Implementation of critical reading as a strategy for improving reading comprehension and maximizing results in the Icfes exam in eleventh grade English learners at Escuela Normal Superior of Pamplona.

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Teaching practicum

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Table of content

List of tables

Table of figures

List of Annexes

First Chapter: General Presentation of the Report

General Presentation

Education is conceived as an active procedure of change and evolution which needs the participation of people around it to become stronger and perpetual, as the following sentence affirms: "Necesitamos buenos educadores, es decir: profesores y padres" (Christopher Clouder, 2007), in order to achieve this change, it is important to take into account teachers and parents who have the potential to enrich this process with new ideas and strategies to complement the students' education. This proposal offers to the potential readers an idea about the pedagogic implementation of critical reading strategy during the teaching practicum of tenth semester students of the degree known as foreign languages at the University of Pamplona.

This document contains six major chapters in which components such as general presentation of the project, institutional observation, pedagogic and investigative component, community outreach component, intra-institutional activities component and reflective approach about the practicum. These aspects will be developed during the practicum process as a suggested by the University of Pamplona in order to cover the needs of the educational institution, School Normal Superior and the last stage of the degree with the purpose of addressing a broader perspective of this experience.

The first chapter aims to address a general presentation of the project with the purpose of offering a review to the potential readers interested in the main subject of this study.

The second chapter covers the institutional observation which involves educational aspects such as the P.E.I established by the institution, Escuela Normal Superior, the symbols of the schools and the handbooks.

The third one addresses the pedagogical and investigative process. This component is about the description of the pedagogical proposal with the course which was assigned previously, this with the purpose of taking into account the problems detected during the institutional observation. This step includes the class planning, didactics, methodology, resources used, and others.

In addition, the fourth chapter is based on the community outreach component which address the development and execution of classes and activities with the students of fifth grade of the institution. In this component the methodology and objectives will be taken into account given that these guide were crucial to develop the process during the teaching practicum.

The fifth chapter aims to provide data about intra-institutional activities component which is focused on the description of extracurricular activities proposed by the institution, Escuela Normal Superior, with the purpose of exploring and learning all the necessary content such as schedules, activities and resources related to the teaching role outside the classroom.

And the last chapter entitled reflective approach about the practicum aims to address the pre-service teacher's opinion about his/her teaching practicum through the experience gather during this process.

Introduction

Teaching practicum is the last stage of a long process of study at the University of Pamplona, this space is conceived as an opportunity to put into practice the pre-service teachers' knowledge acquired during the degree as an important step for students of tenth semester who will graduate. Furthermore, teaching practicum allows pre-service teachers to become an active participant of the educational context such as the school and educational community. In addition, reflection takes part in this process given that the students must accomplish and adopt

the teaching role with their students, this process demands autonomous learning which complement the teaching practicum.

In this study, the pedagogical proposal is focused on the implementation of strategies for promoting the critical reading through Icfes texts in eleventh grade students of Escuela Normal Superior. Furthermore, students' analysis and understanding of texts will improve thanks to strategies which allow the students to increase their reading comprehension in the Icfes test. This learning process will be supported by the acquisition of new vocabulary, with the purpose of offering a new perspective about English texts and how to interpret the main idea of a written text with a basic vocabulary.

In addition, this project includes the development of classes with primary school, and an idea that involves work with the youngest children, to be more specific with the fourth and fifth grades. This with the purpose of generating a positive influence from the classroom environment that allows kids to acquire new knowledge through dynamic activities. Finally, the interaction of pre-service teachers with the educational community is the main target with this design of teaching practice that takes into account the extracurricular activities which are a relevant aspect for students' learning process.

Justification

The learning process of a language involves several linguistics competences, including the reading comprehension which is a skill that improves with practice, and it must be complemented with a critical analysis in order to understand a main idea or argument of a text with the purpose of recognizing author or writer's intention.

This project aims to the application of critical reading strategies by means of English texts to improve eleventh grade students' reading skills and maximizing their possible results in

the Icfes test, a national standardized exam which its main objective is to evaluate student's aptitude in subjects such as critical reading, mathematics, social studies, science and English. Furthermore, the development of this exam takes into account the use and recognition of basic vocabulary which has a relevant role in the reading comprehension.

However, its importance is underestimated for the students who are not interested in learning or studying content related to the English language, this as a result of the lack of pedagogic strategies to call the students' attention to the class in an active fashion. The lack of interest is the main obstacle to achieve the goal which is focused to motivate students to analyze and comprehend texts in English from another perspective of reading in English using a dynamic methodology in which the students build new knowledge based on the text analysis by means of activities implementing the technological devices such cellphone, TV, computer and web pages such as Duolingo.

General Objective of the Report

To improve reading comprehension in eleventh grade students by means of critical reading strategy at Escuela Normal Superior.

Specific Objectives

To promote critical thinking in eleventh grade students.

To teach students new knowledge and generate an appropriate environment for the development of activities.

To integrate the students in each step of the critical reading process.

General Conclusions

Reading comprehension was the main focus of this inquiry which aimed to promote a critical, reflective and analytical thinking in eleventh grade students, using the Icfes training exams as a resource to practice by means of texts that allowed to recognize, identify and study the structure of a reading text and the elements which composed it such as the vocabulary, main idea, argument, plot, message and author's intention.

During the development of this project, it was evident the students' will to improve their reading comprehension given that their expectation about English language was based on positive experiences that were considered as beneficial factor which contributed to the activities proposed during the development of the classes.

Moreover, participants' attitude and disposition about the reading text improved their performances in the activities developed. However, during the test, their results showed a fluctuation that made it possible to evidence that long texts which require a broader knowledge about the language could be an obstacle at the moment to answer the questions about the text. For this reason, during the weeks seventh and eighth, the reading activities were focused on longer texts, such as the text entitled Evelyn Smith (see appendix I), with the purpose of strengthening learners' reading skills by means of new vocabulary and the analysis of more information that help the reader to understand the text.

At the end of the teaching practicum, students' attitude about the reading in English was reflected on their results in the third test that showed a growth and progress related to the reading comprehension. Finally, the student's affirmed to feel more confident at the moment to address a text in English due to their advances based on the reading activities.

Second Chapter: Institutional Observation

The integral practice process starts with a preliminary observation which involves the educational establishment where the pre-service will be immersed during the teaching practicum, Escuela Normal Superior. The schedule establishes that his first contact will have a duration of a week, allowing the pre-service teacher, during this time, to understand the context, organization and procedure of the educational institution.

Escuela Normal Superior

The educational institution Escuela Normal Superior started under the direction of Luis Alejandro Barrios, who was the first rector of this school in 1940. This educational project was approved by the resolution 001366 of the local education department.

 In addition, this process of foundation and its origin dates back to the year 1934 supported by the law 6935 of 17 December, when this first idea was conceived as a school only for men. But this changed and nowadays the school offers to the community education in three levels: pre-school, primary and secondary levels. The educational institution is guided by calendar A which takes into account the educational levels that involve transition, basic primary, and basic secondary, and intermediate technical.

Topographical location of Escuela Normal Superior.

The educational institution is located in Pamplona (Norte de Santander), especially on Santander Avenue.

Figure 2.1

Department of Santander located in the map of Colombia

Figure 2.2

Map of Pamplona and surrounding districts

Figure 2.3

Image of the entrance of the school.

Educational Authorities

The educational community is formed by several members as following:

- Rector

- Teachers

- Parents council

- Parents association

- Students

- Students council

Institutional Educational Project

The educational community is in charge of the development of the institutional educational project, this process takes into account managements such as directive, administrative, academic and community.

The Institutional Educational Project pretends to guide the teachers in the educational field to train the educators to improve their performance related to the levels of education. This document promotes a pedagogy based on ethical training, science and culture with the purpose of promoting an autonomous aptitude with an influence of creativity in order to allow the students and teacher to innovate inside and outside the classroom.

In addition, the institution takes into account the manual of functions and procedures, the manual de convivencia, the resources and institutional agreements to guide its administrative and financial management that contribute to guarantee the objectives of complementary technical programs.

Moreover, the interaction with social organizations and institutions by means of strategic alliances is an important aspect to consider given that it allows the school to create spaces for the

technical pedagogical assistance and community extension projects which aim to promote new pedagogic strategies to enrich the students' learning process and experience.

Mission: To train teachers of high quality, from preschool to complementary training program, with investigative competences, productive, technological, and citizen in the pedagogic framework, and the social projection to perform in the preschool and basic primary, of the rural sectors, urban and marginal urban.

Vision: Escuela Normal Superior of Pamplona aims to become an educational institutional which leads initial and continued training programs teachers in the curricular integration framework and professional humans that re-contextualize the education and they produce pedagogical knowledge for the quality improvement from human rights in the rural sectors, urban and marginal-urban, at the local, regional and national level.

Institutional Rights

Regarding the webpage Onlinelibrary, the institutional rights refers to the regulations, purposes and rules that an institution states in order to create an educational environment based in respect and harmony. The following aspects make part of these institutional rights.

- Sense of belonging

- Respect

- Honesty

Curriculum

Curricular conception

The schools must face several challenges related to education such as the inclusion of every student. This demands a development of politics which must be cohesive and designed to create a curriculum proposal in order to share a same vision to facilitate the dialogues between

the different educational levels. In the educational institution Escuela Normal Superior, the curriculum takes these aspects into account and complement them with pedagogic strategies in order to offer a variety of options to pay attention and identify students' needs.

Curriculum Design

The curriculum aims to bring support and orientation to teachers using didactic material, which agree with the pedagogic project, to implement during their work with their students. This with the purpose of taking into account the educational environment to develop which are addressed by the trained teachers.

Pedagogical Strategy

Educational institution Escuela Normal Superior proposes a "Bilingualism plan" as a methodological strategy, which is focused on supporting students about their new language acquisition related to the English learning process. This pedagogical strategy aims to provide to students the necessary elements to communicate in an appropriate fashion in English. This with the purpose of obtaining better employment and professional opportunities.

Pedagogical Model

The Escuela Normal Superior adopted the pedagogical model characterized by a constructivist approach and ecological tendency; it is humanizing creative. This pedagogic model aims to focus on the habits, attitudes and the development of competences in order to gain leverage of pedagogical interaction spaces in a creative fashion.

Moreover, this pedagogical model takes into account the person's integrality at all levels. In this fashion, this model perceives education with the development of the humanizing potential as a first step, including the process competences of oneself and the environment.

Figure 2.4

Pedagogical Model Escuela Normal Superior
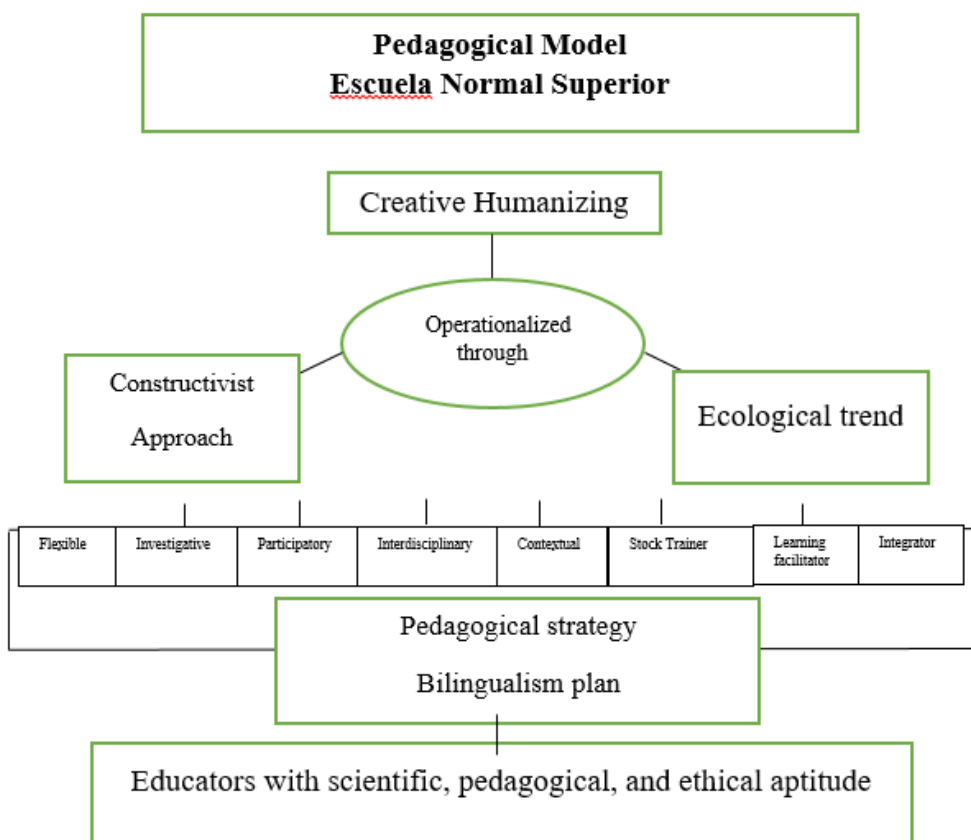
Handbook, Educational Community

The coexistence inside the school is a relevant aspect which is guided by the handbook, which aims to regulate the behavior of the people involved in the educational environment such as the rector, coordinator, teachers and students.

In addition, the handbook addresses to offer support related to situations that could affect the students' performance during their time in the educational institution such as drug use, abuse and addiction inside the school. With the purpose to control these situations and offer an

adequate environment for all people who participate in an active and passive fashion in the institution, some rights and duties had been stipulated.

Rights of Students

1. All rights that are indicated in the Political Constitution, International Treaties and other norms that expressly consecrate them in favor of students are part of this Article.

2. To receive an integral education based on human values, according to the general principles of Colombian education and with the philosophy of the institution, which allows it to be an agent of its own development and of the community in which it serves as a teacher.

3. To receive education according to the institutional profile contemplated in the PEI.

4. To receive an education without preference of creeds, race or social position.

5. To receive relevant and quality education.

6. Right to be evaluated considering the physical, sensitive and cognitive difficulties duly diagnosed.

7. To have professionally qualified and ethical teachers.

8. To participate in the planning of the different areas of study through the corresponding instance, as well as in their development.

9. To remain in the classroom when instructed and to participate in the different academic, recreational and cultural activities that the institution projects.

10. To responsibly use the equipment, tools, materials and physical spaces of the institution.

11. To have a renewed registration as long as it has complied with the conditions of permanence established in this manual and in the registration renewal contract.

12. To receive timely and efficient attention from school counseling and counseling services, as well as advice from teachers to help solve difficulties at an academic and personal level.

13. To receive the incentives established in this Manual, previously approved by the Board of Directors.

14. To receive a courteous and kind treatment, according to human dignity.

15. Not to be discriminated against, humiliated, or blackmailed by any member of the educational community.

16. To know the curriculum and academic programs of each subject, as well as the activities to be developed with the group director and other teachers.

17. To be elected as a representative of the students and students in the School Government bodies corresponding to the student status.

18. To be heard and / or attended in the competent educational instances, when there is any disagreement, doing so in a respectful and cordial way and using the corresponding channels.

19. To participate and know in a timely manner the form of evaluation, the progress during the process and the difficulties, as well as the results and also the corresponding academic report for each school period.

20. To be valued and / or fully valued taking into account all the dimensions of the human person.

21. To know the Institutional Evaluation System.

Duties of Students

1. To assume with responsibility the academic and training commitments acquired with the Institution in order to achieve a quality education.

2. To fulfill the schedule set by the institution for academic activities.

3. To participate in the different activities and processes programmed in the institution.

4. To daily fulfill the homework, tasks, assignments, research and evaluations assigned, in each area or subject and other activities.

5. To fulfill the rules about use of the library, new technology room and other common spaces.

6. To bring and take care of the supplies, texts and notebooks necessary for school work respecting those of the classmates.

7. To assume and fulfill the corrective measures proposed against the poor academic performance, adopted in the institutional evaluation system.

8. To respect the symbols that identify the country and he institution (Flag, emblem, anthem)

9. To abstain of saying words or to do actions that produce mockery or discrimination towards the members of the institution.

10. To have a good image inside and outside the institution, demonstrating the formal education reflected in attitudes and behaviors that are part of daily life (in the street, with neighbors, in the means of transport, and public spaces).

11. To responsibly know and fulfill the "Manual de Convivencia" established by the institution.

12. To carry the student card and present it when requested.

13. To participate in the agreements and commitments of the Classroom Pact.

14. To contribute to the cleanliness, conservation, improvement and beautification of the physical plant and school property and preserve, respect and care for the environment.

15. To take care of all the implements and physical plant of the school such as: chairs, doors, glass, decorative paintings, billboards, maps, books, laboratory implements of chemistry, physics, televisions, elements of the computer classroom, flowerpot, supplies of toilet, bathrooms and respond for the damage caused.

16. To use equipment, tools, materials and physical spaces in the institution.

17. To properly behave during breaks, avoiding running in the aisles, littering and leaving the containers abandoned anywhere and breaking them.

18. To keep order, good manners and composure in classrooms, library, laboratories, chapel, cooperative and other places of the institution adjusting their behavior to the standards and acting appropriately in each one of the situations.

