte de Santander, Colombia. It is an official institution of Christian philosophy directed by the Salesian Sisters. The educational action is inspired by the Preventive System, a pedagogical option of St. Juan Bosco; it is defined as an inclusive family without discrimination of creed, race, dry and socio-economic conditions. It has three fundamental pillars: reason, religion and kindness.

During the observation, the pre-service teacher noticed that due to the decision to have only one forty-minute meeting per week per grade, the interaction in English between the students and the teacher was very difficult almost absent, due to the methodology appropriated, some class time is used for prayers and the rest of the class time is used to explain or resolve doubts about the biweekly worksheet.

The aim of this document is to ameliorate the students' Reading Comprehension and vocabulary through innovative and different methodologies to encourage and improve the level of English in the educational institution in the determined grades. With this said, the

following study will benefit the participants involved in the different components, such as the students of the school, the teacher in charge of the course and supervising the process, the pre-service teacher researcher and those who need information on this topic.

General Objective

- To develop the integral practice as a pre-service teacher, pedagogically and administratively supporting Tenth and Fourth grade students' needs in English area at Institutional Education Águeda Gallardo de Villamizar.

Specific Objectives

- To implement short stories for enhancing tenth grade students' reading comprehension.
- To apply puzzles games as a way of learning vocabulary for 4th grade students.
- To participate actively in the academic, cultural and administrative activities of the Educational Institution Águeda Gallardo de Vilamizar.

Conclusion

As a general conclusion of this proposal, the pre-service teacher was able to effectively complete the internship process and this in turn contributed significantly to the reflective process. In each of the components, it was concluded by responding to the given objectives. This was evidenced in each of the components of this work. The pedagogical components had complications due to the health emergency, however this did not cause a disadvantage in the results since it was possible to conclude, as mentioned in these components, that the objectives were fulfilled. As for the involvement of the inter-institutional activities, these were more affected due to the modality, even so, the activities in which it was possible to participate were carried out successfully.

Chapter II

Institutional Observation Report

Institutional observation is the first step in the involvement of the integral practice as a pre-service teacher in the institution, because it helps us to identify the problem or the need that we are going to develop and investigate, therefore, the following section contains the main aspects about the institution.

Administrative Component

Institutional Educational Project

The Educational Institution Agueda Gallardo de Villamizar is located in northeastern Colombia on the border with Venezuela, specifically in the city of Pamplona, a cultural, betrayal and educational city. This institution offers quality education and open doors for the population and region contributing to the improvement of the quality of life and current social needs.

In this way, the institution looks to generate an impact on the students' future to be good citizens, active, peaceful and efficient in the working atmosphere.

In this sense the institution offers a comprehensive education in pre-school, basic primary, basic secondary and secondary academic technical, for a population in the majority of the neighborhoods of the municipality, being the most concurrent El Progreso, which is a marginal environment, so there are some difficult situations in terms of the family environment.

School Enrolment and Retention

There is no precision of the number of students, although the institution handles an approximate of seven hundred and fifty students, which is maintained in a continuous change due to their parents' jobs relocation, moves of residence, moves of city, among others. In addition, the Primary and Garden headquarters are separated from the Secondary School, this causes in some cases parents change their children to other institutions.

However, the access to Institution is very simple and there is always a philosophy of solidarity and support for people who request their service. A large part of the students who start in Kindergarten, finish their studies at the Institution, focusing on their final step in the institution towards the construction of their life projects; also opening the doors in tenth and eleventh grade to students who come from rural parts of the country.

Academic Guidance: Institutional Landscape

Mission

The Águeda Gallardo de Villamizar Educational Institution, provides academic, humanistic, preventive and quality training from the pre-school to the technical medium in different areas with theoretical and practical relevant knowledge, with a high degree of responsibility and honesty in the service of the region and the country.

Vision

In the year 2020 the Águeda Gallardo de Villamizar Educational Institution will be consolidated as a certified institution in the provision of educational service in the department of Norte de Santander, in the provision of educational service for Norte de Santander, in the training of peace-builders, active and autonomous citizens, managers of healthy environments with academical and occupational competences in relation to personal needs and social context.

Institutional Values

The institution is based on a Preventive System that seeks from within each person to recognize its value and develop its potentialities from the Salesian trinomium : "Work, piety and joy"

Likewise through cross-cutting and classroom projects some institutional values are manifested which are:

- Respect for life

- Integrity

- Gratitude

- Timeliness

- Responsibility

- Solidarity

- Peaceful coexistence

Institutional Objectives

General Objective - To strengthen the educational-pastoral response of the Institution Educational "Technical College Águeda Gallardo De Villamizar" from the experience of the Christian human values with a Salesian face, the quality of education at every level and the family climate for the sake of one's own life and the lives of others.

Basis

The institution is governed by the community Daughters of Mary Help of Christians (Salesians) and is based on the Preventive System, educational proposal of Don San Juan Bosco who always put himself in the place of the other working in good.

The school is conceived as a stage of discovery for participation and peaceful coexistence. The vision and mission of this is linked to evangelical principles to be able to open up to God and thus the goal of forming good Christians and honest citizens. This rests on the pillars of Reason, Religion and Kindness, on which the student builds his life project.

Educational Provision, Access and Retention Policies

Inclusion and Retention

The Águeda Gallardo de Villamizar Educational Institution advocates inclusion by giving preference to low-income and displaced teenagers, as well as students with special educational needs in the cognitive area; in addition conditions are sufficient to accommodate any kind of vulnerable population.

Work has also been carried out with young people with addiction problems in cities such as Cúcuta and Bucaramanga, however these young people are attracted to consumption again for lack of personal struggle and many other factor

Institutional Culture

Quality Policies and Policies:

- Continuous improvement of the Quality Management System.

- The Humanistic and constructivist academic training regarding the Prevention System from San Juan Bosco.

- The guidelines of the Ministry of Education and the departmental education secretariat.

Quality Targets

- Attending to the needs and expectations of parents in the humanistic-constructivist academic formation from the preventive system of San Juan Bosco.

- Ensuring the continuous improvement of the quality management system,

- Maintaining the MEN guidelines and the departmental education secretariat.

Administrative Component of the PEI

School Governance

The Águeda Gallardo de Villamizar Educational Insitution is formed by a community in search of the Integral formation with the values of Work, piety and joy, thanks to this it favors the participation through the School Government, configured to give the power of decision and participation to the educational community, according to the National

Constitution (Article. 68), the General Education Act (Article. 143) and Decree 1860 (Article. 19, 20, 21)

Formation

- Rector
- Board of directors: rector, two teachers, two parents, a representative of alumni, a representative of 11th grade elected by the student council and a representative of influence of the Institution.
- The academic council: the rector, the coordinators, an educator by area, one educator for each headquarters, a school counselor, the teachers from the Support Classroom of the technical media.

Resources

Human Resources:

- Faculty Leaders
- Teachers
- Administrative Staff
- Parents
- Students

Physical Resources

- Library
- Classrooms
- Laboratories
- New technology classrooms
- Meeting rooms, media and audiovisuals
- Sports venues

- Toy library

- Office: Jardín Nacional, Santísima Trinidad, Alfonso López, El Escorial, Águeda Gallardo de Villamizar.

- Technical media classroom

- Gym

- Practice spaces

- Sanitary battery

- Wellness services

- School restaurante

- Nursing

- Chapel

- Cafeteria

Financial Resources

As an official institution, all economic or monetary resources come from the General System of Participation. The sources of funding for the institution are mainly free resources directly from the National Government for each student in the institution.

Regulations or Manuals

Procedures Manual

It allows following regular channels for the use of the institution to provide a quality service in the learning-teaching process. Procedures are written step by step clarifying roles and responsibilities.

Function Manual

It allows defining the responsibilities of the actors in the educational process, it favors the quality of life in the institution.

Behavior Manual

This manual sets out the philosophy to be followed and the fundamental elements of the institution's policies.

Pedagogical Component of the PEI

The Águeda Gallardo de Villamizar Educational Institution recognizes and is attentive to the different educational practices and plans in order to participate in them, for example, to contribute to the 2025 goal "Colombia the most educated". Projects such as Colombia Bilingue, Programa Todos a Aprender, Pásate a la Biblioteca Escolar and Súbete al Bus de la Jornada Única.

Integrative Pedagogical Model: Humanistic – Constructivist

Main speakers:

- Juan Amos Comenius
- San Juan Bosco
- María Montessori
- Friedrich Froebel
- Jean Piaget
- Jeromé Bruner
- Lev Vygotsky
- David Paul Ausubel (learning by representations, learning by concepts and learning by propositions)
- Howard Gardner

Methodological Approach

The institutional project approach requires a series of concepts harmonized in a single approach that energizes the formative processes.

