

Implementing Anglophone culture aspects to improve Reading comprehension in eleven-grade students from Educational Institution Provincial San José, an action research.

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Chapter I**General presentation**

In the last stage of the process to obtain the foreign language degree at the University of Pamplona, the students who belong of foreign language program had to carry out a project in order to be applied in a Public school in a period of a semester. The teacher in training had to organized a proposal taking into account the diagnostic and observation stage, which is

composed of 4 components that are pedagogical, research, Community Outreach and administrative component. In the same way, those components were classified by chapters.

In the first chapter, we can find the pedagogical component that contains a pedagogical research proposal that emerged from an exploration of the context in which a practitioner will develop it, in order to solve a problem or overcome a need. In this case the title of the proposal is “Implementing Anglophone cultural aspects to improve Reading comprehension in eleven-grade students from Educational Institution Provincial San Jose.” that aims at improving students’ reading skill using Anglophone culture aspects through the workshops and virtual meetings.

Afterwards, the second chapter addresses everything that involved the research component. It is entitled “The Training of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum”. In this component teacher in training was participant of a Macro project of the foreign languages program which contributes in the sense of helping them to be aware of the reflection’s role as tool to go beyond a simple pedagogical practice, it is to say, it enhances the critical thinking of the practitioners in order to them be able to analyze at each stage of the process their own performances, to understand the difficulties in the teaching process and to be interested in appropriating strategies that helps them to overcome the need raised.

In this case, the preservice teacher has implemented a project called “Using an Academic Blog to support the Preparation of Saber 11 Test” that aims at reinforcing previous knowledge that help students to improve the reading comprehension being a plus to achieve high scores in the standardized ICFES test and it will be carried out through asynchronous encounters (a blog).

Finally, in the last chapter, the administrative component is described. The pre-service teacher is involved in different activities established by the educational institution in order to have a real experience as a teacher, it is to say I am going to participate in community, extracurricular and administrative activities furthermore, cultural activities and events such as teachers meeting, flag raising ceremonies, and all set out in the general schedule of the school.

Introduction

In Colombia, a low command of the foreign language English is evident since the awareness of the endless benefits that learning this language brings not only individually but as a developing society, where there is a real need to know the importance of the foreign language (Campo, Flores, Ochomedrano, 2017). It is worth highlighting that despite the fact that the general education law recognized the importance of English in 1994. Education Ministry made known through a study the different types of establishments that have a compulsory teaching of English as foreign language. It can be summarized that there are institutions that handle an intensification of the foreign language (private bilingual schools) and others that handle a basic

schedule of contact with the English language (official schools). This allows us to appreciate a non-homogeneous panorama, for this reason the foreign language department of the University of Pamplona seeks to improve the current situation of public school students by offering the opportunity through its tenth semester students to improve the quality English teaching free and it can be seen as a language that provides individual and joint benefits in different areas, such as, social, work, cultural, among others.

Even though we are currently in a pandemic, the University of Pamplona has reinvented itself talking about the methodological aspect, it is to say, the virtual education was adopted as a temporary solution to decrease the spread of the virus. This situation does not prevent Pre-services teachers to continue searching to improve the quality of English teaching in the final stage of the degree. In this work the preserver student aims to carry out the set of four components: First, Pedagogical component which implements cultural aspects to improve reading comprehension in the public school “Educative institution Provincial San Jose School” being students from 11th grade direct participants in the project. Adopting this initiative with a holistic perspective in the Colombian educational context, wishing to innovate English teaching and overcome students’ needs in public education (Garcia, 2013).

Second, Research component, because the reflection role in the practicum is the main point to finish a good teaching-learning process that is in continuous evolution. According to Eklund (2019) Reflection is an essential critical thinking space necessary in a teacher’s life in the whole development of his profession.

Third, Community Outreach Component that will be carried out through asynchronous and synchronous meetings taking into account the short stories as pedagogical tools with the aim

to reinforce previous knowledge and follow a formative process for improving reading comprehension that help them to reach good results in the standardized ICFES test.

Fourth, the administrative component that immerses the pre service teacher in the real context of a teacher relating her to the administrative functions that she must fulfill by being part of an educational institution.

Justification

Nowadays, the importance of learning a new language offers many opportunities to learners to expand their mental and cognitive horizons. Therefore, it is important to carry out a good teaching and learning process. Reading skill is an essential element for having good results in the Colombian system of education because there is a difference between the act of reading and the act of comprehending what we have read. According to Smith (2014) human beings are the only creatures able to reason and interpret complex situations, and reading is an example of this process that starts from the eye until involving the brain, which has as a final product the explicit and implicit understanding from a text or image.

To achieve a good level of reading comprehension, teachers often use strategies that do not create their own motivation to want to improve students' reading skill. Thus, this study searches to improve reading comprehension in a creative way, strengthening literal and inference reading comprehension from the use of cultural aspects such as songs, poems, myths and legends, fables, recipes, among other; in order to impart knowledge from the Anglophone cultural aspect as a pedagogical tool to awaken a motivation and active participation of students with the purpose of eliminating the belief that most students from Educative institution provincial san Jose have about read because from the observation and diagnosis stage, it

evidenced, a low level in vocabulary and interpretation of information because they think that reading is boring and understand what is reading is difficult.

Carrying out this project will benefit on the one hand, the 11th grade students of the institution not only in English area since if they improve their reading ability and understand the aspects to work, they will be able to apply this knowledge to the rest of the school subjects. On the other hand, the school will also benefit since the students will obtain good results in the standardized test of the ICFES since the preservice teacher will focus on developing the proposal that includes the four components that is to say that the work carried out the pedagogical component will be reinforced in the Community Outreach Component because the purpose is linked to the same pedagogical objective, achieving an awareness of the English language in eleventh grade students as a reinforcement of the preparation to present the ICFES test through continuous virtual contact and development of simulations test using short stories as a pedagogical tool with the aim of awakening interest in students and overcome the general objective.

Thirdly, the practitioner will also obtain a great benefit at the end of this project, because it will be implement all the knowledge acquired through the career and she will join the San Jose Provincial School as another teacher with rights and obligations involved in the administrative component, but at the same time taking as a reference the investigative component since reflection is the way to self-evaluate the actions and reform what needs to be improved to successfully achieve the proposal.

Objectives

General objective

- To implement Anglophone culture aspects to improve reading comprehension in eleven-grade students from Provincial San Jose school.

Specific objectives

- To implement reflection in order to form a critical spirit in the development of pedagogical practice.
- To reinforce previous knowledge and follow a formative process for improving reading comprehension using short stories as pedagogical tools.
- To participate in organizational activities, community, extra-curricular and administrative plans set out in the general schedule of the institution.

Conclusions

This project was developed by a pre-service teacher belonging to the tenth semester of the degree in foreign languages English and French from the University of Pamplona in order to finish her preparation stage and face the professional context assuming the role of teacher. It is made up of four pedagogical, research, out-reach and administrative components which were developed in a public school in the city called Colegio Provincial San Jose, with the direct participation of eleventh grade students. Regarding the pedagogical component, after analyzing the information collected from the three instruments applied pre-test and post-test, journals and semi-structure interviews, an improvement in the level of reading comprehension of the students was evidenced, from the implementation of Anglophone culture and steps to improve reading comprehension through the design and development of two applied workshops. Moreover, this process was accompanied by the reflective component which served the practitioner as a guide to face situations and changes within the context of integral practice.

On the other hand, in the out-reach component a project was carried out with eleventh grade students, which achieved the general objective of that was to implement a blog as a tool to work on reading strategies and to improve ICFES results of 11th grade students. Finally, thanks to the administrative component, the practitioner assumed responsibilities as a member of the educational institution and was able to take part in virtual meetings, interacting with teachers, students, parents, family and other members of the educative community.

Chapter II: Institutional observation

In this section, it is addressed important general information about the Educational Institution Colegio Provincial San José where it was possible the development of the project satisfactorily. It was taken from the observation and diagnostic stage and it is composed by four parts: Institutional Horizon, pedagogical component, coexistence book, MEN guidelines and regulations for the health emergency.

Institutional Horizon:

Historical review: Bishop Rafael Lasso de la Vega in 1816 began to create the schoolhouse of studies where he established philosophy based on Aristotelian and scholastic preponderance at that time the institution was private. In 1823 it was given legal life thanks to Francisco de Paula Santander. In 1823 public education began in Pamplona. In mid-1890 the college suspended academic work due to the mismanagement of the rectory of Mr. Lucien Enfantin, of French nationality, being reopened on December 6 of the same year. By Departmental Decree No. 004 of July 26, 2002, the educational sector was restructured on the regional level and the new educational organization began establishing educational institutions, with the "San José" school being one of the four established in Pamplona.

This educative institution is divided in 4 school headquarters, (La Salle, Santa Cruz, Gabriela Mistral, and Jose Rafael Faria Bermudez)

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

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

Philosophy of the institution: Faithful to its historical tradition, the “San José” Provincial College of Pamplona is an official educational institution, with clear principles of Catholic Christian orientation, which bases its pedagogical actions on the virtues and values of San José, the Lasallian community and the ideology of our founder Francisco de Paula Santander. 3.

Institutional Objectives

General Objective: To train in an integral way, facilitating human, scientific and technological development.

Specific Objectives:

1. Provide solid academic training, which allows the student to enter higher education and their effective incorporation into society as an agent of change.
2. Encourage respect and the promotion of values, stimulating the development of socio affective processes.
3. Experience conflict resolution within classrooms, respecting individual differences and plurality as elements forging peace.
4. Develop communication skills and the appropriate use of new technologies and investigative practices.
5. Promote the preservation of the physical and mental health of the person through the rational use of free time.
6. Instill respect, proper use and conservation of the environment as a common heritage.
7. Promote research practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of knowledge supported by ICT.
8. Encourage the transversal pedagogical projects defined in the general education law, taking into account the conditions of the institutional context.

Formation of the School Government.

Estates that conform the educational community:

- Students who have enrolled in the San José Provincial School and who belong to the Preschool, Basic Primary, Secondary, Middle and Adult Education grades.

- The parents, mothers or attendants of the students enrolled in the institution
- Teachers
- Rector and Coordinators
- Administrative and service staff

The pedagogical model.

The Educational Institution Provincial San José, adopts the Active Pedagogical Model, which directs each of the activities carried out at the institutional level according to its guidelines, and answers specific questions about how to teach in the school? What to teach? For what and when to teach? And with what to teach? focuses its attention on students, their ideas, interests and activities since it is on them that education is based; This is based on the tendencies of the student in a conducive environment, it allows it to incorporate the knowledge that is necessary for their personal growth and for the development of skills.

Method.

The teaching method is conceived in the educational institution as the set of logically coordinated moments and techniques to direct the learning process of students towards the achievement of certain objectives, through the interaction of the different members of the educational community and their environment; which gives orientation and a sense of unity to all stages of the educational process; As a didactic method, it is established as the logical set of didactic forms and procedures that tend to guide the process of training students, which respects that each boy, girl or young person has different abilities and interests and that a student achieves

meaningful learning and develops competencies, that is, the opportunity to learn to read, communicate, think critically, investigate, enhance mathematical skills for life.

Evaluation.

Evaluation is considered an integral part of the educational processes, in general, and of the teaching and learning processes, in particular, to form value judgments and make decisions aimed at improving educational quality. In the evaluation, that is, the assessment of whether or not it was learned, how much was learned and the level of quality in which it learned, teachers and students participate.

Methodological Approach.

In the active pedagogical model followed by the Educational Institution Provincial San José, young people take ownership of a learning process that improves educational quality: I learn, I practice and I apply - “What I learn, I practice; and what I practice, I apply”. This learning process starts from what the boy or girl knows about their previous knowledge and experiences before entering school (Mogollón, 2011).

Pedagogical aspects observed.

During the two weeks of institutional observation, a diagnostic was done by analyzing some of the documents of the institution since the in-person observation was impossible to do due to the health emergency caused by COVID-19. Some of the documentary analysis included, the supervisor methodology, the workshop (guía), the area plan, the pedagogical model used in the INACAMAHO.

Coexistence book.

In the coexistence manual of Educational institution Provincial san Jose we find different chapters that specify the rules that students must be met, for example there is a chapter that talks about the use of the uniform where it specifies that students must wear the daily uniform, physical education uniform or gala dress according to Corresponds to the calendar, there is also a chapter that talks about Faults describing it as behavior or action that contravenes the ideal principles and norms established in the coexistence manual and generates the application of corrective pedagogical actions to students as a member of the educative community. So it is necessary follow a regular procedure that handles the following stages: Mediation Registry, Remission, study the case in the Board of Directors.

