

The Interactive Readings E-Portfolio as an Educational Tool to Enhance 11th Grade Students'
Literal and Inferential Reading Comprehension at the Escuela Normal Superior Cristo Rey in
Barrancabermeja: An Action-Research

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Integral Practicum

Bucaramanga 2020

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APPROVAL NOTE

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CHAPTER 1: PROJECT OVERVIEW

Presentation of the proposal

This project aims to implement the Interactive Readings e-Portfolio as an engaging educational tool to motivate 11th grade students belonging to the Escuela Normal Superior Cristo Rey (ENSCR) to improve their literal and inferential reading comprehension. Here, it is presented in a general way the interest in intervening in students' reading comprehension skills, as well as a description of the contents of the key components of this project, which is broken into six chapters: the project overview, the institutional observation, the pedagogical component, the research component, the community outreach component, and the administrative component.

The first chapter presents the sections that constitute this pedagogical proposal, its specifications and main characteristics. On the other hand, the second chapter consists of two sections, the topographic data of the institution, and the data collected from two weeks in which the institutional observation was conducted.

The first component presents the central axis on which this integral practice project is based on. Besides, it specifically describes the proposal, the approaches, the needs of the community under study, the methodology to be implemented and the tools to be used during its development. This methodological aspect is oriented to the solution or improvement of the phenomenon observed during the two weeks of institutional observation carried out by the researcher. In this way, it contributes positively to improve the factors that affect students when they are asked to read a text and select relevant information from this one.

The second research component aims to put into practice the reflection of the pre-service teacher on their teaching practice. In this way, reflection becomes a space of introspection in

which the practitioner makes an observation and assessment of his own work inside and outside the classroom in order to get to know his weaknesses, strengths and aspects to improve.

Regarding the community outreach component, it seeks to provide special attention to teaching English in institutions that offer primary education, but that do not have graduates in the area of English or foreign language related careers. The projection of this component is part of a macro-project that aims to contribute to the inclusion, equity and awareness of the English language in primary students of Colombian schools. In this way, it addresses a need required to strengthen the English skills of students and achieve a bilingual Colombia.

Finally, the administrative component is composed of the extra-curricular activities that are part of the administrative schedule established by the Escuela Normal Superior Cristo Rey. In this context, the practitioner cannot only learn about the process of teaching and the administrative reality outside the classroom, but also become familiar with what it means to be part of an educational community.

Introduction

Globalization has allowed the connection between different countries, which has increased the need of the human being to communicate and interact with other cultures and therefore, to communicate in other languages or dialects. According to Phillipson (1992, 2000, cited in Guerrero, 2008) since the beginning of the 20th century, the British Council has been committed to creating campaigns to encourage and propagate the English language throughout the world. This has caused that nowadays the English language remains in force as one of the most spoken languages around the world.

Taking into account the above, the Escuela Normal Superior Cristo Rey in the city of Barrancabermeja has proposed guidelines that seek to ensure that 11th grade students who are about to graduate obtain a B1 language level as established by the Common European Framework. And after two weeks of observation of the English class of the 11th grade students, it was evidenced that the English teacher in charge of these students has paid special attention to strengthen in them the necessary skills to pass satisfactorily the seven stages that compose the English test in the state exam known as the ‘‘Pruebas Saber 11’’.

Stages:

- Part 1: Lexical knowledge.
- Part 2: Read statements or advices and identify where we can find them.
- Part 3: Choosing the right option to complete a dialog.
- Part 4: Grammatical knowledge.
- Part 5: Literal comprehension of texts.
- Part 6: Inferential comprehension of texts.
- Part 7: Grammar and lexical knowledge to complete texts.

It was observed that the students show a good performance during the first four parts of the test, while in the fifth, sixth and seventh part, they fail to reach a comprehensive and detailed understanding of the text presented to them.

Thus, this project focused on the implementation of the interactive readings e-portfolio as a pedagogical tool, which sought to considerably improve the results obtained by 11th grade students in the ICFES English tests. Moreover, the emphasis was placed on the stages five and six (literal and inferential understanding) since the researcher proposed to directly address the

readings that are part of the primers of the previous English tests issued by ICFES. However, the possibility of working with other types of texts is not denied, whether they belong to English literature, fragments of books or short stories.

It should be clarified that the use of texts implicitly covers the other language skills (speaking, writing and listening). In this sense, the pre-service teacher work on the procedure in which the teacher focuses, the ICFES, while reinforcing the skills necessary for this institution to fulfill its purpose of developing a good level of L2 proficiency in their students. Nevertheless, during the execution of the proposal, although the researcher created the e-portfolio, it was intended more to be a portfolio of teaching evidence rather than a student one. Due to the virtuality education, the students worked directly on the TEAMS app due to the advantages and facilities this platform offers, and to the measures that the ENSCR took to mitigate the effects of the sanitary emergency on education.

Regarding the research component, the different reflections and reflective workshops were brought up to date, however due to the two weeks of school break, its writing was stopped during that time.

As for the outreach component, there was a delay at the beginning of its application, due to the crossing of the schedule of English classes with other subjects, and a delay in the verification of the proposed schedule by the academic coordinator of the institution.

Finally, in the administrative component, there were several problems, because when the mandatory quarantine was decreed, the institution canceled all extra-curricular and administrative events.

Justification

As of 2004, Colombia has adopted educational policies that contemplate the teaching and appropriation of English as a foreign language. As a result, the program "Colombia Bilingual en 10 años" was created, and it has been the Ministry of Education (MEN) and the British Council who have been in charge of raising awareness and promoting projects dedicated to achieving this objective, as seen in the publication of the "Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: ¡el reto!" (Basic standards for competences in foreign languages: English. Teaching in foreign languages: The challenge!) (Guerrero, 2008).

Hence, according to Toro & Ramírez (2019), "In the framework of Colombian education, the teaching and learning of English is gradually being included in all levels of formal education (preschool, basic primary education, basic secondary education, and middle education). In addition, the level of knowledge of this foreign language is essential when a graduate applies to a career offered by any university.

Nonetheless, the levels of reading comprehension are not so satisfactory because the required level of language is not sufficient when interpreting the literal and inferential message that an author wants to convey in his text. And, although the ICFES English test seeks to evaluate the global use and knowledge of the foreign language, reality shows that the test only evaluates reading ability, the other skills (listening, writing and speaking) are not evaluated (Toro & Ramírez, 2019). That is why English teachers place an important emphasis on teaching the English reading comprehension skills required for 11th grade students to perform well on the Icfes Supérate 11 exam.

On the other hand, during the observations made in the three 11th grade English courses at the Escuela Normal Superior Cristo Rey de Barrancabermeja, the pre-service teacher noticed

that due to the current health emergency that requires social distancing, the curriculum established for the school year was considerably affected, which has not allowed the complete development of the topics that the students need to develop all English language skills, especially the aspect of reading comprehension and the ways by which comprehension can be improved, since the teacher in charge of these groups has had to focus mainly on teaching the grammar components.

The practitioner's interest in intervening in literal and inferential comprehension with the help of the electronic readings portfolio arises as a need to implement striking strategies that motivate students to improve the way they approach a reading, either by applying specific reading strategies for the English section of the Icfes 11 tests, such as those mentioned by Toro & Ramirez (2019):

1. Strategies for image interpretation.
2. Strategies for paragraph organization.
3. Strategies for dialogues and for incomplete texts.
4. Strategies for understanding situations and texts

Or by conducting reading workshops that require the student to perform post-reading activities that will put into practice the strategies taught for either literal or inferential reading understanding.

For that reason, the pre-service teacher aims to conduct this project taking into account the importance of implementing didactic materials and resources, such as the interactive readings e-portfolio, which enable the use of different written documents, to work on the first two reading

comprehension levels presented by Westwood (2001, cited in Suhadi, 2016): literal level and inferential level.

Objectives

General Objective

- To Implement the Interactive Readings e-Portfolio as an Educational Tool to Enhance the Literal and Inferential Reading Comprehension of 11th Grade Students at the Escuela Normal Superior Cristo Rey.

Specific objectives

- To reinforce 11 grade students' reading proficiency using two reading comprehension levels (literal and inferential).
- To implement the reflection of pre-service teachers as an empowering component of the self-analysis of the teaching process during the integral practice.
- To contribute to the teaching of English to 4th and 5th grade primary students at the Escuela Normal Superior Cristo Rey.
- To participate in the administrative activities of the Escuela Normal Superior Cristo Rey to learn about the teaching work done outside the classroom.

General outcomes and conclusions

The main objective of this research was to reinforce reading comprehension skills through the implementation of the readings e- portfolio. In order to do this, emphasis was placed on addressing academic texts of various types and of the English literature, thus improving the process of learning English in students. In general, three components of this project were developed with minimum affectations during its application, and, the one that was greatly affected, was adapted to the current situation of health emergency and virtual education, giving continuity to the pedagogical proposal.

At the end of the implementation of the pedagogical proposal, significant advances were evidenced in the students who decided to get involved and commit themselves more in this proposal. At both, the elementary and high school levels, there were students who were more committed to their learning process, either because they considered it is important to improve their comprehension skills or their English language knowledge.

Another aspect to highlight is the role played by the writing and subsequent reading of the narratives written by the pre-service teacher. These contributed to give an account of the reality of the difficulties and advantages that virtuality represents for education, as well as the processes that a teacher must take into account to face the adversities that teaching brings.

Lastly, being part of the extra-curricular aspects was a great challenge, since the institutions generally reserve the important aspects of their administration and academic events only to the personnel that comprise its teaching and administrative staff.

CHAPTER II: INSTITUTIONAL OBSERVATION

Topographical location of the school facilities

The Escuela Normal Superior Cristo Rey was born out of the need to find teachers who would meet the educational needs of the region. For this reason, in the 1960's, Paulina Albornoz Rangel, rector of the Women's Technical Institute, proposed to found an Escuela Normal that would train women from Barrancabermeja to become educators for their own people.

Nowadays, The Escuela Normal Superior Cristo Rey is located at Carrera 28 N° 53-03 in Barrancabermeja, Santander, Colombia and confers the titles of Academic Bachelor with deepening in pedagogy to those who finish their high school studies, and of Superior Normalist to those who finish the complementary formation program. This institution educates both men and women and is part of the official sector. Additionally, it offers preschool, primary, secondary, middle and adult education.

Diagnostic stage and institutional observation of the integral practice

The contact with the students participating in this project debuted with two weeks of observations in which not only the teaching procedure but also the students' procedure was observed. The observations were developed synchronously using the Teams platform and it was paid attention to the different stages and moments of the class. These observations looked at the skills of the students in the 11th grade English class in terms of oral production, listening comprehension, reading, grammar, lexicon, text comprehension, among others.

It was also observed that during the English classes most of the students prefer to answer the teacher's questions or activities using the chat of the educational platform, instead of answering directly to the teacher. In terms of class participation, students are generally reluctant

to participate autonomously, but, participation increases almost entirely when the teacher employs interactive platforms to perform synchronous or competing online exercises. However, the students are always respectful and they value the teacher's tasks, taking into account that this is a training institution for trainers.

On the other hand, it was noticed that the supervisor teacher uses a wide variety of pedagogical resources to make virtual teaching more dynamic, such as: educational platforms (Teams, Quizlet and Be the one challenge), exercises and interactive worksheets (Power point presentation, live worksheets, and Microsoft forms), and platforms to read virtual books etc. It should be emphasized that the instructions given to develop the activities should be as clear as possible because due to connection problems or lack of attention, some students find it difficult to understand what they should do.

Finally, the institutional observation allowed to know the relevant aspects of three aspects: administrative, pedagogical, technological and population and subject information.

Administrative

Proyecto Educativo Institucional (PEI)

The Proyecto Educativo Institucional (PEI) is a document that contains the institutional development plan, and which ‘propone organizar y dinamizar el proceso de reestructuración de la Normal como Normal Superior para estar acorde a las exigencias de la sociedad colombiana del tercer milenio’ (PEI Escuela Normal Superior Cristo Rey, 2018, p. 16).

Symbols of the educational institution

Flag



Figure 1. Flag of the Escuela Normal Superior Cristo Rey.

Emblem



Figure 2. Escuela Normal Superior Cristo Rey emblem.

Mission

The Escuela Normal Superior Cristo Rey of Barrancabermeja, trains competent and innovative teachers in the educational field, with human, citizen and Christian sensibility, with a dialogic capacity for the recognition by the other, transforming their reality, appropriate of the knowledge in the obligatory areas contemplated in the current normative framework, allowing them to perform in the pre-school and basic primary levels; with the capacity to read contexts, to value the cultural diversity of peoples and with the purpose of building pertinent curricula.

Vision

The Escuela Normal Superior Cristo Rey in Barrancabermeja, will be a high quality institution, with projection towards 2025, in search of school excellence. Recognized at a regional and national level; considered as a reference in the educational decision making of the city, with teachers capable of generating pedagogical processes from research and responding to the demand of education in Colombia, to the challenges of a globalized world, guaranteeing the transformation of the educational structures.

Institutional objectives

General objective

- The main objective of Cristo Rey Normal Superior School is to train teachers to perform in the pre-school and basic primary education levels, through a humanizing pedagogy that brings an active commitment to the transformation of the environment. In order to achieve this objective, three specific objectives are set, related to being a person, in its pedagogical dimension and its social projection.

Specific objectives

1. Train teachers as people:

- **In their identity: Virtue.**
- ✓ To form the student in faith so that there is coherence between Christian values and their own life as they have learned to be, and therefore they have the capacity to transcend their own corporeality.
- ✓ To educate in a healthy affectivity that promotes self-knowledge and develops self-esteem and mutual respect, with a view to establishing a responsible family life and developing a harmonious affectivity.

- ✓ To stimulate the recreational practice, the formative sport and the use of the free time by means of the development of playful activities.
- ✓ To strengthen the professional identity of the educators, their valuation and social projection as community leaders, supportive, fair and tolerant.
- **In their cognitive capacity: Science.**
- ✓ To base the knowledge of the disciplines that form the basis of preschool and basic primary education.
- ✓ Train teachers in the use of ICTs and their incorporation into school learning environments.
- ✓ To form the student-teacher in the indispensable values so that they can face the current social reality, within a participative and democratic environment from their educational work.
- ✓ To prepare people with an academic, scientific and research level with the capacity to deepen their knowledge, as they have learned to learn.
- ✓ To stimulate the processes of formative research.

2. Train teachers in their pedagogical dimension - Science:

- ✓ To prepare people with sufficient pedagogical training to be able to perform as educators capable of interacting in a personal way to the valuation and conservation of life, as they have learned a trade.
- ✓ To prepare teachers with knowledge of the history of education, its impact and projection in the social field.
- ✓ To prepare teachers for reflection on problems related to education and pedagogy.

- ✓ To develop skills that make it possible to place in the scenario of the practical, the theoretical knowledge provided by pedagogy in a general sense.
- ✓ To develop competencies in the normalist student for the appropriation of context studies.

3. To train teachers with social projection - Service:

- ✓ To form habits of preservation, renewal and improvement of the personal and social environment, as well as in a physical and psychological health care, by taking rational care of their own body and natural resources.
- ✓ Promote cultural civic values so that as citizens they appreciate them, defend them and commit to the development of the national process.
- ✓ To train in the capacity for democratic participation, as they have learned to do it.
- ✓ To educate families in rural communities through actions that promote a change in attitude, their community development and health habits, in order to improve the living conditions of children.
- ✓ To train teachers with a sense of solidarity and cooperation, by carrying out educational actions that are projected to the community and in their teaching practice in the classroom.

Pedagogical approach

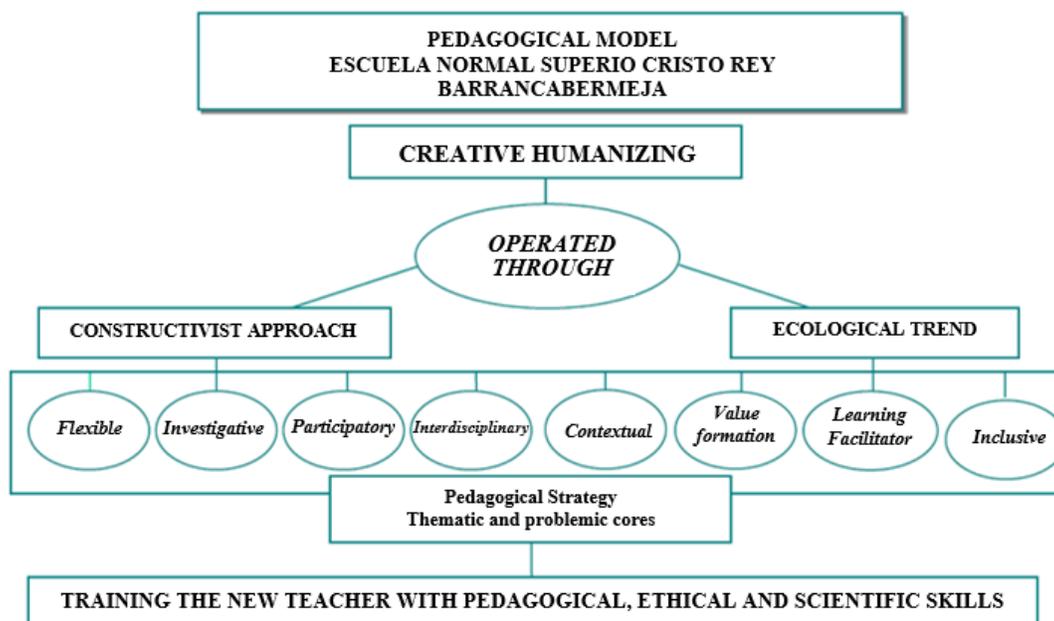


Figure 3. ENSCR pedagogical model.

Educational coexistence handbook

The institution's coexistence handbook was established based on the articles 73 and 87 of Law 115 of 1994 and articles 14 and 17 of Decree 1860 of 1994. The reforms were approved by the Governing Council of the Escuela Normal Superior Cristo Rey, and were approved by the chancellor resolution No. 090 of May 22, 2015.

Objectives of the coexistence handbook

The Coexistence handbook aims to establish in the institution, the rules and patterns of behavior and guidelines that regulate the Coexistence, stimulate the development of values at the individual and social level in accordance with the mission and so that students, teachers, parents and managers, may be subject to the principle of legality and due process in their actions. To this end, it is necessary that the internal rules are fixed to preserve the order, the discipline and the

fulfillment of the responsibilities assigned to each one of the actors of the Educational Community.

MEN guidelines and health emergency regulations

Facing the challenges of pedagogy in the context of the current pandemic, the Escuela Normal Superior Cristo Rey took shelter the declaration of health emergency decreed by resolution 385 of March 12, 2020, which led to confinement, and addressed two overarching questions:

1. How to guarantee the continuity of the educational process of the ENSCR in view of the sanitary emergency declaration?
2. How to assume pedagogically speaking the way of doing school from the Non-face-to-face without losing sight of the quality of the ENSCR educational process?

Acquisition of tools for remote work

Following the guidelines of the MEN in view of the sanitary emergency, the institution implemented the following tools to carry out a remote teaching-learning. Figure 4 shows the stages and procedures implemented.

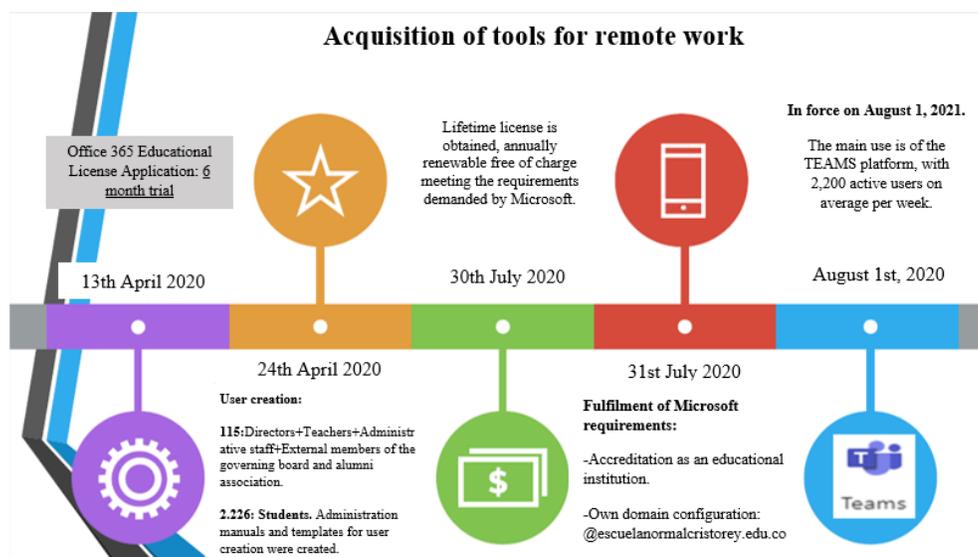


Figure 4. Acquisition of tools for remote work.

