The implementation of short stories as a pedagogical strategy to stimulate reading comprehension competence in high school students for ninth grade students through task learning approach.

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Degree in Foreign Languages English-French

Integral Practice

2022

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The implementation of short stories as a pedagogical strategy to stimulate reading comprehension competence in high school students for ninth grade students through task learning approach.

Chapter I- General presentation

Introduction

At the present, the great importance of education in social, economic, and psychological processes is evident in our society. It should be emphasized that communication, teaching, and learning of a language constitute and forms the foundations of all these processes as mentioned earlier; however, taking into account the importance of language, learning a second language brings opportunities for growth, not only personal but also collective, as well as enriching each educational process.

It is also well known how pedagogical strategies pose a fundamental role in the learning/teaching process in education, not merely in the mother tongue, but also in a second language, due to external aspects influence how and in what way these strategies are used to achieve a given purpose in education.

Including the use of these strategies, which can be born within the classroom, or which are previously planned, it will then seek to achieve and encourage motivation, creativity, imagination, and a crucial key in the education process, which will be the to be able to take advantage of and fully enjoy the tools or strategies given, so that the educational process is fulfilled in its entirety.

In this way, after an observation process at "Colegio Provincial San José, headquarters José Rafael Faria Bermudez", it was possible to establish the relevance of the use of strategies

and techniques in reading-written comprehension competence; eventually, story tales will be used as the primary strategy implemented to enhance not only comprehension of English texts but also strengthen motivation, imagination, and the paramount, comprehension of English texts in this project; In order to distribute information, it will be divided into four components: the first one, an administrative element related to the educational institution, the second component which will be based on the research and pedagogical aspect to research different methodologies, definitions, among others, the third component focused on the community outreach component, as a micro-project activity, and finally the intra-institutional activities component attributed to activities as members of the educational community.

Justification

Colombian society experiences a real and not hopeful reality, a low English language proficiency, according to (Sánchez, 2013), who employed the European Common Framework of Reference for Languages as an indicative measure of language proficiency, and by calculating the proportion of students and teachers grouped in levels associated with diminished language skills, as well as the average scores obtained by Colombians on international tests for non-native English speakers.

Take into consideration Colombian situations, this project will be focalized on bringing new strategies and opportunities in the teaching of English as a foreign language in a public school in Pamplona, since it is imperative to work on written comprehension skills; In the same way, it is important not only to reinforce reading skill, but also to motivate students, imagine and enjoy this educational process.

Through this study, it will be analyzed how short stories of different genres promotes in students written comprehension focused on reading and comprehending a second language,

besides the motivation, imagination, and primary, interest and gratification to use in English class which is the second language taught in the curriculum of the National Minister.

Convincingly, the short stories will be a determining factor for students to learn vocabulary, grammatical structures, and create pleasure, enjoyment, and interest in reading, which will allow them to discover new worlds by implementing imagination, having fun at reading while learning English as a foreign language. Finally, it is highly relevant to take into account the beneficiary population, which in this case it can be mentioned as the ninth-grade students of the Jose Rafael Faria Bermudez School, their teacher, who will be able to acquire strategies around the stimulation and strengthening of reading and comprehension of texts, and finally, who will carry out this research project and development of comprehensive practice in order that knowledge to be acquired not only of language skills, but of what to do as a teacher.

Objectives:

General objective:

- To stimulate reading comprehension in EFL by implementing short stories as a tool for ninth grade students with tasks learning methodology

Specific objectives:

- To implement short and pleasant stories as a pedagogical tool at the students' level in order to foster reading comprehension competence.
- To strengthen English grammar structures and rules through games implementation in ninth grade students with low academic performance.

- To participate actively and dynamically in all intra-institutional activities within scholar identity and organization in *"Colegio provincial San José, headquarters Jose Rafael Faria Bermudez".*

Chapter II - Administrative Component

In this process of investigation and application of the pedagogical project to be treated, it is essential to contemplate the context to work through observation, it must take into account the educational institution where not only the integral practice will be conducted, but also the processes of extension to the community, among others, for this four levels are taken into account, with which elements, structures, and in general, the context to work can be studied, observed and found: 1) Administrative Level; 2) Pedagogical level; 3) Technological Level and 4) Population and Information Level of individuals. The previous ones permit knowing the most relevant factors of the educational center where the process will be carried out, to know the resources, personnel, and organization, which will be a key factor in the implementation of the integral practice proposal.

Historical Review

The San José de Pamplona Provincial College began its history when the prelate of Mérida and Maracaibo, Rafael Lasso de la Vega, passed through Pamplona and managed the foundation of a house of studies, which would serve as a Seminary for the region. His idea materialized in 1816 with the creation of the Colegio Casa de Estudios. In the year 1823, on February the 4th, the prelate Lasso de la Vega, wrote a memorial to Vice President General Francisco de Paula Santander, announcing the resources that were necessary for the house of studies to function; therefore, the Decree of March 5, 1823, by which the Pamplona House of Education was regulated and given legal life. In this way it was like in 1823, public education

began in Pamplona, when the Vice President of the Republic, General Francisco de Paula Santander, officially approved the House of Studies that he founded, and which today is known as the Colegio Provincial San José.

II CHAPTER ADMINISTRATIVE COMPONENT

Topographic location

The José Rafael Faria Bermúdez Headquarters, is the place where the integral practice will be carried out, it is located on the corner of Avenida 8 and Carrera 8 6-61, it is an educational center for middle and technical secondary level, it was founded on November the 3rd, 1972, by the priest José Rafael Faria Bermúdez, founder of the University of Pamplona, and was conceived as an experimental space in the field of pedagogical sciences whose main objective was to train future graduates in education from the city, for the department of North of Santander. Later, specifically on January 29, 2003, the Departmental Secretary of Education issued Decree No. 0128, part of the San José Provincial College was integrated as the headquarters.

Illustration 1

Colegio Jose Rafael Faria Bermudez

Administrative Level

Table 1

Authorities

Name	Functions
Wilson Augusto Cristancho Pabón	Rector
Martin Omaro Cuy Esteban	Academic Coordinator, headquarters School Colegio Provicial San José
Eufemia Carrillo Vera	Academic Coordinator, headquarters School José Rafael Faria Bermudez
Jose Antonio Cabeza Rodriguez	Academic Coordinator, headquarters School La Salle

Sandra Lucia Castellanos   **EFL teacher in charge of Primary,**

In eighth and ninth grade

Supervisor

Institutional Educational Project (IEP)

The Institutional Educational Project (IEP) (Proyecto educativo Institucional PEI) is the ordering principle of educational institutions, it reflects the mission, vision, institutional principles, where the guidelines are set, the objectives of the educational institution, and how it hopes to see itself in the future, the internal regulations, laws, parameters, what and how to do, and what we cannot or must do within the institution, all these variants according to the guidelines of the departmental secretary of education, and the Ministry of National Education, where four components are also considered:

1. Conceptual component

2. Pedagogical component

3. Administrative component

4. Community component

Institutional Symbols

Slogan

"Aguiluchos a las Cumbres"

Illustration 2

Institutional Buckler

Illustration 3

Flag

Illustration 4

Corporate Image

Illustration 5

Institutional Fowl

Mission

The educational institution "Colegio Provincial San José" of Pamplona, of an official nature, guarantees the educational service at the preschool, basic and intermediate levels, with the declared aim of training upright, competent people with an inquiring spirit. citizens of peace, within a pluralistic and globalized society in permanent mutation, respectful of human rights, individual liberties, and the specific values of human dignity, founded on the Lasallian principles of the community of Santander: honor, science, and virtue.

Vision

The educational institution "Colegio Provincial San José" of Pamplona, for the year 2020, will continue to be recognized for offering a quality educational service, based on humanistic, pluralistic principles, in a healthy coexistence, and in permanent modification of its processes. Teaching and research, in response to the challenges of the present, the demands of the environment, and the commitment to building peace.

Philosophy of the Institution

The "San José" Provincial College of Pamplona is an official educational institution, with clear principles of Catholic Christian orientation, which bases its pedagogical actions on the virtues and values of San José, the Lasallian community, and the ideology of our founder Francisco by Paula Santander.

The San José de Pamplona Provincial School aims to train upright, competent, entrepreneurial people, with an investigative spirit and peacebuilders, through equity, commitment, and quality, through a participatory, self-managed, contextualized, and pluralistic education that facilitates the continuity of their personal, family and professional development to reach an adequate level of training that allows them to contribute to the progress of their local, regional and national environment, in an increasingly interconnected and pluralistic world.

In accordance with the proposals made on the different work days, the Educational Institution in the process of re-signification of the P.E.I. considers it convenient to resume the ideas of the Social Foundation, in its Social Education program, in relation to the so-called 'Seven basic lessons for social coexistence'.

Working for this purpose, from the P.E.I. means creating, in ourselves and in our students, ways of thinking, feeling, and acting democratic and of coexistence that leads to the construction of a stable and lasting peace, where conflicts are assumed and resolved through dialogue, mediation and negotiation within the framework of current regulations and following the protocols defined in the School Coexistence Manual.

For the educational community of the "San José" Provincial College. These lessons have been defined as follows:

- Learn not to attack others: Foundation of any model of social coexistence.

- Learn to communicate: Basis of personal and group self-affirmation.

- Learn to interact: Basis of social relationship models.

- Learn to decide in a group: Basis of politics and economy.

- Learning to take care of oneself: Basis of health and social security models.

- Learn to take care of the environment: Foundation of survival.

- Learn to value social knowledge: Basis of social and cultural evolution

To consolidate this learning, the educational institution will have the criteria of school coexistence, contemplated in the Manual of School Coexistence. These coexistence criteria are summarized as follows: Identity, Autonomy, Respect, Responsibility, and Commitment, in the individual sphere: Honesty, Honesty, Solidarity, Fraternity, Companionship, Tolerance, and Communication, in the social sphere; Creativity, Innovation, Excellence, and Leadership, in the academic field. If we return to these criteria of coexistence, the integral formation of citizens committed to the construction of peace will be achieved.

Institutional Principles

1. The personalization and socialization of the student, understood as respect for human dignity.

2. Tolerance and dialogue between the members of the educational community as the basis for healthy coexistence and democratic action.

3. Educate for life, understood as an open project seeking to satisfy the basic and superior needs of man.

4. The development of a sense of belonging on the part of directors, teachers, students, and parents of the school, the region, and the country, as the basis of our identity.

5. The development of intelligence through scientific, communicative, playful, artistic, and investigative activities.

6. The family as the fundamental nucleus of society and the first educator, is linked and committed to the process of training the new generations.

7. Training in ethical, moral, and religious values as support in the construction of autonomous, responsible, and free beings.

8. Technology as an instrument at the service of knowledge, research, and human development.

9. The entrepreneurial and innovative capacity that allows competitive performance in the world of work.

10. Respect, care, and responsible use of the environment as a vital heritage of humanity.

11. Bilingualism is considered a means of approaching other cultures and the possibility of accessing better opportunities in the globalized world.

12. Man contemplated a critical subject, an actor in his own history, and a transforming agent of the economic, political, social, and cultural reality where he develops his daily life.

13. Attention to the diversity of students with educational needs, many of which are shared, others individual, and some special

14. Research as a pedagogical strategy that enables the construction of knowledge through the formulation and execution of relevant projects with an impact on the educational community, supported by ICT.

Institutional Foundations

Colegio Provincial San José, bases the human and cognitive development of the students, on the following aspects:

- **Philosophical:** It becomes aware of the transcendental nature of their being, projecting themselves as someone capable of taking on and overcoming the challenges of the historical moment in which he lives.

- **Epistemological:** It uses knowledge to apply it for the benefit of its community, based on scientific, technical, and humanistic aspects, supported by research and advances in the field of knowledge.

- **Axiological:** It considers man as a person and as a multidimensional being, projecting himself towards others.

- **Psychological:** It respects individual differences, guides the free development of the personality, promotes respect for pluralism, and facilitates social inclusion.

- **Sociological:** It appropriates the training they receive to strengthen their position in society that requires, from every perspective, to lay solid foundations of

communication, as instruments of healthy coexistence; development of skills in the management of technical and technological advances imposed by modernity; and democracy as a lifestyle that enables the enjoyment and enjoyment of human rights, banishing any form of discrimination.

- **Pedagogical:** The learning process and other activities related to it are developed, putting Active Pedagogy into practice, allocating personnel, resources, and spaces in a way that contributes to making the student a sensitive, loving, respectful, supportive autonomous being with a deep sense of belonging and identity. The Institution's Pedagogical Model allows teachers to assume a position regarding the curriculum, society, and the human being they want to train, relying on new information and communication technologies (ICT) and research as a pedagogical tool.

Institutional Objectives

Principal objective

- Comprehensive training to facilitate human, scientific and technological development.

Specific objectives

- Provide a solid academic education that allows students to access higher education and their integration into society as an agent of change.
- Foster respect and the promotion of values, stimulating the development of socio-affective processes.
- Demonstrate conflict resolution in the classroom, respecting individual differences and plurality as elements that form peace.

- Develop communication skills, adequate application of new technologies, and investigative practices.

- Promote the maintenance of the physical and mental health of the individual through the rational management of free time.

- Inculcate respect, good use, and maintenance of the environment from the collective heritage.

- Promote the research process in the different fields of knowledge, as a strategy that contributes to the construction of knowledge about ICT.

Organization chart

Figure 1

Organization chart of School
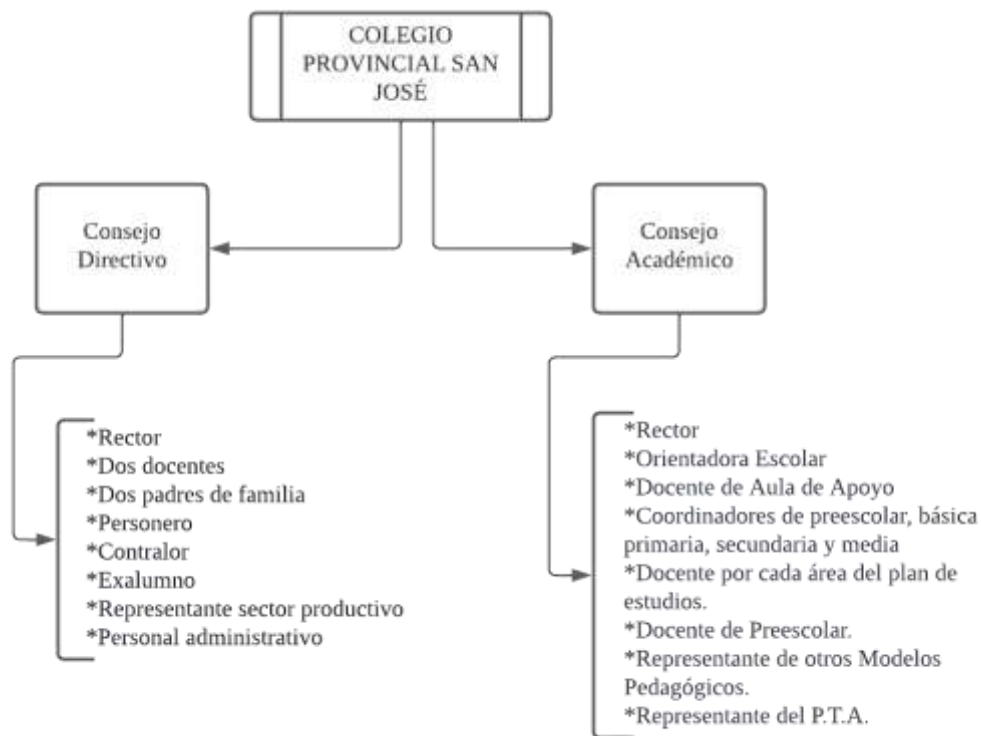
Coexistence Manual

The conception of the coexistence manual is of great importance, which is defined as a designed tool, to evaluate and adjust from the educational community, this is carried out with the help of students and parents, and it is established as mandatory in its compliance in schools and educational institutions, being an essential part of the institutional educational project. In the case of the San Jose Provincial College, at the José Rafael Faria Bermudez headquarters, 3 general aspects are constituted in its organization of the document:

1. Identify the composition, functions, and procedures that govern each of the existing councils, committees, commissions, and other instances of participation in the educational community.

2. Facilitate the process of inclusion of students with special and diverse educational needs of the population served.

3. Promote dialogue and conciliation as a basic tool for conflict resolution

It is also relevant to bear in mind that the manual of coexistence is established and framed from the legal approach of the Political Constitution of 1991, with its sentences, laws, and decrees, besides, in articles 16 and 19 where it is declared the respect for free personality, and article 67 which states the right to education, and Law 115 of 1994, among others.