MEN guidelines and regulations for the health emergency.

Considering the dynamic nature of the national curriculum and its components, a series of suggestions are presented below to make distance educational processes an opportunity to put students at the center of learning, integrating knowledge, disciplinary fields and the different areas of teaching work, fundamental in this process for generating quality learning in times of pandemic.

- Take knowledge of the situation of the students.
- Accompany families.
- Aim for deep learning.
- Distinguish essentials aspect from the curriculum.
- Select the minimum necessary experiences.

- Monitor students.
- Suggested methodological sequence to generate learning experiences.

Methodology and resources used by teachers.

Due to the pandemic caused by the COVID 19 virus, the educational institution san José provincial has taken measures to be possible students can continue with the learning process, the school has a variety of students who belong to different social strata, however this is not a reason to prioritize education for students who have the best economic resources, on the contrary, the institution has cared for each of its students, for this reason it manages 3 options for students to present their work and be in contact with teachers. The main communication channels are WhatsApp where students have attention 5 days a week from 8 a.m. to 1 p.m., the school platform where students can find the workshops to develop and there they can attach their files, finally the delivery and return of the work guides in person at the institution, complying with the necessary health standards.

The groups that correspond to the supervisor are 9, 10 and 11grades. They have permanent contact thanks to WhatsApp line. The supervisor designs workshops where it consists of a brief explanation of the topic, a systematization where students practice with sentences and situations from the real context and finally, an evaluative part, where students answer questions or complete spaces depending on the workshop.

Each workshop counts as a grade for the period but it also motivates students to participate actively in class. For example, every Monday a quote is shared by WhatsApp which is about a value. If the students give a concept or their point of view of the weekly phrase, the

supervisor gives them some points of participation to raise their final grade in the area of English.

Chapter III: Pedagogical Component

Implementing Anglophone culture aspects to improve Reading comprehension in eleven-grade students from Educational Institution Provincial San Jose, an action research.

Introduction

Nowadays, we live in a globalized world where technology has evolved at high speed, so everything that it offers is linked with English language because it is considered the universal language and it is taken to create relationships with other countries and in this way, everyone can

communicate using the same language. For this reason, people who learn English have great working and social opportunities which bring benefits to society. Being today so important the use of the English language, the educational institution Provincial San Jose is in charge of ensuring that it offers a quality educational service to its students and thanks to the link with the University of Pamplona, an improvement in English has been achieved since the tenth semester students propose the development of projects that involve students, improving English skills and awakening in them autonomy and love for the English language. In this opportunity reading comprehension takes an important place in the process of learning English because it is a basic life skill. According to Surek (2006) Reading is the process that involves the physical and mental combination which produces its own effect between the reader and the text, obtaining a meaning as a final product. On the other hand, Pearson (2004) defines reading as a mental and visual process where symbols are decoded to give meaning to a text interpret its content and understand the message. Taking into account the reading process, a difference must be made between reading and understanding what is read. The reading comprehension process is about understanding the opinions or messages that the author wants to deliver intentionally (May, & Rizzardi, 2002). So, before the diagnostic and observation stage the supervisor manifested that it is evident a low level of reading comprehension even there are problems to comprehend basic text and commands for making different activities. Thus, this proposal pretends achieve improve reading skill but implementing a different methodology, it is to say, teaching from Anglophone culture That is to say, implementing native cultural aspects from English speakers in order to impart knowledge from the cultural aspect, since many times, some teachers demerit the importance of linking culture with the structure of the language. According to Graedler (2017) teaching English language cannot be separated from culture, on the contrary, it must be

integrated into the classes as one more component of the language. Making a relationship between improving reading comprehension and Anglophone culture, it is probably sure that it will bring students the opportunities to improve their abilities which will contribute to their daily lives and to obtain better school results. In this order of ideas, it will take a variety of resources that help to improve reading skill through the use of cultural aspects such as music, literature, recipes, myths, fables, etc. Searching to answer the question How the use of cultural aspects can improve reading comprehension skill?

Statement of the problem

Learning English language is an opportunity to improve the standard of living. For that reason, Colombia has been interested in raising the level of English in the country's public schools and the Educational Institution Provincial San Jose has been concerned with using different teaching methods in which its students can enhance their skills and feel comfortable. a sample of this statement, it is that we can see that despite the chaos that the world has experienced due to Covid - 19, the institution has ensured to follow the area plan in spite of the circumstances, providing its students with endless opportunities to continue with the process of learning. Virtual education method has served to counteract the level of infection of the virus and follow the study plan that had been proposed at the beginning of the year. That is why it is necessary to focus on the most fundamental aspects and reading is one of them since the good level of interpretation of a text allows the assimilation of new information and this is applied to different areas of life.

From the observation carried out the first week of this practice process, a low level of reading comprehension is evidenced due to the lack of implementation of new strategies that call the attention of students to participate in classes and development of workshops since there is student belief that reading is boring and understanding reading is very difficult for this reason, it seeks to eliminate these thoughts from students and improve their reading comprehension through the development of synchronous and asynchronous encounters using fundamental aspects of Anglophone culture, in order to respond those questions:

Main question

- How can the use of cultural aspects improve reading comprehension skill?

Sub-questions

- Why should culture be implemented in the teaching or reinforcement of a foreign language?
- What elements taken from the Anglophone culture will serve to improve reading comprehension?
- What are the strategies used to improve reading comprehension?

Justification

Reading is a fundamental aspect in the life of the human being and understanding a text opens the mind to the absorption of new information. Therefore, reading is essential in education, in this sense it can be said that reading is the door of personal evolution, according to Strutt (2011) reading is a means by which the human being manages to acquire knowledge which develops a more critical mind and promotes the evolution of other mental capacities. Taking into account the importance of reading comprehension this proposal aims at improving reading

comprehension in eleven-grade students from Provincial San Jose school through the use of cultural aspects such as music, literature, gastronomy among others. since it is intended to link the Anglophone culture as a pedagogical tool that motivates students to read different texts taking into account their main interests as young people.

On the other hand, the observation and diagnostic stage evidences the lack of interest in reading but also a mental barrier which the students have created due to the lack of tools that facilitate the process of reading comprehension. It is to say that students are not

interested in reading either because of the type of text or reading comprehension practice in a less conventional way such as written tests.

Last but not least, the development of this proposal will bring benefits to students which can be applied to all school areas, in the same way eleventh grade students will face the presentation of the ICFES tests and will be able to practice the knowledge acquired through this process. Finally, it will be a challenge for me as a pre service teacher to reflect on the implication of the project.

Objectives

General objective

- To implement Anglophone culture aspects to improve reading comprehension in 11th grade students from the Educational Institution San Jose Provincial.

Specific objectives

- To include Anglophone culture aspects in eleventh grade workshop designs.
- To motivate students through short texts that represent cultural aspects.

- To know the effects of the use of cultural aspects to improve reading comprehension.

Theoretical framework

In order to set out this research, it is important to describe some important concepts which will be useful to support and contextualize the reader in the whole process carried out during this study they are: reading, reading comprehension and culture.

Reading:

Reading is the act of decoding what it puts in a series of graphic signs even though we may not understand it. The process starts from the phonological stage, that is, to produce a combination of sounds, then automation and reading fluency begins, taking into account the accentuation symbols and finally a literal understanding of the text. According to Wolf (2008) the whole process of reading is divided in 4 stages: phonological(hearing), orthographic (writing), semantic (meaning) and syntactic (structural).

Reading comprehension

There is a difference between the act of reading and understanding what is being read. The process of general understanding of a text is called reading comprehension and it is a human capacity as it includes the reader's own reflection and internalization. According to Smith (2004) There are 4 fundamental characteristics that the reading comprehension process has in which the reader must take control, these are purposeful, selective, anticipatory and based on comprehension.

Culture

culture is a term that has evolved through time culture is the set of elements that identifies a society at a certain time within this set we can mention customs, beliefs, rules, norms, codes, clothing, rituals, religion and ways of being or behaving that predominate in the common of the people who integrate it. Hofstede (2001) describes the term culture as a collective programming that is created from birth creating direct links with the mind and society, which becomes an innate element of the person and is shared by other people, therefore it is the sample that distinguishes members of one group of people from another. an all-inclusive system which incorporates the biological and technical behavior of human beings with their verbal and non-verbal systems of expressive behavior starting from birth, and this “all-inclusive system” is acquired as the native culture (Trinovitch,1980)

Literature review

This section presents the two main aspects of this study taking into account previous studies to support the research: culture as a method of strengthening the language and the importance of reading comprehension

Culture as a method of strengthening the language

There are several factors that a student learns when studying a foreign language, including culture. It is a fundamental aspect in mastering a language. Zhan (2016) expresses the importance of giving a real value to the culture of a language, since students who want to learn a new language must learn language in the culture and culture in the language, because not only they can learn phonemes, symbols, structures in order to achieve communication, but also, it must be clear what the meanings of a word or a phrase are in front a society or how to handle a conversation with a person who does not have the same culture. So, communication systems vary

between cultures and it is important to know these differences since what in one culture may seem normal or common, in another culture, it may be seen as a fault or something similar. For this reason, from this study we can highlight that the teacher should not focus only on the structure of the language and its phonology, it is also necessary to pay close attention to the teaching of culture to improve the communication skills of the students and that they are capable of reduce the influence of their culture in a situation of communication that involves another culture. For example, if the teacher wants to work on a role-playing activity, students must know what phrases they can use and how to behave according to the language of study and the situation to be exemplified.

In the study *Developing Cultural Awareness in Foreign Language Teaching*, developed by Cakir (2006) The results show that creating a cultural awareness in the classroom brings benefits to students because it helps them to distinguish between cultural norms, beliefs or habits and norms from an individual or group. The author also expressed in the results that each student has their own learning pace, which means that not all students will immediately adopt a perfect native behavior. He also pointed out that there are involuntary pragmatic failures. This study verifies that the implication of the Anglophone culture in the teaching of English does not cause the opposite effect on the students, such as a change of identity or dissatisfaction with their own culture, since morals or traditions should not change at all. On the contrary, the students strengthen their roots and open towards tolerance of other cultures.

The importance of reading comprehension:

Reading is one of the most useful activities throughout life, it is also a form of education since the brain absorbs information through the concentration and imagination of the reader, therefore reading is an indispensable process in the development of school life.

Kaya (2015) implemented a study in which the main objective was to enhance reading skills of the 50 students in the preparatory year and the data was gathered through pre-test and post-test, and a Reading Skills Questionnaire. The result mentioned the importance of creating strategies that enhance students to improve the reading skill because at the beginning of the study students were not aware of the reading skills but after trained in terms of reading skills they have shown that they enhanced their reading skill. So it is proved that incorporated reading strategies students will participate actively during the class.

On the other hand, Sari (2017) Implemented a research that aimed to find out the improvement of the students' reading comprehension through Directed Reading Thinking Activity Strategy, the participants were eight grade students of SMP Nigari. This action research shows that after Directed Reading Thinking Activity (DRTA) strategy was applied in the first cycle, there was an improvement of the result of the students since the author has used a tool that could measure the process of the student using a pre-test and post-test.

Therefore, reading comprehension will always act as a phenomenon that allows students to reinforce their imagination and reflect on abstract ideas or concepts, while allowing them to get in contact with the foreign language Finally, Gibson (2009) carried out a study inside a high school with the aim of showing that strategy-based reading instruction is an effective way to improve reading comprehension, also it took into account teachers' perceptions of its effectiveness and the importance to be implemented in English education. This study supports the idea that Students do not understand what they are reading even though they are reading the words aloud because the read process needs a second part that is when the reader is engaged with the text. Moreover, Teachers expressed a change in the behavior of the students since by

applying strategy-based reading comprehension they understand the text and manage to connect with it while expressing feelings and points of view, that is, their participation is active.

Methodology

Pedagogical methodology

This section describes the methodology that was implemented in this proposal. It is divided in parts four categories to include culture in learning English, steps to improve reading comprehension, population and collecting data

Categories to include culture in learning English:

The implementation of cultural aspects in the learning process of a language has gained strength over the years since culture is a vital element in the communication process. The author Elsevier (2016) conducted a study about the integration of culture in English classes showing an analysis of what, why and how to integrate this element into language teaching Intellectual values: Thoughts, habits, beliefs, traditional values, etiquette, ethics, and ideas.

- **Lifestyles:** Unique dances, unique jewelry, hobbies, particular skills, unique tools, dressing habits, food, and games.

