

Reading Comprehension through the Survey Question Read Recite Review method:

An Action Research among 9th Students

University of Pamplona

Faculty of Education

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Integral Practice Project

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## **CHAPTER 1: PEDAGOGIC COMPONENT**

This chapter presents a pedagogical proposal, which is based on reading comprehension skills and the use of the SQ3R method – survey, question, read, recite, and review

### **1.1 Introduction to the pedagogic component**

Studying English as a foreign language has become one of the main goals in the Colombian educational context. In that sense, the MEN (Ministerio de Educación Nacional) has already published The National Bilingual Program (NBP) in 2004, which seeks to encourage the English teaching and learning process on private and public schools throughout the country. Besides, in Colombia the MEN through the NBP is the institution in charge of proposing and controlling the objectives that the students have to achieve in all the institutions. According to this, the Common European Framework of reference for foreign languages (CEFR) was selected by the MEN in order to determine the standards that students have to accomplish from primary to high school levels. These standards have determined that the students from first (1st) to third (3th) grades have to have an A1 level, Students from fourth (4th) to seventh (7th) grades have to have an A2 level and finally students from eighth (8th) to eleventh (11th) grades have to have a B1 level.

This research project is focused on students reading comprehension, the way they identify main ideas on a text and comprehend aspects related to facts, makes predictions and recognize specific details. Moreover, this research also examines and proposes different forms of reading strategies for accomplishing better understanding of a text. Taking into account this, some authors' perceptions about reading and the comprehension process are presented.

In a first place, Alderson (2000) establishes that reading is an interactive process between the reader and the reading. In other words, the reader gives meaning and sense to aspects that she or he found on it. Besides, Nunan (1999) states that reading process implies the development of linguistic knowledge and real-world content. These linguistic knowledges are sounds symbols and grammatical aspects.

In a second place, Tyson (2014) defines comprehension “as a process in which the information from the text and the knowledge possessed for the reader act together to construct meaning”. This definition is taken into consideration due to the comprehension skills according to Pressley (1998) should be developed in the elementary grades because it made part of the literacy instructions but most of the time it is not implemented it.

Finally, Carrell (1998) says that reading strategies allow the teacher to identify how the students or readers interact with the texts. In other words, how the comprehension process is developed. In that sense, this project explores how the scanning, skimming and making prediction reading strategies give to the students the elements to carry out the reading comprehension, and as cited Cantrell and Carter (2009), these reading strategies help teachers to instruct in a positive way the students in their reading comprehension

### **1.2 Justification to the pedagogic component**

This research project proposes to work on reading comprehension using the SQ3R method. One of the main reasons to deal with this method is because during the observation week some issues were detected related to reading. One of them is that the students translate the texts in order to comprehend them, in other words they are not familiarized with the reading strategies. Moreover, there is a lack of reading in 9<sup>th</sup> grade at Colegio General Santander.

At Institución Educativa General Santander there is a Bilingual Classroom that facilitates the English learning process, this classroom has audiovisual aids and all the things to be implemented in class. Colegio General Santander is an institution with an organized stakeholders structure based on values and an integral human being who respects the different ways of thinking. The students of 9<sup>th</sup> grades are in A1 level, and the group in which the project is implemented is 9- 01. In this group, there are 39 students.

During the observation week in ninth grade classes, teacher explains the grammar structures and activities related to the topics. In addition, a reading comprehension activity is applied, in this activity is observed the lack of comprehension of the students and also the lack of knowledge related to the reading strategies.

According to Izquierdo and Jimenez affirm that reading strategies are useful tools to encourage the proficiency in reading comprehension. Moreover, the students will gain meaningful perspective of their learning process and also they will develop awareness about the effectiveness of reading.

These reading activities are guided by the SQ3R method. According to Brown (2007), this method implies five steps that are survey, question, read, recite and review. In a first place, the survey step implies to check the title of the text, key vocabularies and pictures. In other words in this step the students should do a scanning and making prediction process. This method helps to create an effective student reading comprehension. Then, in the question step the students should make some questions using the title from the text and also key vocabularies. In a third place, during the read step they should read the whole text and get the principal idea. Then, the fourth step is implemented the recite step where they should present in a written or spoken way the analysis of text.

Finally, at the end of the process students may gain abilities on reading comprehension strategies, besides they will be able to read and comprehend deeply a text and identifying specific information, main ideas and at the same time to make predictions of a text.

### **1.3 Objectives of the pedagogic component**

#### **1.3.1 General objective**

To strengthen Reading Comprehension through the SQ3R Method.

#### **1.3.2 Specific objectives**

To select four reading texts in A2 level

To guide the students how to use the SQ3R method

To apply the steps of the SQ3R method on reading text

To Test the students reading comprehension by a pre-test and a post test

**1.4Theoretical framework**

In our society the learning of a foreign language has become an important aspect at the moment to be a competitive person in any profession. In that sense, there are different entities that have the responsibility to establish the skills and levels of the language that a person should achieve. One of this entity is the Common European Framework (CEFR) that has provided a language syllabus across Europe, the CEFR has presented in a clear way what the language learners have to learn to do in order to achieve an appropriate domain of a language for communicating. Also, it establishes the skills and knowledge that the learners need to be proficient, and the same way allows to recognize the progress of them. In that way, it is appropriated to present A2 reading features according to the CERF, due to this project is focused on that.

Table1.

*Common Reference Levels: Self- assessment grid*

A2 Reading
I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

On the other hand, The MEN has adapted the Common European Framework to the Colombian educational system in order to achieve the goals of the National Program of Bilingualism. This version of the CEFR is according to needs of Colombians learner and at the same way is used by the teachers to evaluate the students’ performance. In that order, this project works with the ninth grade students at Colegio General Santander who are in A2 level according to the CEFR and a basic level according to the National Program of Bilingualism. For that reason the settings implemented in Colombia are presented in the following table.

*Table 2*  
*Common Reference Levels and National terms level*

Common European Framework	NBP levels
A1	Principiante
A2	Básico
B1	Pre Intermedio
B2	Intermedio
C1	Pre avanzado
C2	Avanzado

#### **1.4.1 Prueba saber**

It is a tool implemented by the Minister of education. They are divided in SABER 3°, 5°, 9° and 11°. The main purpose from first three tests is to contribute to the improvement of the quality of Colombian education by conducting evaluations applied periodically to monitor the development of basic skills in students of basic education, On the other hand, Saber 11° also measures the quality of Colombian education but at the same time allows to the students access to higher education. In that sense, this type of test help to recognize the strengths and weaknesses of the private and public schools, and at the same time guides the Secretaries of education, the MEN, the institutions to improve different plans to overcome the lack of the system.

Taking in to account this, one of the specific objective of this research project is to apply different reading activities that include text with the Saber test model and at the same time apply

an initial and final test according to it. This type of text include multiple choice questions with an only answer. In other words the students have A, B, C, and D option.

This test are designed by the teacher trained and also the reading text are selected according to the level of the students, it is mean the reading are in A2 level. Also, these reading are planned taking into consideration the content of ninth grade at Colegio General Santander.

#### **1.4.2 Reading comprehension**

According to Nunan (1989) the reading comprehension is a process where the reader decoding written symbols that include smaller units that are the individual letters and the larger ones that are words, clauses and sentences.

On the other hand, Diller (1982) says that reading comprehension is process in which are used different skills to understand and apply information that is contained in a written material. In other way, Jaenal (2010) affirms that in reading comprehension process the reader seeks to get the message that the author has presented in a written way.

According to Hedge (2003) is important to teach reading because this may include a set of goals in the learning process where the students can enhance the ability to read a wide range of English text, and at the same time is possible to develop independents readers. Also, the students may acquire knowledge related to reading strategies and increase the range of vocabulary and developing an awareness of the structure of written texts in English.

Besides, Guthrie et al. (2004) affirms that the key to teach reading is based on motivational and cognitive characteristics of the reader...who is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. These engagement processes can be observed in student's cognitive effort, perseverance, and self-direction in reading. But at the same time it is teacher's responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning.

#### **1.4.3 Assessing reading comprehension**

According to Lynn (2012) assessment is a part of the teaching and learning process where the teachers can determine and measure if the goals that have been previously stablished were achieved. In the same way, the assessment process help to

identify the needs of the students and also the teacher has the opportunity to recognize if their way of teaching is working to the students. Taking in to account this, at the moment to assess reading comprehension, Marini (2014) has cited to Clay et al.

This author affirms that there are two goals in assessing reading comprehension. These are the diagnosis and measure process. In the first step is detected how well are the students in reading comprehension and in that sense the teacher determines how can guide the students. The second one, it is the process where the teacher can measure if the strategies implemented have worked. Moreover, it is important to take in to account the feedback between teacher and students made part of the assessment process because it provides the tools to identify what kind of assessment can be used.

#### **1.4.4. The sq3r method**

According to Artis (2008) the sq3r method is one of the oldest and common used method by the teachers. Through this method teachers can guide a productive and beneficial reading process in which the students can comprehend a text and at the same time can memorize relevant aspects of it. Besides, Manktelow (2007) says that it helps readers to create a mental framework of subject where they can connect facts from the text in correctly way. In that sense, the student's engagement with the text can increase, also there is an active absorption of information. In other words, this method allows to the students be active in the reading comprehension process.

### **1.5 Methodology**

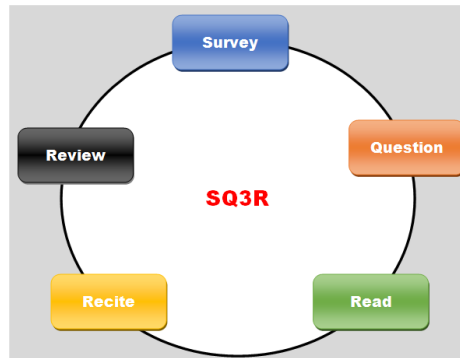
The main objective of this pedagogic component is to strength the students reading comprehension, in order to achieve that it is needed to apply the sq3r method. In that way, through the steps of this method is planned that the students can enhance the reading comprehension. Besides, according with the Academic Skill Center (2014) this method was developed by Robinson in 1940 at the university of Ohio where the aim objective was to help the students to identify essential points in a text, they could get a detailed understanding of the information required and also that the information was retained over a period of time.