19. To respect the dependencies of exclusive use of the managerial, administrative, teaching staff and general services.

20. To ask for permission to the rectory in order to promote or participate in any sell, raffle or business with partners, teachers and other staff of the institution.

21. To justify the absences by written communication signed by the parent or guardian and, in case of illness, to present the corresponding medical excuse in order to be evaluated.

22. To arrive at the appointed time to the institution and, in case of any eventuality, to present the written excuse with the signature of the parent or guardian.

23. To take care and keep the classroom and other facilities on the campus clean and conserve natural resources.

24. To preserve cleanliness, neatness and personal presentation, through the application of good hygiene habits.

25. To introduce yourself to the institution wearing the respective uniform for the occasion, neat, tidy, daily shoes in good condition and well packed, those of physical education very clean. The well-presented sweatshirt.

26. To keep the job site neat, therefore it is necessary that students participate responsibly in this activity, taking advantage of the assigned shift.

From Teachers and Teaching Directors

Rights of Teachers and Teaching Directors.

1. To enjoy incitements and incentives according to the current legal or conventional provisions.

2. To obtain permission and licenses in the cases provided by law.

3. To receive polite treatment according to the basic principles of human relationships.

4. To participate in contests that allow to obtain promotions within the service.

5. To obtain recognition and timely payment of the benefits enshrined in the general and special regimes.

6. To receive respectful treatment from students and parents and / or guardians, from colleagues and managers of the institution.

7. The rights enshrined in the Constitution, international treaties ratified by Congress, laws, ordinances, municipal agreements, regulations and function manuals.

Duties of Teachers and Teaching Directors.

1. To fulfill and enforce the duties contained in the Constitution, treaties of International Humanitarian Law, others ratified by Congress, laws, decrees, ordinances, municipal

agreements, the Manual de convivencia of the Institution and higher orders issued by competent officials.

2. To diligently, efficiently and impartially fulfill the teaching function and refrain from any act or omission that causes the suspension or unjustified disruption of the public educational service, or that implies undue abuse of the position or function.

3. To use the assets and resources assigned for the performance of the employment, position or function, exclusively for the purposes to which they are affected.

4. To treat all members of the educational community with respect, impartiality and rectitude and others with whatever is related by reason of the service, especially to ensure a climate of peaceful coexistence and courteous and respectful treatment to all students.

5. To fulfill the provisions that the hierarchical superiors adopt in the exercise of their powers, according to the National Constitution and current laws, and meet the requirements and subpoenas of the competent authorities.

6. To perform the job, position or function without obtaining or claiming additional benefits to the legal considerations to which you are entitled.

7. To personally perform the tasks entrusted to you, to answer for the exercise of the authority delegated to you.

8. To dedicate the entire statutory working time to the performance of the mandated functions, except for legal exceptions.

9. To carry out functions by constantly consulting the interests of the common good, and always keeping in mind that the provided services constitute the recognition and effectiveness of a right and seek the satisfaction of the general needs of all citizens.

10. To monitor and safeguard the assets and values that have been entrusted and to take care that they are properly and rationally used according to the purposes to which they have been destined.

11. To respond for the conservation of the tools, equipment, furniture and goods entrusted to their guard or administration and render a timely account of their use.

12. To report crimes, contraventions and disciplinary offenses, except for the exceptions of the law.

13. To inform the superior of the facts that may impair the functioning of the public educational service and to propose the initiatives that are deemed useful for the improvement of the service.

14. To impartially act, ensuring and guaranteeing the rights of all members of the educational community, without any discrimination.

15. To fulfill and implement the mechanisms that are designed to facilitate the participation of the educational community in planning, consultation and decision-making in administrative management in accordance with the provisions of the law.

16. To prevent acts of discrimination, mockery or bad treatment inside the Institution.

17. To train and update in the corresponding area.

From Faults, Penalties and Their Procedure.

From The Faults and Their Classification, The Following Are Considered Very Serious Offenses:

1. To incur in more than three (3) Serious Faults.

2. Falsification of documents in general.

3. The bearing of weapons and objects that may cause physical and moral damage even if they have not been used under any circumstances.

4. Theft of community property or any of its members.

5. To disrespect the dignity of the members of the Educational Community that constitutes slander or insult.

6. Trafficking and consumption of narcotic drugs inside and outside the institution.

7. To carry, consume, market or supply liquor, cigarettes, narcotics, firearms or sharp weapons within the facilities of the Educational Institution, on the bus route or in community activities or programs by the Institution.

8. To impersonate the names of your classmates and signatures.

9. To violate badges, locker locks or any other dependency of the College.

10. To have money that does not belong to you or from the course or, where appropriate, the Institution for any activity.

11. To present yourself to the Institution in a state of intoxication or under the influence of psychoactive substances.

12. To perform or participate in acts related to threats of any kind and means to another person.

13. To impersonate the signatures of the parents in the excuses, permits, removable circulars and agenda notes.

14. Incurring in situations that affect school life, classified in Type III or recidivism of Type II.

15. Incurring in any of the prohibitions indicated in this Manual

School Calendar

The school proposed a calendar involving academic activities that are included by the office rectory to be developed during the three trimesters.

Figure 2. 5

School calendar – January & February

ENERO

FECHA	ACTIVIDADES	RESPONSABLES
11 - 29	Desarrollo institucional Primera, segunda y tercera semana	Rector
17	Día de la E excelencia académica	Rector-Coordinación
17	Consejo directivo.	Rector
31	Iniciación del Primer Periodo Académico	Rector y Docentes
	Iniciación de semestre Programa de Formación Complementaria.	Rector y Docentes

FEBRERO

FECHA	ACTIVIDADES	RESPONSABLES
31-y 1	Jornada de inducción estudiantes	Rector y Docentes
1-8	Jornada pedagógica	Rector y coordinador
8	Consejo académico	Rector
9	Inicio proceso de elección gobierno Escolar	
22	Consejo directivo	Rector
2	Reunión de padres de familia estudiantes grado Undécimo.	Rector y titulares de once 7 AM
15	Reunión padres de familia.	Rector y titulares
8- 15-22	Jornadas pedagógicas	
17	Día mundial sin pitillo	Núcleo 1
22	Rendición de cuentas	Rector y Equipos De Gestión
21 al 25	Rincón pedagógico (Preescolar primaria y sedes)	Núcleo 4
28	Taller construcción de Pacto de aula	Núcleo 3

Figure 2. 6

School calendar – March & April

MARZO

FECHA	ACTIVIDADES	RESPONSABLES
1	Día nacional del reciclador y del reciclaje	Núcleo 1
1 - 4	Revisión del planeamiento curricular	Coordinador
2	Miércoles de ceniza.	Administrativos
8	Taller sobre los derechos de la mujer	Núcleo 3
1-8-15	Jornada pedagógica	Rector y coordinador
15	I Comité de Convivencia Escolar	Rector
22	Consejo académico	Rector
24	Consejo directivo	Rector
22 al 25	Rincón pedagógico (Sexto a Noveno)	Núcleo 4

ABRIL

FECHA	ACTIVIDADES	RESPONSABLE
5	Jornada pedagógica	Rector y Coordinador
11 al 15	Desarrollo institucional Semana Santa	SED-IE
18 al 22	Rincón pedagógico (Décimo a Undécimo)	Núcleo 4
19	Consejo académico	Rector
21	Consejo directivo	Rector
22	Día internacional de la tierra	Núcleo 1
25 al 29	Homenaje al día del Idioma	Núcleo 2
25	Taller derecho de los Niños	Núcleo 3
26	Jornada pedagógica	Rector y Coordinador
29	Terminación del 1er trimestre	Rector y Docentes

Figure 2. 7

School calendar – May & June

MAYO

FECHA	ACTIVIDADES	RESPONSABLE
2	Inicio del 2do trimestre	Rector y Docentes
2 - 6	Semana cultural	Rector y Núcleos de Formación
	Efemérides Fundación de la Escuela Normal Superior	
	Año internacional de las Ciencias Básicas para el desarrollo sostenible	Núcleo 1
	Inauguración juegos Intercalases	Núcleo 2
	Izada de Banderas	Núcleo 3
	Festival de rondas infantiles	Núcleo 4
	Desfile de Faroles	
10	Jornada pedagógica	Rector y Coordinador
15	Día del maestro	
17	Consejo académico	Rector
18	Consejo directivo	Rector

JUNIO

FECHA	ACTIVIDADES	RESPONSABLE
3	Día mundial de la bicicleta	Núcleo 1
4 o 5	Presentación pruebas T y T	Estudiantes PFC
14	Jornada pedagógica	Rector y Coordinador
17	Terminación de semestre Programa de Formación Complementaria.	Rector y Docentes
20	Inicio receso estudiantil y docente	SED

Figure 2. 8

School calendar – July & August

JULIO

FECHA	ACTIVIDADES	RESPONSABLE
5	Regreso de receso estudiantil y docente	SED
5	Iniciación de semestre Programa de Formación Complementaria.	Rector
11	Inicio "Leyendo nuestro contexto rural"	Núcleo 4
13	Jornada pedagógica	Rector y Coordinador
13	II Comité de Convivencia Escolar	Rector
15	Grados PFC	
15	Día internacional de las tecnologías apropiadas	Núcleo 1
19	Consejo académico	Rector
21	Consejo directivo	Rector

AGOSTO

FECHA	ACTIVIDADES	RESPONSABLE
5	Terminación del 2do trimestre	Rector y Docentes
8	Inicio tercer trimestre	Rector y Docentes
1 - 5	Revisión del planeamiento curricular	Coordinador
10	Terminación "Leyendo nuestro contexto rural"	Núcleo 4
10	Foro "La pedagogía en la ruralidad"	Núcleo 4
9	Jornada pedagógica	Rector y Coordinador
16	Consejo académico	Rector
17	Consejo directivo	Rector
23	Jornada pedagógica	Rector y Coordinador
29	Día internacional contra el ruido	Núcleo 1

Figure 2. 9

School calendar – September & October

SEPTIEMBRE

FECHA	ACTIVIDADES	RESPONSABLE
3	Presentación pruebas saber 11	IE
5 al 9	Taller semana de Derechos Humanos.	Núcleo 3
7	Día internacional del aire limpio	Núcleo 1
13	Jornada pedagógica	Rector y Coordinador
15	Talent Show	Núcleo 2
20	Consejo académico	Rector
21	Consejo directivo	Rector
27	Jornada pedagógica	Rector y Coordinador

OCTUBRE

FECHA	ACTIVIDADES	RESPONSABLE
10 al 14	Quinta Semana de desarrollo institucional	Directivos
11	Jornada pedagógica	Rector y Coordinador
18	Consejo académico	Rector
19	Consejo directivo	Rector
20	Muestra artística y musical "Talento Normalista"	Núcleo 2
21	Día internacional del ahorro de energía	Núcleo 1
25	Jornada pedagógica	Rector y Coordinador
25	III Comité de Convivencia Escolar	
28	Día del estudiante	Rector Docentes y Estudiantes

Figure 2. 10

School calendar – November & December

NOVIEMBRE

FECHA	ACTIVIDADES	RESPONSABLES
4	Clausura Aulas en paz	Núcleo 3
4	Terminación tercer trimestre	
8 - 25	Proceso de evaluación.	Docentes
8	Jornada pedagógica	Rector y Coordinador
15	Consejo académico	Rector
16	Consejo directivo	Rector
17	Entrega de insignias – Izada de bandera	Titulares Grados 4-5-10-11
	Presentación pruebas T y T	Estudiantes PFC
25	Terminación de semestre Programa de Formación Complementaria.	
28 al 2	Semana de Desarrollo Institucional	Rector-Coordinación

DICIEMBRE

FECHA	ACTIVIDADES	RESPONSABLES
1	Clausura primaria, secundaria y media	Rector, Coordinador y Docentes de Primaria
2	Acto de graduación bachilleres y Normalistas.	Rector-Secretaria General
2	Culminación de año escolar	SED
5	Inicio de vacaciones docentes	SED

Supervisor Teacher's Schedule

The educator is in charge of 8th, 10th and 11th. Each grade is composed of two courses, A and B. During the week, each course has three hours, and these classes are divided into blocks of 2 and 1 hours. Moreover, the supervising teacher has assigned the group known as "Nivelaciones" or "Formación complementaria".

Table 1

Schedule of the class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55	8 B			11 A	
7:55 – 8:50	8 B		10 B	11 A	
8:50 – 9:45		11 A		11 B	
9:45 – 10:40	10 A			11 B	8 B
10:40 – 11:10	B	R	E	A	K
11:10 – 12:05	10 A	8 A	10 A	8 A	10 B

| **12:05 – 1:00** | 11 A | 8A | 10 B |

Note: Taken from the supervisor teacher's book

Session

The classes are developed in the morning session during the established schedule 7 AM to 12 PM.

Organigram

The educational institution known as Escuela Normal Superior does not have an official profitable organization chart. However, the institutional organization chart presented was found in the PEI which is entitled "Institutional organization chart".

Table 2

Institutional organization chart

Dependency	People
Principal	1
Coordination	1
General secretary	1
Complementary training program secretary	1
Payment	2
Nursery	1
General services	4
Guardhouse	2

Maintenance of physical resources	1
Vehicle fleet	2

Observed Pedagogical Aspects

Planning

According to the planning, the institution Escuela Normal Superior has adopted for this calendar three trimesters. Moreover, the planning is guided by the investigation project of class which is focused on a bilingual program which aims to contribute and improve the English level of the students. This requires a previous preparation of the first trimester, the teacher in charge develops this plan for weeks in order to cover the subjects in a sequential fashion.

The educator uses a digital format, word, to structure and organize her planning taking into account the standards, basic learning rights and book "Way to go" with the purpose of covering the content based on the established time procedure and resources are reflected in the planning.

Figure 2.11

Planning – Curriculum guidelines

Working methodology of the Language Teaching Collective

In the educational institution Escuela Normal Superior, the teachers' English group used a methodology which is based on three academic hours of class for each group of secondary, and for primary school groups, the time assigned is two hours. In this sense, the development and application of the classes is appropriate. Furthermore the time required by group is covered and the delivery of the assignments is guaranteed. Another aspect to take into account are the topics of each group which use be different depending the grade, these topics have guides to support the development of the activities.

Knowledge of Available Pedagogical Resources.

Taking into account the environment that the institution is been working in, the resources available for each class are as follows:

- 16 laptops inside the language's laboratory

- Word's flashcards

- Smart TV

- Vocabulary diagrams

- Games

- Dictionaries

- Open sound

- Guide Book "Way to go!"

Methodology

The established methodology for the development for the proposed activities has been face to face in a academicals context, the teacher has two weekly meetings with each group, one of the with 2 academicals hours (55 minutes each one) in which teacher works in grammar

aspects, and one meeting of one hour, where teacher works on the review of the previously subject and clarify possible doubts.

Learning Support Modalities (Tutoring, Communication Tools and Strategies, Etc.)

The modalities of student accompaniment are:

- Advice to students if it is necessary. Ice breaker activity (Prayer)

- Explanation of each of the topics in detail in class.

- Lead in according with the topic

- Warm up (TPR) Explanation of each of the topics in detail in class.

- Ice breaker activity (Prayer)

Support Material

Based on the institutional observations during a week, the pre-service teacher could note that the supervisor teacher has access to a laboratory where there are educative material such as flash cards to work on the spelling and pronunciation of the words; books which are used to develop reading activities; computers and a TV to share content such as questions, images and web pages using these technological devices to complement the development of the classes. In addition, the educator aims to promote, during the class, the use of these resources and she proposes activities in which physical and technological devices have a relevant role.

MEN Guidelines

The program known as national bilingualism promotes the development of citizens' abilities to interact and communicate in English language with the purpose of increasing the role and importance of it in the economy and culture through the educational system. In addition, the European framework has been taken as a reference by the Ministry of National Education in

order to describe the scale of levels and performance of each student with the foreign language. Furthermore, students must achieve established goals of each level proposed by the standards.

Figure 2.12

Men Guidelines

Tabla No. I

Niveles según el Marco Común Europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Courses

Levels, Grades:

Preschoolers:

- Transition

- Primary:

- Elementary with 1st Grade

- Elementary with 2nd Grade

- Elementary with 3rd Grade

- Elementary with 4th Grade

- Elementary 5th Grade

High schools:

- Secondary with 6th Grade

- Secondary with 7th Grade

- Secondary with 8th Grade

- Secondary with 9th Grade

Middle education:

- Middle Education with 10th grade

- Middle Education with 11th grade

Complementary training education:

- Complementary training 1st semester

- Complementary training 2nd semester

- Complementary training 3rd semester

- Complementary training 4th semester

- Population level and information

Number of students

- Eleventh 01: 26 students

- Eleventh 02: 25 students

- Eighth 02: 37 students

Schedule

Table 3

Schedule of class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55	7 A	7 B	6 B	7 B	9 A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 – 8:50	2nd Sem		6 B	7 B	9 A
8:50 – 9:45	2nd Sem	9 B		7 A	
9:45 – 10:40	2nd Sem		9 A	7A	
10:40 – 11:10	B	R	E	A	K
11:10 – 12:05	6 B				6 A
12:05 – 1:00	6 A				6 A

Note: Taken from the supervisor teacher's book

Table 4

Schedule of class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55	8 B			11 A	
7:55 – 8:50	8 B		10 B	11 A	
8:50 – 9:45		11 A		11 B	
9:45 – 10:40	10 A			11 B	8 B

10:40 – 11:10	B	R	E	A	K
11:10 – 12:05	10 A	8 A	10 A	8 A	10 B
12:05 – 1:00		11 A		8A	10 B

Note: Taken from the supervisor teacher's book

Language level

B1 level

Teachers team

It is created by all the teachers who provide their services in the educational institution. Its main objective is to advise the school government in decision-making.

