Implementation of Herringbone Technique to improve reading comprehension through tasks-based learning approach in 11th grade students at Normal Superior School of Pamplona

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Foreign languages program English-French

Practicum

Pamplona

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Chapter I: General Presentation of the Project

General Presentation

This research project is being conducted in the second half of 2022 in a public high school located in the city of Pamplona, Colombia. The English-French foreign language program of the University of Pamplona is characterized by being accredited and providing its students with an education with high-quality standards. It also allows its students to accomplish their internship as preservice teachers in a real context in public and private schools in Colombia. Certainly, preservice teachers need to explore and experience this process to obtain a diploma in foreign languages.

This proposal seeks to improve reading comprehension in students of the English course of a high school through the implementation of the Herringbone technique using the task-based learning approach. To guide the reader in this study, it will be divided into three chapters which are Institutional Observation, Pedagogical and Research, and Intra-institutional components that define the teaching practicum of the teacher, each component has its own introduction, justification objectives, methodology, result, and conclusion.

Firstly, the reader will find the general presentation of the proposal describing relevant aspects of the need identified in the study context. Secondly, the first chapter is the Institutional Observation of the immersion of the preservice teacher in the institution to achieve an approach to the reality that live students in the English course. In the second chapter, the Educational Research Component aimed at working with action research and using tools such as the interview, and the journal field that will be discussed later. There is also, an outreach component, this micro-project is executed in the primary school of the same institution and its main priority is to teach children the universal language through games.

Finally, there is the intra-institutional component. This one shows the extracurricular activities performed in the institution where the preservice teacher has an active role and ensures that all activities are accomplished successfully outside the classroom. In addition, it relates to the experience of the practitioner when being part of the institution, as well as its duties and responsibilities within it.

Introduction

There are several factors that make the English language essential for communication nowadays. First of all, it is the most common foreign language, which means that two people coming from different countries usually use English as a common language to communicate.

That's why everyone needs to learn the language in order to get in touch internationally and have better job opportunities. Likewise, Ortiz (2013) declares that English has been chosen as the language of international communication, and its knowledge is mandatory to work in international institutions in more than 120 countries.

Taking the above, it is necessary to look for a plan that will help students familiarize themselves with this language, especially the skills that are most important and demanded to access better job and academic opportunities. In this case, reading comprehension and speaking. To have a more precise idea of why work with reading comprehension, this is relevant when understanding written language and descriptions that can be found in different areas, such as the business and Academic sectors and, free readings used by the student to have a deeper approach to the language.

In the institution was found that students need to strengthen reading comprehension, the aim of this research proposal is to improve and exploit in students their reading skills; this is one

of the main sources for acquiring new knowledge and expanding reality through a second language.

After making a thorough observation in the institution, precisely in the courses assigned, the following aspects have been identified. First, English classes are 80% in Spanish, this is because most students are not adapted to the language and are new to the courses; that is, they do not have a solid basis to continue learning English. As a second point, classes are based on teaching grammar, leaving other language skills aside. Therefore, the learning environment is not the most appropriate as students are not predisposed and motivated to receive information given in class. Regarding reading comprehension, traditional techniques and strategies are used, where translation is the main axis to interpret and answer questions based on the readings.

Talking about the Outreach Component, the children of the institution hardly see the English subject in their classes, so it is necessary to work with this population to start with a process of assimilation and learning the language from a basic level and considering their needs, context and age. It is prioritized to operate with these grades through play since they are children who learn while playing and have fun. This new methodology is expected to encourage children to learn and be immersed in the process.

As regards the intra-institutional component, the institution carries out different activities in the trimester which is important that the practitioner as a future teacher and professional actively participates so that he has a notion of how each of the events is developed and grasp the importance and the impact they have on students and teachers.

Justification

The reality of low English levels in public schools is notorious every day. Serna and Jaramillo (2021) say that due to the results in the ICFES tests the mastery of this skill remains

precarious, with 75 percent of students reaching only levels A- and A1 (the lowest according to the Common European Framework), while only 2 percent have B+ level (which is not the highest in international standards, but is the highest assessed by ICFES).

One trigger for this situation is that many institutions do not have qualified professionals or personnel in teaching this language. Another harsh reality is the overcrowding in the classrooms, it is difficult for a teacher to teach a class of more than 40 students where indiscipline and distracting media in the classroom are common. Due to the above, it is evident that reading comprehension is one of those skills that has not had a significant advance in the Normal Superior School.

In the absence of some research on this subject, this project becomes relevant to boost this skill that is indispensable in learning English since the student when understanding what he reads has a broader idea of things, and therefore learning is more enriching. For this reason, it is proposed to study the effects of the Herringbone technique on the understanding of short narrative text. Doing this research will allow collaboration with the implementation of a new technique that meets the needs of students to decipher some types of texts and get to its main idea.

The population benefiting from the implementation of this project will be the student community of the Normal Superior School. They are students, teachers, and other staff connected with the institution. This community will have the opportunity to implement a new technique aimed at helping students in the most accurate understanding of texts. In other words, it is an innovative project that lays the foundations for the use of new tools and techniques to improve certain language skills involved in learning a foreign language

Objetives

General Objective

- To implement the Herringbone Technique to improve reading comprehension through tasks-based learning approach.

Specific Objectives

- To design different activities in the pedagogical component for students to participate and solve at each stage of the readings.
- To teach English to primary students to familiarize them with the target language.
- To participate in extracurricular activities to integrate into the educational community.

General conclusions

The development of this integral practice at Normal Superior School in Pamplona was a great experience for the practitioner as he was able to successfully develop all the components planned to complete this research project. Giving him the opportunity to grow both personally and professionally, important aspects to be a competent professional, act to develop in the professional world and able to face the challenges that lie ahead. In this scenario, the preservice-teacher had the opportunity to strengthen his language skills and be immersed in the field of public education in the country.

In relation to the Pedagogical and Research Component, the practitioner successfully implemented his project on the use of the Herringbone technique through task-based learning to improve reading comprehension. This work had a positive impact on the school community, both in students and teachers as it laid the foundations for working in a different and innovative way

reading comprehension, leaving behind traditional methods and allowing experimenting through an easy-to-use strategy that contributed to learning English while students enjoyed the process. All this is evident through the data collection tools used, such as interviews, field diaries and the progressive performance of students in each class.

For them, it was an enriching experience where they put the use of the technique together with the task-based approach. That is, they had to gradually complete certain activities to reach the goal of understanding what they read and thus respond to specific questions of the readings. The realization of these exercises provided space for them to work together, interact and exchange knowledge for learning and improving reading comprehension.

In the Outreach Component, it was evidenced that the participation of the pre-service teacher in primary school was a positive experience because it allowed teaching English to the children of the educational institution in a very fun and dynamic way, all this through play. Students were more active and motivated to work in each class, as well as more receptive to the information provided by the teacher. It contributed to the children enjoying the process while learning and the teacher be able to identify what were the most viable activities to work with them when teaching a class.

