



**Implementation of Short Readings to Foster Reading Comprehension and Encourage vocabulary acquisition in 7th-Grade Students at the Colegio Técnico La Presentación**

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Pre-Service Teacher

Integral Practice

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Bachelor's Degree in Foreign Language

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## Chapter I: General Presentation of the Proposal

The modern Colombian society faces a reality of incertitude. Globalization is constantly advancing, and the panorama is that only a privileged sector of the country is able of following this phenomenon of progress. The educational system has a crucial role to decrease that gap of opportunities. By promoting it through learning a foreign language, the community could expand its professional skills. Regardless of this well-known tool, there is still a great work to achieve the foreign language standards proposed by the ministry of education.

This practicum research project aimed to improve the development of reading skills and the acquisition of vocabulary in the teaching-learning process of the English language, given that during the diagnostic stage, it was identified that the seventh grade students of the Instituto Técnico La Presentación presented difficulties in these areas. Accordingly, it was considered appropriate to use short readings as a strategy to strengthen the previously mentioned skills, which increased the motivation of the students during class hours and also improved their participation, making them more active and willing to learn English.

With this in mind, It is worth mentioning that this research was broken down into five main axes: Those components are the institutional observation and diagnostic; the pedagogical and research component; the community outreach component; the interinstitutional activities component; and finally, the reflective approach component, which are closely linked to the institutional mission of both the school where the practicum process was carried out, as well as that of the Foreign Language Program at the University of Pamplona.







Following this lines, the institutional observation and diagnostic component is focused on the knowledge of the educational institution. This stage allowed the preservice teacher to recognize relevant aspects about the administrative and academic processes, the institutional educational project (PEI), the regulations to face the sanitary emergency, as well as knowing the identity features of the institution, its population and infrastructure.

On the other hand, despite the existence of these five components, the pedagogical and research component was established as the central axis of the integral practicum, since it describes in detail the problems to be solved and the fulfillment of the established objectives and questions. Likewise, the methodology presented is discussed, specifying the instruments for data collection, ending with the analysis and interpretation of the information, which was necessary for the development of the action research that was applied. Referring to the objectives of this component it was necessary to make a description of the activities implemented in the proposal, as well as the class plans and the pedagogical sequences designed, in order to show the progress achieved by this component in the population under study.

Regarding the community outreach component, during the process of the integral practicum, the student-teacher contributed to the educational institution with a pedagogical proposal that included elementary school students, in this case, the pre-service teacher was assigned to the 4th-grade students of the institution to assist the teachers in charge and thus meet the need of lack of teachers in the English department.

In order to create a positive impact on the previously mentioned grades, the pre-service teacher sought to reinforce the topics established in the syllabus as well as to





strengthen some shortcomings that resulted from the health crisis and virtual education caused in previous years by covid-19. Due to the population to be worked with and the needs observed, in addition to strengthening and reinforcing previous topics, it was necessary to encourage the acquisition of vocabulary that can help students to have a connection with the English language. That is why, in order to show the process fulfill in this component, a description of the activities implemented together with the methodology proposed and executed according to the schedule was made, in the same way the material designed to support the planning process of the different activities proposed.

Furthermore, for the intra-institutional activities component, it was necessary for the trainee teacher to be fully involved in the institution by participating in the administrative, community and extracurricular activities established in the schedule of events of the educational institution, in order for the trainee teacher to learn about the different roles that exist in the institution outside of class hours and thus develop his or her capacity for analysis and solution of needs and problems.

Thanks to this component, the continuous performance of the pre-service teacher in this teaching and learning process was demonstrated through the development and implementation of intellectual competencies, skills and other aspects that are an important part of this last stage. That is why this section briefly explains the events and activities in which the pre-service teacher was involved.

Finally, the reflective approach component encompasses weekly narratives that compile the pre-service teacher experience through the practicum process, each edition addresses events, reactions and introspection which occur during the course of the practicum.





## Introduction

For being considered a universal language, English has become a valuable tool both at a personal and professional level (Tutor Doctor, 2018), which made it take relevance within the educational field. Over the years, different societies have considered this language as an indispensable mechanism to obtain better job opportunities and thus improve their quality of life. According to Crystal (2016) English allows students to function in environments different from their own as it provides the necessary tools to appropriate and implement the knowledge that helps their development during the teaching-learning process.

On the other hand, the current objective of the educational system in Colombia is linked to prepare students to face a globalized world, promoting that their communicative skills in a foreign language match that of society. Therefore, it is necessary to improve the English language in order to reduce cultural gaps and increase opportunities, which means that English is no longer used exclusively by those who work abroad or with foreigners, so it is more than pertinent to focus more efforts on prioritizing and improving educational processes. Unfortunately, despite this great need, Colombia shows a stagnation in this area as it is in a very low range of English proficiency in English EF (2020) which affects both the economic and personal growth of Colombian citizens.

To address this reality, English teachers and schools should be encouraged to continuously improve their methods, ensuring that student motivation is captured, and to achieve the above mentioned within the educational community, the implementation of short readings related to the topics established in the weekly planners (healthy life, present simple, modal verb can, present continuous, past simple) was proposed to encourage





reading and improve vocabulary acquisition in seventh grade students of a public school in Pamplona, Norte De Santander.

In addition, since the outreach component is designed to provide pedagogical support to elementary school teachers and students, the pre-service teacher worked together with the teacher in charge of the fourth grade to strengthen the teaching of English at this educational level through flashcards and worksheets. Meanwhile, at the institutional level, different stages and activities were developed, which although they do not take place inside the classroom, are part of the work of a teacher, that is to say that the participation of the pre-service teacher during the development of the activities was necessary for his professional preparation process.

Besides, the experiences lived in the educational establishment in most of the times represent a relevant aspect for the formation process of the teacher in training since each situation, event or adversity that is presented to him/her manages to create a notion of the educational work and also allows the development of a critical position in front of the different factors that incur in this narrative.





## Justification

The teaching of English in the school stages is a challenge that must be addressed with the inclusion of content and strategies that attract the attention of students and more importantly, that are adequate to create meaningful learning, therefore innovation is an educational tool to lead the attention and interest of the student towards learning, since besides providing knowledge the notion of designing strategies works to build a healthy relationship between the student and the language strengthening a link that favors the construction of learning.

On the other hand, participation in a class has become a challenge to face due to different reasons such as personal traits, or not being sure of their answers or sometimes just disinterest and unfortunately the health crisis increased this situation as this challenge moved to digital environments and participation decreased drastically, and the class became a constant discourse of the teacher trying to keep the attention of the classroom without even being able to see them directly and when they returned to the classroom this year the same attitude was noticed by the students.

In order to offer an opportunity to improve the student's skills in a way that generates a connection between the student and the language, according to the specific needs of the students, this project was designed by implementing some reading strategies and tools to enhance and improve reading skills along with the learning of new vocabulary in English with the students of the seventh grade of Institución Técnico La Presentación. By making use of these tools, the teacher in training sought to contribute to the significant improvement of this skill and thus promote participation, the expansion of knowledge through new vocabulary, awakening the interest of those involved in this process.





Likewise, actively participating in the institution's activities provides a real experience with teaching. These activities allow the construction of the notion of belonging and commitment with the institution and with the students, while the spaces for reflection are also significant for the educational experience since the constant analysis of interactions and events allows to obtain significant results, such components are necessary for a correct development of the integral practice and the future work as a teacher.

In this regard, the importance of this study was linked to the implementation of several strategies that contributed to the improvement of the written comprehension skill and the vocabulary acquisition to guide, motivate and contribute adequately to the learning process of students.





## Objectives

### *General Objective*

- To contribute significantly to the needs of the target population at the Colegio Técnico La Presentación in Pamplona

### *Specific Objectives*

- To enhance reading comprehension in seventh grade English students through the use of short reading at the Colegio Técnico La Presentación
- To strengthen vocabulary acquisition in seventh graders at the Colegio Técnico La Presentación through the use of short reading
- To provide academic support to fourth grade students by the use of flashcards
- To get actively involved and participate on the interinstitutional activities of the educational institution.







## Chapter II: Institutional Observation and Diagnosis Report

Throughout this first chapter, focused on the educational institution where the pre-service teacher performs her internship, will be described the administrative, pedagogical, technological, and population aspects and characteristics that were collected during the observation stage that took place during the first week of March.

### Documentary analysis

#### *Topographical location*

The Colegio Técnico La Presentación is located in the city of Pamplona, a municipality that is part of the department of Norte de Santander in Colombia, its exact location is street 6 No 2-99 in the neighborhood "el Carmen".

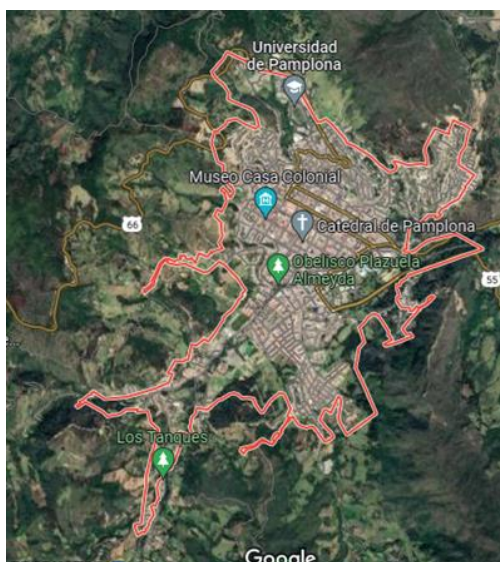


Figure 1 location

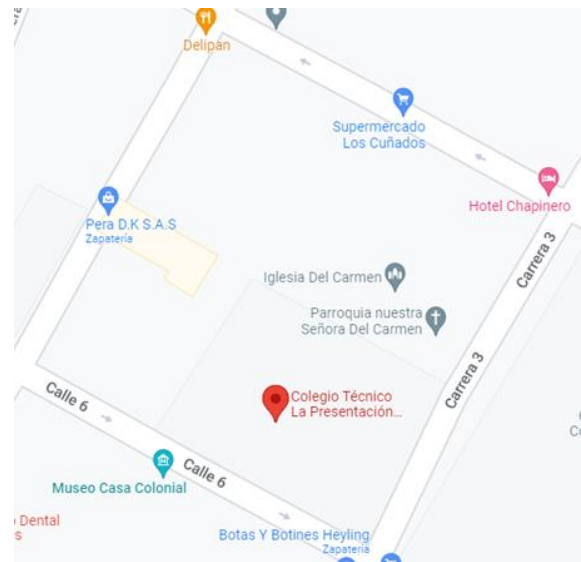


Figure 2 map



Figure 3 school







### ***Historical Background.***

The Colegio Técnico La Presentación was founded in 1883. At that moment the situation was precarious in Pamplona, it was plagued by violence, epidemics, and misery. Health and education were the needs of the first order. The nuns arrived in Pamplona on January 27, 1883, to take charge of the hospital. A few weeks later, they opened a free school for 160 girls, therefore, the school has its origin in the hospital.

The hospital was separated from the school on January 20, 1928, and two independent works were established, in 1924 the school was transformed into a municipal institute. In 1927 the construction of the physical plant began, which allows opening the doors to many students, granting them the title of sufficient education. In 1924 the departmental secretary recognized him as the character and the 'Normalista' orientation giving the diploma of normal regular with four years of pedagogy. In 1951 two institutions were organized with independent communities of nuns: the school presentation and the normal one for girls. The school always had great vitality and after a serious study of the work by the government of the congregation based on the principles of the religious community. In 1970 the physical plant of the school is closed and leased to the departmental government so, it is transferred to the normal of ladies with the possibility of opening a diversification of academic baccalaureate.

The house where the normal one, also owned by the community, was moved to. The Pamplona National Girls' College, despite its long and excellent career in teacher training, completed its work in 1996, based on the guidelines of the Ministry of National Education. Then the horizon widens and opens to the new scenarios of the 21st century with its



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scientific advances, technology-oriented towards technical secondary education with the specialization in informatics and marketing in agreement with the SENA. The objective has remained essentially adapted to historical needs, to changes in education and advances in technology is also in prospect with the SENA agreement a proposal relating to a new emphasis called: “planning for the creation and management of companies”, today the emphasis of the college is technical in administrative assistance.

## **Administrative level**

### ***PEI***

The Institutional Educational Project of the Institution establishes philosophical foundations that give meaning and guide the plans and institutional projects, since the appropriation of this direction and the collective goals of the establishment serve as a guide for institutional and political action, creating an institutional quality. The educational service of Colegio Técnico La Presentación, based on the humanistic theory from the pedagogical principles of Marie Poussepin manages to develop an environment conducive to a sense of belonging for the full integral development of all its members with a suitable and committed team that optimizes resources and implementation of improvement plans responding to the expectations of students, parents, and environment.

Likewise, in this document, it can be seen that the mission and vision of the institution are framed in the formation of integral, critical, and reflective students with research and social action capacity to show excellent results during their personal and professional performance. Along these lines, this PEI meets several general and specific





objectives that highlight the integration of the educational community through quality education.

on the other hand, since the process of integral practice seeks to take into account aspects that characterize the institution, it is important to take into account the institutional symbols of the school such as the uniforms, the shield, the flag, and the anthem in order to contribute adequately to the role of teacher both administratively and pedagogically and thus not to skip any guideline of the institution.

**Mission.** The Educational Institution Colegio Técnico La Presentación de Pamplona, of official character-oriented by the Sisters of the Presentation, based on Human-Christian, Bioethical, Environmental Values, inspired by the Pedagogical principles of Marie Poussepin; It trains girls and young people in preschool, elementary, secondary and technical high school, specializing in "Administrative Assistance" in agreement with the SENA, offers inclusive quality education with the use of new technologies that allow responding to a complex and diverse society through critical thinking, reflective, investigative and social action to perform efficiently in the labor field.

**Vision.** The Educational Institution Colegio Técnico la Presentación de Pamplona will be in the next five years a leader in education from Pre-school to Technical High School with a specialty in "Administrative Assistance", with qualified human talent and access to new technologies through the development of a Cognitive, Inclusive, Humanistic Pedagogical Model, which generates critical, reflective, creative, environmental, investigative and social action thinking in the formation of competent citizens for a globalized world.





**Philosophy.** La Presentación high school is characterized by being an institution of a religious character, with the pedagogy of the foundress of the community of nuns Marie Poussepin. In the school, they follow the motto Piety, Simplicity, and work. Moreover, the school allows students, teachers, and administrators to participate in the democratic participatory process of the campus through the CRESER project; this works through the following committees: Pastoral care and social outreach, Academic and evaluation, Discipline and human relations, Ecological and Scientific research, Artistic and beautification of the classroom and physical plant, Recreation, sport and use of free time.

**Symbology.** The Presentation is essentially a MARIAN community, hence the colors white and blue of its flag. The Holy Virgin is the symbol of all the values that the congregation wishes to sow in each of the members of the educational community

**Flag**    *Figure 4 flag*



The color white represents: Loyalty which makes a person great, is transparency, truth, simplicity, and sincerity. it also represents purity which is the cleanliness of soul and body, attraction to the spiritual, openness to divine action, peace, harmony, charity, tenderness, tolerance, and forgiveness.





On the other hand, blue represents: Depth, absence of superficiality, Interiority, inner and outer silence.

### *Shield*



Figure 5 shield

The shield shows a cross, rosary beads, and a bee in the center. At sight, the motto: "Piety, simplicity, and work" stands out.

The cross signifies the love for Jesus Christ and his gospel. While the rosary symbolizes piety and means enjoying and loving the things of God and his church, following in the footsteps of the Virgin Mary and placing oneself under her protection, charity manifested in a commitment to the neediest and love for the Blessed Virgin as a model of a girl and a woman. This is accompanied by the bee that symbolizes the work that means industriousness, love for serious and responsible work, valuation and good use of time with a sense of eternity, constancy in the study and intellectual discipline, permanent responsibility in the fulfillment of the duty, constant improvement, honesty, trustworthiness, and justice with oneself and with the others in the accomplishment of any activity.

Additionally, the simplicity of the elements and the coloring framed in golden yellow symbolizes simplicity as it is transparency to conquer high ideals, courtesy, femininity, good manners, self-esteem, and appreciation of the person as a woman, and prudence to speak and act.





**Politics of quality.** The educational service of Colegio Técnico La Presentación gives the presentation in an atmosphere conducive to a sense of belonging for the integral development of all the members based on humanist theory from the pedagogical principles of Marie Poussepin; with a suitable and committed team.



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## Quality objectives

- Initiate awareness in the quality management system.
- Form happy people with human - Christian profiles.
- Increase the satisfaction of parents and students with the quality of educational service.
- Strengthen the application of the due process.
- Ensure continuous improvement of the institution.
- Initiate a study and awareness to respond to the possibility of the single day, in order to strengthen the educational quality.

**Institutional Principles.** La Presentación high school guides its educational activities on the following:

- The person and his full integral human development must occupy all our attention.
- Profound respect for the dignity of the person is a fundamental pillar of participatory democracy and a culture of peace.
- Education is evangelizing, focused on the person and on formation in Christian human values.
- Civic, social, and political commitment are basic in the integral development of the person.
- The defense of life and the family is the vital commitment of every member of the educational community.
- Productive work that incorporates science and technology is the basis of personal development, of the country and of the world.



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- Research is considered as a basic element in solving institutional and regional problems to face the challenges of competitiveness.
- Environmental education in our school is developed from a "comprehensive reading of reality" internally and externally and is permanently incorporated in our circle.

### **Institutional values**

#### ***Piety***

- The commitment of faith.
- Participating and living solidarity.
- Praying and bearing witness to life, every place, and circumstance.
- Showing love to God and neighbor.

#### ***Simplicity***

- Authenticity in their way of life.
- Being a transparent and upright person.
- Living without a face.
- Respecting your identity as a person
- Welcoming others, without distinction of persons.

#### ***Labor***

- Optimal use and development.
- Strengthening problem-solving attitudes.
- Developing skills and talents in academic and school performance.
- Serving with joy.







**Pedagogical model.** From the pedagogical principles of the founder Marie Poussepin, the challenge of educating by evangelizing and evangelizing by educating, forming good people is considered important, for a better society and rediscovering in education the best promotional action that can be done to the human being, anchored in the pedagogy of Jesus, pedagogy of discipleship and the didactics of parables. The implications of the humanistic-cognitive model in the context of the educational community are evidenced by the following approaches:

### ***Student***

According to the humanist approach is an individual person, uniquely different from others, with an initiative with personal needs to grow, with the ability to solve problems. The student is responsible for their learning.

### ***Teacher***

Mediator of learning shares with the student's experiences and knowledge in a process of negotiation, construction, and development of skills and knowledge, the teacher has the role of facilitator, auxiliary, or animator. It establishes a good interpersonal relationship based on the practice of competencies in classroom management based on human-Christian values.

Thanks to the philosophical and pedagogical elements that were instituted in the school, the pre-service teacher can develop attitudes such as being authentic in front of his students, appreciating the student and having an empathetic understanding, since within the educational institution, the teacher should become the facilitator so that the educational process is centered on the student and her capacity to discover knowledge..