Elementary school.

- 0° FANNY ESPERANZA LIZCANO
- 1° CARMEN ESTHER SANDOVAL CRUZ
- 2° FABIO PEÑALOZA FLOREZ
- 3° ABEL VERA
- 4° JAVIER HERNANDO RAMIREZ MENESES
- 5° JUDITH MARLENY DUARTE CASTILLO

Middle and high school

- BERMUDEZ INFANTE ROSA ISABEL
- CAPACHO MENDOZA GILBERTO
- CONTRERAS LEAL LEONOR

- COTE MARIA RAFAELA

- DELGADO SANABRIA SATURIO

- DELGADO SANABRIA ZENAIDA

- DIAZ FLOREZ RICHARD LEONARDO

- ESPINOSA DE GONZALEZ ROSALBA

- FERNANDEZ JAIMES ELIZABETH

- GOMEZ RAMON CRISTIAN YESID

- GUERRERO ORTEGA LUIS ANTONIO

- JAIMES BASTOS GLADYS EUFEMIA

- JEREZ DE JAIMES MERCEDES

- MANTILLA CACUA GERMAN VICENTE

- MORENO FLOREZ DORIS

- OCHOA GAMBOA JUAN MANUEL

- OSORIO NIETO JOSE MARIO

- PARADA PARADA MARIA INES

- PEÑALOZA NIÑO LETI YADIRA

- PORTILLA FLOREZ MARTHA BEATRIZ

- RAMIREZ ESPINOSA ZENAIDA

- SANTOS DAVILA MARIA YAMILE

- SUAREZ MARTHA CECILIA

- SUÁREZ DE GELVEZ NOHORA INES

- VALERO ORTEGA SANDRA PATRICIA

- VANEGAS VERGARA VERONICA VICTORIA

Parents Community

Parents' association - parent council: The activities of this private entity are governed by its own statues and the recognition of its legal status. It is relevant to take into account two aspect about the parents' Association:

1. Compliance with the coexistence manuals, functions and procedures.

2. Guarantee the participation of this group in the institutional decision-making process.

In addition, this association aims to channel financial resources with the purpose of strengthening the educational institution. Furthermore, in the parents' council, the representative to the board of directors is selected. In case there is no election of this representative, the rector will designate him/her from them. The parent community's head is Hector Duarte Caicedo for the primary school and Margarita Velazco Acevedo for the secondary school.

Table 5

Administrative team

Principal	Oscar Fabian Cristancho Fuentes
Academic coordinator	Carlos Luis Suarez Pedraza
English teacher	Maria Rafaela cote
English teacher	Rosalba Espinosa

Third Chapter: Pedagogic and Investigative Component

Title

Implementation of critical reading as a strategy for improving reading comprehension and maximizing results in the Icfes exam in eleventh grade English learners at Escuela Normal Superior of Pamplona.

Short Overview

Communication has been a relevant aspect of human beings since the beginning of their existence. This communication process presented several modifications from symbols, words, and finally the complexity of a language structure. Nowadays, it is not enough with our native language given that society demands that educators, students, professionals, and employees must learn a foreign language in order to have access to superior opportunities in the work environment.

This challenge requires, for learners, the application and improvement of competencies linked to the languages, which are four skills to develop during the learning of a new language: oral production, oral comprehension, written comprehension, and written production. Written comprehension aims to bring support to the reader in the understanding and analysis of texts while the learner enriches his vocabulary and grammatical knowledge about the language.

In this sense, the national Bilingual Program aims to improve the English level in Colombia. The Ministry of National Education has proposed this program with the purpose of enhancing the students' competencies and performance in a foreign language such as English. This program pretends to increase the results in exams such as Icfes. In order to achieve this goal, the program brings support to the institutions including rural areas and elementary schools.

In addition, this study aims to implement Khan's critical reading strategy to strengthen eleventh-grade students' reading comprehension using Icfes training tests that allow putting into context all the possible scenarios and challenges that these exams could contain at the moment to address an English text. Furthermore, the vocabulary will make part of the process given that a high percentage of unknown words represent an obstacle at the moment to address an English test.

Moreover, it is relevant to add that this inquiry will use a mixed method which pretends to take into account students' opinions about their perception of their skills in the English language (qualitative data) and their results obtained in three tests (quantitative data) which pretend to show the student's advances about their reading comprehension. This with the purpose of building a broader perspective of the phenomenon studied based on data that allow the interpretation of those factors that influenced the students' reading process.

Problem Statement

In Colombia, students have a very low level related to the English language according to the Icfes exam results. This reflects that in Colombia, the graduated students have not assumed an active role in the learning process of English as a foreign language.

Furthermore, the reading competence is the most affected given that it requires students' knowledge of vocabulary, grammar, and critical analysis of the written texts. Erick Oslund and Amy Ellemand stated that reading is considered a complex cognitive activity that allows the reader to imagine and recreate scenarios that are described in a text, allowing to stimulate and exercise the brain, (2019).

In this sense, reading comprehension implies the analysis and critical thinking of the reader, and eleventh-grade students of Escuela Normal Superior have difficulties in the critical

reading process. This situation is evidenced during activities and exercises related to the analysis of text about the Icfes exam, demonstrating the lack of interest to go further on the literal reading. In addition, students demonstrate a low level of basic vocabulary to address and understand texts which do not present a high English level. These aspects previously presented are flaws that demonstrate a low level and performance that affect in a direct fashion the students' critical reading comprehension.

Justification

Learning a foreign language involves the analysis of information that is complemented and supported through the reading as a method to improve and enrich the vocabulary and evidence the use of grammatical elements of the language. (Foncha, 2014). This strengthening by means of written texts gives space to interesting processes immersed in English as a foreign language such as the interpretation, attention, imagination through stories, phonological process, and short-term memory.

In addition, this linguistic competence is a relevant aspect to take into account in order to measure and diagnose the student's English level. For this reason, it is important to design and implement critical reading strategies which allow students to recognize the steps to follow about how to deal with an English text and its structure.

Furthermore, it is necessary to strengthen the vocabulary and grammar of the students who during the Covid-19 pandemic, they lost the thematic sequence as a consequence of the lack of the teacher's orientation during the development of the virtual classes which were imparted by means of guides and workshops. This represents a challenge for addressing basic topics using short texts related to reading competence.

The development of critical reading is an important factor in the students' learning process that requires a logic analysis and a judgment aptitude. These qualities are taken into account in important tests such as the Icfes exam which aim to evaluate the student's aptitude in several subjects including critical reading and English.

Objectives

General objective

To improve reading comprehension in eleventh grade students by means of critical reading strategy at Escuela Normal Superior.

Specific objective

To promote critical thinking in eleventh grade students

To teach students new knowledge and generate an appropriate environment for the development of activities

To integrate the students in each step of the process

Investigative Questions

General question

How does the use of critical reading strategy enhance reading comprehension in eleventh grade students of Escuela Normal Superior?

Specific question

What are students' difficulties related to reading comprehension?

What is the eleventh grade student's reading progress with the use of critical reading strategies?

Theatrical Framework

In this section, key terms are defined in order to offer support and guide for this study. The aspects to take into account are reading, reading comprehension, critical reading, and reading strategies. These terms bring an understanding and a bigger view of the factors around reading and how to improve the analysis about it.

Reading

According to the webpage Study.com, reading is an active cognitive process that uses the decoding of symbols to arrive at meaning. Furthermore, reading is considered a thinking process that has several purposes such as understanding a text and enriching vocabulary knowledge. (What is reading? - Definition & Process, 2016). In addition, reading allows readers to put into practice what they know and build knowledge through new information.

Moreover, the use of strategies such as the organization of ideas, finding the meaning of new vocabulary, and using textual clues during this process, help readers obtain a complete view of a text and lead to the development of comprehension.

In addition, readers need to develop a reading purpose that guides their learning process and it must be complemented with aspects such as text structure and sense genre. (Bridges L, 2018). This reflects that the motivation and focus on reading are relevant in order to stimulate and exercise the brain functions which are associated with reading as follows: Temporo - the parietal cortex helps us to understand the meaning of words and their speech sounds; the Inferior frontal cortex, its function is to help the reader to think about pronouncing written words; Occipito - temporal cortex, which is in charge of recognizing objects and faces, it helps the reader to identify words by eyesight. (Guinevere, 2014)

Reading comprehension

The webpage Reading rockets defines this linguistic competence as an understanding of texts in an accurate fashion which allows the readers to make a connection between what they know and what they read. This reading process involves and links reasoning and thinking.

In addition, the webpage known as Elcomblus affirms that reading comprehension is the last step of the reading process given that it requires identifying the meaning of a text and understanding how the arguments are addressed.

For this reason, it is possible to recognize five levels of reading, which bring a different understanding of the same information. These levels are categorized as follows: Lexical comprehension demands that the reader must have enough knowledge to unlock and understand the meanings of terms and words in a text; Literal comprehension aims to identify and organize the sequence of events in the texts taking into account the main ideas and the details which support it; Interpretive comprehension is about the reader's process related to the understanding of facts, making generalizations and the anticipation and prediction of consequences; Applied comprehension, in this level of reading, aspects such as logical reason, the connection between the own experience and the text, judgments, comparisons, and suggestions are relevant to identify main ideas and arguments developed through the text; Affective comprehension involves the connection of plot and character development and the understanding of it.

Critical reading

Regarding the webpage Writing Center, critical reading is defined as a process that combines questions, models, and theories with the purpose of improving the understanding and comprehension of a written text. For this reason, it is not enough to skim the text given that

critical reading proposes a deep structure based on the organization of ideas and arguments, logical consistency, and identifying the tone of the text.

Moreover, the webpage EapFoundation complements the critical reading definition affirming that it is a process in which the reader's role is centered on judging, examining, and evaluating the evidence presented in a text. In this sense, critical reading demands a reader's analysis in a deep fashion, for this reason, the basics related to the English language are relevant such as the vocabulary, grammar rules, and structure of a sentence play an important role in the moment of reading a written text. Furthermore, the reader must consider other aspects such as the writer's purpose and how the argument is addressed. These aspects are relevant during the critical analysis of a text given that they allow the reader to understand what the intention of the text is.

Reading strategies

Understanding and identifying the elements presented in a written text is the main purpose of the reading process which could be complemented with strategies to increase the possibilities of acquiring, sharing, and comprehending the ideas and arguments developed in a story, article, tale, or other written production, (Bhasin, 2021). Moreover, reading strategies help a person to read effectively given that it aims to enhance the reader's comprehension in an efficient and intelligent fashion using methods to promote critical thinking and reflection.

According to the webpage Marketing91, there are several strategies that offer support to people during the reading process, these strategies are presented as follows. First of all, it is important to know the subject of your reading and its purpose which becomes a guiding force that facilitates the reading and it allows the reader to ask questions thanks to an initial background. Secondly, the reader must give him a few minutes beforehand in order to have a

bigger perspective of the content such as the title, the author, or other general information with the purpose of enriching the knowledge about the text. Another reading strategy is the identification of relevant information which is focused on knowing where to find the key information such as the main idea or argument developed through the text.

In addition, it is important to support and boost your understanding of the subject, in this step, it is possible to evidence a critical reading given that the reader must take into account concepts, terms, and keywords with the purpose to explain complex information. Reading strategies are conceived to help and support readers through methods that facilitate the comprehension of written text identifying main ideas and other relevant elements which is part of the development of arguments and the author's intention.

Literature Review

Reading is considered as a cognitive process which involves linguistic competences such as reading comprehension that demands readers take into account aspects such as main ideas, arguments, plots and the development of them. These are relevant in the structure and composition of a text. However, the relationship between reader and writer influences this process, as stated in the inquiry entitled "Critical reading and writing in the digital age" Goalty and Hiradhar (2016). This study aims to explore the author's fashion to connect with the reader by means of grammar, vocabulary, and visual features of text that express social connection and how this element influences the reader to keep reading and catch his attention. This strategy allows the author to identify new methods to call the viewer's attention.

In addition, the research conducted by Akin, Koray and Tavukcu (2015) entitled "How effective is critical reading in the understanding of scientific texts?" This quantitative inquiry aims to identify the influence on academy students about lessons such as technology and science

in a critical reading context. This study had the participation of 8th grade elementary school students and it used quasi-experimental, pre-test and post-test group design based critical thinking and reading scales to gather the data and statistical analysis software to study the information. This research contributes to the understanding about the influence of text related to viewers' reading skill given that participants who were part of the study presented an improvement about their academic reading comprehension.

On the other hand, the inquiry known as "The effect of critical reading skills on the evaluation skill of the creative reading process" Baki (2020) states that critical reading skill is a fundamental factor which is correlated with the creative reading process. Furthermore, critical reading is relevant for this process given that the creative process presents significant improvement thanks to the analysis and the cognitive activity that the brain suffers during this stage. The participation of 265 5th students' evolution process supports that development of critical reading had a strong impact on critical thinking and it strengthens our capability of analysis.

Furthermore, the study known as "Critical reading: What do faculty think students should do?" Sutherland and Incera (2021) establishes critical reading skills that students should develop during their learning process in order to determine what are the behaviors related to critical reading inside the classroom and how the educators take advantage of them in order to encourage students to develop analytical thinking in the reading comprehension. In this inquiry, the students' role has a relevant impact given that educators must recognize those aptitudes associated with learners' analytical process.

Finally, researcher Leonard Par aimed to explore learners' reading skills through the study entitled " The EFL students' critical reading skills across cognitive styles" using multiple

choice questions to gather data and measure students' critical thinking related to reading. This inquiry takes into account the learners' previous knowledge which helps them to recognize vocabulary, statements and text structure, purpose, main idea and tone from an analytical perspective.

Methodology of the Implementation of the Project (Pedagogic & Investigative)

Description of Activities.

Reading Text.

The Icfes exam demands from students, analytical thinking which must be guided by a reflexive and critical aptitude in order to put into practice their knowledge about topics and texts presented in it. Given that this test requires that students strengthen their reading skills, the following reading documents were proposed to work and improve eleventh-grade students' reading comprehension meanwhile they acquire new vocabulary using training Icfes short texts which were provided by the Educational Institution Escuela Normal Superior de Pamplona.

In addition, the document entitled "Effective communication" was presented on Thursday 22nd of March. This text contains 282 words, including adjectives, nouns, possessive adjectives, demonstrative adjectives, verbs, personal pronouns, connectors, articles, and prepositions. The level of this text is A2. (See Appendix K)

Moreover, the second Icfes text presented had the title "Walk your dog" which was introduced on Tuesday 7th of April. This level of this document is A2 and it is composed of 134 words incorporating the use of prepositions, connectors, adjectives, articles, personal pronouns, demonstrative adjectives, verbs, possessive adjectives, and nouns. (See Appendix L)

Finally, the third piece of writing was entitled "The Olympic games". Furthermore, its level was A2 and it was exhibited on Tuesday 19th of April. This document presented, as in the

previous texts, linguistic elements such as possessive adjectives, verbs, nouns, personal

pronouns, prepositions, articles, connectors, and demonstrative adjectives. (See Appendix M)

On the other hand, the text entitled "Evelyn Smith" was presented on Tuesday 17th of

May with the purpose to enhance students' reading comprehension with long text which

represent an obstacle for some of them given that a longer text exposed them to a broader

vocabulary and another past tense. This text contained information in past simple tense, which

allowed a review of the grammar.

In order to measure the students' knowledge related to the text and build an appropriate

perspective about their English level, the vocabulary was taken into account as a relevant factor

that aims to support the learner's understanding of the foreign language applied for the reading

competence.

