Analyzing the implementation of reading techniques on tenth graders in their English

Course at Patios Centro n°2 School

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practicum

Pamplona

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General Presentation of the project

Introduction

Currently, the MEN guides the Program for Strengthening the Development of Competences in Foreign Languages (PFDCLE), whose purpose is to train "citizens skilled of communicating in English, with universal similar standards, that enhancement the country into its general communication processes, in the global economy and cultural simplicity " (p.6). Bearing in mind that the standards of proficiency in the English language of the Common European Framework of Reference for Languages (CEFR) were considered to build the ICFES English Exam addressed to 11th graders of Colombia. This test assesses English skills however it is mainly targeted on standardized reading tests; it does not cover listening and speaking but just reading, grammar and vocabulary.

In this background, the proposal offered in this first chapter of this project aims to prepare the tenth grade students of the Patios Centro N°2 School by teaching them reading techniques. By succeeding in the methodology known as Task Based Learning, they will learn how to appropriately use reading techniques to enhance their reading skills. According to Navarro (2008), reading techniques support students on building circumstantial knowledge and stimulating their schematics to interact with the texts and produce meaning. In other terms, these techniques encourage students' pre- knowledge to understand the entire text and generate new knowledge.

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Furthermore, this proposal was conducted in a virtual way due to the required use of ICTs as a reply to the COVID19 emergency; therefore, digital supports like videos and synchronic classes through Web Colegios and Google meets will be done to develop listening, writing, reading comprehension, and speaking on tenth graders, since they need to enhance their reading comprehension and to obtain good outcome at the SABER 11 test.

Justification

At present, English is taken as significant requests to achieve social, academic and economic growth around the world; this is why English courses have been integrated into most undergraduate careers. Moreover, monitoring the ICFES' results obtained by students in the last years, these outcomes show that students have not been wholly acceptable, given that 1 out of every 6 students does not have a basic improvement of their English skills and the general outcomes are extremely spread (Icfes, 2019).

Furthermore, low results were evidenced in the preceding 11th grade students in the English segment of the ICFES exam in the last year, indicating that students had weak reading comprehension in English. For these reasons, it is seemed significant to reinforce their reading comprehension to become successful and - facilitate their English learning through techniques that improve the students' critical thinking skills, which can be beneficial throughout their test taking.

Additionally, six observations were conducted from March 1st until 5th March, via Google Meets on tenth graders of the Patios Centro 2 School. These observations proved that the students liked their English class but had issues when it came to reading texts and trying to answer

comprehension questions. This reading comprehension problem was revealed not only in class but also in different analyses in which the main requirement was reading comprehension.

Moreover, reading is one thing that many students struggle with, since it was observed that tenth graders needed extra support to enrich their reading comprehension. Hence, "different reading techniques may motivate learners to focus on varied features of the text, which could be critical in defining the kind of interconnections well-known in the information read" Chi. M, Bassok, M., Lewis, M., Reimann, R., & Glaser, R. (1989), reading techniques have been essential by learners to have a better comprehension of texts even to complete exercises suggested on them.

In general, this proposal benefited 10th grade students, teachers, parents and even students' friends from Patios Centro 2 School, therefore this proposal sought to encourage the students not only towards reading, but also towards English as a school subject in general, by refining their levels of comprehension, and getting better results on the SABER 11 test.

Main objective

To analyze the implementation of reading techniques on tenth graders in their English Course at Patios Centro n°2 School

Specific objectives

- To identify the advantages and disadvantages of reading techniques in 10th graders at Patios Centro n°2 School

- To diagnose the impact of reading techniques on the development of critical thinking skills on tenth graders from Patios Centro n°2 School.

- To raise consciousness of the English language learning among fifth graders at Patios Centro N°2 School.

- To learn English vocabulary through songs on fifth graders at Patios Centro N°2 School.

- To be involved in administrative activities and events at Patios Centro n°2 school

- To assist teachers in the ICTS capacitation and adaptation process in English classes at Patios Centro n°2 school

Conclusions

In the pedagogical and investigative component was demonstrated that the reading comprehension aided students to upsurge their proficiency level, predominantly their reading comprehension skill. Likewise, it endorsed students to learn new vocabulary and grammar structure from the texts to be used in their writing and their critical thinking, since the data found in the workshops showed an improvement and teaching in students towards the Anglophone culture.

In the outreach component was not determined if the songs for teaching vocabulary were a trustful tool because the majority of students from fifth grade had lack of technology and it was unmanageable to support them with materials. Nonetheless, some worksheets and quizzes were done in order to assist the primary teacher in charge of fifth grade.

In the interinstitutional activities component it was determined that the pre-service teacher could join and participate into school events such as parents' meetings, and flag's raising that were done virtually due to covid-19 contingency. These events provided the pre-service teacher a substantial vision of the school's procedures because the pre-service teacher was involved inside the school's community being noticeable to a real context and role as an English teacher in an official institution.

Chapter II

Institutional observation

The educational institution Patios Centro n°2 "La Sabana" is located in the Cra. 4 #37-63, Los Patios, Norte de Santander. The school's foundation was officially known under the resolution Nº 00474 August 10th of 1976, which provided education to the community in Pre-school, primary and high school levels. This institution belongs to the calendar A.

Due to the Covid-19 pandemic, communications were done via e-mail, through confirmation mails of pre-service teacher tutor and supervisor. Later, an encounter was organized by the Integral Practice Committee to meet each supervisor and each pre-service teacher via Google Meets on March 1sst since that date they started to have a direct contact via Whatsapp which aided to appoint pre-service teacher to make his first class observations on the following week.

Diagnostics step of practicum teaching

The COVID-19 pandemic is a vast dispute to the education system. Moreover, the University of Pamplona aimed to confront that reality by teaching on many public educational institutions of the city which do not count with an English teacher or to assist the educational requirements of this area at schools. Nevertheless, it is necessary to know earlier the institution's academic, administrative, needs and strengths.

Besides, six observations were led on tenth graders with the purpose of understanding how the teacher had sustained his teaching process. These observations simplified the pre-service

teacher to prepare him by observing students' needs, ways of teaching and use of pedagogical aids; these items attended to take an active accomplishment during teaching practicum. Likewise, a survey was applied to measure the institutional knowledge of the following aspects: handbook, methodology, and PEI and communication channels of Patios Centro n ° 2 School.

Institutional identification

Patios Centro n°2 school is an Educational Institution comprised of two headquarters: principal Headquarters "Patios Centro n°2" and "La Sabana". With the purpose of joining the educational community, the pre-service teacher will have a meeting with parents in order to clarify his role at the School; however, his participation in the Language day on April will produce a commitment between the community and the pre-service teacher who will be encouraged to gain knowledge about the academic context at Patios Centro n°2 School. On the other hand, some teachers' meetings will be taking place on April; in these meetings, pre-service teachers will be included since they will be on charge of future events organization.

Community perceptions about sanitary crisis and their impact in educative process

Concerning to the teachers' information, some parents have been refusing online classes since they had shaped bad behavior and health issues on students and families due to the quantity of workshops assigned to students. However, the supervisor fixed the content of each unit of knowledge to dodge parents' critiques and to motivate students to learn; these changes will be

effective on tenth graders because they started to contribute more on the lessons and the delivery of the tasks since this year.

Document analysis

Institutional PEI

The PEI is a guide to become familiar with school information. Some of the information of it is summarized below.

Mission

Patios Centro N°2 school will train integral citizens from preschool to grade Eleven through a pedagogical, inclusive, academic, investigative and tics proposal that prepares students for productive work and/or continuation of professional studies acting with success in the academic, labor, cultural, scientific and social environment of the region..

Vision

By 2021, Patios Centro N2 School will be the business support of the region, offering an inclusive education, with the use of research and new ICTs, being competent and contributing to the transformation of its social reality. Additionally, a set of values are fostered throughout the students' learning process as the means to achieve such mission and vision. Thus, the institution stands for values such as respect, honesty, solidarity and productivity.