In its third component, the teacher managed to integrate each of the activities proposed by the school and in turn had an active role in the consolidation of each of them, thus helping students and teachers in the realization of the presentations and symbolic acts. This space allowed the practitioner to realize that the activities, events and ceremonies are of great importance for the proper development and well-being of the students and other staff of the institution, also provides the space to interact, strengthen bonds of friendship and show students' talents and abilities.

Chapter II: Diagnostic and Institutional Observation

It is necessary to make an institutional observation process of approximately one week in order to design a proposal for a research project that addresses a need identified in the context of the study. This process wants to know about the most relevant aspects of the institution and how the English classes are developed by the teacher in charge. The considerations that are taken for data collection are the topographical school's location, educative authorities, and relevant aspects of the Institutional Educational Project (P.E.I).

Documentary Analysis

School's Location

The Normal Superior School of Pamplona is characterized by being a mixed public educational institution, located on Santander Avenue - NBHD. EL Zulia, in Pamplona, municipality of North of Santander, Colombia. This school manages three primary schools: Sede Cariongo, Escuela Nueva Iser, and La aurora.

Figure 1. Normal Superior School

Historical Context

The Normal Superior School of Pamplona was created by Law 6935 of December 17, 1934. From this date the tender and the contract for the construction of this wonderful institution took place. In January 1940 Luis Alejandro Barrios arrived in Pamplona, from Bogotá, with the appointment as rector, by the MEN.

On May 6, 1940, the President of the Republic, Dr Eduardo Santos and his wife, Doña Lorencita Villegas de Santos, arrived in the city to officially inaugurate the educational institution. In 1998, the Normal School used the Accreditation process in compliance with the legal systems established by Law 115 of 1994 and in particular by Decree 30/12/97 in preparation for the Quality and Development Accreditation process from which the Normal would witness before the country of its specific character as a Training Institution for Trainers.

In effect, the MEN issues resolution No. 2793 of December 4, 2002 with the Accreditation of Quality and Development for a term of five years from the date. In the same year, the Ministry of Education, under an agreement with the World Bank, invited the Normal School to participate in a competitive course. Which was won thanks to God by the Normal Superior School and was recognized at the National Level. In 2007, it again received study approval after a process of accreditation and review by academic peers.

Administrative Level

Fundamental Aspects of the Institutional Education Project (P.E.I).

The PEI is the navigational chart of schools and colleges, specifying among other aspects the principles and purposes of the establishment, the teaching and didactic resources available and necessary, the pedagogical strategy, the rules for teachers and students and the management system. This part presents the mission, vision, and objectives of the institution.

Mission

To train high-quality teachers, from pre-school to the Complementary Training Programme, with research, productive, technological and civic competences in the framework of pedagogy, and the social projection to perform at the pre-school and primary basic levels, of the rural, urban and marginal urban sectors.

Vision

The Normal Superior School of Pamplona is envisioned as an Educational Institution that leads initial and continuing teacher training programs within the framework of curricular and human integration where education professionals re-contextualize and produce pedagogical knowledge to improving the quality of education based on human rights in the rural sectors, marginal urban and urban areas, at local, regional and national levels.

Institutional Objectives

Considering that the Normal Superior School trains teachers in primary and elementary school to work in the rural, urban, and marginal urban sectors, it takes into account the following objectives:

- To strengthen the pedagogical nature of the Normal Superior School as an educational agent, capable of reinventing itself by permanently redefining its identity.

- To develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, productive, and technological aspects, developing a relevant pedagogy through seedbeds, groups, and networks.

- To offer relevant training that articulates, from pedagogy and didactics, school culture and life with a curriculum that responds to educational needs and challenges through the recontextualization of pedagogical knowledge.

- To lead, from the standpoint of human rights culture and inclusive pedagogy, the improvement of the quality of education, the expansion of coverage, and the processes of coexistence and social equity.

- To provide teachers with training and pre-service educational options that allow the strengthening of professional skills for rural, urban and marginal urban transformation in order to improve the quality of education in the area of influence.

- To ensure from the processes of curricular planning a relevant and quality education for the vulnerable and/or disabled population, to the Institutional Educational Project Page 16 of 107 respecting the learning rhythms and the culture of human rights.

- To strengthen the human condition of the vulnerable and disabled population by empowering their capacities, respecting their learning rhythms through curricular planning, and ensuring relevant and quality education.

- To incorporate new Information and Communication Technologies - ICT - into educational processes, according to current global trends.

Organigram

Institutional organization chart

The only organizational chart provided by the coordinator and available in the PEI is the one captioned "Figure 2.6 Institutional organizational chart," which does not represent the profitable structure of the Normal Superior School.

Dependency	People
Rector	1
Coordination	1
General secretariat	1
Complementary training program secretariat	1
Payment	2
Nursery	1
General services	4
Guardhouse	2
Maintenance of physical resources	1
Vehicle fleet	2

Table 1. Institutional Organization Chart.

The Coexistence Handbook

The manual of coexistence defines the rights and obligations of the students of each member of the educational community, through which the characteristics and conditions of interaction and coexistence between them are governed, and indicates the due process that the educational establishment must follow in the face of non-compliance with it. It is a tool built, evaluated, and adjusted by the educational community, with the active participation of students

and parents, compulsory in public and private educational establishments, and is an essential component of the institutional educational project.

In this handbook, it can be found the following main aspects:

- Sections outlining the obligations and privileges of teachers, officials, and students.

- Pacts of coexistence and harmony.

- The way to manage resources, procedures, protocols, and strategies to resolve the conflict.

- Classification of faults.

- Consequences of non-compliance with agreements.

- Duties and rights of the levels of the Educational Community.

- Guidelines for using the facilities and resources offered by the school.

- Honesty, equity, lifelong learning, comprehensive training, educational and ethical-social innovation, and self-management are among the values it promotes in the educative community to give them the best experience in their lives and in their learning process.

It is very important to highlight how the handbook is structured in order to understand its relevant aspects. Here, it can be identified its chapters:

Chapter I: Characterization and comprehension of the context.

Chapter II: Conceptual framework.

Chapter III: Generating principles of school coexistence in the Educative community.

Chapter IV: Types of situations in school coexistence.

Chapter V: Route of integral institutional care.

Symbols of the Institution

Shield

Figure 2. Shield of the Institution

In the upper part on synople background that in heraldry, means hope, arise high snows, heights by which we must sigh. At the bottom, with silver background, an emblem of maturity and firmness, a lamp shines on some books, on the coffers of thought: that of your ideal, that of your desire to overcome, that of your desire for apostolate, that of your eagerness to be useful to God and the Homeland. The shield cuts from right to left a band that is the tricolor of Colombia that synthesizes our past, our present and concentrates our desires for the future.

Flag

It has two equal horizontal stripes that honor the balance; its green and white colors are common to all Normals and represent the hope and yearnings of youth.

The green: it symbolizes hope and natural wealth, manifested in ardent desire because through our mission we conquer not only hearts eager for change, but people with a sense of belonging that help protect the environment, to recognize nature as a great gift from God and all its resources as valid instruments to ensure a dignified, harmonious, joyful life for those of us who inhabit planet earth.

