Developing Reading Strategies on Tenth and Eleventh Graders to Improve Their Reading Comprehension in Their English Course at the Francisco José De Caldas School: An Action Research

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Pamplona

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Chapter I

General Presentation of the project

This proposal is divided into four chapters. The first chapter presents the pedagogical component; its theoretical framework; the pedagogical approach and the reading strategies the pre-service teacher used to prepare 10th and 11th graders for their ICFES test.

The second chapter comprises the research component dealing with the pre-service teacher's reflective thinking as an instrument to collect information about the pedagogical intervention that is necessary to improve teaching practicum.

The third chapter addresses the outreach component that aims to assist the elementary students from the Francisco Jose de Caldas School in their English course by implementing nursery rhymes that would be helpful during their academic process.

Chapter four includes the administrative component which is centered in the planning, organization, and control of the institutional events where the pre-service teacher assisted.

Introduction

In an effort to become more competitive in the global market, Colombia, as many other Latin American countries, has declared English as the foreign language to be taught. In support of this measure some policies have been designed to reinforce the teaching of the English language in the country. In 2004 the Colombian Ministry of Education created The National Bilingual Programme using as a reference the Common European Framework of Reference for Languages (CEFR), its main objective is offering every student in the county the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalized world.

To support this measure the teaching practicum of the University of Pamplona implemented a project divided into 4 components, including the a sub-project which consists of teaching English and reinforcing pronunciation through nursery rhymes to fourth grader at the Francisco Jose de Caldas School at Cucuta, Norte de Santander.

On the other hand, the MEN leads the Program for Strengthening the Development of Competencies in Foreign Languages (PFDCLE), whose objective is to prepare "citizens capable of communicating in English, with internationally comparable standards, that insert the country into its universal communication processes, in the global economy and cultural openness " (p.6). Meaning that the standards of proficiency in the English language of the Common European Framework of Reference for Languages (CEFR) were taken into account to create the ICFES English exam addressed to 11th graders of Colombia, this test measures English skills but it is focused on standardized reading tests, it does not include listening and speaking just reading, grammar and vocabulary.

In this context, the pedagogical proposal presented in the second chapter of this project aims to improve the ninth and eleventh graders of the Francisco Jose de Caldas School's reading comprehension by teaching them reading strategies. Following the methodology known as Task-Based Learning, they learned how to properly use reading strategies to improve their reading skills. According to Navarro (2008) reading strategies help students to build background knowledge and activate their schemata to interact with the texts and create meaning. In other terms, these strategies stimulate students' pre-knowledge to understand the entire text.

However, the Foreign Language Program of the University of Pamplona accomplishing the administrative component aimed to enhance the pre-service teachers' professional formation and contributing to the community through school activities to be immersed in an academic context.

Conversely to the research Component that consist of a macro project entitled "Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum" which aims to implement the reflection as a transformative tool of the pedagogical process of integral practice.

Furthermore, the entire proposal was carried out virtually due to the mandatory use of ICTS as a response to the COVID19 emergency, for this reason digital aids such as videos and synchronic classes through Microsoft teams and Google meets were done to develop listening, reading comprehension and speaking on tenth and eleventh graders.

Justification

Nowadays, speaking English is considered an important requirement to reach social, academic, and economic progress around the world; English courses have been incorporated into most undergraduate programs. Moreover, a follow up of ICFES results of the last 5 years, specifically on English results was done and the results have not been entirely satisfactory. It showed that one out of every six students are not having a basic development of their English skills and the general results are highly dispersed (Icfes, 2019).

In the last three years, low scores were obtained by the previous eleventh-grade students on the SABER 11exam in the English section. Demonstrating that students had poor reading in the target language, for these reasons it is deemed important to strengthen their reading comprehension to facilitate their English learning through strategies that develop the students' critical thinking skills which can be useful during their test presentation.

On the other hand, COVID-19 pandemic has disrupted the normal functioning of learning and education. Along with the United Nations (2020) affirms that "COVID19 has pushed educational institutions towards online learning, although the shift towards online learning as forceful, but important for continuing the learning process". In consequence, online learning needed to be implemented at the Francisco Jose de Caldas School to keep up with the development of the students 'educational process supported by ICTS

Six observations were carried out on August 31st and September 1st via Microsoft teams on the tenth and eleventh-grade courses of the Francisco Jose de Caldas School. These observations demonstrated that the students liked their English lessons but they had problems

when it came to reading texts and trying to answer comprehension questions. This reading comprehension problem was evident not only in class but also in different examinations in which the main requirement was reading comprehension.

Moreover, reading is one thing that many students struggle with, in the institutional observation carried out at the beginning of the practicum, it was observed on tenth and eleventh graders who need a little extra help to improve their reading comprehension. Hence "different reading strategies may induce learners to focus on different aspects of the text, which could be critical in determining the kind of interconnections established within the information read" Chi, Bassok, Lewis, Reimann, & Glaser (1989) reading strategies have been necessary for learners to have a better understanding of the texts and the exercises proposed.

In general, this proposal benefits 10th and 11th graders students, teachers, parents, and even students' friends from the Francisco Jose de Caldas School, hence this proposal sought to motivate the students not only towards reading and speaking but also towards English as a school subject in general by improving their English proficiency level.

Objectives
Main objective

To assist the Francisco Jose de Caldas School in the administrative and the pedagogical processes to guide pre-service teacher's integral formation based on the principles and MEN's guideless during the teaching practicum.

Specific objectives

- To develop reading strategies on tenth and eleventh graders from the Francisco Jose de Caldas School to improve their reading comprehension.
- To implement reflection as a transforming tool of the pedagogical practicum of teaching practicum.
- To promote on the pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.
- To teach English to fourth graders from Francisco Jose de Caldas School by using nursery rhymes.
- To be involved in administrative activities and events at the Francisco Jose de Caldas School in Cucuta Norte de Santander.

Chapter II

Institutional observation

The educational institution Francisco Jose de Caldas is located in the calle 19 No 13-23 in La libertad street in Cucuta, Norte de Santander. The school's foundation was officially known under the resolution No 1065 December 31st of 1959, which provided the community education in Pre-school, primary and high school levels. This institution belongs to the calendar A. This organization is composed of two more locations in San pedro claver, located in calle 28 no 10-45 Bellavista-la libertad, Santísima trinidad on calle 3 no.2-48 San Mateo.

Due to the Covid-19 pandemic, communications were done via e-mail through confirmation mails of pre-service teacher tutor and supervisor, later an encounter was organized by the Integral Practice Committee to meet each supervisor and each pre-service teacher via Zoom on august 31st since that date they started to have a direct contact via Whatsapp which aid to appoint pre-service teachers to make their first-class observations on the following week.

Diagnostics Step of the Practicum

The COVID-19 pandemic is a huge challenge to the education system. In the University of Pamplona specifically the teaching practicum aims to face this challenge on many educational institutions of the city, which do not count with an English teacher or the necessary teaching materials to assist the educational needs of this sector. Nevertheless, it is necessary to know beforehand the institution's academic, administrative, needs, and strengths. For that reason a documental analysis about this institution such as the handbook and the legislation in order to know how to proceed at the Francisco Jose de Caldas School.

Moreover, some observations were conducted on tenth and eleventh courses in order to understand how the teacher continued the teaching process during the pandemic. These observations helped the pre-service teacher to be prepared by perceiving students' needs, ways of teaching, and the teaching material used, these items served to take an active action during teaching practicum.

Likewise, a survey was conducted to measure institutional knowledge of the following aspects: handbook, methodology, and communication channels of the Francisco Jose de Caldas School.

Document analysis

The Institution's Authorities

The educational authorities from Francisco Jose de Caldas School are organized hierarchically as follows:

- The school's principal: Sandra Patricia Figueroa Sarmiento is a specialist in the education field and as the school's legal representative; she is in charge of the resource's management, as well as the administrative and academic important decisions.

- The academic coordinator: Alexander Arias is the person in charge of organizing the teachers' schedules and managing the organization of the administrative, cultural, and academic activities. He also bridges the gap existing between the school's principal and the teachers due to the hierarchy of respect.

- The discipline coordinator: Azula Blanco is the person who monitors that the institution's co-existence rules are respected. She has to handle different types of situations that may affect students' wellbeing inside the school, and her functions include: talking to the

parents, keeping track of the students' misbehavior, and finding the appropriate strategies to correct such faults.

- The teachers: their function is to guide students to the knowledge and to evaluate the extent of learning goals that are being met.

- Additionally, there are 114 teachers at school including the 6 English teachers in high school.

Institution PEI

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

Mission

Francisco José de Caldas School has the mission of educating students as autonomous and critical citizens, who have a life project based on values such as respect, honesty, self-esteem, and solidarity. In addition to this, they are supposed to obtain an entrepreneurship vision, looking for inclusion in the productive sector or achieve their social and family improvement.

Vision

In the year 2021 Francisco Jose de Caldas School will continue working:

- To educate autonomous and critic citizens based on the institutional principles.

- To foster the inclusion of the community in the institutional projects.

- To strengthen the entrepreneurial spirit in students.

- To improve technical education through the creation of inter-institutional agreements.

Additionally, a set of values are fostered throughout the students' learning process as the means to achieve such mission and vision. Thus, the institution stands for values such as respect, honesty, solidarity and productivity.

 Institutional Handbook

It presents the actions that are banned inside school:

Table 1.

Institutional Handbook

	Fault 1	Fault 2	Fault 3
Action	Minor faults whose harm the school community's body and health; corrected through a verbal wake-up call.	Repeated actions that cause some harm to the school community members. Actions are punished by giving the student an ultimatum to correct such faults.	These actions are linked to crimes against liberty and integrity, this behavior causes the expulsion of the institution

The MEN stated mandatory and preventive activities due to COVID 19 which have been aimed at generating the conditions for girls, boys, and adolescents to continue their educational process at home with the guidance and pedagogical accompaniment of their teachers and the mediation of their families.

According to the institutional handbook, students must attend to all classes with their uniform, be on time, use properly ICT during each class, additionally, there is forbidden to

interrupt a class due to it would be described as a minor fault which does not harm the school community's body and health, and they can be corrected through a verbal wake-up call.

In contrast, another fault is the drawing of graffitis, plagiarism, and misuse of netiquette which may cause some harm to the school community. These actions are punished by contacting the students' tutor and giving the student an ultimatum to correct such faults.

By the same token, type 3 faults as the actions typified by Colombian laws as crimes. These actions are linked to crimes against liberty and integrity and perpetuating them is causative for the expulsion of the institution and referral to the competent authority.

In the same fashion, this handbook includes a set of institutional coexistence agreements whose main topic is closely related to the school's values previously mentioned. These agreements aim to foster positive actions inside the school, which foster a harmonious learning environment and reflect the school's commitment to preparing citizens of good for the Colombian society.

MEN Guideless and Normativity to Face Covid 19 Pandemic

Figure 1.

Eleventh Grade MEN's Standards

ESTANDAR CURRICULAR GRADO ONCE
ESTANDAR GENERAL: Además de lo que logré en el nivel anterior, en este nivel Participo en conversaciones en las que puedo explicar mis opiniones e ideas sobre temas generales, personales y abstractos. También puedo iniciar un tema de conversación y mantener la atención de mis interlocutores; cuando hablo, mi discurso es sencillo y coherente. Aunque mi acento es extranjero, mi pronunciación es clara y adecuada. Escribo textos que explican mis preferencias, decisiones y actuaciones. Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco. Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna. En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros. Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

The MEN stated some mandatory and preventive activities due to COVID 19 which have been aimed at generating the conditions for girls, boys and adolescents to continue their

educational process at home with the guidance and pedagogical accompaniment of their teachers and the mediation of their families.

The curriculum refers to the lessons and academic content taught in a school or in a specific course or program it takes into account the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the tests, assessments, and other methods used to evaluate student learning.

Schedule

Table 2

Teacher's schedule

Time/day	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	11-01				
8:00-9:00		10-03			
9:00-10:00	11-02	10:02			
10:00-11:00		10:01			
11:00-12:00	11-03				

Taking into account the table above, the teacher has 6 hours of direct work with his students on Monday and Tuesday. However, the rest of the week is devoted to contact students who did not attend synchronic classes through Whatsapp or phone calls.

Figure 2

School's chronogram
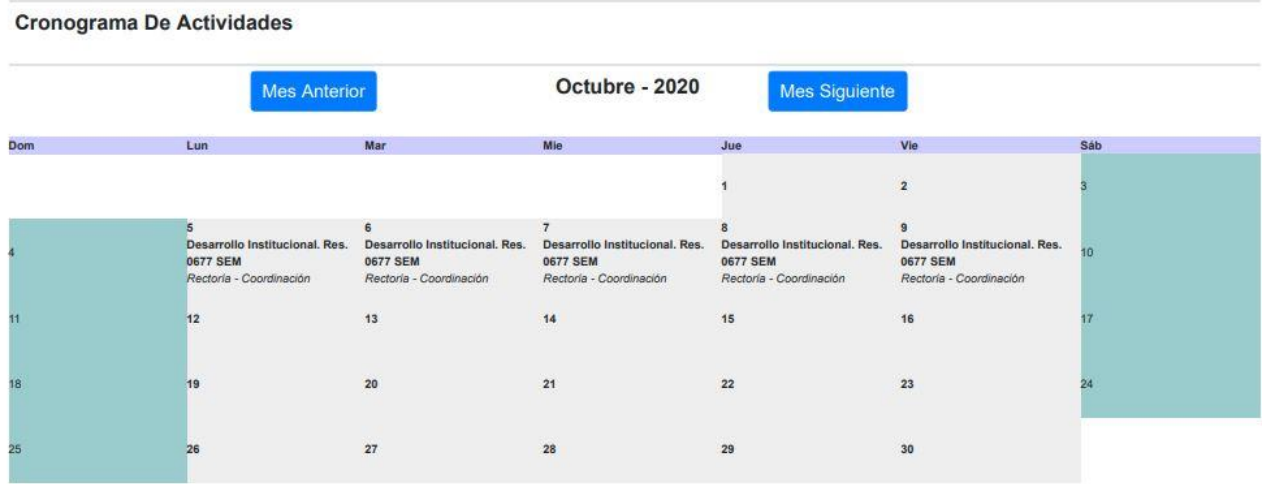
In line with the school's schedule activities, some lapsus were done monthly and institutional activities was carried out on October 05th to October 09th while students take a week off.