Institutional Symbols

Patios Centro N ° 2 school has three main symbols; connected to the institutional values, as well as the mission and vision that guides the pedagogical practices.

School's shield

Corresponds to the flag of the institution, used in official internal and external events.

Official Institutional Symbol

Institutional Handbook

The School Regulation Book of the Technical Institute Patios Centro N°2 is a document that establishes the specific regulations of every member of the school community. Therefore, this institutional handbook takes the formative principles in itself and fundamental in the educational process, and not just a set of disciplinary norms. School actions seek to promote educational purposes by stimulating changes in all aspects of the educational community. The objectives within the coexistence plan are in relation to the fulfillment of the rights and duties of the institution, respecting and abiding the national regulations proposed by MEN. The rules of coexistence, both general of the center and particular of the classroom, specify preventive actions, promotion and monitoring of disciplinary measures that are applied with the ultimate aim of generating better citizens.

This School Regulation Book aims at establishing a reference framework to enhance the rights and duties of the school community. It presents the student's profile as a critical and analytic being, capable of changing their social reality, recognizing their limitations, and committed with the pedagogical strategies recommended for their integral development. Regarding the teacher's profile, they are presented as professionals committed with quality and inclusivity, being capable of producing knowledge and innovations and guaranteeing that students take ownership of the knowledge available in the society.

It also comprises students' rights and duties as members of the school, considering their free development of personality, the right to be respected as a person by the entire School Community and to participate actively in the educational process. In terms of students' duties, it

is essential for them to know, read and understand the School's Regulation Book and follow all

the established parameters, participating actively in all the commitments defined by the

institution.

MEN guideless and normativity to face Covid 19 pandemic

Figure 1.

Tenth grade MEN's standards

The MEN stated some mandatory and preventive activities due to COVID 19 which have

been planned at generating the students' conditions to continue their educational process at home

with the guidance and pedagogical supplement of their teachers and the mediation of their

families

Table 1.

Supervisor's schedule

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00				7:00-8:00	7:00-8:00
8:00-9:00				8:00-9:00	8:00-9:00

9:00-10:00
10:00-11:00

Taking into account the table above, the teacher has 4 hours of direct work with his students on Thursdays and Fridays. However, the rest of the week is devoted to contact students who did not attend synchronic classes through Whatsapp or phone calls.

Key pedagogical aspects observed

The purpose of the institutional observation process is to provide the pre-service teacher the opportunity to be totally engrossed in a real educational setting, where he can acquaint with the institution and the members of the school community. This process was carried out during one week, positioning the pre-service teacher with the methodology, the schedule, the students, and other main aspects that will be indispensable at the moment of being involved later on. Added to this, to match this immersion process, the reading of several institutional documents was made, including the School Regulation Book, the Educational Institutional Project (PEI), and institutional schedule, among others.

Most of the activities likely by the teacher are based on the area plan projected by the Ministry of National Education (MEN) which presents all the contents to be taught during primary and secondary basic education. This plan is organized by language functions and the skills that students are supposed to achieve at their respective English levels. Likewise, a virtual action plan is established to coordinate the activities, duration, purpose, description, and materials to be implemented.

Regarding the supporting material, the teacher prepares all the activities based on the English book entitled "Way to Go" provided by the MEN.

Secondary school books used.

This series of textbooks were produced to prive the English learning process for sixth, seventh and eighth grades. It also comprises a student's workbook to have extra practice, audio tracks available on the Colombia Bilingüe website, and interactive games with a digital version of the materials.

The methodology implemented in the virtual action plan is fixated on the design of worksheets, proposed every week, which students receive through the WhatsApp group or the site Web Colegios. During the week, one daily virtual meeting is made, dedicated to the clarification of the worksheet and the solution of doubts of the topic under study. Those meeting typically last one hour and the students' assistance can be affected since an important fraction of them do not count with the technological resources wanted. Additionally, the teacher has recognized a schedule for the students to ask questions and solve any issue regarding the development of the worksheet

Working methodology of the foreign language teaching group

The English area aims to integrate different approaches and activities to motivate students in the direction of the understanding, knowledge and use of the English language in a eloquent, cooperative, interactive, and contextualized way. Being this the motive for the use of computer, virtual activities, institutional platforms, tablets, and videos are linked to each unit of knowledge development of role-plays, where students have the chance to experience characters and find communication through dialogues fit to their level.

Syllabus
Tenth grade syllabus

ASIGNATURA: INGLÉS   **GRADO: 10th**   **PERIODO : 1 y 2**
DOCENTE: _____

ACTIVIDAD	DURACIÓN	PROPÓSITO	DESCRIPCIÓN	MATERIAL A IMPLEMENTAR
Repaso sobre presente simple y Verbos regulares e Irregulares del primer periodo (Democracia y paz)	Semana del 01-19 de febrero (6 horas)	Que el estudiante aprenda la correcta conjugación de los verbos en presente simple y el uso de los auxiliares (Do-Does) en la construcción de oraciones negativas e interrogativas. Refiriéndose actividades cotidianas.	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento.	. Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Repaso presente simple en sus estructuras. (Problemas escolares y su manejo)	Semana del 22 de febrero-5 de marzo (6 horas)	Que el estudiante realice las actividades evaluativas referentes al repaso de los tiempos simples apropiándose de	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).

		situaciones reales para la toma de decisiones.	explicación del tema, ejemplos y actividades de afianzamiento.	
Guía N.º 1 Los verbos Modales (Expresiones para solicitar aclaración)	Semana del 15 de marzo-19 de marzo (6 horas)	Que el estudiante pueda comprender y diferenciar el uso de cada uno de los verbos modales usando expresiones para solicitar información.	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará explicación del tema, ejemplos y actividades de refuerzo.	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 2 Presente perfecto (Expresiones para realizar una presentación oral)	Semana del 22-26 de marzo (4 horas)	Que el estudiante utilice correctamente el uso del auxiliar (Have – Has) y el participio pasado del verbo, y hable de acciones que ha hecho y continúa haciendo	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará explicación del tema, ejemplos y actividades de refuerzo.	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 3 Pasado simple (Expresiones de causa y efecto)	Semana del 29 de marzo-2 de abril (4 horas)	Que el estudiante aprenda la conjugación de los verbos regulares e irregulares en pasado simple y pueda hablar de cosas que ya pasaron, tanto en su vida como en la historia.	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará explicación del tema, ejemplos y actividades de refuerzo.	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 4 Tiempos futuros (Expresiones para resumir ideas)	Semana Del 5 de abril-9 de abril (4 horas)	Que el conozca las diferentes formas de expresar el futuro (Will – Be going to) dependiendo de la proximidad de un determinado suceso.	A la plataforma se enviará guía de autoaprendizaje, la cual, encontrará explicación del tema, ejemplos y actividades	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).

			de refuerzo.	
Guía N.º 5 Condicionales (Expresiones de causa y efecto)	Semana del 12 -16 de abril (4 horas)	Que el estudiante comprenda la diferencia entre los condicionales rea les e irreales.	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 6 estilo directo (Aprendizaje a través de la interacción)	Semana Del 19 – 23 de abril (4 horas)	Que el estudiante pueda dar información, exacta de lo que otra persona dice.	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 7 vocabulario sobre los deportes extremos (• Skateboarding • Windsurfing • Parachute)	Semana del 26 – 30 de abril (4 horas)	Que el estudiante pueda Identificar información sobre prácticas de deportes extremos más comunes.	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).

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Guía Nº8 Vocabulario sobre el desorden alimenticio…(An orexia)	Semana del 3 de mayo – 7 de mayo (4 horas)	Que el estudiante pueda dar su punto de vista en escritos teniendo en cuenta el tema.	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía Nº9 Actividades evaluativas de finalización de periodo	Semana del 10 de mayo al 14 de mayo (4 horas)	Que el estudiante realice actividades evaluativas en las que refuerce los temas vistos del periodo	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).
Guía N.º 10 Actividades evaluativas de finalización de periodo	Semana del 17 – 21 de mayo (4 horas)	Que el estudiante realice actividades evaluativas en las que refuerce los temas vistos del periodo	A la plataforma se enviará guía de autoaprendizaj e, la cual, encontrará explicación del tema, ejemplos y actividades de afianzamiento	Plataforma. Guía virtual- Lista de verbos. OVA (objetos virtuales de aprendizaje).