- **Behaviors:** Non-verbal behavioral patterns, verbal behavioral patterns, other behavioral patterns, means of communication, and reactions to particular situations.

- **Media:** Television shows, news broadcasts, popular web sites, advertising, scientific/technological accomplishments, and printed materials such as newspapers and magazines.

- **Artistic values:** Music, cinema, art, and literature.

- **Family:** Family life, taboos, relationships, and daily life.

- **Minor values:** Public holidays, weather conditions, traffic rules, and travel habits.

- **Formal values:** Legal system, politics, and the economy.

Steps to improve reading comprehension:

Based on the study carried out by Plocher (2016), any interactive process, there must be a sequence which facilitates the learning process. In this study the sequence of before during and after reading will be implemented.

- **Pre:** it is this stage that students' previous knowledge is awakened, whether in vocabulary, context or experiences.
- **During:** in this stage, a first general reading of the text is carried out to learn about characters, context and plan hypotheses. A second reading is carried out to answer the hypothesis and look for more detailed information about the why and how of the situation in the text.
- **After:** a conclusion of the text is made, for example a summary that will result in a mental scheme in which the student will take a point of view and look for information in the text that supports her reflective spirit.

within this sequence the steps are specified

- **Conception:** recognizes vocabulary, situations and characters.
- **Understanding:** establishes relationships between characters, and own experiences.
- **Interpretation:** interprets information and relates it to the real context, for example what the author means.
- **Reaction:** the student takes an attitude of acceptance or rejection with the idea or feeling expressed by the author.

- **Integration:** the student appropriates the reflective spirit and he generates new information from the text.

Development of the workshops.

The workshops are complementary tools in the teaching process since they allow the student to practice the topics already seen in class, that is, the teacher uses it as a means to consolidate knowledge and focus on the students' needs to overcome them and systematize knowledge with the practice. This tool is essential now at time of pandemic, and it is the main element of the asynchronous meetings of the students from the Educational Institution Provincial. Two workshops were designed and developed taking into account school rules and theory checked to work on culture and reading comprehension. Those were made up of 4 parts. The first part emphasizes the previous work, that is, students develop a grammatical or lexical exercise to review the previous topic. The second part consists of the explanation and exemplification of the corresponding grammatical topic and a practical exercise. In the third part are two exercises which must be developed from the use and internalization of the previous explanation

Workshop format.

A plan format was developed taking into account two categories to include culture in the learning of the English language (Lifestyles and Behaviors), together with the steps to improve reading comprehension (conception, understanding, interpretation, reaction, integration) following the sequence pre, while and post-reading.

		Date:
		Grade:
		Objectives

		Communicative: Linguistic: Socio- cultural:		
Pre-reading	Conception			
While-reading	Understanding			
	Culture			
	Interpretation			
	Reaction			
	integration:			
Post-reading	Evaluation and feedback.			

Tabla 1 Workshop format

The beginning of the project.

Before starting with the development of the project, it was presented to students a video (in Spanish at the suggestion of the supervisor) with a brief explanation about what the proposal consisted of and what would be the role of the students as participants. Also, the letter of consent was sent as a sample of one of the ethical aspects of that were included in the development of the project. These two documents were sent through the WhatsApp group and the practitioner was in charge of sharing the information and eliminating any doubts if that were the case.

On the other hand, a questionnaire was designed by the Google Forms platform with the objective of knowing the level of reading comprehension of the 11th grade students using the first instrument proposed in the planning process of the proposal, which is the Pre-Test, it was sent the first week through WhatsApp group, where the collaboration and active participation of the entire course can be highlighted. In the same way, thanks to this information, a holistic knowledge of the students' needs in terms of reading comprehension was obtained. (Appendix A)



Figure 1 Video presentation of the project

Video: https://www.youtube.com/watch?v=uAE57gJUcgg&ab_channel=AngieRozo

First workshop and its sequence: A daily life in Scotland.

Workshop number one was called "A daily life in Scotland" Part 1 remained exactly the same and parts 2 and 3 were intertwined, in such a way that as a final product it was designed as follows, a text was sought which would allow the practice of the grammatical theme "Third conditional ", but which, in turn, had to deal with a cultural theme in this case a routine in an English-speaking country, guided by a series of strictly indicated steps which allowed reading comprehension work. It is necessary to say that the guide mixed both languages (English and Spanish) The guide was designed using the Microsoft Word platform and Google docs. The corrections from the supervisor of the first version were received through direct messages on WhatsApp.

Planning: #1 *A daily life in Scotland.*

Pedagogical sheet.(Appendix B)

		Date: September 24, 2020.		
		Grade: Eleventh grade.		
		<p>Objectives: Express orally and in written forms some hypothetical or imaginary situations in the past.</p> <p>Communicative: Participate in a simple conversation in writing about imaginary situations in the past.</p> <p>Linguistic: Use the structure of the third conditional correctly.</p> <p>Sociolinguistic: Identify hypothetical situations from the reading comprehension of the text described by a Scottish person.</p>		
Pre-reading.		Description	Time	Materials
	Conception	First a base vocabulary list was provided which allows a global understanding of the text. Also, two general questions were provided, to guide the reading.	20 minutes.	Images.
	Understanding	It was shared a curious fact based on the Anglophone country that the reading was working on. After the first reading, the students answered a question that involves textual compression question that allowed them to know the characters' relationship and the context of the story. And the other question allowed to create a relationship between the text and their own experiences.	20 minutes.	Text.
While-reading.	Interpretation	After reading aloud, the student had to answer a question regarding the structure and type of text. Although I should have asked more about the text, such as textual or inferential questions, I limited myself to two questions about the type of text and the author's intention.	20	Text.
	Reaction	From a last reading, it was intended that using a question the student would appropriate a point of view towards the text, that is, if he agreed or not with the author.	20	Text.
	Integration:	At this stage, after having answered a series of questions, the student is already able to take position of the text and	15	Text.

		produce a new idea from the understanding.		
Post-reading.		I looked for a text which will adapt in the same way to the linguistic component. So, I decided to combine both the comprehension of the text and the linguistic objective, reconstructing sentences using the third conditional with situations related in the story. They have not given me the answers from the workshop but I plan to give feedback as a group and individually.	15 minutes	Text.

Tabla 2 Planning 1 A daily life in scotland

Evidences:

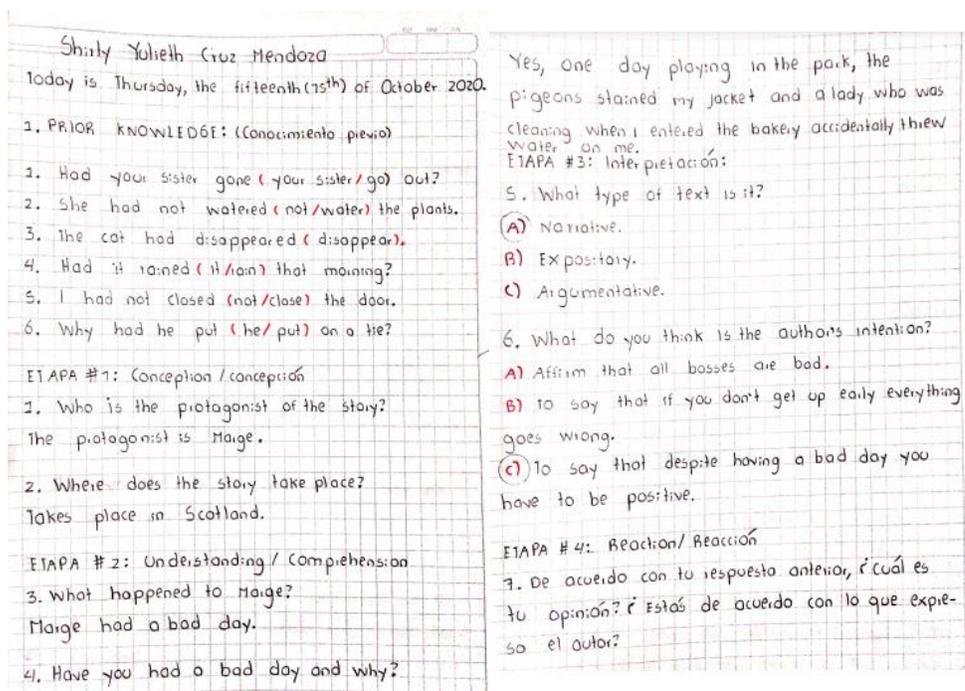


Figure 2 Evidences Workshop 1

WORKSHOP NINTH

Delivery date:
today is Thursday the Fifteenth of October, 2020.

Name Anderson Yesid Gomez Montanez.
course Eleventh

1 PRIOR KNOWLEDGE:
Complete the following sentences with the correct form of the verbs in brackets follow the example

 Had your sister gone (you sister go) out?

 she had not watered (not/water) the plants.

ETAPA #5
integration

8 Give an advice in English
da un consejo a una persona que haya tenido un mal día.
Just do not stress because if you stress your day could be worse and things could go wrong all the time.

4) let's practice the third conditional based on reading:

- 1 if / not / forget / bus ticket / not / have to / return home
she wouldn't have had to return home.
• If she hadn't forgotten her bus ticket, she wouldn't have had to return home.
- 2 if she hadn't put her keys on the table,
if / not / put / keys on table / not / forget / them
• if she hadn't put her keys on the table, she wouldn't have forgotten them.
- 3 her boss wouldn't have shouted at her
her boss / not / shout at her / if / not / be / bad mood
• if her boss wouldn't have shouted at her, if her boss wouldn't have been in a bad mood.
- 4 if Jorge hadn't been late,
if / Jorge / not / be / they / not / argue / in office
• if Jorge hadn't been late, they wouldn't have discussed.

Second workshop and its sequence: A mishap in Robert's British education.

In the same way, the planning and design of workshop number two (For the school is the workshop number ten) called "A mishap in Robert's British education" was carried out using the same link procedure with thematic, foreign culture and reading comprehension. This workshop was affected with some explicit changes from the steps for reading comprehension and the pre-reading activity was changed to introduce the text.

It should also be noted that the design of workshop 11 had been proposed. Its start-up was canceled, so this was the last application workshop in the school year, due to a last minute change in the academic calendar, since it was launched the intensive project for eleventh grade

students, which consisted of synchronous work on the most essential subjects evaluated in the “Saber 11” test, including English.

Planning: #2 A mishap in Robert’s British education.

Pedagogical sheet. (Appendix C)

		Date: October 29, 2020.		
		Grade: Eleventh grade.		
		Description	Time	Materials
Pre-reading	Conception	An image was shared accompanied by a question with which aim to students create hypotheses about what the story will be about.	20 minutes.	Images.
While-reading	Understanding	This stage begins with a curious fact about the British education system. Later I had raised some questions of text comprehension but it had to be changed by the appropriation of the linguistic theme from an understanding of the reading.	20 minutes.	Text.
	Culture	It should have been placed at the beginning of the understanding stage at the suggestion of the supervisor. I shared the curious fact in Spanish as it allowed them to better understand an aspect of the British educational system and they can compare it with ours.	20 minutes.	Text.
	Interpretation	A series of questions was asked to evaluate the students' textual and inferential comprehension.	20 minutes.	Text.
	Reaction	Based on the behavior of one of the characters, it was evaluated the students' perception towards that action with the help of a question that allows them to express their free opinion.	20 minutes.	Text.
	integration:	From a hypothetical situation, the students were asked to express the appropriation of their ideas arguing	15 minutes.	Text.

		position on a fact, which produces an internal debate and a clear answer.		
Post-reading	Evaluation and feedback.	This stage should be separated from the guide and will be developed from the understanding of another text in which the students must apply the steps and answer a test (because the suggestion of the supervisor)	15 minutes.	Text.

Tabla 3 Planning 2 A mishap in Robert's British education

Evidences:

NAME: Valentina Florez Coevas
 DATE: Today vs Tuesday 3rd of November, 2020
 TENTH ENGLISH PRINTAKE WORKSHOP

1. PRIOR KNOWLEDGE

- If it rains (rain), I stay at home.
- We won't go (go) to the party if he doesn't invite us.
- If they had (have) enough money, they would buy a new car.
- We would pass (pass) the exam if we studied harder.
- You would get very wet if you walk (walk) in this rain.