MEN guidelines and regulations in the face of the health emergency

In all educational institutions, changes and updates were presented according to the health crisis that began in 2022, under Resolution No. 000222, by which the health emergency due to the coronavirus COVID-19 was extended, declared by Resolution 385 of 2020, and extended to in turn by Resolutions 844, 1464 and 2230 of 2020. These restrictions, where the class topics were taught through workshops and virtual classes, were changed, when at the beginning of the

year, the then Minister of Health and Social Protection, Fernando Ruiz, announced the

importance of return, normal attendance at schools, and after the statement of January 6, 2022, by

the Ministry of Education where the return to classes was established, and some guarantees for

teachers. (Minsterio de Educación Nacional, 2022)

Daytime

This work day is established according to the norms and criteria instituted within the

Institutional Educational Project (PEI), which is approved and endorsed by the Departmental

Education Secretariat. The duration of the school day comprises 40 weeks, arranged in 3 cuts of

time called trimesters, this is in accordance with article 86 of Law 115 of 1994, Decree 1075 of

2015, and Resolution 3690 of 2017. The academic day begins from 7:00 a.m. to 1:00 p.m.,

including a 30-minute break from 9:45 a.m. to 10:15 a.m.

Institutional schedule and programming

Illustration 6

September Schedule

Illustration 7

October Schedule

Illustration 8

November Schedule

Pedagogical level

Planning of language area

In the area of English, foreign language, part of the area of humanities and language, a problematic question is established for the year: How to gradually improve the reading comprehension of the students? with which it is sought that the students have a better understanding of proposed texts; on the other hand, the use of the communicative approach is instituted, which some characteristics were highlighted, for example, in this approach communication is its primary purpose, the contents of the area are contextualized, in such a way that they reflect what happens in the communication real, the use of authentic materials is emphasized to allow a greater approach to the reality of the native speakers of the language studied, among others. Finally, the use of Lyle Bachman's scheme (1990) stands out within its planning, which consists of three main components: language competence, strategic competence, and psychophysiological mechanisms. The three components would come to form a great competence, which is communicative competence.

It should be noted that being the teaching of a foreign language, aspects such as pragmatics, semantics, grammar, cohesion, and coherence are taken, taking two kinds of objectives:

Specific objectives of the area

- Interpret codes and forms to express the information of everyday life and the technology to which they have access using the English language.
- Infer the basic meaning of simple texts.

- Apply the basic knowledge that allows them to conceptualize the most appropriate linguistic and extra-linguistic signs to be able to transmit or receive any message.

- Interact appropriately in everyday life contexts.

8th and 9th grades

- Express ideas, feelings, plans, and wishes, in a foreign language.

- Assimilate the basic meaning of different kinds of texts.

- Produce messages and communicate them. Apply what has been learned in some communicative situations.

- Apply the ethics of communication in any situation.

Knowledge of the pedagogical resources available

The teaching of a foreign language depends a lot on the use of strategies, innovation, etc., in addition to the fact that learning a second language, such as English, becomes imperative "in a global world where distances are getting shorter, the barriers between countries are becoming blurred and the rest of the world can be accessed in the blink of an eye or, better yet, with the click of a mouse, it seems obvious to think that language is responsible for the interaction between cultures." (D'Andrea, Garré, & Rodríguez, 2012). However, taking into account the availability of pedagogical resources, it is evident that there is no use of a specific book, however, the teacher has the bilingualism laboratory, her experience, and dynamic strategies as work team, workshops, and annual organization of the area, among other.

Syllabus

MODULE 1: YOUR WORLD

UNIT 1: To be verb! (MODULE 1)

- **Lesson 1:** The alphabet. Full and contracted forms of to be affirmative, negative and interrogative forms in present, past and future tenses.

- **Lesson 2:** Ordinal and cardinal Numbers 0- 100.

- **Lesson 3:** Possessive adjectives.

- **Lesson 4:** Family members, possessive-'S.

- **Lesson 5:** Adjectives describing physical appearance.

- **Lesson 6:** Countable and uncountable nouns: there is / there are. Food / drink.

- **Lesson 7:** How much / how many.

- **Lesson 8:** Present and past continuous tenses.

SABER TRAINING: Lecturas incompletas.

MODULE 2: AROUND THE WORLD (MODULE 2)

UNIT 1: FROM DAY TO DAY

- **Lesson 1:** Regular and irregular verbs

- **Lesson 2:** Present simple: affirmative, negative and interrogative. Daily routine. Time expressions and wh questions.

- **Lesson 3:** Adverbs or frequency.

- **Lesson 4:** Prepositions

SABER TRAINING: Lecturas incompletas.

MODULE 3: VERBAL TENSES

UNIT 2: FUTURE TENSES (MODULE 4)

- **Lesson 1:** Affirmative, negative and interrogative sentences in simple future.

- **Lesson 2:** Time expressions.

- **Lesson 3:** Affirmative, negative and interrogative sentences in future with be going to.

SABER TRAINING: Lecturas incompletas.

Teaching methodology in the language class

In the teaching of the English language, it is intended that students develop the communicative skills that allow them to perform well in terms of an organized, coherent, logical, and clear linguistic expression that reflects reality (natural or social, empirical, psycho-socio-affective, and intellectual). That is to say, it is sought that communicative competence arises as a consequence of the fact of teaching the language as a dynamic structure: phonetic, phonological, morphosyntactic, and semantic levels, in addition to the methodology implemented in each class topic observed:

1.   Explanation classes of the topics

2.   Classes of examples in group work in the style of competitions

3.   Individual workshop in class

4.   Topic Evaluation

Modalities of accompaniment to learning

Figure 2

Modalities of accompaniment
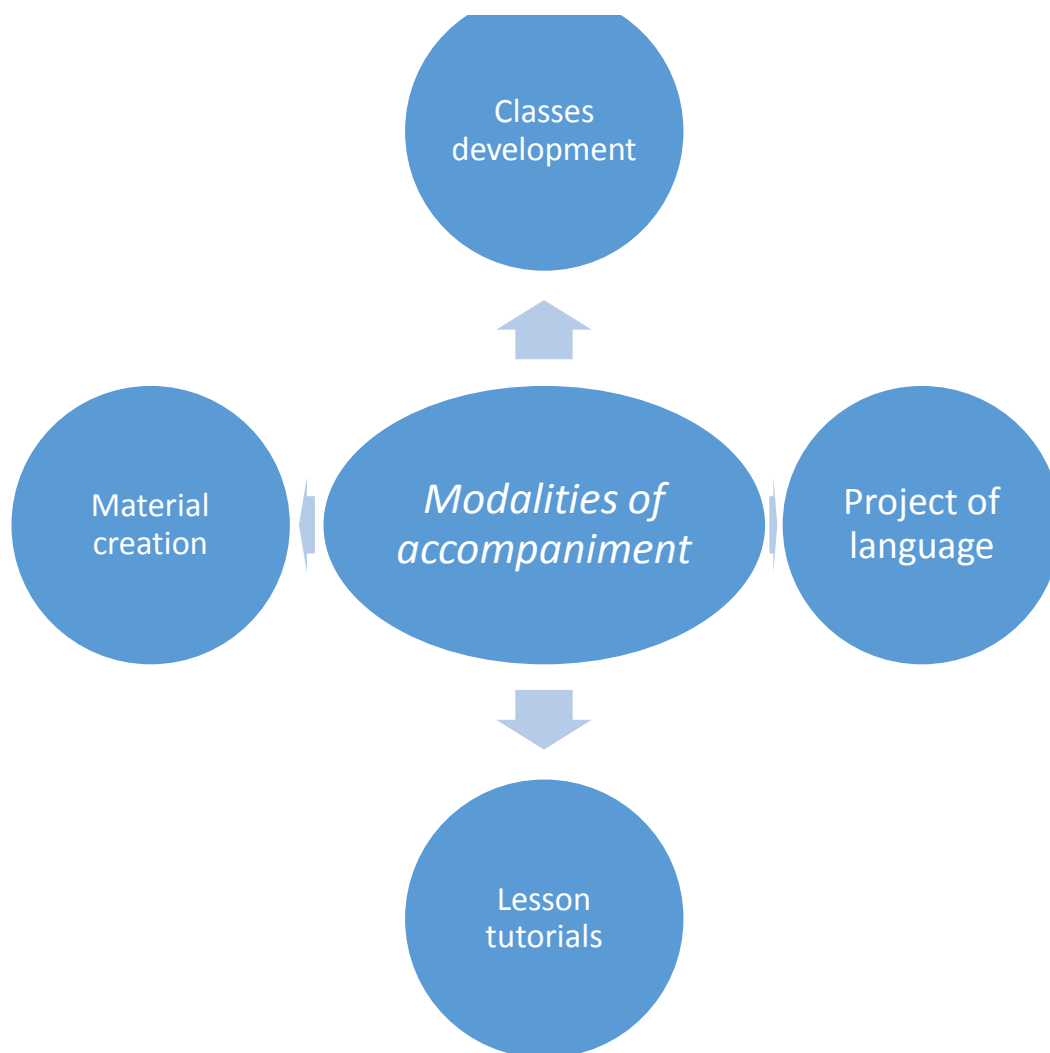
Design of material

It is important to take into account that the material establishes a relevant aspect in this project, this is why it will be checked information inside material created

Area: General area where "English" subject belong, in this case, is Humanities and languages

Subject: English subject

Grade: Scholarship level

Topic: Brief summarize of the theme to work in the material

Date and time: Scheduled organization to the activity presented

Teacher's name: Sandra Lucía Castellanos Bautista

Pre-service teacher: Camila Andrea Carvajal Cañas

Learning purposes: Principal objectives of the lesson

Development: Steps to develop classes and topics

Closure: Doubts, questions and comments section

Evaluation: Specific tasks, activities to checked how students comprehend the topic

Illustration 9

Material organization

The Basic Rights of learning in the institution. Standards

It is mandatory to understand the meaning of DBA that according to the (National Ministry of Education, 2016) which defines it as a whole, make explicit the structuring learning for a particular grade and area. DBA's structuring insofar as they express the basic and fundamental units on which the future development of the individual can be built.

NINTH GRADE

- Explains the reasons behind plans and actions related to his/her personal, school and community environment.

- Recognizes cause and effect relationships in short written texts on academic topics.

- Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.

- Makes short presentations on academic topics of interest.

- Expresses his/her opinion on an academic topic discussed in class.

- Exchanges information about academic and general interest topics in a conversation.

- Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.

- Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.

Courses

Table 2

Courses

Formation level	Course
Primary	Mathematics, English-Foreign Language, Spanish, Social Studies, TIC, Natural Sciences, Artistic Education, Civic Education, and Physical and sports education.
High school	Mathematics, English-Foreign Language, Spanish, Social Studies, TIC, Natural Sciences, Artistic Education, Civic Education, and Physical and sports education.
Middle	Mathematics, English- Foreign Language, Spanish, TIC, Physics, Chemistry, Philosophy, Biology, Political/Economic Sciences, Artistic Education, Civic Education, and Physical and sports education.

Schedules

Table 3

Schedules

Course	Monday	Tuesday	Wednesday	Thursday	Friday
9-02	7:55 am- 8:40 am	12:05 am- 1:00 pm	7:00 am- 7:55 am	7:55 am- 8:50 am	x

9-03	x	7:00 am-7:55 am	7:55 am-8:50 am	7:00 am-7:55 am	9:45 am 10:40 am
11-01	9:45 am 10:40 am	8:50 am-9:45 am	8:50 am-9:45 am	x	7:55 am-8:50 am
Lesson Tutorial			Lesson tutorials 2:30 pm-4:30 pm		

Technological level of the institution:

a. Connectivity Level:

At the San Jose Provincial School, at its headquarters José Rafael Faria Bermudez there is not internet connectivity other than in the computer room, and in the bilingualism laboratory, where the main computer does have internet, the others are disconnected and saved by room arrangements.

b. Access and use of platforms:

The bilingualism room is available to the English teachers, within class hours, maintaining the rules of use and care for the devices it contains.

c. Description of the digital resources used:

In the bilingualism room, both teachers and students have access to computers, a video projector, speakers, and different resources or material that can be shared through the main computer such as slides, videos, and online games; it is important to say lesson tutorials will be online through Google Meets.

Level Population and Information of the participants:

Number of students

Table 4

Number of students

Genre	Language level	Number of students 9-02	Number of students 9-03	Ages	Total
Male	B1	18	19	14-17	37
Female	B1	8	11	14-17	19

Teachers Council

Table 5

Teachers Council

Name	Courses
Sandra Lucia Castellanos Bautista	Ninth, Tenth, Eleventh grades
Maria de los Angeles Eugenio Lopez	Tenth, and Eleventh grades
Marta Elena Guerrero	Fifth and Sixth grades
Esperanza Pabon Villamizar	Primary School
Gloria Marina Sierra Romano	Third, Fourth, and Fifth grades
Blanca Nubia Suarez Jaimes	Sixth and Seventh grades
Blanca Azucena Villamizar Villamizar	Eighth and Ninth grades

Administrative Body

Table 6

Administrative Body

Name	Function
Jairo Anibal Villamizar	Administrative assistant
Manuel Antonio Quintero	Driver
Pedro Nel Buitrago	Guardian
Maria Marbella Linares	Payer
Rosa Patricia Acevedo	Secretary
Myrian Nayibe Sandoval	Administrative assistant
Eumelina Soledad	Administrative assistant
Ludin Rosario Delgado	Administrative assistant
Betshy Hernandez	General Services Assistant
Luz Amparo Ortega	General Services Assistant
Omar Enrique Araque	General Services Assistant
Henry Velasco Angarita	General Services Assistant
Fidel Alberto Becerra	Worker

Chapter III - Pedagogical and Research Component

Introduction

The way to understand society, and since teaching is a vehicle to direct society and education, is it essential to take into account that "a country, a society, a community that directs

its gaze to the care and formation of the human, could guarantee the collective good as a source

of sustainability, in addition to an education that offers its efforts to Human Development which

could minimize large-scale social attacks such as war, discrimination, inequality, poverty,

famine, illiteracy and other deficiencies that some populations and people still live" (Fernández

T. , 2019); It is therefore that both society and human development guide us towards an

integrality of education because in education, the most relevant aspect is not the knowledge

students and participants can acquire, but the practices, changes and attitudes, which eventually,

create an individual whom will be able to contribute to society, not only what the person knows,

but how he/she uses this in favor of himself and his community.

In today's society, the search for better, innovative tools and instruments that are adjusted

to the emerging society's contexts, situations, and needs is imperative, since education and

society cannot be conceived as two issues completely apart, society assists human beings to

acquire customs, beliefs, and moral practices of what society considers accurate, in other words,

to constitute a being social; (Castaño & Cruz, 2019) In such a way both can be the bases of an

educated society, and not referring to customs or ways of acting, but to the knowledge, aptitudes,

and competencies to be acquired, in this way, both society, and education struggle on together.

Taking into account the above, it is essential that as educators we look for strategies and

tools with which students can acquire knowledge and strengthen their own abilities, in all fields

of study in our country, it is also essential that the strategies be used are adjusted to the context,

bearing in mind the differences in opportunities, due to according to National Ministry of

Education, Colombia is a country with standardized education requirements: Initial Education,

Preschool Education, Basic Education (five grades primary and four grades secondary), Middle

Education (two grades and culminates with a bachelor's degree), Higher Education, and

Education for Work and Human Talent (Ministerio de Educación Nacional, 2020). This is a standardized structure for a population that evidently is not standard or equal, that education in public and private schools is not of equivalent quality, not to mention education in rural and urban areas. It is then our responsibility as teachers to facilitate the acquisition of knowledge, and to know how to exploit the best abilities of each student.

It is imperative in our society, to learn a second language since this contributes to the demands of globalization and a world in which communication becomes vital. In this way, coming to the subject of study, the study of a foreign language, is an even more complex issue, due to the acquisition of a foreign language must include contextualized and relevant strategies, which guide the strengthening of comprehension and production skills. in a written-oral manner, in accordance with the norms and/or instructions of the Common European Framework of References for Languages (CEFR) (Council of Europe, 2002), being thus, the methods and forms of teaching a foreign language, which in Colombia is constituted according to the program National bilingualism program of the Ministry of National Education, such as English as a foreign language for preschool, elementary, middle, and higher education programs for work and human development, and English as a second language for bilingual schools, are tools that play a leading role in how EFL skills are developed.

The reading process, in learning a foreign language or second language, is a key factor, since several aspects can be worked on in the same activity, and the student, while relishing and reading, uses his autonomy to reinforce the language to learn. Therefore, in this research it was used short stories as a tool for the stimulation and reinforcement of reading/written comprehension in English, which will not only support competence in a foreign language, (EFL) but also, competence in Spanish, through creativity, imagination, reading comprehension,

memorization, synthesis, critical thinking, vocabulary acquisition, which also promoted reading, which in Colombia is an aspect to work hard, where according to the latest figures published by the senate, "on average a Colombian reads 2, 7 books a year. 20 years ago this percentage did not add up to one digit." (Forbes, 2022). Other aspects of working on were grammar, vocabulary, sentence structures, cohesion and coherence, and reading unknown words.

