The Mind Mapping Technique as a Tool to Improve 11th Grade Students' Reading Comprehension at New Cambridge School: An Action Research

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APPROVAL NOTE

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Chapter I

General Presentation

The following project understood as a portion of the integral practicum process of the bachelor in foreign languages (English-French) at the University of Pamplona. It is based on five main components: Diagnosis, Pedagogical, Research, Community Outreach, and Administrative. This project has been proposed aiming to develop the last learning step of foreign language student-practitioner at the New Cambridge School in Pamplona, Norte de Santander.

Initially, the paper presents the institutional observation as the result of the first stage from the integral practicum. This diagnosis was done considering the following criteria: population and subject's information, administrative, pedagogical, and technological aspects. This section provides the necessary information about the setting in which the proposal was implemented.

Secondly, the pedagogical component consists of the research project presentation, which aims to improve students' reading comprehension skills through the implementation of the mind mapping technique. Furthermore, the pedagogical proposal execution was addressed through the flipped classroom approach and virtual meetings on the Zoom platform. However, all the activities and mind maps were delivered on the Google Classroom platform.

In third place, the research component refers to the development of the large-scale research project in which pre-service teachers participate as the population. Besides, this component seeks to foment reflection as a means of self-assessment on pre-service teachers' integral practicum development.

As a fourth section, the community outreach component involves the development of playful activities in elementary/primary courses aiming to reinforce the English learning process. This proposal execution was developed under the virtual modality through the Zoom platform.

As the final chapter, the administrative component alludes to pre-service teachers' immersion within the institutional activities in order to know and experience by first-hand the real teaching context. This component includes being part of extra-curricular activities, academic events, teachers' meetings, ceremonies, sportive, and cultural events among others.

Introduction

Within the Colombian educational context, English learning and teaching has become one of the fundamental purposes of the MEN. Based on this criterion, the Ministry of National Education launched in 2004 its bilingualism policy, whose main objective is "to have citizens capable of communicating in English, with internationally comparable standards, which insert the country in the universal communication processes, in the global economy, and in the cultural opening" (p. 6). Therefore, carrying out this teaching and learning process becomes a job for all Colombian citizens, so that in one way or another we can advance and integrate into the globalized society. Just as Patriama and Yuliati (2016) express in their research “Global Education in English Classroom: Integrating Global Issues into English Language Teaching”:

> "English Language Teaching can be adapted to meet the demand of global conditions. Such worldwide issues can be taken by teachers to be developed more and suited for the teaching materials. This strategy will give students wider knowledge and attention to global problems (p. 721).

The Foreign Languages (English - French) Degree program from the University of Pamplona seeks to contribute to the development of the aforementioned policy. For this reason, four main components are considered in the development of the integral practicum of foreign language students: pedagogical, research, outreach, and administrative, in order to provide a teaching service that meets the needs of our country. With this purpose in mind, student-practitioners carry out an institutional observation stage at the beginning of their internship in order to identify a need in the English area and propose a pedagogical project to eradicate the present phenomenon in the institution.

According to the information collected during the observation stage, the need to improve students' reading comprehension skills was identified. Considering this need, the pre-service teacher proposed the implementation of The Mind Mapping Technique as a Tool to Improve 11th Grade Students' Reading Comprehension Skills. This project was proposed not only to improve the cognitive development of students but also to maintain or increase the scores of the New Cambridge School in the Pruebas Saber 11 applied by the ICFES.

Finally, it is important to highlight that the project's implementation and execution were carried out through virtual platforms since there is a remaining worldwide health emergency caused by COVID-19.

Justification

According to the Common European Framework of References (CEFR) (2011) a foreign language learner at C1 level "can understand in detail lengthy, complex texts, whether or not they relate to their area of specialty, provided he/she can reread difficult sections" (p, 10). Taking into account the previous standard, during the observation and diagnosis stage, the pre-service teacher-developed non-participatory observations during two weeks in the secondary courses

(8th, 9th, 10th, 11th) at the Educational Institution New Cambridge School which allowed the student-practitioner to identify a specific need and to put forward a pedagogical proposal to tackle it.

Following the preliminary observations, it was possible to identify different issues such as the lack of remarkable oral interventions or the little amount of work focused on writing production competence. However, the most important need is that the 11th grade students need to reinforce and improve their reading comprehension skills since they are willing to present the national exam “Pruebas Saber 11”.

According to Amin (2019), reading is "the ultimate skill to be used in collaboration at school and all over life" (p. 37). For this author, developing reading skills is important not only because it ensures a subject's success in any domain, but also because it represents the instrument that allows someone to look for unknown information, to obtain knowledge, and to seek for personal successful achievements. To work on the identified need, the pre-service teacher presented a pedagogical proposal entitled "The Mind Mapping Technique as a Tool to Improve 11th Grade Students’ Reading Comprehension at New Cambridge School: An Action Research” which aimed to improve students' reading comprehension skills through the development of their imagination and creativity by the implementation of mind mapping.

By the implementation of this pedagogical proposal, not only the students would be benefitted in terms of their creativity, imagination, critical thinking, cognitive, and reading comprehension skills improvement, but also the Educational Institution New Cambridge School would be positively affected thanks to the students’ improvement and their score at the national exam “Pruebas Saber 11”.

In regard to the interests that motivate the author to carry out the implementation and execution of this project, it is possible to affirm that it is mainly due to the devotion to teaching and the constant desire to improve teaching practices to create didactic teaching/learning environments that allow significant learning to be produced and thus leave a mark on each one of the students that she manages to reach. On the other hand, it is important to emphasize that this is the last step in the process of training as a foreign language teacher English-French, which represents for the author; the first teaching experience in a real environment or context.

Objectives

General Objective

- To develop the integral practicum in the English area as the final stage of the foreign languages program.

Specific Objectives

- To improve 11th grade student's reading comprehension through mind mapping technique in New Cambridge School

To implement reflection as a transforming tool of the pedagogical processes proper to the integral practicum.

- To promote in the student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To reinforce 1st and 2nd grade students English learning process through playful activities
- To engage pre-service teachers actively in the academic and administrative activities scheduled by the academic institution during the integral practicum.

General Conclusions

The implementation of the mind mapping technique as a tool to improve reading comprehension was a project created aiming to ameliorate the 11th grade students reading comprehension capacities, not only through reading workshops but also through the designing of creative mind maps. Concerning the previously, as results of this project, it was found and determined the effectiveness of the pedagogical proposal applied during the period of integral practice. This project was carried out under the virtual modality due to the preventive isolation and the COVID-19 pandemic.

Through the reflection as a tool to develop critical spirit during the integral practicum stage, the pre-service teacher could apply a remaining self-assessment which allowed her to be aware of her teaching performance. Besides, this reflective process also helped the pre-service teacher to identify and understand important teaching practices to apply in future.

Furthermore, during the execution of the outreach component, the pre-service teacher had for the very first-time contact with the real elementary teaching context which took her to learn specific teaching techniques that need to be applied in the elementary levels since the teaching methods for primary school remain being different from high-school.

Finally, thanks to the administrative component, the pre-service teacher could understand the different tasks a teacher must execute and the extracurricular activities the teacher must be part of meanwhile works and is part of an academic institution.

Chapter II: Institutional Observation

The following section presents the document analysis, observation, and institutional diagnostic regarding the following criteria: administrative, pedagogic, and technological aspects, besides the population and subject's information.

Administrative

Institutional Educational Project (PEI)

The PEI at New Cambridge School follows its philosophy "Builders of the future" which aims at providing a bilingual and inclusive learning environment based on values, principles, and the development of cognitive, psychomotor, and socio-affective skills. Furthermore, besides establishing the principles and values of the community, it sets the guidelines to ensure quality in each service provided by the institution.

Institutional Horizon

Mission. The New Cambridge School seeks to offer an inclusive pre-school, elementary, secondary, and middle school education with quality based on bilingual teaching and the practice of values, in the development of the fundamental dimensions and areas, in contrast to the academic and personal formation.

Vision. The Educational Institution New Cambridge School's purpose is to become the first Educational Institution where the student learns to think, feel and act, to be responsible, autonomous and free, developing as an integrated, communicative, sociable leader, collaborator, and committed to the environment.

Objectives. The New Cambridge School objectivity goal is set into two main objectives:

- To promote a healthy coexistence in the Educational Community through the practice of values, rights, and duties that facilitate the integral formation.
- To commit the entire educational community to the knowledge and development of attitudes and values in accordance with the Institutional Horizon.

Principles. With the purpose of providing a holistic formation, the institution is driven by the following principles

- Being your learning process' leading actor
- Promoting Christian values
- Promoting individual and group decision-making
- Strengthening personal development trough critical thinking and significant learning
- Respecting nature taking into account the rational and sensible use of resources
- Encouraging the leading spirit to contribute to the environment's transformation

Values. In terms of values, the PEI aims to generate paths of self-awareness and self-appropriation, establishing personal behaviors that serve as a reflection and personal growth. In order to attach to the educational formation a healthy coexistence through a vision of values as necessary principles to ensure a fair, responsible, and supportive society, the New Cambridge School focuses on the values of responsibility, tolerance, solidarity, honesty, respect, and perseverance.

Coexistence Handbook

Aiming to educate useful individuals for society and the family, the educational institution New Cambridge School has formulated a coexistence handbook as a means of supporting the students' integral formation.

The following table presents the coexistence handbook's main chapters and broad information.

Table 1

Coexistence handbook summary

Chapter		Information
1	Fostering principles of school living in the educational community	Rights and duties of the community (Students, teachers, parents, principle, and administrative staff)
2	Most common situations affecting school coexistence and exercise of sexual and reproductive DD.HH	Context and setting explanation
3	Guidelines and agreements of the educational community to guarantee school coexistence and the exercise of sexual and reproductive rights	It is a set of internal rules of the school, which allows guiding and helps to maintain the peaceful coexistence in the school, as well as contains a set of principles, duties, and obligations that must be promulgated and guaranteed to all the members of the educational community.
4	Classifying the situations that affect school	Acts, attitudes, or behaviors that hinder in some way the full achievement of the educational goals
5	Living training framework for due process protocols of integral care for school coexistence	Training strategies and the correction and sanctioning strategies
6	Integral care protocols for school living	Protocols to follow depending on the affecting situation
7	Pedagogical measures and actions	Measures of promotion, prevention, and monitoring of

	that contribute to promoting school coexistence	institutional coexistence
8	Pedagogical strategies for socialization, adoption, and dissemination of the handbook on school coexistence to the educational community	Laws, decrees, and measures to be followed to face problematic situations
9	Actions that guarantee the application of the principles of participation, co-responsibility, autonomy, diversity, and integrality	Laws, decrees, and guidelines to follow for the application of each principle
10	Periodicity with which to review and validate the actions of resignification of the coexistence handbook	Action route to present the coexistence handbook

MEN Guidelines and Health Emergency

In order to implement the Ministry of Education's COVID-19 pandemic guidelines "Orientaciones a directivos docentes y docentes para la prestación del servicio educativo en casa durante la emergencia sanitaria por COVID -19" (2020) the New Cambridge School coordinated a set of guidelines for conducting educational work from home.

1. To motivate the parents so that in the midst of their experiences they accept the accompaniment offered by the institution to find in this situation, opportunities to grow, learn and maintain their goals.
2. This crisis limits what is foreseen in the study plan, therefore basic content must be selected to avoid saturating the families

3. Designing simple educational experiences and strategies to promote and strengthen capacities and skills.
4. Rethinking the practice of evaluation as strategies that enable students and families to know autonomously their achievements, the challenges ahead, and the paths they can follow to achieve them
5. Developing didactic workshops for home study; selecting and using virtual platforms, designing access, and use protocols video tutorials.
6. Preparing guidelines for the use of selected materials as home study.
7. Designing and implementing a COMMUNICATION PLAN with agendas and schedules that allow for dialogue with parents and students according to the conditions and context.
8. Designing HOME STUDY SCHEDULES with the criteria of FLEXIBILITY AND NON-PRESENTIAL LEARNING RATES with an organization at home message.
9. To design strategies for evaluating learning at home that are FORMATIVE and QUALITATIVE.
10. To follow up on the study at home, feedback on the process with motivational guidelines that encourage AUTONOMOUS learning as a natural experience.
11. Exchanging experiences with other teachers and qualifying good practices.

Schedule

In terms of schedule, the administrative staff and teaching community of the Educational Institution New Cambridge School offers customer service from 07:00 am to 12:00 pm during the morning and in the afternoon the schedule is from 02:00 pm to 06:00 pm. However, considering the COVID-19 pandemic, the institution started to offer customer service via

WhatsApp and it is from Monday to Friday from 02:00 pm to 05:00 pm, since the classes are carried out in the morning.

Institutional Timeline

The institutional timeline is the organized chronogram of academic and extracurricular activities. (Annex 1)

Pedagogic

Language Area Guidelines

In terms of planning, the course guide text, and syllabus for the language area courses, the New Cambridge School uses specific teaching books for each course. According to the information collected and the institutional observation, it was identified that the teachers create the syllabus from the programmed contents thought and planned in the structure of the guide book, this document is delivered at the beginning of the academic year.

On the other hand, the lesson planning is based on the units of the guide book and depends on the methodology that the teacher in charge wants to apply for the development of each class. The course plans are delivered one week in advance on Fridays.

Languages Teaching Community Methodology

Regarding the methodology used, teachers develop their classes based on the Critical Thinking model. Besides, it was possible to identify that the student-centered approach is implicitly used during classes since teachers seek to detect students' weaknesses to individually work on them using tracking learning techniques.

Resources

Pedagogical Resources. In general terms, the New Cambridge School implements guiding-books to teach each area. Within the English courses, there are two main books: Golden experience and Metro. Besides, these workbooks have a student's book and the digital version on CDs. Even though during the face-to-face modality teachers make use of other pedagogical resources (worksheets, texts, images, etc.) these resources are the ones used into the virtual modality.

Physical Resources. The New Cambridge School possesses plenty of physical resources and materials for the development of its classes such as classrooms, desks, boards, televisions, projectors, computers, books, guides, sports areas, etc. However, for the virtual sessions' development, the English teaching community makes use of workbooks and student's book.

Classroom Methodology

The teaching methodology used during classes is based on the explanation of grammatical subjects, the execution of practice exercises, and vocabulary teaching. Virtual meetings are organized so that the students attend the lesson and then carry out the systematization and practicing process individually. Furthermore, priority is given to oral and active participation during the classes.

Learning Tracking Techniques

The learning tracking techniques for the virtual modality are carried out through the teachers' availability in the afternoon to solve doubts through the WhatsApp groups. In addition, students are asked to provide reports and shreds of evidence of the practicing activities carried out during the week. Finally, the teacher is in charge of identifying the students with needs, and a

collaborative student-teacher and teacher-student work is carried out to overcome the learner's weaknesses.

On the other hand, in elementary English courses, the learning tracking technique is carried out through the Friends Club, which is a club formed by the students who have weaknesses in the area and receive extra tutoring and monitoring to improve their skills.

These techniques started to be executed since the social distancing caused by the COVID-19 pandemic. In order to be in touch with the students and their learning process, the teaching community increased communication as a means of learning tracking and availability to respond to all families and students' doubts in consideration of the virtual education.

Technologic

Platforms

The platforms used by the New Cambridge School are:

- Web Colegios
- Zoom
- Google Classroom
- WhatsApp

Digital Resources

As for the digital resources managed by the institution, the platforms offered by the guide books of each area are used. In the case of the English area, digital resources include the Metroonlinework platform and Pearson platform. Besides, students and teachers made use of the Pearson Warm-Up app to develop practice exercises.

Online Sessions

Development. The development of the classes is carried out through a virtual meeting by the Zoom platform. First, the teacher creates the link and sends it to the WhatsApp group. Then the students connect and the class begins.

Interaction. The interaction during the virtual meeting takes place in a pleasant way. The teacher presents and explains the topic while the students listen. However, the teacher is always aware of the students and actively asks if there are questions or if they are understanding. On the other hand, the students remain silent during the explanations and throughout the practical exercises everyone participates actively

Length. The virtual meeting lasts 40 minutes

Population and Subject's Information

Students Community

Table 2

Students' information

Course	Number of Students	Gender	Age	Language level
1st	39	F/M	05-07	A1
2nd	25	F/M	07-08	A1
8th	31	F / M	12 - 13	A2+ and B1
9th	18	F / M	14 - 16	B1
10th	18	F / M	16 - 17	B1+

11th	11	F / M	16 - 17	C1

Teachers Community

At the Educational Institution New Cambridge School, the teaching community is compound of 25 teachers. Regarding the English area, there are four English teachers.

Administrative Community

Concerning the administrative community at New Cambridge School, there is a principal, a psychologist, two secretaries and, two coordinators (a primary coordinator and a secondary coordinator)

Parental Community

Finally, as far as the parental community is concerned, it was found that the parents or legal tutors are highly familiarized with the institution. In addition to their active participation in extra-curricular activities, there is a parent council made up of one parent-representative for each course.

Chapter III: Pedagogical Component

The Mind Mapping Technique as a Tool to Improve 11th Grade Students' Reading Comprehension at New Cambridge School: An Action Research

Introduction

In this globalized context we lived in, English has become an intercultural linking language that allows people not only to learn about different cultures but also to understand and communicate with other human beings. In Colombia, English is taught as a foreign language and it became part of the school curriculum. In 2004 the Ministry of Education (MEN) decided to carry out the Colombia Bilingual Program which seeks to enable Colombians to participate in this globalized society, and to be essential for intercultural exchanges.

According to the CEFR (Common European Framework of Reference, 2001) the learning process of any language requires the development of five main basic language skills: Spoken Interaction, Spoken Production, Listening, Reading, and Writing, been reading one of the most important and key skills in language learning (Maxom, 2009). This study, taking place at the New Cambridge School, aimed to improve the 11th grade students' reading comprehension skills in English through the implementation mind mapping which is a "useful technique that helps the students to learn more effectively and improves the way that we gain the information" (Saori, 2020, p.163).

In that order of ideas, this component has been structured into different sections. Firstly, the statement of the problem that defines the phenomenon under study. Secondly, the justification, where the purpose of the project has been stated. Then, the objectives that will guide the pedagogical proposal's development, followed by the theoretical framework and

literature review in which are presented the project's base theories and previous studies. Then, the methodology and data collection sections present the techniques and steps to achieve the objectives are recorded. To continue, the presentation of the data analysis, interpretation, and findings are described. To conclude this chapter, the author presents the conclusion and recommendations from the employment of this pedagogical project.

Problem Statement

During the diagnosis week the pre-service teacher was attentive to the educative virtual environment in order to identify the population, methodology used in class, and the pedagogical and administrative aspects, but also the abilities and capacities the students showed to have through the virtual classroom interaction. Considering the observation and the information recorded on the researcher's field notes it is possible to determine the broad guidelines of the research project to study throughout the practicum.

Therefore, it was evidenced that within the teaching methodology used in the 11th grade English course at New Cambridge School, just focuses on the explanation of the topic, developing practice exercises, vocabulary acquisition, and oral comprehension/production more than other linguistic competences (writing production and reading comprehension).

Additionally, it is important to highlight that these students are under the virtual modality due to the COVID-19 pandemic, which has forced the teacher to organize 40-minutes virtual sessions through the Zoom platform in order to teach the course. Besides, the 11th grade students are supposed to present the national evaluation Pruebas Saber 11 implemented by the Instituto Colombiano para la Evaluación de la Educación (ICFES).

Bearing in mind the previous information, the head-teacher's suggestions, and the necessity of the population, it was quite essential to implement a proposal that aimed to improve students' reading comprehension skills through the development of their imagination and creativity by the implementation of mind mapping. Moreover, this project would- allow students not only to develop their reading skills in English but also to learn a creative technique that could be applied to any learning process.

In order to guide this research study, one grand tour question was proposed: How the use of the mind mapping technique can improve the 11th grade students' reading comprehension at New Cambridge School?

Justification

Following the necessity established for the 11th grade students at the New Cambridge School in Pamplona Norte de Santander, the implementation of this project was going to benefit not only the students but also the school performance at the Pruebas Saber 11 in the current year.

On one hand, this project looked for improving student's reading comprehension skills since "Reading is one of the most important skills a student must possess. It is considered the basis of all English language skills" (Mohaidat, 2018, p. 32). Indeed, it is a complex process associated with the brain, it requires prior knowledge, vocabulary, sentence, and paragraph understanding (Durkin and Dolores, 1995) and it is not an easy process for the learner and less for the teacher. However, once the student has learned the strategies and acquired reading comprehension skills, he or she is going to feel empowering and complete capacity to learn any other subject.

On the other hand, as all schools in Colombia, the New Cambridge School is required to present a quantitative evaluation to record the educative process of the country and in a certain way, to measure the knowledge students have. According to ICFES' (2020) report from the 11th grade students' results from last year, the students' development on critical reading from 0 to 4 was on 2,98, meaning students do have to work on their reading comprehension skills.

In light of what is mentioned above, this proposal can be adequate as the first step in improving all English linguistic skills and increasing the students and school's academic achievement.

Objectives

General Objective

- To improve 11th grade student's reading comprehension through mind mapping technique in New Cambridge School

Specific Objectives

- To identify the flipped classroom approach effects on the 11th grade students' development of reading comprehension
- To drive 11th grade students' creativity through mind mapping design
- To increase the New Cambridge School score on the ICFES exam

Theoretical Framework

The main purpose of this project is to improve eleventh grade students reading comprehension through mind mapping design. With the intent to fully understand the

development of this study, it is essential to define the following theoretical terms: reading comprehension, mind maps, and mind mapping.

Reading Comprehension

According to Carrell (1998) reading was considered a passive process while learning English as a foreign language. The reader was supposed to decode the information transmitted in form of printed diagrams or letters to build up knowledge, from the minimum until the biggest code from the text. However, thanks to the teaching techniques' evolution and new teaching methods application, such as the audio-lingual method in 1970, teachers realized the reading comprehension was beyond a simple decoding process. Instead, it is considered as a procedure "which the reading activates a range of knowledge in the reader's mind that he or she uses, and that in turn, may be refined and extended by the new information supplied by the text" (Grabe, 1998, p. 56).

Besides, authors such as Dechant (1991) and Ortlieb (2013) stand out the reading process as the correct way to create effective and significant learning. According to Dechant (1991) "reading is so interrelated with the total educational process that educational success requires successful reading" (p. 7) meaning when children are interested on reading they become independent from adults, generate interests apart from the school which helps them to enjoy leisure time activities and to achieve social responsibilities. On the other hand, Ortlieb (2013) affirms the learning process is directly connected to the reading comprehension skill which can affect the success and academic achievement of a student.

Finally, Goodman (1998) states reading as a "receptive language process" (p. 12). This author affirms the reading comprehension as a psycholinguistic procedure beginning with a linguistic message encoded by a writer and finishing with the constructed meaning of the reader.

Bearing in mind the previous perspectives and definitions, reading comprehension is the ability to understand the meaning, rephrase concepts, and ideas with the purpose of building a new basis of information.

Mind Maps

Mind maps are creative graphical representations of information. Buzan (1993) conceives it as the expression of thoughts which means, mind maps are a natural function of the mind. According to the author, it is a creative way of note-taking that allows people to acquire new knowledge. They have a structure that starts from the center which using symbols, lines, images, words, and colors, create an organized diagram summarizing a long list of information.

Electronic Mind Maps. Also named E-Mind Maps are a computerized graphical design "more effective and attractive than traditional ones since they depend on using professionally fast and specialized computer software which includes photos, colors, and drawings that attract the reader." (Aljaser, 2017, p. 81)

Mind Mapping Technique

In order to give students, the opportunity to arrange and classify ideas and tasks, and to improve reading, problem-solving, and decision-making, (Buzan 2006) created the mind map strategy. According to the author, most of the educational systems focus on the development and employment of the left hemisphere; the one in charge of logic, language, and mathematics, more than the right hemisphere; which is responsible for the imagination, creativity and artistic aspects

of a subject. Following Murley (2007) mind maps have the facility to use both sides of the brain when creating them, which, in other words, will enable the learner to use both sides of the brain while studying and acquiring meaningful learning. Besides, mind mapping is of the techniques that make learning enjoyable and interesting.

Flipped Classroom Approach

The flipped classroom approach is a student-centered teaching methodology that faces the student to a self-learning strategy in which the learner is exposed to new material outside the classroom, normally through videos and reading. Then, the class time is used to carry out the knowledge assimilation process through oral discussions, problem-solving, or debates.

> Flipped classroom approach is a system that provides increase interaction time between the teacher and the student, presentation of a condition in which students take their own learning responsibilities, transition of role of teacher into a guidance, blending of constructivist learning with teaching method, each student taking individual education, consistency of learning by repetitions and preventing students to keep behind of class. (Ozdamli, 2016, p. 100)

Types of Reading Texts in the Saber 11 Exam

The national exam "Saber 11" applied by the ICFES follows the implementation of two types of readings within the critical reading section: continuous texts and discontinuous texts (ICFES, 2019, p.31)

Continuous. This type of text is a compound of sentences found in successive paragraphs that form wider structures such as chapters. Continuous texts can be literary (tale, novel), informative (articles, essays), and philosophic (argumentative texts' pieces).

Discontinuous. This type of text is those which does not follow any sequence or progressive structure during its development. Discontinuous texts can be literary (comics, cartoons) and informative (diagram, publicity).

Literature Review

In order to implement the mind mapping technique to reflect students' reading comprehension, it is strictly necessary to look for previous studies whose methodology and findings support this technique application.

Mind Mapping in CLIL: How It Facilitates Students' Reading Comprehension

Puspitasari (2020) presents a study carried out in Indonesia with the purpose of analyzing the effectiveness of mind mapping on the reading comprehension development of EFL learners. The methodology of the qualitative study involved a theory-based subject which used English as the main language for the materials and as a mean of instruction in a private university in Indonesia. The 37 participants were asked to write down a reflective essay sharing their experience on making a mind map for each chapter read and discussed in class; this with the purpose of helping them to comprehend the reading. To better analyze the data, the author selected and interviewed six participants because of their commitment when delivering their mind mapping tasks.

According to the author, the results of the study showed up that mind mapping is an effective tool that has positively influenced the reading comprehension of the participants while creating the mind maps. During the process, the participants found that thanks to the repetitive reading they could identify, select, classify, and organize the essential information. Findings also

highlight the importance of creativity since participants expressed that it was easier for them to learn and remember information due to the use of art.

The Effects of Mind Mapping (MP) and Pre-Questioning (PQ) on the Students' Reading Comprehension

Maslakhatin (2015) conducted a quasi-experimental design in order to investigate the effects and differences of mind mapping and pre-questioning on the students' reading comprehension. This study involved two groups of 26 students of senior high school in Surabaya. One was the control group, which was under the pre-questioning technique and the other one was the experimental group, which was using the mind mapping technique. During the methodology used for this study, the teacher divided the reading comprehension process into three moments: pre-reading, whilst-reading, and post-reading. In the first group, the reading was guided by pre-questions that allowed the students to assume the sequence of the reading. Meanwhile, in the second group, the teacher just gave general information about the text (author, title, and topic). During the whilst-reading and post-reading, each group developed completely different activities in order to know which technique seemed to be the best when reflecting the comprehension of the text.

Following the study's results and the author's conclusions, the experimental group achieved to better understand the texts used during the study than the control group. Thanks to the mind mapping technique it was possible for the participants to relate the information they draw in the mind map and the one they read in the text. Different from the control group that showed to have understood just the specific information asked in the pre-questions and not the whole meaning of the text.

The Use of Mind Mapping to Teach Reading Comprehension

Saori (2020) proposed quasi-experimental quantitative research focused on finding out the impact of using mind mapping toward student's reading comprehension. The methodology of the study involved two different classes as the participants. Meanwhile, the experimental group was exposed to mind mapping techniques, the control group was subjected to conventional learning techniques. During the study, the author applied a pre-test and a post-test. The first one was applied before implementing the teaching techniques and the post-test at the end of the experiment.

Taking into account the research's findings, the score on the pre-test was similar between the two groups, meaning, both classes were at the same level on reading comprehension skills. However, after applying the different techniques for each population and the post-test, the researcher realized that the experimental group was at a higher level than the control group. According to the conclusions of the study, the experimental group developed a higher capacity of comprehension thanks to the positive impact of the mind mapping technique which not only allowed the students to use their prior knowledge but also their creativity and thinking.

The effectiveness of Mind Mapping Technique for Developing Reading Skills in EFL Preparatory School Stage

(Sheir et al, n. d.) Present a quasi-experimental study aiming to implement a mind mapping technique with the purpose of developing reading skills at preparatory students. The methodology of the study followed a series of steps involving: applying a pre-test, treatment, and post-testing. Then, during the sessions scheduled for two months, the participants achieve to

cover all the proposed readings and units applying the mind mapping technique and the normal steps suggested by the Ministry of Education Teacher's Guide.

The findings of this study showed up that before applying the treatment and using mind maps to improve reading comprehension skills, the sample was not able to master reading skills. However, after the treatment and experimental sessions using mind mapping, the sample was trained and capable of identifying and dealing with the reading skills. According to the author, using the mind mapping technique in terms of brainstorming, drawing, discussion, creativity, and autonomous work at home, helped the students to improve their EFL reading skills.