THIRD CONDITIONAL	TRANSLATION
1. If I hadn't failed the final exam again, I would have gone to college without problem.	Si no hubiera vuelto a repetir el examen final iría a la universidad sin problema.
2. If I hadn't gone to the party, I would have had more time to study.	Si no hubiera ido a la fiesta habría tenido más tiempo para estudiar.
3. If you had studied more, your dad wouldn't have grounded you for such a long time.	Si hubieras estudiado más tu padre no te habría castigado durante tanto tiempo.
4. If I had passed the exam, my parents would have given me a brand new car as a gift.	Si hubiera aprobado el examen, mis padres me habrían dado un auto nuevo como regalo.

ETAPA #3.

- > Did Robert get a good score in the exam?
B. NO, he didn't.
- > What did Andrew do last weekend?
C. We don't know.
- > Why didn't Robert get a brand new car?
A. Because he didn't do well in the exam.
- > Was Marie disappointed in Robert?
A. Yes, she was.
- > Robert can't start his college career?
C. NO, because he lost the exam.

ETAPA #4.

> Do you think Robert made a good decision? why?
 No, Robert did not make a good decision because if he had not gone to that party he could have studied to be able to go to university and have a good future, have a car and then go to all the parties he wanted.

ETAPA #5.

- > I would not have gone to the party, I would have done it another day.
- > I would have studied in advance.
- > I would have tried to do my best on exam day.

NAME: Mariana Lopez Munillo
 DATE: Today vs Tuesday 3rd of November 2020.
 COURSE: eleventh grade

THIRD CONDITIONAL

1. PRIOR KNOWLEDGE

- Escoge la opción correcta para cada uno de las condicionales.
- If it rains (rain), I stay at home.
- We won't go (go) to the party if he doesn't invite.
- If they had (have) enough money, they would buy a new car.
- We would pass (pass) the exam if we studied harder.
- You would get very wet if you walk (walk) in this rain.

2. USE OF THE THIRD CONDITIONAL

- Reorganice las frases teniendo en cuenta la estructura del tercer condicional.

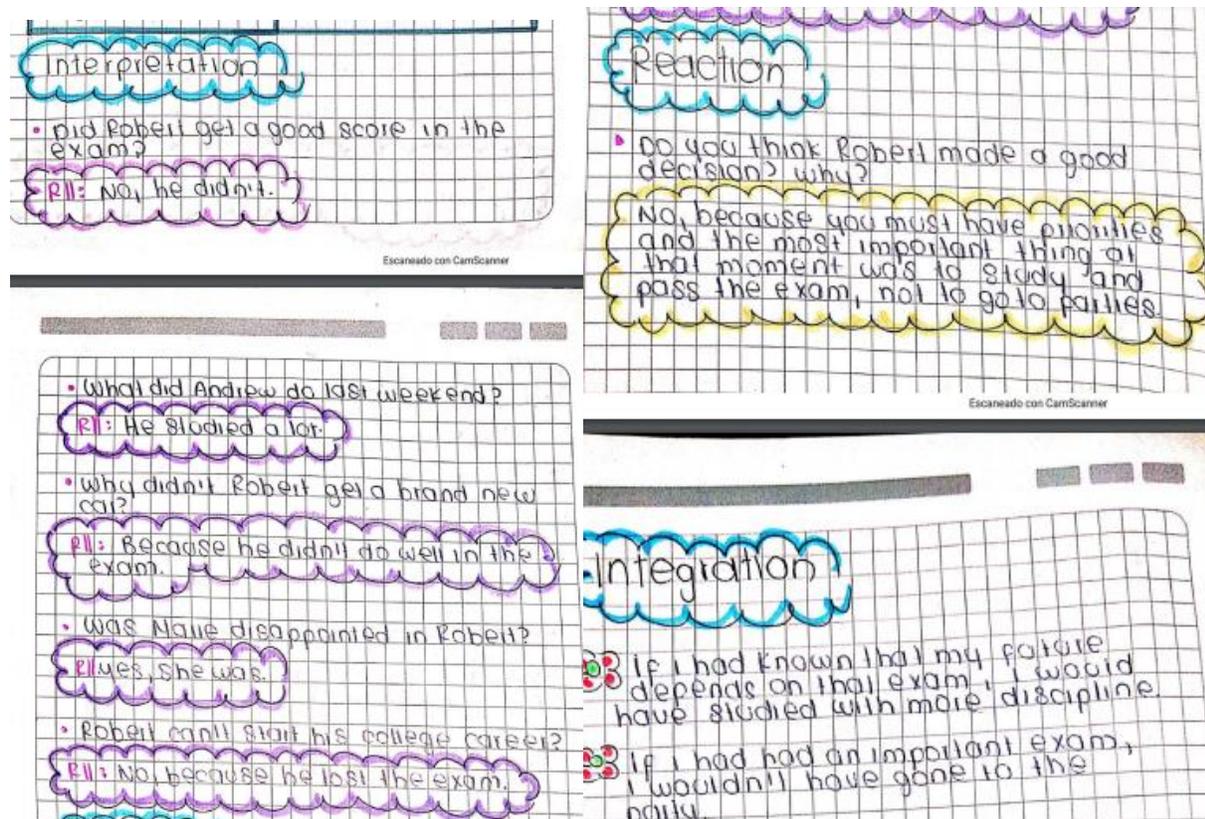


Figure 3 Evidences Workshop 2

Schedule of activities:

Weeks/ Activities	1 Sep 21- 25	2 Sep 28- Oct 2	3 Oct 5-9	4 Oct 12- 16	5 Oct1 9-23	6 Oct 26- 30	7 Nov 2-6	8 Nov 9-13	9 Nov1 6-20	10 Nov 23- 27
Pre-test		X								
Workshop 1				X						
Evaluation 1					X					
Workshop10						X				

Evaluation						X				
Post-test							X			
										X

Tabla 4 Schedule of activities

Research methodology

This section is divided in four parts in order to illustrate main research aspects such as approach, design, population and instruments.

Approach. This study adopted a qualitative approach, according to Borges (2001) qualitative research is a guide to analyze and understand different social phenomena in a natural context. The qualitative approach seeks to resolve any social aspect of human reality taking into account the theoretical bases and epistemological positions, focusing on the environment in which the studied population is developed.

According to Tuckett (2004), qualitative research focuses on the analysis and interpretation of interactions between the participants who make up the sample to be studied, because they make it possible to make the description of actions which gives the real meaning of qualitative research. It should be noted that this type of research seeks to answer the question why? and how?

This research adopts a qualitative approach since as researchers of an educational subject, a natural context of the participants offers a complete view of the situation and provides us a good understanding of the phenomenon we want to study.

Design, Research in action.

This research is guided by the methodology of action research; According to Tripp (2005) action research is a process that involves the participation and collaboration of research participants, also it causes different changes in the results of a qualitative study.

Likewise, Catroux (2002) asserts that this type of research centers on the practical realization of resolutions of problems properly developed within the social field where reflection has a practical and critical dimension. “Action research is a term which is applied to projects in which practitioners seek to effect transformations in their own practices ...” (Brown and Dowling, 2001, p.152).

An action research methodology is adopted since we seek to solve the questions that arose from the planning of the problem and the researcher must immerse himself in the real context in which the study is developing however he should have little control of the situation, that is, not to manipulate the behavior of participants to obtain expected results.

Setting and population.

This study is developed inside the Educational institution San Jose Provincial School, the participants are eleventh grade students, their ages range between 16 and 18 years and their language level A2.

Sample.

The sample group was chosen through convenience sampling which, according to Creswell 2013, is the choice of a minimum group of participants that represents the study population and the researcher chooses it for convenience. They are five students belonging to the

eleventh-A grade, three women and two men, when one of the group is mentioned, their initials are used, in order to keep their privacy.

Methods of data collection.

During the development of the project, 3 data collection instruments were used to analyze and achieve the general objective, tests and post-tests, journals and a semi-structure interview to guarantee valid and reliable results.

Pre-test and post-test. According to Creswell (2002) the test is a measurement tool and can be applied qualitatively or quantitatively. Used in education to measure the level of learning and teaching. This instrument will be used to know the level of reading comprehension of eleventh grade students and at the end of the project another test will be implemented in order to make a comparison and look at the effects obtained from the use of cultural material and reading comprehension strategies. The information collected was quantitatively analyzed.

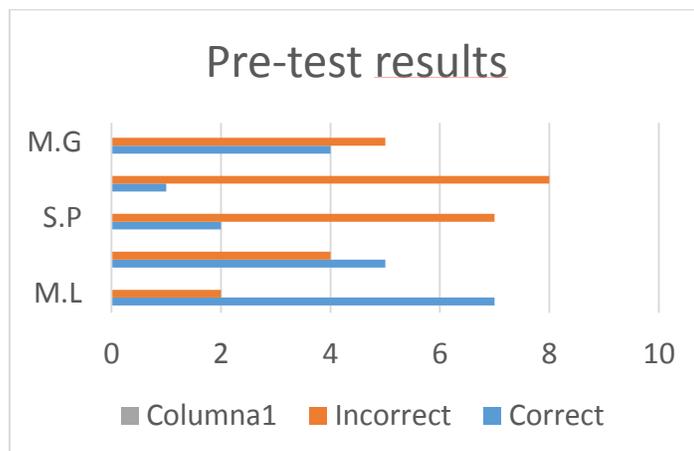


Figure 4 Pre-test results

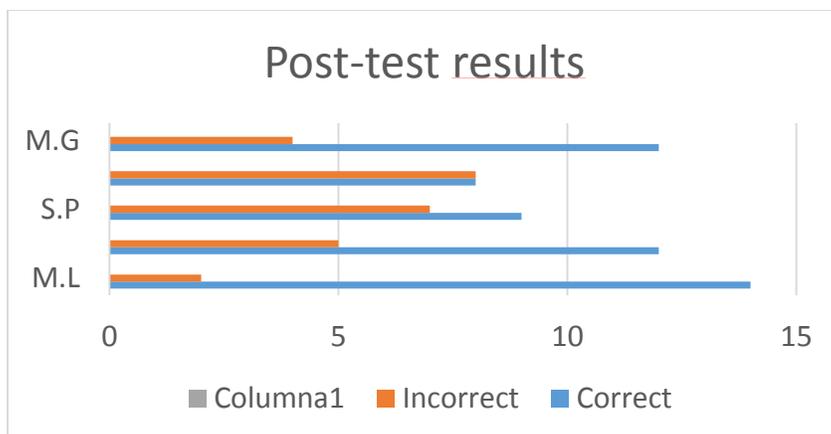


Figure 5 Post-test results

Journals. According to Baribeau (2004), the journal is the way in which the researcher records or expresses in writing all the important events that have occurred during the study. It is also a tool where the researcher tells a rich and continuous description of the events and the possible attitudes which he himself must take to face certain problems, in the same way it makes it possible to "keep the memory alive of the research". In this case, two journals were created in order to reflect on the work of the students made from the workshop number one and number two. In the same way, the information was analyzed taking into account the initial categories of the project by means of a matrix.

Semi-structured interview. According to Besançon and Dijon (2015), the semi-structured interview is not totally closed, nor totally open. We also set the topics or question in advance. However, the order and presentation of the topics may vary. This type of interview was chosen because the participants are very young and it is necessary that they do not feel pressured to answer simply closed questions, it is also intended that they can freely express in their mother tongue their thoughts about the experience they lived in participating in the project (Appendix D)

Ethical considerations.

In qualitative research, ethical aspects play an important role during the course of the study. According to Martineau (2007), research ethics is the set of different human values that sustain and legitimize the role of the researcher. In addition, the ethics of research is linked to the subjectivity of the subjects as an integral part of the investigative process, that is, each individual, as a researcher, has their own ideologies, judgments and prejudices, in addition to the elements that make up the construction of their culture (Lambert-Chan, 2012). Taking into account the importance of ethics in the development of the project, the consent letter was designed for the participation of the students, the initials of the sample are also used to save their identity, for the development of the interview, a permission letter was sent to sample parents.

(Appendix E)

Data analysis

The information collected through the different consolidated instruments at the beginning of the project was analyzed taking into account literature review and emerging categories. The analysis adopted is the typological analysis.