In that sense this project seeks through the sq3r method and a pre-test and post- test if the use of the method strength the reading comprehension.



### 1.5.1 The steps of sq3r method

According to Hubber (2004) this method is composed by five steps that are survey, question, read, recite and review (figure 1).



*The steps of the sq3r method*

The survey step happens in the pre-reading phase, the idea of this is to give to the readers the opportunity to create an over view from the text and decode it. In that sense they should identify the title of the text, headings, and the first sentence from the paragraph, pictures or diagrams. Moreover this stage only takes from five to 10 minutes

Then in second step that is called question, the readers take the information that have been identified in the previous stage and made questions with these. The purpose of this stage is to keep the students attentive and involve in the reading because they should try to find the answers to the previous questions

In the third stage that is the read, the reader should read the complete text from the beginning to the end. This step is an active process where it should be found answers to the previous questions and at the same time they can underline main ideas, look for in a dictionary unknown words, key words and taking notes also . Then, there is the recite step in which the reader try to recite in spoken or written way the text. In other words, in this part the reader use their notes from text to present a summary in their own words the purpose of the reading or the main idea from the text.

Finally, there is the review stage, according to Robinson (1970) in this stage the readers not only take the notes to study again and again the reading. Also, it is possible to implement activities like make a map, a diagram, or answers some questions proposed by the teacher

### **1.5.2 The importance of using the sq3r method**

The sq3r method is a useful way to enhance reading comprehension on students. According to Asiri et Momami (2017) this method allow to the readers or students increase their proficiency because they can assimilate the information easily and at the same time they can understand and remember the main aspect of the reading. Besides, relate to each step of the method they affirm that the survey part makes the students ready for effective reading. The question stage can unlock the ideas that the students have and at the same time it connect them to the subject. In the same way, they claim that the recite step gives students the possibility to look back and check it what they read, and the review stage helps them to connect the entire text.

In the same way, these author have stablished another significances of the sq3r method. They are that it helps the students to retain information and vocabulary. Also this a systematic and structured method that help them to understand in a better way and at the same time the reading is an active and co-operative process. In addition, Marini (2014) says that it allows to the students reduce time on reading and also they can connect with the text and identify the importance points of it.

### **1.5.3 The pre- test and post- test**

In order to evaluate the effects of the sq3r method a pre- test and post- test was planned. In that way were taken as a reference the Prueba saber model questions. This test is composed by eight questions in whit multiple choice but one correct answer. Moreover, it is important to mention that the pre and posttest were the same reading and the same questions. Also the pre-test was applied as a previous diagnosis and the post- test after finishing the developed of the four activities in which was implemented the sq3r method.

### **1.5.4 Developed activities**

During the development of this project four (4) activities were implemented in order to accomplish the objective of this pedagogic component. These activities were planned taking in to account the contents and level of ninth grade students at Institución Educativa General Santander, and the same time following the standards stablished by the MEN and the CERF.

**First activity: Presenting information about the sq3r method**

According to Bulut (2017) claim that the students can deal with such difficulties more effectively when they are taught the reading strategies explicitly. In that sense, the pre-service teacher introduce in simple way the steps of the sq3r method to the students and the way how they could use it in a reading comprehension activity.

After the introduction the pre-service teacher gave to the students a reading text that was untitled “A pizza” (see appendix A). This reading was used because it was concerned to the topic that was simple past. Besides the reading was selected according to the level of the students. Then the teacher asked to students to survey the reading. In this steps were used a picture from the text in which there were a little boy and a slice of pizza, then the students tried to guess what was the reading about and they gave their own idea taking in to account the tittle and the picture, this stage took fifteen minute.

After the first step they continues with the second one in which they had to made three questions on their notebook using the tittle and the information from the first sentences of each paragraph. After that the teacher asked to some of them to write the questions on the board. Subsequently, the read step was implemented. In this part the students had 20 minutes to read the text individually and at the same time recognize the unknown words and then they searched the words on the dictionary. Also, in this step the students identify the answers to the previous questions from the question step. In that sense, as Huber (2004) mentioned, in the reader step the students answer the questions made in the second step and also they can highlights the main ideas and key words.

Finally, it was implemented the recite and review steps. The recite step were developed in an oral way in which the teacher trainee asked to some students participated giving the general idea and retelling the actions and activities that the characters did. Then, in the review step were implemented a worksheet in which they had to answer difference type of questions like true and false, open questions and match questions.

**The objectives of this activity were**

- To give a general introduction about the sq3r method and it benefits.
- To introduce the reading topic to the students
- To guide the reading through the sq3r steps

- To analyze the students reaction toward the sq3r method.
- To assess the students through some questions

### **Second activity: The ghost in the forest**

This activity was developed taking in to account the level of the students that is A2 level and the content that they were studying. Due to the students identify the steps of the sq3r method in the previous activity. In this case the activity proposed by the teacher was to implement the steps and at the end of the class asses the students through some questions in which multiple choice questions with an only answers were used. In that way, it is presented the activities that were developed in each step:

- The survey step: in this part the teacher presented a poster with a picture related to the reading, then the students started to guess the topic of the reading and the teacher encouraged them to create in an oral way their own story. After that, they identify the tittle and relevant words.
- Questions: in that case the teacher asked to the students to participate and passing at front and write the questions on the board. This part took around fifteen minutes where several students participate. Then, the teacher asked them to take three of the questions that were written on the board to be answered in the following step.
- Read: in this part, it was implemented an individual reading by 15 minutes in which they used the previous questions. Then, they highlight the main idea and secondary ideas. Finally the teacher asked to some students to read the text aloud.
- Recite: in this step was implemented an oral retelling activity in which the teacher asked to the students closed their notebooks and kept the worksheet. Then one students had to start to recite the story using their own words and the other ones had to continue until the end.
- Review: in this final step, the students shared the answers of the questions that they chose in second step. Then, it was applied an individual test with multiple choice question and only answer.

The objectives of this activities were:

- To promote an active reading
- To guide the reading through the sq3r method.
- To analyze the students behave toward the sq3r method.
- To familiarize the students with the saber test questions.

**Third activity: The old Colonel**

This activity was selected following the contents that were studied. In that case was the present perfect. Moreover, this reading was selected according to the A2 level of the students. Besides, the teacher asked to the students to follow the sq3r method but in that time was proposed a written activity in which the students presented a report with each step of the method was developed.

- The survey: in this step the teacher asked to identify and write information like numbers, places, names, and at the same time identify sentences with the grammar structure the was studied
- The question: it this part it was asked to the students to write three questions. They could use the tittle, sentences from the text and all the information that they wrote in the survey step.
- The read: in this steps the students read individually. This process took 15 minutes in which they identified the main idea and the secondary ideas. They reached unknown words and their meaning.
- The recite: this part was developed in a written way to. In that case the students did a table. In this table they wrote the main idea, and the secondary from each paragraph.
- The review: in this part it was applied a test with multiple choice questions and just one only answer. With this test the teacher intended to familiarize the students with the saber test.

The objectives of this activity were:

- To promote an active reading process
- To guide the reading through the sq3r method

- To analyze the students behavior towards the sq3r method.
- To create a written report with the steps of the sq3r method
- To train the students with the saber test.

#### **Fourth activity: at the office**

This activity was selected following the contents that were studied. In that case was the present perfect. Moreover, this reading was selected according to the A2 level of the students. Besides, the teacher asked to the students to follow the sq3r method but in that time was proposed a written activity in which the students presented a report with each step of the method was developed.

- The survey: in this step the teacher asked to identify and write information like numbers, places, names, and at the same time identify sentences with the grammar structure the was studied
- The question: it this part it was asked to the students to write three questions. They could use the tittle, sentences from the text and all the information that they wrote in the survey step.
- The read: in this steps the students read individually. This process took 15 minutes in which they identified the main idea and the secondary ideas. They reached unknown words and their meaning.
- The recite: this part was developed in a written way to. In that case the students did a table. In this table they wrote the main idea, and the secondary from each paragraph.
- The review: in this part it was applied a test with multiple choice questions and just one only answer. With this test the teacher intended to familiarize the students with the saber test.

The objectives of this activity were:

- To promote an active reading process
- To guide the reading through the sq3r method
- To analyze the students behavior towards the sq3r method.
- To create a written report with the steps of the sq3r method

- To assess the students with the saber test.

**1.5.5 Schedule**

It was necessary to stablish a schedule to carry on all the activities to develop the main purpose of the pedagogic component, the schedule was stablished based on the English classes schedule during the whole week, and also asking to the teacher in charge for the availability of the hours. It was necessary to take into account the ordinary schedule to be able to know the exactly schedule of the English classes.

The following table shows the English schedule for the group chosen to develop the activities of this integral project.

*Table 3 Ordinary Schedule<sup>9<sup>th</sup></sup> grade’s schedule*

Monday	Tuesday	Wednesday	Thursday	Friday
	10: 20 a.m		11:25 a.m	
	12: 15 p.m		12:15 p.m	

**2 CHAPTER 2: RESEARCH COMPONENT**

This chapter contains all the research process, its development applied, results and conclusions given by the teacher trainee.

**2.1 Introduction to the Research Component**

This project concentrates on reading comprehension as well on the four activities, where it was implied reading test through sq3r method to see how influences on English reading comprehension, and the results of “saber test”. Also this makes emphasis on the research project itself. The observation of the students within the course, and so their evolution along this brief period of time, with all the instruments used to gather main data involved. The entire process its results, data and analysis are presented in this chapter.

In order to see the whole picture we need to figure out, the daily basis of the community where this research project took place, many of the students do not have access to a proper material with a suitable content, in which the comprehension of the reading skills get tested by a “saber test” like. All this was carried out in Villa Rosario Norte de Santander with students of the 9<sup>th</sup> grade, with ages among 13 years old up to 16 years old. Consequently we encourage a motivational clause of learning English can be interesting if we try different approaches. One of those approaches is the use of vocabulary where student can get familiar with some terms and structures making able to perceive progress on their learning process.

## **2.2 Research Questions**

### **2.2.1 General question**

How does the sq3r method influences on English reading comprehension among 9<sup>th</sup> grade students?

