

**ENHANCING 7TH GRADERS' READING COMPREHENSION THROUGH
NARRATIVE AND DESCRIPTIVE TEXTS AT PROVINCIAL SAN JOSE HIGH
SCHOOL: AN ACTION RESEARCH**

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FACULTY OF EDUCATION

BACHELOR DEGREE IN FOREIGN LANGUAGES, ENGLISH-FRENCH

INTEGRAL PRACTICUM

PAMPLONA

2018-2

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To all of you thank you.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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Presentation

The following project is divided into four chapters: pedagogical component, research component, outreach component and administrative component. The first component encompasses some theoretical aspects, concepts and strategies related to the use of narrative and descriptive texts as a tool to improve reading comprehension in seventh grade students from Provincial San José High school.

The second component displays all the aspects regarding the reflection process that the student-teacher must do during her practicum in order to improve her teaching process. Furthermore, the third chapter, outreach component, describes the way the pre-service teacher is involved in the role of a guide for supporting students in difficulty during their learning process.

Finally, the fourth component deals with the role of the pre-service teacher as an active member of Provincial San José high school, taking part of all activities proposed by the institution in order to understand how the school works.

Introduction

Nowadays, learning a foreign language, in this case English is a great opportunity to grow both personally and professionally due to the globalized world we live in, in this sense in Colombia, teaching English is considered as essential part of the education; that is why the National Ministry of Education (MEN) has established several programs to achieve this goal such as: Programa Nacional de Bilingüismo (PNB) launched in 2004 which aimed to make Colombia a bilingual state by 2019, to do so MEN created the basic competence standards of English as a Foreign Language (EFL) following the Common European Framework for Language (CEFL) as a source of reference, in addition to these programs, in 2014 was adopted the National English Program, COLOMBIA Very Well! Another strategy created for students to use English as a tool to communicate with the world and improve their job opportunities, and finally the basic learning rights of English, a program conceived to strengthen teaching plans in English at official schools in the country.

Taking into account the above, it is necessary to look for different strategies to keep improving students' English skills. With regards to reading, Corpas, (2014) states “reading comprehension in a foreign language is a complex process that allows the student build a fundamental step towards the acquisition of the other basic competences” (p.3.)

Nevertheless, even this skill is one of the most relevant at learning a foreign language, it was evidenced after a week of observation at “Provincial San Jose High School” that reading comprehension is not worked as it should be, due to students just were focus on translate texts

and write sentences in present simple of the same texts, but they did not work in the comprehension of them.

Based on this situation, this project aimed at enhancing 7th graders' reading comprehension through narrative and descriptive texts along with diverse reading strategies.

Justification

Being English one of the most important languages due to its universality, Colombia government has tried to enhance the way the English language is taught, proposing a new curriculum by the recent program known as the basic learning rights of English, a program characterized by its flexibility and adaptation. Unfortunately, this initiative is not being implemented in most of the public institutions of the country, mainly because they do not have enough human talent as well as the different resources to implement this curriculum in the way it was conceived for achieving the English language proficiency established by the basic competence standards of English, so even there are linguistic policies for the foreign language teaching, the results are not as expected, in this way it is evidenced the low English level in students; the British Council (2015) points out “Nowadays, only 7 % of the Colombian students graduate from 11th grade only get an English level of proficiency A1”.

Besides, even though the Provincial San Jose bases its curriculum in accordance with the basic learning rights of English, it could be noticed that teachers keep using a traditional methodology based on grammar translation, and verbal tenses, as a result there is a lack of activities regarding reading comprehension and production skills, In fact after making the

English class observations with seventh grades students at the Provincial San Jose, it was identified that the teacher in charge of all the English courses follows the textbook “Talk 2 and 3” (see appendix 1) by José Pérez Aquino to teach English, mainly focused on grammar structures leaving aside the reading comprehension, which is one of most important skills that allow students to acquire meaningful vocabulary, that is required when students are evaluated on “pruebas saber” exam.

Therefore, this proposal aimed at implementing the use of narrative and descriptive texts with the aid of useful reading strategies in order to improve reading comprehension of EFL seventh grade students, integrating into this way skills such as writing and speaking.

Indeed, those kind of texts give to the pre-service teacher the opportunity to work different perspectives related to reading skill, for instance as seventh grades students were working on description topics and present continuous, the use of descriptive and narrative texts reinforced these subjects, bearing in mind the choice of them in order to make reading process catching to them, as well as they feel motivated and engaged.

Objectives

General objective

- To enhance 7Th graders' reading comprehension through the use of narrative and descriptive texts.

Specific Objectives

- To implement reading strategies which engage students in the English learning process by improving their reading comprehension.
- To implement reflection as a transforming tool of the proper pedagogical processes of the integral practice.
- To guide students in difficulties during their learning process through tutoring.
- To participate actively in all the activities organized by the “Provincial San José” High School.

Institutional Observation

The Provincial San Jose High School was founded in 1816 as a “study house” by the bishop Lasso de la Vega, but it was recognized officially by the General Francisco de Paula Santander in 1823. With more than 200 years of having started working, it is today a very well-known educational institution in Pamplona because of its integral formation, discipline, and dedication.

Topographical location

Provincial San Jose High School is located on the Santander Avenue 11-188 in Pamplona, Norte de Santander. This public establishment follows an A calendar, moreover there are four headquarters which are joined to this high school, Gabriela Mistral, la Salle, Santa Cruz school and Rafael Faría high school

Educative Authorities

The administrative organization is divided into:

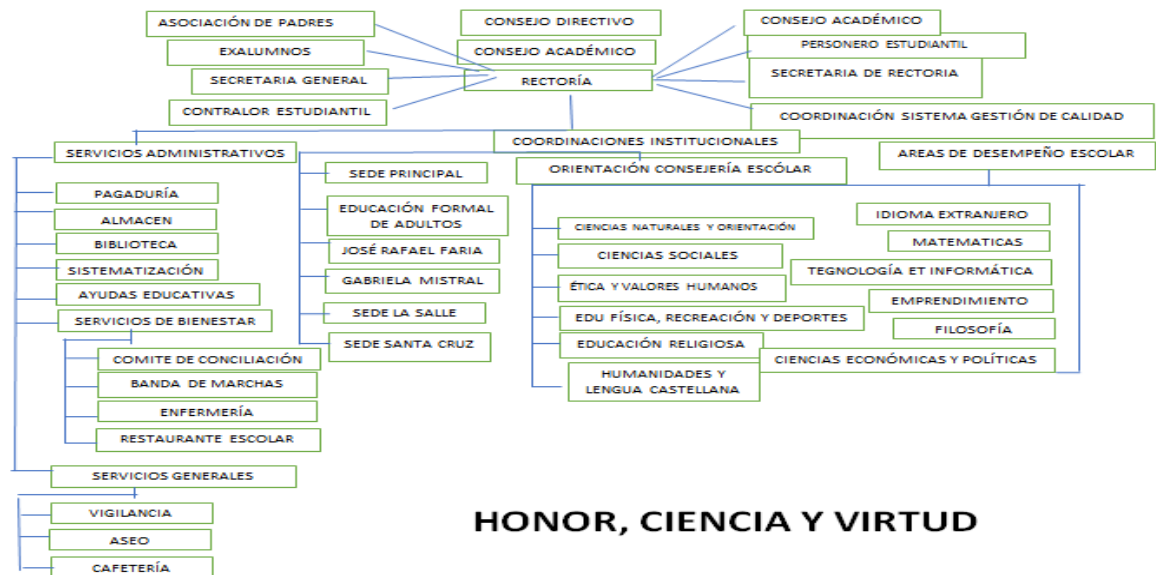
Principal: José Alirio Montañez Vera

Academic and discipline coordinator: Martín Omero Cuy Esteban

Supervisor: Blanca Azucena Villamizar

Organigram

Colegio Provincial San José



HONOR, CIENCIA Y VIRTUD

Figure 1. Organization chart

Institutional Educational Project (PEI)

This part encompasses the institutional horizon that includes Mission, vision as well as the philosophy of the institution and institutional objectives, furthermore some relevant aspects related to the pedagogical model.

Mission

The Provincial San Jose High School officially guarantees the education service addressed to preschool, primary and secondary education in order to train humans to become integral, competitive, and people characterized by research thinking and citizens in peace in a pluralistic and globalized society that is changing. Nevertheless, humans beings that taking into account the human rights, the individual freedom and their own values of the human dignity based on the “santandereanos” and “lasallistas”, principles such as honor, science and warmth .

Vision

On 2020, the Provincial San Jose High School will continue being recognized for providing a quality educational service, based on humanistic and pluralistic principles in harmony and the current actualization of the pedagogical and the research practices, for facing the daily and environment challenges, and the commitment for the peace construction.

Institution philosophy

The Provincial San Jose High School aims to prepare integrally people, competent, enterprising, with an investigative spirit and builders of peace through equity, commitment, and quality, appropriating the management of new communication and information technologies, based on values such as civility, intellectuality, and respect for differences.

General objective:

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

Specific objectives:

- To provide solid academic training, that allows students to enter to higher education and their effective incorporation into society as an agent of change.
- To encourage respect and promotion of values, stimulating the development of socio - affective processes.
- To develop communicative skills and the appropriate use of new technologies and investigative practices.
- To promote the investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of the knowledge supported in the ICT (information and communication technology)

Pedagogical model

The pedagogical model is stated in the PEI as “La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo” thus this model is focused on students, their ideas, interests and activities as it is on them that education is based, it is based on the student's tendencies in a favorable environment, allowing them to incorporate the knowledge that is necessary for their personal growth and skills development.

Community Handbook

The community handbook is the set of rules and regulations established by the Provincial San Jose High School that allows the achievement of the purposes of the education, stimulates the interpersonal relations among all members and makes possible an optimal level of school life.

Therefore, it contains the clear commitment of all members of the educational community (students, teachers, parents, authorities and administrative staff) based on the right to education as a right-duty

In this terms, the community handbook typifies the lack of coexistence into three categories I, II, III being the third category the most serious one, besides it establishes the protocols and procedures for those kinds of faults.

Physical distribution

The Provincial San Jose High School has a great building, which covers students 'needs and all the school staff, in fact it is composed by three upper floors, on the first one, we find in the principal office, the coordinator office, the secretary and eight classrooms from sixth to seventh grades. On the second floor, there are other classrooms from eight to ninth grades and a psychology office; whereas on the third floor, tenth and eleventh grades classrooms are located as well as the teachers 'room.

On the other hand, there are other facilities such as: a school restaurant, a library, a chapel, laboratories, a cafeteria, three huge sport fields, a computer laboratory and an English classroom composed by new tablets.

Second semester scholar calendar

<div>  <div> COLEGIO PROVINCIAL SAN JOSÉ </div> </div>						
Septiembre 2018						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
						1
2 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 8°	3 COMIENZAN LAS MARATONES DE LECTURA	4	5	6 JORNADA DEPORTIVA DECIMOS GRADOS	7 EUCARISTIA DE L	8 ARISTIA FIESTA A NIÑA MARIA
9 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 11°	10 DIA DE LOS DERECHOS HUMANOS	11	12 REUNION POR SEDES	13 IZADA DE BANDERA SECUNDARIA ORGANIZA	14 COI PI	15 VIVENCIA DE ROFESORES
16 EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA	17	18	19	20	21 BA SAL T	22 IZADA DE NDERA SEDE LE ORGANIZA RANSICION
23 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 3er GRADO	24	25	26 ATENCION A PADRES DE FAMILIA	27	28 BA	29 IZADA DE NDERA SEDE MISTRAL ORGANIZA
30 EUCARISTIA ASISTEN 6° A 8° SEDE PRINCIPAL ORGANIZA 6°						

<div>  <div> COLEGIO PROVINCIAL SAN JOSÉ </div> </div>						
CRONOGRAMA DE ACTIVIDADES						
OCTUBRE 2018						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
	1 CONTINUAN LAS MARATONES DE LECTURA	2	3 CIRCUITO POLIMOTOR CUARTOS GRADOS	4	5 VIII E S	6 ENCUENTRO DE SEXUALIDAD
7	8 SEMANA DE DESARROLLO INSTITUCIONAL	9 SEMANA DE DESARROLLO INSTITUCIONAL	10 SEMANA DE DESARROLLO INSTITUCIONAL	11 SEMANA DE DESARROLLO INSTITUCIONAL	12 S DI INS	13 SEMANA DE DESARROLLO INS
14	15 FESTIVO	16	17 REUNION POR SEDES	18	19	20
21 EUCARISTIA ASISTEN 9° A 11° SEDE PRINCIPAL ORGANIZA 9° GRADO	22	23 CIRCUITO POLIMOTOR QUINTOS GRADOS	24	25	26	27
28 PRIMERAS COMUNIONES	29	30 ESCUELA DE PADRES	31			

 <p>COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES</p> <p>Noviembre 2018</p>							
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES		VIERNES	SABADO
				1	2		3
4	5 FESTIVO	6 PRUEBAS DE EFICACIA TERCER TRIMESTRE	7	8	9	10 DÍA DEL ESTUDIANTE	11
11	12 FESTIVO	13	14	15 COMITES DE EVALUACION Y PROMOCION	16 ENTREGA DE LANILLAS A ORDINARIZADA DE	17	18
18	19 SEMANA DE NIVELACIONES	20 SEMANA DE NIVELACIONES	21 SEMANA DE NIVELACIONES	22 IZADA DE BANDERA SEDE SALLE ORGANIZA CUARTOS GRADOS	23 ENTREGA SIMBOLOS SECUNDARIA ORGANIZA 10 y 11	24	25
25	26 SEMANA DE NIVELACIONES	27 SEMANA DE NIVELACIONES	28 SEMANA DE NIVELACIONES	29 SEMANA DE NIVELACIONES	30 FIN DE TRIMESTRE		

 <p>COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES</p> <p>Diciembre 2018</p>							
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES		VIERNES	SABADO
							1 GRADOS
2	3 SEMANA DE AUTOEVALUACION INSTITUCIONAL	4 SEMANA DE AUTOEVALUACION INSTITUCIONAL CLAUSURA SEDE MISTRAL Y SANTA	5 SEMANA DE AUTOEVALUACION INSTITUCIONAL CLAUSURA SEDE SALLE	6 SEMANA DE AUTOEVALUACION INSTITUCIONAL CLAUSURA SECUNDARIA	7 SEMANA DE AUTOEVALUACION INSTITUCIONAL	8	9
9	10	11	12	13	14	15	16
16	17	18	19	20	21	22	23
23	24	25	26	27	28	29	30
30	31						

Table 1. Supervisor's timetable

Hour / day	Monday	Tuesday	Wednesday	Thursday	Friday
11) 7: -7:55	7-03	7-02	8-01	7-01	8-01
2) 7:55 - 8:50	Meeting with students' parents	8-01	-	6-03	-
3) 8:50 -9:45	-	6-03	-	-	7-03
9:45-10:15	B	R	E	A	K
4)10:15-11:10	8-01	-	-	-	7-02
5)11:10-12:05	7-02	-	7-03	7-02	7-01
6)12:05-13:00	7-01	7-01	6-03	7-03	6-03

Pedagogical aspects

On the one hand, it should be noted that during the week of institutional observation, the English teacher in charge of seventh grades used the textbook "Talk 2 " as the center of the class, since this was the material chosen by them and scholar authorities bearing in mind the parental consent to buy them, thus the explanations were based on the content of the unit or page in which students were going to work, and the board was employed to explain certain grammatical structures if necessary.