Key pedagogical aspects observed

Planning

The teacher uses the following planning format:

Figure 3

Planning Format

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Resolución de Aprobación Nº002192 del 16 de Septiembre del 2016
PLAN DE AULA

DOCUMENTO DE PRUEBA

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DEJANDO HUELLA CON COMUNICADORES CREATIVOS						
DOCENTE:			**AÑO:**	**PERIODO:**	**GRADO**	

NUCLEO TEMATICO/ UNIDAD PROBLEMICA	**EJES CONCEPTUALES**	
TRANSVERSALIDAD (HILOS CONDUCTORES)		
ESTÁNDARES		
COMPETENCIAS		
CRITERIOS DE DESEMPEÑO		
INDICADORES DE DESEMPEÑO		

DESARROLLO DE LA SECUENCIA DIDACTICA		
PROCESOS	**DESCRIPCION DE LAS ACTIVIDADES**	**RECURSOS Y HERRAMIENTAS**
SABERES PREVIOS Exploración		
ACTIVACIÓN DEL CONOCIMIENTO		

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ESTRUCTURACION Práctica		
ESTRATEGIAS DURANTE Y DESPUES DE LA LECTURA		
TRANSFERENCIA Valoración		
CONSOLIDACION Y EVALUACIÓN DEL APRENDIZAJE		
AUTOEVALUACIÓN DE LA PRÁCTICA DOCENTE	- ¿Me sirvió la planeación?	Docente
	- ¿Obtuve los resultados esperados?	Docente
	- ¿Qué se le modifico a la planeación?	Docente
	- ¿Qué me quedo haciendo falta?	Docente
COEVALUACIÓN DE LOS ESTUDIANTES	- ¿Te sirvió las actividades realizadas?	Estudiante
	- ¿Qué aprendiste?	Estudiante
	¿Qué mejorarias?	Estudiante

The format above is used to plan lessons and comprises the learning standards and the teaching sequence are proposed through pre-knowledge, practice activities and finally, a self-assessment that are implemented to evaluate the pertinence of the lesson and knowledge.

In this manner, a warm-up was a preparatory stage that helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013). In addition, Kay (1995) claims that warm-ups are different types of activities that help the students to build knowledge in English, review previously introduced materials, and become interested in the lesson (as cited in Velandia, 2008, p. 11).In summary, warm-up activities promote to get the students going at the beginning of the lesson, support the students get their brains ready to use a different language, and helps teachers introduce a new topic and assess the students' prior knowledge Taking into account the context and the virtual aspect of the class the warm-ups are usually done in a few ways by asking the students: to think or to brainstorm about a certain topic, to play a game; to look at images (related to a topic) and describe them.

Presentation

In this stage, the implementation of the English please textbook in its digital form facilitates the use of language, vocabulary, and grammar are presented and explained by the preservice teacher. This stage is the most student-centered part of the process. The activities for this stage present the subject matter in a coherent way and provide students opportunities to participate and practice

Practice

In this stage of the lesson, the students receive all possible opportunities to practice some of the four skills making use of language, vocabulary, and grammar presented in the stage

above. The activities involved in this phase are usually carried out by developing a conversation, by writing a meaningful paragraph using the new knowledge, by answering the textbook's exercises in the student's practice book.

Closure

To reinforce and review the vocabulary and grammar learned in the lesson a workshops is done by the students in the company of the preservice teacher. After each question presented in the workshop, a brief explanation is given by the preservice teacher before moving on to the next question.

Pedagogic material

During synchronic classes via Microsoft teams, it was observed that the teacher uses the students' book entitled English Please II addressed to 10th grade and proposed by the MEN. This book comprises three units in each module. Within each module there are reading, listening, and grammar exercises based on the Anglophone and Colombian culture. On the other hand, the teacher carries out his lessons with 11th graders by using British council materials such as reading exercises, videos, and grammar exercises.

Figure 4

Students' Book
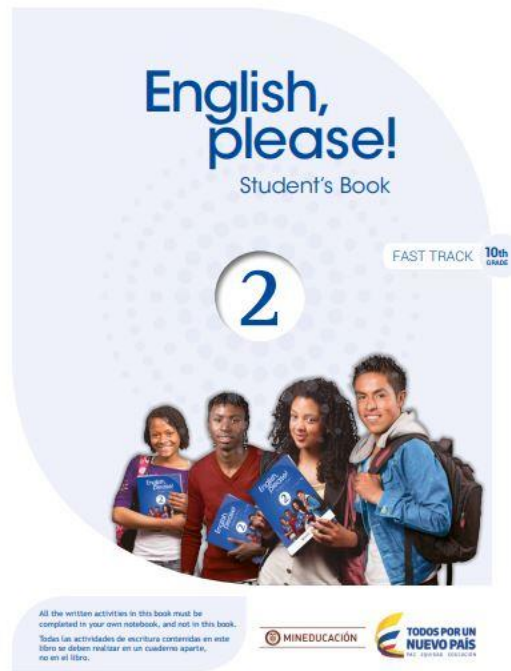
Working methodology of the foreign language teaching group

The English area aims to integrate different strategies and activities to motivate students towards understanding, knowledge, and use of the English language in a meaningful, cooperative, interactive, and contextualized way. Being this the reason of using computers, virtual activities, institutional platforms tablets, and videos are related to each unit of knowledge development of role-plays where students have the opportunity to experience characters and establish communication through simple dialogues and topics that are in accordance to their proficiency level.

Syllabus

Figure 5

Tenth Grade Syllabus

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PERIODO	NÚCLEO TEMÁTICO/ UNIDAD PROBLÉMICA	EJES CONCEPTUALES.	COMPETENCIAS LABORALES GENERALES Y ESPECÍFICAS
PRIMERO	Teen culture Money makes the world go round	**Unit 1 Having fun** Verb + *ing* form; verb + infinitive + *to* Sports and Hobbies Comparatives and superlatives Clothes and parts of the body *Be going to* Things for Outdoor activities **Unit 2 teen power** *Should* and *could* Positive and negative adjectives Past simple: affirmative and negative Irregular verbs (past simple) *Can* and *could* For ability abilities **Unit 3 Spending time well** Zero conditional Useful equipment Revision of *should / could / why don't you* for advice Social problems **ADAPTACIONES CURRICULARES** Emplear algunas expresiones para describir mis actividades de tiempo libre, hobbies y deportes.	Habla Uso oraciones cortas para decir lo que puedo y no puedo hacer. Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. Escritura: Escribo sobre temas de mi interés. Lectura: Ubico en un texto corto los lugares y momentos en que suceden las acciones. Utilizo el diccionario como apoyo a la comprensión de textos Escucha Comprendo información personal proporcionada por mis compañeros y profesor Identifico objetos, personas y acciones que me son conocidos en un texto descriptivo corto leído por mi profesor **COMPETENCIA AMBIENTAL:** Comprendo y valoro la importancia de evitar el uso de fertilizantes químicos y plaguicidas en los cultivos y granjas integrales. Propongo acciones y estrategias ecológicas como abonos orgánicos naturales y control biológico de plagas. **COMPETENCIA LABORAL:** Expreso mis ideas de forma verbal o escrita, teniendo en cuenta las características de mi Interlocutor y la situación dada. **COMPETENCIA CIUDADANA:** Comprendo que todas las personas son un fin en sí mismas y por lo tanto valiosas por ser seres humanos, y emprendo acciones para que esto sea realidad en mí, en mi familia, en mi pareja y en la sociedad.

As it can be seen in the syllabus in each period certain competencies are worked such as environmental, citizen and labor. In addition different language skills are also developed through different exercises like debates, videos, workshops and worksheets. However, each unit contains three grammar and transversal topics related to health, ecology and sports which at the same time pertains to the social cultural aspects of the Anglophone culture.

Figure 6.

Eleventh Grade Syllabus

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PERIODO	NUCLEO TEMATICO/ UNIDAD PROBLEMICA	EJES CONCEPTUALES.	COMPETENCIAS LABORALES GENERALES Y ESPECIFICAS
PRIMERO	THE FUTURE IS IN YOUR HANDS GLOBAL CITIZENSHIP	MODULO 1 Unit : Looking ahead Unit 2: What I need to know about. Unit 3: Off to university. MODULO 2 Unit 1: You can make a difference. Unit 2: Meeting the challenges of the modern world. Vocabulary: Expressions with dream, ambitions and goals, digital devices, positive and negative adjectives Grammar: First conditional, Can, could, be able. Infinitive, report speech, word questions The passive, second conditional, past simple, present continuous, present perfect, future. ICFES Training	Escritura: Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla. Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. Lectura: Identifico palabras clave dentro del texto que me permiten comprender su sentido general. COMPETENCIA AMBIENTAL Participo en el diseño y aplico las estrategias de las tres R para el manejo de residuos sólidos en mi colegio, mi barrio, mi localidad y mi ciudad. COMPETENCIA CIUDADANA Entiendo que tengo derecho a elegir libremente el tipo de vínculo que deseo establecer con otros y que esto incluye el derecho a formar o no una familia y a elegir mi estado civil. COMPETENCIA LABORAL: Manejo herramientas tecnológicas en mi entorno. Identifica comportamientos y actitudes esperados en Ambientes productivos.
SEGUNDO	LOVE AND RELATIONSHIP SAVING PLANET EARTH	MODULO 3 Unit 1: My world and I Unit 2: Understanding my sexuality Unit 3: Health and responsibility. MODULO 4 Unit 1: Development impact Unit 2: Human development or environment preservation? Vocabulary:	Habla: Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. Escritura: Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.) Lectura: Identifico palabras clave dentro del texto que me permiten comprender su sentido general. Escucha: Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. COMPETENCIA CIUDADANA: Establezco relaciones de pareja, familiares y sociales democráticas en las que todos miembros

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| | | Personality adjectives, adverbs of manner, prepositions, collocations, phrasal verbs, sexual health, food groups. Grammar: Relative clauses, must, have to, make, present simple, article, the gerund and should ICFES Training | participan en las decisiones y sus aporte y necesidades son valoradas e incluidas. COMPETENCIA LABORAL: Manejo herramientas tecnológicas en mi entorno. Identifica comportamientos y actitudes esperados en ambientes productivos. Reconozco mis fortalezas y debilidades sobre mi proyecto de vida. COMPETENCIA AMBIENTAL: Desarrollo pensamiento crítico ante las distintas formas de uso de los recursos naturales y energéticos y modifico mis pautas de comportamiento y los hábitos de consumo. |

Eleventh grade syllabus

Workshop design and materials

During each term, three workshops called Lapsus are designed by the teacher. These worksheets aim to practice reading, vocabulary and grammar through the book's unit topic which includes grammar explanations through video links included on the worksheet. Additionally, some exercises and readings are taken from the student's book and included in the lapsus that is posted via Web colegios and sent to the students and their parents through Whatsapp.

Technological resources

The teacher and students have synchronous classes every Monday and Tuesday from 7o'clock to 11:30 am. Each synchronous class takes at least 1 hour via Microsoft Teams; these meetings allow interaction between the teacher and his students. These classes seek to develop students' skills through reading, listening, and writing and grammar exercises proposed by the teacher during lessons.

On the other hand, students who are not able to attend synchronic classes receive a phone call from the teacher who explains the topic and helps them to develop the worksheets.

Digital resources

The Francisco Jose de Caldas School has continued its educational process despite the COVID-19 pandemic by using the following platforms and apps:

Table 3

Platforms and Apps Used for Classes

Platforms	Description
Google meet	• Google meet allows students to have online

	meetings and face-to-face interaction with their teacher and classmates.
Meetings via Microsoft Teams	• Microsoft Teams allows students to receive and submit their assignments. • It allows students to chat with teachers and classmates. • It allows students to have online meetings and face-to-face interaction with their instructor and classmates.
Web Colegios	• Web colegios allows students to receive and submit their assignments.
Whatsapp	• Whatsapp allows students to be informed about the school's activities and their assignments. • It facilitates a direct communication with students either with their parents.

Population

In total, there are 192 students (95 males and 97 females) within the 10th and 11th graders; their ages ranged from 14 to 19 years old. Taking into consideration the observation and the teacher's opinion of this grade, it can be said that these grades have an A1 to an A2 English level following the CEFRL.

Teachers

There are one hundred fourteen teachers at the Francisco de Caldas School; six English teachers in high school are responsible of three groups by grade. On the other hand, there are ten administrative workers and three superior authorities as follows:

Chapter III

Pedagogical Component
Developing reading strategies on tenth and eleventh graders to improve reading comprehension in English classes at the Francisco José de Caldas School: an action research

Introduction

This pedagogical proposal seeks to provide tenth and eleventh graders' reading strategies to improve their reading comprehension in English lessons since they need to properly understand and communicate in the target language.

Likewise, the pre-service teacher has done six observations during English classes via Microsoft teams on august 31st and September 1st on the tenth and eleventh courses of the Francisco Jose de Caldas School. It was observed that students were motivated while attending English classes. Nevertheless, they had problems answering questions about a specific reading text. Additionally, some of them had trouble understanding the text due to lack of vocabulary, reading comprehension and low proficiency level.

The institutional and pedagogical observations carried out via Microsoft Teams in the 10th and 11th-grade courses at the Francisco Jose de Caldas School were necessary for the creation of this proposal. The two-week observations carried out in each grade showed that students had poor reading comprehension: they could not understand the material and express themselves in the target language when they were asked questions related to the texts which causes difficulties in the learning and teaching process. In this manner, Anderson, Hiebert, Scott, & Wilkinson (1985) affirm, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Meaning this skill must be learned and practiced to acquire the new language effectively. For these reasons, it is considered necessary to implement reading

strategies to reinforce the students' reading comprehension.

Driving questions

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

- How do reading strategies improve tenth and eleventh graders reading comprehension?
- How does reading strategies facilitate the reading comprehension of tenth and eleventh graders from the Francisco Jose de Caldas School?
- How does reading comprehension stimulate tenth and eleventh graders' critical thinking?
- How does reading comprehension enrich other skills?

Justification

Reading is considered as a macro skill as states Mante, Nino & Pulido (2018) reading is an integration of skills since it incorporates other skills such as speaking and writing reading a story or an essay. In other words, reading is vital in English learning because it has been used as a strategy to develop multiple skills at the same time in view of the fact that it provides a lot of information to speak or to write about it.