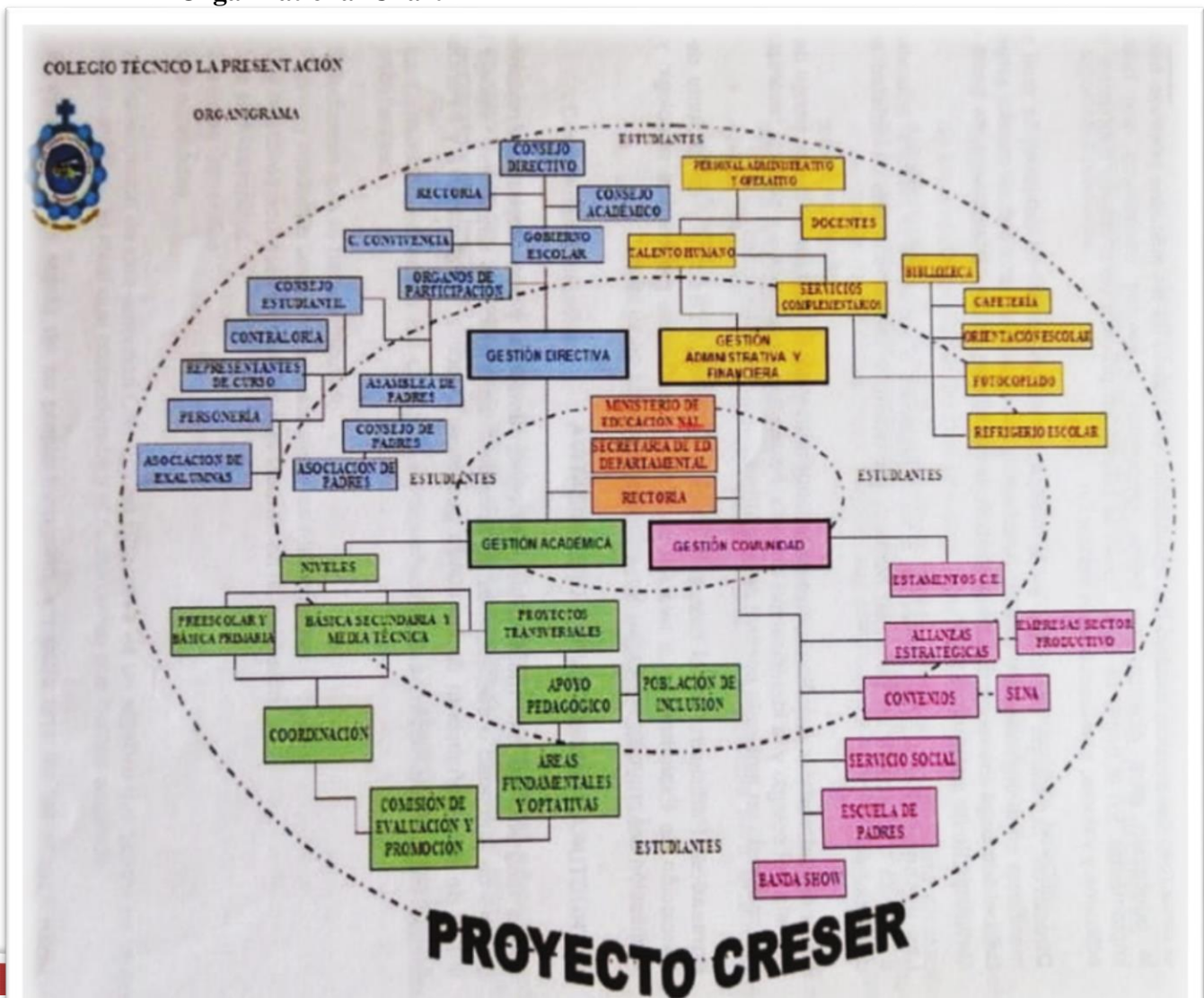


In addition, by seeking an integral development of the students, the pre-service teacher will not only achieve a personal and social development of the students but can also establish what is necessary to achieve the innovation of the students, encouraging both the imagination of the student at the time of understanding texts, as well as the creation and production of texts, which is what this project seeks in general terms.

## Methodology

The model involves the practice of the principles of meaningful learning, in the process of knowledge construction is promoted the implementation of learning strategies that generate favorable environments for the "learn to be, know, do and live together".

## Organizational Chart





- **Coexistence manual:**

The agreement 003 of November 2006 by which the manual of coexistence, functions, and procedures of the educational community of the Technical College has adopted the Presentation of Pamplona. Some of the legal bases of this coexistence Manuel are:

- National Constitution of 1991
- General Education Act 115 of February 8, 1994
- Statutory Act 133 of 23 May 1994 on religious education.
- Decree 3008 of May 31, 1994, article 9.

### **Rights of students**

- Every student of the presentation has the right to:
- Receive a Christian, moral, ethical, cultural, academic, and scientific formation within the framework of personalized pedagogy in order to prepare for an honest, responsible, and productive adult life.
- Enjoy a healthy, aesthetic, and comfortable learning environment.
- Receive quality education, with clear, concrete, and updated guidelines
- Receive encouragement and recognition from the school.
- Receive efforts and opportunities to overcome difficulties in the learning process.
- Participate in projects that contribute to stimulating the spirit of solidarity and service to the community inside and outside the institution.





- Be treated equally without any member of the educational community expressing preferences.
- To have access to the dependencies and materials of the school, taking into account the available guiding staff and the good use of the physical plant and equipment.
- Receive reinforcements and opportunities to overcome difficulties in the learning process.
- Receive timely attention from managers, teachers, administrative staff, and general services of the institution.

### **Duties of the students**

- Know and apply the content of the manual of coexistence within the framework of the presentation philosophy.
- To discover and cultivate to the maximum their academic, scientific, artistic, cultural, and sports aptitudes and abilities of projection to the community.
- To welcome with interest the means that the institution proposes for spiritual formation and values.
- Avoid attendance sites that threaten the prestige and good name of the institution.
- Treat all members of the community with respect and cordiality.
- Receive reinforcements and opportunities to overcome difficulties in the learning process.
- To discover and cultivate to the maximum their academic, scientific, artistic, cultural, and sports aptitudes and abilities of projection to the community to welcome with interest the means that the institution proposes for the spiritual formation and in values.





- Avoid attendance sites that threaten the prestige and good name of the institution.
- Treat all members of the community with respect and cordiality.
- Receive reinforcements and opportunities to overcome difficulties in the learning process.
- To withdraw from the place where they carry out the educational work for urgent personal reasons, giving due justification.
- Recognize and respect the rights of each member of the educational community.
- Defend, preserve, recover, and properly use natural resources.
- Exercise the self-control that forms the will to live a consistent and responsible discipline.

### **Rights of teachers**

- Receive respectful treatment from all members of the educational community.
- To elect and be elected equally as a member of the school government.
- Enjoy the stimuli and social well-being that the institution has.
- Be respected in his personal and private life, without being contrary to the philosophy of the school.
- To be entitled to the other rules to be enacted in this regard.
- Receive timely information and be consulted on changes established in the programmed activities.
- Make use of sick or maternity leave in accordance with the current social security system.





- To dispose equitably of the units and the material they contain for the improvement of the learning process.

### **Duties of teachers**

- To accompany the students in the development of their personality being a witness of life.
- Attend to parents according to the schedule established by the campus.
- Be responsible for class hours and other activities at your expense.
- Express, with concrete facts, the sense of belonging with the philosophy of the staff.
- Give fair treatment to students without evidence of preferences.
- Attend meetings scheduled by the area representative.
- MEN guidelines and health emergency regulations

According to the ministerial directive No 10 given by the Minister of national education on December 30th, 2021, is made known to governors, mayors, education secretaries, and territorial entities certified in education the guidelines for return to the presence of education for work and human development. Institutions should continue with biosecurity protocols issued by the Ministry of Health and Social Protection. It also stresses that access to education should not be conditional on the portability of the vaccination card, respecting the individual or family decision of people who have decided not to be vaccinated.

**School Day.** La Presentación school offers educational service in the morning, five days a week, the primary school hours are from 7:00 am to 1:00 pm, for technical average from 7:00 am to 1:00 pm and working in the afternoon from 2:30 to 4:00 pm. Moreover, the primary section Works from 7:30 am to 12:00 pm.



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## *Planning the area of languages*

[illegible]

### *Methodology of the Language Teaching Collective's work.*

### *Knowledge of available pedagogical resources*



The school has an adequate infrastructure through security cameras, it is an enlarged school that allows students and teachers to feel comfortable when studying and working respectively. Also, the school has 4 playgrounds where students can spend their free time, two computer rooms and students in grade 11 have their own computer in the classroom, also the different units have internet and some classrooms have video beam and sound. Finally, the school provides a copying service for all areas, the condition is to pass the guide for photocopying three days before.

For the area of English, the school does not have a special room for the teaching of this language because to return to face-to-face classes, the school underwent changes in infrastructure and the room was adapted for other needs.

## Syllabus

For the syllabus of the English area, a single document was created for all grades where the grammatical topics programmed for each course can be found.

SEXTO GRADO		
I TRIMESTRE	II TRIMESTRE	III TRIMESTRE
<ul style="list-style-type: none"> <li>➤ Asking and Answering questions about different topics</li> <li>➤ Verbo To Be</li> <li>➤ Introducing yourself</li> <li>➤ Physical appearance and description.</li> <li>➤ Introducing another person.</li> <li>➤ Family members</li> <li>➤ Possessive adjectives</li> <li>➤ Possessive pronouns</li> <li>➤ Working with numbers</li> <li>➤ Basic adjectives.</li> <li>➤ Reading comprehension</li> <li>➤ Singular and plurals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Do and Does questions and negatives</li> <li>➤ Parts of the body</li> <li>➤ adverbs of frequency</li> <li>➤ Present (Daily routines) / present continuous</li> <li>➤ Readings</li> <li>➤ The hour</li> <li>➤ CAN</li> <li>➤ WH Questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parts of the house and furniture</li> <li>➤ There is / there are</li> <li>➤ Environment Vocabulary</li> <li>➤ This / these / that / Those</li> <li>➤ Question Words</li> <li>➤ Prepositions of location</li> <li>➤ My city and different job</li> <li>➤ Reading comprehension</li> </ul>

SEPTIMO GRADO		
I TRIMESTRE	II TRIMESTRE	III TRIMESTRE
<ul style="list-style-type: none"> <li>➤ REFUERZO</li> <li>➤ Presente continuo</li> <li>➤ partes de la casa</li> <li>➤ there is / there are</li> <li>➤ vocabulario ambiente medio</li> <li>➤ my city</li> <li>➤ (prepositions)</li> </ul> <p>TEMATICA DEL PERIODO</p> <ul style="list-style-type: none"> <li>➤ Leisure time activities</li> <li>➤ Asking and giving information</li> <li>➤ about present activities.</li> <li>➤ Adverbs of frequency</li> <li>➤ Expressing preferences</li> <li>➤ Describing what people are doing</li> <li>➤ Verbs of movement</li> <li>➤ Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>➤ Telling about the past</li> <li>➤ to be past (was / were)</li> <li>➤ Regular and irregular verbs</li> <li>➤ Expressions related to the past</li> <li>➤ Asking and answering about past events</li> <li>➤ Connectors of sequence</li> <li>➤ Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>➤ modal verbs (have to / should)</li> <li>➤ Environment vocabulary</li> <li>➤ Feelings</li> <li>➤ Telling about the future (going to)</li> <li>➤ Comparative and superlative adjectives</li> <li>➤ reading comprehension</li> </ul>

Figure 8 seventh grade syllabus

	I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Pamplona N. de S. – 2020	Fecha de Aprobación Aprobado por Resolución No.003963 del 28 de Diciembre del 2021
	EJES INTEGRADORES DEL CONOCIMIENTO SEXTO A UNDÉCIMO 2021	

	I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Pamplona N. de S. – 2020	Fecha de Aprobación Aprobado por Resolución No.003963 del 28 de Diciembre del 2021
	EJES INTEGRADORES DEL CONOCIMIENTO SEXTO A UNDÉCIMO 2021	

OCTAVO GRADO		
I TRIMESTRE	II TRIMESTRE	III TRIMESTRE
<p>REFUERZO</p> <p>modal verbs</p> <ul style="list-style-type: none"> <li>➤ about the future</li> <li>➤ Comparative and superlative adjectives</li> </ul> <p>TEMATICAS DEL PERIODO</p> <ul style="list-style-type: none"> <li>➤ Past simple / continuous (when, while)</li> <li>➤ Would like / wouldn't like</li> <li>➤ Wh questions</li> <li>➤ There was/there were</li> <li>➤ Connectors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Present simple</li> <li>➤ giving advice, modals: should/had better</li> <li>➤ Must/have to</li> <li>➤ Can/can't</li> <li>➤ Talking about health problems</li> <li>➤ Giving suggestions</li> <li>➤ Future Will / going to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparative and superlative adjectives.</li> <li>➤ Prepositions</li> <li>➤ countable and uncountable nouns</li> <li>➤ First conditional</li> </ul>

DECIMO GRADO		
I TRIMESTRE	II TRIMESTRE	III TRIMESTRE
<ul style="list-style-type: none"> <li>➤ Comparative and superlatives</li> <li>➤ Modals</li> <li>➤ Past simple (Regular-irregular verbs)</li> <li>➤ Perfect present (Already, still and yet, ever, never)</li> </ul>	<ul style="list-style-type: none"> <li>➤ the passive (present)</li> <li>➤ The gerund</li> <li>➤ first conditional</li> <li>➤ zero conditional</li> </ul>	<ul style="list-style-type: none"> <li>➤ Past continuous</li> <li>➤ Active and passive (past)</li> <li>➤ present perfect continuous</li> <li>➤ second conditional</li> </ul>





## ***Methodology***

Within seventh grade classes, the teacher uses a traditional methodology since her classes are normally based on exercises and checking the results, as well as using a learning based on repetition, for instance, the teacher uses the book given by the Ministry of Education for the teaching of English, that is, the book "Way to go" to carry out activities and analyzing and socializing the students' answers. Sometimes, at the beginning of the classes, she makes a brief review and revision of the topics previously seen, it is worth noting that many times the teacher must explain topics seen in previous grades due to some shortcomings caused by the isolation produced by the pandemic. After this review, the teacher uses an inductive method to present the new topic and relies on the book for the activities. On the other hand, the repetition of phrases, questions and words is used so that the students can improve their pronunciation, and at the end of the classes, an assignment is left which is sometimes evaluative and doubts are solved when necessary.

## ***Accompaniment to the learnings***

The school has a Facebook page for communications, in addition, it has a radio station but at the moment it is under repair. On the other hand, it has two support classrooms and a psycho-orientation office. The tools that the school has are libraries in each classroom to facilitate the use of books during the class.

## ***The Basic Rights of learning in the institution.***

- It distinguishes general and specific information in opinion texts and oral and written discussions on known topics.





- Write narrative, descriptive and expository texts related to topics of your interest or that are familiar to you.
- Exchange views on situations of personal, school, or social interest.
- Holds spontaneous and simple conversations about topics that are of your knowledge, personal or academic interest.
- Answer questions and concerns after making an oral presentation on general or academic topics of interest.

### ***Courses***

The teacher Liliana Parada is in charge of the 3 existing courses of sixth grade 6° A, B, C. and seventh grade 7° A, B, C. She also attends twice a week the courses of fourth grade 4° A, B.

### ***Schedule***

The schedules assigned to the pre-service teacher belong to the seventh-grade and fourth-grade courses.

DAY HOUR	MONDAY	TUESDAY	WENESDAY	THURSDAY	FRIDAY
1	4A	4B		7A	
2		4A	7C	7A	
3		7B	7A	7C	
4	7B	7B		7C	7C
5	4B			7B	
6					7A

Figure 9 schedule

### **Technological level**

### ***Connectivity***



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All classrooms in the school have Internet access, and some classrooms also have this service so that when the teacher needs to use it, it is always available.

#### Access and use of platforms

The teachers use the "web schools" platform to keep track of each student's progress. Students use platforms such as WhatsApp to interact with their classmates outside the classroom.

#### *Description of digital resources used*

During the observations, no technological resources were used, although in one classroom there was a video beam and sound.

#### Population and level of information of the subject

#### *Number of students*

In t 2022, Colegio La Presentación has 967 students enrolled in SIMAT in grades transition to eleven. In addition, there are approximately 30 students in each grade.

#### *Gender*

La Presentación is characterized as a female school.

#### *Age*

The ages of the students to be worked with vary between 11 and 13 years old and the school receives students as young as 5 years old for the transition grade.

#### *Level of language*

The level of language of the students of grade XI is very basic their level would be an A1 or A2.

#### *Teacher staff*



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The teaching staff of the institution is composed of

- 47 teachers
- 2 teachers of classroom support
- 1 Counselor

### ***Administrative staff***

The administrative body of the institution is made up of

- 1 Principal
- 2 coordinators
- 1 financial secretary
- 1 academic secretary
- 2 assistants secretaries

### ***Community of parents***

The community of parents has the right to elect and be elected to representative positions in the institution, and they also have an association of parents which allows for

### **Participant observation**

This data collection process is seen by Jorgensen (1989) as the moment when “it is possible to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations” In this case, the participant-observer is an observational role adopted by researchers in which they take part in activities in the setting they observe. As far as this type of observation is concerned, the preservice-teacher,





advised by the supervisor, decided to do the participant observation to study more closely the learning process and the behavior of the students.(see appendix A)

## Diagnosis results

The results show that in seventh grade A, only about 5 students were able to answer the questions according to the reading. In seventh grade B, there was a greater number of students who understood and responded adequately, as for seventh grade C the results have not been analyzed since the diagnosis was delivered during week 4

So far, there are some errors such as the lack of retention of information related to vocabulary, because although previously they had developed activities where vocabulary was taught in the readings, many students did not understand the assignment completely. There were also shortcomings in the study of short answers, since they used the auxiliary that was not, the subject/pronoun that was not and many times they made mistakes in verbs.

Taking into account the development of the activities proposed in the Project to the seventh grade students of Colegio Técnico La Presentación, it can be evidenced that in spite of some of the deficiencies observed throughout the diagnosis and in the first reading workshop, the students' interest in learning vocabulary in an interactive way and by context is what motivates them to continue learning and to fulfill the objectives of the class, the interest of the students to learn vocabulary in an interactive way and by context is what motivates them to continue learning and to fulfill the objectives of the class since they remain active during the development of the same since not only the application of the proposal is made but also they are taught the topics proposed in the syllabus which





increases the comprehension of the students when presenting tests such as questionnaires and exams, which specifically seek to demonstrate their improvement in reading comprehension.

