**Micro texts as a teaching tool to improve reading comprehension to 11th grade students at the Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar in Pamplona.**

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# General Overview

The present document aims at presenting the general overview of a proposal for an academical stage from the University of Pamplona in the first semester of the present year. In which, the pre-service teachers seek to acquire a deeper contact with the professional live. This project is divided into 3 main chapters: Institutional Observation and diagnostic; Pedagogical and Research Component; and Intra-institutional Activities Component.

The first chapter is related to the institutional observation done at the "Institution Educativa Colegio Técnico Agueda Gallardo De Villamizar" (hereafter Colagueda) school, in Pamplona, in which the 10th semester student tries to recognize high-school students' difficulties in order to motivate them to enhance them. Also, to highlight important aspects of the institution, such as the PEI, the workbook, the methodologies used by the teacher during her classes, among others situations.

On the other hand, the second chapter deals with the research and pedagogical component, in which the 10th semester student exposes the necessity he found while his observation last at the Colagueda school. Here, the researcher was able to identify the low English's knowledge range. As consequence of this, came to the light the idea to implement shorts texts including: slogans, newspaper ads, music lyrics' excerpts, poems, fairytales. On the other hand, it presents the community outreach component, where the pre-service teacher implements some pedagogical strategies with the children's community towards

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their English knowledge acquisition. Its aims to provide solid basis to their learning process.

The third chapter is about the intra-institutional component where are presented all the extracurricular activities that were developed in the school during the period of time that this stage last.

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**Documental Analysis**

*Administrative Level*

This chapter is focused on the recognition of the main characteristics collected during the observation stage, everything concerning the place where this project is expected to be executed. For a deeper description, four levels are considered: administrative, pedagogical, technological, and the population an information of the target group.

**The School**. The Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar is an official entity located in the Colombian department, Norte de Santander, more specific in the municipality of Pamplona at 9th street # 9-103. The mentioned institution offers education for a mixed public, males and females, into three academic levels which are: pre-school and primary from 1° to 5°; basic secondary from 6° to 9°; and technical secondary from 10° to 11°. All of this in a unique journey in the morning workday from 7:00 am to 1:00 pm.

**Administrative Level**. The Colagueda counts with an Institutional Educational Project (hereafter PEI by its initials in Spanish) that reflects the institution's philosophy, in which it seeks through basic education, awareness of the need to be good citizens, honest, and democracy, active and creative, with enough skills to influence the change in the quality of their personal, and family life. Also, it determines that the mission and vision of

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the Colagueda are linked with their institutional and teaching-learning objectives in the development of students with an academic and humanistic preparation, peace builders, with the necessary work skills according to personal needs and the social context of the region and the country. This PEI encompasses the articulating axes that show the institutional beliefs and values that govern the Colagueda.

Therefore, all these indications helped the development of this integral practice because the pre-service teacher tried to respect and watch over it in front of the directors, teachers and students inside and outside the institution.

For this reason, the mission, vision, of the institution are described below:

*Mission.* The Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar, provides an academic, humanistic, preventive and quality training from preschool to technical high school in different areas with relevant theoretical and practical knowledge and with a high degree of responsibility and honesty at the service of the region and the country.

*Vision.* In the year 2020, The Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar Institution will be consolidated as a certified institution in the provision of educational services in the department of Norte de Santander, in the formation of active and autonomous young citizens who are builders of peace and managers of

healthy environments with academic and labor competencies relevant to personal and social needs.

**The Institutional Organigram**. The school government takes into account the initiatives of all the different groups that make up the educational community, and it is organized as in the image 1:

**Figure 1**

*The institutional organigram*

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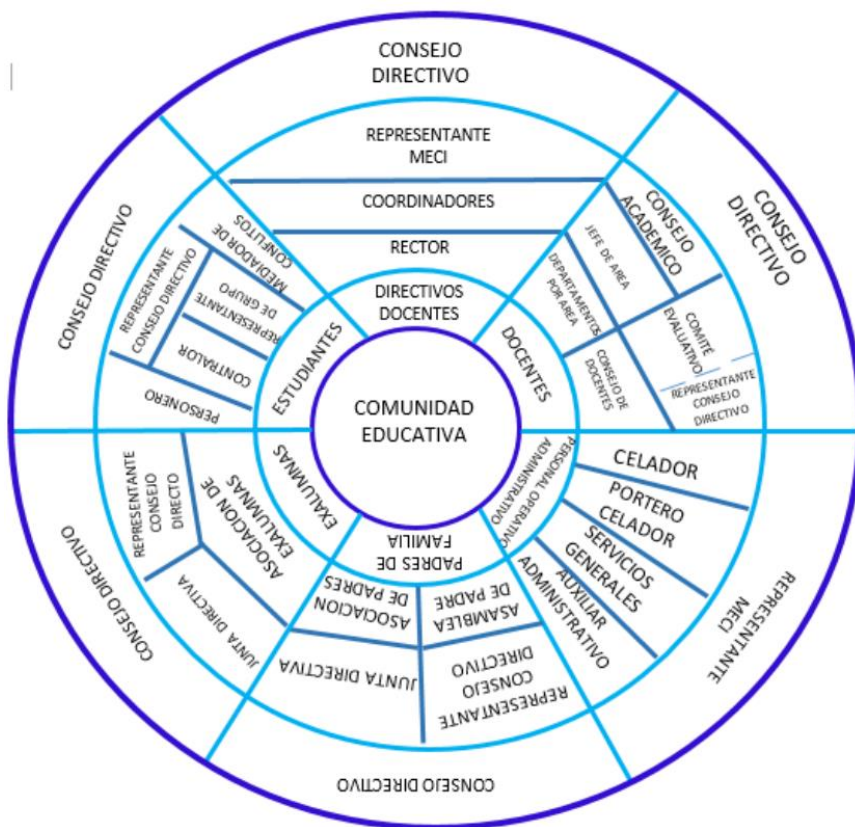
**The Coexistence Handbook**. The institution implements its coexistence handbook as it considers discipline as an essential part of all human activities, which allows a peaceful, organized development, and also with a view to the principles of Christian philosophy, it takes into account the pedagogical system of St. John Bosco. This system focuses on preventive criteria on the formation of "Good Christians and honest citizens" and has three essential pillars: reason, religion and kindness.

The aforementioned manual establishes the rights and duties of students in areas such as:

- respect for the individual;

- equity and acceptance of differences;

- participation and democratic formation;

- community welfare and hygiene;

- care for the environment;

- cognitive and scientific formation;

- communication within the educational community.

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**School Workday.** This time dedicated to academic training takes into account the age of the students as follows:

- Pre-school level: 20 hours per week including breaks, plus 2 hours per week of play activities.

- Elementary level: 25 hours per week including breaks, plus 2 hours per week of recreational activities.

- Basic Secondary and Technical High School level: 40 hours per week including breaks.