### **2.2.2 Specific questions**

Which are the advantages of the sq3r method on students?

How do students react towards sq3r method?

How the sq3r method contributes to the reading comprehension activities?

## **2.3 Type of research**

The type of research apply to this, according to Parrot (1996) we need to embrace and place thing into test every time, making the teaching labor an integrated state of mind where continuously the teacher is learning and testing out knowledge, helping to avoid the lack of progress.

Also I want to make emphasis on Cohen & Manion (1985) primarily on the point of view of the action taken place by the situational aspect, regarding the solution of problem in a specific context. Sometimes not even taking part on a direct action, but just by the main act of observing itself, and identifying aspects of the practice stills as valid proof of action research.

Finally the fundamental characteristics of action research, according to Elliot (1990) which includes



- The action and situations related to the experience in bout sides, teachers and students.
- explain what happens in the classroom regarding the intentions decisions, values beliefs, etc.
- the exploratory approach is used by.

### **2.4 Stages of Action research**

In order to carry out an action research, namely with the Cohen & Manion eight stage model type, is valid to establish:

First Stage: the identification of the problem, and its formulation.

Second Stage: draft proposal after analyzing of different points of view.

Third Stage: recompilation of literature and comparable studies suitable for the research.

Fourth Stage: formulation on a possible cause hypothesis and predictions.

Fifth Stage: chose of material and methods to apply on the research.

Seventh Stage: application of the project, recollection of the data, check and monitoring results and final feedback.

Stage eight: final interpretation of all the factors involved within the data outcomes.

### **2.5 Method**

According to Creswell (2003) the mixed methods approach is employed when the researcher need to obtain valuable results for that reason qualitative and quantitative paradigms are used. Besides, Bulsara(e.d) says that implement a mixed methods allow to get a different perspective of the phenomenon.in that sense, to collect qualitative and quantitative data and their analysis provide a better understanding of the problem.

This research project leaded by the one and only teacher`s trainee whom has followed the steps of proper action research in order to be specific with the procedure to complete the several requirements needed in the realization of the project. Among the observations made by the trainee. Highlighting the fact of taking the whole picture of the situation, in other words, outstanding the whole environment recognizing all the facts within.

Getting related with the environment not only with 9<sup>th</sup> grade itself but getting in touch and connected it's a concept that also applies to people inside the whole context, like for example teachers, coordinators, principals, students, parents, among others. There were several points of view that also helped to establish the need of reading comprehension skills due to the lack of grammar, and weak points on self-motivation to learn a new language by students of that particular area. Therefore some relevant issues were identified such as the lack of reading comprehension, a traditional teaching methodology, a poor interest from the students towards the English test and the need of implementing some reading strategies to be prepare for saber test.

Besides, the reading activities were guided by the sq3r method, it was also applied four activities that were mention on the pedagogic component. Once the issue was identified one general question was established and three specific questions were proposed in order to lead the research process.

## **2.6 Participant of the study**

The development of this project was in ninth grade, there were, four classrooms that were observed at the beginning of this integral practice project, and the sample was chosen just from one of this classrooms, in that case was from 902.

### **2.6.1 Sample**

Latham (2007) establishes that a sample can be defined as a significant group of people that represent the entire population studied in a research project. In the same way, the sample symbolizes all the characteristics studied in a phenomenon, and this provides the information that is collected as data. Take in to account this, the sample of this research project are seven students

The population was composed by 37 thirty-seven students in which were selected as a sample 15 students from 13 years old up to 17 years old. (3) Three of them were men, and the rest (12) twelve were women. Most of the students fit into a A2 level according to the Common European Framework of reference for foreign languages (CEFR).

### **2.6.2 Sampling Method**

According to Frey, et al (2000) Selecting the sample from the hat which means chosen by random, and where each member of the population have equal chance of being selected.

## **2.7 Data collection**

According to Rouse (2016) data collection is a systematic process in which the researcher creates the instruments, gathers and analyses the information. Moreover, this process is important because the researcher can obtain an accurate perspective of the phenomenon and it is possible to establish the relationship between the independent variable and the dependent variable.

Taking into account this, yin (2003) affirms that in a research process the data collection can be collected through six possible sources which are direct observation, participant observation, interviews, documents, archival records and physical artifacts. In the same way, yin says that the researchers implements a quantitative and qualitative data collection because those types of data allow to researchers to obtain multiple sources of evidences, and also it is possible to maintain a chain of evidence. In that order, this research project implemented 4 four kinds of instruments of data collection, they are questionnaires, observation, test, and a Likert scale.

### **2.7.1 Observation**

The only real way to get an accurate and objective point of view is through observation itself because with it, the information flow can be guided, and the element students, can be seen to react towards to the curse of the totality of activities applied to them, not only random features, but the context of the environment that participants belong to.

So we can say that an observational study is taking place, according to Fred (2013) without being disturbed, the environment doesn't seen to be affected by the trainee present, or the purpose of the observation. A vast number of observations were made in to the class room, during this experience with many issues were identified among students.

### **2.7.2 Questionnaire**

The main importance of the questionnaires, it's to make possible to follow a lead guided by the students and their own characteristics, given to them by their location, socio cultural aspects, and many more. Type of question like personal type questions help the researcher to set down a population within a specific context. open questions which help the students to expresses themselves, also the closed type of questions with multiple options try to set a background, society standards and personal beliefs, which all are very relevant because are interconnect to the issue under investigation like Bulmer (2004). The questionnaire was applied on November the 24 of 2017, which main objective was to know their nationality, grade, and secondly to know the effects of the sq3r on reading comprehensions. Developed by the fifteen students on sample, with demographic information and five open ended questions and one multi choice question to be answered. Each student had the questionnaires, and it took no longer than ten minutes to answer it and finish it.

### **2.7.3 Likert Scale**

The likert scale improves the fact, of the total agree versus the antithesis of total disagree Jamieson (2004). The scale that took place according the researchers trainee, was made in Spanish so no miss understanding was able to happen. The rate of the scale was based on the comprehension and application of the strategies given by the teacher to the students. The scale came up with five response alternatives from “never” to “always”. The amount of responses were used to create an attitudinal measurement scale Boone and Boone (2012).

### **2.7.4 Test**

It was developed according a pre-test and post-test established by the teacher trainee, this was applied to the whole sample, in bout the same reading was used, and also the same eight question following the “saber test” model, filled with multiple answer but in which only one is correct.

## **2.8 Data analysis**

According to yin (2003) the researchers needs to focus on information that helps to create to identify types of relationships, establish theories, and elaborate critics, categorizing the

information in a suitable way. Using about data collected through qualitative and quantitative methods were applied to gather useful data in order to give answer to the objectives and questions of this research project. On the qualitative side we can mention the observations, questionnaire, and test as a way to categorize and re organize the information obtained. The fact of making meaning according to all the data, is the consolidation on the interpretation, of it (Merriam 1998).

Quality data is the most useful tool that researches have in order to really get the idea, of what students felt, or did in a specific or determined situation. All this is possible with the analysis of the data.

Quantitative data is used for the quick view, the easy sets of life, indicators, numerical scores, scores etc, reveals and provides a particular point of view of each grouping of data, on descriptive statistical procedures (Kotler and Levy, 1971).

### **2.8.1 The Bar Chart.**

According to the Business Dictionary, it is a graphic that uses rectangular bars to represent the values. Also, the bar chart is used to compare the categories. For that reason in one axis is founded the categories being compared, and the other one represents the values. Also Lane (2005) says that Bar chart is the graphic used by the researcher to represents the number, the frequency or any information related with measure. It is used this graphic because let the researcher explain the information gathered in a simple way and then very easy to understand, there are different types verticals and horizontal bars, it depends how the researchers wants to represent the information. In this case, the researcher uses bar chart to explain in an organized way all the numerical information gathered from the questionnaire answered by the participants.

### **2.8.2 The mean**

According to the business dictionary the mean is the average of the numbers: a calculated "central" value of a set of numbers. To calculate is necessary just add up all the numbers, then divide by how many numbers there are.

## **2.9 Results**

This research study presents the obtained results obtained from each data collection instrument. The first part shows the results obtained during the observations, then, the data obtained from the questionnaire and Liker scale and finally the data obtained from the pre-test and post- test.

### **2.9.1 Results of the observation**

The observations of this project were guided by the specific objectives that the teacher trainee established to accomplish the research one.

It is important to mention that in this project was conducted two observations. The first one was developed during observational week. In this week, the teacher implemented a non-participant observation in order to analyze the main activities in classes and the strategies of the teacher. Also it was possible how was organized the school and identify the leader in each area of the institution.

Related to the classes on ninth grade was detected that at the beginning of the class they prayed and then they did their classes. In most of the classes observed was founded that the students worked on grammar exercises and when reading was developed they translated the text.

The second type of observation was direct observation implemented during the four activities applied in the pedagogic component. In order to that an observational report with two specific objectives was used (see appendix B).

#### **First objective**

One of the objective was to identify the students' response towards the activity. In this part was detected that the students at the beginning of the implementation of the method they said that they did not understand and also they did not want to follow the steps of the method. Instated of that they wanted to translate the text and answer the questions proposed for the end of the activity.

In the second third activities the students said that they started to understand the steps of the method and also they said that they could identify essential aspects of the text. Moreover, in the second third and fourth activity the students said that the method was interesting because they kept their attention on the activity during the class. In addition they said that they could participate more than they had to translate the text.

