

Implementation of reading through short stories, a strategy for learning a foreign language in the ninth grade at the Agueda Gallardo Villamizar Technical School: An action research

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## Chapter I: General presentation

In order to fully comply with the requirements established in the practice for pre-service teachers in the Bachelor of Arts in Foreign Languages degree, of the University of Pamplona this project based on a case study is divided into four chapters, which are the following: The pedagogical component, the research component, the community outreach component and the administrative component.

Firstly, the pedagogical component, which is entitled *“Implementation of reading through short stories applying as a strategy for learning a foreign language in the ninth grade of in the Colegio Técnico Águeda Gallardo Villamizar: An action research”* in which a research proposal is presented and the main objective established is to provide a solution to the problem that the students are not reading and much less interpreting the readings that are proposed in the workbook, which became evident through an assessment made during a synchronous meeting with the participants involved. It should be noted that in some works carried out in the worksheets of the third period and also in the synchronous encounters where questions were asked and only 2 or 3 of the 27 connected responded, in the same way it is important to highlight that they were copying the answers of other classmates because they made the same mistakes. This investigation was carried out in a period of 10 weeks and has a sequential procedure.

Secondly, the research component, in which a macro-project is included, which is entitled *“The training of the reflective spirit in Foreign Language Program practitioners, a training tool to qualify pedagogical practice”* in which the pedagogical practices of teachers in training are outlined as one of the main interests in search on implementing reflection for trainee teachers to self-assess their work while carrying out the practicum. Further, this

macro-project seeks that pre-service teachers promote reflection and self-evaluate their process in conjunction with the application of the research project.

In third place, the community outreach component, a macro-project entitled “*ENGLISH LANGUAGE AWARENESS PROJECT IN ELEMENTARY SCHOOLS IN COLOMBIA*” in which, educational support will be given to primary school teachers as a way to contribute to the strengthening of teaching a second language in the elementary school sector, greatly favoring both educational institutions and the student population, as well as the Foreign Languages Program and students who develop their practical process.

Finally, the administrative component, where it is proposed that student-practitioners become strategic and resourceful when participating in extracurricular activities proposed by the institution.

## **Introduction**

“In today’s global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally” Rajasthani Nishanthi (2018). The author states that learning English is necessary to come up because it is the biggest window in the modern world; it is a language that opens doors and fulfills dreams.

Diana-Petruța (2012) said that learning English as a foreign language allow the students to fully appreciate the culture and its context of a country, it widens their understanding. She mentioned that by learning English, they can develop life skills because learning a foreign language involves different learning skills and helps to improve some key skills through listening, writing, and reading. Their general reading and mental skills improve through studying a language and it is benefit to cognitive development, such as creativity, problem-solving and

reasoning. For many educators (Horwitz, 2008; Krashen, 2007; Nation, 2008; Singhal, 2001), reading is the bridge that allows English language learners to acquire and develop other language skills including speaking, writing, and vocabulary acquisition. Reading in English within a second language (ESL) context has received much attention as researchers and second language educators have sought the most effective and beneficial ways to develop language learners' reading skills.

Taking into account that English is one of the most important languages in the world and its benefits to develop certain skills, this research proposal was based on an action research that seeks to implement reading through short stories as a strategy to learn a foreign language, thus working on the communication skills of students; the entire application of this proposal was carried out in a virtual way and working at home due to the health situation that occurred throughout the year 2020, caused by Covid-19.

## **Justification**

Regarding that the English language is a basis for the progress of any human being and taking into account that it requires certain skills that benefit flow and intellect, thus causing a complete learning that promotes communication and interpretation, significantly highlighting that reading is the primacy of every apprentice, as it motivates the imagination and results in creation.

Reading is remembering the past and living in the present, unfortunately, in public educational institutions (Primary, Secondary, Higher Education) throughout Colombia a traditional teaching-learning method is handled where the student is convinced to translate verbatim with a dictionary in hand or with a translator and is not motivated to understand, much

less to interpret what they are reading. Taking into account that the development of this project and the classes were done with synchronous and asynchronous encounters due to the health situation in the country, this project was looking for complement the need to help students and motivate them to learn. English through interesting short stories that lead them to question themselves, but above all, that helps them to understand the unknown world of reading. As a student-practitioner, the purpose was to give the students an open space in the development of the class without prejudices or fear of being judged for reading or interpreting incorrectly, in which they had the opportunity to develop their reading skill sequentially and, in some way, try to work on the other competences.

In the pedagogical component, the established proposal was applied through a totally new methodology for both students and teachers; the research component, reflection was worked caused to the weekly narratives, of the extension component it can be mentioned that it was a short but quite productive work and finally, the administrative component shows the different student-practitioner roles when getting involved with extra-curricular activities and events set by the educational institutions engaged.

## **Objectives**

### **General objective**

- Advance and improve reading proficiency in ninth grade students through the implementation of short stories.

## **Specific objectives**

- Promote reading in a second language as a habit of learning practice that includes various enthusiastic reflection factors.
- Implement and apply critical thinking in student-practitioners so that in this way they evaluate their process.
- Provide support and accompany primary school teachers and students in the process of learning a second language.
- Come up with ideas for the extracurricular activities established by the institution and be part of them.

## **Conclusions**

Taking into account the process and the project, I can deduce that so far the implementation of this reading project has resulted in an incentive in students for wanting to read many more short stories. Due to the short time of practice, the students didn't have time to read a book or long manuscripts, but even so I have suggested that they acquire the habit of reading in order to acquire better vocabulary and much better reading and writing skills. Reflection was a fundamental part of this process, as it generated an input to evaluate our own work; also the work with teachers and elementary school children was satisfactory due to the availability and the material that was worked on, as a teacher of the institution I was part of several events in which I was able to contribute my ideas.

## Chapter II: Institutional Observation

As a beginning to carry out the internship stage of teachers in training in the Bachelor of Arts in Foreign Languages, it is required that teachers in training first observe the educational institutions in which they are assigned to know them and then be able to identify a topic that obviously needs to be addressed from the field of teaching and learning the English language. In doing so, practitioners' teachers also become familiar with the context and learn to handle well the different situations that may arise during their practice stage in these places. Therefore, as an attempt to comply with this requirement, the educational institution in which this project will be carried out will be presented taking into consideration aspects such as the Institutional Educational Project (Institutional Educational Project, PEI), the regulations and the schedule of activities.

### Location

The Águeda Gallardo Villamizar Technical School is located in the urban area of Pamplona, Norte de Santander. This proposal was conducted in the main headquarters located on 9th street with 9th race.



Figure 1. Águeda Gallardo Villamizar Technical School.

## **Authorities**

### **English Teachers council**

- Mg. Fabio Peñaloza Flórez / 6th grade
- Mg. Nataly Guarín Torres / 7th, 8th, 11th grades
- Mg. Marlén Yolima Parra / 9th, 10th grades

### **Administrative body**

- Rector: Mg. Sr. Sol Cristina Redondo Ávila
- Coordinator: Mg. Jesus David Ordoñez

### **Institution's PEI**

The PEI of the institution highlights fundamental aspects aimed at clarifying the location and identity of the institution, the pedagogical model adopted, the institutional horizon which contains the institutional principles, the articulating axes that encompass a system of values and beliefs, the policies of inclusion, the administrative, pedagogical, community component and the action plans to improve the learning and teaching processes.

### **Mission**

The educational institution Águeda Gallardo de Villamizar provides academic, humanistic, preventive and qualified formation from preschool to technical middle in the area of health with relevant theoretical and practical knowledge, with a high degree of responsibility and honesty placed at the service of the region and the country.

### **Vision**

In the year 2020 The Educational Institution Águeda Gallardo de Villamizar, will be consolidated as a certified institution in the provision of educational service in the department of

Norte de Santander, in the training of young active and autonomous citizens, promoters of healthy environments, who developed academic and working skills in the area of health.

## **Methodology**

The Águeda Gallardo de Villamizar Technical College educational institution has been targeted by the MEN through the Colombia Bilingual Program, from this process there are educational texts for all students from sixth to eleventh Way to go and the English series; In 2016 and 2017, it had the assistance of a foreign native trainer from the English fellowship program, in addition to the accompaniment of different auditors, coordinators and delegates of the project, with participation in regional workshops.

