

**Google Classroom as a didactic tool to improve reading comprehension and
vocabulary skills using short narrative texts in 10th grade students at Provincial San José
Institution.**

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Practium

Pamplona

2022-1

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General Presentation

This following research project was carried out in the first semester of 2022 in a public high school located in the city of Pamplona. The high-quality accredited foreign language program of the University of Pamplona gives its undergraduate students the opportunity to practice and explore their role as preservice-teachers in a real context in Colombian public and private schools. Each undergraduate student must experience this process in order to obtain the bachelor's degree in foreign languages.

This proposal aims to improve reading comprehension skills in English high school courses by Implementing the new information and communication technologies (ICTs) using the Google Classroom platform. With the aim of guiding the reader through the lecture to this project, it will be divided into four chapters, which are institutional observation, pedagogical and research, outreach, and Intra-institutional activities that define the teaching practicum of the teacher. (Each component has its own introduction, justification objectives, methodology, results and conclusion).

Firstly, the reader will find the general presentation of the proposal, which establishes a general description of the situation to be studied, the statement of the problem, justification and the setting of the objectives, thus showing the reader the main purpose of this research.

Secondly, the first chapter, institutional observation, based on the diagnosis and institutional observation of a pre-service teacher's immersion to the institutional context to achieve an exploration of the situation with the criteria and rigor of observation in research, in which the reader will find relevant aspects about the San Jose Provincial institution described in detail such as; the PEI, the Coexistence Handbook, the learning and teaching goals, its teaching approach and the rest of the academic and administrative staff of the institution. In order to

accomplish the process of diagnosis and knowledge of the institution the documentary analysis is divided into four levels (Administrative, pedagogic, technological, and population levels).

Thirdly, the second chapter about the pedagogical and research component is shown, which is the core of this research and which is main focus is to show the reader about the problematic the researcher identified and how it was overcome. Furthermore, the reader can find the reason why the use of new information and communication technologies (ICT) to improve reading comprehension and vocabulary were implemented in this study. In addition, the methodology and implementation are precisely described. This project arose from the idea of continuing with the improvement of the most important skills that the institution aims to work the most according to the observation made by the practicing student.

Regarding the third chapter entitled "Outreach Component", the reader will find in this section the work developed by the training teacher out of the common schedule he was assigned. This complementary work was effectuated through tutoring sessions, which were a complement for the classes established that the training teacher conducted. It is important to say that these tutoring sessions were done with students who had shortcomings in their English learning process. The process and the results of these sessions are shown in this component.

Finally the fourth chapter is about the intra-institutional Component, this chapter shows the extracurricular activities in which the practicing student played an active role as a teacher outside the classroom, furthermore this chapter shows the enrichment of knowledge and experience acquired in a real context by the practicing student about their responsibilities and duties as a member of the institution and also about how to associate to the institution community.

Introduction

The 21st century has been characterized by the phenomenon of globalization, by its industrial and technological advances that have impacted society and all this has brought about some changes and new challenges for humanity. Some languages have increased their number of speakers, is the case of English, accepted as the global language, which allows better communication in the economic, political, social and cultural spheres, giving way to a better world globalization, which requires that humanity faces written and oral information in English. In the field of education, in recent years, a large number of nations have made English an official language and have chosen English as their main foreign language in schools, becoming the English “The normal medium of instruction in higher education for many countries used in several where the language has no official status”. Cristal (2009, p 12).

In terms of education in Colombia, the teaching of English as a foreign language is one of the pillars of current education proposed by the Ministry of National Education (MEN) which proposes some programs to consolidate the English learning and teaching. The MEN has created the program called (Programa Nacional de Inglés: Colombia very well) in which it is expected from 2015 to 2025 to enhance English as a foreign language teaching by implementing new information and communication technologies (ICT), thus motivating teachers and students in learning English, acquiring a total command of the language during their learning process. Moreover, the high school institution where this project is carried out centers education on students (learning) more than on the teacher (teaching). For this reason, it is considered to formulate and implement a research project that focuses on students’ more important needs related to the practice and development of reading comprehension and vocabulary at Provincial San José institution and the analysis of teachers’ teaching methodology in order to find which

weaknesses they have. Therefore, the study implements the appropriate approach to solve such weaknesses.

In view of the fact that the institution emphasized the reinforcement of reading comprehension and vocabulary skills the proposal: Google Classroom as a didactic tool to improve reading comprehension and vocabulary skills using short texts in 10th grade students at Provincial San José institution was proposed with the aim of enhancing the skills previously named through the reading stages and workshops to contribute to students' English level.

After having conducted 8 classroom observations of 10th grade, several aspects were identified. Firstly, the use of the target language is really limited due to students' low English level, which forces the teacher to use the native language (L1) around 80% of the class, especially when explaining the grammar topic and the instructions to develop some activities. In addition, it was observed that the teacher focused more on the grammatical explanation and that the students are not totally in contact with English, which leads to pronunciation mistakes, a low level of written comprehension, misunderstandings when the teacher speaks in English and lack of vocabulary.

Justification

The reality in Colombia makes evident a problem that different countries around the world share, which is the lack of reading comprehension in English and the difficulty that the community has when speaking a foreign language, This can be evidenced in the *EF English Proficiency Index (EPI)* study, where a report was made of an analysis of the English level of 2 million people by measuring reading and listening comprehension skills, where it was found that

Colombia occupies the 81st position in the list, remaining in the classification of Very Low level with a score of 465.

Given the importance of English as a universal language, its teaching is justified from the perspective of offering students of the San José Provincial Institution the opportunity to learn English as a foreign language, allowing students greater access to today's world by having a total command of English communication skills.

Through the observations carried out inside each of the grades, it was evident that the students have problems due to their lack of vocabulary, their low autonomy deficit and their low learning habits. Most of the time, they are not motivated to learn, read and speak English, because they do not have the appropriate knowledge in terms of vocabulary and English skills development. This proposal is totally based on a question posed in the English subject design of the San José Provincial institution, *"How to gradually improve the reading comprehension of the student?"* For this reason, this project aims to improve and develop reading comprehension and vocabulary skills through the pedagogical use of short narrative texts and through the Google Classroom platform which help them get in contact with the real English language. Likewise, this proposal focuses on the pedagogical and research component, on the outreach and inter-institutional activities component. The outreach component is essential, since it allows practicing students to foster a tutoring space that helps students reinforce their weaknesses in English language. Related to the intra-institutional activities" component, practicing students participate in extracurricular activities.

Objectives

General Objective.

- To develop integral practicum at Provincial San José High School in order to benefit 10th grade students and preservice teacher through the development of a project in three components.

Specific Objectives.

- To promote reading comprehension and vocabulary skills through short narrative texts using Google Classroom platform in 10th grade students at Provincial San José institution.
- To foster a tutoring space that helps students reinforce their weaknesses in English language.
- To become part and to participate in all the intra-institutional activities carried out in the institution.

General conclusions

The development of this integral practicum in the Provincial San José institution located in Pamplona, favored the compliance of the pre-service teacher regarding his career, which allowed her to acquire a better knowledge regarding different educational aspects, which favors her skills and abilities in the field of education.

Regarding the pedagogical and research component, the pre-service teacher successfully developed her project focused on the use of Google Classroom platform as a didactic tool to improve reading comprehension skills using short narrative texts. Which caused the students to

change their way of developing English classes in their institution, which caused an improvement in these competencies expressed in the interviews and in the activities of reading comprehension carried out by students. In the same way, it was evident in the interviews carried out that indeed the objectives of the project were fully met, since the students expressed their opinions regarding the process carried out by this project. In this same sense, the impact that the realization of this project had on these students in relation to reading comprehension and vocabulary skills is stated and endorses which were evidenced in the interviews and activities carried out by the students, in which the benefits of using narrative texts, reading stages and ICTs for improving reading comprehension and vocabulary skills were found.

In its second component, the outreach component, it was evidenced that the participation of the pre-service teacher in the tutoring sections contributed to the improvement of the academic demands of the institution. The reinforcement of basic topics in the tutoring sections generated that the students were encouraged to improve their shortcomings, they lost the fear of participating in class and increased their level of autonomy when carrying out the assigned activities outside the class, creating autonomy, responsibility in them and love of learning.

In its third component, the teacher achieved, thanks to her participation in some activities carried out by the institution, to understand the importance and relevance of knowing these activities. Since they provide the institution and the students with a better integration between them, additionally, this allowed the pre-service teacher to know the guidelines to carry out an event and the relevance of encouraging students to participate in these activities.

Chapter I: Diagnostic and Institutional Observation

With the aim to design a proposal of a project, it was necessary to make an institutional observation in a lapse of two weeks. This process was to know important aspects that are developed in the institution, also, to know the way in which the teacher developed her English classes. The aspects that were taken into account for the data collection are: topographical school's location, educative authorities, fundamental aspects of the Institutional Educational Project (P.E.I), some aspects of its handbook, institutional organization chart, institutional calendar, teacher timetable, the pedagogical aspects observed in the classroom and the measures took for facing the COVID-19.

Documentary Analysis

School's Location.

This Project was carried on in a public secondary school located in Santander Avenue No. 11-188 in Pamplona, municipality of North of Santander, Colombia. According to the departmental Decree N°, 004 published on July 26th 2002 established that Provincial San José High School is one of the four High Schools set in Pamplona. In complying with the 715 law 9° article, The Departmental Education Secretariat published the Decree N° 0128 on January 28th 2003 that stated that Provincial San José High School is a set of different scholar institutions, which are “Sede Central Provincial”, “Sede José Rafael Faría Bermúdez”, “Sede Santa Cruz”, “Sede La Salle” and “Sede Gabriela Mistral”.

The history of the Provincial College dates back to the time when the Bishop of Mérida and Maracaibo Rafael Lasso de la Vega, arranged the foundation of a House of Studies, while serving as a Seminary for the region, his idea was concretized in 1816 with the creation of the

private House of Studies School and in 1823 the Vice President of the Republic, General Francisco de Paula Santander, officially approved the House of Studies, which we now as Provincial San José Institution.



Figure 1. Provincial San José Institution

Administrative Level

Fundamental Aspects of the Institutional Education Project (P.E.I).

The institutional educational project P.E.I. is the navigation chart of schools and colleges, where the principles and purposes of the establishment, the available and necessary teaching and didactic resources, the pedagogical strategy, the regulations for teachers and students and the management system are specified, among other aspects.

Objectives

General objective

- To train in an integral way, facilitating human, scientific and technological development.

Specific objectives.

- To provide solid academic training, which allows the student to enter to a higher education and its effective incorporation into society as a change agent. .
- To promote respect and the promotion of values, stimulating the development of the socio - affective processes.
- To experience the resolution of conflicts within the classrooms, respecting individual differences and plurality as elements makers of peace.
- To develop communicative competencies and the appropriate use of new technologies and research practices.
- To promote the conservation of the physical and mental health of the person through the rational use of free time.
- To instill respect, proper use and conservation of the environment as a common heritage.
- To promote research practice in different fields of knowledge as pedagogical strategy that contributes to the construction of the knowledge supported by tics.
- To invigorate the transversal pedagogical projects defined in the law of education, taking into account the conditions of the institutional context.

Mission

The educational institution Colegio Provincial San José de Pamplona, of a character official, guarantees the education service at the preschool, basic and middle level, with the purpose of forming integral, competent beings, with investigative spirit and citizens of peace, in a pluralistic and globalized society in permanent change, respectful of human rights, individual freedoms and values of human dignity, based on the principles of Santander and Lasallians: Honor, Science and Virtue.

Vision

The Educational Institution San José de Pamplona Provincial College, by the year 2020 will continue to be recognized for offering a quality educational service, based on humanistic, pluralist principles, on healthy coexistence and permanent updating of its pedagogical and investigative practices, in response to the challenges of the current era, the demands of the environment and the commitment to building peace.

Institution Philosophy

Faithful to its historical tradition, the Provincial “San José” Institution in Pamplona is an official educational institution, with clear principles of Catholic Christian orientation, which bases its pedagogical action on the virtues and values of San José, the Lasallian community and the ideas of its founder Francisco de Paula Santander.

The Institutional Organization Chart

According to the 115 law of 1994, Article 142, the school government of all the public schools in Colombia must be organized in this way:

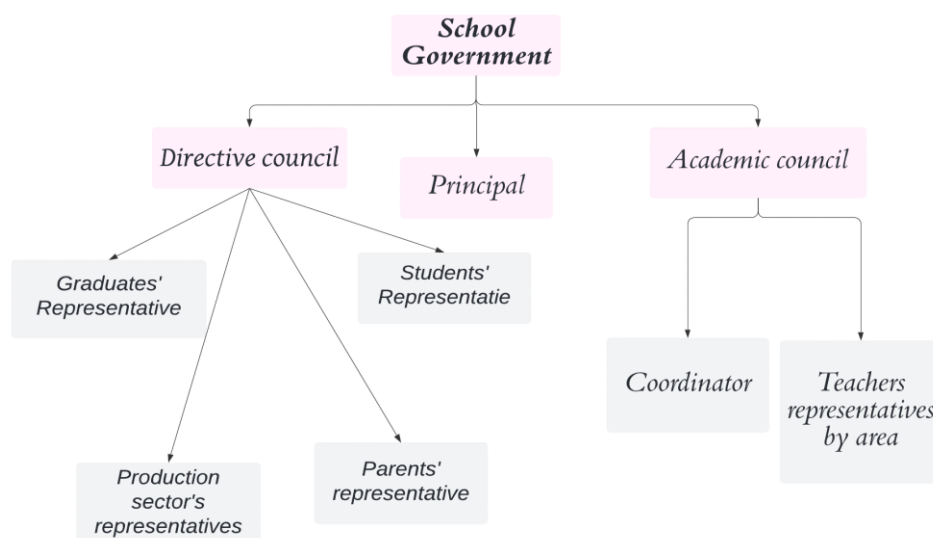


Figure 2. Institutional authorities

The Coexistence Handbook

Coexistence is an instrument that provides pedagogical strategies and basic training tools for the appropriate cognitive, socio-affective, and psychomotor development of boys, girls and teenagers, the maintenance of an adequate ambiance, the strengthening of human rights and the prevention of school violence.