The Preventive System of Don Bosco and his Salesianity is taken and conformed by the cognitive level, followed by the technological, within the humanistic and finally with the liberating level (life project).

Curriculum Design

For the basic curriculum we have the Salesian Pastoral proposal where we learn to: Being, doing, learning and living together.

The proposal is based on the young people and their needs with the goal of forming good Christians and honest citizens, trained as technicians with values, attitudes and abilities.

Study Plan

The contents are developed through a globalized design for preschool and another for the other levels where the objective of forming "good Christians and honest citizens" that identifies the educational relationship with "Charity of Christ the Good Shepherd" is favored. All materials and contents seek to develop in students the attitudes and aptitudes necessary to be active citizens of the 21st century, this is possible through area plans, unit plans, classroom pedagogical projects or transversal projects with Salesian characteristics.

- preschool education
- basic primary education
- basic secondary education
- technical secondary education (in recreation and occupational safety)
- Area plans
- Unit plan

- Class scripts

- Class journals

Student Evaluation

Principles: Integrity, consistency, gradualness and continuity and flexibility.

Dimensions: scientific, objective or functional, cumulative and communicative. ***Cross-Cutting Projects***

The pastoral proposal is the indispensable criterion for each of the projects defined by the MEN and its sub-projects.

The pastoral is the expression that supports the educational work to the realization of men and women through their faith maturation and active participation in the Church; it is characterized by Faith, Culture and Life.

The projects that complement the curriculum are:

- Leisure time organization project

- School environmental project

- Sexual education and citizenship building

- Healthy lifestyle (democracy, healthy recreation, mobility, entrepreneurship and financial education).

Organizational Chart

Scholar Government Formation

- Rector

- Board of directors: rector, two teachers, two parents, a representative of alumni, a representative of 11th grade elected by the student council and a representative of influence of the Institution.

- The academic council: the rector, the coordinators, an educator by area, one educator for each headquarters, a school counselor, the teachers from the Support Classroom of the technical media.

School government support agencies

- the ombudsman the comptroller

- the student council

- the school coexistence committee

- the alumni representative

- the parents' association

- the council of delegates

- the student representative

Coexistence Manual

The educational institution has a Christian philosophy and is inspired by the Preventive System, a pedagogical option of St. John Bosco. It has three fundamental pillars: Reason, Religion and Kindness. As well as being enriched by the Salesian trinomial: work, joy and piety.

Mission aspects

Mission: The Águeda Gallardo de Villamizar Educational Institution, provides an academic formation, humanistic, preventive and quality education from pre-school to technical high school with pertinent theoretical and practical knowledge
and with a high degree of responsibility and honesty at the service of the region and the country.

Vision: By the year 2020, the Agueda Gallardo de Villamizar Educational Institution will be consolidated as a certified institution in the provision of educational service in the department of Norte de Santander, in the formation of active and autonomous young citizens, managers of healthy environments with academic and work skills relevant to personal and social needs.

Values: honesty, gratitude, responsibility, punctuality, respect, solidarity, peaceful coexistence and listening.

Rights and Duties of Students

- Respect for people

- Participation and democracy

- Equity and acceptance of differences

- Community welfare and hygiene

- Environmental care and conservation

- Cognitive and scientific training

- Communication channels within the educational community

Situations that Threaten the School Coexistence

- Violence: physical, psychological, verbal, relational, symbolic, sexual, cyber, bullying, exclusion, violence from student to teacher and vice versa.

Places Where Violence Occurs

- Violence within the school

- Out-of-school violence

- Domestic violence

- Bullying

- Sexual abuse

- Tobacco use

- Use of alcohol or illicit substances

- Pregnant adolescents

Type 1 Situations

It is the non-compliance with some of the duties stipulated in the Coexistence Manual, which alter the development of the educational process and damage the school climate.

Type 2 Situations

These situations directly affect group coexistence or the educational community.

Type 3 situations

These situations correspond to all personal attitudes that cause serious harm to people in the educational community, in addition to all those offenses contemplated in Colombian criminal law.

General Rules

The educational institution promotes the improvement of the quality of life in the institution as well as at home to raise awareness on their students of the care of the environment and of themselves. Students and other members of the educational community must comply with basic hygiene standards.

MEN Guidelines and Regulations in the Event of a Health emergency

The educational institution adopts the study on Guidelines for the Provision of Home Education Service by the Ministry of Education and the Ministry of Health. In addition, Decree 660 from 13th on May of the past year, 2020, which authorizes the adoption of measures related to flexibility in the academic calendar for the provision of educational services.

School Schedule

Pre-school level: 20 hours per week

Elementary level: 25 hours per week

Basic secondary level: 40 hours per week.

Single school day

This applies to the Secondary and Middle School levels, with forty hours of attention per week. However, first we have to make a process of accommodation and adaptation to the workday. The time will be divided in 4 afternoons per week, two afternoons will be of three-hours and two 2-hour afternoons. Therefore, we work on Mondays and on Wednesdays from 2:00 to 4:00 pm and on Tuesday and on Thursday from 2:00 to 5:00 pm

Institutional Schedule

Activity	Date	Responsables
Periods		
First period	February 1st to April 16th (10 weeks)	Teachers
Second period	April 19th to june 18th (9 weeks)	Teachers
Third period	July 5th to September 10th (10 weeks)	Teachers
Fourth period	September 13 t november 26th (10 weeks)	Teachers

Flags-raising

March the 26th: Welcome to Students

April the 23rd: Language and kids day

June the 4th: Environment day

July the 23rd: The independence of Colombia

August the 27th : Gratitude day

October the 22th: Cultural Diversity

Formato celda	Convención
☐ (borde rojo)	Vacaciones estudiantes
☐ (borde amarillo)	Nivelaciones año
🟩	Vacaciones docentes
🟥 (salmón)	Festivos
⬜ (gris)	Desarrollo institucional
🟨	Primer periodo
🟦	Segundo periodo
🟩 (verde claro)	Tercer periodo
🟪 (magenta)	Cuarto periodo
▨	Nivelaciones periodo
▒	Promoción anticipada extraordinaria

Pedagogical Component

Area Planning

Águeda Gallardo de Villamizar Technic School adopts a curricular program in the area of English as a foreign language, based on the suggestions made by the MEN through the Colombia Bilingüe program, as well as the standards, the basic learning rights and the texts provided by Way to go (6°, 7°, 8°) and English, please 1, 2, 3 (9°, 10°, 11°). These strategies are related to educational policies: teaching, thinking, speaking, reading, writing and listening to a foreign language. Therefore, this teaching-learning process is fundamental for the development of the occupational future of young people and the projection of our region.

Methodology of the Collective Work of Language Teachers

The Educational Institution is targeted by the Colombia Bilingüe program by the MEN, thanks to this the books from 6th to 11th grade are available: Way to go and the series English, please. These texts are assumed as suggestions for the methodology of the work. The principles of the approach and methodology are task-based and project-based. The student is autonomous through self-evaluation and reflection always developing the language. The four language skills are integrated.

Every teacher must adapt the pedagogical work by following these steps:

1. Exploration: introduces the subject
2. Structuring: explanation of grammatical content
3. Practical: the topic is related to some exercises integrating the four skills
0. Application: development of the exercises proposed for each unit.
0. Reinforcement: explanation and socialization of exercises
0. Evaluation: formative and summative during the whole process, and self-evaluation.

0.   Feedback and Leveling: Development of complementary activities for extra class.

1.

Available Pedagogical Resources

- Texts supplied by the MEN: Way to go and English, please 1, 2, 3

- Printable guides (pre-school to eleventh grade)

- Institutional Platform WEBCOLEGIOS

- Updated area plan

- Unit Plan (with transitory adjustments)

- WhatsApp groups by grade

- Synchronous meetings (Wednesdays on Zoom)

Syllabus

The syllabus for the second period is presented

2 Table: Syllabus

Standards	Thematic cores	Basic competences	Citizenship competences	Labor competences
I understand texts of different types I recognize elements of the culture and can explain them when listening to a conversation.	Modal verbs Obligation -ability -permission -possibility Present progressive	Listening Reading Writing Monologue Conversation	I understand that respect for difference does not mean accepting that other people violate human rights.	I observe cultural, social, economic and labor situations and identify problems.

	Past progressive Gerund Imperative Mood			

Methodology

For the methodology of the course a linguistic portfolio will be used, students should print the guides that will be sent to them. The material can be printed at the institution or they can print them at home.