### **Chapter III: Pedagogical and Research Component**

#### **Introduction**

According to Putra (2020), a language is a tool used to communicate with each other and, it can make it easier for us to channel ideas, feelings, and many other things and, even though in this modern world, many languages are used by many people, English is the most known and used, that is why English cannot be underestimated or ignored. Learning English requires constant practice and patience, and most of the time, among students, it stands out the feeling of not learning it, which avoids them to achieve fluency or mastery over the English language. For this reason, Uygun (2013) established that in the process of foreign language learning, the teacher has a very important role in the students' success since "they provide instruction that helps students to develop the knowledge, skills, and understandings"

By the same token, teaching and learning the English language are extremely fundamental, as it has the ability to provide students with different tools that help them to acquire knowledge that, when implemented on a daily basis, helps students to develop effectively in environments completely different from their own, thus promoting personal and professional growth. However, English can be confusing as it contains countless exceptions and, endless list of rules that can make it challenging for people, since not only do you have to transfer complex structures between the two languages but, you also need to learn how to think in a different language.





Nevertheless, Krashen (2004) considers that reading is one of the best ways to learn a language because it helps us become more comfortable with the words and grammatical rules that enable us to express our own thoughts, In addition, it not only improves reading comprehension but also facilitates the vocabulary acquisition process that takes place when p read. In the same way, we learn about literature and obtain practical knowledge.





## Statement of the problem

Reading is an activity that must be promoted in all the schools around the country because it has many advantages. It is a way to acquire knowledge, give way to imagination and inspiration, and allow the exercise of the brain. In addition, reading is essential for vocabulary acquisition while helping communication and entertainment. Du Tois (2001) stated that “reading fosters personal, moral and intellectual growth, it is a principal source of inspiration, information, entertainment, and insight into ourselves and others”

However, during the observations, it was possible to notice the shortcomings and lack of motivation that the students have when receiving English classes due to the change that had the education from face-to-face to virtual, being the virtuality was permissive for most of the students to perform their activities only to develop it without any interest in learning or even did not perform an autonomous work, This led them to look for everything on the Internet or to ask for copies of the activities already developed, and now that the English classes are face-to-face, they become demotivated because they do not understand what the teacher explains, which means that the teacher must start from scratch with the explanation of the topics.

On the other hand, apart from the aforementioned, the location of the classrooms where the seventh-grade girls are located are prone to interruption by noise or by other teachers, making the teacher's effort massive and often in vain because these factors feed the distraction of the girls, increasing their disinterest.

In addition, it was observed that many students use the English classes to do work in other subjects, which means that, for them, English classes are of little relevance.







Furthermore, disinterest, little autonomous work, and weaknesses in the linguistic part were observed, such as grammatical errors, lack of vocabulary, and poor writing, so much so that the practitioner noted that the students were unable to create complete sentences

Based on this notion, the preservice teacher proposes to develop an action research project where the main tool to encourage and motivate students to read and learn new vocabulary will be the readings in order to improve their linguistic proficiency in the language outside and inside the classroom, based on them, playful activities such as board games for vocabulary comprehension, will be carried out to generate motivation in the students during their learning process. These readings will not only have to do with their environment and daily life but will also be linked to the topics proposed in the syllabus.

From this problem, the preservice teacher will pose the following question: How does the use of short readings in the classroom encourage reading and vocabulary acquisition in seventh graders?





## Justification

It is worth mentioning that, the integral practice allows tenth-semester students to put into practice the knowledge acquired throughout the program in order for them to become active participants in an educational community. This process allows establishing an adequate space for praxis and reflection given that the pre-service teacher must be immersed in the educational context in which he/she finds him/herself, that is, to know the institution, its students, and the possible methodologies used to fulfill the role of teacher.

For this reason, this study will present a pedagogical proposal based on the implementation of short readings to foster the reading comprehension of texts and thus encourage vocabulary acquisition on the students of the seventh grade of the technical school La Presentación. This process will allow the student to analyze and better understand a text, so that they can use them in real live situations to improve their language proficiency, either inside or outside the classroom.

Since, for years, many authors have studied the effectiveness of reading when learning a new language, because it is considered by students as one of the most difficult activities to accomplish, but it is certainly an important skill that helps them to succeed in their learning process in school and life in general (Dechant, 1991). On the other hand, according to Wilber, (2021) reading not only gives you more knowledge about the world, but you also learn new words and learn how to effectively structure a text just by using words or ideas from other writers as examples.

During the development of this project, those who will benefit from this project will be the students of the seventh grade because through reading, they will find motivation within themselves to learn the English language since, they will realize how interesting it is





to learn it not only for a better school and professional future, but to understand information about daily life presented in the lectures. Furthermore, the pre-service teacher will help them to learn new words taken from the readings to be done in the class with appropriate strategies and methodologies to put into practice the grammatical structures and vocabulary previously learned.





## Research Questions

### *Driving Question*

- How does the use of short readings strengthen the reading comprehension and vocabulary acquisition of seventh-grade students at the Colegio Técnico La Presentación in Pamplona?

### *Specific Questions*

- How does the use of short reading influence the reading comprehension skills in seven-graders?
- How does reading comprehension influence the language proficiency in seventh graders?
- How does the implementation of short readings influence the acquisition of vocabulary in seventh grade students?





## Objectives

### *General objective*

- To strengthen the reading comprehension and vocabulary acquisition of seventh-grade students through the use of short readings at the Colegio Técnico La Presentación in Pamplona.

### *Specific Objectives*

- To enhance reading comprehension in seventh graders.
- To motivate 7th-grade students by the use of short readings
- To strengthen the acquisition of vocabulary through the implementation of short readings.
- To interact with 7th-grade students to motivate them to learn the English language.





## Theoretical Framework

This theoretical framework defines two key terms that guide the study, these being: Reading Comprehension and vocabulary acquisition: since, initially, reading is not only one pillars of education, but is also human a skill that allows the reader to capture and disseminate knowledge, helps working on concentration, improves spelling and train the ability to create and organize ideas (Caligrafix, 2015). Besides, Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension (Garcia, 2020).

Defining this term along with the phases that accompany them and their motivational factors and importance is of utmost importance because, first of all, they are connected by their integral function and understanding what each of them means will help the reader to put themselves in context and secondly, will give them a deeper insight into the reading process.

### *Reading comprehension*

Learning another language requires autonomous or directed learning and the practice of four essential skills: Oral and written comprehension; and, oral and written production. Each one of them is necessary to master a language; however, for the purpose of the project, and according to the needs of the students, reading comprehension will be given more importance. In order to master the ability of reading, it is mandatory to comprehend different types of information so that there is an effective process of reading comprehension.





According to Kirby (2007), “Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text)” The author established the idea that it is the ability to understand input that comes through different sources. Finally, Gamboa (2017) supports the previous conception by stating that “reading involves not only the recognition of printed symbols but the development of meaning to the words the writer intends to transmit. Comprehension of the text is the essence in the reading process”

**Pre-reading stage.** By pre-reading activities, we mean tasks/activities that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Garner calls this stage of reading Lead-in, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises. Pre-reading activities contain: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

**While-reading stages.** These include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion, answering the questions, Predicting what is next, Matching, Jigsaw reading, Reading puzzles, True/ False activities are while-reading activities.

**Post-Reading Stage.** The purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing, and with the foreign culture, to make use







of keywords and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing).

Useful and interesting activities of this stage are Retelling, Reporting, Discussion, Writing a paragraph, Roleplay, Gap-filling, Summarizing.

**Motivation through readings.** Motivating a child to learn a foreign language such as English through reading engages their attention, their affective engagement is evidenced by their facial expression and body language when discussing a book, as well as their cognitive engagement can be evidenced by their responses to the teacher's questions.

Motivation through readings refers to an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading (Guthrie & Wigfield, 2000)

### ***Vocabulary Acquisition***

Knowing words in a first or second language is of vital importance, which is why vocabulary acquisition refers to the way in which people expand the number of words they understand when learning a new language. In this sense, according to Wollacott (2022), vocabulary refers to the number of words that a child understands as he or she grows and learns or experiences new things, furthermore, he considers that words are divided into two types: functional words that play a role in grammar and lexical words that provide information, the author states that thanks to vocabulary the speaker will be able to communicate basic ideas even if he or she does not understand how to create a grammatically correct sentence.

**Reading vocabulary.** Since, Vocabulary refers to the words we must understand to communicate effectively, vocabulary is divided into four basic types: listening vocabulary,





speaking vocabulary, writing vocabulary and reading vocabulary and each one of them has its own conventions and words. For the development of this project reading vocabulary is going to be taken into account because it refers to the words that a student can read and understand and thanks to that A reader cannot understand a text without knowing what most of the words mean. (Johns, 2003)

**Vocabulary Importance.** According to Text Inspector (2020), Vocabulary is the foundation of language as it is considered to be the basic elements we can use to express our thoughts and ideas, share information, understand others and establish personal relationships, which is why "even if we barely know a language and know nothing about grammar, we can communicate. As the British linguist David A. Wilkins eloquently put it, "without grammar you can convey very little; without vocabulary you can convey nothing".





## Literature review

To better understand how this project will be developed, this section is devoted to a partial review of some previous studies related to the integration of reading and writing as essential skills in learning English as a foreign language. Five articles with this object of study were used to support this practicum project conceived in one category, this being: Reading to foster English learning, where projects related to the importance of reading when learning English and the vocabulary acquiring process during reading were taken into account.

### *Reading to foster English learning*

Ngabut (2015) developed an article entitled “Reading Theories and Reading Comprehension” whose main aspect is the review of several reading theories. In there, the researcher describes those activities that focus on reading stimulation and offers a singular emphasis on motivating students to implement their previous knowledge on the desired topic.

Moreover, Garzón (2018) conducted an action research study named “Constructing Meaning by Using Metacognitive Reading Strategies in an EFL Classroom”. This project aims to highlight the student’ usage of metacognitive reading strategies when reading texts and their background to create a personal point of view. Here, the researcher points out that, if students are engaged with a “self-monitoring” process during the reading activities, their written comprehension can be improved.

Besides, using literature and learning through short stories can have and conduct in the student’s development of its skills. In this study, Arias (2017) states that textbooks and pedagogical material focused on teaching the language can lead to monotony, which is why





he suggests the use of short stories as an alternative. In addition to this, the author also proclaims the effectiveness of implementing these stories in language acquisition, on one hand in terms of vocabulary acquisition but more interesting still, a cohesion of all skills, promoting the general improvement and autonomy of the student.

On the other hand, the following articles show the importance of the vocabulary acquisition process through the reading implemented in class. First, the article entitled "Vocabulary Improvement and Reading in English Language Learners: An Intervention Study" by McLaughlin et al, (2000) was focused on investigating and improving vocabulary knowledge and reading comprehension in fourth and fifth grade students. Throughout the research, the authors describe strategies specifically aimed at improving students' reading comprehension and vocabulary acquisition during the coursework. In the end, it was concluded that the application of such strategies to create an enriched vocabulary development program can positively influence communication between native and non-native speakers through vocabulary knowledge and reading comprehension.

By the same token, Zhang (2008), conducted a research entitled "The Role of Vocabulary in Reading Comprehension: The Case of Secondary School Students Learning English in Singapore" in which the author analyzed and explored the role of prior vocabulary knowledge in reading comprehension where the results suggested that students' vocabulary knowledge was correlated with their reading comprehension but mostly a significant correlation was observed for short answer questions, but not for summary.

The studies described above demonstrate that the more vocabulary a learner obtains during the learning process, the higher his or her level of proficiency in texts, potentially matching that of a native English speaker.





## Methodology

### *Research Methodology and Design*

The methodology of this research is based on the characteristics of qualitative research. Since to Denzin and Lincoln (2000), qualitative research involves an interpretive and naturalistic approach which means that qualitative researchers study things in their natural context, trying to understand or interpret phenomena according to the meanings that people have for them. This type of approach allowed the preservice teacher to continually analyze from different angles and perspectives the previously establish research questions in order to clarify unexpected findings providing a more complete and comprehensive understanding of how the use of short readings strengthen the reading comprehension and the acquisition of vocabulary of seventh-grade students through at the Colegio Técnico La Presentación in Pamplona.

In addition, given that this research project is carried out at the Colegio Técnico La Presentación, which is, an educational setting, an action research design sets the course for this investigation. Creswell (2012) stated that an action research focuses more on procedures useful in addressing practical problems in schools and the classrooms, allowing the researchers to seek, to address and solve local, practical problems, by empowering, transforming, and emancipating individuals in educational settings. This systematic procedure is used by teachers to gather information about their students with respect to teaching and learning data. Therefore, what needs to be studied in this design is a specific topic to accurately provide a solution.





According to O'Byrne (2016) this type of research consists of four stages that are: the selection of a focus (identify the need to solve), the collection of data (make use of different instruments to collect the information) data analysis and interpretation (describe and summarize the data, grouping them into patterns or themes that allow us to answer research questions; this can be done in a deductive or inductive way), and the last step is to take action and solve the need.

Furthermore, this research is focused on the implementation of the didactic sequence as a strategy to strengthen reading comprehension reading, taking as a basis different types of texts which will be selected depending on the objectives established in the lesson plans in order to attract the attention of the girls and bearing in mind the different moments: before, during and after reading established by Solé (1992):

**Before reading.** This sub process seeks to capture the children's attention, awaken their interest children's attention, awaken their interest and activate their previous knowledge, as well as to establish the objectives of the reading. What is the purpose of reading, what do they know about the text, what is it about? What is the text about, what is the text about, what does its structure say? Structure?

**During the reading.** This sub process is where we check whether the information is where we check if the information provided from the activation of previous activation of prior knowledge coincides with the information the text is delivering, it is convenient to formulate hypotheses, to make hypotheses, make predictions about the text, ask questions about what has been read, this allows clarifying doubts about the text. Likewise, it is necessary to identify the main and the secondary aspects of the text.





**After reading.** At this stage the reader is able to answer questions such as: what is the main idea, what are the secondary ideas? It is a matter of logically organizing the information contained in the text information contained in the text read through interpretative summaries, formulating questions and answering questions and using graphic computers to give an account of what is understood.

### ***Setting***

The present study will take place at La Presentación School, which is located in Pamplona, Norte de Santander (Colombia). Which is an official institution that has elementary and secondary education, as well as Formación Complementaria Program with the SENA to complement the administrative skill of students.

### ***Participants***

The population of this study corresponded to the students of the seventh grade of the Colegio Técnico La Presentación in Pamplona city in the department of Norte de Santander. It should be noted that this institution has at least 87 students in the above-mentioned grade, divided into three classrooms (7th grade A - 7th grade B - 7th-grade C), the pre-service will take into account the process of 6 students, 2 per course, in order to analyze their process, however the project will be applied to all students. (See annex 1)

To select the sample from this study, the researcher used a simple random sample which is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected (Thomas, 2020). The pre service teacher will used it because this is the most straightforward method only involving a single random selection and it does not requires advance knowledge about the population..







## ***Planning***

In order for the project to be carried out in the most appropriate way, it was necessary to create weekly planners. (See appendix B), however, this depended entirely on the needs of the students. at the beginning of the practice stage it had been decided that a topic would be worked on weekly, unfortunately this was not possible due, firstly, to the activities of the institution that prevented the application of some classes and secondly, the process of the students, that is, because they were constantly confused in the explanation of the topic. As a result, on several occasions a planner was used for different weeks

## ***Data Gathering Instruments***

In order to collect data for the purpose of the study, some instruments will be used:

**Unstructured observations.** While the activities proposed in the project are developed, the report of each event is carried out during the classes so that the researcher has a written record of the different situations that occur during the pre-service teacher's interventions, also to analyze the reaction and response of the students through the stages of the project. At the beginning of the project application, there was, maybe, a lack in the amount of participation that the students offer, however this instrument goes hand in hand with the reflection presented in the field notes and the activities received by students committed to the project (See appendix C)

### **Students documents**

**Diagnostic test.** A diagnostic test of reading comprehension was carried out in order to know the student's level before implementing the project since diagnostic tests are commonly used evaluation processes to measure the degree of mastery of the assigned materials by the student's written productions, besides is the process adopted to locate and





identify students' areas of learning difficulties/weaknesses in a subject or skill and the cause (Nkechi et al 2020).

Due to the fact that the student had health complications during the first week of the integral practicum where the student assumes the role of teacher, it was impossible to implement the diagnosis in this week, however, after being in contact with the supervisor, it was decided to carry out the diagnosis in the third week, since the intern could have a week to get in contact with the students and adapt to the topics seen before applying the diagnosis.

In the third week, for the reading comprehension assessment, a reading from the "way to go" workbook for seventh grade was taken, which was related to the topics seen in the previous weeks such as questions with short answers in the present simple and the modal verb can, for this the students, individually, read the reading and on a piece of paper answered the questions in a short way.

The diagnosis was first applied with group B, then with group A, and finally with group C, because during the week of application of the diagnosis, some class hours were lost with the students, and group C was left as homework. (See annex 2)

***Short readings with reading comprehension questions.*** For the application of short readings to improve students' reading comprehension and vocabulary acquisition, it is necessary that: first, the readings are related to the topic, second, they should be no longer than two paragraphs, and third, they must have the supervisor's approval.

***Modal verb can reading.*** The first reading was related to the explanation of the topic seen in class, which was the modal verb can and the activities that people can





perform. It should be noted that before the practitioner began to develop her class, the students had seen the activities of free time, which made it easier to apply and understand this reading, which was taken from the activities proposed by the British Council. This reading was not applied on alone, it was set out in a worksheet because during this week the students missed classes again due to scheduled leisure activities. (See annex 3)

***Present continuous reading.*** During the sixth week of class the teaching of the present continuous tense was programmed in order for the students to describe what people were doing in an immediate time, that is why the second reading to be applied will be one based on this theme (See annex 4).