The ministry texts and the Teenagers series are assumed as a working methodological suggestion. The text proposes to develop a module of three units per two-month period adapted to 3 hours as indicated by the Pacing guides. On the other hand, the syllabus of the series focuses on macro themes (Topic Based Syllabus), which allow interdisciplinary work with cross-cutting areas and projects related to health, education for sexuality, education for the exercise of Rights Humans, sustainability, the environment, and democracy and peace.

The principles behind the approach and the suggested methodology are:

1. A task-based approach.
2. Learning outcomes based on the use of language and project work.
3. Student autonomy through self-evaluation and reflection
4. Integration of transferable communication skills.

5. A remarkable approach to language development.
6. Integration of the four language skills.
7. Development of learning strategies.
8. Articulation with national and international standards and guidelines.

### **Handbook**

The school handbook is conceived at I.E. Águeda Gallardo as a pact between all the members of the Institution, so from the Salesian philosophy and the fundamental elements of the national educational policies, the Colombian and world reality and attending to the dream of a peaceful and quality coexistence, especially since the issuance of Decree 1620, the process of re - meaning the coexistence manual has been in the process. Faced with this process, we can say that the institutional option of work for the creation of a culture of peace has been part of our lifestyle and our pedagogical work since 2006 when it was decided to carry out the Peace Games curriculum and the creation Center for Conflict Transformation and the training of students and teachers as Mediators.

An intense, continuous and legal research has been made, a processes of socialization and evaluation, an improvement and a new socialization have been carried out on the agreements that exist in the handbook, allowing the participation of all, without losing sight of the goal of forming "Good Christians and Honest Citizens", so we consider that we can really give the title of COEXISTENCE PACT, to our manual, even with the shortcomings it may have.

## **Objectives of the school handbook**

1. Establish clear guidelines for social behavior that guarantee a true coexistence and integration of the educational community.
2. Promulgate the rights, duties, and other criteria of a normative nature, agreed with all levels of the educational community.
3. Favor the unity of criteria and the search for common objectives in all members of the educational community.
4. Encourage habits of participation, self-management and personal construction of learning, which have an impact on the training not only of girls, boys and young people, but also of the family, teachers, administrative and operational staff and those of a or otherwise are linked to the institution.
5. Involve parents in the process of comprehensive training of their daughters or sons, through the development of actions aimed at solving individual and collective problems, in accordance with the principle of joint responsibility.

## **Institutional Programming**

The educational institution had an annual and weekly programming, but due to the global health situation, the suspension of face-to-face classes and replaced by virtual ones, that programming is no longer taken into account and on the contrary, some are being handled weekly work agendas with the respective planning of the worksheets and the classes given every 15 days to students.

## Planning the language area

Next, I present the area plan of the ninth grade, group with which I will be working this semester in my practice process.

| ESTÁNDARES  |  | NUCLEOS TEMATICOS   | COMPETENCIAS BASICAS  | COMPETENCIAS CIUDADANAS   | COMPETENCIAS LABORALES  | INDICADORES DE DESEMPEÑO  |
|---|--|---|---|---|---|---|
| Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. |  | <ul style="list-style-type: none"> <li>• Adjectives degree</li> <li>• Adjective order</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Countable and uncountable nouns</li> <li>• Quantifiers</li> <li>• There is / are / was / were</li> <li>• Much and many</li> <li>• A little, little, a few, few</li> <li>• Imperative mood</li> <li>• Reflexive pronouns</li> </ul> | <p><b>ESCUCHA</b> Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.</p> <p><b>LECTURA</b> Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.</p> <p><b>ESCRITURA</b> Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.</p> <p><b>MONOLOGO</b> Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.</p> <p><b>CONVERSACION</b> Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.</p> | Preveo las consecuencias, a corto y largo plazo, de mis acciones y evito aquellas que pueden causarme sufrimiento o hacérselo a otras personas, cercanas o lejanas. | Identifico ideas innovadoras para resolver problemas de variados contextos (sociales, culturales, económicos, entre otros). | <p>Identifica sustantivos contables y no contables y cuantificadores</p> <p>Emplea los diferentes grados del adjetivo a través de comparaciones</p> <p>Expresa opiniones de manera respetuosa</p> |

Figure 2: Ninth grade planning.

### Material resources:

Teachers with the profile for teaching English as a foreign language:

-2 area teachers

-1 student-practitioner from the University of Pamplona per semester

### Physical resources:

-Texts: Way to go! For every 6-7-8 student

-English, please! For each student from 9-10-11

-Text teenager's 6th - 11th

-Room for each teacher

- Television
- CD
- Bibliobank in 2 rooms
- Computers in 1 room
- Video beam in 1 room
- Open Minded for Teens educational software

**Logistics resources:**

- Institutional platform Webcolegios.

**Ministry guide text**

Considering 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders, teachers are required to use the following English books proposed by the Ministry of National Education (MEN):



Figure 3: English book for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders proposed by the MEN, entitled “English, please”.

In the book "English please" assigned for the ninth grade there are excerpts from short stories such as "A Very Old Man with Enormous Wings" by Gabriel García Marquez, a short story that I took as a basis to apply the reading process with the students, there are also short readings related to the themes of each lesson, readings that are also being applied, that are simple and that seek to motivate students

### Schedule

|                        | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES |
|------------------------|-------|--------|-----------|--------|---------|
| 1 7:00 -8:00           |       |        | 11º       |        |         |
| 2 8:00 -9:00           |       |        | 10º       |        |         |
| 3 9:00 -10:00          |       |        | 9º        |        |         |
| 4 <u>10:00</u> – 11:00 |       |        | 8º        |        |         |
| 5 <u>11:00</u> – 12:00 |       |        | 7º        |        |         |
| 6 <u>12:00</u> – 1:00  |       |        | 6º        |        |         |

The schedule that will be handled in the institution this semester is divided as follows:

### English classes observations

The opportunity to carry out the observation was given in a synchronized meeting previously agreed by the supervising teacher, in which my presentation was made to the students and after the class I spent 10 minutes with the students doing a reading activity proposed by the supervisor as work class, thanks to this activity and also talking with the students and the teacher, I was able to establish that the students lacked a little of that ability to read and interpret. Due to lack of time, only one observation could be made, (Annexe 1).

## **Chapter III: Pedagogical Component**

### **“Implementation of reading through short stories a strategy for learning a foreign language in the ninth grade at the Águeda Gallardo Villamizar Technical School: An action research”**

#### **Introduction**

Due to the existing educational system in these days in the country, the lack of resources and the search for an adaptation to the virtual modality and work at home, it can be said that the process of learning a language and also teaching it has become the greatest challenge for both sides, students and teachers, although it has been counted with the support of the Ministry of Education, the modality has transformed life and learning.

Considering that the new modality is a challenge that has distorted student learning especially their ability to read and interpret, it is important to mention that reading comprehension becomes a constant test particularly when the material to be read contains unknown, technical, or complex vocabulary. Reading comprehension requires a strategy called "Interpretation" which forces the reader to identify each word separately but at the same time must join them to generate a joint idea. Whoever acquires the ability to read can deduce and decode words. "Reading comprehension is the ability to go beyond words, to understand ideas and the relationship between ideas and the complete text." (McNamara, Danielle, 2007).

Perhaps the most radical changes in the teaching of reading are in comprehension and interpretation (Linda G. Fielding and P. David Pearson, 1994). Once thought of as the natural result of decoding plus oral language, comprehension is now seen as a much more complex process involving knowledge, experience, thought and teaching which is highly dependent on

knowledge, both from the world in general and from the world in general of the world of language.

### **Research questions**

1. Those short stories develop students' comprehension and interpretation skills?
2. What kind of vocabulary the students learn from reading stories?
3. How have the students been reacting to the regular reading?

### **Justification**

Regarding the information previously given on the importance of learning to read and the evident need that there is in the students of the Agueda Gallardo institution to learn this skill and thus be able to understand in a sequential and gradual way where an effort is generated that seeks the purpose of to fully comply with the guidelines and standards established by both the Ministry of National Education and the Common European Framework of Reference. Remarking the above, it is highly valid to highlight the fundamental role that teachers have had during this process, which has not been easy due to so many inconveniences due to the modality that is being worked on, since each one of them has sought the best way to work the 4 competences (Listening, reading, speaking, writing) in a way that complements each other, using dynamics, strategies, games that motivate young people but above all that help them to advance in the reading process. The fact that although the students demonstrate their motivation and their desire to learn cannot be ignored, but many of them during the development of the lessons have not lost their fear of reading in a second language.