The guides will be sent every fifteen days, in addition to a general guide that contains audios, therefore the revision is done every fifteen days, a right picture should be taken, clear and preferably saved in a PDF file.

Every Wednesday there are meetings for the English area according to the suggested synchronous schedule, through WhatsApp the orientations, links and messages are sent.

The evaluation percentages are divided 50% in homework development, 30% bimonthly evaluation (at the end of each period), 10% SABER 11° type quizzes and 10% self-evaluation.

Accompaniment (tutoring, communication tools and strategies)

Whatsapp groups are provided for each grade, as well as each teacher's work number and email address. Tutorials are conducted by WhatsApp, mail, phone calls and in the forum

of doubts of the institutional platform WEBCOLEGIOS, during school day (Monday to Friday from 7:00 am to 1:00 pm).

Design of Guides and Materials

The following is a model of the design of a guide to be carried out every fifteen days.

3 Design for the Biweekly Worksheets

Área		Docente		Contacto		
Guía de trabajo en casa No	1	Grado		Periodo		1
Eje temático		•				
Objetivo		1.				
Fecha de asignación		Fecha de entrega		Medio de entrega		Plataforma WP email

1. EXPLORACIÓN
Pre saberes, diagnóstico y actividades relacionadas con la familiarización con el tema a abordar en la guía
0. FUNDAMENTACIÓN TEÓRICA O ESTRUCTURACIÓN
Contenidos o referentes teóricos del tema a abordar en la guía
0. APROPIACIÓN DE LA INFORMACIÓN O TALLER DE APLICACIÓN

Taller de aplicación sobre los contenidos o referentes teóricos abordados en la guía

0.   EVALUACIÓN

Preguntas tipo prueba SABER preferiblemente

0.   AUTOEVALUACION

Califique cada uno de los siguientes criterios de 1 a 5, si alguno de ellos merece alguna justificación por favor indíquela.

CRITERIOS	AUTOEVALUACION	
	NOTA	JUSTIFICACION
ASISTENCIA Y PUNTUALIDAD		
1. Entrega puntualmente los trabajos asignados		
0. Se comunica permanentemente por la red WhatsApp con sus docentes, está atento a las instrucciones dadas por ese medio, o en los encuentros sincrónicos		
ACTITUD		
0. Demuestra respeto hacia su profesor y compañeros en todos los espacios de telecomunicación		
0. Participa activamente en las actividades de la asignatura y en las clases virtuales		
CONOCIMIENTO		
0. Las calificaciones obtenidas en sus actividades académicas demuestran que la adquisición de los conocimientos fue por lo menos básica		

0. Demuestra la aplicación de los conocimientos adquiridos en la cotidianidad con su familia		
RESPONSABILIDAD		
0. Presenta los trabajos, las consultas, y las demás evidencias de su aprendizaje requeridas por el docente, puntualmente y según los criterios previamente establecidos		
0. Prepara las evaluaciones y actividades de superación de las dificultades dedicando tiempo suficiente a cada asignatura		
TRABAJO EN EQUIPO		
0. Aporta pre saberes y opiniones en los trabajos en grupo (entendiendo este trabajo como los foros, encuentros virtuales y otros)		
0. Demuestra disposición en el intercambio de ideas y en el ajuste de sus trabajos		
PUNTAJE TOTAL		
0. Referencias		
Referencias bibliográficas o infografías sobre la temática abordada		

Courses

The corresponding courses for this practice process are 9th grade with two courses (9°A and 9°B) and 10th grade with three courses (10°A, 10°B and 10°C) with an average of 70 students in each grade.

Technological Component

In these times when the institutions had to adapt to the context of the sanitary emergency, the Águeda Gallardo de Villamizar Educational Institution holds meetings once for each grade. Thus, for the area of English is employed on Wednesdays in the respective schedules already mentioned.

This indicates that the meetings are synchronous only once a week with duration of 40 minutes on the Zoom platform.

Population Information

The number of students per grade varies slightly, since in ninth grade there are only two classes and in tenth grade there are three. With this said, the average number of students in ninth grade is 50 and in tenth grade it is 70 to 80 students.

The age range is between 13 and 17 years, females and males, and their language level is A1.

Teaching Staff

DOCENTE	GRADOS QUE ORIENTA	TELEFONO	CORREO
Nataly Marfel Guarin Torres	8 y 11	3114826817	natalyguarin0916@gmail.com
Marlen Yolima Parra Peñalosa	9 y 10	3185687101	marlenparra767@gmail.com
Anderson Fabián Colmenares Cáceres	6 y 7	3212604345	afcacerescolmenares@gmail.com

Administrative Staff

School government**:**

- Rector: Master Sor Sol Cristina Redondo Ávila

- Steering committee

- Academic Council

  Coordinador: Master Jesús David Gelvez

Parents' Community

The parents' association is the parents' participation organism before the school government**.**

CHAPTER III

Pedagogical and Research Component

Implementing Short Stories for Enhancing Tenth Grade Students' Reading Comprehension at the Educational Institution Águeda Gallardo de Villamizar in Pamplona

Introduction

According to Elleman and Oslund (2019) reading comprehension is the most cognitively complex activity which makes it to teach, measure and research, however since it requires certain relevant aspects to fulfill its objective, a prior background and vocabulary must be developed to assist in this. This leads us to the purpose of this study which is to improve the reading comprehension of tenth grade students through short stories that are implemented in the work sequences of the Educational Institution Águeda Gallardo de Villamizar in Pamplona, Colombia.

Statement of the Problem

Due to the health emergency, education was forced to change to a virtual learning modality, established by the Ministry of National Education with the 660 decree on May 13th in 2020 in Colombia, due to the pandemic and health emergency of Covid 19.

The Agueda Gallardo de Villamizar Educational Institution in Pamplona, adapted a mostly asynchronous measure since the synchronous virtual classes for the English area last 40 minutes per grade per week, a limited time in which they can be taught about the biweekly worksheet or express their doubts and concerns about the course or activities. This situation made it difficult to practice the skills individually and instead compile them into biweekly guides. As a result of the observation week in secondary school, specifically with the tenth grade, in addition to observing, it was possible to grade the last guide of the last period and thus noticing what was the greatest difficulty for the students taking into account the structure of the guide proposed by the teacher of the course. Most of the students had problems when answering the questions associated with the readings, they could not understand the text for recalling what they read to correctly answer the questions.

Due to the above mentioned, it is necessary to implement a proposal that improves reading comprehension through some reading strategies among students and in this same sense, provide them with readings to encourage the students to continue practicing with this skill. In addition some questions will be proposed as the direction of this study: Does the implementation of short stories help students to enhance their reading comprehension in English? Can short stories motivate students in order to further their reading comprehension? Does the previous content in the worksheets make students comprehend the short stories?

Justification

It is important to say first of all, that the present project had to be completely changed, taking into account the proposal. The reason for this was due to a recess of classes of more than a month due to a national social discontent that stopped classes in general in public schools in Colombia. Due to this, the best way to complete a pedagogical research was to adapt to the material already done during the classes that are necessary within the practice process, of which this pedagogical project is a part.

In view of the new virtual modality, some problems that already existed in face-to-face English classes have increased; an example of this, as previously mentioned are the measures to be taken by the institution deciding to have little contact with the students, rather, leaving mostly the contact with English to the biweekly work guides, decision taken for the benefit of the entire educational community.

Taking into account the methodology and time of each virtual meeting, it is necessary to implement a project that is included in this work proposed by the teacher of the institution, and that in a complementary way to the main theme of each worksheet improves the major problem found among students in the area of English. The biggest difficulty and possible point of study among the students was detected during the first week of observation, thanks to the grading of the last papers delivered by students. In this worksheet it could be seen that the students developed several exercises which were related to the main topic of the work. According to Garduño (2019) reading comprehension is one of the most important skills for attending to discourse, and it requires the student to engage his or her prior knowledge and skills. This skill can include the vocabulary and the subject matter of each worksheet, but the most important thing for the researcher is to develop and analyze the improvement of reading comprehension since without reading comprehension the students do not understand what they are reading, "reading comprehension is the ability to read, understand, process, and

recall what was read" (Rutzler, 2020). In this sense, readings implemented include exercises at the end to test students' understanding of the texts, which are short stories that are defined by the Merriam-Webster dictionary as a short narrative with few characters.

Therefore, this project seeks to implement short stories through pedagogical sequences to improve tenth grade students' reading comprehension in English.

General Objective

- To implement short stories for enhancing tenth grade students' reading comprehension.