In terms of the language into the classes, the teacher used the L2 for greeting students, giving some commands, and in some cases for explaining a topic, for instance she read a communicative situation in English but at the same time she was translating it. In general most of the time, she used L1 to explain and ask students to develop any book activity.

On the other hand, sometimes the classroom environment was not the best, because in some courses there was too much indiscipline and misbehaving, indeed some of the students did not respect the teacher mainly when she arrives in the classrooms. In spite of that, there were students who were willing to participate when the teacher asked them questions about the topic and others who worked hard while doing the exercises during the class.

CHAPTER I

Pedagogical Component

ENHANCING 7TH GRADERS' READING COMPREHENSION THROUGH NARRATIVE AND DESCRIPTIVE TEXTS AT PROVINCIAL SAN JOSE HIGH SCHOOL: AN ACTION RESEARCH

Introduction

Learning a foreign language is not an easy process because it encompasses the appropriation of the four skills, and it is for this reason that English teacher must integrate in their lesson plans different strategies to make the classes catching to their students.

Furthermore, it was important to highlight the need for students to work not only focused on the grammar or knowledge of the structures but also in the development of the other skills, so as to put into practice the language with communicative purposes. Hence this action research attempted at improving reading comprehension on students at a high school in Pamplona, Colombia by using reading strategies through the use of narrative and descriptive texts. These strategies such as: scanning, skimming, visual and objects, graphic organizers, true/false activities, speaking and written activities among others were going to be implemented during the pre, while and post reading.

In this regard Olmez (2016) affirms: "Reading in a foreign language contributes to the attainment of additional vocabulary knowledge, greater amounts of knowledge result in a more successful reading comprehension as well". (p.721). That is, during the reading process students can learn new and useful vocabulary for having a better comprehension. This is essential for the students since, by means of the reading, the students have the opportunity not only to improve in

their reading comprehension but also in all the areas such as culture, artistic, orthography, grammar, among others; this is why reading plays a fundamental role in learning a foreign language.

Statement of the problem

After a week of classroom observations at “Provincial San Jose High school” it was identified that the teacher in charge of all the English courses followed the textbook “Talk 2 and 3” by José Pérez Aquino to teach English, mainly focused on grammar structure, translation and verbal tenses leaving aside the other skills specially reading comprehension and production ones, even though these textbooks offered rich activities (in vocabulary, reading, writing and listening). In this sense the students were not able to do a proper production or understanding of a text. Indeed, most of students did not understand the book instructions and the activities as well, mainly because they did not have the vocabulary needed and most of them did not bring the dictionary to the class. Accordingly, this action research was guided by three research questions:

- How the use of narrative and descriptive texts will enhance seventh-grade students reading comprehension?
- How the implementation of reading strategies will engage seventh-grade students in the English learning process?
- How will students learn meaningful vocabulary through narrative and descriptive texts?

Justification

We as teachers need to look every day for new strategies which allow us improving our teaching, because doing so; students will be more engaged and motivated to take part on each English class.

That is why this proposal aimed to implement some reading strategies in order to help students of seventh grades at Provincial San Jose high school at overcoming problems related to the weakness in their reading comprehension as well as production activities in EFL. In this perspective the use of reading strategies along with narrative and descriptive texts give the students the tools to improve not only the comprehension but also other skills such as writing, so as students follow the structure of the text for creating their own., this is corroborated by Corpas (2014) that stated“ The imitation of knowledge schemes provided by the nature of the structure of the text, whether they are expository, narrative, descriptive texts, etc., offers the necessary schemes to the student to compose his narrations, descriptions etc. ” (p.3).

In addition to this, this action research contributed to meet the curricular standards proposed by the Provincial San Jose high school for seventh grade in which it was evidenced the need for teachers to implement strategies for improving reading skill, by identifying cultural elements such as customs and celebrations on simple texts as well as the action, the characters and the environment in narrative texts among others.

Objectives**General objective**

- To enhance 7Th graders' reading comprehension through the use of narrative and descriptive texts

Specific Objectives

- To implement reading strategies which engage students in the English learning process by improving their reading comprehension.
- To learn new vocabulary and grammatical structures through narrative and descriptive texts.

Theoretical Framework

In order to have a broad understanding of this proposal, it was important to make clear the definition of several concepts such as: integrating skills, reading comprehension, narrative texts and descriptive texts which served as a guide of the same.

Integrating skills

When learning a foreign language, it is important to acquire the four skills for being able to interact in a real communicative situation; consequently each skill is used as a whole for improving our target language, in this perspective, Richards & Schmidt (2002) defines integrating skills as “integrated approach (in language teaching) is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing” (p.262), similarly Oxford (2001) illustrates that “Optimal ESL communication is present when all the skills are interwoven during instruction”(p.1).

Reading comprehension

Reading is one of the most important skills during the acquisition of a foreign language; it allows us not only to keep learning but also to put into practice our knowledge. Lopera (2012) defines reading as “an interactive process in which the writer and the reader dialog through a text” (p. 81). Thus, the reader must interpret the message, and then along with the writer stance give the meaning to it.

On the other hand, Khamraeva (2016) points out that reading “is not only a source of information and pleasurable activity, but also an essential part of language instruction at every level” (p. 45). In this respect the author makes emphasis in three main aspects:

Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, teachers provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts.

Reading for content information: Students’ purpose for reading in their native language is often to obtain information about a subject they are studying and it gives students both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying.

Regarding reading comprehension, Lopera (2014) refers that the reader must take into account three key perspectives, these are linguistic knowledge, it deals with vocabulary, grammar structures, and verbal tenses; background knowledge, this involves the prior knowledge about the topic being read and finally a cognitive process that allows the reader to predict and give the meaning to the text.

Narrative texts

According to Chatman and Attebery (1993) “the narrative text is a kind of story either fictive or real which contain a series of events in which how the story is told and how the context is presented as aspects of the story construction” (p. 15).

Descriptive texts

Sari, (2017) defines “Descriptive text is kind of text which states, portraits, or describes something, like a person, place and thing. The purpose of the description is simply, that is to describe to directly present things. Here, the writer has an image of something or someone in his/her mind and the readers as a person who involved in the object which is described by the writer” (p. 120).

Literature Review

In order to have an overall view of this study's background, it was important to highlight that four studies were chosen taking into account their common points like the use of diverse reading strategies for overcoming difficulties as well as enhancing reading comprehension.

The choice of reading strategies as essential part at improving reading comprehension

In reading field, there are several studies which address different strategies looking always for those that suit better to the content area needs, in this perspective Kissau and Hiller, (2013) aimed at studying the preferred reading strategies by teachers-candidates enrolled in a graduate level teacher training program from Germany and United States, so

based on a mixed method design, the researcher found that strategies such as : Tea Party , Say Something, Reciprocal Teaching, Fascinating Facts, Two Word Strategy, Alpha box, Art of Understanding, and Jigsaw were useful in enhancing student reading comprehension skills. Indeed the results revealed that reading comprehension strategies must be selected for specific contents, this is the case of Say Something, Two Word, and Tea Party strategies, where participants agreed, they were appropriate for readings related to poetry, novels and short stories.

Similarly, Sari (2017), argues the importance of choosing the right strategy in order to facilitate students 'comprehension, in this regard, the author proposed a strategy called using text-related picture so as to work descriptive texts. This strategy was chosen from a deeper literature study research, in which the researcher collected data by doing observations in English classes at

SMAN 2 Bengkalis high school in Indonesia. From these observations the author noticed that most of students were not interesting in reading, which is why in the author suggested in this study the implementation of this strategy due to it motivates and encourages students towards the descriptive texts comprehension.

In the same way, Braunworth and Franco, (2017) made an enquiry based on the use of visuals/everyday objects, graphic organizers, language objectives, and building background knowledge to support reading comprehension skills among three participants in a third grade classroom. The data was gathered by means of observation notes, student work, and a reflective journal, in this study researchers were focus on the participants' response to

the strategies mentioned before, consequently, the results showed not only that visuals helped students to identify new English words, but also put into practice several strategies at the same time allow students to be more engaged within the reading comprehension.

Finally, Calderon et al (2007) implemented during their study the use of skimming technique as the proper strategy to improve sixth grader reading comprehension at Venecia school, the researchers found that this technique made students to understand easily a reading, mainly by the use of activities such as: recognizing similar words in English and Spanish, underlining known and unknown words, identifying frequently repeated words, filling in the blanks, multiple choices, and completing a chart according to information given, etc.

Methodology

Pedagogical Methodology

With the aim of developing this proposal, the pre-service teacher used narrative and descriptive texts for working reading skill into the classes by means of three reading workshops, for that purpose, it was taken into account the reading lesson planning stages proposed by Khamraeva (2016) in order to improve the reading comprehension, these steps are:

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 key

words 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, Role play, Gap-filling, Summarizing. These activities provide the students with opportunities to relate what they have read to what they already know or what they feel.

Lesson planning principles

For seventh grades groups, the pre-service teacher prepared and presented one lesson plan per week in a planning notebook, in order to receive the supervisor indications for being implemented; besides the teacher followed the activities proposed in the textbook (talk 2) per each lesson developed as well as she implemented different activities apart from the book in accordance with the topics established.

Regarding the structure followed , the lessons plans from Provincial San José High School were divided into three main parts: “ *inicio, desarrollo y cierre* “ thus, it was necessary to adapt it to the following aspects proposed by Brown H.D. (2001): opening, introduction of a new lesson, presentation, Practice, evaluation and Homework.

Furthermore, in order to accomplish the pedagogical objectives proposed, the pre-service teacher took into account the topics worked in the first 3 lessons from the book (Talk 2) during these 10 weeks of the practicum.

Table 2. Topics worked before each reading implementation

Week	Topics	Contributions to the proposal
1	First encounter: classroom rules and diagnostic test	In this lesson plan, the teacher applied a diagnostic reading test, from which the teacher could identify in a first perspective students 'comprehension. Besides this allowed me to have an abroad idea of my sample, taking into account the willingness and participation of each grade.
2-3	First part of the lesson 1 (talk 2) (module 3): physical appearance "what does she/he look like?"	This first part of lesson 1 was very important in the implementation of the proposal (first reading), because students worked on the vocabulary for describing physical appearance as well as they identified and practiced through different activities the grammatical structure for making these descriptions based on the question: "what does she/he look like? Indeed they made a homework in which they must describe themselves and a family member. (See appendix 2)
3-4	Second part of the lesson 1 (talk 2): personality description.	This second part of lesson 1 allowed students to learn positive and negative adjectives for describing someone personality as well as the structure and the question used for it "what is she/he like? In this part students wrote their personality description.
5-6	First part of the lesson 2 (Talk 2): vocabulary and activities for describing objects.	In this first part of the lesson 2, students worked on the vocabulary for describing objects as well as the different categories to which it belongs such as: opinion, size/measure/shape/age/color/origin and material. Moreover they learnt the proper grammatical structures for making this kind of description. Indeed they made an activity in which they described an object following the explanation give before.
8	Lesson 3(Talk 2): clothing and present continuous tense.	Through this lesson, students reinforced the vocabulary related to clothing along with the structure of present continuous tense. In this part, one of the activities was underlining on a text clothing description and the present continuous used on it.

Based on this thematic, the pre-service teacher planned the three readings workshops implemented, in which two of them were taken from the book (talk 2) and the other one from a source on internet. Besides, these ones were carried out in the 4th, 5th, 6th, 7th 8th and 9th week, mainly because for developing them the pre-service teacher took at about 2 hours that means 2 classes per each grade and there were days in which there were no class.

As mentioned before, the teacher followed the reading lesson planning stages proposed by Khamraeva (2016) for each one of the readings. In this perspective the following tables displays the readings workshops planning along with the different strategies used.