Class Sequence / Planning

The development of the class requires a previous preparation which involves the

sequence and structure of the class, allowing to create a plan to guide the pre-service teacher

activities and control the time in order to address the subject proposed in the time assigned for

each session. For this reason, the preparation, organization and delivery of these documents,

planning, is a relevant stage to know if the topic is addressed in an appropriate fashion. (See

appendix O and P)

Pedagogic Material

According to the website Law insider, pedagogical material aims to support the teaching

or vocational training by means of songs, images recorders such as flashcards and posters, these

elements allow the improvement of the acquisition process of information creating a connection

with the educational field. Moreover, the teaching practicum pretends to be a space for the

application of the entire theoretical knowledge acquired by the tenth semester student, pre-service teacher, involving the use of the pedagogic material to strengthen the teaching and learning process inside the classroom. (See appendix Q and R)

Chronogram of activities

Table 6

Chronogram of activities - Eleventh grade

Week	Date	Time	activity
First	March 22nd	1 hour	Phrasal verbs
	March 24th	2 hours	Reading with Phrasal verbs
Second	March 29th	1 hour	Connectors
	March 31st	2 hours	Introduction to critical reading strategy - Effective communication
Third	April 5th	1 hour	Structure of a - Effective communication

	April 7th	2 hours	Development of an idea – Walk your dog
		Holy week	
Fourth	April 19th	1 hour	Analysis of an Icfes test – Walk your dog
	April 21st	2 hours	Critical analysis – Olympic games
Fifth	April 26th	1 hour	First test "Bullying – Vocabulary about Olympic Games
	April 28th	2 hours	Reading of an Icfes – Evelyn Smith
Sixth	May 3rd	1 hour	No activities – Institutional week
	May 5th	2 hours	No activities – Institutional week

Seventh	May 10th	1 hour	Second test "Juan" – Steps of the critical reading
	May 12th	2 hours	Analysis of the author's intention
Eighth	May 17th	1 hour	Evelyn Smith – Prepositions and articles – Icfes content
	May 19th	2 hours	Reading of an Icfes text – Evelyn Smith lessons
Ninth	May 24th	1 hour	Third test "Platypus / if you are sad, see the light" Present continuous - Icfes content
	May 26th	2 hours	Structure and vocabulary – Icfes content
Tenth	May 31st	1 hour	Review about the knowledge acquired
	June 2nd	2 hours	Review about the knowledge acquired

Investigative Methodology

Research Approach

This inquiry will adopt mixed method research as a philosophical approach that will

guide the collection and analysis process of data mixing of both quantitative and qualitative

methods in the same inquiry in order to understand a research problem, Creswell (2002). This

proposal aims to explore and understand a phenomenon related to the critical reading

comprehension in eleventh grade students in the educational institution Escuela Normal

Superior. For the study of critical reading comprehension in eleventh grade students, it is

necessary to take into account the students' numerical results given that reading, as a linguistic

competence, is scored depending on the learners' work during the lessons.

Research Design

The framework of research methods and techniques chosen by the researcher to address

the study of a phenomenon is known as research design. The design aims to the improvement of

the methods which are considered suitable for the inquiry and its success, Bhat A. (2021).

According to the website known as Business Research Methodology, action research is

considered an approach that allows the researcher and participant to collaborate during the

diagnosis of the phenomenon studied with the purpose of building a broader understanding of it.

This case study will implement action research as a research design during the development of

this inquiry given that the researcher will collaborate directly with the participants.

Methods and Instruments for Data Collection

Regarding the web page Intrac, a tool for data collection is a methodology that helps the

researcher to gather and analyze the information related to the object of the study. This with the

purpose of offering support based on the target population selected previously in order to answer the pre-established research questions.

Questionnaire.

In order to collect detailed information, in this study, surveys will be used to obtain data. As its name obviously suggests, survey or questionnaire data is the result, the information that has been received from an audience that has taken a list of questions. This instrument pretends to measure the participants' weak points in the critical reading which involves several aspects such as vocabulary, analytical and reflexive thinking, and knowledge based on grammar.

Test.

Moreover, this research pretends to follow the student's progression related to reading comprehension using tests that will allow gathering data about the learner's understanding of a text taking into account the critical reading as a support to address a reading document. In addition, testing is an appropriate fashion to find out the level of knowledge or skill that has been acquired. According to the website Merriam Webster (2021), a test is an appropriate strategy that allows one to measure an individual or group's knowledge, skill, and aptitude about a specific subject.

Field Notes.

Field notes are a collection of documents that pretends to support the researcher's observed experience in a specific setting or environment. Furthermore, these written observations are used in a qualitative approach, allowing to follow participants' observations, Allen M. (2017). This study will implement the use of field notes with the purpose to gather relevant information about the phenomenon studied, given that it aims to get the researchers involved in the observed environment.

Analysis of the Data

Regarding Jhonson D. (2022), data analysis is a process that requires that the relevant data about the phenomenon to study must be cleaned, transformed, and modeled with the purpose of discovering, clarifying, and guiding the decision-making in research. In addition, the use of tools and methods to analyze and interpret the information is a strategy that simplifies the process of manipulating data.

In addition, this process of analysis involves the categorization of data in order to help researchers with the interpretation of questionnaire results, interview transcripts, and documents, Barcelona field studies center (2021).

Deductive Analysis.

According to the website Conjoint, the deductive analysis aims to explain the reality from general theories to particular cases which allows the formulation of hypotheses related to the studied phenomenon in order to test them and confirm the original theory based on the data gathered during the observation period.

Inductive Analysis.

Regarding the website Conjoint, the inductive analysis contemplates the specific observations and measures to address broader theories and generalizations, with the purpose of detecting patterns and regularities which support the formulation of hypotheses to explore in order to develop general conclusions.

This mixed method study will adopt a deductive analysis given that it aims to analyze and understand the phenomenon and those possible factors involved in it. This process will be based on the data gathered previously with the purpose of establishing codes that allow a boarder understanding of the research topic.

Coding Qualitative Data

As stated by the senior analyst at NICHQ (National Institute for Children's Health Quality), Ivan S. (2021), qualitative data could be defined as the descriptive and conceptual findings, which are gathered using several instruments of data collection such as interviews, questionnaires or observation. This information is presented as stories, and experiences of individual participants or groups.

In order to organize and present the qualitative data related to this study, the coding process is a relevant stage that allows the introduction of themes, concepts, keywords, and ideas. According to Bianco S., Gasparini, F., & Schettini R., (2014), color coding is a technique that enhances the observer's understanding of the information presented by an image and his/her ability to remember it. For this reason, it is important to choose carefully the colors to use during this stage with the purpose of avoiding a misunderstanding about the information and the meaning of the color. (See Appendix B)

Moreover, color coding demands assigning a code for each color in order to represent a theme, idea, concept, and keyword. As stated by Gibbs (2007), this technique of coding requires defining what the data is about depending on the color used to it, with the purpose of establishing a framework of the thematic idea.

In the following table, the codes which are considered relevant, are defined and categorized taking into account the highest rank and lowest rank based on the participants' answers. Moreover, each code has color in order to represent the result using the color coding technique.

According to the web page 99designs, color symbolism aims to strengthen the meaning, perceptions, and impact that an object, advertisement, or message in our brain in a positive or

detrimental fashion. In this sense, the color coding takes advantage of this symbolism given that it uses colors to represent data that is linked to codes that are categorized and organized with the purpose of providing a better understanding of the information presented given than color promotes the memorization of certain information as a result of an increase of reader's attentional level.

In this section, the colors and the meaning will be presented in order to provide relevant information about the reasons why these colors were chosen. First of all, the Blue color represents the participant's intelligence and responsibility, this color is linked to the code "Increase the reading" given than express a will of improvement which is related, in this case, to the reading comprehension; secondly the brown color makes reference to wholesomeness and honesty, terms that express the students' intention to strengthen and expand their knowledge about the English language, "Learning new vocabulary" is the code associated to this color; the next code is "Unknown vocabulary" which has been correlated to the purple color because it is related to mystery and facts unknown that demonstrates lack of knowledge.

Moreover, the green color is commonly associated to take action and inspiration, an appropriate color represents the code "Interest to enhance the reading comprehension"; in order to symbolize the code "Do not understand the text" the grey color was chosen given that it represents the confusion and fear; finally the red color represents the increased alertness, attention and inspire attention, for this reason, this color was associated to the code "Difficulty translate the text" and identify the main argument of the document.

Table 7

Symbolism and meaning of the colors

Color	Description
	Intelligence and responsibility
	Wholesomeness and honesty
	Mystery and lack of knowledge
	Take action and inspiration
	Confusion and fear
	Alertness, attention and inspire attention

Note: this table contains a general review about the meaning of each color

Table 8

Color coding

Code	Color	Description
Increase the reading		The student shows interest to read more in English
Learn new vocabulary		Acquire new vocabulary
Unknown vocabulary		Represents an obstacle at the moment to address a text in English
Interest to enhance the reading comprehension		The student demonstrates the will to strengthen their reading skill

Don't understand the text

Difficulty to identify the key elements of the text due to the student does not have previous knowledge of the vocabulary, grammar and topic.

Difficulty to translate the text

Lack of knowledge about some terms and their meaning.

Coding Quantitative Data

Quantitative data are presented in the form of numbers and counts in which each date-set is assigned with a numerical value associated with it. In addition, the use of mathematical calculations and statistical analysis play a relevant role during this analysis process. This data aims to evaluate, measure, and study a phenomenon using mathematical techniques.

Tufte (2001) states that "Using graphics in displaying quantitative data is often the most effective way to describe, explore and summarize a set of numbers". In addition, the tables, charts, and graphs are the most representative and common types of graphical quantitative data. Regarding Stabina R., a graphics designer aims to address this subject with the study entitled " Quantitative Data Graphics: Best Practices of Designing Tables and Graphs for Use in Not-for-Profit Evaluation Reports" in which the role of graphics is described with the purpose of demonstrating that graphical design enhances the perception, retention, and absorption of information. This represents a positive perspective about the understanding and comprehension of the process of studying a phenomenon.

This study will address the use of graphics in order to analyze and present the preliminary conclusions from the instrument of data collection, and survey, about the implementation of critical reading as a strategy to improve reading comprehension in eleventh grade students. In this sense, the graphics will provide a better understanding level of the possible results, it is important to take into account that the analysis of the survey will be developed question for question. (See Appendix C)

Analysis of the Reading Texts

The Icfes exam demands from students, analytical thinking which must be guided by a reflexive and critical aptitude in order to put into practice their knowledge about topics and texts presented in it. Given that this test requires that students strengthen their reading skills, the following reading documents were proposed to work and improve eleventh-grade students' reading comprehension meanwhile they acquire new vocabulary using training Icfes short texts which were provided by the Educational Institution Escuela Normal Superior de Pamplona.

In addition, the document entitled "Effective communication" was presented on Thursday 22nd of March. This text contains 282 words, including adjectives, nouns, possessive adjectives, demonstrative adjectives, verbs, personal pronouns, connectors, articles, and prepositions. The level of this text is A2.

Moreover, the second Icfes text presented had the title "Walk your dog" which was introduced on Tuesday 7th of April. This level of this document is A2 and it is composed of 134 words incorporating the use of prepositions, connectors, adjectives, articles, personal pronouns, demonstrative adjectives, verbs, possessive adjectives, and nouns.

Finally, the third piece of writing was entitled "The Olympic games". Furthermore, its level was A2 and it was exhibited on Tuesday 19th of April. This document presented, as in the

previous texts, linguistic elements such as possessive adjectives, verbs, nouns, personal pronouns, prepositions, articles, connectors, and demonstrative adjectives.

In order to measure the students' knowledge related to the text and build an appropriate perspective about their English level, the vocabulary was taken into account as a relevant factor that aims to support the learner's understanding of the foreign language applied for the reading competence.

Reading - Text "Effective communication"

This reading exercise aimed to bring an appropriate understanding of the text with the purpose of answering the proposed multiple choice questions. It allowed evidence that 56% of the students had a globe and suitable comprehension of the information presented in the text, while the other 40 % have misunderstandings about the main argument and author´s intention.

Vocabulary - Text "Effective communication"

In accordance with the results obtained with the vocabulary exercise, it was possible to evidence that 14% of the text was unknown to the students, which could represent an impediment at the moment to analyzing the text in a critical, analytical and reflexive fashion; the 86% of the text is familiar to the students who used their previous knowledge as a support to address the text.

Reading - Text "Walk your dog"

The test result of the reading text which is evaluating the reading comprehension reflected that 68% of students have chosen the correct option; 32% of the students have a lower level of reading analysis given that they selected the incorrect options.

Vocabulary - Text "Walk your dog"

The second text entitled "walk your dog", it presented an improvement related to the previous text, given that students' knowledge of vocabulary was broader. In this text, 90% of the content was familiar and clear for the students while 10% of the vocabulary was unknown to them.

Reading - Text "The Olympic Games"

In the reading text, it included 8 questions, each one has a numerical value of 12,5 points for a total of 100 points, the results showed that 58% of the students had an appropriate understanding of the text; 31% of the students have not complete comprehension of the text; 8% of students lack reading interpretation.

Vocabulary - Text "The Olympic Games"

In this text, it is evidenced the students do not know 15 % of the content related to the vocabulary, this means that students support their reading process in the 85% of the text which was familiar to them with the purpose of understanding the information presented in it.

Designed Instruments

The study of a phenomenon requires taking into account the data collection process which demands the use of instruments to gather information with the purpose of obtaining, measuring, and analyzing the data based on the subject around the research topic. The research approach conducted, quantitative, qualitative, and mixed-methods guides the decision related to the instruments which support the process of collecting the data.

The instruments selected for this study are field notes, questionnaires, and tests to collect the data from the environment and participants. The implementation of instruments covers the survey (qualitative & quantitative), field notes, and tests (three). The first survey was applied on

Tuesday 24th of March with the eleventh-grade students, it contained seven questions that aimed to know the students' perception of the English class in order to identify those possible factors that could represent an obstacle to addressing a reading test. This survey included open questions with the purpose of offering the students the opportunity to share their points of view about what are those weak points that could interfere with their reading comprehension in English. (See appendix B)

Moreover, a second survey, quantitative, was applied on Tuesday 19th of April, in order to clarify what are those students' opinions and suggestions which have the potential to bring a broader perspective about the design of the class and elements that pretends to assist in an appropriate fashion the teaching of critical reading strategies using Icfes text. (See appendix C)

On the other hand, the field notes are based on the pre-service teacher's perception of the environment which presents several details that must be considered relevant data to increase the understanding of the research topic. These notes pretend to bring another point of view based on observations in an unobtrusive manner. Furthermore, at the end of the class was the moment chosen to take notes about those factors such as students' behavior and attitude during the class, the moment to develop the activities. Given that the pre-service teacher aimed to avoid interruptions during the class which could affect in a detrimental fashion the execution of the activity and the understanding of the main subject of the class. (See Appendix J)

The last instrument selected for this inquiry was the test, which had the objective to report and evidence the students' progress in their reading comprehension at the moment to address an English text. During the development of this study, three tests were designed to evaluate the student's advances based on their results. (See appendix D, E, and F)

Analysis of the data

Analysis of the Survey – Qualitative Survey

Table 9

Coding instrument for questionnaires

Color	Entries	Code
	I would like to reinforce my reading skill	Increase the reading
	Strengthen my reading comprehension with practice	
	Share English texts with their translation in Spanish	
	To read carefully and guide my reading using my previous knowledge	
	In my point of view promoting exercises which include reading	
	Interpret the vocabulary including the meaning of the words	Learn new vocabulary
	Be focus on the vocabulary	

To learn the words most used
in academic texts

Using activities to acquire
new vocabulary

To study in more detail the

To work on the meaning of   Unknown vocabulary
the unknown words

The translation of a text is
sometimes difficult because
of the lack of vocabulary

I do not have a broader
knowledge about the meaning
of some words and their
functions inside the text

I think the unknown
vocabulary is my main
obstacle to comprehend a text

To strengthen and review   Interest to enhance the
English texts and verbs   reading comprehension

To bring long and complex texts during the class

Include interesting topics to catch our attention in class

For me is complicated to relate the verbs and facts; I cannot understand the text much of the time

Don't understand the text

The lack of vocabulary makes difficult to address a text

In my case, the lack of awareness about vocabulary and structure of a text make difficult to address a English text

Gaining of the ideas inside the text, it is sometimes difficult for me.

Difficulty to translate the text

Unknown vocabulary is a obstacle to understand a text

My main difficulty about the reading is to comprehend the information in it

The translation of a text is sometime difficult because of the lack of vocabulary

Analysis of the Survey – Quantitative Analysis

First question.

This graphic showed that 100% of the English group have a positive perspective about the English class.

Second question.

The results obtained in this second question showed that 52% preferred to develop the activities using worksheets supported by the teacher's explanation of the topic meanwhile he talks in English and allows the student's participate; 22% propose the just use of worksheets complemented with the teacher's explication of the subject; 8% recommend that teacher must talk in English during the entire class; 7 % suggest the use of worksheet adding the clarification of the topic; 7% propose elaborate the classes using only the worksheets; 4% preferred that educator talks in English allowing the students participated during the class.

Third question.

On this question, the results allowed evidence that 100% of the English group are interested to improve and strengthen their reading skills.

Fourth question.

This question aimed to bring a boarder understanding of students' level based on their own perception of it. The graphic shows that 19% contemplated that their English level is low; 63% considered that their English level is basic; 18% thought their English level is intermediate.

Fifth question.

The results emerged from this graphic make it possible to evidence that 44% of student's weaknesses related to the English language are associated with the vocabulary, sentence tenses, and expressions; 19% expressed that they have doubts related to the structure of the text; 18% affirmed that the understanding about the vocabulary and expression represents an obstacle at the moment of address a text in English; 15 % considered that writing, reading, grammar, and vocabulary; 4% expressed that they do not have a weakness about the English language.

Sixth question.