At the Institution, the schedule is organized annually according to the reality of each of the sites, and to variables such as school transportation and curriculum adjustments.

*Pedagogical Level*

**Available Pedagogical Resources**. In the institution, there are spaces dedicated to the academic development of students such as the library, classrooms, among others. Regarding physical material, there are English textbooks which are the "Way to Go" book for students from 6° to 8°, and the "English please track" book for students from 9° to 11°, both granted by the Ministry of Education, but so far it has not been assigned to the students.

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**Syllabus**. In the syllabus of the aforementioned institution, the objectives proposed for each academic period are created for each grade from preschool to 11th grade according to the Ministry of Education guidelines. The syllabus for the first two periods of 11<sup>th</sup> grade are shown below:

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**Table 1**

*11° grade first term syllabus*

| ESTÁNDARES | EJES TEMATICOS | COMPETENCIAS BÁSICAS | COMPETENCIAS CIUDADANAS | COMPETENCIAS LABORALES | INDICADORES DE DESEMPEÑO |
|---|---|---|---|---|---|
| Participo en conversaciones en las que puedo explicar mis opiniones e ideas sobre temas generales, personales y abstractos.<br><br>Puedo iniciar un tema de conversación y mantener la atención de mis interlocutores; cuando hablo, mi discurso es sencillo y coherente | **LOOKING AHEAD**<br><br>•Wh- questions,<br>•Conditionals<br>-First and second conditional,<br>•Modal verbs<br>•Reported speech,<br>•Infinitive<br>•Tag questions<br>•Tenses review<br>•Saber 11<br>.Regular and irregular verbs | **ESCUCHA**<br>Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.<br>**LECTURA**<br>Identifico palabras clave dentro del texto que me permiten comprender su sentido general.<br>**ESCRITURA**<br>Expreso valores de mi cultura a través de los textos que escribo.<br>**MONÓLOGO**<br>Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.<br>**CONVERSACION**<br>Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. | Acepto a mis compañeros con la diversidad de comportamientos y actitudes | Construyo una visión personal de largo, mediano y corto plazo, con objetivos y metas definidas, en distintos ámbitos. | Diferencia la estructura gramatical y uso de las condicionales de primer y segundo grado<br><br>Utiliza los verbos modales de acuerdo a su función comunicativa<br><br>Expresa oralmente puntos de vista acerca de temas de interés<br><br>Valora y respeta la opinión de los otros |

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**Table 2**

*11° grade first term syllabus*

| ESTÁNDARES | EJES TEMATICOS | COMPETENCIAS BÁSICAS | COMPETENCIAS CIUDADANAS | COMPETENCIAS LABORALES | INDICADORES DE DESEMPEÑO |
|---|---|---|---|---|---|
| Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros | **YOU CAN MAKE A DIFFERENCE**<br><br>• Future tense<br>• Passive voice<br>• Need to<br>• When and until<br>• Simple tenses review: present and past<br><br>-Saber test<br>- Regular and irregular verbs | **ESCUCHA**<br>Identifico personas, situaciones, lugares y el tema en conversaciones sencillas.<br><br>**LECTURA**<br>Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.<br><br>**ESCRITURA**<br>Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.<br><br>**MONÓLOGO**<br>Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. | Utilizo distintas formas de expresión para promover y defender los derechos humanos en mi contexto escolar y comunitario | Reconozco los resultados y el impacto de mis acciones sobre los otros. | Escribe composiciones cortas utilizando tiempos verbales simples. presente, pasado y futuro<br><br>Sustenta puntos de vista en forma oral y escrita, sobre temas de interés general, haciendo uso de expresiones y estructuras estudiadas<br><br>Muestra interés por fomentar el bien común |

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**Teaching Methodology in The Language Classroom.** the institution presents a constructivist-humanist approach, theoretically supported by concepts such as those of St. John Bosco, Maria Montessori, Jean Piaget, among others. It is important to emphasize that in the development of the class the English teacher motivated the students to make use of their oral competence using guides in which the topic to be worked on is described, also through interactive videos she looked or the improvement of their listening comprehension.

**Modalities of Learning Support**. The support provided to the students is limited only to the process in the classroom, thus it is pertinent that they can make use of their time at home to continue the acquisition of the language.

**Guide And Material Design**. The design of the guides and methodological materials that were implemented within the English class were in charge of the teacher, the number of students and the time of development of the class was taken into account, since sometimes the time was not enough to implement too many tools.

**The Basic Learning Rights – DBA.** The Basic Learning Rights (hereafter DBA by its initials in Spanish) for the development of English are guidelines stablished by the MEN that guide the quality of the education that students receive. The previously said stipulate the important aspects in the progression of communicative competence in the foreign language, thus covering comprehension and production skills, both oral and written.

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According to the MEN, the DBAs for 11<sup>th</sup> grade seek:

1. Identify the purpose of oral and written texts of medium length related to topics of general interest and their academic environment and shares it with others.

2. Explain both orally and in writing the causes and effects, as well as the problem and the solution to a situation.

3. Recognize the author's opinion in oral and written texts of medium length that relate to their school and academic context.

4. Write argumentative texts with a clear and simple structure on academic topics.

5. Expresses orally and in writing his/her position on a known topic taking into account to whom the text is addressed.

6. Expresses orally their point of view about a controversial topic previously studied.

7. Holds formal discussions about academic topics that he/she has that he/she has previously prepared.

8. Narrates in oral or written form personal experiences or familiar stories.

**Courses**. The supervisor teacher is in charge of teaching the English class in two

grades, 8th and 11th, each grade is divided into two groups, i.e., 8th-A and 8th-B; 11th-A

and 11th-B, with a weekly intensity of 4 and 3 hours respectively.

**Schedule**. With respect to the teacher's weekly schedule, it is necessary to highlight

that in the table 1 can be seen that she has been assigned with other areas in addition to

English, which are distributed throughout the academic workday.

**Table 3**

*Teacher's schedule*

|  | 1<br>7:00 – 7:55 | 2<br>7:55 – 8:50 | 3<br>8:50 – 9:45 | 9:45 – 10:15 | 4<br>10:15 – 11:10 | 5<br>11:10 – 12:05 | 6<br>12:05 – 13:00 |
|---|---|---|---|---|---|---|---|
| **Monday** | 8a<br>**English** | 8a<br>**English** | 7a<br>Systems | B | 8b<br>Systems |  | 8a<br>Systems |
| **Tuesday** |  | 11a<br>**English** | 8b<br>**English** | R | 11b<br>**English** | 11b<br>**English** | 8a<br>**English** |
| **Wednesday** | 8b<br>**English** | 6a<br>Technology |  | E |  | 11b<br>**English** | 8a<br>**English** |
| **Thursday** | 11a<br>**English** | 9a<br>Arts |  | A | 6b<br>Religion | 9a<br>Arts | 11a<br>**English** |
| **Friday** | 7b<br>Systems | 6b<br>Religion |  | K | 6b<br>Technology | 8b<br>**English** | 8b<br>**English** |

### *Institution's Technological Level*

In terms of connectivity, the Colagueda does not have an open network for

accessing to material, activities, platforms, and although it has some computer equipment, it

has not been enabled for use by the student body. Moreover, the institution currently does

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not have a platform available to complement the learning process of the learners. Also, in some classrooms there are televisions in which the teacher can project audiovisual supports that he implemented in his class.