Likewise, the purpose of this manual is to establish standards that guide all the members of the community to generate ambiances, which foster an adequate and healthy emotional training and the responsible use of freedom. This coexistence must be evidenced day by day in behaviors, attitudes and habits that lead to the personal fulfillment of the students, the

development and strengthening of the community and the self-recognition & recognition of neighbor in the respect, tolerance and responsibility, through the raining of excellent people, taking into account the current needs of education in the city, the region and the country, in the framework of a globalized society and opened to challenges of the current world.

The coexistence rules, both general to the institution as well as specific in the classroom, provide preventive actions for the promotion and control of disciplinary measures that are applied in order to educate better citizens. Additionally, this coexistence handbook is divided into four chapters which present detailed information of different guidelines that each one of the members conforming the educational institution must follow with the purpose of maintaining the order. The chapters show certain data related to the admission and enrollment process, rights and duties of the educational community, events' classification that affect school coexistence according to decree 1965 of 2013, specific regulations and stimulus to the educational community.

General Objective.

- To establish the reference framework for the entire educational community that allows the achievement of the goals of education in the San José Provincial Institution, stimulates interpersonal relations among all and enables an optimal level of school coexistence.

Specific Objectives.

- To establish according to the institutional horizon, the mechanisms that allow the harmonious and effective development of students.
- To stimulate the process of personal maturation and healthy coexistence between members of the educational community and their environment.
- To facilitate the standardization of students so that they can internalize the norms, assume the consequences of their actions and properly incorporate themselves into society.
- To promote the formation of critical, democratic, participatory citizens through knowledge and the exercise of their rights and duties.
- To promote integration and respect between the different levels of education.
- To become an instrument for conflict resolution and the promotion of good interpersonal relations.
- To identify the formation, functions and procedures that govern each of the councils, committees, commissions and other instances of participation in the educational community.
- To facilitate the inclusion process of students with special educational needs and diverse populations.
- To promote dialogue and conciliation as a basic tool for conflict resolution.

Symbols of the Institution

Anthem of the School.

Chorus:

De nuestra patria somos

promesa florecida

Ante su altar la vida

es sacra donación,

Sentimos en la sangre

bullir toda la historia

Con ecos de victoria

resuena el corazón.

I

Nuestra ambición es noble

Y el joven pecho alienta

el fuego que sustenta

la audacia de la edad.

Destinos de heroísmo

Nuestro camino traza,

por siempre nuestra raza

amó la libertad, amó la libertad.

II

Cuando un himno ardiente

Marchemos al futuro,
Nuestro ideal es puro,
Somos la savia nueva
De la gloriosa gente,
Y fulge en nuestra fuente
Radiante juventud (bis)

III

Benditos estos claustros
Que brindan a la mente
La estrella refulgente
Infunden en las almas
Vivifican doctrinas,
Virtud y disciplina
Y orgullo nacional.

IV

A nuestras manos pasan
Los ínclitos pendones,
Llevaron con honor.
Hay fuerza en nuestros brazos
Y aliento en nuestros pechos,
Para emular los hechos
Del épico valor

V

Mas ya nuestro destino

No es bélica contienda,

La paz es dulce prenda

De un nuevo florecer.

Donde crecieron cardos

De lucha fratricida,

Renacerá la vida

Con mágico poder.

Lyrics: JUAN DE DIOS ÁRIAS

Music: EUGENIO GIOVANETTI

School Shield.



Figure 3. Shield of the Institution

At the top of the shield stands a cross, in the center appears a five-pointed star that symbolizes man and the elements of nature air, fire, earth and water. The upper tip indicates the

predominance of the spirit over the body. The upper side tips symbolize the elements of air and fire. The lower tips symbolize the elements of water and earth. On these elements the human being seeks to strengthen its dominance. As a support in a tape is read “Colegio San José Provincial”, used at that time and the Latin motto “Signum fidei” which means "Sign of faith".

Ministry of National Education (MEN) Guidelines and Normativity Adopted During the Health Emergency.

For the year 2022, the Ministry of Education presented the guidelines for returning to classes under this scheme that includes the total presence of the educational community in educational institutions. These consist of students attending classrooms under all health safety rules, to prevent the spread of the virus. All the activities carried out in the institution during the day of face-to-face must be carried out in accordance with the protection and care measures that include:

- Use of face masks that cover the nose and mouth for correct use, review the general guidelines for the use of conventional face masks and high-efficiency masks of the Ministry of Health and Social Protection. It is important to permanently verify that each girl and each boy is wearing the mask properly and that it is not causing breathing problems.
- Sanitize with antibacterial gel or glycerinated alcohol if there is contact with multiple surfaces, toys or educational material that has been used by other girls or boys, or if there has been displacement to another space.
- Refrain from sharing food and materials as an expression of care for oneself and the other.

- Avoid touching your face, rubbing your nose and eyes.
- Maintain a distance between 1 and 2 meters between people

The Institutional schedule

<div>  <div> COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES </div>  </div>						
MARZO 2022						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
		1 CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTIL	2 ELECCION DE REPRESENTANTES DE PADRES DE FAMILIA	3 RENDICION DE CUENTAS Y ELECCION DE PROFESORES AL CONSEJO	4	5
6	7 CONTINUAN LAS CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTIL	8 DIA DE LA MUJER	9	10 ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL EN CADA SEDE	11	12
13	14 NOVENA DE SAN JOSE	15 NOVENA DE SAN JOSE	16 NOVENA DE SAN JOSE	17	18 DESFILE Y EUCARISTIA DE SAN JOSE. CATEDRAL	19
20	21	22 INSTALACION NUEVO CONSEJO DIRECTIVO	23	24	25 CIRCUITO POLIMOTOR - TRANSICION	26
27	28	29	30	31 INAUGURACION JUEGOS INTERCLASES SEDES DE PRIMARIA		



ABRIL 2022



DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
					1	2
3	4	5	6 CIRCUITO POLIMOTOR - PRIMEROS	7 INAUGURACION JUEGOS INTERCLASES BACHILLERATO	8	9
10	11 LUNES SANTO	12 MARTES SANTO	13 MIÉRCOLES SANTO	14 JUEVES SANTO	15 VIERNES SANTO	16
17	18	19	20	21	22 DÍA DEL IDIOMA	23
24	25	26 PRUEBAS DE EFICACIA	27	28	29	30

MAYO 2022						
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1	2	3	4 JUNTAS EVALUADORAS	5	6 FINALIZA EL PRIMER TRIMESTRE Y DIA SANTANDERINO	7
8	9	10	11	12	13	14
15	16 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	17 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	18 XVII JUEGOS NACIONALES SANTANDERI NOS - TUNJA	19 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	20	21
22	23	24	25	26	27	28
29	30	31				

Figure 4. The institutional schedule

Pedagogical Level

Language Area Planning.

This general area plan follows the guidelines suggested in each of the documents submitted by the Ministry of Education, with the aim of implementing national policies at the level of the Provincial San José Institution with the development of an active methodology in line with the communicative approach specific to the area. Each grade has the respective standards, criteria and Basic Learning Rights. The guidelines are taken into account to develop the linguistic, pragmatic and sociolinguistic competencies, as well as the listening, reading, writing and speaking skills.

General objectives of the area.

- To understand that English is a means of permanent connection with scientific and cultural advances that allows the student to perform adequately in this globalized world.
- To take a positive attitude towards the media with the information that these media transmit in English.
- To facilitate the teaching-learning process of the foreign language with materials and techniques that develop the potential of the students from the proper incorporation of Information and Communication Technologies (ICT).

- To make students aware of the importance of learning English in order to work in higher education and in their working lives.

Specific objectives of the area.

- To interpret codes and forms to express the information of everyday life and the technology to which they have access using the English language.
- To infer the basic meaning of simple texts.
- To apply the basic knowledge that allows the student to conceptualize the most appropriate linguistic and extra-linguistic signs to be able to transmit or receive any message.
- To interact appropriately in everyday life contexts.

Evaluation strategies of the area.

The following are the evaluation criteria for the English area according to the institutional considerations on which the teacher must perform: An initial formative evaluation or a diagnosis that allows you to clarify the reality of the context and the identification of needs.

The development of an evaluation process that leads to results that provide constant information about the progress of learning.

TIPOS DE EVALUACION	¿QUE SE EVALUA?	¿POR QUE SE EVALUA?	¿COMO SE EVALUA?
POR COMPETENCIAS		Revela el saber, el hacer y el saber hacer.	Evaluaciones Presentaciones orales Textos escritos Refuerzo y nivelación
DE APRENDIZAJE	Desarrollo de habilidades del lenguaje, conocimiento lingüístico y del discurso	Define el nivel de desempeño de los estudiantes en un tema dado para comparar sus resultados con estándares e indicadores.	Evaluaciones de temas, unidades y de fin de periodo. Dramatizaciones. Trabajos orales y escritos. Refuerzo y nivelación
PARA EL APRENDIZAJE		Monitorea el progreso de los estudiantes y el nivel de comprensión.	Auto- evaluación Co-evaluación Nota apreciativa. Discusiones y reflexiones. Refuerzo y nivelación.

Figure 5. Evaluation criteria for the English area

Approach of the area.

the Area plan adopts the communicative approach as a basic element in communication through interaction, communication is its primary purpose, the contents are contextualized, in

such a way that they reflect what happens in real communication, the area with this approach emphasizes the use of real communication situations and emphasizes the use of authentic materials to allow a greater approach to the reality of the native speakers of the language studied. Likewise, this area plan emphasizes the use of the target language and the functions of the language, in addition, the contents and activities are centered on the student, as a social and individual being, emphasizing fluency in the use of the language. In this approach, errors are considered part of the learning process and treated in a didactic way and as a source of knowledge.

Area philosophy.

With the teaching of the English language it is intended that the student develops the communicative skills that allow a good performance in terms of: organized, coherent, logical and clear linguistic expression that reflects a reality (natural or social, empirical, psycho-socio-affective, and intellectual) on which human understanding and reasoning exercise their work and an expressive intention that incorporates attitudes that manifest desires and needs to inform, inform (ask), admire, deduce, specify, offend, deny, interrogate, affirm, express, doubt, to exercise control in some way in the action of others (to order), to suggest, to advise, to threaten, to promise, to prohibit, etc.

That is, it is sought that the communicative competence arises as a consequence of the fact of teaching the language as a dynamic structure whose phonetic levels, phonological, morphosyntactic and semantic are independent and in their totality are at the service of communication and reflects the deep and complex relationship that exists between language and

thought, language and feelings, language and action, language and learning, language and culture, enabling the learner to contribute to the progress of his or her social environment both regionally and nationally.

Area objectives 10th grade.

- To participate in a responsible and self-directed way in their integral formation.
- To transmit and receive messages in a second language in oral and written form.
- To express a clear understanding of the constituent elements of the English language.
- To analyze the information obtained in English through the different media, in a critical way.
- To interpret information from scientific, technological, literary and journalistic texts in English.

English Staff Work Methodology .

The English Staff Work Methodology contains the guidelines suggested in each of the documents presented by the M.E.N., with the purpose of putting into practice the National policies at the level of the Provincial San José Institution with the development of an active methodology in accordance with the communicative approach of the English area.

The San José Provincial Institution adopts the Active Pedagogical Model, which directs each of the areas and activities carried out at the institutional level according to its guidelines, and responds to specific questions about how to teach at school? What to teach? Why and when to teach? And with what to teach? focuses its attention on the students, on their ideas, motivations, needs, interests and activities, since it is on them that education is based.

Pedagogical Resources.

This pedagogical material is a tool that allows the supervisor to keep track of the topics that are handled in each grade and ensure the teaching and learning of each topic. It is important to mention that the San José Provincial School in 10th and 11th grade does not work with a guide book proposed by the Ministry of Education. The material used in 10th and 11th grade are practical activities, guides and tasks with an appropriate level of difficulty for each grade and the active methodology criteria in materials and resources. Likewise, in the San José Provincial institution there is an English laboratory where there are electronic resources such as a computer and a projector. In this laboratory oral comprehension is especially worked through audios and videos and each student makes good use of the cell phone in this space.

Syllabus.

An Action plan was drawn up for the implementation of the contents to be developed in each grade during the three academic periods of the year, below is a sample of the syllabus of the second period to be developed during 13 weeks, this syllabus presents the identification; the date of realization; the foundation; the standards and basic rights of learning according to the grade; the contents to be developed in each lesson; the time of execution; performance levels according to the pedagogical model of active school and finally there is the detailed explanation of the didactic strategies to implement, the resources and the evaluation to be executed.

1. IDENTIFICACIÓN					
PERIODO N°	2	FECHA DE REALIZACIÓN:	JANUARY 2022	GRADO	Tenth
ASIGNATURA:	English	ÁREA	Humanities		
2. FUNDAMENTACION Y LINEA BASE					
PREGUNTA PROBLEMATIZADORA					
HOW TO IMPROVE GRADUALLY THE STUDENT'S READING COMPREHENSION SKILLS?					
ESTANDAR			DBA		
<ol style="list-style-type: none">1. I understand instruction to perform daily activities.2. I identify key words in a text that help me understand the general idea.3. I structure my text taking into account formal elements of language, such as punctuation and spelling, syntax, coherence and connection.4. I tell interesting experiences, fact or stories full of details.5. I spontaneously participate in conversation about topics that are interesting for me, using clear and simple language.6. I use appropriate vocabulary to express my ideas clearly about topics that are interesting and related to school curriculum.			<ol style="list-style-type: none">1. Recognizes general and specific information in written texts and discussions on familiar topics.2. Explains ideas presented in a written text about topics of interest or that are familiar through the use of previous knowledge.3. Composes clear and well-structured written messages taking into consideration the context in which they are produced.4. Exchanges opinions on topics of personal, social or academic interest.5. Holds spontaneous and simple conversations on topics of personal or academic interest.6. Responds to questions and inquiries after a presentation on general or academic topics of interest.		
CONTENIDOS		TIEMPO	NIVELES DE DESEMPEÑO		
UNIT 2: Lesson 1: Present Perfect tense. Lesson 2: Past Perfect Tense. Lesson 3: Third Conditional (Modal auxiliary verbs: had x/could/was-were be able to). Lesson 4: Review about zero, first, second and third conditional. Lesson 5: Review about modal auxiliary verbs.		13 weeks	SABER	HACER	SER
			Request information on social practices and activities.	Distinguish the main information of texts.	Show a positive attitude about the learning English process.
			Express conditions.	Identify general and specific information in written texts related to academic subjects of interest.	Enjoy the own activities of the English culture.
			Talk about abilities.		

PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDÁCTICAS	RECURSOS	EVALUACIÓN
CPA model: Learn, practice, and apply. General explanations. Matching activities. Completing charts and sentences. Listening tips. Reducing the use of grammar. Describing pictures. Listening and answering questions. Following instructions. Answering quizzes and tests. Confirming information.	Internet Video beam Short readings from different sources English lab Piece of papers Billboards Flashcards Dictionaries	Develop different evaluative activities according to given texts in order to evaluate the reading comprehension. Uses some modal verbs to write conditional sentences. Uses key vocabulary from the texts and functional language for productive use. Uses the conditional to talk about cause and effect.

Figure 6. 10th Grade's second term syllabus

English Teacher Methodology

Throughout the institutional observation, the pre-service teacher could notice some pedagogical issues such as the English use of the learners inside the meeting the teacher spoke the most time L1 since students are not able to create short phrases, they only pronounce single words but their pronunciation is wrong even if the teacher corrects the misuse of some words, after a few minutes they commit the same mistake. In some cases, the teacher gives clear and simple instructions but students do not understand, so the English teacher should use the translation method which is not recommended by the Language Area Planning. For this reason, students do not have a proper level of proficiency in the use of English as a second language, also, due to the lack of vocabulary, their slow and wrong pronunciation, and their unclear acknowledgment in the most relevant grammar topics.

During the institutional observations inside each grade, the pre-service teacher could observe that the teacher followed the methodology of first explaining the subject, then answering questions, explaining with examples and implementing mechanization exercises where students had an active and collective participation, since between colleagues they helped and worked in group mode.

Learning Accompaniment Modalities

At Provincial San José institution, English teachers' accompaniment modalities are based on synchronous and asynchronous modalities; in synchronous mode the teacher advises the student within the institution when he has doubts and in asynchronous mode the teacher makes use of the WhatsApp application as the communication official channel with which students and teachers are connected and able to solve any doubt. Likewise, the teacher accompanies the students academically through the web platform schools.

Design of Worksheets and Material

English teachers create guides to work during and outside the class, these guides are based on the reinforcement of grammar and written comprehension where short texts are worked on. According to the student's economic conditions and in favor of environmental care, it does not exceed a maximum of one page.

PRESENT CONTINUOUS TENSE

GRAMMAR OVERVIEW

★ We use "present continuous" when we talk about events that are going on at the time of speaking.
 Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment. I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.

★ We use "present continuous" when we talk about a period of time close to present.
 Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

Fill in the blanks with the correct forms of the verbs in brackets

1. I'm in a very big forest now. The birds _____ (sing) and the ants _____ (carry) food. 2. Sally _____ (dry) her hair now. 3. Two men _____ (walk) in the street now. 4. Brian _____ (play) the guitar at the moment. 5. Steven and Rachel _____ (cook) the dinner in the kitchen. It smells wonderful. 6. My father _____ (read) his newspaper and my mother _____ (write) a letter to her sister at the moment. 7. You're _____ (study) hard this term.	8. Look! The Browns _____ (move) to another city. Let's go and help them carry the furniture. 9. The children _____ (play) in the garden. 10. Our boss _____ (have) a meeting at the moment. Can you wait for a short time? 11. I _____ (solve) a very difficult Maths problem. I can't listen to you at the moment. 12. The girls _____ (organise) a surprise party for Joseph at the moment. 13. Be careful! A dog _____ (run) toward us. 14. Don't make noise! The teacher _____ (talk) about an important subject.
--	--

Complete the sentences with a suitable verb below

eat go drink listen
 sleep watch help
 dance swim rain
 have wash study

- You can't talk to Janet now. She _____ in her bedroom.
- Look at the weather. It _____. Take your umbrella with you.
- The children _____ a cartoon on TV now.
- She _____ to music and _____ in her room at the moment.
- Oh, Mary! Where _____? To school or to the library?
- Larry and Peter _____ hamburgers and _____ coke in the school cafeteria now.
- My mother _____ the dishes and my sister _____ her in the kitchen at the moment.
- I'm _____ for my university exam this year.
- We _____ in the lake at the moment. The water is warm and nice.
- Helen _____ problems with her classmates this semester. Nobody likes her.

Unscramble the words and make sentences

- a lorry / man / a / now / drive / tall
- clean / her / at the moment / Mrs. Gatsby / house
- internet cafe / go to / the children / now
- water / in the garden / my father / the flowers
- letter / I / my aunt / at the moment / write
- dolls / play / Susan / with / home / at / now
- park / Clark / car / in the / his / at the moment
- on / the baby / sit / the floor / play / and / now
- nice / a / tell / the teacher / story / now
- now / read / in the / Betty / a book / library
- burn / milk / Penny / now / the coals / in the
- iron / I / shirts / at the moment / and / the
- the zoo / watching / we / in / the animals / now
- the letters / now / deliver / the postman

Figure 7. 10th and 11th grade Guide Design

Basic Learning Rights.

Tenth grade

- Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.
- Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.

- Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.
- Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced.
- Exchanges opinions on topics of personal, social or academic interest.
- Holds spontaneous and simple conversations on topics of personal or academic interest.
- Responds to questions and inquiries after an oral presentation on general or academic topics of interest.

Schedules

The supervisor's timetable

The English teacher supervisor is working with tenth and eleventh-grade students. In the next figure you will find the weekly schedule for the courses.



PROVINCIAL SAN JOSÉ

Sede Central

PSJ

	Lun	Mar	Mie	Jue	Vie
1 07:00 - 07:55 Lenguaje	11-1		Lenguaje 11-1	Lenguaje 11-1	-
2 07:55 - 08:50 Inglés	10-1	Inglés 11-1	Atención a Acudientes	Inglés 10-2	Inglés 11-2
3 08:50 - 09:45 Inglés	10-2	Lenguaje 11-2	Lenguaje 11-2	Inglés 10-1	Inglés 11-1
4 10:15 - 11:10 Inglés	11-1	Inglés 10-1		Atención a Acudientes	Inglés 10-2
5 11:10 - 12:05 Lenguaje		Inglés 11-2	Inglés 11-2	Inglés 11-1	Lenguaje 11-1
6 12:05 - 13:00 Lenguaje	11-2	Inglés 10-2	Inglés 10-1	Inglés 11-2	Lenguaje 11-2

Figure 8. Supervisor's timetable

Technological Level

It has been indispensable to have an internet connection to have access to the “Web Colegios” educational platform where students can find their academic achievement, grades and all the resources applied during the School year. Likewise, in the Provincial San José institution WhatsApp mobile application has been crucial for communication where complementary materials are received and is an asynchronous means of communication to clarify group or individual doubts. It is also necessary to have an internet connection to work in the English laboratory in person.

Population Level

In this section, the number of students, their gender, age, language levels will be presented in the following table.

Ages	<ul style="list-style-type: none"> • 15-17 years old
Gender	<ul style="list-style-type: none"> • Male (39 tenth grade students) • Female (32 tenth grade students)
Groups (10th grade)	<ul style="list-style-type: none"> • Those students belong to B1 level

English Teacher Staff

- Sandra Lucia Castellanos Bautista
- María de los Ángeles Eugenio López
- Marta Elena Guerrero Ramon
- Esperanza Pabón Villamizar
- Gloria Marina Sierra Romano
- Blanca Nubia Suarez Jaimes
- Blanca Azucena Villamizar Villamizar

Institutional Authorities

The authorities of Provincial San José are structured by the principal's office, the coordination office, which is divided into the parent association, the parent council, the student council, the alumni association, and the productive sector.

Charge	Name
Principal	Wilson Augusto Cristancho Pabón
Coordinator	Martín Cuy

Table 1. Institutional authorities

Chapter II: Pedagogical and Research Component

Google Classroom as a didactic tool to work on reading comprehension and vocabulary skills using short narrative texts in 10th grade students at Provincial San José Institution.

Introduction

Technology has changed the world in which we live and has become a challenge for some areas in society especially for the education system, this new era of technology has contributed to the teaching and learning of a foreign language, making teaching more interesting and productive thanks to the introduction of new ICT technologies, which has encouraged to renew and to implement modern strategies of teaching and learning of the English, and for this reason this proposal aims to use ICT resources to improve the teaching-learning of the skills of reading comprehension. Philip, Maslawati, Siti & Nurul, (2021) state that “*the evolution of learning theory has made it clear that being relevant to a digital society, connectivism is the end of the scheme of evolution which will bring shape to the future of knowledge*”.

Considering the above, teachers should be aware of the changes in society and of the contribution of technology in education to innovate pedagogical and technological strategies that promote the teaching of English and the improvement of written production skills and oral, reading and listening comprehension skills. In order to involve new technologies to improve reading comprehension skills, this project aims to implement some digital platforms such as Kahoot, quizzes, educaplay, StoryJumper and the use Google Classroom platform using short narrative texts to promote reading comprehension with 10th grade students at the Provincial San José Institution. The question that guided this project was: *How does the use of short narrative*

texts implementing the Google Classroom platform promote reading comprehension and vocabular skills in tenth grade students at the San José Provincial High School? To address this question, it was necessary to identify what kind of methodologies can be used to implement short narrative texts in order to promote students' reading comprehension and vocabulary skills, as well as it was necessary to analyze the effects and contributions of this pedagogical proposal based on the use of Google Classroom platform and some technological resources.

This research study is organized as follows: Firstly, there is the approach to the problem, secondly, the justification together with the objectives and questions of the research, thirdly, the theoretical framework and literature review are presented. Then the methodology, the schedule to be implemented and a general description of the implementation of the project are presented, then we find some characteristics of this research and finally the results are presented followed by a conclusion.

Statement of the Problem

Reading comprehension is one of the most relevant aspects at the moment of learning a foreign language. One of the antecedents of reading comprehension in English is the need “*to encourage the student community to move towards reading, as it provides the tools for the intellectual production of the individual*” Gómez (2016, p 22)

Thanks to the non-participant observations developed in 10th grade during English classes, the pre-service teacher identified that the students of tenth grade practice poorly the four competencies of English language (listening, speaking, writing and reading) including grammar and vocabulary. In addition, during the observations the pre-service teacher was able to identify that students have difficulties in reading and understanding English texts because they have

problems understanding the vocabulary, in identifying grammar and identifying the main ideas of the text, it was also possible to identify a lack of knowledge on the part of students about reading strategies, because students limit themselves to translating text mechanically word for word, causing students to lack motivation in learning new vocabulary, in reading and understanding English texts. With the above, it was evidenced that the students did not count on the required level regarding their grade and what the Ministry of Education established. Furthermore, the application of traditional methods and the lack of new technologies while teaching English in a public school in Pamplona may delay the master's ability of the reading comprehension and vocabulary skills; it stimulates the creation of a proposal to implement short narrative texts using the Google Classroom platform to improve reading comprehension and vocabulary skills in 10th grade students.

Justification

This study focuses mainly on improving reading comprehension and vocabulary skills through the use of short narrative texts by implementing the Google Classroom platform. When we talk about technology in teaching and learning, the word “integration” is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to add technology into teaching to support the learning process. So, it is one of the main reasons to carry out this pedagogical study.

According to the above, this study chose to use the Google Classroom platform as a useful and easy-to-use tool in which 10th grade students and teacher of the San José Provincial institution could benefit from implementing it in their English classes. For example, this platform would benefit the teacher by being able to access and control the work sent by the students, since

it allows her to know who delivered the work and the time it was sent. Likewise, this platform would benefit the teacher in terms of qualifications and would facilitate the immediate delivery of feedback using the "private comments" tool of the Google Classroom platform in each of the works sent by the students. Likewise, this platform would benefit students by allowing them to have active communication, interaction and collaborative work.

On the other hand, Implementing narrative short texts using the ICT for improving reading comprehension and vocabulary skills appears as an attempt to not only help students to improve their English level but also to demonstrate how important is look for innovative and didactic strategies to catch the students' attention, motivating them to keep learning and improving their language level.

Through the implementation of a diagnostic questionnaire carried out to the students **(Appendix A)** several common aspects presented in the process of reading comprehension in the students were analyzed. As a result of the questionnaire carried out, some aspects such as: 71.2% of students like to read in their mother tongue but only 15.4% like to read in English, most do not like to read in English because they present difficulties such as lack of vocabulary, security and reading comprehension. Referring to this, several students said: *"I do not like to read because I do not have a lot of vocabulary and I do not understand some words" "I like to read in English but I am uncertain that I will not be able to read". "I don't like to read because I don't have a great understanding of English texts".*

On the other hand, most students consider that reading comprehension is important in learning English and also that it is important to have a reading strategy or plan. *"Reading comprehension helps us develop our learning in English so that in the future it will be easier for us to understand it better" "by considering a reading plan, we can draw better conclusions*

about what we want to get from the text and at the same time we will get a better reading comprehension”.

Likewise, most of the students considered the importance of reading comprehension to have a good score in the ICFES test, since this test evaluates some skills such as reading comprehension. *"Reading comprehension is important to develop the ICFES test since the English test is based on critical reading texts and it is necessary to prepare ourselves to learn to have a good reading comprehension of these texts". "To be able to understand the texts and the ICFES questions, you have to know vocabulary, and know how to understand texts in English"* and finally, 92.3% stated that they wanted to work on reading comprehension in English classes.

In addition, through the implementation of this questionnaire to students and during the observations, the pre-service teacher was able to identify that students have difficulties in reading and understanding English texts because they have problems understanding the vocabulary, in identifying grammar and identifying the main ideas of the text.