The students' opinions about possible changes to implement in order to enhance their learning process are taken into account in the question. The results demonstrated that 8% of students contemplate that consciousness about the parts of the text is relevant to the reading in English; 22% affirmed that the role of vocabulary is fundamental to addressing an English text; 22% considered that understanding of the text in order to bring it a logical sense; 48% reflected their interest to deal with all the previous aspects mentioned with the purpose of reinforcing their reading process of an English text.

Seventh question.

Finally, this graphic reflects students' opinions about those possible activities which pretend to enrich their learning process. The results showed that 7% of the students preferred the use of songs; 15% considered the implementation of videos to learn new vocabulary; 22% prefers the application of movies which allow knowing English expressions by means of dialogues; 56% contemplate the use of all those elements to improve the development of the classes.

Analysis of the field notes

In this section, it is reflected the perception of the pre-service teacher about the students' behavior and attitude toward the proposed activities which aimed to increase students' reading comprehension. This exercise attempted to answer, by means of observation, the research questions and the identification of behavioral patterns and attitudes that could represent progress in students related to the reading comprehension which could be considered positive signs from participants who demonstrated their intention to enhance their reading skills.

Furthermore, the data collected was considered subjective given that the researcher had direct contact with the target population of the study, in this sense the field notes reflected the positive progress of the participants who were interested in developing their reading skills through exercises proposed in class in which they participated actively. This contributed to building and strengthening their confidence in text in English. Although they lacked a broader knowledge of vocabulary and grammar which were detrimental factors that affected their intention to address a reading text, for this reason, these aspects were taken into account during the development of the project. In addition, it was possible to register the students' attitudes

which allowed sharing their points of view related to the topic of the class and this represented an increase in their participation and intervention during the session.

Moreover, it is important to add that the space, in this case, the classroom, played an important role in the students' behavior due to it improved when the class was developed in the English laboratory. Finally, the advances in the participant's reading comprehension were evidenced due to their recognizing the main idea of a text and their glossary increased; this was reflected in their behavior in class given that they tried to analyze the reading test in a critical fashion and ask reflective questions about the content presented in the reading exercise.

Analysis of the Tests

See appendix Y to evidence the analysis process of the quantitative data.

First Test – Bullying.

Figure 3.1

Graphic of the results obtained from the reading test entitled Bullying

First Test Results
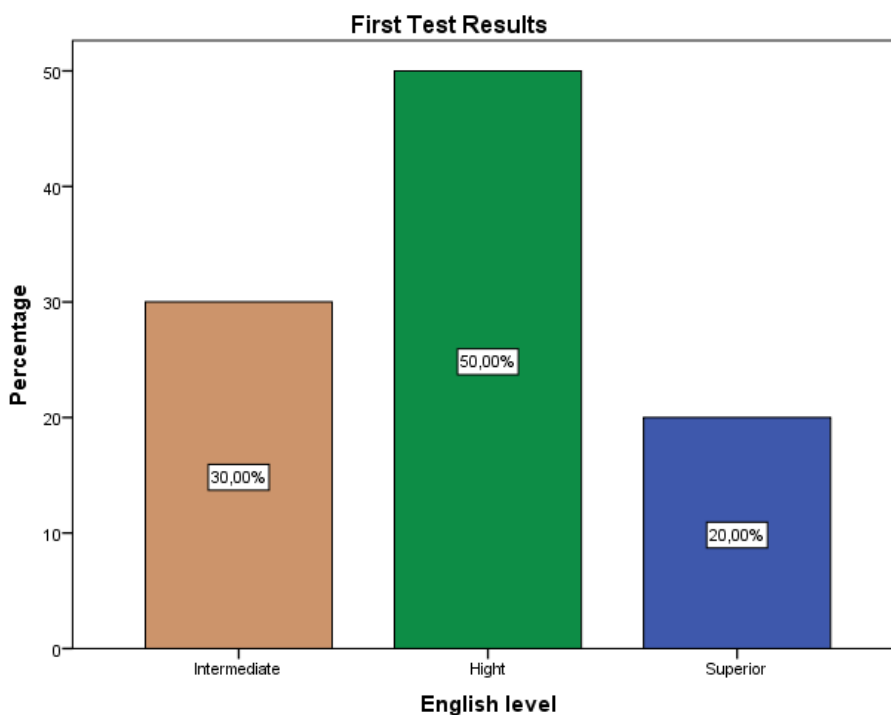
According to the results, it is possible to evidence that 20 % of students' level are superior, 50% higher and 30% were classified as intermediate. It is possible to conclude that reading comprehension of the text was appropriate in terms of students' answers

Text of 120 words, a subject related to the context (school bullying), and the information presented according to the age range of the students, there are still doubts about the use of terms and meanings of words; the time frame of 15 minutes.

Second Test – Juan.

Figure 3.2

Graphic of the results gathered from the reading test Juan
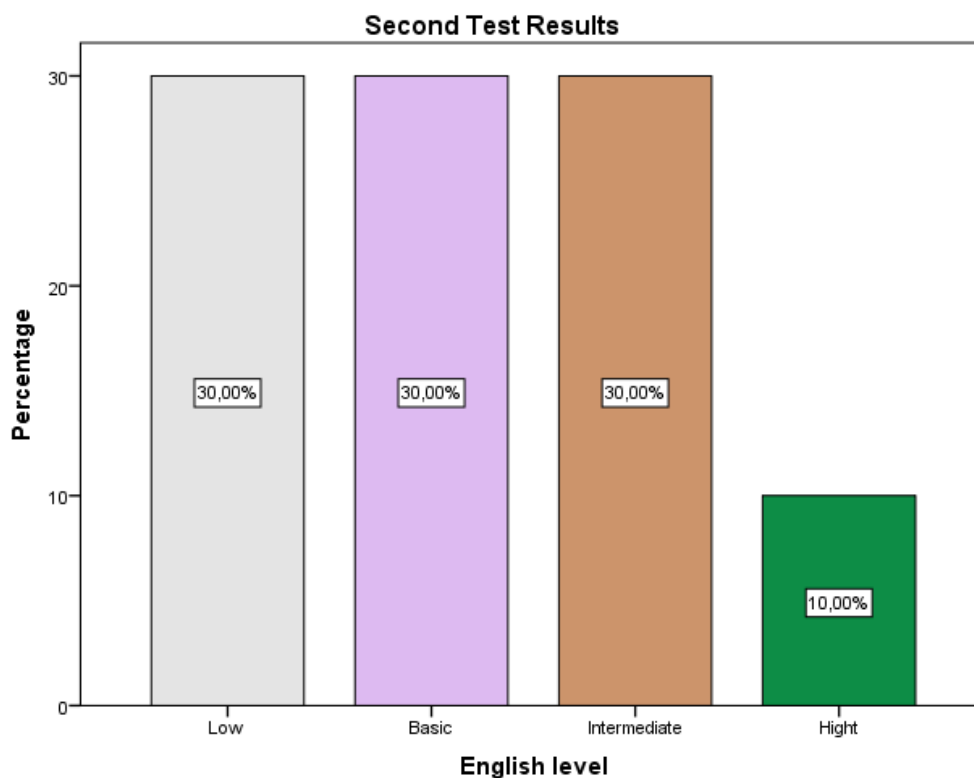
The results obtained from the second test reflect that students achieved 30% of the result is low, 30% is basic, 30% is intermediate and 10% is high. The students show an incomplete comprehension of the text, their lack of vocabulary since it plays a relevant role in the reading process that allows them to strengthen their results about the evaluated competencies in the exam Pruebas Saber 11 in English.

Third Test – Platypus / If You Are Sad, See the Light

Figure 3.3

Graphic of the results collected from the reading tests Platypus and If You Are Sad, See the Light
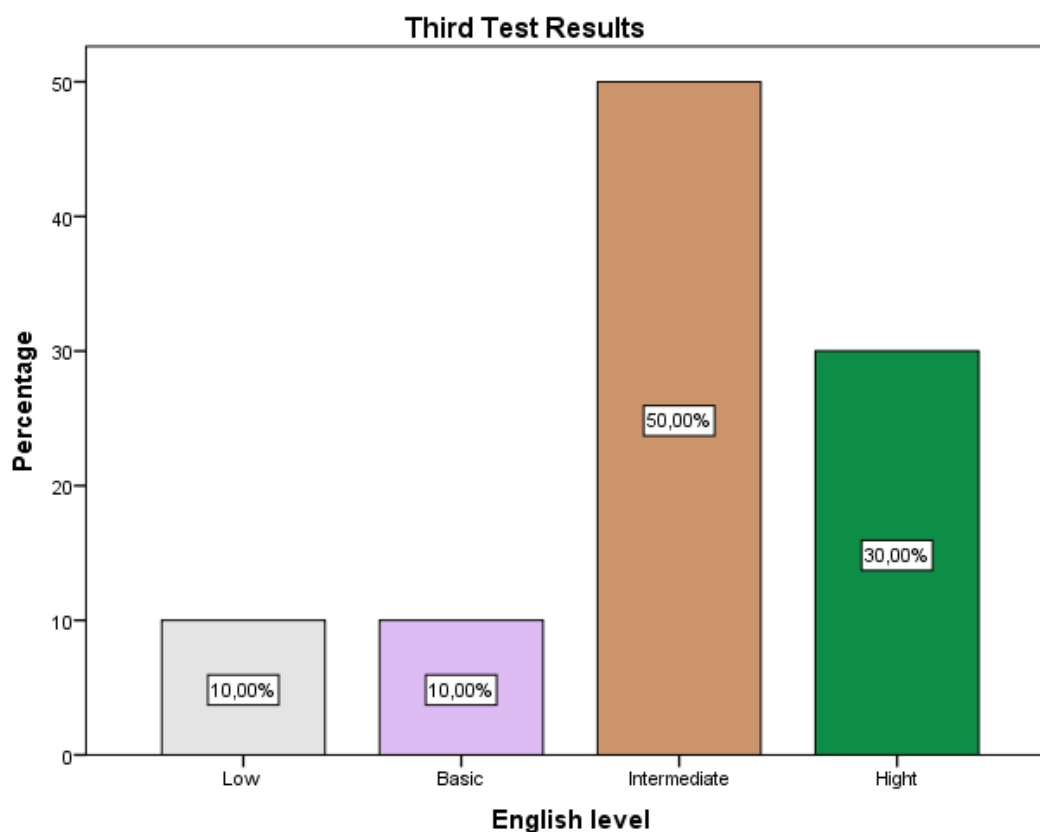
The results gathered in the third reading test allowed evidence that students' reading comprehension increased in comparison with the second text. 30% of the participants obtained a high level; 50% an intermediate level. The 10% at a basic level and the 10% remaining a low level of reading comprehension of the text. It is possible to affirm that it still persists the need to strengthen the reading competencies and reinforce vocabulary.

Population

According to the page Explorable, a research population could be defined as a collection of participants or objects which are the main focus of a case study. To this inquiry, eleventh-grade students from the educational institution Escuela Normal Superior of Pamplona¸ and their willing participation as a target population chosen is relevant to study and develop this research. In addition, this inquiry will be focused on tenth, eleventh grade students who are expected to graduate this year, the mean age of participants range is from 15 to 17 years old. For this reason, ethical considerations were taken into account and the potential participants of the project must bring the authorization letter signed by the legal tutors who authorized their participation in the project in which their personal information during the development of the study will cover by the use of nicknames will be the fashion to keep their identities confidential. (See appendix A)

Sampling

In terms of research, the sampling is, according to Investopedia, an approach which includes a statistical analysis. This analysis is focused on predetermining the number of observations that are taken from a large population. This study will perform a systematic sampling given that the participants will be provided by the supervisor teacher who is the person in charge of their English course.

In addition, the participation of ten eleventh grade students will be voluntary given that this study seeks to willing and availability learners' participation Furthermore, the ethical considerations will be taken into account due to the participants who agree to cooperate; they will give their permission to participate in the study and their authorization to gather the information through an agreement, this means that the participants who accept; they will give their consent for the development of the research.

Chronogram

The following schedule pretends to organize the application of the data collection instruments for the development of this study during the teaching practicum with the eleventh-grade students at the Escuela Normal Superior.

Table 10

Chronogram

Week	Date	Instrument			
		Survey qualitative	**Survey quantitative**	**Test**	**Field notes**
First	March 21st – 25th	Thursday 24th			
Second	March 28th – April 1st				
Third	April 4th – 8th				
		Holy week			

Fourth	April 18th – 22nd	Tuesday 19th	
Fifth	April 25th – 29th	Tuesday 26th	Tuesday 26th – Thursday 28th
Sixth	May 2nd – 6th		Tuesday 3rd – Thursday 4th
Seventh	May 9th – 13th	Tuesday 10th	Tuesday 10th – Thursday 12th
Eighth	May 16th- 20th		Tuesday 17th – Thursday 19th
Ninth	May 23rd – 27th	Tuesday 24th	Tuesday 24th – Thursday 26th
Tenth	May 30th – June 3rd		Tuesday 1st – Thursday 2nd

Note:

Results

Results of the Survey – Qualitative Survey

The results obtained with this survey reflected the students' will to improve their competencies in the English language such as reading comprehension. In addition, it is possible to evidence their attitude, which was positive about the idea of enhancing their knowledge related to the English course, this represents an opportunity to take advantage of their good intention and develop activities which allow the improvements and progress of students' performance, in this case, in reading comprehension.

However, it is relevant to take into account that the data collected reflected that students' weaknesses in the English language are related to the unknown vocabulary, lack of understanding of a text, and difficult to translate a text. These weaknesses represent an obstacle at the moment to addressing an English text, given that students lack the necessary knowledge to understand the information and identify the main idea or argument in a reading document and finally answer the questions presented to measure their understanding of the document.

On the other hand, some answers made possible to evidence that students' interest to learn new vocabulary and enhance their reading comprehension is a possible and real scenario for those who express, through the survey, their intention and disposition to develop their linguistic competencies using reading texts.

Results of the Survey – Quantitative Survey

The data gathered if the second survey, quantitative, made it possible to evidence that students are interested to strengthen their knowledge of the English language given that 100% of students affirmed to be interested in the English course and interested to enhance their reading comprehension by means of texts. In addition, 51, 8 % of participants express that the use of a

workshop supported by an interaction with the educator using the foreign language is an appropriate strategy to practice their linguistic competencies, given that this methodology will allow them to improve their English level, which is considered basic for 63% of the students and 37% reaming between low (19%) and intermediate (18%). In this sense, the results reflected that the students' level is not appropriate to approve the Icfes test which requires critical, analytical, and reflective thinking based on a broader knowledge of the language. This is reflected in the fifth question of the survey, which aims to identify that possible weaknesses in the reading comprehension of the students, the results showed that 44% of the students choose the option, all the previous, which involved grammar, vocabulary, and structure of a text and expressions. The current scenario represents a challenge to the improvement of students' reading competence which involves several aspects such as grammar and broader knowledge of vocabulary.

For this reason, the sixth question pretended to provide data about the possible actions or strategies to implement to enhance the reading comprehension, 48% of students chose the option, all the previous. This option involved ideas about learning new vocabulary, and study the structure of a text and popular expressions in order to improve their reading process.

Field notes

During the development of the teaching practicum, it was possible to detect that student's attitudes and interests declined and increase depending on the activity to develop given that students' attention was focused on activities that required the use of external elements such as cell phone, balls, food, and interaction with their classmates. This behavior was not a constant factor during the classes, but it affected the student's learning process in a detrimental fashion. In this sense, the field note provided a reflective space to analyze these attitudes and provide a better understanding of them. The results that emerged from these notes were focused on

providing a better understanding of the educational environment and it contributed to making it possible to adjust the methodology and pedagogic strategy using this register as a database which allowed evidence of the students' progress during the development of the class and activities proposed to give than their participation increased. Moreover, the field note allowed the recognition of key terms such as behavior, attitude, participation, point of view, progress, dispersed attention, lack of attention, and confidence. These terms provide a better perspective about the environment of the class and they demonstrated to be helpful to recognize relevant data and elements related to the phenomenon studied.

Test

The data collected during the development of the teaching practicum, it conceived the application of three tests that aimed to register and evaluated the students' progress thanks to the implementation of Khan's critical reading strategy. The first test made it possible to evidence that students obtained excellent results with a short text in present simple which required, selecting the correct term depending on the need of the text. In this case, the text was focused on a popular subject, school bullying. This first test was an appropriate starting point in order to have an idea about the participants' English levels.

However, the second test which contained a longer text and a different verb tense, past simple, represented a challenge for the students given that their results were lower than the previous one. This detrimental fluctuation reflected that 60% of the students obtained a grade according to a low and basic level, this decline in students' results was influenced by the exposition to a broader vocabulary and a different verb tense influenced students' capacity to understand the information and finally to choose the correct option.

Meanwhile, the third test represented an improvement given that 80% of students obtained excellent results. This last test contained 2 texts and a section of vocabulary at the end of it. This increase reflected students' progress related to reading comprehension and the acquisition of vocabulary which contributed to a broader understanding of the main idea of the reading and finally they reflected this advanced on their results. This test proposed an incomplete text which must be completed using the correct term based on the context; the second text proposed a subject related to the feeling and emotion, this reading had 6 closed questions and unique answers. Furthermore, the vocabulary was evaluated using 22 words gathers from the texts of the exam.