Supervisor's time schedule

SECOND SEMESTER SCHEDULE 2020					
HOURLY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30 a.m.					English teachers' meeting
7:00 a.m.	11°03	4°4	11°03	11°02	
7:30 a.m.					
8:00 a.m.	4°3	4°2	II PFC	4°5	II PFC
8:30 a.m.					
9:00 a.m.			BREAK		
9:30 a.m.					
10:00 a.m.		11°01		4°1	11°01
10:30 a.m.	11°02				
11:00 a.m.					
11:30 a.m.			English teachers' meeting		
12:00 p.m.					
12:30 p.m.					
2:00 p.m.	11°02				
3:00 p.m.	11°03				

Table 1. Supervisor' Schedule.

Pedagógico

Language area plan

11th Grade Area Plan	
MODULE 1 SUSTAINABILITY: MCER LEVEL:	SUSTAINABILITY ACTIONS B1.3
MODULE 2 HEALTH: MCER LEVEL:	HEALTH SERVICES B1.3
MODULE 3 DEMOCRACY AND PEACE: MCER LEVEL:	RECONCILIATION B1.3
MODULE 4 GLOBALIZATION: MCER LEVEL:	TECHNOLOGY AND PRIVACY B1.3

CONTENIDOS		
Lexical Palabras relacionadas con los 17 objetivos de la ONU • Poverty, hunger, health, education, • Equality, gender, inequality, • Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation. • Justice, peaceful,	Expresiones de causa y efecto • Because of...then • In spite of, it was... • Therefore, because of A, B happened. Expresiones para proponer acciones • I suggest we... • If we did... we could make the world a better place.	Gramática • Futuro simple, perfecto • Condicionales • Presente y Pasado simple • Estilo indirecto • Conectores de causa y efecto Pronunciación • Reconocimiento de pronunciación y blendings An opportunity – Anopportunity • Reconocer énfasis en frases cortas Sorry, I'm not sure what

inclusion, safety • Employment, economy, industrialization Expresiones para pedir aclaración, ampliación • Would you please repeat? • Can I ask a question? • Sorry, I am not sure what you mean • What I hear you saying is... Am I right?	• I propose... • Taking poverty into consideration, we could... The point is to help change by improving health conditions.	you mean Discursivo • Relaciones lógicas de causa, efecto y contraste. Sociolingüístico/Intercultural • Aprendizaje a través de la interacción • Habilidades para analizar, interpretar, y relacionar • Respeto por otros • Adaptabilidad a las diferentes formas de comunicar y aprender. • Curiosidad y descubrimiento
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Figure 5. English area plan.

Work methodology of the Language Teaching Collective

The ENSCR language teachers' collective was in charge of conceiving and executing the language area plan for each course. Within the planning, the methodological routes to work with each grade are included, such as:

- 6th and 7th grade teachers will apply the teaching and task-based learning project.
- 8th and 9th grade teachers will apply the project-based teaching and learning model.
- 10th and 11th grade teachers will apply the problem-based teaching and learning model.

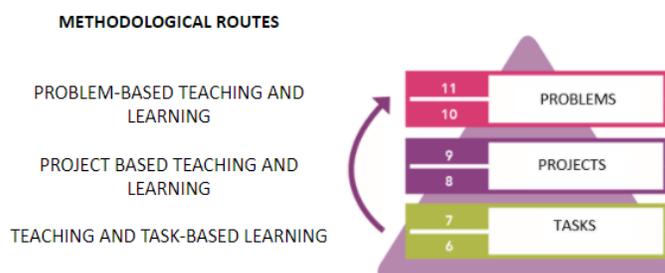


Figure 6. Work methodology of the Language Teaching Collective.

Knowledge of available pedagogical resources

Actions and procedures

- Classes to students with connection by Whatsapp or Teams platform.
- Web page creation: www.escuelanormalcristorey.edu.co
- Loan of computer equipment to students and teachers.
- Flexible pedagogical practices for complementary education programs.
- The courses of the secondary and middle school study plan were organized in groups according to the time intensity of each one of them.
- In pre-school, the emphasis is on math, language, natural and social sciences.
- Slogan "Quality not quantity".

Methodological principles

The approach proposed by the institution is the communicative approach, whose primary purpose is the development of linguistic and pragmatic skills, based on illocutionary, sociolinguistic, textual and grammatical skills. It is intended that the graduate teacher communicate creatively, effectively and appropriately in the foreign language.

In the achievement of communicative competence, the progressive development of comprehension and production skills will be taken into account, through the integration of the four basic skills: Listening, Reading, Writing and Speaking, in different communication situations: real, hypothetical and virtual.

Modalities of accompaniment to Learning

- **Tools**

- ✓ Working groups were created on the Teams platform for all grades and courses.
- ✓ Folders were assigned on the platform for each course. Here, students have access to all the activities carried out or to be carried out.

- **Communication Strategies**

- ✓ Institutional E-mails were created for all members of the educational community.
- ✓ Communication through Whatsapp or Teams platform.

- **Classes**

The teachers send workshops and activities days before each virtual meeting, but during this one the doubts that the students can have regarding those activities are clarified. In addition, after each week of virtual meeting, there are two weeks in which the teacher conducts general virtual meetings or in small groups to perform revision or leveling activities.

Design of guides and materials

After each week of virtual meeting comes two weeks of reinforcement, activities in which the teacher has to plan the virtual classes of the next week of synchronous class.

PLANEACIÓN CLASE VIRTUAL

IDENTIFICACIÓN				
NOMBRE DEL DOCENTE				
ASIGNATURA				
TEMA GENERAL:				
TEMA ESPECÍFICO				
FECHA Y HORA DE REALIZACIÓN POR GRADO	Grupo:	Hora:	Grupo:	Hora:
	Grupo:	Hora:	Grupo:	Hora:
	Grupo:	Hora:	Grupo:	Hora:

MATRICES DE REFERENCIA
ESTANDAR:
COMPETENCIA:
DBA:
DESEMPEÑO ALCANZAR:

CONTEXTO PEDAGÓGICO DE LA TUTORIA (según Syllabus y Guía didáctica)
Competencia en desarrollo:
Contenidos temáticos:
Resultado de aprendizaje:

MOMENTO DE INICIO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración

MOMENTO DE DESARROLLO			
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Asignaturas que articula	Duración

MOMENTO DE FINALIZACIÓN O CONCLUSIÓN			
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Asignaturas que articula	Duración

REFERENTES BIBLIOGRÁFICOS

OBSERVACIONES
ACTIVIDAD LUDICA:
ACOMPANAMIENTO A LA FAMILIA:
ACCIONES A EFECTUAR CON ESTUDIANTES B.A /BARRERAS DE APRENDIZAJE/
ACTIVIDAD PARA LOS QUE NO CUENTAN CON CONECTIVIDAD:
OTRAS

Figure 7. Virtual classroom planning format.

Technological

Connectivity

Students connect to each of their classes virtually, through the groups created for each one in Teams.

Access and use of platforms Connectivity

All students have access to their classes through the educational platform Teams.

Synchronous meetings

All meetings held at the institution Escuela Normal Superior Cristo Rey are synchronized between the teacher of each course and their students.

Development

Each virtual meeting must follow three key phases:

1. General explanation of the topic.
2. Clarification of doubts.
3. Development of activities to reinforce the main theme and develop skills.

Duration

11th grade students attend four hours of English classes per week, divided into synchronous virtual meetings of 2 hours each one.

Population information

Number of students

The number of 11th grade students ranges from 35 to 40 students. The students' age is between 15 and 18 years old.

Gender

Co-educational school.

Language level

The language level is mostly at level A1 according to the CEFR, and a minority has level A2.

English teaching staff

The institution has 9 English teachers.

1. Dennys T. Contreras O.
2. Melissa Mateus
3. Raquel S. Garcia G.
4. Margarita Rosa Díaz Gamarra
5. Robinson Guerra Torrejano
6. Diana M. Bueno Ch.
7. Diana M. Gil E.
8. Maria A. Garcia N.
9. Lida A. Patiño J.

Administrative authorities

1. **Rector:** Sonia Angela Castro.
2. **Academic Coordinator:** Doris V. Ardila Pérez.
3. **Coexistence Coordinator:** Edith Alicia Cerra Acosta.
4. **Complementary Training Program Coordinator:** Audrey De Jesús Tamayo Herrera.

5. **Administrative Coordinator:** Martha Patricia Eljure Acosta
6. **School Counselor:** (Sec. Y PFC) Omaira Bautista Anaya.
7. **Support teacher:** Carlos Yecid Vaca Sanchez.

Parent community

The school's parent community is comprised of the following groups: The parent association and council and the family school.

- **Parents' association and council:** The parent council is a participatory body in which the students' parents are involved in the learning process of their children, ensuring their participation in the educational process and in the improvement of the quality of the service provided by the ENSCR.
- **Family school:** The objective of this project is to develop parent workshops in order to strengthen families, with strategies that promote human, family and community development, through the formation of parent groups providing key and stable tools that guide and orient the formation of children, within and outside the family context.

CHAPTER III: PEDAGOGICAL COMPONENT

The Interactive Readings E-Portfolio as an Educational Tool to Enhance 11th Grade Students' Literal and Inferential Reading Comprehension at the Escuela Normal Superior Cristo Rey in Barrancabermeja: an Action-Research

Introduction

To learn a foreign language, as is the case with English, it is required to internalize four main communicative skills: speaking, listening, reading and writing (Brown, 2001). These skills complement each other to achieve a complete understanding of the second language. However, in the reality of Colombian education, the ministry of education has been implementing programs like Colombia's bilingual, which seeks to educate competent students in the area of English. For this reason, the Colombian Institute for the Evaluation of Education (ICFES), through the English test contained in the Saber Pro 11 state exam, is in charge of evaluating the skills that all Colombian students acquired throughout their years of study.

Taking into account the above, the test should be designed to evaluate the four communicative skills required for English proficiency, however, although English teachers work on all competencies to strengthen the student's knowledge of the language, the English test designed by the ICFES, evaluates in a minority the grammatical and lexical components and in a great part, the reading comprehension ability.

For this reason, the development of reading skills in students nearing graduation becomes a key element to develop so that students can not only score well on their language level on the Saber Pro test, but also to encourage the pleasure of reading and implicitly teach the other language skills. To achieve this, the pre-service teacher seeks, through the implementation of the

electronic reading portfolio, to improve reading comprehension at its literal and inferential level of the 11th grade students of the Escuela Normal Superior Cristo Rey, but without leaving aside the writing, speaking and listening skills, as these are developed in conjunction with the reading comprehension process.

Statement of the problem

Through the non-participating observations conducted, it was found that the teacher reinforces and evaluates what was taught through simulations of the English test that ICFES provides to teachers and students. And, although all skills are worked on, the teacher prioritizes the teaching of grammatical subjects which, although strengthen the general knowledge that the student acquires of the language, do not always help them to fully develop their English skills. This is evident when students are asked to read information about a topic or even the instructions for an activity, since they get used to reciting what they are asked to read, but they do not notice what the text is trying to convey.

For this reason, some students ask the teacher to clarify what has already been read, and although she tries to use the second language to indicate what should be done, many times she must do it in L1, so as not to give way to misinterpretations of the reading or the indications. These weaknesses points show that students are often not able to understand a text even in its literal sense, so it is necessary to consider the following overarching questions:

- How does the implementation of an electronic reading portfolio can improve the English reading comprehension of the 11th grade students of the Escuela Normal Superior Cristo Rey?

- How does the use of strategies for reading comprehension help to fill in the weaknesses that hinder the process of literal and inferential understanding of texts?

Justification

Given that reading comprehension is a competence that must be developed during the process of learning a foreign language, and given that there are 11th grade students who do not understand the literal and inferential meaning of a text, on the one hand, it is essential to contribute to the reinforcement of the literal understanding of a text, that according to Fabrikant, Siekierski & Williams (1999, p.25) "is the meaning the reader gets from the words printed in the text", that is to say, the information obtained from the text does not need a deep analysis since it can be extracted exactly the same way from the text that is read. On the other hand, it is necessary to strengthen the inferential understanding ability that "is what the reader infers from what the author writes" that means, to make a deeper analysis of the author's words to understand the message hidden inside the text (Fabrikant, Siekierski & Williams 1999).

Bearing in mind the above, reading comprehension work constitutes a mental activity and therefore it is required to make use of the cognitive structures that the human being possesses. While reading, a reader performs a mental reconstruction of two of the main elements that constitute a text, the superstructure and the macrostructure. In the first element, it is highlighted the type of text being read, while from the second one, the reader obtain information such as: the subject of the text, the author's intention, and the way in which the facts are presented or the information is organized (Tovar, 2017). That's why it becomes essential to carry out a project based on the use of the electronic portfolio as a tool to enhance reading habits, teacher- students and student- student interaction, and to emphasize students' literal and inferential understanding.

Furthermore, Hovis (2017) details eight benefits of using e-portfolios for education, of which I will focus on four: Accessibility, interactivity, time management and portability.

- **Accessibility:** E-Portfolios are available at any time and place, this makes these tools an innovative element that goes beyond the frames established in traditional class schedules. Likewise, the student can access readings, guides or activities according to their availability or the parameters established by the teacher.
- **Interactivity:** Interaction between classmates is encouraged as an electronic portfolio allows classmates to share their opinions and comments asynchronously on a certain topic or activity and even post a reflection on their personal progress on the forum tab.
- **Time management:** In educational institutions, time is a valuable element for teachers, and since access to online platforms is complex because many people have to be connected at the same time, online portfolios make it easy to develop or publish activities without the need for students and teachers to meet in a synchronized way. This frees up time and resources that both teachers and students can use to develop various assignments.
- **Portability and preservation:** Today we can carry with us any document, text, and book or organize all our documents in the cloud or digital platforms. In this regard, students have the possibility to avoid carrying a physical portfolio, for a virtual one that is effortlessly carried anywhere, and, teachers can track the progress and performance of their students.

Objectives

General Objective

- To implement the interactive readings e-portfolio as an educational tool to enhance 11th grade students' literal and inferential reading comprehension at the Escuela Normal Superior Cristo Rey.

Specific objectives

- To improve students' reading comprehension skill through literary and non-literary texts.
- To use an electronic readings portfolio as a striking tool for improving students' literal and inferential reading comprehension.
- To encourage interest in reading in 11th grade students at the Escuela Normal Superior Cristo Rey.

Theoretical framework

In order to have a broad idea about the main terms that comprise this project, the definitions of the concepts linked to reading comprehension and the use of interactive digital portfolios are included in this theoretical framework.

Interactive reading E-portfolio

The Reading Portfolio focuses on the skill that is most often assessed on the state's English exam Saber Pro 11, while aiming to improve students' reading skills at the most basic level comprised of literal reading comprehension and at a more advanced level comprised of inferential reading comprehension (Moore, Knight & Kiburz, 2014). The reading portfolio is

defined by Dawn (1995, pag. 2) as ‘‘a collection of students' work that shows how they are growing in reading. It can include: checklists, observations, reading errors, reading summaries, book records, and responses to reading’’.

A reading portfolio is designed for the purpose of training students in reading comprehension, which involves a process of reflection on the content of each reading. In addition, this element allows to monitoring students' progress in reading comprehension by assigning online text comprehension activities that help build meaningful learning (Moore, Knight & Kiburz, 2014).

Reading comprehension

According to Klingner, Vaughn and Broadman (2007: 8) quoted in Rohani, Deliana, and Rangkuti (2019) Reading Comprehension is ‘‘the process of interaction between readers and what they bring to the text, such as their prior knowledge or background and use of strategies’’. In this sense, the comprehension of a text becomes an activity for which a certain mastery of the target language is required, since it goes beyond the ability to read without repairing the text.

Literal comprehension

As attested by Suhadi (2016, pag.24) ‘‘literal comprehension is simply what the text says. This is a very important level of understanding because it provides the foundation for more advanced comprehension’’. In this sense, through literal understanding, ideas and information are extracted as indicated in the text, that is, without changing their meaning or sense. E.g. facts, prices, ages, names, vocabulary, dates, times, places etc.

Inferential comprehension

Interpretive comprehension requires that the reader intuit the author's purpose in the words of the text. "It is often described as the ability to read between the lines" (Valentine, Rosmalina & Hayati, n.d, pag.34). In brief, interpretive understanding includes making inferences about the relationships between characters, the main ideas, the hidden meaning of some expression or behavior, etc.

Reading strategies

Reading techniques are seen as a set of procedures and comprehension strategies that facilitate reading and promote discovery. According to Maryse Bianco (n.d.) "Traditionally, three types of strategies are distinguished, depending on the moment of reading to which they apply: pre-reading strategies, strategies related to the construction of situation models help the reader in the elaboration of the coherence of the text, and post-reading strategies help to master the comprehension skills applied".

Literature review

This literature review takes into account previous national and international studies related to the two categories that lead this project: Literal and inferential reading comprehension, and the readings E-portfolio as an educational tool. In this way, we will find 4 previous studies that contributed to this field of research.

Literal and inferential reading comprehension

Suhadi (2016) on their research called "*Exploring literal and inferential reading comprehension on eight grade students*" stated that one of the most difficult skills for foreign language learners is text comprehension. Therefore, the author focuses on discovering the

aspects that prevent a correct understanding of English texts, and also identifying the level of reading comprehension that students reach during their learning. It was found that most students mastered literal understanding, while a minority barely managed to grasp inferential understanding. However, there were students who throughout the process never mastered reading comprehension on these two levels. The problems that were most identified were in finding the main idea or vocabulary in a text.

On the other side, Barros (2017) in his study presents the teaching factors that affect the development of students reading skills. The study took into account the results obtained in the PRUEBAS SABER PRO, where it was shown that almost 80% of the students in a program of the university under study had low or medium performance in reading, even when reading comprehension was developed through Spanish texts. The author found that during teaching, strategies are generally employed to reinforce the first level of understanding, the literal one. In addition, it was pointed out that on the one hand, the lack of vocabulary is one of the main reasons why students do not manage to understand what they read, and on the other hand, the lack of familiarity with the subject matter of the text leads to a general blockage. In terms of teaching methodology, it was noted that the lack of more complex teaching processes exposes students to ignorance of their own abilities and discourages their process of reading comprehension.

In this regard, Valentine, Rosmalina and Hayati (n.d.) in his research of male and female student's inferential comprehension and reading comprehension, tried to find out if it was possible that there was a significant relationship between inferential understanding and reading comprehension. They also tried to find out if there was any significant difference between students from different semesters in terms of their inferential comprehension skills and their

reading comprehension. Based on this study, the authors stated that there was a significant correlation between the inferential and reading comprehension of the students participating in this study since the contribution of inference to reading comprehension was 39.4%. It was also noted that the inferential comprehension and reading comprehension varied between male and female students, as males scored higher on inference and comprehension activities than females. Finally, it was found that students from lower semesters scored better in their reading comprehension than those from higher levels, therefore it is noted that the level of study does not influence the outcome of reading comprehension inference tests.

The readings E-portfolio as an educational tool

According to the study proposed by Moore, Knight and Kiburz (2014), assessment through the reading portfolio has a positive influence on improving reading habits and increasing test scores of reading comprehension. To obtain the results, the reading portfolio was scored and compared with the IELTS reading test scores. By this, the researchers obtained that students who excel in the activities proposed in the portfolio tend to score higher on their reading tests than those who do not perform well on their reading portfolio assessment.

Moreover, the study of Yastibas & Yastibas (2014) entitled ‘‘ The use of e-portfolio-based assessment to develop students’ self-regulated learning in English language teaching’’ sought to find the best way to effectively implement the e- portfolio taking into account the different learning styles of the students. To do this, they relied on self-regulated learning that basically leads students to take responsibility for their learning from start to finish.

Therefore, the aim of this project was to find out if assessment through e-portfolios could improve students' self-regulated learning by reviewing the English literature. At the end of this project it was concluded that the evaluation based on the electronic portfolio implies that the

students remain active during their learning process since they are the ones who are in charge of organizing the content of their portfolio and evaluating their own learning process. Finally, it was found that when evaluating students through the digital portfolio, they are provided with artifacts that they can use to monitor their own learning process.