Using Mind-Mapping to Improve Reading Comprehension and Writing Achievements of the 4th Semester Students of Stain Curup

Kusmaningrum (2016) conducted a research study in order to determine the existence of effectiveness or not in the students' reading comprehension and writing achievements after being taught by using mind mapping. For the methodology of this research, two sample groups were taken as the population. One group was exposed to the mind mapping technique and the other one did not. By the mean of pre-tests, technique, and post-tests application, the author concluded the following results. First, there was a significant improvement in reading comprehension after teaching the students with the mind mapping technique. Second, as well as the reading comprehension improved, the writing production competence increased. Third, it is clear and significant the difference in the reading and writing competence between the students who applied mind mapping and those who did not.

According to the author, using mind mapping positively affected the students' learning process, and thanks to the collective work they carried out during the sessions, not only their reading and writing abilities increased but also their capacity to interact with others.

Methodology for the Pedagogic and Research Proposal Implementation

Pedagogical Methodology

Regarding the current situation caused by the COVID-19 pandemic, this project was implemented and developed under the virtual modality. Besides, it followed the flipped classroom methodology, which is a student-centered approach where the teacher becomes a guide and the student is the one in charge of his own learning (Ozdamli, 2016).

Besides the flipped classroom methodology, the proposal application was developed in the following steps:

1. Reading (assignment to do at home)
2. Mind mapping (assignment to do at home and deliver on the Google Classroom platform)
3. Reading comprehension activities (assignment to develop during the virtual sessions)

According to Khan (2019) a person can be influenced by reading depending on how much can remember and understand from the text. Someone may read in order to acquire knowledge, to review previous ideas on a subject, or to practice and improve his/her linguistic abilities on a specific language, but also to relax and for enjoyment.

The author Khan (2019) proposes three main stages for the reading process:

Pre-reading: This moment is with the purpose of building knowledge to facilitate the other stages.

Through reading: This stage refers to the reading moment and the activities the teacher/learner proposed to better understand the text

Post-reading: At this moment, activities are proposed to review and assess the comprehension of the text. In this stage, the mind mapping technique will take place.

On the other hand, the implementation of the mind mapping technique will follow the next steps.

The purpose of Buzan's technique (1993) is allowing the student to organize and understand a series of information by the use of a creative graphic design implementing the following steps:

- Step 1 – Establish your central image or concept.
- Step 2 – Make the fundamental structure for arranging your thoughts: these are the principle branches and are known as the Basic Organizing Ideas (BOIs), and are represented by branches emanating outwards from the primary idea.
- Step 3 – Write down keywords associated with the BOIs, which should be placed on smaller branches connected to the main branch.
- Step 4 – Revisit your mind map, putting things in order, and numbering the branches. If necessary, revise it on another piece of paper.

Once the students have read, created the mind map, and delivered it on the platform, it is supposed they are going to be prepared for being evaluated during the class. Following these criteria, the pre-service teacher prepared reading comprehension activities to be develop in different workshops during the academic period.

Implementation of the Project

In regard to the implementation of the project it was possible to carry out a pre-test and three reading and mind mapping workshops. However, before the implementation, it was possible to set up a planning based on the steps established by Khan (2019) for the reading process and the guidelines introduced by Buzan (1993) for the mind mapping technique employment.

Figure 1

Planning format

PLANNING

Workshop: Nº :

Supervisor: **Pre-service teacher:**

Date:	**Grade:**
OBJECTIVES	
Communicative objective: **Linguistic objective:** **Sociocultural objective:**	
METHODOLOGY	

Activity	**Description**	**Time**	**Materials**
Pre-reading			
While-reading			
Post reading			
Discussion			
Reading comprehension assessment			

The first activity carried out was the introduction to the project, in this presentation were named the major guidelines of the project such as: tittle, objectives, ethical considerations, etc. Besides, we developed a pilot activity to explain the project's methodology and finally, the students were given the instructions to take the pre-test. To develop this task the students had 10 days to do it at home and then, during a synchronous class we checked the answers and discussed the test.

Table 3

Project's presentation planning

<table>
<tr><td colspan="4">PLANNING</td></tr>
<tr><td colspan="2">Supervisor:

Angie Liliana Parra Rodríguez</td><td colspan="2">Pre-service teacher:

Nelly Esperanza Vergel Daza</td></tr>
<tr><td colspan="2">Date: 28th September – 02nd October</td><td colspan="2">Grade: Eleventh</td></tr>
<tr><td colspan="4">Unit: Teacher's presentation and introduction to the project</td></tr>
<tr><td colspan="4">Objectives:
To introduce the research project to the students
To introduce the ethical considerations of the project to the participants
To explain the purpose and development of the pre-test
To explain the mind mapping technique
To develop a guided activity to show the students the methodology of the workshops</td></tr>
<tr><td>Activity</td><td>Description</td><td>Time</td><td>Materials</td></tr>
<tr><td>Presentation of the project</td><td>Through slides' projection, the teacher is going to present the general information of the project: tittle and objectives. Besides, the teacher is going to explain the methodology of the project and workshops' development.</td><td></td><td>Slides</td></tr>
</table>

Ethical considerations	The teacher is going to explain the students the ethical considerations a researcher must have with the participants.		Slides
Pre-test	The teacher is going to show the students a pre-test they will take in order to recognize the reading comprehension skills students have. However, the final grade of the test is not going to be taken as a grade for the class but the students who perform it are going to receive extra points on the final term's grade. This google forms test is composed of 20 multiple choice questions with no limit time to be answered.		Google forms
Mind mapping explanation	The teacher is going to explain the mind map's definition, the mind mapping technique, its benefits, and how to create a mind map.		Slides Images
Activity	The teacher and the students are going to read a text. Then, the teacher is going to show and explain a mind map she designed based on the previous reading. Once the mind map has been explained, along with the students are going to develop two reading comprehension exercises to evaluate the reading comprehension.		Slides Images British council platform
Material / Evidences			

As the methodology of the project was under the flipped classroom approach, the development of the three workshops followed as: at home, the students had to develop a reading workshop, firstly they had to answer a pre-reading exercise (matching, crosswords, open questions about a video, vocabulary explanation, etc.) Then, they proceeded with the reading of a short text from the pre-icfes training, meaning a text they previously read in class. As a final step in this section of the workshops, the students had to create a mind map based on some guiding questions and their text's understanding. Once, the students finished their maps, they had to upload the result into a Google Classroom assignment. It is important to highlight that the students were free to choose their productions' format, meaning the maps could be done by hand or online.

On the other hand, during an online class, a 40-minutes encounter on Zoom, the students showed their mind maps and share their experiences while developing the task. For this discussion space, the students expressed their process to create the mind map, including summarizing, categorizing, creativity, illustrations, etc. Next, the students developed the assessment stage, for this part the participants took a quiz and once all of them had finished the answers were discussed. Finally, at the end of each workshop suggestions for future tasks and mind maps were given.

Table 4

Planning workshop 1 "Coffe"

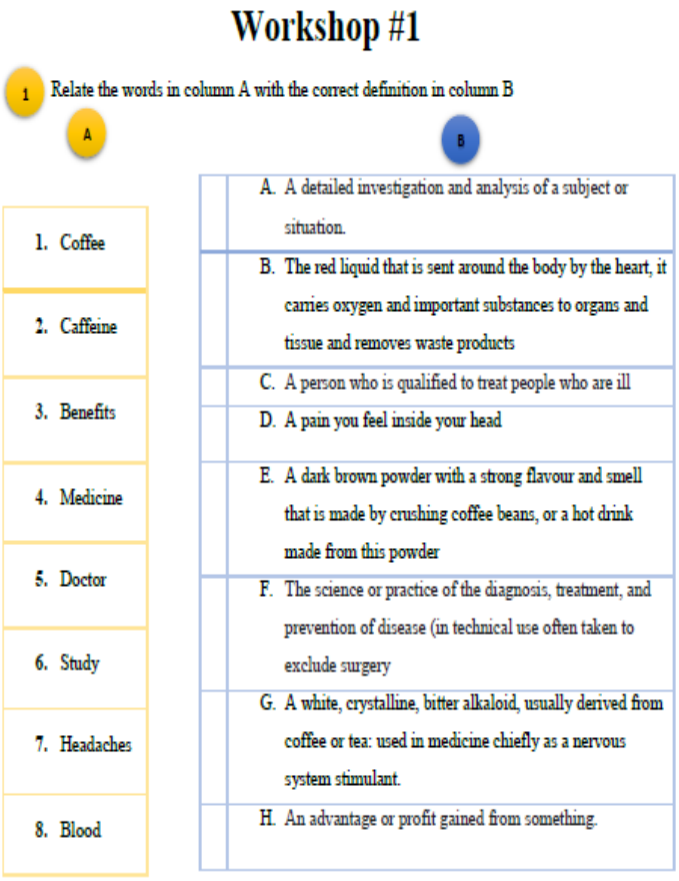
PLANNING	
Supervisor:	**Pre-service teacher:**

Angie Liliana Parra Rodríguez	Nelly Esperanza Vergel Daza
Date: 5th – 09nd October	**Grade:** Eleventh
Workshop: Nº 1: Coffe	

Objectives

- **Communicative objective:** To describe coffee's general aspects and its history
- **Linguistic objective:** To identify text's vocabulary and its definition
- **Sociocultural objective:** To learn general aspects and history of coffee

METHODOLOGY

Activity	Description	Time	Materials
Pre-reading	At home the students will develop a matching exercise in which they have to relate the words form column A with the definitions in column B. 	5 min	Worksheet

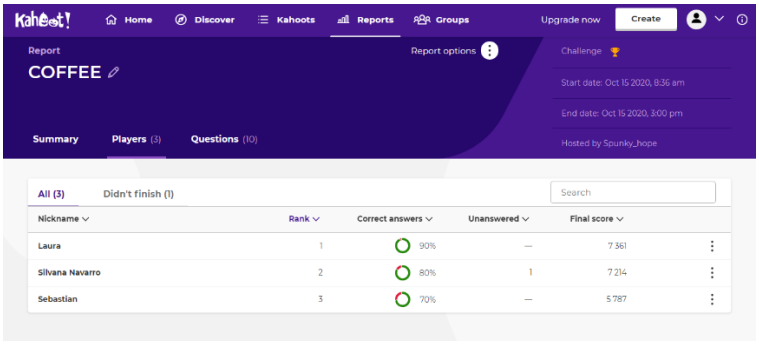
While-reading	The students will read the text entitled “Coffee”	10 min	Reading
Post reading	Once they have read, they will create their mind map and post it on the Google Classroom assignment. 	Free	Colors, paper sheets, pencils, markers, etc.
Discussion	During the online class, the students are going to show their mind maps and explain them. Besides, they will share their experience while developing the reading activity and designing their mind map.	10 min	Mind maps’ pictures
Reading comprehension assessment	In class, the students are going to answer a kahoot game based on the information they understood from the text.  	5 min	Kahoot

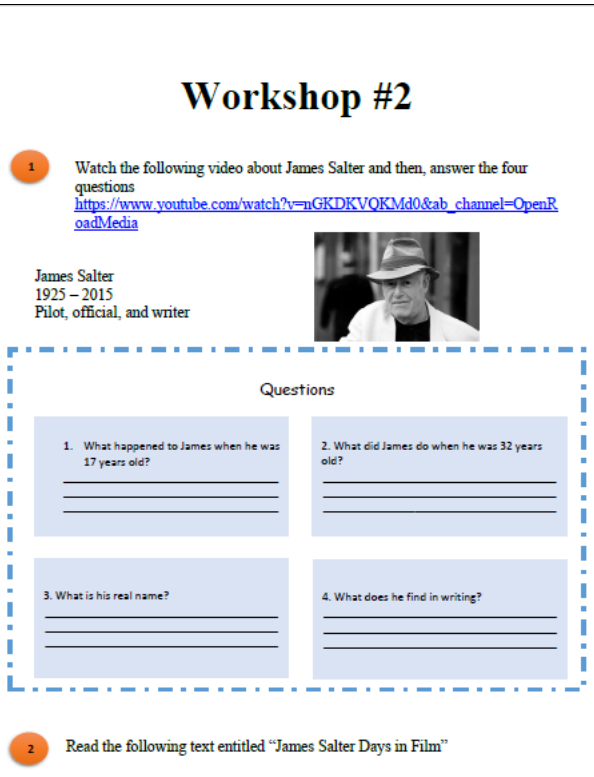
Table 5

Planning workshop 2 "James Salter"

<table>
<tr><td colspan="4">PLANNING</td></tr>
<tr><td colspan="2">Supervisor:

Angie Liliana Parra Rodríguez</td><td colspan="2">Pre-service teacher:

Nelly Esperanza Vergel Daza</td></tr>
<tr><td colspan="2">Date: 14th – 21nd October</td><td colspan="2">Grade: Eleventh</td></tr>
<tr><td colspan="4">Workshop: Nº 2: James Salter</td></tr>
<tr><td colspan="4">Objectives
- Communicative objective: To describe general aspects about James Salter's life and work
- Linguistic objective: To identify unknown vocabulary
- Sociocultural objective: To learn general aspects from James Salter's life</td></tr>
<tr><td colspan="4">METHODOLOGY</td></tr>
<tr><td>Activity</td><td>Description</td><td>Time</td><td>Materials</td></tr>
<tr><td>Pre-reading</td><td>At home, the students will watch a video about James Salter's life and then, they will answer four short open questions.</td><td>10 min</td><td>Worksheet</td></tr>
</table>

			
While-reading	The students will read the text entitled "James Salter's days in film"	20 min	Reading
Post reading	Once they have read, they will answer some guiding questions to create their mind map. *1.What is the central image of your mind map?* *2.Which are the main branches (sub-subjects) that you have chosen?* *3.What are your keywords?* *4.What are you going to draw/design?* *5.List your materials before drawing your mind map: pencil, eraser, colors, sharpies, markers, pictures/images.* Once, the students have answered the guiding questions they will design and post their mind maps on the Google Classroom assignment 	Free	Colors, paper sheets, pencils, markers, etc.

Discussion	During the online class, the students are going to show their mind maps and explain them. Besides, they will share their experience while developing the reading activity and designing their mind map. During this session the teacher is going to highlight the strengths, weaknesses, and suggestions for the mind maps	15 min	Mind maps' pictures
Reading comprehension assessment	In class, the students are going to answer a Google forms quiz based on the information they understood from the text. For this part, is going to be a synchronic quiz, where the teacher is going to read the question and give 40 seconds for the students to answer. Once they have finished the quiz, the teacher is going to share/discuss the answers. 	15 min	Google Forms

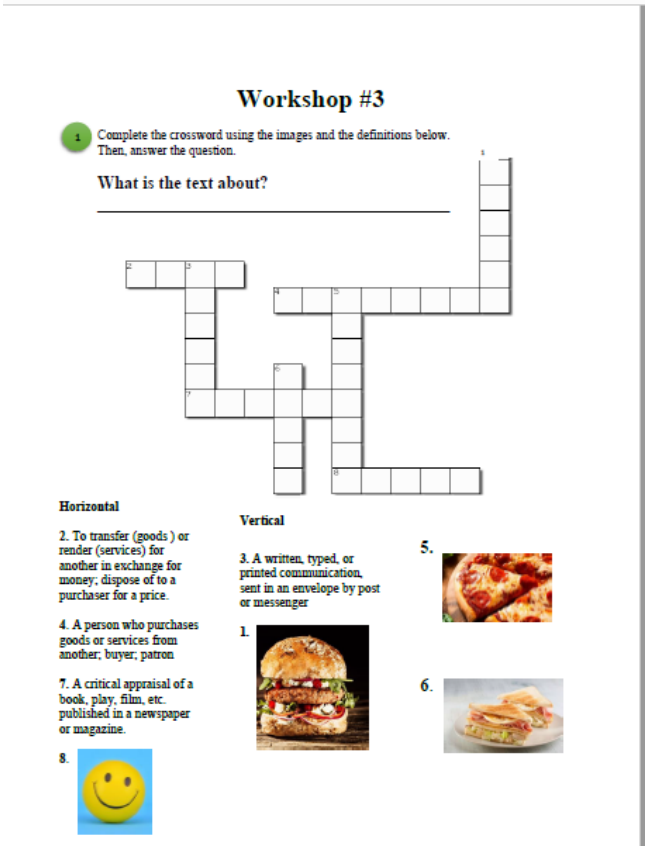
Table 6

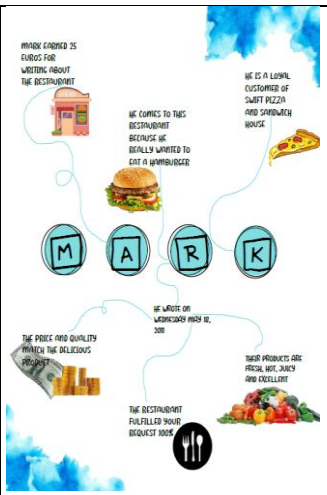
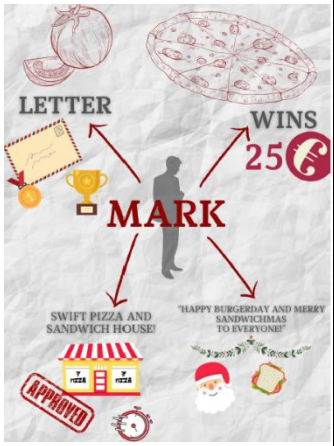
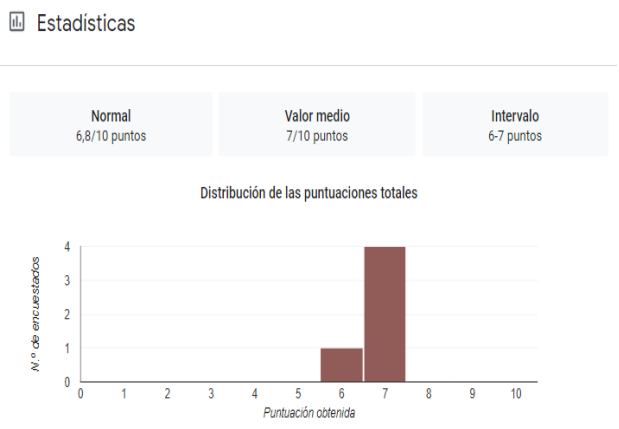
Planning workshop 3 "Swift Pizza and Sandwich House"

<table>
<tr><td colspan="4">PLANNING</td></tr>
<tr><td colspan="2">Supervisor:

Angie Liliana Parra Rodríguez</td><td colspan="2">Pre-service teacher:

Nelly Esperanza Vergel Daza</td></tr>
<tr><td colspan="2">Date: 04th – 11th November</td><td colspan="2">Grade: Eleventh</td></tr>
<tr><td colspan="4">Workshop: Nº 3: "Swift Pizza and Sandwich House"</td></tr>
<tr><td colspan="4">Objectives
- Communicative objective: To describe someone else's review
- Linguistic objective: To identify text's vocabulary and its definition
- Sociocultural objective: To learn general aspects about restaurants' reviews</td></tr>
<tr><td colspan="4">METHODOLOGY</td></tr>
<tr><td>Activity</td><td>Description</td><td>Time</td><td>Materials</td></tr>
<tr><td>Pre-reading</td><td>At home, the students will watch a video about James Salter's life and then, they will answer four short open questions.</td><td>10 min</td><td>Worksheet</td></tr>
</table>

			
While-reading	The students will read the text entitled “James Salter’s days in film”	20 min	Reading
Post reading	Once they have read, they will answer some guiding questions to create their mind map. *1.What is the central image of your mind map?* *2.Which are the main branches (sub-subjects) that you have chosen?* *3.What are your keywords?* *4.What are you going to draw/design?* *5.List your materials before drawing your mind map: pencil, eraser, colors, sharpies, markers, pictures/images.* Once, the students have answered the guiding questions they will design and post their mind maps on the Google Classroom assignment	Free	Colors, paper sheets, pencils, markers, etc.

	 		
Discussion	During the online class, the students are going to show their mind maps and explain them. Besides, they will share their experience while developing the reading activity and designing their mind map. During this session the teacher is going to highlight the strengths, weaknesses, and suggestions for the mind maps	15 min	Mind maps' pictures
Reading comprehension assessment	In class, the students are going to answer a Google forms quiz based on the information they understood from the text. For this part, is going to be a synchronic quiz, where the teacher is going to read the question and give 40 seconds for the students to answer. Once they have finished the quiz, the teacher is going to share/discuss the answers. 	15 min	Google Forms

Chronogram

Table 7

Pedagogical proposal chronogram

PEDAGOGICAL COMPONENT												
		AGUST				SEPTEMBER				OCTOBER			
	PEDAGOGICAL ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Mind Mapping Workshop												
2	First reading comprehension workshop												
3	Second reading comprehension workshop												
		NOVEMBER				DECEMBER							
	PEDAGOGICAL ACTIVITIES	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
6	Third reading comprehension workshop												

Research Method

This action-research follows a qualitative study design. According to Crossman (2020) "Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that helps to understand social life through the study of targeted populations or places" (p.1). Meaning, the researcher focuses on the natural conditions of the population to interpret and analyze the phenomenon under study leaving aside the numeric criteria to get to the results.

Moreover, the action-research design is defined by Creswell (2012) as a methodological study that explores a specific phenomenon with the purpose of giving it a solution. This method is commonly used by researcher-teachers who conduct studies while teaching and learning.

Population

This study was carried out at the private institution New Cambridge School in Pamplona Norte de Santander. The project's implementation was done with the 11th grade students who were selected through the purposive sampling method (Hatch, 2002) where the researcher chooses the population-based on his/her own judgment.

Sample. Gliken (2003) defines sampling as "the process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same questions" (p.7). In the light of what has been mentioned before, the sample for this project was three students chose for their remaining participation on the project's execution and because they represented the 60% of the population actively participating on the workshops.

Instruments to Collect Data

Reflective Field Notes. The use of field notes is established as a valuable tool that can help the researcher to better develop the process of data collection (Rico, 2014). In this case study, the field notes was useful as a source of information and a general description of the project's development and the pre-service teacher experience. In addition, to provide a reliable analysis and data interpretation, a reflective section was applied to this instrument. According to the IALT (Institute for Advanced Teaching and Learning, 2015) a reflective journal is a record of your work in progress that allows you to reflect on the learning experience and it ought to furnish you with a method for connecting fundamentally and scientifically. Finally, this instrument was applied during the execution of the activities, documents analysis, and data analysis. (Annex 8)

Interviews. Creswell (2002) defines interviews as open-ended questions which are the best way for participants to share their experiences as part of a study. Those interviews were one-on-one interview where data was collected through a process in which the researcher asks questions and records answers from only one participant in the study at a time. Semi-structured interviews were implemented to collect data since questions can be prepared ahead of time allowing the interviewer to be ready enough before the interview and because reliable, comparable, and qualitative data can be provided. Is important to highlight the fact that all the interviews applied were in Spanish as proposed by (Gray, 2004), who suggests the use of native language as a resource to communicate thoughts and ideas clearly to provide the student the capacity of understanding the given questions and answer then naturally. (Annex 8)

Tests. Gay (1996) defines tests as a research instrument that produces numerical data used to identify, classify, and assess the test taker. Most of the time tests are used to measure knowledge, skills, feelings, intelligence, or aptitude either of an individual or a group. Even though this is qualitative research, for the purpose of this study and to recognize the student's reading comprehension skills one test was applied. (Annex 2)

Data Collection Process

Data was collected through the following process. In first place, in order to determine which was the students' reading level, a pre-test was applied. Once the students took the test, the pre-service teacher started to implement the mid mapping technique in three practical workshops; whose productions or mind maps were taken to be analyzed. Moreover, for the discussion and assessment of the workshops, activities done during an online class, the researcher used reflective journals in order to get more data and reliable information to analyze. Furthermore, to evaluate the technique's achievement, the pre-service teacher was going to apply

a post-test, however, due to the lack of time, it was not possible to implement it. Finally, the author selected a sample from the population to carry out an interview to get the participants' view from the project's execution.

Chronogram

Table 8

Pedagogical research chronogram

PEDAGOGICAL COMPONENT													
		AGUST				SEPTEMBER				OCTOBER			
	RESEARCH ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Observation and diagnosis												
2	Pre-test implementation												
3	Mind mapping technique implementation												
4	First data gathering												
5	Second data gathering												
		NOVEMBER				DECEMBER							
	RESEARCH ACTIVITIES	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
6	Third data gathering												
9	Interview												

Ethical Considerations

Following the Center for Innovation in Research and Teaching (CIRT) (n.d) definition of ethical considerations ethics are norms to conduct conceived as standards to distinguish between

right and wrong. They help to determine the difference between acceptable and unacceptable behaviors. These standards help to prevent falsification of information and to promote knowledge of the truth as a primary goal in research. Following these criteria, the ethical considerations implemented during this project are; first of all, the informed consent (Annex 3) where the established criteria of the project was given to participants who voluntarily decided to be part of the project. On the other hand, confidentiality with participants was established through a letter to ensure their anonymity to implement the interview.

Data Analysis

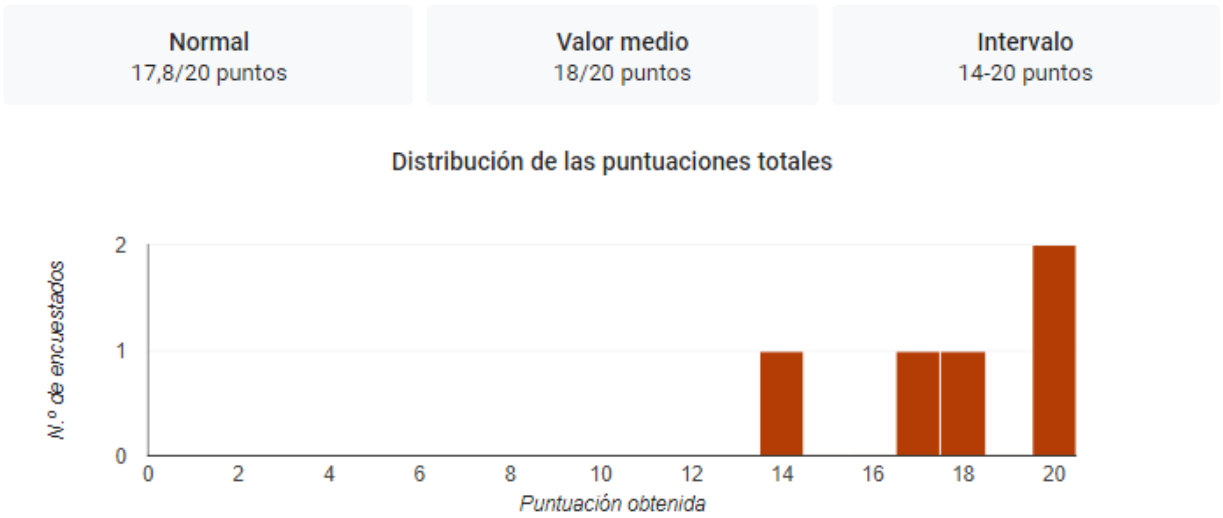
For the purpose of carrying out an in-depth analysis, based on the reliability, validity, and veracity of the analysis made by the researcher to the data received, it was chosen to perform an inductive type analysis, characteristic of qualitative research. The inductive approach, within the data analysis, allows the researcher to conduct a study of the data through a structure created and previously determined by him. Wilson (2010) explains that the approach is used when the researcher has a general idea of the results or responses that he will obtain from the sample of his population; "The inductive approach is about developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis" (p.7).

Data Analysis and Interpretation

Pre-test. In order to conduct the pre-test, the author selected a TOEFL reading comprehension test. According to Gay (1996) the tests produces numerical data used to identify, classify, and assess the test taker. The intermediate level test was composed of 20 questions with multiple choice answers, it was done through a Google forms and the students had a week to take it. From the whole class, 11 students, just 5 students took the test resulting the following scores.

Figure 2

Pre-test results



Considering general standards to success in any exam, the test-takers should get half plus one of the total questions from a test. Since the 20 questions to be solved; the test-takers needed at least 13 correct answers to get an acceptable grade and do not lose it. Bearing the previous information in mind, the CEFR (2011) criteria, and the median score 18/20, the author determined that the population was at an intermediate level between B1 and B2.

Although it was not possible to perform a post-test to evaluate the final result after applying the mapping technique to improve text comprehension, it was possible to obtain an overall result from the execution of quizzes to evaluate reading comprehension related to each workshop. It was determined that the students participating in the project maintained and increased their quantitative results in each quiz taken, which reflects that there was progression and increase in the participants' reading comprehension skills.

Figure 3

Overall reading comprehension (CEFR, 2011)

C2	*Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.* *Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.*
C1	*Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.*
B2	*Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.*
B1	*Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.*
A2	*Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language*
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	*Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.*

Furthermore, in order to set the criteria for the collected data analysis, it was necessary to stablish a series of categories based on the project's objectives, guiding question, theoretical framework, and literature review.