***Present continuous vs Present simple reading.*** for the seventh week a worksheet was designed to practice the differences and the use of the present simple and continuous verb tenses, a one-paragraph long reading from the British council was included in the worksheet, and in order to assess their reading comprehension, four true/false questions were asked for the students to answer. In addition, this activity was proposed as a type of quiz with an open notebook so that they could put into practice what they had learned. (See annex 5)

***Was and Were Reading.*** For week nine, a reading was done to contextualize the students and introduce a new topic (past simple of the verb to be in the affirmative) for this, they were given a small sheet of paper, and it was read in class, for this the students were asked to underline the sentences in just past simple and the translate the in the notebook. Due to school activities it was not possible to finish the activity and they were left with the task of translating it. (See annex 6)





**Final Test.** At the end of the integral practice within the institution a final exam was proposed to know if the student has advanced or not in his learning of English as a foreign language, it was aimed to evaluate again the reading comprehension of the students, in order to evaluate the understanding of the students during the reading process, a small reading activity was presented which talked about the routine of a person and how it had changed due to some situations, this activity apart from evaluating their understanding also evaluated their capacity to retain vocabulary that had been worked on in other classes and also their understanding of the previous topics. They also had to answer 10 final questions. (See annex 7)

**Field Notes.** In order for the students- teachers to carry out a meaningful and experiential reflexion of their development as pre-service teachers, the field journal becomes a fundamental tool since it is considered a basic instrument for research in the classroom that starts from the most general to the most specific, since it can be adapted, due to its personal character, in all circumstances (Porlán & Martin 1991) in the case of the researcher, it was decided to make only 4 field journals because several hours of class with the students were lost. The first field note was focused on the application of the diagnosis, the second field note talks about the first application of the project, that is, the first short reading focused on the modal verb Can, the third field note establishes the use of the second short reading focused on the present continuous tense, finally the last field note is related to the application of the third short reading where a comparison was made between the present continuous and the present simple. Unfortunately, for the application of the fourth reading and the final reading test it was not possible to make a field note because due





to institutional activities the classes could not be carried out and were assigned as autonomous work at home. (See appendix D )

**Questionnaire.** For this study, the pre-service teacher decided to apply a questionnaire at the end of the practicum process since is an instrument used for qualitative research. Annum (2015) stated that a questionnaire “is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information.” This instrument allowed the researcher to have a large collection of participant responses on particular topic researchers, obtaining enough information on the students' opinions about the implementation of the project. This instrument has 6 questions in order to study the perceptions that students had at the end of the project (See appendix E)

### *Chronogram for applying the instruments*

Instrument	March 28 <sup>th</sup> - 1 <sup>st</sup>	April 4 <sup>th</sup> – 8 <sup>th</sup>	April 11 <sup>th</sup> - 15 <sup>st</sup>	April 18 <sup>th</sup> - 22 <sup>nd</sup>	April 25 <sup>th</sup> - 29 <sup>th</sup>	May 2 <sup>nd</sup> – 6 <sup>th</sup>	May 9 <sup>th</sup> - 13 <sup>th</sup>	March 16 <sup>th</sup> - 20 <sup>th</sup>	March 23 <sup>th</sup> - 27 <sup>th</sup>	March 30 <sup>th</sup> - 3 <sup>rd</sup>
Unstructured observation		X		X		X	X			
Field notes		X		X		X	X			
Diagnostic		X								
Readings				X		X	X		X	
Final test										X
Glossary										X

### **Data analysis and interpretation**

#### *Type of analysis*



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In accordance with Ashirwadani (2014) when conducting a research project the main objective is to produce findings that can solve the problem that is being researched by putting facts and figures together to answer all the research questions but, in order to do so, the information gathered previously must be analyzed so it can be considered as a finding. The data analysis permits researcher to draw conclusions from research and share it with an audience.

Considering the research questions established for this project, the most appropriate method to be implemented is a typological analysis method, which is described by LeCompte & Preissle (1993) (as cited by Hatch 2002), as the divisions of everything observed into groups or categories on the basis of some canon of disaggregation of the whole of the phenomenon studied. As explained by Hatch (2002), "The primary strength of typological analysis is its efficiency. Starting with predetermined typologies takes much less time than "discovering" categories inductively."

To carry out this type of analysis a chronogram was created in order to follow each step proposed by Hatch when doing a typological Analysis, it establishes the dates when each step took place.

### Chronogram

WEEK	STEP	OBJECTIVE
II	1. Identify typologies to be analyzed	Analyze the main topic, based on the objectives, research questions and theoretical framework.
II	2. Read the data, marking entries related to your typologies	Highlight the evidenced data collected in the instruments.





III	3. Read entries by typology, recording the main ideas in entries on a summary sheet	Summarize the main ideas by typology
III	4. Look for patterns, relationships, themes within typologies	to find similar relationships or themes among the data.
IV	5. Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns	Find within the established patterns the codes
V	6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns	Determine if the patterns are Support the information that is not in the pattern.
V	7. Look for relationships among the patterns identified	To establish if there are connections between the found pins. Analyze the correlation between categories.
VI	8. Write your patterns as one-sentence generalizations	To construct sentences in order to organize generalizations based on the relationships of patterns found.
VI	9. Select data excerpts that support your generalizations	Choose excerpts that support the validity of the generalizations.

### ***Type of Coding***

Qualitative data analysis (QDA) is, according to Ngulube, P. (2015), a process focused on interpreting and providing overall meaning to the information previously gathered by “transforming raw data and searching, evaluating, recognizing, coding, mapping, exploring and describing patterns, trends, themes, and categories”. That is why, the researcher followed a deductive coding approach since it provides analytical







generalizations as it enhances the focus of coding on those issues that are stated to be important in the literature, plus it is often related to theory testing or theory refinement (Linneberg & Korsgaard, 2019)

Once the data was validated, the process of gathering the questionnaires highlighting mainly the students' answers, as well as organizing the observation grids and the questionnaire began. The aforementioned process was followed by the classification of the information by categories, then the researchers started encoding the data gathered in order to analyze it and thus obtain the results of this inquiry.

After these procedures, to gain a specific analysis, the researcher used MAXQDA, which is the most widely used and recognized educational software in the world for research with qualitative and mixed approaches and methods.

The official website of the software (1995) mentioned that with this tool researchers can analyze any type of qualitative data, such as texts, images, audio/video files, websites, survey answers, focus groups discussions, among others. Also, it was created by and for researchers that need this platform without any complicated hardware or software requirement or payment but with a simple interface that allows them to use it easily.

With the objective of exploring and obtaining important information for the expected outcomes of this investigation, this software was taken into account in order to organize, classify and code the information so that the researcher can establish his analysis more successfully.





comprehension skills in seven-graders? It was possible to determine that according to the data that the influence that short readings have in seventh graders, first affects positively their way of learning, also it helped them to develop their critical thinking, and it allowed them to establish new reading habits

## Short readings influence

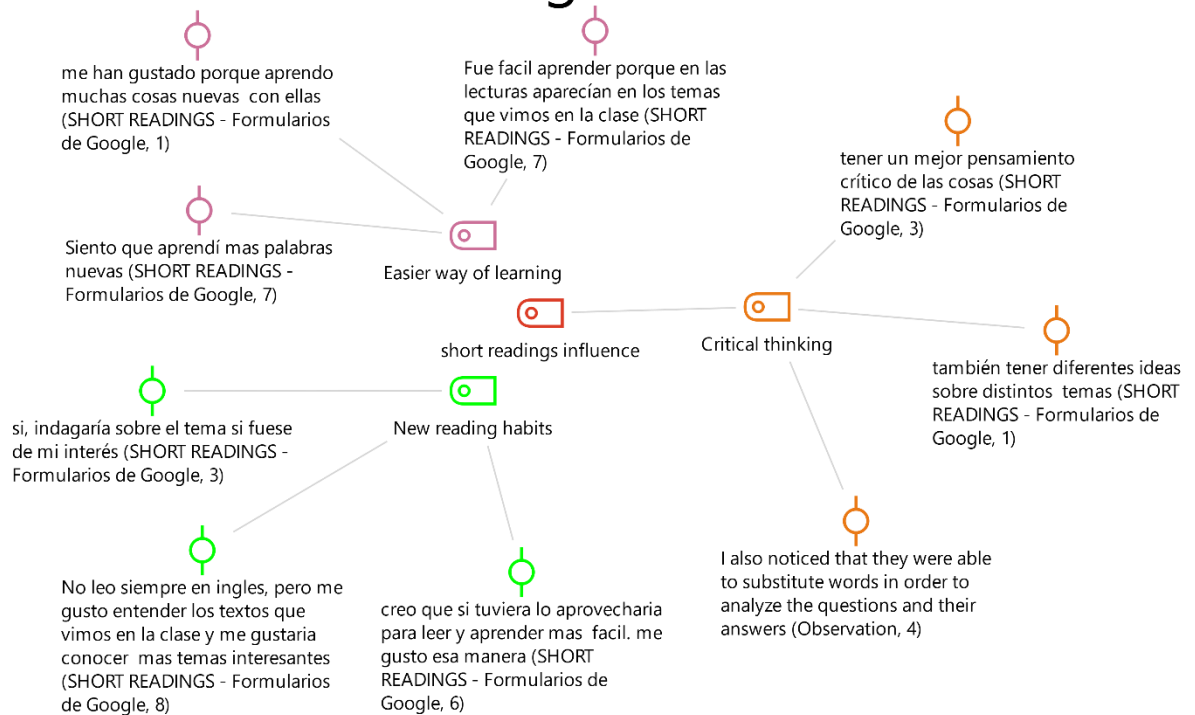


Figure 11 Short readings influence

For the second research question how does reading comprehension influence the language proficiency in seventh graders? It could be noted that, when the students began to develop the readings as required, their language proficiency improved due to the fact that by working on the writing stages previously established, the students were able to first, practice pronunciation in class and second to have a better understanding of the topics.

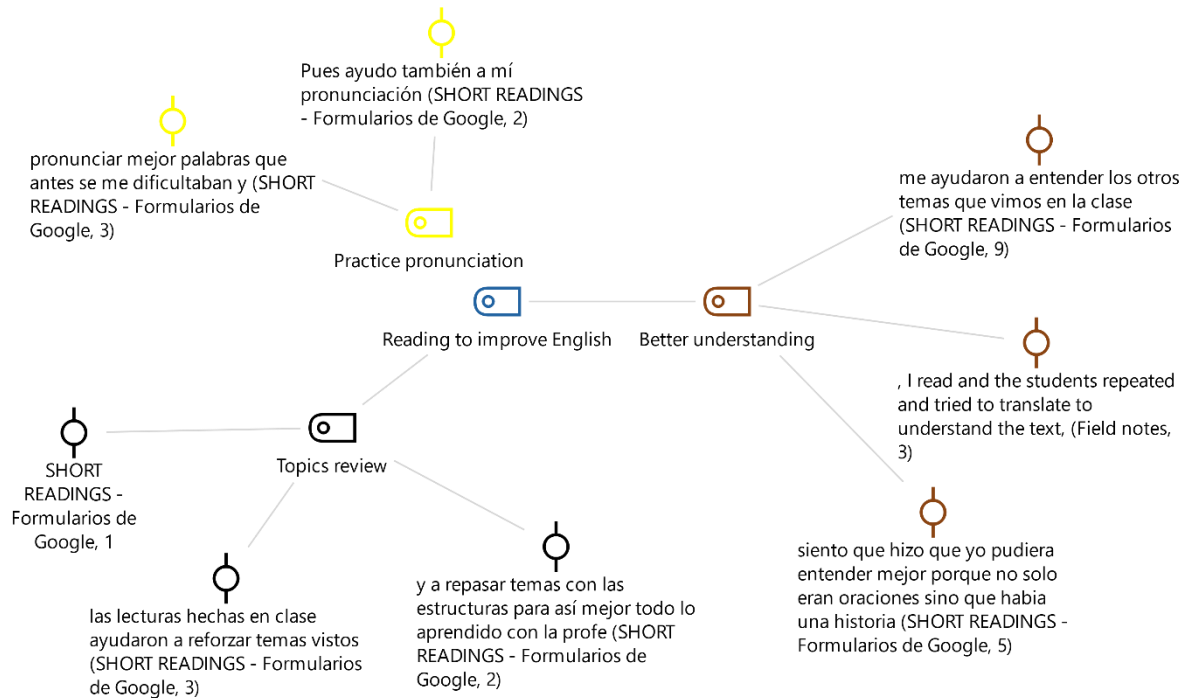


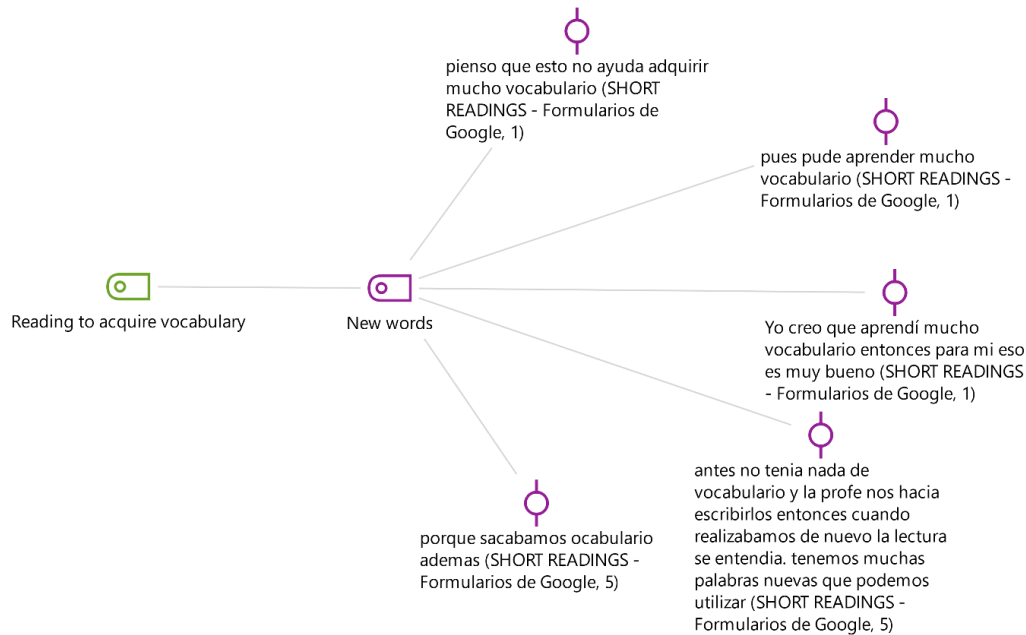
Figure 12 Reading to improve English

Finally, for the third question: How does the implementation of short readings influence the acquisition of vocabulary in seventh grade students? It was possible to determine, according to the observations made by the researcher and the student's interview that, by using short reading, the process of acquiring vocabulary was satisfactory since they were able to learn new words that they could use in their daily life

Figure 13 Reading to acquire vocabulary



# Reading to acquire vocabulary



Taking into account the research questions, the generalizations that emerged from the data analysis with the use of the software program MAXQDA 3 sections are presented:

(1) Ways in which short reading influence seventh- graders, (2) the effects of reading comprehension when learning English, (3) vocabulary acquisition through the use of short readings

## ***Ways in which short reading influence seventh- graders***

Regarding this first aspect, the pre-service teacher was able to identify that at the beginning of the classes, when explaining the topic, the students felt lost because they did not understand the topic and when asked why, they explained that they were bored and did not pay attention because they did not usually pay attention. However, at the beginning of the application of the project, a change was noticed in the students, both in their attitude





and in their development in class and in their work. This was confirmed in the questionnaire when the participants affirmed that, it had been easier to learn using the readings since, they used the grammatical topics learned previously but they were presented with of everyday situations that they could relate to, and due to the new vocabulary it was easier to learn English.

On the other hand, to make learning English a little easier, the short readings also managed to create new reading habits in the students, on the one hand, the researcher noticed that as the weeks went by there was an evolution of participation in the students, this was because, although they had missed hours of class, they reviewed the readings and thanks to that, they reviewed the structures and vocabulary. In addition, in the questionnaire they also clarified that although they did not have much time due to other duties, the readings instigated new ways of learning and that through the readings they were able to investigate new topics.

Finally, although the researcher did not expect the short readings to affect the students' critical thinking, she realized that on many occasions the students were able to replace or change aspects of the topics explained in order to go deeper into the topic or to better understand the reading comprehension questions, which is why some of them stated that the short readings helped them to have different ideas about different topics and developed their critical thinking.

### ***The effects of reading comprehension when learning English***

For this second result, the researcher relied on her field diaries, on the questionnaire given to the students and their progress in the class work, which highlighted, first, that by implementing the use of short readings to improve written comprehension, it indirectly





improved the understanding of the topics and thus the linguistic proficiency and it was demonstrated with their work in class, since, at the beginning they were not able to write complete sentences, however, at the end, during the development of the final test, the students were able to extract information from the texts to answer the questions. Moreover, the students said that apart from reviewing new topics, they also understood English in a different way, since for them the readings were not only structural, but there was a story that they could not understand before because of their language skills, but now thanks to the practice and the readings in class they were able to translate the story in parts without the help of the teacher-student.

On the other hand, although the main focus was to work on reading comprehension in order to complement other aspects of the students' learning, the preservice teacher could also notice some improvement in pronunciation of the students. This is related to the process in which the reading were carried out, since they were worked on together so that students first scanned, then did a mental reading, and then did a group read aloud with the teacher before moving on to solving the comprehension questions. Besides, the students established that they had improved their pronunciation by repeating the unknown words or reading aloud with the pre-service teacher.

### ***Vocabulary acquisition through the use of short readings***

As for this last result, it could be identified that the use of short readings effectively helps the acquisition of vocabulary, since, in the first place, by having the vocabulary in the notebook, the students could review it and study it as they wished, making the understanding of the reading a bit easier and faster. In addition, for the class explanations the students were able to create sentences with these new words being able to translate







without the need of a dictionary. On the other hand they also explained that before, they did not have much vocabulary and that made difficult their learning process but that during the process and development of the project they were acquiring vocabulary that they can use in their day to day life.

## Conclusion

Considering the main objective of the reading project, to explore the effects of the implementation of short readings as a tool to encourage reading comprehension and vocabulary acquisition in seventh grade students, it is observed that students are not very used to reading. In English as a foreign language, so this process of familiarization with reading is conceived in a progressive way, from the scanning of the reading to extract unknown words to improve understanding to the development of comprehension activities since students have difficulties in topics that have been previously addressed, so it is evident the use of translators or dictionaries incorrectly and also avoids the process of critical thinking to help them identify grammatical structures learned.

In spite of these difficulties, the performance obtained is, on the one hand, the expected and, on the other hand, varied, which allows to get rid of conjectures since it is demonstrated that reading, even if short, can be beneficial for the students. Although the project took as an example the process of 6 different students among them, this process was applied with all students to not only have an individual but also a group perspective highlighting not only individual and group work characteristics which helps us to see until the end of the project, there was a significant educational and personal progress of the students.





In most of the situations one can perceive the difference in the level of language and interest that can be appreciated after observing the process of each student. In fact, the progressive participation was consolidated when dealing with topics that sounded interesting, addressing personal experiences or affinities, making the students create an adequate and entertaining reading environment within the classroom, creating a conducive environment for the teaching-learning process.

However, this is an ongoing work that needs to be polished and practiced with longer periods of time, reaching the goals proposed in this project was a challenge that could be considered overcome, although the participation of many students was not achieved, the effects of participating in the project are visible in the individual educational process of the participants.

### **Recommendations.**

Encouraging the students to read was challenging because for different situations, such as age, interest in the subject or the loss of class due to institutional activities, the teaching process and therefore the learning process was interrupted, that is why for future intentions to use short readings as a tool to help reading comprehension and vocabulary acquisition to guide a foreign language learning project, this project considers some guidelines to achieve better results. First of all, it is necessary to use topics that not only relate to what has been seen in class, but also relate to the likes of students in order to achieve a more active participation from them. And secondly, because when the student-teacher arrived at the educational institution the chronogram of activities had not yet been conceived, she did not take them into account at the time of planning, which seriously





affected the implementation of the project, so it is recommended to take into account these aspects to apply readings that can be develop on both home and classroom.



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## Chapter IV: Community Outreach Component

### The use of flashcards to foster vocabulary acquisition in EFL primary students' at La Presentación School

#### Introduction

During the PLEX training process, the practicum stage of the teachers in training is foreseen as one of the main aspects to be studied with the objective of improving the teaching-learning process to guarantee educational quality since, an interest is established before the evident need to conceive and renew the pedagogical practicum. That is why, it is pertinent to raise a project that focuses mainly on a reflective approach to contemplate the knowledge, behaviors and attitudes that lead the educational work.