In this same field of study, Thompson's (1995) research covered the assessment of reading through the reading portfolio. The objectives of the project included helping to understand the meaning of authentic assessment and how to implement it in the reading portfolio. In addition, it was wanted to demonstrate that the portfolio of texts turns out to be benefits in a reading program. Thus, the reading portfolio was examined as a way to evaluate authentic reading. It is obtained that although the portfolio serves as an evaluation tool for students, it can also be useful when informing parents about their child's development in terms of reading ability.

Pedagogical Methodology

Below, it is presented the methodology that will allow the planning and development of this project. This in order to achieve the objective established by the pre-service teacher to overcome the educational needs observed in the institution.

Stages of Reading Comprehension

In order to employ techniques that allow an efficient written comprehension procedure, it is necessary to focus on certain ways to use and process the information in a text. These ways form the sense of coherence when reading a text and allow the student to decipher and answer the questions planned for after the reading (Bianco, n.d.).

According to Bianco (n.d.) there are three stages to guide reading comprehension activities:

- **Pre-reading strategies:** are activities that introduce and prepare the reader to tackle the reading. E.g. reading the title of the text or the name of the author, asking questions about what the title implies, etc.
- **Strategies for building situation models to develop text coherence:** At this point the readers demonstrate their understanding of the text through different activities, such as: paraphrasing, explaining it, asking questions or answering them, organizing the information in a graphic way (mental and conceptual maps, informative charts), etc.
- **Post-reading strategies:** are activities that seek to conceptualize and reinforce previously applied comprehension skills, for example: making critical comments, synthesizing, comparing or organizing relevant information etc.

Strategies for reading comprehension

Brown (2001, 2nd ed.) presents ten strategies to apply during the development of reading activities, of which I will focus on six to direct this project:

1. **Identify the purpose in reading:** An efficient reading occurs when you are clear about the purpose for which you are reading something, that way you concentrate on what you are looking for and you are not distracted by irrelevant information. Therefore, when students do not understand why they should read a document that was given to them, they do poor reading in which they retain very minimal aspects of the whole reading.
2. **Skim the text for specific information:** Skimming is the process in which the student takes a glance at or performs a quick reading of the entire document. In this way, they can get to know the topic of the text, its objective or who it is aimed at.

3. **Scan the text for specific information:** Scanning is the process in which the student look for specific information in a determined part of the text without having to read the entire document. This type of exercise allows readers to find information related to names, dates, profession, places, key concepts or definitions.
4. **Use graphic organizers:** The idea of using graphic organizers such as concept maps, diagrams, sequence maps, etc., arises from the need to visually organize a lot of information or key ideas in a way that is easy to understand it and internalize it later. With this type of activities it is necessary to make a synthesis of the meaningful information.
5. **Distinguish between literal and implied meanings:** At this point, readers require not only to search for and understand the information in a text in its literal sense and structure, but also to have skills to properly interpret the implicit meaning of the words.

Implicit meaning example

- Kate: What are you doing, Tom?
- Tom: I'm playing video games.
- Kate: Hmm, must be nice to sit around and play video games all day.

Here the reader must recognize the hint or irony in Kate's words. She is trying to tell Tom that he is lazy, that he should occupy his time in more productive activities.

6. **Capitalize on discourse markers to process relationships:** Each speech marker or linker has a specific purpose between each new phrase or idea, so recognizing the use of each one can greatly help the efficient understanding of the information the reader reads.

Example speech markers

- **Enumerative:** The reader knows the order in which the events take place.
- **Additive:** Reinforces the information presented.
- **Similarity:** Introduces new information that relates to the previous one.
- **Illustrative:** Introduces a visual or written example of what has just been read.
- **Contrastive:** Introduces an alternative or option different from the one just mentioned.
- **Explicative:** Seeks to explain or clarify the information just read.

Planning Principles

In chapter 10 of his book, Brown (2001, 2nd ed.) proposes a lesson plan and the guidelines for planning a lesson. Based on this model, the pre-service teacher will plan each lesson.

Stages

1. Goal
2. Objectives: Terminal and enabling objectives.
3. Materials
4. Procedures: pre, while and post reading.
5. Evaluation

Methodological framework

Below are the main aspects that will help the pre-service teacher to comply with the development of the project, thus achieving the proposed objectives.

Research design

The nature of this project requires addressing a qualitative approach because the interest of the research lies in understanding a study phenomenon, in this case the difficulties observed in reading comprehension among 11th grade students. In addition, it is essential to obtain a subjective view of the data to be collected in order to fully understand the relationship between the research objectives, the data and the results to be obtained. According to Astalin (2013) ‘‘qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher’s understanding of a social or cultural phenomenon’’. Precisely because of this, one of the most notable characteristics of qualitative research is that it does not seek to attribute a quantity to a category, but rather to interpret the data collected from participants in a subjective way.

Approach

In order to carry out a progressive teaching-learning process regarding the reading portfolio as a tool to promote literal and inferential understanding of texts, this project is based on action research. According to Sagor (2000) action research is a ‘‘disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the ‘‘actor’’ in improving and/or refining his or her actions’’. The pre-service teachers chose this type of study in order to build in the 11th grade students the necessary skills that will allow them to understand the literal and deductive meaning of a text.

The population

The population that will be part of this project are the 11th grade students of the Escuela Normal Superior Cristo Rey in the city of Barrancabermeja. The participants are 116 students

who have between 15 and 18 years old and are in direct contact with the English language for four hours a week, with a level of B1 according to the CEFR. From the total group of participants, the researcher selected a sample of 37 participants who belong to the 11^o1 grade group of the ENSCR.

The instruments

To carry out the data collection, four research instruments will be applied to gather relevant information for data analysis and presentation of results, such as: the e-portfolio, the non-participant observation, the reflection journal and the questionnaire.

Non-participant observation

Qualitative research proposes a strategy called non-participatory observation, by which data are collected on some aspect of society without the researcher having the need to interact directly with its participants (Astalin, 2013). The use of non-participating observations is indispensable to identify a study phenomenon, to know the context in which the participants operate and to obtain information on the field that interests us.

During data collection, the researcher developed three non-participatory observations that helped to provide information on the educational phenomenon that needed to be studied. For its implementation, a specific observation format applicable to all the recognition sessions, which contained aspects such as: the date, the time, a list of elements to be observed, the duration of the observation; the number of students, the objective of the observation and a detailed description for each observable criterion.

Participant observation

The participant observation as a qualitative research instrument is considered as a natural extension of normal human relationships (Qaddo, 2019). That means that the researcher can observe how the phenomenon studied interacts, reacts and manifests itself directly in the population sample. In this way, by conducting participant observations, the researcher records their learning experiences, perceptions, impressions and progress on their objectives. These observations allow an inspection of the observable criteria previously established in the observation guidelines.

The implementation of the participant observations was articulated along with the reading workshops carried out by the pre-service teacher. The reflections concerning each week of pedagogical practice were uploaded to the drive folder that composes the elements found in the teaching e-portfolio of readings.

The impressions obtained from this instrument, as well as the considerations, improvements and challenges the participants faced throughout the data collection process are condensed into three observation guides designed by the researcher taking into account the established research objectives.

Questionnaires

According to Creswell (2002, p. 382) “ A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information’’. The use of the questionnaire will make it possible to identify the factors that are most difficult for students when they are asked to obtain literal and inferential information from a text, in order to adapt the methodology of the activities to be carried out to achieve the desired objectives.

Regarding the questionnaires, the researcher applied two virtual multiple-choice surveys. One survey was applied at the beginning of the practice process to know the students' perceptions regarding their understanding of texts, and the other at the end of the process, in order to know the improvements in the students' perception regarding the tutorings, activities and their own performance during the ICFES English test.

Reading workshops

Molina (2018) stated that “the reading workshops intended to offer students tools to improve their reading skills and enhance their comprehension processes”. Having in mind the above, the workshops were intended to involve literary and non-literary readings within the academic curriculum to provide students with a break from traditional grammatical content, and to encourage them to improve their reading skills and enhance their comprehension processes through reading workshops enrolled within the class. In addition, the aim of this instrument was to increase interest in reading English texts through eye-catching, simple and age-appropriate readings.

Data collection and analysis process

According to Hatch (2002), qualitative research is concerned with capturing the point of view the participants employ to act and guide their actions in given environments. In addition, qualitative studies are oriented to exhaustively interpret the data obtained from the instruments applied by the researcher, in order to arrive at valid conclusions and results that are in accordance with the objectives established at the beginning of the research.

To carry out a correct interpretation and codification of the data, that will answer the research questions of the project in an objective way, it will be necessary to employ a part of

subjectivity during the analysis. Taking into account the interpretations the researcher must make based on her knowledge and value judgments when evaluating the students' performance during the reading activities throughout the reading comprehension evaluation criteria format

The type of analysis that will guide the entire coding process is the interpretive analysis model, which advocates deep observation of the data collected and details how to transform it by giving it meaning.

The eight stages for analyzing and interpreting qualitative data proposed by Hatch (2002) are listed below:

- 1) Read the data for a sense of the whole.
- 2) Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos.
- 3) Read the data, identify impressions, and record impressions in memos.
- 4) Study memos for salient interpretations.
- 5) Reread data, coding places where interpretations are supported or challenged.
- 6) Write a draft summary.
- 7) Review interpretations with participants.
- 8) Write a revised summary and identify excerpts that support interpretations.

The most important indicator of interpretive analysis is the detailed descriptions that support the results. As action research, information that gathers participants' impressions, such as videos, educational activities and surveys developed by the researchers, and evaluations that show the progress of the approach implemented throughout the research. In this way, the pre-service teacher guarantees the quality, veracity and relevance of the results obtained.

To carry out the analysis process, all the information obtained from the three main instruments and the pedagogical practice itself was collected. The information from the non-participating observations was analyzed using descriptive matrices, the researcher extracted the performance information in the reading workshops using graphs, the reading performance evaluation format was used to assess the level at which the participants were in the different reading activities, and the students' progress was verified by applying an ICFES mock test.

Schedule for the data collection

Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Non-participant observation												
Reflective journals												
Questionnaires				Student's break								
Data analysis												

Table 2. Data collection Schedule.

Readings implementation Schedule

Date	Reading	Topic	Objective	Materials
Week 1	The three adventures of Sherlock Holmes. Chapter I: The Speckled Band (Page 1-11)	A story of greed	To promote interest in reading in students. (Literal and inferential reading understanding)	Sherlock Holmes PDF Book (Chapter 1)
Week 2	Walt Disney	Biography of the creator of Disney Studios	To practice the relative pronouns	Reading activity designed in Educaplay
Week 3	Designer of the decade	The biography of the designer Gianni Versace	To practice passive voice	Reading activity
Week 4	Interview to Joe Harrplayer	Interview with a fictitious book writer, Joe Harrplayer	To practice direct and indirect speech.	Reading and table to report the information
Week 5	My artistic adventure	Likes and hobbies	To practice literal comprehension reading (Stage 5 ICFES English test)	Power point reading

	Jonathan's trip to Colombia	Travel and Adventure	To practice inferential reading comprehension (Stage 6 ICFES English test)	Power point reading
Week 6	A thank-you email (A1)	Structure of a thank you email	To practice literal comprehension reading	Digital reading guide and reading guide on the British Council platform
Week 7	Same family – different lives	Life of different family members	Literal comprehension reading (Stage 5 ICFES English test)	Digital reading guide
	My Love of Traveling by Sam Harris	Adventure and Discovery	Inferential reading comprehension (Stage 6 ICFES English test)	Digital reading guide
Week 8	Meteorologist	Weather predictions	(Literal and inferential reading understanding)	Power point reading
	Scientist	People's behavior towards babies	(Literal and inferential reading understanding)	Power point reading
	The three adventures of Sherlock Holmes. Chapter I: The Speckled Band (Page 12-21)	A story of greed	To promote interest in reading in students. (Literal and inferential reading understanding)	Sherlock Holmes PDF Book (Chapter 1)
Week 9	The five orange pips	A story of revenge	To promote interest in reading in students. (Literal and inferential reading understanding)	Sherlock Holmes PDF Book (Chapter 2)

Table 3. *Reading's implementation schedule.*

In ten weeks, the pre-service teacher implemented 13 short readings: three were articulated along with the three grammatical themes established in the academic curriculum; two were proposed as an alternate literary project to awaken interest in reading and the remaining eight were part of the pedagogical material used by the practitioner during the extra-class tutoring aimed at practicing each one of the stages of the ICFES English test.

Here is an example of the application of one of the proposed short readings, The Speckled Band. For its reading, the practitioner followed the steps proposed by Bianco (n.d).

The Three Adventures of Sherlock Holmes: The Speckled Band (Page 1 to 11)

- **Pre-reading activities:** During this stage, the teacher shared her screen and showed Power Point presentation with questions related to the text. The students had to make

predictions about what they thought some elements might mean in the story, and also use their previous knowledge to answer some questions. (See appendix #1)

- **While-reading activities:** To begin reading, the first 11 students on the list were assigned a page from the book. Then, each one read their part, and due to lack of time, connectivity problems, and problems with the microphone of some students, there was only time for the practitioner to ask some global understanding questions. (See appendix #2)
- **Post-reading activities.** At this stage, students were assigned the online workshop N°1, which contained a reading comprehension section where the teacher used a video that summarized the information read in the first 11 pages of the Speckled Band. First, the students had to answer global comprehension questions, taking into account their previous knowledge of the text, and then, some literal and inferential questions, taking into account what they had read in class and reviewed in the video attached to the workshop. (See appendix #3)

Initially, the digital portfolio was proposed as a tool for students to constitute a virtual portfolio that would give an account of their performance and progress in reading comprehension activities, and also for them to carry out their learning process in an organized way.

Subsequently, due to the changes generated by the health emergency in the educational modality, and the change to the virtual teaching modality, the institution decided to give institutional emails to all members of the educational community, so the classes were developed through the Teams application.

Below are some of the benefits and advantages of developing the classes through the application of Teams.

Microsoft Teams advantages

- ✓ Constant communication with students.
- ✓ Easy to join classes.
- ✓ Class calendar available all the time
- ✓ Easy to create team folders.
- ✓ Jobs tab with dates, assignments and grades.
- ✓ Ease of uploading documents immediately from your computer.
- ✓ Access to class recordings.
- ✓ Virtual notepad.
- ✓ Easy to create file folders.
- ✓ Ease of creating multiple work teams.
- ✓ Ease of scheduling future assignments.
- ✓ Possibility of exporting the grades to excel.
- ✓ Possibility to grade the works instantly.
- ✓ Generation of graphs with the results of the assignments.
- ✓ Possibility of downloading the attendance list of virtual classes.

In short, this platform constitutes a complete teaching and student portfolio, as it condenses all the teaching material, student work, progress, grades, graphical data and schedule necessary to validate the teaching-learning process.

Analysis of results

In the next section of this pedagogical component, the researcher will present the patterns that emerged during the development of each workshop and reading activity in order to measure the progression in terms of literal and inferential reading comprehension capacity of the 11th grade students. The sample selected to analyze the materials collected through the instruments was 25 students participating in the ICFES reading workshops.

For data analysis, the pre-service teacher adopted the interpretive analysis model proposed by Hatch (2002), which states that qualitative data analysis seeks to share with others what was learned about the phenomenon studied. This is achieved by analyzing, interpreting, transcribing, identifying, comparing and relating information to arrive at the definitive findings.

First, the researcher compiled the graphs that the Teams' platform produced automatically from the results of the two virtual workshops implemented through it. In addition, the researcher selected the important information from the activities sent by the students during the ICFES tutoring to evaluate the student's performance using a format to evaluate the reading comprehension proficiency (See appendix #4).

Subsequently, the data was coded using descriptive graphs to group the information collected through the instruments. The manual coding process was carried out with the help of two tools to graph data: the software for qualitative analysis MAXQDA, and graphs created in Excel from the data provided by Microsoft Forms.

In this way, the codes were assigned and the results obtained to finally analyze and interpret them in accordance with the objectives established for this project.

The implementation of the reading portfolio, although it could not be integrated as a student portfolio, but as a teaching evidence portfolio, was a crucial element that allowed the

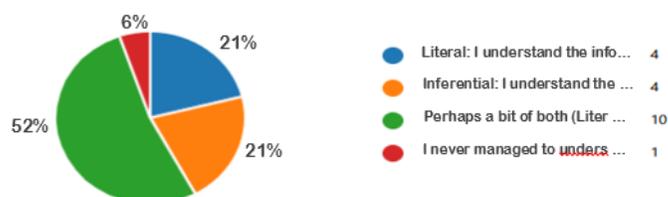
pre-service teacher to collect evidence of the activities carried out, and at the same time, to evidence the process of improving reading comprehension skills by using readings as a strategy to improve text comprehension.

In this perspective, four main categories emerged that show the impact of working with literary and non-literary readings in the classroom: reading ability: a skill fostered through literary and non-literary readings; students' attitude: Interest when reading a text; literal comprehension in L2 students and inferential comprehension in L2 students.

Reading ability: a skill fostered through literary and non-literary readings

From the questionnaire applied to the students before the beginning of the workshops, it was evident that 52% of them considered that they could sometimes understand literal questions as inferential. Additionally, 21% claimed only to have a literal comprehension level, 6% admitted never being able to understand the texts, and the remaining 21% said they were at an inferential level of understanding.

6. According to your perception, what is your reading comprehension level in English?



Graphic # 1

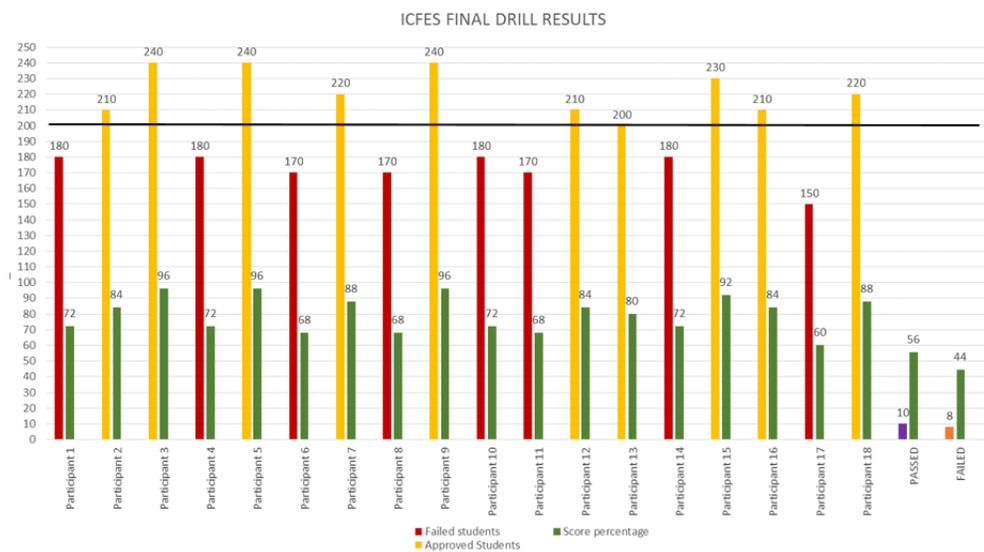
As for the survey conducted at the end of the practice period, it was found that 87% of the participants considered that the reading materials used during the classes, workshops and tutoring helped combat reading comprehension weaknesses that prevent them from literally and inferentially interpreting a text.

7. Were the class and tutoring materials helpful in improving your text comprehension?



Graphic # 2

Talking about the ICFES drill test applied at the end of the English tutoring, it was shown that 56% of the students passed the test for which a minimum score of 200 points was required, while 44% of them failed the test with a score ranging from 150 to 180 points. During this test it was found that the students improved their concentration and performance on the literal and inferential questions, since previously they were not able to answer the questions if they did not have the reading to review. During this test, they were not allowed to review it again, so they had to answer all the questions based on the information they retained during the reading.



Graphic # 3

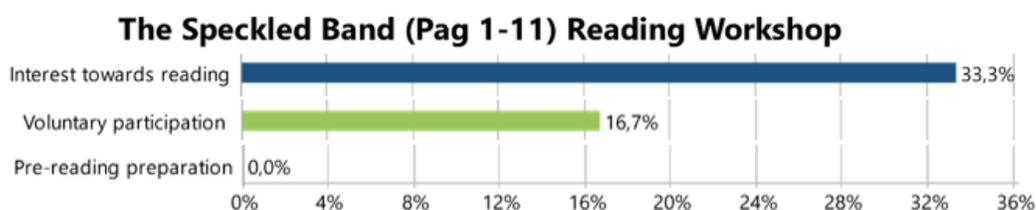
Students' attitude: Interest when reading a text

At the beginning of the project, students were asked about their reading habits and % responded that they read very little, % reported that they read occasionally and % stated that they liked to read a lot.