Workshop design and materials

During each term, three workshops are designed by the teacher. These worksheets aim to

practice reading through vocabulary and grammar exercises based on the book's unit topic which

includes grammar explanations though video links included on the worksheet. However, some

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exercises and readings are recovered and employed from the book in the workshops that are

posted via WebColegios and send to the students and their parents through Whatsapp.

Population

In total, there are 98 students within the 10th graders; their ages ranged from 14 to 16

years old. Taking into reflection the observation and the teacher's view of this grade, it can be

said that these grades have an English proficiency level between an A1 to an A2 in accordance to

the CEFRL. Moreover, a consent letter was given to students' parents in order to inform the

procedures of the research acquiring their approval.

Technological resources

For the development of the activities, a daily virtual encounter is established which is

carried out using the Google Meets platform. These meetings frequently have two hours, and it is

the opportunity for students to solve their doubts about the realization of the worksheet; however,

the teacher also offers a clarification of the topic under study to explain all the questions students

can have.

The Technical Institute Patios Centro N °2 counts with the Web Colegios platform which

allows the student to see the activities to be completed, to receive their grades, resolve exams and

read the material.

Platforms	Description
Google meet	• Google meet allows students to have

	online meetings and face-to-face interaction with their teacher and classmates.
Web Colegios	Web Colegios allows students to receive and submit their assignments.
Whatsapp	• Whatsapp allows students to be informed about school's activities and their assignments. • It facilitates a direct communication with students and with their parents.

Chapter III

Pedagogical and Investigative Component
Analyzing the Implementation of Reading Techniques on Tenth Graders in Their English

Course at Patios Centro N°2 School

Introduction

Nowadays, English has become a key point around the world to gain access to get a broader range of data, connections, and opportunities. For this reason, the Colombian government has renewed the educational policy through Law 1651 and launched several plans that aim to insert the Colombian human capital into the global economy. In this way, the Ministry of Education in Colombia has been applied English teaching at primary and secondary public schools through educational programs and learning strategies. Material and technological tools have even been provided in order help students to master English language, which can be useful to learners' life.

This pedagogical proposal seeks to promote tenth graders' reading techniques in their English classes since they need to appropriately understand English language to get upright results at the SABER 11 test that will take place next year. Similarly, the pre-service teacher has done four observations during English classes via Google Meets from March 1st to March 5st on the tenth grade courses of Patios Centro n°2 School. It was observed that students were interested while attending English classes. Nonetheless, they had difficulties when reading texts and tried to answer questions from readings; furthermore some of them had lack of vocabulary, and reading troubles due to language knowledge, nervousness and confusion.

The institutional and pedagogical observations carried out via Google Meets in the 10th grade courses at Patios Centro n°2 School were essential for the creation of this proposal. The one-week observation carried out in each tenth course exposed that students had poor reading comprehension and deficiency of vocabulary. Hence, they could not understand, even express themselves in the English, which causes lack of understanding in students. Despite, the supervisor helped students comprehend the text because it was necessary to develop the activity for students. Al Nooh (2013) stated that reading is an exceptionally essential skill that prepares individuals with the ability to communicate with written texts. The ability to read allows one to attach meaning to written words, thus facilitating fluency and comprehension. The following questions will be asked with the purpose of gathering data during the pedagogical proposal.

Driving questions

The following questions were asked with the purpose of gathering data during the pedagogical proposal.

- How do the implementations of reading techniques benefit 10th graders reading skills?
- How do the implementations of reading techniques affect the reading comprehension of 10th graders?
- How do the implementations of reading techniques influence tenth graders' critical thinking?

Justification

Reading is measured as a macro skill as Phantharakphong (2014) affirmed reading is one of the four basic skills in language learning. Reading provides the learners with a source of comprehensible input and serves to facilitate communicative fluency in other language skills. Furthermore, reading ability has always been viewed as critical to academic success. Reading is a receptive and decoding skill in which the reader receives the writer's message and tries to recreate the writer's message to the possible extent.

In addition, reading techniques simplify text comprehension and close attention in English, considering that a reader who knows how to use different techniques can apply better in a test. Besides, it is important that schools implement test preparation to SABER 11 test in order to increase reading comprehension on students. Given that this skill has been seen as the most difficult to learners and it has been having low scores at the test results.

Clearly, critical thinking is reflected significant to develop reading comprehension. Aghajani & Gholamreza (2019) specified that critical thinking is conclusive to the learning process, cognitive development, and real data seeking. People generally implement critical thinking skills to comprehend, interpret, and evaluate what they heard or read in order to develop appropriate reactions or responses, meaning that critical thinking has vital purposes while reading, since it offers awareness about what is being read, during this activity is demanded higher cognitive functions to reach a correct reading exercise.

Objectives

General objective

To analyze the implementation of reading techniques on tenth graders in their English Course at

Patios Centro n°2 School

Specific objectives

- To identify the advantages of reading techniques in 10th graders at Patios Centro n°2 School

- To outline the disadvantages of reading techniques in 10th graders at Patios Centro n°2 School

- To diagnose the impact of reading techniques on the development of critical thinking skills on tenth graders from Patios Centro n°2 School.

Theoretical framework

The following theoretical framework will be alienated into three different terms: reading techniques, reading benefits and growth of critical thinking. These concepts will contain relevant theories to this proposal that are supported by several authors of the field. These theories will aim to clarify and have a better understanding of the research topic.

Reading techniques

Dreyel & Nel (2003) state that techniques should be implemented on focus students with possibility of developing reading problems in classroom instruction. In this manner repeated reading, reading with numerous characteristics and continuous reading with teacher support are approaches that can be efficiently used through a diversity of settings for increasing reading fluency of students who need more focused tuition.

In the same regard, Dole, Nokes, and Drits (2009) declare that prepared reading of the students can take advantage of their contingent and formal planned data. Bearing in mind that reading techniques motivate students to use a tactical competence to build the meaning of a text, to read them confidently by extracting relevant information of a sentence based on linguistic fundamentals that aid as hints to students simplifying their reading comprehension.

Reading benefits

Wagner, & Wissel, (2016) detailed that having an insufficient reading comprehension could feeble vocabulary skills and academic vocabulary. In the same manner, Brooks (2016) declares that learners who reply poorly to literacy involvement lean to have speaking and writing production faintness but they could be solved based on focused interventions like growing vocabulary and reading skills.

Additionally, through autonomous reading learners can obtain contextual information about many different matters, come to comprehend story and non-fiction structures, engage the fundamentals of English grammar, and unceasingly expand their vocabularies. Besides, the reading activates circumstantial knowledge on students to link what is being read and what is correlated to language structure and vocabulary.

Furthermore, there is another benefit of reading at a long term since Twist, Schagan & Hogson (2007) claim that there is a positive connection between positive attitudes towards reading and scoring well on reading assessments. That being said, reading aids children to enhance their language skills; due to this, they can achieve academically having good grades.

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Growth of critical thinking

Scriven & Paul, (2007) determined critical thinking as the intelligently controlled process of vigorously and proficiently abstracting, applying, analyzing, synthesizing, and/or evaluating data gathered from, or produced by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Nonetheless, critical thinking is an acquired skill that must be prepared, practiced, and frequently joined into the curriculum to involve students in active learning. For this reason, Gao, Gao & Yang (2017) demonstrated that a cognition-based interactive teaching method in academic English reading is an effective technique since it enhances critical thinking and reading skills through students' involvement.

Literature review

In the following section, a search and evaluation of the available literature pertaining to the project's topic will be presented.