The white: it symbolizes the peace reflected in human coexistence, which leads us to be more tolerant and less aggressive, but given to an atmosphere of cordiality where values prevail and strategies are proposed to work together against social conflicts, family and personal; to be conciliatory seeds in times of crisis and transformative agents of new times.

Figure 3. Flag of the Institution

Anthem

The lyrics writer was Augusto Ramirez Villamizar and the music was composed by Victor M. Guerrero A. The anthem is a poem talks about to defeat the ignorance and the malicious.

Chorus:

En alegre concierto armonioso

Evoquemos la escuela Normal,

Con fervor entusiasmo y con gozo

Pregonemos su excelso ideal.

I

Altas cimas emblemas gloriosos

Do se mezcla la niebla y la luz

Verdes valles feraces y lumbrosos

Limpia fuente a la paz del sauz.

II

Almas puras que buscan la ciencia

Con la vista en la altura triunfal;

Voluntades, tenaz resistencia

Por vencer la ignorancia y el mal.

III

Libertad que fecunda lo grande;

De belleza sagrada misión,

Y un inmenso anhelar en el ande

De progreso y de renovación.

IV

Cuerpos ágiles, musculosos y fuertes

Donde quiebra sus dardos el sol;

Fortaleza que humilla la muerte

Y en la sangre el empuje español.

V

En la mente destellos de ciencia;

Férreas fuerzas en la voluntad;

Cuerpos sanos que dan resistencia;

Almas puras que dan claridad.

Ministry of National Education (MEN) Guidelines and Normativity Adopted During the Health Emergency.

The National Educational System must advance all actions and protocols that allow the Educational Institution to be properly prepared to accompany learning processes at home and, depending on the situation of each territory, act in collaboration with the health authorities; and guide a gradual and progressive return to education.

Guidelines for returning to classes under this plan, which calls for the full participation of the educational community in educational institutions, were presented by the Ministry of Education. These include students who attend classes while complying with all health and safety regulations to stop the virus's spread. All activities performed in the facility during the day that includes face-to-face contact must be done in conformity with the protection and care measures:

- Permanently checking that each boy and each girl is wearing the mask properly and that it isn't causing respiratory issues is crucial.
- If there is contact with numerous surfaces, toys, or educational materials that have been used by other girls or boys, or if the child has been moved to another area, sanitize them with antibacterial gel or glycerinated alcohol.

- As a sign of respect for oneself and the other, avoid sharing food and supplies.

- Maintain a 1 to 2-meter space between individuals.

Institutional evaluation system

The Normal Superior School conceives the evaluation of students as a process where the competencies that the human being manifests in his diverse communicative fields converge and are integrated. From this perspective, the Institution seeks to form an integral human being builder of knowledge, and promoter of ecological, ethical and moral values; for this purpose, it supports its Philosophy in a Model of Curricular and Human Integration, which contributes to reducing the fragmentation of the curriculum and deepens teaching and learning processes.

- Evaluation standards and methods for a thorough analysis of student achievement.

- Student attendance.

- Behavioral and discipline development

- Management of the daily register of annotations and/or notes.

- Exhibited interest in the subject area under evaluation.

- Additional suggestions made by students and legal representatives, as well as those that the instructor develops in the course of his or her pedagogical activity.

- Periodic quality test

Institutional scale	Equivalence National scale	Approval
From 0 to 59	Low Performance	No approved
From 60 to 75	Basic Performance	Approved
From 76 to 90	High Performance	Approved
From 91 to 100	Superior Performance	Approved

Table 2. Institutional Evaluation System

Sessions

The school day begins at 7:00 a.m. and finishes at 1:00 p.m. This day includes a break for students and teachers that lasts 30 minutes, it is given at 10:40 a.m. It should be emphasized that each hour of class time lasts 55 minutes, in total 6 hours that students see a day distributed in different subjects that make up their pensum.

The supervisor's schedule

The teacher in charge of the English area is Professor Rosalba Espinosa Urbina. She works with grades 11th, 10th, and 8th. Each grade has 3 hours of English per week where different activities are used to develop and strengthen the skills that encompass the learning of English.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st	SEM II	Leveling	10-02	11-01	Leveling
2nd	SEM II	Leveling	10-01	11-01	Leveling
3rd		11-02		11-02	10-01
4th	10-01	8-01	8-01	11-02	8-02
BREAK					
5th	10-01	8-02	8-01	SEM II	10-02
6th		8-02		SEM II	10-02

Table 3. Supervisor's schedule

Pedagogical Level

Language Area Planning.

The planning for the English section starts at the beginning of the period when the fundamental principles for conducting out each workshop and topic in the classes are set. Each grade has its own set of basic learning rights, norms, and criteria. The rules are taken into consideration in order to improve students' linguistic, pragmatic, sociolinguistic, listening, reading, writing, and speaking abilities.

Knowledge of available pedagogical resources.

The teacher in charge of the higher grades has at her disposal the English laboratory to facilitate the process of teaching and learning English. In this lab, oral comprehension is specifically practiced with audios and videos, and each student makes good use of their cell phones to search the unknown words and some grammar topics. Here, we can identify the following resources:

- Games
- Smart TV
- 14 laptops inside the language's laboratory
- Dictionaries
- Guide Books

Syllabus

The structure of the English course is based on making a subject plan that is prepared at the beginning of the school year by the teachers in charge of the English area. In this section are

stipulated the topics to teach in the last period of the academic calendar. This is intended to work on certain skills such as reading comprehension and speaking that are important in the process of learning and mastery of the language.

For the last school period, the topics that will be addressed in the eighth and eleventh grades are the following:

Eighth Grade	Eleventh Grade
✓ Present simple ✓ Past simple ✓ Future simple (will) ✓ Future (Going to)	✓ Speaking ✓ Reading comprehension (Short scientific texts) ✓ WH questions words

Table 4. 8th -11th Grade's Third Term Syllabus.

Work methodology of the Language Teaching Collective

The methodology used by the teachers of the institution is based on maintaining face-to-face classes in secondary school, three hours per grade and two hours in primary school. In view of the above, it follows that these are the hours required to work with the students in order to learn to speak the language at an elementary and intermediate level and develop the competencies that encompass the learning process. Every class has a specific topic and an activity development guide that is appropriate for that grade.

In the successive phases of teaching and learning, it is emphasized that, for the teaching of the English language, the starting point is the student, who is considered the object of education. In this sense, the educator addresses different teaching methods, contextualizes the approaches that guide nature and language learning. These approaches are the point of view from which a systematic process of language knowledge for the teaching of the English language is

derived. The approaches can be grouped into five: traditional, natural, structural, communicative and humanistic.

The pre-service teacher could see that the instructor followed the protocol of first introducing the topic, then responding to inquiries, providing examples, and also making some mechanization exercises where students are involved actively and work in groups.