In this way the pre-service teacher has decided to use narrative texts because these texts connect us with our reality and influence the transformation of our thoughts, ideas and our imagination, where students will have the opportunity to improve their reading comprehension, learn new vocabulary and reinforce the topics studied in class because these texts are linked to the contents of the area

Finally, all that we have just mentioned has shown us that this research is quite relevant since there is a range of perceptions and experiences of students in relation to the development of reading comprehension, thus validating the approach to the problem.

Research Questions

Grand-tour Question

How does the use of short narrative texts implementing the Google Classroom platform promote reading comprehension and vocabulary skills in 10th grade students at San José Provincial High School?

Specific Questions

- How acquire vocabulary through short narrative texts?
- What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills?
- What is the contribution of narrative texts in reading comprehension and vocabulary improvement?
- What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement?
- What is the contribution of ICT in reading comprehension and vocabulary skills?

Objectives

General Objective

To promote reading comprehension skills through short narrative texts using the Google Classroom platform in 10th grade students at Provincial San José High School.

Specific Objectives

- To formulate and implement strategies to acquire vocabulary through short narrative texts.
- To analyze the effects and contributions of this pedagogical proposal can cause on students' reading comprehension skills.
- To analyze the contribution of narrative texts in reading comprehension and vocabulary improvement.
- To identify the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement.
- To analyze the contribution of ICT in reading comprehension and vocabulary skills.

Theoretical Framework

During this chapter, the principal definitions and theories will be presented with aims to provide a higher understanding of the topic of study and to understand in-depth and contextualize the elements that have been the starting point of this project. In this regard, it proposes the following organization of concepts and theories: Reading, reading comprehension, narrative texts, stages of reading comprehension of texts in English, learning skills, autonomy in learning, hybrid learning.

Reading

Jean-Pierre According to Benito (2003), reading is considered as written comprehension, forming part of one of the four language skills in the teaching of English. Escurra (2003) points out that reading plays an important role in the development of learning, as “reading is a means by which learners acquire new knowledge” (p. 107). Given the thoughts of the two authors mentioned above, we can say that reading can be considered as a tool or skill related to the process of reading comprehension, which can be developed in a collective and interactive way to be able to interpret and understand different types of texts and thus build knowledge.

Through reading, “The human being is linked to his reality, which through the pronunciation of words can transform his own reality”. (Freire 1989, cited in Remolina, 2013). According to the thought of this pedagogue Freire cited in Ramirez (2009), reading is considered as «the process in which a text is learned and critically known through the context», for the Brazilian Freire, reading does not mean memorization, but on the contrary, reading is linked to the understanding of the text, because this understanding is achieved through critical reading and the perception of relationships between the text and the context. Similarly, reading is not just the pronunciation of words or meaning, for Escarpit cited in Ramirez (2009) reading is considered “an act of communication and is a gateway to freedom.” where reading is a cultural act carried out with a specific aim in which the social, political and economic reality is integrated and interpreted.

Reading comprehension

Reading comprehension can be interpreted as the reader's ability to interact with the text using reading strategies, his learned vocabulary and the good use of English grammar structures. For Escobar & Jiménez (2019), reading comprehension is characterized by the skills and knowledge of the reader "which allows the reader to command the different levels of comprehension, which range from the literal level to the inferential or critical level" (p. 53). It is for this reason that reading comprehension is important in a foreign language, since this ability requires a good vocabulary and command of the language to understand any type of text.

Narrative text

The narrative text as its name implies is one of the types of texts in which a story is narrated either real or fictional. This type of text connects us with our reality of communicating in our daily lives and influences the transformation of our thoughts and ideas as we put our imagination into practice. In relation to this, Acevedo et al., (2018) states that narrative texts are constructions of stories that tell events and/or experiences of subjects, these stories can be real or fictitious and develop in a specific place, time and space, for these authors this type of text follows a structure which is beginning, development and end. (p. 53)

Stages of reading comprehension of texts in English

Munby, 1979 cited in Garcial et al., (2008) proposes a series of stages when reading a text in order to understand it. The stages proposed by this author are: stages of pre-reading, reading and post-reading. In the pre- reading stage is where the student's knowledge about the text is activated through the practice of what is known as brainstorming; also in this pre-reading stage, activities are developed that emphasize the work with the vocabulary that is required to

understand the text and for the command of useful strategies in the comprehension of the text and in this stage a prediction of the content of the text is also developed. In the reading stage, this author emphasizes the use of questions that reflect that the text has been understood and uses questions that the student has about the text. Finally, in the post-reading stage, this author emphasizes rereading the text, clarifying doubts about meanings, clarifying linguistic doubts; in reflecting on the content of the text, in evaluating and in summarizing. (p. 351)

Learning skills

Learning skills are considered as the various skills needed to acquire new skills and knowledge in a formal learning setting (Higgins et al., 2007). In other words, these skills refer to the study techniques available to a person to learn and to assimilate new knowledge throughout his or her life.

Autonomy in learning

Encouraging the motivation of the student's independent work in learning a foreign language is essential, which is why autonomous learning can be conceived as a fundamental element in the acquisition of knowledge, this with the aim of promoting student autonomy. According to Rosero (2019), autonomous learning enables an environment in which the student plays the most important role, where the process of "knowledge creation without the help of an intermediary" depends on the student who is the one which develops the process of "seeking, verifying, intervening and acquiring knowledge that has not yet been explored", which is why the role of the teacher in independent learning is to be a "mediator".

For Rosero (2019), one of the factors that influences learning is "motivation" because when the student produces "his own learning environment", he increases his motivation to acquire new knowledge. Regarding learning a foreign language, Rosero (2019) expresses that in this learning process the student "begins to make his own decisions". For example, each learner is looking for the best way to learn a new language, working at their own pace and "creating their own learning strategies" to create and deliver knowledge.

Hybrid learning

For several years, a number of changes have been introduced in the field of higher education, where various educational models of learning have been incorporated, such as the hybrid learning model. According to Charlier et al. (2006) hybrid learning is a teaching model that "articulates face-to-face training phases and distance learning phases, supported by a technological environment such as a digital training platform that generates a collective and collaborative space ". In other words, this model combines the elements of the face-to-face classroom and the elements of online learning using new educational technologies, where the student advances according to his own pace of learning.

Regarding learning a foreign language, according to Rosero (2019) hybrid learning allows students to improve the development of language skills in a language, due to the fact that hybrid learning "allows students to share content and information in the classroom and also allows the use of chats and forums." In other words, in learning a foreign language the establishment of a hybrid learning environment leads to greater autonomy and participation of students in the classroom and outside the classroom.

Literature Review

This section will present the analysis review of studies that are focused on supporting this project. To carry out this section, each analyzed study is composed with the name of the article, the author, and each contribution to the topic already mentioned.

The role of the Google Classroom platform in reading comprehension

The first study was carried out by Dewi et al., (2020) entitled: “*The implementation of Google classroom in improving students’ reading comprehension at man 4 Jakarta*”. The objective of this qualitative and quantitative research was to investigate the use of the Google Classroom platform to improve reading comprehension. Likewise, this study is focused on the analysis of the students' perceptions when they interact with this platform and this study also it is focused on the identification of obstacles found when implementing this platform. This study was carried out with 27 students of grade XI of Madrasah Aliyah Negeri (MAN) 4 Jakarta. The data was collected by reading comprehension tests, interviewing students, and filling the questionnaire were used to gain their perceptions about Google Classroom. In this study, the authors identified that the use of new technologies and the Google classroom platform is quite effective in improving reading comprehension.

Likewise, the authors in this study emphasized that the implementation of Google classroom in reading class not only makes the teaching and learning process becomes an interesting one but it can support the learning process quite effectively especially as students' partner tools while learning in the classroom and out of the classroom. However, the authors found the instability of the internet connection in the classroom as obstacles when implementing the Google classroom platform.

In the same way, the second qualitative and quantitative study carried out by Hernandez (2019) entitled: “Google Classroom as a didactic tool to work on reading comprehension and written expression skills in English”, aimed to explore how to work on reading comprehension and written expression skills in the subject of English through the use of Information and Communication Technologies (ICT) using the Google Classroom platform.

The author in this research found that ICTs have great potential to improve teaching as they allow access to countless resources that can be adapted to the needs of teachers and students. Also in this study the author identified that Google Classroom is a tool that facilitates both the teaching task and the student’s activity when working reading comprehension thanks to the amount of resources it allows to use, furthermore the author identified that this platform facilitates collaborative work in students, generating a good perspective by teachers and students thanks to its ease of use and the motivation that this platform causes in students when carrying out activities using every day electronic devices such as cell phones and computers. However, the author stated that with this platform the teacher must invest time in the preparation of activities.

Use of narrative texts in reading comprehension

The third study was carried out by Sahin (2013) entitled: “The Effect of Text Types on Reading Comprehension”. This research aimed to determine the effect of narrative and informative text types on Reading Comprehension levels of Primary Education 4th and 5th grade students. In this study reading comprehension tests prepared according to text types, were used as a data collection tool of the study. In this research, the author found that reading comprehension levels of both fourth and fifth grade students' changes significantly in accordance

with different text types. Regarding this, the author identified that students understood narrative texts better than informative texts in both grade levels. Therefore, the author concluded in his study that the text type is an important factor in reading comprehension for elementary school students.

In the same way, in the fourth study Ramirez & Pérez (2018) carried out a study entitled: “To read and understand in English. a didactic sequence of a sociocultural approach for the understanding of narrative texts: Records of experiences”. The objective of this study was to determine the incidence of a didactic sequence, with a sociocultural approach, in the comprehension of narrative texts in English. This study was developed with records of experiences, in students of course 2 of the Institute of Foreign Languages (ILEX), of the Technological University of Pereira. In this research, the authors found that this type of narrative texts improved the reading comprehension of a group of students from the sociocultural approach, where English had an authentic use, giving students the possibility of identify the literal meaning of the explicit words in the text, resort to implicit aspects to elaborate a global coherence of the text, and express their point of view from a critical perspective.

ICTs in teaching-learning reading comprehension

The fifth study was carried out by Yusuf & El-Yakub (2020) entitled: Impact of using ICT in teaching reading comprehension in secondary schools in Kaduna, Nigeria. This study aimed to investigate the impact of using ICT in Teaching Reading Comprehension in Secondary Schools in Kaduna. The research design was pre-test, post-test, quasi-experimental design. In this study, the authors revealed that the implementation of ICT increased student engagement and allowed the student to develop unique and creative ways of responding to the proposed texts

using the tools of these new technologies. Finally, the authors concluded in this study that teachers should introduce the use of ICT in the teaching of reading comprehension in order to prepare students for the technology of the 21st century.

Methodology

Pedagogical Methodology

The present proposal is carried out in a public institution in Colombia in the “Provincial San José Institution” with the 10th grade students, it is important to mention that there are two courses and each course has 4 hours of English class per week. This project is based on the use of narrative texts implementing the Google Classroom platform to promote reading comprehension. There are 5 texts planned to be implemented during 8 weeks (**Appendix A**). It is important to specify that these texts are related according to the tenth-grade content and lessons. This proposal implements the stages of reading comprehension proposed by Munby, 1979 cited in Garcial & al., (2008), (stages of pre-reading, reading and post-reading).

In the following schedule are classified readings to work with students weekly. The activities will be developed taking into account the following chronogram.

Chronogram of the Pedagogical Component.

Invitation link to access the classroom group to see all the activities planned for each text worked on.

<https://classroom.google.com/c/NDcxNjExNTcyNTEz?cjc=2mwfaoh>

INTERVENTIONS	ACTIVITY
<p>First Intervention Week 1</p> <p>March 22th – March 27th, 2022</p>	<ol style="list-style-type: none"> 1. Presentation and socialization of the general aspects of the project to the students (Objectives, material, methodology etc). 2. Presentation of the Google Classroom platform, its advantages and functionalities. 3. Registration and login Google Classroom.
<p>Second Intervention Week 2</p> <p>March 28th – April 3rd</p>	<ol style="list-style-type: none"> 1. Publication of the activities corresponding to the first short narrative text using the past progressive. (Appendix C). 2. Carrying out of the activities by the students of the reading comprehension of the first narrative text. (Appendix C). 3. Socialization of the reading of the first narrative text and the activities carried out.
<p>Third Intervention Week 3</p> <p>April 4th – April 10th</p>	<ol style="list-style-type: none"> 1. Publication of the activities corresponding to the second short narrative text using the past progressive. (See Appendix D) 2. Carrying out of the activities by the students of the reading comprehension of the second narrative text. (See Appendix D)
<p>Week 4</p> <p>April 11th – April 17th</p>	<p>Holy Week</p>
<p>Fourth Intervention Week 5</p> <p>April 18th – April 24th</p>	<ol style="list-style-type: none"> 1. Publication of the activities corresponding to the third short narrative text using the present progressive. (See Appendix E) 2. Carrying out of the activities by the students of the reading comprehension of the third narrative text. (See Appendix E) 3. Socialization of the reading of the third narrative text and the activities carried out.

Fifth Intervention Week 6 April 25th – May 1st	Week of efficacy evaluations.
Sixth Intervention Week 7 May 2nd – May 8th	<ol style="list-style-type: none"> 1. Publication of the activities corresponding to the fourth short narrative text using the simple past. (See Appendix F) 2. Carrying out of the activities by the students of the reading comprehension of the fourth narrative text. (See Appendix F) 3. Socialization of the reading of the fourth narrative text and the activities carried out.
Seventh Intervention Week 8 May 9 th – May 22 nd	<ol style="list-style-type: none"> 1. Publication of the activities corresponding to the fifth short narrative text using the simple past. (See Appendix G) 2. Carrying out of the activities by the students of the reading comprehension of the sixth narrative text. (See Appendix G)
Eight Intervention Week 9 May 23 rd – June 3 rd	<ol style="list-style-type: none"> 1. Semi-structured interview. (See Appendix I)

Table 2. Chronogram of the Pedagogical Component.