Firstly, Mi-jeong Song (1998) research entitled "Teaching Reading Strategies in an Ongoing EFL University Reading Classroom". This paper aims at studying the strategy of training for reading in an ongoing university in foreign language reading classroom. The training method was modified from the procedure developed by Brown and Palincsar (1984), which involved four concrete reading strategies: summarizing, questioning, clarifying, and predicting. Results show that strategy training is effective in enhancing EFL reading, and that the effectiveness of the training varies with L2 reading proficiency. The results also indicate that students' performance on certain types of reading comprehension questions is improved by the training method. These findings suggest that foreign language reading pedagogy, especially for adult students in academic settings, should include explicit and direct strategy teaching.

On the other hand, Karbalaei (2010) study entitled "A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers". This study aimed to explore whether there were any significant differences in the metacognitive awareness and perceived use of reading strategies between EFL and ESL college students while reading academic materials. To this end, both groups completed a 30-item scale of the MARSI Questionnaire. The results of the study showed that both groups exhibited almost similar patterns of strategy awareness and reported usage when reading college-level materials in English, although both of them were studying English in quite different sociocultural environments (EFL vs. ESL). Regarding the differences

between both groups, Indian students reported using most types of strategies more often than their Iranian counterparts did. As already noted, Indians reported using almost all the strategies included. This indicated that Indians are more interested in using top-down strategies for better comprehension during reading while Iranians are more focused on using bottom-up strategies, as they are more interested in using reference materials like a dictionary to find the meaning of unknown words during reading, which causes interference in comprehension. Yet another explanation supporting this result is that Indians are proficient writers which can be surmised as the main reason for a higher frequency of using the above-mentioned strategies

Moreover, in Magliano Millis & Levinstein's (2011) study entitled "Assessing Comprehension during Reading with the Reading Strategy Assessment Tool (RSAT)" has as a purpose to know the viability of an assessment tool that assesses comprehension online, that is, while students are reading a text. The researchers present the findings of a study carried out with one hundred and ninety undergraduates through a psychology course whose main objective was to test the viability of online testing on reading comprehension about previous preparation. The findings showed that instructions were vital to answer the test.

Additionally, Acosta & Ferri (2010) paper entitled "Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension". This was an action research project which examined the foreign language reading comprehension of public school eighth graders who experienced a directed reading-thinking approach with strategies for comprehension and application. Used strategies were prediction, prior knowledge, graphic organizers, and questions.

Data analyzed included participants' perceptions of the usefulness of the strategies and students'

work on the graphic organizers and reading worksheets. Findings showed that participants

thought that the strategies and an interactive reading task improved reading comprehension. The

majority of students used English to answer knowledge, comprehension and a good number of

application questions. The answers to the application questions provided by the less proficient

students were, despite their use of Spanish, unclear.

In the same manner, Toro & Ramirez's (2015) paper review entitled "Development of

reading comprehension strategies for the high school Icfes (Supérate) tests, eleventh grade" was

carried out with a group of eleventh grade of the Santa Teresa de Jesús School in Armenia,

Colombia. The authors aimed to analyze students 'performance while taking the test after studies

reading strategies for two weeks. In their results, the authors showed that students improved their

reading skills. However, they got confused because they did not know the structure of the exam

and some of them did not implement reading strategies and answered randomly.

Pedagogical methodology

This action research was implemented at Patios Centro n°2 School on tenth graders by using workshops to apply strategies learnt during English classes. Bearing in mind that workshops are perceived as "one way of guiding instruction" (Merriënboer, 1997). On the other hand, worksheets assist to guide students while learning a foreign language. Additionally, the workshops will be done during class in order to practice what students will be learning. As a way of communication students will be asked to use reading techniques on reading exercises and they will be splitting their exercises answers with their colleagues. Furthermore, this project will be carried out virtually during English classes via Google Meets/Web Colegios to tenth graders on Thursday and Friday through the explanation of some reading techniques.

Data will be gathered through pre-service teacher's observations during English classes, and the students' responses in the workshops. Every workshop will be recovered from - book "ICFES workshop and Cambrige Exam Booset" which aims to reinforce students English language skills and to train them for ICFES test taking.

Material and activities done

The present report shows the shreds of evidence of the pedagogical proposal which has been carried out at the Patios Centro N°2 School at Cucuta, Norte de Santander since March 26th by the pre-service teacher of the foreign languages program of the University of Pamplona who is teaching and helping 10th graders to implement reading techniques to improve their reading comprehension during synchronic classes via Google Meets. Moreover, pre-service teacher's activities were designed on platforms like liveworksheets (see appendix a), Google Forms (see

appendix b) and Kahoot (see appendix c) to catch up students' attention, to promote their participation in class, and develop reading comprehension techniques in students who will take the SABER 11 test next year.

Hence, the workshops had (see appendix d) questions of multiple choices, gap-filling, and matching were implemented to practice reading techniques through reading exercises, allowing a comprehension of some texts. Likewise, to accomplish the main objective of the component, it was required to recover from the book "know now achieving skills, preparing for life" which includes literal, deductive, grammatical and vocabulary on some texts and exercises to enhance students' English language skills and to train them for the SABER 11 test-taking by means of the following workshops:

DATE	READING	MATERIAL	Platform
April 19th to April 23rd	ICFES PREPARATION	Workshop	Google Meet
April 26th to April 30th	ICFES PREPARATION	Quiz	Google Forms Web Colegios
June 14th to June 18th	ICFES PREPARATION	Workshop	Google Forms Web Colegios
June 14th to June 18th	ICFES PREPARATION	Quiz	Google Forms Web Colegios

ANALYZING THE IMPLEMENTATION OF READING TECHNIQUES

Planning

The school suggested a general planning divided into 5 sections comprising the following

order: the opening, the explanation of the topic, the production activities, the evaluation activity,

and closure; this sequence has been useful because in the opening the implementation of warm-

up and icebreakers take place, then the explanation of the topic is seen as a guide of the

production activities like reading, writing, even speaking. Finally, we have the evaluation activity

and closure that are linked to the production activities. This planning aided the pre-service

teacher to manage the time and the activities during English classes. In general, planning is vital

while teaching since it facilitates the achieving of the learning objectives even completing and

clearing a picture of how a learning process is going to take place and how students are able to

grasp and retain what is being taught to them even proving a self-evaluation to the pre-service

teacher. However, the pre-service teacher aims to improve reading comprehension on tenth

graders during synchronic classes, it was consider important to plan the classes (see appendix e)

to allocate time to explain the reading techniques by means of the workshops mentioned above

which allow to read the text, to answer each activity and realize the feedback at the end of each

class these reasons planning lessons were designed as follows:

Table 1:

Class planning

GROUP:	LEVEL:	CLASS N:
10-01,02	A1	1
TEACHERS:	OBSERVERS:	DATE/ DAY
Victor Alfonos Mogollón Vera	Leidy Riaño	April 19th

COMMUNICATIVE OBJECTIVE To talk about reading techniques		CULTURALOBJECTIVE: To know the reading techniques used by students to present the ICFES exam in Colombia	LINGUISTIC OBJECTIVE: To learn new reading techniques	
GENERALCOMPETENCES Reading & speaking		**TOPIC-TASK** ICFES PREPARATION	The Ethiopian Wolf James Salter's day in film	
STAGES	**DESCRIPTION OF THE ACTIVITY**	**TIME (min)**	**SKILLS**	**MATERIAL**
Opening	The warming up activity will consist of projecting announcement used in ICFES exam, then students have to guess the correct option.	7 min	Speaking	Workshop Whiteboard
Explanation of the topic	The professor will explain the use and meaning of some prepositions like with, of and to that complement some verbs. Then the teacher will write some examples using those verbs and prepositions and will ask students to share their sentences. Meanwhile, students should be writing a list of vocabulary and verbs to prove they are learning grammar and vocabulary in class.	12min	Reading Speaking	Whiteboard
Production Activities	Students will read aloud a part of the text. Afterward, they will complete multiple-choose exercises related to the text by using the propositions learned.	15 min	Reading Speaking	Workshop
Evaluation Activity	The teacher asks students randomly to read a part of the text, and then he demands about synonyms, antonyms and meaning of some words found in the text.	15min	Reading Speaking	Workshop