Therefore, in order to promote the learning of English as a foreign language (EFL) in primary school children in public schools that, for the most part, do not have an English teacher, an extension component was proposed to prevent children's learning from being hindered by making teachers in training available to contribute as support in the educational training of this population.

In relation to the above, this project had as an objective the incorporation of teachers in training in the Technical School La Presentación to work 40 hours with the students of fourth grade, where it could be evidenced that the population did not have stipulated schedules for English classes nor much less with a teacher specialized in the area of English to guarantee an adequate teaching and learning process. For this reason, the preservice teacher will implement the use of flashcards within fourth-grade courses in order to increase the vocabulary of the students.





## Justification

As is well known, learning a foreign language enriches society, in this case, the students. however, the acquisition of vocabulary can often be an obstacle since the process of acquisition, consolidation and development of vocabulary never ends because language is a living organism and new realities to name are emerging (Federacion de Enseñanza de Andalucia, 2010).

On the other hand, flashcards help students to achieve their objectives by providing emphasis in a different way, multiplying the level of understanding of the topic presented in class, increasing the student's motivation towards the lessons, and thus encouraging their active participation during the development of the lessons by introducing the topic, reinforcing it, clarifying points, evaluating, and creating a communicative class to foster vocabulary acquisition (Garcia, 2020).

It was established that students from 8 to 11 years old enjoy learning anything through games or getting involved in the dynamics of the learning process. Therefore, it is considered that the use of flashcards can be an effective tool for learning new vocabulary in English since this strategy allows the student's mind to process and store the information given through the images, facilitating the understanding of the words by relating them. In addition, it is a valuable tool for teaching or transmitting knowledge (Vargas, 2018).





## Objectives

### *General objective.*

- To facilitate vocabulary acquisition of fourth graders through the use of flashcards at La Presentación Technical School.

### *Specific Objectives.*

- To improve the ability to remember information in 4th grade students.
- To review terms and concepts according to the language level of the 4th graders.
- To motivate students to acquire new vocabulary.





## Methodology

Throughout this section, the methodology to be used was flexible, taking into account that children are a population that perceives English as a foreign language as something totally new and unknown. Nevertheless, the flashcards method is made for long-term memory, what you intend is that what is learned remains within the being, that is why the idea was to increase their vocabulary in pleasant spaces for them, where they can express themselves and feel comfortable when speaking, pronouncing a word, and interacting with their peers, as well as with the undergraduate teacher.

### *Activity schedule.*

Due to the weaknesses presented by the students in the primary grades, the teachers in charge of the English area decided to reinforce previous topics leaving aside the topics included in the syllabus, so it was recommended to the in-service teacher to go hand in hand with the supervisor who decides which are the appropriate topics.

According to the agreement with the supervisor in charge, for the fourth semester there were two hours per week, during the development of the class, the planners handled the same structure, during the first weekly hour of class there was an explanation of the topic and the vocabulary, and during the second weekly hour the students had to develop a guide based on the previous explanation in order to recognize the vocabulary, practice writing and to be able to put what they have learned into practice.







## Chronogram

ACTIVITIES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CLOTHES			X							
NUMBERS				X	X					
VEGETABLES						X				
JUNK FOOD									X	
INSTRUMENTAL ACTIVITIES							X	X		X
PREVIOUS TOPIC (SEASONS)		X								

### Description of the activities

As previously mentioned, due to health problems, the intern could not attend the institution during the first week, during this period the teacher worked on sports, and during the following week the teacher in charge had already advanced the seasons of the year, so when the intern began her practice during the second week, she dedicated herself to meet the students and to continue with the topic previously mentioned.

For the following week (week 3), flashcards of clothes that were related to the seasons of the year were used, these were pasted on the board, and the students copied them in their notebooks and after that, they proceeded with the repetition of the words to help the memorization of the students, for the second hour of class, the practitioner developed a worksheet to practice spelling, and improve their problem-solving skills. (Annex 8-9).

Due to the fact that during weeks four and five the students lost 2 hours of class in total, these two weeks were dedicated to the teaching of the numbers in English from 1 to 50,





the class was developed almost in the same way, the numbers were pasted on the board, however they were taught the similarity of the numbers so that they could mechanize their writing, and for the second hour they were asked to do the work guide in order to learn to identify them in the two ways. (Annex 10- 11)

Then, for the sixth week of class, the teaching of vegetables was planned, for which a song was be used and was complemented with flashcards of the vegetables and, as always, for the second hour, the development of the worksheet. (Annex 12-13)

The last topic worked with fourth graders was “Junk Food” and the methodology used was the same as the previous ones, the pre-service teacher, during the first hour, dedicated herself to explain the vocabulary by using the flashcards and pasting them in the board and writing their meaning in English and Spanish and ended the class by doing a repetition activity. For the second hours, the girls were asked to develop the respective worksheet practice what was learned. (annex 14- 15 )

As for the rest of the weeks, unfortunately, 3 weeks of class were lost with the students of fourth grade due to different intra-institutional activities, one of them being the note delivery to parents. It is worth mentioning that, since there was no fully established planner for fourth grade, the student- teacher had be in contact with the supervisor in order to create the material one week in advance.

## Planning

Although the creation of planners was not an obligatory activity for the preservice teacher, the student-teacher was asked to create the planners a week in advance, since there





was no specific syllabus for this grade and she had to be in contact with the teacher in charge. it can be said that the planners in fourth grade were quite useful, since the girls were around 9 years old and had to be kept entertained so as not to lose the objective of the class.

## Results

Thanks to the activities proposed to promote the learning of new vocabulary, it could be noticed a great progress in the students, since by teaching the vocabulary and then developing the activities, the students were able to mechanize and identify what was previously taught. On the other hand, the students' grades supported that learning, which was very satisfactory. Unfortunately, since without the attendance of the pre-service teacher, the fourth grade students would not have structure English classes, it can be said that it is expected for the development to change.

Nevertheless, a negative aspect to highlight is the fact that the students did not have yet a level of autonomy it was impossible to assigned homework because they did not perform it or if they did, it was not developed correctly.





## Conclusions

Despite the short time in which the activities were developed in fourth grade due to missed classes, the educational process of the fourth grade girls in the area of English needs support material and the direction of an adequate teacher for this, since the teachers in charge showed a lack of confidence in English and did not feel confident to teach it.

On the other hand, although this process of creating flashcards and worksheets is a bit extensive, it also allows polishing the message, the intonation and the visual stimuli, these aspects well used are an excellent tool for the students and their parents to develop the activities proposed by the institution without any inconvenience. In addition, the process of repetition of the methodology and the union of the class themes allows the students to have a material to resort to at any time, thus being a great help since their notebook and work folder is full of vocabulary that they can use in everyday life.

This creative process was on the one hand an enriching experience because first of all, the pre-service teacher had not had the opportunity to work with this population and learned to have classroom management and even better to establish a student-teacher relationship that she had not experienced before. In addition, thanks to the joint work with the supervising teacher and her guidance during the process, practical material was obtained that, in the teacher's words, allowed the students to complete their work in an autonomous and effective way. Therefore, the main purposes of creating this material are aligned and comply with the objectives of the extension component.

In addition to generating content that enhances the educational processes of fourth graders, the educational experience is by far the most important objective in this component. The strategies to face the difficulties of elementary school education were





effectively conceived and it was definitely possible to contribute to the educational process of this group of students. Perhaps the approach was hindered by the different circumstances, however, by focusing such approach to generate strategies that promote education, this educational project was successfully carried out.





## Chapter V: Intra-institutional Component

### Introduction

During the whole practicum in a high school, it is necessary to participate in some events and extracurricular activities prepared for or by the students in order to get a better development as a member of a community either acquaintance or unknown. The preservice teacher must be an active part of these activities to obtain knowledge about how to organize an event for so many people, how to keep the assigned group in silence, and, above all, how to give an example of respect, good posture, and good personal presentation during the development of these activities that are most commonly, celebrations of civic days, flag risings and activities by the National Police or another team from the municipality.





## Objectives

### *General objective*

- To take part in cultural, institutional, religious, and Academic events carried out by the Institution.

### *Specific Objectives*

- To get acquainted with the administrative features at school and the activities commonly developed in this context.
- To collaborate in the organization, discipline, and development of the activities executed by the institution.








## Methodology

The practitioner is an active part of the institutional events in order to demonstrate a sense of belonging to the institution, a fundamental value for the proper development of the teaching work. Through these activities, the pre-service teacher not only learned about the organization and development of these activities but students also saw reflected in her an example of determination and dedication that was evidenced when carrying out presentations, when preparing the place and some details for the activities to be developed, and so on, taking part of each activity where she was asked for.


## Institutional Schedule and Programming

La Presentación School works a monthly institutional calendar in this schedule from the most basic to the most important activities.

 **I.E. COLEGIO TÉCNICO LA PRESENTACIÓN**  
Pamplona N. de S.  
Aprobado por Resolución No03963 del 28 de Diciembre de 2020

**CRONOGRAMA ACTIVIDADES ACADÉMICAS I TRIMESTRE 2022 -13 semanas**  
Iniciación: Lunes 31 de Enero de 2022  
Finalización: Viernes 6 de mayo 2022

FECHA	ACTIVIDAD
11 al 14 de Enero	Primera semana de Desarrollo Institucional
17 al 21 de Enero	Segunda semana de Desarrollo Institucional
24 al 28 de Enero	Tercera semana de Desarrollo Institucional
	PRIMER TRIMESTRE
SEMANA DE INDUCCIÓN de estudiantes DEL 31 de Enero al 2 de Febrero	
3 y 4 DE FEBRERO	Encuentro de titulares con cada uno de los cursos
FEBRERO 11	DÍA E
ENERO 31 A FEBRERO 4	NIVELACIONES AÑO 2021
FEBRERO 7 AL 25	Nivelación de temas no desarrollados en el año 2021
FEBRERO 28 A ABRIL 29	Desarrollo de temas priorizados para el primer trimestre
MARZO 2	Eucaristía del Miércoles de Ceniza 5:00 p.m. Reunión padres de familia de TRANSICIÓN
MARZO 7	7:00 a.m. Secundaria Socialización del PROYECTO DE DEMOCRACIA Responsables Docentes de Sociales. 10:30 a.m. Primaria 5:00 p.m. Reunión Padres de Familia: 11A 6:30 p.m. Reunión Padres de Familia: 11B
MARZO 8	Día de la Mujer 5:00 p.m. Reunión de padres de Familia: 11C
MARZO 9	5:00 p.m. Reunión de padres de Familia: Primeros
MARZO 10	5:00 p.m. Reunión de padres de Familia: Segundos
MARZO 11	Todos los titulares entregan al profesor Dario Aoevedo las TERNAS Entrega de formato a las postuladas de permiso consentido
MARZO 14	Inicia la Campaña electoral-Recolección de permisos consentidos. 5:00 p.m. Reunión de padres de Familia: Terceros
MARZO 15	3:00 p.m. Fotos para el tarjetón de Preescolar a Quinto- Reparten el número del tarjetón. 5:00 p.m. Reunión de padres de Familia: Cuartos
MARZO 16	3:00 p.m. Fotos para el tarjetón de Secundaria y Media. Reparten el número del tarjetón. 5:00 p.m. Reunión de padres de Familia: Quintos
MARZO 17	5:00 p.m. Reunión de padres de Familia: 10B
MARZO 18	Entrega de inscripción de propuestas en Rectoría

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	5:00 p.m. Reunión de padres de Familia: 6ABC
MARZO 22	5:00 p.m. Reunión de padres de Familia: 10A
MARZO 23	5:00 p.m. Reunión de padres de Familia: 10C
MARZO 24	4:30 p.m. Reunión de padres de Familia: 7A 5:30 p.m. Reunión de padres de Familia: 7B
MARZO 28	4:30 p.m. Reunión de padres de Familia: 7C 5:30 p.m. Reunión de padres de Familia: 9ABC
MARZO 29	5:00 p.m. Reunión de padres de Familia: 8ABC
MARZO 30	Cierre de Campaña 5:00 p.m. Elección de Asociación de Padres de Familia y Consejo de Padres
MARZO 31	Fiesta Democrática
ABRIL	
ABRIL 8	INSTALACION DEL GOBIERNO ESCOLAR Viscruis
ABRIL 9 a ABRIL 17	SEMANA SANTA -RECESO ESCOLAR PARA ESTUDIANTES- 4ª Semana de Desarrollo Curricular Docentes
ABRIL 19 AL 22	-Entrega de LAS EVALUACIONES TRIMESTRALES de los docentes a Coordinadores para revisión, aprobación
ABRIL 22 a 27	Envío a publicaciones para la impresión de las evaluaciones trimestrales.
ABRIL 28 a MAYO 6	EVALUACIONES TRIMESTRALES
MAYO 6	FINALIZACION DEL PRIMER TRIMESTRE
MAYO 11-12-13	COMISIONES DE EVALUACION Y PROMOCION
MAYO 18	Entrega de calificaciones de Primaria
MAYO 19	Entrega de calificaciones de Secundaria

Figure 14 institutional schedule



## I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Pamplona N. de S.

Aprobado por Resolución No03963 del 28 de Diciembre de 2020

Mayo 9	INICIO DEL SEGUNDO TRIMESTRE
MARZO 8	
	Encuentro de estudiantes con sus titulares. Selección de Candidatas:
	• Representantes de curso (organización de tema)
	• Contralora Escolar Personera estudiantil.
<b>SEMANA SANTA-DESARROLLO INSTITUCIONAL DEL 11 DE ABRIL AL 15 DE ABRIL</b>	
ABRIL 22	-Celebración del día del Idioma



## I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Pamplona N. de S.

Aprobado por Resolución No03963 del 28 de Diciembre de 2020

	-Presentación y propuesta ante la Comunidad Educativa de postulantes a Contralora , Personera y Personerita . Finalización de campaña
	JORNADA DEMOCRATICA
	Reunión del Consejo Estudiantil. Y Elección de representante de estudiantes al Consejo Directivo
	INSTALACIÓN DEL GOBIERNO ESCOLAR Y OTRAS INSTANCIAS DE PARTICIPACIÓN
	COMISIONES DE EVALUACION Y PROMOCION
	ENTREGA DE BOLETINES PRIMARIA Y SECUNDARIA

Esp. MIREYA ACEVEDO MEJIA  
Rectora

MARTHA JUDIT ROSAS CONTRERAS  
Coordinadora Secundaria

ROGER YESITH BAUTISTA RICO  
Coordinador Primaria

## Chronogram

Week Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Hallway rule		X	X	X	X	X	X	X	X	X
Democracy Hearing		X								
Personera and			X							



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derivative elections										
Viacrusis			X							
Physical activity day			X							X
Monthly mass				X						
Language day					X					
Happy day Walk							X			
Teacher's day							X	X		
Organization of the school government								X		
Verb Contest									X	X

### Description of intra-institutional activities

During the development of the integral internship, the pre-service teacher must comply with certain duties within the institution.

#### *Hallway rule*

The first, and the one that must be developed daily, is the control of the hallway on the second floor during recess hours, to be more specific, the hallway where the rectory and the teachers' lounge are located. The pre-service teacher must make sure that no student crosses this area during recess since, from coordination, this duty was established, however, if it is very necessary for a student to enter to be in contact with a teacher, the pre-service





teacher must indicate that she must go to coordination and seek a special permit that allows her to enter



Figure 15 hallway view

### ***Democracy Hearing***

During the second week of the integral practice, the social studies area conducted an audit in which the teachers explained the importance of democracy since the elections of the personera, personerita, contralora and contralorita were to be held the following week.

Throughout this activity, the intern, because she had classes with seventh grade B, had to be in charge of this group and be in charge of the students' behavior. This activity lasted about two hours.





Figure 16 Democracy Hearing

### ***Personera and derivative elections***

In the third week of class, the election of the personeras, comptrollers and representatives took place. Since, during the whole student day there were no classes, but another audit was held to explain the voting process, the teacher had to be attentive again to the behavior of the students and because she had class with all seventh grades. She was in charge of organizing the 3 groups, assigning voting codes and taking the students to the computer room to vote.

### ***Physical activity day***

During that same week, the health department came to the school to have a talk with the students who were divided into groups, that is, the students from sixth to eighth grade did the activity in the main courtyard and the students from ninth to eleventh grade were in the theater. During this activity the pre-service teacher was asked to be in charge of the order and discipline of the seventh grade C, so the student-teacher helped the students to carry out the proposed activities. at the end of the activity the students, together with a developer of the activity, performed a dance with white balloons.





Figure 17 Physical activity day

### ***Viacrusis***

On Friday, before leaving for the holy week break, an activity took place in the school where the students of the tenth and tenth grades represented a viacrusis, this activity was carried out in the last two hours of class. During this activity the preservice teacher was assigned to take care of students from different grades who were sick or of other religions.

### ***Monthly Mass***

During the 4th week of class, a mass was held at the church of carmen where all the students of the institution had to attend, the mass was held on Thursday and covered the first 3 hours of class since the pre-service teacher had to be again attentive to the behavior of the students, in this case only students of the 7th B course.





Figure 18 monthly mass

### ***Verb contest.***

The English area has planned a verb quiz activity, which, unfortunately, does not have an exact date yet, however, for this activity the teacher was assigned to create a format where 100 verbs will be evaluated in their infinitive and past form for the sixth, seventh and eighth grades. (appendix)

### ***Language day***

For the fifth week of class, the language day activity was proposed where the area in charge was Spanish, therefore, the English area had no assignments for this activity, which means that the preservice teacher was in charge of the order of the seventh grade during the development of the event, since the activity was carried out in the school theater, the 87 students were in the same area.

### ***Happy day walk***

Since the month of May is dedicated to the Virgin Mary, and since the school is a Catholic school, once a week, throughout the month, the students celebrated "happy days"







which consisted of a sharing activity with their classmates and the teachers in charge of the courses. Not being the supervisor in charge of any course, the preservice teacher did not take part in these activities, however, during the seventh week, the institution established a walk to celebrate the happy day in a different way, for this, the student-teacher was asked to accompany the teacher in charge of ninth grade, unfortunately due to complications on the way, the teacher was reassigned to be in charge of the fourth grade students during this activity.



Figure 19 Happy day way



### ***Teacher's day***

Teacher's day was celebrated over the course of two weeks. In the first week, each class celebrated with their teacher in charge, and for the second week, the eleventh grade students prepared an activity that took place in the theater. Unfortunately, for this activity the student-teacher was unable to attend due to medical issues.

### ***Organization of the School Government***

On Wednesday of the eighth week, during the first two hours of class, the organization of the school government previously elected during week two, this ceremony took place in the main courtyard where all students were present, along with some parents.





During the activity, the preservice teacher was asked to be aware of students with physical ailments while the coordinators were in charge of calling their parents.



Figure 20 Organization of the School Government



## Conclusions

During the development of the internship project, it was fortunate that the educational institution promotes training spaces outside the classroom, which was very enriching for the preservice teacher because thanks to this she established a relationship not only with the teachers, but also with the directors and more importantly with the students outside of a purely academic space such as a classroom.