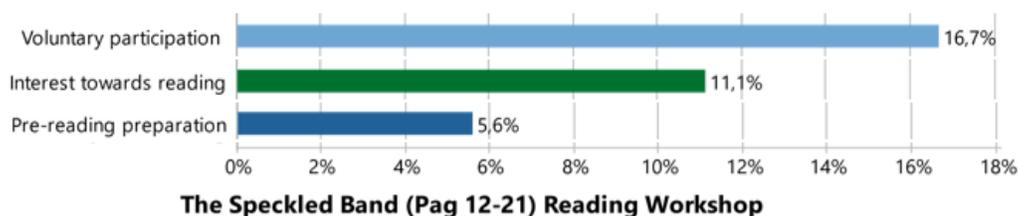
Graphic # 4

From the data gathered from the three participant observation guides, the researcher generated codes in MAXQDA that allowed to know the evolution of the students with respect to their interest when reading, their voluntary participation, and their pre-reading preparation. As can be seen in Graph 4, which corresponds to the data collected in the first reading workshop, 33.3% of the participants showed interest in reading, 16.7% participated voluntarily and 0% showed that they had prepared the reading in advance.



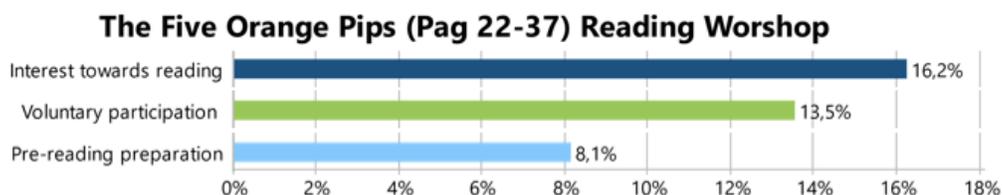
Graphic # 5

With respect to the second reading workshop, there was a considerable decrease of 16.6% in voluntary participation and a drop of 5.6% in interest in reading, while pre-reading preparation was more evident with a percentage of 5.6%.



Graphic # 6

During the development of the final reading workshop, the interest in reading continued to decrease by 1.5% while voluntary participation increased by 2.4%. On the other hand, pre-reading preparation continued to increase by 2.5%.

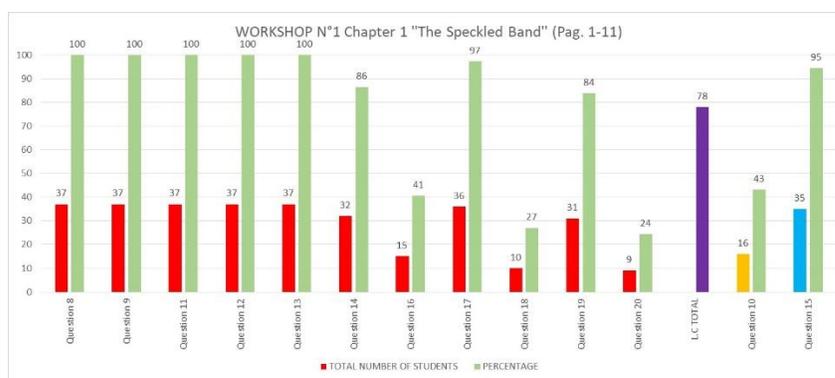


Graphic # 7

In general, the interest in reading decreased considerably throughout the three workshops as the students stated that due to connection errors and the poor quality of some of the microphones of their classmates it was difficult to follow the reading and therefore to concentrate or be interested in it. However, due to these complications, the students began to prepare their reading in advance either by sending the audio of their text or by doing research on the reading to be aware of the general idea of it.

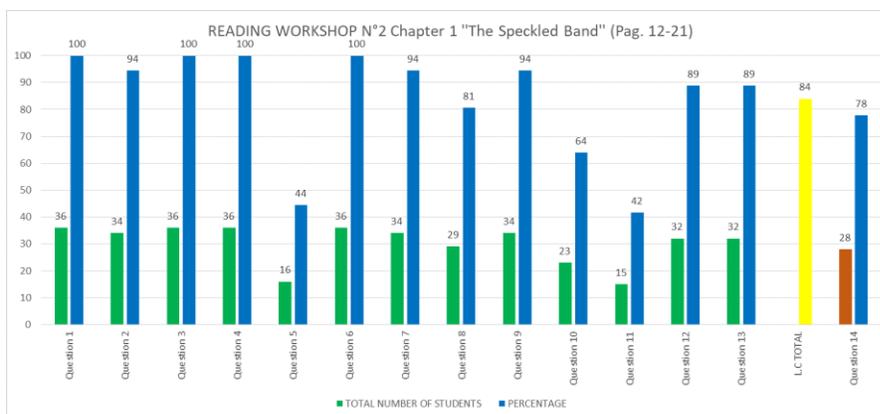
Literal comprehension in L2 students

The researcher developed two evaluative workshops to be held after each reading workshop. In the first one, questions of literal comprehension were applied and to encourage the interest in reading and facilitate reading comprehension, a video summary of the reading done in class was attached along with images to make the quiz a little more dynamic. Regarding the analysis of the results, it was evident that the literal comprehension of texts did not represent a major problem for the students, since 78% of them answered the questions correctly. On the other hand, the pre service teacher included a global comprehension question to which 95% of the students answered well.



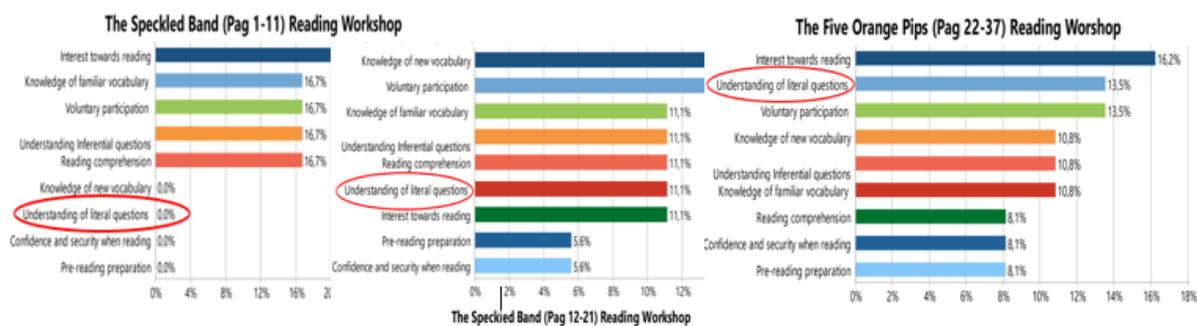
Graphic # 8

With respect to the second evaluation workshop, the level of literal comprehension went from 78% to 84%. This evidenced that the level of reading comprehension at its literal level improved in the students with respect to the initial perspective where only 21% of them considered mastering the level of literal comprehension.



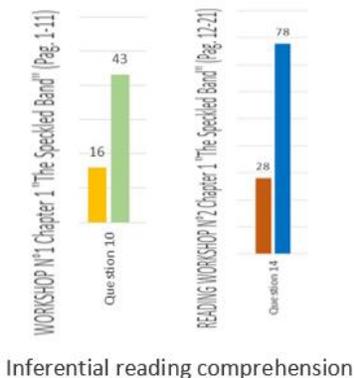
Graphic # 9

With respect to the data collected from the three main reading workshops, there is an excellent improvement in the participants' reading comprehension skills. With respect to the first workshop, students did not respond to activities and questions during the pre, while and post reading stages. In the second one, participation in the different stages increased by 11.1% and in the last workshop, spontaneous and voluntary participation of students increased to 13.5%.



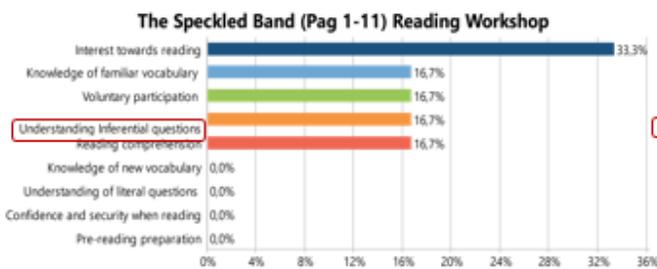
Graphic # 10

Inferential comprehension in L2 students



Graphic # 11

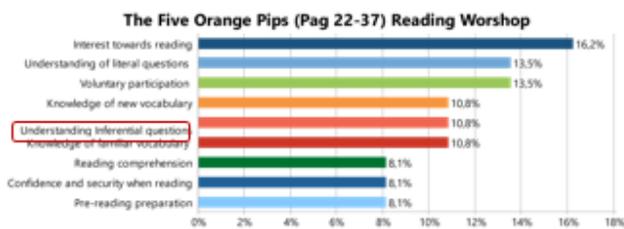
Speaking about the two literal comprehension evaluative workshops, in which only one inferential comprehension question was included, it was found that with respect to the first workshop, where only 43% of the students responded well, the level of inferential comprehension questions improved significantly with a 78% improvement in reading comprehension ability.



Graphic # 12



Graphic # 13



Graphic # 14

The students' inferential comprehension had slight variations registered from the observations recorded by the researcher during the reading workshops. During the first one, student participation was recorded at 16.7% even though the answers to the questions were not correct or the participants misinterpreted the information. In the second workshop, participation dropped to 11.1% as students preferred not to participate and those who did so only answered multiple choice questions. In the last workshop, participation dropped to 10.8%, although this time the students demonstrated greater mastery of the subject, greater knowledge of vocabulary and correctly answered most of the inferential questions.

Conclusions

It is important to note that this research project offered the pre-service teacher a different perspective on the implications of teaching and teaching English in a virtual academic context. It was also evidenced that the current confinement situation does not privilege student - teacher and student-student interaction since it is limited by the lack of a good internet connection, good computer equipment and adequate spaces for carrying out a process of meaningful teaching-learning.

It was also perceived that when students have an end that is in accordance with what is taught, they become more involved in their own learning process and spend more time studying. In this case, when having to take the ICFES English test that requires a great command of reading skills, the students became more interested in participating in the reading workshops and the tutoring service offered by the pre-service teacher.

In the educational field, students often do not feel involved in their own learning when they are not given a grade or can decide not to turn on their computer's camera or microphone.

However, if teachers involve adequate teaching resources, this makes the teaching process more bearable and guarantees self-progression and greater interest on the part of those involved.

Throughout this project, it was shown that reading comprehension can be improved along with lexical and speaking aspects. This highlights the effectiveness of introducing literary and non-literary texts accompanied by tutorings and teaching of key techniques to prepare our mind before, during and after a reading. In the same way, the implication of a digital reading portfolio, although it represents an innovative and useful element for students to organize and keep track of their progress and aspects to improve, it is difficult to introduce to a class when students do not feel it like something mandatory or that will provide them a quantitative grade.

Furthermore, the use of interesting and age-appropriate texts and readings is a wonderful option to get participants to continue reading on their own while implicitly reinforcing their understanding of texts. Finally, for future researchers interested in deepening studies on this topic, the author proposes to question what would be the best educational tool to introduce literary and non-literary texts in high school students.

Finally, for future researchers interested in deepening studies on this topic, the author proposes to question themselves, what would be the best educational tool to introduce literary and non-literary texts in high school students?

Recommendations

For future researchers who wish to improve literal and inferential comprehension in students of a second foreign language, the recommendations suggested by the author are described below:

1. Determine the level of reading comprehension in which the students are.
2. Identify the best tool to keep track of each student's progress.
2. Use engaging readings adapted to the language level of the students.
3. Carry out each of the reading stages: before reading, while reading and post-reading.
4. Articulate reading along with other tools to allow the reader to improve other language skills.
5. Encourage students to feel confident in their abilities. What they understand, assume, and reflect upon.
6. Conduct evaluative workshops to encourage students to study on their own.

CHAPTER IV: RESEARCH COMPONENT

To Encourage the Reflexive Thinking of PLEX Practitioners as a Training Tool to Qualify the Pedagogical Practice.

Introduction

In the context of education in PLEX, the educational practices of the pre-service teachers are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning processes, to qualify the education.

Although there is a clear interest in the evident need to understand and transform pedagogical practices, it is also true that a good part of the local studies are focused especially on the problem of learning rather than on that of teaching.

It is relevant to formulate a project that establishes a reflexive approach on the practice of training teachers to objectify knowledge, behaviors and attitudes aimed at guiding their work as teachers; furthermore, it is an exercise of reflection, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and the search for information to solve problems and to achieve the self-recognition.

Problem statement

In the school, core aspects of the constitution of the subjects, of the institutional life are assumed without question, they are seen as impressions, stable and invariable features that are part of the identity and culture of the school. When the events unfold without major alteration, the teacher runs the risk of settling themselves in a logic of action that does not allow the pedagogical evolution and renewal of school culture. In this sense, a practice lacking in reflection does not encourage teachers to looking for solutions to problematic situations; those

realities are ignored and made invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional role of teaching, of cultural reproduction turning into a barrier to the emergence of innovative practices aimed at generating transformations in thinking and knowledge, to meet social needs.

Because of this situation, which affects teachers to a greater or lesser extent, the teacher training process must promote a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, so that these in turn become essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their integral practice, to evaluate themselves, to install a critical and constructive view of their work in the teaching role. To begin this study, the following guiding questions are formulated:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of pre-service teachers in the analysis of their pedagogical practice?

Justification

The formulation of this project in the context of the Integral Practice of the Foreign Languages students is inscribed in the professional conception of the practice as a spearhead to improve the educational processes in the institutions where the teaching practice takes place. Attaching importance to the reflection role in the teaching process is considered the first step to

understand the difficulties of this profession, the own actions and to be interested in knowing the models and approaches to address a problematic situation and to establish an analytical view on that fact.

Objectives

General objectives

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

Specific objectives

- To consolidate a group of pre-service teachers with a critical spirit who reflect and present proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies used by the student in his pedagogical practice.
- To implement reflection and development of didactic unit's workshops to guide the reflection of the Pre-service teachers.
- To analyze one's own beliefs about teaching work and students practice.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of this study. In order to have a greater degree of

clarity about the concepts covered, in close relation to this research project, we present an approach to each one of them.

Teaching Profession

One of the fundamental members of any school is the teacher, who has the function of transmitting knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of proceeding in the planning and management of human resources oriented to facilitate the articulation between management, work, and education. Therefore, we find that all teachers must have a series of competencies that allow them to master a set of knowledge and skills in the specific domain they teach since the first intellectual requirement of a professional is the level at which he or she practices. Similarly, all teachers must possess skills in the organization of content that is to say, the pedagogical practice not only requires organizing the subjects to be taught but also anticipating the conditions of teaching in the educational context or outside it. In other words, all teachers must develop the skills allowing them to structure and to anticipate from the practice of teaching itself.

Reflection

Talking about reflection implies approaching different conceptions about this notion. For this reason, in order to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme (Correa Molina et al 2010).

Reflection as a process

The reflection is carried out through a series of stages that in a cyclical way result in a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation".

The stages of the process of reflection are shown in the following diagram:



Figure 8. Reflection process.

Reflection as theme matter

The concept of reflection is based on a theme that is related to that concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of the experience. For the first two perspectives, the external aspects are the source of knowledge that allows for reflection; and the contextual

aspects allow for the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the person who reflects.

Reflective Practice

To update and to qualify the University's academic proposals in order to orient the students towards new ways of interacting with the world, it is necessary that teacher question themselves about their own practice and about the repercussion it has generated; so they are able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

Teachers play a central role in today's educational world; they act in a complex space that is constantly changing as a result of the interaction of diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context, the problems of practice and class space demand a particular treatment oriented towards understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work is evident in the existence of numerous attempts to try to explain the school phenomena and in the search for ways to deal with these phenomena, to make school work more effective.

This study will serve the pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention (Sacristan 1999).

According to Van Manen (1997), there are different levels of reflexivity, in the first level there is the effective application of skills and technical knowledge. Hence, reflection is applied to the selection of the teaching strategies and its appropriateness within the classroom.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. As a result, the consequences of the adopted strategies, of the curricula, and of the SE practices are analyzed. Then, the application of the educational criteria to the teaching practice is chosen in order to make pedagogical decisions adapted to the institutional reality and to the different contexts.

In a third instance, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of the ethical, the normative, and the moral criteria directly or indirectly connected to the classroom.

Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual process of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

1. Academic Practice

It is aimed at preparing teachers to be capable to reflect on the courses they teach so that they can transform teaching into structures that students can understand.

2. Social Efficiency practice

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "To select between the ranges of available techniques of what are considered the more effective".

This is the way how technical rationality proceeds.

3. Developmental

Teaching is based on the interests and on the development of the students. And at the same time, consider the teacher's development as professor and a human being.

4. Social reconstruction

The purpose of reflection is the social, the economic, and the political context, to promote truly democratic, egalitarian, and fair relationships in the classroom.

5. Generic

Programs refer to reflection in a generic way, without specifying the purposes of the programs and the contents on which it is necessary to reflect or the strategies to promote the reflective learning.

6. Reflection activators

According to Schulman (1987), these activators are the teacher's cognitive foundation of life in the classroom environment, they are indispensable because they constitute the element of reflective thinking that contributes to the development of the self-knowledge that a good teacher needs to make proper decisions in the educational field.

7. Critic elements of the reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge:

1. Content knowledge

2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional organization
5. Knowledge of the students and their characteristics
6. Knowledge of the educational contexts
7. Knowledge of the philosophical, historical, and axiological principles.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument to collect teachers-in-training narrations to encourage the documentation of their experiences in the classroom. In this component, the teaching journals are situated in which the writing triggers the workings of the reflective thought of the teacher, on their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed is based on the continuous reflection that additionally involves meetings to strengthen the collective practice as an initial step to address educational and labor problems hand in hand with the principles of organization, autonomy, planning, and self-observation.

This process of socialization and systematization will be carried out in order to review the impact of the proposal of reflection on this process of practice.

This study is part of the qualitative research approach, in which reflection is seen as a professionalizing mechanism that will contribute significantly to the description, identification, and analysis of pedagogical practice.

Data is going to be collected through the application of the following instruments:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the teachers-in-training, while at the same time to socialize and to share experiences related to their work allowing them to enrich their practice and also to incorporate new tools to transform their pedagogical methods.

Objectives

- To consolidate a group of teachers-in-training able to reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, to share ideas and guidelines in order to carry out their pedagogical practice.
- To qualify, to facilitate and to insert themselves effectively in the educational center.

Instruments

Self-observation format

The main objective of the self-observation format is to guide the Teacher-in-training towards his own view of the teaching practice and his role in the classroom and his connection with the educational community of which he is a part.

Narrative

The exercise of reflection will allow the student to express himself about his work from the narrative of his own experience as a way of giving meaning to the everyday life of the teacher.

Reflective workshops

Having evidence of the student trainees' performances in the classroom will allow for reflection on different aspects of the teaching/learning process of foreign languages that may or may not have been taken into account by the trainee teacher in his or her reflective exercise. These records will allow for an external and constructive view of their pedagogical practices.

Population

The total population of the present study is constituted by forty-nine students of the 10th semester, practitioners of the Foreign Language Program English- French of the University of Pamplona.

Directly benefited population

- a. Practicum teachers
- b. Supervisors Teachers
- c. Community student of the center where integral practice is carried out

Indirectly benefited population

It is composed of the teaching community of the Foreign Language Program, the results gave feedback the vision of the agents of the program on their integral practice process and on their peers in the same field.

Institutional dependencies articulated to the project

- a. Foreign Language Program
- b. Department Of Languages and Communication.
- c. Faculty of Education

External institutions linked to the project

- a. Escuela Normal Superior Cristo Rey

To achieve the objectives of the reflective component, the main instrument used was self-recording narratives and videos to implement the reflection process. The following schedule was taken into account.

Data collection schedule

To achieve the objectives established in this component of the project, the practitioner used the following instruments: narratives, reflection workshops and self-observation formats.

To implement the reflective component, the following schedule was designated.

Table 4. Research component data collection

Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
8 Narratives	Sept 21st to 25th	Sept 28th to Oct 2nd		Oct 12th to 16th	Oct 19th to 23rd	Oct 26th to 30th	Nov 2nd to 6th	November 9th to 13th	November 16th to 20th
3 Reflective workshops	23rd Sept	BREAK		Oct 14th				Nov 23 rd	
1 Self-observation formats					October 24 th ss				

Results

The contribution of the reflective approach within the pedagogical practice helped the transformation of my teaching procedure because through the narratives I noticed my thoughts,

my feelings and my ideas captured through my writings. In this way, I concluded that the annex of a reflective component in the development of the practitioners' practice, contributes fully to improve the performance of the work done. In other words, the act of reflection helped me realize what I needed to change, improve or transform so that my teaching-learning process would be as complete and efficient as possible.