Closure/ Homework Assignment	Answers will be discussed in class.	10min	Speaking	Workshop -

Evidences of the proposal implementation

To show pieces of evidence of the proposal implementation some pictures of the synchronic classes were taken (see appendix f) with previous parents' authorization (see appendix g), but it is necessary to portray the students' answers to the workshops that were delivered via Web Colegios and Google Forms by the tenth graders(see appendix h). The screenshots and workshops results of a class are shown below:

Figure 1:
Third class screenshoot
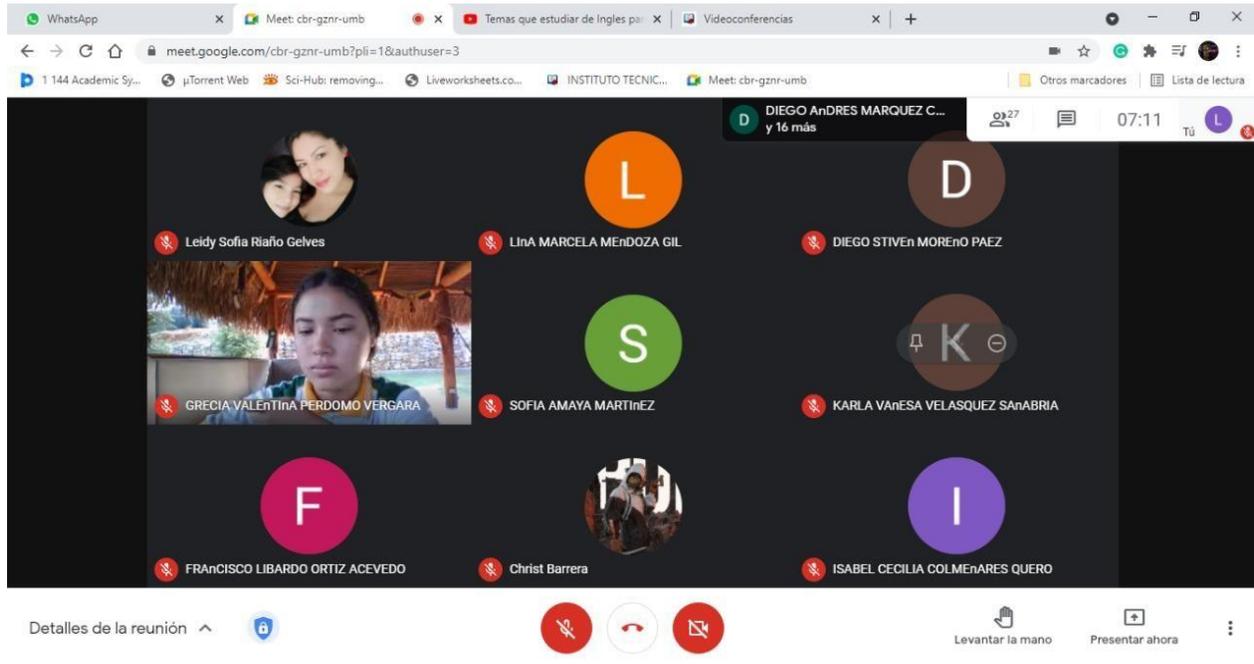
Figure 2:
ICFES' quiz
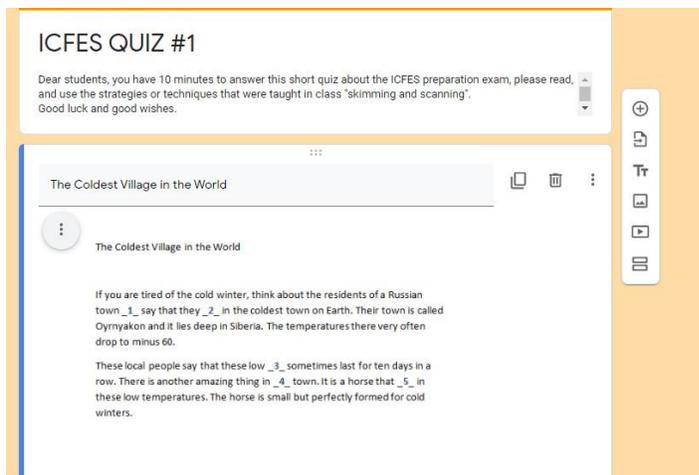
Figure 3:
Workshops' result

Research methodology

Keeping in mind this proposal aims to develop reading techniques on tenth graders from Patios Centro n°2 school to enhance their reading comprehension, the information was qualitative since it holds students' observations and worksheets results. According to Kemmis, McTaggart, & Nixon (2014) action research is a appropriate framework for research activities because it motivate "to change social practices, including research practice itself, to make them more rational and reasonable, more productive and supportable, and more just and inclusive" (p. 2). In other words, this kind of methodology guides students' participation to share information, thoughts and learning strategies. Additionally, it engrosses participants to alter their behavioral practices becoming rational and inclusive during its implementation. This is why this

methodology has been selected, since it allows students to be active during their learning process, which may aid to change their educational, social and personal practices.

Population

This proposal will be carried at Patios Centro n°2 School at Los Patios, Norte de Santander. The participants of this research are 92 10th graders; their ages ranged from 14 to 16 years old. Taking into consideration the observation and the teacher's opinion of this grade, it can be said that these grades have an A1 to an A2 English level in accordance to the CEFRL.

Data collection instruments:

In order to gather valuable data required to conduct this study, it is significant to implement the necessary instruments to give answers to the objectives proposed on this pedagogical component. The data-gathering instruments that will be used are:

Class observation

Class observations are useful by Zaare (2013) since classroom observation lets educators to do the following: to permit researchers to study the procedures of education in realistic context, to offer more detailed and precise evidence than other data sources, to stimulate change and validate that the change took place and provided a comprehensible, well-substantiated

ANALYZING THE IMPLEMENTATION OF READING TECHNIQUES

knowledge base about effective instruction. Classroom observation is a progressively common

technique for assessing teaching.

Survey

On the other hand, Alderman (2010) settles surveys are essential tools used to gather information

on individual viewpoints in a large group. Meaning through this instrument we can find

meaningful results of participants and their standpoints.

Field journal

Students' journals are used broadly in university settings as a means of shortening reflection

depending on personal understanding, and motivating critical thinking (Ballantyne & packer,

1995). In this way, pre-service teachers will observe and examine what happens during teaching

in a critical and considerate way to remediate teacher actions and enhance this process.

Additionally, this instrument would be useful to gather data from students, teachers, parents and

school context.

Data Analysis

Along with Sesay (2012) the purpose of conducting a study is to produce findings, and

in order to do so, data should be analyzed to transform data into findings. In accordance with

Marshall and Rossman (1999) the data analysis is the process of bringing order, structure, and

meaning to the mass of collected data. Broadly speaking it is described as untidy, ambiguous

and time-consuming, but also as a creative and fascinating process.

With the research questions in mind, it has been deemed necessary to implement the typological analysis method which is described as by LeCompte & Preissle (1993) (as cited by Hatch 2002) "dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study". As explained by Hatch (2002), the primary strength of the typological analysis is its efficiency since it starts with predetermined typologies taking less time than "discovering" categories inductively. To follow this method attached below are the steps and the dates to carry out the analysis.

STEP	OBJECTIVE
1. To identify the typologies.	To select the typologies based on the objectives, research questions, and theoretical framework.
2. To read the data marking the typologies related	To highlight by instruments the evidenced data.
3. To read the entries by typologies recording the main ideas.	To find the main ideas and summarize them by typology.