Specific Objectives

- To promote reading comprehension to students by developing short stories.
- To help students to comprehend short stories through worksheets' previous content in every course workshop.
- To analyze the motivation and improvement of tenth grade students towards the reading process and its comprehension.

Main question

- Does the implementation of short stories help students to enhance their reading comprehension in English?

Specific Questions

- Can short stories motivate students in order to further their reading comprehension?
- Does the previous content in the worksheets make students comprehend the short stories?

Theoretical Framework

The following section presents the necessary concepts to support and understand at the same time, the purpose of the study which generally aims at the implementation of short stories for enhancing reading comprehension of tenth grade students in a public school.

Reading Comprehension

Reading comprehension is defined as the construction of meaning through the message of a text and the reader's ideas. It involves several aspects that are taken into account at the moment of interaction between the reader and the message of the text, such as attention, memory, intentional thinking or inferencing. To demonstrate that the reader is acquiring the ability to comprehend and understand the text, the reader has to be questioned about the recognition of the text, its construction and meaning (Koonce D., 2018). Additionally, Rutzler (2020) comments that reading is the ability of the learner to read, understand, process, recall what was read.

Short stories

According to Khorashad yzadeh (2014, p. 10 as cited by Emad Alawad Educational et al 2020), they can be an input for practicing English skills because after the story, the student can narrate the story in his or her own words or describe sequences, among other skills that can be developed through short stories; they can also be a kind of script for the story to be dramatized. In addition, implementing these stories has the potential to encourage students to learn English.

Reading Strategies

The practice and process of teaching reading, according to Campos (2020) involves comprehension, the recognition of known words and the ability to read properly and quickly;

for this he proposes three stages that activate the student's price knowledge, so that while the text is being read and a task can be presented, the reading is complete: pre-reading stage, while-reading stage and post- reading stage.

The pre-reading stage - are activities for students to know about the topic and establishing what they know to improve vocabulary.

The while-reading stage - are the activities developed by students that help them to deal with the information of the text.

The post-reading stage - helps students to analyse how they understand what they read, as quizzes or discussions.

Literature Review

Focusing on the development and improvement of reading comprehension in English, Elleman AM and Oslund EL. (2019) they review the different models of research in reading comprehension, however, what contributes to the present study is the conclusion and evaluation of possible strategies to improve the introduction to reading comprehension. This study entitled 'Reading Comprehension Research: Implications for Practice and Policy' focuses on comprehension skills with prior knowledge to understand and comprehend reading, as well as vocabulary, which must necessarily be included in the first stage of English learners career.

In this sense, short stories are taken as an activity that can include prior knowledge for improving students' reading comprehension. Burae, Osman and Alnour (2020) in their study 'Investigating the Use of Short Stories in Improving Student's Reading Comprehension' do research on the development of short stories as they promote students' motivation towards the class and also the texts and their comprehension among seventy students at Sudan University of Science and Technology with English Language students. Therefore, it is pointed out that

short stories are a technique and an important factor in students' reading comprehension and therefore it is recommended for this process.

Continuing with the idea of short stories as a technique for improvement towards reading comprehension, the study entitled 'The Short Story Implementation to Improve Students' Reading Skill' by Umasugi et al (2018) in addition to using this technique as a target towards the practice of reading comprehension, uses a planning strategy related to the three stages for comprehending texts, which was helpful for the conclusion of the study as it generated an organization and direction towards complete understanding and comprehension of texts. This study demonstrated that short stories are an effective technique for learning to read. In the study 'Improving Reading Comprehension by Using Short Story to the Tenth Grade of SMA Negeri 1 Bulukumba (A Classroom Action Rsearch at the First Year of SMAN 1 Bulukumba)' by Mustafa (2018) seeks again to implement this technique but in tenth grade students in order to improve their reading comprehension, this study draws attention due to the objectives of each reading for students to focus on the main idea support this idea, specifically in two cycles, and this showed a difference between the two phases in terms of participation among students towards reading comprehension.

On the other hand, this technique has not only been shown to improve reading comprehension among students, but also to improve other skills that make up English language learning. For example, in the study conducted by Arias (2017) investigates the impact of students' speaking skills through listening and reading short stories, which through this study entitled 'Students' Language Skills Development Through Short Stories'; this author concludes that through this activity students acquired a broad and meaningful vocabulary. And in turn, just as short stories motivate students to develop their reading comprehension, this study shows that they also help to motivate them in terms of English-speaking skills.

Methodology

Methodology for the Implementation of the Proposal

Since this process was affected due to the previously mentioned recess of activities, the methodology had to be adapted to materials that had already been designed, it was necessary to adapt an adequate methodology to work with the general guidelines of the course, again, the time designated for the implementation of this proposal was the time of a specific period in which only three works were to be carried out. The short stories had to be carried out with a pedagogical process which was the pre, while and post reading stages proposed by Iranian Language Institute Language Teaching in 2006, who propose simple stages to have a reading comprehension of a text that contains grammatical constructions that students already know and thus illustrate, interpret and discuss what they read.

For the pedagogical implementation of the short stories, these should be designed to be a complementary activity for the students within the biweekly worksheet, which would only be considering the time allowed for the integral practice process. The pre-reading stage, students had a space for exploration in each worksheet which presented the vocabulary topic to be addressed and therefore in the structuring section the topic was evidenced in order to complement it with the vocabulary topic in the activities. These two sections of vocabulary and grammar were planned in conjunction with the activities included in each workbook, so the content of the stories was directly related to the explanation in the workbook. In the case of vocabulary, they were to interpret and develop the activities that presented possibly

unfamiliar words to work on in the guide and then grammar was explained before beginning to present the activities or reading.

For the while-reading stage, the students had fifteen days and two meeting spaces of forty minutes within this time to express their doubts about the reading and at the same time use their previous knowledge to focus their ideas on the task of each short story, this doubts were able to be discussed and answered via WhatsApp, during two weeks, and during one meeting it was possible to read one of the short stories with the students and participate with them to answer the questions and comprehending the part or section of the text where every answer was explained.

This brings us to the post-reading stage, in which students, having been focused on a task which is to answer certain questions to assess their reading comprehension, can concentrate on analyzing the reading in terms of what is required. In this way the students could respond to certain aspects that were explicitly or implicitly stated in the stories; additionally, the first two readings proposed in the first two biweekly work guides were open-ended, while the last guide had closed questions due to the type of text chosen, which in that case, it was suggested by the head teacher of the course to implement an ICFES type reading, a national exam that requires the preparation of the students of this specific grade. It should be clarified that the students always received their notes on each point of the guide in order to verify their knowledge and correct it.

Chronogram for the Activities
4 Table: Chronogram for the Pedagogical Activities

Activity	Description
A. First short story implemented in the first worksheet (April 19th – April 28th)	Short Story: Love and Friendship Day. Regarding the thematic of Wh-questions and the vocabulary of Special Dates.

B. Second short story implemented in the second worksheet (May 5ᵗʰ – May 12ᵗʰ)	Short Story: Lola Chachki's life. Regarding. Wh-questions and Personal Information.
C. Third Short story implemented in the third worksheet (June 14ᵗʰ – June 21ˢᵗ)	Short Story: Valentine's Day. Reviewing present simple and Wh questions.

Activities

For the activities developed, the readings were implemented in each workshop, meaning that three readings were obtained biweekly which made the collection of the instruments to depend on the delivery of the students, regarding the field notes principally. As shown in the chronogram, the first activity (Appendix A) was assigned to be delivered in fifteen days from the assigned date, however due to the national problem we have been facing since April 28, the day of delivery of the first guide, it was complicated to receive the evidence and in turn the reflection through the field notes. This consequently delayed the delivery of the next one, the second reading or short story (Appendix B), since there was no deadline for delivery until the return of classes after a month and a half of school break. For the third guide short story (Appendix C), the readings were developed by the final week in the calendar, which caused that one participant could not send the reading.

Planning

For each worksheet, planning is done taking into account the three stages of the reading and the topics previously addressed in the worksheet that help the student to better understand the reading and the subject matter. The sequences that illustrate this process in each of the proposed activities, and the first sequence is shown below:

Table 5: Pedagogical Sequence for reading comprehension

Date	Institution	Pre-service Teacher
April 19th – April 28th	Educational Institution Águeda Gallardo de Villamizar	Valentina León Solis

Topic: Love and Friendship Day short story.