Conclusions

Students' progress was evidenced through class, proposed activities, and tests that aimed to strengthen, promote, and evaluated the development of critical thinking in tenth, eleventh students who showed interest to enhance their reading comprehension in the English language, which is a relevant competence evaluated in exams such as Pruebas Saber 11 and Icfes which demand an analytical and reflective thinking and judgment from students.

This study was focused on Khan's critical reading strategy which organizes the reading process by means of three stages which are the following: pre-reading, through-reading, and post-reading. These stages pretend to offer a broader understanding of a text using elements such as the title, keywords, and pictures to guide the process of formulating judgments, predictions, and ideas about the content of the document. For this reason, it was relevant to introduce this strategy using texts which contained a popular subject, a basic vocabulary, and pictures that represent the main idea of the text. (See Appendix K and L)

Furthermore, during the development of the teaching practicum, several activities were designed in order to provide students the tools to address a text in English such as knowledge about grammar, vocabulary, and structure of a text. Moreover, aspects such as the interaction with technology was taken into account to explain vocabulary or grammar based on the reading documents elaborated in class. This represented an advance in the reading process due to several students do not have a broader knowledge of vocabulary which represented an obstacle to addressing a long text. This scenario was evidenced in the second test which contained a text of 220 words, 100 words more than the first test, this exposition to a broader vocabulary and a different verb tense, past tense, reflected that it exists doubts about the use of terms and meanings of words.

However, the third test represented an increase related to students' results which was a consequence, directly correlated with their advances in their comprehension of the text, due to this exam proposed two reading texts, an incomplete text, and text with closed questions. In this sense, it is possible to affirm that the proposed exercises during the class and the design of the texts, contributed to obtaining excellent results. In addition, students' adaptation was evidenced in this test given that it was the longest one with a text of 202 words and another with 248 words, this represents an advancement in terms of reading comprehension for the students who affirmed to feel more confident at the moment to address an English text.

In conclusion, the implementation of the critical reading strategy showed, based on the data collected, that students' reading comprehension increased thanks to the work based on Icfes training documents which provided an appropriate perspective about this exam. Furthermore, the learning about vocabulary and grammar were consequences that emerged during the development of this inquiry.

Recommendations

The students' will to enhance and enrich their learning process, is a scenario that allows the development of activities and programs that promote the students' aptitudes through events and environments that build the students' interest in the learning process which is conceived as a frustrated stage by the students who do not perceive as an advantage or opportunity to strengthen their knowledge, the classes or topics taught. My recommendation turns around the implementation of a dynamic class to teach English given that learners' perception of it is based on detrimental experiences which are consequences of negative treatment. Taking into account the phenomenon studied in this study which could be considered boring or complex, the expectation about students' reaction and their behavior were not what I expected given that students' attitude was excellent, even if there were moments when it was not, it is possible to affirm that students need to a process in which they feel comfortable but demanded to improve. In this sense, eleventh-grade students need to reinforce their knowledge about vocabulary by reading texts in order to inculcate in the students the habit of reading which brings benefits to their learning process.

Fourth Chapter: Community Outreach Component

Introduction

At the University of Pamplona, the tenth-semester students of the degree in foreign languages (English and French) aims to cover all levels of education in the educational institution Escuela Normal Superior, for this reason, the community outreach is an important stage in the process as a pre-service teacher given that this outreach pretends to offer them a complete experience inside the educational environment.

In addition, this experience is a fundamental part of pre-service teachers' practicum in which they must apply their academic knowledge taking into account elementary students' needs related to education. Furthermore, pre-service teacher's participation allows supervisors and teachers to guide and teach them about the aspects and factors involved in the classroom environment.

Justification

Elementary students represent a different challenge to pre-service teachers given that these students are 2 to 9 years old, given that this population requires an appropriate adaptation of pedagogic material, planning of class, and activities to develop during the teaching practicum. This combined with an active and loud environment requires form pre-service teachers, control group relationships, a positive attitude to solve problems, and appropriate behavior to address the relationship with children. For this reason, it is relevant to know strategies to control a group of kids without losing the pedagogical aptitude to plan and develop activities with the purpose of covering their learning needs at the same time the students' attention is focused on the class and the elements that composed it.

Moreover, pre-services teachers' learning process will be guided by the supervisor's teachers who would recommend the use and application of pedagogical strategies with the purpose of supporting the teaching and learning process by means of established pedagogic sequences, workshops, s and dynamic activities which aim to enrich the experience with the students, and that is a relevant part of pre-service teachers' process. Furthermore, this community outreach brings kids an opportunity to know new educators who provide to school with new ideas, proposals, and the use of pedagogic material which attempt to strengthen the students' knowledge using symbolism as a strategy by means of flash cards.

Furthermore, pre-service teacher's teaching experience will be broader based on the experiences that provide this community outreach that involves teaching English to kids and confronting the challenges that it represents to structure, planning, develop and implement a class with a population with dispersed attention when thy considered as boring the activity or sequence of class. For this reason, the pre-service teacher's adaptation is relevant that the moment to address the teaching in primary school.

Objectives

General objective

To attend to the needs of the children of the primary school in the city of Pamplona.

To integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of the Foreign English at the primary school in the city of Pamplona.

Specific objective

To approach basic knowledge of English to a child in primary school.

To implement pedagogic material during the development of the class

Methodology

Richardson (2003) states that constructivism as a pedagogical approach is correlated to the learner's expectation knowledge and it is focused on individual understanding using the previous knowledge and the ideas about the potential information in contact. In addition, it allowed the learner to use the previous knowledge in order to build new, this aspect represents an advantage for the learner.

This proposal will base the community outreach on the constructivist pedagogical approach given that interaction with the students will be a factor in all the classes, taking advantage of what the elementary students know as a bridge to connect with new knowledge. The constructivist pedagogy will allow the pre-service teachers to plan and develop the lesson to stimulate the students' learning process through dynamic activities which aim to capture students' attention and stimulate their interest in each class given that an interested student will increase his/her attention in class and the learning process will benefit.

Chronogram of activities

Table 11

Chronogram of activities - Fifth grade

Week	Date	Time	Activity
First	March 21st	2 hours	Family members
Second	March 28th	2 hours	Domestic and wild animals
Third	April 4th	2 hours	Means of Transport

Fourth	April 18th	2 hours	Possessive adjectives
Fifth	April 25th	2 hours	Review about possessive adjectives
Sixth	May 2nd	2 hours	Defined and undefined articles
Seventh	May 9th	2 hours	Substantives
Eighth	May 18th	2 hours	Demonstratives adjectives
Ninth	May 23rd	2 hours	Feeling and emotions
Tenth	May 30th	2 hours	Reflexive pronouns

Description of activities

The development of the classes with assigned groups, fifth and second student grade, was focused on the use of flashcards, as a pedagogical material to reinforce the students' knowledge about the vocabulary of topics such as the family members, animals, possessive adjectives, and transport.

The planning of each class aimed to promote the students' participation through the proposed activities such the warming up which allowed the use of songs and matching games based on the subject of the class.

Fifth grade

The activities with this grade were developed each Monday, according to the academic schedule, and the fifth and sixth hours were assigned to the English class of two hours under the supervision of the teacher Judith, who is the head teacher of the group.

Firstly, a warming-up activity was proposed to start each class in a dynamic fashion. The first class was centered teaching the family members, including the writing part and the pronunciation of each word. The second class focused on vocabulary related to wild and domestic animals. For these two classes, the activity proposed was a matching game in order to link the picture with the correct word given that it allowed the group to keep organized. Meanwhile, students waited for their turn and played the game. (See table 11)

Moreover, the content of the third class was about means of transport. Given that students' knowledge about the topic were broader in comparison to the previous classes, the game was completed earlier than expected. During the development of this class, the students' participation increased as a consequence of their aptitude.

On the other hand, the fourth class with fifth grade aimed to teach the possessive adjectives using a worksheet that contained pictures of the previous vocabulary seen in the class. In order to introduce the topic, the song entitled "Five little monkeys jumping on the bed", was used as warming up which required students' pronunciation. The development of the activity was appropriate, however, students expressed that they had doubts about the topic. For this reason, the fifth class was centered on revising the topic for a second time with the purpose of covering all the possible misunderstandings. Unfortunately, for this session, the time was reduced given that students had to present the trimestral test. The time remaining, 40 minutes, was spent

developing another worksheet in which students had to complete the sentence with the correct possessive adjectives. (See table 11)

On the other hand, the sixth class was focused on the undefined articles (A and AN) using a worksheet in which students will find several exercises which demanded the use of the article. First of all, the topic and its rules were explained to the students with the purpose of introducing the subject to the class. The next step was the development of the worksheet proposed to evidence the students' understanding of the topic and clarify the possible doubts. In addition, this topic was enriched with the subject of the seventh class, substantives, in which the term was presented to students and the explanation about the pluralization of words and rules about them. This subject pretended to bring a broader understanding of singular and plural and the differences in each group in order to avoid possible mistakes.

In addition, the eighth class aimed to explain the topic known as demonstrative adjectives. A subject that demanded a previous knowledge about the last topic, substantives, in order to recognize what were the objects that must be complemented with THIS and THAT, the explanation of the topic had a time frame of 30 minutes, and the time remaining was planned for the development of the worksheet. Finally, the last class in fifth grade was centered on the subject entitled feeling and emotion, a supervisor's teacher's suggestion due to student expressed their interest in the topic, which was introduced using a worksheet that contained seven words related to the topic. The development of the activity was appropriate and guided by the Pre-service teacher, meanwhile the students take notes about the meaning of each feeling and emotion and draw a picture on their note books.

The tenth class was not possible given that Monday, May 31st, was a holiday and it was not possible to program the class during the week due to the supervisor, teacher could not offer a space in her schedule of activities to do that.

State of progress

The activities developed by Fifth-grade students were executed in an appropriate fashion as a result of learners' attitudes and behavior during the classes. In addition, the use of worksheets and flashcards was a relevant factor that allowed to catch students' attention during the development of the activities used. It is possible to affirm that the proposed objectives are realistic with the primary school reality.

In addition, the pedagogical material aims to offer support for children's learning process using flashcards to teach basic vocabulary meanwhile they observe, color, write, pronounce and listen to each word that is present in the form of a picture. Moreover, this process involves the integration of a pre-service teacher into the educational reality given that he must control and manage a group of children.

Designed material to support the process and planning

Teaching practicum is conceived as a stage to put into practice the pre-service teacher's knowledge acquired during the degree. In addition, the delivery of planning of the class and the design of pedagogic material considers part of this process which pretends to enrich the tenth-semester student's perspective and expectation about the education field. The planning was considered a relevant element that has the purpose of guiding the structure, measuring the time, and implementing the use of flashcards as a pedagogic material to teach basic vocabulary in English. Furthermore, the head teacher of fifth grade, Judith, suggested that this planning would

be simple but effective in the development of the proposed activities through the assigned topic. (See Appendix L and M)

Conclusions

Fifth-grade students' progress in the acquisition of vocabulary was evidenced during the development of the activities which used worksheets that reflected learners' knowledge. Moreover, the students' will to enhance their weaknesses in the English language was a factor that contributed in a positive fashion to the execution of the proposed activities that aimed to provide a broader understanding of the topic by means of flashcards as supporting and pedagogic material to provide assistance to the development of the exercises proposed on the worksheets.

On the other hand, it is relevant to add that proposed activities were perceived by the students as a novelty and something considered different, this represented an opportunity to take advantage of students' disposition which allowed an appropriate development of the warming up activities, exercises related to the topic and dynamic to refresh the environment of the class.

Finally, the advances in the learning process related to the vocabulary, which was adjusted according to the level of the students considered basic, using flashcards demonstrated that students increased their glossary of words in English related to topics such as family, animals, feeling, emotions and means of transport; this represents a positive impact on the target population using the strategy proposed.

Fifth Chapter: Intra-Institutional Activities Component

Introduction

Education is a learning process in which knowledge is the most appreciated and hard currency, which was created to be shared. Smith (2020). This term is associated with educational institutions such as the Escuela Normal Superior, a school located in Pamplona, downtown. This educational institution since its beginnings had promoted the active participation of its students in cultural activities in order to conserve the traditions through their educational identity which reflects its intention to build a society based on professional preparedness to attend to the needs of Colombia's education.

Objectives

General objective

To explore institutional context about the development of activities related to the school during the practice with the purpose of understanding the teacher's role outside the classroom.

Specific objective

To participate in an active fashion in the institutional activities.

To support the process of organization

Methodology

In this section, the pre-service teacher will be focused on the development of activities related to the role of music in class in order to acquire vocabulary and develop students' listening skills. According to Mobbs A. and Cuyul M. (2018) songs promote the development of learners' listening and speaking skills given that music offers an opportunity to interact with other members of the class with the purpose of sharing opinions and points of view about likes and dislikes relating to these activities.

Chronogram of Activities

Description of activities

      The educational institution Escuela Normal superior, during the months of March and April, several activities were developed which are included in the academic calendar. The following table presents the organization of these activities.

Table 12

Chronogram of Activities

Activity	Date	Description
Celebration of international women's day **Classification:** Interdisciplinary	March 7th	This activity was developed inside the school, on the center court. It started at 10:00 am at finished at 12:00 pm. It aimed to talk about the women's rights.
To offer support and assist to organize the English laboratory and teaching material – embellishment of spaces.	March 30th	The pre-service teacher were asked to help supervisor to organize the English laboratory and to bring a support about the classification of the material inside it. Moreover, the assignment of poster sings for the men and women's bathrooms and

Classification: Extra activities – complementary		principal cafeteria, it was part of this intervention.
Round as a pedagogic strategy. **Classification:** Extra activities – complementary	March 31st April 4th April 19th April 29th	This activity aims to promote the students' participation and integration with the use of songs which has a specific choreography because is a dance to present during the institutional week.
Only week **Classification:** Interdisciplinary	April 11th – 15th	During this week, the participation of rector, teachers and students was tangible give that this celebration is considered as a tradition in which the school band participated as a representation for the educational institution.
Pedagogical workshop **Classification:** Interdisciplinary	April 25th April 26th April 28th	The active students' participation was the focus of the workshop which pretend to involve each grade during the week.
Language day	April 29th	This activity had the objective to commemorate the language day by means

Classification:		of song, reading exercises, role plays and
Interdisciplinary		written productions.
Lantern parade	May 5th	This activity was planned to integrate all
		the secondary school levels which must
Classification:		participate in parade in which the use of
Interdisciplinary		lantern was the symbol to made reference
		to traditional event.
Flag – raising	May 6th	During the institutional week, several
		activities linked to the academic facts were
		developed, during this period the
Classification:		Preservice teacher played an assistant role
Interdisciplinary		in order to cover the possible needs which
		required their intervention.

Description of leaded events or activities

　　Regarding the web page Sednortedesantander (2021), the activities developed during the institutional week is conceived as a space to develop activities that allow the development of pedagogical intervention where students, teachers and administrative member organize and planned cultural and traditional activities which are considered as part of the identity of the educational institution.

During this week, the pre-service teacher had the opportunity to participate in a lantern parade, this activity is known by its symbolism and impact in the community which aims to transmit a feeling of hope. Furthermore, it attempts to involve parents, students, teacher, pre-service teacher and administrative personnel. This activity was develop on Thursday 5th of May and it had a time frame of 3 hours.

In addition, on the Friday 6th of May, the pre-service teachers could lead an activity known as curious facts about school Normal Superior, in which they shared relevant information about the educational institution and provided historical facts that aimed to exalt the trajectory of the school and its evolution through the decades.

Conclusion

The intervention in the educational institution, school Normal Superior, brought to pre-service teachers a broader perspective about the teaching and the elements that composed it such as the handbook, PEI, rights, and duties, interaction with teachers and students, the structure and hierarchy of the members that composed the school.

In this sense, the teaching practicum was an experience led by the pre-service teacher's learning process during the development of the last stage of the degree, for this reason, the intervention in the institution and all planned activities included in the calendar of the school took into account his participation in activities such as formation, parents' meeting, and cultural activities.

In addition, during the institutional week, it was possible to participate and be an active member of the flag-raising and lantern parade, these activities allowed the pre-service teacher's participation, and in other events where our presence, such as moderators was required to control and supervise students' behavior during cultural events and formation in public spaces.

On the other hand, it is appropriate to add that the acceptance of this intervention was accepted in a positive fashion by the administration members and teachers who expressed their assistance to solve any doubt related to the development of the classes, planning, and academic facts that required their experience.

In general terms, the teaching practicum was developed in an appropriate fashion and it contributed to build a real idea and perspective about teaching as a profession and it allowed to understand the structure of the educational environment in a school which influenced my perspective about this experience.

Sixth Chapter: Reflective Approach about the Practicum

Teaching practicum

According to Proyecto Educativo del Programa (PEP, by the Spanish abbreviation, 2010), the classroom practicum is conceived as an oriented process which allows pre-service teachers to participate actively in a school. Thus, it is planned as a possibility for contrasting the transition student-educator. In addition, the classroom practicum is oriented to enhance values and competences by a conception of the teacher's identity; for this reason, it is not considered as an instrumental resource.