As per the MEN (2006) the reading skill is "a variety of reading comprehension strategies fit to the purpose and type of text" (p. 26). In the same manner, it is necessary that "readers use strategies to score high in reading comprehension tasks" (Anderson, 1991). Keeping in mind that reading strategies facilitates test comprehension and demands a good understanding of the target language, it is considered necessary that the reader knows how to use different reading strategies to obtain a higher score in their tests.

Evidently, critical thinking is deemed important to develop reading comprehension as affirm Aghajani & Gholamreza that (2019) critical thinking is crucial to the learning process, cognitive development, and effective information seeking. People can use critical thinking skills to understand, interpret, and assess what they hear or read in order to formulate appropriate reactions or responses. Meaning that critical thinking has vital functions during reading since it provides awareness about what is being read during this activity that demands high cognitive functions to understand a reading exercise.

Objetives

Main objective

To develop reading strategies on tenth and eleventh graders from the Francisco Jose de Caldas School to improve their reading comprehension.

Specific objectives

- To identify the benefits of reading strategies while reading.
- To develop critical thinking on tenth and eleventh graders from the Francisco Jose de Caldas School.
- To promote the use of reading strategies while reading a text.

Theoretical framework

The following theoretical framework is divided into three different categories such as reading benefits, reading strategies and development of critical thinking. These categories contain relevant theories to this proposal that are supported by different authors of the field. These theories help conceptualize and have a better understanding of the research topic.

Reading benefits

Along with Snowling and Hulme (2011), cited in Brooks (2016) states that children who respond poorly to literacy intervention tend to have speaking and writing production weaknesses but it can be solved due to focused interventions like developing vocabulary and reading skills. In the same fashion, Foorman, Beyler, Borradaile, Coyne, Denton, Dimino, Furgeson, Hayes, Henke, Justice, Keating, Lewis, Sattar, Steke, Wagner & Wissel, (2016) affirm that having a poor reading comprehension may weak vocabulary skills and academic vocabulary. However, Higgins, Fitzgerald & Howard (2015) declare that reading books, then discussing them can bring the following benefits to students:

- Develop extensive expressive and receptive language
- Provide collaborative learning where children can share thought processes
- Reading comprehension through structured questioning
- Sharing of ideas before writing exercises

Additionally, "through independent reading children gain background knowledge about many different things, come to understand the story and non-fiction structures, absorb the essentials of English grammar, and continuously expand their vocabularies" (Strauss, 2014, p.56). Bearing in mind that reading activates background knowledge on students to connect what is being read and what is related to language structure and vocabulary.

Furthermore, there is another advantage of reading at a long term since Twist, Schagan & Hogson (2007) argue there is a positive link between positive attitudes towards reading and scoring well on reading assessments, that being said reading helps children to improve their language skills and subsequently obtain good grades and academic success.

Reading strategies

Hudson, Karol, Moore & Binks-Cantrell (2020) suggest that evidence-based fluency strategies should be used on target students who had reading difficulties in classroom instruction through listening while reading, repeated reading with multiple features, and continuous reading with teacher support are methods that can be effectively used across a variety of contexts for increasing reading fluency of elementary students who need more targeted instruction. This means that instructional strategies addressed to students, decrease poor reading skills while implementing the strategies mentioned above.

In the same regard, Dole, Nokes, and Drits (2009) assert organized reading of the students benefits their conditional and procedural strategic knowledge. Bearing in mind that reading strategies support students to use strategic competence to construct the meaning of a text, to read them fluently by excerpting relevant elements of a sentence based on linguistic elements that serve as clues to students facilitating their reading comprehension.

Development of critical thinking

Ennis (2011) defines critical thinking as reasonable and reflective thinking, whose focus is deciding between what to believe or do since it allows developing self-reflection depending on beliefs, contexts, and learning content.

However, critical thinking is considered an important skill since Yagcioglu (2009) states a thinker can have the ability to monitor and assess his/her thinking while reading. Meaning that a reflective mind monitor can facilitate his knowledge of how the mind operates when reading. For this reason, Gao, Gao & Yang (2017) proved that a cognition-based interactive teaching

method in academic English reading is an effective method since it improves critical thinking and reading skills through students' participation.

Literature review

In the following section, a search and evaluation of the available literature related to the project's topic are presented.

Firstly, Barjesteh & Vaseghi's (2012) research entitled "Critical thinking: an influential factor in developing English reading comprehension performance". This paper aims at reviewing the various pedagogical approaches and theories in critical thinking, reading comprehension and critical reading, considering the substantial roles of EFL/ESL reading comprehension and critical thinking skills, it can be noted that these two variables are required for students to succeed in academic English settings, additionally, it also highlights the significance of critical thinking in reading instruction by describing the major aspects of critical thinking that could be most effective to learners 'reading comprehension performance.

On the other hand, Alarfaj & Alshumaimeri's (2012) study entitled "The effect of a suggested training program on reading speed and comprehension of Saudi female university students". This study aimed to design and test the efficacy of a training program to increase the reading speed and comprehension of female students at King Saud University. This was an action research consisting of 12 training sections over six weeks. The researchers conclude that a six-week period is appropriate for speed-reading and comprehension training, additionally the program has a significant impact on increasing reading-speed; and it had a significant impact on comprehension (literal, deductive, and critical reasoning)

Moreover, in Magliano Millis & Levinstein's (2011) study entitled "Assessing Comprehension during Reading with the Reading Strategy Assessment Tool (RSAT)" whose purpose was to know the viability of an assessment tool that assesses comprehension online, that is, while students are reading a text. The researchers present the findings of a study carried out with one hundred and ninety undergraduates through a psychology course whose main objective was to test the viability of online testing without previous preparation about reading comprehension. The findings showed that instructions were vital to answer the test. However, reading comprehension was the necessary to answer the entire test.

For this reason, it is important that schools implement test preparation to the SABER 11 test in order to increase the students' reading comprehension level. Given that this skill has been seen as the most difficult for learners and it has been having low scores at the test results.

Additionally, in Acosta & Ferri (2010) paper entitled "Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension". This was an action research project which examined the foreign language reading comprehension of public school eighth graders who experienced a directed reading-thinking approach with strategies for comprehension and application. The strategies used were prediction, prior knowledge, graphic organizers, and questions. Data analyzed included participants' perceptions of the usefulness of the strategies and students' work on the graphic organizers and reading worksheets. Findings showed that participants used these strategies and implemented an interactive reading task that improved reading comprehension. The majority of students with higher proficiency level talked in English to answer questions about reading comprehension but others participants with lower proficiency level answer in Spanish and did not get an accurate answer of the text.

In the same manner, Toro & Ramirez's (2015) paper review entitled "Development of reading comprehension strategies for the high school Icfes (Supérate) tests, eleventh grade", carried out with a group of eleventh grade of the Santa Teresa de Jesús School in Armenia, Colombia. The authors aimed to analyze students 'performance while taking the test after two weeks of reading strategies practice. In their results, the authors showed students improved their reading skills. However, they got confused because they did not know the structure of the exam and some of them did not implement reading strategies and answered randomly.

Research methodology

The pedagogical methodology proposed to implement this project would be Task Based Learning following the structure the steps proposed by (Willis, 1996) pre – task, task cycle and language focus. Following this structure different activities were proposed to be implemented in English lessons.

In the pre-task stage it was developed a series of short workshops about reading strategies, searching for relevant information to answer questions and warm up activities to increase their vocabulary.

In the task cycle stage the students searched the students organized the information and start to write comments about the topics proposed in the lessons.

Finally, in the language focus stage, the students were evaluated and analyzed the experience learning English through reading texts.

Keeping in mind this proposal aims to develop reading strategies on tenth and eleventh graders from the Francisco Jose de Caldas School to improve their reading comprehension, the data is qualitative since it includes non-participant observations, students' worksheets results(see appendix 1) and students' self- assessments (see appendix 2). According to Kemmis, McTaggart,

& Nixon (2014) action research is an appropriate framework for our research endeavors because it encourages "to change social practices, including research practice itself, to make them more rational and reasonable, more productive and sustainable, and more just and inclusive" (p. 2). In other words, this kind of methodology leads to students' participation to share knowledge, thoughts and learning strategies. Additionally it engages participants to transform their behavioral practices becoming rational and inclusive during its execution. This is why this methodology had been chosen since it allows students to be active during their learning process which may help to change their educational, social and personal practices either pre-service teachers' ones.

However, certain aspects were taken into account in order to protect the participants' privacy. In this way, the researcher had the responsibility of respecting and prioritizing the participants' rights and integrity by asking their parents' consent (see appendix 3) for record, test and observation of the students during English lessons. While ensuring that the participants were aware that they do not receive any kind of economical reward. Additionally, the gathered information was only used in an academic and research field. Finally, this proposal was carried out in an objective, honest and transparent manner.

Pedagogical methodology

This action research was implemented at the Francisco Jose de Caldas School on tenth and eleventh graders by using workshops to apply strategies learned during English lessons. Bearing in mind that workshops are seen as "one way of guiding instruction" (Merriënboer, 1997). This means that workshops help to guide students while learning a foreign language. Additionally, the workshops were done during class in order to practice what students were

learning. As a way of interaction students were asked to use reading strategies on reading exercises and they shared their exercises answers with their classmates. Additionally, this project was carried out virtually during English classes via Microsoft teams to tenth and eleventh graders on Monday and Tuesday through the explanation of some reading strategies.

Data was gathered through pre-service teacher's observations during English classes, and the students' answers in the workshops. Every workshop was retrieved from the book "know now achieving skills, preparing for life" which aimed to strengthen students' English language skills and to prepare them for SABER 11 test taking.

Workshops' chronogram was planned as follows:

Table 4

Workshops Chronogram

DATE	READING	MATERIAL
September 21st to September 26th	Ramesses II	Workshop
September 28th to October 2nd	A message to a new friend	Workshop
October 05th to October 09th	Money makes the world go round	Workshop
October 12nd to October 16th	We are all different	Workshop
October 19th to October 23rd	Genghis Khan	Workshop
October 26th to October 30th	An end of term report	Workshop
November 02nd to November 06th	An email from a friend	Workshop
November 09th to November 12th	The Nazca lines in Peru	Workshop

Planning

To have a guide in the workshops implementation, the pre-service teacher used the planning format proposed by The Ministry of Education following the next structure: the opening, the explanation of the topic, the production activities, the evaluation activities and the closure to materialize students' learning process. The first part of the planning format comprises the course general information as the group level, the teacher and the objectives of the lesson, then the stages of the sequence and the description of each activity having into account its time, the developed skill and the material used.

Table 5

Class planning

GROUP: 1002,1003,1004, 1101, 1102 & 1103		LEVEL: A2		CLASS N: 2	
TEACHERS: Sara Neyid Bata Cortés		OBSERVERS: Ramiro Becerra		DATE/ DAY October 12th	
COMMUNICATIVE OBJECTIVE To talk about an emperor life.		CULTURALOBJECTIVE: To know facts about Mongol empire.		LINGUISTIC OBJECTIVE: To learn new vocabulary inside the text. To recognize the use of prepositions in verbs.	
GENERALCOMPETENCES Reading & speaking		PREVIOUS SEQUENCE Ramesses 2		TOPIC-TASK Genghis Khan	
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL	
Opening	The warming up activity consist of projecting an image and guessing the empire.	7 min	Speaking	Workshop Whiteboard	
Explanation of the topic	The professor explaisn the use and meaning of some prepositions like with, of and to that complement some verbs. Then the teacher writes some examples using those verbs and prepositions and asks students to share their sentences. Meanwhile, students should be writing a list of vocabulary and verbs to prove they are learning grammar and vocabulary in class.	12min	Reading Speaking	Whiteboard	

Production Activities	Students read aloud a part of the text. Afterward, they complete multiple-choise exercises related to the text by using the propositions learned.	15 min	Reading Speaking	Workshop
Evaluation Activity	The teacher asks students randomly to read a part of the text, and then she demands synonyms, antonyms and meanings of some words found in the text.	15min	Reading Speaking	Workshop
Closure/ Homework Assignment	Answers are discussed in class.	10min	Speaking	Workshop-

Evidences of the proposal implementation

To show pieces of evidence of the proposal implementation some pictures of the synchronous classes were taken (see figure 7) with previous parents' authorization Likewise it is necessary to portray the students' answer to the workshops that were delivered via Microsoft Teams, liveworksheets and quizzis by the tenth and eleventh graders(see appendix 5). The screenshots and workshops results of a class are shown below:

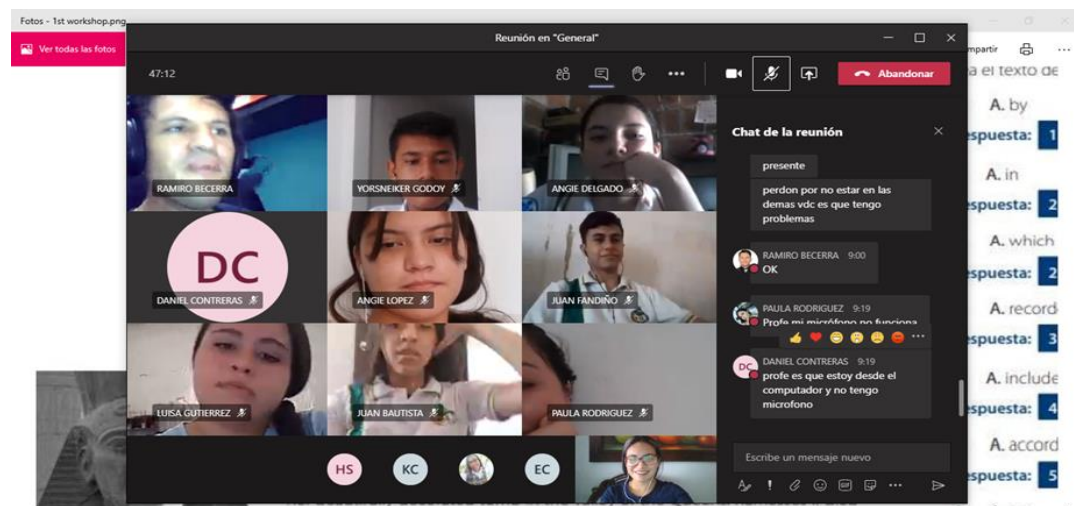**Figure 6**

Second class screenshoot

Figure 7

Student' results of a workshop

Data Analysis

With the research questions in mind, a typological analysis method which is described by LeCompte & Preissle (1993) (as cited by Hatch 2002) as "dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study" was implemented. As explained by Hatch (2002), the primary strength of typological analysis is its efficiency, since it starts with predetermined typologies taking less time than "discovering" categories inductively.