Table 9

Project's base categories

PROJECT'S BASE CATEGORIES
General Objective • To improve 11th grade student's reading comprehension through mind mapping technique in New Cambridge School **Specific Objectives** • To identify the flipped classroom approach effects on the 11th grade students' development of reading comprehension

• To drive 11th grade students' creativity through mind mapping design • To increase the New Cambridge School score on the ICFES exam			
General Category	**Sub-categories**	**Theory Description**	**Comments**
Reading Comprehension	Decoding	***Decoding*** is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. (Reading Rockets, 2016)	
Reading Comprehension	Vocabulary	***Reading vocabulary*** refers to the words that a student can read and understand (Jhons, s.f.)	
Reading Comprehension	Reading Strategies	***Skimming*** is reading rapidly in order to get a general overview of the material. (TeachTerms, 2020)	
Reading Comprehension	Reading Strategies	***Scanning*** is reading rapidly in order to find specific facts. (TeachTerms, 2020)	
Reading Comprehension	Reading Strategies	***Inference*** can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. (Donnchaidh, s. f.)	
Reading Comprehension	Background knowledge	A person's ***background knowledge***, often called prior knowledge, is a collection of "abstracted residue" that has been formed from all of life's experiences. (Lent, 2012, p. 30)	
Mind Mapping	Knowledge Acquisition	***Knowledge acquisition*** is the process of absorbing and storing new information in memory, the success of which is often gauged by how well the information can later be remembered (retrieved from memory). StateUniversity (s. f.).	
Mind Mapping	Summarizing	***Summarizing*** is to express the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	
Mind Mapping	Categorizing	***Categorizing*** is the process of	

		analyzing, organizing, and classifying pieces of information with the same features. (TeachTerms, 2020)	
Mind Mapping	Creativity	***Creativity*** is the expression of the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	
Mind Mapping	Illustrating	***Illustrating*** refers to provide (the text) with explanatory images to summarize or express information. (TeachTerms, 2020)	
Teaching Approach	Online work's motivation	***Motivation*** to develop online activities is found on suggesting discussion forums, live sessions, and group activities. (Pearson, 2020)	
Teaching Approach	Flipped classroom methodology	***Flipped classroom*** is an active, student-centered approach that was formed to increase the quality of period within class (Ozdamli & Asiksoy, 2016)	
Resources	TIC	***"Information and Communication Technologies."*** ICT refers to technologies that provide access to information through telecommunications. (TeachTerms, 2020)	
Reflection	Reflection	***Reflection*** refers to an idea about something, especially one that is written down or expressed. (Oxford University Press (OUP), 2020)	

Document Analysis. From the data collection process, it was possible to gather a total of 13 mind maps produced by the students. To create these productions the participants were free to choose between online or hand-made mind maps which had to be delivered on the Google Classroom assignment before the online meeting, since they had a week to develop the workshop.

Journal Analysis. During the project's execution the pre-service teacher could develop a total of three workshops where she applied a reflective field note. According to (Rico, 2014) this valuable tool that helps the researcher to better develop the process of data collection was used to record the thoughts, perceptions, ideas, and observations the author took during the workshops.

Interviews. Following (Creswell, 2002) the open-ended questions are the best way for participants to share their experiences as part of a study**.** In order to get reliable data and know participants' perceptions concerning the project execution and achievement, the author conducted interviews at the end of the project's execution with three remaining participants. To conduct the interviews the researcher set a virtual appointment with each one of the participants through the Zoom platform.

The analysis of the data collected and mentioned above was carried out in accordance to the categories established as the basis for the project's results. The process began by establishing the perceptions of the researcher and students for each category in the different analysis matrices (documents, interviews, journals). Once this first step was completed, the researcher conceived all the matrices in an Excel spreadsheet and conducted a cross-sectional analysis leading to the results presented in the following section. (Annex 8)

Findings

From the data gathering process five main categories emerged: reading comprehension, mind mapping, teaching approach, resources, and reflection. These five categories are divided into sub-categories which are supported by the information taken from mid maps, journals, and interviews.

This portion encompasses the emerging findings from the pedagogical execution of the mind mapping technique that aimed to improve 11th grades students' reading comprehension at New Cambridge School.

Reading Comprehension

According to Ortlieb (2013) the reading process is the correct way to create effective and significant learning, either in the mother tongue or in learning a foreign language. Based on this fact, reading comprehension is set up as one of the main categories of the research project, taking into account the purpose of itself is to improve student's reading comprehension. Besides, in order to get a more depth analysis on the employment of this capacity, the following four sub-categories appeared: decoding, vocabulary, reading strategies, and background knowledge.

Decoding. Decoding is defined as the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words (Reading Rockets, 2016). Bearing in mind the project itself, it was necessary for the participant to understand and decode the messages on the texts. It's important to highlight that all the participants expressed to have decoded and understood the texts used along the workshops, besides their texts' understanding was reflected on the assessment. "*The participants showed to have understood the message of the text since it was reflected on the quiz answers."* Journal 1, 2, and 3.

Participant 1: *"Some texts were complex but easy to understand"*

Participant 2: *"Most of the texts were easy to me, except by one that I couldn't understand because of the lack of punctuation, but in general, they were easy."*

Participant 3: *"There were easy and short texts, I could understand them."*

Vocabulary. According to (Jhons, s.f.) reading vocabulary refers to the words that a student can read and understand. However, within a text the reader may find unknown words that might obstruct the full comprehension of the text. To tackle this the participants applied different techniques such as: asking the teacher or translate them. "*Based on the observation, the students understood the text's vocabulary. Besides, the participants expressed that if they had found unknown vocabulary, they had tried to look for it on the dictionary."* Journal 3.

Participant 2: *"Firstly, I identified them, then, I underlined and listed each word on the notebook, and finally I looked for the meaning on de Cambridge dictionary"*

Nevertheless, having face unknown words or not, the participants showed to master the vocabulary from the texts since it was correctly used and illustrated in the mind maps/productions. *"Students comprehend the text and expressed it in the mind map through the usage of keywords found on the text."* Document analysis P2.

Reading Strategy. Is the broad term applied to explain the actions the reader employs to understand the meaning of a text. In order to determine the reading strategies used by the participants, the following sub-categories emerged: skimming, scanning, and inferencing.

Skimming. According to (TeachTerms, 2020) skimming is reading rapidly in order to get a general overview of the material. For this category, some students expressed to have implemented a quickly reading before getting deeply into the text, so they could get a broad idea of the theme. *"looked for specific and important words to have a general idea of the text."* Interview P1.

Scanning. Following (TeachTerms, 2020) scanning is reading rapidly in order to find specific facts. (TeachTerms, 2020). Concerning this category, during the discussions the

participant expressed to have applied scanning on their reading strategy. *"Yes, identifying words on the text."* Interview P3. Besides, it's important to highlight they knew the text. "*Some students expressed they skim the text at the beginning. However, some other students expressed they read quickly to get specific facts from the text since they already read it before"* Journal 2.

Inference. (Donnchaidh, n.d.) defines inference as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. In regards with this category, it was not highly used, however some of the participants expressed they apply inferencing by analyzing titles, subtitles, images, and illustrations that appeared in the reading. "*I developed my capacity to infer about the text while I took into account the images, pre-activities, and title of the text."* Interview P1.

Background Knowledge. Often called prior knowledge, is a collection of "abstracted residue" that has been formed from all of life's experiences. (Lent, 2012, p. 30). Aiming to provide prior knowledge, the researcher implemented pre-activities for the reading workshops. However, besides these activities, the participants had worked on the texts before the workshops, since they were studied during Pre- ICFES training. "*The text had been previously analyzed in class. Besides, for the workshop, the students developed a pre-activity with general information in order to set a context about the reading."* Journal 1, 2, and 3.

Bearing in mind the previous information, the participants received or created solid bases of previous knowledge, which allowed them to understand, assimilate, and reflect the information presented in the texts on the mind maps easily

Mind Mapping

Following (Buzan, 1993) mind maps are graphical representations of information, which using colors, images, illustrations, and lines, summarize the main aspects from a text, video, podcast, etc. Furthermore, mind maps do not only serve to summarize information, they also promote the development of both brain hemispheres, thus causing the student to develop his/her cognitive functions as well as his/her creative abilities. Focused on the previous criteria, set as the second main base of this project and for the purpose of carrying out relevant analysis of the mind maps produced by the students, the category of mind mapping is composed of the following sub-categories: knowledge acquisition, summarizing, categorizing, creativity, and illustrating.

Knowledge Acquisition. Considered as the process of absorbing and storing new information in memory, knowledge acquisition represents the success of which is often gauged by how well the information can later be remembered (StateUniversity, n. d.). Within the execution of the project, the participants expressed having acquired and assimilated the information from the texts owing to the fact that they implemented the design of the mind maps after reading. Leaving the mind mapping techniques as an exercise that, according to them, allows them to remember the information without having to review the initial text, just by looking at the mind map was enough. *"Taking into account the productions, the observations, the assessment, and the discussions with the participants, the mind map conducted them to memorize, and remember the information for the quiz."* Journal 1, 2, and 3.

Participant 1*: "Mind maps help to take specific ideas in a visual format where they are legible and understandable."*

Participant 2: *"It helped me a lot because when I had to develop the quiz. The information was clear and summarized on the map, so I could remember it."*

Participant 3: *"It's a good strategy to identify the theme and to take out main ideas. The illustrations and colors helped me to understand and memorize."*

Summarizing. Summaries are used to express the most important facts or ideas about something or someone in a short and clear form (TeachTerms, 2020). From this sub-category, the students showed complete capacity to summarize the major information from the text and illustrate it inside the mind map. *"The mind maps express the important facts and summarize the main message of the text."* Document analysis P1, 2, and 3.

Journal 3*: "For the participants was easy to identify most of the text information since they have prior knowledge about the texts taken for the workshops and as they expressed, the summarizing process was based on identifying specific information"*

Categorizing. Considering categorize as the process of analyzing, organizing, and classifying pieces of information with the same features (TeachTerms, 2020), it's important to specify that the participants showed a progressive improvement in their ability to categorize information. At first, students classified the information into repeated or non-conforming categories. *"The students expressed the categorization process as the most difficult since they did not understand how to organize the categories in a hierarchy. Suggestions were done on how to split the information into specific categories such as: places, food, dates, etc."* Journal 1. Nevertheless, after receiving suggestions, most of the participants created mind maps including well established and concrete categories were evidenced with information relevant to each of them. "*For this final workshop the participants showed better organization and categorization within the mind map. However, there is still one student who remains on not-well organized categories."* Journal 3

Creativity. Following creativity as the expression of the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020), it was found that the students could express their ideas, thoughts, and information from the text in a highly imaginative and artistic way. "*The students showed to have a big improvement on the illustration. The maps were full of images and as they expressed, they took into account important and key elements from the text to illustrate them. Better illustrations, better organizations, categories established, key words, and short sentences"* Journal 2.

However, this was the result of suggestions and motivation given that at the beginning of the workshops, such an artistic and creative contribution to mind maps was not evident as expected.

Document Analysis P1: *"Simple illustrations or there are not any of them with in the map."*

Document Analysis P2: *"Better illustrations that the previous map. Participants used colors, images, and drawings."*

Document Analysis P3: *"After suggestions, participants showed progress and better illustrated mind maps"*

Illustrating. Considering the illustrations, it refers to provide (the text) with explanatory images to summarize or express information. (TeachTerms, 2020). In this case, it is important to mention that it was a gradual process, at the beginning of the workshops, the participants were making mind maps with a lot of text and few images or drawings. "*Simple illustrations or there are not any of them with in the map.*" Document analysis P1. However, at the end of the project and thanks to the suggestions given, there was a constant use of illustrations to exemplify people,

foods, actions, places, etc. *"The students showed to have a big improvement on the illustration. The maps were full of images and as they expressed, they took into account important and key elements from the text to illustrate them. Better illustrations, better organizations, categories established, key words, and short sentences"* Journal 3.

Teaching Approach

According to (Hoque, 2016) teaching approach refers to a set of principles principles, beliefs, or ideas about the learning nature that are applied in the classroom. An approach gives rise to methodologies, how to teach, and proposes activities or techniques to help learners learn. From this view and looking forward to implement different methodologies, from the traditional teaching techniques, the author proposed the following sub-categories to be analyzed from the development of the project: online work's motivation and the flipped classroom methodology.

Online Work's Motivation. Following (Pearson, 2020) motivation to develop online activities is found on suggesting discussion forums, live sessions, and group activities. In the light of the previous definition and based on the fact that students were in virtual mode because of the COVID-19 pandemic, the researcher proposed the mind mapping workshops as an extra activity to encourage active student participation during online classes. However, most of the class was not attracted to the development of such activities. *"The students don't answer to the workshops, from 11 students, just four participated. The ones who participated expressed they liked to develop part of the workshop at home and the discussion and assessment in class."* Journal 1.

In order to improve the previous situation, students were motivated through the premise that the workshops would be their only extra activity or homework for the week. *"Some students*

expressed to be happy with the creativity and felt inspired to create interesting mind maps. Besides, they feel more motivated to work since the workshops are the only homework to do. However, some others expressed they wasn't interested on the maps, so they created one as simple as possible, easy, and fast to create. Just 5 students answered the workshop." Journal 2. Finally, although some students did participate and were more encouraged to develop the workshops, not all of the class complied with the activities. Given this situation, the students expressed that, due to the virtual mode, they felt exhausted from the classes and were not interested in doing more activities than those already assigned to them in their subjects. In spite of all this, five out of eleven students continued to participate in the development of the project. They expressed their motivation based on the fact that these were different activities that allowed them to get out of the routine of the classes and develop their cognitive and creative abilities. "*This activities done by hand made me happy since I did not have to work on the computer once again."* Interview P 2

Flipped Classroom Methodology. (Ozdamli & Asiksoy, 2016) conceives the flipped classroom approach as an active, student-centered approach that was formed to increase the quality of period within class. This method was applied in order to identify its effects on 11th grade students within the virtual education modality. According to the analysis made on the data, the researcher found that most of the students felt attracted to study under the flipped classroom approach, because as they expressed "*we can relax out of the class, take the time to do each activity, we can be more creative."* Interview P2. Moreover, this method not only let the student be the owner of the learning process and contributes to their holistic development, but also promotes responsibility and self-assessment during the guided process within class. "*I liked the*

method and it seems good to me, since I can develop the activities thoroughly by myself, and then, during the class, I can correct y mistakes." Interview P3.

Resources

The Cambridge dictionary (2020) defines '*resources*' as "A valuable tool that can be used to help you". From the development of this project, the participants had the chance to choose between using ICT resources or doing their maps by hand. As results of the previous options, some of the participants produced hand-made mind maps, since they preferred to take a rest from the technology. "*I knew I could use them, but I didn't want. I am tired of being all they long sitting at in front of the computer, so with these workshops I could left aside the computer*." Interview P2. Besides, some others preferred to use ICT resources, which are presented in the following sub-category.

ICT. "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications (TeachTerms, 2020). From the execution of this project the following ICT resources were used.

Table 10

ICT resources

Resource	Use
Power Point	To design mind maps
Canva	To design mind maps
MindMeister	To design mind maps
Kahoot	To assess the workshops

Google forms	To assess the workshops
Google classroom	To upload the workshops, assign homework, and upload mind maps
WhatsApp	To share information and links for the workshop meetings
Zoom	To carry out the workshops

Reflection

According to the Oxford University Press (OUP, 2020) reflection refers to an idea about something, especially one that is written down or expressed. In order to get the students reflection and opinion on this process, the researcher conducted an interview resulting in the following statements.

Participant 1: *"I think the mind maps are very useful to present the ICFES since we worked on many texts, now we have a better idea from what we are going to face and how to analyze the texts…" "To be attentive to the information the text provides, to be assertive, to read quickly, to infer information, and finally to comprehend the elements I did not analyze before."*

Participant 2: *"The mind maps allow you to remember the important information from the text and it's not necessary to re-read again." "Yes totally, based on the fact that those were not complicated texts, I could practice on how to read, understand, analyze, and synthetize a text."*

Participant 3: *"I had never worked with this technique, but I think is good to exemplify and synthetize the information"*

Bearing in mind the previous reflections from the students, the author concluded that the execution of the project was successful, since the students felt to have improved their reading comprehension capacity through the employment of the mind mapping technique.

Conclusion

The purpose of this research project was to improve the reading comprehension of the 11th grade students at New Cambridge School, through the employment of the mind mapping technique. In order to guide this research project, the author set a core question: How the use of the mind mapping technique can improve the 11th grade students' reading comprehension at New Cambridge School?

Considering the first two categories, reading comprehension and mind mapping, and the needs that were identified during the diagnostic observation, it is important to note that thanks to the implementation of the research and pedagogical proposal, the reading comprehension skills of the 11th grade students were improved. This achievement was not only continuously evidenced during the classes and workshops, but was also reflected in the results of the evaluations and in the testimonies of the participants. In addition, the use of mind maps worked to reflect the more creative and artistic aspects of the students. Furthermore, the improvement of text comprehension skills is reiterated since participants expressed to have felt confident and comfortable with their performance in reading comprehension shown in the ICFES tests. However, it is necessary to establish that the author is still waiting for the reports of the results of the ICFES tests, which will be delivered approximately in March 2021,

On the other hand, regarding the effects that the flipped classroom methodology had on the development of the proposal, the author concludes that, it is an approach that allows the

students to feel free to carry out their academic activities, to be masters of their own learning, to develop responsibility and autonomy. However, it is important to restate that students were not attracted to virtual education, which was taken as a means of teaching to protect students from the global pandemic COVID- 19. Therefore, based on the above, it was concluded that the virtual mode had a negative effect on students' perception of class work, however flipped classroom effect within the improvement of the reading comprehension and the holistic development of the students, is reiterated as positive.

Recommendations

As for the work developed, the data analyzed, and the recommendations suggested by the participants, the author suggests that future teacher-researchers who wish to apply the proposal "The Mind Mapping Technique as a Tool to Improve 11th Grade Students' Reading Comprehension at New Cambridge School: An Action Research" take into account the following recommendations:

1. Determine the level and language skills of the students.
2. Use texts according to the level and progressively increase their difficulty.
3. To provide texts rich in vocabulary that allow the reader to investigate and learn more as he or she carries out the workshops.
4. To vary the methodology and also to implement the workshops during the class, where the teacher is encouraged to discuss and accompany the students during the reading, and mind mapping process and not only at the assessment stage.
5. Apply a post-test to correctly asses the final level of the students at reading comprehension, after having used the technique for a period of time.

Chapter IV: Research Component

The formation of the Reflective Spirit in PLEX Pre-Service Teachers, a Training Tool to Qualify Pedagogical Practicum

Introduction

In the training context of PLEX, the pedagogical practicum of the pre-service teachers is outlined as one of the focuses of interest and updating to be studied and documented for the improvement of the teaching-learning processes, for the qualification of the education...

Although there is a clear interest in the evident need to understand and transform the pedagogical practicum, it is also true that a good part of the local studies focus especially on the problem of learning rather than on that of teaching.

It has been considered appropriate to formulate a project establishing a reflexive approach to praxis as a way of objectifying knowledge, behavior and attitudes to guide teaching work; also as an exercise of internalization, immersion, and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search for information for the solution of problems and for self-recognition.

Justification

Developing this project in the context of the Integral Practicum of Language Students is part of the professionalizing concept of internship as a spearhead to improve educational processes in the centers of application where PRADO (Practica Docente) is implemented. It is considered that giving importance of the reflexive role in the teaching process as the first step to understand difficulties in the profession, the own actions and to be interested in the knowledge of

models and approaches to address a problematic situation and to establish an analytical view on the fact.

In accordance with what has been exposed from the educational philosopher Jhon Dewey, a precursor in the field of reflexive thought applied to teach, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach protects the traditional context agents from inertia and authority that permeate the school.

Statement of the problem

In the school, core aspects of the subjects' constitution, of the institutional life are assumed without question, they are seen as imprints, stable and invariable features that are part of the identity and the school culture. When events unfold without major alteration, teachers run the risk of becoming installed in a logic of action that does not allow for pedagogical evolution and the renewal of school culture. Unreflected practice does not lead to the emergence of problematic situations; these realities are ignored, made invisible. Seen in this way, pedagogical practicum is assumed from reproductive codes that install teachers in a traditional way of doing things, of cultural reproduction, becoming a barrier to the emergence of emerging practices that tend to generate transformations in thought and knowledge, in order to meet social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is necessary that the teacher training process foster a critical spirit and reflection in the teachers-in-training, in the future teacher, that contributes to the improvement of their pedagogical practices, so that these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages from the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practicum, to evaluate themselves, and to install a critical and constructive view of their work in the teaching role. To begin this study, the following guiding questions are formulated

In what way does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

- To implement reflection as a transforming tool of the pedagogical processes proper to the integral practicum.
- To promote the student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teacher-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems present in their pedagogical internship.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practicum and insert themselves effectively in the institution.

- To identify and analyze the strategies used by the student in his/her pedagogical practicum.
- To implement workshops for reflection and development of didactic units that guide the reflection of the Student-Practitioners.
- Analyze one's own beliefs about the teaching work and about the students.

Theoretical Framework

In this study, the theory of the teaching profession, reflection, reflective practice, and pedagogical practicum constitute the conceptual framework. In order to have a greater degree of clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

The Teaching Profession

One of the fundamental members of any academic institution is the teacher, who has the function of providing knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral training of students.

The teaching profession requires a series of qualifications, which currently constitute both conceptualization and a modus operandi in the planning and management of human resources aimed at facilitating the articulation between management, work and education. This is how we find that all teachers must have competencies in the discipline that allow them to have domain of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he/she develops his/her activity. Similarly, all teachers must possess skills in the organization of content, that is to say, pedagogical training not only requires organizing its components to be learned by the students, but also anticipating the

conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or foresee the practice of teaching.

The Reflection

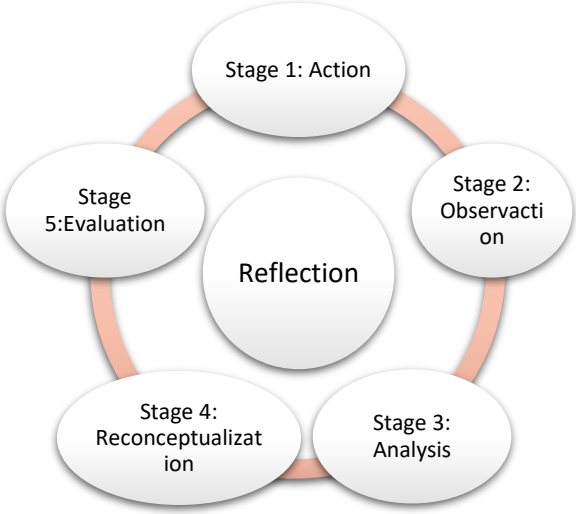
Talking about reflection implies approaching different conceptions about this notion. For this reason, in order to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a Process. The reflection is carried out from a series of stages that in a cyclical way give as a result a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation to be extracted".

The stages of the process of reflection as a process is evident in the following scheme:

Figure 4

Reflection as a process



Reflection as a Theme. The concept of reflection is based on a theme that is related to the same concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of the experience. For the first two perspectives, the external aspects are the source of knowledge that allows for reflection; and the contextual aspects allow for the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues, and the person who reflects.

The Reflective Practice

To update and qualify the academic proposals in the University and to orient the students towards new ways of relating to the world, it is necessary that teachers ask themselves about their own practice and about the repercussions that this has generated; that they be able to objectify their behavior, and to assume the different roles in the pedagogical relationship.

Teachers play a central role in the current educational world; they act in a complex space exposed to constant change determined by the interaction of diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986). In this context, the problems of practice, of the classroom space demand a particular treatment oriented to understanding and social interaction.

The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain school phenomena and in the search for ways to address these phenomena, to make schoolwork effective.

This study will serve the participant-teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention. (Sacristan 1999).

According to Van Manen (1997) there are different levels of reflexivity, in the first level in the classroom there is the effective application of skills and knowledge, the reflection applies to the adequate selection and use of the didactic strategies that the teacher is going to use.

On a second level, reflection carries on the budgets implicit in specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. We then opt for the application of educational criteria to the practice of teaching in order to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third Van Manen establishes an exercise of critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical Practicum

For the analysis and reflection on practicum, it is considered appropriate to resort methodologically to a conceptual operation of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

Academic Practicum. It is aimed at preparing teachers capable of reflecting on the courses they teach, so that they can transform them into structures that students can understand.

Social Efficiency Practicum. The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached

by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way technical rationality proceeds:

Developmental. Teaching is based on the interests and development of the students, and at the same time considers the development of the teacher as a teacher and as a person

Social Reconstruction. The object of the reflection is the social, economic, and political context, so that truly democratic relations are fostered in the classroom, and egalitarian and fair relations are fostered in the social sphere.

Generic. The programs refer to reflection in a generic way, but without specifying the pretensions of the programs or the contents to be reflected upon or the strategies to promote reflexive learning.

Activators of Reflection. According to Schulman (1987), these activators are the cognitive foundations of the teacher on the life of the classroom; they are indispensable because they constitute the element of reflexive thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical Element of the Reflexive Thought. This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument. In this component are situated the teaching diaries in which the writing triggers the elaboration of the teacher's reflexive thought, about his or her experiences of practice, objective and subjective and intersubjective.

Research Method

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space to approach educational and labor problems. The principles of organization are autonomy, planning and self-observation.

In order to review the impact of the proposal of reflection on this process of practice, a process of socialization and systematization will be carried out.

This study is inscribed in the focus of qualitative research, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

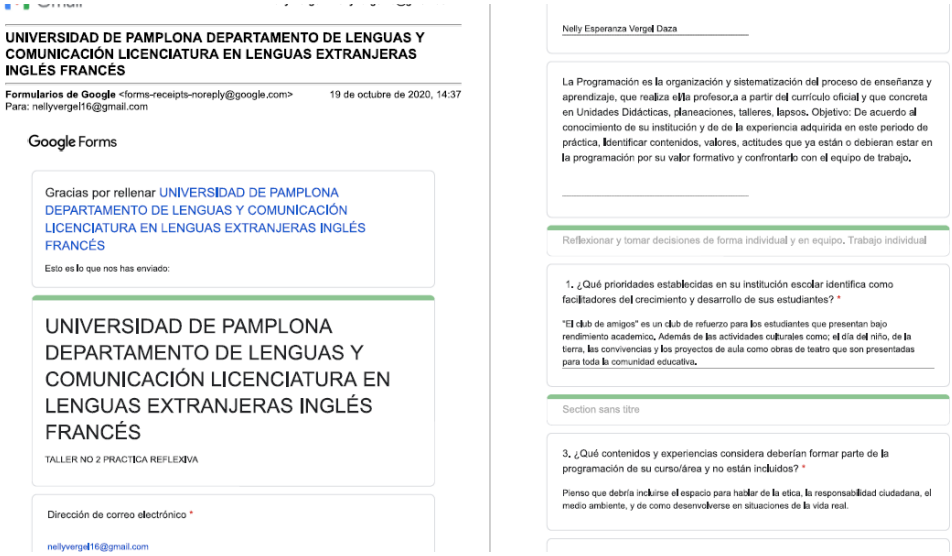
Reflective Workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share experiences of their work to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

Objectives.

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, facilitate and insert themselves effectively in the educational center.

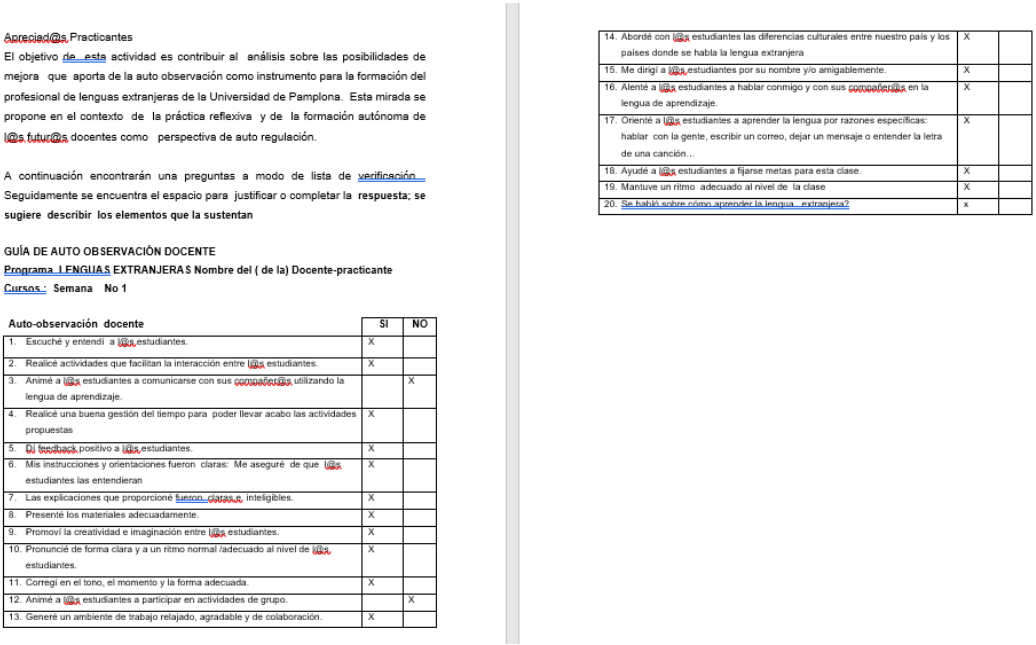
Reflection. The pre-service teacher attended to three workshops that allowed her to socialize the experience, share ideas to improve methodology, to understand the correct manner to analyze, reflect, and improve, the teaching practices.



Self-observation Sheet

The main objective of the self-observation sheet is to guide the student-practitioner towards his own view of his exercise as a teacher and of his role in the classroom and in the environment of the educational community of which he is a part.

Reflection. The pre-service teacher developed two self-observation worksheets that allowed her to guide the teaching practice and the performance as a teacher herself.



Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación.

A continuación encontrarán una preguntas a modo de lista de verificación. Seguidamente se encuentra el espacio para justificar o completar la **respuesta; se sugiere describir los elementos que la sustentan**

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Programa LENGUAS EXTRANJERAS Nombre del (de la) Docente-practicante

Cursos : Semana No 1

Auto-observación docente	SI	NO
1. Escuché y entendí a l@s estudiantes.	X	
2. Realicé actividades que facilitan la interacción entre l@s estudiantes.	X	
3. Animé a l@s estudiantes a comunicarse con sus compañer@s utilizando la lengua de aprendizaje.		X
4. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas	X	
5. Dí feedback positivo a l@s estudiantes.	X	
6. Mis instrucciones y orientaciones fueron claras: Me aseguré de que l@s estudiantes las entendieran	X	
7. Las explicaciones que proporcioné fueron claras e inteligibles.	X	
8. Presenté los materiales adecuadamente.	X	
9. Promoví la creatividad e imaginación entre l@s estudiantes.	X	
10. Pronuncié de forma clara y a un ritmo normal /adecuado al nivel de l@s estudiantes.	X	
11. Corregí en el tono, el momento y la forma adecuada.	X	
12. Animé a l@s estudiantes a participar en actividades de grupo.		X
13. Generé un ambiente de trabajo relajado, agradable y de colaboración.	X	
14. Abordé con l@s estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera	X	
15. Me dirigí a l@s estudiantes por su nombre y/o amigablemente.	X	
16. Alenté a l@s estudiantes a hablar conmigo y con sus compañer@s en la lengua de aprendizaje.	X	
17. Orienté a l@s estudiantes a aprender la lengua por razones específicas: hablar con la gente, escribir un correo, dejar un mensaje o entender la letra de una canción…	X	
18. Ayudé a l@s estudiantes a fijarse metas para esta clase.	X	
19. Mantuve un ritmo adecuado al nivel de la clase	X	
20. Se habló sobre cómo aprender la lengua extranjera?	x	

Narrative

The exercise of reflection will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the everyday life of the teacher.

Reflection. The pre-service teacher wrote a total of nine reflection narratives where she exposed the experiences she lived during each week. These narratives gave the opportunity to express joy, sadness, frustration, to reflect, to improve, to learn, to evaluate, etc.

PROGRAMA DE LICENCIATURA EN LENGUAS EXTRANJERAS
NARRATIVA N°5
ESTUDIANTE: NELLY ESPERANZA VERGEL DAZA
FECHA: 26 de octubre de 2020

Durante esta semana, como es habitual se desarrollaron las clases sincrónicas con todos los grupos, se ha ido trabajando en los ejercicios del libro, además se desarrollaron dos talleres con la academia Oxford y se llevo a cabo la primera semana de pruebas de corte.

En lo que refiere al trabajo pedagógico, me he sentido muy cómoda con el trabajo que he hecho, el feedback que he recibido por parte de mi supervisora y de mis estudiantes me hace ver que mi metodología de trabajo funciona y se refleja tanto en lo cognitivo como en lo cualitativo y cuantitativo.

Por otra parte, asistí a dos talleres presentados por un docente angloparlante nativo y de la academia de Oxford. Mi rol fue el de supervisora de los estudiantes de 8vo grado y el taller fue sobre algunos temas gramaticales y ejercicios prácticos en la plataforma "Express it!"

Finalmente se llevó a cabo la primera semana de pruebas de corte, las cuales, son realizadas en la tarde. Por lo tanto, no se le deja tareas a los estudiantes. Para estas pruebas, califiqué las de los grados 8v0, 9no, y 10mo. Lo anterior fue mi primera experiencia calificando una evaluación durante mi periodo de práctica. No considero que haya sido difícil, fue un proceso largo, pero no complicado.

Classroom Records

Having evidence of the student trainees' performances in the classroom will allow for reflection on different aspects of the teaching/learning process of foreign languages that may or may not have been considered by the trainee teacher in his or her reflective exercise. These records will allow for an external and constructive view of their pedagogical practicum.

Chronogram

Table 11

Research component chronogram

RESEARCH COMPONENT												
		AGUST				SEPTEMBER				OCTOBER			
	ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Self-reflection and diagnosis												
2	Reflection workshop												
3	Narrative 1												
4	Narrative 2												
5	Narrative 3												
6	Reflection workshop												
7	Narrative 4												
8	Narrative 5												
9	Narrative 6												
		NOVEMBER				DECEMBER							
	ACTIVITIES	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
10	Narrative 7												
11	Narrative 8												
12	Reflective workshop												
13	Narrative 9												

Data Analysis and Results

During the development of the macro-project entitled “The formation of the Reflective Spirit in PLEX Pre-Service Teachers, a Training Tool to Qualify Pedagogical Practicum” the trainee-teacher developed a self-observation sheet on teaching performance, a total of 9 narratives of reflection in which is related the process she carried out within the integral practicum development. Furthermore, the practitioner attended a total of 3 reflection workshops,

which were developed through the Google Meets and Google Forms platform. The following are the results of the analysis of the previously mentioned data.

From the development of the internship, the author had the opportunity to meet, learn, and live new experiences in the field of teaching for about sixteen weeks. Unfortunately, given the situation of virtual education that everybody is currently experiencing, caused by the COVID-19 pandemic, there was not any opportunity to experience fundamental stages of the teaching training process including: getting to know the educational facilities personally, interacting with members of the educational community such as parents, administrators, and other teachers from whom the author could have learned teaching strategies. However, not everything is reduced to these disadvantages mentioned above, the pre-service teacher also had the chance to apply the training received in a completely new and unexpected context such as virtual education.

Planning Skills

The planning involved organizing the thematic structure around which the class methodology was going to revolve, the exercises to be developed, organizing the practical activities, and finally the evaluation stage. The development of all the activities mentioned above and being in charge of the complete planning of the courses, led the teacher trainee to improve her planning skills since she was not only in charge of a class, but of the complete development of a teaching period whose planning were divided into weekly plans for the institution, class planners to execute the virtual sessions, and playful activities planning's.

Teaching Methodologies and Didactic Resources

In terms of teaching methodology, the pre-service teacher followed the method assigned to all teachers in the institution, which is based on developing the classes according to the guiding books (Metro, Everybody up, and Gold experience). However, being immersed in this methodology took the pre-service teacher to reinvent herself and reuse the activities from the book to develop interactive teaching material in order to make the classes more interesting for the students, since they seemed not to be interested on the course.

Within the search of improving her teaching methodology, the author recreated base exercises of the workbooks in virtual platforms more attractive didactic resources to students, such as: Quizziz, Educaplay, Pearson Warm-Up App, Google Forms, Kahoot, among others.

Students' Needs Analysis and Learning-control Practices

As for the learning-control practices, the process was carried out in the following way: the trainee was in charge of analyzing the students who presented shortcomings in terms of their English learning and production; these students, who had already been identified, were suggested spaces for practice; however, it was they who had to request accompaniment. In addition, reinforcing themes was done during one or two sessions before the evaluation tests. If, despite the reinforcements, the students felt confused, an extra work session was organized to strengthen the learning.

During the integral practice, the author performed only a personalized tutoring, but this one and the process previously mentioned, were enough to intensify and improve in the teacher the practices as for giving answer to the students' needs and the control of their learning.

Assessment

Although the practitioner was not widely included in the assessment process of the students, the evaluation spaces in which she was able to participate led her to seek the best evaluation strategies to apply according to the methodology implemented and the topics taught, to conceive a coherent and understandable test for the students; equivalent to the work developed, to implement comfortable platforms that would guarantee the veracity of the tests. However, the practitioner not only improved her quantitative evaluation skills, which require a numerical result, but also her qualitative evaluation capacity, which requires to value the students' effort, intention, and motivation when performing in English.

Conclusions

Concerning the reflection process that the author developed in her time as a pre-service teacher, she learned to identify strengths and weaknesses in terms of performance as a teacher. This includes not only the reflection and evaluation of the teaching abilities, but also the planning, organization, execution of activities, selection of topics, material, exercises, teaching methodology, learning, assessing, etc.

Bearing in mind the fact that a teacher who reflects on his or her practice is a teacher who seeks to improve his or her pedagogical and didactic skills, it is possible to determine that thanks to the implementation of reflection as a fundamental part of the last training-teacher step and its use as a transforming tool of the pedagogical processes proper to the integral practicum, the pre-service teacher was able to carry out a profound analysis of her practice as a teacher in terms of: the level, rhythm, and tone of language that was used in class in order to explain, correct, give suggestions, etc. In parallel, the author also learned to find methods or approaches that allow students to learn meaningfully, to create didactic, interesting, and useful material for the students' teaching and learning experiences. Finally, reflection also allowed the trainee to observe,

analyze, evaluate, and improve her capacities, skills, and competencies as an integral teacher who seeks to generate a positive impact on each student through her performance as an outstanding teacher, who is a leader, respectful, tolerant, trained in ethical and moral values, and who listens and attends to the needs of each of her learners.

Chapter V: Community Outreach Component

The Employment of Playful Activities to Reinforce English Learning in 1st and 2nd Grade Students at New Cambridge School

Introduction

Within the educational context teachers must be in a continuous improving teaching process, not only because the world changes which do not fix with the use of traditional teaching methods, but because of the students' necessities in terms of significant knowledge acquisition and learning. It is the teacher's duty to develop new didactic praxis to enable students to get in a more effective learning process.

According to the CEI (Center for Education Innovations, n.d), the playful learning is a teaching approach based on learning by the means of play. This type of teaching/learning methodology seeks to take advantage of children's play to support their discovery learning and problem-solving. Besides, it proposes the use of free play and guided play during the first stages in the learning process in order to foster the physical, cognitive, linguistic, and socio-emotional development which serves as a strong foundation for successfully academic achievement.

Taking into account the Playful Teaching Manual (The Swiss Academy for Development SAD et al., 2011) leaving the students to interact and by interrupting the teaching lessons with playful activities, they will more easily understand any lesson. In this order of ideas, the employment of playful activities represents the difference between traditional and modern teaching/learning strategies, but also, it offers an entertaining opportunity of acquiring knowledge.

Playful activities is conceived (Leyva, 2011) as “the game by means of which a change is achieved; in a pleasant and natural way, represented by a process that culminates with the achievement of a determined end during the educational process” (p.34). This type of activity includes physical and mental exercises, problem-solving, dexterity, etc.

Based on the previous information, the following session presents the purpose of this proposal, its objectives, and the methodology to implement during the development of the integral practicum.

Justification

Following the current situation caused by the COVID-19 pandemic and since the 1st and 2nd grade students were under the virtual modality; the normal schedule intensity of the students' classes had been affected and therefore the possibility of creating more playful learning spaces, due to the fact that classes were reduced to 40-minute online session per day.

Aiming to offer a playful learning space, didactic variety in teaching methodology, innovative learning techniques, and new teaching strategies, the implementation of this community outreach proposal served as an English learning reinforcing tool during the 1st and 2nd grade online class-sessions at New Cambridge School, not only because the students would have a safe creative learning space where they could have fun, learn English, and improve their holistic development, but also because teachers would have the chance of teaching through not commonly used strategies within the virtual teaching modality.

Moreover, in order to guide the development of this community outreach a general question was proposed. Which are the playful activities effects on 1st and 2nd grade students’ attitude and learning?

Objectives

General Objectives

- To reinforce 1st and 2nd grade students' English learning process through playful activities

Specific Objectives

- To determine the playful activities effects on 1st and 2nd grade students' attitude and learning
- To create a playful environment during the 1st and 2nd grade teaching sessions
- To involve the pre-service teacher in the English teaching process at an elementary school in Pamplona

Methodology

In the teaching community it is very well known the degree of commitment that a teacher must have when it comes to teaching in elementary school or instructing children, the classroom organization, the planning of appealing activities for the students, maintaining discipline, and the guided and focused work on each student, are some of the daily tasks that an elementary school teacher faces and although, it is a teaching process that requires patience and devotion, it has been successfully carried out in the context of New Cambridge School.

However, when education is carried out virtually, this process becomes a little more complicated, either because of the poor internet connection, the limited time to directly work with the learners, or the ease of distraction from the students, this is the reason why teachers must renew their methodological practices during class sessions (Silva, 2017).

Within the framework of the mentioned above, the playful activities in this community outreach proposal was developed and implemented following Whitton's (2017) categorization of the playful learning approach.

Figure 5

Playful learning tools, techniques, and tactics (Whitton, 2017)

Playful learning…	Description	Examples
Tools	Objects, artefacts and technologies that signify a playful environment.	Games Toys Simulations Puzzles Virtual environments
Techniques	Pedagogies and learning approaches that facilitate play.	Role play Making Performance Problems Quests
Tactics	Mechanics and attributes that engender playfulness.	Surprise Humour Chance Competition Storytelling Mystery Badges

During the online class-sessions the pre-service teacher developed playful activities to reinforce English learning, these activities were based on the class' subject and the head-teacher guidelines.

Table 12

Playful activities' description

Playful Activity	Grade	Description
First playful activity	1°	The teacher sings and dances a body parts' song and the students repeat the dancing and singing. Once they have finished, the teacher using a roulette randomly selects a body part and the students have to touch/show it and say the name aloud.
Second playful activity	1°	The teacher reproduces a video about body parts. Then using slides with images about the video, the teacher asks specific questions for the students to answer.
Third playful activity	1°	The teacher shows and reads a tale about healthy habits. Then, the teacher shares the slides where the students will see an illustration from the book; with the name of the habit and a simple sentence the is uncomplete. The students must complete the sentence to achieve a point.
Fourth playful activity	1°	The teacher shows and read some slides with adjectives, images, and examples. Then, the teacher shows a game with two columns, the students have to relate the images from one column with the name of the image (adjective) from column B.
Fifth playful activity	1°	The teacher shows some slides with adjectives, images, and sentences, the teacher calls three students and they repeat. Then, in the game, the teacher shows an image (adjective) with two options, the students must select the correct one.
First playful activity	2°	The teacher reads a tale about "the time", once the tale has finished, the teacher using flashcards asks "what time is it?" so the students answer the time that appears in the flashcard.
Second playful activity	2°	The teacher reproduces a video about "the time". Then, using interactive slides, the students have to answer correct question to achieve a goal which is "an animated character walking through a bridge, if they answer correctly, the anima walks, if they don't, the animal falls and they lose the game.
Third playful activity	2°	The teacher shares a video about the moments of the day. Then, the teacher shows flashcards with the vocabulary. Finally, the relation game, the students have to relate an image with the moment of the day.
Fourth playful activity	2°	The teacher plays a video about "school subjects". Then, briefly explains with flashcards "his and her". Then, plays a video about kids saying their favorites subjects, once the video finishes, the teacher asks "what is his/her favorite school subject?" and the students answer.

Chronogram

Table 13

Community outreach chronogram

COMMUNITY OUTREACH COMPONENT												
		AGUST				SEPTEMBER				OCTOBER			
	ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Observation and diagnosis												
2	First playful activity 1° and 2°												
3	Second playful activity 1° and 2°												
4	Third playful activity 1° and 2°												
		NOVEMBER				DECEMBER							
	ACTIVITIES	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
5	Fourth playful activity 1°												
6	Fifth playful activity 1° and 2°												

Experience

From the development of the outreach component and during the execution of the project entitled “The Employment of Playful Activities to Reinforce English Learning in 1st and 2nd Grade Students at New Cambridge School” the author has learned to identify her strengths and weaknesses in terms of teaching performance. This includes not only the reflection and evaluation of her teaching abilities, but also the planning, organization, and execution of activities, selection of topics, material, exercises, teaching methodology, learning, assessing, etc.

Aiming to carry out a successful process with the community, the pre-service teacher reached to meet two elementary courses, first and second grade, whose students were the beneficiaries of the above-mentioned project. Over a period of 16 weeks, the intern joined one of the classes of each course, once a week. Schedules were established with the teacher in charge and designed to cover all four hours of community outreach as part of the internship.

During the class sessions with the 3 courses (1st, 2nd-1, and 2nd-2) the practitioner developed playful activities previously planned and accepted by the course supervisor. Thanks to the use of these activities, the researcher had contact, for the first time, with the elementary school's virtual-educational context.

The methodology of the workshops was based on applying a 5-8-minute playful activity, where the student participate, interacts, learns, gets interest in the class subject, and also serves as a general review for the subject to be taught later in class. The application of the activities was divided into two moments; at first, students were shown a song, tale, story, or video that captured the student's attention. The material was shown once or twice and explained in English and Spanish to make sure the children understood. Once the audio-visual material had been assimilated they continued with the second part of the activity. For this moment, a game was projected to the students where they had to answer different questions or make mimics depending on the questions asked; based on the same information from the previous audio-visual material. For the developed activities it was taken the vocabulary and grammar topics (body parts, time, routines, etc.) presented by the book "Everybody Up" which was the course guiding book.

This experience nourished the didactic knowledge that the practitioner possessed and led her to reinvent herself in terms of educational practices and the instruments to carry them out; just like the ludic activities.

Conclusions

The purpose of this outreach component was to reinforce the 1st and 2nd grade students' learning process at New Cambridge School through the employment of playful activities as the tool to achieve this goal.

In light of the above and to answer the guiding question of this pedagogical proposal, which are the playful activities effects on 1st and 2nd grade students' attitude and learning? The use of playful activities serves positively on students when its used as tools to reinforce the acquisition of English. From the execution process of the proposal and the observations made by the student-practitioner, in the class sessions, it was possible to demonstrate that the application of playful activities generates a didactic, fun, interesting, and satisfactory learning space for the students from the elementary courses.

Due to the fact that the population was under the virtual teaching methodology, classes became monotonous and repetitive for the students. Besides, given that they are children between the ages of 5 and 7, it was necessary to implement striking activities to take place in the classroom. Since the implementation of the first activity, it became evident that the students' attitude towards the class topic changed. Thanks to the games, songs, stories, challenges, and other applied activities, related to the grammar or vocabulary topic, the students began to reflect more interest and a successful progressive learning of the topics was evident since they performed and answer correctly what they were asked during the exam.

On the other hand, as for the students' attitude towards the playful activities, it can be said that it was lively and interesting, since the students showed themselves to be excited, enthusiastic, happy, participative, and proactive during the playful activities. In addition, at the end of each activity they expressed how much they had liked it and that they were looking forward to the next game.

In conclusion, it's summarized that during the immersion of the practitioner in the real context of elementary education and her performance in the execution of the proposal, "The Employment of Playful Activities to Reinforce English Learning in 1st and 2nd Grade Students at New Cambridge School", it was possible to reinforce the learning of English in the students, it was provided a fun and striking learning environment for the participants, and it was determined the attitude of the learners as positive and inclined to the continuous development of the recreational activities in the English class.

Chapter VI: Administrative Component

Training Teachers Immersion within Institutional Activities during the Integral Practicum

Introduction

The integral practicum process aims to allow pre-service teachers to know and learn the educational reality in context. This process involves to be in charge of academic courses and to develop a certain number of hours as a teacher. However, this process also includes making part of the educative institution in which the practicum takes place.

During this 12-week period of praxis as any other teacher, the student-practitioner must get involved in the scheduled events such as cultural, academic, religious, sportive, and institutional events organized and reported in the school calendar. This administrative component is proposed to improve the training-teachers' learning and immersion in extra-curricular activities in real context as teachers.

Objectives

General Objective

- To engage pre-service teachers actively in the academic and administrative activities scheduled by the academic institution during the integral practicum.

Specific Objectives

- To understand the administrative features and procedures at the educational institution
- To be part of the institutional events at the educational institution

Methodology

During the development of the integral practicum, with the purpose of acquiring knowledge and emphasizing the participation inside the academic community, the pre-service teacher was actively engaged within the institutional activities organized and planned by the educational institution. Following this criterion, the student-practitioner would develop her role not only as a teacher but also as a guide for the students and for the academic community; throughout the preparation and development of any institutional activity

Chronogram

Table 14

Administrative chronogram

ADMINISTRATIVE COMPONENT													
		AGUST				SEPTEMBER				OCTOBER			
	ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Observation and diagnosis												
2	Express it platform workshop 11th												
3	Express it platform workshop 11th												
4	English song festival												
5	Express it platform workshop 10th												
6	Express it platform workshop 8th												

		NOVEMBER				DECEMBER							
	ACTIVITIES	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
6	Christmas novena												
7	Eight grade homage												

Table 15

Extracurricular activities description

Activity	Description
Express it! platform's workshops	Four workshops were held in preparation for ICFES tests, pruebas de corte, and pruebas de calidad. These activities, in which I had the opportunity to participate, were presented by professors from the Oxford Academy and English natives. During the workshops my role was to introduce the students to the workshop instructors, take attendance, participation grades, and supervise the students during the two or three hours that each workshop lasted.
English song festival	For this activity my role was to encourage the participation of the students, share the information during the classes or on WhatsApp group, and support the participants by reacting to their videos for the festival on the social media.
Christmas novena	This is a religious activity the school, specifically the English teachers prepare for the students. We created some slides with each day of the novena, and during the 9 days, all mornings from 8:00 to 8:30 we shared the slides to each group, then, the teachers in charge meet on Zoom with the courses and do the novena.
Eight grade homage	The eight grade students prepared a special meeting for all the teachers, for this activity the students dedicated to teachers some appreciation words and shared some slides with a special message for each teacher.

Conclusions

During the development of the different activities that comprise the integral practicum, the pre-service teacher has been included in some of the administrative and extracurricular activities developed by the academic institution.

From the organization, planning, and development of these activities the author has learned skills in planning, organizing, developing extracurricular and academic activities, she has

also improved her class management skills, and formed her assessing criteria from qualitative and quantitative formative activities.

However, it has been possible to evidence that although the practitioner is included in these activities, it is not done in an active or significant way. This does not allow the practitioner to understand and experience in real context the administrative and educational procedures that a teacher must develop in an educational institution. Although the pre-service teacher has participated in some institutional events, the degree of rapprochement to different institutional activities such as raising the flag, handing out reports, promoting the integration of the area, and assisting parents have not been experiences in which the practitioner was included.

Nevertheless, it is considerably important to highlight that this integral practicum process in which the author was immersed, was developed under the virtual modality which does not allow to the New Cambridge School to create significant spaces to carry out extracurricular activities for the practitioner to be part of them.

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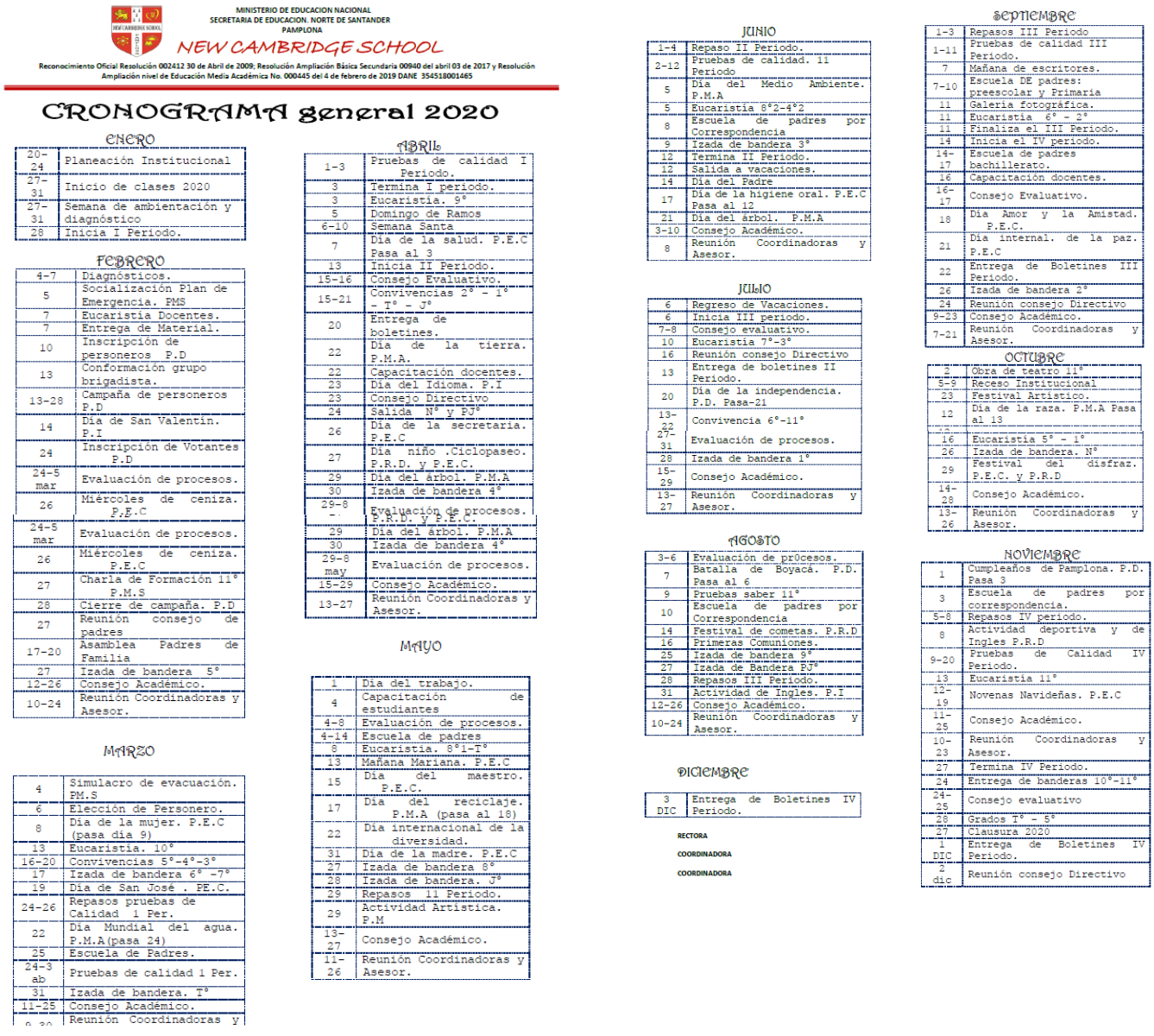
Annexes

Annex 1 Institutional timeline



MINISTERIO DE EDUCACION NACIONAL
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PAMPLONA

NEW CAMBRIDGE SCHOOL

Reconocimiento Oficial Resolución 002412 30 de Abril de 2009; Resolución Ampliación Básica Secundaria 00940 del abril 03 de 2017 y Resolución Ampliación nivel de Educación Media Académica No. 000445 del 4 de febrero de 2019 DANE 354518001465

CRONOGRAMA general 2020

ENERO

20-24	Planeación Institucional
27-31	Inicio de clases 2020
27-31	Semana de ambientación y diagnóstico
28	Inicia I Periodo.

FEBRERO

4-7	Diagnósticos.
5	Socialización Plan de Emergencia. PMS
7	Eucaristía Docentes.
7	Entrega de Material.
10	Inscripción de personeros P.D
13	Conformación grupo brigadista.
13-28	Campaña de personeros P.D
14	Día de San Valentín. P.I
24	Inscripción de Votantes P.D
24-5 mar	Evaluación de procesos.
26	Miércoles de ceniza. P.E.C
24-5 mar	Evaluación de procesos.
26	Miércoles de ceniza. P.E.C
27	Charla de Formación 11° P.M.S
28	Cierre de campaña. P.D
27	Reunión consejo de padres
17-20	Asamblea Padres de Familia
27	Izada de bandera 5°
12-26	Consejo Académico.
10-24	Reunión Coordinadoras y Asesor.

MARZO

4	Simulacro de evacuación. PM.S
6	Elección de Personero.
8	Día de la mujer. P.E.C (pasa día 9)
13	Eucaristía. 10°
16-20	Convivencias 5°-4°-3°
17	Izada de bandera 6° -7°
19	Día de San José . PE.C.
24-26	Repasos pruebas de Calidad 1 Per.
22	Día Mundial del agua. P.M.A(pasa 24)
25	Escuela de Padres.
24-3 ab	Pruebas de calidad 1 Per.
31	Izada de bandera. T°
11-25	Consejo Académico.
9-30	Reunión Coordinadoras y

ABRIL

1-3	Pruebas de calidad I Periodo.
3	Termina I periodo.
3	Eucaristía. 9°
5	Domingo de Ramos
6-10	Semana Santa
7	Día de la salud. P.E.C Pasa al 3
13	Inicia II Periodo.
15-16	Consejo Evaluativo.
15-21	Convivencias 2° - 1° - T° - 3°
20	Entrega de boletines.
22	Día de la tierra. P.M.A.
22	Capacitación docentes.
23	Día del Idioma. P.I
23	Consejo Directivo
24	Salida N° y P3°
26	Día de la secretaria. P.E.C
27	Día niño .Ciclopaseo. P.R.D. y P.E.C.
29	Día del árbol. P.M.A
30	Izada de bandera 4°
29-8 may	Evaluación de procesos. P.R.D. y P.E.C.
15-29	Consejo Académico.
13-27	Reunión Coordinadoras y Asesor.

MAYO

1	Día del trabajo.
4	Capacitación de estudiantes
4-8	Evaluación de procesos.
4-14	Escuela de padres
8	Eucaristía. 8°1-T°
13	Mañana Mariana. P.E.C
15	Día del maestro. P.E.C.
17	Día del reciclaje. P.M.A (pasa al 18)
22	Día internacional de la diversidad.
31	Día de la madre. P.E.C
27	Izada de bandera 8°
28	Izada de bandera. J°
29	Repasos 11 Periodo.
29	Actividad Artística. P.M
13-27	Consejo Académico.
11-26	Reunión Coordinadoras y Asesor.