Seeking to allow them an opportunity and give students a new horizon, always keeping in mind the guidelines established by the institution, this project-proposal has the main objective of

contributing in the best way and helping to improve the reading ability of ninth-grade students degree through the implementation of short stories, implementing a different learning strategy, outside of the routine that helps students to let their imaginations fly, teaching them culture, literature, and vocabulary.

With this, I seek that students become more involved in participation during class lessons, that they use the language to communicate both inside and outside the classroom, that they encourage and immerse themselves in the short stories and know a little more about the culture general and the world.

## **Objectives**

### **General objective**

- Improve and support reading ability in ninth grade students through the implementation of short stories in L2.

### **Specific objectives**

- To provide ninth graders with short stories that leads them to question the different situations that happen in real life.
- To teach and explain new vocabulary that can come either explicit or implicit in short stories.
- To encourage students to immerse themselves in the world of reading in a second language.

## **Theoretical Framework**

This study is constructed according to the following theoretical structures: Reading skill, Reading strategies and Influence of short stories. The theories mentioned are relevant to

understand the topic of the project in this study, thus the categories implemented give a more specific and thorough scope to it. It's difficult to work on a single skill (reading) without the other three being implicitly immersed (listening, speaking, writing), so this project seeks to work on reading skills, but also seek for students to improve their speaking by reading aloud and in the same way they work the listening when they pay attention to what the teacher or classmate reads and finally a small writing is made where what they have interpreted from that reading is reflected.

### *Reading skill*

Considering that reading skill is an individual's position on some assessment of reading, reading skill becomes a matter of understanding how the processes and the way in which their interactions contribute, thus showing successful results in reading. When the successful result is the reading of individual words and the processes are located in the knowledge of the forms of the words and their meaning (Charles A. Perfetti, 2001). Reading processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system. Specifically, important are (1) the identification of words and (2) the engagement of language and general cognitive mechanisms that assemble these words into messages. It is visual word identification that is the process most distinctive to reading.

M. Bojovic (2010) established that “Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop” Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. A reading skill is a cognitive ability which a person is able to use when interacting with the written text. According to Bojovic (2010) reading

skills involve: Identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams and charts.

Bojovic talks about some specific purposes to improve reading skill in English, which are:

1. The shift from text as a linguistic object to text as a vehicle of information. The key principles for English learners are that extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge.
2. The recognition that good reading requires language and skills. A successful foreign language learner had a fragmented approach to text, while successful learners went for overall meaning, guessing, or skipping language and information.

The reading component of an English course thus requires a balance between skills and language development. Some of the crucial skills to be learnt or transferred into the new language are: Selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and

examples; processing and evaluating the information during reading; transferring or using the information while or after reading.

Researchers have found that teaching reading skill is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension skills. Therefore, teachers need to be prepared on how to design effective comprehension skill and how to teach this ability to their students. According to Anderson, Hiebert, Scott, & Wilkinson (1985), reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost.

In order to be a good reader, learners should set a goal for their reading; therefore, good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003).

Reading skill are specific abilities which enable a reader:

- To read the written form as meaningful language.
- To read anything written independence, comprehension, and fluency.
- To mentally interact with the message.

In order to be a good reader, learners should set a goal for their reading; therefore, good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and

formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003)

### *Reading strategies*

The University of Melbourne (2010) mentions 10 strategies that can be used to make a correct reading, which are:

1. **Purposeful reading:** Purposeful reading of this nature can help to read faster and more selectively. It can also help the concentration and the ability to remember. It is important to be very clear about exactly what to looking for. Do not just read aimlessly. Perhaps look for answers to questions, general understanding of a topic or issue, detailed knowledge, a range of perspectives, identification of a writer's position, evaluation of a writer's position, arguments that support some position, arguments that oppose some position, examples, statistics, definitions, explanations, quotes, etc. Try to have the purpose in writing nearby so it can help to maintain focus.
2. **Scanning:** Scanning is reading quickly to search for specific information. All the persons are already good at scanning. You scan, for example, when checking a TV guide or a phone book. Scanning may allow you to 'read' up to 1,500 words a minute. One reason to scan an academic text that you have found while researching is to locate key terms to assess the text's relevance.
3. **Skimming:** Skimming is reading quickly to gain a general idea. Skimming may allow to 'read' up to 1000 words a minute. Skimming helps to identify whether to continue reading, what to read carefully, and where the best place is to begin. Skimming an

academic text immediately before reading it carefully can help to consider what is already known and can help to develop a purpose for reading.

4. **Information words:** It is worth remembering that no more than 50% of the words in an average textbook are “information” words. The other words are like glue and paint: they are there to provide connections and add interest but are not essential for meaning. If you concentrate on information words, you can read faster and with better comprehension. But, how to learn to pick out the important information words? A large part of the trick involves paying attention to what the author is trying to say. Look for the message, and the information words will emerge naturally
5. **Phrase reading:** Watch the eyes of a friend or a member of the family while he or she is reading. You will see that they move along each line of print in a series of jerks. The pauses between the jerks are known as fixations. It is during the fixations that your eyes take in words.
6. **Analytical reading:** Analytical reading (or study reading) is needed when you want to make sure that you fully grasp and appreciate what you are reading. You may have to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, your reading rate can easily drop to below 100 words a minute.
7. **Marking the text:** If the text you are reading is your own copy, you could also underline key words, highlight with a marker, or make notes in margins, or alternatively, if you don't own the text, you could use little ‘post-it’ labels. This process of marking texts can help to concentrate and can help to identify key points and make the book easier to survey later.

8. **Note-taking:** It is important to develop this essential skill! Note-taking can help to gain deeper understanding and reflection, a better ability to remember and good exam preparation materials for later.
9. **Managing vocabulary:** This is a great opportunity for build new vocabulary (discipline specific and general), so consult glossaries and use a dictionary. Keep a list of new words: record their definitions and write example sentences which show meaning and usage. When using a dictionary to discern it is easy to know which words can be ignored and see if it is possible to guess the meanings of words.
10. **Reading with others:** Consider getting a “study buddy” or study group. Be careful to keep focused on what need to do and what to find that by sharing notes, explaining, asking, and quizzing each other can increase the ability to understand, reflect upon and remember key points in texts.

These strategies were worked together with the students, who applied them in their reading process during the application of the proposal.

### *Influence of short stories*

Using literature to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, and an authentic model of language use with its rich potential (Ramsaran, 1983; Collie & Slater, 1987). Short stories seem to be the most suitable one since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. Also, research on short stories in EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills (Vural, 2013; Saka, 2014; Pardede, 2011).

Using literature to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, and a higher language proficiency, it also makes an important contribution to literary appreciation (Ramsaran, 1983). Integrating literature in EFL classes provides an authentic model of language use with its rich potential; by reading literary texts students face language written for native speakers and try to understand the texts. They also must learn literary features such irony, exposition, climax, narration and so on (Collie & Slater, 1987). In this way, literature develops readers' language and literary awareness. It is very motivating, and it provides them with an understanding of another culture (Lazar, 1993).

Together with learning about the culture, students also learn about the past and present and about people's customs and traditions (Erkaya, 2005). As Collie and Slater state "a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history» (1987, p. 78). They also point out that literature "enables the learners to shift their attention beyond the more mechanical aspects of the foreign language system" (1987, p. 78). Literature may "serve as a medium to transmit the culture of the people who speak the language in which it is written" (Valdes, p. 137). The learner may find himself completely absorbed by the work and this will lead to a high motivation level making the activity memorable and enjoyable.

Saka (2014), in her descriptive study supporting Vural (2013)'s results, identified the ideas of 40 junior students of ELT department of Akdeniz University about the contributions of studying short stories. The results suggested that reading short story increased their wish to read more and appreciation for literature. Students reported that by reading good examples of literature they have become aware of the world of short stories. For example, Vural (2013) in his study with 34

students of prep classes of Two-Languages Department of Suleyman Demirel University, Almaty, Kazakhstan aimed to find out whether the use of literature in ELT at university level could increase motivation of the students and have a positive effect on reading and writing skills or not. He found that the use of literature in ELT classrooms may motivate students better than abridged and simplified reading passages in students' course books.

The results suggested that literature can be used as a positive stimulation to motivate students, and a good means to improve reading and writing skills. The study also indicated that especially short stories are ideal literary means for classroom usage. Pardede's (2011) study at Christian University of Indonesia revealed that most of the students of English Teaching department basically found short stories interesting to use both as materials for self-enjoyment and as components of language skill classes.