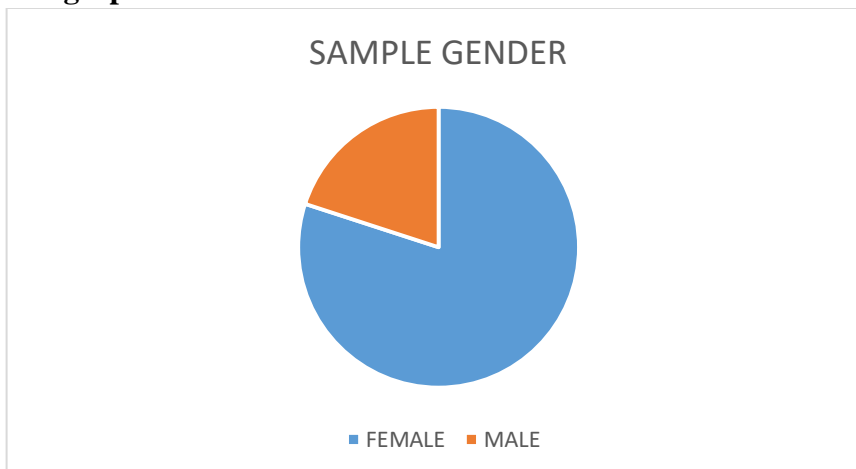
### **Second objective**

Describe the effects of the sq3r method during the activity was the second objective of the four observations during the applied activities of the pedagogic component. In that opportunity was detected that students could understand the reading test implemented in class due to the sq3r method in that sense some students said when they followed the steps of the method the activity was easier and they could identify aspects such as main idea, and secondary ideas. Besides when the teacher asked to some students to read the test and most of them were able to do it.

#### **2.9.2 Results of the questionnaires**

As explained previously, the questionnaire was composed by SIX (6) questions and eight (8) statements. In the Likert scale, and it was only answered by the sample of this research. It was essential to analyze each question in order to have better results.

#### **2.9.3 Demographic results**



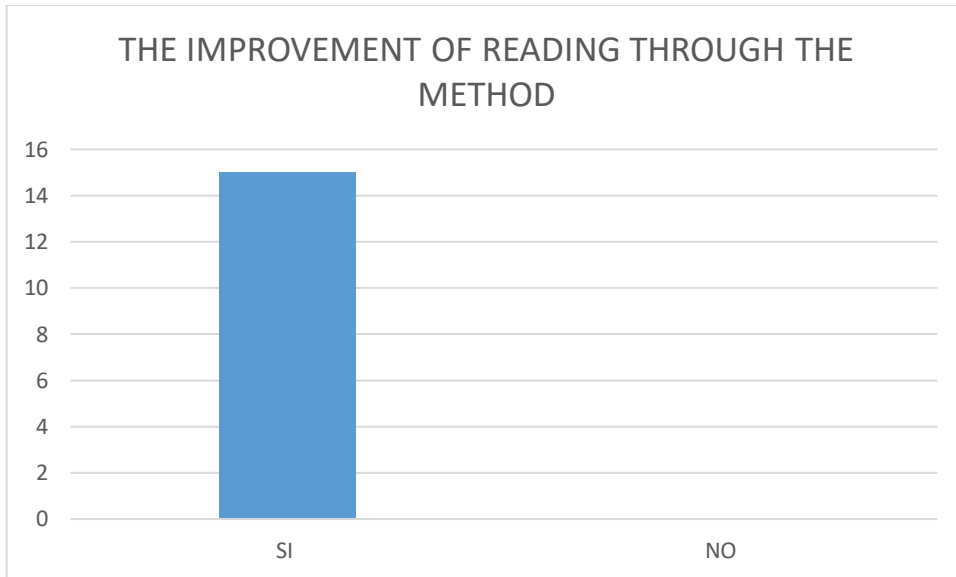
#### ***Graphic 1. Demographic results.***

According to the demographic results, eight (8) students are fourteen (14) years old; four (4) students are fifteen (15) years old; one (1) student is sixteen (16) years old and another one

(1) student is seventeen (17) years old. And also one is 13 (Thirteen) years old. From 15 participants 12 were female and three participants were male and belong to 9: 02 grade. Finally, all of them were born in Cucuta Norte de Santander, so consequently all of them were Colombian

**Results of every question**

**Question number one:** do you consider your English reading comprehension level has improved since the methodology proposed by the teacher?



**Graphic 2. Question number one in the questionnaire.**

According to the graphic of the fifteen students from the sample. It is possible to understand that they have could improve their reading comprehension trough the method proposed by the teacher. This is sustained by the answer hold by the students to this question, because some of them say that this method made easier to reach the information asked by the teacher. Therefore a student claimed that before using this method, she didn't understand English text, but after its use, the activity was easier in a short period of time. Filly another student claimed that with this methodology she just needed to search some few words in order to understand the text.

**Second question:** do you consider that the strategy applied by the reading activities in English, makes you a better reader?



This time the 15<sup>th</sup> students said that the method helped them to be a good reader, some justifications are that this strategy encourage them to read English articles, also because the reading is not so monotonous than before.

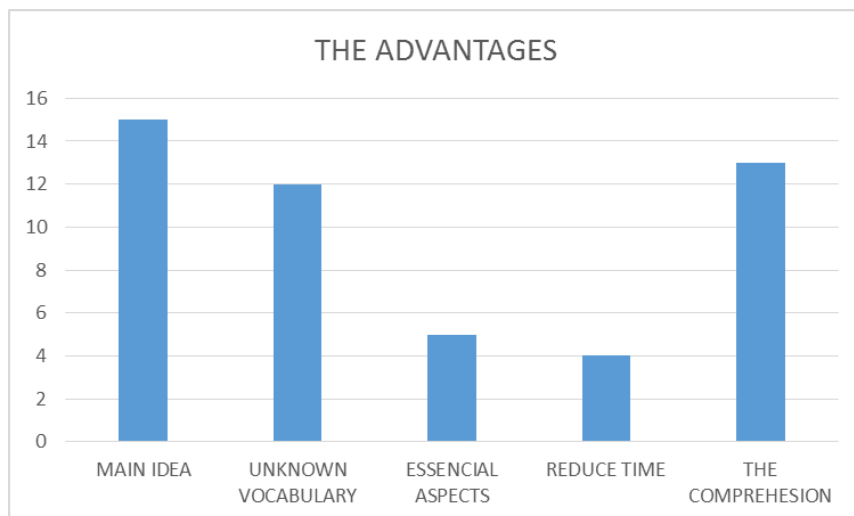
**Third question: do you consider that the learned reading method helps you on the English tests?**

all the students reply affirmatively, and their reasons are the coherence in the answering, and the good grades as well by getting the good question and understanding them. Also have been able to organize ideas and get key words out of the text. In the same way a student claim it was useful not only for English course but for other courses as well..

**Fourth question: how do you feel by using the method applied by the English teacher?**

Among several answers we have found that they felt great, confident, and happy. Because according to them the method helped to understand the articles and the subject proposed by the teacher.

**Fifth question: which advantages do consider from the method implemented in class?**

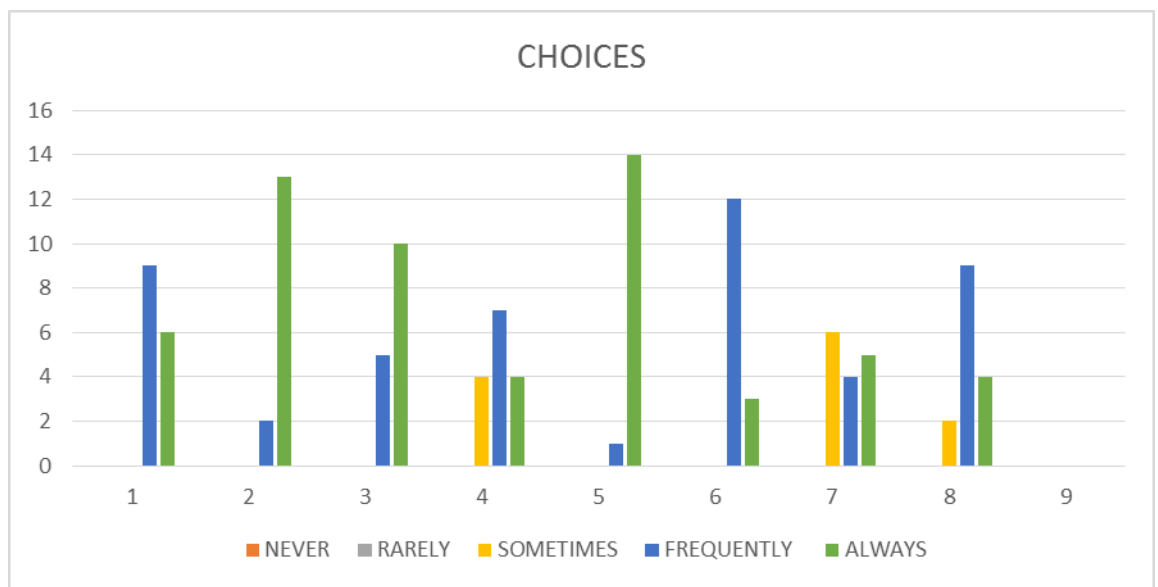


**Graphic 3. The advantages of the sq3r method**

According to the graphic the fifteen students consider the principal advantage of this method is that they can identify the main idea in a reading text. Secondly, they consider that this methods helps them to comprehend the text. In a third place, they consider that they can identify the unknown vocabulary and then identify the essential points. Finally, they consider that this can reduce the time employed in a reading activity.

- **Liker scale statements**

In the following graphic is presented the eight stamens of the liker scale:



**Graphic 4. Statements of the liker scale.**

In the graphic the first statement represent the comprehension of the method by the students. According to the results during the implementation more than eight students said that they understood the method frequently and the rest said that always they did it. Then, related to the second statement in this part is possible to found the perspective of the students about the teacher methodology to explain the steps of the method. In that case thirteen students has said that the teacher always was clear at the moment to explain it.