Stages	Description of the Activity	Ressources
Pre-reading Stage	The students are presented with the vocabulary for the worksheet which is presented through a search word and search for the unknown meaning, followed by the explanation of the dates in English and the wh-questions (what, when, why).	First worksheet for the second term (Search word).
While-reading stage	At this stage, students will be able to read the short stories and in turn use prior knowledge to further understand the reading called Love and Friendship, which was taken from an ICFES booklet. This reading contains all the topics in the guide.	Reading Love and Friendship.
Post- Reading stage	After understanding the text, students should read the questions and answer them to demonstrate their reading comprehension of this short story.	Questions for the reading Love and Friendship. Implemented as an activity for the first worksheet.

Date May 3rd – to May 12th	Institution Educational Institution Águeda Gallardo de Villamizar	
Topic: Personal Information's short story.		
Stages	Description of the Activity	Ressources
Pre-reading Stage	The students are presented with the vocabulary for the worksheet which is presented through a in the explanation part and through a crossword, followed by the explanation of the wh-questions (where, who, how).	Crossword – Second worksheet for the second term.
While-reading stage	At this stage, students will be able to read the short story which contains the vocabulary of Personal Information. They need to understand the text by using the vocabulary shown at the beginning with the crossword or the vocabulary presented before.	Reading Personal Information: Lola Chachki.

Post-Reading stage	After understanding the text, students should read the questions and answer them to demonstrate their reading comprehension of this short story.	Questions for the reading of personal information. Implemented as an activity for the second worksheet.

Date	Institution	
June 14th to June 21st	Educational Institution Águeda Gallardo de Villamizar	
Topic: Valentine's Day short story.		
Stages	Description of the Activity	Ressources
Pre-reading Stage	The students are presented with the vocabulary for the worksheet which is presented through a crossword with images to look for the vocabulary, followed by the explanation for Modal Verbs.	Third worksheet for the second term (Crossword).

		Valentine's Day.
While-reading stage	At this stage, students will be able to read the short story and in turn use prior knowledge to further understand the reading, which was taken from an ICFES booklet.	
Post-Reading stage	After understanding the text, students should read the questions and answer them to demonstrate their reading comprehension of this short story.	Questions for reading Valentine's Day. Implemented as an evaluation for the third worksheet.

Research Methodology

Firstly, this study has a qualitative approach defined by Creswell (2012) as the best viable way to address a research problem, which requires exploring and analyzing the phenomenon to be investigated and obtaining it from the participants. After knowing the lack of speaking practice in the methodology chosen for the area of English and having a point of view of the teacher of the tenth grade course to complement the work already proposed for the content of the classes, it was decided to implement this qualitative approach. In the same way Creswell (2012) helps to define the type of design applied in this research, which is Action Research Design, a procedure carried out by teachers to collect information and improve some particular issue in the context, teaching and students. Also, this procedure can address local or practical classroom problems and in other situations even empower, transform and encourage students to develop their determination and self-development.

Thus, it is necessary to implement this design with the tenth grade of the aforementioned institution in order to open a space for the practice of speaking with the help of the topics of the course.

Data Collection Instruments

Semi-structured Interviews

These are a common format in qualitative research; according to Jamshed (2014) semi interviews are those in-depth interviews where participants have to answer open-ended questions. They are used as an interview format individually or with a group, and are usually recorded to facilitate concentration and then generate a transcript of the interview. This one will be conducted at the end.

Field notes

Field notes are commonly associated with draft notes, diaries or journals and can be used in combination with interviews or focus groups to create a document in which the researcher's observational experience in a context or environment is specified (Allen, 2017). As for these field notes, they will be carried out on three occasions due to the three guides that are carried out during the practice time. Each of them will contain the reflection of the five productions of each participant.

Data Analysis and Interpretation Process

For data analysis and interpretation, Hatch (2002) helps us to understand that it organizes information in a way that allows it to be understood and categorized according to patterns that researchers can identify, such as themes, links or relationships, develop explanations or generate theories. With this said, this step is relevant to know the answers to the questions of the present study and to verify that its objectives are achieved.

Hatch (2002) develops certain methods of data analysis, in the present study the interpretive analysis is the one carried out; this method is defined as a total interpretation of

all qualitative research, this interpretation can give meaning to the information. In this method the researchers actively participate in the research process so that it can generate explanations according to the information collected. To develop this method, researchers must first read all the information obtained and review the impressions that can be obtained, and then relate them in the memos for interpretation. Once these memos are supported, a draft summary is made in order to finally identify the excerpts that will support our interpretation.

For analyzing the data collected it was taken into account the individual semi-structured interviews (Appendix D) and the three field notes (Appendix E) according to the short stories. Likewise, the coding information was developed as follows:

6 Table: Data Analysis for Interviews

Data Analysis for Interviews		
Memo	Impressions	Excerpts from Participants
Motivation for Reading comprehension	For this section the participants expressed certain reasons why they are motivated to read and understand reading, which in turn depends on each one of them and their affinities for this activity in space in some cases.	Participant 1: "*...de los aspectos que más me gustaron fue la lectura porque adquiero más vocabulario.*" Participant 2: "*Me gustan más las lecturas, porque me parece que las historias o el tema a tratar en ellas hace que sean más chevere la compresión. Me gusta mucho más la lectura porque me entretengo mientras estoy aprendiendo.*" Participant 3: "*Me gustan los que tienen texto porque como ya anteriormente dije me gusta leer.*" Participant 4: "*Me gusta leer en inglés porque me ayuda más que todo en mi pronunciación y a tener una confianza un poco más amplia al momento de poder hablar en inglés.*" Participant 5: "*Me gusta leer, porque siento que mejoro más mi vocabulario y amplió más mi conocimiento.*"

Implementing short stories to asess reading comprehension	For this section, participants expressed how the short stories did or did not help them understand the reading	Participant 1: *"Me parecen actividades excelentes porque nos ayudan en toda el área de inglés, además aprendo vocabulario y así entiendo las lecturas."* Participant 2: *"Sí porque hay palabras que no conozco, entonces me tomo la tarea de investigarla y de esa forma voy aprendiendo más vocabulario. Además, son una forma bastante entretenida para poner en práctica mi aprendizaje."* Participant 3*: "considero que he mejorado a través de las lecturas, pero más o menos porque hace falta el acompañamiento del maestro para que lo ayude a uno a pronunciar…Muchas veces las clases se hacen para explicar el taller y no para practicar pronunciación o gramática"* Participant 4: *"Sí me han ayudado porque como dije anteriormente, llecturas en inglés ayudan mucho, acompañadas de una explicación para entender el mensaje… la gracia de las lecturas es expandir vocabulario…"* Participant 5: *"Sí considero que he mejorado a través de las lecturas ya que ahora leo más fluido, y sé que es muy necesario… Considero que he adquirido más vocabulario a través de las lecturas poco a poco me di cuenta que iba mejorando".*
Previous content for ameliorating Reading comprehension	In this section the participants expressed their ideas and opinions about the pre-reading that was included in the topics prior to the reading activity in each worksheet.	Participant 1: *"Los temas de gramática me ayudaron con la lectura ya que en la lectura están todos los temas que hemos visto."* Participant 2: *"Sí porque en las lecturas se evidencian los temas que hemos tratado anteriormente, entonces yo tengo que tener un conocimiento de gramática para tener una mejor comprensión lectora."* Participant 3: *"Una estrategia que uso para comprender las lecturas son las guías del colegio, ya que los temas se van desarrollando poco a poco… me ayudaron bastante porque la gramática y el vocabulario como que van muy de la mano."* Participant 4: *"Me ayudaron mucho porque me dan la facilidad de poder entender un poco más los efectos de las lecturas en inglés".*

Skills perceived as complement when developping Reading.	In this section some of the participants expressed other activities that for them were missing to complement the reading activities or what they learned at the time of the reading comprehension exercise.	Participant 5: *"Me ayudaron porque uno estaba más o menos preparado para asimilar los textos y poder tener más retención…Pero depende de la lectura, en algunas sí se podía ver mucho el tema."* Participant 1: *"A las guías les agregaría más vocabulario para mejorar la pronunciación.* Participant 3: *"Me gustaría más acompañamiento del profesor invitándolo a uno para que lea y pronuncie bien..."* Participant 4: *"Me gusta leer porque me ayuda más que todo en mi pronunciación… Las lecturas en las guías me parecen muy bien ya que ayudamos a los jóvenes para que puedan mejorar su speaking."*

7 Table: Data analysis for field notes

Data Analysis for Fieldnotes and Short Stories			
Number of the Fieldnote	Memo	Impression	Excerpts