Following the typological analysis, there are the steps and the dates of when the analysis was carried out. In this manner, the researcher developed the typological analysis method in the following way:

First step: Identify the typologies

With the help of the research objectives, questions, and theoretical framework that were established before starting the data analysis process, the following 5 typologies were identified: Reading comprehension plus reading strategies, critical thinking through reading comprehension, benefits of using reading strategies, reading strategies used while reading, reading comprehension as support of other skills.

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

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

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

Table 6

Typologies

Typologies	Summary
Reading comprehension plus reading strategies	In the lessons, reading strategies like summarizing, highlighting, and main idea identification, had a significant impact on the students' reading comprehension while reading since they used these strategies to understand and answer questions concerning the texts.

Critical thinking through reading comprehension	In the lessons, the participants had to read aloud, analyze, and comment about a text in the target language. Hence critical thinking was evidence on students' arguments due to previous knowledge and personal arguments towards texts containing topics about geographic, social, and ethics.
Benefits of using reading strategies	Evidently reading strategies brought some benefits to students' who attended English lessons. These benefits were: proficiency level, fluency, and reading comprehension.
Reading strategies used while reading	The students' academic performance varied when they implemented reading strategies since they showed confidence while reading or answering, reading fluency, and timing control.
Reading comprehension as support of other skills	Reading comprehension is a macro skill, meaning that other skills such as vocabulary and writing depend on it to understand and produce a text.

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

In this fourth step, it was evident that there was a relation between each typology as shown in the figure below:

Figure 8

Instruments' patters
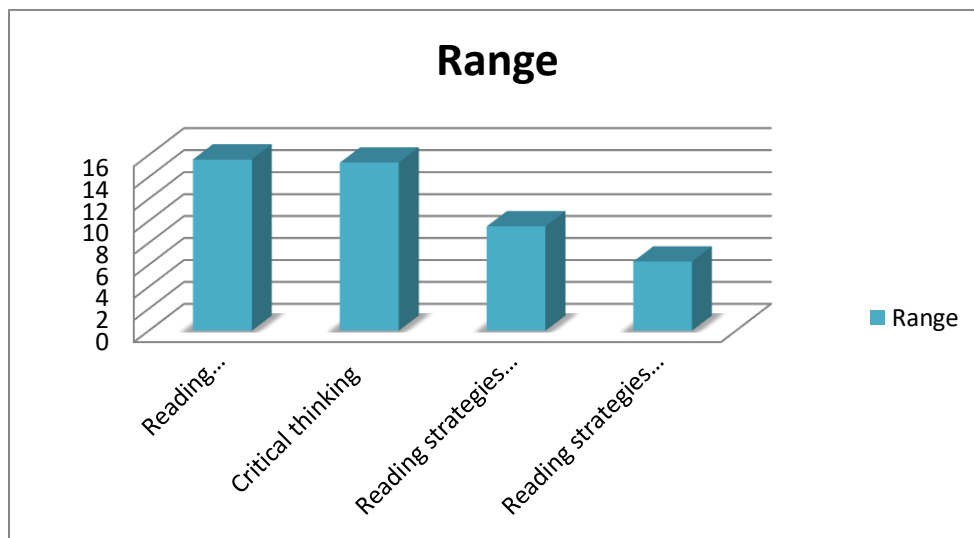
Fifth step: Find the codes of the previously identified patterns

In the previous step, the following patterns were identified as reading strategies' benefits, reading comprehension benefits, and the development of critical thinking through reading comprehension.

Sixth step: Define whether the patterns are supported by the data collected

By examining the observations, students' workshop answers, and students' self-assessment, it was determined that each pattern is supported by the data collected since there is enough evidence of their appearance in the instruments used.

Seventh step: To look for relationships between identified patterns.

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

Eight step: Write one sentence generalizations

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

Benefits of reading strategies while reading

The non-participant observations and the students' workshop results helped the researcher to notice the implementation of reading strategies while reading or answering questions by the students. Strategies like inference reading, highlighting and identification of the main idea of the text were implemented allowing the participants to understand the whole text, answer questions and increase their English proficiency level.

The development of critical thinking

The results were examined to assess the development of critical thinking in tenth and eleventh graders regarding the repetition of patterns and the participation in each lesson. This examination found that students who were active readers and active participants tend to participate more and have deeper arguments than others who are not good readers. Moreover, their self-reflection allows a deep insight about their beliefs, contexts, and learning content related to the topics of the lessons that were multi-cultural about habits, sports, cities, etc allowing the development of critical thinking on students.

The promotion of reading strategies while reading a text

The non-participant observations and students' workshop results were linked in order to identify the viability of promoting the reading strategies while reading in English. In this way, the procedure was appropriate for the students who implemented the reading strategies in real situations. Ehen they were taking a quiz or participating in lessons obtained higher scores than the ones that did not. However, it was noticed that some participants who did not implement the reading strategies obtain lower scores and did not comprehend the text, and were not able to answer questions about the reading exercise.

To sum up, the answer to the research questions are shown below:

How do reading strategies improve tenth and eleventh graders reading comprehension?

In the workshops carried out on September students, a low percentage of reading comprehension skills was seen in the students' results with 30% of the answers correct in the workshops. For this reason, it was assumed that the proficiency level and the reading comprehension were low or none existing even in reading strategies. However, there was noticeable improvement during the lessons since reading comprehension results had 90 and 100% of the answers correct. It is clear that reading strategies are a great deal of improvement in this skill of reading and comprehending a text.

How does reading strategies facilitate the reading comprehension of tenth and eleventh graders from the Francisco Jose de Caldas School?

Figure 9

First result
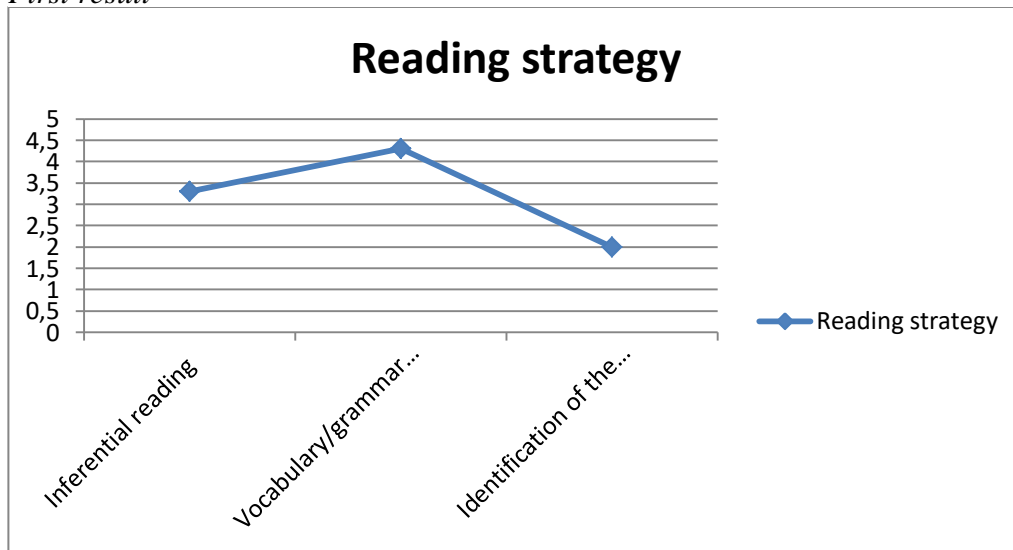
Tenth and eleventh graders improved their levels of comprehension of short texts in English and give them the confidence to get higher scores on reading tests through the implementations of reading strategies during the workshops where they were asked to use them while reading a text. It was evident that inferential reading helped them to infer and determine the deeper meaning that is not explicitly stated in the text. Likewise, the table above showed that the identification of vocabulary and grammar structure inside the text allowed students to understand the content of the texts and then facilitated the identification of the main idea since the implementation of reading strategies provided a structured reading comprehension.

How does reading comprehension stimulate tenth and eleventh graders' critical thinking?

Figure 10

Second result
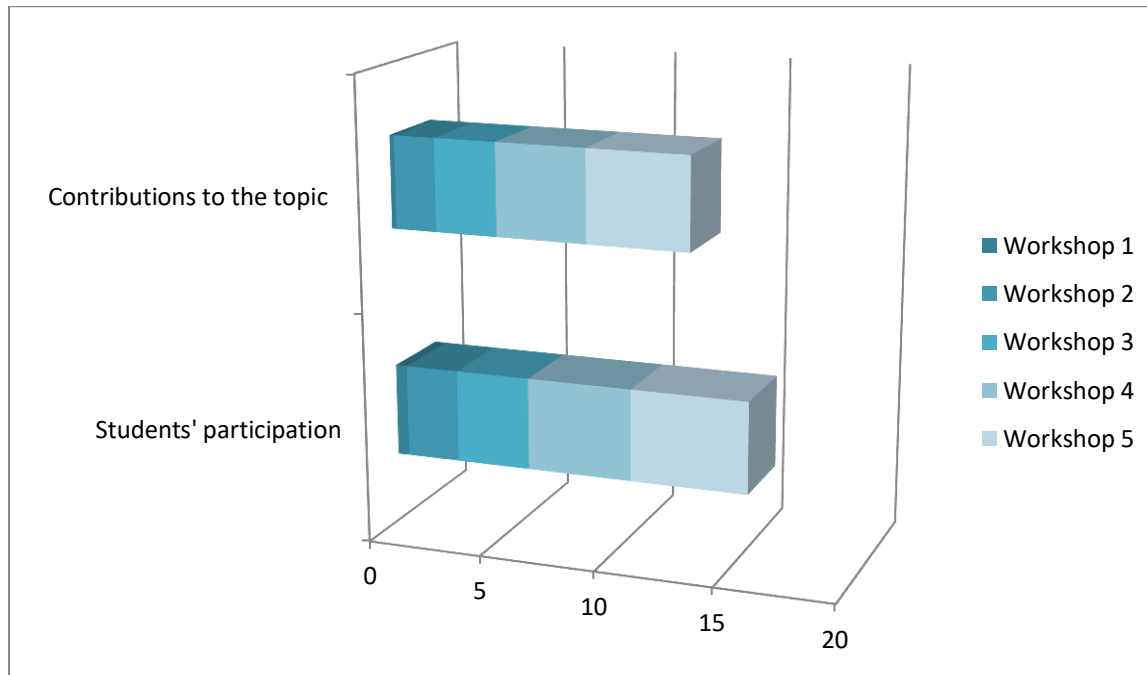
In the chart above, the students' participation and the contribution to the topic can be observed for a cleared image of the students' progress over the term where the students were commenting and debating in each lesson in order to develop their critical thinking guided by reading comprehension. In this manner, reading comprehension and critical thinking provided all learners in presenting their own ideas and organizing their thoughts and be reflective for their own learning, and finally be creative and innovative while lesson participation.

How does reading comprehension enrich other skills?

Reading comprehension was helpful to improve students' English related to vocabulary, grammar, and writing since this macro skill granted a practice of all of them since students must analyze not only the text but grammar and vocabulary to subsequently use while writing text or speaking about it.

Conclusion

At the beginning, teaching reading strategies to students with limited vocabulary was a challenge but during subsequent lessons, they started to infer meaning and demonstrate interest and appreciation for the texts since their topics included information about the history, culture, ethics found in the workshops in order to encourage and teach students towards the language culture.

It was observed that students developed critical thinking through reading comprehension and the topics mentioned before because they keep giving opinions and perceptions about them, using pre-knowledge of their contexts to infer meaning allowing them to learn new things, share their opinions and comments during each lesson.

The whole reading comprehension reinforcement process help students to increase their proficiency level, especially their reading comprehension skill. But it also helped them to learn new vocabulary and grammar from the texts and improve their writing after being exposed to language patterns.

Recommendations

It is important for the school community to understand that reading strategies and reading comprehension exercises are necessary to be implemented in the English teaching and learning process since reading comprehension is the basis for other skills such as vocabulary, grammar, and writing. For this reason, it is advisable to keep reinforcing reading comprehension to help students to improve their English proficiency level.

On the other hand, it is suggested to teach through interesting topics related to culture, history, and ethics. Aimed to first call students attention and secondly to obtain a holistic approach of knowledge in the language that not only is interested in teaching vocabulary and grammar but in all the aspects that reflect the Anglophone culture. For this reason, teachers must use the material in order to develop critical thinking in students because reading comprehension allows the construction of analysis and arguments from the texts read in the lessons.

Chapter IV
Research Component
The Training of the reflexive spirit on the Pre-service teacher from PLEX,
Training tool to qualify the pedagogical practice

Introduction

In the PLEX training context, the teachers' pedagogical practices are a focus of interest and continuous renovation to study and document the improvement of the teaching-learning process and its educational qualification.

Although there is a clear interest in the obvious need to understand and transform the pedagogical practice, it is also true that many of the local studies focus especially on the challenge of learning rather than on teaching.

It was considered appropriate to formulate a project that would establish a reflective approach within the practicum as a way of seeking the knowledge, the behavior and the attitudes that guide the teaching process; also as an internalization exercise, of immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search of information to solve problems of self-recognition.

Statement of the problem

At the school, core aspects of the constitution of subjects are assumed, of the institutional life without question, they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events are carried out without major alteration, the teacher

runs the risk of settling in a logical action that does not allow the pedagogical evolution and the renewal of the school's culture. A practicum lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, made invisible. In this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional place of cultural reproduction becoming a barrier to the emerging practices focused on generating transformations of thought and knowledge, to meet social needs.

In view of this situation, which affects teachers to a greater or lesser extent, it is necessary that the teaching training process encourages on the pre-service teacher a critic and reflective spirit 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 Foreign Languages program at the University of Pamplona, reflection is conceived as a fundamental exercise for the students that carry out their practicum, self-evaluate themselves, install a critical and constructive look at their work in the teaching role. To start this study, the following questions are asked:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to the development of the integral practice?
- How does the reflection exercise influence the pre-service teachers' critical spirit development in the analysis of their pedagogical work?