Table 3. First reading planning

	Reading strategies:
<p>1. Descriptive text: Pat's favorite football player.</p> <p>It describes Cristiano Ronaldo physical appearance and personality.</p> <p>Pre-reading activities</p>	<p>-predicting based on the title: The teacher used this strategy to encourage students' participation towards the reading topic, writing the title of the reading on the board by asking students about it.</p> <p>-Eliciting word strategies and a matching exercise: firstly, the teacher used eliciting word strategies to introduce the unknown vocabulary by means of images, synonyms, examples and definitions. After that she made a matching activity in which she wrote the vocabulary on the board for students to match it with the images. This allowed students to learn these words and in this way understand the text later on, besides they wrote this vocabulary on their notebook.</p>
<p>While-reading activities:</p>	<p>Workshop: this tool was implemented to evaluate students 'comprehension', within this workshop the following strategies were worked:</p> <p>-Reading the text carefully: the teacher made some students read aloud each line of the text, in order to make students understand the text and clarify some doubts. Besides in this step was confirmed the predictions made before.</p> <p>-Filling the chart: students filled with suitable information some aspects related to Ronaldo Cristiano such as name, profession, nationality height, weight among others.</p> <p>-True/False activity: in this exercise, students confirmed and denied some affirmations according to the text.</p> <p>-Underlining and classification: firstly students identified the adjectives presented on the text, then they classified them into physical appearance and personality.</p>
<p>Post reading activity:</p>	<p>In this part, students wrote the name of their favorite celebrity in their workshop.</p> <p>Physical and personality description of a celebrity Besides, students brought an image of his/her celebrity as well as information such as: name, profession, age, nationality, height, weight, eyes color, hair color and style skin and personality. Based on this information, along with the example written on the board by the teacher, students made a physical and personality description of their celebrity in the class, answering for physical appearance "what does she/he look like? And for personality "what is she/he like?</p>

Table 4. Second reading planning

<p>2. Descriptive text: Objects in our world</p> <p>It deals with objects description such as: classroom objects, material, age, different parts that make up an object among others; besides it includes a whole table's description.</p> <p>Pre-reading activities</p>	<p>Reading strategies:</p> <p>-Spider Web Graphic Organizer: the teacher provided students of a spider web map in which it was written on the center of it the key word of the reading "objects", then students completed the 6 gaps of the map with the words they thought were going to appear on the text related to this word</p> <p>- Hot potato game/Eliciting words: In order to introduce the unknown vocabulary, students played the game Hot potato, so each student that at the end of the round got the ball, took out from a plastic bag a card with the unknown word written on it, so the teacher helped him/her to guess the meaning by means of images, realia material, body language, giving examples using into this way Eliciting word strategies, likewise the rest of students should help him/her. This vocabulary learnt was written by students in their notebooks.</p>
<p>While-reading activities:</p>	<p>Workshop: this tool was implemented to evaluate students 'comprehension , within this workshop the following strategies were worked:</p> <p>-Reading the text carefully: the teacher made some students read aloud each line of the text, in order to make students understand the text and clarify some doubts. Besides in this step was confirmed the predictions made before.</p> <p>-Matching activity: in this exercise, students matched the column A with B according to the information given on the text.</p> <p>-Answering specific open questions: in this activity, students answered to 4 questions taking into account the information given in the text.</p> <p>-Underlining and classification: in this part, students underlined the table's description presented on the text and classified the adjectives used on it into the correct categories bearing in mind the adjectives order for doing so.</p>
<p>Post reading activity:</p>	<p>Writing activity: In this step, students answered specific questions for describing a wallet such as what is it? -what color is it?-what size is it?-what is it made out of?what shape is it? Purpose: it is used for</p> <p>In addition, they wrote a whole description sentence taking into account the answers before, including: opinion, size, shape, age, color material and purpose.</p>

Table 5. Third reading planning

<p>3. Narrative text: Dancing in class</p> <p>This reading deals with Georgia's imagination in which she is dancing on a stage while she is at the same time in a classroom.</p> <p>Pre-reading activities</p>	<p>Reading strategies:</p> <p>- Predicting based on an image that represents the most important fact on the story: in this part, students predicted the reading topic taking into account the image that was shown.</p> <p>- charades strategy: Before reading the text as a whole, the teacher introduced some unknown words and phrases from the text in order to make students understand easily the text they were going to read, to do so students played charades , so the teacher stuck on the board the different images that represented the word with the written word on it, so per each row one student took out from a word bag a card and he/she mimed that word, so the rest of students inferred the word by interpreting the action along with the aid of the images previously presented.</p> <p>-Tea party by predicting the text order: The teacher divided the class into 6 groups so for each group she provided different paragraphs in cardstocks, then they shared their paragraphs with each other in order to organize them properly on the board.</p>
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<p>While-reading activities:</p>	<p>-Reading the text carefully: In order to have a better understanding of the text and clarify unknown vocabulary if necessary, the teacher gave students the text as a whole in a sheet, then she read the text in a first time by using her body language, in order to catch students' attention towards the reading, after that she made students to read aloud each one of the lines of the text, likewise in this part students confirmed the predictions made in the pre-reading activity.</p> <p>-Workshop: this tool was implemented to evaluate students' comprehension, within this workshop the following strategies were worked:</p> <p>-Story sequence: in this activity students organized some key statements of the story in the correct order.</p> <p>-Multiple choice questions: in this part, students answered some questions based on the text by choosing the correct option.</p> <p>-Underlining and filling the gaps: firstly students underlined the verbs in the present continuous form presented on the text and then they</p>
<p>Post reading activity:</p>	<p>In this part, students imagined that they were in a boring situation, after doing that, they wrote in one line what were they doing in their imagination using the present continuous tense, besides they drew an image that represented the situation.</p>

Research Methodology

This study set up action research as its design to follow, since it allows the researcher to be engaged with the phenomenon under study, in other words the researcher will play an essential role because he will find necessary information in relation to the problem studied to arrive at a solution, through the implementation of actions that will allow him to produce a change and even an improvement concerning the problem under study.

In addition, this design follows an important cycle such as that proposed by Kemmis and McTaggart (1988) which includes at the beginning an observation in the field of the study, then it is necessary to make a reflection to develop a plan of action, after the setting in place of this plan it is necessary to analyze it and even to make changes if they are relevant, then it is essential to

think again to address these modifications made and if necessary to apply other changes from these results, and finally we arrive at the planning that is generated by action and reflection.

Population

The pre-service teacher developed her pedagogical practicum at Provincial San Jose high school in Pamplona with students from three seventh grades (at about 65), aged between 12-13 years old, with an English level of A1.

Sample

For the purpose of this study, only 5 students belonging to the 7:01 grade (P1Carlos, P2Maria, P3Karen, P4Marcela and P5Diego) were selected as participants by purposeful sampling (see appendix 3) taking into account their active participation, their willingness as well as their interest shown towards the first reading implemented.

Instruments for data collection

In order to gather relevant information to answer the research questions that guide this project, the following instruments were implemented: interview, participant observation, reflective journal and artifact analysis.

Semi-structured interview Zohrabi (2013) defines the semi-structured interview as " This type of interview is flexible and allows the interviewee to provide more information than the other ones" that was why, in this research project, it was necessary to conduct semi-structured interviews of "free response interview" type in which the researcher, beforehand, formulated questions which did not follow a specific order, instead they were adapted to the most suitable order for gathering information about a subject.

Bearing this in mind, two interviews were carried out with the 5 participants, one of them in the middle of the proposal implementation and the other one at the end of the process aimed at knowing students' perception about the reading process carried out as well as the reading strategies implemented. (See appendix 4)

Participant observation

The participant observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Participant observation serves to become involved in activities at the research setting, thus, for this project this kind of observation was necessary since the researcher played the role of the teacher, analyzing students' development and looking for best reading strategies for improving reading comprehension on seventh grade students. In this regard, six participant observations were carried out all along the proposal implementation and they have been described in the reflective journal.

Reflective Journal

Reflective journal is a tool in which the learner can make reflections on their own learning process; besides, it could be used by a researcher for describing important events such as thoughts, experiences, time, facts, people, places) among others in relation to the phenomenon under study. In this respect, this instrument was used six times at the completion of the three stages (pre-while-post) of each reading workshop implemented along with the aid of the six participant observations which were included on it. The purpose of this journal was to reflect about the proposal itself, in order to have a broad idea about how both narrative and descriptive texts as well as the reading strategies used in each stage influenced on students' reading comprehension. (See appendix 5)

Artifact Analysis

This tool refers to the different documents made or used by an individual or a group, such as: written productions, assessments, various materials in an educational context, which will be analyzed and interpreted concerning the subject of the study, in this case it was implemented by means of a portfolio, which is comprised of the three readings workshops worked and the written productions made as well.

This instrument allowed the pre-service teacher to analyze in deeper way students 'development and performance in their reading process. (See appendix 6)

Table 6. Chronogram of the proposal and data collection

Weeks Instruments	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Implementation of the first reading – participant observation-reflective journal				X	X					
Participants' selection				X						
Semi-structured Interview						X			X	
Implementation of the second reading – participant observation-reflective journal						X	X			
Implementation of the third reading – participant observation-reflective journal								X	X	
Artifact Analysis							X		X	

Data analysis

This study belonging to the qualitative method followed a research action design aimed at enhancing seventh grade students reading comprehension through the use of narrative and descriptive texts as well as diverse reading strategies.

So that, in order to analyze the gathered data, it was adopted the typological analysis design, since it allows to break the data into groups or categories based on the predetermined typologies that emerge from the research questions (Hatch, 2002). In this respect it was taken into account the main steps of this design as the following:

1. Identify typologies to be analyzed.
2. Read the data, marking entries related to your typologies.
3. Read entries by typology, recording the main ideas in each entry on a summary sheet.
4. Look for patterns, relationships, themes within typologies
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with what elements of your pattern.
6. Decide if patterns are supported by the data, and search data for nonexamples of your patterns.
7. Look for relationships among the patterns identified.
8. Write your patterns as one-sentence generalizations.
9. Select data excerpts that support your generalizations.

In addition, it's important to stand out, the different instruments used for validating participants 'information such as: two semi-structured interviews, six participant observations including on the six reflective journal entries and the artifact analysis in which it was analyzed students 'reading workshops and written productions.

Results

Implementing narrative and descriptive texts along with reading strategies allowed the teacher to work deeply not only on students' reading comprehension but also in other language aspects as the linguistic competence and writing skill, moreover this proposal implementation allowed students to learn and improve in an interesting way English subject especially the reading competence. In this regard, after analyzing data, two main categories emerged in the light of the research questions: a. the relevance of using descriptive and narrative texts at working reading comprehension skill; and b. improvement of students' reading comprehension by means of pre-while and post reading strategies.

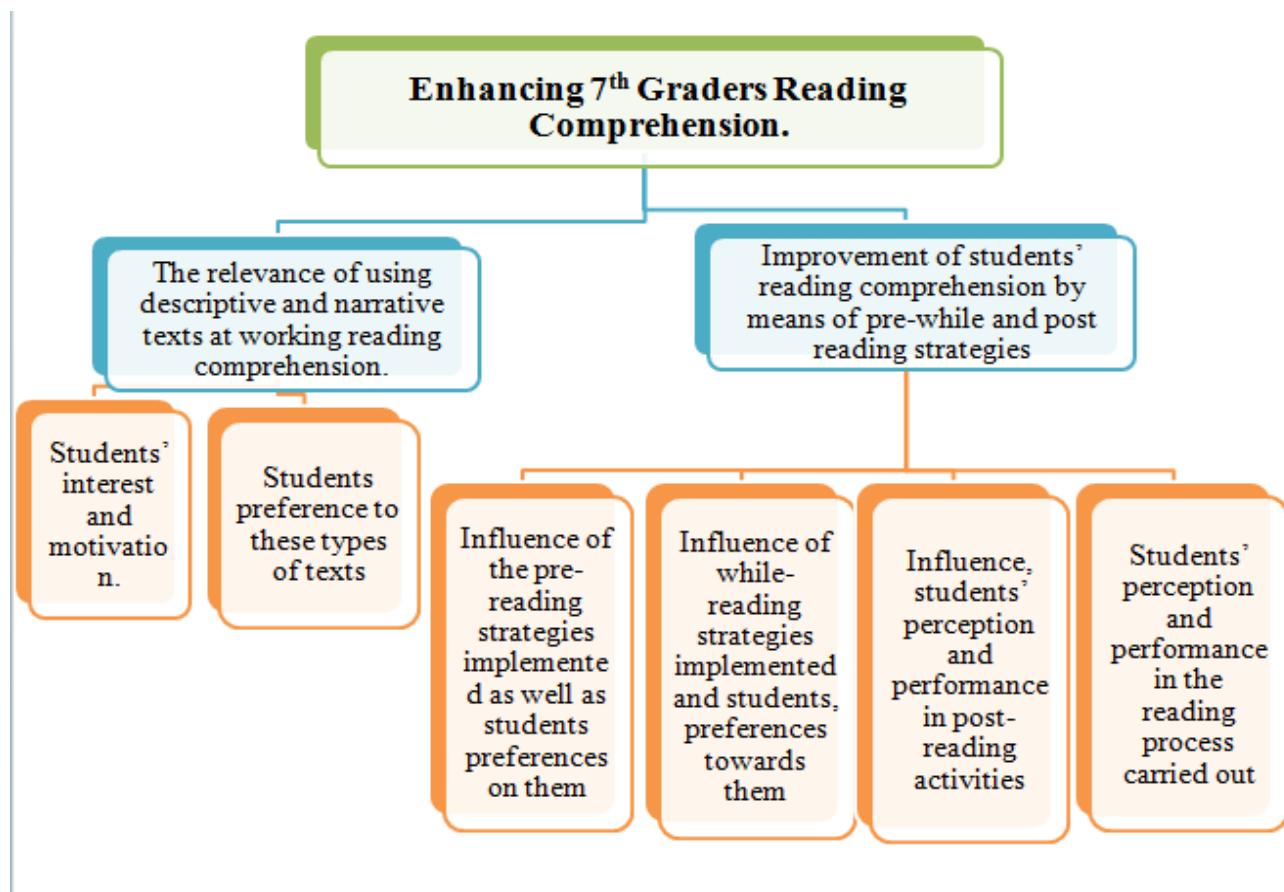


Figure 2. Categories organization

a. The relevance of using descriptive and narrative texts at working reading comprehension skill.

This first category is focused on the grand tour question that deals with the use of narrative and descriptive texts at enhancing seventh-grade students reading comprehension, thus it's important to clarify that these types of texts were selected taking into account its nature and students' interest, due to they allowed students to be exposed to the content (vocabulary and grammar structures) worked in classes, something that made students have a better understanding of them. Based on this, it is important to take in consideration both students' interest and motivation towards these kinds of texts as well as students' preference to them; it is necessary to point out that these aspects arose from the two semi-structured interviews analysis.