Problem statement

In order to have a considerable perspective, it is crucial to take into consideration statistics and reports on the English language in Colombia, according to a study carried out by the EF, (English Proficiency Index., 2021) which it was analyzed the level of English of 2.2 million people measuring reading and listening, dividing the level of domain of the language in Very High, High, Moderate, Low and Very Low, classifying each country using a scale of scores, in which the maximum possible score was 800. Taking these indicators into account, it was found that Colombia occupies the 81st position of 112 on the list, also remaining in the Very Low classification with a score of 465.

At the moment, It is also important to keep in mind, as teachers, we must be at the forefront in the use of strategies, methods, and tools that help us promote knowledge, and study, but also that this process is entertainment, interactive, and profitable for students, enhancing their abilities and tastes; if as teachers we do not take action for this education process, and "if students are not taught the necessary skills so that they can read with fluency and comprehension in English as a second language, the implications can be far-reaching, the possible consequences will be the lack of confidence and motivation to read and study in English." (Tesfaye A. Gidalew; Geesje van den Berg, 2018), and also in their mother tongue, since those skills or difficulties that are presented in the mother tongue may be reflected in a second language.

According to the Ministry of National Education, through the national program of Bilingualism, that seeks to work on the four fundamental competencies, and that in grade 8, students must have a specific performance level B.1, which is not evident or real within the scope of reading comprehension and the other competencies: oral comprehension and writing, oral and written production. It has been possible to observe a deficiency in the use and reading comprehension of English as a foreign language, this, taking into account the basic standards of competences in Foreign Languages: English,

It should also be noted that the pandemic left many shortcomings in the students, not only due to the lack of interaction with their classmates, which is a fundamental aspect, since we are social beings, in addition, there are affected contents, and academic dismissals (UNICEF, 2022). In the pandemic, topic workshops were used within the curriculum, however, importance was given to grammar and sentence construction, but not to reading, which is essential for learning a foreign language, since opens its doors from understandings of academic assumptions, to "sociocultural perspectives in which the social use of written language is seen in a situation to achieve something in a specific context rather than as the cognitive ability to read independently of context. Therefore, they have weighted the ways in which the reader articulates his life and his actions to the texts he reads." (Vanegas, 2010).

It is therefore that the use of short stories in English becomes pertinent and appropriate in the strengthening of English as a foreign language since English is not only worked from its academic field, such as the use of grammar, verb tenses, cohesion, coherence, among others, while recognizing the importance of context, imagination, creativity, critical stances, without neglecting reading statistics at the national level, which reveal the lack of reading habit. The short texts were used for reading in a foreign language in order to strengthen the learning of English,

but also with the aim of encouraging this reading skill in students' lives, changing the paradigm of boring, academic reading and therefore obligation, to a taste and use of the stories that were presented, therefore, some research questions are formulated:

Research Questions

General question:

- How short stories can stimulate reading comprehension competence in the English language?

Specific questions:

- Which are the biggest deficiencies to resolve in the English language presented in ninth grade?
- How do short stories promote enjoyable reading in an academic context?
- How short stories can encourage motivation and imagination in the context of academic English?

Justification:

Taking into account the observation that was carried out in school Jose Rafael Faria Bermudez, in the ninth grade of high school, it has been possible to find a large shortcoming with regard to reading comprehension, which has been present and palpable not only in the language of interest of this research, English as a foreign language (EFL), but also from the teaching staff, and in the observation made, the same problem could be found in the mother tongue, consequently, in this case, not only refers to how students read or not, however, regarding the other problems or complexities that are found when there is not a good reading, such as spelling,

cohesion, coherence, lack of vocabulary, misunderstanding of more compound words, in addition to the lack of motivation, imagination and critical analysis that reading brings.

It is important to remember that as teachers, we must be prepared with the best tools, and analyze that these are relevant, usable, and innovative for the new society, with children and adolescents who seek education, not as a responsibility, but who want to learn, this is why the adequacy of the content and the teaching methodologies is a necessary challenge, and even an urgent one, in a constantly changing social context (Viñals & Cuenca , 2016). It is necessary to be mentioned that through these innovative tools or methodologies, students not only acquire theoretical knowledge but also have knowledge for their entire lives, even outside the educational field, which is why the use of short stories in English takes a leading role in this project. Considering that "Short stories in English are considered a meaningful and powerful teacher resource to encourage EFL students to use existing vocabulary and to learn new vocabulary. The short (and often simplified) text associated with short stories motivates students with a basic knowledge of English because it is easier for them to form associations, infer meanings and notice an improvement in reading comprehension." (Rodríguez, 2021) In this way, short stories support academic knowledge, as an additional, stimulating fundamental process in student learning.

The reading process, according to (Li & Wilhelm , 2008) is an activity performed to develop an understanding of a subject, as an essential skill needed, reading comprehension is an active process searching for connections of ideas in the text, as a dynamic way due to reading is a source of enjoyment for students. Nevertheless, short stories are considered a highly effective approach for teaching and learning foreign languages like English, supported by promoters who argue short stories' strategy offer material for developing language skills, being in a real, creative,

and rich in language selection, as well as amusing and motivational in nature (Pathan, Advantages of Using Short-stories in ELT Classroom and the Libyan EFL Learners' Perceptions towards them for Developing Reading Comprehension Skill, 2012). Therefore, in this research will be used short stories as a tool for the stimulation and reinforcement of reading comprehension in English, which will not only support competence in a foreign language, (EFL) but also, competence in Spanish, through creativity, imagination, reading comprehension, memorization, synthesis, critical thinking, vocabulary acquisition, which will also promote reading. In this way, this study will be a benefit for the educational institution where the integral practice will take place, the teacher of the English area, the students of the ninth grade, and the teacher in training, since they will be able to acquire knowledge of the language, as well as of the teaching practice at the *"Colegio Provincial San Jose"* school and at a personal level.

Eventually. after a few moments of work, it is sought that students have another perspective around reading, which is not seen as something boring, tedious, and as an obligation, but rather the opportunity to discover worlds, words, meanings, to learn in a fun to organize sentences logically, however, that it be taken as an activity with which they can enjoy and learn to have the critical thinking, to motivate themselves, to improve their knowledge, and fundamentally to take advantage of each tool in their favor.

Objectives:

General Objective

- To stimulate reading comprehension in EFL by implementing stories as a tool for ninth students with task-based learning methodology

Specific Objectives:

- To foster reading comprehension skills in ninth grade students using innovative methodologies.

- To observe the impact of short stories promoting reading habits inside and outside the academic context

- To generate motivation and a pleasant attitude in reading competence process though task-based methodology.

Theoretical framework

On this wise, it is essential to bring up the key concepts and theories on which this research project is based so that a more profound and clearer knowledge of the research can be obtained; The concepts and theories to work on are: reading comprehension, the importance of reading in a foreign language, reading comprehension according to the standards of the Ministry of Education and OCDE, short stories, project-based learning, teaching a foreign language.

Reading Comprehension

According to Reading Kirby, (Kirby, 2007)reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. It is also the prerequisite for meaningful learning from text. On the other hand, (Muñoz & Ocaña, 2017) and (Nieto, 2005) state that the inherent purpose of reading is comprehension, which supposes the reader's ability to have and use different strategies that help him understand different texts, textual intentions, reading objectives, and solve multiple situations to make a certain content his own. It is emphasized that understanding is a strategic process.

Importance to Reading in EFL

Taking into account what affirms (Crespo, 2019), in the academic aspect, since English is a universal language, training student readers in this language help their vocabulary to be more extensive as well as to improve their spelling and form beings that can express and understand this language, thus acquiring the capacity for reasoning and discernment when interacting with people who speak that language. Moreover, (Rochman, 2018) exposes that current methods for teaching reading comprehension tend to emphasize the products of comprehension and neglect the processes of comprehension; nowadays teachers often provide insufficient opportunities for learners to practice English in teaching reading. Finally, in compliance with (Fernández & Montero, 2005), the student will be more or less effective and efficient in reading English texts to the extent that they are reading texts in Spanish. On the other hand, he can reach a satisfactory understanding of a text in English even with a low level of linguistic competence.

Standards for reading comprehension according to the Ministry of Education and OCDE:

For (Ministerio de Educación Nacional, 2006), Being bilingual is essential in the globalized world. For this reason, the Ministry of National Education, through the National Bilingual Program, promotes educational policies to favor (…) the learning of foreign languages, as is the case in the English language. And regarding the specific reading standards we find:

• Identify related words about topics that are familiar to me. 1, 2

• I recognize English words and short phrases in books, objects, toys, advertisements and places of my school. 3

• I match illustrations with simple sentences. 1

• I recognize and follow simple instructions, if they are illustrated. 1, 2

• I can predict a story from the title, the illustrations and keywords. 1, 2

• I organize the sequence of a simple story. 1, 2

• I use diagrams to organize information from short stories read in class 1, 2

• I enjoy reading as a leisure activity that helps me discover the world.

(Minsterio de Educación Nacional, 2022)

In agreement with (OCDE, 2000), reading ability consists of understanding, using and reflecting on written texts, in order to achieve one's goals, develop personal knowledge and potential, and participate in society.

However, in (OCDE, 2017), asserts reading competence definition has evolved over time in parallel with social, economic and cultural changes, it is considered as a growing set of knowledge, skills and strategies that individuals develop throughout life in different contexts, through interaction with their peers and with the community in general, also, the word "understand" is easy to connect with the widely accepted concept of "reading comprehension", which underlines the fact that any reading involves some level of integration of the text in the reader's knowledge structures.

Short Stories

Pursuant to (Pathan, Investigating the Role of Short-Stories in Overcoming the Problems Faced by the Libyan EFL Learners in Reading Comprehension Skill., 2013), short stories are considered as highly useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential

source of learner motivation. Stories can be more beneficial than any other informational

materials, in stimulating the acquisition process, as they provide authentic contexts for processing

new language. Additionally, according to (Abdel, 2020) the action research shows how short

stories were integrated in the general English classroom and how it enhanced students'

motivation and played a role in equipping students with a number of skills including critical

thinking, analytical skills, formulating and expressing independent opinions, presenting one's

own interpretations independently and improving language competence. It also played a role in

enhancing their cultural awareness.

Task Based Learning (TBL)

Task-based learning is the methodology to implement in this study, for this reason, is

important to define it according to some authors, for instance, according to (Büyükkarci, 2009) is

an approach in the language learning process related to doing a familiar task by using the target

language, for example, visiting the doctor, talking with a friend, having an interview, role plays,

tasks about real situations in a real context. Now, for (Rozati, 2014) task-based language teaching

is extracted from Dewey's attitude about the imperative role of experience in effective learning.

It takes into account and highlights the functional role and impact of language in real tasks as the

major goal for students to communicate in class for ideal learning, since the task-based involves

the description and explanation of a sequence of interactive tasks to be performed in the target

language rather than a sequence of language items. Finally, (Hago, 2016) states that in some

cases EFL learners are poor in their English performance and lack confidence in their ability to

employ it, in task-based learning, one of the main objectives is to build students' self-confidence,

which, by using TBL could incredibly improve and support to solve the problem where learners

are developed through performing, in this way it will develop learners' accuracy and fluency to help them communicate effectively in English.

Framework Descriptors for Reading Comprehension Level A1-B1

According to the (Council of Europe, 2002) (p-71), there are descriptors in the form of objectives that are established as a standard of knowledge, skills, and abilities that, according to each level, in reading comprehension, speakers should reach.

A.1. The individual is able to understand very short and simple texts, reading phrase by phrase, picking up basic and common names, words, and phrases, and rereading when needed.

A.2. Understands short and simple texts that contain very frequent vocabulary, including a good part of vocabulary terms shared at an international level.

A.2. Understands short and simple texts about everyday matters if they contain very frequent and everyday vocabulary, or are related to work.

B.1. Read simple factual texts dealing with topics related to his specialty with a satisfactory level of comprehension.

Literary Review

In respect of the study of short stories as a pedagogical strategy for the stimulation or strengthening of reading competence and ability, to be used in *"Colegio Provincial San Jose headquarters Jose Rafael Faria Bermudez"*, at language level B.1 of the eighth grade, it is imperative to have as a foundation, some studies on the subject; therefore they are classified or divided into two sections, first: *Strategies to implement short stories in reading comprehension*, second: *Advantages/positive effects of short stories in reading comprehension:*

Strategies to implement stories in reading comprehension.

The use of short stories in the reading processes have shown to be of great benefit to students when improving their understanding, analysis, and interpretation within it, however, it is necessary to clarify and analyze some methodologies or techniques used, in this way, (Rodríguez, 2021)'s article, entitled " Cognitive strategies for developing students' reading comprehension skills using short stories " whose objective was to determine how the use of five cognitive reading strategies could favor the reading comprehension of forty ninth grade students using short stories; the five cognitive strategies were implemented: predict, ask questions before reading, visualize during reading, summarize using a graphic organizer, and answer reading comprehension questions after reading. All these strategies helped to better understand the main ideas of the text, increase the acquisition of vocabulary, and therefore, use and are cognizant of mind the previous knowledge acquired throughout their studies, finally, it was shown 3 principal results, the first was about how students could previous knowledge through the strategy used, the second result when students were able to present and create definitions based on the texts and topics proposed in the sessions, finally, the third result was the way students' motivation increases when they realized improvement in their reading comprehension and language abilities.

In the same way (Hafiz , Abdur , Asif , Ghazala , & Anser , 2013),in their article called "Developing Second Language Reading Comprehension through Short Story" analyzed the effectiveness of the story in the reading comprehension of the students of a second language, in this way, it was also taken into account how there is a reciprocal relationship between literature and language teaching and how many EFL (English as Foreign Language) articulate it, especially in the 20th century. The author also highlights some of the most peculiar characteristics of the story, in his words, (p.26) "its brevity, modernity, and diversity, make it attractive and interesting

for language learners and a source of value to improve L2 reading comprehension. The story can offer students broad linguistic, intellectual and emotional engagement and enhance their learning experience." In turn, this author takes as a study (Duke & Pearson, 2002) whom proposes the following strategy:

Effective Comprehension Strategy Instruction

All comprehension Mini-Lessons—shared, read-aloud, and guided reading—should focus on teaching students to:

> • Identify their purpose for reading
>
> • Preview text before reading
>
> • Make predictions before and during reading
>
> • Activate relevant background knowledge for reading
>
> • Think aloud while reading
>
> • Create visual representations (make pictures in their heads)
>
> • Determine the important ideas in the text
>
> • Summarize what they read
>
> • Generate questions about text
>
> • Handle unfamiliar words during reading
>
> • Monitor their comprehension during reading
>
> • Use fix-up strategies

Finally, according to (Şen, 2017) in her article entitled "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills" which aim was to examine the effects of reading short stories in improving foreign language writing skills through "Read for Writing" model, adapted from the approach called Talk for Writing (Corbett, The Primary Writing Project: Talk for writing: background paper., 2013) This project was executed in a primary school, as a quasi-experimental 13-week field study; in (Corbett & Strong, Talk for Writing across the Curriculum with DVD: How to teach non-fiction writing 5-12 years,, 2011) suggest the method "Talk for writing approach to teach story writing for primary school learners" composed by three main stages: imitation stage, innovation stage, and independent application, those applied in reading context. At the end of the study, it was concluded that according to the student's views on the model, they enjoyed reading and writing short stories.

It is then of great importance, according to the above, defined by three different authors, how the strategies, methodologies, and steps to implement when using short stories to promote and stimulate reading comprehension, can bring many benefits, one of them, based on the motivation and taste for reading, a better understanding of texts, and the same objective that derives from the aforementioned, improving EFL skills, English as a foreign language.

Advantages/positive effects of short stories in reading comprehension:

It is crucial to analyze that reading comprehension not only promotes unique or exclusively academic abilities or skills but also promotes other skills such as motivation, imagination, distraction, reading habit, curiosity, and interest, among others, therefore, it is important to know the benefits or positive effects of the use of short stories through the results of some research articles. According to (Okumuú, 2016) who stated that short story seems to be the most suitable one since it is short, is represented by one plot, and a few characters; besides, the

principal objective was to find out the thoughts and behavior taken by first-year students in Bulent Ecevit University English Language and Literature Department towards the short stories covered in Reading Skills course in 2015- 2016 fall term. The author took three principal implications, first of all, literature implemented in classes provides an authentic model of language use with its rich potential; as the second implication, the students are immersed in the short story with an important motivation level, and this becomes the content into a meaningful, enjoyable, and unforgettable memory. Finally, the third implication, EFL reading course books generally have limited information related to the culture of a country, however, literature allows, or presents to students people's customs and traditions via stories together with learning about the culture.