On the other hand, my reflection as a practitioner, reflected in different narratives, allowed me to expand my knowledge about the way of doing things in this educational institution, the methodology used, the dynamics of virtual teaching and the ways in which students are accustomed to participate in their own learning. In that vein, by capturing what I felt, experienced and happened in each of my encounters with the students, I gradually improved the type of resources I used in class, the teaching techniques and the relationship with the students and the supervising teacher.

Through the narratives, I was able to describe how I felt developing the class materials, how the students' aptitude for the virtual mode was, and even capture the first impressions I had of my supervisor and his guidance during the process. The narratives gave me the opportunity to see not only my personal growth but also the failures during my actions as a teacher. Through these, it becomes crucial to pay attention to the strengths and weaknesses that we as pre-service teachers experience in order to build a solid foundation for the future of our character and our actions as tenured teachers.

Narratives

The reflection exercise allowed the pre service teacher to express her experiences and daily life on the teaching practice. These narratives allowed for the expression of feelings, thoughts, sensations and perceptions that helped the researcher learn, reflect and evaluate her

own actions. During the course of this project, the pre-service teacher wrote eight narratives in which she captured anecdotes, achievements and challenges she faced during each week as a teacher.

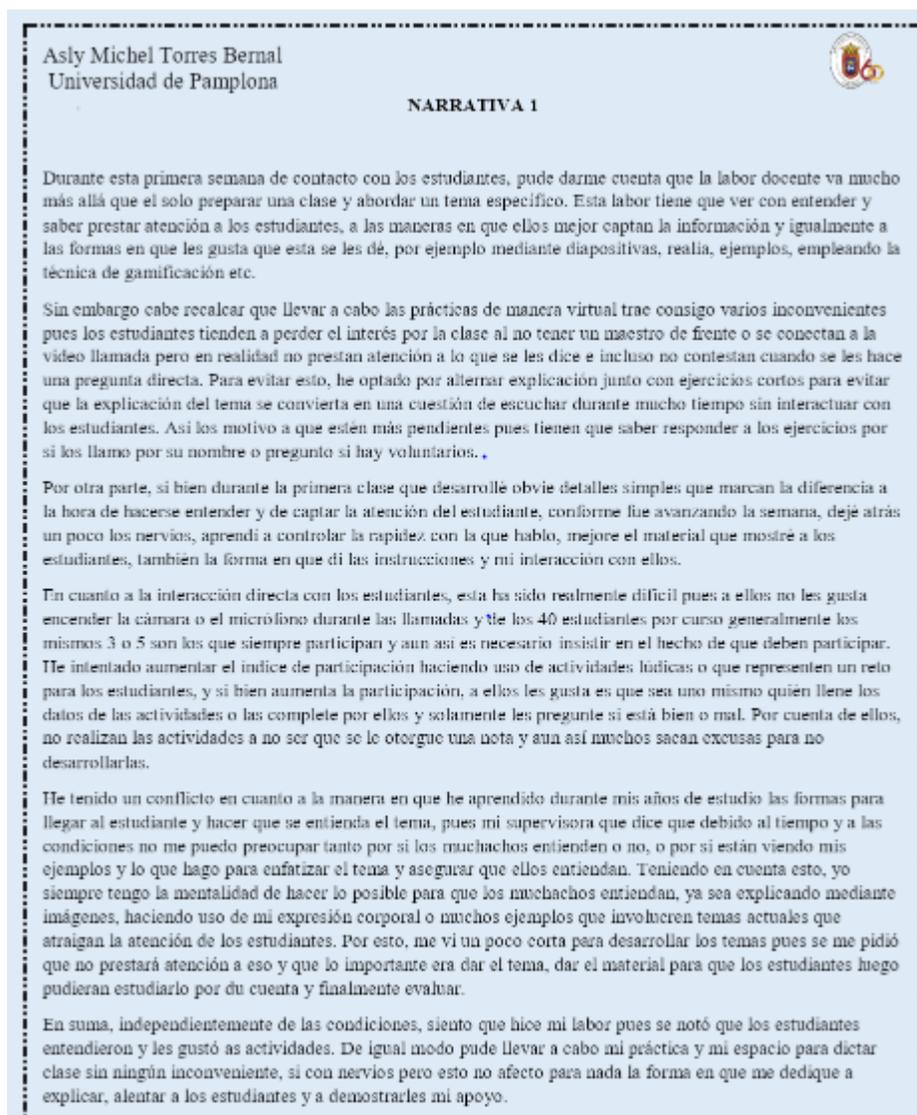


Figure 9. Narrative.

Reflective workshops

During the practice process, three reflection workshops were held that allowed the pre-service teacher to share her experiences and first impressions about her work as a teacher. In this

way, ideas were shared and comments received that helped to improve the teaching methodology used.

1. Escuché y entendí a l@s estudiantes. *

Sí
 No

Justifique su respuesta *

Durante las actividades desarrolladas en cada una de las sesiones de clase, yo dispose del chat de la clase para atender las dudas e inquietudes que los estudiantes pudieran tener con respecto al tema o actividad propuesta. Igualmente al finalizar cada encuentro, se realizaba una sesión de 5 minutos en la que los estudiantes que tenían preguntas podían hacerlas y yo me encargaba de resolver sus dudas.

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

Sí
 No

Justifique su respuesta *

Fue realmente difícil tratar de motivar a los estudiantes a participar en las actividades. Sin embargo a medidas que avanzaban las clases, fui adoptando nuevas estrategias para incentivar su participación. Entre estas se encontraban plataformas como "Wheelofanmes" "Educaplay" "Kahoot," "Liveworksheets" "Microsoft forms". Igualmente para acercarme un poco más a los estudiantes, propuse realizar tutorías extraclase en un tema que a ellos les resultaba de gran interés para de esta manera compartir más tiempo con ellos y quitarles un poco la presión de las clases formales.

Figure 10. Reflective workshops.

Self-observation format

The pre-service teacher developed a self-observation format that allowed him to observe the criteria with which he could guide his teaching process and of course self-learning. The main objective in doing this self-observation was to guide the process of reflection while the practitioner wrote each of the narratives.

Apreciados 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 los futuros docentes como perspectiva de auto regulación.

A continuación encontrarán una preguntas a modo de lista de verificación. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan

GUIA DE AUTO OBSERVACIÓN DOCENTE

Programa LENGUAS EXTRANJERAS Nombre del (de la) Docente-practicante

Cursos: Semana No 1

Auto-observación docente	SI	NO
1. Escuche y preste atención a los estudiantes.	SI	NO
2. Realice actividades que facilitan la interacción entre los estudiantes.	SI	NO
3. Anime a los estudiantes a comunicarse con sus compañeros utilizando la lengua de aprendizaje.	SI	NO
4. Realice una buena gestión del tiempo para poder llevar acabo las actividades propuestas	SI	NO
5. Muestre un feedback positivo a los estudiantes.	SI	NO
6. Mis instrucciones y orientaciones fueron claras: Me asegure de que los estudiantes las entendieran	SI	NO
7. Las explicaciones que proporcione fueron claras e inteligibles.	SI	NO
8. Presente los materiales adecuadamente.	SI	NO
9. Promovi la creatividad e imaginación entre los estudiantes.	SI	NO
10. Pronuncié de forma clara y a un ritmo normal/adecuado al nivel de los estudiantes.	SI	NO
11. Corregí en el tono, el momento y la forma adecuada.	SI	NO
12. Anime a los estudiantes a participar en actividades de grupo.	SI	NO
13. Genere un ambiente de trabajo relajado, agradable y de colaboración.	SI	NO

14. Aborde con los estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera	SI	NO
15. Me dirigí a los estudiantes por su nombre y/o amigablemente.	SI	NO
16. Anime a los estudiantes a hablar conmigo y con sus compañeros en la lengua de aprendizaje.	SI	NO
17. Oriente a los estudiantes a aprender la lengua por razones específicas: hablar con la gente, escribir un correo, dejar un mensaje o entender la letra de una canción...	SI	NO
18. Ayude a los estudiantes a fijarse metas para esta clase.	SI	NO
19. Mantuve un ritmo adecuado al nivel de la clase	SI	NO
20. Se habló sobre como aprender la lengua extranjera	SI	NO

Figure 11. Self-observation format.

Conclusion

The implementation of the reflective component, the narratives and reflective practice, during this pedagogical practice stage, contribute to an exhaustive analysis of the procedure initially develop as pre-service teacher observers, and then, as pre-service teacher executors of each class. In this way, the behavior, actions and even preferences of the students and the supervising teacher were evaluated and analyzed when planning the classes and the didactic material.

In addition, when a practitioner reflects on their practice, they immediately look for ways to improve their pedagogical skills. In this way, the implementation of reflection is not only fundamental in the formation of the teaching spirit, but also as a transforming and guiding instrument of the processes of teaching.

Finally, each of the reflections allowed the pre-service teacher to observe, examine, evaluate, correct and perfect her skills and abilities as a teacher, thus generating a positive impact on their students and their performance.

CHAPTER V: OUT-REACH COMPONENT

English Language Awareness in the 5th grade students of the Escuela Normal Superior Cristo Rey High in the City of Barrancabermeja

Introduction

Participating in global policies in the academic, cultural and economic spheres motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions for the personal and social development of the country.

With a view to promoting the learning of the English language in Colombia and to make Colombians more competitive citizens, the Ministry of National Education launched in 2004 its bilingualism policy whose main objective is *"To have citizens capable of communicating in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening"*. Thus, this Ministry has been implementing a wide variety of strategies at different levels of education with a view to fulfilling this goal, a clear example of this is the creation of English quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it. As far as elementary school is concerned, the National Government is seeking to expand the coverage of English language teaching to boys and girls,

since many of these educational establishments sometimes do not have an English teacher to guide the teaching-learning process and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona in Colombia as a 'trainer of trainers' public institution and more specifically the English-French Foreign Languages Degree Program, has come closer to the reality faced by the elementary school in the city of Barrancabermeja with regard to the National Bilingualism Policy; many of the educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to attend the English training requirements of the child population of the fourth grade of the Normal Superior School Cristo Rey of Barrancabermeja and to integrate the training in foreign languages of the students of the Bachelor's program in Foreign Languages English - French to the educational reality of this sector to try to diminish the gap that is generated between the public school and the private one in the area of foreign language.

The governmental policies identify the problem, however the attention of the same ones is not filled with normativity, it is necessary effective support, for the concrete case, trainers in the area of foreign languages, so that the results of the exams, the tests and the results of our students are in agreement with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allows us to be in the vanguard of our own needs that today's world demands. That is why it is necessary to implement this process and work on it from the beginning of the children's schooling so that at the end of their basic education

cycle they will have the foundations that will allow them to continue that learning in secondary, middle vocational and higher education, to get more people trained in this area.

This project aims to promote the teaching of English in the fourth grade of primary school in this educational institution, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the community outreach component of the integral practice developed by students of the last semester of the Degree in Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening of English language teaching in the primary school sector.

The realization of this project is highly and mutually beneficial to the institutions and the student population of the city of Barrancabermeja, as well as to the Foreign Language Program and the students who develop their integral practice. This benefit results in the possibility for elementary school children to have contact with the foreign language and at the same time for the students who are finishing their university education to know the realities and educational needs of the environment and in this way they can contribute, intervening in processes that impact on the improvement of these needs.

General objectives

The implementation of this social extension project, by the English-French Foreign Language Degree Program of the University of Pamplona, is aimed at the following purposes:

- To attend to the English training needs of the fifth grade primary child population of the Escuela Normal Superior Cristo Rey in the city of Barrancabermeja.
- To integrate foreign language teaching for students of the English-French Bachelor of foreign language program in the educational reality of teaching English in fifth grade primary courses of the ENSCR.

Specific objectives

With a view to a better understanding of the issues raised above, this proposal will seek:

- To familiarize fifth grade elementary school child of the ENSCR with fundamental knowledge of English.
- To involve the students of the English-French Bachelor of Foreign Languages Program in the process of teaching English in the primary school level of the city of Barrancabermeja.
- To articulate the training of the students of the English-French Foreign Language Degree Program with the social outreach programs offered by the Social Interaction Office of the University of Pamplona.

Methodology

The contact between the pre-service teacher and the 5th grade students of the institution will take place five times a week for a total of five hours. During these virtual meeting spaces through the Teams platform, activities will be carried out to bring students closer to the use of English as a foreign language.

The need to involve fifth grade students of this school in this outreach component was born out of the urgency to integrate the subject of English into the students' curriculum, since the students did not have an English teacher, and therefore, they had not been able to have an approach to this language during the school year.

On the other hand, to start the virtual synchronous meetings, the different class sessions were programmed in the Teams platform schedule along with their respective time and date. Likewise, the lack of time made it very difficult to advance in the explanation of topics and in the development of the activities proposed for each lesson.

In order to achieve the objectives established for this component, it was elaborated the out-reach chronogram attached in table 4 , and the activities' schedule proposed for each week of work with primary school students that is attached in table 5.

Out-reach chronogram

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM			5°5		5°3
8:00 AM					
9:00 AM		5°4			
10:00 AM				5°1	
11:00 AM					5°2
12:00 PM					

Table 5. Out-reach schedule.

Activities Schedule

Topic	Date
<ul style="list-style-type: none"> ✓ Personal presentation ✓ Greetings and farewells expressions 	Week 1
<ul style="list-style-type: none"> ✓ The alphabet ✓ Spelling 	Week 2
<ul style="list-style-type: none"> ✓ Countries and nationalities ✓ Verb To Be present simple 	Week 3
<ul style="list-style-type: none"> ✓ Numbers from 1 to 20 ✓ WH questions using verb to be 	Week 4
<ul style="list-style-type: none"> ✓ Verb <i>to be</i> structure (affirmative and negative sentences) 	Week 5

Table 6. Activities to treat on the out-reach component

Accordingly, during the practice period with the ENSCR community, I had the opportunity to share with five fifth grade courses and to support their learning process and their immersion in a second language. I proposed to work on four main themes (See Appendix 4)

(Greeting and farewells, the alphabet, countries and nationalities and the numbers) which I considered the most pertinent for these grades taking into account that during the first three terms of the school year they had not had an English teacher to teach this class. Additionally, articulated to these four main topics, we worked implicitly other topics such as: personal presentation, structure of a conversation, some expressions using WH question, the structure of the verb TO BE for affirmative, interrogative and negative sentences.

With the children of primary school, there were greater difficulties to develop with normality the virtual meetings since the great majority presented unstable connection to internet, they did not have a computer to develop the activities or they could only connect when their parents arrived from work. In this sense, I tried as much as possible to facilitate different means so that the children could develop the class activities. Those who attended the meetings were assigned the workshops through the Teams' platform, but those who could not connect were given a hand out and worksheet with the explanation of the subject and activities to develop and then they sent it through the titular teacher in charge of each fifth group.

A great advance has been seen in the students who did not participate at first, as they have begun to intervene little by little in the virtual activities. Similarly, those who had greater difficulty in expressing themselves orally have begun to pay more attention to the correct pronunciation of words and this makes them feel more confident and secure when participating in reading or oral activities.

Finally, I can say that at the end of this stage of support to primary school, I felt that all my expectations and objectives were fully met. The children from the beginning were ready to participate, to demonstrate their knowledge, to collaborate with their peers and to do their best to build meaningful learning from the topics seen during the last period of their school year.

Conclusions

The community service component implemented with primary education students represents another challenge for the pre-service teacher practice and also a pleasant experience that all teachers must experience at the beginning of their career. In my case, the work done with these students was significant and contributed greatly to expanding my knowledge of the discipline required to teach children who attend each class so eager to learn something new and to demonstrate what they learned from previous classes.

In general, I could observe that although there were children with a more advanced level than others in terms of language use and knowledge, this was not an impediment for other classmates to actively participate in the classes. On the contrary, those who understood the activities and instructions given by the teacher offered their help to explain to their peers what should be done.

Moreover, during the classes everyone was encouraged to participate in each of the activities, regardless of their language level. I myself tried to emphasize the goal of getting students to put aside the fear of feeling reproached by their peers or feeling that if they failed they would get a bad grade.

Finally, this project represents a great contribution to the academic community and especially to the students of these grades, as it lays the groundwork for this community to face the challenges that will be involved in starting a new year, in which the subject of English will be a fundamental part of their school curriculum.

CHAPTER VI: ADMINISTRATIVE COMPONENT

Introduction

In the field of pedagogical practices, practitioners become part of an educational institution that allows them to put into practice the knowledge acquired throughout their career. During this stage, it is necessary to get involved in the aspects that concern the administrative components of the institution, whether it is the development of institutional, cultural, and social events or teacher planning meetings.

That is why this chapter intends to present the extra-curricular activities in which the practicing teacher will take part during his/her stay at the Escuela Normal Superior Cristo Rey. This exercise becomes a central technique when talking about the pre-service teacher training, since the pre-service teacher knows closely and gets involved in the teaching and administrative reality outside the classroom.

Objectives:

General Objective

- To participate in the administrative activities of the Escuela Normal Superior Cristo Rey during the semester of the teaching practice.

Specifics Objectives

- To assist the supervising teacher in the development of the different administrative, cultural and social activities.
- To participate in the institutional events proposed by the Escuela Normal Superior Cristo Rey

Methodology

The educational institution Escuela Normal Superior Cristo Rey has different institutional activities established in the academic and institutional schedule. For this reason, it is essential for the practitioner to be part of these events and to contribute to their development as much as possible.

It should be noted that the activities proposed by the pre-service teacher during their practice period can be presented to the supervising teacher to be considered within the calendar of institutional events.

Administrative Schedule

The following is the schedule of activities to be carried out during the two weeks of institutional development in which students will be in recess. These weeks will run from September 28 to October 9 of this year.

FECHA	HORA	ACTIVIDADES	ASISTENTES	RESPONSABLES
LUNES 28 DE SEPT	6:30 a.m. a 7:15 a.m.	Eucaristía	Todos los docentes de la ENSCR	Equipo de Pastoral
	7:30 a.m. a 9:00 a.m.	Taller de Resiliencia		EDUCAPAZ
	9:00 a.m. a 9:30 a.m.	Descanso		
	9:30 a.m. a 12:30 p.m.	Inducción reintroducción: Identidad ENSCR, Naturaleza de las ENS, *Rutas del MEN con la Universidad de la SALLE	Todos los docentes de la ENSCR	Audrey Tamayo Herrera María Bernarda Payares
	3:00 p.m. a 5:00 pm.	Reunión de COPASST y RIESGOS	Integrantes	Martha Patricia Ejure
MARTES 29 DE SEPT.	7:00 am 12:30 pm (con su respectivo descanso)	Evaluación Institucional	Todos los docentes de la ENSCR	Martha Patricia Ejure, Doris Vicencia Ardila Pérez, Paola Andrea Tobar Marín
MIÉRCOLES 30 DE SEPT.	7:00 am 12:30	Deconstrucción del currículo PFC	Todos los docentes de la ENSCR	PROYECTO CONSTRUCCIÓN DE CURRÍCULO EDUCACIÓN PARA LA PAZ PFC- EDUCAPAZ

JUEVES 1 DE OCTUBRE	7:00 a 9.30 a.m.	Inclusión	Preescolar y Primaria	Carlos Vaca con estudiantes del PFC
	10:00 a.m. 12.30	Formación de la propuestas del PTA		María Bernarda Payares
	7:00 am 12:30 (con su respectivo descanso)	Espacios de Formación	PFC	Docentes del PFC y Audrey Tamayo Herrera
		Evaluación	Secundaria y Media	Integrantes Proyecto de Evaluación
VIERNES 2 DE OCTUBRE	7:00 a 9.00 am	Capacitación: Soy correcto	Todos los docentes de la ENSCR	Sra. Yaneth Foronda
	9.30 a.m. a 11:00 a.m.	Espacios de Formación (deconstrucción del documento del espacio)	PFC	Trabajo por equipos o individual
		Trabajo por colectivos y competencias o áreas	Preescolar a la Media	Directora, Coordinadoras, Orientadoras y Tutora PTA
11:00 a 12:30	Taller de Resiliencia	Todos los docentes de la ENSCR	EDUCAPAZ	

FECHA	HORA	ACTIVIDADES	ASISTENTES	RESPONSABLES
LUNES 05 DE OCTUBRE .	7:00 a.m. a 12:30: p.m.	Trabajo en los Proyectos Educativos Institucionales	Todos los docentes de la ENSCR.	School to School , Ondas, Comité de egresados, Comité de riesgos, Líder en mí.
MARTES 06 DE OCTUBRE	7:00 am 12:30 pm (con su respectivo descanso)	Taller de Formación de Ondas	Docentes del proyecto	
		Formación de la propuestas del PTA	Docentes de Preescolar y Básica Primaria	María Bernarda Payares Arciniegas
	7:00 a.m. a 9:30	Inclusión y Equidad en la Educación	Docentes de Secundaria y Media	Carlos Yesid Vaca, Omaira Bautista y Edith Alicia Cerra
	10:00 a.m. 12.30	Espacios de Formación (deconstrucción del documento del espacio)	Docentes PFC	Docentes del PFC y Audrey Tamayo Herrera
		Trabajo por colectivos y competencias o áreas	Secundaria y Media	Directora, Coordinadoras, Orientadoras
11:00 a.m. a 12:30	Reunión del proyecto School to School con el Líder de Talento Humano y acompañado con el Consejo Británico	Docentes del proyecto y directivos		

MIÉRCOLES 7 DE OCTUBRE	7:00 am 12:30	Proceso de CONVIVENCIA INSTITUCIONAL	Equipo de Convivencia	Coordinadora Edith Alicia Cerra
		Evaluación del segundo año de Implementación del Proyecto Líder en Mí	Preescolar y Primaria	Coordinadora Paola Andrea Tobar Marín
		Espacios de Formación (deconstrucción del documento del espacio)	Docentes PFC	Audrey Tamayo Herrera
		Continuación del trabajo del Proyecto de Evaluación	Docentes de Secundaria y Media	Coordinadora Doris V. Ardila Pérez y Equipo de Evaluación
JUEVES 8 Y VIERNES 9 DE OCTUBRE	7:00 am 12:30	Trabajo por colectivos y competencias o áreas	Todos los docentes de la ENSCR	Rectora, Coordinadoras, Orientadoras y Tutora PTA

Figure 12. Institutional development schedule.