It can be said that in this process, the student-teacher had the opportunity to experience something completely new for her since she had not had a similar experience, which was encouraging and comforting at the same time because, in the first place, she became completely involved in the educational environment, also, being recognized as a colleague without having finished her training process was a motivational aspect that had a great impact on the practice.

On the other hand, it was possible to have a wide experience of the different internal processes, whether academic or organizational. The socialization of the aspects discussed in the meetings, the communiqués issued by the administration and the decisions taken in the area meetings, give the trainee teacher a way to explore the academic and administrative processes of the institution in which the internship takes place. And having the opportunity to be part of all the events that an institution offers as part of its annual program is ultimately an experience that can be the most enjoyable of the whole process.





## Chapter VI: Reflective approach component

The reflective component has an important role in any investigative process. Since this gives the researcher a space of introspection, which focuses on the personal experience of the researcher. Every week a reflection process is carried out in which the pre-service teacher has the possibility of expressing their experiences and considerations about the progress in the practicum. These reflections will allow the student-teacher to have a field journal available to analyze the educational experience in a collection of experiences illustrated by the reflections of the pre-service teacher (appendix)

The integral practice experience of the first weeks was undoubtedly marked by a constant nervousness and adaptation to this final stage of the educational process. In addition to knowing the different courses in which was worked, the first observations were given to an educational work environment and the responsibilities that were obtained for the practicum process were also known. A very important aspect of these first experiences was to directly qualify the works that were pending, this was the first view of the students' work, which continued to accumulate day by day. This was a very accurate view of the workload involved in teaching.

After having formally started teaching activities directly, the teaching experience was changed by direct contact with students. You get a direct view of how students are not really interested in learning, an aspect that can demotivate the teacher, however this became a motivational aspect when trying to get students involved with the class and their own learning. Everything that goes into creating material, teaching and interacting with students is an experience full of ups and downs, some days the experience





is positive and other times it is negative, but it is always a new way of learning something else.

Further into the development of the practice, there were situations that remind you that you are not the authority in the establishment, you must answer to committees, parents, directors and the students themselves. Many times stress is the protagonist in these life stories, since work can become the only thing you can know due to the immense load that is generated. Deep down, this experience made me think of my teachers at school, so I even went through a nostalgic stage during integral practice.

One situation that I would not like to continue experiencing is reviewing the work of students who do not have the slightest interest in learning, it is inevitable to face difficult situations to face and balance. On one side, seeing the progress of students generates a feeling of self-fulfillment while the opposite case, a student who plagiarized or cheated with other classmates using poorly done work, is totally demoralizing.

Finally, at the end of the classes, a review process begins, loading notes, meetings and evaluation commissions, which becomes an exhausting but enjoyable experience, it is an incredible opportunity to have an approach to the supervising teacher and the other teachers. This experience could be considered negative if we take into account that eternal working hours are carried out for teachers since the amount of work for each course is immeasurable.

## Conclusion

The reflective experience was in its totality an enriching exercise for the development of the practice, even though I was not very constant in writing them of each week of writing the reflection that was made allowed to download the emotions and







experiences that were molding during each week in the different editions of the reflective component. From the first approach with the courses, the different responsibilities with the educational process of the students were witnessed. The role of the teacher was not only to teach classes in virtual meetings, much of the work was based on grading papers and dealing with situations of copied work among classmates. This experience was overwhelming, but it also marked the process of the teacher in training, since these decisions are also a responsibility to assume. Despite difficulties such as my personal state and fear, this immersion experience is remarkable as essential for the development of the teaching identity, an aspect that highlights the effectiveness of approaching the teaching role in a direct and raw way.

The interaction with the supervising teacher is widely noted, this professional relationship became a mutual work, a teamwork to carry out all the responsibilities that fall on a teacher. An aspect that also demonstrates the need for a healthy working relationship in all types of educational institutions. In general, the teaching experience, in addition to being an educational experience, is a work experience, so it implies the management of professionalism in the interaction and fulfillment of the teaching work. Being a strange experience for the teacher in training, which has always been linked to educational issues, its processes, methodologies and interactions, while leaving aside the integration at the labor level, of a company called institution that also works under a larger company that responds to the teaching profession.





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## Appendixes


### Appendix A. Observation grid

Friday, march 4 <sup>th</sup>	Seventh grade/ group C and A	10 am / Just 1 hour (50 min)
Minutes	Activity	Observation
<ul style="list-style-type: none"> <li>10: 08 Am</li> </ul>	<ul style="list-style-type: none"> <li>The class started</li> <li>The teacher picks up the homework</li> </ul>	<ul style="list-style-type: none"> <li>Not all the students delivered the homework</li> </ul>
<ul style="list-style-type: none"> <li>10: 12</li> </ul>	<ul style="list-style-type: none"> <li>The teacher got mad due to the students' attitude towards their duty during the class so she decided to scold them</li> </ul>	<ul style="list-style-type: none"> <li>The students remained silent during this period of time.</li> </ul>
<ul style="list-style-type: none"> <li>10:16</li> </ul>	<ul style="list-style-type: none"> <li>The teacher began a socialization of the assignment by asking questions to each student and then has the girls quiz each other, the topic in question was adverbs of frequency answering the question "how often?"</li> </ul>	<ul style="list-style-type: none"> <li>Almost 15 students were asked to ask questions to their peers during the socialization, the students who asked the questions seemed more confident and more participative than those who had to answer.</li> </ul>
<ul style="list-style-type: none"> <li>10: 20</li> </ul>	<ul style="list-style-type: none"> <li>The teacher called the attention to a student in the back of the class room for doing homework from another subject, and made a note on the classroom observer.</li> </ul>	<ul style="list-style-type: none"> <li>the rest of the students remained silent</li> </ul>
<ul style="list-style-type: none"> <li>10:22</li> </ul>	<ul style="list-style-type: none"> <li>The teacher started calling the roll to hand out the workbooks with the help of the representative. Each student has a code number from 1 to 30 and the code number is equal to the code number of the book.</li> </ul>	<ul style="list-style-type: none"> <li>the rest of the students remained silent and they were attentive to be called by their code</li> </ul>
<ul style="list-style-type: none"> <li>10:25</li> </ul>	<ul style="list-style-type: none"> <li>The students were asked to open the book on page 11 of the way to go workbook.</li> <li>Students were asked to make sentences based on the information in a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the students worked individually and others in pairs.</li> </ul>



<ul style="list-style-type: none"> <li>10:45</li> </ul>	<ul style="list-style-type: none"> <li>The teacher made the correction of the sentences on the board</li> </ul>	<ul style="list-style-type: none"> <li>the students took notes</li> </ul>
<ul style="list-style-type: none"> <li>10:50</li> </ul> <p>End of the class</p>	<ul style="list-style-type: none"> <li>Homework:</li> </ul> <p>Look for the meaning of unknown words and answer to 8 questions related to the topic</p>	<ul style="list-style-type: none"> <li>the students took notes</li> </ul>

## Appendix B. plannings

		COLEGIO TÉCNICO LA PRESENTACIÓN				Carácter Oficial Aprobado por Resolución No.003963 del 28 de diciembre de 2020	
		Pamplona N de S					
		Primer Trimestre					
Subject: English		Seventh		A		Teacher: Liliana Parada.	
Time : 4 Hours							
FORMATO PLAN DE CLASE							
FECHA	Nº	TEMA	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLÓGICAS	EVALUACION	TRANSVERSALIDAD	OBSERVACION
APRIL 6 <sup>th</sup>		<ul style="list-style-type: none"><li>Expressing abilities and possibilities "Can/ Can't</li></ul>	<ul style="list-style-type: none"><li>Students communicate their abilities</li><li>Students understand commands</li><li>Students are able to answer rightly according to the information in a text</li></ul>	<ul style="list-style-type: none"><li>Evaluation</li><li>Leisure activities</li><li>Warm up: charades with leisure activities</li><li>Explanation</li><li>Expressing abilities and possibilities "Can/ Can't</li></ul>	<ul style="list-style-type: none"><li>In a sheet of paper letter size, write down and draw the abilities that you can do.</li><li>Write a list of 10 things that you cannot do at home</li><li>Decorate the sheet of paper</li></ul>		
APRIL 7 <sup>th</sup>		<ul style="list-style-type: none"><li>Expressing abilities and possibilities "Can/ Can't</li></ul>	<ul style="list-style-type: none"><li>Students practice the structure of modal verbs</li></ul>	<ul style="list-style-type: none"><li>Warm up</li><li>Match the pictures with the slogan</li><li>Review of the topic with questions</li><li>worksheet</li><li>Listen to some friends talking about their abilities. Complete the table.</li><li>Complete the chart according to the reading</li></ul>	<ul style="list-style-type: none"><li>In a sheet of paper letter size, write down and draw the abilities that you can do.</li><li>Write a list of 10 things that you cannot do at home</li><li>Decorate the sheet of paper</li></ul>	Abilities and possibilities	
APRIL 8 <sup>th</sup>		<ul style="list-style-type: none"><li>Frequency adverbs</li></ul>		<ul style="list-style-type: none"><li>Warm up</li><li>Ask the activities they do to be clean</li><li>Review of the frequency abverbs</li><li>Develop the rest of the activity</li></ul>	<ul style="list-style-type: none"><li>Complete the reading</li><li>Write their daily routine using the frequency adverbs.</li></ul>		

Activar Windows

## Appendix A plannings

## Appendix C. Unstructured observation

observation
Diagnostic
Date: third week
April 4th- 8th
<p>During the development of the diagnostic test, the students of the different groups acted in a similar way, they looked at each other, and looked at the board to find answers. Some of them as they did comprehend they stopped reading showing a kind of disinterest for the activity</p> <p>During the 30 minutes of the test some general errors could be observed while walking around the classroom.</p> <p>One of the common one was the bad use of pronouns and that it was difficult for them to replace the subject, also the misuse of the auxiliary verbs</p> <p>ex:</p> <ul style="list-style-type: none"> <li>carbohydrates was replaced by the pronoun he</li> <li>They used the auxiliary do or does in questions where they had to answer with the modal verb can or with the verb to be.</li> </ul>





#### Appendix B unstructured interview

observation
Reading modal verb can
Date fourth week April 18th- 22 <sup>nd</sup>
<p>During this application I noticed that the students felt more comfortable because of the explanation given before the development and because they were familiar with the vocabulary of certain skills. I realized that at the time of scanning they confused two words basketball and baseball but after clarifying the hard one it was easier for them to answer.</p> <p>I noticed that at the end of the reading they were talking about two activities together and because they did not have a complete structure the students omitted a skill.</p> <p>since this activity was free, they had the opportunity to socialize with their classmates and among them they also solved their doubts.</p>

observation
Reading present continuous
Date Sixth week May 2nd- 6th
<p>Since this was a new topic, the students were a little confused because they did not remember the verb to be.</p> <p>When the reading was applied, I had to call the attention to certain students in all groups because they showed disinterest, in group B due to their high level of participation the girls talked more so the activity of raising their hands helped me to maintain order.</p> <p>In group A I noticed disinterest on the part of two girls in particular, since they were constantly talking among themselves and doing other things in other subjects, but in general the group maintained order and worked individually.</p> <p>As for group c, due to extracurricular activities, the reading could not be carried out completely, i.e., they were asked to solve the questions as homework.</p> <p>When doing this reading immediately followed by the explanation, I noticed that the number of questions from the girls was not high.</p>

observation
Reading present continuous vs present simple
Date seventh week May 9th- 13th
<p>during this class I noticed the students a little quieter than usual, as I walked around the room and watched the girls' responses I could tell, generally speaking, that the girls were slowly reading the text and looking at the notebook for words that we had already seen. I also noticed that they were able to substitute words in order to analyze the questions and their answers.</p>





Some of them approached me as there was an exchange of words that they did not understand very well (computer-internet) and they were not sure of their answer. I gave them a brief explanation and they understood immediately.

Despite the silence I could also notice that they were all working, unlike the first time when many just gave up. this time they tried to solve everything in their own way and individually

## Appendix D. Field notes

### Field notes

Field notes	Diagnostic	Date: third week April 4th- 8th
<p style="text-align: center;">Pre-service teacher notes</p> <p>I started the class by doing a review of the topic, mainly about food vocabulary since the diagnostic test is about that but I decided to make a review of the present simple tense, the use of the modal verb can and how to answer to short question in order to ease the reading understanding</p> <p>The students took out the “way to go” workbook and look for the reading related to healthy food. The diagnostic activity was based on an eight-line long text and 5 short-answer questions were asked to assess reading comprehension.</p> <p>To answer the questions, since the text was in the book, the students were asked to answer the questions on half a sheet of paper</p> <p>In order to keep the diagnostic test as fair as possible, I decided not to help the student body, but I did give them some guidelines on how to solve the test.</p> <p>First they were asked to scan the text in order to recognize the words and to read the questions in order to facilitate their comprehension process, then they were asked to read the text in detail and pay attention to the structures previously explained and underline what could possibly be the answers.</p> <p>The test was carried out in the last hour of the week each group had and they were given 30 minutes to answer the questions.</p> <p>During this period I was walking around the room in order to maintain order and prevent students from sharing answers.</p> <p>With 5 minutes left before the end of class, the answer sheets were collected and the students were asked how they had felt.</p> <p>In group A there was total silence to this question. in group B, 3 students expressed that Student 1. Had not paid attention to the explanation. Student 2. That even though we had seen the vocabulary, they had not been engaged in going through it. Student 3. Felt very lost because she didn't think English was easy.</p> <p>As for group C. one student experienced that although they had seen how to answer the questions they were confused because they had seen the topic at the beginning of the year.</p>		







Field notes	Reading present continuous vs present simple	Date: seventh week May 9th- 13th
<p style="text-align: center;">Pre-service teacher notes</p> <p>During that week of class I dedicated myself to explaining the topic again to avoid doubts and confusion between the present simple and present continuous verb tenses.</p> <p>The reading was applied within a worksheet, and it was only one paragraph long where the two verb tenses were mixed. In this reading we used vocabulary of daily activities that the students already handled.</p> <p>The reading comprehension was evaluated with four points for flash and true.</p> <p>At the end of the week in the last hour with group B the reading activity was applied. Unfortunately with the other groups it could not be done due to school activities and for that reason it was left as a homework.</p> <p>With group B it was decided to apply it as a quiz with an open notebook individually since we had been working on that topic for several weeks and therefore I decided not to be an active entity during the class.</p> <p>When the class was over the girls picked up the sheets and gave them to me.</p>		

Field notes	Reading present continuous	Date: Sixth week May 2nd- 6th
<p style="text-align: center;">Pre-service teacher notes</p> <p>The third reading was worked on in the two-hour block of each group since it was used to practice what was being explained, which was the present continuous.</p> <p>This reading was worked on a little differently than the previous ones since it was not on a worksheet, that is to say, it was worked on by itself.</p> <p>After explaining the topic, the worksheets were handed out individually.</p> <p>the first thing the students were asked to do was to scan the reading and underline the unknown vocabulary, for this they were given 10 minutes and after this process was finished they were told that while i read they should follow the reading and raise their hand the moment i said one of the words they had underlined, when a word stood out i wrote it on the board together with its translation. After having taken out all the unknown vocabulary, the students wrote it in the notebook and proceeded to do the reading of the text again, this time, I read and the students repeated and tried to translate to understand the text, after this part was finished the students were asked to answer the questions.</p> <p>For this activity I also made an active participation in order to solve the doubts, one of the most common, since it is still difficult for them to replace the subject by the pronoun, was the fact of not knowing which conjugation of the verb to be to use.</p> <p>When the hour was over, they were picked up and graded.</p>		







Field notes	Reading modal verb can	Date: fourth week April 18th- 22nd
<p style="text-align: center;"><b>Pre-service teacher notes</b></p> <p>The activity took place at the last hour of the week for each group and the classes began with a review of the topic and a round of questions to clarify the students' doubts.</p> <p>This reading was worked into a worksheet along with other activities and the reading was one paragraph long about skills that could or could not be done, which is a topic that the students already know.</p> <p>To assess reading comprehension, the students were asked to classify the information according to the skills they could or could not do depending on the reading.</p> <p>For this activity, I decided to collaborate as much as possible with the students without revealing the answers. As in the previous reading, I asked them to go through the scanning process and to analyze the vocabulary before solving the activity.</p> <p>While the students were solving and had doubts, I approached them and explained again</p>		

## Appendix E. Questionnaire

### QUESTIONNAIRE

#### Researcher

Isabel Avila Santos

Departamento de Lenguas Extranjeras y Comunicación

Universidad de Pamplona

Para conocer las percepciones que el proyecto de implementación de lecturas cortas ha generado en las estudiantes del instituto técnico la presentación, se les plantearán las siguientes preguntas.

#### Objetivo:

- Conocer las opiniones de los participantes sobre la implementación del proyecto de lecturas cortas para la comprensión lectora

#### Preguntas:

Teniendo en cuenta que la población objetivo no tiene un gran dominio del idioma inglés, las preguntas se realizarán en español, y así mismo se responderán en el mismo idioma.

1. ¿Le gusta leer?
2. ¿qué opina usted de las lecturas implementadas en clase?
3. después de realizar las lecturas en la clase ¿volvía a leerlas en su casa?
4. ¿De qué manera cree usted que las lecturas cortas influenciaron su aprendizaje en el inglés?
5. ¿Cómo considera usted que la implementación de las lecturas cortas influenciaron en su vocabulario en inglés?
6. ¿Cómo cambio su habito de lectura desde que empezamos a leer en clase??



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## Annexes

### Annex 1. Student list



#### I.E. COLEGIO TÉCNICO LA PRESENTACION

Carácter Oficial Aprobado por Resolución No.003963 del 28 de Diciembre de 2020.  
DANE: 154518000427 NIT: 890501571-3

LISTAS DE BORRADOR																				
Jornada		Mañana		Grado		Séptimo		Curso: 02		Periodo:				Sede: 01						
Área		IDIOMA EXTRANJERO (INGLES)										Docente:		PARADA GRANADOS LILIANA						
Titular:		NAIRA LILIANA JAIMES CARRILLO										Año:		2022						
N	COD	APELLIDOS Y NOMBRES	DEFINITIVAS			REGISTRO DEL DESEMPEÑO DEL ESTUDIANTE														
			P1	P2	P3	Subir y Hacer: 60%										5%	10%	25%	NOT DEF	
1	696	ACOSTA J MELANY ALEJANDRA																		
2	692	ALVAREZ Y KARLA TATIANA																		
3	693	BEJARANO D ANA MARIA																		
4	729	BILBAO C SARA SHARITH																		
5	699	CARRILLO P MARIA PAULA																		
6	2022105	CHARRY D SOFIA																		
7	2018145	CONDE V MARIA FERNANDA																		
8	2021006	CONTRERAS Y MARIAM SOPHIA																		
9	2019148	ESTUPINAN O VALERIA GABRIE																		
10	671	FLOREZ M ANGIE PAOLA																		
11	2021007	GALVIS R ASHLEY CAMILA																		
12	2021008	GARCÉS A ELAN SAMARA																		
13	2021009	GARCIA F ASHLEY NICOLLE																		
14	736	GELVEZ C MELLY MYRETH																		
15	2021010	GELVIS H DIANA VALERIA																		
16	2021011	GONZALEZ C ASTRID YARITZA																		
17	705	GRANADOS M ASLIE KATHERIN																		
18	877	GUZMAN M SAMAY YELEN																		
19	2021012	JAMES B JENNIFER DANIELA																		
20	2021013	MONSALVE V KEYLA MARIEL																		
21	2021014	MONTOLYA A SHAROL NICOL																		
22	801	MORALES S VALERY YOSBEIDY																		
23	774	MORENO R YEILY YOLIANA																		
24	2021015	OCCHOA C YULIANA ISABELLA																		
25	718	PARADA F PAULA ANDREA																		
26	744	PARADA M MARIA CAMILA																		
27	723	REINA O SHARON YERRAY																		
28	749	ROJAS R ZARITH NICOLLE																		
29	753	SUAREZ J DAYELEN SARETH																		
30	691	VILLANIZAR D SANDY YURLEY																		

Act

Annex 1students ' list

### Annex 2. Diagnostic test

The food pyramid is a good guide to eating a healthy diet. Carbohydrates are especially good for children and athletes because they can give a lot of energy and fibre. Fruit and vegetables are really good for everyone. They can keep you healthy because they are rich in fibre, vitamins and minerals that prevent many illnesses. Fibre is necessary for good digestion. Dairy products can help you to have strong bones and teeth because they are rich in calcium. Proteins can help your muscles and brain. They are rich in iron. Iron is good for your blood and brain. Fats and sugar are not very beneficial. Some oils like olive oil is good, but too much fat and fried food is unhealthy. The same with sweets: you can only eat a few!