Another factor to take into account is how the use of the readings has changed over the years, in (Khatib, 2012)'s words. (p.240) "the use of literature in language classes has changed from that of Grammar Translation Method", also he demonstrates that texts are no longer used for translation, but for understanding what students are reading, and what can they infer from the text; similarly, a short story like other literary texts can raise cultural awareness, linguistic awareness, motivation, and a key factor from short stories is claimed to improve all four skills, proven in his study, owing to all research's respondents showed improvement after the reading course.

Finally yet importantly, in conformity with (Lukman, 2018), in his paper "Using Online Short Stories to Improve the Reading Comprehension Ability" which was aimed at benefiting these readily used materials to foster the eighth graders' reading comprehension of narrative texts, that as the same time could motivate students to gain knowledge and interact with the text, due to (p. 168) "they could learn in a different atmosphere where they could interact with the

Internet individually, and they could train and improve their ability in guessing or predicting in order to understand the text." Finally, the results allow discovering the way the combination of materials and worksheets implemented in both cooperative and individual learning facilitated the students in improving their reading comprehension ability, as well as their social skills.

In accordance with the above, the use of short texts has many advantages and benefits for students, since being short, they achieve those who implement it and those who work with it, greater absorption of content, in addition to the fact that it can include cultural aspects, social skills that help to be immersed in a context of globalization and current affairs, including work and training in the 4 skills, in this way, the use of varied materials such as short stories, technology, creativity, imagination, can help develop social skills, as short stories can promote teamwork and cooperation.

Methodology of the implementation of the pedagogical proposal

The methodology to implement this pedagogical research is task-based learning, taking into consideration that the principal aim is to encourage reading comprehension through short stories. Besides, it will be implemented a Communicative approach as well, so real context issues and situations can be analyzed, for this reason, it will be presented the schema with phases and descriptions to follow during this task-based learning methodology.

Table 7

Framework for designing task-based lessons (Ellis, 2003)

Phase	Description
Pre-task	Framing the activity (eg. Establishing the outcome of the task)
	Regulating planning time doing a similar task

(Consciousness-raising activities)	
During task	Time pressure
	Regulating topic
Post-task	Number of participants
(Focused communication activities)	Learner report
	Repeat task
	Reflection

Now, it is important to bear in mind steps for reading comprehension in task-based learning methodology, for this reason, it was chosen the steps proposed by (Rohim, 2009) cited by (Triani, 2015).

Table 8

The steps of Teaching Reading

Steps	*Description*
a. Pre-reading	1) Preview the text by looking at the title and the print in order to evoke relevant thoughts and memories. 2) Build background by activating appropriate prior knowledge through self questioning about what they already know about the topic, the vocabulary, and the form in which the topic is presented. 3) Set purposes for reading by asking question about what they want to learn during the reading process.
b. While-reading	1) Check understanding of the text by paraphrasing the author's word

	2) Monitor comprehension and use fix-up strategies; use cueing system to figure out unknown words and imaging, imagining, inference, and predicting.
	3) Integrate new concepts with existing knowledge; continually revise purposes for reading.
c. Post-reading	1) Summarize what they have read by retelling the news or the main idea of the text.
	2) Interpret and evaluate the ideas contained in the text.
	3) Make applications of the ideas in the text to unique situations, extending the ideas to broader perspectives.
	4) Use study strategies for note taking, locating, and remembering to improve content-area learning.

Table 9

Methodology to implement in class

Task-based learning steps	*Description*
Pre task	Pre-reading task: The first step will be divided into three sections, first, it will be observed tittle of short text, then, to ask a general questions to introduce topic, and finally, general vocabulary in the text.
While task	While-reading task:

	In this steps, students will have the opportunity to read carefully the text and understand it.
Post task	Post-reading task: In this section, students will answer some questions related to the short text, in order it can be evaluated reading comprehension.

Implementation of the pedagogical proposal

Being aware that it is essential to know the activities carried out during the project process, how the classes were developed, the learning process, how the ninth-grade students participated actively, combining the class topics, those topics that were established in the study plan (syllabus), and at the same time, the research project based on reading comprehension through short stories; in this way, two project sessions were conducted with the students, each of them made up of the three stages conceived in the proposal methodology, pre-reading, while reading and post-reading, in this way, plannings, process, and evidence of the activities are presented

Illustration 10

First session planning (Annexes 1)

SAN JOSE PROVINCIAL HIGHSCHOOL
PAMPLONA
HONOR, SCIENCE, VIRTUDE
LESSON PLANNING 1

AREA: Humanities and languages
SUBJECT: English
GRADE: Ninth
TOPIC: Yes and No questions for Present Simple
DATE: Monday, the 12th of September 2022 **TIME:** Five hours
TEACHER'S NAME: Sandra Lucía Castellanos Bautista
(PRE-SERVICE TEACHER) Camila Andrea Carvajal Cañas

LEARNING PURPOSES:

- ♥ To identify yes and no questions structure
- ♥ To be able to formulate yes and no questions
- ♥ To answer correctly yes and no questions

Methodology Step	*Activity developed*
Pre-reading activity	Students were asked to answer in English or Spanish the next questions:
	Pre-reading exercise: Read and give a correct answer according to the questions:
	1. Do you know where Cali is?
	2. Is Cali one of the most important cities in Colombia?
	3. Do you remember a song with the word "Cali"?
	4. Is Cali a cold and a little place?
	5. Does Cali have lot of places to visit?
	Besides, students were given vocabulary:
	Vocabulary:
	To Want: Querer Trees: Árboles
	Have a coffee: Tomar un café Typical drinking: Bebida típica
	To keep: mantener Juice: Jugo

Tourists: Turistas	Condensed milk: Leche
condensada	
Safe: Seguro	Funny: Divertido
Rythm: Rítmo	Respectful: Respetuoso
Warm: Cálido	
Colorful: Colorido	

Illustration 11

Sessions evidence

While Reading

In this step, the students could read the text carefully twice, they read it silently, then the whole group read the text:

B. Read carefully the short story and answer the questions

Illustration 12

Sessions evidence

The city where a kind man lives

I have a very kind and amazing friend called David, he always wants to tell you about his city, Cali. Every week he tells me some activities he does, for example, every day he goes to study at the university "El Valle" where there are lot of trees and beautiful places to have a coffee. David explains to me that a typical drinking in Cali is cholados. Cholados have lot of fruits, "lulo" juice and condensed milk. This kind man tells that in Cali people dance salsa, a funny and beautiful rhythm.

There's a place in David's city: Unicentro's mall, where he and his friends go every Friday and this week he says very happy: we go to the cinema to see a movie and we like to have an ice-cream, it's fantastic!. David and his mom also tell me the police usually keep everyone safe and when tourists visit Cristo Rey because they must be respectful. This boy, is happy to live in his city because is warm and colorful.

Post-reading	After the reading process with students, they had some minutes to answer five questions based on what they read in the text, they write it and this section was checked student by student.

B. Read carefully the short story and answer the questions

1. Does the principal character's name is David?
2. Does David live in Bucaramanga?
3. Is David a student at Universidad de Pamplona?
4. Do David and his friends like ice-cream at Unicentro's mall?
5. Is the cholado a typical drinking in Cali?

Illustration 13

First session activity evidence
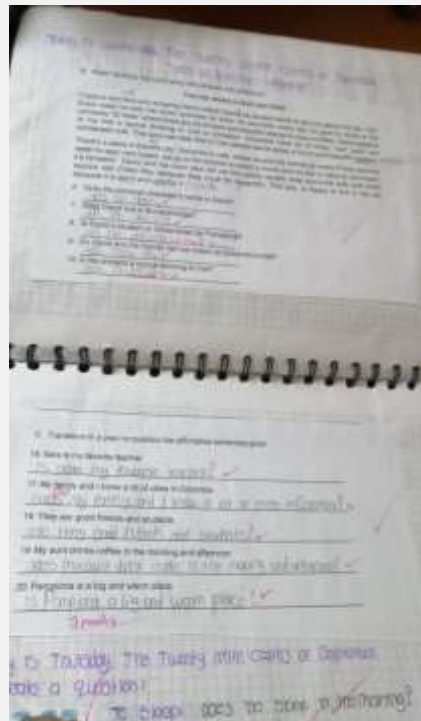
Illustration 14

Second session planning

	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE	
	LESSON PLANNING 2 WH QUESTIONS	

AREA: Humanities and languages
SUBJECT: English
GRADE: Ninth
TOPIC: WH Questions for Present Simple
DATE: Wednesday, the 5th of October 2022   **TIME:** five hours
TEACHER'S NAME: Sandra Lucía Castellanos Bautista
(PRE-SERVICE TEACHER) Camila Andrea Carvajal Cañas
LEARNING PURPOSES:

- ♥ To identify WH Questions
- ♥ To be able to formulate WH Questions in present simple.
- ♥ To answer correctly WH Questions

Methodology Step	*Activity developed*
Pre-reading activity	Students were asked to answer in English or Spanish the next questions: **Pre-reading activity:** Explain to students the vocabulary and ask some questions: 1. Do you know what Sancocho is? / What is Sancocho? 2. Do you know the region where Sancocho is a typical dish? Where is the region where Sancocho is prepared? 3. Do you like Sancocho? What do you like about Sancocho? 4. Does your mom-dad prepare Sancocho? How do they prepare it? 5. Do you know to prepare Sanchocho? How do you prepare it? Besides, students were given vocabulary: Vocabulary: Told: Verb "to tell" in past Meat: Carne Soup: Sopa Once: Una vez Did: Auxiliar usado para el pasado

While Reading	In this step, the students could read the text carefully twice, they read it silently, then the whole group read the text with teacher, so they could practice pronunciation :

C. Read the short story, then, answer the questions.

Illustration 15

Sessions evidence

Dayana and her typical food

Dayana is my friend, she is from Bucaramanga, and she tells me a lot of stories about some typical dishes she prepares with her grandmother. Dayana explains to me how they prepare Sancocho, with potato, meat, chicken, and corn, some rice and water because it is a kind of soup. This month she says to me At 13 years old, my grandmother explained to me how to prepare sancocho, but, that day, Dayana buys only rice and chicken, so, her grandmother prepares this traditional soup without some ingredients, and everyone have a very fun time. Today, Dayana and I eat sancocho. It is delicious. I really love it.

Post-reading	After the reading process with students, they had some minutes to answer five questions based on what they read in the text, they write it and this section was checked student by student:

C. Read the short story, then, answer the questions.

1. Where is Dayana from?

2. What are the ingredients of a sancocho?

3. Who explained to Dayana how to prepare sancocho?

4. Which ingredients does Dayana buy meat or chicken?

5. When Dayana and Camila eat sancocho?

Illustration 16

Second session activity evidence
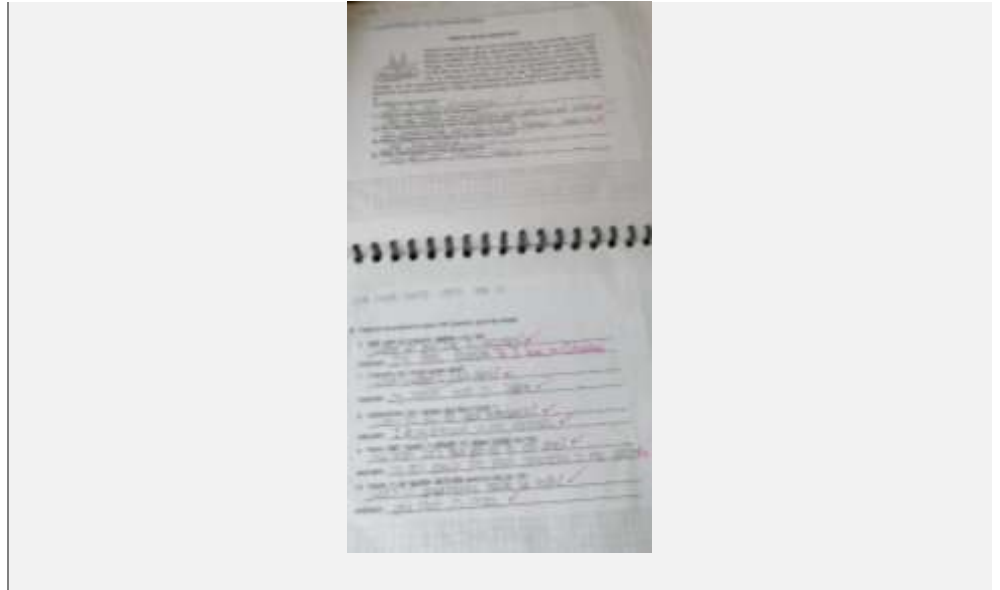
Research methodology

This methodology section is related to having a better understanding of some of the most relevant aspects of this research project, in consequence, seven factors will be: approach, design, population, sample, data collection techniques, and instruments, and finally, the schedule for carrying out the proposal as well as the collection of information.

Approach

This research project was applied in a qualitative research, which is defined by (Mack, Woodsong, Macqueen, Guest, & Namey, 2005) as a type of scientific research, to understanding a given research problem or topic from the perspectives of the local population it involves. Furthermore, qualitative research's potential is to provide complex textual descriptions of how people experience a given research issue. Moreover, qualitative research tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality) studying behavior in natural settings or using people's accounts as data; as well as it aims to help us to understanding the social world, and why things are the way

they are, according to (Hancock , Ockleford , & Windridge , 2009). Ultimately, the author (Cropley, 2021)explained the task of qualitative research, which is to gain insights into these constructions of reality, to find out the nature of the world as it is experienced, structured, and interpreted by people in the course of their everyday lives.

Design

The presented project adopted an action research design, defined by (Burns, 2015)as an inquiry conducted by educators in their own settings in order to advance their practice and improve their students' learning. That is to say, in education, the terms action research and practitioner research are often used correspondingly because both types of research emphasize the role of practitioners in conducting investigations in their classrooms and schools. As well as (Efron & Ravid, 2013) stated action research is the higher term for a set of approaches to research, in addition, it investigates a given social situation and promotes democratic change and collaborative participation. "The common features they share are to (a) undertake research to bring about positive change and improvement in the participants' social situation; (b) generate theoretical as well as practical knowledge about the situation; (c) enhance collegiality, collaboration, and involvement of participants who are actors in the situation and most likely to be affected by changes; and (d) establish an attitudinal stance of continual change, self-development, and growth." (Pages: 187- 188). In addition to the previously mentioned, (Johnson, 2012) establishes that action research also facilitates teacher empowerment at the moment we are able to collect our own data to use in making decisions about schools and classrooms; action research allows teachers to employ talents, experiences, and creative ideas into the classroom, and implement programs and strategies that best meet the needs of students; besides, permits

teachers to promote reflective teaching and thinking, and to expand teachers' pedagogical repertoire through practice.

Population

The population taken in this research work are students of the ninth grade of the San Jose Provincial College, Rafael Faria Bermudez Headquarters, between the ages of 14 and 18 years of age, which according to the Ministry of National Education, and the Common Framework European for Languages, whose level is Pre-intermediate 1 B 1.1, and according to the (Common European Framework of Reference for Languages, 2002) defines reading comprehension, for level B1, as: I understand texts written in a language of habitual and daily use or related to work. I understand the description of events, feelings, and wishes in personal letters. In addition to this, the (Ministerio de Educación Nacional, 2006) states the following specific standards according to their language level: (P. 24)

- I identify the beginning, middle, and end in a narrative. two

- I recognize the purpose of a description in narrative texts of medium length. two

- I identify points for and against in an argumentative text about topics with which I am familiar. 1, 2

- I understand addition, contrast, temporal and spatial order, and cause-effect relationships between simple sentences. 1, 2

- I identify the recurrence of ideas in the same text. 1, 2

- I identify meaningful relationships expressed in texts about topics that are familiar to me. 1, 2

- I represent, graphically, the information I find in texts that compare and contrast objects, animals, and people. 1, 2

- I value reading as an important activity in all areas of my life. 2

- I understand the implicit information in texts related to topics of my interest. 2

- Differentiate the organizational structure of descriptive, narrative, and argumentative texts. Two

- I identify cultural elements present in simple texts.

- I identify cultural elements present in simple texts.

However, is important to take into account, students do not have this language level, it has been observed a lower level of A.2. According to the above, this research project will take into account the specific standards, the language level and the specifications from the Ministry such as the basic learning standards (BLS) and the basic learning rights (BLR), in this way, English, as a foreign language, and reading comprehension is developed according to these bases.