First Fieldnote regarding the first Short Story.	**Grammar and Vocabulary presented related to the short story**.	For the first short story implemented, the central theme of the guide and its complementary vocabulary theme were the foundation for the text created in this first guide. It was evident that the short story, when exposed in the evaluation part, was successfully received, since it included the topic of grammar and vocabulary, not only in the text but also in its comprehension questions.	"*this first reading deals with the topic of Special Dates which was the vocabulary topic, it was included in the form of a short story about the favorite date of a character named Angie which describes in general her special day. It was also included in the evaluation part since the story included the general theme of the worksheet and could be evaluated thanks to the questions that were related to the gramar theme (wh-questions).*"
	Participants answers for Reading comprehension	Generally, regarding the participants' answers, it was noted that the reading was understood in its entirety, since all five participants were able to give successful answers to each of the questions, one of them answered in a very short way, but even so, it did not affect the opportunity to evaluate their reading comprehension.	"*…they were generally correct, which showed that they understood the reading and are able to respond accordingly to it. Most of the questions were composed of the main topic of grammar and vocabulary, which specifically for special dates, it is necessary to learn to express dates in English, to which they responded very well.*"
Second Fieldnotes regarding the second Short Story.	**Grammar and Vocabulary presented related to the short story**.	The second short story implemented followed the grammar theme of the first worksheet, however with a different vocabulary theme. This reading was included within the appropriation activities, because of this the reading was fairly simple, but drawing complexity to the reading comprehension questions of the short story, as they included	"*For this second worksheet the vocabulary topic to be covered was Personal Information, so the reading was about personal information in the form of a short story about a little girl named Lola. With this reading it was possible to practice the vocabulary presented and have the student include the vocabulary in the response. Since this text was quite simple, used simple grammatical structures and also contained the vocabulary learned, some of the questions were thought in*"

		vocabulary for students to infer in the answer.	*such a way that the answers were given in a negative form, for example the question about the sentimental state of the main character's brother.*
	Participants answers for Reading comprehension	When evaluating the students' responses, two aspects related to their answers became evident. The first is that the students answered correctly, even in the questions where it was required to review new vocabulary, they answered correctly. The second aspect is that grammatical errors could be observed in the answers, however these errors were not related to the grammar topic implemented in this worksheet.	*"As for the answers, in general the participants were able to understand the text and the questions, since most of them answered correctly. On the other hand, some of the answers indicated some grammatical error but as in the previous reading, these items in which they had errors were not previously explained."*
Third fieldnote regardind the third short story.	**Grammar and Vocabulary presented related to the short story**.	In this third short story, it was not possible to make a relationship between the text and the grammar and vocabulary exposed in the guide, since it was decided to implement an ICFES type reading, a national exam that has certain types of questions among which is to complete a text, although the reading comprehension is made effective according to the questions, it was not possible to relate the topic with the reading,	*"In this case it was decided to use an ICFES type activity, since these students should practice from this grade the methodology of this national test. Because of this, the topic of the short story was based on a type of test question in which blanks are filled in to give meaning to the sentences. In this case, the short story helped to complete the blank spaces in the activity easier and more bearable. Even so, one of the questions included the understanding of the previous topic (wh questions) and also the present simple which was*

		because this has to be chosen among the exercises already stipulated in the exams of previous years.	*always present in the workshops."*
	Participants answers for Reading comprehension	As for the answers of the participants in this last short story, they were quite different and incorrect in some cases, mainly because it was the last week of classes, there was not much explanation and it was not possible to answer the doubts due to the short time to develop them. For this reading the participants did not understand all the sentences that they had to complete in the reading, this may be due to the change from open questions to closed questions.	*"When we saw the answers of the participants, we could notice that they were confused in some of them or that among their answers, they selected differently, so there was confusion. As a personal opinion, I do not think that the short story was a problem in this case, but the difference in the subject matter and the poor preparation of the students for this topic, that even if it was a vocabulary topic, it has nothing to do with the worksheet in which it was implemented."*

Population

The population for this study was assigned on a par with the courses of the English teacher at the Águeda Gallardo de Villamizar Educational Institution in Pamplona, Norte de Santander. The tenth grade of this institution, which has three grades (10-A, 10-B and 10-C), was chosen to select the participants for this project, also on the teacher's recommendation, since this grade has an English level of A2 and was considered more appropriated for research studies.

However, among the three tenth grade classes, only five participants were chosen, again on the teacher's recommendation, and these five wanted to participate in this project.

Ethical Considerations

The participants in this project belong to the tenth grade of a public school in Colombia, so it was decided to propose a consent letter (Appendix F) so that the parents of the students could understand and approve the research proposal and the activities in which their kids would be involved.

Chronogram of the Instruments

Table 8: Chronogram for instruments

Activity	Description
A. Consent letter	Provide the permission form for the parents of the participants to authorize their participation.
B. Field note regarding the first reading	To report on reflections on the reading in the first worksheet.
C. Field note regarding the second reading	To report on reflections on the reading in the second worksheet.
D. Field note regarding the third reading	To report on reflections on the reading in the third worksheet.
E. Semi structured Interview	Individual semi structured interview to learn about the students' experience and reflections on the pedagogy of the project and its objectives.

Objective: To identify student's perceptions towards the implementation of short stories for enhancing reading comprehension.

Table 9: Semi-Structured Interview

Participant	Sample Questions
Pre-service teacher and participants	¿Le gusta leer en inglés? ¿Sí? ¿No? ¿Por qué? ¿Qué piensa del trabajo con lecturas que se propone en las guías de inglés? ¿De qué manera los ejercicios de vocabulario y de gramática le ayudaron para comprender la lectura? ¿Considera que a través de las lecturas hechas hasta el momento en las guías ha mejorado la comprensión lectora en inglés? ¿Sí? ¿No? ¿Por qué? ¿Qué estrategias usas para comprender los textos de las guías? ¿Cuál es el aspecto que más le gusta trabajar de las guías? Lectura, trabajo con el vocabulario, producción oral, escucha, escritura. Justifique su respuesta ¿Considera usted que ha adquirido más vocabulario a través de las lecturas? ¿Sí? ¿No? ¿Por qué? ¿Considera usted que a través de la lectura ha podido practicar los temas de gramática? ¿Sí? ¿No? ¿Por qué?

| | ¿Qué le agregaría al trabajo con lecturas propuesto en las guías? ¿Tendría alguna sugerencia?

¿Qué quitaría al trabajo con lecturas propuesto en las guías? ¿Cuáles aspectos se podrían mejorar? |
| --- | --- |

Results

This section presents the results obtained after data interpretation and coding. This process made it possible to obtain three categories for the findings of the present study that once again aims to improve the reading comprehension of tenth grade students through the implementation of short stories in the Águeda Gallardo de Villamizar school.

Short Stories for Enhancing Reading Comprehension

Thanks to the participation obtained through the instruments for the collaboration and interest of the participants, it can be noted that the short stories in this proposal fulfilled the function of improving the students' comprehension in English thanks to the ease of vocabulary and previous content given to understand each reading and therefore give answers to the questions that evidence the reading comprehension by each participant. Thanks to the analysis of the responses obtained and the perceptions of the participants towards these readings we can reach a positive aspect in them to improve reading comprehension since the participants expressed that this type of activities help them in general in the area of English, they allowed them to expand the vocabulary to understand the questions and consequently they improved in their reading comprehension.

"Me parecen actividades excelentes porque nos ayudan en toda el área de inglés, además aprendo vocabulario y así entiendo las lecturas."

Their answers were generally correct and complete, however it could be observed that the students did not answer the closed questions in the same way as the open questions, having the possibility of giving different answers also made it easier to evaluate their understanding of the reading.

Short Stories for Motivating Students

It is evident that the participants liked the readings that were proposed in the proposal since these are activities of their interest; for most of them reading is a way to apply their knowledge and put it into practice thanks to the vocabulary that involves the comprehension of the reading. And they can learn through simple stories and entertainment to learn English.

> *"Me gustan más las lecturas, porque me parece que las historias o el tema a tratar en ellas hace que sean más chevere la compresión. Me gusta mucho más la lectura porque me entretengo mientras estoy aprendiendo."*

With this said, motivation not only involves the student's interest in this specific activity but also the objectives that this activity can bring, such as vocabulary and speaking that they can achieved too by developing these readings and their comprehension, other skills that for them are important in the area of English; for this reason the short stories served as motivation to meet other language needs in general. This leads us to two sub-categories referring to two skills obtained through the process or development of their reading comprehension skill

Vocabulary

The participants demonstrated that they understood the readings and therefore the vocabulary thanks to the answers given in the short stories, it can be noted then that thanks to the fact that they acquire vocabulary through reading comprehension, they are motivated to continue learning through these activities and expand their knowledge.