At the University of Pamplona, the classroom practicum is a process that involves students, considering that at this stage the pre-service teachers will have developed the pedagogical skills required to be implemented inside the educational environment. Moreover, this process has five courses involved in the second half of the degree, taking into account that this one is composed by 10 semesters, being integral practicum the final part of these academic process.

The first step of this process takes place in the sixth semester when the student executes the role of peer tour (PT); then, seventh semester is focused mostly on assisting a teacher belonging to the Foreign Languages Program, known as Teacher Assistant (TA); in eighth semester, the student performs the role of a teacher trainée (TT), in which this one is centered in teaching FL classes to the interested population in Pamplona; in the ninth semester, the student takes on the role of community service teacher; finally, the aim of tenth semester is for the student to implement the previous acquired knowledge to perform his role as a pre-service teacher. The aforementioned information can be evidenced within the content of the PEP of the Foreign Languages Bachelor Program

Reflective approach

UNESCO (2020) defines education as a process in which the person increases his/her knowledge about a specific area. In this sense, the teaching practicum allows the acquisition of new experiences based on the interaction with the students, teachers, and directors during the development of the academic activities. Moreover, this process aimed to offer a broader perspective about education and its elements in an educational environment with the purpose to build a real judgment on the teacher's role inside and outside the classroom.

For this reason, classroom practicum is considered a space where the pre-service teachers put into practice all that they had learned from their learning process at the university. However, these practicum environments could add an extra challenge to the students of the tenth semester, since this experience is their first contact with the real world; for this reason, the improvement of these environments is crucial when the pre-service teachers are building and defining their identity as future in-service teachers.

In order to address a reflective analysis of this experience related to the teaching practicum, it is considered important to add that it was different based on what I, as a pre-service teacher, expected from it, given that it includes an administrative component that requires to be careful about the behavior inside the educational institution which involves an appropriate and polite manner based on the respect and tolerance with the members that compose the structure of the institution. Furthermore, from my point of view and based on my experience during the last 10 weeks, I considered the teaching practicum as a relevant stage to put into practice, not only the academic knowledge, but also the tenth-semester student's aptitude and behavior in those situations which were part of this experience and others that were not.

Although these circumstances have the potential to be positive or detrimental to the pre-service teacher's identity construction, it is relevant to take into account that this process demands the best aptitude and state of mind from the people involved in it, as stated in the narratives, reports, teaching practicum was a new challenge which made part of the academic process as the last stage involving the academic learning with the work field.

Narratives

The reflective process is the organization of ideas to communicate the individual's opinions and thoughts with the purpose of understanding a situation, experience, or subject which must be addressed in an analytical fashion. Delgado P. (2019). In this sense, the exercise which guide the pre-service teacher's reflective process was known as narratives, documents in which the student must describe his/her experiences during the teaching practicum, a space to put into practice the academic knowledge by means of the real situations on the fieldwork.

During the development of narratives, it was possible to take into account aspects such as the relationship with the students, the supervisor teachers, and the administrative personnel. In addition, the implementation of pedagogic strategies was a relevant factor that allowed us to perceive the learners' reactions by means of their attitude, behavior, and finally their grades. Furthermore, narratives helped to make a diagnosis of the pre-service teacher's teaching process in which the improvement was a constant factor that involves the planning of the class, group control, behavior inside and outside the classroom, and the attitude to address the classroom practicum and the challenges of it.

In order to conclude, it is important to add that the recording of experiences link to teaching practicum, it represented an opportunity to create a personal data basis, which has the potential to bring a broader understanding of the experience. In this sense, narratives are

pedagogic tools that aim to provide a space of reflection, an exercise that enriches the analytical thinking of the pre-service teacher.

Conclusion of the components

During the development of the teaching practicum, the administrative component was taken into account in order to provide a truthful context about the relevant aspect of the educational institution, the school Normal Superior. In this sense, the information gathered during the process allowed the understanding of the structure of the school and the members that composed it. In addition, the study of the right, duties, and behavior expected inside the institutions was a guide that allowed to identify those aptitudes which were forbidden. This provided an appropriate perspective of the learning and teaching environment.

On the other hand, the development of pedagogic and investigative component was guided by the execution of the proposed project that pretended to implement khan's critical reading to promote analytical and reflective thinking in eleventh-grade students. The results showed that the application of this project was effective and obtained the expected results, an improvement in students' reading comprehension in English. Moreover, during the development of activities, it was possible for evidence learners' interest to enhance their reading skills by means of the acquisition of new vocabulary and reinforcing their knowledge of grammar and structure of texts.

About the Intra-Institutional Activities Component, it is relevant to add that the teaching practicum experience was enriched by the exposition of the cultural events and activities that represent the identity of the educational institution. Furthermore, this component provided a space for analytical and reflective thinking about the pre-service teacher's role in the institution with the purpose of integrating his capabilities into the school's needs.

Finally, the experience collected by the primary school represented a challenge to the pre-service teacher to adapt his methodology and pedagogical material for the development of the class in fifth grade given that children are more inclined to suffer dispersed attention than superior grades such as eighth and eleventh. For this reason, the community outreach component allowed to build a broader perspective and understanding of the role of the teacher who is considered, for kids, as a leader and guide who must attempt to solve any inconvenient inside and outside the classroom.

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Annexes

All the files considered as evidences are contained in the following link:

https://drive.google.com/drive/folders/1ZkBkUWXNm0wawQsjl8v68T9MZcl4mIkq

Ethical considerations

Link of the drive folder:

https://drive.google.com/drive/folders/1d2zoij7tjDwNrIpORe_XfwNlhnjIPj0H

Appendix A

Authorization letter

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACION
DEPARTAMENTO DE LENGUAS

FORMATO DE AUTORIZACION

En el siguiente documento, dirigido a los padres de familia de los estudiantes de la Institución Educativa Normal Superior de Pamplona, yo Jessam David Martínez Wilches, estudiante de lenguas extranjeras, cursando la asignatura de Practica integral y sistematización, y bajo la supervisión de la docente y tutora Sayuri Andrea Castillo Ortega, me permito extender una autorización para llevar a cabo una labor investigativa con los estudiantes del grado undécimo B (11°. B), específicamente en la asignatura de inglés, donde se llevara a cabo la aplicación de 2 instrumentos validados, los cuales son: una encuesta y pruebas para evidenciar el avance en la comprensión lectora, estos para el estudio titulado; Implementación de la lectura crítica como estrategia para el mejoramiento de la comprensión lectora y maximizar resultados en el examen Icfes en los estudiantes de once grado en el área de inglés de la Institución Educativa Normal Superior de Pamplona, para el cual se hace primordial la participación de estudiantes que se encuentren cursando el curso anteriormente mencionado.

Con el estudio a realizar se pretende determinar el alcance de los estudiantes con relación a análisis de textos de manera analítica, reflexiva y crítica, esto a través de una investigación de método mixto, cualitativa-cuantitativa, de manera que se pueda identificar cuáles son aquellos factores que afectan de manera negativa la comprensión lectora de los estudiantes lo cual se traduce en bajo rendimiento en exámenes que demanda un análisis a mayor profundidad de la información presentada en lecturas. De igual manera, durante el desarrollo del proyecto se brindara apoyo al estudiante para así poder mejorar la compresión lectora mediante ejercicios y actividades las cuales tienen como propósito enriquecer el conocimiento de la lengua anglosajona.

De igual manera, la participación durante esta investigación, y datos personales del estudiante serán protegidos con el objetivo de garantizar su privacidad. Por este motivo, el

uso de alias o nombres alternativos serán empleados para presentar los resultados y conclusiones obtenidos al final de la presente investigación.

Estudiante investigador

_____

Jessam David Martínez Wilches

Una vez leído el formato de autorización, y aprobada la participación del estudiante, por favor consigne los nombres, apellidos, cedula de ciudadanía y seguido a este la correspondiente firma.

_____

Nombres y apellidos del acudiente

_____

Cedula de ciudadanía

_____

Firma

Instruments

Link of the drive folder:

https://drive.google.com/drive/folders/1aqvqNxNFps2HXp19a4S7CYfCd9obXZd_

Appendix B

Survey – Qualitative analysis

Survey - Encuesta

1. ¿Le gusta la materia de inglés?

o Si
o No

2. ¿Cuál puede ser, desde su punto de vista, una opción para mejorar la clase?

Respuesta:
_____
_____
___

3. ¿Tiene interés en fortalecer y mejorar su habilidad lectora en inglés?

o Si
o No

4. ¿Cuál es su percepción de su nivel de comprensión lectora en inglés?

o Avanzado
o Intermedio
o Básico
o Bajo

5. ¿Cuáles cree usted que pueden ser sus puntos débiles con respecto a la lectura en inglés?

Respuesta:
_____
___

6. ¿Cuáles pueden o podrían ser aquellas acciones, desde su punto de vista, que podrían favorecer su comprensión lectora en inglés?

Respuesta:
_____
___

7 ¿Qué otras actividades le gustaría que se desarrollaran en la clase de inglés?

Respuesta:
_____
___

Appendix C

Survey – Quantitative analysis

Survey – Encuesta

1. ¿Le agrada la materia de inglés?

- o Si
- o No

2. ¿Cómo puede mejorar la clase de inglés?

- o Con talleres únicamente
- o Con talleres y explicación del docente
- o Que el docente hable en ingles durante toda la clase
- o Que el docente hable en inglés, y que nos permita interactuar con él.
- o La opción 1 y 3
- o La opción 2 y 4
- o ninguna de las anteriores

3. ¿Dentro de sus procesos académicos le gustaría fortalecer la habilidad lectora en inglés?

- o Si
- o No

4. ¿Consideras que su nivel de comprensión lectora en inglés (lectura, escritura y gramáticas) es?

- o Avanzado
- o Intermedio
- o Básico
- o Bajo

5. ¿Qué consideras son sus falencias al realizar comprensión lectora en inglés?

- o Lectura, escritura, léxico y gramáticas
- o Comprender el significado de las partes que conforman un texto, como frases, palabras y expresiones en inglés
- o Comprender cómo se enlazan las partes de un texto en inglés para darle un sentido
- o Todas las anteriores
- o Ninguna de las anteriores

6. ¿Cuáles consideras son las acciones para mejorar la comprensión lectora en inglés?

- o Conocer y manejar vocabulario en ingles
- o Conocer las partes que conforman un texto, como frases, palabras y expresiones en inglés
- o Comprender el texto en inglés para darle un sentido a la hora de responder
- o Todas las anteriores
- o Ninguna de las anteriores

7. ¿Qué otras actividades le gustaría se usen en las clases de inglés?

- o Videos en inglés donde se maneje vocabulario
- o Canciones en inglés
- o películas en inglés, que permitan conocer expresiones y diálogos
- o exposiciones, diálogos, fichas y talleres
- o todas las anteriores
- o ninguna de las anteriores

Reading Tests

First test

Link of the drive folder:

https://drive.google.com/drive/folders/1Lf20Na13MIf9QQ8CtdNGe1XzQLeoeyKU

Appendix D

Icfes text – First test entitled Bullying

PARTE 5: TEXTOS INCOMPLETOS

(Pragmática – Gramatical)

EN LAS PREGUNTAS 11 – 15 LEAL EL TEXTO Y SELECCIONE LA PALABRA ADECUADA PARA CADA ESPACIO. MARQUE LA LETRA CORRECTA A, B, C o D EN SU HOJA DE RESPUESTA.

Bullying is one of the worst teenage problems and affects millions of youths. Bullying *11*_____ fear in the minds of kids, and makes them nervous going to school each day.

The latest edition of bullying is cyberbullying. It can get as *12* _____ as it gets in the real life experience of the teens. Cyberbullies use cruel instant messages, text messages, emails online, and voice messages in many cases. Bullying leads to more violent behavior in the bullies in their adult years.

They *13* _____ get rejected by their peers, lose friendships and become depressed as they age. Parents, teachers, and people in general *14* _____ educate their teenagers about bullying and tell them to *15* _____ any act of bullying to them.

11. A. Cause	B. Causes	C. Caused	D. Causing
12. A. Bad	B. Badly	C. Worst	D. Worse
13. A. Eventually	B. Finally	C. Hopefully	D. Obviously
14. A. Might	B. Will	C. Would	D. Should
15. A. Hide	B. Support	C. Report	D. Publish

Appendix E

Icfes text – Second test entitled Juan

Student's name: _____ Date: _____

Juan

Juan Esteban Aristizábal Vásquez was born on august 9, 1972 in Carolina del Principe, Antioquia, Colombia, and better known as Juanes (for the contraction of this first and second name) is a Colombia musician.

When he was seven years old, his father and brothers __**36**__ to teach him how to __**37**__ guitar, his passion for the instrument led him to discover diverse genres of music such as traditional Latin sounds such as tango and Bachata, as well as Colombia folk music.

As a teenager, Juanes was greatly __**38**__ by metal act such as Metallica. He __**39**__ the metal band Ekhymosis in 1988, and it released its self-produced debut album, Niño Gigante, the same year. The band released five studio albums during its career and shared the stage with acts including Alejandro Sanz, Aterciopelados, and Ricky Martin; __**40**__ Juanes disbanded the group in 1998 so that he __**41**__ pursue a solo career.

After he was a __**42**__ of heavy metal band Ekhymosis he is now a solo artist. In 2000, his solo debut album Fíjate Bien won three Latin Grammy Awards. Juanes has __**43**__ more than 12 million albums. He __**44**__ won seventeen Latin Grammys, more than any other artist, and one Grammy Award. Juanes is also known for __**45**__ humanitarian work, especially with aid for Colombian victims of anti-personnel mines.

36.

A. begun
B. start
C. starting
D. began

37.
A. play
B. touch
C. sing
D. act

38.
A. followed
B. influenced
C. friend
D. liked

39.
A. start
B. begin
C. beginning
D. started

40.
A. instead
B. such as
C. however
D. when

41.
A. can
B. could
C. is able to
D. power

42.
A. member
B. human
C. person
D. group

43.
A. sell
B. sold
C. selled
D. sollen

44.
A. have
B. is

C. has
D. love

45.
A. her
B. your

C. his
D. its

Appendix F

Icfes text – Third test entitled Platypus & If you are sad, see the light!

INCOMPLETE TEXTS

Platypus (Ornithorhynchus anatinus)

The platypus is the only species in its family. This interesting animal, endemic to the eastern section of Australia, also inhabits the island of Tasmania.

Length measured from 30 to 45 cm and weighs no more ___16___ 4 kg is maintained most of the time swimming ___17___ Rivers and freshwater lakes. Otherwise it hides in burrows tunnels. In these tunnels it builds its nest, very similar ___18___ some birds, where lay their eggs.

It is more active ___19___ night, with the hours before sunrise and after sunset when they normally go out to eat. It is also seen during daylight hours resting on the banks of rivers and streams where it ___20___.

One of the many peculiarities of the platypus is that is has a paddle-shaped peak, ___21___ to the peak of the duck. In contrast to these ___22___, the peak of the platypus is covered by skin to highly developed sense of touch; so, when it is swimming it keeps its eyes closed and ___23___ peak is its main body sensor.

16	17	18	19	20	21	22	23
A. of	A. in the	A. at	A. at	A. reads	A. like	A. birds	A. of
B. than	B. on	B. a	B. in the	B. drinks	B. similar	B. platypus	B. the
C. that	C. in	C. to	C. inside	C. lives	C. against	C. people	C. for

INCOMPLETE TEXT

If you are sad, see the light!

"Many people feel depressed in winter – and now scientists think they know why"

In the 1970's an American engineer called Herb notice that in spring and summer he was happy and had a lot of energy, but every winter he became depressed and lazy. He thought it was because there wasn't much daylight in the winter and asked some scientists to make a "Light Box". He put the box on his desk and after a few days he felt a lot better. In 1982 the scientists gave this illness a name. Seasonal Affective Disorder, or SAD.

In the USA about 6 – 20% of people have SAD and it is common in other countries like the UK and Sweden People get SAD in autumn and winter when the days are shorter and there is less daylight. It is more common in women than in men. People with SAD usually sleep a lot of sweet

food and feel depressed. The answer is bright light. People with SAD should use a light box for half an hour a day or you can go on holiday to a sunny country of course.

24. Herb Kern was

A. a light box
B. a police officer
C. an American engineer

25. In summer Herb Kern was happy and had

A. a lot of money
B. a lot of energy
C. a lot of light boxes

26. He put the light box on his desk and felt

A. very sad
B. very happy
C. very frustrated

27. About 6 – 20% of people have SAD in

A. USA
B. UK
C. Sweden

28. People get SAD in

A. two seasons
B. all seasons
C. one season

29. SAD is more common in

A. men
B. women
C. people

VOCABULARY:

Measure:
Put:
Than:
Light:
Peak:
Burrow:
Thought:
Inside:
Disorder:
Box:
Officer:

Country:
Boxes:
Sense:
Birds:
Depress:
Developed:
Peculiarities:
Common:
That:
Specie:
About:

Field notes

Link of the drive folder:

https://drive.google.com/drive/folders/1feIIjgiWqxoEMsccdSo8kvFNGkPgsLEu

Appendix J

No es uno, somos todos!