Description of the Implementation of the Project

During the description of the implementation of this project based on the use of narrative texts implementing the Google Classroom platform and some technological sources such as educaplay, kahoot, quizizz and StoryJumper with the aim to promote reading comprehension in 10th grade students, some stages were planned. The first stage is the registration of students on the Google Classroom platform, once they have registered, they begin with the reading of the first text. Each student will carry out a series of activities in each of reading stages autonomously during each week.

For example, in the pre-reading stage each student performs a vocabulary activity related to the text, in the reading stage, each student autonomously and according to his own rhythm reads the reading and takes notes on the main ideas of the text and finally in the post-reading stage each student answers some questions and solves some dynamic activities related to the text, where students' reading comprehension, vocabulary level and ability to infer information is demonstrated. Each student will carry these activities autonomously during each week on the platform classroom and then these activities will be socialized in class.

Each student will have a week to deliver the activities corresponding to each text, also one hour a week there will be a general socialization of the activities carried out autonomously by the students, all with the aim of evidencing the work and progress of the students in reading comprehension. This socialization is generally carried out on Friday of each week, all with the aim that students work autonomously on readings and activities during the week and be able to socialize, interact and clarify doubts about each text read.

Research Methodology

This section focuses on the methodology, which is about data collection. The methodology is composed of aspects such as approach, design, population, instruments, data analysis, the chronogram of activities, limitations, and ethical considerations.

Approach

This study will adopt a qualitative approach, according to Mays and Pope (1995) “qualitative research is an approach that aims to analyze and understand social phenomena in natural contexts by taking into account the experiences and points of view of the participants” This means that qualitative researchers study things and people in their natural environment, trying interpret them and for this research this approach allows the researcher to be placed naturally, that is, with the context itself through observations, field notes, interviews, conversations, photographs, recordings, and memos to oneself, which will allow the researcher to examine and obtain a more detailed perspective regarding the objectives of this study.

Design

The current study was framed under an action research design with the objective of knowing directly how the reading activities using the Google Classroom platform influence the participants involved in the process and taking into account the project nature, and what the pre-service teacher had to assume when analyzing the process done by the target population, this pedagogical project adopted an action research design which, according to Creswell (2014), refers to a “wide variety of evaluative, investigative, and analytical research methods” which are normally used to diagnose problems or weaknesses and to help educators develop practical solutions to address them quickly and efficiently.” (p.1)

Population, Sampling and Setting

The population of this study will be 8 students in tenth grade of “Provincial San José” High School. Their Language level was between A2 and B1.

This project it should be noted that in this action research, the researcher will work with non-probability sampling, in particular the voluntary type will be the technique used by the researchers to select the participants of the study. That is to say, the participants of 10th grade students of the Provincial San José Institution will have the freedom to do or not to be part of the research.

Ethical Considerations

Ethical considerations must be respected in any research work; they were related to the confidentiality of the participants. This proposal has instruments such as field journals and surveys that required personal information.

Confidentiality and anonymity are guaranteed during the research project and for data analysis the research participants will receive pseudonyms assigned with codes; thus, Participant 1, 2, 3, etc.

Limitations

During the development of this project, some limitations were presented, such as the loss of classes, especially due to sports, cultural or religious events, strikes, teacher meetings or meetings with parents. Due to all these aspects, the socializations of texts 2 and 5 could not be carried out, however, the students carried out the reading activities autonomously at home. Another limitation was the lack of responsibility of three students, who did not carry out the

activities of the five texts, and for this reason only 4 students continued until the culmination of the activities of this pedagogical proposal.

Instruments for Data Collection

For the development of this study, we will take into account different instruments proposed for data collection, such as field journals semi-directive interview.

Field Journals.

Wiegerová (2013) states journal is “a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events.” With this, the pre-service teacher will be able to express her perceptions about the implementation process as well as reflecting on facts that will help her improve.

Additionally, Wiegerová (2013) affirms that the journal as a research instrument is one of the methods used to ensure validity in qualitative researches triangulation. It is also necessary to view the issue from different perspectives. In this study, the pre-service teacher identifies students’ perspectives taking into account their different points of view to get deeper into the problem and is more profound understanding at a better-quality level. **(See annexes from the four journals did, appendix H)**

The interview

According to Mata (2020) “Interviewing is a useful technique for collecting qualitative data that provides in-depth and substantive information.” In other words, a qualitative research interview is an instrument for in-depth analysis of things such as the opinions and feelings of the interviewees. On the one hand, semi-directional interviewing is conceived as a qualitative

method of data collection. For Vilatte (2017) the semi-directive interview is neither totally closed, nor totally open and the topics to be addressed are fixed in advance and the order and form of presentation of the themes are free, then, this type of interview is generally used to deepen knowledge of a field or to verify the evolution of a known phenomenon.” That is to say, the semi-directional interview makes it possible to gather detailed information on the discourse of the respondents who are free to express their opinions and reactions on a subject already manifested. Similarly, Vilatte (2017) considers that this type of interview does not necessarily ask all the questions in the order originally planned. He lets the interviewee come as much as possible so that he can speak according to a logic that suits him.” In the data collection phase, semi-directional interviewing will be used to hear participants’ views. . **(See annexes from the interviews and the analysis of them, appendix I)**

Data Analysis

This study takes into consideration the typological analysis proposed by Hatch (2002). The typological analysis is considered a data analysis technique that “splits whatever is observed into groups or categories based on a canon to disaggregate the entire phenomenon under study.” (LeCompte and Preissle, 1993, p. 257, cited in Hatch, 2002, p. 152). As Hatch (2002) explains, this type of analysis begins with the division of information into categories or groups based on predetermined typologies "which are generated from theory, common sense and/or the objectives of the research” (p.152).

Because of this, this type of analysis will help us to organize, understand, classify and form the data into categories based on the initial typologies of our study that are related to the

research questions. To complete this analysis, we followed the nine-step model proposed by Hatch (2002, p. 153).

First of all, it is essential to identify the typologies to be analyzed by selecting the entries that are linked with them. Then, it is essential to read the entries by typology by recording the main ideas, looking for patterns, relationships or themes in the typologies. Afterwards, it is fundamental to encode the inputs according to the identified patterns and decide if the patterns are compatible with the data by examining the relationships between them. Finally, it is essential to generalize the patterns that will be supported by selected data extracts.

DATA ANALYSIS

Sous-questions
<ul style="list-style-type: none"> • How to acquire vocabulary through short narrative texts? • What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills? • What is the contribution of narrative texts in reading comprehension and vocabulary improvement? • What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement? • What is the contribution of ICT in reading comprehension and vocabulary skills?

Analysis of sub-question 1: How to acquire vocabulary through short narrative text?

Instrument: Journals

Sous-question 1: How to acquire vocabulary through short narrative texts?

Performing dynamic activities related to the vocabulary of each text during the pre-reading stage:

Text 1: Match each word with the meaning.

Vocabulary Activity Results:

- 37.5% obtained 100 points
- 50% earned 50 points
- 12.5% got 0 points

Text 2: Crossword game, where the meaning of the word is found and the student writes the word in the crossword.

Vocabulary Activity Results:

- 50% got 100 points
- 37.5% obtained more than 80 points
- 12.5% did not carry out the activity

Text 3: Kahoot game, each participant selects the correct word according to the meaning.

Vocabulary Activity Results:

- 75% scored more than 4,712 points
- 25% scored less than 4,679 points.

Text 4: Quizizz game, each participant selects the correct word according to the meaning.

Vocabulary Activity Results:

- 75% scored more than 4,330points.
- 25% scored less than 3,800 points.
- 100% answered all the questions correctly

Text 5: Quizizz game, each participant selects the correct word according to the meaning.

- 75% scored more than 9,050 points.
- 25% scored less than 7,990 points.
- 100% answered all the questions correctly.

Text 1, 3 and 4 Socialization of the vocabulary activity studied at home.

Tingo tango game:

-The student discovered the word and said the meaning in English.

-The student wrote the meaning of the word on the board.

Relationship game:

-The participant related the word on the board with the meaning learned at home.

Word search game: The participant found the word that corresponds to the meaning in the Word search.

In conclusion, during the five narrative texts it was possible to identify that the activities of the games in educaplay, in kahoot and in quizizz were a good strategy to work the vocabulary related to each narrative text in the pre-reading stage. Finally, it can be observed that in the text number 4 and number 5 the students answered all the vocabulary questions correctly, thus achieving the vocabulary acquisition of the narrative texts through dynamic and digital applications.

Categories SUB-QUESTION 1: How to acquire vocabulary through short narrative texts?

Category 1: Vocabulary online games Pre-reading stage.

- **Educaplay**

- Vocabulary Matching Game (Text 1)

- Crossword (Text 2)

- **Kahoot**

- To select the correct word according to the meaning (Text 3)

- **Quizizz**

- To select the correct word according to the meaning (Text 4 and 5)

Category 2: Face-to-face socialization of vocabulary (Pre-reading stage)

- **Tingo tango game (Text1)**

- The student discovers the word and says the meaning in English.

- The student writes the meaning of the word in English on the board.

- **Relationship game (Text 3)**

- The participant related the word on the board with the meaning learned at home.

- **Word search game (Text 4)**

- The participant found the word that corresponds to the meaning in the Word search.

Analysis of sub-question 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills?

Instrument: Interviews

Analysis of responses individually

Participants:

- P1: Student participant
- P2: Student participant 2

- P3: Student participant 3
- P4: Student participant 1

Green: Improvement of reading comprehension skills.

Blu: Improvement in the level of vocabulary.

Pink: Satisfaction of continuing with this methodology in English class.

Analysis of sub-question 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills? (P1)

- With the implementation of this project, he had improved his skill in reading comprehension and vocabulary.
- He improved his ability to infer information.
- This project was considered as an advantage to practice for the ICFES tests.
- P1 stated that the English teacher should continue with this project, since it generates a positive change in the teaching of English and in the process of reading comprehension and acquisition of new vocabulary. Thanks to this project, he had explored again his imagination and creativity that he already considered lost.

Analysis of sub-question 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills? (P2)

- With this project, he had developed the ability of reading comprehension.
- P2 expressed pleasure in continuing with this project, since he considers that this is an innovative methodology that motivates students specially to improve their skills and to socialize in class in a foreign language.

Analysis of sub-question 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills? (P3)

- With this project he had improved his way of understanding the texts when identifying places, ideas and characters in each story.
- He improved his vocabulary level.
- He expressed pleasure in continuing with this project, since he considers that this is a methodology to understand what is read and improve vocabulary level.

Analysis of sub-question 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills? (P4)

- with the implementation of this project, the comprehension skill and the level of vocabulary improved.
- He stated that she would like the English teacher to continue with this methodology to improve the level of vocabulary and reading comprehension, since it is a didactic methodology for teaching English, where the student does not feel obliged to read but he does it for pleasure, love and dedication to learn this language.

Categories SUB-QUESTION 2: What effects and contributions of this pedagogical proposal can cause on students' reading comprehension and vocabulary skills?

Category 1: Improvement of reading comprehension skills.

- Ability to infer information
- Ability to understand what is read: Identifying places, ideas and characters in each story.

Category 2: Acquisition of new vocabulary:

- Thanks to narrative texts and digital applications.

Category 3: Satisfaction of continuing with this methodology in English class.

- This project generated a positive change in the teaching of English.
- This project explored again the imagination and creativity in the students that they considered lost.
- It was an Innovative and didactic methodology that motivated students to improve their skills and socialize in class.
- This project was considered as an advantage to practice for the ICFES tests.

Analysis of sub-question 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement?

Yellow: Advantages of narrative texts.

Blue: Disadvantages of narrative texts

Analysis of sub-question 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement? (P1)

- This type of text contributed to **creativity and imagination** when describing characters and scenes and when creating new stories.
- This type of text **provided new vocabulary and reflections** that could be compared to real life.
- **Inconvenience in the use of these types of text: The lack of veracity of the stories.**

Analysis of sub-question 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement? (P2)

- **This type of text contributed to writing, reading comprehension and creativity.**

Analysis of sub-question 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement? (P3)

- This type of text helped **to know all the details of the story.** Also the P3 said to have acquired new vocabulary and having studied the class topics
- With this type of texts, the **students acquired new vocabulary** and studied the class topics, since different verb tenses studied in class were handled in each narrative text.

Analysis of sub-question 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement? (P4)

- This type of text **contributed to the comprehension of texts in English,**
- This type of text **allowed reading to become a hobby, increasing in the students the interest in reading.**

Categories SUB-QUESTION 3: What is the contribution of narrative texts in reading comprehension and vocabulary improvement?

Category 1: Advantages of narrative texts.

- It developed creativity and imagination: when describing characters and scenes when creating new stories.
- It facilitated the improvement of the level of vocabulary in the students.

- It facilitated a reflection for the students.
- It contributed to writing and reading comprehension skills.
- This type of text helped to know all the details of each story.
- The students studied the class topics, since different verb tenses studied in class were handled in each narrative text.
- This type of text allowed reading to become a hobby: Increasing in the students the interest in reading.

Category 2: Disadvantages of narrative texts

- The lack of veracity of the stories.

Analysis of sub-question 4: What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement?

Yellow: Reading stages are important in reading comprehension.

Blue: Contribution of the pre-reading stage.

Green: Contribution of the stage during reading.

Pink: Contribution of the post-reading stage

Analysis of sub-question 4: What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement? (P1)

- Thanks to these stages, the text is deepened and understood more and the reading process is more efficient than before.
- Thanks to the pre-reading stage he created hypotheses about the story to read, he was encouraged and he was ready with the unknown vocabulary to be studied during the reading of the text.
- Thanks to the stage during the reading, he increased his level of concentration and understanding when identifying the primary and secondary characters and ideas of the story.
- The post-reading stage gave him the opportunity to explore the text and the opportunity to understand the text more deeply.
- These three stages are positively influenced when losing the fear of reading, understanding a text and socializing in English.

Analysis of sub-question 4: What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement? (P2)

- Reading stages are important in reading comprehension. For example the pre-reading stage allows him to give an indication of the vocabulary to study in each text.
- The stage during the reading contributed him a better understanding of the text.

- The post-reading stage gave the participant the opportunity to deepen the understanding of the text with each of the activities carried out during this stage.