In third statement, it is stablished the interest of the students about the reading when is implemented the method. In that case ten students said that they feel interested when the method is used in a reading comprehension and five students said that they

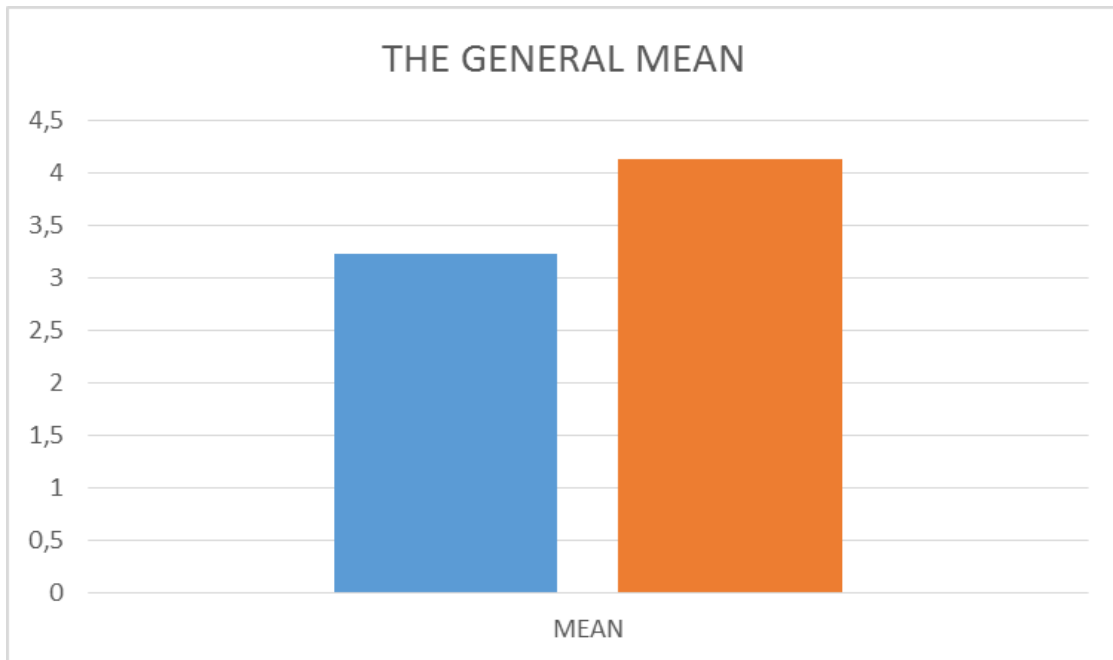
frequently feel interested. Then, in fourth statement nine students said that the method frequently facilitate to them the reading comprehension activity while four students said always and other four students said sometimes. About the fifth statement fourteen students said that they always felt comfortable.

According to the sixth statement is appropriate to say that with the help of the method they frequently identified the main idea of a text. Related to the memorization of some aspects from the text, the students gave different answer due to six of them said sometime, four frequently and five always. Finally most of the students said that they could recite a text when was implemented the method sq3r

**2.9.4Results of the test**

In this case is presented the results from the pre-test and the post-test. Then general mean of the pre-test and post-test applied to the sample members is presented in bar chart.

STUDENTS	PRE-TEST	POST-TEST
1ST	3,5	4
2ST	2,5	4
3ST	3	4,4
4ST	3,8	4,6
5ST	3,5	4
6ST	2	3,5
7ST	4	4,4
8ST	3,9	4
9ST	2,8	4
10ST	3	4
11ST	3	4,4
12ST	3,5	4,6
13ST	3,5	4
14ST	3	4
15ST	3,5	4
THE MEAN	3,23333333	4,12666667

*Table 4. The saber test.**Graphic 5. The general mean from the pre-test and post-test*

After the implementation of the method sq3r and taking in to account the pre-test and the post-test it possible to affirm that this method contributed in a positive way. As it is possible to identify in the graphic number five the mean in the pre-test was 3, 2 and in the post-test was 4, 1 in that case as it was mentioned before the results increased.

### **2.10 Conclusions and suggestions for the further studies**

The main goal of this action research project was to strengths the reading comprehension skills and at the same time give to the students some tools to be used in saber test. In that way it was implemented a method that is called the sq3r method. According to Swennumson (1992) this method allows to the readers improve their comprehension, memorization and at the same time reduce the time employed on reading activities. In the same way, Marini (2014) presents different benefits about the implementation of the sq3r method, in these benefits were mention the identification of main ideas and relevant aspects in a text, also this give to the students significant tool to enhance reading comprehension and to obtain better results on exams.

In a first place, this project was a rewarding process due to the interest of the students on English reading comprehension was increasing and at the end of the program they were able to carry out the method without the help of the teacher. In that sense, the reaction of the students towards the sq3r method was positive. As they mention on the questioners through this method they had the opportunity to enjoy the reading because this facilitate their comprehension. Also it was possible for the teacher to observe that the students were active during the activities implemented. In addition the result from the pre-test and post-test showed that the students process where they learned to use the sq3r method had significant results on the test due to the mean in the pre-test was 3,2 and in the post-test- was 4,1.

Taking in to account that, the method and reading activities selected were propped to the students from ninth grade. This reading were selected according to the contents and A2 level of CEFR. In the A2 level the students are able to read simple text and find specific information. In that sense, the method and the reading matching due to one of the objective of the sq3r if allows to the reader identify specific information.

It is recommended to continue using the sq3r method with reading comprehension due to the benefits of it are for the students and the teacher. In a first place the obtain abilities to developed the reader activities, also their participation is more active and the test results can enhance. Through this method the teacher can present a difference and an interactive class to the students, in the same way it allow to use a different methodology from the traditional and it is a good way to start to work reading comprehension in basic levels.

for the further studies, it is recommended to connect this method with the other skills specially speaking and writing due to the steps of this methods allow this. Also it is recommended that the students can work in group because this promote the collaborative work. Besides

### **3 CHAPTER 3: OUT-REACH COMPONENT**

Within this chapter, that endorses the explanation of the extra- activities that were developed by the teacher trainee with ninth grade students “Pronunciation in Karaoke Club”

#### **3.1 Introduction to the out-reach component**

The main purpose pursued is to encourage the students beyond the regular English classes, and make them motivate, using the cultural factor as a way to connect with nowadays world. As an exchange in values and perspectives. Also to reach a good pronunciation level in a non-traditional way, actually a funnier way. For example namely we had, “Business parade”, “Rising Flag”, “Math Rally” and a particular event with an approach to Cartagena’s native cultural chants and dances organized by the teacher’s trainee.

This projects concentrates in pronunciation and Karaoke activities, and many grammar aspects involved as well, The Pronunciation in Karaoke Club was an organized group of students 9<sup>TH</sup> grade an 9<sup>TH</sup> B grade. The list and names were addressed.

#### **3.2 Justification of the out-reach component**

Due to the focused weak points given by the teachers, as the lack of a proper pronunciation form of practicing for the students, also due to the observation within the environment of the school itself, the teacher trainee chooses to apply an outstanding methodology, making sure to catch students attention in order to focus on the project as a non-traditional method not experienced before in the past.

### 3.3 Objectives of the out-reach component

#### 3.3.1 General Objective

Encourage English learning process namely on pronunciation through the use of karaoke and repetition activities.

#### 3.3.2 Specific Objectives

To select a group of students to apply and test the activities.

To choose and select a play list set according to the needs of the students in order to practice.

The programming and schedule available and suitable for everyone.

To apply and reinforce the use of chants for pronunciation.

### 3.4 Methodology

The teacher`s trainee set everything to be on Wednesdays mornings, from 9:00 am to 9:30 am at break time, with 9<sup>TH</sup> grades, whom weekly participate on these activities, during four weeks. Many exercises including tong twisting, and spelling skills. Also repetition of chants. Everything was done with the approval of the English teacher, who was in Chief of that Area.

#### Table of activities

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*Song paradise by Coldplay, where students developed vocabulary and answered a paper sheet at the end of the karaoke, related to the main activity. This activity was made on October the 11<sup>th</sup> 2017.*

*Repetition activity focused on tong twisters like "I thought..." in order to develop and practice some exercises and make students familiar with the whole environment of learning by repetition. This activity was made on October the 25<sup>th</sup> 2017.*

*Karaoke activity Lady In Red, where students were able to appreciate the writing skills and composition of the structure of the song. This activity was made on November the 8<sup>th</sup> 2017.*

*U2 I still have found what I'm Looking for. At this point the main song was proposed by the students, regarding the needs of their studies that they were on, in this case was "present perfect" a lately subject on their classes. This activity was made on November the 15<sup>th</sup> 2017*

*All this activities were done by the students registered on the main list that was originally made.*

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*Table. 5. Out- reach activities*

**List of students**

A total of fifteen students cooperated and participate with the development of the activities, for the "Pronunciation and karaoke club"

Table of activities all the main four activities that were mentioned before.

Attendance list Of the Pronunciation in Karaoke Club

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*Table 6. list of the students in the out-reach*

Names	Age	Grade
Karol Daniela Morantes Rueda	15 years old	9 <sup>th</sup> B
Hilary Mariana Ruiz Velasquez	14 years old	9 <sup>th</sup> B
Jeimmy Natalia Quintero Cardenas	14 years old	9 <sup>th</sup> B
Heidy Tatiana Montoya Escalante	15 years old	9 <sup>th</sup> B
Angie Juliana Restrepo Prieto	14 years old	9 <sup>th</sup> 02
Daniela Lobo Aguilon	13 years old	9 <sup>th</sup> 02
Thomas Alberto Rodriguez Cequeda	15 years old	9 <sup>th</sup> 02
Johan Arley Rivera Gomez	14 years old	9 <sup>th</sup> 02
Angely Natalia Lasso Rincon	14 years old	9 <sup>th</sup> 02
Yilhed Julieth Betancort Sanchez	14 years old	9 <sup>th</sup> B
Dixon Steven Delgado Jaimes	14 years old	9 <sup>th</sup> B



Nahtaly Johana Luna Sanchez	16 years old	9 <sup>th</sup> B
Nicole Tamara Martinez Vera	15 years old	9 <sup>th</sup> B
Michel Adriana Diaz Garavito	14 years old	9 <sup>th</sup> B
Sheyla Daniela Hurtado Herandez	17 years old	9 <sup>th</sup> B

## **4 CHAPTER 4: THE ADMINISTRATIVE COMPONENT**

### **4.1 Introduction to the administrative component**

This integral project is conducted at Institución Educativa General Santander, the main objective of this chapter, is to present the administrative aspects, such as: the rules of the school, location, its beliefs and its main organization.

This chapter analyze in a deep way the more relevant administrative aspects which help the institution with its development, also it focuses on showing the people who belong to educational community as well as their functions. In addition, aspects such as the vision. Mission, philosophy is described.

Also, this component shows some information concerning the list of the four groups from ninth grade, their schedules and the institutional secondary schedule of the school.

### **4.2 Justification of the administrative component**

The development of this project should take into account the fundamental basis on which this educational institution is structured. This component is really important because, it is essential to know about the academic and disciplinary school norms.