Bearing this in mind, firstly it is essential to take up the pertinence of this kind of texts with the curricular standards handled at seventh grades, in which most of the topics had a strong link with the texts chosen, mainly because they were related to description, that's why students felt identified and interested with them, in fact they related the descriptive and narrative texts with the vocabulary taught in previous classes, in this perspective P1Carlos stated "*si porque son temas relacionados a la descripción de objetos, de personas en la parte física y de personalidad.*" (Interview 1). In relation to this idea Lopera (2014) indicates the importance of having background knowledge of the topic being read in order to have a successfully reading comprehension.

Besides, the main topics presented in some of them caught so much the students' attention as the first reading that described a celebrity like Cristiano Ronaldo, an important aspect that made students feel engaged and motivated while reading those texts, in this sense P3Karen affirmed *"Si porque son textos que interesan a los estudiantes, en el caso de la primera lectura de Cristiano Ronaldo que es conocido y muchos lo idolatran ya que habla de una de las figuras y admiraciones de muchos"* (Interview 1).

On the other hand, students chose their preferred text for working reading comprehension skill, in which most of them agreed that descriptive one was the most suitable for them, because of different perspectives as the following; they found the text interesting, easy to understand and proper for the content of them. Based on this idea, P4Marcela stated *"El que más me llamo la atención fue el descriptivo ya que encontré en él muchas facilidades al entender más el texto, comprenderlo y analizarlo."* (Interview 2). In this regard, it's important to make a good choice of the text when working a reading comprehension, in order to make students feel interested and not boring in this kind of activities, taking into account the descriptive text mainly because this text allows students to use their imagination while reading. In this same context Sari (2017) refers to descriptive texts as *"a kind of text that gives illustration or to represent person, place or thing in detail, so the readers can visualize or imagine about the object is being described."* (p.120).

In general, the importance of using descriptive and narrative texts to work on reading comprehension was demonstrated, since they allowed students to relate the topics studied in class the reading itself and thus have tools to better understand the text.

On the other hand the students showed a greater interest towards the descriptive texts than the narratives, because the themes presented in them were more attractive.

After having presented, the relevance of using descriptive and narrative texts at working reading skill, it's essential to tackle how the implementation of pre-while and post reading stages proposed by Khamraeva (2016) all along this action research influenced on seventh grade students at enhancing this competence. To do so, it is necessary to explain that this reading process was carried out by means of three reading workshops implemented with different reading strategies per each stage (pre-while-post). (See table 3,4,5)

b. Improvement of students' reading comprehension by means of pre-while and post reading strategies.

In order to address this second category, it will be necessary to take into account fourth main aspects that emerged from it, which will give us a better understanding of this finding, these are : a. Influence of the pre-reading strategies implemented as well as students' preferences on them; b. Influence of while-reading strategies implemented and students' preferences towards them; c. Influence, students' perception and performance in post-reading activities; d. Students' perception and performance in the reading process carried out.

Influence of the pre reading strategies implemented as well as students' preferences on them.

The first stage developed in each reading workshop implemented was the pre-reading, bearing in mind that by means of these strategies students had a first approach to the readings,

since they could predict what the text was going to be about, to do this it was taken into account some of the pre-reading activities proposed by Khamraeva (2016) such as : predicting based on the title, eliciting word games, and word spider web as well, apart from that other strategies such as : spider web graphic organizer, hot potato game, matching exercise, predicting based on an image, and charades strategy.

J1 "Students participated actively while implementing the reading mainly during the pre-reading activities, due to they were motivated showing great interest towards them (...)"

Based on the researcher statement above these features are mainly found on pre-reading activities development, due to students showed a great interest and willingness to each one the strategies implemented in this stage, this was evidenced thanks to their active participation on them.

Furthermore, among these pre-reading strategies, students selected their preferred ones taking in consideration two main elements: predicting and unknown vocabulary learning; regarding the first one, most of the students agreed in choosing predicting based on the title because this strategy allowed them to infer about the reading topic, as well as predicting based on image, since this strategy led them to imagine of what the story was going to be about in this case referring to the narrative text. As P1Carlos argued "*Predicción con base al título, ya que por el título uno ya tiene la idea principal sobre la cual va tratar el texto y pues entenderlo más y pues la predicción con base al grafico a la imagen, ya que representa de lo que se va tratar la historia.*" (Interview 2).

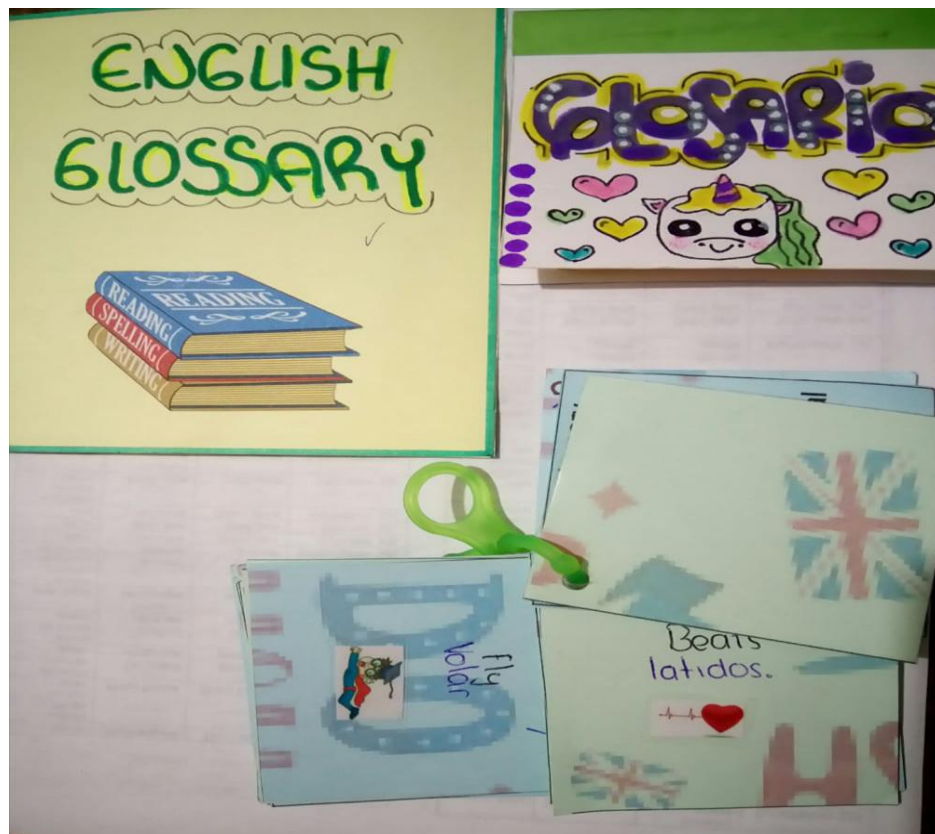
With respect to the second one, students considered that the strategy hot potato game was the most suitable at learning new vocabulary from the three readings implemented, given that it was very dynamic and fun which caught so much their attention; as illustrated by P4Marcela “*La implementación del juego de Hot potato ya que nos permitió de una forma diferente y divertida aprender nuevo vocabulario, además de fomentar la diversión y el aprendizaje.*” (Interview 2). Besides, another key aspect developed in this game was the use of eliciting words strategies for making students infer the words, such as: images, examples, realia among others. As illustrated by:

J3” *Mainly it was evidenced in the game activity, because I realized how students were putting into practice their knowledge and at the same time they were having fun, even there were words that they already knew or just by showing them the image, realia or example , they were able to understand their meaning in Spanish”.*

Consequently, among the linguistic aspects improved and reinforced by means of this pre- reading process is the lexical competence for several relevant reasons; firstly, students acquired new and useful vocabulary which made them have a broad idea of the texts while reading them for the very first time without the need to use the dictionary that is to say they comprehended them in a better way; as P2Maria argued “*Me ha permitido por medio del vocabulario entender mejor los textos de una manera mas fácil y simple; también me ha ayudado aprender vocabulario relacionado con la parte física como skin: piel , blond: rubio(...)*” (Interview 1). In the same way P3Karen stated “*Si porque al estar leyendo en inglés tenemos que aprender el vocabulario que estamos manejando, por eso es que cada lectura contiene un tema en específico que nos ayuda a aprender más fácil el vocabulario en Inglés*” (Interview 1).

In relation to this idea, Olmez (2016) affirmed: “Reading in a foreign language contributes to the attainment of additional vocabulary knowledge, greater amounts of knowledge result in a more successful reading comprehension as well”. (p.721).

Secondly, students used the different vocabulary learnt from the three readings to compile a creative glossary, in which they related this vocabulary to suitable images that represented each word or phrase written on it. Indeed this activity that helped them to strengthen and put into practice this meaningful learning not just for a moment but if needed in a near future.



To summarize, pre-reading strategies were essential, for students to develop while reading activities, mainly because students could predict the reading topics; besides through the activities implemented for introducing the unknown vocabulary specially the hot potato game

along with the eliciting words helped students to acquire the lexicon needed to understand the texts.

Influence of while-reading strategies implemented and students' preferences towards them

According Khamraeva (2016) the while reading stage “(...) 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”(p.45). Based on this idea, it's important to note that students achieved the goals of each reading workshop implemented (See appendix 7) because of three relevant factors such as:

- The vocabulary previously learnt before reading the text; this was a key aspect when students were focused on understanding the text for developing the different activities proposed on the workshop such as : true/false activity, matching activity, answering specific open questions, story sequence among others (See table 3,4,5) this is evidenced by P4Marcela who pointed out “*“Si, ya que el aprendizaje de nuevo vocabulario me ha ayudado a entender de qué se trata el texto, como está organizado el texto y me ha ayudado a responder las preguntas a analizar el texto.”* (Interview 2). Similarly P5Diego mentioned “*Si, porque mi comprensión lectora ha mejorado bastante (...) y cada vez que me dan un texto ya no me enredo tanto comprendiendo la palabras que hay en él.”* (Interview 2).
- Reading the text carefully; this was the main strategy used before students performing the while-reading activities of each workshop. It allowed them to clarify doubts if needed about the text itself and in terms of vocabulary as well, to do so the teacher made different students read aloud each line of the texts; in fact students chose this one as their

favorite among the comprehension strategies, in this regard P4Marcela argued “*por ejemplo como la de leer línea por línea el texto ya que vamos conociendo sobre que trata el texto aprendiendo nuevo vocabulario.*” (Interview 2). In addition to this, by means of this strategy students expressed that they have improved their pronunciation, mainly because they practiced while reading each line of the texts, besides they always had the help of the teacher that guided and corrected them in this process; in this perspective P1Carlos expressed “*si porque los textos tienen palabras nuevas que uno aprende, y pues al momento de leer el texto en inglés uno tiene más práctica en la pronunciación de las palabras.*” (Interview 1). It should be noted that since they have a very basic English proficiency they have a “Pronunciation of a very limited repertoire of learnt words and phrases (...)” (council of Europe, 2001, p.114).

- The importance of giving students clear instructions; this is chiefly evidenced at evaluating students' performance in while-reading activities, given that most of the time they understood what they have to do in each activity, so they were focused on and answered them with the suitable information, as it is stated by the researcher:

J1” *Most of the students understood what they had to do in the while reading activities, that's why they answered it with the required information*”. Along with J6 “*It's important to give students clear instructions for them to understand and develop as well each point of the workshop (...)*” Similarly the researcher mentioned R” *Most of students made the comprehension activities properly, showing that they understood the text itself as well as the instructions given for developing the activities.* (Workshop Analysis).

On the basis of students' performance on while reading stage, it's important to stand out firstly students' perception about the activities proposed on it; in relation to this most of students claimed that these activities were good and excellent because these gave them the opportunity to work on the understanding the texts, as shown by P4Marcela *"Me han parecido excelentes, ya que a través de las actividades que nos ha hecho la profesora hemos podido comprender los textos"* (Interview 2). Secondly this perception is also reflected on their positive results through the reading workshops analysis in which it is undeniable the fact that they had a great performance on them as illustrated by the researcher:

R" *P4Marcela did a very good job, mainly because she answered properly to each one of the activities using connectors and proper grammatical structures when needed."* (Workshop analysis). Besides as it is shown above, students also improved and reinforced grammatical structures during the readings implementations because in each workshop it was included a grammatical activity bearing in mind that each reading was related to a specific topic worked in classes, thereby they could reinforce them, As is illustrated by the researcher:

R *"Regarding the grammar activity, most of students had a successfully performance, they classified properly the adjectives for describing objects"* (workshop analysis). Although some of them presented difficulties related to grammatical and lexical spelling.

In the same way, students considered that the activities proposed for working grammatical structures were very useful; this is supported by P3Karen who claimed *"Si, Cada una de estas nos ha ayudado a que fuese mucho más fácil el saber escribir las palabras y en el caso también para saber cuál era la estructura correcta del presente continuo, en el caso de*

personalidad para diferenciar la descripción personal y física y en el caso descripción de objeto nos ayudó para saber cuál era el orden y la estructura que debíamos seguir para describir objetos y cuales palabras estaban relacionadas con cada categoría. “(Interview 2). In this context, Lopera (2014) refers that the reader must take into account three key perspectives, among them, he included the linguistic knowledge that deals with vocabulary, grammar structures, and verbal tenses for having a better understanding of a text.

The following figure presents the results of the three reading workshops implemented during this project, where reading comprehension and grammar activities were evaluated, being 5 the top of the grade.