Learning support modalities

To help students in mastering and consolidate some topics in the subject, the teacher uses some strategies such as:

- Warm-ups

- Songs

- Videos

- Prayers

- Games

- Flashcards

- Spelling bee

- Field walks

- Competitions

- The making of posters or murals with reflection messages.

Design of Worksheets and Material

English teacher develops worksheets for her students to use in and outside of class. These exercises are based on the practice of grammar and written comprehension. The exercises

contained within each worksheet are varied and not complex so students have the ability and

willingness to respond according to the knowledge acquired in class.

DAILY ROUTINES

1. Choose the correct word.

a. _____ up
b. _____ my face
c. _____ breakfast
d. _____ my teeth
e. _____ to school
f. _____ dinner
g. _____ games
h. _____ the cat

2. Write the letter under the correct picture.

3. Write. /Напишете./

1. read   he reads   5. go home   he _____
2. play   I _____   6. wash   it _____
3. drink   we _____   7. get   they _____
4. watch   she _____   8. brush   he _____

4. Choose the correct word.
/Изберете правилната дума./

| buy | collect | play | washes |
| goes | brushes | collects |

Chan and Olive _____ postcards.
I _____ seashells for my mum.
Dad _____ the car every weekend.
Mark _____ home at 9 o'clock.
Mr Sporty _____ model spaceships.
Linda _____ her teeth in the morning.
We always _____ computer games in the evening.

Figure 4. Worksheet about Present Simple

Basic learning rights

The development of manuals and resources is influenced by the grade-specific

curriculum and the planning area of the institution. The task of creating the manuals and

providing the necessary supplies for use in the classroom resides in the hands of the teachers.

This includes all of the procedures that must be followed as well as the learning materials

developed using the pre-teachers' knowledge and what the organization has built. The materials are created in accordance with the area plan, which is where the teacher decides the topics and techniques for developing the class.

Courses

Levels	Grades
Preschooler:	Kindergarten
Primary:	Elementary with 1st Grade
	Elementary with 2nd Grade
	Elementary with 3rd Grade
	Elementary with 4th Grade
	Elementary 5th Grade
High school:	Secondary with 6th Grade
	Secondary with 7th Grade
	Secondary with 8th Grade
	Secondary with 9th Grade
Middle education:	Middle Education with 10th grade
	Middle Education with 11th grade
Complementary training education:	Complementary training 1st semester
	Complementary training 2nd semester
	Complementary training 3rd semester
	Complementary training 4th semester

Table 5. Courses

Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st	SEM II	Leveling	10-02	11-01	Leveling
2nd	SEM II	Leveling	10-01	11-01	Leveling
3rd		11-02		11-02	10-01
4th	10-01	8-01	8-01	11-02	8-02
BREAK					
5th	10-01	8-02	8-01	SEM II	10-02
6th		8-02		SEM II	10-02

Table 6. Teacher Rosalba Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st	7-02	9-02	6-02		
2nd	7-02				
3rd	9-02	7-02	6-01	7-01	7-01
4th	9-02		6-01	7-01	9-01
BREAK					
5th			9-01	6-02	
6th		6-01	9-01	6-02	

Table 7. Teacher Fabio Schedule

Technological Level

Having internet service is of vital importance to be able to access all the platforms that the institution manages, especially in the English laboratory. Currently, the institution does not have a contract established to provide optimal internet service to the student community; sometimes people can work or browse the web to find information about the topics and on other occasions, people choose to use other means such as USBs to show photos, information and videos previously saved.

Talking about digital resources, there is a very prominent one called Jclic which is a set of free software applications that serves to perform various types of multimedia educational activities: puzzles, associations, text exercises, crossword puzzles, word searches, etc. Likewise, WhatsApp is used as a means of communication between teachers and students to send complementary material on subjects seen in class as well as to clarify doubts and schedule activities.

Population Level

In this section, the number of students, their gender, age, and language levels will be presented:

Number of students

Eighth 01: 36 students

Eleventh 01: 26 students

Eleventh 02: 28 students

Gender

Male and Female students

Age

13 - 22 years old.

Language level

A2 level

English Teacher Staff

It is created by all of the educators that work in the institution. Its main goal is to provide guidance to the school administration during decision-making.

PRIMARY SCHOOL	MIDDLE AND HIGH SCHOOL
FANNY ESPERANZA LIZCANO	BERMUDEZ INFANTE ROSA ISABEL
CARMEN ESTHER SANDOVAL CRUZ	CAPACHO MENDOZA GILBERTO
ABEL VERA	CONTRERAS LEAL LEONOR
JAVIER HERNANDO RAMIREZ	COTE MARIA RAFAELA
JUDITH MARLENY DUARTE CASTILLO	DELGADO SANABRIA SATURIO
	DELGADO SANABRIA ZENAIDA
	DIAZ FLOREZ RICHARD LEONARDO
	ESPINOSA DE GONZALEZ ROSALBA
	FERNANDEZ JAIMES ELIZABETH
	GOMEZ RAMON CRISTIAN YESID
	GUERRERO ORTEGA LUIS ANTONIO
	JAIMES BASTOS GLADYS EUFEMIA
	JEREZ DE JAIMES MERCEDES
	MANTILLA CACUA GERMAN VICENTE

MORENO FLOREZ DORIS
OCHOA GAMBOA JUAN MANUEL
OSORIO NIETO JOSE MARIO
PARADA PARADA MARIA INES
PEÑALOZA FLOREZ FABIO
PEÑALOZA NIÑO LETI YADIRA
PORTILLA FLOREZ MARTHA BEATRIZ
RAMIREZ ESPINOSA ZENAIDA
SANTOS DAVILA MARIA YAMILE
SUAREZ MARTHA CECILIA
SUAREZ DE GELVEZ NOHORA INES
VALERO ORTEGA SANDRA PATRICIA
VANEGAS VERGARA VERONICA

Table 8. English Teacher Staff

Administrative team

Administrative Staff	
Principal	Oscar Fabian Cristancho Fuentes
Academic Coordinator	Carlos Luis Suarez Pedraza
English teacher	Maria Rafaela Cote
English teacher	Rosalba Espinoza

Table 9. Administrative Team

Parents community

It is a legal entity governed by private law, which is established by the will of the parents and persons attending from students enrolled in an educational establishment. There can only be one parent association for each educational institution. The objectives of the Parents' Association: 1 To seek coordination between parents and educators, in order to discover and know the inclinations and capacities of the child and guide him in his struggle for life. To complement each other's family and school education.

Hector Duarte Caicedo is in charge of the parent community at the elementary school, and Margarita Velazco Acevedo is in charge at the high school.

Chapter III: Pedagogical and Research Component

Implementation of Herringbone Technique to improve reading comprehension through tasks-based learning approach in 11th grade students at Normal Superior School of Pamplona

Introduction

Gamboa (2017) says that reading comprehension is required for effective functioning in contemporary culture. Almost always, the purpose of reading is to determine the meaning or message of the text at hand. Students' spoken language skills provide a basis for good reading comprehension, but they are insufficient in the absence of effective education to build fluent literacy. Vocabulary, for example, is a powerful predictor of reading comprehension. Students may have the decoding skills needed to read an unknown word, but if the term is not in their lexicon, they may be unable to assign meaning to the decoded text.