*Population and Subject Information*

Students. In the 11th grade there are 58 students distributed in 2 groups, A and B, in which there are 40 females and 18 males, ranging in age from 15 to 18 years old. The language level is A1 according to the Common European Framework of Reference for Languages (CEFR).

Teaching Staff. The Educational Institution has a teaching staff that is qualified and prepared to assume the responsibilities of education for the XXI century, with high intellectual preparation, 38.7% in grade 14 on the scale, the rest distributed between category 13 and eighth, and also in the first and second category of the new scale, four designated by competition according to decree 1278.

Administrative Staff. At present, the educational institution has 1 security guard for the Jardín Nacional building, 1 security guard for the Águeda Gallardo building, 1 general secretary, 2 operatives for general cleaning, one at each building, 4 administrative assistants: one as a payer, one as a librarian and two as assistant secretaries, one at the main building and one at the Jardín Nacional building, as well as a janitor hired by the Secretary of Education through an agreement with Calidad Total.

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**Parents' Community**. The families who entrust the education of their children to the Institution Educativa Colegio Técnico Agueda Gallardo De Villamizar are 90% Catholic, who seek the formation of their children in values and who state that they agree with the institutional philosophy which contributes to the extent of their abilities for the proper functioning of the institution and the achievement of the institutional objectives. 90% of the families belong to strata 1 and 2 and 10% to strata 3, 75% come from the outlying neighborhoods of the city, 5% from rural areas and 75% of the family population subsists on an income of less than the minimum wage, acquired through the informal economy, 10% are families with incomes between 2 and 3 minimum wages, 10% are families that do not receive any income and 5% are families that receive some kind of pension.

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**Title**

Micro texts as a teaching tool to improve reading comprehension to 11th grade students at the "Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar"

**Introduction**

In an era in which technology is advancing at a rapid pace, allowing people to connect with each other more and more easily, regardless of distance, it is important to recognize the role of English as one of the most solid bridges for this interaction to take place. Therefore, it is necessary to acquire this foreign language from an early age, being favorable the school stage, which will allow students to have more tools in the development of their personal and professional life.

This preliminary proposal seeks the furtherance of the reading comprehension of the 11th grade students of the Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar. With that in mind, it seemed to be appropriate to adopt a practical action research approach within which the use of micro texts was used as the pedagogical tool.

**Statement of the Problem**

During the period of time that the diagnostic observation's time had last, and information took from informal interview between the pre-service teacher and his

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supervisor, it was possible to observe that the period of time in which they received virtual, synchronous and asynchronous classes, due to the sanitary restrictions caused by COVID-19, was the most relevant cause for the students' regression and disinterest in learning English. Today, since the students have returned to face-to-face classes, the teacher tried to review topics from previous years, which also caused a delay in the progression of the contents established for the grade. In this sense, the teacher reminded them that she could not dwell for too long on these topics and that it is up to them, in their autonomous work, to delve deeper into these subjects.

The above is established as the basis for the development of this project that seeked to implement the micro texts to improve the reading comprehension to 11th grade students at the "Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar". In the light of the above, some questions arised that delimit the implementation route of this proposal:

*General Question*

- How the implementation of micro texts improves reading comprehension to 11th grade students at the "Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar"?

*Specific Question*

- How does micro text influence reading comprehension in 11th-grade students?

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- Which grammatical structures are recognized by 11<sup>th</sup> grade students?

**Justification**

This practical action research aimed to improve reading comprehension of the 11<sup>th</sup> grade at the Colagueda, especially after determining that most of them lost or ever acquired the English during the virtual period. This can be look as a result of several factors such as: lack of technological resources, lack of interest or motivation, little direct interaction with the language, among others.

Also, this research found a relevant support to be displayed in the national test ICFES Saber 11, where the results received in previous years have not been as expected, and that this test allows students to aspire to university places and in some cases to receive benefits such as scholarships or discounts at universities.

That is why, through this stage in which not only the students' body was benefited but also the pre-service teacher, considering that he was able to perform different teacher's role in and outside the classroom, using the knowledge collected during previous semesters. But in the same way, it was expected that students could get more self-confident and got interested with their English's learning process.

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**Objectives**

*General Objective*

- To foster reading comprehension through micro texts to 11th grade students at the "Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar"

*Specifics Objectives*

- To determine micro text's influence toward reading comprehension of 11th grade-students.

- To identify the grammatical structures that 11th grade-students recognize.

**Theoretical Framework**

In the search for a deeper understanding of this project by the reader, it is necessary to make a description of the concepts that support this study, which are established in this section.

*Micro Texts*

According to Kornexl & Lenker (2019) that explain the term micro texts as it can "encompasses different kinds of literary production commonly associated with briefness, such as inscriptions and poems". And in the same way, Joshi & Zincir-Heywood (2019)

establish that "a micro or short text message could be a tweet or a comment which is around 140 characters or less".

*Reading Comprehension*

Snow (2002) states about reading comprehension as the "process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Moreover, Kennedy (1982 as cited in Jafar, 2012, p 02) perceives that reading can be defined as the facility that an individual has to recognize a visual form to associate it with a sound or a meaning acquired through experience, understanding, and interpretation.

*Vocabulary*

Alqahtani (2015) considers vocabulary as a "critical tool for second language learners because a limited vocabulary in a second language impedes successful communication". And in the same way, Zhang & Anual (2008) find difficult to get a "consensus on what is involved in word knowledge and how to measure vocabulary knowledge due to the complexity of the construct of what it means to know a word".

**Literature Review**

Having in mind that this project is focused on the implementation of micro texts to improve reading comprehension, a main category showed up as microtext as a teaching strategy reading. It seemed to be suitable to develop the pedagogical proposal and in the

same way it is relevant to consider others researchers' point of view regarding this same topic.

*Microtext as a teaching strategy*

On this subject, Parvareshbar & Ghoorchaei (2016)'s study, carried out in Tehran, Iran, aimed at identifying the effect of implementing short texts on enhancing vocabulary learning of 50 Iranians intermediate EFL learners divided into two groups. The authors were able to conclude how the students were encouraged to read and acquire vocabulary throughout the correct application of short stories. Also, they recommend to use this technique in other aspects such as spelling, word-meanings, among others.