BASE CATEGORIES OF THE PROJECT
<p>Objectives</p> <p>General objective:</p> <ul style="list-style-type: none"> ● To implement Anglophone culture aspects to improve reading comprehension in 11th grade students from the Educational Institution San Jose Provincial. <p>Specific objectives:</p>

		<p>According to CEFR, Lexicon for level B1:</p> <p>Learner has a broad enough linguistic repertoire to function and an adequate vocabulary to express himself, although, with circumlocution, on subjects such as his family, his hobbies and interests, his work, his trips and current events.</p>	
<p>Reading comprehension.</p>	<ul style="list-style-type: none"> ● Literal. ● Inferential. 	<p>According to SUHADI (2016) Literal meaning is simply what the text says. The reader focuses on what actually happens in the story. This level is the base to open way to a deeper comprehension because it provides the foundation for more advanced comprehension.</p> <p>Moreover, Inferential meaning is a process a bit more complex, in which the reader is able to determine what the text means. In other words, the reader starts from the main idea or sequential factors in the text to end up giving a deeper meaning about what is expressed literally, producing hypotheses or judgments in the reader.</p> <p>Reading comprehension B1 according to the CEFR: At this level the learner can understand texts related to daily life and work, and personal letters in which events, feelings and wishes are described. is able to find and understand general and specific information, also is able to</p>	

		recognize the most important points in simple newspaper or articles.	
Culture.	<ul style="list-style-type: none"> ● Motivation ● Intercultural ism 	<p>Hofstede (2001) describes the term culture as a collective programming that is acquired from birth creating direct links with mind and society, which becomes an innate element of the person and is shared by other people in the group.</p> <p>Castro, Méndez and Sercu (2005) Culture acts as a motivational resource between the unknown and the positive comparison of one's own culture.</p>	

Tabla 5 Base categories of the project

Pre-test and post-test analysis.

The whole information collected through the instrument called pre-test and post-test was analyzed from a quantitative perspective and the results are the following:

The Students' Score in the Pre-Test applied October 2, 2020.

No.	Students' Initial	Number questions Pre-test	Right answer	Wrong answer	Percentage
1	M.L	9	7	2	77%
2	L.D		5	4	55%
3	S.P		2	7	22%
4	A.T		1	8	11%
5	M.G		4	5	44%

Tabla 6 The Students' Score in the Pre-Test

Based on table above, the median of the students' score is 4 and it was calculated using this formula $X = \frac{\sum X \cdot f}{N}$

$$N$$

The range of the values was also calculated and the result is 7.

In the same way, the percentage of each student was calculated and the values were located in the last column on the right

The Students' Score in the Post-Test applied November 5, 2020.

No.	Students' Initial	Number questions Post-test	Right answer	Wrong answer	Percentage
1	M.L	16	14	2	87%
2	L.D		12	5	75%
3	S.P		9	7	56%
4	A.T		8	8	50%
5	M.G		12	4	75%

Tabla 7 The Students' Score in the Post-Test

Based on table above, the mean of the students' score is 10 and it was calculated using this formula $X = \frac{\sum X \cdot f}{N}$

$$N$$

The range of the values was also calculated and the result is 6.

In the same way, the percentage of each student was calculated and the values were located in the last column on the right.

Journals analysis.

GENERAL CATEGORY	SUBCATEGORIE S	THEORETICAL DESCRIPTION	LITERAL PHRASES (JOURNAL # 1)	LITERAL PHRASES (JOURNAL N0 #2)
Reading comprehension	Pre-Reading stage	According to Parcede (2008) The pre-reading stage is the beginning of the construction of the meaning by which a mental scheme is opened and it will become the basis of the understanding of the text.	Focusing on pre-reading stage, I designed a table which illustrated some words that were possibly unknown to the students with the aim of facilitating the general understanding of the text. This stage helps students to create a holistic view of the situation of the text without having to understand it yet, but gathering clues to achieve an understanding it. On the other hand, there is a curious fact with two questions which helped the students to focus their attention on searching	In the pre-while stage, in the conception step, I introduce the text through an image with a simple question, everyone understood the exercise and develop it without problem since, they tried to guess what the text would be about, an exercise that allowed them to let their imaginations fly and use their previous knowledge about adjectives, they all agreed that the character in the image did not feel well or is sad, but the reasons were totally different, some thought that it could be a bad treatment of a

			<p>general information before starting to read to follow a sequence from the general to the specific.</p>	<p>child, another of parents scolding their son for some bad behavior and others saying he was receiving punishment. Here, not matter what the idea was, all the answers were valid because creativity and imagination cannot be corrected, their freedom to express their opinion must be respected.</p>
	<p>While-reading stage</p>	<p>-While-reading is the second stage, at this stage, the learner has direct contact with the text, that is, they begin reading and develop a series of steps that allow the intertwining of ideas, concepts, situations and other factors included in the text.</p>	<p>The while-reading stage involves 3 steps to improve reading comprehension they are Interpretation, Reaction, Integration, in the interpretation step all the students selected the correct answer. The understanding step placed</p>	<p>Talking about the student's answers in the while-reading, I chose to change the place in which the grammar was applied obtaining better results since in a first reading the students, were able to understanding the text globally while they identify within the text</p>

			<p>them in a context and a second reading help them to interpret what the author's intention was, discarding other options they had and Taking their own point of view, they answered an open question in which I can analyze that everyone agreed with the author's intention and they felt identified with the text, as some expressed their own feelings that arose from reading the text. Then, in the integration step, they were able to produce new ideas where their critical thinking was free answering about a real life situation and using the vocabulary table at the beginning of the text, they tried to</p>	<p>a grammar topic that was the third conditional. They develop very well the first exercise of application because they understood the general situation, the characters, the setting and some actions, it is to say they could understand the cultural fact linking it whit the situation of the text, but also adapting them with the third conditional. In the reaction step, students express their perceptions about a decision that made a character, here I must emphasize that the question not only shows me that they understood the text but, at the same time, it points out that the students use their ethics</p>
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	<p>Post-reading stage</p>	<p>The third stage is the post-reading. It consists of integrating or synthesizing the read document</p>	<p>respond in a short but effective way to the question.</p>	<p>to provide an answer, because it is not seen that they imagine or invent an answer, on the contrary they are very clear that it was a bad decision and in the integration step they freely expressed their feelings and dissatisfaction with the decision that the character made, this causes an internal debate in which the student realizes how to handle a situation based on a life example. This result aroused unexpectedly, reading greatly reinforces its ethics and is a generator of teachings for daily life.</p> <p>In the post reading, I had to apply an evaluation</p>
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		<p>with all the previous knowledge that the reader has and appropriates it to generate a variety of new knowledge by developing activities proposed by the teacher such as exercises, debates, oral presentations, among others.</p>	<p>Looking at the post-reading stage, the results were not very positive since, despite understanding the text, the linguistic part did not help them to solve the exercise in the correct way because in this part, comprehension was combined with grammar and two out of five students achieved to respond well to the exercise. This manages to strengthen in me the idea that students may feel a rejection of English because they find grammar difficult and I was a little scared to think that including it within the comprehension steps they did not want to solve the</p>	<p>which I did not agree, since my main objective was to evaluate the comprehension of the text and not focus on grammar, however, the application of this workshop helped me a lot and leaves me as a conclusion that the students improved their reading comprehension with the use of the steps and that helped them to strengthen their confidence in themselves by appropriating issues of daily life that often do not seem to matter but that can strongly affect our lives.</p>
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			<p>workshop step by step but I was wrong, they have a lot of potential and used the reading strategy very well, only I think it is necessary to use another strategy in teaching grammar that, like the steps used, helps them better understand the subject. However, working on grammar under this virtual modality is a bit complex to pretend that they understand only by reading an explanation.</p>	
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Tabla 8 Journals analysis

Semi-structured interview analysis.

The semi-structured interview was carried out through a telephone call, complying with the security measures and health regulations established by the educational institution in order to

counteract the virus that currently attacks our world. Each parent was duly informed about the conduct of the interview and a letter of permission was sent in order to follow the ethical issues of the project. Only the interview of four participants was authorized. The answer were analyzed using a matrix (Appendix F)

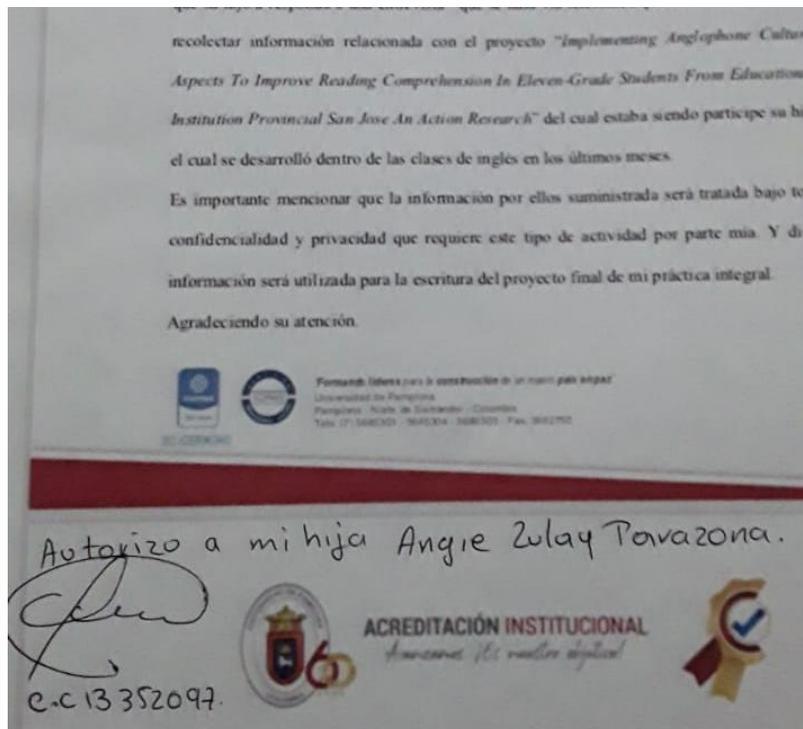


Figure 6 Permission letter

Results

The data of this study was collected by the implementation of different instruments which guaranteed an answer to the main objective established which was: To implement Anglophone culture aspects to improve reading comprehension in eleven-grade students from Provincial San Jose school. In this way, three main categories emerged and six subcategories: The first category is Reading and within it two subcategories Linguistic competence and Lexical competence. The

second category is Reading comprehension and involved two subcategories Literal and Inferential. The last category is Culture and within it, two subcategories Motivation and Interculturalism.

Compassing the first category Read, it is evident that eleventh grade students have some mental limits when facing the reading of a text in English, since they consider it difficult to understand the reading for different reasons, looking at the category of linguistic competence, the participants must be at the b1 level according to CEFR and they have to be able to read clear texts that deal with topics related to their field of interest. But the real situation is different in the application of the workshops, I can notice flaws in the grammatical part, however this aspect was not relevant since it is secondary in the development of this proposal. But it should be noted that each of the workshops was linked to the fundamental aspects established by the educational institution, therefore the guides involved the text and the steps to improve understanding related to the grammatical issue. Therefore, In the development of the first guide, the students showed difficulty in developing the grammar exercise taking into account the text, however, it is evident the great change that the second application of the workshop had, where most of the students managed to solve the exercise of clear and safe way. In the same way, the participants expressed that the grammar was the aspect that difficult the reading process “La gramatica porque me confunde en los tiempos verbales y se me hace dificil”(participant A.T).

On the other hand, focusing on the lexical competence, the guides contributed to the acquisition of new vocabulary and the steps such as the conception in which a table of images with their meaning was shown helped them to understand the reading in an easier and clearer way, as stated by the participant L.D “Si porque de cada historia pues uno aprende nuevas palabras o también como se relaciona las palabras según el contenido del texto”, also the

participant M.L “si yo consider que gracias a esas lecturas aprendi bastante vocabulario...al momento de leerla iba copiando las palabras desconocidas y asi las iba asimilando tambien un poco y quedaron grabadas en mi cabeza”.