JUNIO

1-4	Repaso II Periodo.
2-12	Pruebas de calidad. II Periodo
5	Día del Medio Ambiente. P.M.A
5	Eucaristía 8°2-4°2
8	Escuela de padres por Correspondencia
9	Izada de bandera 3°
12	Termina II Periodo.
12	Salida a vacaciones.
14	Día del Padre
17	Día de la higiene oral. P.E.C Pasa al 12
21	Día del árbol. P.M.A
3-10	Consejo Académico.
8	Reunión Coordinadoras y Asesor.

JULIO

6	Regreso de Vacaciones.
6	Inicia III periodo.
7-8	Consejo evaluativo.
10	Eucaristía 7°-3°
16	Reunión consejo Directivo
13	Entrega de boletines II Periodo.
20	Día de la independencia. P.D. Pasa-21
13-22	Convivencia 6°-11°
27-31	Evaluación de procesos.
28	Izada de bandera 1°
15-29	Consejo Académico.
13-27	Reunión Coordinadoras y Asesor.

AGOSTO

3-6	Evaluación de procesos.
7	Batalla de Boyacá. P.D. Pasa al 6
9	Pruebas saber 11°
10	Escuela de padres por Correspondencia
14	Festival de cometas. P.R.D
16	Primeras Comuniones.
25	Izada de bandera 9°
27	Izada de Bandera P3°
28	Repasos III Periodo.
31	Actividad de Ingles. P.I
12-26	Consejo Académico.
10-24	Reunión Coordinadoras y Asesor.

DICIEMBRE

3 DIC	Entrega de Boletines IV Periodo.

RECTORA

COORDINADORA

COORDINADORA

SEPTIEMBRE

1-3	Repasos III Periodo
1-11	Pruebas de calidad III Periodo.
7	Mañana de escritores.
7-10	Escuela DE padres: preescolar y Primaria
11	Galería fotográfica.
11	Eucaristía 6° - 2°
11	Finaliza el III Periodo.
14	Inicia el IV periodo.
14-17	Escuela de padres bachillerato.
16	Capacitación docentes.
16-17	Consejo Evaluativo.
18	Día Amor y la Amistad. P.E.C.
21	Día internal. de la paz. P.E.C
22	Entrega de Boletines III Periodo.
26	Izada de bandera 2°
24	Reunión consejo Directivo
9-23	Consejo Académico.
7-21	Reunión Coordinadoras y Asesor.

OCTUBRE

2	Obra de teatro 11°
5-9	Receso Institucional
23	Festival Artístico.
12	Día de la raza. P.M.A Pasa al 13
16	Eucaristía 5° - 1°
26	Izada de bandera. N°
29	Festival del disfraz. P.E.C. y P.R.D
14-28	Consejo Académico.
13-26	Reunión Coordinadoras y Asesor.

NOVIEMBRE

1	Cumpleaños de Pamplona. P.D. Pasa 3
3	Escuela de padres por correspondencia.
5-8	Repasos IV periodo.
8	Actividad deportiva y de Ingles P.R.D
9-20	Pruebas de Calidad IV Periodo.
13	Eucaristía 11°
12-19	Novenas Navideñas. P.E.C
11-25	Consejo Académico.
10-23	Reunión Coordinadoras y Asesor.
27	Termina IV Periodo.
24	Entrega de banderas 10°-11°
24-25	Consejo evaluativo
28	Grados T° - 5°
27	Clausura 2020
1 DIC	Entrega de Boletines IV Periodo.
2 dic	Reunión consejo Directivo

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CRONOGRAMA academico 2020

ENERO

27-31	Planeación Institucional

FEBRERO

3	Inicia el I Periodo.
4-7	Diagnósticos.
10	Inscripción de personeros P.D
24-5 mar	Evaluación de procesos.
17-20	Asamblea Padres de Familia
27	Izada de bandera 5°
12-26	Consejo Académico.
10-24	Reunión Coordinadoras y Asesor.

MARZO

16-20	Convivencias 5°-4°-3°
17	Izada de bandera 6° -7°
24-26	Repasos pruebas de Calidad 1 Per.
22	Dia Mundial del agua. P.M.A(pasa 24)
25	Escuela de Padres. Correspondencia
24-3 ab	Pruebas de calidad 1 Per.
31	Izada de bandera. T°
11-25	Consejo Académico.
9-30	Reunión Coordinadoras y Asesor.

ABRIL

1-3	Pruebas de calidad I Periodo.
3	Termina I periodo.
13	Inicia II Periodo.
15-16	Consejo Evaluativo.
15-21	Convivencias 2° - 1° - T° - J°
20	Entrega de boletines.
24	Salida N° y PJ°
30	Izada de bandera 4°
29-8 may	Evaluación de procesos.
15-29	Consejo Académico.
13-27	Reunión Coordinadoras y Asesor.

MAYO

4-8	Evaluación de procesos.
4-14	Escuela de padres
27	Izada de bandera 8°
28	Izada de bandera. J°
29	Repasos 11 Periodo.
13-27	Consejo Académico.
11-26	Reunión Coordinadoras y Asesor.

JUNIO

1-4	Repaso II Periodo.
2-12	Pruebas de calidad. 11 Periodo
8	Escuela de padres por Correspondencia
9	Izada de bandera 3°
12	Termina II Periodo.
12	Salida a vacaciones.
3-10	Consejo Académico.
8	Reunión Coordinadoras y Asesor.

JULIO

6	Regreso de Vacaciones.
6	Inicia III periodo.
7-8	Consejo evaluativo.
13	Entrega de boletines II Periodo.
13-22	Convivencia 6°-11°
27-31	Evaluación de procesos.
28	Izada de bandera 1°
15-29	Consejo Académico.
13-27	Reunión Coordinadoras y Asesor.

Agosto

3-6	Evaluación de prOcesos.
9	Pruebas saber 11°
10	Escuela de padres por Correspondencia
25	Izada de bandera 9°
27	Izada de Bandera PJ°
28	Repasos III Periodo.
12-26	Consejo Académico.
10-24	Reunión Coordinadoras y Asesor.

SEPTIEMBRE

1-3	Repasos III Periodo
1-11	Pruebas de calidad III Periodo.
7-10	Escuela DE padres: preescolar y Primaria
11	Finaliza el III Periodo.
14	Inicia el IV periodo.
14-17	Escuela de padres bachillerato.
16-17	Consejo Evaluativo.
22	Entrega de Boletines III Periodo.
26	Izada de bandera 2°
9-23	Consejo Académico.
7-21	Reunión Coordinadoras y Asesor.

OCTUBRE

5-9	Semana Institucional
13-23	Evaluación de procesos.
26	Izada de bandera. N°
14-28	Consejo Académico.
13-26	Reunión Coordinadoras y Asesor.

DICIEMBRE

3 DIC	Entrega de Boletines IV Periodo.
4	Grados 11°

Entrega de planeaciones semanal: viernes, 1 semana por adelantado.

Entrega de pruebas de procesos: 1 semana antes.

Entrega pruebas de calidad: 15 días antes.

Material de apoyo: Lunes con 1 semana de anterioridad.

RECTORA

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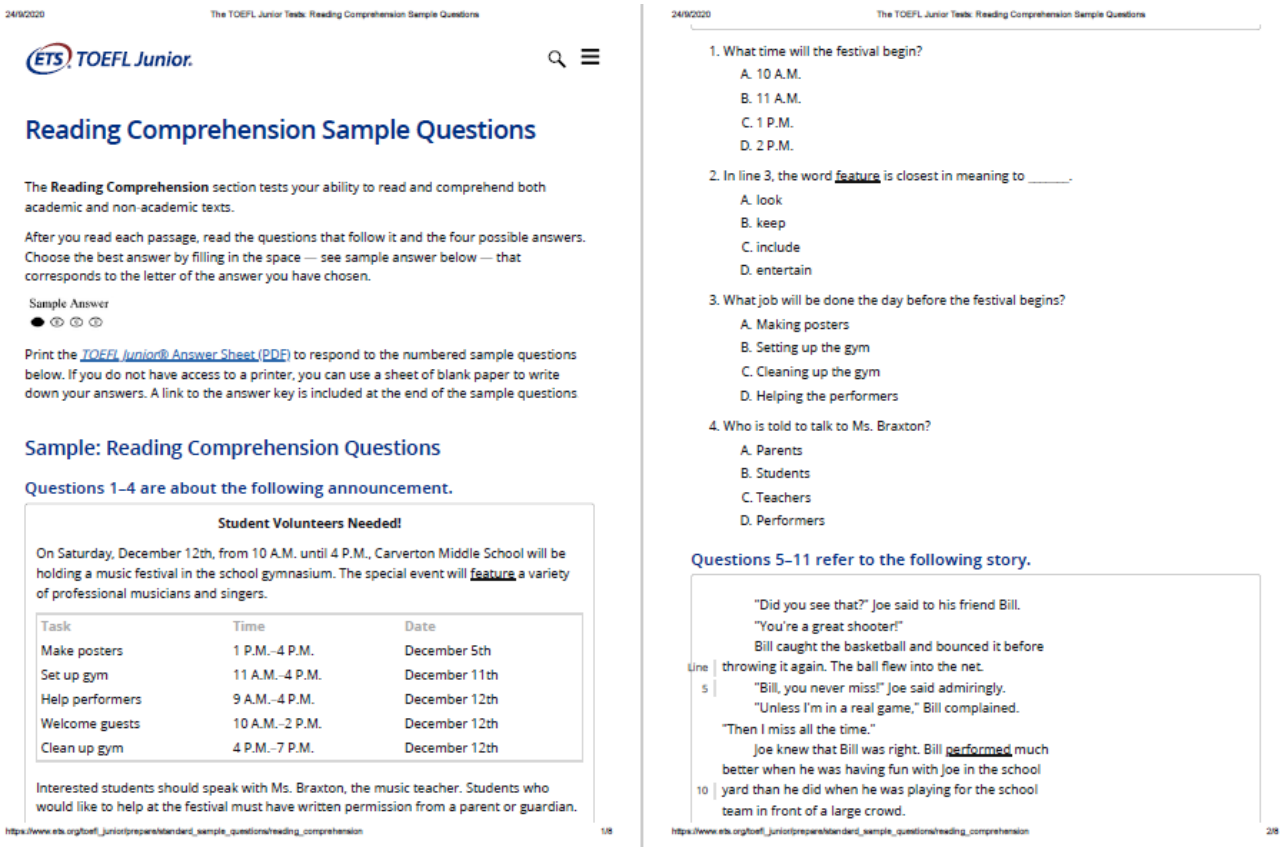
AGENDA SEMANA

LUNES	
8:00 - 9:00	Oración. Bienvenida de Don Guillermo Acevedo
9:00 - 10:00	Presentación de Docentes. Entrega de carpetas.
10:00 – 10:30	Receso
10:30 – 12:00	Capacitación docentes de inglés. Socialización de formatos
2:00 – 3:00	Bienvenida por parte de D. Gloria.
3:00 – 4:00	Capacitación la Opinión.
MARTES	
8:00 - 9:30	Distribución de carga académica, titulaturas y proyectos transversales. Elección de comités y consejos.
9:30 - 10:00	Receso
10:00 – 11:00	Planeación y socialización de actividades por profesores de área.
11:00 – 12:00	Ajustes a los proyectos transversales.
2:00 – 3:00	Entrega de planes de área y textos guía.
3:00 – 4:00	Elaboración de pruebas diagnósticas.
MIERCOLES	
8:00 – 12:00	Ajustes a los planes de área.
2:00 – 4:00	Ajustes a los planes de área.
jueves	
8:00 – 9:00	Capacitación Don Guillermo.
	Ajustes a los planes de área.
2:30	Capacitación web colegios.
	Ajustes a los planes de área.
viernES	
8:00 – 12:00	Entrega de inventarios y decoración de salones.

Annex 2 Pre-test Results



24/9/2020 The TOEFL Junior Tests: Reading Comprehension Sample Questions

TOEFL Junior.

Reading Comprehension Sample Questions

The **Reading Comprehension** section tests your ability to read and comprehend both academic and non-academic texts.

After you read each passage, read the questions that follow it and the four possible answers. Choose the best answer by filling in the space — see sample answer below — that corresponds to the letter of the answer you have chosen.

Sample Answer

Print the *TOEFL Junior*® Answer Sheet (PDF) to respond to the numbered sample questions below. If you do not have access to a printer, you can use a sheet of blank paper to write down your answers. A link to the answer key is included at the end of the sample questions.

Sample: Reading Comprehension Questions

Questions 1–4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

https://www.ets.org/toefl_junior/prepare/standard_sample_questions/reading_comprehension 1/8

24/9/2020 The TOEFL Junior Tests: Reading Comprehension Sample Questions

1. What time will the festival begin?
   A. 10 A.M.
   B. 11 A.M.
   C. 1 P.M.
   D. 2 P.M.
2. In line 3, the word feature is closest in meaning to _____.
   A. look
   B. keep
   C. include
   D. entertain
3. What job will be done the day before the festival begins?
   A. Making posters
   B. Setting up the gym
   C. Cleaning up the gym
   D. Helping the performers
4. Who is told to talk to Ms. Braxton?
   A. Parents
   B. Students
   C. Teachers
   D. Performers

Questions 5–11 refer to the following story.

"Did you see that?" Joe said to his friend Bill.
"You're a great shooter!"
Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.
"Bill, you never miss!" Joe said admiringly.
"Unless I'm in a real game," Bill complained. "Then I miss all the time."
Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

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"Maybe you just need to practice more," Joe suggested.

"But I practice all the time with you!" Bill objected. He shook his head. "I just can't play well when people are watching me."

"You play well when I'm watching," Joe pointed out.

"That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."

Joe nodded and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.

"Practice without me," Joe said to his friend. "I'll be back in a minute."

Joe hurried through the school building, gathering together whomever he could find—two students, a math

teacher, two secretaries, and a janitor. When Joe explained why he needed them, everyone was happy to help.

Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.

"Hey, Bill!" Joe called out finally.

Bill turned. A look of surprise came over his face.

"I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"

5. What would be the best title for the story?
   A. Joe Joins the Team
   B. Practice Makes Perfect
   C. Bill Wins the Big Game
   D. Bill's Basketball Problem
6. In line 8, the word performed is closest in meaning to _____.
   A. acted
   B. played
   C. moved
   D. changed
7. Why is Bill upset?
   A. He plays better in practice than he does during games.
   B. The school yard is not a good place to practice.
   C. Joe watches him too closely when he plays.
   D. His team loses too many games.
8. Why does Bill play well when Joe is watching him?
   A. He is comfortable with Joe.
   B. Joe tells him how to play better.
   C. He does not know that Joe is there.
   D. He wants to prove to Joe that he is a good player.
9. Why does Joe decide to gather a group of people?
   A. Because he wants more players for his team
   B. Because he wants to help Bill feel less nervous
   C. Because he wants to show them his talent
   D. Because he wants more people to see the next game
10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.
    A. Joe
    B. a janitor
    C. a math teacher
    D. the basketball coach
11. Why does the group have to be quiet when they go to the basketball court?
    A. Because Joe is telling Bill what to do

   B. Because they do not want Bill to know they were there
   C. Because Bill likes to practice alone
   D. Because the group needs to listen to Joe's instructions

Questions 12–20 are about the following passage.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

12. Which title best summarizes the main idea of the passage?
    A. Wild Animals in Art
    B. Hidden Prehistoric Paintings
    C. Exploring Caves Respectfully
    D. Determining the Age of French Caves
13. In line 4, the words pays heed to are closest in meaning to _____.
    A. discovers
    B. watches
    C. notices
    D. buys
14. Based on the passage, what is probably true about the south of France?
    A. It is home to rare animals.
    B. It has a large number of caves.
    C. It is known for horse-racing events.
    D. It has attracted many famous artists.
15. According to the passage, which animals appear most often on the cave walls?
    A. Birds
    B. Bison
    C. Horses
    D. Wild cats
16. In line 10, the word depict is closest in meaning to _____.
    A. show

B. hunt

C. count

D. draw

17. Why was painting inside the Lascaux complex a difficult task?

A. It was completely dark inside.

B. The caves were full of wild animals.

C. Painting materials were hard to find.

D. Many painting spaces were difficult to reach.

18. In line 14, the word They refers to _____.

A. walls

B. artists

C. animals

D. materials

19. According to the passage, all of the following have caused damage to the paintings EXCEPT _____.

A. temperature changes

B. air movement

C. water

D. light

20. What does the passage say happened at the Lascaux caves in 1963?

A. Visitors were prohibited from entering.

B. A new lighting system was installed.

C. Another part was discovered.

D. A new entrance was created.

Reading Comprehension Answer Key

Which Test is Right for Your Program?

Get the information you need about the *TOEFL iBT®*, *TOEFL ITP®*, *TOEFL Junior®* or *TOEFL Primary®* tests.

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Reading: B1

A travel guide

Read a travel guide about Bangkok to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary	Definition
1. ..... polluted	a. real or normal for a place, not specially for tourists
2. ..... noodles	b. dirty from traffic or chemicals
3. ..... alternative	c. fast
4. ..... authentic	d. another way to do something
5. ..... express	e. a table where food or other things are sold in a market
6. ..... a stand	f. a long, thin food made from flour, water and eggs

Reading text: A travel guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

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Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around $5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

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Tasks

Task 1

Match the Bangkok landmarks and places with the descriptions.

Wat Pho	Khao San Road	Sukhumvit
Yaowarat Street	Phra Kanong	Chao Phraya

1. ..... a place that you might see in the film *The Beach*
2. ..... a place where local Thai people go
3. ..... an alternative route through the city
4. ..... a place to go for shopping and bars
5. ..... a place to go for food
6. ..... an important sightseeing spot

Task 2

Are the sentences true or false?

	Answer	
1. One night is enough time to see Bangkok.	True	False
2. Khao San Road is an authentic Thai area of the city.	True	False
3. Phra Kanong is further away from the main tourist sites than Khao San Road is.	True	False
4. The river boat taxis often get stuck in traffic too.	True	False
5. Taking the Skytrain is a faster way to see the city than going by taxi.	True	False
6. You need to choose where to eat carefully, as not everywhere is good.	True	False

Discussion

Would you like to visit Bangkok? Why or why not?

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Answers

Preparation task

1. b
2. f
3. d
4. a
5. c
6. e

Task 1

1. Khao San Road
2. Phra Kanong
3. Chao Phraya
4. Sukhumvit
5. Yaowarat Street
6. Wat Pho

Task 2

1. False
2. False
3. True
4. False
5. True
6. False

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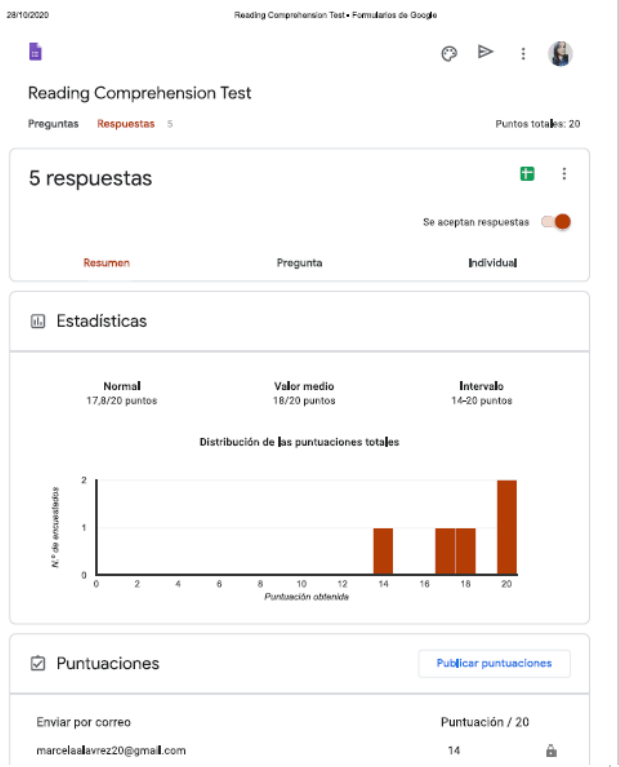
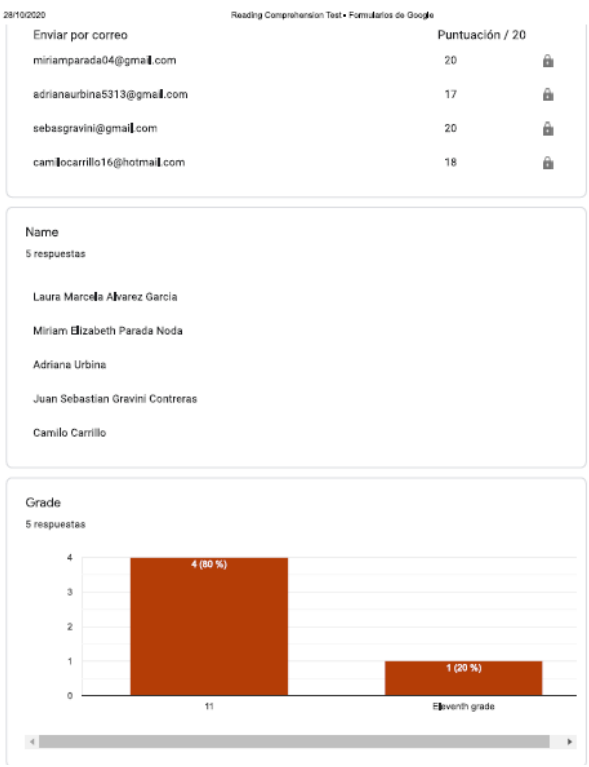

28/10/2020
Reading Comprehension Test • Formularios de Google
Reading Comprehension Test
Preguntas
Respuestas 5
Puntos totales: 20
5 respuestas
Se aceptan respuestas
Resumen
Pregunta
Individual
Estadísticas
Normal
17,8/20 puntos
Valor medio
18/20 puntos
Intervalo
14-20 puntos
Distribución de las puntuaciones totales
N.º de encuestados
Puntuación obtenida
Puntuaciones
Publicar puntuaciones
Enviar por correo
Puntuación / 20
marcelaallavrez20@gmail.com
14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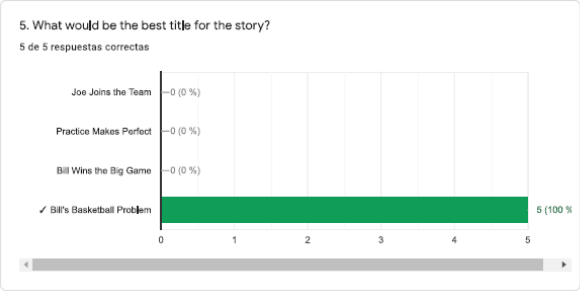
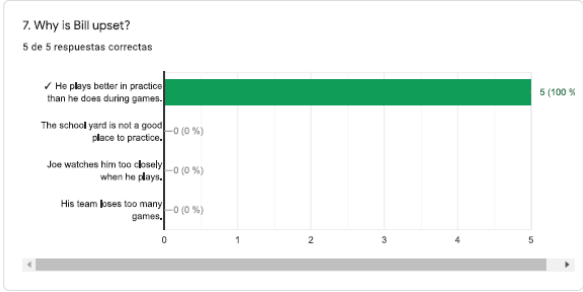
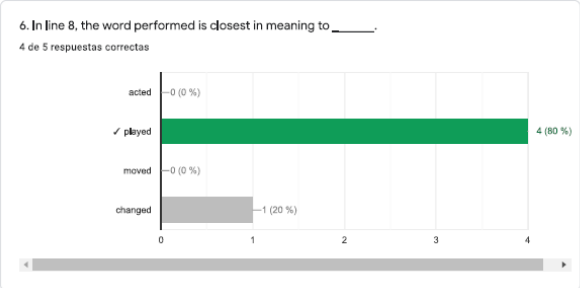
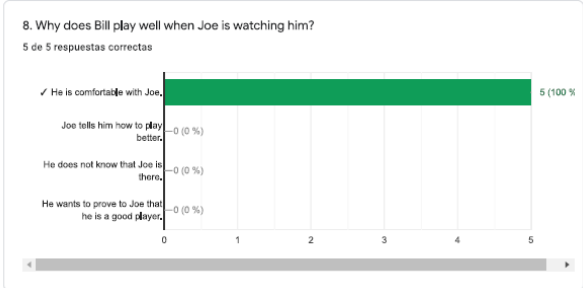
Puntuación / 20
miriamparada04@gmail.com
20
adrianaurbina5313@gmail.com
17
sebasgravini@gmail.com
20
camilocarrillo16@hotmail.com
18
Name
5 respuestas
Laura Marcela Alvarez Garcia
Miriam Elizabeth Parada Noda
Adriana Urbina
Juan Sebastian Gravini Contreras
Camilo Carrillo
Grade
5 respuestas
4 (80 %)
1 (20 %)
11
Eleventh grade


5. What would be the best title for the story?
5 de 5 respuestas correctas
Joe Joins the Team
0 (0 %)
Practice Makes Perfect
0 (0 %)
Bill Wins the Big Game
0 (0 %)
✓ Bill's Basketball Problem
5 (100 %

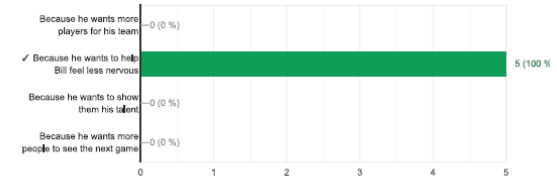

7. Why is Bill upset?
5 de 5 respuestas correctas
✓ He plays better in practice than he does during games.
5 (100 %
The school yard is not a good place to practice.
0 (0 %)
Joe watches him too closely when he plays.
0 (0 %)
His team loses too many games.
0 (0 %)


6. In line 8, the word performed is closest in meaning to _____.
4 de 5 respuestas correctas
acted
0 (0 %)
✓ played
4 (80 %)
moved
0 (0 %)
changed
1 (20 %)


8. Why does Bill play well when Joe is watching him?
5 de 5 respuestas correctas
✓ He is comfortable with Joe.
5 (100 %
Joe tells him how to play better.
0 (0 %)
He does not know that Joe is there.
0 (0 %)
He wants to prove to Joe that he is a good player.
0 (0 %)

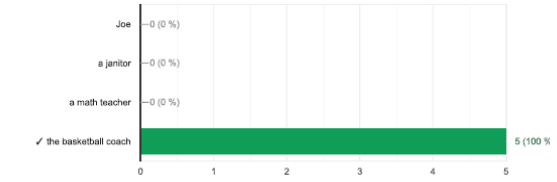
9. Why does Joe decide to gather a group of people?

5 de 5 respuestas correctas



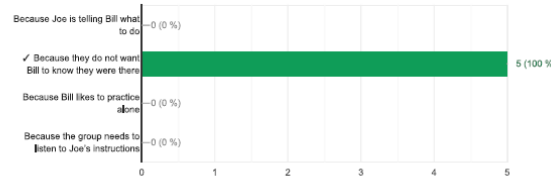
10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

5 de 5 respuestas correctas



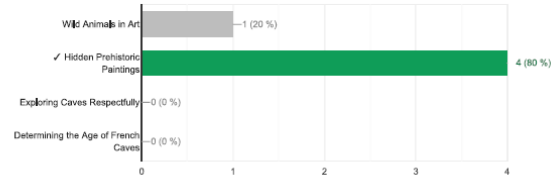
11. Why does the group have to be quiet when they go to the basketball court?

5 de 5 respuestas correctas



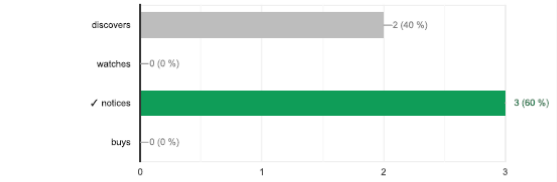
12. Which title best summarizes the main idea of the passage?

4 de 5 respuestas correctas



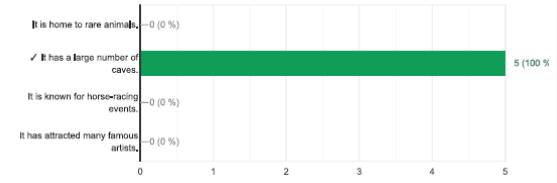
13. In line 4, the words pays heed to are closest in meaning to _____.

3 de 5 respuestas correctas



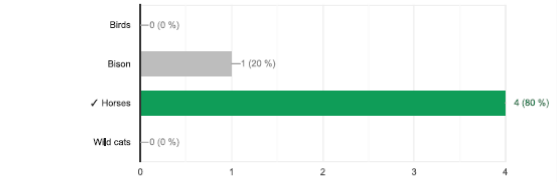
14. Based on the passage, what is probably true about the south of France?

5 de 5 respuestas correctas



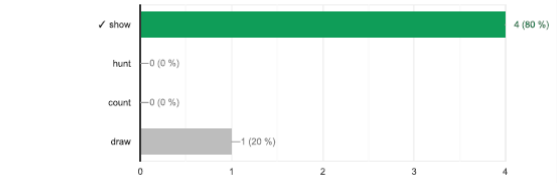
15. According to the passage, which animals appear most often on the cave walls?