Also, this allows to the practitioner teacher recognizes how the students have been educated, the values, philosophy and what to do in case of finding a problem, teacher's role, students' rights and obligations.

On the other hand, this chapter includes the students’ schedules, the observation and the list of the students in order to have a holistic perspective of the community and at the same time those elements are necessary to plan the activities concerning to the pedagogical component.

**4.3 Objectives of the administrative component**

This chapter it is based on one (1) general objective, and (4) four specific objectives with the purpose to know the whole division and its development.

**4.3.1 General objective**

- To analyze the whole structure of the school and its development during the scholar year.

**4.3.2 Specific objectives**

- To know the academic calendar of the institution
- To know the physical distribution and the facilities of the school.
- To identify how the administrative and academic authorities are divided in the school.
- To analyze some of the relevant aspects from the (PEI).

**4.4 Institutional observation**

**4.4.1 Topographic location of the education center**

Institución Educativa General Santander is located in the 6<sup>th</sup> a. No 8-14 in the neighborhood “Gramalote” in Villa del Rosario, Colombia. The school operates from 6.15 a.m. to 12:15 p.m. there one (1) soccer field, in which the students do their sport classes. The school has a bilingual classroom, also there are two (2) computers room and a technological center that is composed by two classrooms and all the gadgets like video beams, computers and headphones. Moreover, there is a chemistry laboratory and one (1) physic laboratory. Finally, there is a teacher classroom, one coordinator office and the principal and secretary offices.

*Table 7*

*Institutional Secondary Schedule*

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1hour	6: 15 a.m. to 7:10 a.m.
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2 hour	7:10 a.m. to 8:05 a.m.
3 hour	8:05 a.m. to 9:00 a.m.
BREAK	9:00 a.m. to 9:30 a.m.
4 hour	9:30 a.m. to 10:25 a.m.
5 hour	10:25 a.m. to 11:20 a.m.
6 hour	11:20 a.m. to 12: 15 p.m.

#### **4.4.2 Identification of the Educative authorities**

The institution has a principal who is called Jaime Cardenas Santos, and the academic coordinator Arturo Ortiz. The authorities in the institutions are divided into four level. The first one is the principal who is the manager. Then the coordinator who is in charge of all the academic process in the institution. In a third place, the leading teacher of each area, and finally the teacher

#### **4.4.3P.E.I**

##### **4.4.3.1General purpose of the P.E.I**

To develop an academic, sensible and critical thinking on scientific, technologic, humanistic and artistic knowledge. According to the requirements established by the MEN.

##### **4.4.3.2Mission of the institution**

The Institución Educativa General Santander is a public institution that serves the formation of children and young people from pre-school to high school levels including a technician program through superior education institutions called SENA. At the same time this institution seeks to educate citizens for every area of the life in which they respect the diversity and the vulnerability.

##### **4.4.3.3Vision of the institution**

In 2019 our institution will be recognized as leader in the region. Providing high quality education in research through the use of TIC'S and educating and integral human that will be able to transform the society.

##### **4.4.3.4Philosophy**

The Institución Educativa General Santander will form critical, reflexive and Autonomous persons that will be orientated towards the formation in competences and at the same time these allow them to link to labor market with an enterprising mentality for the productive life.

For that reason:

- This will give an education that leads to the honor by means of the formation of one ferrous with the strengthening of the character and the full conscience of acts, in order to achieve the balance as human being, capable of thinking to ration and to improve their quality of life.
- This will use the investigation as pedagogic strategy relied on the TICs to promote the investigation and the scientific competences.
- This will orientate the students in the faith and in the moral principles, basic factors for the integral formation of the human being.
- This will promote the development and the interest of knowing, the capacities and the skills to put them at the service of the community.
- Students will take God as a principle in all the actions.
- This will create an environment of faith, safety, tolerance and respect that will make the coexistence more pleasant.

#### **4.5 Bases of Education**

**MANUAL:** It is conceived as a way of normalizing the daily come to live in harmony and joy, understanding and implementation will contribute significantly to the fulfillment of the mission and achieving institutional vision.

**CONCEPT:** Student Handbook. It is the basis for guiding the overall harmonious development of the educational community in accordance with the principles, philosophy, mission and vision outlined in the Institutional Educational Project.

**TO SERVE:** Allows you to direct the guidelines in the human formation of the students and the development of coexistence of all members of the Community. It is a facilitator of actions for achieving the purposes established in order for the Community to agree on the management of the different situations within the institution and facilitate a draft institutional life. In addition, enables integration between all members of the educational community to the Student Handbook is effective in achieving the goals and ideas.

Educational processes. They are the planned teaching and administrative activities interrelated to the integral formation of students in basic and competencies of the Institutional Educational

Project that will allow them a chord personal, cultural, social and productive development projects of life and socio-dynamic projection its economic environment.

**DISCIPLINARY PROCEEDINGS:** These are the steps or stages to follow when a rule in the Student Handbook and following due process is violated.

### **Legal Situation**

This Student Handbook is based on the following laws:

- Universal Declaration of Human Rights
- Political constitution Of 1991
- General law of education and regulation Decrees
- Code Of Infancy And The Adolescence. Law 1098 Of 2006
- Text harmonized of the project of law number 159 of 2012
- Judgment T-569 of 1994
- sentences 037 of 1995
- Judgment T-366 of 1997
- Judgment T-519 of 1992
- Judgment T-435 of 2002
- Judgment Su-648 of 1998
- Judgment T - 356 of 2013
- Judgment T - 557 of 2011
- Judgment T-928 of 2014
- Judgment T-478 of 2015
- Laws
- 599 of 2000
- Decrees
- 804 of 1995
- 1290 of 2009
- 1965 of 2013
- Ordinances and Agreements
- Law 1620 of 2013 - Decree 1965 of 2013

**List of students****901 Students' list**

CODIGO	APELLIDOS Y NOMBRES
1	ALVAREZ SANABRIA LUISA FERNANDA
2	BOTELLO GARCIA SANDY YULIANA
3	BUSTOS MONTAÑEZ DANIEL ANDRES
4	CASTRO SALAZAR NICOLAS STEVEN
5	COLMENARES SANCHEZ JOSE DANIEL
6	CORREA LEON EVELIN VANESSA
7	CORTES SANCHEZ PABLO EMILIO
8	CORTES SANCHEZ PAULA CAMILA
9	CUADROS SANDOVAL JURANNY ANDREA
10	DELGADO GARCIA JUAN FERNANDO
11	HERRERA HIGUERA DANIEL RICARDO
12	HERRERA GOMEZ YEIRE NAILY
13	JIMENEZ RANGEL ANGEL ESNEIDER
14	LOPEZ SOTO WILMAR SEBASTIAN
15	MARIÑO ANTELIZ TATIANA MILENY