In the second category is Reading comprehension, according to the common European framework, students at level b1 can understand texts related to daily life and work, and personal letters in which events, feelings and wishes are described. is able to find and understand general and specific information, also is able to recognize the most important points in simple newspaper or articles. Thus, the texts were analyzed in detail in order to adapt the text and the activities to the level they were at and using cultural aspects that would attract their attention and encourage them to read feeling pleasant and comfortable. Focusing on the two categories, and speaking in a general way, a change was noted in the level of reading comprehension of the students as we can see in the table of pre-test and post-test. An improvement in the comprehension of texts is evidenced both at the textual and inferential level and the participants also freely expressed their evolution for example the participant A.T estates “ mi nivel de comprension lectora mejoro en un 70 % para mi, ya que antes no conocia sobre que pasos debia aplicar para entender el texto y me parecia dificil la comprension”. Also the participant M.G said “Si me parece que si ha mejorado de pronto aprendi a leer con mas detenimiento ver las palabras y saber el tiempo verbal y después de la aplicación del primer test que hicimos y luego el ultimo, si, me parece que mejoro gratamente”

In the last category Culture, the students showed their pleasure in learning English from the cultural aspect because it is something unknown to them, since as the majority manifest it, the Anglophone culture is not taken into account in the English class, because, usually the teaching process is focused on the learning of grammar and this is a bit boring for them. In the

same way focusing on the subcategory motivation, it was evidenced that by applying the culture in the classroom the behavior of the students changed, in such a way that a more active participation and a complete development of each one of the guides were achieved. As evidenced in the semi-structured interview, all agreed when saying that culture catches their attention and motivates them to learn and practice the language.” Bueno, pues en cuanto a la cultura inglesa o anglosajona puedo decir que me parece muy interesante el hecho de conocer nuevos temas, ehh las características propias, así como las representativas de Estados Unidos especialmente también Inglaterra, como lo son el día de gracias, el día de la independencia, entre otras actividades que son exclusivas de allí y que básicamente, me parece a mí que me despierta el interés por conocer esta lengua y practicarla”(participant M.G), also the participant A.T referred “Si me motiva ya que me parece interesante aprender de culturas diferentes a la mía y pienso que saber inglés me ayuda a realizar mis sueños de poder viajar y comunicarme sin problemas con otras personas que no hablan español”.

Moreover, regarding the subcategory interculturalism, it can be said that the students applied the ethical part in the development of the guides and their critical thinking in real life situations, which made them reflect on something very important and which is paraphrased in this way "ethical values must be apply with all people regardless of their culture ".The use of culture causes in them an effect of curiosity to know more aspects of the foreign culture without detracting from their own culture, because they know that it is important to know the foreign culture to know how to behave with people who do not share the same origin. “Si aprendemos ingles debemos conocer la cultura por si algun dia nos encontramos con algun extranjero sepamos como hablarle pero tambien como comportarnos” (Participant A.T)

Conclusions

Related to the findings of this research, it could be said as a conclusion that this project was improved students' reading comprehension taking into account all the data collected through the three instruments that were pre-test and post-test, journal of the workshops, and the semi-structure interview and the proper analysis of the information based on the categories and subcategories that were emerged throughout its development.

First of all, the use of culture was adapted to the steps to improve the reading comprehension of the students of the eleventh grade of the educational institution Colegio Provincial San José and it was achieved from the design and implementation of two workshops taking into account school rules and theory checked to work on culture and reading comprehension. The implementation of this project caused positive effects on the behavior of the students as greater participation in the synchronous meetings and in the same way the delivery of the workshops because they made them in writing way, ordered and complete. In other words, this motivated them to work autonomously to improve their reading comprehension as they learned aspects of the foreign culture.

In addition, the use of the steps to improve reading comprehension facilitated the development of each workshops and to improve their level of reading comprehension textually and inferentially, although there are still many flaws to correct, the students managed to comply with the development of the activities and commitments they had as participants of this project.

Last but not least, the development of this project caused an unexpected effect that was the putting into action their critical thinking towards the situations of the shared texts, taking as a reference their values and cultural roots for the development of activities.

Recommendations

Taking into account the results of this project, it is suggested to teachers, especially in public schools, the implementation of culture not as a complementary element but as an indispensable element for the teaching of the English as foreign language. In the same way, to look for a strategy that allows students to develop their reading ability since it is one of the most important skills due to its need in everyday life. These strategies may be the steps to improve reading comprehension used along in this project with topics that students are interested in, with the objective of achieving meaningful learning of the language.

Chapter IV: Research Component

Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage

Introduction

In the teaching/learning context of the Foreign Language Program (FLP), the pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching learning process to obtain the educational qualification. While, there is a clear interest in understanding and transforming the pedagogical practices, it is also true that a great deal of the local studies focuses especially on the learning rather than teaching.

It has been considered appropriate to formulate a project that implements the reflective approach about the practice as a tool of objectifying knowledge, behaviors and attitudes that guide the teaching work. Besides, as a tool of internalization, immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information to solve problems and for self-recognition.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where teaching practice is held. It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

Statement of the problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A practice lacking in reflection does not lead to emerge problematic

situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install 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.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices so as to become essential elements that influence and transform their work and future professional performance.

In the case of the bachelor's degree in foreign languages of the University of Pamplona, the reflection is 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 are formulated:

- How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?
- How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?

Objectives

General objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose 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 analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work 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, we present an approximation of each one of them.

Teaching profession

One of the fundamental members of every education institution is the teacher, who is in charge of providing knowledge framed in a certain science or art, and who also trains integrally students as part of his responsibilities.

Teaching demands 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 has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level

on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

Reflection

Taking about reflection requires bearing in mind different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process. The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting 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 are shown in the following scheme.

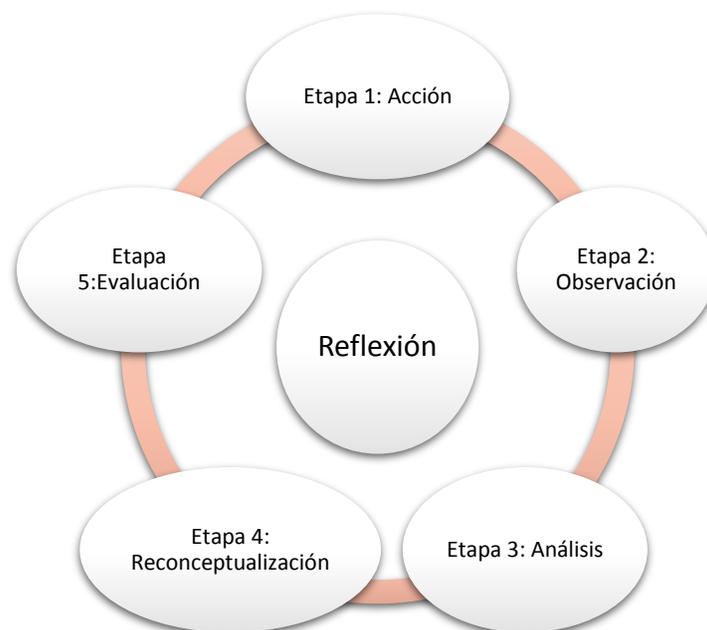


Figure 7 Reflection stages

Reflection as a theme.

The conception of reflection is 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 is 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 is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects which allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflective practice

Updating and qualifying academic proposals at the University and orienting students towards new ways of interacting with the world, it is necessary for teachers to question their own

practice and the impact it has generated. Likewise, teachers must be able to objectify their behaviors, and to assume different roles in the pedagogical relationship.

The teacher takes on a central role in the current educational world. He acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot, 1986). In this context, the problem of the practicum and class space requires a particular treatment oriented towards social interaction and understanding.

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective. This study will serve to participant teachers to think over their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997), there are various levels of reflexivity, in the first stage, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

In the second stage, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is 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 is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practice. It is centered on training teachers who are able to reflect on the courses they teach so that they are transformed into understandable structures for the students.

Practice of social efficiency. It attempts to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Developmental. Teaching is based on the interests and the development of students and, at the same time, it considers the development of the teacher as a teacher and as a person.

Social reconstruction. The object of reflection is social, economic, and political context so as to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

Generic. The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on neither which to reflect, nor the strategies to encourage reflexive learning.

Reflection activators. According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs in order to make decisions in the classroom.

Critical element of reflective thinking. The element of reflective thinking relates to “moral and ethical aspects of compassion and social justice” as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc.)
4. Teacher’s knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological

According to Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher’s narrative in order to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher’s reflective thought, about objective and subjective or inters subjective practice experiences.

Methodology

The methodological strategy proposed has 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 are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum, it will be carried out a process of socialization and systematization will be carried out.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments were proposed:

Reflective workshops

The fundamental purpose of the reflection workshops is to guide the reflection process of the pre-service teachers, but at the same time to socialize and to share their experiences to enrich their process and to insert new tools that allow to transform their pedagogical practices.

Objectives

- To consolidate a pre-service teachers group with critical spirit who reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practicum.
- To be effectively inserted in the educational center.

Self-observation

The objective of this instrument was to guide the practicing student in an exercise of autonomous evaluation, that is, to appropriate his role as an English teacher and to have a look at his teaching practice in order to reflect on his performance in a context of practice. Reflect on which you are part of an educational community regardless of external circumstances such as the pandemic the world is going through at this time.

Self-observation card developed through the google forms platform was used, which helped the practitioner to assimilate situations and changes due to this modality in order to strengthen the teaching identity (Appendix G)

Narrative

This reflection exercise carried out by the practitioner served as a field diary through which she expressed her experiences as the weeks went by occupying the role of teacher in an educational institution. The process consisted of making a narrative that comprised two stages, one descriptive and another reflective during the ten weeks, that is, 10 narratives were obtained at the end of the process (Appendix H)

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located in the “Espíritu Santo” valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: “La comunidad de franciscanos”, “Las hermanas clarisas”, “Los hermanos de San Juan de Dios”, “La compañía de Jesús”, “La comunidad la Sallista”, as well as religious female communities: “Hermanas de la presentación”, “Hermanas bethlemitas”, among others. The acceptance of these communities in

the city leads to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

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 the globalized world demands. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational function

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

The total population of this study is composed by forty-nine students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona.

The direct beneficiary population: Student-teachers, teachers' supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population: It is composed of the teaching community of Foreign Languages Program, the results will re-feed the program's vision of their practices and the collective of Integral Practice.

External institutions linked to the Project:

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School

- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School
- Educational Institution Carlos Mauro Hoyos
- Colegio Provincial San José.

Timetable

	1	2	3	4	5	6	7	8	9	10
Weeks/ Activities	Sep21-25	Sep 28-Oct 2	Oct 5-9	Oct 12-16	Oct19-23	Oct 26-30	Nov 2-6	Nov 9-13	Nov16-20	Nov 23-27
Narratives	X	X	X	X	X	X	X	X	X	X
Self-observation sheets		X		X		X				
Reflection workshops	X				X					X

Tabla 9 Time table Research Component

Conclusions

Pre-service teacher’s methodology

The student-teacher’s methodology has been adapted to the supervisor teacher methodology, to the policies of the institution which are according to the constructivism

pedagogical model. It consists of 5 sections: my knowledge, we relate it, we argue, we contextualize it and a cross-curricular section. When designing workshops (guías) the pre-service teacher followed those instructions and by taking in mind that the objective was not to pressure the students and to send a lot of activities to do but to keep it simple and to guide the learning of the student by giving him the prominence. Due to the pandemic caused by the COVID 19 virus, the educational institution San José Provincial has taken measures so that students can continue with the learning process, the school has a variety of students belonging to different social strata, however this It is not a reason to prioritize the education of students who have the best economic resources, on the contrary, the institution has been concerned about each of its students, that is why it manages 3 options for students to present their work and be in contact with teachers.

The main communication channels are WhatsApp where students have attention 5 days a week from 8 a.m. to 1 p.m. The school platform where students can find the workshops to develop and where they can attach their files, finally delivery and return of the institution's in-person work guides, complying with the necessary health standards. It can be reflected that the practitioner is very limited to follow the same methodology as the supervisor, that is, working the same schedule, the same dynamics of guide design and answering questions through WhatsApp.

On the other hand, it reflects on the role of students, since it must be clear that currently there are not the necessary resources to develop the teaching process guaranteeing the meaningful learning process. Finding limitations such as Wi-Fi connection or the use of a computer to develop the guides among others, it is a delicate situation in which teachers must be flexible but at the same time create different alternatives of work and support for those students who do not have the technological resources essential in the educational process.

Interaction with different members of the educational community (students, teachers, administrators and parents):

Due to the work under the virtual modality this aspect brings many limitations since the activities of preparing guides, explanations, searching for material among others takes a little more time and limits the interaction between teachers, despite having the WhatsApp group space and sporadic meetings. Regarding the interaction with the students, it can be highlighted that there is a direct link that is through WhatsApp and phone calls, using these means the teacher and students can interact in a passive and limiting way in a set schedule only to resolve doubts and concerns regarding the development of the guides.

Clearly, a change emerged in the methodology adopted by the institution for eleventh grade students, seeking the development of an intensive project, with the purpose of reinforcing knowledge in the areas evaluated by the standardized test Saber 11. Project which tested the elimination of barriers or limitations such as the use of technology, in such a way that practically forced more than half of the eleventh grade students to participate in synchronous encounters in the remaining 4 weeks. A very important aspect to take into account since as discussed in one of the reflection workshops on the current limits in the teaching and learning process, the institution in a certain way forced students to attend virtual meetings and achieve 95 % student participation in this project. This situation makes the practitioner reflect and makes her think that many times there are students who have the necessary technological resources, but they excuse themselves at the disadvantage of students who do not have them.