Literature can stimulate the imagination of students, develop their critical abilities, and increase their emotional awareness (Lazar, 1993:19). Saka (2014) reported that literature is "an authentic material and by reading literary texts students face language written for native speakers and try to understand the texts". Choudhary (2016) states that teachers have started using literary texts and their analyses to explore and ignite the imagination and creative skills of the students.

## **Literature Review**

In this section we can find the studies that were conducted and that refer to read in English and using reading skills.

The stories are motivating for young learners, and stories can create a happy and enjoyable learning environment, also that stories are the most ideal sources for young learners in effective language learning because they find stories easy to access and understand that provide them an

outstanding opportunity for young learners to master the foreign language (Mart, Cagri Tugrul (2012). The author said that motivating young learners to learn English through stories at an early age provides them the opportunity to widen their horizons and stimulate their early enthusiasm and enhance their awareness of the rich use of English. Stories are unquestionably a significant part of children's literacy development. Saniago Dakhi and Ira Damanik (2018) they said that there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation pushes the learners to learn without rewards because the need is innate and depends on their own desire. On the other hand, according to Arnold (2000), extrinsic motivation is a desire to obtain a reward and stop a punishment. This kind of motivation emphasizes external needs assignment, grade, or performing something that pleases teachers to urge the students to participate in learning activities. Analyzing this study and what the authors said, the students are motivated to read for achieving a good mark also that giving students choices and allowing group discussion to motivate the students to read. Ameera Sultan, Jamal Nafi', Ziad Qabaja and Suad Al-Abed (2002) established that it is necessary for Arab learners to learn English in order to be able to communicate with native speakers. Also, teachers of English are expected to master the four language skills, which are listening, speaking, reading, and writing, in order to improve students' abilities. Additionally, they stated that there are many reasons for using literature to teach language skills (listening, speaking, reading, and writing), so, it is an opportunity for learners to discover unmodified language, and the students can deal easily with the unknown language which can be used outside the classroom. Using literature in the classroom will open a discussion between the students. In addition to that, using literature will encourage interactions between the teacher and the students. Literature can make the learners more educated. Using literature in the

classroom will motivate the students. Finally, it increases learners' awareness regarding the learning of a foreign language.

Sánchez, Clara; Obando, Gabriel in (2008) examines the academic needs that must be met in order to achieve government goals in a fair and rewarding way for teachers, students and stakeholders. Also, the way similar foreign language policies have been implemented in other countries is briefly described. Currently, the Colombian government is attempting to implement programs such as "Colombia Bilingüe". The effectiveness of this type of project depends on a number of factors, some of which do not have to do with policies or standardization, but with academic requirements and issues that might be neglected while focusing on the outcome rather than on the process of expecting foreign language learners to become proficient in a second or foreign language (L2). It is true that teachers are essential in the teaching and learning process, but it has been explained other factors can intervene in how successful foreign language instruction is. In the conditions described above, it does not matter if the teacher has reached a C2 level an overcrowded classroom, scarce materials and students who might have different proficiency levels, ages and motivation, and a scant number of hours per week for teaching are a challenge for any educator regardless of the goals set at the beginning of the instruction process.

### **Research methodology**

This methodology was established to be followed during the appearance, prolongation and outbreak of covid-19. However, it could be executed in a way that virtual work did not hinder the implementation of the project; if not on the contrary, it put the knowledge of teachers and students to the test. Since this health crisis arose, the teachers in training were forced to replace the classrooms with a computer; due to this it was very difficult to establish schedules for

interviews. Due to the creation of material, a space was opened in the exclusive guide for the project, where a part of the short reading is shared and thus in each synchronized meeting talk about what each student understands from reading and share unknown vocabulary. Taking into account that for the data collection, the students answered 3 questionnaires, all of them based on a specific short story, these consisted of 5 questions, with the possibility of responding through a technological tool such as google forms.

## **Design**

This study is linked to an action-research design to work on a problem and a need to rise. For Creswell (2012), an action research "addresses a specific practical issue and seeks to obtain solutions to a problem", for which through this project we seek to provide support to students and motivate them to create that ability to read in a second language.

## **Setting and participants**

The main objective of this proposal was to be implemented with ninth grade students of the Colegio Agueda Gallardo Villamizar Educational Institution located in Pamplona-Colombia. The students who were chosen as participants were those who have the necessary means of communication and connectivity and the internet in relation to the real conditions in which the students find themselves due to being part of a public institution. In total there are 48 students who have internet access.

## **Instruments**

Regarding data collection techniques, note-taking, questionnaires and synchronized meetings will be implemented.

The stages of an action research according to Creswell (2012) are:

1. Determine if Action Research Is the Best Design to Use
2. Identify a Problem to Study
3. Locate Resources to Help Address the Problem
4. Identify Information You Will Need
5. Implement the Data Collection
6. Analyze the Data

The first step has already been carried out because it was decided that the action research is that it meets the appropriate characteristics for the application and data collection that this proposal needs; the second step was identified through a diagnostic test performed on the students in a synchronous meeting in which the proposal was presented; the third step was founded thanks to the implementation of the media and social networks (WhatsApp); the fourth step is described in the theoretical framework. The data that was collected could be obtained thanks to the implementation of 3 questionnaires, information that was already analyzed and studied, which yielded some results.

### **First observation**

The first observation was made in a synchronous zoom meeting, previously organized by the supervisor and also a teacher of the grade, in this meeting a reading comprehension activity was carried out where I was able to identify the lack that students had to interpret a text and incidentally give answering the questions, since they focused only on reading the questions and looking for the answers and many of them were incorrect. Thanks to this I decided to start the

project based on reading. It should be mentioned that only one observation could be made due to the short time available. (Annexe 2)

By contrast, the video recording technique, understood as “a sequence of moving images that can be reproduced for immediate or later viewing using a camera, recording device and monitor screen” (Penn-Edwards, 2004), does not it could be implemented, since the space to implement the project was located in the period guides, this due to lack of time and also because there was no approval to hold meetings other than classes. However, as it was adapted to be carried out virtually through different Zoom online platforms, the teacher and supervisor was in charge of recording student interventions through the recording option offered by these resources.

In relation to the questionnaires, these were created on the google forms platform, the students took 3 questionnaires out of the 5 that were established, this because the application time of the proposal was very short and the school also finished work a lot ahead of schedule because they needed time to prepare, apply and carry out the improvement plans for the students, which was 2 weeks of class where it was intended to apply those last 2 missing questionnaires.

### Timetable

This project was planned to be executed by considering the following timeline and short stories activities:

|   | Reading activities                                     | September |   |   |   |   | October |   |   |   |   | November |   |   |   |   |
|---|--|-----------|---|---|---|---|---------|---|---|---|---|----------|---|---|---|---|
|   |  | Week      |   |   |   |   | Week    |   |   |   |   | Week     |   |   |   |   |
|   |  | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 |
| 1 | Introduction reading                                   |           | X | X |   |   |         |   |   |   |   |          |   |   |   |   |
| 2 | Short story #1<br>“A very old man with enormous wings” |           |   |   | X | X | X       |   |   |   |   |          |   |   |   |   |
| 3 | Short story #2<br>“A very old man with                 |           |   |   |   |   |         |   | X | X | X |          |   |   |   |   |

|   |                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|   | enormous wings”                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Short story #3<br>“The missing mail” |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Short story #4<br>“The missing mail” |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The weeks in green were selected by the institution to begin the closing period and to work on improvement plans for students who did not have good grades.

**Class sequences**

The class sequences were every 8 days, every Wednesday, one hour per group, in my case, I worked with ninth and tenth grade, but I only implement my proposal with ninth grade. The duration of each class was approximately 45 minutes since the synchronous encounters are carried out through zoom; on 3 occasions we have had to re-enter the calls because the students have doubts or there are some who contact me on WhatsApp and share their doubts.

My tutoring schedule is from 2 to 4 in the afternoon every Tuesday, but so far no one has wanted to attend, they insist on not needing it.



Figure 4: Class sequence example

### **Worksheets**

The worksheets were made during the students' recess week (5<sup>th</sup> october-12<sup>th</sup> october), that is, one week before starting the fourth academic term, this is because these worksheets must be delivered to the institution in advance as there are students who request the physical material, which live in the rural area, so to avoid having to make several trips, the institution are given them the complete material for the entire period. For this fourth term, I create four worksheets, two for ninth grade and two for tenth grade, both approved by my supervisor, who suggested certain corrections to me before handing in the material. In the (Annexe 3) you will find the links to the guides.