At the beginning of my teaching practice, I expressed to my supervisor my interest in participating in the extracurricular academic and administrative activities programmed by the institution, because my project included an administrative component. At first, the teacher in charge told me that due to the current sanitary emergency, all institutional activities in which I could participate had been cancelled and no new activities were scheduled to take place during the quarantine. However, in order to try to give me responsibilities inherent to the teaching work, I was allowed to load notes to the platform that the institution has for teachers. In this sense, I was allowed access with my supervisor's personal email and password. I was also given the responsibility of grading and getting the percentages corresponding to the activities and workshops developed during the third term.

On the other hand, starting the second week of practice, in which the students were in recess, the supervisor sent me the schedule of activities to be carried out during the two weeks of institutional development scheduled for the two weeks of school break from September 28 to October 9. However, I was told that an attempt had already been made to obtain permission for me to attend teacher or administrative meetings but that this permission had not been granted.

For that reason, I did not attend the events and meetings scheduled during the break, but, I was given the task of developing the lesson plans with the materials to be used during the last academic term.

Extra-curricular tutoring

As part of the process of the administrative component, the pre-service teacher proposed to carry out an extracurricular tutoring service, which would aim to develop reading workshops with students, covering at the same time each of the seven stages that compose the ICFES English test.

The tutoring service were developed during the last four weeks of integral practice, twice a week and sometimes just once, lasting two hours each.

Table 7. Tutoring service.

Instrument	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ICFES Tutoring										

Before starting this extra-class service, the pre-service teacher presented her proposal through power point slides in each of the 11th grade courses. In this way, the schedule of the activities and strategies to be addressed were shared with the students. Those interested in the tutoring, voluntarily expressed their desire to participate.

Initially, the tutoring service began with a total of 25 participants, and later more students were expressing their desire to participate. At the end of this process, 40 students from the three 11th grade groups participated.



Figure 13. Presentation of my proposal to the students.

Tutoring service materials

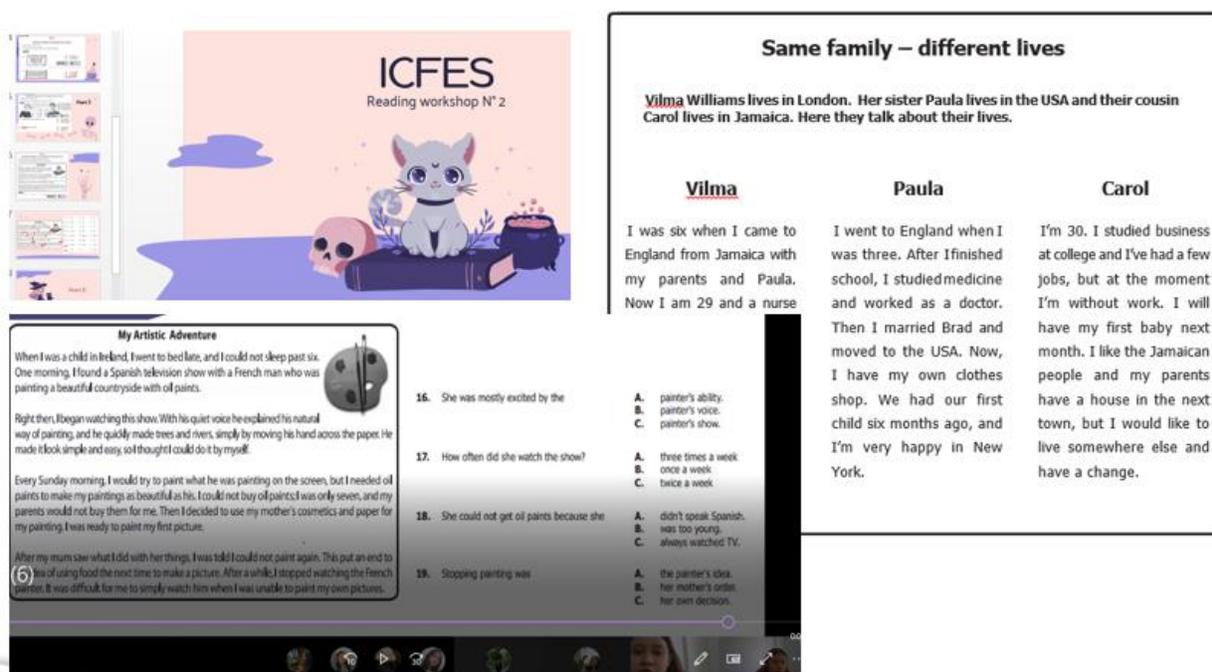


Figure 14. Tutoring service materials.

Conclusions

The implementation of this tutoring proposal, not only allowed me to get closer to the students, but also to collect extra information for my pedagogical research, since through the tutoring service for the ICFES English test, I worked implicitly on literal and inferential

comprehension workshops that I later analyzed through a performance format. Furthermore, since the supervising teacher was not present, the students felt more confident about reading, their pronunciation and were interested in knowing every detail of this test.

During the development of each of the reinforcement workshops for the ICFES English exam, the teacher in training tried to cover as many strategies and texts available in the ICFES booklets, in order to ensure that students were as familiar as possible to obtain an excellent performance during its application.

This was also aimed at involving the researcher in some of the extracurricular activities developed by the academic institution. And, although the practitioner was not allowed to get involved in administrative activities due to the current health contingency caused by COVID-19, this service offered a space to approach the different institutional activities that can be proposed with the students.

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Annexes

APPENDIX 1: Pre-reading activities

Pages 11 - 20

Pre-reading:

Discuss these questions:

1. How will these be important in the story?
 - the travelling people.
 - animals from India.
 - a long, low whistle.
2. What do you think the 'speckled band' might be?
3. How do you think the story will end?

APPENDIX 2: While-reading activities

While - Reading

Which bedroom are these sentences about –

- Dr Roylott's (DR),
 - Helen Stoner's (HS)
 - or the extra bedroom (EB)?
- a) It is nearest the main building
 - b) Helen's sister used to sleep there.....
 - c) There is building work outside it.....
 - d) Holmes tries to open its window with a knife.....
 - e) There is a thick bell rope.....
 - f) There is a ventilator between these two rooms.....
 - g) There is a large iron box and a bowl of milk on a table.....
 - h) Holmes and Watson stay the night there.....
 - i) Helen stays the night there.....
 - j) A strong smell of burning oil comes from it. ...

APPENDIX 3: After-reading activities

Post - Reading

1. How are these things useful for Dr Roylott's plans?

- a) the building work
- b) the iron box
- c) his medical Knowledge
- d) the bell rope
- e) the ventilator
- f) the whistle

2. How do these help Holmes to solve the case?

- a) the locked door and windows
- b) a sound like steam escaping
- c) the ventilator
- d) the bell rope
- e) the bed in Helen's room
- f) the chair in Dr Roylott's room
- g) the sound of falling metal

3. How does Helen feel about her stepfather's death? Why?

4. Does Holmes tell the police the truth about Dr Roylott? Why(not)?

5. Is Holmes right not to feel guilty about Dr Roylott's death? Why(not)?

APPENDIX 4: Reading evaluation format

have decreased after the implementation of the ICRES preparation tutoring.

EVALUATION CRITERIA FOR READING ACTIVITY

ESCUELA NORMAL SUPERIOR CRISTO REY	ENGLISH
PARTICIPANT NAME: Natalia Vargas (Participant 22)	GRADE: 11°
TEXT: A thank-you email (A1)	Literal reading comprehension

INTERPRETATIVE RUBRIC		OBSERVABLE EVIDENCE	Range
INTERPRETATIVE RUBRIC	BEGINNING	-I cannot understand the words in the text. -I cannot identify the main idea or any details about the text.	X
	EMERGING	-My ability to interpret individual words limits my understanding of the text. -I can identify the main idea of the text. -I cannot give details or textual evidence to support conclusions about the text.	X
	DEVELOPING	-I can identify the main idea and a few details about the text. -I can understand familiar words when they are used in familiar context.	X
	PROFICIENT	-I can identify the main idea and details about the text. -I can give evidence from the text to support conclusions. -I can understand familiar words, but I have troubles interpreting new words.	X
	ADVANCED	-I can identify details from the text. -I can give insightful evidence to support my conclusions and to make inferences. -I can interpret unfamiliar words based on context.	

COMMENTS:
 - The student completed all the literal questions.
 - She identify the type of text and its structure.
 - Ignorance of vocabulary and structures hinders the process of understanding.
 -She fails to grasp the message of the text as it is difficult for her to understand what she is reading.

ANNEXE: Tutoring workshop

A thank-you email




Reading skills practice: A thank-you email

Name: Mayra Alejandra Gómez Herrera Group: 11°2
 Look at the email and do the exercises to practice and improve your reading skills.

Preparation
 Choose three options. Tick (✓) all the correct answers.

People sometimes write thank-you emails ...

- for a birthday present.
- for a new baby.
- when someone helps you with something important.
- when someone buys you a sandwich.
- when someone gets married.
- for a Christmas present.

tomsmudger91@dsmail.com

To: sjbogard@twindle.com

Cc:

Subject: Thank you!

Insert: Attachments Photos Videos

Hi Susan

Thank you very much for the birthday present. I really need a new computer game, so it is perfect. You're very kind. :)

How are you? Good luck in your exams. I hope you pass with good marks.

Speak soon.

Tom xx

Send Save Cancel

1. Check your understanding: true or false
 Circle True or False for these sentences.

1. Susan wrote this email.	True	False
2. It was Tom's birthday.	True	False
3. Susan bought Tom a computer game.	True	False
4. Tom doesn't like the computer game.	True	False
5. Susan has exams soon.	True	False
6. Susan's email address is sjbogard@twindle.com.	True	False

2. Check your understanding: grouping
 Write the sentences in the correct group.

had a birthday.	gave a birthday present.	wrote the email.
has exams soon.	received the email.	got a computer game.
Tom ...		Susan ...
had a birthday.	gave a birthday present.	
wrote the email.	received the email.	
got a computer game.	has exams soon.	

3. Check your understanding: matching
 Match the two sentence halves and write a-e next to the number 1-5.

1. Tom wrote an email.	a. birthday.
2. Susan gave a birthday present	b. exams soon.
3. It was Tom's	c. to Tom.
4. Tom likes the	d. to Susan.
5. Susan has	e. computer game.

ANNEXE: ICFES tutoring

31. What is the writer trying to do in the text?
- talk about the towns where he used to live
 - describe the people he met while traveling abroad
 - compare the different countries he has been to
 - explain how his interest in travel has developed**
32. What can you learn about the writer from this text?
- He had always wanted to work on the radio.
 - Very little surprised him on his first visit to Asia.
 - His early knowledge of the world came from the radio.**
 - He liked sharing his interest in geography with other people.
33. What do we learn about the writer's life as a child?
- He spent time fixing radios that were broken.**
 - His father was unemployed for long periods.
 - His friends thought he was rather strange.
 - He watched programs about people in other countries.
34. What does the writer say about traveling abroad?
- There are many countries he would still like to visit.
 - Information about other countries has become easier to find.**
 - The things he enjoys while traveling have not changed.
 - Knowing something about maps is useful when traveling.
35. Which of the following statements would the writer make?
- I find it hard to talk to people I meet on my travels because I hardly knew anyone when I was a child.
 - Areas with only a few people are the best places to visit since they are quiet and relaxing.
 - Learning about the world from books and the radio was nothing like the real experience.**
 - The world's a smaller place now because of the internet, and so travel has become less exciting.

My Love of Traveling by Sam Harris

I grew up in Australia and was introduced to traveling at an early age. We moved around a lot because of my father's work. My main hobby was radios - I repaired old sets and listened to various programs from around the world. I had a map of the world on my bedroom wall with pins on it and I wrote postcards to foreign radio stations. I was an only child and I didn't have many friends; instead I tried to contact the outside world. We didn't have a television, so what I learned came from the radio and from encyclopedias. By the age of 13, I could draw maps of countries from memory and name all the capital cities.

I didn't actually leave Australia until I was twenty-five, when I went on a long trip through Asia. I arrived in Thailand thinking I was well prepared, but in fact, I knew little about its rich culture. Then I went to India, where my taste for adventure and different experiences grew. Every city there was different; there were cows on the streets, old cars, interesting food, and people everywhere.

I went from country to country without realizing how dangerous some of them were at that time. There was very little advice available. But now it's different - you can learn so much from the internet and just about everywhere you go, you'll find an internet café. It's really changed the way people travel.

The things I now like most about a trip are eating and shopping. I also love sitting on trains and talking to different people. I'm sure I'll never get bored with traveling, even though I've explored most countries in the world.

ANNEXE: ICFES mock test results

Date/Time	Student Score	Passing score	Result
Fri Nov 13 2020 11:58:31	72% (180 points)	80% (200 points)	Failed

#	Question	Result	Awarded	Points
1.	¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
2.	¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
3.	¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
4.	¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
5.	¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
6.	En las preguntas 6 a 10 complete las conversaciones de manera que sean coherentes.	✓	10	10
7.	Did you use to practice any sport?	✓	10	10
8.	What does she do?	✗	0	10
9.	He is an artist, right? What does he do?	✓	10	10
10.	Have you ever traveled abroad?	✓	10	10
11.	What's the intention of the writer?	✗	0	10
12.	The expression "the words in images" could mean that	✓	10	10
13.	What does the writer think about the movie?	✗	0	10
14.	What was the first thing that the writer didn't like?	✓	10	10
15.	Which would be a good title for the text?	✗	0	10
16.	Who didn't mention his friends?	✗	0	10
17.	Who likes completely his job?	✗	0	10
18.	Who is not sure about a fact in the present?	✓	10	10
19.	Who discovered another passion different from the one he had always wanted?	✓	10	10
20.	Who disliked an important element in his career?	✗	0	10
21.	Who doesn't like his work because he can't share with his friends?	✓	10	10
22.	Who could make his dream true?	✓	10	10

Date/Time	Student Score	Passing score	Result
Fri Nov 13 2020 11:34:17	68% (170 points)	80% (200 points)	Failed

#	Question	Result	Awarded	Points
1.	1. ¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
2.	2. ¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
3.	3. ¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
4.	4. ¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
5.	5. ¿Cuál de las siguientes opciones coincide con esta frase?	✓	10	10
6.	En las preguntas 6 a 10 complete las conversaciones de manera que sean coherentes.	✓	10	10
7.	7. Did you use to practice any sport?	✗	0	10
8.	8. What does she do?	✗	0	10
9.	9. He is an artist, right? What does he do?	✓	10	10
10.	10. Have you ever traveled abroad?	✓	10	10
11.	11. What's the intention of the writer?	✗	0	10
12.	12. The expression "the words in images" could mean that	✓	10	10
13.	13. What does the writer think about the movie?	✗	0	10
14.	14. What was the first thing that the writer didn't like?	✗	0	10
15.	15. Which would be a good title for the text?	✗	0	10
16.	16. Who didn't mention his friends?	✗	0	10
17.	17. Who likes completely his job?	✓	10	10

ANNEXE: Reading Workshop 1

Watch the video and answer the questions taking into account what is mentioned in the story.



14

According to the video, Julia and Helen were ... * (25 puntos)

Cousins

Friends

Twins

Stepdaughters

15

With whom Helen's mother got married? * (25 puntos)

Stoke newton

An Indian Army officer

Dr. Grimesby Roylott

16

What word can be a synonym for the word "Agreement"? * (25 puntos)

Disagreement

Reconciliation

Arrangement

Understanding

17

What did the agreement state? * (25 puntos)

Dr. Roylott was the only one who would receive money.

Complete the sentences with the correct endings.

14

Roylott beat a servant to death so he ... * (25 puntos)

- locks her bedroom door at night.
- was sent to prison. ✓
- asks Sherlock Holmes for help.
- became a sad, angry man.

15

Roylott was sent to prison so he ... * (25 puntos)

- became a sad, angry man. ✓
- did all the housework.
- was sent to prison.
- was not punished for throwing a man off a bridge.

16

Julia Stoner could smell strong Indian cigarettes so she ... * (25 puntos)

- moves to another bedroom.
- was able to stop working.
- asks Sherlock Holmes for help.

ANNEXE: Reading workshop 2

THE SPECKLED BAND



Pages 11 to 21

1

Who is Helen Stoner? *

Dr Roylott's daughter.

Julia's sister.

Sherlock Holmes' wife.

The detective investigating the case.

2

Who is Dr. Grimesby Roylott? *

Julia Stoner's husband.

The stepfather of the twins.

A very bad man.

A fanatic of wild animals.

3

Who's Watson? *



- Because there was no evidence.
- Because she was alone when she died.
- Because she took poison.
- Because she gave no clues before she died.

8

What did Holmes think "The Speckled band" was?

- A group of wild animals.
- The stepfather of the twins.
- A band of gypsies.
- A dangerous object.

ANNEXE: Reading workshop 3

<p>Pre-reading</p> <p><i>Pages 22 - 37</i></p> <p>Discuss these questions:</p> <ol style="list-style-type: none"> 1) What is the title of this text? Who is the author? 2) Read the title "The Five Orange Pips". What do you think this chapter will be about? 3) What do you think "Orange pips" mean? 4) How do you think the story will end? 	<p>While-reading</p> <p><i>Reading Comprehension</i></p> <ol style="list-style-type: none"> 1. How did Mr. Openshaw's Uncle make a fortune in America? <ol style="list-style-type: none"> a) by trading in slaves b) by looting during the war c) by owning a plantation d) the story doesn't say 2. Why did the Ku Klux Klan want the papers? <ol style="list-style-type: none"> a) because they were financial records b) because they listed names of those who were murdered by the KKK c) because they proved Uncle Elias was guilty d) because they had the names of some of their members
<p>Pre-reading</p> <p><i>Inferences/Synthesis</i></p> <ol style="list-style-type: none"> 1. Which of the following can you reasonably infer about Uncle Elias? <ol style="list-style-type: none"> a. He did not like America. b. He was a member of the KKK. c. He was a coward. d. He was not very smart. 2. Which of the following could you reasonably infer by the end of the story? <ol style="list-style-type: none"> a. That Holmes had revenged Mr. Openshaw's death. b. That Dr. Watson had decided to move back to Baker Street. c. That Mr. Openshaw actually committed suicide. d. That the Lone Star was destroyed in the storm. 	<p><i>Post - reading</i></p> <p>— Ordering events. Put the items in the correct order.</p> <ol style="list-style-type: none"> A. Mr. Openshaw dies. B. Uncle Elias dies. C. The <i>Lone Star</i> leaves London. D. Holmes puts five orange pips in an envelope. E. Holmes tells Watson about the KKK. F. Dr. Watson is reading the newspaper. <p>Answer B - E - A - F - C - D</p>

ANNEXE: Participant observation 1

READING : THE SPECKLED BAND (PAG 1-11)

Observer name: Asly Michel Torres Bernal	
Location : Virtual class	
Date : 13 October 2020	Time: 10 a.m to 12 p.m
Course: 11-1 th grade	Duration of the session: 2 hours
Number of students: 35	
Objectives of the observation :	
-Observe how students react when asked to read a text.	
-Interact with students to gather information about literal and inferential understanding.	
-Identify the participants who prepared the page to be read ahead of time.	