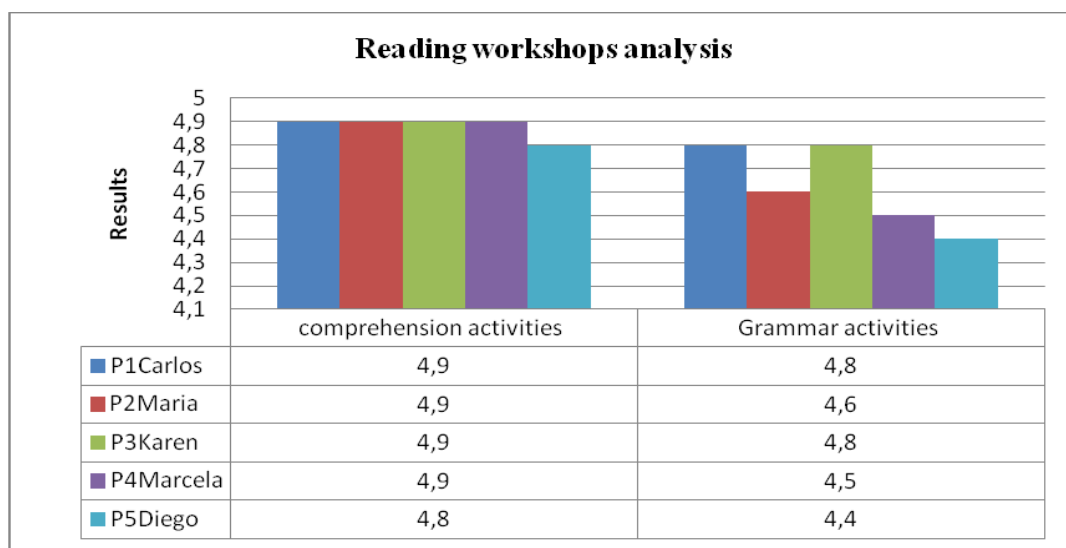


Figure 3. Results of the readings workshops

To conclude, students demonstrated to have understood the texts by developing properly comprehension and grammar activities, due to three fundamental elements: the vocabulary previously learnt before reading the text, careful reading of the text and the instructions given to the students for each activity done.

Influence, students 'perception and performance in post-reading activities.

Taking into account Khamraeva (2016) who stated referring to the post-reading stage that “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, and writing (...) (p.45). In this case students integrated their reading skill with the writing skill, that is to say all the post-reading activities developed by students at the end of the workshops were related specifically to written productions due to the nature of the readings as well as the importance of working and improving in this skill; since it allowed students to put into practice their knowledge acquired on previous classes like vocabulary and grammar structures by developing three writings (physical and personality description of a celebrity/ Wallet description/ imaginary activity(one sentence using present continuous tense) per each reading workshop worked respectively. Indeed most of them claimed that thanks to the reading texts, they learnt and reinforced the vocabulary needed as well as the grammatical structures for implementing them on their writings. As shown by P3Karen “*Si, gracias a que con los textos comenzamos a comprender mas como se usaban las palabras o como se hacían las oraciones, cuáles eran las estructuras de estas y las podíamos implementar en la producción escrita, la cual nos ayudaba que nos fuese más fácil usar en algunos casos el presente continuo y a saber cómo describir personal y físicamente a personas(...)*”(Interview 2). Likewise P4Marcela mentioned “*Fueron actividades interesantes que me ayudaron a aprender a escribir teniendo en cuenta la ortografía, el orden de las palabras y oraciones y aprender a describir.*” (Interview 2).

Taking into account these ideas, Corpas, (2014) states “reading comprehension in a foreign language is a complex process that allows the student build a fundamental step towards the acquisition of the other basic competences” (p.3) likewise he argued “ The imitation of knowledge schemes provided by the nature of the structure of the text, whether they are expository, narrative, descriptive texts, etc., offers the necessary schemes to the student to compose his narrations, descriptions etc. ” (p.3).

Regarding, students' performance in the three writings developed, it's necessary to explain that these productions were made in class. In addition, the analysis of these productions was carried out in a qualitative way, since this allowed the researcher to verify if students had implemented the vocabulary and grammatical structures worked and reinforced on each reading workshop, based on this, it was taken into account the following criteria proposed by Council of Europe (2001): the respect for the instructions, ability to describe, lexicon/lexical spelling, morphosyntax grammatical spelling ;coherence and cohesion.

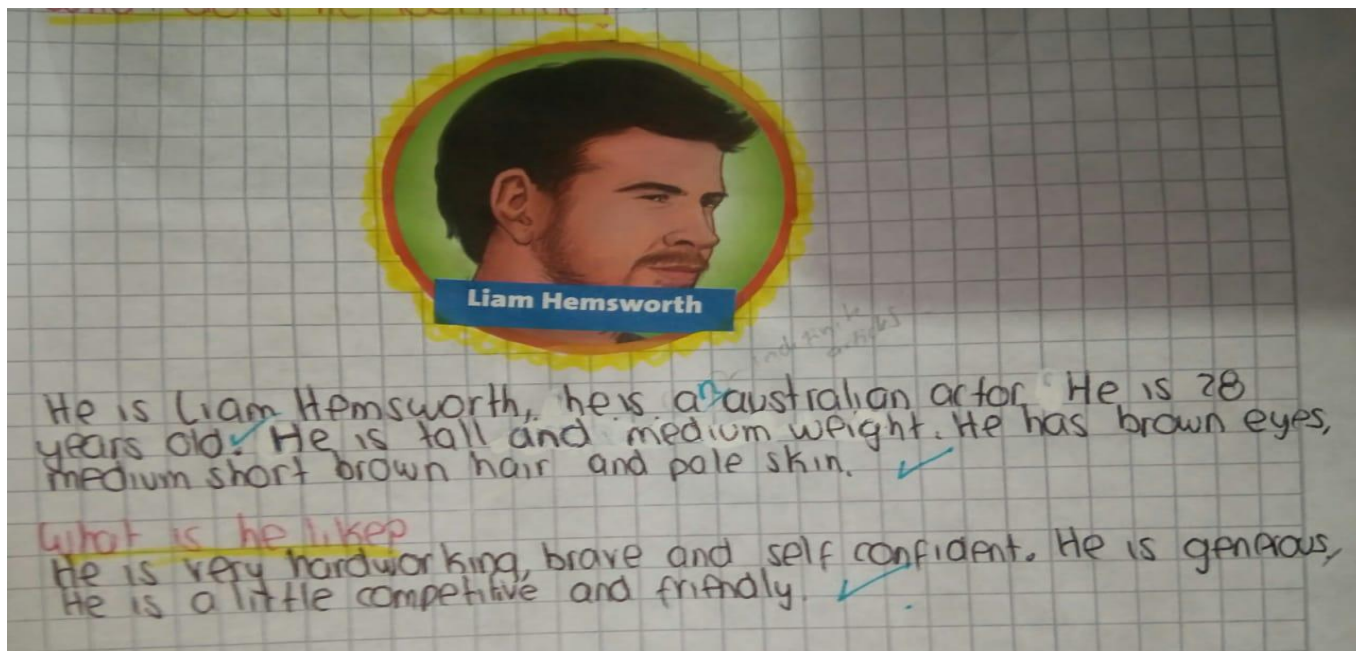
Talking about the respect for the instruction, students followed them properly by using and including the information asked. As stated by the researcher in students written productions analysis:

P1Carlos *“In all the written productions, he followed the instructions given regarding the information they needed to include.”* (Written productions analysis).

With regards to the ability to describe, lexicon/lexical spelling, Morphosyntax, grammatical spelling , most of the students described their favorite celebrity and the wallet as

well, using proper grammatical structures. It is mainly evidenced in P3Karen 1st and 2nd written production:

1st written production



Liam Hemsworth

He is Liam Hemsworth, he is an Australian actor. He is 28 years old. He is tall and medium weight. He has brown eyes, medium short brown hair and pale skin.

What is he like?
He is very hardworking, brave and self confident. He is generous. He is a little competitive and friendly.

2nd written production

4) Underline the table's description and classify the adjectives used on it into the correct categories

Opinion	Size/measure	Shape	Age	Color	Material
Beautiful	small heavy	rectangular	new	light brown	wood

5) Writing activity: look at the object and describe it.


A) Answer the following questions:

- What is it? It is a wallet
- What color is it? It is brown
- What size is it? It is small and heavy
- What is it made out of? It is made of leather
- What shape is it? It is rectangular

Purpose: it is used for storing money, documents and important papers

B) Write a whole description sentence taking into account the answers before, including: opinion, size, shape, age, color material and purpose.

It is a beautiful, small, rectangular, new, brown wallet. It is made of leather. It is used for storing money, documents and important papers.



According to the examples above, they also made a good use of quantifiers for describing celebrity's personality like very, a little among others. However, they presented some difficulties related to grammatical (the use of indefinite articles) and some lexical spelling mistakes like the word "years".

With respect to the lexicon used, the researcher identified that most of them implemented in their writings the vocabulary learnt on the classes and the readings. As mentioned by the researcher in students written productions analysis:

P1Carlos" *On the other hand, he implemented on their written productions the vocabulary previously worked on the classes and in the reading as well"*

In terms of coherence and cohesion, all the three written productions developed by participants were comprehensible, by showing a right sequence at describing, the use of short phrases and the vocabulary learnt. Furthermore students used different connectors for linking the sentences such as: "and", "but" and "at the same time". As claimed by the researcher in their written productions analysis:

P4Marcela *"The written productions had a good coherence and cohesion mainly it is evidenced in the celebrity description, using diverse connectors such as: "and" "but" and "at the same time"*

In general speaking, students had a great performance in these writing productions, in which it is evidenced the respect for instructions, the coherence and cohesion, the implementation of proper grammatical structures and the use of the lexicon acquired.

On the whole, post-reading activities allowed students to improve their writing skill and put into practice their grammar and lexical knowledge reinforced by the classes and readings in a real use context by describing the celebrity they liked the most, an object and an imaginary situation.

Students' perception and performance in the reading process carried out

Regarding students' perception about the whole reading process, they mentioned that it was interesting and important for them, due to they are not used to work on reading comprehension but mostly in writing; thus this process allowed them to learn reading and understand in a catching way each text worked. This is supported by P3Karen who stated "*Me parece importante porque debemos aprender a leer en inglés, y han sido procesos que han gustado en los estudiantes ya que no estamos acostumbrados a aprender a leer sino a aprender a escribir*" (Interview 1). Similarly P4Marcela expressed "*Me parece un proceso interesante ya que es una manera diferente de ayudarnos a comprender un texto en inglés*" (Interview 1).

Moreover, most of them had a successfully performance in each one of the three stages worked pre-while-and post reading activities, this is mainly reflected in their workshops analysis in which the researcher specified:

R" *Students developed the comprehension activities in a great way; they didn't make any mistakes in these exercises. It is evidenced students' comprehension of the text*" (Workshop Analysis). Primarily because students were motivated by always showing a good attitude towards them, something that allowed them to work concentrated and with a proper behaving, that's why the influence of these stages were very positive for students, because these strategies made them comprehend easily the texts and in this way develop each activity proposed properly. In this perspective the researcher mentioned on her journal:

J1 "Students were motivated in the different activities proposed in the workshop, indeed they worked successfully on them"

As noted above, the pre-while and post reading strategies had a very positive influence on students at working reading comprehension activities, since they felt motivated and engaged in each one of them; indeed they considered these activities interesting and important when comprehending a text.

Conclusions

In general, the reading process implemented following the three stages proposed by Khamraeva (2016) along with the use of narrative and descriptive texts allowed students to work and enhance reading comprehension in a catching way for several reasons; firstly the type of texts were in accordance with the topics worked in classes and students interest, being the descriptive text their favorite because of the thematic presented on them like celebrity and objects description; secondly, pre-reading strategies were of the most important ones in this process, since provided students the essential tools like the learnt unknown vocabulary for them to understand the texts, in fact they created a glossary that was comprised of this lexicon.

Thirdly, based on the learnt vocabulary, the careful reading of the texts and the instructions given for the developing the workshops activities, students improved their reading comprehension by showing great results at doing comprehension and grammar activities being the last one the most remarkable linguistics aspects reinforced. Finally, thanks to the reading stages process mentioned above students put into practice what they learnt from them by constructing simple and coherent texts taking into account the grammar and the vocabulary needed for creating their own.

Recommendations

It is important to make emphasis on some other issues for further studies based on these findings that could be addressed such as: working deeply reading comprehension on narrative texts especially short stories, implementing cooperative work in the reading workshops, and improving other production skills especially in the post-reading activities like speaking by means of monologues, role plays, etc. based on the material read.

Furthermore, it would be interesting if the school in which it will be implemented has internet connection because in this way the researcher will have the opportunity to use other reading strategies apart from the ones mentioned before by involving in this process the Tics (Information and Communication Technologies). Besides, the researcher must take in consideration some important aspects at improving this skill as the following: making a good choice regarding the type of text according to the thematic already established, teaching the unknown vocabulary presented on the text as well as giving clear instructions for each activity to develop; finally it is recommended to follow the reading planning lesson proposed by Khamraeva (2016), due to this allows students to have a better comprehension of the texts.

CHAPTER II

Research Component

THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF PLEX, A TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE

Introduction

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focused on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It was considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it was justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It was considered that a reflective approach shield the agents in a traditional context of inertia and the authority they had in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects were assumed, of the institutional life without question, were seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfolded without major alteration, the teacher ran the risk of being installed in logic of action that did not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection did not lead to the emergence of problematic situations; these realities were ignored, invisible. In this way, the pedagogical practice was assumed from reproductive codes that installed the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affected teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out

their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study the following guiding questions were formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, it was presented an approximation of each one of them.

Teaching profession

The teacher was one of the most important elements of each educational institution, and he/she had the function of imparting knowledge based on a science or art. But also, he/she had the responsibility his/her students' comprehensive training.

Teaching demanded the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher had to meet all the *teaching competences* that allowed him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert was the level on which he/she developed his/her activity. Similarly, each teacher had to possess some competences dealing with the organization of content. It meant, the pedagogical practice demanded not only to organize the content for being learned by the students but also provided teaching conditions inside or outside the educational context. The most important function that a teacher had to develop was to design and provide teaching practice.

Reflection

Talking about reflection implied to address different conceptions about this notion. That was the reason why aspects such as reflection as a process and reflection as a theme was taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflection was developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process were shown in the following figure.

Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)



Figure 4. Reflection process

Reflection as a theme

The conception of reflection was based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection was based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect was the source of knowledge that allowed reflecting; and for the third perspective is the contextual aspects what allowed the reflective exercise. Likewise, those perspectives counted with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it became necessary that the teachers question about their own practice and the repercussion it had generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher played a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession required that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes'" (Ebutt

and Elliot: 1986). In this context the problems of practice, of the class space demanded a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work was evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study served the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

According to Van Manen (1997) there were different levels of reflexivity, at the first level in the classroom gave effective application of skills and technical knowledge. The reflection was applied to the appropriate selection and use of the didactic strategies that the teacher used.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices were analyzed. It was opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen established an exercise of critical reflection; at this level it was presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it was considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it was assumed the Zeichner's proposal who had established several modalities of practicum as follows:

Academic practicum

It was guided at preparing teachers who were able to reflect about the courses they taught, so that they transformed it into understandable structures for the students.