Regarding the interaction between teachers and parents, it is limited to personal WhatsApp chat or phone call where parents can ask the progress of their children or make claims for notes which they do not consider pertinent or to excuse their children from some work not

sent, anyway. It was evident that throughout the process the integration of parents in the educational process is minimal.

Activities and resources designed

Each activity and resource designed leaves an enriching experience for the practitioner since she creates the activities with the objective that the students learn, but at the same time the practitioner reinforces that knowledge and seeks to design resources to share information and give students the feedback that takes place at the end of each activity.

How does the implementation of reflection contribute to the transformation of your practice?

It is an essential approach in the development of any practice and of great importance in that of pedagogical practice since it allows the teacher to self-train in the long process of being a good teacher, taking as resources the reflection, thought and considerations that arise inside or after of the development of a pedagogical activity and that always seeks to improve its implementation.

At this time, achieving an analysis is an advantage in the effectiveness of the teaching action since the set of knowledge acquired through the career and the theoretical knowledge investigated before the implementation of the proposal is put into practice, seeking a general objective that triggers some Specific objectives and reflection and self-determination is the basis to achieve them. It is a daily self-evaluation that the teacher in training must recognize as an indispensable element in teaching practice.

Chapter V: Out-reach component

Using an Academic Blog to Support the preparation of Saber 11 test.

Presentation

In this component the reader will find in this presentation of a project whose main basis is to achieve a social impact of the Foreign Language Program through the implementation of the component of outreach to the community about the practice of teaching English, in this case to sensitize students from Eleven grade students to EFL fundamentals through the use of blogs as a pedagogical tool that allows them to reinforce their knowledge in the area of English and obtain good results in the ICFES test of the current year.

First, the justification of the project, the objectives, its characterization and the guidelines for contribution to the project will be presented.

Second, the theoretical framework that guides this proposal, the beneficiary population, the schedule will be announced.

Introduction

Participating in world policies in the academic, cultural and economic fields impelled the Colombian National Government to promote the learning of foreign languages in the different educational areas of the country; hence citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

With a view to promote English language learning in Colombia and doing Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in

2004, the main objective of which is “to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans. Within this evaluation system there are standardized tests such as the PISA1 (in the international context) and the SABER Tests (in the national context) and the LLECE in the case of international tests.

Going deeper into the national tests, Colombia implements a standardized test each end of the year called ICFES (The Colombian Institute for the Evaluation of Education.) Which is an entity specialized in educational evaluation services at all levels. Currently this exam is a requirement to access higher education in Colombia and is used as an admission criterion by several universities, that is, students who are studying the last grade of secondary education must strive to obtain good results in this exam since it involves academic knowledge of the students such as Critical reading, Mathematics, Social and citizenship, Natural Sciences and English; and a socioeconomic questionnaire.

The University of Pamplona Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, has come close to the reality facing the those students, because it is no secret that Unfortunately the most public schools do not have good foundations in the process of teaching English language and some students who strive to obtain good results access programs that require payment and some of them do not have the necessary financial resources.

Taking into account this reality the present proposal for social projection seeks to offer support to eleventh grade students of the provincial educational institution san Jose, through the implementation of a blog in which the English area will be reinforced with current information and some test examples, also virtual attention will be paid to students in case of doubts.

Justification

currently English offers many personal and social benefits since if many people speak English considered as the universal language according to Drubin (2012) will open doors to the economy, tourism, business creation thanks to the relationships that are made with the outside. In addition, English is considered a fundamental element of educational development to train people who adapt to the needs of today's world. Therefore, the national government seeks to update the

different parameters of foreign language teaching in order to continue the development of the country and benefit the people. According to the national report on the results of standardized tests 2018, Colombia has registered progress in the performance of the students, however, there is still a need to promote reading habits in students.

Taking into account these important aspects, this project aims to support students in the preparation process for the ICFES test in a free and easily accessible way by implementing tips, reading strategies, practical games, forums among others in order to reinforces their previous knowledge and to encourage students to improve their reading skill.

The development of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral

practice. Because if students obtain good results, they will have the opportunity to access scholarships offered by the government, to the institution since it will be recognized for its good educational work, to me as a teacher in training as a work experience and a situation of reflection and to the program thanks to the good process of integral practice carried out in the educational institutions of the city.

General objectives of the project

- To implement blog as tool to work on reading strategies and to improve ICFES results of 11th grade students.

Specific objectives

- Share clear information and tips that help students to know how they have conduct the ICFES test.
- Share a variety of online games and tests that will help them practice their knowledge.
- Carry out two simulations of ICFES exam, one at the beginning of the proposal and one at the end.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona. This project is part of the training project of the foreign languages program. This study allows the articulation of the Program of Foreign Languages with the community of Pamplona.

Contribution lines

- Academic training in foreign languages
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system)

- Scholar community outreach in Foreign Languages Program

Theoretical Framework

Some concepts related to the study will be explained in a general way to provide a good understanding to the reader of this project according to Ministry of Education.

ICFES:

The Colombian Institute for the Promotion of Higher Education (ICFES) aims to offer the evaluation service of education at all its levels and investigate from the results measures to improve, that is, it is in charge of evaluating the quality of Colombian education at all its levels, from Primary Basic Education up to the Professional level.

Saber 11 Exam:

This exam is aimed at all students who are in the last grade of secondary education and the attendance is compulsory as established the Ministry of National Education. This is made up of 5 modules that assess generic skills in critical reading, quantitative reasoning, civic skills, written communication and English.

Evaluation:

In education, evaluation is taken as an indispensable element in the teaching-learning process and can play a role in measuring school improvement and the development carried out by the teacher since this tool allows identifying all the strengths and weaknesses of students and helping the teacher to focus on making decisions which meet the needs of the students.

Skills worked on the exam:

Students should strive to enrich the following competencies: A) interpretive Competence: where the student analyzes the actions within the text to give full meaning to it. B)

Argumentative Competence: the student must focus on why and for what of the situation that is presented in the text, for example, you can analyze cause and effect in order to support his hypothesis. C) Proposal Competence: this competence requires a high concentration so that the student can create non-explicit links in the text to support their hypothesis or point of view.

Literature review

Importance of Test Results of saber 11 exam:

The application of these standardized tests in Colombia show a panorama of the academic performance of the students, also to know the strengths in the different competencies. It is also a sample that allows reflection and decision-making to implement methods that contribute to the improvement of all skills.

According to Gomez, Bernal and Herrera (2020) The saber 11 exam is a requirement to enter higher education, which is of utmost importance the implementation of a preparatory process firstly, to make students aware of the importance of the exam since the national government also benefits those students who stand out in the results of the tests know 11. For example, the best scores access to the national program "Ser pilo paga", which is responsible for paying for undergraduate studies at any university in the country. Colombian government awarded this scholarship to 10.000 students every year from 2014 to 2018. for a totalof 50.000 students.

On the other hand, the results show students who benefit less from preparatory activities are those who belong to public schools and students from low socioeconomic strata. The results also show that, thanks to the use of preparatory students, the risk of bad answers is

reduced as the students compare and analyze each option with their pre-knowledge.

Strategies to improve skills needed in the ICFES test.

According to Abad & Alzate (2016) there are several strategies that can be applied to improve the results of standardized tests: a) Pilot Test Application: teacher will analyze the results of the pilot test and categorize the strengths and weaknesses. b) training exercises: using didactic tools that motivate the student to improve their skills. C) use reading comprehension strategies since most questions are related to the ability to understand.

Benefited population

The direct beneficiary population. It is composed of the eleven grade students from Colegio Provincial San Jose. They are 38 young people with an age range between 15 and 18 years.

Elementary students.

- Students-Practitioners of the Foreign Languages Program

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Department

External institutions linked to the Project

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School
- Colegio Provincial San Jose

Methodology

In short, this project consisted of publishing tips that helped eleventh grade students improve their skills for the presentation of the standardized test "Saber 11" through the use of a blog (Appendix I) in which it was planned to post tips and important information each week, however, very fast progress has been made due to the implementation of the intensive project and the proposed schedule at the beginning of the semester had to be sped up since the exam presentation date was the first week of November.

During the period, the structure of the Saber 11 exam was divided into 7 parts, in which each one included a synchronous meeting through the google meet platform, where the practitioner used different materials in each meeting to explain and practice the topic of class. In other words, two meetings were held a week, the schedule was Monday from 8 to 9:45 and Thursday 10 to 11:45 thanks to them, the teacher and students interacted in an active way, also didactic material for the implementation of each explanation made was shared. (Appendix J)



Figure 8 Academic blog

Conclusions

This project made a great contribution to both the students and the institution since the practitioner wanted to innovate in the preparation of the "Saber 11" tests by supporting students in improving their skills in the area of English in an interactive but above all realistic way which focuses the student to know, from the importance of the test to the step by step of its solution. Solving doubts and concerns, in the same way transporting them to the simulation of a real test where they also practice answering the questions in real time. This provided them multiple benefits, not only in their area of English, but also the results provided them opportunities to enter their higher education and those good results would bring recognition to the institution and popularity for the reception of students and keep the good name of the educational institution Colegio Provincial San Jose. On the other hand, it is necessary to highlight the importance of the

use of didactic material to attract the attention of the students and that they can learn in a fun way, achieving their active participation in the development of the classes.

Chapter VI: Administrative component

Introduction

The educational institution Provincial San Jose carries out activities such as cultural activities, festivals in areas such as mathematics, artistic demonstrations, among others in order to give importance to culture, talent and patriotism. Despite the current pandemic situation, the school looks for spaces to interact and share recreational and educational spaces involving the whole educative community: teachers, students and parents. On the other hand, meetings are also between coordinating professors and the rector to share information, news or doubts in any process. This brings many benefits to the pre-service teacher since he is involved in curricular activities such as

being active in the community working. In this way, responsibilities that a teacher has in his daily life are acquired. Last but not least is the first administrative experience in our training process which will guide us in the development of this beautiful profession.

Objectives

General objective

- To participate in all the extra-curricular activities organized by the Educational Institution

Provincial San José

Specific objectives

- To know the real functions of a teacher.
- To take the role of an active member in the whole activities of the institution.

- To know in depth, the administrative processes of the institution.
- To create a good working relationship with the other teachers of the institution.

Methodology

Despite the current health situation, the administrative contact continues to be active even more than when the face-to-face classes were held, so during the development of this proposal the practitioner was involved in all area meetings, in meetings with her supervisor and even in the virtual participation of cultural activities such as flag raising, parents' meeting among others.

On the other hand, the practitioner was in one of the most important meetings of the school year, which was the evaluation and promotion board, where she fulfilled grade management functions such as reading the consolidated number of students that she had to qualify and students who lost the school year for the loss of three or more subjects.

Chronogram of third term.

Health protocol training	Septiembre 24
Raising the flag of the Faria headquarters	September 28
Delivery limit workshop 8	October 1
Delivery on platform and at the workshop 9	October 1-2
Delivery of the PAE at the mistral headquarters	October 2
Start of school break	October 5
Return from school break	October 13
Registration New Preschool Students.	October 13- December 27
Enrollment of 50 6th grade students at the Primary sites at the Rafael Faría Campus	October 15
Enrollment of students to Grade 6 from our Primary schools	October 21
Flag raising by central	October 23
Deadline for workshop number 9	October 25
Sending of workshop 10 in physical and to Platform	October 26
Flag raising and delivery of primary institutional symbols	November 12

Assessment boards and virtual graduation	November 12
Workshop 10 delivery limit	November 13
Flag raising delivery of institutional symbols of high school	November 13
Third Trimester Recovery Weeks	November 17 al 20
School Year Levels	November 23 to 27
Promotion meetings and virtual graduations	November 23to 27
New Student Registration Receipt	November 25
Virtual transition closing ceremony	November 30
Institutional development and virtual closure of primary schools	December 1
Institutional development and closure of high school campuses	December 2
Virtual graduation ceremony eleventh grade	December 4

Tabla 10 Time table of Administrative component

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Appendixes

Appendix A: Pre-test and Post test

Reading comprehension Test

A continuación se presentara un texto corto con el cual debe responder las preguntas del 1 al 10 con única respuesta.
Desarrolle el cuestionario sinceramente sin ayuda de diccionario u otro tipo de material.
Tenga en cuenta que esta prueba contiene la estructura real del examen de estado llamado "Prueba saber 11" el cual deben presentar en el mes noviembre.