Justification

The formulation of this project in the Language Students' Integral Practice context is part of the professional conception of the practice as a cutting edge to improve educational processes within the application centers where the PRADO 1 was carried out. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, self-actions and to be interested in the models and approaches to attend a problematic situation and to establish an analytical look of the situation.

Following the teaching of the philosopher John Dewey, forerunner in the field of reflective thought applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allows them to distinguish between routine and reflexive action. It is believed that a reflective approach protects the agents of the traditional context of inertia, and authority that permeate the school.

Objectives

General Objectives

- To implement reflection as a transforming tool of the pedagogical practicum of teaching practicum.

- To promote on the pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

-

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to solve the problems presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to carry out the pedagogical practicum and be effectively inserted in the institution

- To Identify and analyze the strategies that students use in their pedagogical practice.

- To implement workshops of reflection and development of teaching units that guide the reflection of Students-Practitioners

- To analyze one's own beliefs about teaching and students.

Theoretical Framework

The theories about the teaching profession, reflection, the reflective and pedagogical practice constitute the theoretical framework of this current study. In order to clarify those concepts, we attempt to describe each one of them.

Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of its students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and mode of operation in

the planning and management of it in a human resource aimed at facilitating linkage between management, work and education. This is how we find that every teacher must comply with competencies in the discipline that allow him to have mastery of a set of knowledge and skills in a specific area, since the first intellectual requirement of a professional is the level at which he develops the activity. In the same way, every teacher must have some competences in the organization of contents, meaning that, the pedagogical practice does not only requires to order its components to be learned by the students but to foresee its teaching conditions inside the teaching context and outside it. The most expeditious function teachers must develop is to design or anticipate in their teaching practice.

Reflection

Talking about reflection implies addressing different conceptions about this notion deepen in this definition, two aspects were took into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is made from a series of stages that cyclically give as a result a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting over an experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual' experiences, which would allow a new structuring of the situation".

The stages of the reflection process as a process are evident in the following figure:

Figure 11

Reflection Steps

Stage 1: Action

Stage 5:Evaluation

Reflection

Stage 2: Observation

Stage 4: Recontextualisation

Stage 3: Analysis
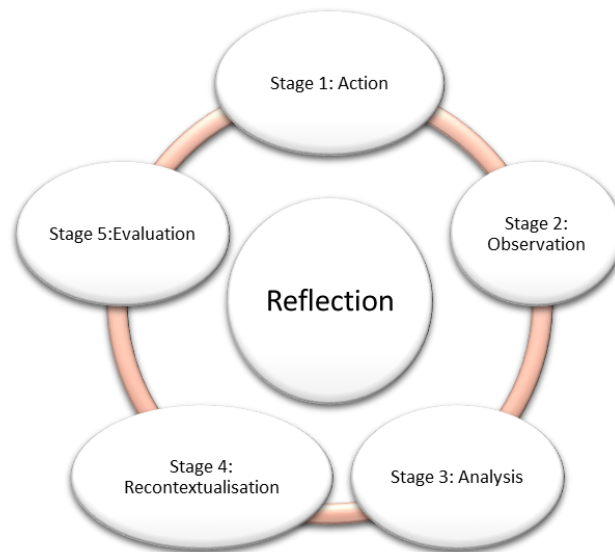
Reflection as a theme

      The concept of reflection is based on a theme that is related to that concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as a mediational instrument of action, reflection as deliberation, and reflection as a reconstruction of experience. The first two perspectives being the external aspects, the source of knowledge that allows reflecting; and the contextual aspects allow doing the exercise of reflection in the third perspective. At the same time, these perspectives have mediators to carry out this process; in the first instance, there is the action, the context, the colleagues, and the same person who reflects.

Reflective practice

      Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, teachers must question themselves about their

practice and the impact it has generated; to be capable of objectifying their behaviors, and assuming different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; it acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge concerning the changing circumstances" (Ebutt and Elliot: 1986). In this context the practice problem, the classroom space demands a particular treatment oriented to the understanding and the social interaction.

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

This study helped the participating 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 reflection; the first level the effective application of skills and technical knowledge is done in the classroom; the reflection is applied to the appropriate selection and use of the didactic strategies that the teacher used.

On a second level, the reflection carries on the specific practices inside the classroom. The consequences of adopted strategies, curricula, and practices are then analyzed. It is then necessary to apply the educational criteria to the teaching practice to make pedagogical decisions adapted to the institution's reality and contexts...

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

Pedagogical practice

For the analysis and reflection of the practice, it is considered appropriate to methodologically resort to a classification of the practice; for this purpose, Zeichner' proposal that has established several Modalities of practice were presented as follows:

Academic practice

It aims to prepare teachers capable of reflecting on the courses they offer so that they can be transformed into structures that students can understand.

Social efficiency practice.

The aim is to achieve effective teaching by applying teaching techniques that are derived from general principles arrived at by pedagogical research. In this case, the reflection consists of a strategic decision: «to select from the range of available techniques the one that is considered most effective».

This is the way of the technical rationality procedure.

Development

Teaching is based on the interests and development of the pupils, 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, equal, and just relations are built in the classroom within its social sphere.

General

Programs refer to reflection in a general way, but without specifying the aims of the programs or the content on which to reflect or the strategies to promote reflective learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are essential because they constitute the element of reflective thinking that contributes to the process of self-knowledge that a good teacher needs to make decisions in the classroom.

The Critical element of the reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as Sparks-Langer and Colton 1991:39 put it. Interest in matters pertaining to social justice and ethics in education.

These authors established classifying categories of knowledge

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and characteristics

6. Knowledge of the educational contexts

7. Knowledge of the basics: philosophical, historical, axiological

Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally, contemplates holding meetings to strengthen the collective practice as an initial space for addressing the problem' found in educational and its labor. The principles of organization are autonomy, planning and self-observation. To review the impact of the proposed reflection on the practicum, a process of socialization and systematization were carried out.

This study is part of the qualitative research approach, from the perspective of self-reflection in a professional context that contributed greatly to the description, identification and analysis of the pedagogical practice itself. For the collection of data in this project, the following tools are proposed:

Reflection Workshops

The main purpose of the reflection workshops is to guide the students' reflection process, and at the same time allows them to socialize and share experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

• Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to solve the educational problem of their pedagogical practice.

• Socialize criteria, share ideas and guidelines to assume their pedagogical practice.

• Qualification, facilitation and effective insertion into the educational institution.

Self- observation format

The main objective of the self-observation form is to guide the student-practitioner towards a proper view of their practice as a teacher and their role in the classroom and in the educational community' environment where they belong (see appendix 6)

Narrative

The reflection exercises allowed the student to express herself on her work from the narrative of her experience as a way to give meaning to the daily life of the teacher. (see appendix 7) Along with Harmer (2002), narratives are powerful reflective devices that allow us to use introspection to make sense of what is going on around us. In this sense, the pre-service teacher's perceptions, thoughts, and ideas are written down to reflect later on their and their students' performance within the classroom the possible reasons behind these performances.

Class's recordings

Having evidence of student-practitioner performances in the classroom, allowed for reflection on different aspects of the process of teaching/learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection exercise. These records allowed for an external and constructive look at their pedagogical practices. Self-reflection workshops, narratives and self-evaluations grids were implemented by the pre-service teacher to obtain data about teaching practicum. Hence, a chronogram of this data gathering is proposed as follows:

Table 7

Reflective activities chronogram

Month	September				October				November				December	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Narratives				X	X	X	X	X	X	X	X	X		
Self-evaluation workshops				X							X			
Self-evaluation grid			X			X						X		

Data Analysis and results

The data analysis was done by examining 3 instruments of the research component: the narratives, the self-reflections workshops, and the self-evaluation grid concerning the teaching practicum process of the pre-service teacher who carried out her pedagogical work at the Francisco de Caldas School at Cucuta. Some aspects of the planning and lessons' execution were taken into consideration to categorize the gathered information.

Following the objectives of the component and the aspects noticed in each lesson; there are some categories that emerged from this analysis which are: the pre-service teacher methodology, the pre-service teacher role, students' assessment, and constructivist learning.

The pre-service teacher's methodology

Figure 12

First result

The pre-service teacher methodology
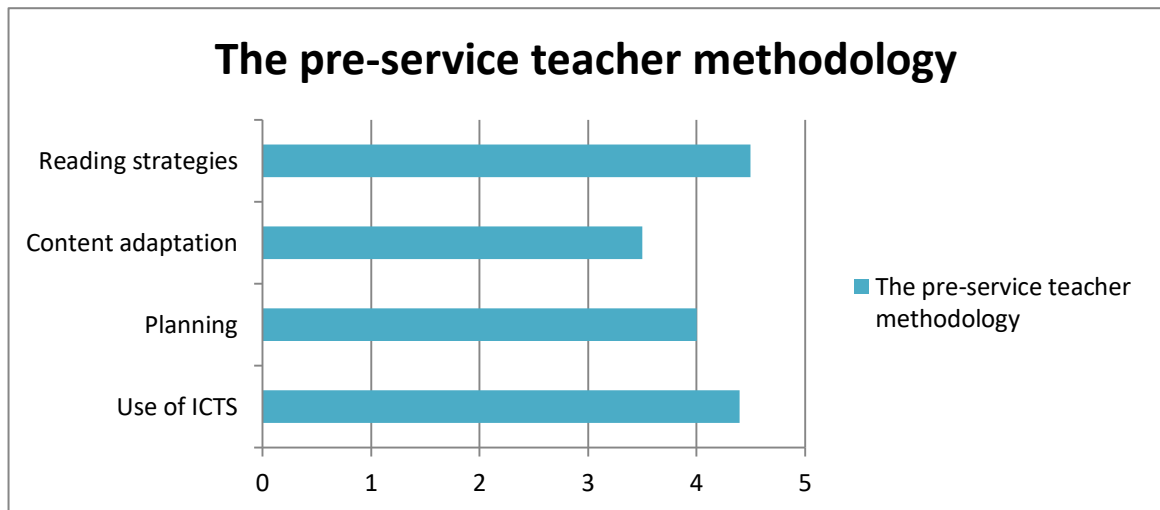
This component followed a triangulation related to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). In this manner the self-evaluation grid and the narratives made by the pre-service teacher, it was noticed that the methodology used was adjusted to the sanitary contingency of Covid 19 despite the lack of internet access from a few students.

The methodology was accurately carried out through the implementation of reading strategies to improve students' reading comprehension. In addition, the implemented ICTS tools like Microsoft Teams, Wordwall, Quizzis, and Liveworksheets were effective since students' results were significant, as long as they participated more in synchronous lessons. However, students who were not able to attend synchronous English lessons had the opportunity to do the activities by answering a lapsus or guide which comprised the topics related to the knowledge unit where the pre-service teacher's instructed students in each exercise proposed following the

planning format of the MEN divided into 4 phases: warm-up, explanation of the topic, production activities and closure, It must be said this structure was easy to follow because it is similar to the planning format provided by the foreign languages program of the University of Pamplona.

On the other hand, the pre-service teacher must design activities and material for students with special learning needs, some of them were evaluated through online games; these cases helped to adapt the course content and the pedagogical practice even the vocabulary to be inclusive and teach students despite she was not prepared to teach to this kind of population.

The pre-service teacher's role

Figure 13

Second result
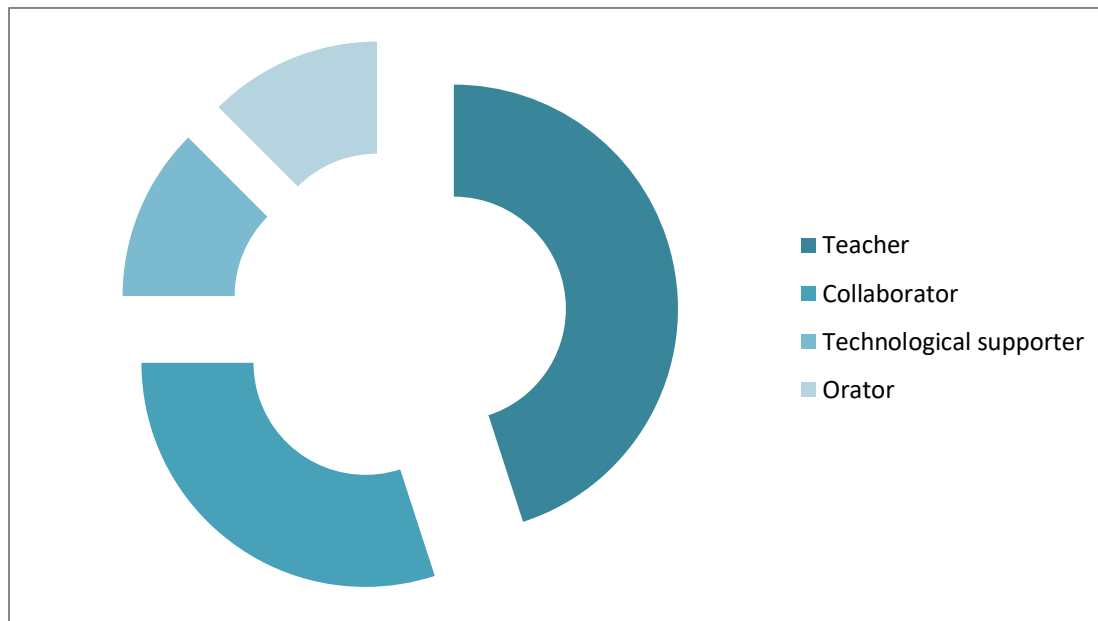
According to the narratives and the self-reflections workshops, it was declared that the pre-service teacher had several roles to accomplish in an academic community, the first role

portrays not only a supporter but a figure of respect too, for this reason, the pre-service teacher was constantly building a friendly and educational atmosphere where students could share their opinions with respect. Some situations like student disruption were controlled through student-teacher conversations to avoid indiscipline in the synchronous lessons.

Another role fulfilled was as a collaborator of knowledge since students were asked to be autonomous. Likewise, the pre-service teacher encouraged students to learn through reading comprehension using topics related to geography, ethics, and culture of an Anglophone culture were the key for doing this was the previous knowledge. Moreover, the pre-service teacher was a collaborator to perform administrative processes such as parents' meetings and teachers' training to contribute to the academic community with technological and communicative skills making the edition of videos and doing lectures in an event, etc.