4. To look for patterns, relationships, and themes between typologies.	To identify hypothetical patterns between typologies.
5. To read data, code the entries according to the patterns.	To find the codes of the previously identified patterns
6. To define whether the patterns are supported by the data collected.	To decide if the patterns are sufficiently supported. Back up information that is not in the pattern.
7. To look for relationships between identified patterns.	To define if there are connections between the found pins. Analyze the correlation between categories.
8. To write the patterns as generalizations.	To form sentences that establish generalizations based on the

	relationships of patterns found.

In this manner the researcher conducted a typological analysis method in the following way:

First step: Identify the typologies

With the help of the research objectives, questions, and theoretical framework that were established before starting the data analysis process. The following typologies were identified typologies: reading techniques, reading benefits, development of critical thinking

Second step: Read the data and mark the typologies related.

By hand, the data collected from each instrument was first to read in order to highlight the data related to each typology. In the following matrix of relationships by codes, the presence of each typology in each instrument is shown.

Third step: Read the entries by typologies recording the main ideas. The summary of these typologies are below:

Typologies	Summary
Reading techniques	In the lessons, reading strategies like summarizing, highlighting, and key idea identification had a important influence on the students' reading comprehension while reading since they applied these strategies to understand and answer questions concerning the texts.
Growth of critical thinking	In the lessons, the students had to read aloud, examine, and remark about a text in the target language. Since critical thinking was indicated on students' opinions due to previous knowledge and personal arguments towards texts covering topics about geographic, social, and ethics.
Reading benefits	Clearly reading strategies carried some benefits to students' who joined into the English lessons. These benefits were: proficiency level, confidence, and reading comprehension.

Fourth step: Look for patterns, relationships, and themes between typologies.

In this fourth step, it was evident that there is a relation between each typology as shown in the figure below:
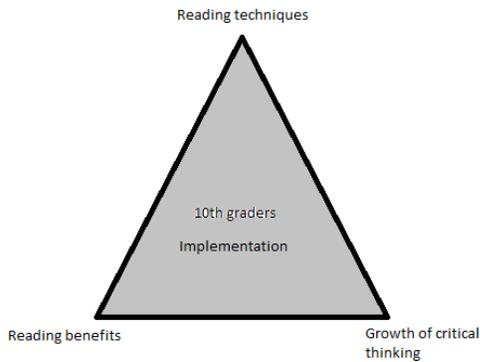
Fifth step: Find the codes of the previously identified patterns

In the previous step, the following patterns were identified as reading strategies' benefits, reading comprehension benefits, and the development of critical thinking through reading comprehension.
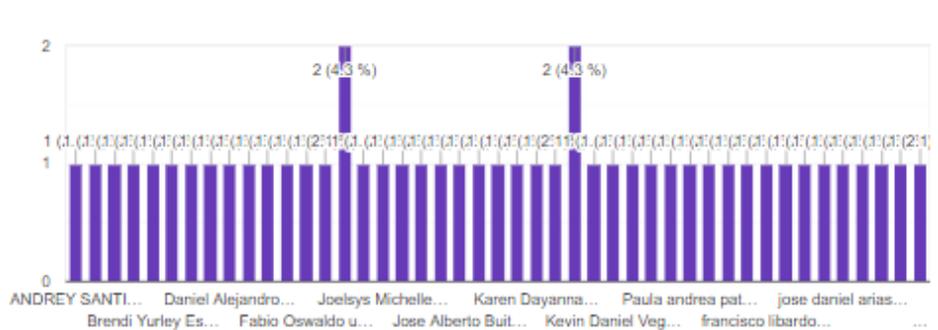
Sixth step: Define whether the patterns are supported by the data collected

By using the data analysis, it was determined that each pattern is supported by the data collected since there is enough evidence of their appearance in the instruments used as example of their appearance.

Seventh step: To look for relationships between identified patterns.

According to the data gathered, each pattern is related in the manner that each one depends on the other as shown in the previous images. In fact, each pattern contains data that influences other patterns. For example, the reading strategies significantly influence the students' critical thinking and reading comprehension.

Eight step: Write one sentence generalizations

Considering that the patterns found in the analysis process were: benefits of reading strategies while reading, the development of critical thinking, and the promotion of reading strategies while reading.

Results

Reading techniques

The surveys, field notes, class observations and students' workshop outcomes were related in order to identify the capability of promoting the reading techniques while reading in English. In this way, the procedure was suitable for the students who applied the reading strategies in real situations when they were taking a quiz or participating in lessons obtained a better performance. However, it was perceived that some students who did not implement the reading strategies acquired lower scores and did not comprehend the text, besides they were not capable to answer questions about the reading exercise. In this same regard, Dole, Nokes, and Drits (2009) asserted that organized reading of the students benefits their conditional and procedural strategic knowledge.

Benefits of reading

The surveys, field notes, class observations and students' workshop results aided the researcher to observe the implementation of reading strategies while reading or answering questions by the students. In addition, the strategies like skimming and scanning were taught in order to identify in a quick way the main idea of the text in which the students were capable to understand the whole text, answer questions and increase their English proficiency level, and their confidence towards English. In this way, Twist, Schagan & Hogson (2007) argued that there is a positive link between positive attitudes towards reading and scoring well on reading assessments.

Growth of critical thinking

   The outcomes were analyzed to evaluate the progress of critical thinking in tenth graders regarding the reappearance of patterns and the participation in each lesson. This analysis found that active readers lean to participate more and have solid arguments than others who do not like to read. Furthermore, their self-reflection nourishes a deep vision about their beliefs, contexts, and learning content alongside to the topics of the lessons that were multi-cultural about habits, sports, cities, etc.

Conclusion

Initially, when the researcher was applying the teaching reading strategies he observed the lack of vocabulary. Therefore, it was a challenge but during later workshops, they started to deduce meaning and determine interest and gratitude for the texts since their subjects included information about the history, culture, ethics found in the workshops in order to enhance and teach students towards the language culture.

It was detected that participants developed critical thinking through reading comprehension applying techniques like skimming and scanning, and the topics mentioned before because they offered opinions and perceptions about them, employing pre-knowledge of their contexts to infer meaning. Additionally, permitting them to learn new knowledge, share their thoughts and comments during each lesson. Moreover, the whole reading comprehension reinforcement process benefits students to upsurge their proficiency level particularly their reading

comprehension skill. But it also assisted them to learn new vocabulary and grammar from the texts and enhance their writing after being exposed to language patterns.

Recommendations

It is essential for the school community to comprehend that reading strategies and reading comprehension are required to be employed in the English teaching and learning process since this skill is a foundation of other skills such as vocabulary, grammar, and writing. For this reason, it is desirable to keep supporting reading comprehension to support students to improve their English proficiency level.

On the other side, it is recommended to teach through interesting topics linked to culture, history, and ethics to first call students attention and secondly to acquire a holistic approach of knowledge in the language that is not only involved in teaching vocabulary and grammar but all the aspects that reflects the Anglophone culture. For this reason, teachers must burst the material in order to improve critical thinking in students because reading comprehension lets the building of analysis and arguments from the texts previously read.

CHAPTER IV

Outreach Component
Sub project: Teaching English Vocabulary through Songs to fifth graders at Patios Centro

N°2 School.

Introduction

Nowadays, English has become one of the main instruments in communication, at a personal and professional level. This is why teaching English as a foreign language from a young age will be efficient for Colombia´s education (Miranda & Echeverry, 2010), meaning that English has become significant for academic, economic and social life; for these reasons, learning this language can be valuable for our future, even more when people learn during their childhood. Moreover, it has become a trial due to the access to resources and the procedures used, as they are not fun or charming for learners. In this way this project aims to teach English vocabulary through songs seen as tools to transmit simple content in a fun and interesting way for kids. Along with Murphey (1992), expresses that songs are quite imperative in cultural feature and entertaining as well, in other words this cultural component can benefit people develop their listening skill, their information of lexicon, grammar and oral production in order to lead into in a virtual context which will make simpler interaction between students and teacher

Justification

This project focuses on the implementation of songs to teach English vocabulary at Patios Centro n°2 School. Though one fifth group does not have the technological devices to join the educative meeting, it is necessary to record the classes and share the material with them.