-Identify students who have difficulty understanding the words in the text.

ITEMS TO OBSERVE	SESSION DESCRIPTION
Is the student able to read fluently and with correct pronunciation?	All participants quickly read their assigned page without worrying about the pronunciation of the words. Even when they have to read a complex word they assume how it is pronounced and then continue with the reading. Only one or two readers ask how a word should be pronounced or what it means.
Does the new vocabulary hinder reading comprehension?	During reading, students are not interested in knowing the meaning of a word, but when I ask them a question to check their reading comprehension they are not able to answer. Those who participate give different answers to what was asked.
Students show confidence and security when reading	Students are prepared by knowing what they are going to read since each one was assigned a page from chapter 1 beforehand. However, some say they don't know how to pronounce well and so are embarrassed to read. Because of this some read too fast just to finish quickly what they had to read.
Does the student demonstrate prior reading preparation? (Pronunciation, vocabulary, fluency)	During the reading none of the students showed that they had read their page before or looked up the pronunciation of the words or unknown vocabulary. This prevents them and their peers from understanding what is being read. They don't even have the material ready to read and they ask the teacher to be the one to look for it.
What is the climate during the reading session?	Only the student who must read turns on his or her microphone and the others do not speak during the entire reading session. When the pre-service teacher pauses for a reading comprehension activity, students do not speak and some say they do not know the answer. Then the teacher must speak in Spanish.
How do students respond to literal comprehension questions?	During this reading the students did not answer the questions of literal comprehension. This shows that they did not prepare the topic and due to lack of interest they did not lend themselves to reading. Other students say they did not understand much vocabulary and therefore do not know the overall idea of reading. Finally, there are some students who have an idea of what the story is about but confuse the information and the characters.
How do students respond to inferential comprehension questions?	This first reading did not address inferential comprehension questions directly, however during the pre-reading activity students were asked to make inferences about the story, title or characters, but the vast

	majority did not want to talk. They were then asked to talk about books, movies, or detectives they knew, and some mentioned movies such as Inspector Gadge.
Are the students able to recognize the main idea of the text and the familiar vocabulary?	During this first reading the students did not investigate what the story might be about. They only came to the class to read the page they were supposed to read to get their grade.

ANNEXE: Participant observation 2

READING : The Speckeld Band (Pag 12 – 21)

Observer name: Asly Michel Torres Bernal	
Location : Virtual class	
Date : 03 November 2020	Time: 10 a.m to 12 p.m
Course: 11-1 th grade	Duration of the session: 2 hours
Number of students: 27	
Objectives of the observation :	
-Observe how students react when asked to read a text.	
-Interact with students to gather information about literal and inferential understanding.	
-Identify the participants who prepared the page to be read ahead of time.	
-Identify students who have difficulty understanding the words in the text.	

ITEMS TO OBSERVE	SESSION DESCRIPTION
Is the student able to read fluently and with correct pronunciation?	In this second reading session, students continue to demonstrate that they do not prepare their text in advance, nor do they look up unknown vocabulary or word pronunciation.
Does the new vocabulary hinder reading comprehension?	On this occasion one part of the students read without regard to vocabulary or pronunciation, but the other part asked the teacher the meaning of the unknown words.
Students show confidence and security when reading	This time, although they did not prepare the topic, they had more knowledge about what the reading was about because the first reading session and workshop No. 1 had been done with a video that summarized the story. Therefore, although they did not understand what they were reading, they had more clarity about the characters and the development of the story.

Does the student demonstrate prior reading preparation? (Pronunciation, vocabulary, fluency)	They were clearer about the main idea of the text but during the pre-reading activities they had no idea what this second part of the reading was about.
What is the climate during the reading session?	Students remain silent, however during the literal and inferential comprehension activities, they try to answer the questions.
How do students respond to literal comprehension questions?	This time it considerably improved the students' response to questions of literal understanding. However, if they are asked a question without giving them a choice of answer they do not respond because they do not know how to do so using the target language. If the questions are accompanied by multiple choice answers, they immediately associate the information and give 90% correct answers.
How do students respond to inferential comprehension questions?	Students' mastery of the language prevents them from giving an answer and supporting it based on the text. However, with multiple choice questions they respond well by 70%.
Are the students able to recognize the main idea of the text and the familiar vocabulary?	By having a clearer idea of the topic and main idea of the story, students understand more familiar words and even make assumptions about the meaning of the new vocabulary.

ANNEXE: Participant observation 3

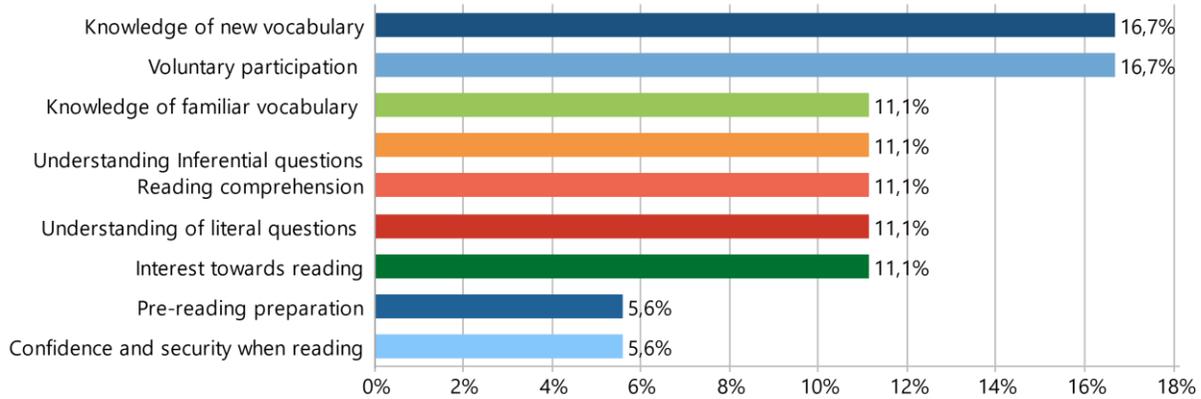
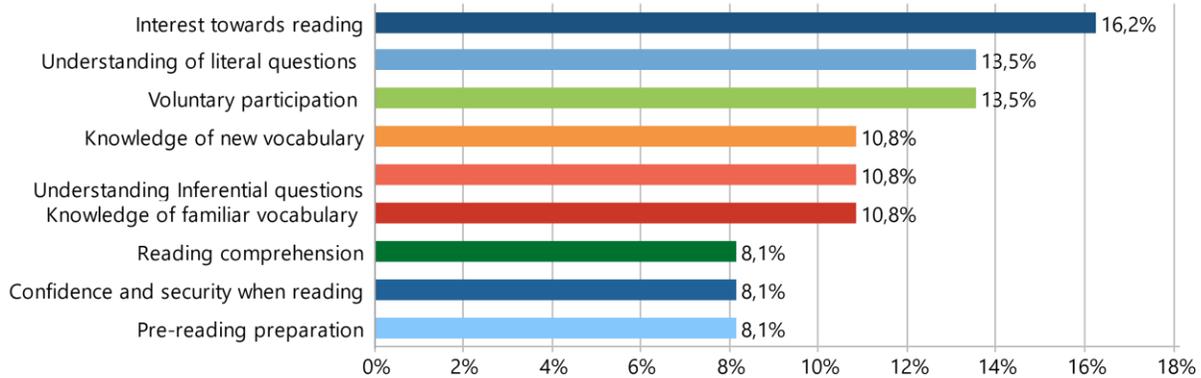
READING : The Five Orange Pips (Pag 22 – 37)

Observer name: Asly Michel Torres Bernal	
Location : Virtual class	
Date : 17 November 2020	Time: 10 a.m to 12 p.m
Course: 11-1 th grade	Duration of the session: 2 hours
Number of students: 23	
Objectives of the observation : -Observe how students react when asked to read a text. -Interact with students to gather information about literal and inferential understanding. -Identify the participants who prepared the page to be read ahead of time. -Identify students who have difficulty understanding the words in the text.	

ITEMS TO OBSERVE	SESSION DESCRIPTION
Is the student able to read fluently and with correct pronunciation?	This time it was the students who proposed to do the reading of this chapter before the end of the school year. Therefore, some recorded an audio reading of their text and another attended class to read voluntarily or in list order a page. The reading was done with greater fluency or awareness of what was being read.
Does the new vocabulary hinder reading comprehension?	This time the students were more active during the pre-reading activities as they made inferences about the reading, the characters and the meaning of the title and new vocabulary.
Students show confidence and security when reading	They were more confident while reading, even some students who did not participate much did so voluntarily and showed they had been practicing their pronunciation and fluency.
Does the student demonstrate prior reading preparation? (Pronunciation, vocabulary, fluency)	This time the students had an idea of the elements that made up the text although they did not know very well how they were involved in the development of the story.
What is the climate during the reading session?	Students remain quiet while reading and are more attentive to when it is their turn to participate.
How do students respond to literal comprehension questions?	During the Literal Comprehension stage, I started with an open-ended question and some students tried to argue their answer in English. The other questions were multiple choice and they chose correctly all the answers while saying why that was the correct one, some in Spanish and others in English.
How do students respond to inferential comprehension questions?	Some reading topics confused the students because they did not know of their existence, for example they did not know what the acronym KKK meant or that this group was known because they considered themselves superior to other races. After showing them a video summarizing information about this clan, they understood and answered correctly 8 out of 10 questions
Are the students able to recognize the main idea of the text and the familiar vocabulary?	Students recognized the familiar vocabulary and were interested in knowing the meaning of the new vocabulary. Some students mentioned looking up the translation of words they didn't know. By the end of the story, most students showed that they understood the general idea of the text and the role played by each character in the story.

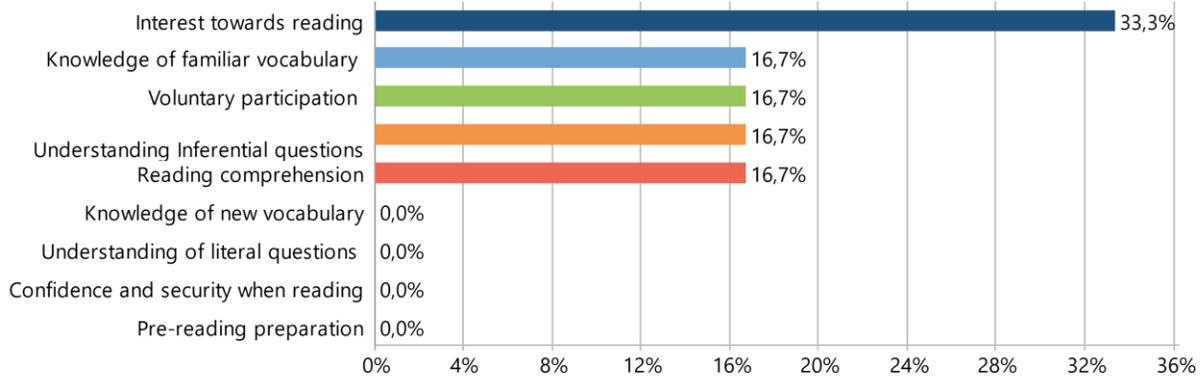
ANNEXE: Participant observations graphics

The Five Orange Pips (Pag 22-37) Reading Workshop



The Speckled Band (Pag 12-21) Reading Workshop

The Speckled Band (Pag 1-11) Reading Workshop



ANNEXE: Results evaluation workshop 1

Fourth term: Online workshop N°2 (English 11°1)

36 Respuestas 424.9 Puntuación media Cerrado Estado

1. Who is Helen Stoner? (20 puntos)

Un 100 % de los usuarios que completaron el cuestionario (36 de 36) respondió correctamente a esta pregunta.

- Dr Roylott's daughter. 0
- Julia's sister. 36 ✓
- Sherlock Holmes' wife. 0
- The detective investigating th... 0



2. Who is Dr. Grimesby Roylott? (20 puntos)

Un 94 % de los usuarios que completaron el cuestionario (34 de 36) respondió correctamente a esta pregunta.

- Julia Stoner's husband. 1
- The stepfather of the twins. 34 ✓
- A very bad man. 0
- A fanatic of wild animals. 1



3. Who's Watson? (20 puntos)

Un 100 % de los usuarios que completaron el cuestionario (36 de 36) respondió correctamente a esta pregunta.

- One of the best detectives. 0
- Sherlock's coachman. 0
- Sherlock's best friend. 36 ✓
- A cousin of Sherlock. 0



4. Who is Sherlock Holmes? (20 puntos)

Un 100 % de los usuarios que completaron el cuestionario (36 de 36) respondió correctamente a esta pregunta.

- The best detective. 36 ✓
- Watson's friend. 0
- Helen Stoner's husband. 0
- Dr. Roylott's friend. 0



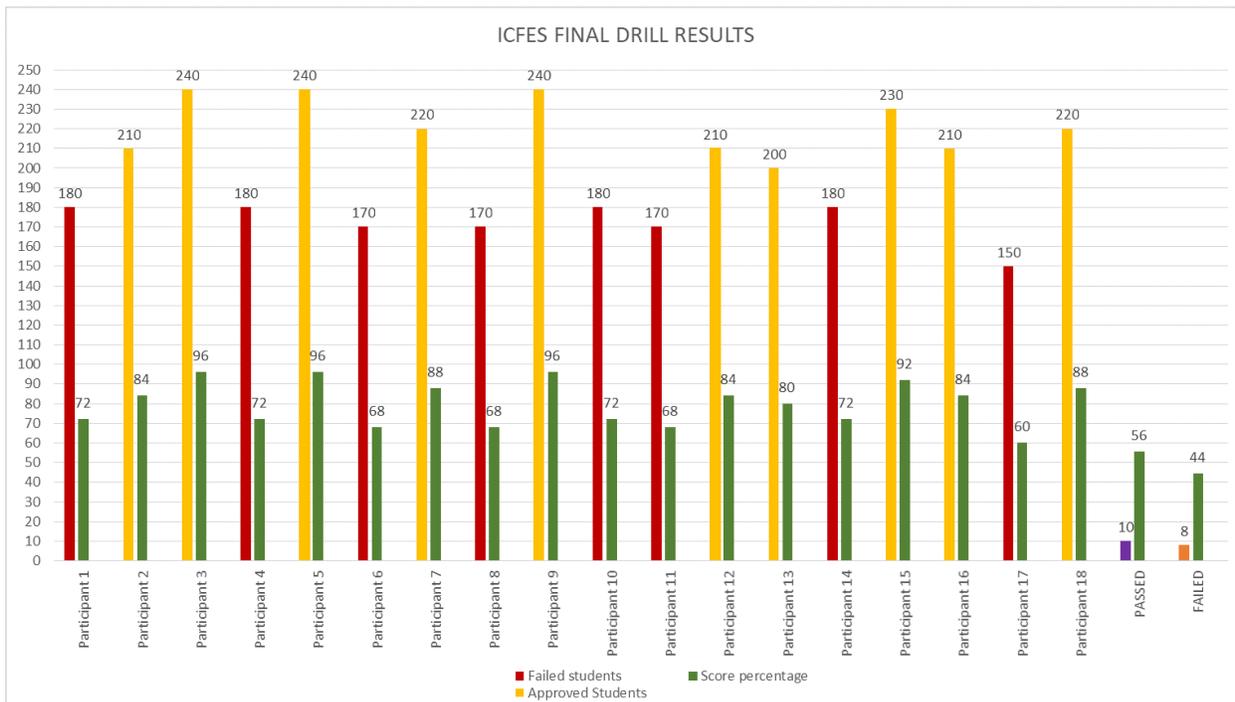
5. What is the setting of the story? (20 puntos)

Un 44 % de los usuarios que completaron el cuestionario (16 de 36) respondió correctamente a esta pregunta.

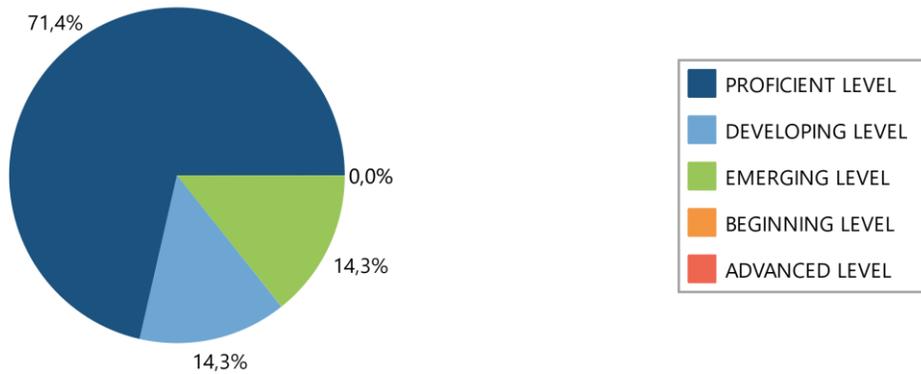
- England. 20
- Letherhead. 0
- Stoke Moran. 16 ✓
- India. 0



ANNEXE: ICFES final drill results

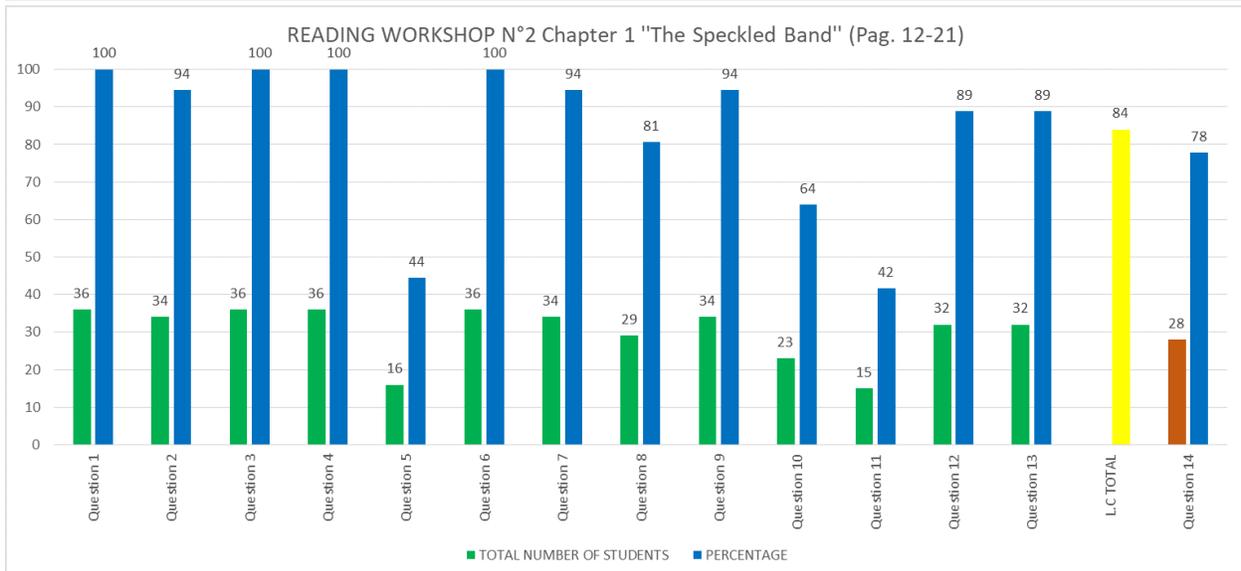
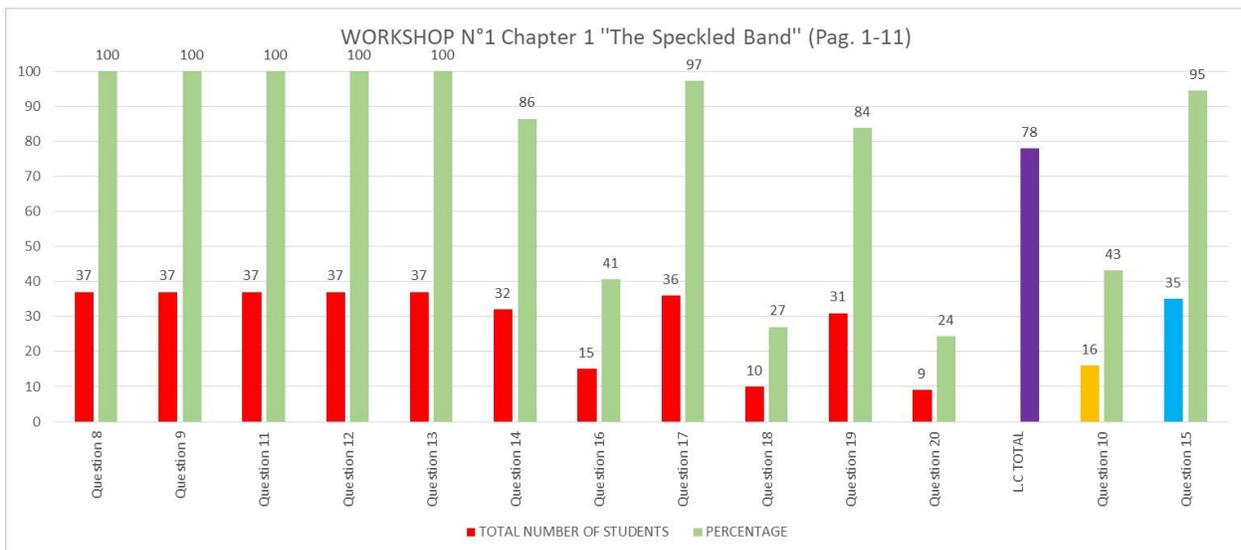


ANNEXE: Reading evaluation format graphic



READING EVALUATION FORMAT: INTERPRETATIVE RUBRIC

ANNEXE: Graphics reading workshops



ANNEXE: Initial questionnaire

ICFES: English Test

Estrategias de comprensión de textos



ANNEXE: Final questionnaire

ICFES TUTORING: READING COMPREHENSION
11°

8
Respuestas

04:48
Tiempo medio para finalizar

Activo
Estado

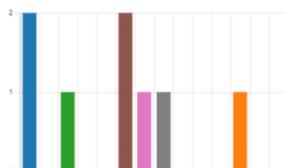
1. Have you ever read a story, book chapter or any text in English before? ¿Había leído alguna vez una historia, capítulo de libro o cualquier texto en inglés anteriormente?