The students' participation

Figure 14

Third result
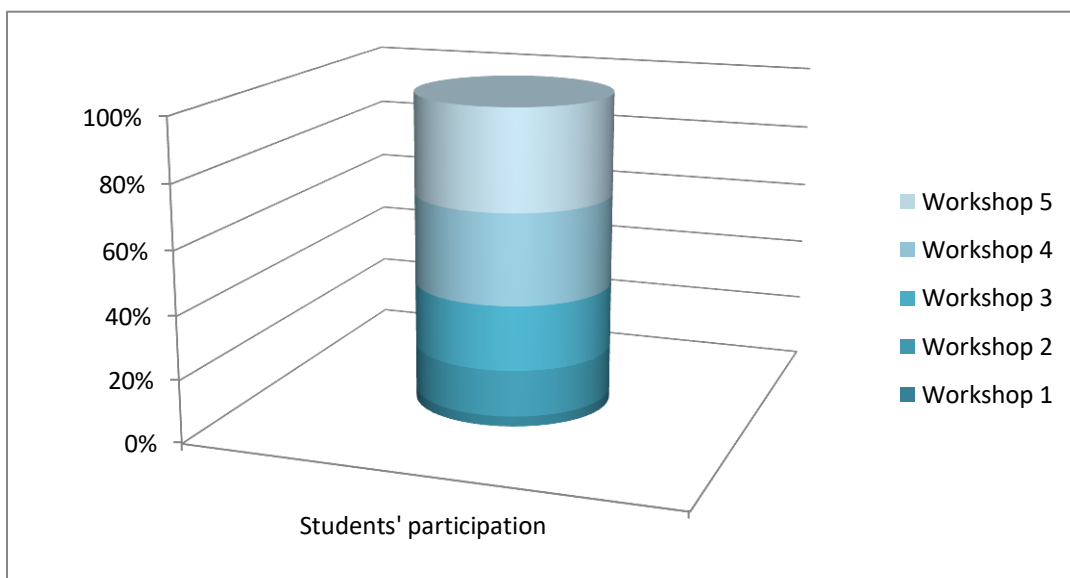
Based on the narratives and the self-evaluation grid results was noted that motivation was the participation core since the pre-service teacher kept students motivated and encouraged them to be free to share their comments and perspectives about a text or material studied in the lessons. Students who did not participate actively, it was perceived their lack of involvement was attributed to shyness and language disruption because the majority of them were not fluent in the target language. Nevertheless, the pre-service teacher motivated the students through constant discussions and positive messages that at the end of the term motivated students who frequently wanted to talk or participate more in class. The motivational factor was challenging but it brings fruitful results to the English lessons making English classes more interactive and participative for students. REVISAR PUNTUACIÓN

The constructivist learning

With regards to the narratives, the self-reflection workshops, and the self-evaluation grid the constructivist learning was evident when students collaborated between them for creating knowledge by analyzing and making hypotheses of some text. Moreover, students assisted the pre-service teacher. Bearing in mind, this fact brought to mind that the learning and teaching process is a mutual practice, meaning that both actors must cooperate in the academic field to accomplish learning and teaching goals.

Conclusion

Self-reflection:

How the reflective approach to practice contributes to the transformation of your teaching work?

The reflective approach helped me to improve the teaching practice through the analysis of my pedagogical work at the Francisco José de Caldas school where I must modified some activities due to a self-reflection about my methodology at the moment when I was teaching. Besides, the critical spirit that encouraged me to vary and adjust the activities depending on students' participation, students' proficiency level and appointed time to do each activity. Moreover, topic explanations were refined even when I was using other terminology or vocabulary necessary to change due to misunderstanding in previous lessons in order to reach students' knowledge. Likewise, the critical spirit was also practiced in several opportunities when an activity did not work as I thought, then I started to switch and redesign the materials or contents depending on the students' needs.

On the other hand, the implementation of reflection and critical thinking in teaching practicum guided the pre-service teachers during their teaching process providing a deep sight of their pedagogical activity; concerning the lesson organization, objectives, activities, and so on. Hence, through the pre-service teacher's practices there were found positive and negative aspects like the pre-service teacher's methodology, the pre-service teacher role, students' assessment, and constructivist learning. All these issues were studied during the development of the lessons and they were vital to the class management, class preparation and class interaction between the students and the pre-service teacher.

The narratives and the self-evaluation grid allowed the pre-service teacher to use critical thinking and self-reflection as a tool while and after teaching this method helps pre-service teachers to find the correct and appropriate strategies to teach and intervene when it is necessary.

Along with the self-reflection workshops, there were some factors that were discussed and are significant to reflect about our teaching practices through the workshops that made pre-service teachers' to be aware of the students' special needs which in many cases we do not know how to manage.

To sum up, reflection is an important and necessary tool for improving classes, thus pre-service teachers could mediate when it is necessary. However, these tools helped the pre-service teachers in the future to improve their practice through the implementation of accurate strategies, approaches, and techniques adjusted to students' needs.

Chapter V
Outreach Component

Awareness project to teach English language in primary schools in Pamplona Colombia.

Sub project: The use of nursery rhymes to teach English to fourth graders at the Francisco

Jose de Caldas School.

Presentation

When reading this proposal, the reader finds a double objective: to arrange in a project the social impact of the Foreign language Program from the implementation of the outreach component to the teaching practicum community and to raise awareness in primary school students to the fundamentals of the English as a foreign language.

At the beginning of this proposal, the reader will find the justification, the objectives, and the guidelines of this proposal. Moreover, later on, you may find the theoretical framework, the population and the timetable of this proposal.

Introduction

Participate in world trade, academic, cultural, and economic policies motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country in the way that citizens have the opportunity to participate in cultural exchanges that allowed them to gain access to equitable conditions towards the social development of the country.

Intending to sensitize the learning of the English language in Colombia as well as shaping competitive citizens, the national Ministry of Education proposed its bilingualism policy in 2004

whose aim is "Having Citizens that can be able to communicate in English, with international comparable standards placing the country in the global communication processes, in the global economy and the cultural openness". In this manner, the Ministry has been implementing a wide range of strategies in the different levels of education to seek the accomplishment of this goal. A clear example of this is the creation of Basic Standards of Competence in Foreign Languages for primary and secondary education, the definition of a solid and coherent evaluation system as well as the development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the education secretaries at public and private institutions. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

In terms of primary school, the National Government tends to expand English teaching coverage to children, since many educational institutions do not often have an English teacher that guides the teaching and the learning processes, consequently, the results of national evaluations are not encouraging.

The University of Pamplona of Colombia, as a public institution trains teachers and more specifically the Foreign Languages program which has further approached the reality faced by the primary school of the city of Cucuta with regard to the National Policy of Bilingualism; many educational institutions of the city do not count with an English teacher to meet the educational needs of the educational sector.

In recognition of this reality and the problems that generates this social proposal seeking to meet the needs of the English training to the children at a primary school in the city of Cucuta and

integrate teaching in foreign languages of students from the Foreign Languages program to the educational reality of this sector in order to decrease the gap between public and private schools in the foreign languages area.

In accordance with the proposals of Colombia la más educada (2015) government policies identify the problem; however, their attention is not fulfilled with regulations because effective support is needed from foreign languages teachers to improve students' learning results.

Justification

Learning and acquiring a foreign language allows being at the forefront of current globalization demand. Hence, is necessary to implement this process from the first grades to have the foundations that allows them to continue learning in high school, and higher education.

The aim of this project is to raise awareness towards English teaching in primary schools in Pamplona, contributing to the basic learning of a foreign language that is needed and vital at those levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of the Foreign Languages Program from Pamplona University, as a manner of contributing to the reinforcement of English teaching at the primary level.

The realization of this project favors to a high degree and in a mutual way both the institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students that are developing their practicum. This benefit results in the possibility for elementary school children to have contact with the foreign language and in return for the students who complete their university training process to identify the realities and

educational needs of the educational context. Subsequently they would contribute to decrease the observed needs.

Objectives

General objectives

The implementation of this social outreach project, by the Foreign Languages program of the University of Pamplona, is aimed at the following purposes:

• To identify the English Teaching demands in a primary school in Pamplona.

• To integrate the foreign language training of the students of PLEX into the educational reality of teaching English in a primary school in Pamplona city.

Specific objectives

• To familiarize school children from Pamplona with fundamental knowledge of English language.

• To encourage PLEX students about teaching processes in a primary school in Pamplona city.

• To articulate PLEX students with outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions where practicum can be carried out and offered to primary teaching in Pamplona. This project belongs to the foreign language program at the University of Pamplona.

This proposal allows the articulation of social projection, institutional space and the articulation of the Foreign Languages program with the community of Pamplona.

The main objective in a pedagogical and communicative level is to frame into the institutional lines of projection and outreach to community and foreign languages program.

Contribution lines

• Academic training in foreign language area.

• Citizen training (treatment of educative problems aimed at decreasing inequality in the educational system)

• Projection to the School Community at the University and the Foreign languages program,

Theoretical framework

Languages international policies

"For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time to support the learning of international languages that provide access to global

communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006) "foreign languages learning is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too"

All types of learning are of vital importance for the sociability of the human allows him to be developed adequately in different contexts; The learning of a foreign language or several ones focuses the professional and personal life of an individual, allowing him to be successful and fruitful in their doing and knowing how to do it.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at diffusing the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Table 8

Expected Language Levels in the PNB

Population	Language level
Third grade students (primary school)	A1 level
Seventh grade students (high school)	A2 level
Eleventh grade students (high school)	B1 level
Graduated from superior education	B2 level
Graduated from foreign languages programs	C1 level
Primary teachers	A2 level
English teachers	B2 level

Retrieved from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different degrees of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context where the individual finds himself. Therefore, according on how another language is used, different from the native language, these languages are considered second foreign languages or foreign languages (MEN, 2006)

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) "The acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual, as well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the implemented curriculum, the Foreign Language teacher 's training and upgrading, among others. Thus the importance of reaching the point of understanding on how the child learns and incorporates a Foreign Language becomes necessary to analyze the

theoretical foundations that explain the process of learning or acquiring a second language (L2) or FL and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. "The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about"

"This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious" (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions is a period characterized by silence. Therefore at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on the meaning of the phrases by avoiding grammatical mistakes.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language. To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that from cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult concerning to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional trouble at the moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is ABLE to develop the pronunciation of a native.

Why is it important to learn a L2 in a primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that "there are different types of reasons that justify the learning of an L2 at primary school"

Pointing that the true reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study an L2 tend to perform more positively than others.

- Children show not only a special capability to replicate sounds and colloquial expressions, but also great flexibility, spontaneity, and audacity that exceed teenagers' and adults'.

- Children are not only afraid of making mistakes but also of acquiring and transmitting meaning through gestures and pantomime.

- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, the learning process is in the function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, wherefrom an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and leads to significant learning in children who are at the beginning of learning especially in an L2.

The Context of Pamplona

Pamplona has institutions of basic and secondary education; most of them are grouped in general schools as follows:

Colegio Normal Superior: Which has as headquarters, Escuela Rural Cariongo, and Instituto Aurora.

Colegio Provincial San José: It is in charged of Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

Colegio Águeda Gallardo de Villamizar: Which has as headquarters, Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.

Institución Educativa San Francisco de Asís: It is in charge of the Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Similarly, the two institutions are not general schools but they provide public basic and secondary education. They are:

La Presentación high School.

Brighton Bethlemitas high School

In this context students of the Foreign Languages program of the University of Pamplona carry out their integral practice making social projection in primary schools.

Table 9

Proposed locations and scenarios for the implementation of project activities II semester 2020

SCHOOL	PRIMARY COURSE	No of STUDENTS
Colegio José Antonio Galán		
Escuela Normal Superior Pamplona		
Colegio Técnico La Presentación		
Colegio José Rafael Faría Bermúdez		
Institución Educativa Cristo		

Rey		
Institución Educativa Brighton Bethlemitas		

The scenarios in which the activities of the Project were developed in the educational institutions described above. The specific course is include one the pre-service teachers finish the observation stage and provide the courses and schedules in which they were implemented in the Social Projection component.

Sub project: The use of nursery rhymes to teach English to fourth graders at the Francisco Jose de Caldas School.

Introduction

In a globalized world, English has become one of the main tools in communication, at a personal and professional level. For this reason, teaching English as a foreign language from a young age are effective for Colombia´s education (Miranda & Echeverry, 2010) this means that English is vital for being competent in academic economic and social life; acquiring it can be even useful for our future. Moreover, teaching English has become a challenge due to a lack of materials and methodologies used, as they are not fun or captivating for learners.

This component aims to teach English through nursery rhymes seen as tools to transmit simple content in a fun and interesting way for children. Along with Murphey (1992) authentic songs allow a knowledge of cultural aspect and are entertaining too. In other words, this tool can help people develop their listening comprehension, their knowledge of lexicon, grammar, and oral production of what they can understand and communicate in a virtual context.

Justification

This project focuses on the utilization of lively activities such as nursery rhymes in the teaching and learning of English as a foreign language to fourth graders at the Francisco Jose de Caldas School since many learners lose interest in learning English due to the lack of the tools and methodology involved in the learning and teaching processes.

Bearing in mind, it is necessary to make language learners aware about the tools to learn English in order to facilitate their process through simpler and more efficient instruments. In this regard, Fontier Genévrière & LeCunef Madelène(2019) state that "playful activity constitutes a kind of parenthesis in school reality, in particular within which roles, order relations, and power relations change, can be reversed and or two motives for action exist (temporarily) gain/victory and fun/pleasure, both carry within them their justification and their end". In other words, the use of nursery rhymes can help to teach children communicatively and engagingly, as they have a positive impact on their independent learning.

Objectives

General objective

-To teach English to fourth graders from Francisco Jose de Caldas School with aid of nursery rhymes.

Specific objectives

• To raise awareness of the English language among fourth graders from Francisco Jose de Caldas School.

• To use a new learning tool in fourth graders from Francisco Jose de Caldas School.

• To learn English through nursery rhymes in fourth graders from the Francisco Jose de Caldas School

• To motivate fourth graders at the Francisco Jose de Caldas School to learn while having fun.

Methodology

The methodology of this proposal took seven weeks, enough time to have synchronic classes with fourth graders from Francisco Jose de Caldas School. The development of the proposal consisted of the use of nursery rhymes with content related to the syllabus of the course. In this way the students had fun singing, learning new vocabulary through the lyrics of the nursery rhymes, and improving their pronunciation by repeating the lyrics.