In this regard, Fontier., G. &Cunef., M. (2010) reflects that "playful activity establishes a kind of parenthesis in school reality, in particular when roles, order relatives and power relations change, can be upturned and/or two motives for action exist (provisionally) gain / victory and fun / desire, both carry within them their own explanation and their own end". In other words, the uses of songs to get vocabulary can assistance kids in a communicative and appealing way, as they have a optimistic impact on their autonomous learning.

Objectives

General objective

-To teach English Vocabulary through Songs to fifth graders at Patios Centro N°2 School.

Specific objectives

• To motivate fifth graders at Patios Centro N°2 School to participate in interactive activities related to English language learning.

• To learn English vocabulary through songs on fifth graders at Patios Centro N°2 School.

• To raise consciousness of the English language learning among fifth graders at Patios Centro N°2 School.

Methodology

The methodology of this proposal took seven weeks, enough time to have asynchronic classes with fifth graders at Patios Centro n°2 School. The progress of the proposal contained in the employment of English vocabulary through songs with content linked to the syllabus of the course. In this way, the students will have fun singing, learning new vocabulary through the lyrics of the songs, and improving their pronunciation by repeating the lyrics.

However, students who cannot be on online classes will be granting with videos via Youtube and Whatsapp, recorded by the pre-service teacher who will display the song and its vocabulary, and explain the recognized topic on each lesson. Taking into account that each fifth course has 40 students whose age ranged between 8-13 years old. These activities will contribute to take control into large groups of students, encourage them to talk even sing and it may catch their attention effortlessly

Development of activities:

In general, my contribution to this project helps the Patios Centro N°2 School and the foreign languages program to identify the impact of songs while teaching English. Moreover, it given an understanding into the students' needs and assets using this sort of strategy to reinforce students' pronunciation, grammar, and vocabulary knowledge. Additionally, some teaching practices would be enhanced from pre services teacher 'experience that will be provided to know and explain how to teach kids in a didactic way.

Nonetheless, the difficult situation caused by the COVID-19 has not allowed teaching in

better conditions to the students, who are the most affected part because of the lack of classes.

Besides, the English material provided by the educational system of Colombia was not sent in

order to develop the English classes.

Evidence 1
Reinforcement workshop

GESTIÓN ACADÉMICA
DANE 254874000568 NIT: 900027336_1
Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida
por la Gobernación del Departamento de Norte de Santander

AREA: Inglés		
TEMA: Nivelación de Inglés	DOCENTE: Maria Elena Florez Hernandez	GRADO: 5°
NOMBRE DEL ESTUDIANTE:	FECHA:	PERÍODO:1

1. Translate this paragraph to English according to the information provided in this segment "The blue pawn".
   Traducir este párrafo a inglés de acuerdo a la información dada en el siguiente segmento del peón azul

"Allí, en medio de todas las fichas negras, el peón azul ya no sentía ningún miedo, no le temía a nada. El Rey y la Reina, en sus tronos, saludaban a los nobles; al peón azul se le quedó la boca abierta. ¡El Rey era tan solo un peón con corona!".

_____
_____
_____
_____

2. Find the meaning of the following words and choose the correct answer.
   Encuentra el significado de las siguientes palabras y escoge la respuesta correcta.

1.Excuse me:
   a) No te preocupes
   b) No hay problema
   c) Disculpa
   d) Detente

2.That is bullying!
   a) No es gracioso
   b) Eso es intimidación
   c) Gracias
   d) No pasa nada

ENGLISH QUIZ 5th Grade

You are going to choose the correct answer according to the reading "The blue pawn".

Vas a escoger la respuesta correcta de acuerdo a la lectura "El peón azul".

1. According to the text, why do you think it is an expression of rejection towards the blue pawn?

a. because they invite him to the dance

b. because they ignore him

c. because they tell him not to go to the dance since he is different

d. because they are very good friends

2. What did the guards shout when they saw the blue pawn?

a. Stop

b. waiting

c. Hello

Conclusions

Despite I have not provided classes to 5th graders, I have prepared materials sent to the primary teacher in which the main purpose in this difficult condition is to assist and support the English classes with materials like quizzes, workshops, and exams that allow students to understand, and acquire the information. On the other hand, I expected to have the opportunity to teach the English classes in a synchronic way in order to develop the main and specific objectives of this outreach component.

CHAPTER V

Interinstitutional activities Component

Introduction

Along with Danyluk and Burns (2016) claims that being a pre-service teacher and being involved in an educational group boost members to evolve teaching skills. Furthermore, it aids to become co-learners with students with whom the pre-service teacher works, agreeing social interaction among them. Similarly, Patios Centro n°2 School conducted diverse sorts of activities and events during the year; all these events permit the integration of the entire educative community. In addition, these procedures consent the pre-service teachers to have knowledge of how these important events are conducted by the school. On the other hand, this administrative component assimilates the pre-service teacher in the school's community.

Moreover, being part of the school will offer pre-service teachers with the required involvement of working in a real teaching background assuming the whole role of a teacher. For this reason, the pre-service teacher's input inside the establishment must prove to its student that he/she is concerned in taking part in any event which aims to adopt a sense of belonging on pre-service teacher throughout his stage since it may help to learn and be aware about the institution teaching, values, behaviors, as well as to comprehend the context in which the practicum takes place.

ANALYZING THE IMPLEMENTATION OF READING TECHNIQUES

Nonetheless, this proposal seeks to improve pre-service teacher participation through extracurricular activities developed at the institution, which promotes social and sharing events via Google Meets due to the COVID19 health emergency in the country, which prevents carrying out face-to- face events.

Objectives

General objective

To contribute with extra-class processes at Patios Centro n°2 School.

Specific objectives

- To analyze the institution's system at the Patios Centro n°2 School
- To participate and cooperate in events and activities at Patios Centro n°2 School
- To support teachers by means of ICT implementation at Patios Centro n°2 School

Activities participation

Throughout this component, the pre-service teacher will be able to participate in all the events and activities proposed by the school, supporting them with their organizational skills. Additionally, she/he will be organizing spaces spread communications to meet students and parents at events in order to include the whole community in the activities and the events. Besides, the pre-service teacher will be instructing teachers in ICT uses by training them on the use of games, platforms and apps which will be implemented on their classes since it was observed there is a misspending of ICTS while teaching online.

The activities stated will be developed by the pre-service teachers at Patios Centro n°2 School because they are already scheduled. On the other hand, these events will be carried out via Google meet and WebColegios since students, parents and teachers have to attend classes and events at their homes due to Covid-19 pandemic. Despite this, pre-service teacher will be aware to organize events at school

23 de abril de 2021	• Día del Idioma Español • Concurso Ortografía y lectura interpretativa	ÁREA HUMANIDADES		TENACIDAD
07 de mayo de 2021	• Mes mariano- Maestro-Madre • Identidad Región Caribe	9°	4°	ESPIRITUALIDAD
04 de Junio de 2021	• La Familia • Identidad Región Pacífica	PREESCOLAR		TOLERANCIA

Language day

Conclusion

The participation of the pre-service teachers in events like parents' meetings and institutional hoist allowed recognition of his role at school but at the same time, he contributed from his knowledge areas such as teaching, speaking, and listening with all the school's community including parents and colleagues. Moreover, this experience increases in pre-service teachers a sense of belonging and feeling part of the school. Likewise, this immersion helped the pre-service teacher to identify and take advantage of her hidden talents in programming, videos editing to help the community where he is working at.

General conclusions

In the pedagogical and investigative component was demonstrated that the reading comprehension aided students to upsurge their proficiency level, predominantly their reading comprehension skill. Likewise, it endorsed students to learn new vocabulary and grammar structure from the texts to be used in their writing and their critical thinking, since the data found in the workshops showed an improvement and teaching in students towards the Anglophone culture.