Social efficiency practicum

The purpose was to achieve an effective teaching through the application of didactic techniques that were deduced from general principles to which the pedagogical research had reached. In this case, reflection was a strategic decision: "to select among the range of available techniques what is considered most effective". This was the way of proceeding from technical rationality.

Development

Teaching was based on the interests and development of students, and, at the same time, it was considered the development as a teacher and as a person.

- **Social reconstruction**

The object of reflection was the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- **Generic**

The programs alluded to reflection in a generic way, but without specifying the ambitions of the programs or the contents, on what to reflect nor the strategies to foster reflective learning.

- **Reflection triggers**

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

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, was another element of reflective thinking that was included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that were presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component were placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed had as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals were autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it was carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that contributed to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it was proposed to implement the following instruments:

Reflective workshops

The reflective workshops had a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allowed them to transform their pedagogical practicum.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation card

The self-observation card had as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong. (See appendix 8)

Narrative

The reflection exercise allowed students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. (See appendix 9)

Class recordings

To have evidence of what teacher students did in the classroom, allowed to reflect upon different aspects in the foreign languages teaching/learning process that could have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices.

Context

Pamplona city was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

The school is a dependent body of the society it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following

Socialization role

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study was constituted by seventeen students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population:

Teachers in formation, supervisor teachers, and student community of the centers of implementation of the Integral Practicum.

Indirect beneficiary population:

It was composed of the teaching community of the Program and Foreign Languages, the results re-feed the program agents' vision of their practices and the collective of Integral Practice.

Institutional units linked to the Project

Foreign Language Program

Department of Languages and Communication

Education Faculty

External institutions linked to the Project:

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

Colegio Provincial San José

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Agueda Gallard

Table 7. Reasearch component: Data collection timetable

[illegible]

Table 8. Narrative analysis

Main topic of the narratives	Contributions to my pedagogical practicum
1st week : students 'misbehaving	Through this reflection I realized that as teachers we can face in the future this kind of population so, it's necessary to look for different and effective strategies to struggle this problematic like group grade and positive points
2nd week: teaching methodology	This narrative allowed me to reflect about my teaching methodology through which I observed that students could understand easily the topic if I gave them a clear explanation of the vocabulary and based on this they could make the exercises as well as the production activities.
3rd week: tutoring time	In this narrative, I mainly focused on the outreach component, in which through tutoring I help students to overcome their learning difficulties, this reflection made me look for useful strategies while dealing with some misbehaving cases during this tutoring spaces (rewards for active participation), due to this situation affected the classroom environment and those students who really wanted to learn, in spite of that I realized that students felt motivated and engaged with all the activities proposed on it.
4th week: Tutor teacher observation	This first class in which I was observed allowed me to reflect in this narrative about the teaching aspects I must improve for having a successful practicum, to do so, I must take into account my tutor's suggestions.
5th week: harmonious environment into the classes.	This narrative allowed me to reflect about the good behaving that my students had in that week, something that influenced positively in their work.
6th week: external factors that influence in students misbehaving	Through this narrative, I pointed out some external factors that might have a negative influence on students behaving such as: being in the last week of the school year and having the classes at the last hours of the school day , aspects that affect students' willingness towards the classes.
7: week: Teaching methodology	In this narrative, I reflected about the importance of involving students at explaining topics, in order to make them build their own learning and at the same time feel engaged into this process.
8th week: the support of my supervisor.	My supervisor was a great help all along this process; by means of this narrative, I pointed out how she showed me her support by telling students that took in consideration all the activities that I tried to implement in the classes for made them improve in English subject.
9th week: feelings about the students' performance	This narrative allowed to express the proud I felt when most of students passed English subject, but at the same time sadness because of some students who failed the subject and the school year.
10th week: General sensations of the end of this process	In this narrative, I recognized that this pedagogical practicum made me live a very satisfactory experience, even though I faced some difficulties related to some students' misbehaving, during this process I could overcome them as well. indeed the most gratifying was the mark I left there

Results

Reflection an essential tool for transforming our pedagogical practicum and our critical spirit.

Reflecting is an essential part within the practicum process, because it allows us to analyze our performance every time we teach that is to say weaknesses or strengths presented in our pedagogical practicum. In this regard, it's important to highlight that by means of instruments such as: Self-observation, Tutor teacher observation, reflective workshops, class recording and especially the ten narratives the following aspects emerged: a. Teaching methodology and b. Class environment.

a. Teaching methodology

This was one of most relevant aspects that through reflection I analyzed, since having a good teaching methodology allow students to be engaged in the English learning process, that's why thorough this pedagogical practicum I tried to implement dynamic and didactic activities for achieving the main goal mentioned above taking always into account the learning styles of the students; Based on this all along this reflection process I evaluated the way I planned my classes, how I put into practice these lesson plans and other situations, some of them were the way students were evaluated and especially how I handled students who belonged to the inclusion programs in the school.

In this perspective, I could realize how students were motivated and engaged with the different activities proposed in each class by means of different didactic materials like the use of

visuals and cards mainly at explaining grammar, giving them in a first time the vocabulary needed for them to build their own learning.

In general speaking, thorough reflection we can improve every day our teaching methodology by recognizing what are those positive and negative aspects to be analyzed and in this way change those aspects to be better in our profession.

b. Class environment

When talking about class environment, it's necessary to relate it with students 'behaving during the classes; this aspect was one of the most difficult situations I have faced during my practicum process, due to this situation made me feel a little frustrated at the beginning of it, and this was always reflected mainly in the narratives; that's why through the implementation of the reflection I realized that I must look for proper strategies to change this problematic; so that I implemented group grade and positive points, these strategies helped me significantly but sometimes these didn't work because of external factors that might had a negative influence on students behaving such as: being in the last weeks of the school year and having the classes at the last hours of the school day , aspects that affect students' willingness towards the classes, nevertheless this part of our working life as teachers and with the experience acquired from day to day we will be able to overcoming them.

Conclusions

All in all, the implementation of a reflective process allows me to be aware of my pedagogical practicum that means the positive aspects as well as those I needed to improve while teaching thus I consider this was a key aspect of our practicum process. Besides, it helped me to reflect and change if needed when facing different situations such as: students 'behaving, needs and learning process, teaching methodology among others.

CHAPTER III

Outreach component

TEACHING MENTORING AND ACADEMIC REINFORCEMENT TUTORING IN HIGH SCHOOL STUDENTS

Introduction

Through the last decades teaching English as a foreign language changed from an academic responsibility to a necessity. Regardless to the global and local demand, there are not spaces to promote the learning process of a language outside a classroom.

In addition, English represents an imperative subject at any educational context, especially high school. Because of that, different activities have been proposed by the school teachers' in order to increase, reinforce and improve their students' English skills. Thus, spaces to learn English through activities and strategies focused on the students' improvement should be promoted to equilibrate the student's learning process of the language.

Justification

The acquisition of a foreign language allows students to get involved in any situation that requires it. In that sense, it was essential to create spaces of learning for every student in the world, specifically for those who needed some extra hours to improve their English skills. Then, those spaces should be considered as an effective way to implement strategies through activities for the students to better understand any topic they had troubles with.

In the case of the pre-service teacher, those spaces symbolized an exceptional opportunity to advance in their training process to become better English teacher so as to recognize their students' weaknesses in the language.

The space proposed by the pre-service teacher and the school searched to facilitate students learning process in English. In addition, the implementation of this component sought to benefit the students from negative results in the final term of the year in the English subject.

Statement of the problem

The lack of time in classes to learn English adequately was not enough for most of the English learners. Therefore, students' weaknesses increased as the time went by. While observing, a huge number of students showed problems on reading, listening, speaking and writing skills. For this reason, this component attempted to create a space to foster and improve all of the skills through an effective methodology by using different activities from the common classes. As an example, the use of different strategies with diverse sources such as videos, songs, talks and flashcards could properly help any student to rehearse a topic. Moreover, this project aimed at determining the weaknesses and deficiencies from Provincial San José 7th grade students as well as to show how supplementary activities helped students to learn and improve in English.

Objectives**General objective**

- To detect and help students to overcome disabilities and weaknesses through supplementary activities.

Specific objectives

- To adapt an effective schedule in order to create a space to develop the supplementary activities.
- To determine what types of weaknesses the students show when learning English.
- To implement significant activities and strategies to improve students' learning process of English.

Methodology

This component was developed by the Pre-service teacher in order to reinforce English knowledge and the development of abilities from 7th grade students by implementing different activities in a proposed schedule. What the teacher basically did is to provide a support in order for the students to overcome difficulties and doubts. To do so, the pre-service teacher used tools such as games, videos, flashcards worksheets, among others to reach her goal.

Based on the above, with the aim of helping students at overcoming the difficulties presented on their learning process the pre-service teacher established two days per week to carry out the tutoring time, these were Mondays and Wednesdays from 3pm to 5 pm, it is important to highlight that just 12 tutoring spaces were developed due to the week recess, national holidays among others.

The following chronogram shows the subjects worked, the attendance (see appendix 10) and the material implemented (see appendix 11)

Table 9. Tutoring timetable

Tutoring spaces	Topics	Material	Number of students
2 st week: Monday: 17-09-18	Diagnostic test-verb to be-Do/does	Worksheets, reading /video:Do/Does	13
Wednesday: 19 -09-18	Physical description vocabulary	Wordsearch/video: Physical description.	11
3 nd week Monday: 24-09-18	Exercises related to the grammatical structure for physical description.	Blackboard Worksheet	8
Wednesday :26-09-18	We didn't have tutoring because of a school commitment: pre- tuition.		
4 rd week: Monday: 01-10-18	Physical and personality description	Worksheet : fact file:Andrew	6
Wednesday: 03-10-18	Personality adjectives-written and speaking activity	Worksheet/video :positive and negative adjectives /game	7
5 th week: Monday: holiday Wednesday: 17-10-2018	Review of the topics: physical and personality description.	Worksheet: find the suspect Wordsearch: personality adjectives	5
6 th week: Monday : 22-10-18	Explanation and one activity related to describing objects	Colorful worksheet	8
Wednesday: 26-10-18	Exams and quizzes implementation.		4
7 th week: Monday : 29-10-18	Objects activities	Worksheet about objects description.	10
Wednesday:31-10-18	Opposite adjectives	Wordsearch about classroom objects. worksheet: matching of some opposite adjectives according to the images and a game.	4
8 th week : Monday: Holiday Wednesday: 07-11-2018	Exams and quizzes recovery		7

The topics chosen for tutoring were the same topics that were being worked on the classes, since students needed to reinforce them.

Regarding the tutoring environment, there were some problems related to some students 'misbehaving that has caused stressful moments for those who really wanted to learn as well as the pre-service teacher, something that has influenced negatively into the tutoring environment, that's why it was necessary to take actions and talk with some of the students 'parents of this situation.. This intervention made students changed their attitude in the tutoring having a good behaving in the rest of them.

On the other hand, one of the tutoring planning carried out in this process, in which I would like to focus on was developed in the 4th week, because in that specific one it was possible to work on production activities like writing and speaking by means of diverse activities in order to reinforce the topic "personality adjectives. To do so the teacher provided students a workshop in which students firstly had to match the adjectives with their correct image by writing the adjective below each image, then they had to answered the question "what are you like? By the aid of introductory phrases such as: I am very, I am not very, I am little etc. After doing this activity, they chose a classmate by asking him/her about their personality, by writing this information on the gaps required.

Finally, based on the above the teacher asked students to prepare an oral presentation by giving them a model to do it, so as to they followed some aspects such as: name, birthplace, physical description taking into account they already have worked on this topic, and finally their personality description as well as of their partner chosen.

These activities mentioned before allowed students to put into practice their previous knowledge by reinforcing on the tutoring time not only based on the learning of grammatical structures but in the real use of the vocabulary in this case for describing the classmate's personality.

Results

This tutoring time was a great tool for those students who presented difficulties in their learning process especially those who did not have good grades, mainly because they overcame their weaknesses observed in some of the topics worked in class such as physical and objects description for two main reasons:

-the material implemented: the use of catching material such as: videos, useful worksheet and wordsearch among others was a key aspect at working on these spaces, since it allowed students to be engaged and motivated towards all the activities proposed.

-the individual explanation: each time the tutoring was carried out, the pre-service teacher firstly tried to explain a topic in a collective way and then individually due to each student had different doubts and questions about it, this strategy made students understand better the thematic and develop the activities properly.

On the other hand, in these spaces students also worked and improve their speaking skills, given that as the topics were mainly about description, they made their physical and personality description, also they described an object,. These activities not only allowed them to have self-confidence when talking but also pronounce better.

In general, students' improvement was also reflected in their active participation in all the activities proposed in tutoring time, and how in the classes they understood in a better way each topic, by showing a great interest on them.

Conclusions

Being part of this process allowed me to help students at overcoming their learning difficulties during each tutoring time, it was very satisfactory because most of the students who were part of them succeeded in passing the subject what reflects that these spaces had a very positive impact on them.

CHAPTER IV

Administrative component

Introduction

Being a teacher not only consists of going to the classroom and give the class as an academic part , we have to be involved on diverse aspects as well, in order to learn more about this profession, thus, we need to be integrated with all the activities proposed by the school, to have a sense of belonging with this educational institution by helping and collaborating with other teachers in all the meetings and activities established by the school.

As a pre-service teacher, I stayed in the high school in order to give aid, if was necessary to teachers and directors and also to get a better understanding of the school with the aim of being part of this institution.

Objectives**General Objective**

- To participate actively in all the activities organized by the “Provincial San José” High School.