### **Lesson planning**

The lesson planning of the classes that I create, were made taking into account a previous planning that my supervisor suggested to me, each of the plans made has been approved and corrected by my supervisor. For these plans I had to take into account worksheets made, since I had to explain the topic raised in the work guide and in the same way explain the activities that were in them. Each planning was done in a Power Point Presentation. I have planned 3 classes with the ninth grade and 2 classes with the tenth grade, because my supervisor asked me for class time on Wednesday to carry out an activity with the institution's psychologist (21th october). In (Annexe 4) you will find the links to the lesson planning of every class.

## **Methodology**

Regarding methodology, this project aims to show the evolution about the implementation of reading through short stories using as a strategy for learning a foreign language in the ninth grade in the Agueda Gallardo Villamizar School, an action research. The present study would be framed under an action research design in order to directly address the proposed issue.

Considering that reading skill is crucial for the development and learning of a second language, Chaney, 1998 said that is “One of the language skills and one of the gateways of getting worldly knowledge considered as an active skill nowadays also that reading skill enables readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency”.

“Reading ability decides his academic success the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

The implementation of the short stories was carried out every 15 days, through the delivery of worksheet made by the practicing student; each one of the readings was socialized in the synchronous encounters. The stages that were taken into account for a good reading performance are: scanning, marking the text and managing vocabulary. Each of these guides has a self-evaluation grid that students must fill in, evaluating their work and participation during class sessions (For those who can connect), thus highlighting the value of honesty embodied in the handbook of the institution.

## **Data collection**

In the data collection process, 3 questionnaires were carried out, all of these based on a short reading, which consisted of 5 questions; the first questionnaire was based on a simple story and

the other two were based on a short story which had to be divided into two parts due to the complexity of the vocabulary. Finally, there were 2 more questionnaires that could not be carried out, these also based on the same short story, but due to the short time that was had to apply the proposal, these could not be carried out. The application of these questionnaires was carried out during 3 weekends, the first was applied after the presentation of the proposal to the students, the second was applied after the delivery of the first guide of the fourth period and the last was carried out in full after the delivery of the second guide of the fourth period. These questionnaires were carried out in order to observe if the students really applied the reading strategies that were given to them in the first week of meeting with the practicing teacher, also to verify how many the short stories influenced them.

In (Annexe 5) you will find the links of the documents that contain the answers by the students and also, the links of the questionnaires.

### **Final results**

It is not at all new to assume that after the implementation of some workshops, guides and questionnaires, the participating students were not achieved at all the main objective of this project, which is basically to advance and improve reading proficiency through the implementation of short stories. However, there is still the possibility that students, at least, can put into practice the habit of reading and interpreting in a foreign language during the Christmas holidays, because with the teacher-supervisor we agreed to give them some titles of books and short stories so that they could choose the one they prefer and start reading. Practicing and acquiring the habit of reading due to the implementation of short readings can generate in

students a learning of new vocabulary, improving their ability to interpret, thus causing students to have a central idea that puts them in context with respect to the story and parts.

The results obtained after analyzing the responses to the questionnaires (Annexe 5) showed that the students still lack the ability to interpret and read, this could be obtained thanks to the qualitative content analysis technique, which, according to Mayer & Quelle (1991), "It refers to the process of categorizing verbal or behavioral data of groups in order to classify and summarize" with this, the students' responses were organized and observed and it was determined that although each of them they applied several strategies such as marking the text, managing vocabulary and reading with others, the positive influence on reading short stories was not very evident; this was applied to facilitate their process and immersion in reading, but very few consciously applied the habit of interpreting and reading the texts completely.

The application of the short stories managed to develop the ability to understand and interpret, but speaking in percentages, of 100% it was only possible to develop 20% because some of them copied and pasted the responses of their colleagues or used some type of translator, although it was also possible to demonstrate the honest work of some students, the vocabulary implemented is a type of medieval and ancient vocabulary, totally unknown to the students, but they managed to identify these words and look for the meaning, this could be ratified thanks to the fortnightly deliveries where they sent the evidence; the reaction of the students to this type of reading was gratifying because at the beginning they were asked if they wanted to continue doing reading activities and the vast majority answered yes (Annexe 5) although only 3 reading activities could be carried out, these were significant for both students and student-practitioner.

## **Conclusion**

The total adaptation of this project towards the virtual modality was a challenge for all; I speak on behalf of each of the professors in training of the Bachelor of Foreign Languages. In this case, this process was completely arduous, full of work and dedication, seeking to innovate in a proposal that was coupled with working from home, adopting a new strategy for the students in order to attract their attention. Therefore, the correct way was sought to carry out the proposal and development of this project in a virtual way, it is worth mentioning that it was complicated and difficult in the sense that not all the online platforms available for teachers and students allowed to carry out the activities thought and created in an appropriate way, which delayed the process and also many of these activities had to be carried out outside the meetings. That is why in order to gather enough data on which to base it, the researcher had to resort to a platform and try to structure and plan well the activities already mentioned above (questionnaires).

Likewise, it is difficult to expect that a student or teacher who is probably not fully familiar with technology resources will successfully carry out the project and in the same way that students can participate. However, despite the changes and adaptations, the application of the proposal obtained good results, the students, although they participated, but not as much, and it was anticipated and there is still hope that he / she can be successful in the implementation of these games taking as a guide the detailed explanations of them on the blog.

Despite the aforementioned circumstances, it is essential to recognize the immense contribution that this project made to teachers in training. This situation showed that there are no limits to learning and practicing the English language; and the creativity to design activities, workshops, games and classes.

## **Chapter IV: Research component**

### **“Reflective spirit training in Foreign Language Program practitioners, training tool to qualify the practicum stage”**

#### **Introduction**

In the Foreign Language Program degree context of training, practitioners' teachers are defined as one of the focal points of interest to study, for the improvement of the teaching-learning processes, for the qualification of education.

Besides the clear interest and the need to understand and transform the teaching practice, many local studies also focus especially on the learning issue rather than teaching.

It has been considered to carry out a project that establishes a reflexive approach to the practicum to justify knowledge, behaviors, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

#### **Statement of the problem**

At school, core aspects of the constitution of the subjects are assumed, of institutional life without question, they are imprints, stable and invariable features that are part of the identity and of the school culture. When events unfold without major alteration, the teacher runs the risk of settling into logic of action that does not allow pedagogical evolution and the renewal of school culture. A practice lacking in reflection does not propitiate the emergence of problematic situations; these realities are ignored; they are made invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional practice, of

cultural reproduction, becoming a barrier for the emergence of started practices tending to generate transformations of thought and knowledge, to meet the needs social.

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

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

*How does the implementation of reflection contribute to transformation of the pedagogical processes inherent to the development of the practicum stage?*

*How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?*

## **Justification**

The purpose of this project in the context of the Foreign Languages students' practicum is part of the professionalizing conception of the practice as a spearhead to improve educational processes in the institutions. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions and to become interested in the knowledge of the models and approaches to attend to a problematic situation and establish an analytical fact to look. According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is

to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

## **Objectives**

### **General objectives**

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

### **Specific objectives**

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

## **Theoretical Framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the framework of this study. In order to clarify the concepts addressed, all in close relation to this project, they will be thoroughly defined.

### **The teaching profession**

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within her responsibilities the comprehensive training of students. The teaching profession demands a series of competences, which currently constitute a conceptualization and a way of operating in planning and management of human resources aimed at facilitating the relation between management, work and education. This is how we find that all teachers must comply with *competencies in the discipline* that allow them to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which they develop their activity. In the same way, all teachers must have *competencies in the organization of content*, that is, pedagogical practice not only requires ordering its components to be learned by students, but also foreseeing the conditions of teaching in the educational context or outside of it. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

- **Reflection**

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

***-Reflection as a process***

The reflection is carried out from a series of stages that in a cyclical way, resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies *“a type of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow to extract a new structuring of the situation”*. The stages of the reflection process as a process is evidenced in the following scheme:



### ***-Reflection as thematic***

The concept of reflection is based on a theme that is related to that concept. To do this and taking Grimmet et al (1999) cited by Correa Molina et al (2010) as a reference, reflection is based on three perspectives: *reflection as an instrumental mediation of action, reflection as deliberation, and reflection as reconstruction. of the experience.* Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and the contextual aspects, which allows the reflection exercise to be carried out in the third perspective. In turn, these perspectives have mediators to carry out this process; in the first instance there is *the action, the context, the colleagues, and the person who reflects.*

- **Reflective practice**

Updating and qualifying the academic proposals at the University and guiding the students towards new ways of relating to the world, it is necessary for the teacher to question himself about his own practice and about the repercussion that it has generated; that is able to objectify their behaviors, and to assume the different roles in the pedagogical relationship. The teacher occupies a central role in the current educational world; it acts in a complex space subject to constant change determined by the interaction of various 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, of the classroom space, require a treatment oriented to understanding and social interaction.