16MOJICA ESPINOZA ARAL BRIGGITT

---

17MORANTES RUEDA KAROL DANIELA

---

18MURILLO RAMOS MARYURI VANEZA

---

19ORDOÑEZ SEPULVEDA VICTOR SEBASTIAN

---

20PEÑARANDA CORTES JACKSON HERNAN

---

21PEÑARANDA SANCHEZ YENGLIVER MICHELL

---

22RAMIREZ HERNANDEZ JESUS DAVID

---

23RAMIREZ ROZO ANGIE YANITH

---

24REALPE TORRES HEIDY NIYIRETH

---

25RODRIGUEZ MARTINEZ NAYLE SAITH

---

26ROJAS HURTADO ANDRES DAVID

---

27ROJAS JAIMES GRISELLE DAYANA

---

28ROLON NIÑO BRIGNEY YUSNEI

---

29SANCHEZ ROJAS CRISTIAM ARLEY

---

30SANDOVAL BLANCO JEFREE ALEXANDER

---

31 SEPULVEDA RODRIGUEZ ROSA CATALINA

---

32SUAREZ ALCANTAR CARMEN LORENA

---

33SUAREZ ALCANTAR YESSICA YOJANA

---

34SUAREZ GUERRERO MARIANA VALENTINA

---

35TELLO HERNANDEZ SHARON VALENTINA

---

36TORRES MARTINEZ EVELYN MAGDIEL

---

37TORRES VESGA JEMILYT DANIELA

38VERA MOJICA FRANNY VANESSA

39ZAMBRANO MOJICA DANIEL ANDRES

902 Students' list

CODIGO      APELLIDOS Y NOMBRES

---

1 BERMUDEZ FLOREZ DIEGO ALEXANDER

---

2 BETANCOURT SANCHEZ MILHED JULIETH

---

3 BONILLA LOPEZ JEISON ANDRES

---

4 BONILLA RODRIGUEZ LENNI NATHALIA

---

5 CASTELLANOS SUAREZ ANGELIS YARLINNE

---

6 DELGADO JAIMEZ DIXON STEVEN

---

7 DIAZ GARABITO MICHEL ADRIANA

---

8 DIAZ TORREZ LINDA VERONICA

---

9 GARCIA GARCIA FERNANDO JULIAN

---

10 GARCIA ORTEGA LEYDI TATIANA

---

11 GARCIA RIVERA ANDRES DAVID

---

12 GELVEZ PEREZ JOSE LUIS

---

13 GONZALES SILVA FREYMAR SEALTIEL

---

14 GRANADOS RIVERO LISBETH ALEJANDRA

---

15 GUERRERO AYALA HEILIN YURIMAR

---

16 HURTADO HERNANDEZ SHEILA DANIELA



17 JIMENEZ GALLO JACKSON ALEXANDER

---

18 LAGUADO RODRIGUEZ KEVIN JARETH

---

19 LASSO RINCON ANGELY NATALIA

---

20 LOBO AGUILLON DANIELA

---

21 LUNA SANCHEZ NATALY JOHANNA

---

22 MARTINEZ VERA NICOLE TAMARA

---

23 MELO AREVALO DAYAN JOSE

---

24 MONTOYA ESCALANTE HEIDY TATIANA

---

25 PEDRAZA SARABIA OSCAR JOSE

---

26 QUINTERO CARDENAS JEIMMY NATALIA

---

27 QUINTERO TORRADO ANDRES FELIPE

---

28 RESTREPO PRIETO ANGIE JULIANA

---

29 RIVERA GOMEZ JOHAN ARLEY

---

30 RIVERA TEJADO ESTIVEN ANDRES

---

31 RODRIGUEZ CEQUEDA THOMAS ALBERTO

---

32 ROJAS FLOREZ STIVEN DE JESUS

---

33 RUIZ VELASQUEZ HILARY MARIANA

---

34 SALAZAR HENAO ANGELY GISSEL

---

35 SANCHEZ DAZA DANNA CAMILA

---

36 TELLEZ RADA YEFRY YESID

---

37 VIVAS SANCHEZ BRANDON STIVEN

---

## 903 Students' list

CODIGO	APELLIDOS Y NOMBRES
1	ALMEIDA CONTRERAS JUAN CARLOS
2	BARAJAS AROCHA DARWIN LEONARDO
3	CARDENAS LOPEZ KARYN LUCERO
4	CASAS CARDENAS MARIA GABRIELA
5	CASTAÑEDA MENDOZA MARYURI YULIANA
6	CASTILLO ROA YISETH NATALIA
7	CORREA BECERRA KENNER JOSE
8	DOMINGUEZ ROJAS GERALDINE
9	DURAN BARRERA LUISAN FERNANDA
10	FLOREZ PARADA YOSSEPH ANDREY
11	GUERRERO LUGO KEVIN ANDRES
12	GUITIERREZ LEGUISAMO DEIBER ARLEY
13	HERNANDEZ PIMIENTO DANIEL CAMILO
14	JAMES RANGEL JHEISON ADRIAN
15	JAIMES VANEGAS MICHELL CAMILA
16	LAGUADO DUARTE KAREN LISCETH
17	LAGUADO SANDOVAL LINA MARIA
18	LIZARAZO CORREA MARLYN LORENA
19	LUNA YAÑEZ VALENTINA

20 MENDOZA CASTRO JORGE ANDRES

---

21 MOGOLLON CASADIEGO ISABEL KATHERINE

---

22 MORA CALDERON GRETCHEN NICOLE

---

23 MORALES CALDERON JESUS ADRIAN

---

24 MORANTES GONZALES KARLA NATHALIA

---

25 OLARTE PORRAS WISTON YUBERTHY

---

26 OSORIO LABRADOR MOISES OMAR

---

27 PEDRAZA MARIÑO JHEISLEEN BELSAY

---

28 PEÑÑALOZA ORTIS BRANDON YESID

---

29 PEREZ ROZO KAREN NAYELY

---

30 PEREZ SUAREZ DANIELA ANDREA

---

31 SANCHEZ QUINTERO PEDRO JOSE

---

32 SOTO USECHE MARIA ALEJANDRA

---

33 SUAREZ PEREZ MARIA ALEJANDRA

---

34 TARAZONA MARIÑO JHOANN SEBASTIAN

---

35 TORRES ALFEREZ ESTEFANIA

---

36 URBINA MENDOZA MANUEL ALEJANDRO

---

37 URIBE BASTOS JESUS ALEJANDRO

---

904 Students' list

Código

Apellidos y Nombres

1 ARIAS CORREA BRYAN CAMILO

---

2 BAEZ CHAUSTRE CARLOS JOEL

---

3 BARRERA RIVEROS VERONIC ALEJANDRA

---

4 CAMACHO MALDONADO ANDRES FELIPE

---

5 CARREÑO JIMENEZ ANGIE JULIANA

---

6 DELGADO MONTOYA NAOMY DAYARLY

---

7 ESCALANTE ANGARITA MARIA CAMILA

---

8 FERNANDEZ ESQUIVEL MARIA FERNANDA

---

9 FIGUEROA JIMENEZ JUAN DAVID

---

10 GARCIA OLAYA ALEXANDRA DANIELA

---

11 GARCIA ROMERO JERIBETH XIQUIU

---

12 GOMEZ CORREDOR DAVID ALEJANDRO

---

13 GUERRERO HIGUERA JOHAN SEBASTIAN

---

14 HOYOS BALLESTEROS VALERY DAYANA

---

15 JIMENEZ GIRALDO SHAMMER GEYSSEL

---

16 LANDINEZ BUITRIAGO VIVIANA SELENA

---

17 LOPEZ BERMUDEZ OZIEL YAROSLAY

---

18 MESA MANRRIQUE DEIBI YANETH

---

19 MOGOLLON JAIMES MARIA DE LOS ANGELES

---

20 MONSALVE CANO SHIRLY JOHELI

---

21 MONTES JAIMES JOSE ALEXANDER

---

22 MORENO CORREDOR JESSICA JULIETH

23 OLARTE ANGEL NATALIA

---

24 ORJUELA AGUILAR DARIO ALEJANDRO

---

25 PINZON GUTIERREZ KEVIN SEBASTIAN

---

26 RAMIREZ NUÑEZ NATALIA

---

27 RINCON RODRIGUEZ JOAN SEBASTIAN

---

28 RIOS CHURTA MAURO LEANDRO

---

29 ROLON NIÑO KENGI ALEJANDRA

---

30 RUIZ CARRILLO ALIXON SLENY

---

31 RUIZ SUAREZ FRANCY TAMARA

---

32 SANCHEZ GUTIERREZ ASHLEY JULIANA

---

33 SIERRA BLANCO SAMIR MATEO

---

34 SILVA LOZADA STEFANY JULIANA

---

35 SUAREZ LARGO HAIDY DANIELA

---

36 SUAREZ PRADA SAYDA PAOLA

---

37 TORRES ACUÑA ANGIE JULIANA

---

38 VARGAS PATARROYO MARIA DEL CIELO

---

39 VERA PINTO GISSEL NICOLE

### Students' Schedule

#### 901 Students' Schedule

<b>HORARIO</b>	<b>DE</b>	<b>CLASES</b>	<b>DE</b>	<b>901</b>	<b>JM</b>
<b>Hora</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>	<b>viernes</b>
1 <sup>a</sup>	Matemática	Biología	Religión	Ingles	Edu. Física
2 <sup>a</sup>	Matemática	Biología	Artes	Ingles	Edu. Física
3 <sup>a</sup>	Biología	Matemática	Artes	L. Castellana	Religión
<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>
4 <sup>a</sup>	Sociales	Matemática	Ética	L. Castellana	Sociales
5 <sup>a</sup>	Sociales	L. Castellana	Informática	Biología	Sociales
6 <sup>a</sup>	Ingles	L. Castellana	Informática	Biología	Matemática

**902 Students' Schedule**

<b>HORARIO</b>	<b>DE</b>	<b>CLASES</b>	<b>DE</b>	<b>902</b>	<b>JM</b>
<b>Hora</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>	<b>viernes</b>
1 <sup>a</sup>	Biología	L. Castellana	Matemática	Matemática	Biología
2 <sup>a</sup>	Biología	L. Castellana	Matemática	Artes	Biología
3 <sup>a</sup>	Matemática	Sociales	Informática	Sociales	L. Castellana

<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>
4 <sup>a</sup>	Matemática	Sociales	Informática	Sociales	L. Castellana
5 <sup>a</sup>	Religión	Ingles	Ingles	Sociales	Edu. Física
6 <sup>a</sup>	Ética	Ingles	Biología	Ingles	Edu. Física

**903 Students' Schedule**

<b>HORARIO</b>	<b>DE</b>	<b>CLASES</b>	<b>DE</b>	<b>903</b>	<b>JM</b>
<b>Hora</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>	<b>viernes</b>
1 <sup>a</sup>	ETICA	Artes	Ingles	L. Castellana	Matemática
2 <sup>a</sup>	Sociales	artes	Sociales	L. Castellana	Matemática
3 <sup>a</sup>	Sociales	L. Castellana	Sociales	Matemática	biología
<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>
4 <sup>a</sup>	Edu. Física	L. Castellana	biología	Matemática	biología
5 <sup>a</sup>	Edu. Física	Matemática	biología	Informática	Ingles
6 <sup>a</sup>	Religión	biología	Religión	Informática	Ingles

**904 Students' Schedule**

<b>HORARIO</b>	<b>DE</b>	<b>CLASES</b>	<b>DE</b>	<b>904</b>	<b>JM</b>
<b>Hora</b>	<b>Lunes</b>	<b>Martes</b>	<b>Miércoles</b>	<b>Jueves</b>	<b>viernes</b>
<b>1ª</b>	Ingles	Sociales	l. castellana	Biología	l. castellana
<b>2ª</b>	Artes	Sociales	l. castellana	Sociales	l. castellana
<b>3ª</b>	Artes	Biología	matemática	sociales	matemática
<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>	<b>Descanso</b>
<b>4ª</b>	Biología	Biología	Matemáticas	Ingles	matemática
<b>5ª</b>	Biología	Religión	Informática	Ingles	informática
<b>6ª</b>	Matemática	Ética	Informática	Religión	informática



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[www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR)

<b>ASPECTOS LINGÜÍSTICOS -COMUNICATIVOS</b> <ul style="list-style-type: none"><li>• Conoce los diferentes componentes de la Lengua extranjera.</li><li>• Domina los contenidos trabajados durante la clase.</li><li>• Se expresa correctamente en forma oral en la lengua extranjera.</li><li>• Se expresa correctamente en forma escrita en la lengua extranjera .</li><li>• Se hace entender en la lengua extranjera.</li><li>• Alterna el uso de la lengua materna y la extranjera en clase.</li></ul>	15/15p
<b>ASPECTOS ACTITUDINALES</b> <ul style="list-style-type: none"><li>• Desarrolla y mantiene una actitud de responsabilidad, interés y creatividad en la planeación y ejecución en las actividades propias de la docencia.</li><li>• Es estrictamente puntual en la iniciación de sus clases y las demás actividades registradas en el cumplimiento de sus deberes.</li><li>• Aplica la ética profesional en todas sus actuaciones.</li><li>• Observa una conducta decorosa, mantiene una presentación personal adecuada y utilizar un lenguaje respetuoso.</li><li>• Acata lo dispuesto en el Manual de Comportamiento de la institución.</li><li>• Se presenta en estado de sobriedad y lucidez mental a todas y cada una de las actividades de Práctica Integral Docente.</li></ul>	13/15p
*NOTA FINAL 4.8	4.8 58/60p

Firma del(a) supervisor(a): Fabiola J. J. J.