1. Can you reduce illnesses eating fruit and vegetables? Yes, you can.
2. Can carbohydrates help your digestion? \_\_\_\_\_.
3. Does calcium help to produce strong bones and teeth? \_\_\_\_\_.
4. Is iron bad for your brain? \_\_\_\_\_.
5. Are all oils bad for your body? \_\_\_\_\_.
6. Are sweets good for your health? \_\_\_\_\_.

Annex 2 diagnostic test

### Annex 3. Modal verb can-can't reading



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I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!

Things I can do.	Things I can't do.
swim	

#### Annex 3 Reading 1

#### Annex 4. Present continuous reading

Read the following text carefully.

It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her uncles are visiting them.

Mary and her father are in the living room. Mary is making a draw and her father, Mr. Harris, is surfing the net. They are also talking.

Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy.

Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles - Lucy and Tom. They are from the nearest town and stopped by to say hello.

Fluffy, the family cat, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat.

Answer the questions about the text.

1. What day of the week is it?  
.....
2. Where is Mary?  
.....
3. What is she doing?  
.....
4. What is Mr. Harris doing?  
.....
5. Is Mrs. Harris preparing a snack in the kitchen?  
.....
6. What is Fluffy, the cat, doing?  
.....

#### Annex 4 reading 2

#### Annex 5. Present simple vs present continuous



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I like sport. I play tennis every weekend and I watch tennis matches on TV every time there is one! I also play basketball on Fridays. I am not very good so I am learning with a trainer. Right now I am looking for information about famous players on the internet. My sister doesn't like sport. Every weekend she stays at home and watches TV! At the moment she is helping our dad cook dinner in the kitchen.

- |   |             |       |
|---|-------------|-------|
| a. I play tennis every Saturday and Sunday. | <u>True</u> | False |
| b. I'm playing tennis now.                  | True        | False |
| c. I play basketball every day.             | True        | False |
| d. I'm using the computer now.              | True        | False |
| e. My sister is watching TV now.            | True        | False |

Annex 5 reading 3

## Annex 6. Was-were reading

Last week, there was one really, really bad day. It was Monday. Usually, there are about 25 students in my class, but that day, there were only 5 people! It was cold. In fact, it was freezing. It was raining a lot. It was dark and gray outside. There were clouds all over the sky. I think there were few students at school because they were sick. They were at home. Maybe they were in bed. Mr. Jibbit is our teacher. He is always at school. He is never at home on a Monday. Last Monday was no different. He was in the classroom, and he was cold! He was cold because the heater in the school was broken. It was freezing. The school was like a refrigerator. Our room was like a freezer! And poor Mr. Jibbit was like ice! The small class was cold, cold, cold! The next days were much warmer. The heater was fixed on Tuesday, so everything was ok. There were 25 students, not only 5. But Mr. Jibbit was at home sick in bed!

Annex 6 reading 4

## Annex 7. Final test



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C) Read the following text and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving. It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now. It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

1. What does Brian do?

---

2. What time does he usually get up?

---

---

3. How does he usually go to work?

---

4. Why is he driving to work today?

---

5. What time does he arrive at work everyday?

---

6. When does he always have his lunch?

---

7. What is he doing at 12.00 today?

---

8. Why does he usually watch TV at 7.30?

---

9. What time does he go to bed?

---

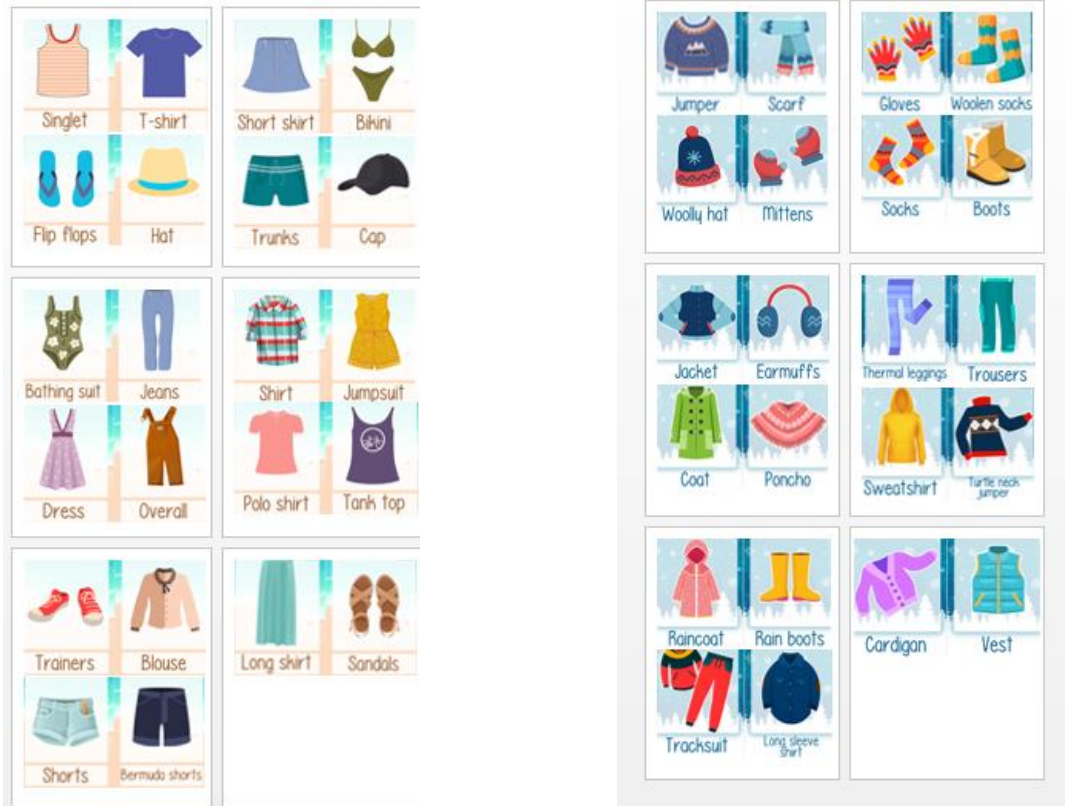
10. What time is he going to bed now?

---

*Annex 7 final test*



## Annex 8 Clothes flashcards



## Annex 9. Clothes worksheet

	<b>COLEGIO TÉCNICO LA PRESENTACIÓN</b> Pamplona N de S Primer Trimestre	
Subject: English		Grade: Fourth
Student:		

### THE CLOTHES

#### WINTER CLOTHES

#### SPRING CLOTHES

#### SUMMER CLOTHES

#### AUTUMN CLOTHES

#### 1. Match the clothes with the season

#### 2. Fill the crossword

#### 3. Write the name of the clothes

T-shirt   dress   skirt   shirt   socks   gloves   coat

shoes   trousers   jumper

#### 4. List the clothes that people are wearing

**A**

**B**

#### 5. Match the text with the images

It is winter. It is very cold. I am wearing a jumper, a coat and a woolly hat

(1)

It is spring. It is windy. I am wearing jeans, a jacket and a cap

(2)

It is summer. It is very hot. I am wearing shorts, sunglasses and a hat

(3)

It is autumn. It is cold. I am wearing a skirt, a jacket and socks

(4)

## Annex 10. Numbers flashcards



## Annex 11. Numbers worksheet

	COLEGIO TÉCNICO LA PRESENTACIÓN	
	Pamplona N de 5	
Primer Trimestre		
Subject: English	Grade: Fourth	
Student: _____		

### THE NUMBERS

1-50



#### 1. Match the number with its written form

- |       |                |
|-------|----------------|
| a) 7  | — Forty-four   |
| b) 33 | — Seventeen    |
| c) 3  | — Forty        |
| d) 29 | — Twenty-one   |
| e) 13 | — Thirty-three |
| f) 44 | — Seven        |
| g) 17 | — Twenty-nine  |
| h) 50 | — Thirteen     |
| i) 21 | — Three        |
| j) 40 | — Fifty        |

#### 2. Write the written number below the image



#### 3. Complete the names of the numbers with the missing letters

- w \_ \_
- N \_ \_ e
- \_ o \_ t \_ n
- E \_ g \_ e \_
- \_ \_ e n \_ y
- T \_ \_ t \_ \_ x
- \_ h \_ r \_ t \_ f \_ r
- T \_ \_ ty-n \_
- F \_ r \_ \_ f \_ \_ e
- \_ o \_ y \_ s \_ e

#### 4. Choose the correct answer

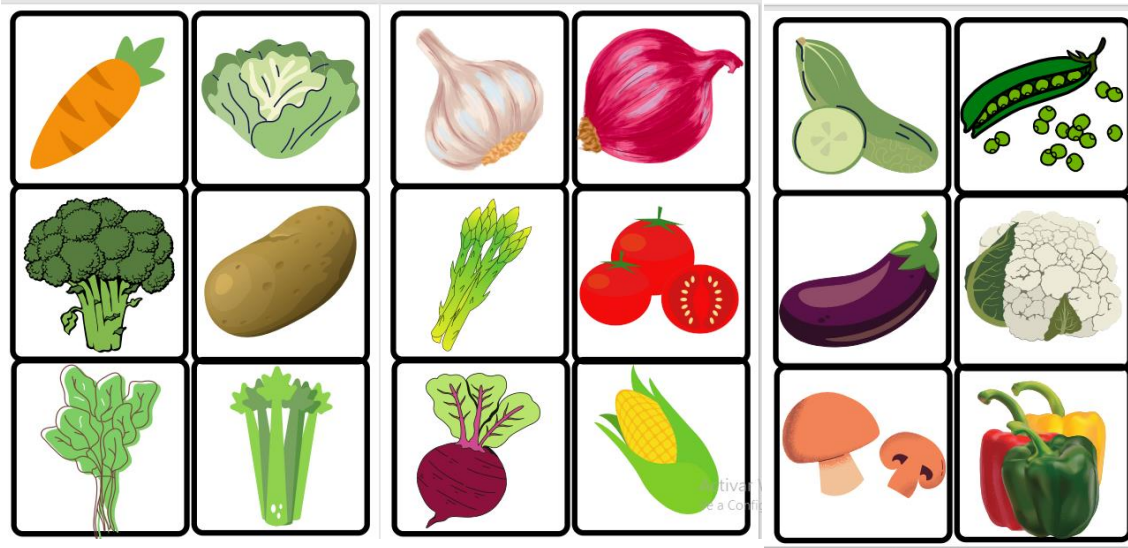
- Five
  - 10
  - 5
  - 3
- Fifteen
  - 15
  - 50
  - 25
- Ten
  - 1
  - 10
  - 6
- Twelve
  - 20
  - 12
  - 22
- Twenty-three
  - 33
  - 43
  - 23
- Thirty-two
  - 32
  - 40
  - 12
- Thirty-eight
  - 48
  - 26
  - 38
- Forty-nine
  - 29
  - 49
  - 36
- Forty-one
  - 21
  - 31
  - 41
- Twenty-five
  - 26
  - 25
  - 35

#### 5. Write the correct number in the blank space


- |                 |       |                 |       |
|-----------------|-------|-----------------|-------|
| a) Four         | _____ | f) Thirty-five  | _____ |
| b) Six          | _____ | g) Thirty-seven | _____ |
| c) Sixteen      | _____ | h) Forty-one    | _____ |
| d) Twenty-two   | _____ | i) Forty-three  | _____ |
| e) Twenty-eight | _____ | j) Ten          | _____ |



## Annex 12. Vegetables flashcards



## Annex 13. Vegetables worksheet

	COLEGIO TÉCNICO LA PRESENTACIÓN	
	Pamplona N de S	
Primer Trimestre		
Subject: English	Grade: Fourth	
Student: _____		

### VEGETABLES

1. WRITE THE NAME OF THE VEGETABLE ACCORDING TO THE IMAGE



2. FIND THE NAME OF THE VEGETABLES IN THE WORD SEARCH

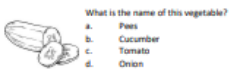
S	B	R	O	C	C	O	L	I
B	P	C	D	E	F	G	T	H
J	K	I	M	L	L	O	J	I
O	D	Z	N	Z	M	Y	B	N
R	E	X	T	A	G	Y	K	C
P	E	F	T	U	C	T	X	E
Q	D	N	X	H	U	I	W	C
R	O	N	I	O	N	S	S	T

GARLIC  
ONION  
SPINACH  
TOMATO  
BROCCOLI  
BEET

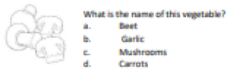
3. REORGANIZE THE WORDS ACCORDING TO FORM THE NAME OF THE VEGETABLE

- ETUCETL: \_\_\_\_\_
- RECYLE: \_\_\_\_\_
- SAPURAGAS: \_\_\_\_\_
- WROC: \_\_\_\_\_
- WRELOFLAUC: \_\_\_\_\_

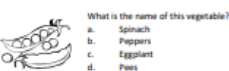
4. CHOOSE THE RIGHT ANSWER



- What is the name of this vegetable?
- Peas
  - Cucumber
  - Tomato
  - Onion



- What is the name of this vegetable?
- Beet
  - Garlic
  - Mushrooms
  - Carrots



- What is the name of this vegetable?
- Spinach
  - Peppers
  - Eggplant
  - Peas

5. NAME FIVE VEGETABLES THAT YOU LIKE AND MAKE A DRAW OF IT

EXAMPLE: I like asparagus

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Annex 14. Junk food flashcards



## Annex 15. Junk food worksheet

	COLEGIO TECNICO LA PRESENTACION	
	Pamplona N° de 5	
Nombre: <input type="text"/>	Grado: <input type="text"/>	

### JUNK FOOD

1. COMPLETE THE CROSSWORD ACCORDING TO THE IMAGES



2. MATCH THE JUNK FOOD NAME WITH ITS TRANSLATION

- |            |                    |
|------------|--------------------|
| A. CAKE    | ( ) HAMBURGUESA    |
| B. DONUT   | ( ) PASTEL         |
| C. CUPCAKE | ( ) PAPAS FRITAS   |
| D. BURGER  | ( ) PERRO CALIENTE |
| E. HOT DOG | ( ) DONUT          |
| F. FRIES   | ( ) PASTELITO      |

3. COMPLETE THE NAME OF THE JUNK FOOD

- |              |                  |
|--------------|------------------|
| A. C _ _ E _ | D. I _ _ C _ E _ |
| B. _ A _ D _ | E. C _ C _ L _ E |
| C. P _ _ A   | F. _ O _ _ C _ E |

4. WHAT VEGETABLES CAN YOU FIND IN A BURGER?  
(¿QUE VEGETALES PUEDE ENCONTRAR EN UNA HAMBURGUESA?)

\_\_\_\_\_

\_\_\_\_\_

5. WHAT VEGETABLES CAN YOU FIND IN A PIZZA?  
(¿QUE VEGETALES PUEDE ENCONTRAR EN UNA PIZZA?)

\_\_\_\_\_


\_\_\_\_\_

6. CHOOSE THE RIGHT ANSWER

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>PALETA DE AGUA</li> <li>ICE CREAM</li> <li>POPCORN</li> <li>BURGER</li> </ul> | <ul style="list-style-type: none"> <li>PAPAS FRITAS</li> <li>FRIES</li> <li>PIZZA</li> <li>CHOCOLATE</li> </ul> |
| <ul style="list-style-type: none"> <li>PERRO CALIENTE</li> <li>DONUT</li> <li>CANDY</li> <li>HOT DOG</li> </ul>      | <ul style="list-style-type: none"> <li>PASTELITO</li> <li>CAKE</li> <li>CUPCAKE</li> <li>COOKIE</li> </ul>      |

## Modal verb can reading


2. Read the passage and find the activities and write them in the correct boxes



I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!

Things I can do.	Things I can't do.
<p style="text-align: center;"><u>swim</u></p> <p>I can play football</p> <p>I can play basketball</p> <p>I can speak english of course</p>	<p>I can't play baseball</p> <p>I can't speak German</p>


2. Read the passage and find the activities and write them in the correct boxes



I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!

Things I can do.	Things I can't do.
<p style="text-align: center;"><u>swim</u></p> <p>play Football</p> <p>speak English</p> <p>play basketball</p>	<p><del>play basketball</del></p> <p>speak German or French</p> <p>play baseball</p>

2. Read the passage and find the activities and write them in the correct boxes



I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!

Things I can do.	Things I can't do.
<p style="text-align: center;"><u>swim</u></p> <p>Play football</p> <p>Play basketball</p> <p>speak english</p>	<p>Play baseball</p> <p>speak German</p> <p>speak French</p>

2. Read the passage and find the activities and write them in the correct boxes



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Things I can do.	Things I can't do.
<p>swim</p> <p>Play football</p> <p>Play basketball</p> <p>speak english</p>	<p>Play baseball</p> <p>Speak German</p> <p>Speak French</p>

2. Read the passage and find the activities and write them in the correct boxes



I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!

Things I can do.	Things I can't do.
<p>swim</p> <p>Play football</p> <p>Play basketball</p> <p>speak english</p>	<p>speak german</p> <p>play baseball</p> <p>speak french</p>

3. Find the mistake, underline it and write the correct word.

a. I can swimming.

swim

2. Read the passage and find the activities and write them in the correct boxes



I know lots of sports. I can swim and I can play football. I can play basketball too because we are learning at school! But I can't play baseball. We don't have baseball lessons at my school. What else can I do? Well, I can't speak German or French but I can speak English of course!