The need to articulate the changing social reality to our pedagogical needs, is evidenced in the existence of numerous attempts to try to explain school phenomena and in the search for ways to

address these phenomena, to make schoolwork effective. This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999).

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom there is the effective application of skills and technical knowledge. Reflection is applied to the proper selection and use of the teaching strategies that the teacher will use. On a second level, the reflection carries on the implicit assumptions in the specific practices of the classroom. The consequences of the adopted strategies, the curricula, the practices are then analyzed; it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts.

In a third Van Manen establishes an exercise in critical reflection; at this level, it formulates that the most elaborate reflection is presented, a questioning of ethical, normative, and moral criteria directly or indirectly related to the classroom.

- **Pedagogical practice**

For the analysis and reflection on practice, it is considered appropriate to methodologically resort to a conceptual operation of classifying practice; for this purpose, the proposal of Zeichner is assumed, who has established several modalities of practice as follows:

- **Academic practice**

It is aimed at preparing teachers capable of reflecting on the courses they teach, in such a way that they transform them into understandable structures for students.

- **Social efficiency practice**

It is about achieving effective teaching through the application of didactics techniques that are deduced from general principles reached by pedagogical research. In this case, the reflection consists of a strategic decision: «to select from the range of available techniques the one to be considered more effective». This is the way of proceeding of technical rationality.

- **Developmental**

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

- **Social reconstruction**

The object of reflection is the social, economic, and political context, so that truly democratic relationships are fostered in the classroom, and egalitarian and fair in the social sphere.

- **Generic**

The programs refer to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which to reflect or the strategies to promote reflective learning.

- **Reflection activators**

According to Schulman (1987), these activators are the teacher's cognitive foundations of classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

- **Critical element of reflective thinking**

This element of reflective thinking is related to “the moral and ethical aspects of compassion and social justice” as stated by Sparks-Langer and Colton 1991: 39. Interest in matters pertaining to social justice and ethics in education. These authors established some classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curriculum knowledge (programs, material, etc.).
4. Teaching knowledge and own professional configuration.
5. Knowledge of students and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.

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

## **Methodology**

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice group as an initial

space to address the educational problem and labor. The principles of organization are autonomy, planning and self-observation. To review the incidence of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out. This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification, and analysis of pedagogical practice itself.

For data collection in this project, the application of the following instruments is proposed:

### **Reflective workshops**

The main purpose of the reflective workshops is to guide the process reflection of the student-practitioners, but at the same time socialize and share experiences of their work to enrich their process and insert new tools that allow you to transform your pedagogical practices.

### **Self-observation worksheet**

The main objective of the self-observation sheet is to guide the practicing student towards a view of his practice as a teacher and of his role in the classroom and in the environment of the educational community of which he is a part.

### **Narrative journal**

The reflection exercise will allow the student to express himself about what to do from the narrative of his experience to give meaning to the daily life of the teacher.

### **Instruments implemented**

The instrument that was used in this aspect of reflection will be:

- The narrative journal, where the investigator had the possibility to capture and express the experience as a student-practitioner, evaluating her work and her abilities in the application of the proposal.

In total I made 8 narratives, narratives in which I described my entire process week by week, in which I was immersed in the entire application and implementation process of my proposal. As an example, I will put the narrative of week # 5 of my practice, this describes the process that I carried out after the English Olympics that took place in the institution, also the synchronous meetings of the week with the students and finally a meeting with area teachers and the student's practitioners.

In the (Annexe 6) you can find all the weekly narratives made.

Participating in reflection workshops was also required by the practice committee. With this in mind, on September 23th the internship coordinators held the first reflection workshop with the teachers in training, in which all the student-interns had the opportunity to speak and comment on the experiences they had had so far. The second reflection workshop was held on October 14<sup>th</sup>, a workshop in which some concepts and aspects corresponding to reflection were explained and a workshop from which a self-observation sheet emerged. On November 23th the third and last workshop was not held with a meeting, but the practice coordinators sent us the link of the workshop to answer. These workshops were developed virtually using the Microsoft team's platform in view of the current health crisis. These workshops treated in a similar way some aspects related to the students' practice processes, as well as narratives as a method of reflection. During these meetings, both trainee teachers and researchers expressed their notions about the school communities and the challenges they faced during the weeks. These workshops were

useful for the researcher in terms of realizing the possible situations that she would encounter until the end of the practice.

**GUÍA DE AUTO OBSERVACIÓN DOCENTE**

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

Sí

No

Justifique su respuesta \*

Mis estudiantes muchas veces me hacen sugerencias sin ellos notarlos, entonces les presto mucha atención a lo que me preguntan o me dicen, ellos son la base de mi propuesta, por lo tanto, busco que cada necesidad sea suplida.

ATURA

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana. - Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. \*

La planeación se hará para el día miércoles, y esta se realiza teniendo en cuenta el tema a explicar y a trabajar el tema seleccionado por el investigador, se tiene también en cuenta unas indicaciones de la supervisora, se empieza por realizar la oración antes de pasar con el objetivo del encuentro y del tema, después pasamos a una pequeña explicación del tema y después si a la entrega de la guía o del trabajo que se dejará para 15 días antes de la entrega oficial y se les explica que contiene esta y los compromisos que deben cumplir en esta, se realizan unas actividades del tema explicado y por último se les regala a los estudiantes un valor para la semana.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale ( desde que inicia hasta que termina) . Indique todo lo que hace como profesor a y lo que hacen l@s estudiantes. \*

Para empezar se crea el link para que los estudiantes tengan acceso al encuentro. después de

Figure 5 and 6. Answer to the self-observation sheet and answer to reflection workshop #3

### Chronogram

|                      |                       | September |   |   |   |   | October |   |   |   |   | November |   |   |   |   |
|----------------------|-----------------------|-----------|---|---|---|---|---------|---|---|---|---|----------|---|---|---|---|
| Reflection workshops |                       | Week      |   |   |   |   | Week    |   |   |   |   | Week     |   |   |   |   |
|                      |                       | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 |
| 1                    | Reflection workshop 1 |           |   |   | X |   |         |   |   |   |   |          |   |   |   |   |
| 2                    | Reflection workshop 2 |           |   |   |   |   |         |   | X |   |   |          |   |   |   |   |
| 3                    | Reflection workshop 3 |           |   |   |   |   |         |   |   |   |   |          |   |   | X |   |

### Data Analysis and Results

Taking into account all the data collected thanks to the self-observation files and the reflection workshops, it can be said that the process is very changeable, there are moments of satisfaction for the duty fulfilled, as there are others that are not so satisfactory, either for the lack of time or

the lack of resources and even the little attendance to virtual classes by students. The realization of the narratives served as an important foundation to evaluate the individual process of the student-practitioner, directing her to reflect on the work carried out weekly, as for the reflection and self-observation workshops they were also an important complement to generalize the effectiveness of the work done throughout the practice process.

The data collected in this component was given thanks to the application of weekly narratives by the researcher, which were analyzed with the focus group technique, which according to Sampieri, Fernandes-Collado and Lucio (2006) consists of “seeking and gathering the opinions of a group or person in a relaxed and informal environment ”and thanks to this, the researcher's opinions were taken in each of the narratives and also the opinions in the reflection and self-reflection workshops that allowed to produce concrete results in which it can be seen that the work carried out during the practice process was fruitful and that each of the proposed stages could be completed.