4 de 5 respuestas correctas



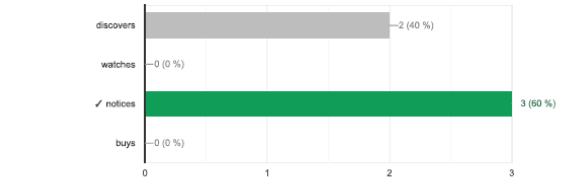
16. In line 10, the word depict is closest in meaning to _____.

4 de 5 respuestas correctas



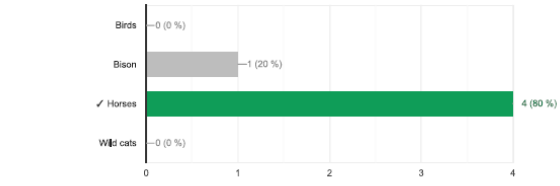
13. In line 4, the words pays heed to are closest in meaning to _____.

3 de 5 respuestas correctas



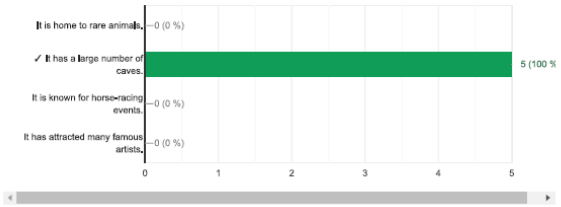
15. According to the passage, which animals appear most often on the cave walls?

4 de 5 respuestas correctas



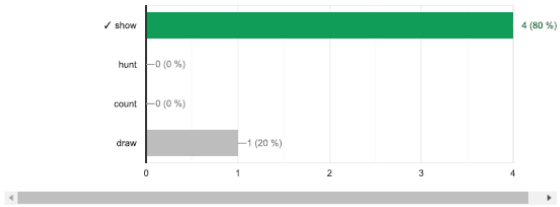
14. Based on the passage, what is probably true about the south of France?

5 de 5 respuestas correctas



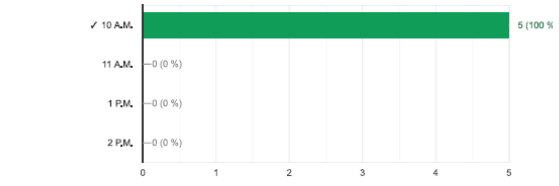
16. In line 10, the word depict is closest in meaning to _____.

4 de 5 respuestas correctas



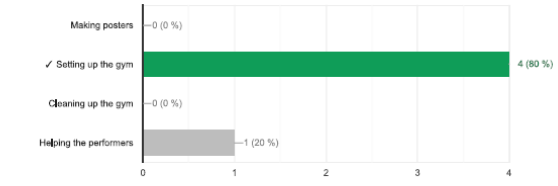
1. What time will the festival begin?

5 de 5 respuestas correctas



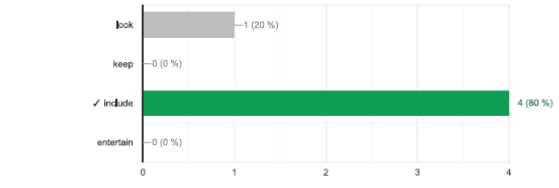
3. What job will be done the day before the festival begins?

4 de 5 respuestas correctas



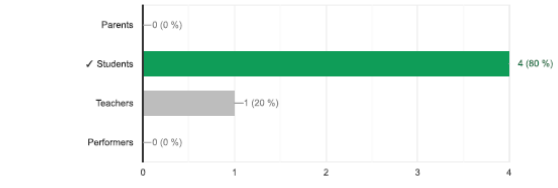
2. In line 3, the word feature is closest in meaning to _____.

4 de 5 respuestas correctas



4. Who is told to talk to Ms. Braxton?

4 de 5 respuestas correctas



Annex 3 Ethical Considerations

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Avanzamos ¡Es nuestro dijitivo!

Pamplona, 28 de Septiembre 2020

Estimados,
Estudiantes
Undécimo grado
New Cambridge School

Cordial saludo,

Yo, Nelly Esperanza Vergel Daza, identificado con C.C 1.094.284.021 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Angie Liliana Parra, me dirijo a Usted con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado "Los Mapas Mentales como Herramienta para Mejorar la Comprensión Lectora en los Estudiantes de 11° en el Colegio New Cambridge School", que tiene como objetivo mejorar la comprensión lectora. Por tal razón, dentro de las clases (sincrónicas y asincrónicas, por medio de talleres etc.) se propondrá algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades etc. por ustedes suministrados será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

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Avanzamos ¡Es nuestro dijitivo!

Agradeciendo su atención.

Cordialmente,
Nelly Esperanza Vergel Daza c.c. 1.094.284.021
Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Pamplona, 09 de Noviembre 2020

Estimados,
Padres de familia
Undécimo grado
New Cambridge School
Cordial saludo,

Yo, Nelly Esperanza Vergel Daza, identificado con C.C 1.094.284.021 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 8°, 10°, y 11° acompañado de la supervisión de la docente Angie Liliana Parra, me dirijo a Usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía telefónica, zoom o teams que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado "Los Mapas Mentales como Herramienta para Mejorar la Comprensión Lectora en los Estudiantes de 11° en el Colegio New Cambridge School". el cual se desarrolló dentro de las clases de inglés en los últimos meses.

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mia. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

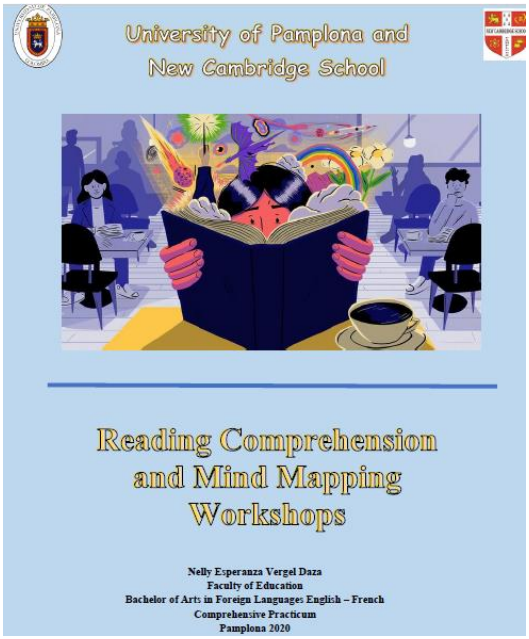
Agradeciendo su atención.

Cordialmente,

Nelly Esperanza Vergel Daza c.c. 1.094.284.021

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Annex 4 Worksheets



Workshop #1

1 Relate the words in column A with the correct definition in column B

A	B
1. Coffee	A. A detailed investigation and analysis of a subject or situation.
2. Caffeine	B. The red liquid that is sent around the body by the heart, it carries oxygen and important substances to organs and tissue and removes waste products
3. Benefits	C. A person who is qualified to treat people who are ill
4. Medicine	D. A pain you feel inside your head
5. Doctor	E. A dark brown powder with a strong flavour and smell that is made by crushing coffee beans, or a hot drink made from this powder
6. Study	F. The science or practice of the diagnosis, treatment, and prevention of disease (in technical use often taken to exclude surgery
7. Headaches	G. A white, crystalline, bitter alkaloid, usually derived from coffee or tea: used in medicine chiefly as a nervous system stimulant.
8. Blood	H. An advantage or profit gained from something.

2 Read the following text entitled "Coffee"

3 Based on the text information, create a mind map. (Use colors, images, key words, lines, etc)

4 Once you have finished your mind map, take a picture of it and post it on the Goggle Classroom assignment.

Coffee is popular around the world. Over the past centuries, few subjects have been as carefully studied as coffee. Its most important component is caffeine and it has lots of benefits. Coffee has been well-known since the beginning of the 14th century, when Sufi Yemenis started using coffee to stay alert during special activities. It became a popular medicine among Europeans in the 1600s. Caffeine was first described in the 1800s by Ferdinand Runge, a doctor that found out some effects that coffee has on people.

Some people say drinking coffee isn't good, but doctors say you mustn't believe this. Thanks to caffeine you don't get hungry. Coffee can also reduce headaches and blood problems. While many people believe coffee is bad, studies show it is good for your heart.

5 Play the kahoot game: https://create.kahoot.it/v2/share/coffee/50abedcf-457b-4081-ade3-e4788a6ce7fe

Answers

1. Exercise #1

A – 6
B- 8
C- 5
D- 7
E – 1
F- 4
G- 2
H- 3

2. Kahoot

- What is coffee's most important component? – caffeine
- Coffee is well-known since the beginning of ...– the14th century
- Did Europeans use coffee as medicine? - yes
- Caffeine is … - A white, crystalline, bitter alkaloid, usually derived from coffee or tea: used in medicine chiefly as a nervous system stimulant
- What are the coffee's effects on people? – reduce headaches and blood problems
- Benefit is … - An advantage or profit gained from something.
- When was coffee used as medicine? – 1600s
- Who did describe caffeine? – Ferdinand Runge
- When was caffeine described for the first time? – 1800s
- Coffee isn't good for your heart- false

Workshop 2

University of Pamplona and New Cambridge School

Reading Comprehension and Mind Mapping Workshops

Nelly Esperanza Vergel Daza
Faculty of Education
Bachelor of Arts in Foreign Languages English – French
Comprehensive Practicum
Pamplona 2020

Workshop #2

1. Watch the following video about James Salter and then, answer the four questions
https://www.youtube.com/watch?v=nGKDKVQKMd0&ab_channel=OpenRoadMedia

James Salter
1925 – 2015
Pilot, official, and writer

Questions

1. What happened to James when he was 17 years old?
2. What did James do when he was 32 years old?
3. What is his real name?
4. What does he find in writing?

2. Read the following text entitled "James Salter Days in Film"

JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston.

In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career:

"Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time.

Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

3. Based on the information you have got from the text, answer the following questions and create a mind map. Don't forget to be creative and use colors, images, lines, branches, and keywords

1. What is the central image of your mind map?
2. Which are your main branches (sub-subjects) you have chosen?
3. What are your keywords?
4. What are you going to draw/design?
5. List your materials before drawing your mind map: pencil, eraser, colors, sharpies, markers, pictures/images.

4. Once you have finished your mind map, take a picture of it and post it on the Google Classroom assignment.

5. Develop the following quiz:
https://docs.google.com/forms/d/e/1FAIpQLSeGNTzvXUTh_K-vGgoVFuC7-9ELwYgJ7NnrFfIQUdwLxpvv3A/viewform?usp=sf_link

Workshop 3

2 Read the following text entitled *"Swift Pizza and Sandwich House"*

Swift Pizza and Sandwich House

Today we have the pleasure of showing you the best letter written by our customer Mark. He wins £25 for writing about us this week. He is so happy with the orders at Swift Pizza and Sandwich House that he wants to declare a holiday to celebrate his experience here: "Happy burgerday and Merry Sandwichmas to everyone!" he wrote.

Wednesday May 18, 2011.

One typical day I was too tired after working all day long to cook for myself, and I was very hungry. I really wanted something to eat, so I decided to find a burger.

I ordered a half-pound burger and a lamb and chicken sandwich. I also made some special orders for extra cheese and vegetables.

Food arrived very fast (less than twenty minutes) and was hot and fresh. The burger was delicious, and left me wanting more - fortunately I had the sandwich left. It felt as if it had been cut just a minute before I opened it - juicy, fresh, and great.

Every single special request I made was completely satisfied, 100%!

And the best thing was that all of the above and some drinks cost me ONLY 10 dollars! If that doesn't say value for money, I don't know what does.
It certainly feels great to find new excellent food delivery companies for whenever you don't feel like cooking yourself. I recently had a sad, experience with my usual take away restaurant, so I decided to change to something else - and on my first try I got what I wanted!
Order now from Swift Pizza and Sandwich House.

Mark

3 Based on the information you have got from the text, answer the following questions and create a mind map. Don't forget to be creative and use colors, images, lines, branches, and keywords

1. What is the central image of your mind map?
2. Which are your main branches (sub-subjects) you have chosen?
3. What are your keywords?
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https://docs.google.com/forms/d/e/1FAIpQLSdxB3DL73Gqqoqcka Y-y5aa5_kbarVyarKXKa5v6jU7yxnb1A/viewform?usp=sf_link

University of Pamplona and New Cambridge School

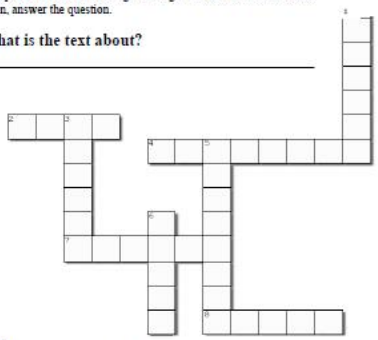
Reading Comprehension and Mind Mapping Workshops

Nelly Esperanza Vergel Daza
Faculty of Education
Bachelor of Arts in Foreign Languages English – French
Comprehensive Practicum
Pamplona 2020

Workshop #3

1 Complete the crossword using the images and the definitions below. Then, answer the question.

What is the text about?



Horizontal

2. To transfer (goods) or render (services) for another in exchange for money; dispose of to a purchaser for a price.

4. A person who purchases goods or services from another; buyer; patron

7. A critical appraisal of a book, play, film, etc. published in a newspaper or magazine.

8.

Vertical

3. A written, typed, or printed communication, sent in an envelope by post or messenger

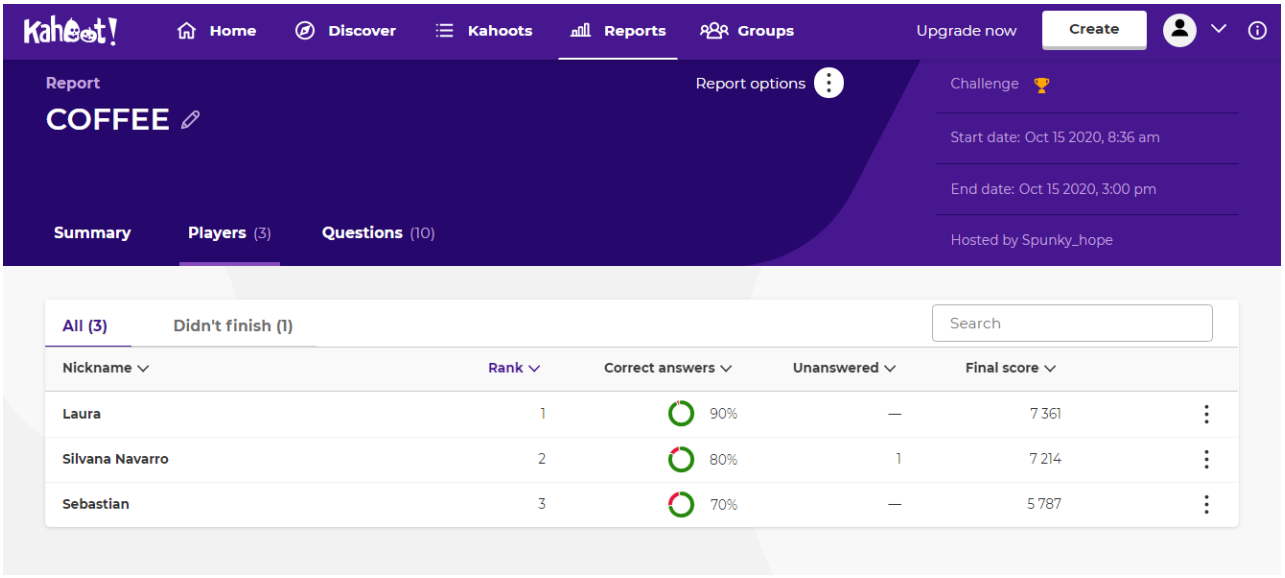
1.

5.

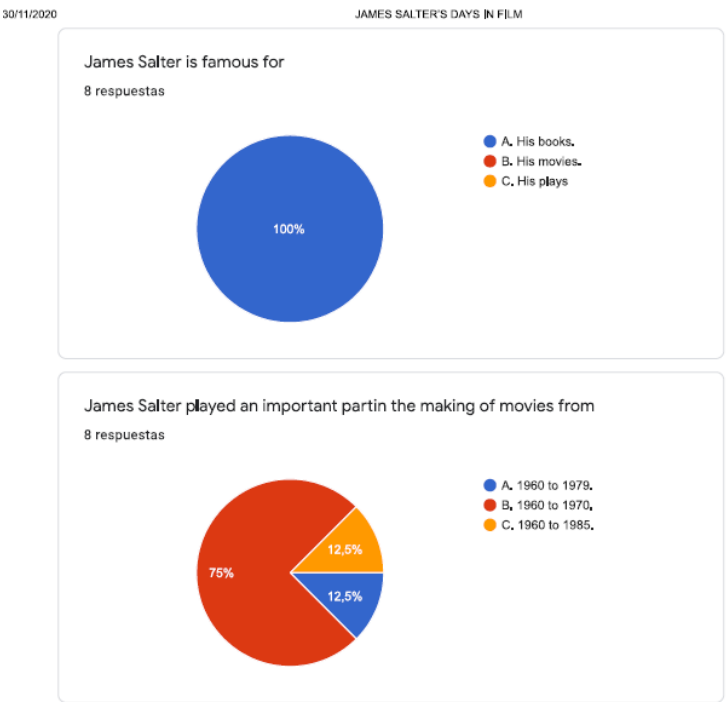
6.

Annex 5 Assessment

Quiz workshop 1

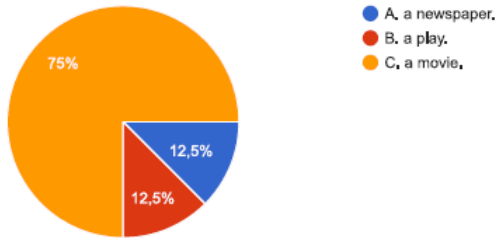


Quiz workshop 2



"Passionate Falsehoods" is

8 respuestas

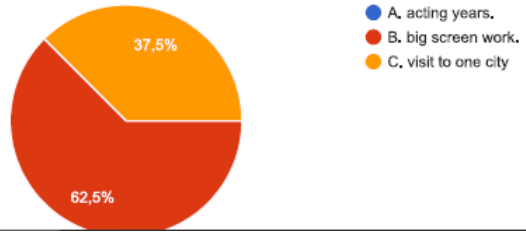


google.com/forms/d/1oJuM5VMQVWPuxHmq8UGHBtl3yjy_OoO_rhD-R8E4lU4/viewanalytics

JAMES SALTER'S DAYS IN FILM

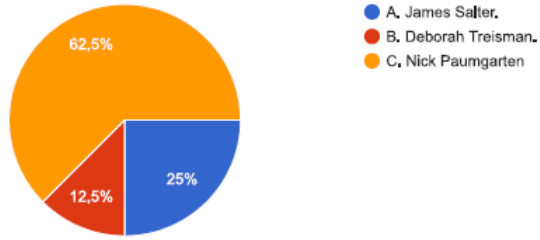
Salter had nice and difficult times in his

8 respuestas



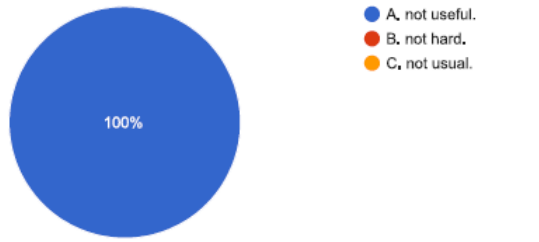
"The Last Book" was written by

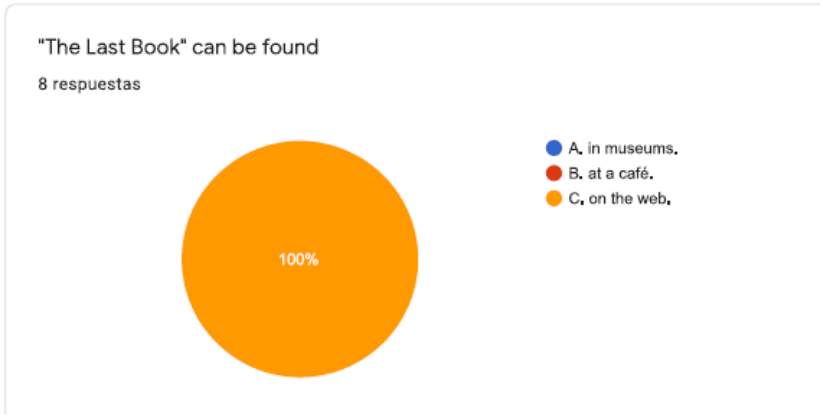
8 respuestas



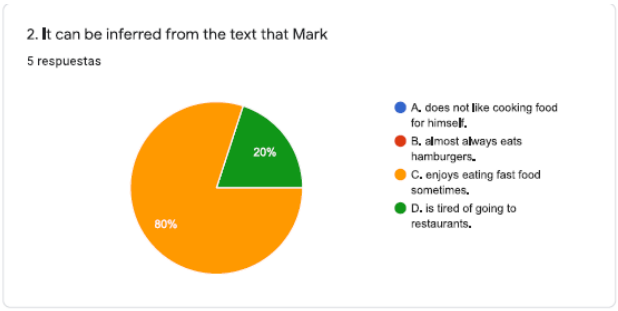
James Salter thinks that his work in the cinema business was

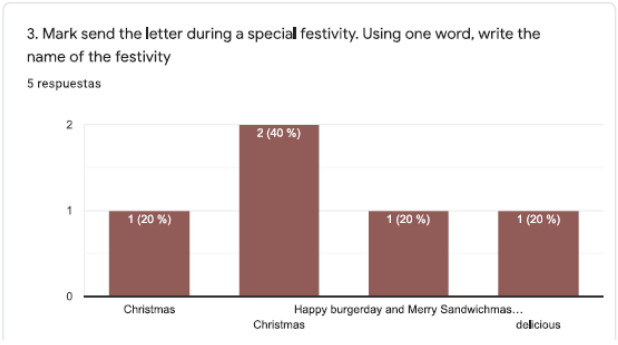
8 respuestas





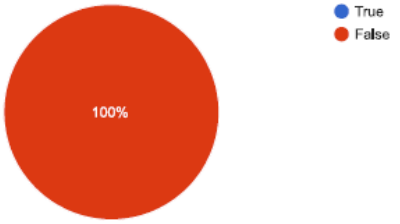
Quiz workshop 3





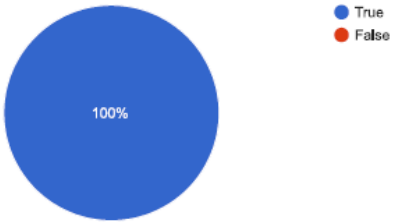
4. Mark hates the restaurant "Swift Pizza and Sandwich House"

5 respuestas



5. The food always arrives fast, hot, and fresh. Besides, it is tasty

5 respuestas



7. Why did Mark decide to change to a new restaurant?

5 respuestas

because the other did not have delicious food

Because he was impressed about the tasty food and that it was cheaper

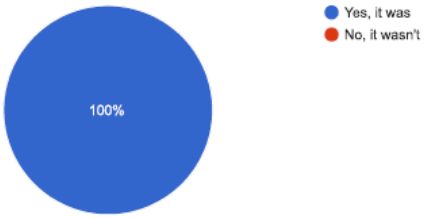
Because he was hungry and he had a sad experience with his usual restaurant.

For a sad experience

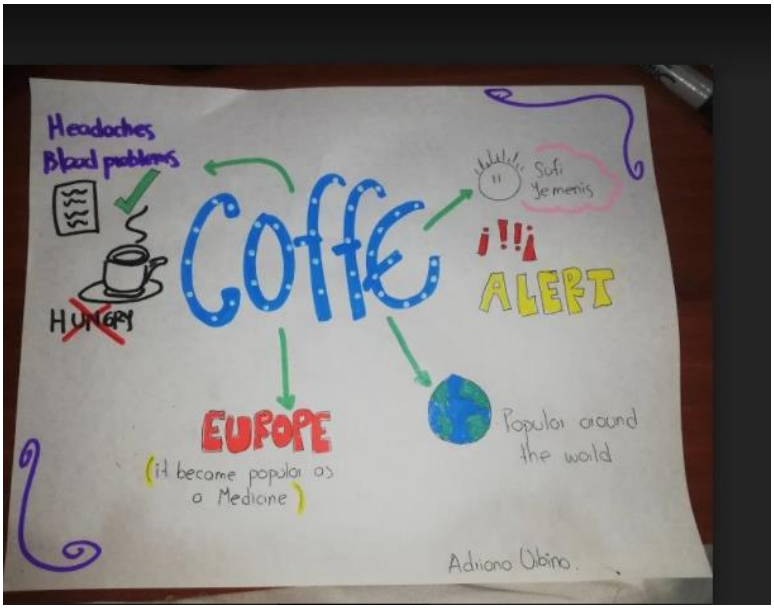
A bad experience with his usual restaurant

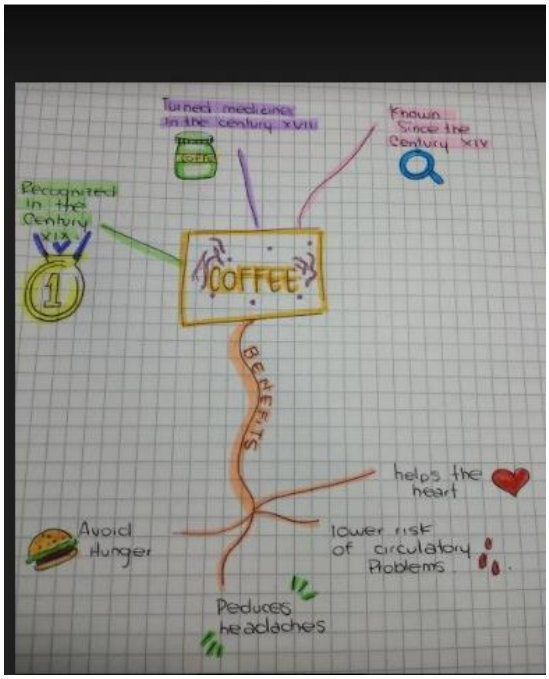
8. Was a burger Mark's first choice to eat?