On the other hand, Molina (2018) in her study done in a public elementary-high technical school in Bogota, confirmed that even reading is a useful tool in the academic development of the students, it is also important that they get motivated to ease the process. This can be done by the implementation of relevant and engaging materials because it may help to change students' point of view about reading practices inside the classroom, but at the same time creating comfortable environments and appropriate learning opportunities to build self-confidence.

Adding to it, Mustafa (2018) concludes in study, developed in a 10th grade classroom in  Bulukumba, that not only "the use of short story can improve reading comprehension ability of the tenth grade students", but also that students' participation,

interest, and motivation during this process had increased due to they seem to be more motivated to read and get involved actively.

Finally, Jeni (2020) in her study conducted in Indonesia, concluded similar aspects to the previous researchers, how practical are short texts to aid students getting knowledge from any topic they are reading about. It was observable thanks to students' development on the activities done after the readings sections and how they started to think critically.

## Methodology

### *Pedagogical Methodology*

For the sake of fulfilling the objectives stablished on this project, it is necessary to describe the methodology that was used by the pre-service teacher in the classroom. As these were going to be reading exercises, activities for pre, during, and after the reading was take into consideration.

It was important to prepare students before the process of reading a text starts, this helped them not only to get in touch with the topic, but also it included a moment "to clarify the meaning of difficult words; and/or some syntactic explanation to help the students to understand complex structures in the text"(Ajideh, 2003). In this way, the students received the background to comprehend the material.

Subsequently, students start the reading, and the pre-service teacher must take certain precautions in order to make it a good reading, as Hillerich (1985) stated teachers spend so much time during their classes teaching who to read that many students, especially the less able readers, don't have time to read. In other words, students do not get the space to practice the skill they are learning about into the classroom.

**Lesson Plans**. To develop the classes, the pre-service teacher implemented a lesson plan (see Appendix A) for each week, in which it is detailed the class along with the tools, strategies, workshops and activities that were part of each week. In this manner, this lesson plans were sent a week before to the supervisor teacher for corrections and recommendations, and to accomplish a good development in the class.

In Table 4 is shown the chronogram stablished to apply activities that were supposed to be part of this research project.

**Table 4**

*Activities Schedule*

| Week | Date | Activity | Description |
|------|------|----------|-------------|
| 3 | April 4th – April 9th | Simple past | Students had to develop a worksheet in which they are going to conjugate regular and irregular verbs in simple |

| | | | |
|---|---|---|---|
| **5** | April 25ᵗʰ – April 29ᵗʰ | Final exam | The final exam began with a text where students must conjugate regular and irregular verbs in simple past and with it, they must answer some multiple-choice questions. |
| **10** | May 30ᵗʰ – Jun 3ʳᵈ | When and until | Students had to organize some questions, and answer them. |

*Research Methodology*

The design, the population, the instruments that were going to be used to carry out this study are going to be presented, along with the proposal's implementation chronogram.

**Research Approach**. This project was carried out under the standards of the qualitative approach, which according to Creswell (2002), gathers information that allows to understand a particular phenomenon, and that its interpretation is an essential part related to the process.

**Research Design**. This qualitative pedagogical research used an action research design which is a methodological approach dedicated on observing a situation or in order to generate an improvement in the participants. This design is compound by two components that work simultaneously: the action component which is based on practical action, and the

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research component which is focused in generating, informing, and building a theory (Burns, 2015).

**Population**. The population selected for this study corresponded to the student's community of the "Institución Educativa Colegio Técnico Águeda Gallardo De Villamizar" located in the municipality of Pamplona in the department of Norte de Santander, specifically with 11° grade's students. This group was compound by 57 students divided into two groups, 11a with 32 students, and 11b with 25 students.

Talking about the sampling criteria that was implemented in this study, the pre-service teacher used a mixture between the purposeful sampling criteria, and the convenience sampling criteria. According to Stratton (2021), both sampling criteria are non-probability sampling methods which means that are less objective than the probability sampling methods; he clarifies a main difference between those two sampling criteria, the purposeful sampling allows the researcher to select the participants he/she prefers; and the convenience sampling allows students to be self-selected in the study.

**Techniques and Instruments**. According to ICAO (2017), a researcher should use more than a single method not only to integrate the participants to the project, but also to gather as much information as it is possible, and to later on analyzed it.  For this qualitative research, the pre-service teacher took into consideration 3 different instruments, the

unstructured observation, the questionnaire and the students' reading comprehension noted by the pre-service teacher.

*Unstructured Observation*. Mulhall (2003) summarized this instrument as the intention of the researcher of being part of that he/she is observed. That is why this study decided to implement it, because during the period of time where the proposed activities were being developed, the pre-service teacher was able to identify how students tend to develop their activities. Also, the implementation of the observation can be complemented with the results obtained in the questionnaires.

*The Questionnaire*. According to Young (2015), questionnaires are useful for the essence of this research because they help to less experienced researchers such as students while doing projects, and the author presented several thoughts to support it. They are easy to create or, depending on the research, there is a number of questionnaires that can be adapted or implemented for using and in most cases, they are found free of charge.

*Students Reading Comprehension*. The fact that students develop the activities proposed by the teacher, implies that they can put into practice the knowledge they acquire as the research process is being carried out. According to Hattie (2019), students must present certain characteristics that allow them to satisfactorily carry out each activity, which implies that they must have knowledge of structures, verb tenses, and vocabulary.

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However, they may not have these characteristics and really want to learn, which means that they will eventually acquire them.

**Research Schedule**. Table 5 presents the dates in which the pre-service teacher applied all instruments, the unstructured observation, the questionnaire and the students' reading comprehension activities. The first two instruments were implemented at different times, due to adverse circumstances such as lack of time, non-attendance of participants, intra-institutional activities, among others. On one hand, the observation (see Appendix B) was performed during a class were the participants had to face micro-texts and to answer some questions. On the other hand, the questionnaire (see Appendix C) was solved at the end of the practicum stage, in order to identify the facilities or difficulties that students found during their contact with the activities.  Finally, the activity proposed to be part of this process was the one that the students carried out on the day of their final test of English on week 5.

**Table 5**

*Collecting data schedule*

| Week | Date | Activity | instrument | Description |
|------|------|----------|------------|-------------|
| 3 | April 5th | Simple past | Unstructured observation | The pre-service teacher takes notes |

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| | | | | about the class development. |
|---|---|---|---|---|
| **3** | April 5th | Simple past | Students Reading Comprehension | The pre-service teacher evaluates students' activity development. |
| **5** | April 28th | Final exam | Unstructured observation | The pre-service teacher takes notes about the class development. |
| **5** | April 28th | Final exam | Students Reading Comprehension | The pre-service teacher evaluates students' activity development. |
| **10** | May 30th – Jun 3rd | When and until | Questionnaire | Students presents their perceptions towards the class and activities development. |

**Data Analysis**. Taking into account the research question proposed for this project, it was determined that an interpretative analysis of the information collected would be the most appropriate. Based on Hatch's (2002) perception "Interpretation is about giving meaning to data. It's about making sense of social situations by generating explanations for

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what is going on within them", which means it permits to understand a specific social situation that is been studied.