Sample

Taking into account the existing population, the choice of participants for this action research will implement quota sampling with the aim of filtering or delimiting a set of criteria and characteristics to divide the population, for example, English reading skills, age, performance in the area, in this way, specify approximately seven ninth grade students, In the same way, factors such as interest and desire to participate, good behavior, motivation, responsibility will be taken into account, since these can be determining factors when carrying out data collection and evaluation activities. The project began its development with the seven expected participants, however, throughout the class activities, many of them lost interest, or had other occupations, and

therefore, the project was completed with 4 participants, whose answers were those chosen for the entire data analysis process

Data collection techniques and instruments

Field Diary (Annexes 3: Field Diary)

In this research process will be necessary to employ different instruments in order to recollect data, the first one is the field diary, which is defined by (Martinez, 2007) as one of the most relevant tools that day by day researchers to systematize the investigative practices, and allowing to improve, enrich and transform them; another important factor is through field diaries the whole investigation process can be observed and analyzed from different perspectives, due to researcher take notes to organize, and clarify information that is being collected. Additionally, in a field diary creation, researchers collect a group of information related to what is thought and observed, in other words, their thoughts, reflections, reactions, reports' quality concerning the place they will observe and from they will obtain data, for example, from participants (Laszczuck & Garreau, 2019). Finally, according to (Luna, Nava, & Martinez, 2022), a field diary is a training tool that allows the individual to learn significantly about information design, besides promoting reflection, making visible the work and thought process to finally recording the emotions that they are involved in doing the projects and help form information design thinking.

All the above is a support to the implementation of a field diary in this research project, due as it is necessary to examine the self-research experiences, in the own view and perspective, how context, participants, and general specific aspects play a fundamental role to identify progress, changes, behaviors, achievements, among other situations contemplated in this own write description tool.

Semi-structured Interview (Annexes 4: Semi-structured Interview)- (Annexes 6: Improvement Interview)

The second instrument to implement in data collection will be the semi-structured interview, a relevant tool in conducting qualitative research, according to (Kakilla, 2021), also, SSI (semi-structured interview) helps to discover knowledge through interaction, conversations, and subjects from different situations in real life experiences, taking into account this shared-stories could be analyzed in different platforms and contexts to expand information about a specific topic, additionally, researchers can employ superficial responses, and all verbal and non-verbal communication such as silence, the look, laughs, hunches, to go deepen and find out information not revealed and that could be useful or a key factor in the research project, at the time, researchers can conclude situations, variables, and responses from these aspects. Another important aspect to bear in mind is what (Mathers, Fox , & Hunn, 2000) defined in the book *"Using Interviews in a Research Project"* that researchers in SSI use open-ended questions, since they are useful to collect attitudinal information on a large scale, or at the moment possible pre-codes could not be taken due to short knowledge in the subject, also, SSI requires an analyzed content in interviews, as answers must be recorded or written, however it allows the opportunity to discuss how subjective perspectives could be studied in more detail. Finally, accordingly (Adams, 2015).

For the elaboration of this semi-structured interview, it was necessary to know a previous knowledge about short stories and how participants consider these, can contribute with reading comprehension support, for this reason a first SSI will be done at the beginning of the project in order researcher could have a base to know expertise in subject. Secondly, at the end of the project a second SSI will be held, since it is necessary to evaluate how participants' perspective

changed, was modified and to discover if the implementation of short achieved the main objective, to stimulate reading comprehension. Additionally, the student's parents had to sign a parents' permission form, in the order they authorized their son participation in the project development (Annexes 2: Parents' permission).

Survey (Annexes 3: Field Diary) - (Annexes 7: Results Survey)

As a third instrument in data collection will be implemented the survey, which (Check & Schutt, 2012) p.168 cited by (Ponto, 2015), define it as "the collection of information from a sample of individuals through their responses to questions". The survey, which is commonly used for quantitative methods, but, qualitative researchers can be studied a large variety of data/information by using open-ended questions or, a mixed method, with quantitative strategies, such as questionnaires with numerically rated items, with this mixed strategy, analyzed social and psychological research. Now, according to (Showkat & Parveen, 2017), the survey instrument is a well-organized activity to gather information which permits the researchers to get information from a considerable large sample directly of and from the population required and considering that the principal aim of surveys is to create a proved and valid data in an organized and structured form to be analyzed and reported in a convenient way taking into account objectives followed and purposes to rich in data collection. Finally, according to (Odoh & Chinedum, 2014) the survey's questionnaire can be a written document completed by the person surveyed a face-to-face interview, or telephone interview and can involve (p. 18)

1. You collect information over a cross section of the population of universe.

2. You collect data for a relatively large number of cases in the population.

3. You collect data through the use of structured data gathering devices such as questionnaire or interview schedule.

4.You collect data at one point in time

5.You collect data and analyze quantitatively.

In consequence of the previous mentioned, the survey will be implemented as a tool for collecting data in a mixed method, the first survey will be created with numbers to qualify 10 questions or variables, and the second survey will be applied in a more qualitative way with open-ended questions to analyze personal perspectives from participants; Mixed method is the best strategy for this research project, due to it will be necessary to evaluate in a scale knowledge and previous conceptions of students and personal situations presented in the project.

The schedule for carrying out the proposal as well as the collection of information

Schedule for application of the proposal

Table 10

Schedule for application of the proposal

ACTIVITY TO IMPLEMENT	*NUMBER OF WEEK*
First workshop planning and implementation	Week 1 12th Sept-16th Sept
Research Project Presentation	Week 2 19th Sept- 23th Sept
First workshop implementation	Week 3 26th Sept- 30th Sept
Second workshop planning	Week 4 3rd Oct- 7th Oct

First workshop's evaluation and feedback	Week 5 10th Oct-14th Oct
Second workshop implementation	Week 6 24th Oct-28th Oct
Second workshop's evaluation and feedback	Week 7 31st Oct 4th Nov
Efficiency test	Week 8 7th Nov-11th Nov
Recovery tests	Week 9 14th Nov-18th Nov
Recovery tests	Week 10 21st Nov-28th Nov

Schedule for data collection

Table 11

Data collection schedule

Instruments to implement	*Date of implementation*
First Field Diary	21st September 2022
Pre-knowledge Interview	26th- 27th September 2022
Pre-knowledge Survey	28th – 29th September 2022
Second Field Diary	*27 October2022*
Improvement Interview	*10th- 12th November 2022*
Results Survey	*15th-17th November 2022*

Data Analysis and Interpretation (Annexes 8: Data Analysis Schema)

Taking into consideration data in this project is qualitative because it is composed of audio, videos, interviews, and surveys, it is important to analyze qualitative data analysis that according to (Rodríguez Sabiote, Lorenzo Quiles, & Herrera Torres, 2005)is understood as the process by which the information collected by researchers is organized and manipulated to establish relationships, interpret, and extract meanings and conclusions, all in a process configured around three key aspects: data reduction, disposition, and transformation of these and, finally, obtaining results and verification of conclusions. Now, (Fernández L. , 2006) states that in qualitative data, we usually talk about texts such as newspapers, movies, comedies, email messages, short stories, life stories; and also narratives. For this reason, there are various methods for collecting and analyzing words or phrases, it includes free lists, stack sorting, paired comparisons, triad tests, and structure substitution tasks. Analysis techniques for these types of data include componential analysis, taxonomies, and mind maps; finally, the author proposed four steps to analyze qualitative data, and steps are: *1) To obtain information. 2) Capture, transcribe and order the information. 3) Encode the information. 4) Integrate the information.*

Data Analysis Schema

Figure 3

Data Analysis Schema

Field Diary

- **Reading Comprehension:** 1. Reading comprehension inside a classroom. 2. Vocabulary importance
- **Task Based Learning:** 1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.
- **Short Stories:** 1. A good text size for easy reading process 2. Motivation in reading comprehension.

Semi-estructured Interview

- **Reading Comprehension:** 1. Reading comprehension inside a classroom. 2. Vocabulary importance
- **Task Based Learning:** 1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.
- **Short Stories:** 1. A good text size for easy reading process 2. Motivation in reading comprehension.

Survey

- **Reading Comprehension:** 1. Reading comprehension inside a classroom. 2. Vocabulary importance
- **Task Based Learning:** 1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.
- **Short Stories:** 1. A good text size for easy reading process 2. Motivation in reading comprehension.

Results

Bearing in mind the previous scheme, some categories and subcategories are seen with respect to the three data collection instruments, which were taken in the same way for the three instruments, thus varying the definitions, analyzes, and voices within each section, in which we find three categories: Reading Comprehension, Task-Based Learning and Short Stories. Now, regarding the subcategories, for the first category Reading Comprehension two subcategories were created: 1. Reading comprehension inside a classroom. 2. Vocabulary importance. Regarding the second category Task-Based Learning, in the same way, two subcategories were created as follows: 1. Learning by steps in order for students to have a comfortable work rhythm. 2. Comprehension acquisition through simple tasks. And finally, for the third category Short Stories, two subcategories emerged: 1. A good text size for an easy reading process 2. Motivation in reading comprehension.

1. Reading comprehension

Taking into account the stated by (Moore, 2014), reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text, and generally, comprehension depends on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation, which at the same time requires effective use of strategic processes, such as metacognition and comprehension monitoring. As mentioned before, in the reading comprehension process it is necessary not only the common or thought skills, such as just reading, but also the knowledge, the vocabulary, and the strategies implemented, this is why, it can be understood in the first place, the reading comprehension in class was maybe not enough or good, because students felt they had lack of more vocabulary, and they though text implemented had known vocabulary, so, they wanted newer information, experiences, readings, or maybe it was necessary other types of text; for example, this information can be established by participant 4 (Improvement interview)" (Annexes 6)... Well, in general, the vocabulary that was used in the texts was vocabulary that we already knew, but we have always lacked, like... Connectors and things like that, so sometimes I got lost in reading". Now, in second place, it can be observed the importance of the strategies implemented in the class, and this project, it was used short text using the culture of our country, so, students could understand information, but at the same time could enjoy the text; this information according to participant 2 (improvement interview) (Annexes 6), where he stated "Well, teacher, I don't really remember which reading were more interesting, but I liked the ones from this period better, because they talked about topics of common interests, just like that". Bearing in mind all this information, it is presented subcategories:

1.1. Reading comprehension inside a classroom.

Now, according to (Harida, 2019) reading comprehension is the process of getting the information and reconstructing a meaning as a transaction between a reader and a writer through a text, in a specific context that results in the creation of a new context in the mind of the reader with an interactive socio process involving a text, a reader, and social context. In this section, taking into account what was found in instruments, observation, and bearing in mind the author's statement, it's possible to understand the way students did not work properly reading process, they were given a text to fulfill information such as verbs, conjugation, vocabulary, but, they did not have a reading comprehension process. Students showed they worked on routines and topics they already knew and it was not enough for them to have an integral English contact, it was in this project they could read, and comprehend. For example, participant 1 (Pre-knowledge Survey) (Annexes 5). said "I would like readings to have more vocabulary so that we learn more meanings and create more complex sentences, for better understanding and get closer to English" In such a manner, first of all, they have more vocabulary, more than simple sentences to correct or to create, and also they could have incorporated of a whole text with the culture part, it was noticeable they really enjoyed it, this is explained by participant 3 (Improvement interview) (Annexes 6) "I like reading about topics in general because we've always seen readings and routines ever since sixth grade, so it's already very routinely. And you want to get out of the monotony and it's interesting."

1.2. Vocabulary importance.

Bearing in mind the reading comprehension concept, (Gómez & Ávila, 2009)state that reading is not a straightforward process of lifting the words of the page, It is a complex problem-solving process in which the reader makes sense out of a text not just from the words and sentences on

the page, but from ideas, memories, and knowledge evoked by those words and sentences as well as experience; besides they establish how the process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content. Considering the definition of reading comprehension and participant's experiences, it was evident the fact that students started to build up meanings, and definitions and to have a more complete understanding of reading, they did not stop at the mere comprehension of a sentence, but they globally understood text; it can be said students could improve reading comprehension by reading a short text, and this learning process helps them to increase vocabulary acquisition in the order they could better understand what in texts were exposed, for example, in voices part, participant 1 and 2 stated they improved their comprehension, and it was important to have the two opinions "Well, from 1 to 10, a 7, because they give me a text in English and I understand most of it, but I'm missing one or another word that they haven't taught us, but the rest is fine. Participant 2 (Pre-knowledge interview) (Annexes 4) ". Then, participant 2, at the beginning had good comprehension, but then, she affirmed she improved thanks to texts. "I improve a lot thanks to the fact that the readings were worked a lot Participant 2 (Results Survey) (Annexes 7)". Participant 1 (Results Survey) (Annexes 7) "I improved my comprehension a lot and I also feel that by reading I become more fluent in another language."

2. Task-Based Learning

It is important to start with a definition of Task Based Learning, which the (European Commission , 2013) says is a different way to learn languages due to it can help the student by placing him/her in a situation similar to the real world, in other words, task-based learning has the advantage of getting the student to use his/her skills at his/her current level to help develop language through its use. It has the advantage of making the student focus on achieving a goal so

that language becomes a tool, making the use of language necessary. Taking into consideration

mentioned by the author and experiences shared by participants and students in general, it can be

observed students felt readings were enough according to what they knew, information they had,

and the task asked, besides, they felt a bigger accompaniment in the reading process, because

they asked, information was explained, we all read together and we look for vocabulary

unknown, they felt reading process was enough, for example, participant 3 (Pre-knowledge

Interview) (Annexes 4) "The readings were enough according to what you have taught us, the

vocabulary and that topics, it seems to me that they are well elaborated". for this reason, students

had a more comfortable space to work, and through tasks, they could have better reading

comprehension; finally, with participant 3 (Improvement Interview) (Annexes 6), he stated

"readings worked were easy and fun because they were according to the vocabulary and

everything we have seen, in addition to the fact that you also explained to us and made us

understand the readings a little more". Being mindful of the previous explanation, subcategories

are presented in the following way:

2.1. Learning by steps in order students have a comfortable work rhythm.

Taking into consideration Task-Based Learning (TBL) for (Bedoya, 2017)it is an approach in

a foreign language that aims at designing and implementing a sequence of communicative tasks

for meaningful use of the target language, Bedoya cited (Hashemi, M., Azizinezhad, M., &

Darvishic, S., 2017) (p. 526) when they argue, Task-Based Learning is an approach that provides

language learners with enough material. As a result, students commit themselves to carrying out a

task. This is why TBL approach gives the opportunity to promote students' participation in the

language learning process. Bearing in mind the Task-based learning definition and experiences

from participants, it's important to highlight the accompanying process, where students really feel

they could read, understand, and not only they had to complete, and fulfill information of a text, furthermore, participants understood every task process, for example, in pre-reading activities, when it was asked pre-knowledge questions to introduce the topic, they participated, also, they had the chance to look for vocabulary, then, in the reading process, they read by their own and we all read together, finally, in post-reading activities, students showed they understood the text content, but they had lack of vocabulary to answer the questions, they did not work it properly, and it was seen, students had trouble when using basic tenses such as present simple sentences. All this information is based on participants' voices: Participant 4 (Improvement interview) (Annexes 6) "My reading comprehension improved, first, because of course it's fine, I can read the text and understand the main ideas, but in this last period, we have been explained the readings more. It's helped us understand them because there are words that when put together and one thinks that they mean one thing and they mean something completely different, but it is something that before, we were told to search in the dictionary and that's it, now they explain it to us a lot more." Participant 2 (Improvement interview) (Annexes 6) "My reading comprehension during this terms was quite good because the readings reinforced us and in any case, you were always there to help us with any questions."

2.2. Comprehension acquisition through simple tasks

Bering aware of the methodology used in this project, according to (Celik, 2017), task-based learning provides learners a chance to use the target language in order to improve language proficiency under teacher guidance. Moreover, task is an activity where the target language is used by the learner for a communication purpose, so it can be said that the goal of tasks is to create a real purpose for language use in which learners interact communicatively. In this task-based learning section, taking into account the author's definition and participants' perspective,

it's important to recognize this methodology help the students to live and to experiment knowledge process in a real situation, where, for example, in the project, they had real information about their country, so, they could enjoy the reading process and at the same time, understand what they read, in other words, they really understand the information given with the process followed, in this case, with participant 4 (Improvements interview), she stated: "Well, in this period we did work more than in the previous one, the truth is, in the previous one they gave us the reading, they told us, "extract the vocabulary and then they can read", but in this last period, teachers read with us and translated with us". Participant 4(Improvements interview) "My reading comprehension during this period, I consider that it has been much better than in other ones. I would say it because we have focused more than anything on the subject that we are seeing."