That is why it is necessary to implement a new strategy so that students are able to understand and interpret texts using the Herringbone Technique. This technique is a visual

organizer that is used to provide supporting details for a major idea. It can be used to categorize any topic. According to Coe and Glass (2004), the herringbone technique is used to assist students to identify the core idea and the linked ideas in reading.

Taking into account the above, teachers could consider the implementation of this new technique that contributes to the improvement of reading comprehension. Therefore, this project seeks to show the Herringbone technique as a means to help and motivate students in the search for knowledge by their own interpretations.

This research study is organized as follows: first, the approach to the topic is offered, followed by the justification, objectives, problem, research questions, and finally, the theoretical framework and literature review are presented. The methodology, the implementation timeline, and a basic description of the project's implementation are then offered, followed by some characteristics of this research and finally a conclusion.

Statement of the Problem

After making some observations in grade 11, some situations concerning learning English were identified. Firstly, the use of the target language is very poor because the students have a low level of English which means that the course teacher speaks in the mother tongue (L1) most of the time, approximately 70%. In the rest it uses the foreign language to explain and give basic commands to her students. In addition, it is noted that the teacher has a greater inclination for grammar leaving aside other language skills such as listening, speaking, and writing.

Today we live in a more globalized world where the appropriation of technology and also the learning and dissemination of a foreign language are fundamental. This learning is necessary to access better employment opportunities, in the same way, as a communication and information tool between countries. Thus, one of the most important language skills in language

learning is reading comprehension. Snow (2010) states that it is the process of simultaneously creating and extracting meaning from text through interaction and engagement. A comprehension event's success is determined by a solid match of reader skills, text difficulty, and task definition.

The preservice was also able to identify that students do not have solid bases in the target language. This means that they do not master the four skills in learning English (listening, writing, speaking and reading). They also lack a wide range of vocabulary and some grammar rules. As for readings within the class, it is difficult to find the main and secondary idea of the texts making it difficult to understand and interpret the material provided by the teacher.

It is evident that they have a greater inclination to use the translator or the teacher asks them to translate the text into Spanish and in this way be able to understand what it is about. It follows that students do not have the level B1 established in the guidelines of the Ministry of Education, which would allow them to interact and develop in an increasingly competitive world. Therefore, the mechanization methodology used in the classroom does not favor the development of reading comprehension that is vital for the mastery and learning of the language at an acceptable level according to the quality standards proposed by the ministry. Given the case, it creates the need to design a proposal that seeks the implementation of the Herringbone technique to improve reading comprehension in grade 11 students.

Justification

In the results of the EF English Proficiency Index 2021, it was determined that Colombia is ranked 81 of 112 countries evaluated on English proficiency. The country is below the global average and generally in Latin America there is a deficit in learning this language. This is due to the lack of training of teachers in the most innovative and modern teaching methodologies.

According to the data collected, in Colombia 45.2 percent of young people only reach level 1, which shows a low performance in reading comprehension. This suggests that their ability to understand written language is limited to sentences, phrases, or even words.

Condemarin (2016) states that reading awakens our minds, educates us, is the most important practice for study, gives us knowledge, pleasure, challenges us, enriches us, but fundamentally makes us better people. Only by reading can we better understand the things that happen to us.

Nowadays teaching and learning methods have evolved so that students have better benefits and results when learning a language.

Teaching with graphic organizers is one of the teaching techniques that can increase students' motivation in learning English. According to McKnight (2010), graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information". One of the graphic organizers is Herringbone Technique. The Herringbone Technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of question. In addition, Herringbone Technique helps students understand the connections between supporting details to identify a main idea.

The central focus of this study is the progressive improvement of reading comprehension through the task-based approach implementing the Herringbone technique. Task-based approach is a model that succeeds in transforming teacher-based teaching into student-based teaching. With this procedure the student gradually gains responsibility with his learning from solving problems related to the understanding of texts which facilitates motivation and allows a meaningful learning. This model also promotes organizing the course according to a final task or

a set of tasks that will help to find the main and secondary idea of the texts. The accomplishment of these tasks requires the students to obtain a series of knowledge and skills that enhance and promote their development in the interpretation of texts. Students have the possibility to learn not only through the transmission of knowledge by the teacher, but they have an active position in the construction of their knowledge.

Adding to the above, this study helped to understand if the implementation of a new technique was viable to work the reading comprehension of the students since it is necessary to resort to this new method to analyze its effects compared to the conventional or traditional strategies that have been in use for years and have not produced a significant improvement in the target language. For this reason, the beneficiaries of this project are grade 11 students and their teacher since this procedure gave them an idea about the use of a technique aimed at developing reading comprehension in learning English. The technique provides the necessary elements that students need at the moment of reading and interpreting a text through some basic steps that only requires to respond lightly some questions.

To better understand the implementation of the Herringbone Technique, it is necessary to formulate some questions that help to find answers and have a better understanding of the phenomenon of study. It is for this reason that the main and specific questions are presented below.

Research Questions

Grand-tour Question

- How does the implementation of the Herringbone Technique improve reading comprehension through the task-based approach?

Specific Questions

- What is the impact of the implementation of the Herringbone Technique to improve reading comprehension?

- What are the students' perceptions of using the Herringbone technique to improve reading comprehension?

Objectives

General Objective

- To improve students' reading comprehension using the Herringbone technique through the task-based approach.

Specific Objectives

- To discover the impact of the implementation of the Herringbone technique to improve reading comprehension.

- To know the perceptions of 11th grade students about the use of the Herringbone technique to improve reading comprehension.

- To create didactic sequences that allow the implementation of texts to work with the Herringbone technique.

- To analyze the improvement of reading comprehension in 11th grade students.

Theoretical Framework

The main concepts of this research project are the following: reading comprehension, learning strategies, Herringbone technique, reading strategies and task-based learning which are presented below as a basis for the training processes in grade 11 of a public institution in

Colombia. Reading comprehension constitutes a linguistic skill and the Herringbone technique that establishes the main axis of this study.

Reading comprehension

According to Grabe and Stoller (2002), reading comprehension is the capacity to comprehend a text, to analyze the data, and to accurately interpret what the author is saying. While no single process can be used to describe reading comprehension on its own, when taken as a whole, they give a pretty realistic picture of the steps needed to read fluently. While for Veeravagu (2010), the definition of reading comprehension, is "a cognitive process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to prior knowledge; and judges his appropriateness and worth for meeting the learner's own objectives."

Finally, Goodman (1998) specifies that reading is referred to as a receptive language activity. For him, it is a psycholinguistic process that begins with a writer's encoding of a linguistic surface representation and concludes with the reader creating meaning. Based on this author's assertion, there is a crucial interplay between language and mind in this process.