In the outreach component was not determined if the songs for teaching vocabulary were a trustful tool because the majority of students from fifth grade had lack of technology and it was unmanageable to support them with materials. Nonetheless, some worksheets and quizzes were done in order to assist the primary teacher in charge of fifth grade.

In the interinstitutional activities component it was determined that the pre-service teacher could join and participate into school events such as parents' meetings, and flag's raising that were done virtually due to covid-19 contingency. These events provided the pre-service teacher a substantial vision of the school's procedures because the pre-service teacher was involved inside the school's community being noticeable to a real context and role as an English teacher in an official institution.

CHAPTER VI

Reflective Approach Toward Integral Practice

Narrativa
(Primera Semana)
Por: Victor Alfonso Mogollón Vera
Práctica integral
Grupo: B

Mi práctica integral está siendo llevando a cabo en el colegio Patios Centro n°2 de Cúcuta, en los cursos noveno y décimo, donde existen dos grupos por cada curso; cada grupo tiene de 40 a 50 alumnos. Para mí es muy grato decir que me he sentido bien en el transcurso de la primera semana como docente de los estudiantes de noveno y décimo grado, pues a pesar de que llevo tan poco tiempo en la institución, los estudiantes han mostrado interés hacia sus clases de inglés ya que participan y se involucran en las actividades propuestas. Sin embargo, algunas veces debo llamarlos por su nombre o apellido para captar la atención de aquellos estudiantes que participan poco o que aparecen como activos pero que no atienden a la clase. Dicho esto aquellos que no responden tienen un llamado de atención y pueden ser penalizados, ya que el Manual de convivencia lo estipula de esa manera.

Por otro lado los estudiantes han expresado que estás clases los motivan a aprender inglés y creo que es debido a unas actividades rompe hielo que he venido aplicando en cada clase con el ánimo de conocer a mis estudiantes y que ellos también conozcan de mí, en cierto modo, esto les interesa porque ellos quieren saber de mí y aprovechan para aprender vocabulario nuevo, además les inculco que ellos deben toman ventaja de este aprendizaje, para mejorar sus habilidades lingüísticas en inglés y obtengan oportunidades laborales, educativas, etc en un futuro.

Narrativa
(Tercera Semana)
Por: Victor Alfonso Mogollón Vera
Práctica integral
Grupo: B

Mi práctica integral está siendo llevando a cabo en el colegio Patios Centro n°2 de Cúcuta, en los cursos noveno y décimo, donde existen dos grupos por cada curso; cada grupo tiene de 40 a 50 alumnos. Esta semana se ha reforzado temáticas como el presente simple, pasado simple, condicionales, y verbos modales en ambos grados y en los cuales se nota que los estudiantes tienen muy poco conocimiento de las reglas primordiales para el uso de la gramática. He realizado igualmente actividades escritas y de lectura para saber el nivel de los estudiantes y entender que conocimientos necesitan para así ser implementados y mejorar su calidad en inglés.

Por otro lado he tenido inconvenientes con la implementación de la propuesta dado al cronograma de las actividades y asignaciones dirigidas por la docente en cargo de Inglés y estoy a la espera de poderlas implementar tan pronto como pueda.

Narrativa
(Cuarta Semana)
Por: Victor Alfonso Mogollón Vera
Práctica integral
Grupo: B

Mi práctica integral está siendo llevando a cabo en el colegio Patios Centro n°2 de Cúcuta, en los

cursos noveno y décimo, donde existen dos grupos por cada curso; cada grupo tiene de 40 a 50

alumnos. Está semana fue observado el deseo de los estudiantes por participar y dar lo mejor

consigo mismos, a pesar de que las bases del idioma Inglés son muy escasas y he intentado

enriquecer tanto el vocabulario como la pronunciación. Por otro lado, se ha observado que

algunos estudiantes ingresan a la clase pero no existe la participación y disposición de ello por

ende la profesora encargada de los cursos de Inglés les ha llamado la atención para así motivarlos

a que participen y que las clases sean más armoniosas con destino al aprendizaje.

Otra circunstancia que no he podido implementar con el grado quinto de primaria ya que ellos no

poseen herramientas tecnológicas para el desarrollo de la clase, sin embargo el practicante ha

compartido material tanto para evaluación como para taller en orden de proveer a los estudiantes

con el material que la docente titular les deja en la fotocopiadora.

Narrativa
(Quinta Semana)
Por: Victor Alfonso Mogollón Vera
Práctica integral
Grupo: B

Mi práctica integral está siendo llevando a cabo en el colegio Patios Centro n°2 de Cúcuta, en los cursos noveno y décimo, donde existen dos grupos por cada curso; cada grupo tiene de 40 a 50 alumnos. Esta semana se han hecho diversas actividades con los estudiantes con relación a fortalecer el vocabulario y la lectura por ejemplo a través de kahoot y quizzes. Además se ha realizado la guía con ambos cursos en los cuales se dieron las instrucciones claras sin embargo he notado que muchos estudiantes entregan los trabajos fuera del plazo que se estableció y esto claramente ha afectado sus notas. Por otro lado he observado que las notas de los exámenes han mejorado notablemente especialmente en los estudiantes de decimo que aplicaron las técnicas de lectura y en el cual ellos manifiestan que el aprendizaje ha sido muy significativo. En adición, la entrega de la guía se ha realizado por medio de la plataforma de webcolegios y WhatsApp para lo estudiantes que no poseen computador,

Narrativa
(Sexta Semana)
Por: Victor Alfonso Mogollón Vera
Práctica integral
Grupo: B

Mi práctica integral está siendo llevando a cabo en el colegio Patios Centro n°2 de Cúcuta, en los cursos noveno y décimo, donde existen dos grupos por cada curso; cada grupo tiene de 40 a 50 alumnos. Está semana después del paro en la educación Colombiano debido a los problemas sociales que afecta al país, se han desarrollado muchas actividades con los estudiantes para el cierre de mi práctica integral con el fin de establecer las notas y aplicar los instrumentos restantes. Los cuales se han aplicado exitosamente obteniendo los resultados esperados, además se ha calificado un segundo taller donde se observa que los estudiantes aplicaron claramente las estrategias de escaneo y han identificado las respuestas fácilmente además de la adaptación del vocabulario en estás guias las cuales fueron anotados en el cuaderno de Inglés.

ANALYZING THE IMPLEMENTATION OF READING TECHNIQUES

Conclusion

This process has helped the pre-service teacher to evaluate his process as a future teacher involving all the situations inside the school and mainly assisting students with knowledge about English is basically the main reason for this teaching practicum. Furthermore, the researcher observed how students prepared their assignments and quizzes in order to participate in the classes and enhance their communication and confidence towards English.

On the other hand, the pre-service teacher has detected a lack of technological instruments to develop the classes, for example the fifth grade in which it was not possible to apply the outreach project - they do not have any access to technological devices to participate and get involved in the class. Notwithstanding, the teacher in charge of them was supplied with materials and assistant to develop some quizzes.

CHAPTER VII

Material Design

The materials were done according to the information given by the supervisor following the conditions and requirements. Many of those materials follow an explanation about each topic followed by questions or exercises to be solved. The main topics that were taken into consideration to take these resources were: present simple, past simple, conditionals, and modal verbs. In addition, these materials were complemented with reading comprehension and vocabulary. The main objective of those instruments was to reinforce student's knowledge and increase their proficiency level.

WORKSHEET #4 Grade: 9th	Past perfect
WORKSHEET #5 Grade: 9th	Reported speech
WORKSHEET #6 Grade: 9th	Modal verbs
WORKSHEET #4 Grade: 10th	Present simple
WORKSHEET #5 Grade: 10th	Eating disorders vocabulary
WORKSHEET #6 Grade: 10th	Second conditional

ANALYZING THE IMPLEMENTATION OF READING TECHNIQUES

Due to the pandemic and the contingency, the material was designed in a virtual way. Therefore,

the material is uploaded in the following link:

https://drive.google.com/drive/folders/1_KjWyhT85CWHEfP7sxLA0NLLXOk0NLd-

?usp=sharing

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