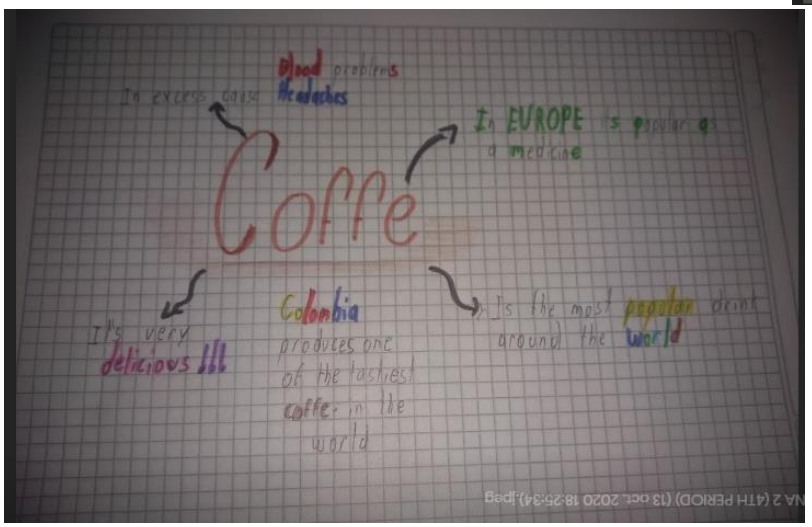
5 respuestas

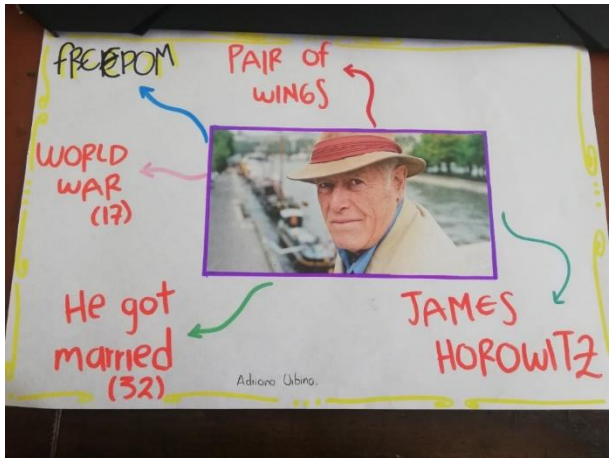


Annex 6 Mind Maps









Annex 7 Interviews Protocol

Semi Structure Interviews Protocol

Date: 21 – 11- 2020 Place: Pamplona, Zoom meeting Interviews: 3

Researcher: Nelly Esperanza Vergel Daza Course: 11th

Institutions: New Cambridge School and University of Pamplona

Objective: To recognize student's perceptions about the development of the project

Setting: This interview was carried out through a virtual meeting on the platform Zoom,

Questions	Interview N°1	Interview N°2	Interview N°3	Reflective Notes
¿Los textos proporcionados en cada taller eran comprensibles? Si / No ¿por qué?	Si, aunque eran complejos, se podían entender.	En su mayoría fueron textos sencillos para mi, excepto por uno, pero en general sí.	Si, fueron textos cortos y no tan complicados. Eran fáciles de entender.	*Textos sencillos, cortos y entendibles*
¿Explique cuál fue su proseguir al encontrar vocabulario desconocido?	Preguntar al docente, buscarla por aparte	Primero las identificada, subrayada, enlistaba en el cuaderno, y las buscaba en el diccionario del Cambridge.	La verdad no encontré muchas palabras desconocidas pero las que sí, las buscaba en internet	*Uso de estrategias variadas y ayuda del docente*
¿Aplicó estrategias para comprender el texto?	Buscar palabra especificas e importantes para tener una idea general del texto.	Primero leer las preguntas para contextualizarme , luego el título, el texto y así estar mas segura de las respuestas.	Si, identificar palabras para el contexto	*Scanning*
¿Considera que los temas abordados en las lecturas le	Algunos, o la mayoría si eran conocidos o ya lo habíamos trabajado con el	Si, eran temas conocidos y fáciles. Solo una lectura que no conocía o se me	Si, ya los había trabajado en pre-icfes.	*Textos con temática que hace parte de sus conocimientos previos*

eran familiares o conocía de ellos? Justifique su respuesta	icfes, son temas vistos hace tiempo.	dificultaba.		
¿Qué piensa usted acerca de hacer mapas mentales antes de responder preguntas relacionada con el texto?	Ayudan a sacar ideas especificas en un formato visual donde sean mas entendibles	Me ayudó bastante porque me a la hora del quiz, tenia la información clara y resumida en el mapa.	Es una buena estrategia para poder entender la temática de los textos, sacar ideas principales. Las ilustraciones y colores me ayudan a aprender y recordar más	*Los mapas ayudan a memorizar la información, además, con el formato visual y grafico del texto (mapa) los estudiantes recuerdan fácilmente la información.*
¿Explique su proceso de resumen y categorización de la información durante el diseño de sus mapas mentales?	Primero leer, entender, luego, subrayar ideas o palabras clave, luego realizaba un dibujo	Empezaba por las frases especificas que me llamaran la atención. También personas y dibujos para que me fuese mas fácil recordar.	Empezaba por poner el titulo, luego las ideas principales, hacer dibujos en lugar de freses y que de manera visual se entendiera el tema del texto	*Uso de una categorización básica; en primer lugar se identifica la imagen central, luego se identifican las ideas secundarias y así consecutivamente . En el momento de dibujar, se suprime la información sobrante y se reduce el texto, para finalizar con la selección de ilustraciones que van en el mapa.*
¿Cómo le pareció la metodología de aula invertida?	No me desagradó hacer los mapas como actividades extras, pero sería buena idea hacerlos durante las clases más interactivos.	Me gustó porque uno se relaja de la clase, hace las cosas a su tiempo, puede ser mas creativo.	Me parece bien porque podía trabajar a conciencia y hacerlo yo misma y luego en clase ver mis errores.	*Buena aceptación de la metodología aplicada, los participantes se sintieron cómodos, estuvieron a gusto con los*

				espacios aplicados y la distribución del taller
¿Qué tipo de recursos TIC utilizó durante el desarrollo de los talleres?	Solo use imágenes, no plataformas.	Si sabía pero para esto no las usé. Estoy cansada de estar En el pc todo el día y con estos talleres me despegué de esos.	Usé canva y power point.	*Recursos TIC; canva, power point, imagenes.*
¿Cuál es su opinión en cuanto a la implementación de los talleres de lectura y mapas mentales?	Pienso que son muy útiles para presentar el icfes, pues ya que trabajamos tantos textos que uno sabe más o menos lo que le saldrá en el icfes	Los mapas te permiten recordar la información importante del texto y no es necesario realizar la lectura de nuevo	Nunca había trabajado de esa manera, pero me parece mucho mejor para sintetizar y ejemplificar la información.	*Los talleres ayudaron a los participantes a prepararse para su prueba icfes, identifican ideas principales, sintetizan la información, recuerdan más rápido la información con mapas, y crean aprendizaje significativo*
¿Considera usted que a través de esta estrategia mejoró la comprensión escrita? ¿sí? ¿no? ¿Por qué?	Si, en especial mejoré mi vocabulario	Si mejoró, al repasar los textos era más fácil entenderlos.	Si totalmente, por el hecho de que no eran textos tan complicados y así practiqué para poder ver un texto, leerlo y sintetizarlo.	*La comprensión de textos se vio afectada positivamente, los estudiantes expresan haber mejorado sus estrategias de lectura, síntesis, análisis, y vocabulario.*
¿Cuáles aspectos más considera qué mejoró a través de esta estrategia?	Atención más rápida al texto, inferir y comprender con elementos antes de leer.	A ser más creativa y la puntualidad.	Vocabulario, la forma mas rápida de poder entender el texto.	*Vocabulario, creatividad,, lectura rapida, inferencia, y puntualidad*

¿Si tuviera la oportunidad de seguir trabajando con esta estrategia que le agregaría o quitaría?	Yo diría que ir trabajando textos mas complejos, vocabulario desconocido, y mas extensos.	Creo que todos deberían hacer los mapas a mano y no de manera virtual ya que ahora todo es virtual y puede ser una oportunidad para despegarse del computador.	Si trabajaría con esta estrategia, no le cambiaría nada, me parece que se manejó de excelente forma y no cambiaría nada.	*Aumentar la complejidad de los textos y vocabulario. Que los estudiantes trabajen por igual.*

Annex 8 Analysis Matrices

Data Analysis (students' productions)					
General Category	**Sub-categories**	**Theory Description**	**Participants' Productions Analysis**		
			Production 1	**Production 2**	**Production 3**
Reading Comprehension	Decoding	***Decoding*** is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. (Word Decoding and Phonics, 2016)	The mind maps have shown students understood and decoded the information given in the text.	The productions show the most important pieces of information from the text.	The min maps sum up all the information given on the reading.
Reading Comprehension	Vocabulary	***Reading vocabulary*** refers to the words that a student can read and understand (Jhons, s.f.)	The mind maps reflect the specific words from the text that give clues and important	The students expressed the information with complete sentences instead of using specific	Students comprehend the text and expressed it in the mind map through the usage of keywords found on the text.

			information about the reading.	words. However, the sentences include keywords from the text.	
Reading Comprehension	Reading Strategy	***Skimming*** is reading rapidly in order to get a general overview of the material. (TeachTerms, 2020)			
Reading Comprehension	Reading Strategy	***Scanning*** is reading rapidly in order to find specific facts. (TeachTerms, 2020)			
Reading Comprehension	Reading Strategy	***Inference*** can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. (Donnchaidh, s. f.)			
Reading Comprehension	Background knowledge	A person's ***background knowledge***, often called prior knowledge, is a collection of "abstracted residue" that has been formed from all of life's experiences. (Lent, 2012, p. 30)	The text had been previously analyzed in class. Besides, for the workshop, the students developed a pre-activity with general information in order to set a context about the reading.	The text had been previously analyzed in class. Besides, for the workshop, the students developed a pre-activity with general information in order to set a context about the reading.	The text had been previously analyzed in class. Besides, for the workshop, the students developed a pre-activity with general information in order to set a context about the reading.

Mind Mapping	Knowledge Acquisition	***Knowledge acquisition*** is the process of absorbing and storing new information in memory, the success of which is often gauged by how well the information can later be remembered (retrieved from memory). StateUniversity (s. f.).			
Mind Mapping	Summarizing	***Summarizing*** is to express the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	All maps show up detailed and important information from the text.	The productions reflect the important ideas and express the meaning the text shared.	The mind maps express the important facts and summarize the main message of the text.
Mind Mapping	Categorizing	***Categorizing*** is the process of analyzing, organizing, and classifying pieces of information with the same features. (TeachTerms, 2020)	The participants summarized the whole information, however some categories were not correctly placed. Suggestions were given on how to organize the keywords, branches and sub-categories.	Even corrections were made, some participants are still confused on how to place each category when designing their maps	Most of the participants overcame their mistakes when categorizing, but is still visible.

Mind Mapping	Creativity	***Creativity*** is the expression of the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	Participants show their creativity in their map, however, some of them are poor or simple. Suggestions on illustrations, colors, images, and so on were made.	All participants created more creative mind maps since suggestions were given.	Most of the participants designed interesting and creative mind maps, except by one which was simpler than the others.
Mind Mapping	Illustrating	***Illustrating*** refers to provide (the text) with explanatory images to summarize or express information. (TeachTerms, 2020)	Simple illustrations or there are not any of them with in the map.	Better illustrations that the previous map. Participants used colors, images, and drawings.	After suggestions, participants showed progress and better illustrated mind maps
Teaching Approach	Online work's motivation	***Motivation*** to develop online activities is found on suggesting discussion forums, live sessions, and group activities. (Pearson, 2020)	Participants don't seem to be interested on developing the workshops.	Motivation has increased since the mind maps were proposed as the only task of the week.	Participants don't seem to be interested on the activities. Just four students participated. Even it is a grade for their term, most of them do not develop the activities.

Teaching Approach	Flipped classroom methodology	***Flipped classroom*** is an active, student-centered approach that was formed to increase the quality of period within class (Ozdamli & Asiksoy, 2016)	Just four students developed the workshop.	Five students developed the workshop. Three of them were the same from the previous workshop	Four students develop the workshop, three of them were the same who worked on the workshops before.
Resources	TIC	***"Information and Communication Technologies."*** ICT refers to technologies that provide access to information through telecommunications.(TeachTerms, 2020)	Some of the students use TIC resources to create their maps, meanwhile some of them refer to do it by hand. The platform used was power point	Some of the students use TIC resources to create their maps, meanwhile some of them refer to do it by hand. The platform used was power point and MindMeinster	Some of the students use TIC resources to create their maps, meanwhile some of them refer to do it by hand. The platform used was power point, canva and MindMeinster
Reflection	Reflection	***Reflection*** refers to an idea about something, especially one that is written down or expressed. (Oxford University Press (OUP), 2020)			

Data Analysis from Interview			
General Category	**Sub-categorie**	**Theory Description**	**Literal sentences from the interview**

	s					
Reading Comprehension	Decoding	***Decoding*** is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. (Word Decoding and Phonics, 2016)	**Interview**	**Participant1**	**Participant2**	**Participant3**
			¿Los textos proporcionados en cada taller eran comprensibles? Si / No ¿por qué?	Some texts were complex but easy to understand	Most of the texts were easy to me, except by one that I couldn't understand because of the lack of punctuation, but in general, they were easy.	There were easy and short texts, I could understand them.
Reading Comprehension	Vocabulary	***Reading vocabulary*** refers to the words that a student can read and understand (Jhons, s.f.)	¿Explique cuál fue su proseguir al encontrar vocabulario desconocido?	I asked the teacher	Firstly, I identified them, then, I underlined and listed each word on the notebook, and finally I looked for the meaning on de Cambridge dictionary	Actually, I did not find many unknown words, but if I found one, I searched it on the internet.
Reading Comprehension	Reading Strategy	***Skimming*** is reading rapidly in order to get a general overview of the material. (TeachTerms, 2020)	¿Aplicó estrategias para comprender el texto?	I looked for specific and important words to have a	Firstly, I read the questions about the text. Then, I read the	Yes, identifying words on the text.

Reading Comprehension	Reading Strategy	***Scanning*** is reading rapidly in order to find specific facts. (TeachTerms, 2020)		general idea of the text. Skimming	title, an watched the images; if there were, so I could be on context. Finally, I read.	Scanning
Reading Comprehension	Reading Strategy	***Inference*** can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. (Donnchaidh, s. f.)		I developped my capacity to infer about the text while I took into account the images, pre-activities, and title of the text.		
Reading Comprehension	Background knowledge	A person's ***background knowledge***, often called prior knowledge, is a collection of "abstracted residue" that has been formed from all of life's experiences. (Lent, 2012, p. 30)	¿Considera que los temas abordados en las lecturas le eran familiares o conocía de ellos? Justifique su respuesta	Yes, the themes were known, besides the texts we worked on the texts during pre-icfes.	Yes, most of them were known and easy texts.	Yes, we've worked on them during pre-icfes.
Mind Mapping	Knowledge Acquisition	***Knowledge acquisition*** is the process of absorbing and storing new information in memory, the success of which is often gauged by how well the information can later be remembered (retrieved	¿Qué piensa usted acerca de hacer mapas mentales antes de responder preguntas	Mind maps help to take specific ideas in a visual format were they	It helped me a lot because when I had to develop the quiz. The	It's a good strategy to identify the theme and to take out

		from memory). StateUniversity (s. f.).	relacionada con el texto?	are legible and udertanda ble.	informati on was clear and summariz ed on the map, so I could remember it.	main ideas. The illustratio ns and colors help e to understan d and memorize .
Mind Mapping	Summariz ing	***Summarizing*** is to express the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	¿Explique su proceso de resumen y categorizaci ón de la información durante el diseño de sus mapas mentales?	Firstly Reading and understan ding of the text, then, underlinin g ideas or key words, finally I created the drawing.	I started using the specific sentences or words that took my attention while reading, I also used people and drawings to remember the informati on	I started by adding the tittle, then key ideas, following some drawings instead of using sentences and at the end, I had visual format were the text was captured.
Mind Mapping	Categoriz ing	***Categorizing*** is the process of analyzing, organizing, and classifying pieces of information with the same features. (TeachTerms, 2020)				
Mind Mapping	Creativity	***Creativity*** is the expression of the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)		Through the maps developm ent I could explore my creaitivty.	I can develop my creativity when doing maps	

Mind Mapping	Illustrating	***Illustrating*** refers to provide (the text) with explanatory images to summarize or express information. (TeachTerms, 2020)		I used images and illustrations to replace words or sentences on the map	Drawings of people and objects, helped me to remember the information	Through the visual format, I could understand the text.
Teaching Approach	Online work's motivation	***Motivation*** to develop online activities is found on suggesting discussion forums, live sessions, and group activities. (Pearson, 2020)			This activities done by hand made me happy since I did not have to work on the computer once again.	
Teaching Approach	Flipped classroom methodology	***Flipped classroom*** is an active, student-centered approach that was formed to increase the quality of period within class (Ozdamli & Asiksoy, 2016)	¿Cómo le pareció la metodología de aula invertida?	This method did not dislike me, developing the maps as extra-activities was a good idea.	I liked it because we can relax out of the class, take the time to do each activity, we can be more creative.	I liked and it seems good to me, since I can develop the activities thoroughly by my self, and then, during the class, I can correct y mistakes.

Resources	TIC	***"Information and Communication Technologies."*** ICT refers to technologies that provide access to information through telecommunications.(TeachTerms, 2020)	¿Qué tipo de recursos TIC utilizó durante el desarrollo de los talleres?	I just used images but not platforms themselves.	I knew I could use them, but I didn't want. I am tired of being all they long sitting at in font of the computer, so with this workshops I could left aside the pc.	I used power point and Canva
Reflection	Reflection	***Reflection*** refers to an idea about something, especially one that is written down or expressed. (Oxford University Press (OUP), 2020)	¿Cuál es su opinión en cuanto a la implementación de los talleres de lectura y mapas mentales?	I think the mind maps are very useful to present the ICFES since we worked on many texts, now we have a better idea from what we are going to face and how to analyze the texts.	The mind maps allow you to remember the important information from the text and its not necessary to re-read again.	I had never worked with this technique, but think is good to exemplify and synthetize the information
			¿Considera usted que a través de esta estrategia mejoró la comprensió	Yes, specially my vocabulary	Yes, it got better, now when I review some texts it is	Yes totally, based on the fact that those were not complicat

			n escrita? ¿sí? ¿no? ¿Por qué?		easier to understand them	ed texts, I could practice on how to read, understand, analyze, and synthetize a text.
			¿Cuáles aspectos más considera qué mejoró a través de esta estrategia?	To be attentive to the information the text provides, to be assertive, to read quickly, to infer information, and finally to comprehend the elements I did not analyze before.	To be more creative and punctual	Vocabulary, to read quickly, and to understand the texts.
			¿Si tuviera la oportunidad de seguir trabajando con esta estrategia que le agregaría o quitaría?	I'd say, trying to work on more complex texts, with unknown vocabulary, and maybe longer.	I think all maps should be done by hand and not virtually, now that everything is virtual, it could be an opportunity to left	I would work with this strategy, and I wouldn't change anything, I think the way we worked was excellent.

					aside the computer and rest of it.	

Data Analysis from Field Diaries (Journals)					
General Category	**Sub-categories**	**Theory Description**	**Literal sentences from the field diary (journal)**		
			Journal 1	**Journal 2**	**Journal 3**
Reading Comprehension	Decoding	***Decoding*** is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. (Word Decoding and Phonics, 2016)	The participants expressed they fully understood the message of the text since it was reflected on the quiz answers.	The participants expressed to have understood the text which was reflected since in the quiz they got excellent answers.	The participants showed to have understood the message of the text since it was reflected on the quiz answers.
Reading Comprehension	Vocabulary	***Reading vocabulary*** refers to the words that a student can read and understand (Jhons, s.f.)	According to the observations during the workshops, the students understood most of the texts, and if they faced unknown words,	Following the observations records, the students understood most of the text and the vocabulary. The students also expressed that if they had faced unknown words, they had tried to look for their meaning.	Based on the observation, the students understood the text's vocabulary. Besides, the participants expressed that if they had found

			they tried to look for their meaning in English, if so was not possible, they looked for the translation .		unknouwn vocabulary , they had tried to look for it onthe dictionary.
Reading Comprehension	Reading Strategy	***Skimming*** is reading rapidly in order to get a general overview of the material. (TeachTerms, 2020)	As the students expressed, they firstly made a general reading of the text in order to have a board idea about the topic. Skimming	Some students expressed they skim the text at the beging. However, some other students expressed they read quickly to get specific facts from the text since they already read it before. - Scanning	Most of the students apply skimming and scanning to read the texts. However, they also expressed to infer based on the images, the title, the questions, and the pre-activities.
Reading Comprehension	Reading Strategy	***Scanning*** is reading rapidly in order to find specific facts. (TeachTerms, 2020)			
Reading Comprehension	Reading Strategy	***Inference*** can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. (Donnchaidh, s. f.)			
Reading Comprehension	Background knowledge	A person's ***background knowledge***, often called prior knowledge, is a collection of "abstracted residue" that has been formed from all of life's experiences. (Lent, 2012, p. 30)	The text had been previously analyzed in class. Besides, for the workshop, the students developed	The text had been previously analyzed in class. Besides, for the workshop, the students developed a pre-activity with general information in	The text had been previously analyzed in class. Besides, for the workshop, the students developed

			a pre-activity with general information in order to set a context about the reading.	order to set a context about the reading.	a pre-activity with general information in order to set a context about the reading.
Mind Mapping	Knowledge Acquisition	***Knowledge acquisition*** is the process of absorbing and storing new information in memory, the success of which is often gauged by how well the information can later be remembered (retrieved from memory). StateUniversity (s. f.).	Taking into account the productions, the observations, the assesment, and the discussions with the participants, the mind map conduct them to memorize, a rememeber the information for the quiz.	Taking into account the productions, the observations, the assesment, and the discussions with the participants, the mind map conduct them to memorize, a rememeber the information for the quiz.	Taking into account the productions, the observations, the assesment, and the discussions with the participants, the mind map conduct them to memorize, a rememeber the information for the quiz.
Mind Mapping	Summarizing	***Summarizing*** is to express the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	For the participants was easy to identify most of the text information since they have prior knowledge about the	As the participants knew the text, they expressed that the summarizing process did not took much time since they just had to focus on the main aspects to	For the participants was easy to identify most of the text information since they have prior knowledge about the

			texts taken for the workshops	categorize them.	texts taken for the workshops and as they expressed, the summarizing process was based on indentifying specif information.
Mind Mapping	Categorizing	***Categorizing*** is the process of analyzing, organizing, and classifying pieces of information with the same features. (TeachTerms, 2020)	The students expressed the categorization process as the most difficult since they did not understood how to organize the categories in a hierarchy. Suggestions were done on how to split the information into specific categories such as: places, food, dates, etc.	After suggestions, the students improved on how to categorize. All the information was divided into speciic categories or branches, however they kept a lot of text in the mind map.	For this final workshop the participants showed better organization and categorization within the mind map. However, there is still one student who remains on not-well organized categories.

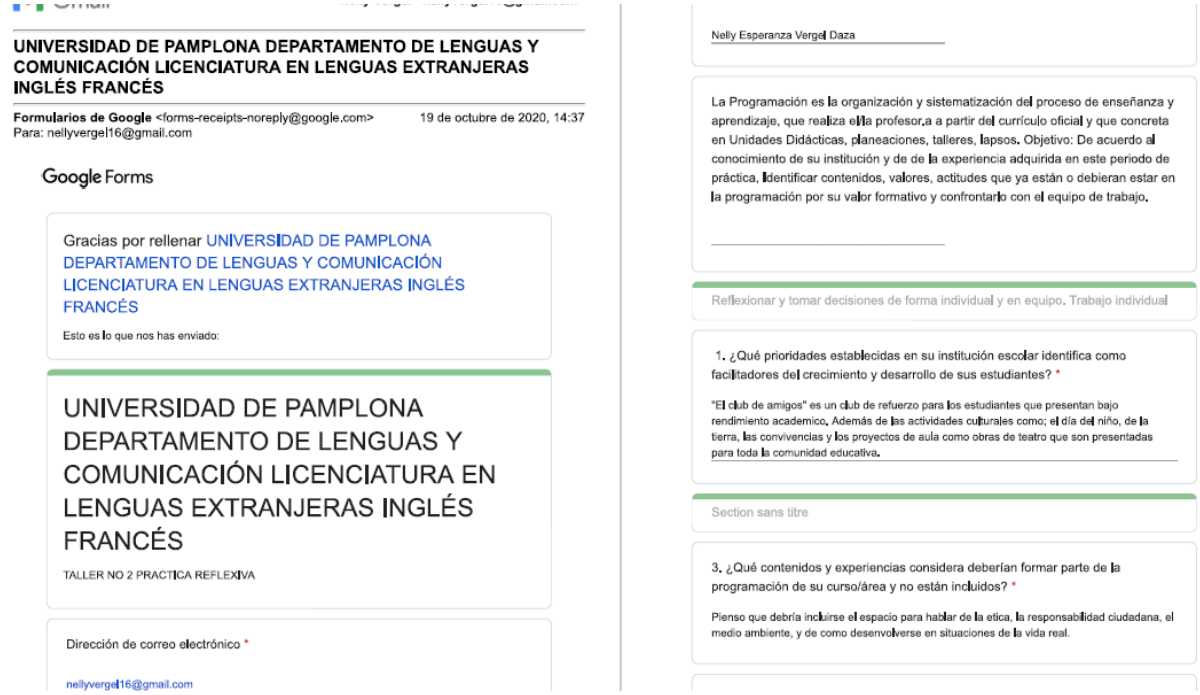
Mind Mapping	Creativity	***Creativity*** is the expression of the most important facts or ideas about something or someone in a short and clear form. (TeachTerms, 2020)	The participants told their creative process was based on illustrating people, objects, and actions. Besides they add diferent colors and lines to create the branches. However, the some maps remain being simple and poor. Some suggestions and examples were given.	The participants told their creative process was based on illustrating people, objects, and actions. Besides they add diferent colors and lines to create the branches. After the suggestions, the students improved their maps which were much better in terms of creativity.	For this workshop the students improved their maps which were much better in terms of creativity. The participants told their creative process was based on illustrating people, objects, and actions. Besides they add diferent colors and lines to create the branches. .
Mind Mapping	Illustrating	***Illustrating*** refers to provide (the text) with explanatory images to summarize or express information. (TeachTerms, 2020)	Poor illustrations, a lot of text, there are no categories established. Suggestions and examples were given to the students	After suggestions, the students improved on how to illustrate, as they expressed, they took into accout places, people, objects, actions, and food, in order to represent them with	The students showed to have a big improvement on the illustration. The maps were full of images and as they expressed, they took into

			on how to improve their illustrations and chose them.	drawings instead of using words. Better illustrations, better organizations, categories established. -Too much text	account important and key elements from the text to illustrate them. Better illustrations, better organizations, categories established, key words, and short sentences
Teaching Approach	Online work's motivation	***Motivation*** to develop online activities is found on suggesting discussion forums, live sessions, and group activities. (Pearson, 2020)	Some students expressed to be tired with the workshops since they had a lot of homework to do, and the workshops represented more job to do and they wouldn't get a grade from it. Just 4 students answered the workshop.	Some students expressed to be happy with the creativity and felt inspired to create interesting mind maps. Besides, they feel more motivated to work since the workshops are the only homewrok to do. However, some others expressed they wasn't interested on the maps, so they created one as simple as possible, easy, and fast to create. Just 5 students	Just half of the class felt interested on participate on the workshops and develop them, even it was a grade for them. However, at the moment of the quiz, some students who did not develop the workshop, took the quiz and

				answered the workshop.	got good or acceptable grades. Just 4 students answered the workshop.
Teaching Approach	Flipped classroom methodology	***Flipped classroom*** is an active, student-centered approach that was formed to increase the quality of period within class (Ozdamli & Asiksoy, 2016)	The students don't answer to the workshops, from 11 students, just four participated. The ones who participated expressed they liked to develop part of the workshop at home and the discussion and asessment in class.	Five students keep participating, and the section of the workshops that are assigned to be developed at home are accomplished. However, some students who did not develop the workshop, took the quiz and got good or acceptable grades.	Four students keep participating, and the section of the workshops that are assigned to be developed at home are accomplished. However, some students who did not develop the workshop, took the quiz and got good or acceptable grades.

Resources	TIC	***"Information and Communication Technologies."*** ICT refers to technologies that provide access to information through telecommunications.(TeachTerms, 2020)	Use of virtual platforms such as, google classroom, canva, power point, quizziz, google forms, zoom, and wahtsapp.	Use of virtual platforms such as, google classroom, canva, power point, quizziz, meinmeinsterg oogle forms, zoom, and wahtsapp.	Use of virtual platforms such as, google classroom, canva, power point, quizziz, google forms, zoom, and wahtsapp.
Reflection	Reflection	***Reflection*** refers to an idea about something, especially one that is written down or expressed. (Oxford University Press (OUP), 2020)	Participants expressed to have understood memorize, learn, and remember easily the information they study since they create graphical designs such as mind maps	Participants expressed to have understood memorize, learn, and remember easily the information they study since they create graphical designs such as mind maps	Participants expressed to have understood memorize, learn, and remember easily the information they study since they create graphical designs such as mind maps

Annex 9 Reflective Workshops



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UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

TALLER NO 2 PRACTICA REFLEXIVA

Dirección de correo electrónico *

nellyvergel16@gmail.com

Nelly Esperanza Vergel Daza

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el/la profesor,a a partir del currículo oficial y que concreta en Unidades Didácticas, planeaciones, talleres, lapsos. Objetivo: De acuerdo al conocimiento de su institución y de de la experiencia adquirida en este periodo de práctica, Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Reflexionar y tomar decisiones de forma individual y en equipo. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes? *

"El club de amigos" es un club de refuerzo para los estudiantes que presentan bajo rendimiento academico. Además de las actividades culturales como; el día del niño, de la tierra, las convivencias y los proyectos de aula como obras de teatro que son presentadas para toda la comunidad educativa.

Section sans titre

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su curso/área y no están incluidos? *

Pienso que debría incluirse el espacio para hablar de la etica, la responsabilidad ciudadana, el medio ambiente, y de como desenvolverse en situaciones de la vida real.

Propongo actividades que le permiten a los estudiantes reflexionar sobre el comportamiento humano frente a situaciones especificas, también baso la metodología de mis clases en la participación en respuesta a preguntas reflexivas.

Qué podría hacer Usted para incorporar esos aspectos que no están incluidos?

Unir el contenido del area y la planeación de las clases con estos aspectos que yo considero deben enseñarse a los estudiantes ya que son fundamentales para la vida en sociedad

Puede socializar una de las experiencias de la práctica que considere relevante y se relacione con lo que tratamos en esta sesión? *

En una de mis clases, se realizó un pequeño conversatorio sobre la relación huano-naturaleza. En ésta clase se abordaron preguntas como ¿Qué opina del uso de animales para probar meicamentos ? ¿Qué opina de los zoologicos?

II. Puesta en común con el equipo docente con el grupo de práctica. Qué obtiene de este intercambio? *

Reflexiono sobre las tematicas para la vida que debería enseñar a mis estudiantes y me lleva a preguntarme como abordar estás tematicas de manera que se genere un aprendizaje significativo en cada uno de los estudiantes

Bonne Journée !

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

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Nelly Esperanza Vergel Plaza

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020
Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría . Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes .
El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica .
En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas
Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana . -Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

Curso 8-1. La planeación del colegio se realiza de manera general. Se escoge la unidad, que se va a trabajar, se explica como se abordará la tematica, los recursos que utilizarán, y la tarea semanal. Para la planeación de cada sesión, yo preparaba mis clases entornor a las paginas del libro que se trabajarían ese día, por lo general 1/2 pag, así que solo se realizaban los ejerciciosdel libro.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale (desde que inicia hasta que termina) . Indique todo lo que hace como profesor.a y lo que hacen l@s estudiantes. *

Incia la clase en la llamada de zoom (40 min), se recuerdan las reglas de la clase virtual, se recuerda el tema gramatical con un video u imagen explicativa. Seguidamete, se da inicio a resolver los puntos del libro. Personalmente, organizaba cada ejercicio del tema en

activamente y para finalizar se hace un recuento del tema gramatical, se abre esapacio a mas preguntas, se recuerda la tarea de la semana, y se despide a los estudiantes.