3. Short Stories

"Short stories" is the main strategy implemented, this is why an imperative part of this result part is to review the definition, then, (Handayani, 2013) establishes that reading to children short stories can be a good learning material since it is considered to be adequate for the learners from all levels because it is expected that the students will follow the storyline easier. Students will have the opportunity to develop insights and understandings of the cultures and people of the world; develop their imagery and visualization abilities; gain new perspectives by testing their ideas with those found in books. It is an essential part of this project, to analyze the way short texts improve reading comprehension, first of all, because they have a good size of content, so students feel they read a text, but at the same time information it's clear and punctual; participant 4(Improvements interview) states "I prefer short readings that have the main theme because I like to work on these readings a lot more and I don't get so confused when reading them". On the

other hand, as short texts in this opportunity were worked with Colombian culture, this caught students' attention which was a positive aspect, due to students felt even more motivated to read and they felt the information given was known, usable, and fun. Participant 3 (Improvements interview) expresses: "The readings were interesting because they were things from here in Colombia, from other places things like food, and that's interesting, knowing about other cultures". Finally, regarding the last category, the subcategories are presented below:

3.1. A good text size for an easy reading process

Now, according to (Frimasary & Syahrial, 2018), short texts makes one reason for a researcher to introduce a new way to encourage the reading willingness of student itself. Using short stories at teenage level is the most interesting literary work to read because the short story is not too long to read and has various interesting topics. So hopefully through this way, they can improve their comprehension in reading without boredom. In order for ideas could be linked, first, the author's definition, and then, participants' information recollected in instruments conducted, it's necessary to analyze the way the short text was used. Short texts were implemented because they create an active and attentive attitude in students, the reason for this attitude is thanks to the text's size because they are short and easy to understand, in this part participant 1 (Improvement interview) (Annexes 6) declares: "I prefer the readings about culture, I think they are better because the other ones seem a bit basic to me, and the good thing would be to continue learning". Additionally, students clearly say and express their motivation has increased, and they enjoy the type of readings because precious texts were developed in a different way, and with information, they already knew. Participant 3 (Improvement interview) (Annexes 6), "There was an improvement, my motivation was not great because, in reality, the reading does not call my

attention that much, but if it is calling my attention a little more, it is a lot. Since I am pronouncing better and learning more vocabulary."

3.2. Motivation in reading comprehension.

Finally, considering the stated by (Okumus, 2016), a short story seems to be the most suitable one since it is short, and aims at giving a 'single effect', there is usually one plot and a few characters; 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, furthermore, short stories have a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different lifestyles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories. Making allowance for information stated by Okumus talking about short stories, and participant's information related to motivation and what they thought about short texts, it could be observed the way students were comfortable with the text's size, they thought they were concise and good, furthermore, short text motivated them and motivation had an incrementation regardless the short time we had to conduct the project, in this section, participant 1 (Improvements interview) establishes: "My motivation has increased from the last readings, they interested me more, the year is over, however." Also, considering the author's words, short texts help students to fully or better understand what they read, due to topics were known, but fun and entertaining, and, the process was next to the student, explaining and guiding him in the process, finally, students enjoyed texts topics because they talked about culture, traditions, food, among other; additionally Participant 4(Improvements interview) affirms: "Well, I think that there are texts that are neither short nor long and they are concise on the topics. Texts were entertaining and easy to understand,

mainly because they are topics that... we use a lot, like right now in the last preview, they were talking about Pereira, and at the same time about the topic of typical Colombian foods."

Conclusions

Keeping in mind the research project, the entire implementation process, and especially its results, we can conclude several things or aspects, they will be divided into three aspects according to categories found, first, the reading comprehension competence, second, the task-based learning methodology, and third, the short stories strategy.

In the first place, regarding reading comprehension competence, it was shown in the analysis of the results, students did not work properly enough for this competence. In general, students were given text in order they complete information, in other words, the grammar topic was presented in a different way, but reading comprehension was not developed for students. According to the results, it can be said students worked on reading even more than in the whole year, because they had worked on texts in very different ways, however, they did not have the appropriate way to understand what they read and to think about the text. We can then conclude in this aspect, the students had not had the opportunity to work on reading from a comprehension reader, but a different way to use the grammar, besides, students enjoyed and lived the reading comprehension activities.

The second aspect to conclude was the methodology, tasked-based learning, students understand it in a dynamic and good form, and it can be concluded that the students felt more accompanied in this process, first because they could see the accompaniment in each part or task, and as the teacher explained each part, socialized and put in real contexts the readings worked, and second, the reading was really worked through the task-based learning, where simple tasks to be carried out were proposed, ensuring that the skills were worked on required, in this case,

reading comprehension with simple tasks, for example pre-reading to contextualize, then, while-reading to enjoy the text, and finally post-reading, to understand with questions what it was read.

The third and last aspect, short stories strategy; this strategy was very supportive and the students were able to enjoy them a lot, since they were of the correct size, and they were not texts they already knew and the ones they had worked on during the year, on the other side, they were cultural stories about aspects they considered interesting and it was proven it contributed to the reading process. Then, it can be concluded that short stories do benefit and support reading comprehension competence, first, due to their nature and purposes of using languages in real contexts and secondly because when used with task-based learning, they complement each other quite well.

Recommendations

Eventually, some recommendations can be given thanks to considerations and previous analysis; this research project focused on reading comprehension using task-based learning and short stories as the main strategy had proved to be a dynamic and entertaining way for the students, who enjoyed this process, however, some points were found against the process, one of them was the lack of time regarding the activities, this can be defined when it is taken into account that it is carried out within the integral practice process and that the time allotted is quite reduced, since teachers (supervisors) need to comply with the topics proposed at the beginning of the year, in addition to the interest in reading, which not many students are interested in, since sometimes they do not know how it should be worked on.

One more recommendation is to benefit reading comprehension in a different way such as work team, and reading exercises, among others due to not all students enjoy and are interested in reading comprehension, so, this competence must be promoted. Another recommendation should be the number of participants and activities to develop with the population, even though this strategy to implement culture worked, could be a great opportunity to include more and varied topics for the short texts.

Finally, another methodology could be very interesting, where students feel more autonomous environment. In general, recommendations could be related to continuing the project as it was proposed and conducted or implementing new ideas to get the work better and more contextualized.

Chapter IV Community Outreach Component

Introduction

Studying a foreign language requires complete knowledge of four competencies, and a variety of structures to take into account, one of the most important and huge bases to learning EFL (English Foreign Language) is grammar, which according to (Sudhakar & Farheen, 2015) (p.122) " is generally thought to be a set of rules specifying the correct ordering of words at the sentence level, and explains how the language should be structured" in other words, grammar is the set of rules to know how to organize sentences accordingly to the tense, sense, and rules stated, that support a better logical, clearer and more effective communication activity.

This is why grammar will be studied in tutorial sections/classes, so ninth grade students can improve their grammar structure knowledge, first of all, to learn English language composition and use, and secondly, to have better grades in English class; the use of games will

be the tool used in these tutorials explanation classes, so students not only learn grammar, but can

bearing in mind the whole experience in the learning process, they will be able to understand

different topics by playing, at the same time they practice English in a joyful, pleasant and

interactive way, and finally, student's rejections are minimized due to games will increase

motivation, interest, and encouragement, therefore, at the end of tutorials classes, students will

improve English skills as motivation and language pleasant (Silalahi, 2019).

Justification

This micro-project is an essential opportunity not exclusively for students to learn English

grammar and structures, but also for pre-service teachers, to gain strategies at the moment to

explain and teach English grammar in a classroom, so, classes can be motivated, joyful and a

comfortable and pleasant environment for students to learn in the specific language level.

In this way, games will be used as the principal tool to teach and review grammar rules,

and basic tenses (present simple, past simple using affirmative, negative and interrogative form)

in tutorial classes, since students with a low academic performance, English teachers and

educational institution can improve and have a real benefit from this dynamic activity.

Objectives

General Objective

- To strengthen English grammar structures and rules through games
  implementation in ninth grade students with low academic performance.

Specific objectives

- To identify principal deficiencies in English grammar structures presented by
  ninth grade students.

- To establish games as a tool in order students can learn English in an interactive and dynamic way.

- To observe the way games can improve English grammar skills

Methodology

This component will implement games as an essential tool for the English learning process. Games will provide strategies to enhance grammar topics, (Present simple, affirmative, negative and interrogative, etc) which is the main idea in tutorial classes. The methodology to implement in tutorials classes will be adapted from Presentation-Practice-Production Model (PPP) stated by (Cook, 2008)

Table 12

Methodology for tutorial classes

Stage	*Description*
Presentation	General review of grammar content to learn in the tutorial class, for example: Simple present tense
Practice	Practice of the topic through different games proposed, mostly work of the whole group of participants.
Production	Question solve section and production of sentences according to the topic.

Community Outreach Activities

First explanation: Present simple- Negative form

During these activities, what was sought was to review with the students at break time some topics that were difficult for them, in the first session what was done was to review the topic of the present simple in a negative form, and it was done through an activity of competition, which firstly had the space for explaining the subject, and then in the game where the students could choose the correct option, in this way, if there were errors, they were corrected among all and feedback was given.

Illustration 17

First session

Illustration 18

First sesión with students

Second explanation: Present simple- Negative form

In this second session students were explained the same topic due to they had difficulties in this part, they did not understand when they could use auxiliary or the forms they need to change sentence order, for this reason, this topic was explained again with a game very similar to the previous one.

Illustration 19

Second session

Illustration 20

Second sesión with students

Third explanation: Yes/no questions

In this third session, the students were invited to participate in the explanation and review of yes/no questions, in this way they first had the explanation of the subject, then we followed the review with a game called "guess the person" where the students had to do yes-no questions to discover the character.

Illustration 21

Third session

Illustration 22

Third sesión with students

Fourth explanation: Wh questions

In the fourth session, the students participated in the review and explanation of the WH questions, which was a difficult topic for them to learn, since they had shortcomings from the present simple in the affirmative and negative form, when asking the questions it was difficult for them to use auxiliaries, and above all, they said, the answers, since they did not know how to answer a question using a sentence in the present simple affirmative form. This practice was made through a game with color wheel with questions to answer, sentences to correct, complete, to select the best option, among others.

Illustration 23

Fourth session

Illustration 24

Fourth session with students

Fifth explanation: Wh questions

For the fifth explanation, the same theme of the WH questions was worked on, where the students first had the explanation, each structure was reviewed, the ways to build these sentences and after that, a game called "the spiderweb" where the students built a cobweb with a ball of wool, and they were building or creating WH questions taking a given verb, this session like many other previous ones was carried out twice, since different students attended, or sometimes the same students wanted to review.

Illustration 25

Fifth session

Illustration 26

Fifth sesión with students (first part)

Illustration 27

Fifth sesión with students (second part)

Illustration 28

Participation assistance

Illustration 29

Participation assistance

Other explanation activities

In this section it is worth mentioning that many other review activities were carried out, these were in the last week of class with the ninth and eleventh-grade students as a review of the efficacy tests, in these the explanation was also carried out, and then hot potato, contests, or creation of sentences were played in the form of a competition.

Illustration 30

Tutorial classes

Illustration 31

Tutorial classes

Illustration 32

Tutorial classes
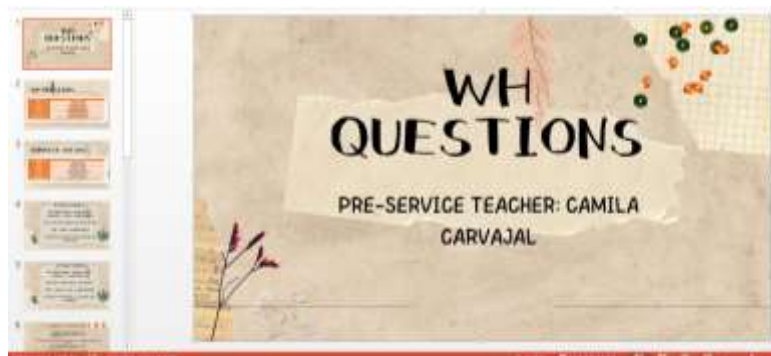
Illustration 33

Eleventh-grade review

Illustration 34

Eleventh-grade review

Illustration 35

Eleventh-grade review

Illustration 36

Eleventh-grade review

Schedule of activities

Table 13

Schedule of activities to develop

ACTIVITY TO IMPLEMENT	*DATES*
First game class implementation	26th September
First game class implementation	27th September
Second game class implementation	28th September
Second game class implementation	18th October
Third game class implementation	25th October
Workshop about WH Questions and resolution of doubts	26th October
Fourth game class implementation	27th October
Fifth game class implementation	4th – 8th November 2022
Weeks of recovery	9th- 25th November 2022

Conclusion

Throughout the outreach process to the community, which was not carried out as planned in the program, with elementary school, but with the students I taught, that is, ninth and eleventh grade, the classes were very entertaining and short, but with a lot of contribution for the students, they participated in the breaks, and very few times there were less than five students, in these sessions, it was seen that there were really shortcomings of very basic topics such as the verb to

be, sentences in the simple present in its three forms, lack of vocabulary, among other shortcomings that the students themselves mentioned, but that progress was seen in those who took these tutorials, who remembered or understood for the first time the use of auxiliaries, verbs, etc.

These activities in general served both the students, and me as a teacher in training, firstly, the students benefited greatly because they learned the topics through games, in an innovative way, they even expressed they understand better with those kind of activities and a smaller group of students, and secondly, I as a teacher, discovering new ways of teaching, and that despite having reduced time, that classes had to be given in half an hour, I think it helped to have more concise classes, but they were taken advantage of.

Chapter III - Intra-institutional Activities Component.

Introduction

The integral practice must be a whole process to include not only educational research, or the teaching process in educational institutions, it must be as stated in the name, a complement of all facets, since, without an intra-institutional activities component, where the school allows us to participate within an academic context in the role of teachers, the social and educational part would be missed. Therefore, this component becomes a fundamental aspect of practical learning as teachers, since it is part of the immersion and participation inside schools and their social, and cultural activities.

In addition to this, these types of activities stimulate in teachers an active, creative, and a sense of belonging attitude to the educational institution where this integral practice will be

conducted, and even create new perspectives on the work as a teacher who accompanies their students in all activities.

Justification

It is crucial to be aware that the participation in all intra-institutional activities is justified by the fact as pre-service teachers in their last stage of learning process and inside this practical and experimental environment, will contribute to be immersed in the full set of experiences as teachers; the engagement in these spaces is imperative for the assimilation of values, the institutional identity of the school, knowledge of institutional events, and the sense of belonging, in such a way that they stimulate and promote learning as integral teachers, within a context that is not only academic, teaching a topic, but also taking into account the social context as part of an educational community.

Objectives

General Objective

- To participate actively and dynamically in all intra-institutional activities within scholar identity and organization in *"Colegio provincial San José, headquarters Jose Rafael Faria Bermudez"*.

Specific Objectives

- To learn about the organization of all intra-institutional events in an academic context which involves all the educational participants.
- To be involved in the educational institution activities to improve teacher's expertise.
- To be immerse in institutional values, principles as member of school.

Methodology

With the aim of achieve all objectives in intra-institutional component activities, it will be necessary to participate in an active, responsible, and dynamic way, in order to acquire institutional knowledge and an integral experience to be a teacher inside a school; this will be conducted at the moment to take part in, Eucharist, Halloween project, verbs competition, Teachers appointments, *"Colegio abierto"* activities, Students' day, among other activities that will improve foreign languages teachers' role.

Intra-institutional Activities

Teacher's appointments

In this part of the activities with the teachers, I had the opportunity to participate in two meetings where school issues, students, and academic shortcomings were discussed, as well as vacancies for teachers who were at the school, since many of the teachers were close to retiring, in addition, in the third meeting there was a teacher training on teaching strategies and how we can change the class methodology many times, and even classroom organization, it was very interesting to share with the teachers and feel the context of activities outside the classroom.

Illustration 37

Teacher's appointments

Eucharist, students' day and "Open College"

These activities were carried out within the school, and they were very interesting and enriching, for example, the Eucharist was very special because, being a Catholic school, the activities where students are trained in religious principles, and freedom of attendance is given when They do not have the same religion, but whoever they are, attended and the rest of the school year is entrusted. Regarding the student's day, a Jean-day was made, the students were dressed up, and even, as teachers we wore costumes to accompany them on the Halloween theme, a dance instructor was also brought to do aerobics and recreation activities. Finally, regarding the "open school" activity, it is an opportunity for parents, where those parents of students who have bad grades and who may lose the academic year are summoned, some commitment is established with the parents and they find out of the process.

Halloween project

Regarding the activities that I have led and organized, I was able to organize together with my supervisor a Halloween project called "Horror Characters Around the World" where students were able to practice not only their acting and performance in English as a foreign language, but dealing with skills and aspects such as writing texts, stories, pronunciation, creativity, acting and interpretation on stage, dramatizing their characters, this event will take place on Monday, October 31, however, the organization has spent all these weeks of class, revising, correcting texts of students, in addition to verification, work on pronunciation, practice staging, bearing in mind that the main objective is to promote in students a much more extensive and complete use of English, encouraging them to speak, communicate their ideas, and not only see the language as a topic written in the notebook.