Analysis of sub-question 4: What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement? (P3)

- These stages allowed him to better understand each text.

Analysis of sub-question 4: What is the importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement? (P4)

- These stages allowed her to carry out some activities, allowing him to understand the text in a deep and detailed way.
- The pre-reading stage allowed P4 to introduce her to the history of each text with the vocabulary learned in the pre-reading stage.
- The stage during reading contributed to the comprehension of the text.
- The post-reading stage contributed to the exploration of the text, generating a better reading comprehension.

Categories SUB-QUESTION 4: What is the importance of reading stages for reading

comprehension of narrative texts and for vocabulary improvement?

Category 1: Reading stages are important in reading comprehension.

- These stages contributed to a better reading comprehension.
- These stages contributed to the acquisition of new vocabulary.
- These stages are positively influenced when losing the fear of reading, understanding a text and socializing in English.

Category 2: Contribution of the pre-reading stage.

- This stage allowed them to create hypotheses about each story to read.
- This stage encouraged them to read each story.
- This stage allowed them to introduce to the story of each text with the vocabulary activities developed in this stage.

Category 3: Contribution of the stage during reading.

- This stage increased the level of concentration and comprehension of students when identifying the primary and secondary characters and ideas of the story.
- This stage contributed to a better comprehension of the text.

Category 4: Contribution of the post-reading stage.

- This stage gave the student the opportunity to:
 - Explore and deepen the text.
 - Infer information and better understand the text.

Analysis of sub-question 5: What is the contribution of ICT in reading comprehension and vocabulary skills?

Blue: Google Classroom

Green: Kahoot

Pink: StoryJumper

Analysis of sub-question 5: (What is the contribution of ICT in reading comprehension and vocabulary skills? P1)

- He had not found inconveniences in the use of the Google Classroom platform.
- Google Classroom facilitated the access of the material to study autonomously outside the class, where the student could access the material and the activities to be performed according to their availability and rhythm of study.
- The Google Classroom platform contributed to the delivery of homework and activities.
- The Google Classroom platform allowed asynchronous communication with the teacher, through the private feedback tool.
- Kahoot contributed to the motivation to learn new vocabulary. Storyjumper is a dynamic and innovative platform, which contributed to the development of their creativity.

Analysis of sub-question 5: What is the contribution of ICT in reading comprehension and vocabulary skills? (P2)

- He had not found inconveniences in the use of the Google Classroom platform.
- Google Classroom platform helped him get out of the daily routine, that is, the traditional methodology, being the Google Classroom platform an innovative tool for learning.
- All these digital resources contributed to the improvement of vocabulary and reading comprehension.

Analysis of sub-question 5: What is the contribution of ICT in reading comprehension and vocabulary skills? (P3)

- He had not found inconveniences in the use of the Google Classroom platform.
- Google Classroom platform contributed to easy access to online material and contributes to the organization of tasks and material in a virtual way.
- StoyJumper allowed him to put into practice and check what was understood in the text.

Analysis of sub-question 5: What is the contribution of ICT in reading comprehension and vocabulary skills? (P4)

- She had not found inconveniences in the use of the Google Classroom platform.
- Google Classroom contributed to the ease of access to the activities and the material.

- The free access to the Google Classroom platform, since it is a free platform.
- Kahoot is a didactic, easy to use and contributed to the motivation to learn new vocabulary.
- The StoryJumper application was one of her favorites because it allowed her to create her story in a creative way thanks to the tools that this application offers.
- Kahoot app motivated the students and generated adrenaline and group competitiveness at the time of her earning points.

Categories SUB-QUESTION 5: What is the contribution of ICT in reading comprehension and vocabulary skills?

Category 1: Google Classroom platform.

- Facilitated the access of the online material to study autonomously.
- Contributed to the delivery of homework and activities.
- Allowed asynchronous communication with the teacher, through the private feedback tool.
- An innovative and didactic tool for learning.
- Contributed to the organization of tasks and material in a virtual way.
- It is a free platform.

Category 2: Kahoot

- Contributed to the motivation to learn new vocabulary.

- Allowed to put into practice and check what was understood in each text.
- Motivated the students and generated adrenaline and group competitiveness at the time of her earning points.

Category 3: StoryJumper

- It is a dynamic and innovative platform
- It contributed to the development of creativity.
- It contributed to the improvement of reading comprehension.

Results

This section presents the results of the collected data, where the way to acquire new vocabulary through short narrative texts was identified, where the effects and contributions of this pedagogical proposal in tenth grade students were analyzed, where the contribution of short narrative texts in English was identified, where the students reflected about the importance of the three stages of reading to achieve better reading comprehension and a better level of vocabulary, and finally where the contribution of ICT in reading comprehension and vocabulary skills is found.

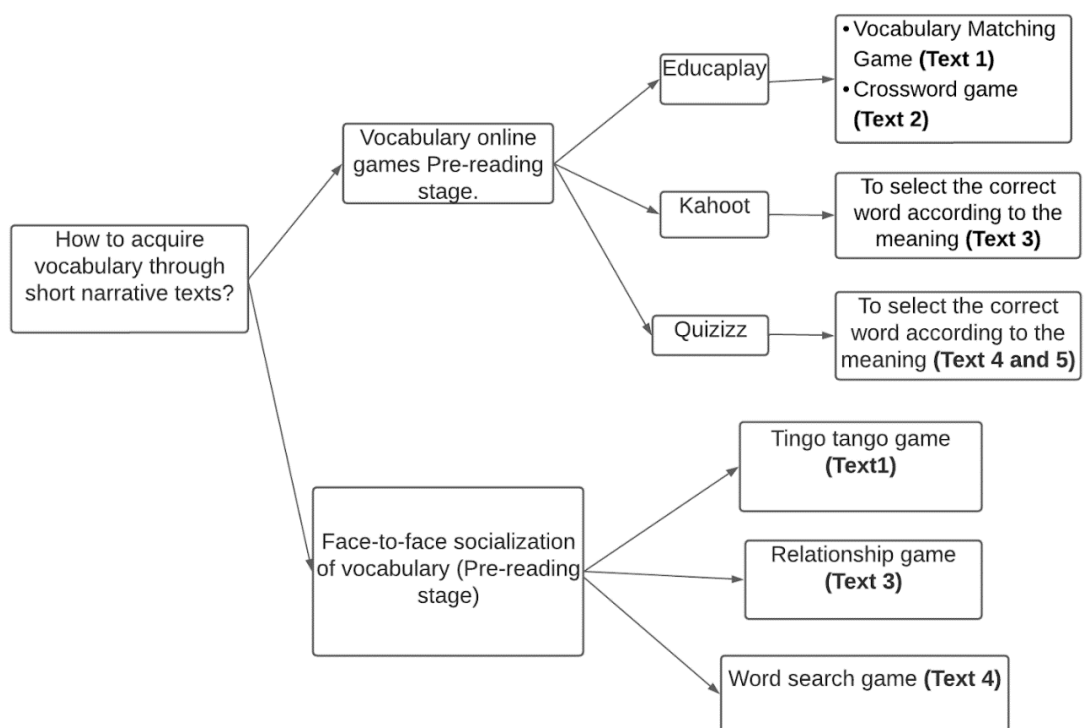
A.) How to acquire vocabulary through short narrative texts?

Regarding the way to acquire new vocabulary through short narrative texts, two categories were classified: Vocabulary online games Pre-reading stage and Face-to-face socialization of vocabulary (Pre-reading stage) (**See graph 1**).

First it was possible to identify the methodology of implementing online vocabulary games using digital applications such as educaplay, kahoot and quizizz in the pre-reading stage,

in order to improve and learn new vocabulary. Furthermore, it was also possible to find that in these digital applications it was possible to create different vocabulary activities, for example in the educaplay platform it was possible to create vocabulary games such as crosswords and vocabulary relationship exercises with the meaning in English. Likewise, in the application Kahoot and quizizz it was possible to formulate vocabulary questionnaires with meaning in English. Also, it was possible to configure the applications of Kahoot and quizizz so that students gained points and were motivated to play and learn new vocabulary autonomously and out of class, being this other didactic way to motivate the learning of new vocabulary.

Second, face-to-face vocabulary socialization in the pre-reading stage was identified as a space to improve vocabulary. In this space of the class, dynamic activities were carried out for the socialization of the vocabulary learned at home. For example, the game of “Tingo tango” was played with the aim to socialize the vocabulary learned in text 1, as well as the game of relating the vocabulary with the meaning to socialize the vocabulary learned in text 3 and a word search was also carried out in class to socialize the vocabulary learned in text 4.



Graph 1. How to acquire vocabulary through short narrative texts?

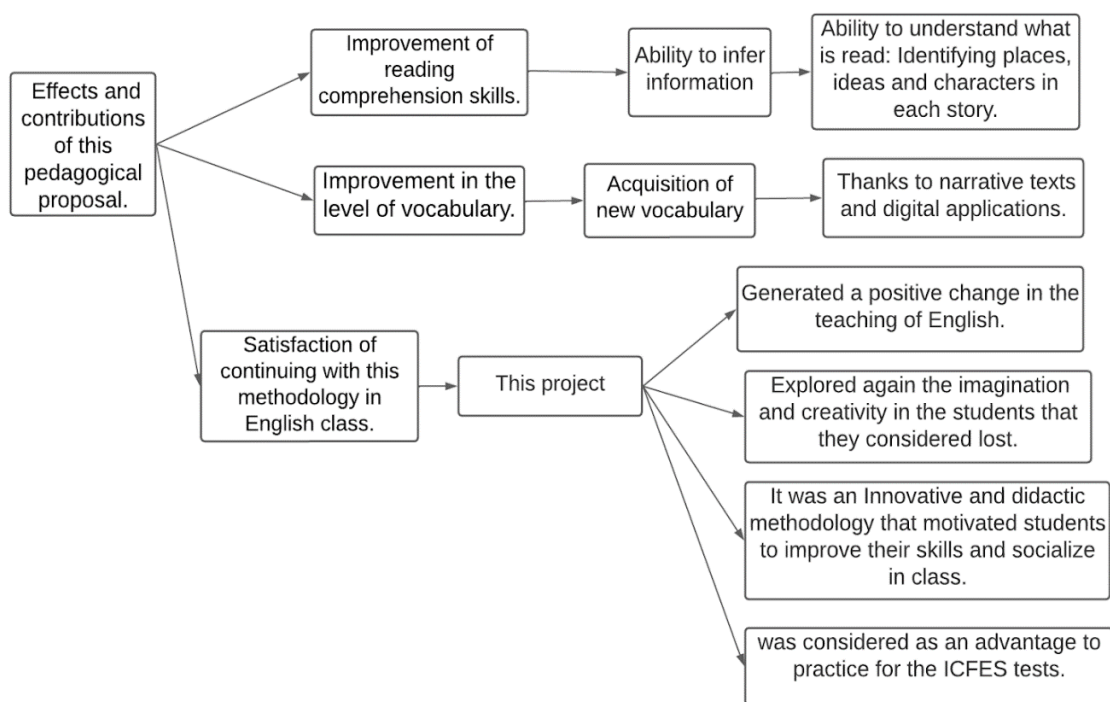
B). Effects and contributions of this pedagogical proposal in tenth grade students.

Regarding the effects and contributions found with the implementation of this pedagogical proposal, three categories were classified: Improvement of reading comprehension skills, acquisition of new vocabulary and the satisfaction of students of continuing with this methodology in English class (**See graph 2**).

First of all, it was possible to found that with the implementation of this pedagogical proposal, the students improved their reading comprehension skills when inferring information from each of the texts studied during the implementation of this project, in the same way, it was possible to identify that with reading comprehension activities students could understand what they read when identifying the primary and secondary characters and ideas of each text worked.

Secondly, with the activities carried out in each narrative text the students stated having improved and acquired new vocabulary.

Finally, the students expressed the desire to continue implementing this pedagogical proposal in the English class, since this project generated a positive change in the teaching of English, it was also identified that this project explored the imagination and creativity in the students, imagination that they considered loss. In addition, it was found that this proposal was innovative and motivating for students in improving reading comprehension and vocabulary, which contributed to the practice for the ICFES exam.



Graph 2. Effects and contributions of this pedagogical proposal in tenth grade students.

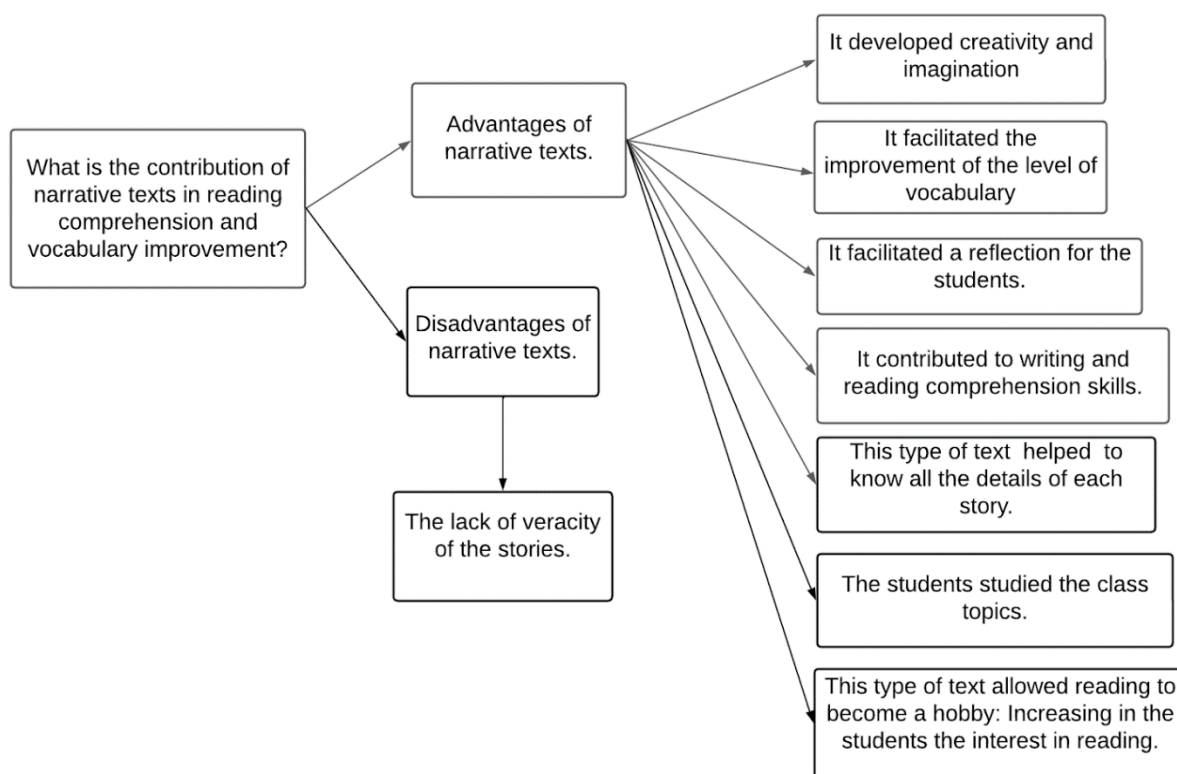
C). The contribution of narrative texts in reading comprehension and vocabulary improvement.