***Obligatorio**

Dirección de correo electrónico *

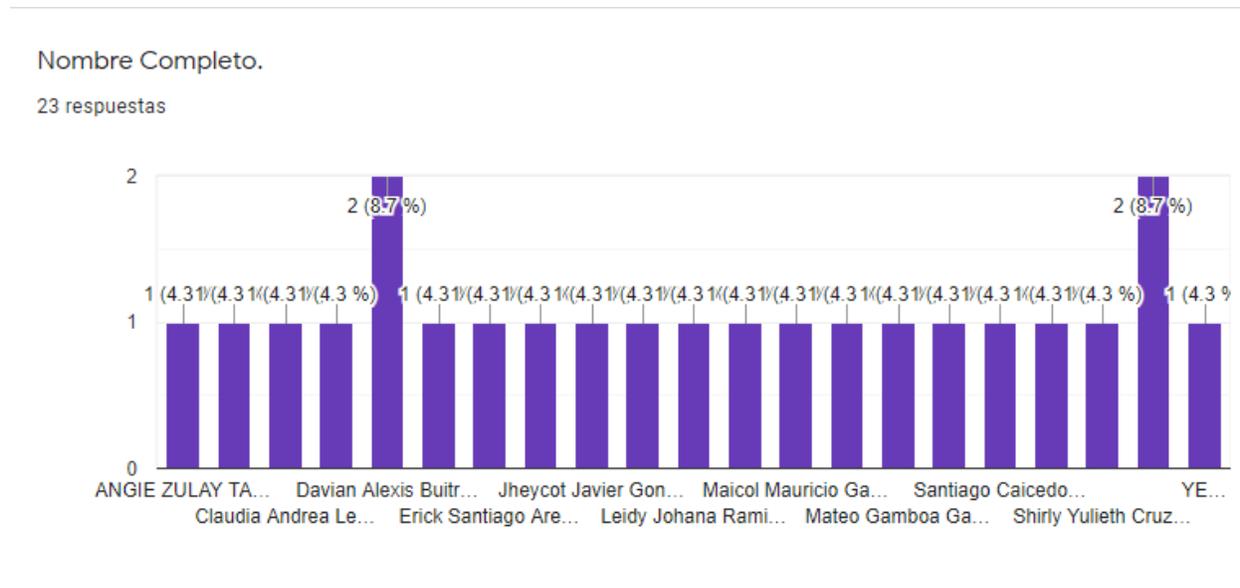
Tu dirección de correo electrónico _____

Nombre Completo. *

Tu respuesta _____

Read the text and answer the questions. (Lea el texto y reponda las preguntas)

Appendix 1 Questions pre-test



Appendix 2 Answers pre-test

Appendix B Workshop 1

Sigue los pasos que te indica cada etapa para comprender la lectura y al final puedas practicar el uso correcto del tercer condicional.

ETAPA #1: Conception/Concepción

Estudia el siguiente vocabulario para entender la historia, después lee mentalmente y responde las siguientes preguntas EN INGLÉS de forma corta.

1. Who is the protagonist of the story? ¿Quién es el protagonista de la historia?
2. Where does the story take place? ¿Dónde se desarrolla la historia?

 <p>Leaving/ Partir.</p>	 <p>Bus ticket/ boleto de bus.</p>	 <p>Realise / Darse cuenta de.</p>	 <p>Keys /Llaves.</p>
 <p>Forgot/Olvidó.</p>	 <p>Shouted/ Gritó.</p>	 <p>Office/Oficina.</p>	 <p>Go back - Returned Regresar- Regreso</p>
 <p>Employee/ Empleado</p>	 <p>Hungry/ Hambrienta.</p>	 <p>Tired/cansada</p>	 <p>Stomach pain/ Dolor de estómago.</p>



Scotland /Escocia: Escocia es una región que pertenece al Reino Unido, donde la lengua oficial es el inglés.

Daily life in Scotland.

Marge is a woman of 55 who lives in her house in Scotland. She did not have a very nice day yesterday!

As she was leaving the house, she forgot her bus ticket. Only when she got to the bus stop did she realized this, so she had to go back to her house. She opened the door, put the keys on the table and went into the kitchen to get her bus ticket and she forgot her keys.

She arrived at work about ten minutes late. Mr. Jones, her boss, was in a bad mood yesterday and shouted at her when she arrived late and she had to finish some important work.

At lunch, Marge only had time for a sandwich and didn't go to the office cafeteria with the others as normal. Everyone returned from lunch very happy because they had met a new employee who had told some very funny jokes. Marge was not happy. She was hungry and tired.

She was so hungry as she left the office at 5 o'clock that she bought a hot dog from the man on the street, then, she didn't feel very well and had a pain in her stomach. It was not her day! When she returned home, she drank a glass of warm milk and said tomorrow will be a better day!

ETAPA # 2: Understanding / Comprehension

Responda cada pregunta en inglés.

3. What happened to Marge? ¿Qué le pasó a Marge?
4. Did you have had a bad day and why? ¿Has tenido un mal día y Por qué?

Vuelve a leer la historia en voz alta y escoge la mejor opción para cada una de estas preguntas.

ETAPA # 3: Interpretación:

5. What type of text is it? ¿Qué tipo de texto es?:

- A) Narrative.
- B) Expository.
- C) Argumentative.

6. What do you think is the author's intention? ¿Cuál crees que es la intención del autor?

- A) Affirm that all bosses are bad.
- B) To say that if you don't get up early everything goes wrong.
- C) To say that despite having a bad day you have to be positive

Vuelve a leer la historia por última vez y responde en inglés de forma corta estas preguntas.

ETAPA # 4: Reaction / Reacción

7. De acuerdo con tu respuesta anterior, ¿Cuál es tu opinión? ¿Estás de acuerdo con lo que expresa el autor?

ETAPA #5: integration:

- 7. Give an advice in English. (Da un consejo a una persona que haya tenido un mal día.)

4. LET'S PRACTICE THE THIRD CONDITIONAL BASED ON READING: (PRACTIQUEMOS EL TERCER CONDICIONAL CON BASE EN LA LECTURA)

Organice de manera correcta cada oración para crear las dos cláusulas del tercer condicional. Siga los ejemplos:

1. if \ not \ forget \ bus ticket \ not \ have to \ return home	, she wouldn't have had to return home.
<i>1. If she hadn't forgotten her bus ticket, she wouldn't have had to return home</i>	
2. If she hadn't put her keys on the table,	if \ not \ put \ keys on table \ not \ forget them
<i>If she hadn't put her keys on the table, she wouldn't have forgotten them.</i>	
3. Her boss wouldn't have shouted at her	her boss \ not \ shout at her \ if \ not \ be \ bad mood
4. If Marge hadn't been late,	if \ Marge \ not late \ they \ not argue \ in office
If she hadn't bought the hot dog,	if \ not buy \ hot dog \ not \ feel unwell

ETAPA #1: Conception /Concepción

La siguiente imagen se relaciona con el contexto de la historia corta (short story) pero antes de leer la historia. Observa detalladamente la imagen y responde de manera breve esta pregunta:

- What do you think the story will be about? ¿De qué crees que se va tratar el relato?



- *Lee la historia de Marie y Robert mentalmente.*

A mishap in Robert's British education.
Un percance en la educación británica de Robert.

Marie arrives at school and finds Robert crying in the classroom and they start a conversation...



MARIE

Hey Robert! Why are you crying?

But, why? Andrew told me you studied a lot last weekend.

You didn't go, right?

Oh that's bad. What did your mother say?

Wow! That's a long time. If you had studied more, your dad wouldn't have grounded you for such a long time.

Even worse?

Oh man. You messed it up big time.

If I hadn't failed the final exam again, I would have gone to college without problem.

Hmm no that much. Carla invited me to a party.

Yes, I did. If I hadn't gone to the party, I would have had more time to study.

Mom cried a bit and dad got really pissed. He grounded me for 2 months.

Yeah, I know. And there is something even worse.

Yes. If I had passed the exam, my parents would have given me a brand new car as a gift.



ROBERT

ETAPA # 2: Understanding / Comprehension:



En Inglaterra, el año escolar empieza en Septiembre, acaba en Julio, y se divide en 3 trimestres (terms): El Autumn Term, es de Septiembre a Navidad, el Spring Term de Enero a Pascua y el Summer Term de Abril a Julio, con una media de 12 semanas de duración cada uno.

- **Read the story "A Mishap in Robert 's British Upbringing" mentally.** Subraya las frases donde se usa tercer condicional y ubicarlas en la tabla con la traducción correcta. **Signa el ejemplo.**

Third conditional.	Translation.
1. If I hadn't failed the final exam again, I would have gone to college without problem.	1. Si no hubiera vuelto a reprobar el examen final, iría a la universidad sin problemas.
2.	2.
3.	3.
4.	5.

ETAPA # 3: Interpretation/ Interpretación:

➤ **Did Robert get a good score in the exam?**

- A. Yes, he did.
- B. No, he didn't.
- C. We don't know.

➤ **What did Andrew do last weekend?**

- A. He studied a lot.
- B. He went to a party.
- C. We don't know.

➤ **Why didn't Robert get a brand new car?**

- A. Because he didn't do well in the exam.
- B. Because he went to a party.
- C. Because he loves parties.

➤ **Was Marie disappointed in Robert?**

- A. Yes, She was.
- B. No, She wasn't.
- C. We don't know.

➤ **Robert can't start his college career?**

- A. Yes, he has a secure registration.
- B. yes, because he went to carla's party.
- C. No, because he lost the exam.

ETAPA # 4: Reaction / Reacción.

➤ **Do you think Robert made a good decision? Why ?**

ETAPA #5: integration / Integración:

Escriba 2 acciones que usted hubiera hecho y 1 acción que no hubiera hecho en el caso de Robert.
Example: If I had had an important exam, I would have studied all night.

Appendix D Semi-structure interview.

3. ¿Le gustaría que en la clase de inglés se siguieran utilizando la cultura para aprender la lengua extranjera? Si. No. ¿Por qué?	Culture-Interculturalism.	Dichotomous	Open answer														
4. ¿Cree usted que aprendió vocabulario nuevo con las lecturas? Si. No. ¿Por qué?	Reading-Vocabulary	Dichotomous	Open answer														
5. ¿Considera usted que el trabajo con la cultura lo motiva a leer en inglés? Si. No. ¿Por qué?	Culture																
5. ¿Qué considera usted que le complicó más la comprensión del texto? Gramática o el vocabulario, otros	Reading-Lexical competence.	Scale of importance	Open answer														
6. ¿Tiene alguna sugerencia respecto al trabajo con la lectura que se trabajó en inglés?	Reading-Linguistic competence.	Dichotomous	Open answer														
7. ¿Considera usted que las actividades que se hacían después del texto le ayudaron para la comprensión del mismo? ¿Si? ¿No? ¿Por qué?	Reading comprehension	Open answer															
8. ¿Cuál de todos los pasos aplicados en la lectura le ayudó más a la comprensión literal del texto?	Reading comprehension - Literal.	Open answer	Open answer														
9. Al final de la aplicación de los pasos para la comprensión de	Reading Comprehension	Dichotomous	Open answer														

																	
lectura. ¿ se le facilitó responder a preguntas inferenciales del texto? Si, no, por que?	n-Inferential.																
10. Teniendo en cuenta los resultados de su pre-test considera usted que después de la aplicación de la propuesta ha mejorado su nivel de comprensión lectora? ¿Qué tanto? ¿Este porcentaje se vio reflejado en el post-test?	Reading Comprehension- Inferential.	Scale	Open answer														

Appendix E Ethical considerations

<https://drive.google.com/drive/folders/146CwX5TMm0CGbNGbWvHF2IEVGjt9HscQ?usp=sharing>

Appendix F Matix Semi-structured interview.

[https://drive.google.com/file/d/1d17RrrKVyuNYXmJVWKeNemE8Euz6UzY-
/view?usp=sharing](https://drive.google.com/file/d/1d17RrrKVyuNYXmJVWKeNemE8Euz6UzY-/view?usp=sharing)

Appendix G Self observation



GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

*Obligatorio

Appendix H Narratives

<https://drive.google.com/drive/folders/1NnwCU1-Dg5jWMFowXxh2PMIZv7yPbc60?usp=sharing>

Appendix I Blog

<https://angiero2.blogspot.com/>

Annexes

https://drive.google.com/file/d/14E_9uc85RZaPFczBjyX2HodPLvBkkK2m/view?usp=sharing