Illustration 38

Halloween project "Horror Characters Around the World"

Delivery of eleventh grade symbols

Finally, in this activity where the eleventh-grade students deliver the symbols of the school to the tenth-grade students, it was a very emotional and special activity for both grades, first, because those students who begin their life in higher education said goodbye, and the Tenth-grade students can now be considered for promotion 2023. The "Banda de marchas, Colegio Provincial San Jose" also participated in this event, recognized nationally for being one of the best marching bands. In general, this event serves to say goodbye to eleventh-grade students and in a way reward their school year

Illustration 39

Delivery of eleventh grade symbols

Schedule of activities

Table 14

Schedule of activities

Activity	Date
Teachers appointments	7th September 2022
Teachers appointments	28th September 2022
Eucharist	2nd October 2022
"Colegio abierto"	5th October 2022
Students' day	28th October 2022
Halloween project	31st October 2022
Teachers' training	2nd November 2022
Delivery of eleventh grade symbols	17th November 2022

Conclusion

In general terms, I can conclude that staying in the activities had been a great opportunity to be able to fully develop all my skills and abilities as a teacher and that it has also been a space to get to know my students and teachers from the different venues better. In addition to having a complete experience of what the environment is like in an academic school context, and not as we knew it as students, it was the chance to feel like a real teacher.

In addition to the aforementioned, I can admit that the activities in which I have participated, and those that I have helped to lead, have helped me to really feel an attitude and performance as a teacher since this requires planning, organization, and extracurricular work. Finally, it has allowed me to get to know more students in-depth and strengthen ties of affection, and respect without forgetting the necessary authority.

Chapter IV- Reflexive approach to integral practice:

After considering the different aspects within my integral practice, it is worth mentioning that this experience, has been and it was very enriching, I have been able to really experience simple aspects such as complying with a special schedule established by the directives of the school, I have experienced what it is to live day by day with the students, to know many aspects about their realities, to get out of the academic field and come to impact their lives, give them advice, and that they have the confidence to tell their experiences. I have also been able to have moments of frustration when I explain the topics and in the activities, the students seem not to have understood, however, I have also experienced the satisfaction and joy that the students learn something about the topic and that many show that they really understand, I have been able to hear positive comments both of students, who tell me about their positive experience about my performance as a teacher; in the same way to receive comments and feedback both positive and

negative from my supervisor. I had stressful moments due to preparation and lack of enough time due to personal reasons, however, at the end of the process, I could achieve everything that was expected or asked. I have been able to realize in this process that didactic strategies are very important when working with students, and more so in adolescents who tend to be easily distracted, and I have learned that the work of teaching is very interesting, passionate and vocation, this process, up to now, has been very interesting, enriching and, in general, I have enjoyed it, I really loved this experience due to it reinforce my vocation to teach, to guide, to become a teacher.

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Annexes

Annexes 1 First planning.

	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUE	
	LESSON PLANNING 1	

AREA: Humanities and languages
SUBJECT: English
GRADE: Ninth
TOPIC: Yes and No questions for Present Simple
DATE: Monday, the 12th of September 2022 **TIME:** Five hours
TEACHER'S NAME: Sandra Lucía Castellanos Bautista
(PRE-SERVICE TEACHER) Camila Andrea Carvajal Cañas

LEARNING PURPOSES:

- ♥ To identify yes and no questions structure
- ♥ To be able to formulate yes and no questions
- ♥ To answer correctly yes and no questions

HOUR 1:

LEARNING EXPERIENCES:
- **BEGINNING (10 minutes)**
  Presentation from teacher Camila (2 minutes)
  Presentation of students (8 minutes)

T asks SS to stand up in front of their chairs, students will have to say their name, age and something they love and a lie, for example:

"My name is Camila, I have 4 pets, I hate the tomato" Camila has 2 pets

- ♣ **WARM UP ACTIVITY (5 minutes)**

T asks SS to sit down, teacher will start by asking 5 questions to students, in order SS can answer questions and guess the topic, questions are:

- Is the sky blue?
- Are you teenagers?
- Do you study English every day?
- Does she wear a uniform?
- Do you like popcorn?

- **DEVELOPMENT (30 minutes)**

T invites SS to pay attention to the explanations and make questions when they don't understand something.

Yes/ no questions
Definition:
- ♣ They are questions you can answer with yes/no.

T asks students: "Do you remember the pronouns you use with auxiliary does and do? T asks students to say it

Teacher will show 4 pictures in the board and will ask SS to copy examples and give an answer

Examples:

Do you like pizza?
A: Yes, I do

N: No, I do not (don't)

Does you mom prepare a cake on Sunday?
A: Yes, she does
N: No, she does not (doesn't)

Are they good students?
A: Yes, they are
N: No, they are not (They aren't)

Are you hungry?
A: Yes, we are
N: No, we are not (we aren´t)

T asks SS to take notes

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HOUR 2:

LEARNING EXPERIENCES:
- **BEGINNING (8 minutes)**
T greets SS, asks them to form a group with the classmates in the same lines, once SS are organized, T give instructions:

✓ You will see a picture on the board and also a verb, so, in groups you will form a "Yes/ no question using the verb and the picture.
✓ You will have 5 minutes to write it on the paper, then you must come to the board and put your sentence in front of the picture.
✓ Each correct sentence will have 1 point for each member of the group.
✓ The group with more point, will be the winner.
✓ Every word will be checked and corrected if necessary
DEVELOPMENT (40 MINUTES)

1. **Do you like ice-cream?**
2. **Is she 30 years old?**
3. **Does he play video games on Monday?**
4. **Do you wear a uniform?**
5. **Do we eat breakfast today?**
6. **Are they a family?**

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HOUR 3:

LEARNING EXPERIENCES:

- **BEGINNING (5 minutes)**

  T greets SS, asks them to enumerate from 1 to 5 and form a group with the classmates (all number 1, all numbers 2, etc.), once SS are organized, T give instructions:

  - ✓ Teacher will write a simple present sentence in affirmative form in English on the board.
  - ✓ The whole team will transform it into a yes/no question in the given piece of paper.
  - ✓ When the time is over the groups change their papers to be checked
  - ✓ T will write the correct question on the board, so questions can be corrected by the teams
  - ✓ For a correct question, group will have a point, the group with more points will be the winner (the prize will be as many point as they have and a candy.
  - ✓ Every sentence will be checked and corrected if necessary

- **DEVELOPMENT (45 minutes)**

  Sentences:

  1. **My dog has a ball**
     Does my dog have a ball?

2. **They are teenagers**
   Are they teenagers?

3. **I drink some water**
   Do you drink some water?

4. **He brings the dictionary**
   Does he bring the dictionary?

5. **My brother is a good teacher**
   Is my brother a good teacher?

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HOUR 4:

LEARNING EXPERIENCES:

- **BEGINNING (5 minutes)**

T greets SS, organize classroom to develop the workshop

- **DEVELOPMENT OF WORKSHOP (50 minutes)**

T asks SS to work individually and develop the workshop prepared for the topic "Yes and no questions". This workshop contains 5 pictures and 5 verbs to create and answer questions based on pictures and the verbs given, write 5 yes and no questions dictates by teacher, finally a short text in order students answer some yes and no questions related the text.

WORDS TO THE DICTATE:

1. **Do you want some ice-cream?**

2. **Is my mom a good person?**

3. **Does your father draw a body?**

4. **Are they singers at the school?**

5. **Do we have red, blue and yellow colors?**

NOTES:

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HOUR 5:

LEARNING EXPERIENCES:
- **BEGINNING (5 minutes)**

T greets SS, organize classroom to develop the workshop

- **DEVELOPMENT OF WORKSHOP (50 minutes)**

T asks SS to work individually and develop the workshop prepared for the topic "Yes and no questions". This workshop contains 5 pictures and 5 verbs to create and answer questions based on pictures and the verbs given, write 5 yes and no questions dictates by teacher, finally a short text in order students answer some yes and no questions related the text.

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	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE	
	YES OR NO QUESTION WORKSHOP	
	Ninth	NAME:

AREA: Humanities and languages
SUBJECT: English
GRADE: Ninth
TOPIC: Yes and no questions Workshop
DATE: **TIME:** 1 hour
TEACHER'S NAME: Sandra Lucía Castellanos Bautista
PRE-SERTVICE TEACHER: Camila Andrea Carvajal Cañas

A. Create yes/no questions based on the picture and verb given, then answer to the question (5 points)

1. To write   2. To be   3. To study

4. To be   5. To eat

B. Read carefully the short story and answer the questions

The city where a kind man lives

I have a very kind and amazing friend called David, he always wants to tell you about his city, Cali. Every week he tells me some activities he does, for example, every day he goes to study at the university "El Valle" where there are lot of trees and beautiful places to have a coffee. David explains to me that a typical drinking in Cali is cholados. Cholados have lot of fruits, "lulo" juice and condensed milk. This kind man tells that in Cali people dance salsa, a funny and beautiful rhythm.

There's a place in David's city: Unicentro's mall, where he and his friends go every Friday and this week he says very happy: we go to the cinema to see a movie and we like to have an ice-cream, it's fantastic!. David and his mom also tell me the police usually keep everyone safe and when tourists visit Cristo Rey because they must be respectful. This boy, is happy to live in his city because is warm and colorful.

6. Does the principal character's name is David?
   _____

7. Does David live in Bucaramanga?
   _____

8. Is David a student at Universidad de Pamplona?
   _____

9. Do David and his friends like ice-cream at Unicentro's mall?
   _____

10. Is the cholado a typical drinking in Cali?
    _____

Vocabulary:

To Want: Querer   Trees: Árboles
Have a coffee: Tomar un café   Typical drinking: Bebida típica   To keep:
mantener   Juice: Jugo
Tourists: Turistas   Condensed milk: Leche condensada
Safe: Seguro   Funny: Divertido
Rythm: Rítmo   Respectful: Respetuoso   Warm: Cálido
Colorful: Colorido

Pre-reading exercise: Read and give a correct answer according to the questions:

11. Do you know where Cali is?

_____

12. Is Cali one of the most important cities in Colombia?

_____

13. Do you remember a song with the word "Cali"?

_____

14. Is Cali a cold and a little place?

_____

15. Does Cali have lot of places to visit?

_____

Vocabulary:

Most: Más   Cities: Ciudades   To remember: Recordar   Cold: Frío

Little: Pequeño   Place: Lugar   To visit: Visitar

DATE:

_____

A. Transform in a yes/ no question the affirmative sentences given.

1. Santiago makes me happy every day

_____

2. Color red means alert.

_____

3. In Pereira rains every day

_____

4. We read some horror stories every Friday

_____

5. You remember a night of September

_____

6. Sara smokes at 9:00 pm all nights

_____

7. They sign the contract in the morning.

_____

B. Complete the sentence to create a yes and no question (8 points)

8. _____ you know how to create a letter?

9. _____ she _____ (decir) her feelings and emotions?

10._____ you _____ (vender) some woman clothes ?

11. Does _____ _____ (enviar) me a beautiful gift?

12. _____ you _____ (mostrar) your best friend this book? It is great!

13. Does my cat _____ (correr) when my mom arrives at home?

14.____ _____ remember the last topic in English class?

15. Does _____ _____ (dormir) all the night?

C. Write a yes/no question using the pictures, verbs and subjects given and write a short answer

16. To sing/ she   17. To sit/ he

Yes, _____
No,_____

18. To send/ you   19. To read/ we   20. To
smoke/ they

Yes,_____   No,_____
Yes,_____

How do you think your reading comprehension in English is? Why?		Good, although there are some words that I don't know, that is, vocabulary that I don't know, they are easy to understand because they have concordance to what we have studied and so on.
Would you like a greater implementation of readings in English class?		Yes, since it's fun and I like answering the reading comprehension questions.
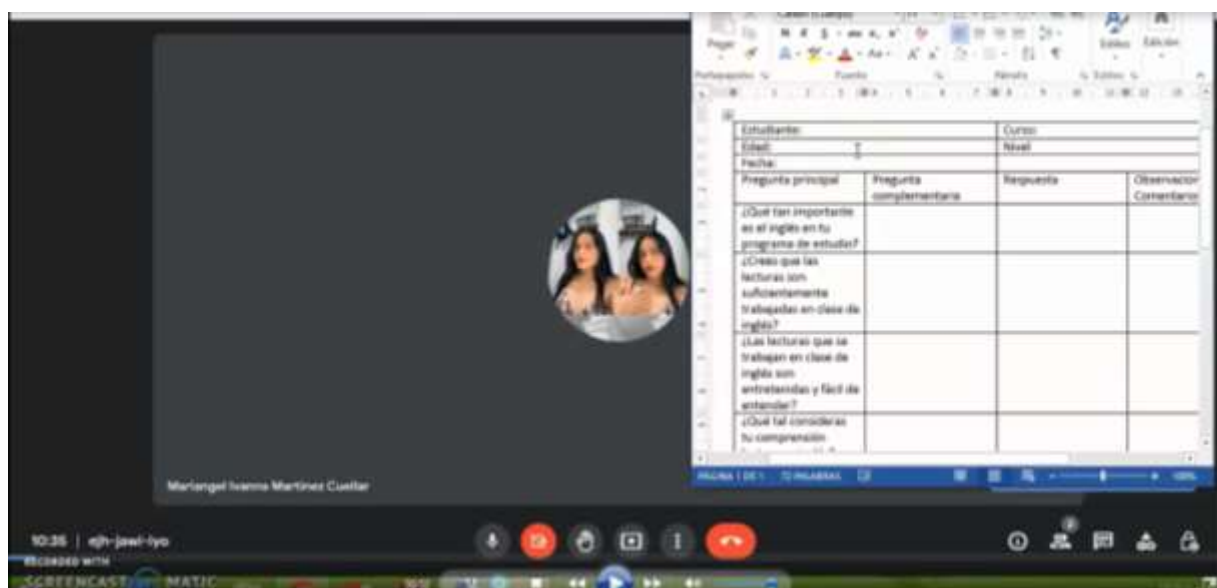
Annexes 5 Pre-knowledge Survey.

Question	Options
Do you like to read?	Yes No Depends on the reading
From 1 to 5, how much do you like to learn English?	1, 2, 3, 4, 5
Do you think reading comprehension is worked on in English class?	Always Most of the time moderately Very little Never

|	
Do you remember the number of readings worked during the year on the subject of English?	Between 3 to 5 Between 5 to 8 Between 8 and 12 Between 12 and 20
Are the readings that are worked on in English class fun and entertaining?	Yes No Sometimes
Do the readings in English deal with topics of your interest?	Yes No Most of the time, yeah most of the time, not
From 1 to 5, how well do you understand the readings in English?	1, 2, 3, 4, 5
How would you rate the complexity of the readings from 1 to 5?	1, 2, 3, 4, 5
Would you like readings in English to motivate you more to read and learn English?	I wish the readings were more fun I'm just interested in learning more English I would like more fun readings that motivate me to study English
According to your experience, what kind of readings are best for learning English? Example: short because they are easier to read	………………………………………….
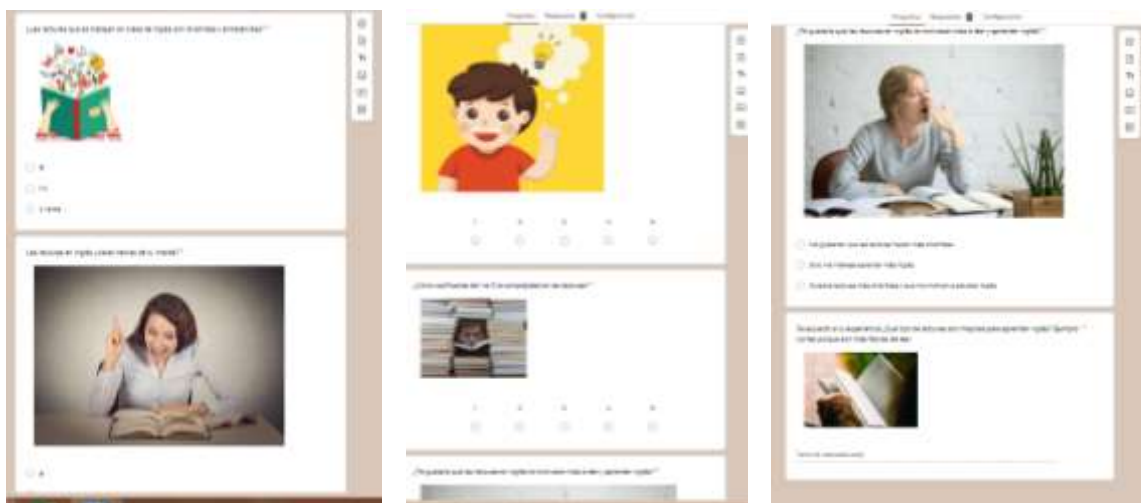
Annexes 6 improvement interview.