In this stage of data analysis, the information collected (see Appendix D) is taken into account through the aforementioned instruments, which were intended to cover three relevant aspects: first, the unstructured observation to take into consideration the opinions of the researcher regarding the performance of the students during the development of the activities. In like manner, the review of the students' activities that allows following their development and finally the questionnaire to consider the students' opinion.

For the development of this practice, the pre-service teacher chose one of the groups of COLAGUEDA's 11th grade, whose population is around 32 students and as a sample for this process, it highlights the participation of 3 students who were interested in the approach of this research.

**Results**. Throughout this segment, the researcher seeked to identify the results obtained after the interpretative analysis of the information obtained. As a result of this process, a main category emerged, which goes hand in hand with the purpose of answering the research questions that were established at the beginning of this project. Said category is *micro text to influence reading comprehension* and it is aimed at determining how the different activities carried out by the students were addressed.

*Micro Text to Influence Reading Comprehension*. it is necessary to remember that the process of teaching English tends to perpetuate monotonous habits in which students must listen or copy from the board. At times, this is exhausting for some students, which has repercussions on their academic performance. Hence, the intention of using short texts to mainly encourage reading comprehension and at the same time provide them with grammatical structures in a different way.

An English test was used to determine the starting point for the development of the activities, that test included a text that students had to complete with the correct conjugation of some verbs. Unfortunately, the results obtained by the population were not positive. Figure 2, Figure 3 and Figure 4 show the performances obtained by the participants who were part of the sample.

**Figure 2**

*Participant 1*

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**Figure 3**

*Participant 2*



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**Figure 4**

*Participant 3*



It is evident that the students are not able to determine the correct way to carry out the proposed assignment, which can be supported thus by what the teacher in training observed: "*Some of them don´t know what are they doing. It is evident that they normally don´t practice at home*" and it is confirmed, since during the observation the students addressed the teacher with some doubts, in his own words: "*During the quiz's development students ask about things that they should know previously. For example, subjects, irregular o regular verbs, why capital letter in proper names*".

During the following classes, there was a better acceptance of the methodology, since later the results in the final test of the students, with a similar exercise was much more satisfactory and they also mentioned by the students it in the resolution of the questionnaire at the end of the process. Table 5, Table 6 and Table 7 show how the students, depending

on the assignment of the item to be developed, the structure of the text, and some key words, succeeded in performing well on the test.

**Figure 5**

*Participant 1 test*

## Figure 6

*Participant 2 test*

Name: _____  Date: April 28th  Grade: 11

**ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL**
**ENGLISH TEST 11° A-B FIRST TERM**

A. Conjugate the following **verbs** in **Simple Past** to complete the story / Conjuga los siguientes **verbos** en **pasado simple** para completar la historia.

Benjamin Franklin was (be) born in Boston in 1706. He 1. was (be) the fifteenth of the seventeen children of a poor candlemaker. He 2. went (go) to school only one year. He 3. began (begin) to work when he was twelve. At the age of fourteen he 4. decided (decide) to be a writer. He 5. copied (copy) the great stories of famous writers and later he 6. become (become) the best-known writer in his time. When he 7. was (be) seventeen, he 8. leaved (leave) Boston and 9. arrived (arrive) in Philadelphia with only a few pennies in his pocket. He 10. got (get) a job as a publisher of a newspaper and 11. retired (retire) from business as a very rich man at forty-two. Then he 12. spent (spend) the next forty years for his government. He 13. played (play) an important role in the founding of the USA. Franklin 14. was (be) also an important scientist and inventor. He 15. drew (draw) electricity from a cloud on a kite string. He 16. wrote (write) one of the first text books on electricity. He 17. invented (invent) a simple lightning rod and many other practical tools. He 18. made (make) a study of water and 19. discovered (discover) many principles of hydrodynamics. He even 20. invented (invent) bifocal glasses when he was seventy-eight and 21. needed (need) them himself.

Choose the correct conjugation in **simple past** of the verbs in the following sentences / Escoja la conjugación correcta en **pasado** de los verbos en las siguientes oraciones.

22. Clarise ......... the marathon last year
    a) Run
    b) Ran
    c) Runed  X

23. The team ....... to win the championship
    a) Tryed
    b) Truck
    c) Tried

24. The police officer didn't ....... the information
    a) Know
    b) Knew  X
    c) Knowed

25. The rain ......... the flight
    a) Delaied
    b) Delay
    c) Delayed  ✓

26. My cousin ...... exhausted
    a) feels
    b) felt
    c) Feeled

27. I ............. about buying a new cellphone
    a) Thought
    b) Thinked
    c) Thouhgt  X

28. My brother and I ........ at the zoo on Saturday
    a) Been
    b) Was  X
    c) Were

29. We ......... the concert in the park
    a) Enjoying
    b) Enjoyed
    c) Enjoied  X

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**Figure 7**

*Participant 3 test*

Name: _____ Date: April - 28th Grade: 11

**ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL**
**ENGLISH TEST 11° A-B FIRST TERM**

A. Conjugate the following **verbs** in **Simple Past** to complete the story / Conjuga los siguientes **verbos** en **pasado simple** para completar la historia.

Benjamin Franklin was **(be)** born in Boston in 1706. He 1. was **(be)** the fifteenth of the seventeen children of a poor candlemaker. He 2. goes **(go)** to school only one year. He 3. began **(begin)** to work when he was twelve. At the age of fourteen he 4. decided **(decide)** to be a writer. He 5. copied **(copy)** the great stories of famous writers and later he 6. became **(become)** the best-known writer in his time. When he 7. was **(be)** seventeen, he 8. leaved **(leave)** Boston and 9. arrived **(arrive)** in Philadelphia with only a few pennies in his pocket. He 10. got **(get)** a job as a publisher of a newspaper and 11. retired **(retire)** from business as a very rich man at forty-two. Then he 12. spent **(spend)** the next forty years for his government. He 13. played **(play)** an important role in the founding of the USA. Franklin 14. was **(be)** also an important scientist and inventor. He 15. drew **(draw)** electricity from a cloud on a kite string. He 16. wrote **(write)** one of the first text books on electricity. He 17. invented **(invent)** a simple lightning rod and many other practical tools. He 18. made **(make)** a study of water and 19. discovered **(discover)** many principles of hydrodynamics. He even 20. invented **(invent)** bifocal glasses when he was seventy-eight and 21. needed **(need)** them himself.

Choose the correct conjugation in **simple past** of the verbs in the following sentences / Escoja la conjugación correcta en **pasado** de los verbos en las siguientes oraciones.