It is important to highlight that the reflective approach contributes and contributes a lot, in this way as teachers we generate constructive criticism of our own work, in the same way the feedback given by the supervisors and even by the students themselves helps a lot. As a student-practitioner I am inexperienced when teaching, correcting or addressing a student, that is why I always try to maintain a pleasant atmosphere in synchronous encounters so that in this way the students notice that we are also their classmates, their friends, their advisors, not just "the English teacher." My job as a teacher is to motivate my students, to encourage them to fight for their dreams and to learn and study, not to give up, that is why in each meeting I tell them a phrase that has marked my daily life “Success is the sum of small efforts, repeated day in a day out” so that, this learning process marks a before and after in their lives. Reflection is part of the

process of each of the researchers and its influence on the development of a critical spirit is fundamental, since this makes each one evaluate their work objectively, observing, analyzing and detailing each stage of the pedagogical work that it is developing; The fact of implementing reflection at each moment of the integral practice generates a joint work in which the researcher observes his growth stage week by week and with the help of the tutor and the supervisor, the researcher improves and implements new measures and strategies.

### **Conclusion**

In general, the reflection contributed to the internship stage of the teachers in training as a tool to self-evaluate their pedagogical work during this process. In this way, they were able to identify their strengths and weaknesses and subsequently improve as future professionals every day.

These reflective practices encouraged the practitioners to self-assess their role, lessons, techniques and materials that were implemented virtually with the students. Simultaneously, the reflection allowed them to realize their progress during the practice and taking into account that the pandemic implied such an unexpected change in teaching methodologies, participation in most of this component positively influenced the decisions of practitioners to identify adequate platforms that would allow the correct design of lessons, evaluations and workshops related to the project. Furthermore, this also allowed them to reflect on the challenges that arose with the virus outbreak and subsequently be aware of how to overcome them and any kind of situation that might have hindered the practice process.

## **Chapter V: Community outreach component**

### ***“ENGLISH LANGUAGE AWARENESS PROJECT IN ELEMENTARY SCHOOLS IN COLOMBIA”***

#### **Introduction**

Participating in world 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 an equitable condition for the personal and social development of the country.

With a view to promoting the learning of the English language in Colombia and making Colombians citizens more competitive, the Ministry of National Education launched its bilingualism policy in 2004, the main objective of which is to “Have citizens capable of communicating in English, with internationally comparable standards that insert the country into universal communication processes, the global economy and cultural openness”. This is how this Ministry has been implementing a wide variety of strategies at different levels of education in order to achieve this goal, a clear example of this is the creation of quality standards of English for basic and secondary education, the definition 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 carried out by the secretaries of education, public and private universities and language centers, without, 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.

With regard to primary school, the National Government encourages the expansion of the coverage of the teaching of the English language to boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching processes. Teaching-learning and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona in Colombia, as a public institution that trains trainers and more specifically in the Foreign Languages Program English-French, has approached the reality faced by the primary school of the city of Pamplona with regard to the National Policy on Bilingualism; 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, this proposal for social projection seeks to meet the training needs in English of the child population of the primary school in the city of Pamplona and integrate the training in foreign languages of the students of the Foreign Languages Program English-French to the educational reality of this sector to try to reduce the gap that is generated between the public school and the private in the foreign language area. Government policies identify the problem, however their attention is not filled with regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and the results of our students are in accordance with the proposals of Colombia the most educated.

## **Justification**

Learning and acquiring a foreign language allows you to be at the forefront of your own needs that the world demands today. That is why this process is necessary to implement and work from the beginning of schooling of children so that at the end of their basic education cycle they have foundations that allow them to continue said learning in secondary, vocational and higher education, for what get more people to be trained in this area.

The purpose of this project is to publicize and show the importance of teaching English in primary schools in the city of Pamplona, contributing to basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the component of outreach to the community of the comprehensive practice developed by students in the last semester of the Bachelor of Foreign Languages at the University of Pamplona, as a way to contribute to the strengthening of teaching of English in the elementary school sector.

The execution of this project favors to a high degree and in a mutual way both the institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for elementary school children to have contact with the foreign language and in turn to students who complete their university training process so that they know the realities and educational needs of the environment and in this way, they can contribute, intervening in processes that impact on the improvement.

## **Objectives**

### **General objectives:**

The implementation of this social outreach project, by the French Foreign Languages Program at the University of Pamplona, is aimed at the following purposes:

- Assist to the English training needs of the primary school child population in the city of Pamplona.
- Integrate the training in foreign languages of the students of the Foreign Languages Program into the educational reality of teaching English in the primary school of the city of Pamplona.

### **Specific objectives:**

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

- Teach the child of the primary school of Pamplona with the fundamental knowledge of English.
- Involve the students of the Foreign Languages Program in the processes of teaching English in the primary school of the city of Pamplona.
- Articulate the training of students in the Foreign Languages Program with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

## Chronogram

It is worth mentioning that this schedule is not being used because the application of the subproject could not be carried out because the institution acquired a complete and didactic material (Annexe 7) for the students, and the student-practitioner was informed and asked to develop that material with the students.

The only work that the student-practitioner done with teachers and elementary students was to developed the new material. The synchronous meetings were on Wednesdays at 8 in the morning, the teacher informs to the researcher a day before if she needs her help and sends her the link of the meeting, there was no specific planning to follow.

|   |                                | September |   |   |   |   | October |   |   |   |   | November |   |   |   |   |
|---|--------------------------------|-----------|---|---|---|---|---------|---|---|---|---|----------|---|---|---|---|
|   | Primary school                 | Week      |   |   |   |   | Week    |   |   |   |   | Week     |   |   |   |   |
|   |                                | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 |
| 1 | Institucional observation      |           | X |   |   |   |         |   |   |   |   |          |   |   |   |   |
| 2 | Implementation of the proposal |           |   | X | X |   |         |   |   |   |   |          |   |   |   |   |
| 3 | Song's activity                |           |   |   | X | X | X       |   | X | X | X | X        |   |   |   |   |
| 4 | Results                        |           |   |   |   |   |         |   |   |   |   | X        | X |   |   |   |

## Methodology

Due to the change in activity with the primary school community, the methodology that is being carried out with the students consisted of the development of a worksheet during 2 sessions of 10 days, the material was delivered on October 14<sup>th</sup>, and so the students must delivered the material

on November 4<sup>th</sup>. To make the development of this material more enjoyable, the synchronized meetings are held twice a week as requested by the students, each meeting lasts about 40 minutes.

During the development of the synchronized meetings, the listening exercises are carried out, each student has access to the audio material but a few of them have the practice of using it, so with the primary teacher it was decided to use the first 15 minutes of the meeting to perform the listening, the other 20 minutes we focus on doing exercises outlined in the material about vocabulary, this so that each of the students can learn and ask questions.

The activity and development of this new material was carried out for more than 15 days since many children had problems with some exercises in the new guide, so the work as such was delivered on November 11, it is worth mentioning that all the children participated and parents also used the mail to ask questions of the student-practitioner.

The work with the students and the primary school community was short but it was a job that required time to study the new material, which required study and work because 2 meetings were held in order to fully explain the objective of this material, so despite the time, the work done by the students and also teachers was productive and educational.

For students who cannot attend the meetings, they are given the physical material and some unique explanatory videos of the material are shared. (Due to confidentiality, I do not have access to those videos); also for these students, tutorials were provided via telephone call, some of 10 minutes, others of 30 minutes, all this in order that none of them would have any doubts regarding the new material and the development of the activities.

## **Conclusion**

The implementation of this work and this new material allowed the researcher to satisfy the need to execute this competition despite the real conditions of the pandemic. Therefore, having been successful in this, it not only contributed to the practice of the teacher in training in the sense of going further with the virtual modality, but also to the learning processes of the students since they will be the ones who will benefit thanks to these guides and works.

Although the previous planning took a long time and it was somewhat complicated to cancel everything that was planned, the teacher-intern accepted the new challenge and adapted to what the teachers and elementary students needed and in view of all that and despite so many last-minute changes, the practitioner achieved the main goal of this component, which was basically to provide competence to the high school teacher. Once again, this shows that there are no limits when deciding to continue with any type of academic activity.

## **Chapter VI: Administrative Component**

### **Introduction**

The educational institution by opening its doors to myself and giving this great learning opportunity and by becoming part of it, allows me to deduce that I am not only the student-practitioner who is going to teach classes but also that I am part of the events, activities and the different situations that arise. Extracurricular activities and institutional events are those types of activities that require the greatest attention, creation and recurrent participation of teachers so that in this way the students have support and these activities can be carried out in the best way culminating with a successful event. It should also be mentioned that it is a way of teaching students the commitment they have with the institution, emphasizing the importance that this type of event allows student-practitioners to acquire much more experience, greatly strengthening relationships with others colleagues.