	Student: Andrea Capacho	Course: 9°02	
	Age: 14 years old	Level: A1	
	Date: Thursday, November the 10th of 2022		
Main question	**Complementary question**	**Answer**	**Observations or commentaries**
How do you think your reading process was during this studying period?	In general, do you think your reading process during this time improved even a little?	Yes, uh... Well, in general, the vocabulary that was used in the texts was vocabulary that we already knew, but we have always lacked, like... Connectors and things like that, so sometimes I got lost in reading. Yes, a lot.	
Do you think the readings were worked on in higher or lower capacity?	And the questions about comprehension too, right?	Well, in this period we did work more than in the previous one, the truth is, in the previous one they gave us the reading, they told us, "extract the vocabulary and then they can read", but in this last period teachers read with us and translated with us. Yes.	
The readings worked in English class alongside the subjects were easy		Uh... Yes, yes, they were entertaining and easy to understand, mainly because they are topics that... One uses a lot, like right now in the last preview, they were talking	

to understand and fun?		about Pereira, and at the same time about the topic of typical Colombian foods.
How would you consider your comprehension level in English during these readings?	Any particular reason as of why?	During this period, I therefore consider that it has been much better than in other ones. Uh, well, I would say that, because they focus more than anything on the subject that we are seeing.
Do you think your English reading comprehension has improved?	And talking about the length of the readings, what did you think? Was it good because they were short or could they have been shorter or longer?	Yes, first, because of course it's fine, I can read the text and understand the main ideas, but in this last period, we have been explained the readings more. It's helped us understand them, because there are words that when put together and one thinks that they mean one thing and they mean something completely different, but it is something that before, we were told to search in the dictionary and that's it, now they explain it to us a lot more. Well, I think that there are texts that are neither short nor long and they are concise on the topics.
Do you think your motivation has improved with relation to reading in English?		Uh, yes, because first, as I answered before, there are topics that we already know, they mention and put us in places that one, I mean, has studied or seen or things like that, so the readings attract a lot more attention.
What kind of readings were the most interesting to you?		Short readings that have a main theme, because I like to work on these readings a lot more and I don't get so confused when reading them.
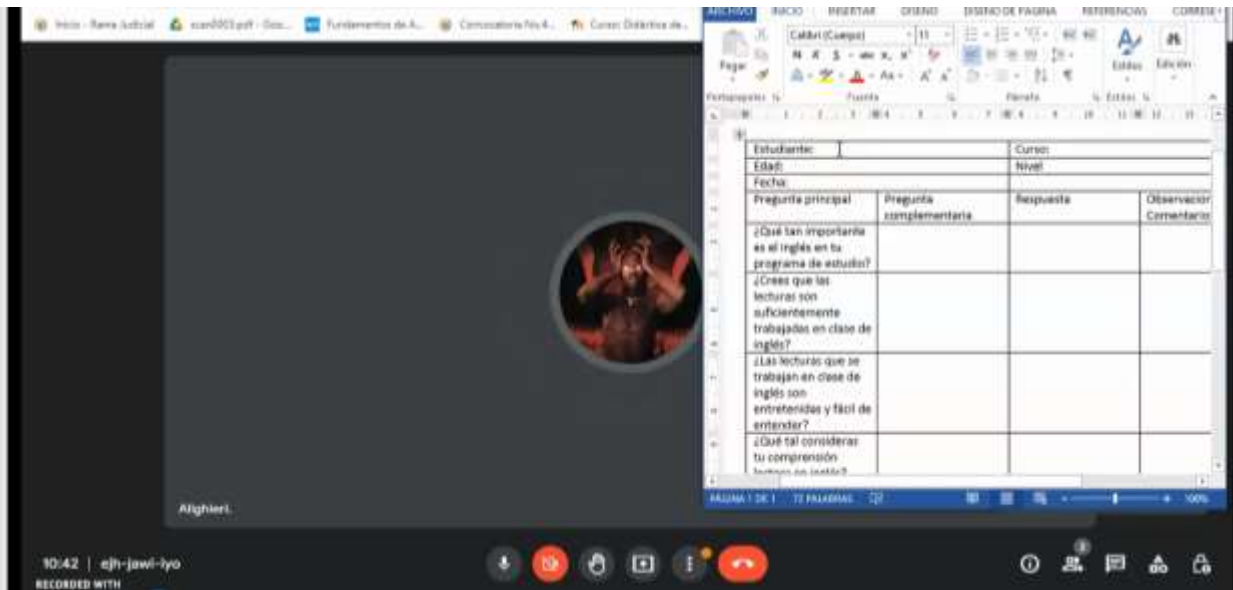
Annexes 7 Results Survey.

Question	Options
Do you think that the readings worked in class improved your reading comprehension in English?	Yes No
From 1 to 5, how do you think your reading comprehension in English improved?	1, 2, 3, 4, 5
Rate how your reading comprehension was during the activities	Excellent Good Regular Bad
Do you think that the readings that were worked on in this period were entertaining and motivating?	Always Almost always Sometimes Never
Are the readings that were worked on in English class along with the topics easy to understand and did they increase your vocabulary?	Yes No Sometimes
From 1 to 5, thanks to the readings you worked on. Do you think your motivation for reading in English increased?	1, 2, 3, 4, 5
What do you think should be worked on more in the readings?	Comprehension Vocabulary Pronunciation Grammar

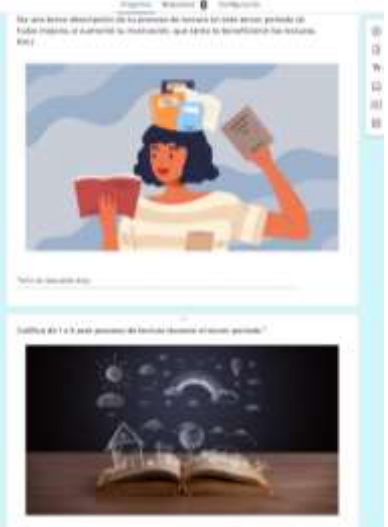|	All above
Would you like to continue working on the readings in the future?	Yes
	No
Give a brief description of your reading process in this third period (if there was improvement, if your motivation increased, how much the readings benefited you, etc.)	….
Rate this reading process from 1 to 5 during the third period	1, 2, 3, 4, 5

Annexes 8 Data analysis schema

Category	Instrument	Subcategories	Author	Observation/Reflection	Voices
Reading Comprehension	Field diary	1. Reading comprehension inside a classroom. 2. Vocabulary importance	Taking into account stated by (Moore, 2014), reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text and generally comprehension depends on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation, which at the same time requires effective use of strategic processes, such as metacognition and comprehension monitoring.	As mentioned before, in the reading comprehension process it is necessary not only the common or thought skills, such as just reading, but also the knowledge, the vocabulary, and the strategies implemented, this is why, it can be understood in the first place, the reading comprehension in class was maybe not enough or good, because students felt they had lack of more vocabulary, and they though text implemented had known vocabulary, so, they wanted newer information, experiences, readings, or maybe it was necessary other types of text. Now, in second place, we can observe the importance of the strategies implemented in the class, and in this project, it was used short text using the culture of our country, so, students could understand information, but at the same time could enjoy the text.	... Well, in general, the vocabulary that was used in the texts was vocabulary that we already knew, but we have always lacked, like... Connectors and things like that, so sometimes I got lost in reading. Participant 4 (Improvement interview) Well, teacher, I don't really remember, but I liked the ones from this period better, because they talked about topics of common interests, just like that. Participant 2 (improvement interview)
Task Based Learning	Field diary	1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.	It is important to start in a definition of Task Based Learning, that (European Commission, 2013)says it is a different way to learn languages due to it can help the student by placing him/her in a situation similar to the real world, in other words, task-based learning has the advantage of getting the student to use his/her skills at his/her current level to help develop language through its use. It has the advantage of making the student focus on achieving a goal so that language becomes a tool, making the use of language necessity.	Taking into consideration mentioned by author and experiences shared by participants and students in general, it can be observed students felt readings were enoguh according to what they knew, information they had, and task asked, besides, they felt a bigger accompaniment in the reading process, because they asked, information was explained, we all read together and we look for vocabulary unknown, they felt reading process was enough, for this reason, they had a comfortable space to work, and through tasks, they could haver a better reading comprehension.	Readings are enough according to what you have taught us, the vocabulary and that topics, it seems to me that they are well elaborated. Participant 3 (Pre-knowledge Interview) Readings worked were easy and fun because they according to the vocabulary and to everything we have seen, in addition to the fact that you also explained to us and made us understand the readings a little more. Participant 3 (Improvement Interview).
Short Stories	Field diary	1. A good text size for easy reading process 2. Motivation in reading comprehension.	"Short stories" is the main strategy implemented, this is why an imperative part in this result part is to review the definition, then, (Handayani, 2013) stablishes that reading to children short stories can be a good learning material since it is considered to be adequate for the learners from all levels because it is expected that the students will follow the storyline easier. Students will have the opportunity to develop insights and understandings of the cultures and people of the world; develop their imagery and visualization abilities; gain new perspectives by testing their ideas with those found in books.	It is an essential part of this project, to analyze the way short texts improve reading comprehension, first of all, because they have a good size of content, so students feel they read a text, but at the same time information it's clear and punctual; on the other hand, as short texts in this opportunity were worked with Colombian culture, this caught students' attention which was a positive aspect, due to students felt even more motivated to read and they felt the information given was know, usable, and fun.	I prefer short readings that have a main theme, because I like to work on these readings a lot more and I don't get so confused when reading them. Participant 4(Improvements interview) It sparked my interest in learning. Participant 2 (Improvement Interview). Readings were intereting because they were things from here in Colombia, from other places things like food, and that's interesting, knowing about other cultures. Participant 3 (Improvements interview)

Reading Comprehension		1. Reading comprehension inside a classroom. 2. Vocabulary importance	Now, according to (Harida, 2019), reading comprehension is the process of getting the information and reconstructing a meaning as a transaction between a reader and a writer through a text, in a specific context that results in the creation of a new context in the mind of the reader with an interactive socio process involving a text, a reader, and social context.	In this section, taking into account what was found in instruments, observation, and bearing in mind the author's statement, it's possible to understand the way students did not work properly reading process, they were given a text to fulfill information such as verbs, conjugation, vocabulary, but, they did not have a reading comprehension process. Students showed they worked on routines and topics they already knew and it was not enough for them to have an integral English contact, it was in this project they could read, and comprehend. In such a manner, first of all, they have more vocabulary, more than simple sentences to correct or to create, and also they could have incorporation of a whole text with the culture part, it was noticeable they really enjoyed it.	I would like readings to have more vocabulary so that we learn more meanings and create more complex sentences for better understanding and get closer to English Participant 1 (Pre-knowledge Survey). I like reading about topics in general because we've always seen readings and routines ever since sixth grade, so it's already very routinely. And you want to get out of the monotony and it's interesting. Participant 3 (Improvement interview)
Task Based Learning	Semi-estructured interview	1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.	Taking into consideration Task-Based Learning (TBL) for (Bedoya, 2017), it is an approach in a foreign language that aims at designing and implementing a sequence of communicative tasks for meaningful use of the target language, Bedoya cited (Hashemi, M., Azizinezhad, M., & Darvishic, S., 2011) (p. 526) when they argue, Task-Based Learning is an approach that provides language learners with enough material. As a result, students commit themselves to carrying out a task. This is why TBL approach gives the opportunity to promote students' participation in the language learning process.	Bearing in mind the Task-based learning definition and experiences from participants, it's important to highlight the accompanying process, where students really feel they could read, understand, and not only they had to complete, and fulfill information of a text, furthermore, participants understood every task process, for example, in pre-reading activities, when it was asked pre-knowledge questions to introduce the topic, they participated, also, they had the chance to look for vocabulary, then, in the reading process, they read by their own and we all read together, finally, in post-reading activities, students showed they understood the text content, but they had lack of vocabulary to answer the questions, they did not work it properly, and it was seen, students had trouble when using basic tenses such as present simple sentences.	My reading coprehension improved, first, because of course it's fine, I can read the text and understand the main ideas, but in this last period, we have been explained the readings more. It's helped us understand them, because there are words that when put together and one thinks that they mean one thing and they mean something completely different, but it is something that before, we were told to search in the dictionary and that's it, now they explain it to us a lot more. Participant 4 (Improvement interview) My reading comprehension during this terms was quite good because the readings reinforced us and in any case you were always there to help us with any questions. Participant 2 ((Improvement interview)
Short Stories	Semi-estructured interview	1. A good text size for easy reading process 2. Motivation in reading comprehension	Now, according to (Frimasary & Syahrial, 2018), short texts makes one reason for a researcher to introduce a new way to encourage the reading willingness in student itself. Using short story in teenagers' level is the most interested literary work to read because short story is not too long to read and has various interesting topics. So hopefully through this way, they can improve their comprehension in reading without boredom.	In order for ideas could be linked, first, the author's definition, and then, participants' information recollected in instruments conducted, it's necessary to analyse the way the short text was used. Short texts were implemented because they create an active and attentive attitude in students, the reason for this attitude is thanks to the text's size because they are short and easy to understand. Additionally, students clearly say and express their motivation has increased, and they enjoy the type of readings because precious texts were developed in a different way, and with information, they already knew.	There was an improvement, my motivation was not great because, in reality, the reading does not call my attention that much, but if it is calling my attention a little more, a lot. Since I am pronouncing better and learning more vocabulary. Participant 5 (Improvement interview) I prefer the readings about culture, I think they are better because the other ones seem a bit basic to me, and the good thing would be to continue learning Pariticipant 1 (Improvement interview)

Reading Comprehension	Survey	1. Reading comprehension inside a classroom. 2. Vocabulary importance	Bearing in mind the reading comprehension concept, (Gómez & Ávila, 2009)state that reading is not a straightforward process of lifting the words of the page, It is a complex problem-solving process in which the reader makes sense out of a text not just from the words and sentences on the page, but from ideas, memories, and knowledge evoked by those words and sentences as well as experience; besides they establish how the process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content.	Considering the definition of reading comprehension and participant's experiences, it was evident the fact that students started to build up meanings, and definitions and to have a more complete understanding of reading, they did not stop at the mere comprehension of a sentence, but they globally understood text; it can be said students could improve reading comprehension by reading a short text, and this learning process helps them to increase vocabulary acquisition in the order they could better understand what in texts were exposed, for example, in voices part, participant 1 and 2 stated they improved their comprehension, and it was important to have the two opinions from participant 2, at the beginning have a good comprehension, but then, she affirmed she improved thanks to texts.	Well, from 1 to 10, a 7, because they give me a text in English and I understand most of it, but I'm missing one or another word that they haven't taught us, but the rest is fine. Participant 2 (Pre-knowledge interview)I improve a lot thanks to the fact that the readings were worked a lot Participant 2 (Results Survey). I improved my comprehension a lot and I also feel that by reading I become more fluent in another language. Participant 1 (Results Survey)
Task Based Learning	Survey	1. Learning by steps in order students have a comfortable work rythm. 2. Comprehension adquisition through simple tasks.	Bering aware of the methodology used in this project, according to (Celik, 2017) task-based learning provides learners a chance to use the target language in order to improve language proficiency under teacher guidance. Moreover, task is an activity where the target language is used by the learner for a communication purpose, so it can be said that the goal of tasks is to create a real purpose for language use in which learners interact communicatively.	In this task based learning section, taking into account author's definition and participants perspective, it's important to recognize this methodology help students to live and to experiment knowledge process in a real situation, where, for example, in the project, they had real information about their country, so, they could enjoy reading process and at the same time, understand	Well, in this period we did work more than in the previous one, the truth is, in the previous one they gave us the reading, they told us, "extract the vocabulary and then they can read", but in this last period teachers read with us and translated with us. Participant 4(Improvements interview) My reading comprehension during this period, I consider that it has been much better than in other ones. I would say it because we have focused more than anything on the subject that we are seeing. Participant 4(Improvements interview)
Short Stories	Survey	1. A good text size for easy reading process 2. Motivation in reading comprehension.	Finally, considering the stated by (Okumus, 2016), a short story seems to be the most suitable one since it is short, and aims at giving a 'single effect', there is usually one plot and a few characters; 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, furthermore, short stories have a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different lifestyles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.	Making allowance for information stated by xx talking about short stories, and participant's information related to motivation and what they thought about short texts, it could be observed the way students were comfortable with the text's size, they thought they were concise and good, furthermore, short text motivated them and motivation had an incrementation regardless the short time we had to conduct the project. Also, considering the author's words, short texts help students to fully or better understand what they read, due to topics were known, but fun and entertaining, and, the process was next to the student, explaining and guiding him in the process, finally, students enjoyed texts topics because they talked about culture, traditions, food, among other.	My motivation has increased from the last readings, they interested me more, the year is over however. Participant 1 (Improvements interview) Well, I think that there are texts that are neither short nor long and they are concise on the topics. Texts were entertaining and easy to understand, mainly because they are topics that... we use a lot, like right now in the last preview, they were talking about Pereira, and at the same time about the topic of typical Colombian foods. Participant 4(Improvements interview)