.4. Si hay situaciones o eventos "extraordinarios" importantes, convendrá que lo exponga. *

Aveces se va la señal a internet, entonces me suple mi supervisora. Si a ella le ocurre con un curso que no está incluido en mi horario, o tiene una reunión, yo me conecto por ella. Si es imposible la conexión, por el grupo de Whatsapp se envía un mensaje con el trabajo que se debe realizar en clase y los estudiantes lo publican en Google Classroom al finalizar la hora de clase

3. Si encuentra que hay rutinas que se repiten en todas las sesiones indique cuáles y por qué . *

Si, se repite el trabajo de hacer los ejercicos del libro y completar las unidades, entorno a esto gira la metodología. Es así porque la institución utiliza ésta metodología del libro guía. Para evadir la monotonía, yo creaba diapositivas interactivas, juegos, o actividades de intervención oral.

5. Si varias sesiones configuran una Unidad, describa el proceso completo: -Cómo estructura la Unidad y organiza el tiempo -Distribución de los espacios (virtuales) -Tipo de actividades y materiales utilizados por l@s estudiantes: ordinarios, de ampliación, de refuerzo *

La institución en la que realizo mi practica, realiza encuentros virtuales por materia almenos 4 días a la semana, son encuentros sincronicos, de 40 minutos por Zoom, a los cuales se conectan todos los estudiantes. Si hay necesidad de tutorías, el estudiante las solicita y se conviene una hora. Por otra parte, las unidades se trabajan en semana y media aproximadamete. Lo más importate e que el estudiante asimile, comprenda, y exteriorice su entendimiento del tema, así que si se debe alargar el tiempo de la unidad, se expnade hasta dos semanas mas o menos.

6. Describir como realiza la atención a la diversidad del aula (analizar este

6. Cómo realiza la observación y el registro de datos. (Descripción del modo de realización) *

(Ésta prengunta no es clara)

7. Describa las actividades de evaluación. Pruebas, etc. Cómo realiza la retroalimentación del proceso de aprendizaje al estudiante? *

Las actividades de evaluación se dividen en: quices, pruebas de corte, y pruebas de calidad. Los quices se realizan sincronicos o asincronicos (en la tarde). Las pruebas de corte son durante dos semanas en jornada de la tarde, aunque los estudiantes tienen clase en la mañana, no se les deja tarea. Finalmente, las pruebas de calidad se realizan del mismo modo que las de corte, pero sin son las de 4to periodo, se hacen en la mañana durante dos horas y media. Luego se continua con clases.

Cómo realiza la retroalimentación del proceso de aprendizaje al / a la estudiante?

En el siguiente encuentro se socializa la prueba, se dan las respuestas corrctas, luego se hace feedback colectivo y review de temas.

Taller adaptado de Blanchard, M y Muzás, MD. Propuestas Metodológicas para Profesores Reflexivos. Celesa, 2005

Crea tu propio formulario de Google

Annex 10 Playful Activities Planning

PLANEADOR DE ACTIVIDADES LUDICAS

DOCENTE: NELLY ESPERANZA VERGEL DAZA **CURSO:** PRIMERO

UNIDAD: HEALTHY HABITS **FECHA: 26**- 30 OCT

Actividad 1: La docente mostrará y leerá a los estudiantes un cuento sobre los hábitos saludables. En el cuento se encuentra una ilustración del hábito, el nombre del mismo en inglés, y una oración simple usándolo.

Actividad 2: La docente proyectará unas diapositivas a los estudiantes, en ésta actividad se encuentran la ilustraciones del cuento y una oración usando el hábito. La oración se encuentra incompleta (le faltan dos letras), los estudiantes deben decir las dos letras faltantes y nombrar el habito al que corresponde la imagen

Materiales:

- **Libro:** https://www.storyjumper.com/book/read/90432135/5f93592088c04
- **Diapositivas:** https://drive.google.com/file/d/1hLZmj_-91HA9Ftw5Bcn5ZcCb9MnlmVcc/view?usp=sharing

PLANEADOR DE ACTIVIDADES LUDICAS

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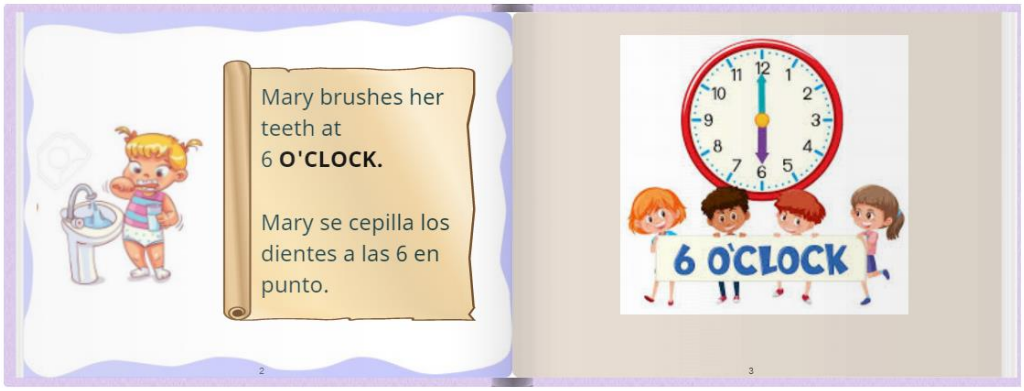
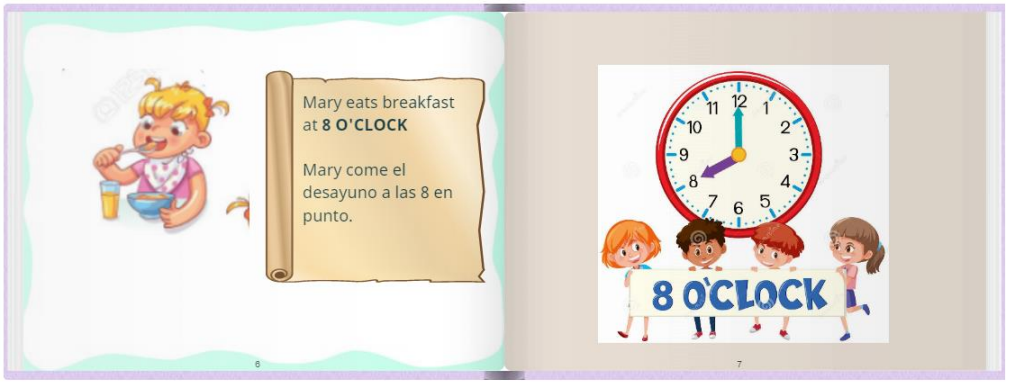
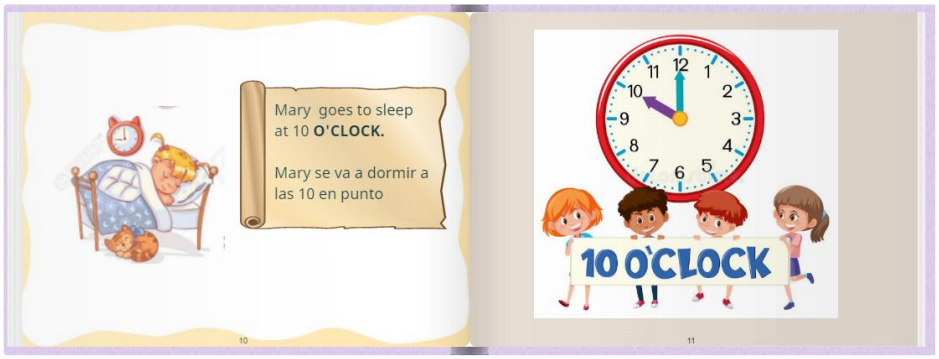
- **Diapositivas:** https://drive.google.com/file/d/1hLZmj_-91HA9Ftw5Bcn5ZcCb9MnlmVcc/view?usp=sharing

Annex 11 Audio-visual Material Playful Activities

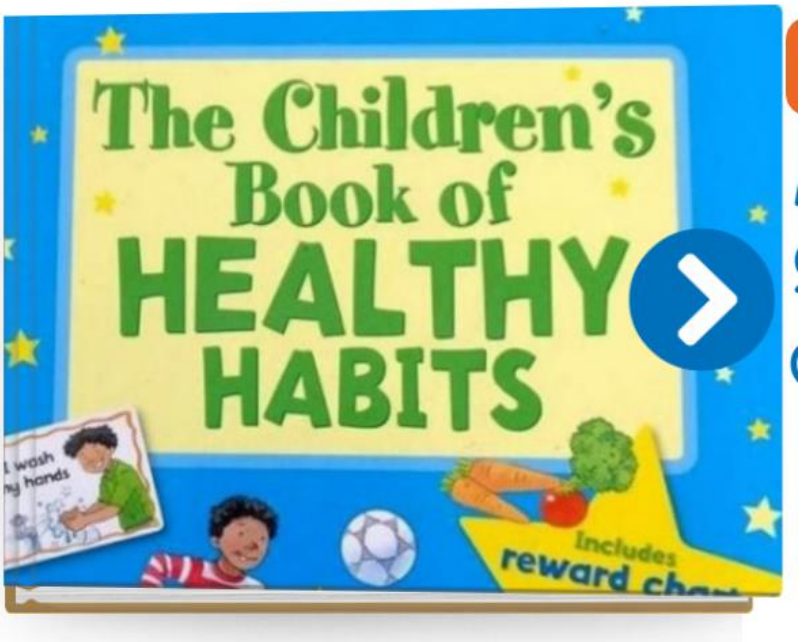
Activity 1- Second grade



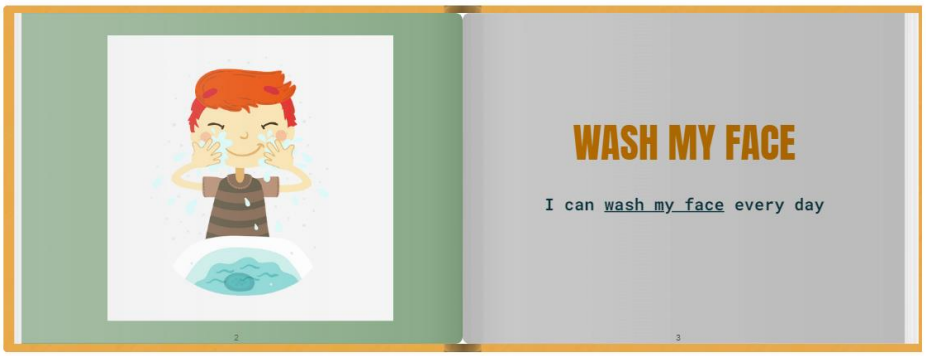




Activity 3- First grade



storyjumper Home Library Prices Help Search for books... Nelly



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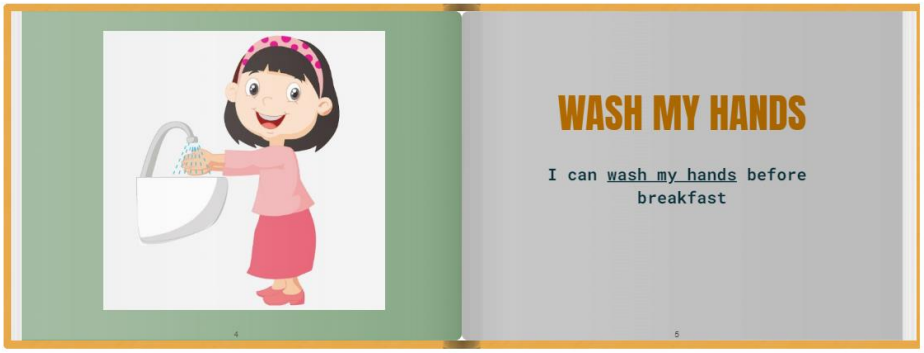

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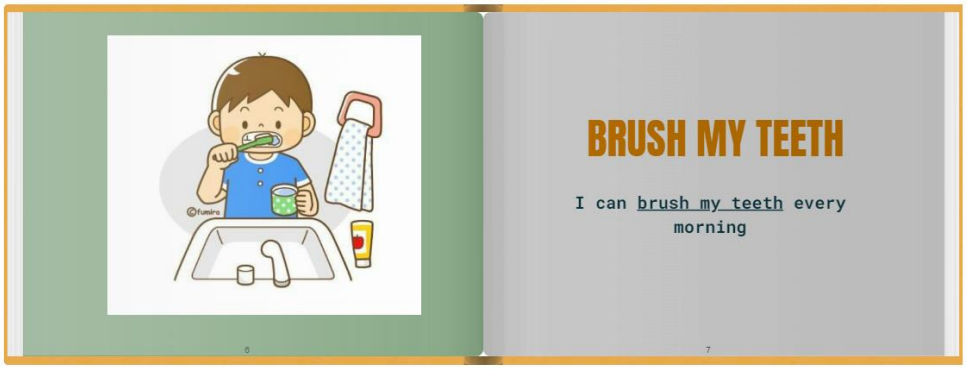

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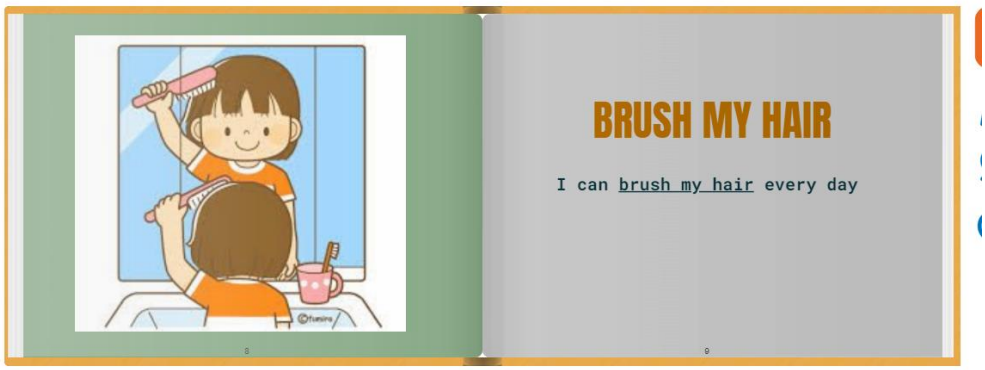

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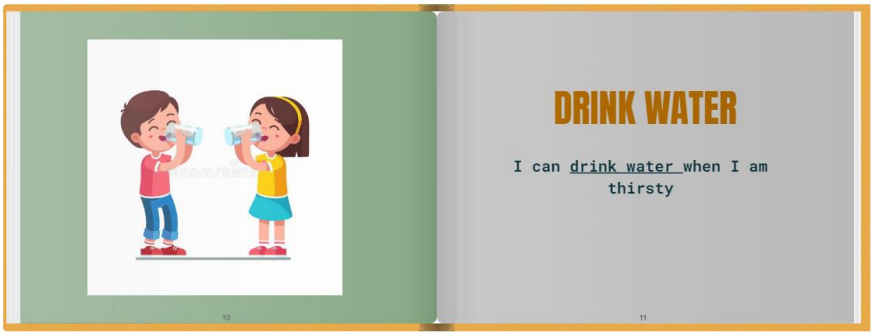

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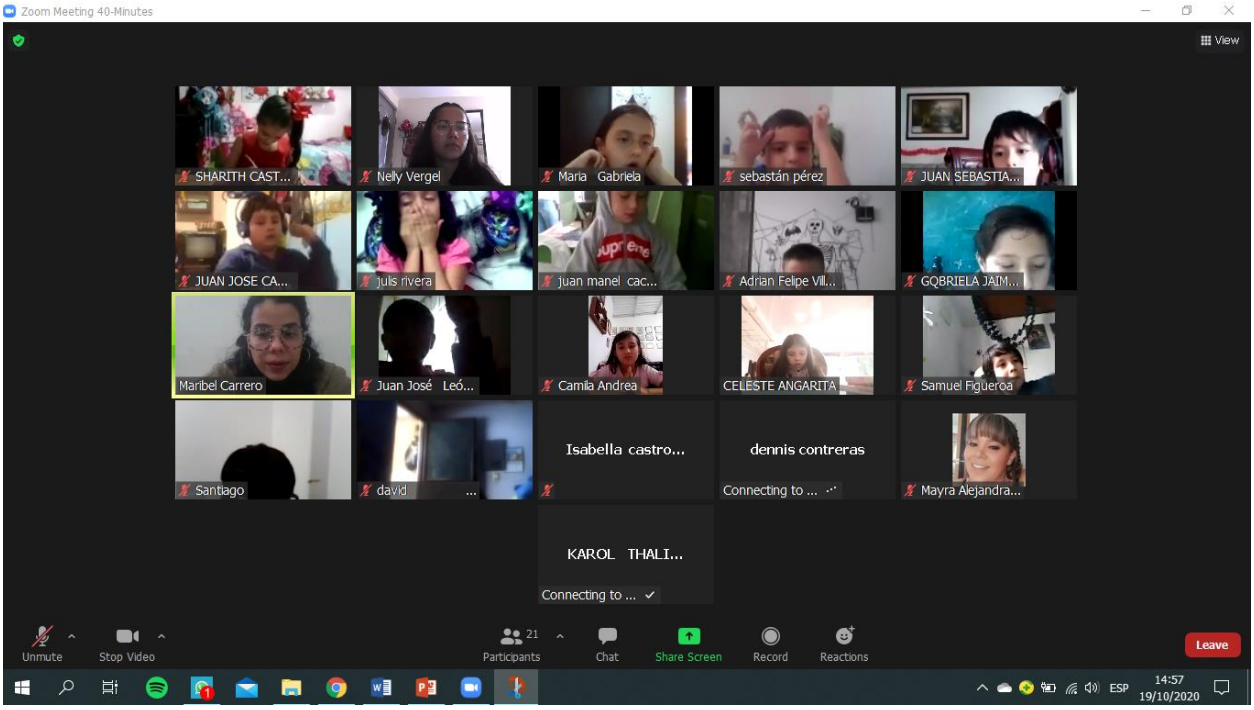
Annex 12 Playful Games

Activity 1- Second grade

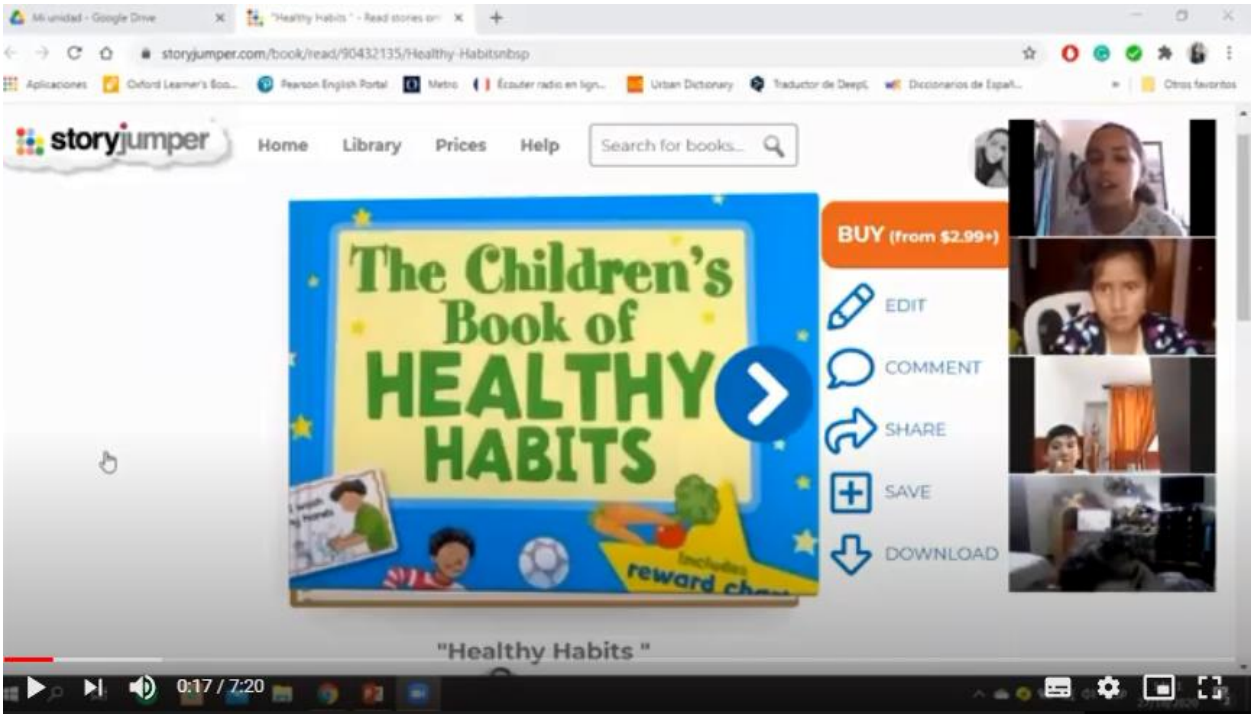
Activity 3- First grade

Annex 13 Outreach Evidences

Activity 1 – First grade

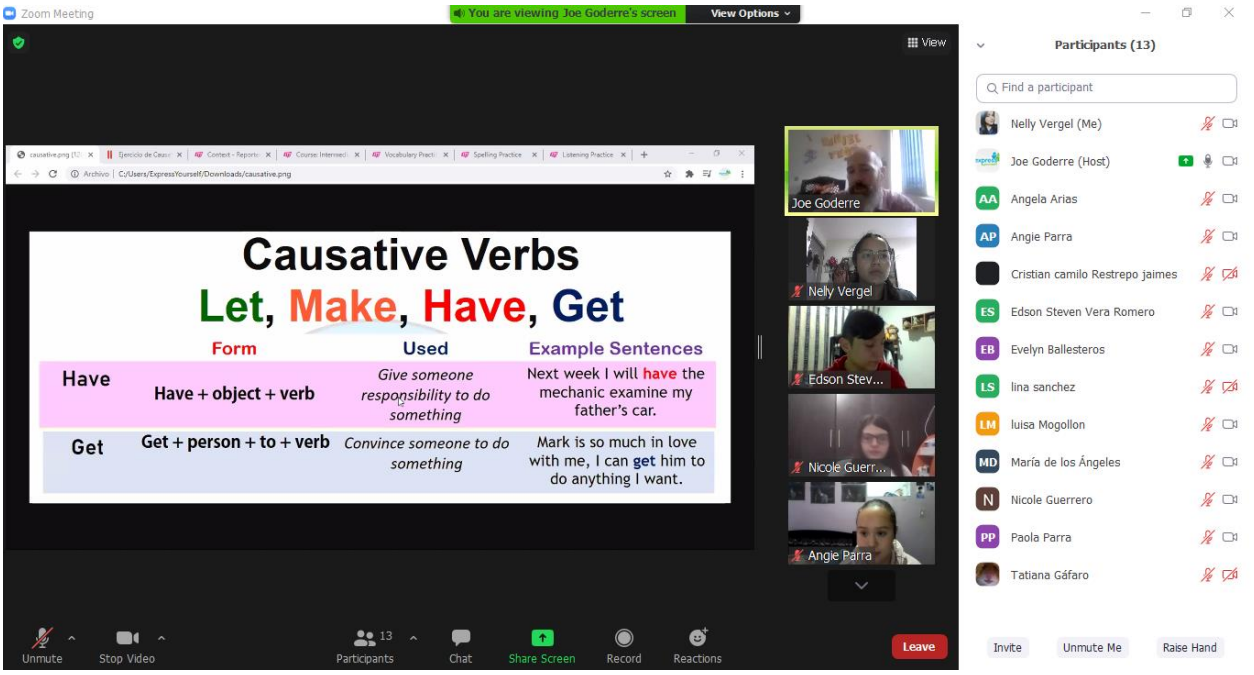


Activity 3- First grade

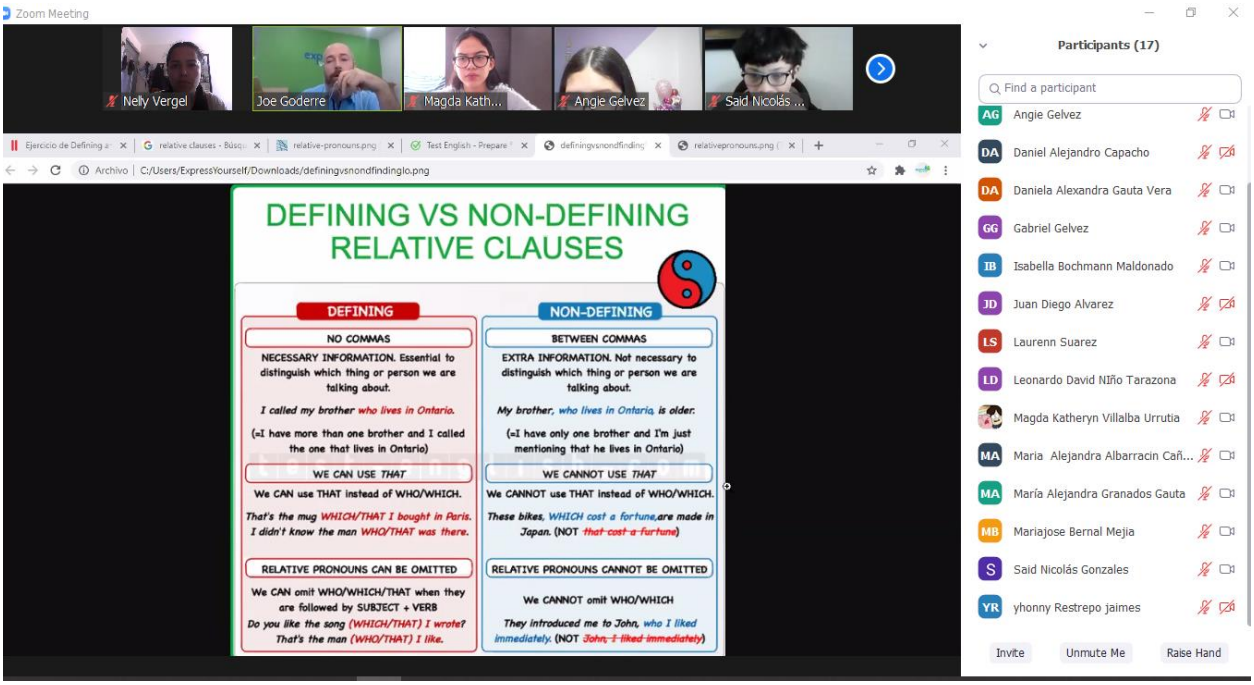


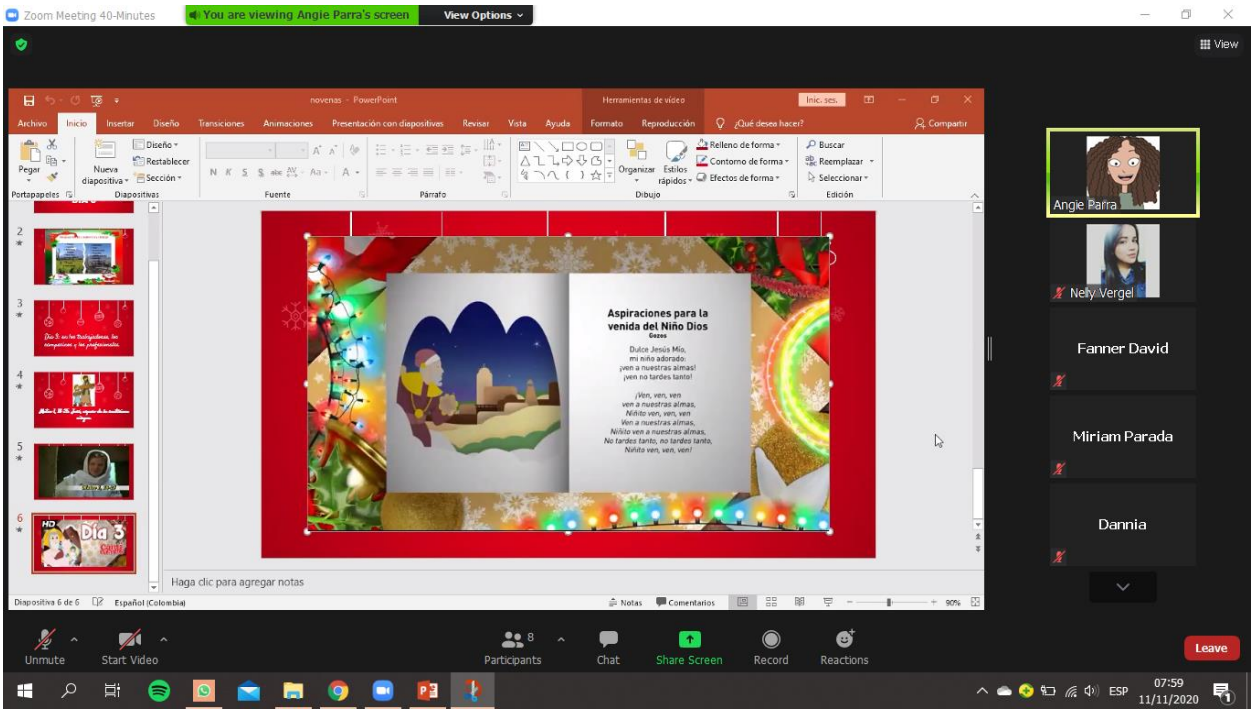
Annex 14 Evidences Administrative Component

Workshop 10th grade



Workshop 8th grade



English Song Festival

Christmas Novena