\*Esta nota hace parte de ficha de evaluación final y corresponde a EJECUCIÓN Y EVALUACIÓN DE SECUENCIAS DE APRENDIZAJE Y EVALUACIÓN (60%)

## APPENDIX D. Questionnaires

Universidad de Pamplona  
Pamplona - Norte de Santander - Colombia  
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

**CUESTIONARIO**





**El desarrollo de la comprensión lectura y el uso del método**

*En este cuestionario usted encontrara, diversas preguntas relacionadas con el uso del método -SQ3R- ... como herramienta para el mejoramiento de la comprensión de textos en inglés.. En este cuestionario no hay respuestas equivocadas, así que usted puede contestar con total libertad.*

*Como puede ver en ninguna parte del cuestionario se pide tu nombre o curso, así que puede sentirse a gusto porque nadie sabrá tu identidad.*


Integral Practice - University of Pamplona - Foreign Language Program  
English - French  
Teacher Practitioner and Interviewer: Paola Ros  
Interviewed: ninth (9<sup>th</sup>) Grade Student  
Género: Masculino  Femenino  Edad: 15  
Nacionalidad: Colombiana FECHA: 24/Nov, 2017 TIEMPO: \_\_\_\_\_

1. ¿Considera que su comprensión de textos en inglés empleados en clase ha mejorado con la metodología propuesta por la docente practicante?  
 SI  NO   
 ¿Por qué? Si, mejoro muchísimo porque antes ni una palabra sabía
  
2. ¿Considera que la estrategia empleada por la docente practicante en las actividades de lecturas en inglés le ayudan a ser un buen lector?  
 SI  NO   
 ¿Por qué? Fue muy buena, hacia que la clases fueran mejor mas divertidas, y no aburrían.







Formando líderes para la construcción de un nuevo país en paz

**Thank you for your help!**



UNIVERSIDAD DE PAMPLONA  
PAMPLONA



Instituto Tecnológico

*¡Estoy aprendiendo!*

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---

3. ¿Cree usted que la estrategia de lectura aprendida le ayuda en las evaluaciones en inglés?

SÍ  NO

es mas facil entender y por eso se me facilita en lo personal

4. ¿cómo se siente al utilizar las estrategias de lecturas enseñada por la profesora en la clase de inglés

mejor porque en clase ya se de que hablan y no me pierdo

5. ¿Cree usted continuara utilizando la estrategia aprendida en clase cuando lea textos en inglés?

SÍ  NO




¿Por qué? se me hace mas facil comprender el texto

6. ¿Cuáles son las ventajas del uso de la estrategia empleada por la docente al momento de leer los textos en inglés en clase? Seleccione una o más opciones

- Facilita la identificación de la idea general del texto
- Identifico vocabulario desconocido
- Recuerdo los aspectos esenciales del texto
- Reduce de tiempo
- Facilita la comprensión del texto

Otros \_\_\_\_\_

---

Formando líderes para la construcción de un nuevo país en paz

Thank you for your neip.

2

**LIKER SCALE**

El desarrollo de la Comprensión de lectura y el uso del método -SQ3R- en noveno grado. En el siguiente recuadro hay diferentes afirmaciones que describen como se siente en su proceso de aprendizaje en inglés y me ayudan a entender su opinión acerca de la estrategia de lectura empleada por la docente.

- Seleccione solo una respuesta(✓)

\* Esto no es una evaluación por lo tanto no hay respuestas "Correcta" o "Incorrecta"


\* En caso de alguna duda pregúntele a la docente

	AFIRMACIONES	Nunca	Rara Vez	Alguna Vez	Casi Siempre	Siempre
1	Se me facilita la comprensión de la estrategia de lectura empleada por la docente					✓
2	El profesor es claro al explicar la estrategia de lectura empleada con los textos en inglés					✓
3	Me siento interesada por la lectura de textos en inglés cuando empleo la estrategia aprendida					✓
4	Se me facilita comprender un texto en inglés cuando empleo la estrategia enseñada por el docente				✓	
5	Cuando leo textos en inglés propuestos por el docente me siento cómodo				✓	
6	Se me facilita identificar la idea principal del texto en inglés cuando utilizo la estrategia de lectura enseñada por la docente.				✓	
7	Memorizo aspectos importante de la lectura con la estrategia enseñada por la docente					✓
8	Recito el texto leído en inglés con facilidad cuando utilizo la estrategia aprendida				✓	

*Thank you for your help!*

## Appendix E

### Activities of the pedagogic component

	INSTITUCIÓN EDUCATIVA GENERAL SANTANDER MUNICIPIO DE VILLA DEL ROSARIO SIMPLE PAST TENSE Activity	CÓDIGO: FA036V01 Fecha de aprobación: 31/01/11
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**Date:** 17 September 2017     **Subject:** English     **Grade:** 30 %  
**Teacher:** María Paola Ríos     **Term:** Third     **Course:** 9<sup>th</sup>

**INDICADOR DE DESEMPEÑO:** Identifica los verbos regulares e irregulares en su forma pasado y reconoce vocabulario básico en inglés con el fin de contestar preguntas de comprensión de un texto.

- Read the text and then answer the questions



#### A PIZZA

"Daddy, let's order a pizza," Billy said. "That sounds like a good idea," said his dad.

They looked at a menu they had at home. "What kind do you want?" his dad asked.

Billy wanted a large pizza. He wanted a pizza with four toppings. He wanted cheese, pepperoni, ham, and pineapple. His dad said that sounded good.

He called the pizza place. "They don't have any pineapple," dad told Billy. "What do you want instead?" Billy wanted sausage instead. His dad ordered sausage instead of pineapple. About 30 minutes later, there was a knock on the door. It was the pizza man.

"Here's your pizza," he told Billy's dad. "That'll be \$16." Dad paid the pizza man. He also gave him a tip. Dad took the pizza to the living room.

A baseball game was on TV. Billy and his dad started to eat the pizza in the living room.

"I hope the Yankees lose," Billy told his dad. "I hope the Yankees lose, too," his dad said.

1) Find verbs in the past simple and underline them. Use red color for irregular verbs and blue for regulars.

2) Write True (T) or False (F). If the sentence is False, write the correct

- \_\_\_ 1. Billy wanted to order a pizza.
- \_\_\_ 2. His Dad didn't want to eat pizza.
- \_\_\_ 3. Billy wanted a large pizza with three toppings.
- \_\_\_ 4. They didn't have any pepperoni at the pizza place.
- \_\_\_ 5. The pizza man arrived 30 minutes later.
- \_\_\_ 6. Dad gave the man \$16 and a tip.
- \_\_\_ 7. Billy and his dad ate the pizza in the kitchen.
- \_\_\_ 8. They watched a baseball game while they were eating the pizza.

3) **Questions.**

Answer the following questions on your notebook

1. Was Billy hungry?
2. What did he want to eat?
3. What kind of toppings did he want?
4. How much was the pizza?
5. What were they doing while they were eating the pizza?
6. Were they Yankees fans?

4) **Match the two parts of these sentences.**



- |                                |  |
|--------------------------------|--|
| 1. Billy was hungry and ...    | ___ A. \$16 and dad also gave the man a tip. |
| 2. His Dad ordered ....        | ___ B. wanted to eat pizza.                  |
| 3. The pizza cost ....         | ___ C. to lose the game.                     |
| 4. They took the pizza ...     | ___ D. pizza with four toppings.             |
| 5. They watched .....          | ___ E. to the living room.                   |
| 6. They wanted the Yankees ... | ___ F. a baseball game on TV.                |

Tomado de: <http://busyteacher.org/13720-a-pizza.html>



	INSTITUCIÓN EDUCATIVA GENERAL SANTANDER MUNICIPIO DE VILLA DEL ROSARIO	CÓDIGO: FAD60V01
	<b>READING COMPREHENSION</b>	Fecha de aprobación: 31/01/11

TEACHER: Maria Paola Rios	THIRD TERM	SUBJECT: English	TOPIC: Past simple	DATE: September 23th, 2017
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- READ THE FOLLOWING TEXT AND ANSWER THE QUESTION FROM 1 TO 8

**THE GHOST IN THE FOREST**

Many people who live near the Theme Park are afraid to go into the Forest area. There is a legend, that a woman who once lived in the forest as an outlaw hundreds and hundreds of years ago, still walks there as a ghost at night. The legend says, she was a great warrior from a rich family, but the wicked king, who ruled the country, killed her family and burned her castle, that is quite close to the Theme Park.

Her name was Maureen. Maureen escaped being killed, by running into the forest. Because of this, the King made a decree.

Many of the poor people, who knew Maureen, liked her very much and they told her what the King was going to do. Maureen decided to fight the King. She did this by helping the poor, by robbing the rich and giving their money to the poor. Every time someone rich came through the forest, she would rob him. Maureen was a heroine for the poor, but in the end, one of the poor betrayed her.

She was caught by the King's soldiers and hung in the forest by the King from one of the old oak trees. The legend says, that her ghost still walks there by night.

So, beware!

1) Why are some people afraid of the Forest Area in the Theme Park?

- a) Some people are afraid of the dark.
- b) Some people are afraid of a man who walks around at night as a ghost.
- c) Some people are afraid of a woman who walks around at night as a ghost.

2) What is the name of the woman in the legend?

- a) Marine
- b) Maureen
- c) Marlen

3) Who killed Maureen's family and burned her castle?

- a) The king killed her family.
- b) The queen killed her family.
- c) The witch killed her family.

4) What was the king like?

5) Where did Maureen go after her family was killed and her castle burned?

- a) She went to the Theme park for the day.
- b) She ran into the forest.
- c) She ran to the poor people.

6) How did Maureen help the poor?

- a) She won the lottery.
- b) She robbed the king.
- c) She robbed the rich, who came into the forest.

7) Who betrayed Maureen?

- a) One of the rich betrayed Maureen.
- b) One of the poor king's soldiers betrayed Maureen.
- c) One of the poor betrayed Maureen.

8) How did Maureen die?

- a) She was hung.
- b) She was boiled alive.
- c) She had her head chopped off.