22. Clarise ......... the marathon last year
    a) Run
    b) Ran
    c) Runed

23. The team ....... to win the championship
    a) Tryed
    b) Truck
    c) Tried

24. The police officer didn't ....... the information
    a) Know
    b) Knew
    c) Knowed

25. The rain ......... the flight
    a) Delaied
    b) Delay
    c) Delayed

26. My cousin ...... exhausted
    a) feels
    b) felt
    c) Feeled

27. I ............. about buying a new cellphone
    a) Thought
    b) Thinked
    c) Thouhgt

28. My brother and I ........ at the zoo on Saturday
    a) Been
    b) Was
    c) Were

29. We ......... the concert in the park
    a) Enjoying
    b) Enjoyed
    c) Enjoied

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And from the researcher's perspective, the students were in a better disposition compared to what they had seen before, as he shows in his commentary: "*some students are not very confident in their knowledge to develop the test; however, they are more attentive to some aspects that could lead them to a good performance*". There, the teacher recognizes that, although the students are not entirely sure of themselves, they have the capacity to develop the test.

In order to identify the performance of these participants, it is necessary to think of their opinions regarding the development of the different activities. For participant 2, the activities were "*muy interesantes, puesto que pude conocer nuevo vocabulario*" and being a bit contradictory, participant 1 expresses that the activities "*me gustaron, a mi no me gusta leer mucho pero me di cuenta que con lecturas cortas podia entender mejor ingles*", both agree that in this way they were able to acquire knowledge which can also be put to the test.

It is important when carrying out this type of methodology to motivate the students so that they do not feel adrift when they are faced with the micro text they are going to work on, therefore, the pre-activities are fundamental. In the participants' own words, the most practical pre-reading activity is the identification of unfamiliar words in the text, which gives them a clearer perspective before starting, for example, for participant 1, it "*es la actividad previa que mejor se adapata a mi, creo que sirve para entnder mejor el texto y no solo eso, muchas cosas mas porque aprendiendo palabras nuevas podemos aprender major*", It is important to apply these activities, letting the students try to guess what would

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be the meaning of these unknown words in their mother tongue, in this way they can easily relate and assimilate them.

**Conclusions**. recalling that the overall objective of this project is to foster reading comprehension through micro texts to 11th grade students at the COLAGUEDA, it could be said that these are activities that allow the development of the students' abilities, since they are presented with a different, new procedure that allows them to continue advancing in the process of learning English. They were able to expand their vocabulary bank and learn to identify the main idea of short texts, which facilitates their management.

Unfortunately, due to academic loads in some students, disciplinary problems in others, intra-institutional activities that were carried out during the implementation of this project, it was not possible to investigate further the facilities or difficulties that students may face with texts from more complex topics or that are not of their interest. However, it is important to point out the students' willingness to participate actively in the process, contributing topics for the readings, in some cases possible pre-reading activities, among others.

**Recommendations**. As a suggestion for future projects focused on reading comprehension boots with the implementation of the use of micro texts, it is important to identify that the participants have grammatical bases that allow them to interact in a more fluid way with the topics, and likewise, to take into account suggestions from the

participants themselves when choosing the categories of the texts and thus feel more

motivated.

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## Chapter IV: Community Outreach Component

**Title**

The use of workshops to promote the EFL primary students' English learning at the COLAGUEDA's seats Escorial and Jardin.

**Introduction**

Since 2004, the Ministry of National Education in Colombia promoted a program to teach English as a foreign language in various educational fields allowing citizens to participate actively in cultural exchanges and acquiring an entrance to an equitable personal, economic, and social development. And also, it pretends in the economy sphere, to introduce the country to the processes of worldly communication with international comparable standards.

In the same pattern, the University of Pamplona in Colombia, as a public institution, makes the effort to face the reality about primary schools in the city of Pamplona regarding the National Bilingual Policy; because many of the educational institutions in this city do not have an English teacher to meet the training needs of the students. To confront these circumstances, this component aimed at meeting the learning English process need of children in primary school's level in Pamplona.

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## Justification

The truth of the education context for primary education presents an absence of teacher specialized in English, this means that the teachers in charge of each course, sometimes impart English knowledge with a traditional teaching method having as a principal tool the basic components stablished by the Ministry of National Education, and in other cases only teach a few words with any context or knowledge in the topics.

Having that in mind, the main objective to implement this project is to use a didactic approach that permits an easy vocabulary acquisition of English, according to the themes provided by the area plan, but also, to awake the student's interest while learning through the use of workshops as a technique. It seems to be mandatory to motivate students with various approaches while learning and practicing at the classroom.

## Objectives

### *General Objective*

To boost the EFL primary school students' vocabulary at the COLAGUEDA The Escorial and The Jardin seats by using interactive workshops.

### *Specific Objectives*

- To identify how workshops influence English learning in primary school students

- To accompany the linguistic development in English of primary school students

- To establish theoretical bases in the process of learning English as a foreign language of primary school students

**Methodology**

The process for learning English changes from young adults or adults to children, this is why, according to Susanto (2017), teacher must improve their creativity for handle properly the resources that he/she will implemented in the classroom easing students to get interested in the activities and participate in a flow way.

As part of the development of the classes, the use of objects for vocabulary acquisition is implement since, as (Susanto, 2017) highlights, "introducing a new word by showing the real object often helps learners to memorize the word through visualization" this means, giving students the opportunity to interact with the object in order to generate familiarity with the second language. Adding to it, workshops are seemed as way to initiate students in the English learning process, even when they are primary students. This is explained by Al-Hroub et al., (2019) when saying that "direct instruction and guidance from the teacher may be necessary to help emergent writers build editing skills in classes where there is variation in writing proficiency, that teachers offer a range of opportunities to learn about writing". This would mean that students should be guided on the basis of the

knowledge they are acquiring along with the vocabulary, providing them with a grammatical and cultural context at the same time.

*Schedule of Activities*

Table 6 presents the schedule developed during the period of time that this practicum stage last. Since this component was developed at two different sites, there were weeks in which the teacher did not attend either of the two sites, and sometimes both. This was the result of different circumstances, holidays, intra-institutional activities, needs at the main site of the institution, among others. As a result, most of the classes and activities were not carried out, and thus the students did not have an optimal development of what was stipulated.

**Table 6**

*Outreach component schedule*

| Activities | Weeks | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A | | | Escorial seat | | | | | | | |
| | | | Jardin seat | | | | | | | |
| B | | | | Escorial seat | | | | | | |
| | | | | Jardin seat | | | | | | |
| C | | | | | Jardin seat | | | | | |
| C | | | | | | Escorial seat | | | | |

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **D** | | | | | | X | | | |
| **E** | | | | | | | X | | |
| **F** | | | | | | | | X | |
| **G** | | | | | | | | | X |

| Activities | Description |
|---|---|
| **A** | School elements |
| **B** | The emotions |
| **C** | Exam |
| **D** | Intra-institutional activities |
| **E** | Intra-institutional activities |
| **F** | Intra-institutional activities |
| **G** | Principal seat's requirement |

### Activities Developed

It is necessary to point out that the development of classes at the Escorial and Jardin sites started late due to the delay in assigning the intern, which in one way or another forced a late start for the schedule initially planned. Therefore, classes started two weeks later than scheduled, which means that at the end of the fifth week of the calendar, only two classes had been completed.