Things I can do.	Things I can't do.
<p>swim</p> <p>Football</p> <p>basketball</p> <p>english</p>	<p>baseball</p> <p>German - french</p>





## Ps. Vs Pc. Reading


1. True or False.  
Read and circle True or False.

 I like sport. I play tennis every weekend and I watch tennis matches on TV every time there is one! I also play basketball on Fridays. I am not very good so I am learning with a trainer. Right now I am looking for information about famous players on the internet. My sister doesn't like sport. Every weekend she stays at home and watches TV! At the moment she is helping our dad cook dinner in the kitchen.

a. I play tennis every Saturday and Sunday.	<u>True</u>	False
b. I'm playing tennis now.	True	False
c. I play basketball every day.	True	False
d. I'm using the computer now.	True	False
e. My sister is watching TV now.	True	False

PRESENT SIMPLE VS PRESENT CONTINUOUS


1. True or False.  
Read and circle True or False.

 I like sport. I play tennis every weekend and I watch tennis matches on TV every time there is one! I also play basketball on Fridays. I am not very good so I am learning with a trainer. Right now I am looking for information about famous players on the internet. My sister doesn't like sport. Every weekend she stays at home and watches TV! At the moment she is helping our dad cook dinner in the kitchen.

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b. I'm playing tennis now.	True	<u>False</u>
c. I play basketball every day.	True	<u>False</u>
d. I'm using the computer now.	<u>True</u>	False
e. My sister is watching TV now.	True	<u>False</u>


PRESENT SIMPLE VS PRESENT CONTINUOUS

1. True or False.  
Read and circle True or False.

 I like sport. I play tennis every weekend and I watch tennis matches on TV every time there is one! I also play basketball on Fridays. I am not very good so I am learning with a trainer. Right now I am looking for information about famous players on the internet. My sister doesn't like sport. Every weekend she stays at home and watches TV! At the moment she is helping our dad cook dinner in the kitchen.


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e. My sister is watching TV now.	<u>True</u>	False

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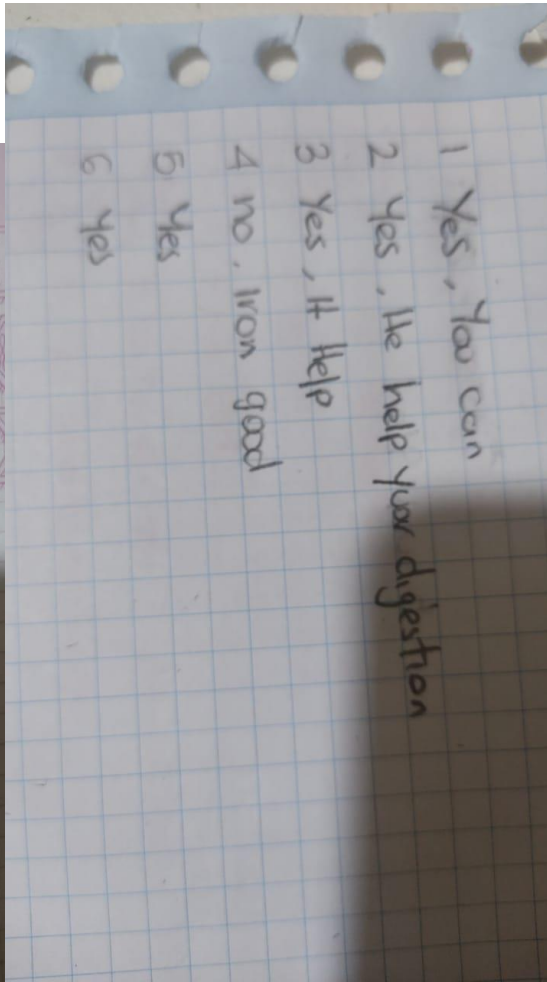
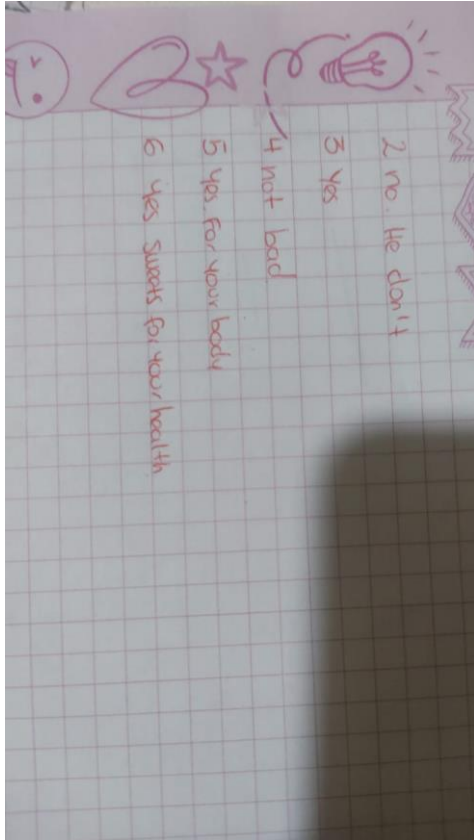
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b. I'm playing tennis now.	True	<u>False</u>
c. I play basketball every day.	<u>True</u>	False
d. I'm using the computer now.	True	<u>False</u>
e. My sister is watching TV now.	<u>True</u>	False

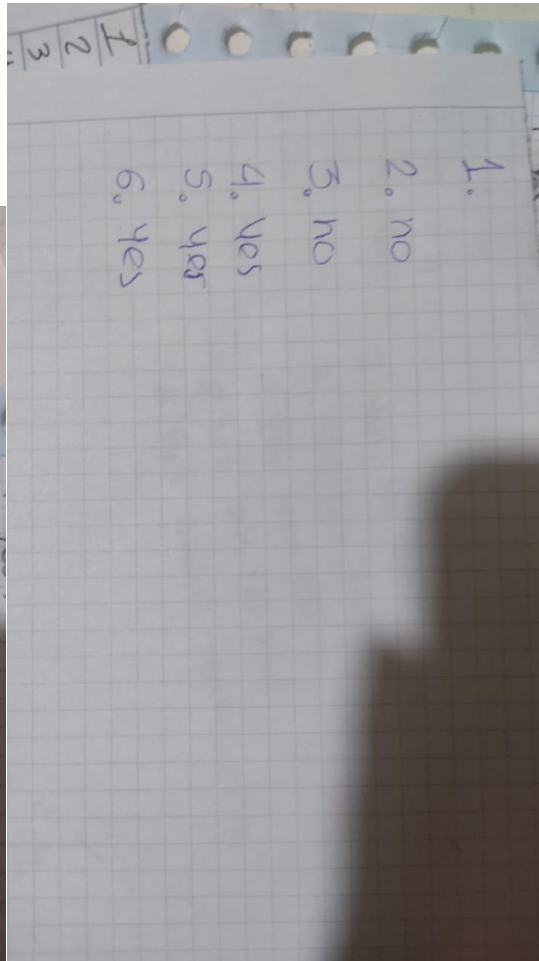
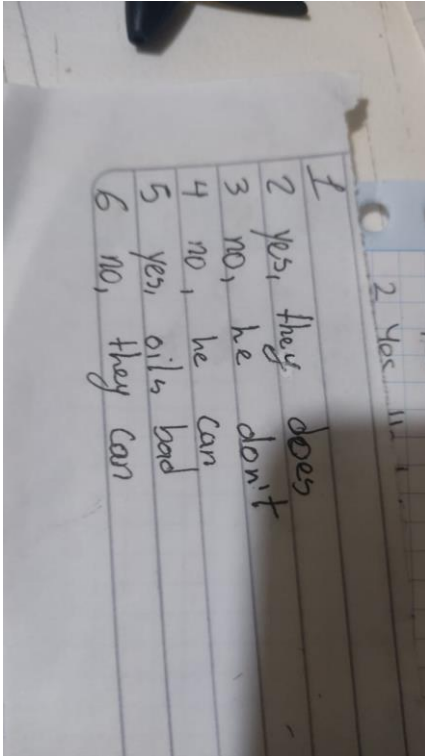
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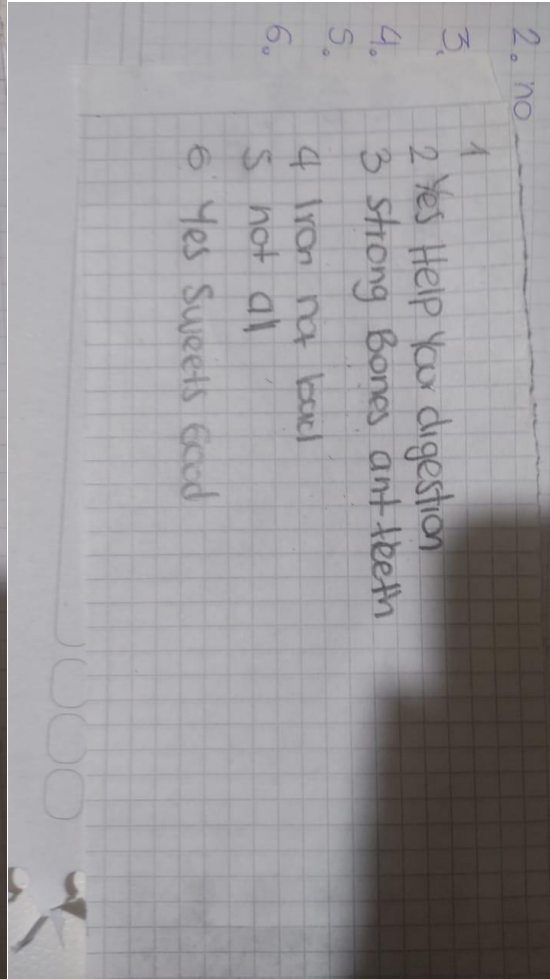
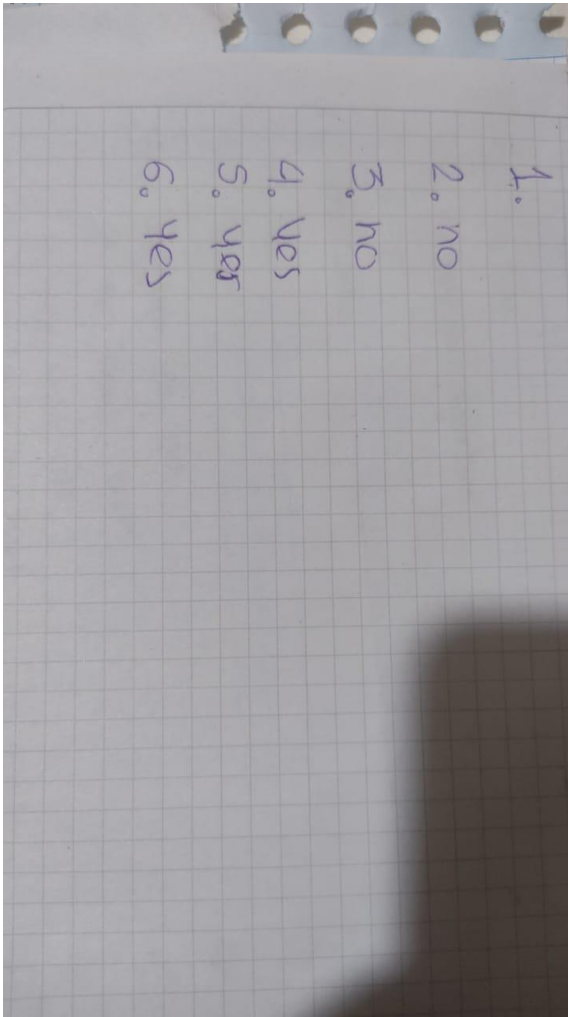
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c. I play basketball every day.	True	<u>False</u>
d. I'm using the computer now.	<u>True</u>	False
e. My sister is watching TV now.	True	<u>False</u>













## Was were reading

Last week, there was one really, really bad day. It was Monday. Usually, there are about 25 students in my class, but that day, there were only 5 people! It was cold. In fact, it was freezing. It was raining a lot. It was dark and gray outside. There were clouds all over the sky. I think there were few students at school because they were sick. They were at home. Maybe they were in bed. Mr. Jibbit is our teacher. He is always at school. He is never at home on a Monday. Last Monday was no different. He was in the classroom, and he was cold! He was cold because the heater in the school was broken. It was freezing. The school was like a refrigerator. Our room was like a freezer! And poor Mr. Jibbit was like ice! The small class was cold, cold, cold! The next days were much warmer. The heater was fixed on Tuesday, so everything was ok. There were 25 students, not only 5. But Mr. Jibbit was at home, sick in bed!

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## Final test

Mr. Johnson, among the train now.  
I see any students in that place.  
I hear anyone in the hall now.

By Read the following text and answer the questions:

**1. Brian is a doctor.** He looks after sick people. **He usually gets up at 6.00 o'clock.** Today **he is late**, it is 6.30 and he is still in bed. He usually goes to work **by train** but today he is driving to work. He arrives at work **at 6.30 every morning** but it is 7.30 now and he is still driving. It's 12.00 o'clock now. He always has his lunch **at 12.00** but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now. **It is 24.00 now Brian is going to bed.** He always goes to bed **at 24.00**.

1. What does Brian do?  
Brian is a doctor.
2. What time does he usually get up?  
he usually gets up at 6.00 o'clock.
3. How does he usually go to work?  
by train.
4. Why is he driving to work today?  
he is late.
5. What time does he arrive at work everyday?  
he arrives at 6.30 every morning.

6. When does he always have his lunch?  
12.00

7. What is he doing at 12.00 today?  
he is looking after his Patients

8. Why does he usually watch TV at 7.30?  
his favorite Programme Starts

9. What time does he go to bed?  
he goes to bed at 24.00

10. What time is he going to bed now?  
It is 24.00 now Brian is going to bed

C) Circle the correct answer:

B) Read the following text and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving. It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now. It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

1. What does Brian do?  
He is a doctor.
2. What time does he usually get up?  
He gets up at 6.00 o'clock.
3. How does he usually go to work?  
by train.
4. Why is he driving to work today?  
Because He is late.
5. What time does he arrive at work everyday?  
He arrives at work at 6.30.

6. When does he always have his lunch?  
He has his lunch at 12.

7. What is he doing at 12.00 today?  
He is looking after His Sick Patients

8. Why does he usually watch TV at 7.30?  
Because His favorite Program

9. What time does he go to bed?  
at 24.00

10. What time is he going to bed now?  
he is going to bed at 24.00





1. I hear anyone in the hall now.

B) Read the following text and answer the questions:

Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving. It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients. It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favorite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now. It is 24.00 now Brian is going to bed. He always goes to bed at 24.00.

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He usually gets up at 6.00 o'clock
3. How does he usually go to work?  
He usually goes to work by train
4. Why is he driving to work today?  
Today he is late
5. What time does he arrive at work everyday?  
at 6.30 every morning

6. When does he always have his lunch?  
he always has his lunch at 12 pm
7. What is he doing at 12.00 today?  
he is looking after his sick patients
8. Why does he usually watch TV at 7.30?  
Because his favorite Programme starts
9. What time does he go to bed?  
he always goes to bed 24.00
10. What time is he going to bed now?  
at 24.00

B) Read the following text and answer the questions:

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at 24.00 always

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8. Why does he usually watch TV at 7.30?  
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9. What time does he go to bed?  
at 24.00
10. What time is he going to bed now?  
at 24.00

B) Read the following text and answer the questions:

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## Narratives

First week
Journal
<p>I can't say much about this week, unfortunately the weekend before starting my practicum, I got sick and as the symptoms that surfaced in me were very similar to those of covid I decided to go to the doctor, but as it was no longer necessary to take the test they only sent me the incapacity for isolation for 7 days. I really feel very frustrated because I know that my classmates have already started their experience as teachers and I have not yet, plus my motivation levels are at rock bottom and my work obligations are overwhelming me.</p> <p>The moment I found out about the precautionary isolation I contacted my supervisor, but since I was not going to be at school she told me that it was not necessary to plan this week's classes.</p> <p>This means that I have a week less than the rest of the class and since my proposal is not certain, I feel like I am wasting my time.</p>

Second week
Journal
<p>week two has already started, before the end of week one I talked to my supervisor to know the topics to see and plan. When I sat down to plan I felt bored and unmotivated so i sent her the planner late. Also, when this week started I felt very</p>





anxious, because it was my first time in a school for the first time after a long time and I felt anxious to know if the students and i would have a good relationship.

The first classes I had was in elementary school, I was terrified because the classrooms were huge and in each classroom there were 35 girls, thank God the class went well, I had help from the teachers who were very kind and as I only had to complement what my supervisor was doing it seemed easier to me.

But then I had a class with a seventh grade, I still haven't learned the classrooms and this school seems like a labyrinth, I have to wait for my supervisor because I still don't remember the schedules.

with the first seventh grade I had class with, the teacher left and a student tried to encourage the disorder so I calmly asked her to please sit down but she raised her voice and I didn't know what to do, clearly I got angry and tried not to let the students see my nerves and tried to be as strong as possible to make her sit down. Then the teacher arrived and the classes with that class passed normally. However I commented to my supervisor but she didn't give her importance, which frustrated me more because I think that was the moment for a teaching or a feedback.

With the rest of the classrooms it was normal, nothing relevant happened apart from realizing that the classrooms of the courses were terribly noisy, big and some were together divided by a thin wall and everything could be heard.

I had to plan for the 3rd week of classes but I got really bored and sent it late again.





Third week

Journal

This week started off super bad, I got my first warning call for sending in my planners late but, sometimes I feel like I don't care, what has motivated me a little are the fourth grade girls, they are very kind and participative and I feel free because the teachers left me alone and gave me full authority of the classes and that makes me better as a teacher.

In seventh grade, it's not that I feel bad but I just don't feel like myself, my supervisor is not bad in any way, I just feel like it's not my time. She tells me things in an assertive way, very kind and serious, but she is not very wordy and direct, I would like her to teach me more about being a teacher, not just in the classroom. The good thing is that she has not taken away my authority or anything like that, but she does not let me develop the classes freely, and I know that I have to adapt to her but this makes me lose love to practice because I do not feel autonomy in my way of teaching, and I understand her, she drinks to meet the proposed goals.

This week too much class was lost because of democratic talks and school government issues, which I think are exaggerated and necessary class hours are lost, but on the positive side, I learn to integrate myself to the institution which is something that takes me personally, I hate socializing .

Tenth week



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## Journal

This last week I didn't have many classes, Monday was a holiday, Tuesday was the grade delivery so I didn't have to go to elementary school, I was a little nostalgic because it was the last week, so I went anyway to say goodbye. On Wednesday I had normal classes and the girls were amazing, I had the opportunity to share even more, and Thursday went normally and the verb contest was applied to some groups, although during the classes I was interrupted by the supervisor and the head of the group so they gave me permission to leave. And on Friday there was no class because the institution very kindly dedicated an activity to the interns, so that the students could say goodbye.

At that moment I felt anxious I did not know if my students had taken my best impression because of all the difficulties I had and my attitudes, however when the girls went up to give the words I felt very happy, I was comforted to know that although I was not at my best moment they had felt a bond, they appreciated my patience and my way of explaining things and talking to them, they appreciated the free spaces that I had given them to know them and listen to them and I think that was what filled me the most.