As a strategy proposed for the execution of this project were the use of nursery rhymes with lyrics during each English class, additionally a topic related to these nursery rhymes were explained. Additionally, body movements were included while singing nursery rhymes that may encourage students to repeat sentences and movements to memorize vocabulary.

However, students who cannot be on online classes were not endowed with videos via Whatsapp filmed by the teacher who explained g a nursery rhyme and explain the established topic in each lesson. Taking into account that each fourth grade has 35 students whose ages ranged between 9-14 years old; these activities helped to control large groups of students, motivate them to talk even sing and it may catch their attention easily.

Table 10

Fouth Grade Schedule

Date/time	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00
Monday				
Tuesday	404			

Wednesday		402		
Thursday			403	401
Friday				

As responses to the COVID19 emergency some digital material such as videos and workshops were send to students via Whatsapp, the suggested topics were:

Table 11

Reported Activities Schedule

DATE	TOPIC	MATERIAL
September 21st to September 26th	Classroom commands	Video
September 28th to October 2nd	Verb to be	Video
October 05th to October 09th	Present simple	Video
October 12nd to October 16th	Auxiliar verb do/does	Video
October 19th to October 23rd	Clothes	Video
October 26th to October 30th	Weather	Video
November 02nd to November 06th	Parts of the body	Video
November 09th to November 12th	Emotions and feelings	Video

Results

Figure 15

Results
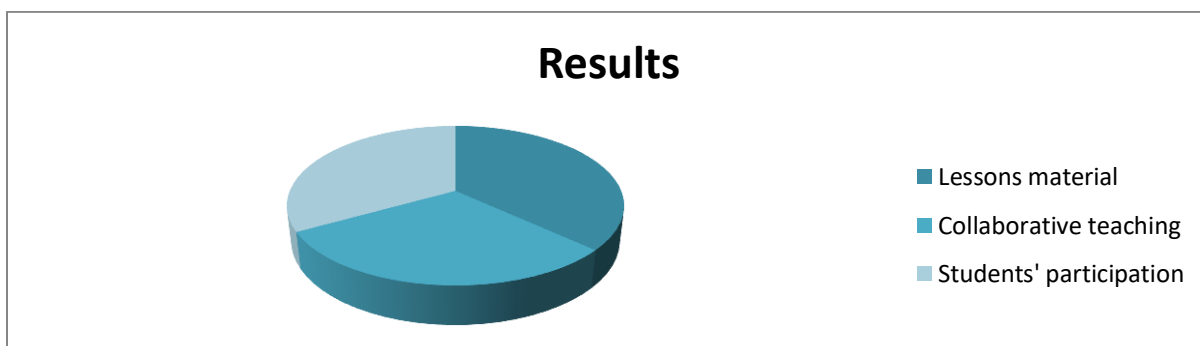
It is deem important to emphasize the importance of collaborative teaching and learning between the students and the pre-service teacher. In this manner, the main purpose of this was fruitful reached since students learned through grammar and vocabulary while listening nursery rhymes. Likewise, students who always attended the synchronous classes were pleased to have my presence, my collaboration for clarifying their doubts and to be able to receive it from me some knowledge about the Anglophone culture.

Through all these activities, students reinforced their knowledge about their English learning process. For all the lessons, the ICTs were used in order to provide an environment to learn in an entertaining and didactic way by using ABCya! And nursery rhymes. On the other hand, worksheets and flashcards were used with the students in order to they develop for them the activities. Thanks to all this collaborative work, students could improve in a considerable way and clarify their doubts about the target language.

Conclusions

All the analysis carried out along the outreach component allowed to achieve the objectives set at the beginning, despite the teacher's demands who asked the pre-service teacher to reinforce students' pronunciation, but at least 4 nursery rhymes were implemented in fourth grade. Conclusively, nursery rhymes are a fruitful tool for teaching English in primary schools given that music motivates children and makes the English learning process more interesting since its didactic nature includes body movements, gesticulation, and closed attention when learning or recording a nursery rhyme.

Furthermore, it was evidenced that students' communicative skills improved due to music exposure given that they analyzed grammar structure and vocabulary that was consequently used in the academic context, additionally, it was seen that students improved their pronunciation and speaking skills by having an intense listening session through the imitation of the songs.

Self-reflection:

In general, my contribution to this project helps the Francisco Jose de Caldas School and the foreign languages program to identify the influence of nursery rhymes while teaching English in primary. Moreover, it provided an insight into the students 'needs and strengths using this kind of strategy to reinforce students' pronunciation, grammar, and vocabulary knowledge. In addition to that, the teaching practices were improved with the pedagogical and didactic tools I designed which consequently were shared or published in a blog to be reused in future teaching practicums.

Chapter VI
Administrative Component

Introduction

According to Danyluk and Burns (2016) state that "pre-service teacher context develops the essential capacities and effective teaching practice needed for the twenty-first century and beyond" (p. 207). In other words, being a pre-service teacher and being immersed in an educational community encourage participants to develop teaching skills. Additionally, it helps to be co-learners with students with who pre-service teacher work allowing social interaction amongst them. Likewise, The Francisco Jose de Caldas School carries out different types of activities and events during the year, all these activities allow the integration of the whole educational community. In addition, these events allow the pre-service teachers to have an idea on how these important events are carried out by the institution, in other words, this administrative component integrates the pre-service teacher within the school's community.

Besides, being part of the school provided pre-service teachers with the necessary experience of working in a real teaching context assuming the complete role of a teacher. For this reason, the pre-service teacher's contribution inside the institution must demonstrate the interest in taking part in any event which aims to foster a sense of belonging on the pre-service teacher during her stage since it may help to learn and be aware about the institution teaching, values, behaviors and to understand the context in which the practicum takes place.

Although some activities were planned and made by the pre-service teacher, in order to participate in every event, activity and provide a guide on organizational, administrative and technological aspects.

In this manner, this proposal seeks to enhance the pre-service teacher to schools' functions through extracurricular activities developed at the institution which promotes social and sharing events via Google Meets due to COVID19 health emergency in the country which forbid to carry out face-to- face events.

Justification

Nowadays language educators face challenges in dealing with ICTS used which is necessary in current education. Today, teachers who have gone through ICT course are more effective in teaching by using technology tools as opposed to those that have no experience in such training, Winzenried, Dalgarno & Tinkler (2010). This phenomenon is essential to have good teaching practices and be completive in the teaching field. Therefore, this proposal aims to assist the schools' teachers to those who require help in the use of ICT uses.

The realization of this project favors to a high degree and in a mutual way both the institution and teachers' council of the Francisco Jose de Caldas school, as well as the Foreign Languages Program and the students who develop their integral practice.

This benefit results in the possibility of school's teachers and administrative staff improving their teaching practices and have a better understanding of the uses and implementation of ICTS tools, in turn, it may help the pre-service teachers understand the realities and educational needs of the environment and how they can help by assisting in a process that improved these situations.

Objectives

General objective

To contribute with administrative processes at the Francisco Jose de Caldas School.

Specific objectives

- To analyze the institution's system at the Francisco Jose de Caldas School.
- To participate and collaborate in events and activities proposed by the educational institution.
- To be immersed in the educational context of the Francisco Jose de Caldas School.
- To assist teachers about ICT uses at the Francisco Jose de Caldas School.

Methodology

Throughout this component, the pre-service teacher was able to participate in all the events and activities proposed by the school supporting them with her/his organizational skills.

Additionally, she organized spaces of communication to meet students and parents at events in order to include the whole community in the activities and the events.

However, the pre-service teacher instructed teachers in ICT uses by training them on the use of games, platforms, and apps that would be implemented in their classes since it was observed there is a misspending of ICTS while teaching online. 4 workshops were carried out where 40 teachers attended the teaching training and understand better the functions of some platforms like educaplay and liveworsksheets. The training session was divided into three parts; the first was dedicated to the explanation of a tool and its function. Then the instructions are given to teach how to design an activity in the platform and finally the real practice by a teacher is done. In this manner, the pre-service teacher guided and helped them to design online activities in order to create fun and innovative material for their lessons.

On the other hand, all the events and meeting were carried out via Google meet and Microsoft teams (see appendix 8) since students, parents, and teachers attended classes and events at their homes due to the Covid-19 pandemic. Despite the challenges of carry out massive events, the pre-service teacher was able to do it.

The following schedule names a series of activities that pre-service teachers did at the institution.

Table 12

*Extracurricular Pre-Service Teacher Schedule*

ACTIVITY	DATE
Fourth grade teacher ICT assistance	September 09th
St Valentine's Day	September 21st
Teachers meeting	September 22th

Parents meeting	September 23rd
Teachers ICT training	September 25th
English day organization	October 2nd
Teachers ICT training	October 5th
Teachers ICT training	October 7th
Teachers ICT training	October 8th
Teachers ICT training	October 09nd
English Day	October 09th
Fourth grade teacher ICT assistance	October 10th
English day	October 12th
Parents meeting	October 15th
Tenth and eleventh grade teacher ICT assistance	October 20th

Results

Figure 16

Component's result
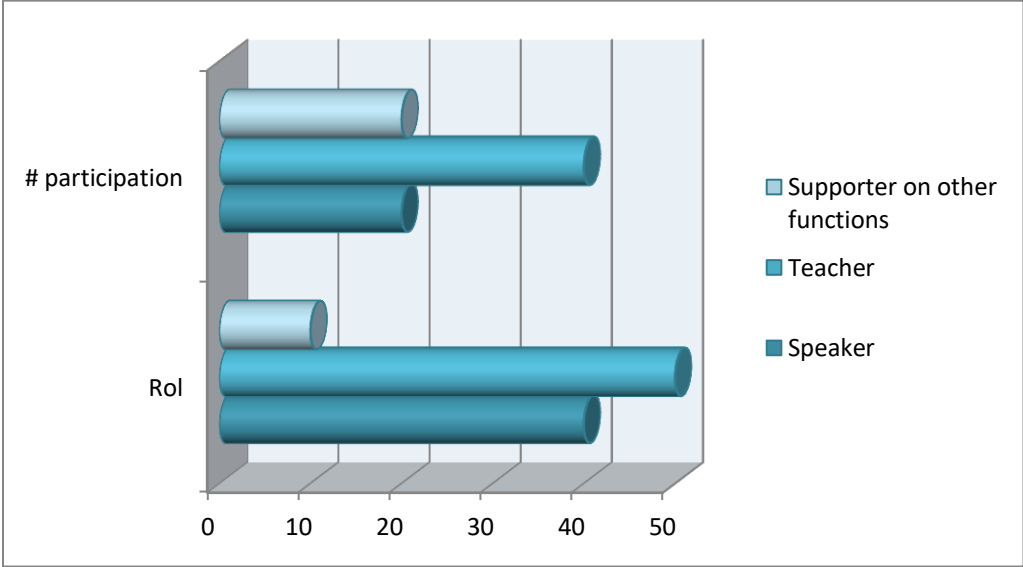
The extracurricular activities were done every week every through parents and teachers meetings. However, the main objective of this administrative component was to be part and participate in activities and events from the Francisco Jose de Caldas School during the pre-service teacher teaching practicum. For reaching this general objective, the pre-service teacher accomplished several roles as speaker, instructor and teacher.

Furthermore, it is important to understand the role of a teacher is not only to be all the time inside the classroom, but it is also to participate in most extracurricular activities. For this reason, the pre-service teacher took part in all extracurricular activities that were developed and organized during the pre.service's teacher time.

Conclusion

In brief, the main objective of the administrative component was achieved since the pre-service teacher could attend and contribute to school events such as the English day, parents' meetings, teachers training, and flag's raising that were done virtually due to covid-19 contingency. These events provided the pre-service teacher a deep insight of the school's protocols given that the pre-service teacher was at the school's community being immersed to a real context and role as an English teacher.

It was noticed that the pre-service teacher was immersed and invited to all the activities carried out at the school having different roles like lecturer, editor, and tutor, meaning that the pre-service teacher fulfilled several roles accomplished to specific tasks demanded by the school's directions.

Conclusions

In the pedagogical component was evidenced that reading comprehension helped students to increase their proficiency level, especially their reading comprehension skill. But it also encouraged students to learn new vocabulary and grammar structures from the texts; to be used in their writing and their critical thinking since the topics about the history, culture, and ethics found in the workshops enhanced and taught students towards the Anglophone culture.

In the research component was noticed that reflection is an important and necessary tool for improving classes and teacher's pedagogical work thus pre-service teachers could mediate when it was necessary. However, the narratives, reflective workshops and self-assessments worked as personal critics to the pre-service teacher to improve the pedagogical practice through the implementation of accurate strategies, approaches, and techniques adjusted to students' needs.

In the outreach component was determined that nursery rhymes were a fruitful tool for teaching English in primary schools because music motivates children and makes the English learning process more interesting than usual since its didactic nature includes body movements, gesticulation, pronunciation and closed attention when learning or recording a nursery rhyme due to students' intense listening and imitation.

In the administrative component was observed that the pre-service teacher could attend and contribute to school events such as the English day, parents' meetings, teachers training, and flag's raising. All of which were done virtually due to covid-19 contingency. These events provided the pre-service teacher a deep sight of the school's protocols because the pre-service

teacher was involved inside the school's community being exposed to a real context and role as

an English teacher in an official institution.

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Appendix

Appendix 1

Students' results

10

Second Workshop

Rellene el círculo con la opción A, B o C según corresponda.

Genghis Khan

China, India, Afghanistan, Iran and a vast variety of countries that we know in today's geographical organization formed a single territory conquered by Genghis Khan. He was the founder and single ruler of **(0)** .... Mongol Empire. It is well known **(1)** .... Genghis Khan was a brilliant military commander. Perhaps one of the most powerful conquerors of all time, Genghis Khan rose from simple beginnings in 12th century Mongolia to become the founder of the Mongol Empire and the ruler of the **(2)** .... area of land ever controlled by one empire. Genghis Khan was an exceptional military general and strategist, **(3)** .... attacks were usually as brutal as they were well-organised and unexpected. He organised his millions of soldiers into units of 1,000 soldiers called "gurans." Often **(4)** .... from a very young age, his skilled horsemen **(5)** .... fire waves of long-distance arrows **(6)** .... riding their horses at full speed, using their legs to control their horses. The popular conception of Genghis Khan is as a brilliant but cruel and aggressive military commander, but it is less well-known that he also **(7)** .... laws giving religious freedom to his subjects, encouraged trade **(8)** .... Asia and Europe via the Silk Road, and established one of the first ever international postal systems.