Talking about the first activity (see Appendix E), the teacher wanted the students to identify the spelling and pronunciation of the school objects they normally use. In addition, the students had to identify the colors on a list and, depending on their classification, they had to color the school objects. this activity turned out to be very productive because those are tools that the students use permanently in their day-to-day life in the classroom.

Concerning the second activity (see Appendix F), students had contact with emotions in English. For the development of this activity the teacher used a workshop

where emotions were represented by emoticons. The teacher with body characterizations and pronunciation allowed the students to guess what emotion was being expressed to complete the table.

Finally, concerning the school chronogram, the fifth week of this project belonged to the first-term test. In here, the preservice teacher created a test (see Appendix G) following the instructions of the primary teacher. Those instructions suggested a document similar to the two seen above that would allow the two topics to be grouped together. And thus, facilitate the development of the test for the students.

### *Objectives Achievement*

At the beginning of this chapter, some objectives were established that could not be fully achieved. The general objective sought to boost the EFL primary school students' vocabulary at the COLAGUEDA The Escorial and The Jardin seats by using interactive workshops., and with a stipulated duration of 10 weeks to determine the feasibility of this objective along with the specific objectives. Having said the above, it is necessary to recognize that it could be achieved in a low percentage, since it was only developed in 3 weeks. In that time, the students showed the handling of the topics and vocabulary taught by the pre-service teacher. which in other words could mean that if the desired time could have been used, the students could have made more significant progress.

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In the same path, it was found the specific objectives that sought to identify how workshops influence English learning in primary school students; to accompany the linguistic development in English of primary school students, and to establish theoretical bases in the process of learning English as a foreign language of primary school students. Two of these three objectives had the same performance as the general objective, and the last one was the only one that did not show progress of any kind, and this is understandable, since this required more detailed explanations, more complex and structured activities.

*Conclusions*

Although this project was applied practically for only three weeks at the COLAGUEDA primary school sites, it demonstrated some aspects that are worth highlighting. First, that the students were fully willing to participate actively, and that they were interested in using activities in which they were challenged in a way that allowed them to acquire knowledge of this foreign language. Second, that willingness on the part of the students demonstrated the need to continue implementing pedagogical support, preferably with much greater intensity. Since the contact only one hour per week seemed to be insufficient, thus this would allow to take full advantage of the children's abilities. And finally, the implementation of this project in the 4th and 5th grades of elementary school at the Jardin and Escorial sites, respectively, cannot be considered an achievement due to situations mentioned above that did not allow its optimal development.

**Chapter V: Intra-institutional activities component**

**Introduction**

As has been mentioned in previous chapters, COLAGUEDA is a public institution in which activities were carried out throughout the school year and it should be noted that this institution has a Catholic orientation, which would mean that many intra-institutional events that were conducted during the school year were religious. For this reason,10th-semester students must participate in the intra-institutional activities and tasks, as part of the process to gain a better understanding of what a teacher does outside the classroom, that is the role stablished in this inter-institutional component which is crucial to the integrated their training process.

In the period of development of this project, the institution conduct activities such as the election of the school government, which meant an active participation of the student body in an electoral process; the celebration of the month of May, which corresponds to the month of the Virgin Mary; Teacher's Day celebration among others.

As future teachers, who will belong to academic institutions, it is important that during the integral practice the future teacher connects with the professional environment since through it he/she will be formed in the different contexts of the institution. For this, the future teacher is expected to participate actively in the different activities proposed by

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the educational institution and obtain for himself an invaluable experience for his professional growth.

**Justification**

Intra-institutional activities are a favorable component for the acquisition of administrative values in terms of responsibility and commitment that this type of tasks require, as part of the training process for future English teachers. In addition, it is also necessary from an integrative perspective to know in depth the disciplinary and administrative rules that this type of tasks present. That is why the development of these activities also shows the organization of the institution at a general level, in addition to the participation of the entire educational community during these activities, which shows the degree of interaction between all branches of the institution. As well as, from the administrative point of view, the teachers in training must participate in these procedures with the intention of completing their integral formation as future teachers.

**Objectives**

*General Objective*

- To participate in the activities proposed at the educational institution Agueda Gallardo de Villamizar technical high school.

*Specific Objectives*

- To help in the organization and planning of the activities proposed by the institution.

- To give a general idea of extracurricular activities within an educational environment to teachers in training.

- To present availability for help or collaboration with extracurricular activities that arise during the practice process

**Methodology**

The methodology that was used for this component is linked to its main objective, to participate actively in the activities proposed by the institution, established in the calendar.

*Intra-Institutional Activities Schedule*

Table 7 presents the calendar of the activities in which the teacher participated during the time in which his practice was carried out, some were developed inside the institution, however, there were also activities developed outside. Also, it should be noted that there are activities that integrate the different COLAGUEDA's seats.

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**Table 7**

*Intra-institutional activities schedule*

| Date | Activity | Pre-service Teacher's Role |
|---|---|---|
| April 29th | May Release | Discipline control of the assigned group |
| May 6th | Feast of Saint Dominic Savio | Discipline control of the assigned group |
| May 13th | Feast of Mother Mazzarello | Discipline control of the assigned group |
| May 24th | Procession of Mary Help of Christians | Discipline control of the assigned group |

### *Description of the Intra-Institutional Activities*

**April 29th**. Taking into account that it is a school with a catholic vocation, the opening of May, which is considered the month of Salesianity, was scheduled for this day. The objective of the activity was to make a mass to welcome the month, in which the 8th grade students had to make an offering as a sign of gratitude and respect for the celebration. The Opening of May (see Appendix H) describes the aforementioned within the institution and the role in which the teacher in training was assigned was to supervise the behavior and good discipline of the students during the mass.

**May 6th**. The institution also follows the philosophy of Dominic Savio, which seeks to develop a program based on Catholic teaching, liturgical experiences that allow the student to grow and develop in the way of life of a Catholic Christian. Therefore, Dominic

Savio's Mass (see Appendix I) represents the celebration of the mass in his honor, and in which the role of the teacher was also to maintain the order and discipline of the students.

**May 13th.** On this date, the birth of Maria Mazzarello, confessor of the Institute of the sisters of Mary Help of Christians, was celebrated; in this activity the 11th grade students had to make an offering during the mass. Maria Mazzarello's Mass (see Appendix J) shows the role assigned to the teacher in formation, which was to supervise the good behavior and discipline of the rest of the students together with the 11th grade students.