Specific Objectives

- To collaborate in the organization of events and activities inside and outside the school.
- To give aid and support to other teachers in the development of cultural activities.
- To show respect to all the educative authorities of the school

Methodology

As a member of the San Jose provincial school community, I actively participated in all the activities proposed by the institution, whether they were cultural events, in the supervision of students throughout the day, among others. (See appendix 12).

Thus as pre-service teacher I took part in the following activities:

Table 10. Chronogram of activities and events developed at school.

Weeks	Activities	Role
1st week	Raising flag ceremony. Headquarters' teachers meeting.	Supervise 7:03 students' behavior Being present on this activity.
3rd week	Pre-school tuition : parents' meeting.	Help my supervisor in this process.
4th week	Holy Mass.	Being present on this activity.
5th week	Discipline assignment.	Be at 6:30 am at school to greet and review the students' uniform, besides in the break I helped my supervisor watching the second floor of the school.
8th week	Students' day.	Being present on this activity.
9th week	Evaluation board.	Help my supervisor in this process.
10th week	Symbols ceremony	Distribute 2019 promotion buttons to the 11th grade students to be put on 10 th grade students.

Results

As a pre-service teacher it was so important to be engaged in all the activities carried out in this institution, since it showed me the importance of learning about all the aspects related to a school not only in the academic part of it; indeed it was very satisfactory to both my personal and professional life learning about each activity I took part in, for instance the first activity allowed me to see the discipline and respect showed by students and teachers in those kinds of events, something that characterizes this school, regarding the third one, I had a significant experience since I was able to interact with students' parents and learn a little more about these educational processes; the fourth and fifth taught me a lot about two main values presented in this institution solidarity and generosity and the importance of have an interaction with students respectively.

Conclusions

Being a member of this community by participating in the activities implemented, made me much easier the adaption process to the institution because I was able to interact significantly with teachers, students, and parents and thus face what would be my work environment.

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Appendices

Appendix 1 Talk 2



Appendix 2 Example of planning

PROPÓSITOS DE APRENDIZAJE:

Tema: First part of the lesson 1 (module 3): physical appearance “what does she/he look like?”

Linguistic objective: At the end of the class, students will be able to identify properly the vocabulary related to physical appearance as well as the grammatical structure for making a physical description.

Communicative objective: At the end of the class, students will be able to give examples regarding physical description

Sociocultural objective: At the end of the class, students will be able to identify and describe two

celebrities such as: Yerry mina (Colombian soccer player) and the American actor Vin diesel well-known as Toretto.

EXPERIENCIAS DE APRENDIZAJE:

INICIO

Opening:

- The teacher will start the class by greeting students, and then she will ask students to open their notebooks for praying to God "our father" After that she will check the list for the attendance and the material needed for the class.
- Moreover, she will write on the board the date and the reflection phrases "A friend is a gift you give yourself", "a negative mind will never give you a positive life " "believe in yourself " and so on while developing this lesson plan.

Warm up/ review

- In order to introduce the topic, the teacher is going to show some images related to hair, hairstyle, hair color, height, weight, eyes color and skin color; by asking questions such as: what is this? How do you say "piel" in English and so on. After doing that she will ask them what is the topic about?(**appendix 1**)

DESARROLLO

Explanation of the topic: vocabulary

- The teacher will explain the vocabulary related to physical appearance by means of a poster, in which there will be written four categories : 1)Hair(hairstyle-hair color) 2) height(tall-short etc.) 3) weight(slim-big-boned) 4)Eyes color (blue-brown) Besides, she will write on the board the fifth category "skin" (pale- brown
- Based on the poster, she will make students pronounce each adjective by explaining them the meaning of them in Spanish. Besides she will ask them to write this vocabulary on their notebook.

Explanation of the topic: Grammar

- Then, the teacher will provide students a description of 4 people (**appendix 2**) from there the teacher will ask them to highlight the structure for describing physical appearance as well as the adjectives used on the description given. After that she will ask them to take out some examples in which it is shown the structure and the adjectives that were used for making the description.
- After doing this, the teacher will write on the board the grammar peek "what does she/he look like? based on this question firstly she will explain the structure for describing 1)height and weight as the following:
 - subject + verb to be + adjective: -he is tall and slim -she is short and medium height

As well as the exception: -He is bald
- Secondly, the teacher will explain the structure for
 - 2) Hair-hairstyle-hair color

Subject +have/has+ adjective: hair length, hair style + hair color +noun

She has short curly black hair

They have long straight hair
Maria has short blond hair

As well as the exception: she has light wavy brown hair

3) Eyes: she has blue eyes 4) skin: Carmen has pale skin

Explanation of the activity (1) and practice

- In this activity, students must relate the description sheet to the images from the page 58 (talk 2) numbering in the correct order.
- Then, the teacher will ask students to develop the exercises from the textbook (page 58) **(appendix 3)**
- After that, the teacher will write 5 sentences on the board and then she will ask students to organize them in the correct order. **(appendix 4)**
- After having doing this activity, the teacher will stick on the board 5 images per row, the idea is that students per each row describe the image taking into account the hair, eyes color, skin , height and weight. Moreover she will choose 1 student per row who are going to read their descriptions **(appendix 5)**

CIERRE

Evaluation of the topic: vocabulary

- The teacher will evaluate the vocabulary related to physical description by means of an evaluation activity, in which they must write the meaning of 8 adjectives in Spanish. Words such as: Blond, tall, bald, slim, big-boned, wavy, curly and pale.

Homework

- **the** teacher will ask students to write down on in a blank sheet, their own physical description and about a family member taking into account the vocabulary learnt, saying the name, age, birthplace, height, weight (slim-big-boned), eyes color, hair color and hairstyle, and skin, sticking a photo or drawing themselves and their family member. To do so, the teacher will give them the following example what do I look like? "I am Geraldine Araque, I am 22 years old. I am from Cucuta. I like singing Christian music, I am medium height, I am medium weight, and I have dark brown eyes. I have light brown hair and I have pale skin. My mother: what does she look like? she is Maria del carmen Jaimes, she is 45 years old, she is from Pamplona, she likes watching tv. She is big-boned(fornida) and she has dark brown eyes. I love her hair and skin, because she has long straight black hair, and she has brown skin.

OBSERVACIONES:

Appendix 3 Letter of permission for participants

Pamplona, 30 de octubre de 2018

Estimados

Padres de Familia, séptimo

Estudiantes séptimo grado (7^o)

Cordial saludo,

Yo, María Geraldine Araque Jaimes, estudiante-practicante del programa de licenciatura en Lenguas Extranjeras Inglés-Francés, de la universidad de Pamplona; durante este semestre estoy realizando mi practica integral en el grado séptimo, bajo la supervisión de la docente Blanca Villamizar. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo(a) participe en mi proyecto de práctica **"Enhancing 7th graders' reading comprehension through narrative and descriptive texts at provincial san Jose high school: an action research** (La mejora de la comprensión lectora usando textos narrativos y descriptivos en la institución provincial de San José, esta autorización se presenta a usted ya que una de las etapas de mi proyecto es la implementación de entrevistas en la cual las voces de los estudiantes serán grabadas así como también videos si es el caso en la aplicación de ciertas actividades.

Igualmente, quiero manifestarle que toda la información por ellos suministrada será llevada con la más estricta confidencialidad y el anonimato que caracteriza este tipo de actividades.

Agradeciendo su atención, se despide de usted,

Atentamente,

María Geraldine Araque Jaimes
Estudiante Practicante

Appendix 4 Interviews design

1st interview

Diseño primera entrevista

Entrevista participantes del proyecto

Esta entrevista será realizada con el fin de conocer las percepciones de los estudiantes respecto al aprendizaje del inglés así como al proceso de lectura que se ha desarrollado con ellos.

La entrevista será basada en dos grandes temas: percepción sobre el proceso de lectura y el aprendizaje del inglés.

- 1) ¿De qué manera las clases de inglés le han contribuido al aprendizaje de este idioma?
- 2) ¿Cómo le ha parecido el proceso que se ha llevado a cabo para trabajar la comprensión lectora en inglés?
- 3) ¿Este proceso de comprensión lectora le ha permitido aprender y utilizar vocabulario en inglés?
- 4) ¿Considera que el tipo de textos seleccionados para trabajar la comprensión lectora han sido adecuados?

Agradezco su amabilidad al participar de esta entrevista.

2nd interview

Esta entrevista será realizada con el fin de conocer las percepciones de los estudiantes respecto a las estrategias implementadas en las actividades de pre-reading - while-reading y post-reading así como también al proceso de lectura y su influencia en la mejora de esta competencia en Inglés.

- 1) Qué tipo de texto le llamo más la atención a la hora de trabajar la comprensión lectora en inglés textos descriptivos o narrativos y por qué?

2) Cuales estrategias de las que se utilizaron para hacer las predicciones de los textos que se trabajaron para la comprensión lectora en Inglés le han parecido más interesantes y llamativas? Y ¿y por qué?

3) En su percepción cual estrategia ha sido la más apropiada a la hora de aprender el nuevo vocabulario presentado en las tres lecturas implementadas y por qué? 4) Como le han parecido las actividades de comprensión que se han desarrollado durante las lecturas y cuáles de ellas le han favorecido mas a la hora de comprender mejor los textos?

5) Referente a las actividades que se han incluido para reforzar la gramática en los talleres de lectura, cree usted que han sido correctamente seleccionada? ¿Como estas han contribuido a su aprendizaje?

6) En cuanto a las actividades de producción escrita que se realizaron posterior a la lectura, cree usted que fueron apropiadas y ayudaron a mejorar su expresión escrita en inglés?

7) En general cree usted que ha mejorado su comprensión lectora en inglés a través de la implementación de los tres talleres trabajados?

Appendix 5 Journal

<p>Journal 1 (4th week) (1st proposal implementation)</p> <p>En lo que concierne al proyecto pedagógico, esta semana pude desarrollar el primer taller de lectura llamado "<u>Pat's favorite football player</u>" tomado del libro guía de los estudiantes "<u>Talk 2</u>", este primer taller fue desarrollado en su totalidad durante dos días jueves y viernes solo con los estudiantes de 7: 01 (población), con 7: 02 solo lo pudimos empezar hasta hoy puesto que con ellos no había terminado el plan de clase para la descripción de personalidad, y ya con el grado 7: 03 lo estaré aplicando la semana después del receso escolar debido a que por unos días en los que no hubo clase no había podido terminar de desarrollar las temáticas.</p> <p>En general con el grado 7: 01 fue muy satisfactorio la aplicación de esta primera lectura, ya que la mayoría de los estudiantes participaron activamente de las actividades como <u>pre-reading</u>, mostrando gran interés hacia ellas, de hecho tanto en la actividad de <u>predicting</u> como en el <u>matching</u> para aprender el nuevo vocabulario, los estudiantes acertaron en la mayoría de palabras y esto les permitió comprender de una manera más fácil el texto. De esta manera en la parte de <u>while Reading</u>, los estudiantes pudieron entender cada uno de los puntos de comprensión y desarrollarlos de la manera en la que se requería, hay que decir que hoy se inició la clase con la culminación de este taller y con la actividad de <u>post-reading</u> en la cual mediante un texto modelo que les puse de ejemplo, los estudiantes pudieron describir tanto en lo físico como en lo personal a su celebridad favorita, de hecho pude notar que este ejemplo que les di, ayudo a los estudiantes a construir su descripción guiándolos así en las pautas necesarias y la información que ellos debían incluir en sus escritos.</p>	<p>Positive aspects</p> <ul style="list-style-type: none"> -Students participated actively while implementing the reading mainly during the pre-reading activities, due to they were motivated showing great interest towards them. In fact most of them succeeded in the predicting and matching activity what allowed them to understand easily the text. - Most of the students understood what they had to do in the while reading activities, that's why they answered it with the required information. - The guidelines and the example given for the written production helped students to make the description of their favorite celebrity. <p>Negative aspects</p> <ul style="list-style-type: none"> - Students' misbehaving mainly from 7: 02 and 7:03 disturbed the development of the reading process, what caused the lack of attention in some students.
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Appendix 6 Artifact Analysis

Reading comprehension <u>Plannings</u>	While reading : Comprehension activities	Participants 'performance in comprehension activities from the three readings implemented.	<u>Grammar activities</u>
<p>1. Descriptive text: <i>Pat's favorite football player.</i> This text was taken from the book "Talk 2", besides it describes <u>Cristiano Ronaldo</u> physical appearance and personality. The following reading strategies were implemented:</p> <p>Pre-reading activities: -predicting based on the title: The teacher used this strategy to encourage students' participation towards the reading topic, writing the title of the reading on the board by asking students about it. -Eliciting word strategies and a matching exercise: firstly the teacher used eliciting word strategies to introduce the unknown vocabulary by means of images, synonyms, examples and definitions. After that she made a matching activity in which she wrote the vocabulary on the board for students to match it with the images. This allowed students to learn these words and in this way understand the text later on, besides they wrote this vocabulary on their notebook.</p>	<p>Most of students made the comprehension activities properly, showing that they understood the text itself as well as the instructions given for developing the activities. In fact, they didn't write isolated information for filling the chart activity; they followed the correct structure for doing so; even though some of them had difficulties due to they omitted some specific information such as Ronaldo's nationality and profession.</p>	<p>Carlos He had a great performance in comprehension activities; indeed he didn't make any mistakes.</p> <p>Maria She developed properly all the comprehension activities.</p> <p>Karen She succeeded in doing these activities, but she used mainly literal excerpts from the text for filling the chart in the first reading comprehension activity.</p> <p>Marcela She did a very good job, mainly because she answered properly to each one of the activities using connectors and proper grammatical structures when needed.</p>	<p>In this first reading comprehension, students rehearsed physical and personality description, indeed most of them identified and classified them correctly.</p>

Appendix 7 Reading workshops implemented

3) Answer the following questions based on text.

1. What are the four materials mentioned in the text?
They are Brick, wood, stone and wood ✓

2. What objects are used for writing?
The pen and pencil ✓

3. What object is used for eating, writing and placing things on it?
The table ✓

4. Which objects mentioned in the text make up a classroom?
The book, pen and pencil ✓

4) Underline the table's description and classify the adjectives used on it into the correct categories

Opinion	Size/measure	Shape	Age	Color	Material
Beautiful important	Small heavy	rectangular	new old	light brown	wood

5) Writing activity: look at the object and describe it.