Herringbone technique

Deegan (2006) states that Herringbone technique is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how questions on a visual diagram of a fish skeleton. Choe (2004) adds that Herringbone technique is developed by it is named because resembles a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.
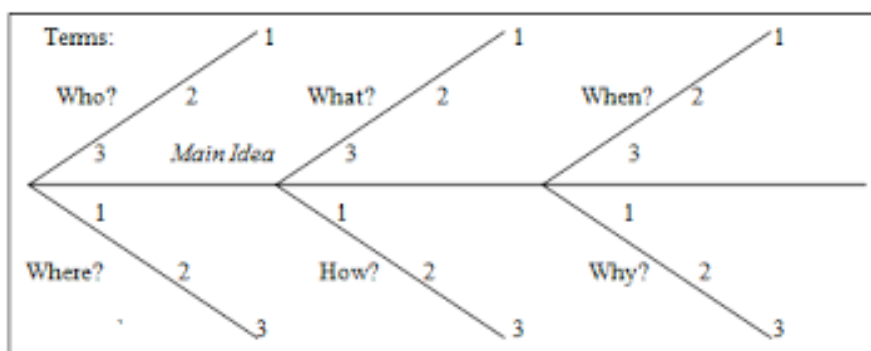
Figure 5. Fish Skeleton

Deegan (2006) mentions the procedure of the technique are the students work in pairs, the teacher selects narrative texts, the teacher constructs a visual diagram of the Herringbone, and the teacher tells the students to record the answers to the questions on the diagram. They will look for answers to:

1) who is the writer talking about?

2) What did they do?

3) When did they do it?

4) Where did they do it?

5) How did they do it?

6) Why did they do it?

The students read the text to find the answers and record the answers on the diagram, the teacher shows the students how each answer fits into a slot in the main idea sentence, and the students write the main idea, using the information from the Herringbone diagram.

Advantages of Herringbone Technique

There are some advantages for the use Herringbone technique cited by Chyka Suriani & Jufri (2013), they are:

1. The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class.

2. Herringbone technique also make them enthusiastic in reading a text, because they will focus on the simple question.

3. In discussion process students can share the information about the text that have already read.

4. The activities in reading make the students fresh and out of boring reading.

5. Herringbone technique makes the students easier to find the mine idea of the text.

Reading Strategies

Most individuals have personal strategies that they develop as ways to understand what they read. Reading strategies are often taught by teachers and utilized by students as ways to improve reading comprehension. Moreover, Davies (1995) says that a reading strategy is "a physical or mental activity done intentionally or unconsciously with the purpose of aiding text comprehension and/or learning". Finally, Gerstein and others, (2001) inform that readers should focus on strategies because they are typically a solution to a problem or issue. Using reading tactics for comprehension and understanding can be challenging. Some readers will not understand the best techniques for a specific issue or they won't know how to use the strategy.

Learning strategies

Among the most relevant contributions to learning strategies, we can highlight a wide variety of definitions of this concept. In general, individual approaches that students use to perform academic tasks or improve their social skills can be considered. In this sense, learning activities are a privileged initiative and not an intrinsic characteristic. It is possible to choose

deliberately based on the personal assessment of the student's context and change if it does not work. Simsek A. (2012).

For Weinstein and Mayer (1986) cited by Fasce, E. (2007), learning strategies can be defined as behaviors and thoughts that an apprentice uses during learning to influence his coding process. While Monereo (1994) defines them as decision-making processes (conscious and intentional) in which the student chooses and recovers, in a coordinated manner, the knowledge he needs to complete an application or a given objective, depending on the characteristics of the educational situation in which the action takes place. Likewise, Oxford (2003) explains that L2 learning strategies are particular behaviors or thought processes that students use to improve their own L2 learning.

Description of reading comprehension according to the Common European Framework of Reference for Languages (CEFR) level A1: I understand known words and names and very simple phrases, for example, those on signs, posters and catalogues.

Task-based learning

Task-based learning is a method of language learning in which students are given interactive activities to perform. They must communicate in order to accomplish this process. When the activity is finished, the teacher discusses the language used. For hundreds of years, teachers have used tasks. Previously, the assignment was frequently a piece of translation, usually from a literary source. Projects for creating posters, brochures, booklets, oral presentations, radio plays, movies, websites, and dramatic performances have lately been assigned. All of these tasks share the feature of utilizing a broader variety of language rather than focusing on a single structure, purpose, or vocabulary group. In many circumstances, students may employ a variety of communicative language skills.

The tasks are fundamental to the learning activity in task-based learning. It was created by N Prabhu in Bangladore, southern India, on the premise that students learn more successfully when their thoughts are focused on the task at hand rather than the language they are using. The usual PPP (presentation, practice, production) lesson is reversed in Jane Willis' task-based learning approach. The students begin with the task. When they finish, the teacher focuses on the language used, providing corrections and improvements to the students' performance.

A class designed using this paradigm is divided into three stages: pre-task, task cycle, and language focus.

Pre-task: During the pre-task phase, the class is introduced to the topic and task by activating topic-related terms and phrases.

Task cycle: During the task cycle, the teacher puts up a communication task that learners are encouraged to complete using the language means they already have at their disposal and then to develop that language while planning their task reports. The teacher provides feedback when students are most in need of it to complete a task.

Language focus: The last phase in the framework is language focus. During this phase students have a closer look at the language structures which have naturally turned up during the task cycle. By this phase they have already grasped the meaning of the new language and they need to focus on form. All kinds of practice activities, including different drills, are done at this stage.

Literature Review

This segment will provide an overview and analysis of the researches conducted in support of this project. For each reviewed study, the name of the publication, the author, and each contribution to the topic is given to complete this section. In their teaching practice, they

use the herringbone technique to demonstrate that the strategy is a good way to work with reading material. This technique also encourages students to be more active and motivated while learning.

Impact of Herringbone Technique on Students' Reading Comprehension

Desima Rafain (2013) investigated about the project titled "Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at SMPN 2 Enam Lingkung Padang Pariaman in the second grade". The experiment research approach was employed in this study. Its main objective was to know the effects of this technique on reading comprehension by second grade students. The findings of the study, the mean of the post-test test in the experimental group was 80.33, whereas the mean of the post-test in the control group was 72.86. Furthermore, the pupils experienced a good effect both before and after using the herringbone strategy.

Ali Usman (2017) focused on the study known as "Effect of Using Herringbone Technique to Improve Students' Ability in Reading Comprehension of Narrative Text: An Experiment with Eighth Grade Students at SMPN 3 Kediri in 2015/2016". In this study, the quantitative method was applied. Experiment design was used in the method's implementation. Its main objective was to know the impact that this technique has on the understanding of texts. T-test was the data analysis approach employed. The data suggest that pupils' reading comprehension scores increased statistically significantly from 2216 to 2492. Furthermore, when they were taught utilizing the Herringbone Technique, the pupils enjoyed it and became more engaged.