**May 24th**. On this date a procession was held in the name of Mary Help of Christians, in which all the schools of the institution participated, which means that there were students from first to fifth grade of both sites, the Escorial and the Jardin, high school students, the parents' association, among others. In the Procession of Mary Help of Christians (see Appendix K) is evidenced the role assigned to the teacher in training was to accompany the students, to verify that they remained within the formation of the procession.

**Conclusion**

From the beginning of this stage of professional practice, the institution and the teaching staff provided the trainee teacher with a place from which he/she could interact with the community in an active role. This can be very enriching considering that it is the

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first approach in this type of intra-institutional activities. Although the role was more of discipline control, he was taken into account for the structuring process of some activities.

This type of involvement in activities outside the classroom allows, first, to create a more personal bond with the students, which helps their process because they find in the pre-service teacher a person who can also guide them in their disciplinary development. Second, with the teaching staff, since they always showed willingness to guide the pre-service teacher based on the role to be fulfilled. And third, it invites the trainee teacher t create a bond with the institution based on a sense of belonging.

# Chapter VI: Reflective Approach

## Introduction

In the teaching and learning process of the 10th-semester students of the foreign language program at the University of Pamplona, it is considered appropriate to follow this development through the application of a reflective component, where the pre-service teacher provides a personal vision of the process of their integral practice.

Thus, during this stage of reflection, narratives were used as a support instrument, as Moen (2006) stated, readers and researchers "have to remember the interlinking between the individual and her or his context. As individuals are telling their stories, they are not isolated and independent of their context". This implies that the tenth semester student had to think not only what the process taught him/her but also the context of the institution and the student body in which the internship took place.

## Objective

To execute narratives as a reflection instrument during the development of the practicum stage at the COLAGUEDA school.

## Narrative

The implementation of this reflective element allowed a more personal perspective when the pre-service teacher analyzed his practice process in the educational institution,

however, it is imperative to highlight that having the need to carry out the narratives (see Appendix L) on a weekly period turned out to be difficult due to the obligations and responsibilities of the student.

In spite of the above, to talk more in detail to the process of developing the narratives, it is decisive to say that it was very satisfactory, since it allowed the researcher not only to analyze the development of the classes and the educational context, but also to evaluate his role so that he could determine what he was doing right or wrong, and be able to find a better organization in his process.

It is also necessary to mention that it was only possible to carry out three narratives in which the trainee teacher sought to cover as much information as possible in the different time periods, and all this was the result of different obstacles that prevented to carry out the narratives as well as in the implementation of the project in general in its research components, community outreach and intra-institutional activities.

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**Appendices**

**Appendix A. 11th-grade Lesson Plan**

https://drive.google.com/drive/folders/1PhyHSAXzwq9Ym8yRtNitLaIqi_18NSJM?usp=sharing

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**Appendix B. Observation Gird**

https://docs.google.com/document/d/10zWq-

m864JHyB4zuFg5Ih4ldB3hZWyy4/edit?usp=sharing&ouid=11574675302547794387 3&rt

pof=true&sd=true

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# Appendix C. Questionnaire

https://forms.gle/cmkaxaxtAUmQrNNW6

**Appendix D. Data Collected**

https://drive.google.com/drive/folders/1GDPouYbz_v0GQ7CxwkYYETUromtz-

lm4?usp=sharing

NAME: _____GRADE:_____DATE_____

## SCHOOL OBJECTS
## COLOR BY THE NUMBERS

1 - Blue
2 - Red
3 - Yellow
4 - Green
5 - Pink
6 - Brown
7 - Gray
8 - Black
9 - Orange
10 - White
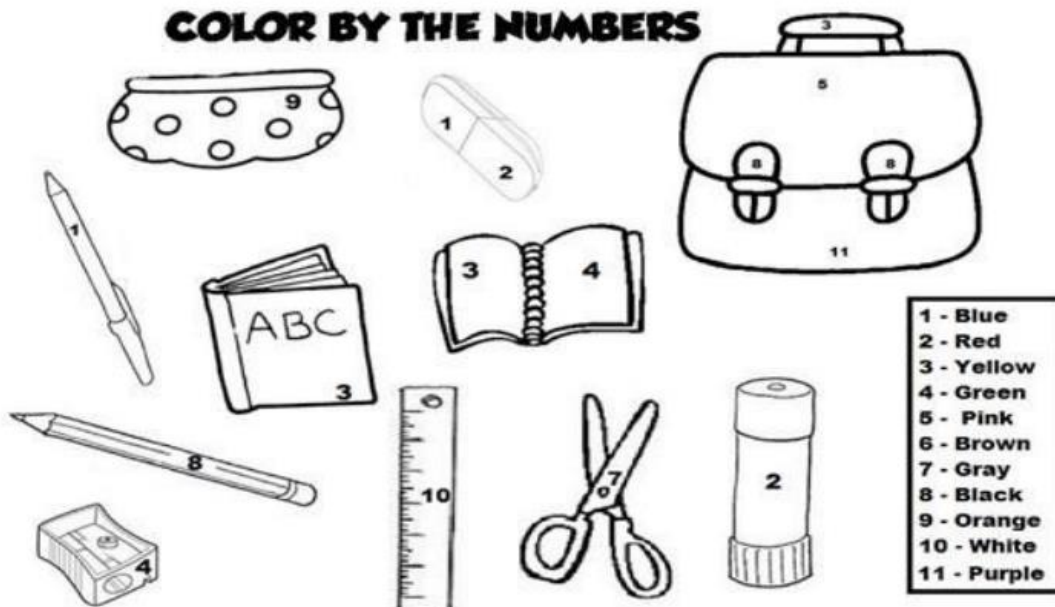11 - Purple

## Appendix F. The Emotions

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Name: _____ Date: _____ Grade: _____

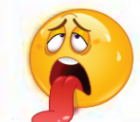1. Fill the blank spaces with the **missing letters** / Rellena los espacios con las **letras faltantes**.

   Ex: e r _ _ e _

   e r **a** s e **r**

   a) r _ l _
   b) s _ a r _ _ n _ r
   c) _ a _
   d) p _ n _ _ l  c a _ e
   e) n _ t _ b _ _ k
   f) g _ u _

3. Write the **emotions** depending on the images / escribe las emociones dependiendo de las imagenes



angry

happy
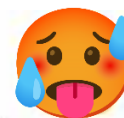
tired

hot

cold

scared

sad

sick

**Appendix H. Opening of May**

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**Appendix J. Maria Mazzarello's Mass**

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**Appendix K. Procession of Mary Help of Christians**

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**Appendix L. Narratives**

https://docs.google.com/document/d/1sm0zXBfL7v4mf2H3uvGFVyryeo6zvJw4/edit?usp=sharing&ouid=115746753025477943873&rtpof=true&sd=true