"...*de los aspectos que más me gustaron fue la lectura porque adquiero más vocabulario.*"

"*Me gusta leer, porque siento que mejoro más mi vocabulario y amplió más mi conocimiento.*"

Speaking

This skill was mentioned by several participants who expressed that they were able to practice their pronunciation and, thanks to the vocabulary mentioned above in the Readings, to expand their knowledge and be more confident when speaking.

"Me gusta leer en inglés porque me ayuda más que todo en mi pronunciación

"Me gusta leer porque me ayuda más que todo en mi pronunciación… Las lecturas en las guías me parecen muy bien ya que ayudamos a los jóvenes para que puedan mejorar su speaking."

On the other hand, one participant mentioned something that seems relevant in this aspect, since it was pointed out the lack of accompaniment thanks to the little contact they had due to the current emergency and virtuality, this participant highlighted the importance of pronouncing with the help of the teacher. This aspect wanted to be taken into account for the while reading stage, however due to the sanitary emergency there was no possibility to carry this out successfully, it is interesting and conclusive for relating the reaiding activities next to the speaking skills.

Relation Between Worksheets' Content and Readings

The readings were linked to the content of the worksheets. This content served significantly for the participants as they confirmed the link they have with the readings and the ease they obtained thanks to that previous content to be able to answer the questions to evaluate the comprehension. The students mentioned a transition between the previous

exercises and the subject matter in order to understand the text little by little and be prepared for this activity and its development.

> *"Una estrategia que uso para comprender las lecturas son las guías del colegio, ya que los temas se van desarrollando poco a poco… me ayudaron bastante porque la gramática y el vocabulario como que van muy de la mano."*
>
> *"Los temas de gramática me ayudaron con la lectura ya que en la lectura están todos los temas que hemos visto."*

However, the last topic of the workshops was not related to the final reading, but related to the thematic from the first and second worksheet giving the students background and previous knowledge; this evidenced a lack of comprehension due to the missing previous content to understand the reading, which as mentioned followed a methodology indicated for students of that grade and their preparation for a specific exam; of course this was noticed by some participants. In addition, the questions in this reading changed to closed questions and this limited the students' reading comprehension and its evaluation.

> *"Me ayudaron porque uno estaba más o menos preparado para asimilar los textos y poder tener más retención…Pero depende de la lectura, en algunas sí se podía ver mucho el tema.*"

Conclusion

Short stories represent a simple but complete pedagogical activity in terms of reading comprehension. These short stories conclude to be helpful for the improvement of reading comprehension of tenth grade students in English, since it is an entertaining strategy to learn and improve this skill.

Short stories are also happily welcomed and developed by students when there is a groundwork content to prepare them for the grammar and vocabulary included in these

readings. Short stories and their comprehension questions are more appropriate in an open-ended way as it gives the student the freedom to use the previous content and thus answer correctly to this demand.

Finally, short stories help to acquire or improve other skills such as vocabulary acquisition and pronunciation or speaking skills. These activities or skills can be developed as well as with the improvement of reading comprehension.

Recommendations

It is imperative that for future studies the relationship of the readings to the previously explained content has a stronger link to be fully effective in assessing or verifying students' reading comprehension of these short stories. Another consideration to be taken in future studies is to analyze the implication of the speaking skill within the short stories to improve reading comprehension, since as it was observed, this was lacking among some students but also among others, this skill was developed through these stories too. It is also suggested to take into account the application of open questions, if it is the case for verifying the students' understanding of the short story, open questions allow the student freedom to express their ideas.

Chapter VI

Community Outreach Component
Learning English Vocabulary through puzzles at Agueda Gallardo deVillamizar
Kindergarten

Introduction

English language in education in Colombia is considered essential and necessary to meet the increasing rhythm of globalization that society is going through; according to the National Ministry of Education, the English language must be present in the academic journey. In addition, in elementary school children should have a basic level I (A2.1), allowing them to read and understand short and simple texts and participate in short conversations with predictable structures.

When learning English in a country where it is rarely spoken, certain components that lead to effective communication of the language must be taken into account, as cited by author Orawiwatnakul (2013), these components must be linked and surround grammar and vocabulary, and that in addition a lack of sufficient vocabulary can affect academic or communication opportunities.

Justification

Learning English is essential to grow successfully in our increasingly globalized society, therefore it is important to begin to include this skill in schools from primary school. It is for this reason that this project seeks to develop the teaching and learning of the English language in children of a public school in Colombia, in such a way that it is possible to contribute from the position of the student teacher, to the students of the primary sector of the Águeda Gallardo de Villamizar school in Pamplona.

It is worth mentioning that it was impossible to have an observation of the English classes of the students in elementary school since there was no teacher assigned for the fourth grade specifically . For this reason, the practicing teacher found the need to carry out an extension project that complements her own classes with vocabulary to facilitate the learning of English for 4th grade students. It is also necessary to implement an incentive for students who for the first time in their school year will have English classes. In this sense, as mentioned by Orawiwatnakul (2013) an effective tool for vocabulary retention, to make learning more enjoyable and as the most important point as an incentive to increase students' attention to the material.

For the above mentioned, this project is part of the extension component of the internship stage of the last semester students of the foreign language program English - French of the University of Pamplona, as a way to contribute to the improvement and development of English language in primary school in Agueda Gallardo de Villamizar, kindergarten headquarter School.

General Objective

To apply puzzles games as a way of learning vocabulary for 4th grade students.

Specific Objectives

To encourage students' vocabulary retention through puzzle games

To make use of puzzle games as an interesting and fun strategy for learning English vocabulary

To provide 4th grade students with exposure to the English language.

Methodology

Considering the lack of an English teacher for the fourth grade, it was necessary to use some material from the institution to manage the content of the work guides. However, only one material was sent that contained very little content, thus, the content with the 4th grade topics provided at the beginning of the practice process was also used. As already mentioned, the puzzle games are the tool with which we want to strengthen the vocabulary of each guide to encourage students through some fun during the classes.

Different types of puzzles are used, being crossword puzzles and word searches the most frequent puzzles that were related to the vocabulary associated. The way of creating the material was guided by the teacher of the institution in charge of the fourth grade, trying to include some exercises from the original material. The population for this study are the students of fourth grade in the kindergarten headquarter of the Agueda Gallardo de Villamizar School in Pamplona, some of the students are not able to connect to the meetings because of the lack of internet in most of the cases. The puzzles are included in each biweekly worksheet that is delivered to the students through a WhatsApp group and every week two meetings are held to present the theme and vocabulary of the worksheet and to develop it in an hour and a half each day of class. In other words, two meetings of an hour and a half each are held on a weekly basis with the objective of covering and providing them with a space for virtual English classes through Zoom or Google Meet.

Chronogram

Table 10: Chronogram for Outreach Component Activities

ACTIVITIES PER WEEK	TOPICS	WEEK	RESOURCES
First puzzle	Wordsearch: Feelings	12-15 April	First worksheet

Second puzzle	Labyrinth: Feelings	19-22 April	First worksheet
Third puzzle	Crossword: Family members	26-29 April	Second Worksheet
Fourth puzzle	Hidden Object: Food	1-3 June	Third Worksheet
Fifth puzzle	Memory flash card game (online)	14-17 June	Fourth worksheet

The first activity of the above schedule is a word search (Appendix G) that includes the vocabulary of emotions and feelings which was the main topic of vocabulary of the first biweekly worksheet, in the meeting(Appendix H) there were few students and as the classes go on this amount of students remains constant; it should be noted that there are more than fifty students for fourth grade, but many of them encounter connectivity problems or others. In this first week the word search was successfully developed.

The second puzzle applied (Appendix I) is also found in the first work guide, however at one point of this week's meeting (Appendix J) we focused on the labyrinth of emotions, a very simple activity, but because of its multiple answers we were able to obtain several versions from the students. The third puzzle activity belongs to the second worksheet in which the vocabulary was mainly the family members, for this activity the puzzle carried out was a famous crossword puzzle (Appendix K) where they were asked to complete certain sentences to find out what was the word inside the boxes. In this encounter (Appendix L) the students expressed how much they enjoyed the puzzles.

Finally after returning from a break, the students came into the meeting (Appendix M) quite anxious and excited to have classes back, at this meeting they went through the worksheet number 3 which included the old puzzle exercises plus a new one to include the vocabulary of food. This time we used the hidden object puzzle (appendix N) to find the food indicated in the picture.

All the work guides are done by the pre service teacher because as mentioned before the school does not have an English teacher, so the intern had to cover each week of classes with grammar topics mainly verb to be and expressions with this same and thanks to these are included vocabulary activities related to the puzzles. The students have a date to send the guides, but many of the students could not send the guide 2 for example because in that week we entered in educational recess. Therefore, guide number 3 was based on the grouping of the puzzles seen plus the introduction of a new one containing new vocabulary with the objective of reminding the students of what they had seen before and with the objective of starting again with the activities.