Ejemplo ....
0.   A. the   B. a   C. an
Respuesta: 0 Ⓐ Ⓑ Ⓒ
....

1.   A. that   B. what   C. why

Ejemplo ....
0.   A. the   B. a   C. an
Respuesta: 0 Ⓐ Ⓑ Ⓒ
....

1.   A. that   B. what   C. why
Respuesta: 1 Ⓐ Ⓑ Ⓒ

2.   A. largest   B. larger   C. large
Respuesta: 2 Ⓐ Ⓑ Ⓒ

3.   A. who's   B. whose   C. which
Respuesta: 3 Ⓐ Ⓑ Ⓒ

4.   A. trains   B. training   C. trained
Respuesta: 4 Ⓐ Ⓑ Ⓒ

5.   A. could   B. can   C. should
Respuesta: 5 Ⓐ Ⓑ Ⓒ

6.   A. during   B. before   C. while
Respuesta: 6 Ⓐ Ⓑ Ⓒ

7.   A. past   B. passed   C. is passing
Respuesta: 7 Ⓐ Ⓑ Ⓒ

8.   A. against   B. between   C. above
Respuesta: 8 Ⓐ Ⓑ Ⓒ

Appendix 2

Students' self-assessment

11th grade self-assessment ☆

Preguntas   Respuestas **131**

1. Analyse sentences in context to understand the use of grammar structures. *

○ Always

○ Sometimes

○ Never

2. Paraphrase the main ideas of a text to confirm understanding. *

○ Always

○ Sometimes

○ Never

3. Make word families to learn vocabulary. *
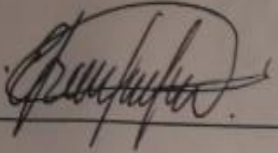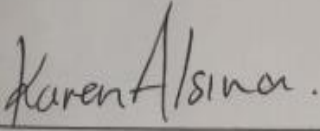
○ Always

○ Sometimes

○ Never

Appendix 3.

Parents' consent
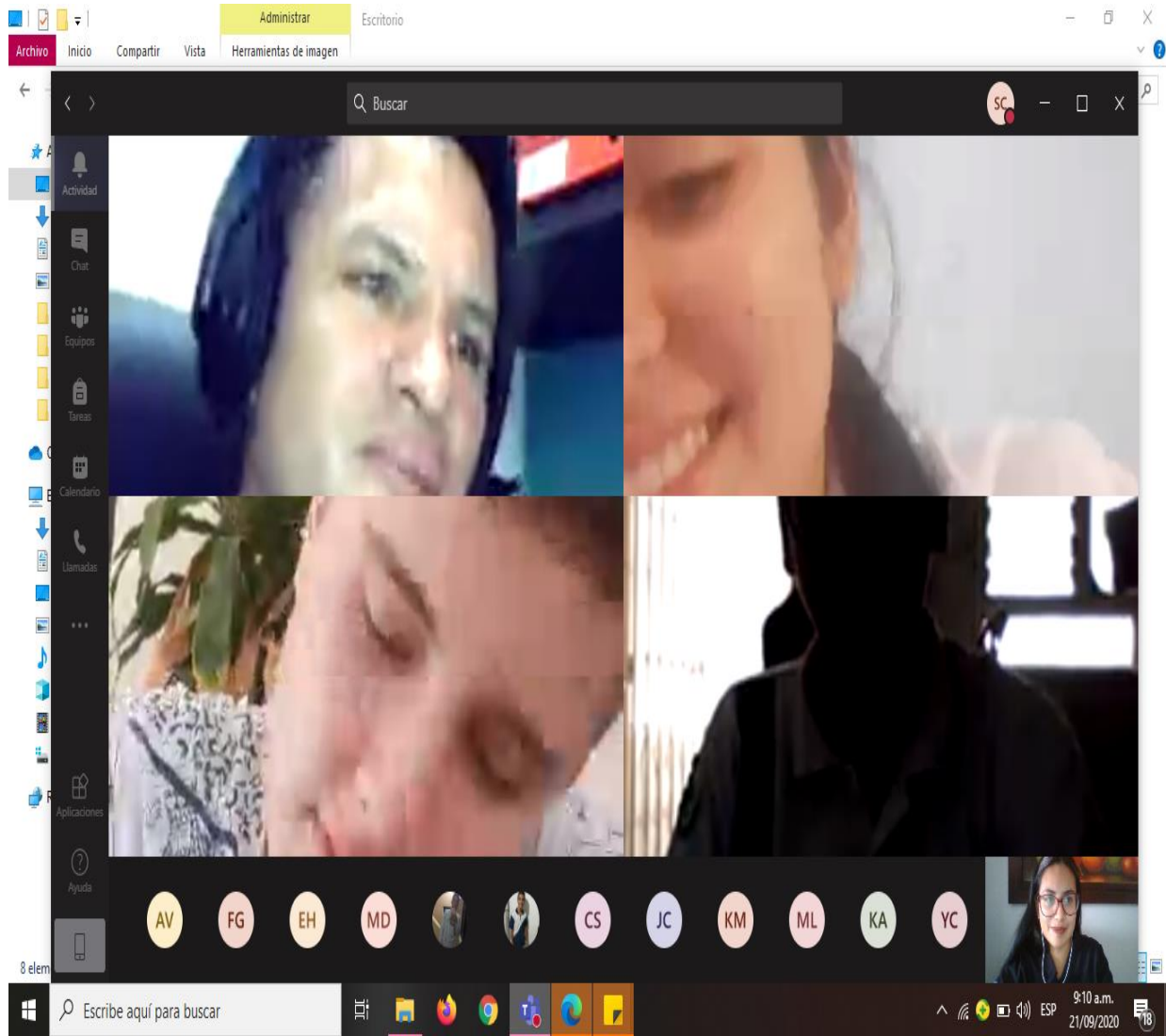

FECHA: 26 / 09 / 20

CIUDAD: Cucuta

AUTORIZACIÓN

Yo Efrain Alsina Serrano identificado (a) con CC BB2184172 como

padre/madre/tutor legal de Karen Dayanna Alsina V. AUTORIZO que él/ella

mismo/a sea grabado y fotografiado durante el desarrollo del proyecto "Developing reading strategies

on tenth and eleventh graders to improve their reading comprehension in their english course at the

Francisco José de Caldas School: An action research" con el fin de evidenciar la intervención de los

practicantes y que este material sea socializado en la práctica integral de los mismos.

Aclarando que su uso será estrictamente educativo y pedagógico.

Firma del padre/madre/tutor   Firma del participante   Firma del profesor

Appendix 4.

Syncronous class

Appendix 5

ICT tools
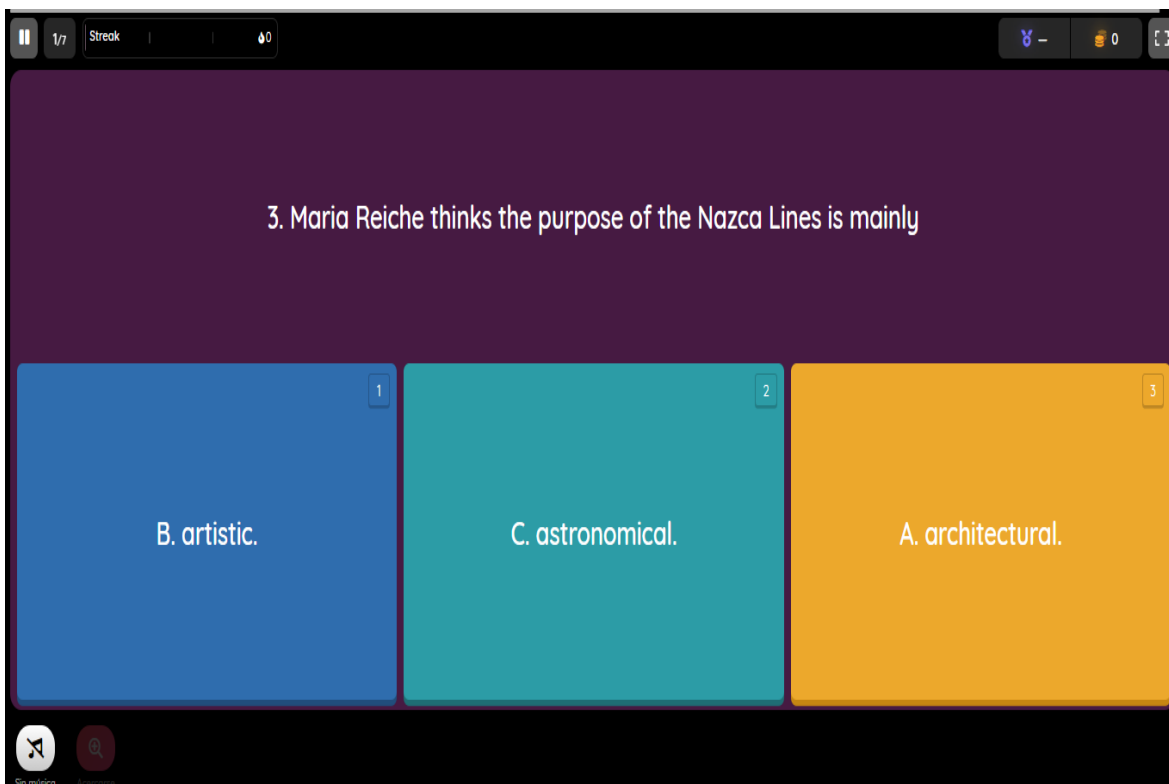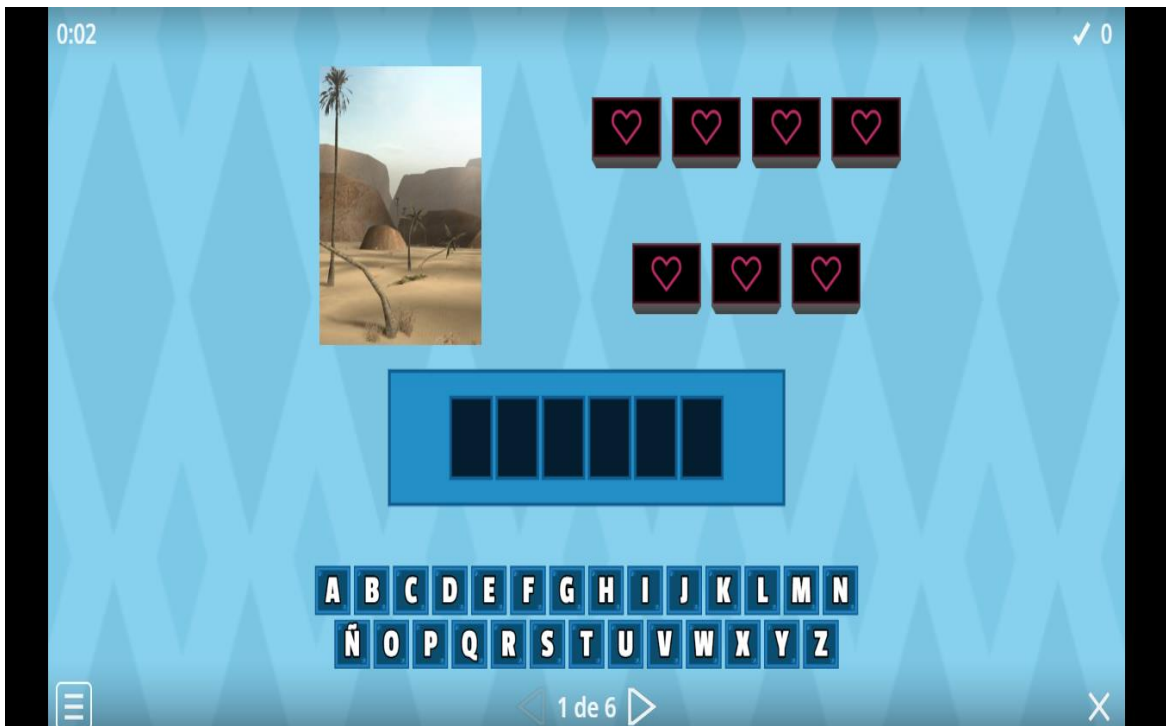
Appendix 6

Reflective workshop

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. *

Primero realizo la planeación analizando el desempeño de los estudiantes en la clase anterior, luego estudio el tema a enseñar e investigando acerca de las posibles actividades que se

Appendix 7

Narrative

Primera narrativa
(Semana del 21 al 25 de septiembre)
Por: Sara Neyid Bata Cortés
Práctica integral
Grupo: A

Mi práctica integral está siendo llevando a cabo en el colegio Francisco José de Caldas de Cúcuta, en los cursos décimo y once, donde existen tres grupos por curso; cada grupo tiene de 28 a 33 alumnos.

Para mí es muy grato decir que me he sentido bien en el transcurso de la primera semana como docente de los estudiantes de décimo y once grado, pues a pesar de que llevo tan poco tiempo en la institución, los estudiantes han mostrado interés hacia sus clases de inglés ya que participan y se involucran en las actividades propuestas. Sin embargo, algunas veces debo llamarlos por su nombre o apellido para captar la atención de aquellos estudiantes que participan poco o que aparecen como activos pero que no atienden a la clase. Dicho esto aquellos que no responden tienen un llamado de atención y pueden ser penalizados, ya que el Manual de convivencia lo estipula de esa manera.

Aunque pude evidenciar que los estudiantes también preguntan repetidamente acerca del tema estudiado quienes también piden indicaciones sobre las actividades que se deben realizar en el momento y las tareas a realizar. No obstante yo regulo lo que ellos copian o los talleres que responden, agregado asignaciones para que suban allí lo que hicieron durante la clase; quienes no muestren esas evidencias no obtendrán puntos extra en su examen final. Este acuerdo fue establecido por el profesor supervisor para estimular la participación en los estudiantes.

Por otro lado, las correcciones se hacen durante la clase, de hecho yo las realizo cuando los estudiantes pronuncian mal o cuando responden de manera no acertada a una pregunta, seguidamente les solicito la repetición de la frase o de la respuesta correcta con el propósito de que no permanezca el error, si no que sea enmendado de forma adecuada….

Appendix 8

Teachers' ICT training