● Yes 5
● No 2
● Sometimes 1
● I wasn't interested in reading... 0



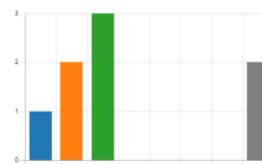
2. What story, tale or document read during the classes or tutorings did you enjoy the most? ¿Qué historia, relato o documento leído durante las clases o tutorías usted disfrutó más?

● The Speckled Band 2
● The Five Orange Pips 0
● Walt Disney 1
● The Ethiopian wolf 0
● My Artistic Adventure 0
● Jonathan's trip to Colombia 2
● Valentine's Day 1
● A Thank You E-mail 1
● Same Family - Different lives 0
● My Love of Traveling by Sam... 0
● Colombia's Guadua 0
● Meteorologists 1
● Scientists 0
● Swift Pizza and Sandwich House 0



4. Taking into account the reading techniques implemented during the tutorings, which one did you find most useful? Teniendo en cuenta las técnicas de lectura implementadas durante las tutorías, ¿cuál fue la que más útil te pareció?

● Discard information / Descartar... 1
● Skimming / leer rápidamente... 2
● Scanning / leer para encontrar... 3
● Activate previous knowledge /... 0
● Organize the general ideas / ... 0
● Create symbols / Crear símbol... 0
● Distinguish literal and implied... 0
● Reading by context / lo que sa... 2



3. Do you think that reading various texts helped you to improve your literal and inferential reading comprehension? Considera que la lectura de diversos textos le ayudó a mejorar su comprensión de lectura literal e inferencial?

● No 0
● Yes 7
● At some points 1



6. (Teniendo en cuenta su desempeño en la prueba ICES de inglés) Was it helpful for you to be part of this tutoring group? ¿Resultado útil para ti ser parte de este grupo de tutoría?

● Yes 6
● At some points 2
● No 0



ANNEXE: Lesson plan # 1

MATRICES DE REFERENCIA

ESTANDAR:

- I identify the principal idea of an oral text when I have previous knowledge of the subject.
- I analyze descriptive, narrative and argumentative texts with the aim of understanding the main and specific ideas.
- I structure my texts taking into account formal elements such as spelling, syntax, coherence and cohesion.
- I answer questions taking into account the other person and the context.

COMPETENCIA:

Communicative Competence: Linguistic competence

DBA:

- The student identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.
- The student Writes opinion texts about academic topics using a clear and simple structure.
- The student narrates personal experiences or familiar stories in oral or written form

DESEMPEÑO ALCANZAR:

Students will be able to define and identify the correct relative clause and relative pronoun to provide information about the person or thing we are talking about.

MOMENTO DE INICIO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración
<p>With the aim of introducing the new topic, the teacher will show on a slide four images showing a woman, an apartment, a group of friends and a dog.</p> <p>Students will be asked to look at the images and think about what they see in each one.</p> <p>Then, another slide will be shown which will be divided in two: at the bottom of the slide will be the five images shown above. Under each one there will be the beginning of a sentence, e.g. under the Image of the group of friends it will say " I have lots of friends...".</p> <p>At the top of the slide there will be a box of unordered words containing the relative clauses and the end of the sentences. E.g. that, who, which, are older than me, works very hard, etc...</p> <p>Students will be asked to use the words in the box to correctly assemble sentences, using the beginning of the sentences shown in the images with the pieces given in the box taking into account the context of each image.</p> <p>Finally, the teacher will say the name of five students and she will assign a picture to each one. Each student will say the sentence they believe goes with each image, and their classmates will write on the chat if they think it is correct or not.</p> <p>At the end of the activity, the teacher will show a slide that will display the title of the topic: <u>Relative Clauses</u>.</p>	<ul style="list-style-type: none"> Slides with images and the exercise to work on during the warm up. 	7 min

MOMENTO DE DESARROLLO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Duración

<p>Students will be shown a video explaining the use of the relative pronouns Who / Which / Where / That and the types of relative clauses. After looking at it, some exercises will appear on a slide for students to practice.</p> <p>In order for the students to understand better, a written comprehension activity will be carried out.</p> <p>Pre- reading: The teacher will show on a slide some cartoon images created by Walt Disney company that will be accompanied by some questions. Then, the teacher will ask the students those questions, e.g. What famous cartoons or movies that were created by Walt Disney do you know? What cartoon would you like to be? Etc... (The teacher will choose the first student to answer the questions and then the student will choose a partner to also answer it).</p> <p>While- reading: Students will be shown the short text called Walter Disney. The teacher will explain that a student volunteer will be reading the text and each time a blank space appears, the other students must say or write in the chat the relative clause they consider correct to fill in the spaces and thus complete the Walter Disney text.</p> <p>To verify that the students understood the text, they will be shown a collage that displays images related to the order in which the events occur in the text (Some of the images will not be related). Students will be asked to look at the collage carefully and tell how the pictures relate or not to the reading they did.</p> <p>Post-reading: A slide will be shown that contains a series of literal and inferential comprehension questions that students must answer. E.g. 1. According to the text, Walter Disney... a. Had an easy childhood. b. Was born in New York. c. Created some of the most popular cartoons. d. Almost always eats hamburgers.</p> <p>2. It can be inferred from the text that Walter a. Was an excellent cartoonist. b. Left his family to go after his dream. c. Went to Hollywood to get hired there.</p>	<ul style="list-style-type: none"> • Video with the explanation of the topic: https://www.youtube.com/watch?v=dKkLU-nU56g • Slides with exercises. • Slide with cartoon images and questions. • Walter Disney Reading: https://es.educaplay.com/recursos-educativos/7134942-walt_disney_relative_claus_es.html • Collage • Slide with literal and inferential questions. 	<p>5 min</p> <p>1 hora</p>
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<p>3. Why does the text mention that Walter "influenced the lives of generations of children all over the world"?</p> <p>Students will be chosen using a roulette wheel from the "wheelofnames.com" application that will select a student's name at random.</p>	<p>(This information will be also posted on the interactive readings e-portfolio)</p>	
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MOMENTO DE FINALIZACIÓN O CONCLUSIÓN		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar) Asignaturas que articula	Duración
<p>After the reading activity, the teacher is going to send the link of an activity developed in Kahoot that seeks that students put into practice what they have learned during the class.</p> <p>The teacher is going to tell the students that they must enter the link and then, they must enter their name and last name. Now, the activity is going to begin.</p> <p>Students will be told that they will see at the top of the screen a sentence with a blank space that the students must read quickly. On the other hand, at the bottom, there will be four answer options and they must select one or two. They will only have 30 seconds to select the correct one. At the end each student will receive a score and the student with the highest one will win.</p>	<ul style="list-style-type: none"> Kahoot activity https://kahoot.it/challenge/30e00fd3-c0c1-4292-bc0f-7efb3a5cb271_1601877290558 	10 min

REFERENTES BIBLIOGRAFICOS
<p>https://www.amigosingleses.com/2019/03/21/relative-clauses/ https://d3rhaqd7pe5pkw.cloudfront.net/English%20Please/Student%20Book%2011%C2%B0/ENGLISH_PLEASE_11_STUDENT_BOOK.pdf https://en.islcollective.com/english-esl-worksheets/material-type/boardgames/relative-clause-who-which-and-board-game/87503#</p>

ANNEXE: Lesson plan #2

**ESCUELA NORMAL SUPERIOR CRISTO REY
BARRANCABERMEJA
2020**

PLANEACIÓN CLASE VIRTUAL

IDENTIFICACIÓN		
NOMBRE DEL DOCENTE		
ASIGNATURA	Inglés	
TEMA GENERAL:	General facts!	
TEMA ESPECÍFICO	Passive Voice —form and usage	
FECHA Y HORA DE REALIZACIÓN POR GRADO	Grupo: 11-1	Hora: Tuesday 10:00 a.m. Friday 10:00 a.m.
	Grupo: 11-2	Hora: Monday 10:00 a.m. Monday 2:00 p.m. Thursday 6:30 a.m.
	Grupo: 11-3	Hora: Monday 6:30 a.m. Monday 3:00 p.m. Wednesday 6:30 a.m.

MATRICES DE REFERENCIA
<p>ESTANDAR:</p> <ul style="list-style-type: none"> • I identify people, situations, places and the topic in simple conversations. • I structure my texts taking into account formal elements of language such as punctuation, spelling, syntax, coherence and cohesion. <p>COMPETENCIA:</p> <ul style="list-style-type: none"> • Communicative Competence • Linguistic competence • Pragmatic competence. <p>DBA:</p> <ul style="list-style-type: none"> • The student narrates personal experiences or familiar stories in oral or written form. • The student describes experiences, events, and feelings. • The student exchange information orally in a subject of general interest in different types of spontaneous interactions.

DESEMPEÑO ALCANZAR:

By the end of the lesson, students should be able to know the form of passive voice construction, to convert a sentence from active voice to passive voice and vice versa, to differentiate between the passive and active voice and to identify when the passive voice is used.

MOMENTO DE INICIO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración
<p>1. Carry out an action!</p> <p>With the aim of introducing the new topic, the teacher will show a slide with three images. Each image will be accompanied by a phrase, for example: <i>Alexander Graham Bell invented the telephone in 1875; Martin Cooper created the first mobile phone and In 1992, IBM developed the first mobile phone with smart devices incorporated.</i></p> <p>Students will be ask to identify the subject and the verb in each sentence, for instance: "IBM developed the first mobile phone with smart devices incorporated". They should say the subject is "<i>IBM</i>" and that the verb is "<i>developed</i>".</p> <p>2. Repeat the action - Introduce the passive voice</p> <p>After identifying the subject and the verb, the teacher is going to tell the students this time the sentence will begin with, "<i>the first mobile phone...</i>" Immediately, will appear on the slide each one of the sentences written in passive voice, "<i>The first mobile phone with smart devices incorporated was developed by IBM in 1992.</i>"</p> <p>Students will again be asked to identify the subject; they should say it is "<i>the first mobile phone...</i>", and the verb; they should say it is "<i>was developed</i>".</p> <p>3. Compare the sentences</p> <p>The teacher will point out each sentence written in active voice and will ask the students if the subject is doing the action. They should say it is. Then, the teacher will point out</p>	<ul style="list-style-type: none"> • Slide with images (the image of a telephone, a mobile phone and a smart phone). 	

<p>each sentence written in passive voice and will ask if the subject is doing the action. Students should say it isn't. Now, they should compare what happens to the verbs. Students will be ask what tense they see in the active phrases. They should recognize the past simple. Show students what happens in the passive sentences: the auxiliary verb "to be" is used in the past tense "was" with the past participle, e.g. "<i>developed</i>".</p>		
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MOMENTO DE DESARROLLO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Duración

<p>Students will be shown a video that explains the theme "passive voice".</p> <p>After watching the video, the teacher will continue to explain through slides, in more detail, how to use the passive voice.</p> <p>The slides contain: the use of and differences between the passive and active voice, verb tenses (present, past and future tense), modal verbs with passive voice and examples.</p> <p>To put the above into practice, a reading activity will be developed. To begin, the unknown vocabulary will be presented on a slide: dressmaker, memorial service, criticize, wear, job, empire, tearful and move.</p> <p>You will also find in the slides the images that represent each word. These will be scrambled and students will be asked to identify which image corresponds to each word.</p> <p>Then, the students must complete the biography of the designer Gianni Versace by putting the verbs in brackets into the past simple passive.</p> <p>Finally, to verify that students have understood the use of the passive and active voice, 8 points will be shown on a slide and each point will consist of two sentences, sentence a and sentence b. Both sentences are the same, but one of them is not using the active or passive voice correctly. E.g. A) Mona Lisa Painted Leonardo da Vinci. B) Mona Lisa was Painted by Leonardo da Vinci.</p> <p>Students will read the sentences and must say which one is written correctly.</p>	<ul style="list-style-type: none"> • YouTube video: https://www.youtube.com/watch?v=W1_IRU6zx9g • Slides with the explanation of the topic and examples. • Slide and images with the unknown vocabulary. • Slide with the biography of the designer Gianni Versace. • Slide with the activity "Active or Passive?" 	
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Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Duración
At the end of the class, the teacher will share her screen where she will show a page of interactive games. In this opportunity, it will be a set of games to work the passive voice. For example, a game to find a partner, a memory game, etc.	Interactive game: https://www.mes-games.com/passive1.php	

REFERENTES BIBLIOGRAFICOS

http://www.liceoscarcastro.cl/A-2/images/CORMUN_ESTUDIA/CURSOS/4%C2%B0medio/03Ingles/SEM09/INGLES_4M_S9_RETROALIMENTACION.pdf

<https://busyteacher.org/4108-how-to-teach-the-passive-voice-while-being-active.html>

OBSERVACIONES

ACTIVIDAD LÚDICA: En casa los estudiantes trabajarán una ficha interactiva de la aplicación liveworksheets dónde deberán completar los espacios de las oraciones escritas en voz pasiva para fortalecer el aprendizaje autónomo en casa.

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Passive_voice/Passive_voice_-_multiple_choice_yj153672nx](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Passive_voice_-_multiple_choice_yj153672nx)

ACOMPañAMIENTO A LA FAMILIA: En el portafolio digital de lecturas los padres encontrarán las actividades, recursos y tareas a desarrollar.

ACTIVIDAD PARA LOS QUE NO CUENTAN CON CONECTIVIDAD:

ANNEXE: Lesson plan # 3

IDENTIFICACIÓN		
NOMBRE DEL DOCENTE		
ASIGNATURA	Inglés	
TEMA GENERAL:	Gossiping	
TEMA ESPECÍFICO	Reported Speech	
FECHA Y HORA DE REALIZACIÓN POR GRADO	Grupo: 11-1	Hora: Tuesday 10:00 a.m. Friday 10:00 a.m.
	Grupo: 11-2	Hora: Monday 10:00 a.m. Monday 2:00 p.m. Thursday 6:30 a.m.
	Grupo: 11-3	Hora: Monday 6:30 a.m. Monday 3:00 p.m. Wednesday 6:30 a.m.

MATRICES DE REFERENCIA
<p>ESTANDAR:</p> <ul style="list-style-type: none"> • I identify people, situations, places and the topic in simple conversations. • I understand the general meaning of the oral text even if I do not understand all the words. <p>COMPETENCIA:</p> <ul style="list-style-type: none"> • Communicative competence • Linguistic competence • Pragmatic competence <p>DBA:</p> <ul style="list-style-type: none"> • The student describes experiences, events, and feelings. • The student gives accurate information. <p>DESEMPEÑO ALCANZAR:</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Explain when indirect speech would be used. • Convert direct speech to indirect speech in different tenses. • Use reported speech correctly in oral discussions. • Recognize the reported speech construction. • Report in a written way the indirect speech.

MOMENTO DE INICIO

Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración
<p>The class begins with a reading of an interview consisting of four questions and answers. Students must read it and complete a table with direct and reported speech phrases taken from the text. (To read and complete the phrases, the teacher will select some students using a roulette wheel of names.) Students should complete the table as they consider a speech is reported.</p> <p>At the end of the activity, the teacher will explain the grammatical rules to form the reported speech, while correcting the reported phrases previously completed by the students. (She will use slides for this purpose).</p>	<ul style="list-style-type: none"> Slides with the text to be read and the table of direct speech and reported speech. Slides with the grammatical rules to form reported speech. 	

MOMENTO DE DESARROLLO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Duración
<p>With the goal of making sure everyone understands how reported speech works. Students will be asked to practice what was explained above to rewrite five sentences that represent different tenses and include time markers so they can practice all aspects of indirect speech.</p> <p>E.g.</p> <ol style="list-style-type: none"> We met in 2015 here in New York. <ul style="list-style-type: none"> They said that they had met in 2015 there in New York. <p>Now, students are going to watch a clip about the School of Rock movie. In the first part of the video there is a review of the times of the direct speech and the time in which the speech should be reported.</p> <p>After this introduction, the clip will be played and students should watch and listen carefully. Then, students should try to answer some questions based on what was mentioned in the video. The video will play small parts of the clip and then a question will be displayed.</p> <p>E.g. Boy from the Clip: Mr. S, what's going on? Question: What did the boy ask Mr. S?</p>	<ul style="list-style-type: none"> Slide with exercises. Reported speech - School of Rock video: https://www.youtube.com/watch?v=rW-Y23Kp6Eo 	

<p>Students must respond: The boy asked Mr. S. what was going on.</p> <p>Now, students will develop another listening activity, but this time it will only be audio, not video. In the first play, they have to listen to a conversation between Lucy and Annie. Students should read the questions before they listen. (The answers will be verified with the whole class).</p> <p>a. What's Annie doing? b. What problem does she have with Sally? c. When do they normally practice?</p> <p>Then the teacher will ask the students to read four sentences and say if the sentences are true or false taking into account the information about Lucy and Annie. Audio track 5 will be played again if necessary. Answers will be checked with the whole class.</p> <p>E.g. Read the sentences. Are they T (true) or F (false)? a. Annie said they were making team signs. ____ b. Lucy said that Sally was always early for practice. ____ c. Annie told Lucy they were going to practice after school the next day. ____ d. Lucy said Sally wouldn't be on time for the practice at 8 am. ____</p>	<ul style="list-style-type: none"> • Audio track 15. English please 3 book. • Exercise 11. Unit 2, module 1, Lesson 6. • Exercise 12. Unit 2, module 1, Lesson 6. 	
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MOMENTO DE FINALIZACION O CONCLUSION		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar) Asignaturas que articula	Duración
<p>After finishing the class, students must develop an interactive exercise in which they have to read a sentence and then they must choose the correct answer.</p> <p>For the final part of the class, 4 groups of 10 students will be formed (Group 1,2,3 and 4). A game will be shared on the screen showing different direct sentences (points will be awarded for saying them using the reported speech.).</p> <p>Each sentence is scored according to the complexity of the structure. Each time a direct sentence is displayed, a member of each group should type the phrase on the chat using reported speech. Then, the teacher will show the</p>	<ul style="list-style-type: none"> • Reported speech practice: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reported_speech/Reported_speech_iu80411hj -Reported speech game: https://jeopardylabs.com/play/reported-speech-game2 	

answer and she will give points to the group that has reported the sentence correctly.		
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REFERENTES BIBLIOGRAFICOS

https://eslbrains.com/wp-content/uploads/2019/08/ESL-Brains-Reported-speech-with-Vogue-TV.pdf