A) Answer the following questions:

- What is it? it is a wallet ✓
- What color is it? it is brown ✓
- What size is it? it is small and light ✓
- What is it made out of? it is made of leather ✓
- What shape is it? it is square ✓

Purpose: it is used for storing money, documents, etc. ✓

B) Write a whole description sentence taking into account the answers before, including: opinion, size, shape, age, color material and purpose.

It is a beautiful, small and light, square, new, brown, leather, it is used for storing money, documents, etc. ✓

Dancing in class

Georgia is sitting in class. Her teacher is standing in front of the classroom. He is talking. He is talking a lot. Georgia is finding the class a bit boring.

In Georgia's mind, she is doing something else. In Georgia's imagination, she is not sitting in class. She is dancing on a stage in front of hundreds of people. She is wearing a beautiful light green dress. She is spinning on one leg.

The stage lights are shining in her eyes. She is closing her eyes and concentrating on the music. She is having so much fun! Her heart is beating fast.

The music is changing. She is changing her clothes. Now she is wearing pink ballet slippers and she is dancing again in other words she is flying through the air.

Soon, she is finishing her show. The audience is standing on their feet. They are clapping and shouting. "Bravo! Bravo!" Georgia is taking a bow. Georgia is smiling for the cameras. "Bravo! Bravo!" She is having so much fun!

"Georgia?"

Georgia's classmates are staring at her.

"Georgia?" her teacher is saying, looking at her with concern. He is not teaching anymore.

"Yes?" Georgia is feeling a bit embarrassed. Her cheeks are getting red.

"Are you feeling okay?" You are shouting "Bravo! Bravo!" in class.

"Oh, yes, teacher. Sorry. I am just enjoying the class so much! Bravo! Bravo!"

Taken From <https://www.really-learn-english.com/english-short-stories-present-progressive-dancing-in-class.html>

a) She is wearing a coat b) she is wearing a suit c) she is wearing a light green dress and ballet slippers ✓

4. Is she bored on her show?

a) Yes, she is b) yes, she is not c) No, she is not ✓

5. How is Georgia feeling about the teacher's class?

a) She finds the class boring b) she is enjoying the class c) she is feeling a bit embarrassed

4) Underline the verbs in the present continuous form presented on the text and then fill the following gaps with the right structure and form of the verb

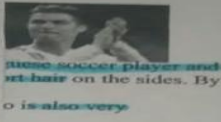

Georgia is sitting (sit) in class. Her teacher is standing (stand) in front of the classroom. He is talking (talk) a lot. Georgia is finding (find) the class a bit boring.

In Georgia's mind, she is doing (do) something else. In Georgia's imagination, she is not sitting (sit) in class. She is dancing (dance) on a stage in front of hundreds of people. She is wearing (wear) a beautiful light green dress. She is spinning (spin) on one leg.

The stage lights are shining (shine) in her eyes. She is closing (close) her eyes and concentrating (concentrate) on the music. She is having (have) so much fun! Her heart is beating (beat) fast.

5) Writing activity: Imagine that you are in a boring situation, what are you doing in your imagination? Answer this question in one line and then draw what you are doing

I am watching TV. ✓



What does she look like?

She is Erika Nieto Manguat (Kika Nieto), she is a Colombian youtuber.
She is 25 years old.

She is medium height and medium weight, she has light brown eyes, she has short straight pink hair and she has pale skin.

What is she like?

She is generous, very hardworking, brave, self-confident, and polite.
She is very friendly and a little outgoing.

Personality	Physical appearance
Responsible	Thin
	medium short hair
Intolerant	short hair
Competitive	tall
	well-built
	wavy hair
	handsome
	light brown eyes

5) Write and say orally the name of your favorite celebrity and their profession.

Kika Nieto, youtuber
Erika Nieto



Appendix 8 Observation card

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1	2	3	4	5	6	7	8	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1	2	3	4
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Appendix 9 Narratives

Narrativa N°5: Maria Geraldine Araque Jaimas **fecha:** 16 al 19 de octubre (5 semana)

Después de una semana de receso, regrese para continuar con el desarrollo de mi práctica integral, de la cual no pude asistir el día martes debido a que tenía permiso por estar en un congreso de investigación en pasto, por ello conté con la ayuda de mi supervisora quien aplico una evaluación que ya previamente le había dejado preparada.

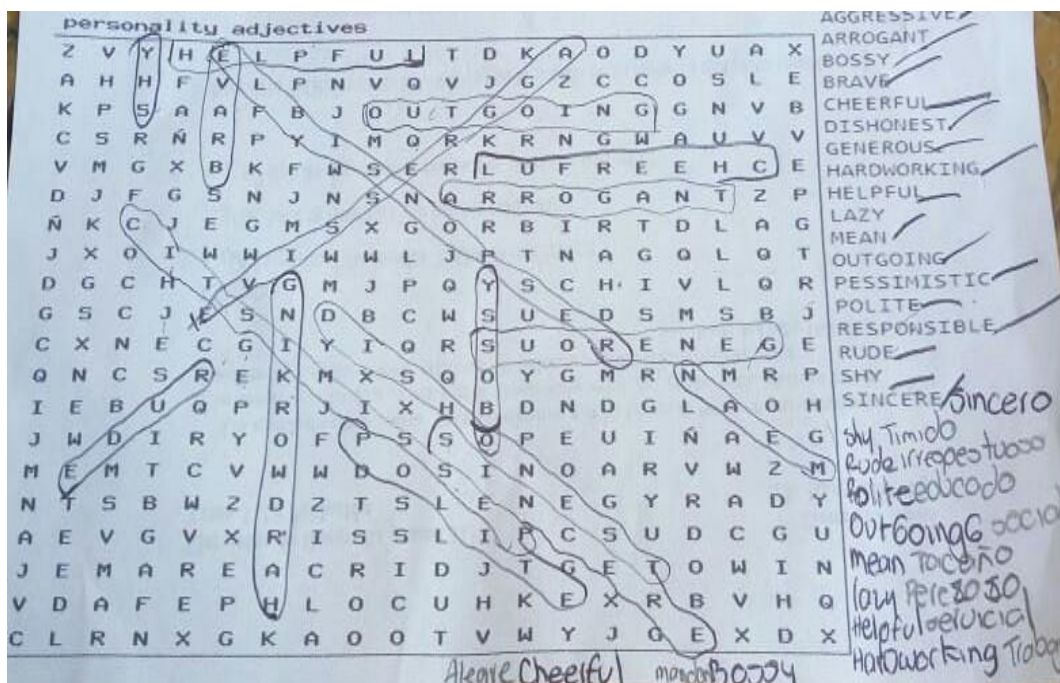
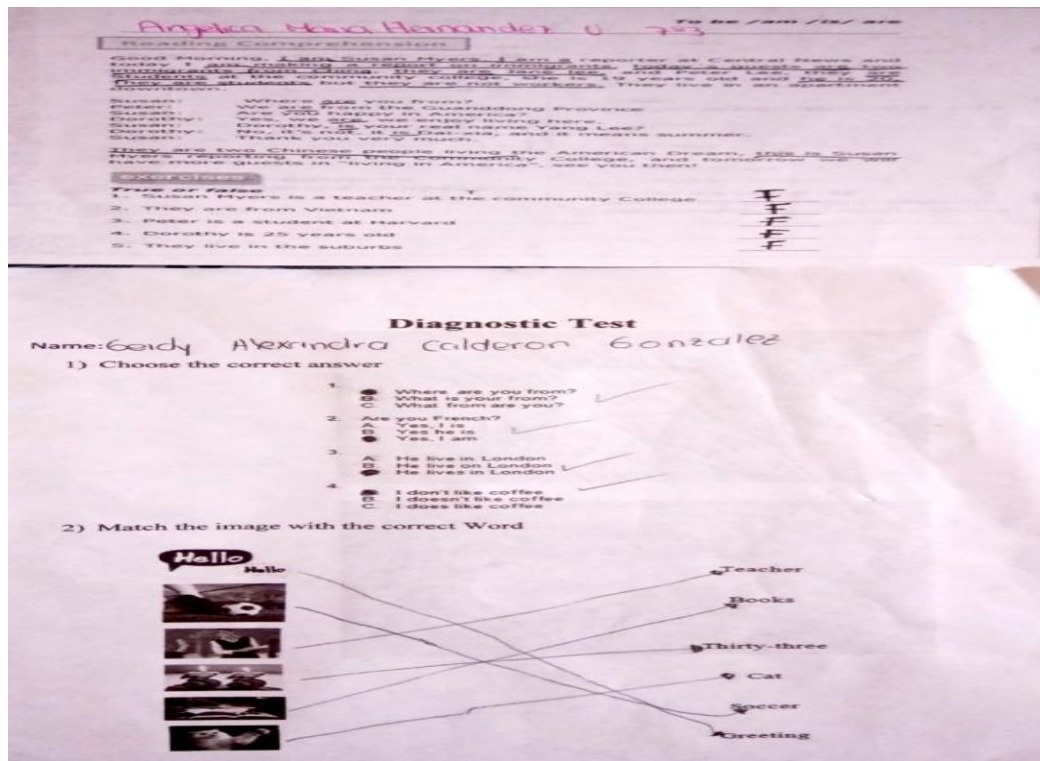
Esta semana fue para mí relativamente corta pero significativa, ya que me alegro ver de nuevo a mis estudiantes. Con relación al ambiente en el que se desarrollaron las clases con los diferentes grupos, puedo decir que fue armonioso, los estudiantes poco a poco han mejorado en su comportamiento y su disposición en las clases, aunque se presentaron algunos casos de indisciplina con el grado 7: 02 pude trabajar satisfactoriamente las temáticas propuestas, es importante decir que con algunos cursos voy más adelantada en las temáticas que con otros como es el caso de 7:01 y 7:02.

En lo que concierne al proyecto pedagógico pude terminar de aplicar el taller de lectura con los grados 7:02 y 7:03, donde pude notar que los estudiantes se mostraron motivados en las diferentes actividades propuestas en el taller, como es el caso de 7: 02 en donde los estudiantes realizaron su producción escrita, pero en el caso de 7: 03 donde emplee dos horas de clase en el desarrollo del mismo, puedo señalar que algunos de ellos no trabajaron el taller completo e incluso no entregaron el taller, por ello debo motivar a los estudiantes hacia la lectura y la importancia de ella. Hay que decir que aunque se presentaron en estos dos grados problemas de indisciplina en el desarrollo de la implementación de esta lectura, la mayoría de los estudiantes trabajo satisfactoriamente.

Appendix 10 Tutoring attendance

<p>Asistencia a tutorías (1) nombre y grado</p> <p>Fecha: 17-sept-2018</p> <p>1) Davinson Samir Teller Jaimez 7^º2 Diyen Sieder Pardo Gelves 7^º1 Cristian Leonardo Leal Babón 7^º1 Angelica maria Hernandez U. 7^º3 Mara Fernanda Castro Jandawal 7^º3 Vanessa Alejandra Poirto Guerrero 7^º2 Gabriel A. Serrano Velandiro 7^º3 Karen Ximena Gomez 7^º3 Andrea Vanessa Aponte 7^º2 Gaby Alexandra Calderon Gonzalez 7^º2 Deby Ronaldo Flores Gelvez 7^º2 Julian Emanuel Paez Carvajal 7^º2 Kimer David Castro Ollido 7^º2</p>	<p>nombre grado</p> <p>Fecha: 24-sept-2018</p> <p>1) Deby Ronaldo Flores 7^º2 2) Davinson Samir Teller Jaimez 7^º2 3) Diyen Sieder Pardo Gelves 7^º1 4) Gaby Alexandra Calderon Gonzalez 7^º2 5) Jeshua Emanuel Zabaleta Torres 7^º1 6) Nicolas Sebastian Montañez Polanco 7^º2 7) Kimer David Castro Ollido 8) Julian Emanuel Paez Carvajal 7^º2</p>	<p>nombre grado</p> <p>Fecha: 1-oct-2018</p> <p>1) Cristian Leonardo Leal Babón 7^º1 2) Nicolas Montañez 7^º2 3) Davinson Samir Teller Jaimez 7^º2 4) Angelica Maria Hernandez U. 7^º3 5) Karen Ximena Gomez Silva 7^º3 6) Julian Emanuel Paez Carvajal 7^º2 7) Juan Stendy Miranda Contreras 7^º2</p>
<p>2) fecha 19-sept-2018</p> <p>1) Angelica Maria Hernandez Villamizar 7^º3 Karen Ximena Gomez Silva 7^º3 Diyen Sieder Pardo Gelves 7^º1 Cristian Leonardo Leal Babón 7^º1 Davinson Samir Teller Jaimez 7^º2 Jeshua Emanuel Zabaleta Torres 7^º1 Julian Emanuel Paez Carvajal 7^º2 Deby Ronaldo Flores Gelvez 7^º2 Nicolas Montañez Polanco 7^º2 Deby Ronaldo Flores Gelvez 7^º2 Juan Pablo Suarez 7^º3</p>	<p>nombre grado</p> <p>Fecha: 19-oct-2018</p> <p>1) Angelica Maria Hernandez U. 7^º3 2) Karen Ximena Gomez S. 7^º3 3) Davinson Samir Teller Jaimez 7^º2 4) Vanessa Alejandra Poirto Guerrero 7^º2 5) Cristian Leonardo Leal Babón 7^º1</p>	<p>nombre grado</p> <p>Fecha: 26-oct-2018</p> <p>1) Cristian Leonardo Leal Babón 7^º1 2) Nicolas Montañez 7^º2 3) Karen Ximena Gomez Silva 7^º3 4) Angelica Maria Hernandez U. 7^º3 5) Davinson Samir Teller Jaimez 7^º2 6) Julian Emanuel Paez Carvajal 7^º2</p>

Appendix 11 workshops implemented in tutoring.





Appendix 12 Activities and events developed at school

Raising Flag ceremony



Holy mass



Symbols ceremony