Conclusions

The interest of the students has been remarkable not only for the classes and the methodology during the classes but also for the content of the classes and their exercises, as mentioned, the students share their liking for the development of puzzles and it has been noticed that these effectively encourage the retention of the vocabulary seen in each of these puzzles. Likewise, the students demonstrate that they are learning the vocabulary thanks to the development of these games and thus they know different strategies to learn English than the traditional ones.

Chapter V

Administrative Component

Introduction

This component represents a fundamental part of the experience, learning and benefit of the process of integral practicum of the student interns within the institution assigned to support and investigate; since in this component is evidenced the role of the teacher that not

only covers a process of investigation and knowledge but is an active agent and part of the institution making presence and contributing in the academic, cultural or religious spaces that are in the school calendar.

The context behind this project is a pandemic health emergency, so all meetings or activities are conducted virtually and only those activities in which the teacher practitioner is included can be participated in.

Justification

Due to the health emergency that the world is facing we had many changes in many areas of life, of course the work and with this education had to adapt to the change of virtuality. Thanks to technology we can make it possible to continue providing education even in a situation like the current one, for this reason this component also received some adaptations in order to fulfill its main objective of introducing and making the intern student feel like another teacher of the designated institution. These inter-institutional activities, in addition to providing a space for the role of teacher, since in some of these activities the researcher and practitioner was the main moderator of the space, can also bring the students closer to a more personal and comfortable dialogue.

General Objective

To participate actively in the academic, cultural and administrative activities of the Educational Institution Agueda Gallardo de Villamizar.

Specific Objectives

To become familiar with the school environment and all the issues regarding how the institution works virtually.

To participate in the curricular events in which the linkage is requested.

To assist questions and concerns on the part of students, teachers, and parents.

Methodology

As part of the process of integral practice in the institution, the practice process must be immersed in the extracurricular activities that the school proposes to maintain the culture of the institution and the culture of the society active in its students. Although these activities are face-to-face in order to have a space different from the classroom with the students, they are still carried out virtually. The practicum teacher must be actively involved in the activities for which he/she is assigned. Therefore, they play an important role in the development of certain workshops or events, all oriented by the institution's supervisors. It is worth mentioning that from the beginning the pre-service teachers were added to the main communication group on WhatsApp.

Chronogram

Table 11: Chronogram for the Administrative Component

ACTIVITY	DATE	MY ROLE
Welcome and presentation of the institution, class formats and methodology to be worked on	March 2nd	Assistant
Children's Day and language workshop assignments meeting	March 26th	assistant
Elaboration and delivery of a video/acrostic for the children's day flag raising ceremony	April 10th	in charge of the elaboration
Language day culture workshop for 8th and 9th grades	April 23rd	leader of the meeting (together with the other pre-service teacher in the institution
Language day culture	April 23rd	leader of the meeting

workshop for 10th and 11th grades		(together with the other pre-service teacher in the institution)

This schedule presents the activities seen that make up all the extracurricular activities that are stipulated in the school schedule. The first activity was the presentation and welcome for the pre-service teachers to the institution (Appendix O), this was given by the supervisor teachers from eighth grade to eleventh grade of high school, they explained the work methodology, class schedules and the platforms that would be used for the meetings. Likewise, the pre-service teachers were able to introduce themselves and present their doubts about the material and the process of practice. It should be added that the pre-service teacher recorded a video (Appendix P) so that all the students could meet the person who was going to accompany them, since many of them do not attend the regular weekly classes.

In the next activity, a meeting was held with the English area teachers of the institution (Appendix Q) to agree on the workshops and activities for the flag raising for Children's day and the day of language. The pre-service teacher could only listen and offer the ideas through the meeting's chat, because of technological problems and could only participate in this way, however, in this meeting the teachers were able to specify what the student teachers should do for that day. The acrostic and the culture workshops were the ones assigned to be developed completely by the interns.

For the video activity, the pre-service teachers made an acrostic (Appendix R) referring to the day of the child, for this they asked the help of the students of tenth and eleventh grade to each send a voice note saying one of the sentences that made up the acrostic. For the video editing and creation the pre-service teachers worked equally and together to achieve a good material. This was presented in the live video of the flag raising. For the culture workshops (Appendix S) related to the language day, the pre-service teachers

created a slide presentation and an online activity, each one was in charge of the creation of each idea and to complement each other in each workshop. The workshops were held for one hour, first with eighth and ninth grade and then a different workshop, with different content and activity, for tenth and eleventh grade. In order to engage the students during the mainly conversational meeting the pre-service teachers announced an incentive prize recommended by one of the supervisors to encourage the students to be active during the meeting.

Conclusions

As a pre-service teacher involved for the first time in an institutional academic environment, this process has been enriching and the pre-service teacher has definitely become familiar with the institution and in turn with the students of the different courses assigned. The activities carried out so far have been affected by two important factors such as virtuality and the recess of classes during the weeks of practice, however this time has served to learn, interact with the agents of the institution and to help students in their doubts.

Chapter VI

Reflective Component

This section explains the reflective impact of the integral practicum on the pre-service teacher thanks to the development of the narratives for each week. The process of using the narratives to reflect on each week's work has been beneficial since the narratives helped to understand what needed to be improved for the following week, and this aspect was very interesting because in the in-service teacher's experience had not thought about how to

improve after each week or class without it having a grade attached to it. The narrative helped to interpret much better the experiences developed and to generate habits of self-construction towards the improvement of material, preparation and development of the course. It is a process that has helped to pay more attention to all the aspects that make up the institution as well as the role as a teacher and the responsibilities within an educational institution. Frankly, these narratives gave a better understanding of the reality in which teachers live, since they must always reflect on their actions.

Conclusions

As a general conclusion of all the components, this process of practice serves to understand many aspects that are not evident in the previous semesters in terms of materials, pedagogies, methodologies and the complete work of a teacher in an educational institution. This project in general has been able to satisfy the needs and some lack of practice in the English language and thanks to this, the pre-service teacher has been able to develop with the students and help them to understand more the English language with the different objectives of the components. As well as involvement in institutional processes, gave a way of looking at the future vocation in a more serious and reflective way.

Chapter VII

Materials Design

In this section are explained the materials that were requested to be developed to leave the school for its next months.

12 Table: Materials Design

Type of material	Thematic	Brief content's description	Objective

Evaluation for the Second term for Ninth grade students	Modal verbs (Should, have to, can, could, might, may) and Comparative Adjectives.	This is the test in which the topics addressed in the three worksheets seen for ninth grade are presented and evaluated. In this test it was recommended to take into account three sections: vocabulary, grammar and text comprehension.	To evaluate the knowledge acquired in the second period worksheets
Evaluation for the Second term for Tenth grade students	Wh- Questions (what, where, when, why, who and how) and Modal Verbs (should, must, have to, may, might, can, could, would, will, shall).	This is the test in which the topics addressed in the three worksheets seen for tenth grade are presented and evaluated. In this test it was recommended to take into account three sections:	To evaluate the knowledge acquired in the second period worksheets

		vocabulary, grammar and text comprehension.	
First Worksheet for the Third Term (Tenth grade)	Present Progressive: affirmative sentences. Vocabulary: Clothes and Accessories.	This worksheet follows the same methodology of the previous period, which is why the topic of vocabulary was included in the exploration part, and then the subject matter was explained in order to address the different grammar exercises. Finally, an evaluation was implemented to assess the subject matter.	To learn the use of the present progressive in its affirmative form.
Second Worksheet for the Third Term (Tenth grade)	Present Progressive: Negative and Interrogative form.	For this worksheet the topic of vocabulary was included in the	To learn the use of the present progressive in its

		exploration part, and then the subject matter was explained in order to address the different grammar exercises, now according to negative and interrogative form of the present progressive. Finally, an evaluation was implemented to assess the subject matter.	negative and interrogative form.
Third Worksheet for the Third Term (Tenth Grade)	Past Simple: Regular and Irregular verbs and the affirmative, negative and interrogative form.	For this worksheet the topic of vocabulary was included in the exploration part, and then the subject matter was explained in order to address the different grammar exercises.	To learn past simple tense in its different forms (affirmative, negative and interrogative).

		Finally, an evaluation was implemented to assess the subject matter.	

Link:

https://drive.google.com/drive/folders/1JLDcSz1ImwOxbwnGpbXx8EStc7zCuFuQ?usp=sharing

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