As regards the contribution of narrative texts, two categories were classified: The advantages and disadvantages of the use of narrative texts (See graph 3).

First it was found that this type of text develops creativity and imagination when describing in detail the characters and scenes, since the whole story is known in detail in these texts. In the same way, it was identified that these texts facilitated the improvement of reading comprehension and vocabulary of students.

In addition, the students reported having practiced with these texts the grammatical subjects studied in class, since the narrative texts were written in different verbal tenses, such as in progressive present, in progressive past and in simple present tense, topics that were studied in class, and finally it was found that narrative texts increased students' interest in reading as a hobby.

However, it was also found that these types of texts have a lack of veracity, since it is not known what is the reality or what is the fantasy.



Graph 3. The contribution of narrative texts in reading comprehension and vocabulary improvement.

D). The importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement.

Based on the importance of the reading stages for reading comprehension of narrative texts and for vocabulary improvement, 4 categories were classified: Reading stages are important in reading comprehension, the contribution of the pre-reading stage, the contribution of the stage during reading and finally the contribution of the post-reading stage **(See graph 4).**

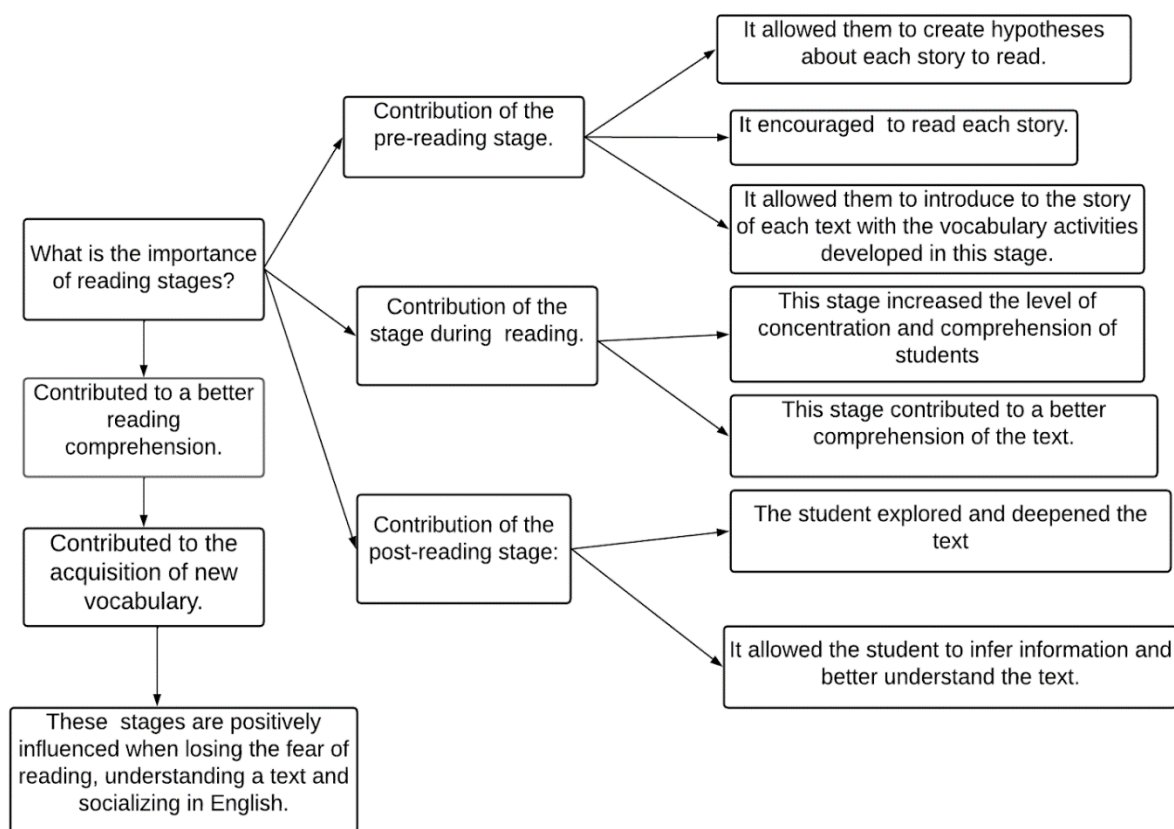
First, it was found that these reading stages are considered important by students because these stages contributed to better understanding each text, to acquire new vocabulary and it was

found that these reading stages positively influenced students to lose their fear when reading and understanding an English text.

Second, it was found the pre - reading stage contributed to the students' understanding by allowing them to create hypotheses about each story to read. This stage also allowed students to introduce them to reading each text with vocabulary activities to develop during this stage, encouraging them to read each story and learn new vocabulary.

Third, it was identified that the stage during reading increased the level of concentration and understanding of students in the activities of identifying the primary and secondary characters and ideas of each story, generating a better understanding of each text.

Finally, it was identified that the activities in the post-reading stage gave students the opportunity to explore, deepen and infer information from each text, thus achieving a deeper and more efficient reading comprehension.



Graph 4. The importance of reading stages for reading comprehension of narrative texts and for vocabulary improvement.

E). Contribution of ICT in reading comprehension and vocabulary skills.

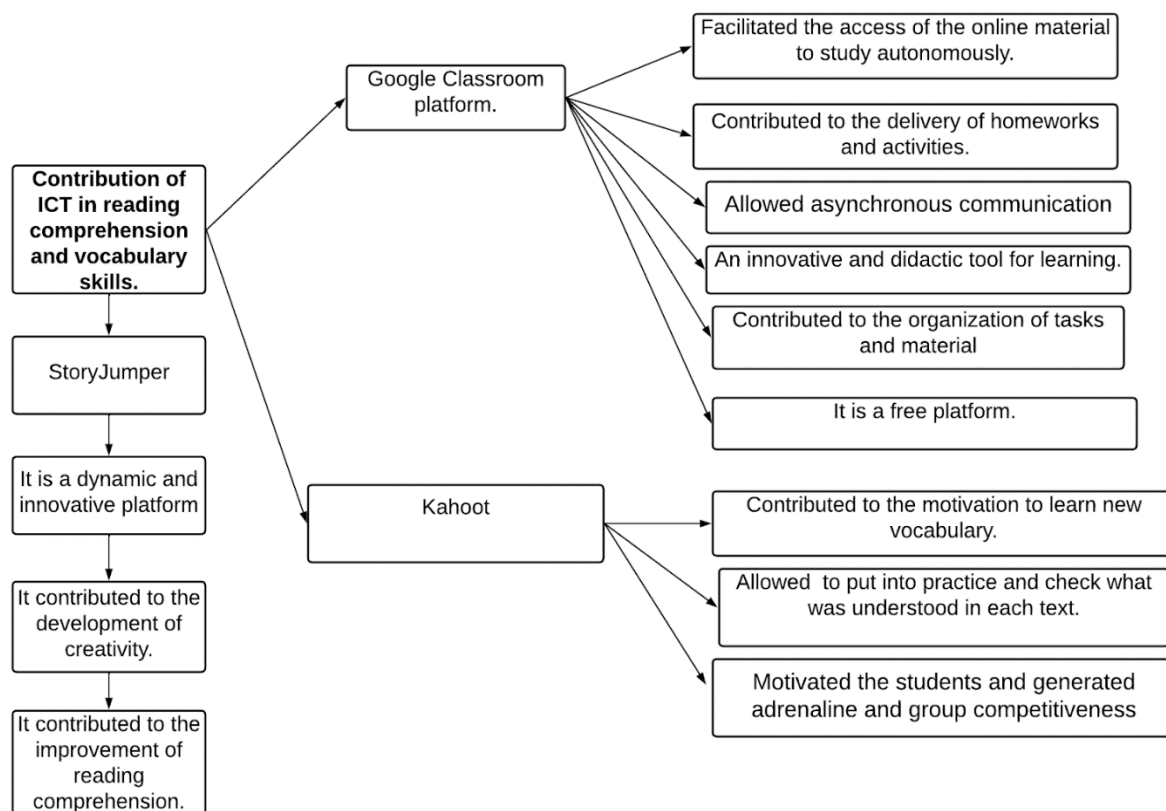
Regarding the contribution of ICT in reading comprehension and vocabulary skills, three categories were classified: Google Classroom platform, Kahoot and StoryJumper.

Firstly, it was identified that the Google Classroom platform facilitated the access and the organization of the tasks and of the online material to study autonomously. Also, it was evidenced that this platform contributed to the delivery of homework and activities.

In addition, it was found that this platform allowed asynchronous communication between the teacher and the student, it was also identified that this platform facilitated the delivery of feedback to the students in the online activities carried out outside the class by the students. Moreover, the students showed satisfaction when using this platform because they think that this platform is a didactic and innovative tool in the teaching of English.

Second, it was found that the Kahoot platform contributed to the motivation to learn and practice new vocabulary, also this digital resource motivated students to participate in vocabulary activities, since this resource generated adrenaline and group competition to students when gaining points for responding correctly.

Third, it was found that the StoryJumper digital resource is an innovative platform that contributed to the development of students' creativity and the improvement of reading comprehension.



Graph 5. The contribution of ICT in reading comprehension and vocabulary skills.

Conclusion

In general, the methodology of this proposal focused on the use of short narrative texts, reading stages and ICTs to improve reading comprehension and vocabulary, which generated interest and motivation in students when reading and understanding a narrative text. In addition, the implementation of short narrative texts in this project not only encouraged students to read in English and acquire new vocabulary, but also increased their level of autonomy by performing reading stage activities outside of class.

In this project, narrative texts were an appropriate type of text for enhancing reading comprehension, but it was necessary to implement innovative, didactic and motivating strategies to achieve better reading comprehension and the acquisition of new vocabulary.

Finally, this project showed that the use of ICT in the teaching and learning process of English is a support that contributes favorably to the motivation, interaction and creativity of the student, generating a positive change in their way of learning.

Recommending

For future research it is recommended that different types of texts and other digital resources be worked to obtain more results in terms of the aspect of improving reading comprehension and vocabulary, because when you read different types of texts you can understand them differently and you can do different activities.

This research also recommends that future research work on these two skills to obtain significant results. Finally, it is recommended to read the texts within the class, so that it is checked if the student read the text and learned the vocabulary, since when the student is outside the class can use digital tools such as the translator.

Chapter III: Outreach Component

Extra reinforcement tutoring classes for tenth and eleventh grade students of the San José Provincial Institution.

Introduction

Tutoring has been described by Vygotsky (1978) as a collaborative work between the teacher and the students that occurs outside the classroom in which students can develop and enhance their language skills by the implementation of strategies while performing a specific task or activity. Besides, Vygotsky used the term Zone of Proximal Development (ZPD) for describing this sort of situations, in which less experienced individuals have a determined proficiency when performing a task, and the more experienced one contributes to improve their performance of that task. Consequently, a series of inquiries conducted by Vygotsky's apprentices led to the creation of a new concept entitled scaffolding.

The Government of Colombia aims at achieving international standards in their educative system. For this reason, it has implemented a policy that commits students to work at least two hours on their own PER each hour of class at their educative institution. Nonetheless, most of the students often struggle while attempting to embrace independent study outside the classroom. In other words, students seem not to be autonomous at home, since they are limited to doing only the tasks that have been assigned to them and do not search for more information and preparation. After more than a decade, this situation seems still to be present in the Colombian educative context, thus provoking the students to be less proficient while learning a foreign language due to their lack of practice. Hence, exploring new strategies and methodologies would naturally fill this gap. Thus, "extra-classes" known as tutoring sessions are undertaken at primary and high school institutions in order to better prepare students. During these sessions, the

teachers support students who have difficulties when learning by clarifying doubts and the reinforcement of topics that are difficult to understand.

Justification

Through a myriad of observations carried out the researcher observed that a considerable amount of tenth grade students presented difficulties when developing activities and taking quizzes done by the teacher. After having analyzed the results of these activities and quizzes, the researcher realized that these students did not have a command of the Basic English language topics. These topics were verb to be and progressive tenses, which are studied in sixth or seventh grade. Furthermore, the teacher affirmed that she has to follow the curriculum of tenth grade whereby she has to continue with the topics assigned to these grades. As a consequence, the students would have to study autonomously in order to reinforce their weaknesses. Nonetheless, in order to assure this reinforcement, the practicing teacher, and with the help, guide and support of the supervisor teacher, carried out tutoring sessions that helped students improve their weaknesses in the foreign language.

Objectives

General Objective

- To foster a tutoring space that help students reinforce their weaknesses in English language.

Specific Objectives

- To create a harmonious, dynamic and interactive ambiance when developing the tutoring sessions.

- To guide students in the development of their autonomy.