Nurjani Firda (2015) conducted research titled "the Effect of Herringbone Technique on Students' Reading Comprehension of Recount Text at SMPN 4 Rambah Hilir Grade VIII

Students". This study was experimental research. The research findings revealed that the t-test score improved. The total t-test score was 4.433. It was possible to determine that utilizing the Herringbone Technique had a substantial influence on students' reading comprehension of recall material at SMPN 4 Rambah Hilir grade VIII students. It can be shown that there are considerable disparities in student accomplishment between those who are taught utilizing the herringbone technique (Experimental group) and those who are not.

Execution of Herringbone Technique adopting some phases

Rohmah, H. (2018) made a study named "Implementation of herringbone technique in reading comprehension at second semester of Non-English Department. The study was descriptive qualitative conducted in four meetings. The researcher applied several techniques including observation, field notes, interview, questionnaire, and students' test. The research finding shows that the implementation of herringbone technique is conducted into three phases; (1) pre-reading phase, which focuses on background knowledge and brainstorm, (2) whilstreading, which consist on reading activity, fill and discuss the diagram, and (3) post-reading which mean to check the students' understanding. In conclusion, the use of herringbone technique in teaching reading comprehension requires the lecture to do specific activities of teaching and learning process in accordance with the stages of herringbone technique.

The student's responses result to the herringbone questions and the number of main ideas during teaching learning process increased from first until fourth meeting and the students' responded toward the implementation of herringbone technique was very good.

Another research was denominated "Students' Response Towards the Improvement of Reading Comprehension Through Herringbone Technique by Indah and Ramadhana (2020)". This study aimed to find out how students' response after they learned reading to improve their

comprehension skill through herringbone technique. Descriptive quantitative method was used in this process.

Based on the result of this research, the researchers can conclude that herringbone technique is a good technique to be applied in comprehending a reading text because this method used 5W+1H questions as guidance for the reader to comprehend the content of a reading text. Therefore, all students gave good response for this technique by responded strongly agree (92.11%) and also agree (7.89%).

Those writers show that Herringbone technique is an effective technique to work with reading text. It also makes the students more active and motivated to learn. In this research, the researchers were focused on the students comprehend the paragraph in the text especially in recount text by using herringbone technique. Considering the above, the writer wants to know how the Herringbone technique works to improve reading comprehension in 11th grade students at Normal Superior school of Pamplona.

Methodology

Pedagogical methodology

The present project was implemented in a public institution in Colombia at "Normal Superior School of Pamplona" with grade 11 students. It is important to mention that there are two courses and each course has 3 hours of English per week. This project was based on the use of short readings with the implementation of the Herringbone technique to improve reading comprehension through the task-based learning approach.

There is one diagnosis reading (See: **Appendix A**) and three short readings (See: **Appendix B**) planned to be applied in 7 weeks. It is important to mention that these texts are appropriate to the level of English that these students have and the contents and lessons of the

course. This proposal implemented the stages of reading comprehension proposed by Munby,

1979 cited in Garcial & al., (2008), (stages of pre-reading, while-reading and post-reading).

The following schedule categorizes readings for weekly work with students. The

activities were planned in accordance with the chronogram below.

Chronogram of the Pedagogical Component.

Interventions	Activity
First Intervention – Week 1 September 19th – September 23th	1. Presentation of the first reading (diagnosis) without the application of the Herringbone technique to decipher the main idea and secondary ideas. 2. Socialization of this reading and answers to questions contained in it.
Second Intervention – Week 2 September 26 – September 30th	1. Presentation of the project to the students. 2. Selection of the sample. 3. Creation of a communication channel, in this case, WhatsApp.
Third Intervention – Week 3 October 3rd – October 7th	1. Application of the first semi-structured interview to know students´ experience in the reading comprehension process without using any reading techniques.

Fourth Intervention – Week 4 October 10th – October 14th	1. Presentation of the second reading with the application of the Herringbone technique to decipher the main idea and secondary ideas. 2. Socialization of this reading and answers to questions contained in it.
Fifth Intervention – Week 5 October 17th – October 21th, 2022	1. Presentation of the third reading with the application of the Herringbone technique to decipher the main idea and secondary ideas. 2. Socialization of this reading and answers to questions contained in it.
Sixth Intervention – Week 6 November 7th – November 11th	1. Second semi-structured interview to know student´s experience during the process.

Table 10. Chronogram of the Pedagogical Component.

TBL methodology

Task-based learning is a different way to learn languages. It can assist the student by putting him or her in a setting comparable to the actual world, where oral communication is required to complete a given task. It can allow the students to use their current skills to assist build language through its application. TBL also has the advantage of focusing the student's attention on achieving a goal, turning language into a tool and making language use a necessity.

The TBL steps

- **Pre-Task phase** presents the topic and task to the class by activating topic-related words and phrases.

- **The Task cycle** allows learners to use whatever language they already know to complete the task, and then to develop their language skills while planning their task reports, with teacher support. For instance, students can execute the task in pairs while the teacher listens to the dialogues. The teacher then assists them in correcting finished work, either orally or in writing. After one of the pairs performs their dialogue in front of the class, the students hear the teachers repeat the same dialogue so they can compare it to their own.

The procedures of herringbone techniques in task cycle:

1. The teacher selects a text at the appropriate reading level.

2. The teacher constructs a visual diagram of the herringbone.

3. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:

QUESTIONS	DESCRIPTION
Who is the author talking about?	Individuals involved in reading.
What did they do?	Actions they do in each situation.
When did they do it?	Time
Where did they do it?	Space – Context
How did they do it?	Process done to achieve each action.
Why did they do it?	Reasons explaining each action.

Table 11. Diagram Questions

4. The student reads to find the answers and records the answers on the diagram.

5. After the information is recorded, the teacher shows the student how each answer fits into a slot in a main idea sentence.

6. The student writes a main idea, using the information from the herringbone diagram.

7. The teacher duplicates sheets with the diagram, and students complete diagram on their own.

8. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales.

- **Post-Task phase** provides for a closer examination of some of the structures or specific aspects that appear in the language employed during the task cycle.

Description of the Implementation of the Project

In the implementation of this project, certain activities were considered. Its realization was supported by the supervisor who gave the space to show the project to the students, make the sample selection process and start working with the technique in order to analyze the scope of it in reading comprehension.

The first step was to talk about the project and the technique to improve reading comprehension. Another essential point was to show examples and reinforce WH-Questions to avoid confusing students when filling out the diagram containing those questions. On the same day of the presentation, the technique was implemented with the first reading proposed for those two grades. For this execution, the stages of reading (pre-reading, while-reading, and post-reading) were taken into account as protocols of the research. That is, at each stage students had to complete some activities in order to have a deeper and broader understanding of the short text.

Finally, in the following weeks, the second and third reading were implemented with the same technique. The three stages were considered but changing the activities to make interactions more enjoyable and interactive inside the classroom. In each of the implementations, the teacher used the lesson plannings (See: **Appendix C**) as a guide and he delivered the work material, and when the students were done, he began the process of qualification and interpretation of them. (See: **Appendix D)**

Research Methodology

      The contribution of some authors on the basis of the methodology is of great importance for the research process since this information can be used by the undergraduate professor as a guide to the key aspects to be developed. This chapter contains aspects such as approach, chronogram of activities, design, population, and instruments.