It is important to mention that it is of great value that the student-practitioners take part in these activities, mentioning the essential component in this practice process, since it is intended that the practitioner acquires the greatest knowledge of the institution to which he has been assigned and achieves the time your insert in context. As students of the Bachelor of Foreign Languages we are required to participate actively with commitment and a sense of belonging, thus seeking the greatest possibility of being participants in all the activities proposed by both the educational institution and the English area. This component must be performed at the Colegio Agueda Gallardo Villamizar Educational Institution.

## **Objectives**

### **General objective**

- Participate and contribute ideas to the events and activities proposed by the Colegio Agueda Gallardo Villamizar Educational Institution.

### **Specific objectives**

- Support the activities planned in the English area at the institution.
- Participate respectfully and commitment in cultural, institutional, and religious events.
- Demonstrate a sense of belonging to the institution and thus motivate students to participate in events.

## **Methodology**

At the Colegio Agueda Gallardo Villamizar Educational Institution, at the beginning of the school year, it was planned that the student-practitioners who were to be part of the institution would actively participate in the events planned and calendarized and thus also participate in the meetings of creation and programming of these events such as flag raising, school week, Masses, etc. and in this way to promote culture, diversity and respect, thus seeking that the student-practitioners establish a control bond seeking to guarantee the well-being of all.

However, regarding the current health crisis, this component will be carried out virtually.

### **- Salesian's English Olympiads**

It is important to highlight that the practitioner participated in the English area event "Salesian's English Olympiads" which took place on October 29<sup>th</sup>, her role as a teacher was to create the entire test for the category "Upper Intermediate" which included the 10th and 11th grade, also

the researcher created the answer sheet and in the same way a video inviting students to participate in the Olympics (Annexe 8).

It was quite a hard work because there were only 3 practitioners and 3 teachers so; the tasks were very on par; the creation took around 12 days preparing everything for the day of the test. The test was divided into 2 sections, Online and Offline. Students who wanted to take the test Online had from 7 in the morning until 11:30 in the morning to deliver it. And the students who wanted to deliver it offline were given the test through WhatsApp and had from 2 in the afternoon until 4:30 in the afternoon to send it, but only the answer sheet. Around 320 students participated in the Olympics.

The realization of this test for some students was simple but for others the lack of resources did not help much, it should be noted that the participation was massive taking into account so many inconveniences such as connectivity, the results were at odds because the students really made an effort to perform conscientiously the test which left teachers and student-practitioners with a good sense of duty accomplished.

## Chronogram

|    | Meetings   | September |   |   |   |   | October |   |   |   |   | November |   |   |   |   |
|----|--|-----------|---|---|---|---|---------|---|---|---|---|----------|---|---|---|---|
|    |  | Week      |   |   |   |   | Week    |   |   |   |   | Week     |   |   |   |   |
|    |  | 1         | 2 | 3 | 4 | 5 | 1       | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 |
| 1  | <b>September 3<sup>th</sup></b><br>“First meeting and presentation of the student-practitioners with the supervisors of the institution” | X         |   |   |   |   |         |   |   |   |   |          |   |   |   |   |
| 2  | <b>September 15<sup>th</sup></b><br>“Area plan meeting”  |           |   | X |   |   |         |   |   |   |   |          |   |   |   |   |
| 3  | <b>October 3<sup>th</sup> and 4<sup>th</sup></b><br>“Meeting to define the topics for the 4th period”                                    |           |   |   |   |   | X       | X |   |   |   |          |   |   |   |   |
| 4  | <b>October 20<sup>th</sup></b><br>“Meeting Salesian’s English Olympiads”   |           |   |   |   |   |         |   |   | X |   |          |   |   |   |   |
| 5  | <b>October 28<sup>th</sup></b><br>“Meeting to finalize details of the English test”  |           |   |   |   |   |         |   |   |   | X |          |   |   |   |   |
| 6  | <b>October 29<sup>th</sup></b><br>“Event day”  |           |   |   |   |   |         |   |   |   | X |          |   |   |   |   |
| 7  | <b>October 30<sup>th</sup></b><br>“Test qualification”   |           |   |   |   |   |         |   |   |   | X |          |   |   |   |   |
| 8  | <b>November 1<sup>th</sup></b><br>“Definition of winners”  |           |   |   |   |   |         |   |   |   |   | X        |   |   |   |   |
| 9  | <b>November 4<sup>th</sup></b><br>“Awards”   |           |   |   |   |   |         |   |   |   |   | X        |   |   |   |   |
| 10 | <b>November 20<sup>th</sup></b><br>“Mascots and costumes contest meeting”  |           |   |   |   |   |         |   |   |   |   |          |   | X |   |   |

## **Conclusion**

By participating in the institution's events, the researcher was able to realize its importance in the academic environment. During these activities, he perceived a climate that unified and strengthened the coexistence among the school community. In fact, during these celebrations and activities, the students were very active and engaged. Similarly, teachers also seemed to enjoy these extracurricular spaces. It is also possible to point out some growth in me as a teacher, being part of these demanding events has taught me that effort and dedication will always have good results, the work that each teacher did is of great value and importance, the participation of the students was incredible and it is a motivation to continue creating and participating in events like these.

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## **Annexes**

### **Annexe 1**

Observation grid:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:2adf27b1-4528-44e5-8b91-c9f533366e30#pageNum=1>

### **Annexe 2**

Firts observation :

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:ceb50227-f55c-4aa6-945b-8d63b985adb5#pageNum=1>

### **Annexe 3**

-Worksheet ninth grade 1:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A55883a31-266e-4386-a3be-da38e89a67bf#pageNum=1>

-Worksheet ninth grade 2:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:3cf8c8c6-488f-4a6d-bbc6-9ccb33ead25b#pageNum=1>

-Worksheet tenth grade 1:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3Abf31b7df-f55b-4ea8-9fc0-4145f654a83c#pageNum=1>

-Worksheet tenth grade 2:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:6c94d902-8410-4ff3-848e-809d57fa4c22#pageNum=1>

## **Annexe 4**

-Planning ninth grade 1:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5ddb8f5d-5394-41e4-b012-ca4fdd01be98#pageNum=1>

-Planning ninth grade 2:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a6a9c8ff-16ca-4618-9a2d-d20d9dca3643#pageNum=1>

-Planning ninth grade 3:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:bd02c52d-9c16-4d26-93b8-6126f0e428a0#pageNum=1>

-Planning tenth grade 1:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:3ac3cf49-600e-4d31-8107-2c4bcd68c83e#pageNum=1>

-Planning tenth grade 2:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:bc34a8fd-29b0-4672-9fb1-2ff9843b3d86#pageNum=1>

## Annexe 5

-First questionnaire:

<https://docs.google.com/forms/d/e/1FAIpQLScEwX-DWjAITHwWsbEHN9t2grlZmcj2u3Q1Jxh6-fJAOvWEQ/viewform>

Answers 1:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:e587bd30-7c6a-4d9d-be0d-e66dfc96d12d>

-Second questionnaire:

<https://docs.google.com/forms/d/e/1FAIpQLSfC6mLJQY68yaXb6PSSWKmTsRJEFKpoUaBVZx33Tug3L3nS9A/viewform>

Answers 2:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:1f09e39d-393d-47c9-b9de-762539dc0a8a>

-Third questionnaire

[https://docs.google.com/forms/d/e/1FAIpQLSeg\\_MR\\_IsmsXFDKj56IGZayHJjtN6KHcXGMX3vsaCfAtPQR8A/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeg_MR_IsmsXFDKj56IGZayHJjtN6KHcXGMX3vsaCfAtPQR8A/viewform)

Answers 3:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:1c319e24-8f6d-47bd-9493-027e3123bb6a>

## **Annexe 6**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:49240753-bdf8-4417-a2b7-65d5b41b8df0>

## **Annexe 7**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:66aa4a23-6ce0-4130-890b-d094ce038236#pageNum=1>

## **Annexe 8**

-Salesian's English Olympiads Task:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:17f9d4e3-2aea-41f3-9f8f-67b8341d6e44#pageNum=1>

-Salesian's English Olympiads Answer sheet:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:e92de42f-d09b-4a86-b1e5-324f23c0c0e1#pageNum=1>

-Video



SALESIAN'S ENGLISH OLYMPIADS.mp4