Methodology

The main objective was to provide a service to the community contributing with the realization of extra reinforcement tutoring classes for tenth and eleventh grade students. As a methodology we can say that this project is developed in the afternoon, during some days of each week within the institution. Two days a week were assigned which are Tuesday and Wednesday of each week, there are a total of 13 students who will attend on Tuesdays and 13 students who will attend on Wednesdays. In these reinforcement spaces, the teacher in training will focus especially on the deepening of some essential topics such as the Verb to be, professions, present simple, present progressive and essential vocabulary that students need. It is important to clarify that in this project the Google Classroom platform will be implemented, with the aim of publishing mechanization exercises and material on the subject studied in each face-to-face meeting, with the aim that the student works autonomously at home for three hours a week. , since each face-to-face meeting is one hour a week.

INTERVENTIONS	ACTIVITY
Week 1 March 22th – March 27th, 2022	There was no meeting but the planning of the lesson about the verb to be and prepositions was carried out.
Week 2 March 28th – April 3 rd	There was no meeting but there was no meeting, but a meeting was held with the parents of the students to talk about the tutorial sections and balance the schedules for the tutorial sections with the students each week.
Week 3 April 4 th – April 10 th	There was no meeting but the letter of authorization to attend the tutorial section was written.
Week 4 April 11 th – April 17 th	Holy Week

Week 5 April 18 th – April 24 th	There was no meeting because it was a week to decorate the institution for the day of the language and during the afternoons, I helped carry out these activities.
Week 6 April 25 th – May 1 st	There was no meeting because the efficacy evaluations were carried out this week.
Week 7 May 2 nd – May 8 th	Reinforcement of the verb to be (see appendix J)
Week 8 May 9 th – May 15 th	Reinforcement of prepositions (see appendix K)
Week 9 May 23 th – May 29 th	Reinforcement of defined and undefined articles (see appendix L)
Week 10 May 29 th – June 3 rd	Reinforcement of feelings and emotions. (See appendix M)

Table 3. Chronogram of activities

Description of the activities implemented by the preservice teacher.

The tutoring sessions were divided into different schedules, on Mondays and Wednesdays from 3 pm to 4 pm. During the first three weeks, the tutoring sessions were not possible because during those three weeks the tenth and eleventh grade students had to practice some dances for the interclasses and also some students had extracurricular activities and for this

reason it was not possible to start with the tutoring section before. However, during those weeks in which there was no tutoring section, the letter of authorization was drafted for the attendees of the students who will attend the tutoring sections (**See Appendix N**).

Likewise, during those weeks planners and slides were prepared regarding the first topics to work during the tutorial session, for example for a planner about the verb to be, professions and prepositions of place was elaborated. (**See Appendix J**). This first planner was written in Spanish, since the supervising teacher requested to write it in Spanish. Likewise, the slides of the first topic about the verb to be were prepared (**See Appendix J**). In the same way, the slides of the second topic about the professions were created (**See Appendix K**). Furthermore, the slides of the third topic about defined and undefined articles were created (**see appendix L**). In addition, the slides of the fourth topic about feelings and emotions were created. (**see appendix M**). In addition, the courses on the Google Classroom platform were create, one course for students who attend on Tuesday and another for students who attend on Wednesday. All with the aim of publishing material and mechanization exercises related to each topic studied in each face-to-face meeting. These exercises will be developed by students virtually for three hours a week and during the face-to-face meeting the student will solve doubts, ask questions, actively participate and interact in class, where dynamic activities related to the subject studied autonomously at home will be developed.

Conclusions

It can be concluded that the central objective about the reinforcement of the students' knowledge was fulfilled. Thanks to this component, the shortcomings of some students were known in a more detailed and personalized way, also during the development of this component the students increased their level of autonomy in their learning, where they performed the

exercises published on the Google Classroom platform, with the aim to reinforce the topics studied in class, which contributed to the autonomy and responsibility of the students.

The tutoring sessions were useful to complement and reinforce students' knowledge by enhancing their weaknesses. which was an aid for the classes, to make them easier. Furthermore, the training teacher got experience about working with a minor population, since the number of students who attended was approximately 10 or 13 students, because these sessions were not obligatory.

Chapter IV: Intra-Institutional Activities Component

Introduction

Practicum stage implies an engagement of the pre-service teacher with not only pedagogical but also extracurricular activities proposed by the educational institution.

In this perspective, the pre-service teacher develops activities outside the classroom, these activities are recognized as intra-institutional events in which the pre-service teachers participate actively contributing a high degree of responsibility and collaborating role inside the institution.

Justification

A future teacher needs to be actively involved in interinstitutional and extracurricular activities proposed by the educational institution, these activities can be cultural, religious and pedagogical events, all this in order to familiarize the future teacher with the school environment and have professional experience in the real context of education and teaching work. It is for this

reason that it is essential to have this experience of training in an institution which helps the future teacher to enhance personal and professional skills when knowing and participating in various extracurricular activities.

Objectives

General Objective

- To become part and to participate in all the intra-institutional activities carried out in the institution.

Specific Objectives

- To help the administrative, directives as well as teachers in all nonacademic activities.
- To participate in all pedagogical, religious, cultural, and extracurricular events
- To know the importance of school's intra-institutional activities and events.

Methodology

The methodology to follow is to be interested and participate actively and responsibly in all the responsibilities and events that as a member of the institution “ Provincial San José” the teacher in training must attend, these events can be institutional ceremonies, Parent meetings, teacher meetings, replacement of teachers, sporting events, flag hoists, international celebrations such as International Women’s Day, among others.

Description of Inter-institutional activities

In the development of this component, the pre-service teacher developed some activities related to this chapter, which are ordered as follows:

1. Religious event: Ash Wednesday (See Appendix O)

Date: March 2nd, 2022

At this point, attending this religious event allowed the pre-service teacher to be part of the community, she contributed to the order and discipline of the students in that religious act and she supervised that the students were silent and attentive to the religious act.

2. Festivity in honor of Saint Joseph (See Appendix O)

Date: March 18th, 2022

This religious act is very important for the community of Provincial San José Institution, since San José is considered the patron saint of the school. This event allowed the pre-service teacher to participate in the parade and in the Eucharist in honor of Saint Joseph.

3. Eucharist in memory of teacher Ovidio Rojas (See Appendix O)

Date: March 25th, 2022

In this religious act, the pre-service teacher had the opportunity to share a space with the teachers of the institution and to learn a little about the function carried out by Professor Ovidio Rojas in the institution

4. Academic report meeting for parents

Date: March 31st, 2022

This activity of academic reports was carried out with parents and students who had a low academic average in the subject. This activity helped the pre-service teacher to know a little about the process of giving academic reports of the students and allowed the pre-service teacher

to have contact with the parents of the students. In this activity the pre-service teacher listened and advised some parents and students about the process of learning English, some parents were aware that their children needed more dedication in the study of English but other parents did not mind this.

5. Interclass Sports Event (See Appendix O)

Date: April 7th, 2022

This sporting event allowed the pre-service teacher to participate in the parade and in the cultural acts of this event. This event contributed to the pre- service teacher, who was able to learn about the different cultural and artistic acts that are presented in these sporting events.

6. Stations of the Cross (See Appendix O)

Date: April 8th, 2022

At this point, attending this religious event allowed the pre-service teacher to be part of the community, she contributed to the order and discipline of the students in that religious act and she supervised that the students were silent and attentive to the religious act.

7. Collaboration in language week. (See Appendix O)

Date: April 18th - 25th, 2022

During this week some activities were carried out such as decoration of the educational establishment, collaboration in the afternoons during the preparation of plays and collaboration

with a student with the preparation of the declamation of a poem in English and on the day of the event I assisted and collaborated in logistics activities.

8. Santander Day (See Appendix O)

Date: May 6th, 2022

This cultural activity allowed the practitioner to learn in a deeper way about the history and life of the founder of the institution, which was Francisco de Paula Santander. Likewise, this activity allowed the practitioner to integrate with the community and share a pleasant day.

Conclusions

In general, the fact of being immersed on real, academic, religious, and cultural activities proper of an educational institution allowed the pre-service teacher to know the role and the responsibilities of being a teacher and reflect on the misconception of thinking that the word “teaching” is just related to the act of being in the classrooms, but to be engaged in every space of reflection, learning civism, among others.

Although the pre-service participation was done face to face, the experience was extremely satisfactory since it required responsibility, effort and willingness to attend those important events. At Provincial San José Institution, teachers are agents of reflection and are seen with respect no matter the circumstances, permitting to the pre-service teacher perceive the environment in which teachers face their day-by-day.

Integral practicum reflective process

The process of reflection during the practicum stage is fundamental at the moment to portray the pre-service teacher's experience at a public educational institution and her reflections of her process as well as the techniques and methodologies implemented during her teaching process. In this regard, the pre-service teacher has written so far 4 narratives, which permitted her to reflect on her experience with tenth and eleventh grade students, her enrollment in the academic context, the pressure of being responsible of the students' teaching process, the creation of pedagogical material adapted to their needs and levels, etc.

In the same way, it is found that the development of the classes has allowed the pre-service teacher to improve some skills such as communication, determination, responsibility and security at the time of giving a class. In general, in these narratives made so far, some important aspects were evidenced, such as the experience of good responsibility, organization and good strategies to implement in class. These narratives also allowed the practitioner to reflect on the management and control of the group, since during the classes there was indiscipline on the part of the students and the practitioner had to think of strategies to avoid these aspects that affect the development of the class. These narratives also allowed the practitioner to reflect on the personal problems of the students, since in the institution there are cases of students with physical and psychological abuse and for this reason the practitioner had to reflect on these events and seek professional help with the school psychologist.

In conclusion, this process of creating narratives every week helps practitioners to reflect and observe their strengths and aspects to be improved in order to raise awareness of being teachers and agents worried about the students' progress, in the same way, this process allows them to change or improve some teaching strategies in order to avoid future problems. In each

narrative, the practitioner was able to expose her points of view of the pedagogical practice, making this stage meaningful for a future teacher.

Conclusion

It was a great experience as pre service teacher to evidence how the educational institution plans, organizes and executes different activities allowing students, educators and administrators to be involved in them. These kinds of activities permit the educational community to interact not only in academic spheres but also in intra-institutional activities.

Overall, the practicum stage is a relevant and final step that Foreign Language Students need to live in order to realize the real facts that Public or Private National Institutions face every single day of their academic and intra-institutional duties. Considering that this kind of interactions prepare future teachers in all the aspects of the teaching process and motivate them to improve their weaknesses and to be prepared for this new beginning as Foreign Language Teachers.

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Appendixes

Appendix A: Screenshot of the responses to the questionnaire on students' perceptions of reading comprehension. [https://docs.google.com/document/d/1eLoF1Dwu4z6VP0 -](https://docs.google.com/document/d/1eLoF1Dwu4z6VP0-fr3K89Wf15VWEXIbVDUWzG_WqW4/edit?usp=sharing)

[fr3K89Wf15VWEXIbVDUWzG_WqW4/edit?usp=sharing](https://docs.google.com/document/d/1eLoF1Dwu4z6VP0-fr3K89Wf15VWEXIbVDUWzG_WqW4/edit?usp=sharing)

Appendix B : Readings link to work each week

https://docs.google.com/document/d/1MmNQDY6CMDwr9CpycYzlQL5pscKDMW_1-EXMi3XBsX0/edit?usp=sharing

Appendix C: Carrying out of the activities by the students of the reading comprehension of the first narrative text.

<https://docs.google.com/document/d/1c22OWqWf2S9L3l4rxWnjiZRI3FcEN9Zicta1EVnYWuY/edit?usp=sharing>

Appendix D: Carrying out of the activities by the students of the reading comprehension of the second narrative text.

<https://docs.google.com/document/d/1NcIaGxi7KZEYYT8weqACTKXMHJCevws59yVBBXD1ZIE/edit?usp=sharing>

Appendix E: Carrying out of the activities by the students of the reading comprehension of the third narrative text.

<https://docs.google.com/document/d/1EHZBrJgKLIMkREnGKSvaB0oGaS7Uw7Peh1-HH0RpKRs/edit?usp=sharing>

Appendix F: Carrying out of the activities by the students of the reading comprehension of the fourth narrative text.

<https://docs.google.com/document/d/1VlrRL0k9EeT9QvIiAXN0WEdzBtf6v21GWRCitfwgv1Q/edit?usp=sharing>

Appendix G: Carrying out of the activities by the students of the reading comprehension of the fifth narrative text.

<https://docs.google.com/document/d/1XjYWKcCqFQLbOZOOpFiV30tDCiL93zjw8vdcIAX57Yo/edit?usp=sharing>

Appendix H: Field journals

https://docs.google.com/document/d/1RIfrDkHGGGh_XIYT312p0WFAq87JX_lg2fSaMWkY1Tw/edit?usp=sharing

Appendix I: Interview

https://docs.google.com/document/d/1vk3tkNOkpMd_9eF9LO2_jhVrSu8rqIVUE-ClZg8boqg/edit?usp=sharing

Appendix J: Lesson planning about the verb to be, professions and prepositions of place.

<https://docs.google.com/document/d/1HholNI5jm4h5Qx1Cf8SXClr7mFJCcwGz/edit?usp=sharing&ouid=100299957962533342795&rtpof=true&sd=true>

Appendix K: Reinforcement of prepositions.

https://docs.google.com/presentation/d/1AJr9jpnR2G59mGt3QTRH5M_rgYW3j6jF/edit?usp=sharing&ouid=100299957962533342795&rtpof=true&sd=true

Appendix L: Reinforcement of defined and undefined articles.

<https://docs.google.com/presentation/d/1CwaETxRnSXxUzyboaxGcRp1s9g0It-XY/edit?usp=sharing&ouid=100299957962533342795&rtpof=true&sd=true>

Appendix M: Reinforcement of feelings and emotions.

<https://docs.google.com/presentation/d/1cCt6ASslhmok7YAzYSONYcalcd3y54wm/edit?usp=sharing&ouid=100299957962533342795&rtpof=true&sd=true>

Appendix N: Letter of Authorization

https://docs.google.com/document/d/1GSmeLjl4fmG6jsE4Mq4eNGLYhPKHUr_a/edit?usp=sharing&ouid=100299957962533342795&rtpof=true&sd=true

Appendix O: Inter-institutional activities.

https://docs.google.com/document/d/1iFRxhnZrffmeduM28fJy6Wd-yN0H_pPiXihBvnE0oA/edit?usp=sharing