Field notes

Date: Tuesday, April 26th

Key words

- Student's attitude is appropiate at the moment to present the First test.

attitude

- They are concentrated on the text

- The development of the activity is good and students behavior is positive at the moment of participate.

behavior

Date: Thursday, April 28th

participation

- The students' showed interest on the main subject of the class.

- Some students did not participate because they expressed their displeasure.

- During the development of the activities proposed, students shared their points of views about what they think base on the information of the text.

point of views

The Fifth week, brought a new perpective about the eleventh grade students, given that some students are interested on the proposed activities, however a lower numbers of student are not paining attention to the class.

COOMULDENORTE
COOPERATIVA MULTIACTIVA DE TRABAJADORES DE COLOMBIA

Icfes documents - Reading texts

Link of the drive folder: https://drive.google.com/drive/folders/1kwerF-Y76BuYW4mzcZxapNQP9uxJjMDB

Appendix K

Effective communication – Icfes text

SIMULACRO 72111 | 11° | Evaluación de Aprendizaje
SERIAL 172C171-72111

RESPONDA LAS PREGUNTAS 106 A 110 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas
En las preguntas 106- 110, marque A, B, C o D en su hoja de respuestas.

EFFECTIVE COMMUNICATION

Experts point to the fact that almost 85% percent of our success in life is due to our communication skills. That means that no matter how brilliant, how responsible, or how highly educated someone is, they still have a low possibility o success unless they develop the right communication skills.
The good news is that anyone can develop good communication skills. And it's encouraging to know that even small improvements in your ability to connect with others will have a deep effect on the quality of your life and business.

Don't concentrate too much on what you're going to say next as your conversation partner is talking. Instead, listen to every Word they say and reply as properly and smoothly as possible. This shows people that you are interested in what they have to say and you are fully engaged in the moment with them. Also, make sure to ask questions whenever there's something they say that you don't quite understand. This will help correct any mistake in the communication.

Effective communication requires a set of skills including body language, eye contact, engaged listening, managing stress in the moment, the ability to communicate confidently, and to recognize and understand your own emotions and those of the person you're communicating with. It is the connection that helps you solve problems, improve teamwork, and make decisions. It allows you to transfer even negative or difficult messages without creating disagreement.
These abilities will open up new opportunities that would not have been available otherwise. Besides, you will make people feel more confident to express their thoughts. And finally, you will reduce stress, deal with challenging situations, and build better relationships at home and work.

106. what is the author trying to do in this text?
    A. revise how successful people develop effective communication
    B. help people become successful with different communication skills.
    C. suggest how to develop better relationships with communication skills.
    D. point at emotions that help improve effective communication.

107. in this article you learn.
    A. to behave when you are listening to someone.
    B. how smart people can communicate effectively.
    C. facts about the kind of people who are better at communicating.
    D. to control the way, you reply when you are explaining your point of view.

108. what would be one advantage of taking into account others' opinions?
    A. it's possible to understand people and their mistakes.
    B. you can recommend helpful options to individual benefits.
    C. it's possible to find out information from people's body language.
    D. you can build a broader contact with your colleagues.

109. when people feel they are heard, they are more likely to
    A. be certain of bringing problems to light.
    B. think more about what they have to say.
    C. lead the conversation and listen to the other.
    D. deal with new challenges to avoid disagreement.

110. A conference announcement on effective communication would be

A.	B.	C.	D.
"Personal development conference" Why should you attend? It will provide opportunities to achieve communucation skills. Audience: team leaders Date: November 5th	"Manage your body language" Why should you attend? You will express your thoughts and complaints positively. Audience: experts Date: November 5th	"Gain an active role when communicating" Why should you attend? You will reach a high performance in your day-to-day communication. Audience: general public Date: November 5th	"Tips to succeed in you job" Why should you attend? Y will receive support in teamwork management Audience: professionals Date: November 5 th

Appendix L

Walk your dog – Icfes text

RESPONDA LAS PREGUNTAS 111 A 120 DE ACUERDO CON EL SIGUIENTE TEXTO

ea el texto y seleccione la palabra correcta para cada espacio
n las preguntas **111- 120**, marque **A, B, C** o **D** en su hoja de respuestas.

WALK YOUR DOG

Controlled exercise benefits dogs in a couple of ways. They burn energy and it becomes a habit for them. The most basic exercise is a controlled walk. When you (111)_____ your dog for a walk, have it go beside you and don't (112)_____ it to smell everything in sight. In addition to the training and social hierarchy established, walking the dog (113)_____ helps restless dogs get tired. This may be caused by (114) _____ physical exercise, but some of it comes from your dog's mental energy once it (115) ____ you're in control. That may sound strange, but avoiding distraction by concentrating on your (116)_____ is difficult for dogs. Dogs have the (117)_____ behavior thanks to their effort. If a dog is left (118) ____ its own, the possibility to get in trouble (119) _____ a lot. Be nice and give your dog a (120) _____ exercise routine.

emplo:

| A. benefits | B. gains | C. improves | D. serves |

Respuesta: 0. Ⓐ Ⓑ Ⓒ Ⓓ

11.	A. carry	B. deliver	C. bring	D. take
12.	A. admit	B. allow	C. accept	D. agree
.3.	A. then Entonces	B. hence	C. also	D. indeed
.4.	A. making	B. producing	C. doing	D. developing
5.	A. realizes	B. dreams	C. imagines	D. examines
6.	A. wishes	B. opinions	C. requirements	D. instructions
7.	A. better	B. well	C. best	D. good
8.	A. by	B. on	C. for	D. at
9.	A. rises	B. grows	C. raises	D. increases
0.	A. suitable	B. sure	C. smart	D. straight

19

Appendix M

Olympic Games – Icfes text

Reading comprehension

PARTE 4
RESPONDA LAS PREGUNTAS 99 A 106 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio. En las preguntas 99–106, marque A, B o C en su hoja de respuestas.

Ejemplo:

The Olympic Games

In 1896, a French man called Pierre de Coubertin began the modern Olympics. He was (0)_____interested in sports, and he felt it would be amazing to see all the countries (99)_____the world get together in a sports competition. Pierre (100)_____drew the five colored rings (101)_____in the Olympic Games.

Every time the games begin, carrying the Olympic fire from Greece to several countries isn't the (102)_____job; actually, it's very hard. Also, (103)_____country where the Olympic Games are held (104)_____be chosen carefully.

The Olympic Games have (105)_____the largest sports event in the world. There are Summer and Winter Games and (106)_____than 30 sports are included. Certainly, the men and women who want to compete in the Olympic Games are prepared before the competition begins.

0.
   A. so   **B.** yet   **C.** almost

TEDU – SIMULACRO CAS 2022 02

99. **A.** around   **B.** by   **C.** into   103. **A.** other   **B.** each   **C.** such
100. **A.** herself   **B.** itself   **C.** himself 104. **A.** must   **B.** shall   **C.** could
101. **A.** using   **B.** use   **C.** used   105. **A.** become   **B.** becoming   **C.** become
102. **A.** easiest   **B.** easy   **C.** easier   106. **A.** soon   **B.** more   **C.** still

NAME: _____

DATE: _____ GROUP:_____

Appendix N

Evelyn Smith– Icfes text

Evelyn Smith

Evelyn Smith was a pilot. Her father, David, had an important company in Kansas, USA, where she was born. They later moved to Texas with her California mother, and there Smith grew up with her younger sister, Helen, who became a painter and also wrote for a newspaper there. Evelyn got interested in airplanes when she was 20. Her uncle Jim, who was a mechanic, took her to a fair. They both got on an airplane and he flew it while she watched him. That's when she knew she wanted to learn to fly!

Evelyn later traveled to Toronto, Canada, where she helped sell medicines for sick people. In 1919, she returned to the USA and got into medical school in Philadelphia. Then, she moved to Sacramento, where she learned how to fly along with her cousin, who sang and played popular music. During their training, Evelyn once saw a plane catch fire, but she wasn't frightened

In 1992, Smith bought an airplane thanks to some money that one of her parents lent her. Two years later, she moved to Pasadena, where her best friend helped her find a job. During this time, she was able to keep flying is a hobby.

In May 1932, Evelyn flew from Hampton, USA, and after many hours she arrived in England, becoming the second woman to fly across the ocean.

107. Where did Evelyn live when she was a teenager? **A)** In Kansas   **B)** In California   **C)** In Texas

108. Her first contact with planes happened thanks to.   **A)** David   **B)** Helen   **C)** Jim

109. The first time Evelyn got on a plane, she was the.   **A)** Pilot   **B)** Passenger   **C)** Mechanic

110. What occupation did she have while being in a foreign country?   **A)** Pharmacist   **B)** Student   **C)** Musician

111. Where was she taught to fly a plane?   **A)** In Philadelphia   **B)** In Toronto   **C)** In Sacramento

112. To get her plane, she borrowed cash from.   **A)** Her father   **B)** Her friend   **C)** Her cousin

113. Based on the text, Evelyn's life was full of.   **A)** Adventure   **B)** Accidents   **C)** Art

Planning

Link of the drive folder: https://drive.google.com/drive/folders/1Zg8-sUTcvYHcEg0BXfQcIHA-TEaOx-CL

Appendix O

Planning – Eleventh grade

NORMAL SUPERIOR SCHOOL OF PAMPLONA   JESSAM DAVID MARTINEZ WILCHES

LESSON PLAN

GRADE: Eleventh "11"	TOPIC: verbs and nouns (vocabulary)	STANDARD: Identify key words inside the text which allow me to understand it.
DATE: Thursday 21, April.	SKILLS: • Writing • Reading • Speaking • Listening	MODULE: 1
OBJECTIVE: • I value writing as a means of expressing my ideas and thoughts, who I am and what I know of the world.	PRE-SERVICE TEACHER: Jessam David Martinez Wilches	TIME: 2 hours

Beginning			
Warm up	Description of the activity	Time	Resources
Opening activity	To begin the class, the pre-service teacher will start by greeting and praying "OUR FATHER". The class continues with the questions: What day is today? How do you feel today?	5 minutes	Board Quotes: https://www.pinterest.co.uk/pin/6473993207131856/
Warming up	Plan A: The pre-service teacher will propose an activity with the game hot potato using flash cards. The activity will focus on making sentences related to the flashcards selected by the pre-service teacher. Plan B: The pre-service teacher will share with the students a video of Tik Tok and students must explain what they understood about the video and share their comments with everyone in the class. Quote: "Do what you love and you'll never work a day in your life" (11 A) "consistency is more than perfection" (11 B) (Personal development)	10 minutes	

Appendix P

Planning – Fifth grade

NORMAL SUPERIOR SCHOOL OF PAMPLONA   JESSAM DAVID MARTINEZ WILCHES LESSON PLAN

GRADO: Quinto – 5	TEMA: Pronombres posesivos	ESTANDAR: Asocio un dibujo con su descripción escrita.
FECHA: LUNES 25 de Abril del 2022.	HABILIDADES: Lectura Escritura	TEACHER: Judith
OBJECTIVO: • Conocer y usar correctamente el uso de los pronombres posesivos.	PRACTICANTE: Jessam David Martinez Wilches	TIEMPO: 2 horas

Comienzo			
Actividad de apertura	Descripción de la actividad	Tiempo	Materiales
Actividad de calentamiento	Antes de iniciar la clase, el practicante propondrá cantar la canción conocida como " Five little monkeys jumping on the bed". Utilizando solamente dos párrafos de dicha canción. Esta apertura pretende brindarles a los estudiantes un inicio de clase variado y dinámico.	15 minutos	Tablero Marcadores
Desarrollo de la clase	Descripción de la actividad	Tiempo	Materiales
Actividad relacionada a los pronombre posesivos	Con el fin de reforzar el tema previsto para esta clase, el uso de Flashcards será tenido en cuenta con el propósito de hacer más amena la clase para los estudiantes de quinto grado. De esta manera el aprendizaje de los pronombres posesivos será repasado mediante el uso de imágenes que hacen mención al vocabulario previamente visto en clase. Cabe destacar el uso de una guía con relación al tema, esta servirá como material extra para de esta manera fomentar el uso de colores y la escritura de frases utilizando el tema de la clase.	Actividad con las Flashcards: 20 minutos Explicación del tema: 25 minutos Desarrollo de la actividad con el uso de la Flashcards: 40 minutos.	Tablero Marcadores Cinta Flashcards Guía
Final	Descripción de la actividad	Tiempo	Materiales
Retroalimentación de tema	Para esta etapa de la clase, se pretende hacer hincapié en el uso de cada pronombre posesivo y su respectiva pronunciación.	15 minutos	Tablero Marcadores Guía

Pedagogic material

Link of the drive folder:

https://drive.google.com/drive/folders/1vWEi74UKevrovrTA0zW6bQn9byB6CPDf

Appendix Q

Flashcards

Appendix R

Printed figures

Evidences

Link of drive folder:

https://drive.google.com/drive/folders/1ZkBkUWXNm0wawQsjl8v68T9MZcl4mIkq

Appendix S

Eleventh grade – Phrasal verbs and matching game
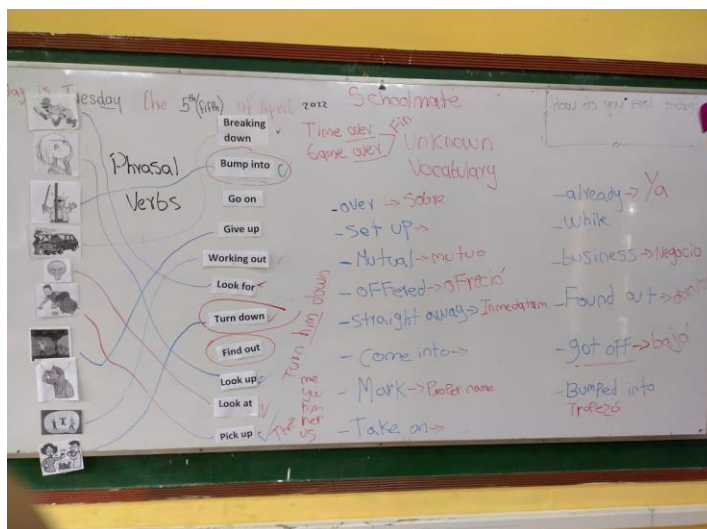
Appendix T

Eleventh grade – Vocabulary test

Community outreach

Link of the drive folder:

https://drive.google.com/drive/folders/1VXx9WZl7O2jXWx7h8ofEEcB2fmHfV8_X

Link of the drive folder related to the workshops develop with fifth grade:

https://drive.google.com/drive/folders/1ushmj99QFmtFLX9HaVKAYRFjxx9v4VTe

Appendix U

Fifth grade – First class

Appendix V

Development of the activity – possessive adjectives

Intra-institutional Activities Component

Link of the drive folder:

https://drive.google.com/drive/folders/1NXA8omqVn6BGk7gcauQQUg8pvtr41wwx

Appendix W

Embellishment of spaces
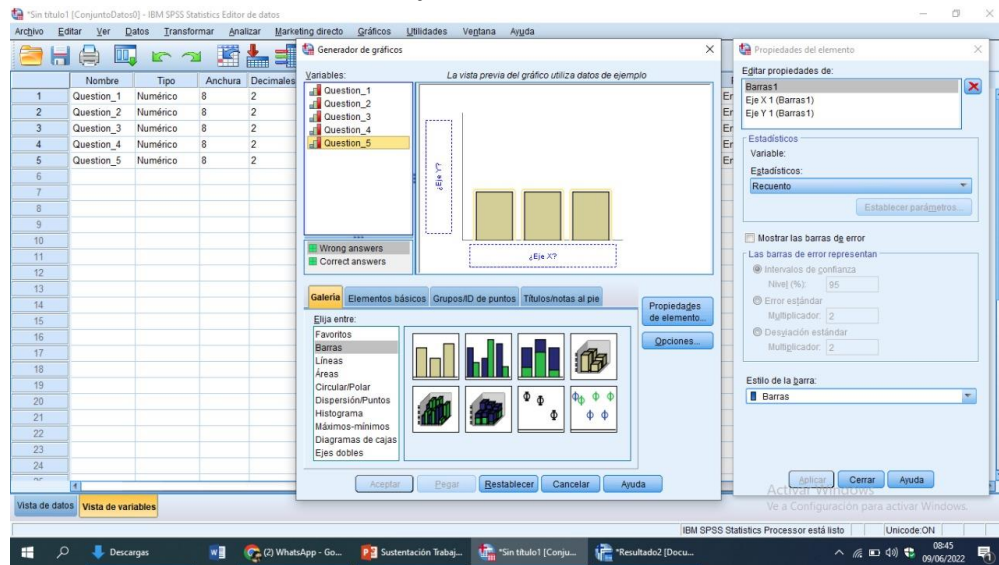

Appendix X

Round as a pedagogic strategy

Analysis process of quantitative data – tests

Link of the drive folder:

https://drive.google.com/drive/folders/1hZpHXsIGHnaNwCxRfD_7Hazar99AgU0s

Appendix Y

Analysis of data - Tests

Narratives

Link of the drive folder:

https://drive.google.com/drive/folders/18ABa3_O8MnBrdyl4TwTahcKwHpTpUar0

Appendix Z

Narratives