Type of research

      This research focuses on the basics of a qualitative approach. Fernández (2002) indicates that qualitative research seeks to identify the profound properties, relationships and dynamic structure of reality. Similarly, Reichardt and Cook (1986) explain that qualitative research provides an opportunity to link on the search for answers to questions about social experience. In addition, Taylor and Bogdan (1996) note that qualitative methodology is inductive and follows a flexible research model. In addition, qualitative researchers strive to understand people according to their own standards. This qualitative approach offers the researcher greater richness in data analysis, it is very useful to develop systemic visions of a problem taking into account all aspects of a phenomenon. It is also very useful to work on details. The observation is wider and more precise.

Design

      The present study adopts the action research design with the aim of knowing directly how the Herringbone technique improves the reading comprehension of participants immersed in the process, taking into account the nature of the project and what the preservice teacher has to perform when analyzing the data provided by the target population. In accordance with Creswell (2014), the action research design refers to a "wide variety of evaluative, investigative, and

analytical research methods" which are normally used to diagnose problems or weaknesses and to help educators develop practical solutions to address them quickly and efficiently."

Population, Sampling and Setting

The population of this study was eleven-grade students of the Normal Superior School of Pamplona. Their language level is between A1 and A2. For the sample, it is intended to work with 6 students chosen as follows, 3 students of grade 11-01 and 3 students of grade 11-02; this is in order to have a balance and a more precise scope in the results of the study (See: **Appendix E)**. In this process, the target population is free to participate voluntarily in each of the proposed activities, as well as being informed that the data provided is handled under strict confidentiality and will only be used for educational purposes. (See: **Appendix F)**

Ethical Considerations

Any research work must use ethical considerations; these considerations centered on participant confidentiality. This project includes tools like field diaries and interviews requested for personal data. Throughout the study project, confidentiality and anonymity are assured, and for the sake of data analysis, research participants were given nickname-based pseudonyms.

Limitations

During the implementation of this project there were some limitations. The first was the loss of class due to the different activities that were executed in the school and the presentations of quality tests imposed by the ministry of education. This was resolved with the help of the supervisor setting new schedules to work with the technique. The second limitation found was indiscipline on the part of some students while applying the strategy in the readings. In this case,

students were conditioned to receive an incentive/award for their participation, thus allowing them to present and develop each of the activities proposed for each stage.

Data collection techniques and tools

For the development of this study, it will be considered two different instruments proposed for data collection, the field journal, and the semi-structured interview.

Field journal.

The journal as a research instrument is one of the instruments that allow day by day to systematize research practices; in addition, it allows improving, enriching and transforming them. According to Martinez (2007), the journal must allow the researcher to monitor the observation process on an ongoing basis. It can be especially useful to the researcher since he takes notes of the most relevant aspects to organize, analyze and interpret the information collected.

Wiegerová (2013) states that the journal is used to establish validity in qualitative research triangulation. It is also vital to look at the problem from several angles. In this study, the pre-service teacher recognizes students' perspectives while considering their various points of view in order to go further into the subject and achieve a more profound understanding at a higher quality level.

The interview

According to George (2022) an interview is a qualitative research approach that collects data by asking questions. Interviews are conducted by two or more people, one of whom is the interviewer who asks the questions.

For the data collection procedure, the semi-structured interview was used in this study. George says that semi-structured interviews combine organized and unstructured questions. While the interviewer has a general idea of what questions they want to ask, the questions do not have to be phrased or ordered in any particular way. This type of interview is essential for the preservice teacher be able to dialogue with the participants and thus know their experiences in terms of the implementation of the Herrinbone technique to improve reading comprehension.

Data Analysis

This research considers the typological analysis proposed by Hatch (2002). The typological analysis is a data analysis technique that "splits whatever is observed into groups or categories based on a canon to disaggregate the entire event under examination." It is a strategy for descriptive qualitative data analysis whose goal is the development of a set of related but distinct categories within a phenomenon that discriminate across the phenomenon.

This type of analysis helped to organize, understand, classify and form the data into categories based on the initial typologies of our study that are related to the research questions. To complete this analysis, we followed the nine-step model proposed by Hatch (2002, p. 153).

First and foremost, the typologies to be evaluated must be identified by selecting the items that are associated with them. Then, read the entries by typology, noting the major concepts and looking for patterns, correlations, or themes throughout the typologies. Following that, it is critical to encode the inputs based on the found patterns and determine whether the patterns are consistent with the data by studying the links between them. Finally, the patterns that will be supported by selected data extracts must be generalized.

Data Analysis and Interpretation

  In this consecutive phase of the project, a brief description of each instrument used is given first. The information collected from the participants was first treated in the MAXQDA software in order to begin the decoding process. These codes released by the system are reflected in tables to facilitate their understanding. Each table is divided into categories and subcategories plus the voice of the participants. (See: **Appendix G**)

  The first instrument used was a face-to-face interview with the participants, containing a series of questions that sought to know the reading comprehension techniques used by them in the English class. These questions have helped to deepen about what strategies were and how students implemented them when reading and interpreting the readings. The techniques are conceived from the experience and previous knowledge that students have on the subject of study. Here, participants could choose a pseudonym to preserve their identity, then they had to describe each question in detail. (See: **Appendix H)**

  The second interview was also conducted in person, with a series of questions aimed at knowing how these students perceive the use of the Herringbone technique for reading comprehension. In this interview, main, clarifying and exemplifying questions were used to know in detail the opinion of each participant. That is, each student responded according to their experience with the technique implemented in each of the activities proposed in the course.

Analysis of the second interview			
General category		Herringbone Technique	
Subcategories	Comprehension technique to understand reading globally	Utility of the Herringbone technique in other subjects	Herringbone technique as a facilitator in identifying key ideas
Theoretical description	Opinion of the technique for the general understanding of the text.	Where other areas of study this technique can be applied.	How the main ideas are identified using the diagram.
Ana	-Thinks it is an excellent technique to understand the main idea of what is read, and go grabbing love for reading as it is something innovative for her in this field. -It improves the interpretation of texts and helps to have a global idea of reading.	-She would use it in the Spanish area to easily decipher complex texts. -It is a very easy to use tool with promising results. -She did not like that sometimes the readings do not lend themselves to answer some questions, for example: where and how.	-Ideas are recognized by following the patterns of reading.

Carlos	-It is a very good technique to cover all the details of the reading	-The spaces of the diagram are reduced to place the information.	-The main idea is recognized by each question answered in the diagram.
Diego	-It is a dynamic and unique technique to understand in a general way what he reads.	-He would use it in Spanish because he sometimes gets lost for accurate information. -Sometimes the information does not fit in every space intended to answer questions -The spaces are reduced to put the relevant aspects of the reading.	
Fabián	-It is a technique that allows him to understand more precisely the points and ideas of reading.	-He would consider it for Ethics classes.	-He recognizes the ideas of the text by answering all the questions in the diagram and placing the main idea in the center of it.

Nicolas			-He synthesizes the important aspects according to what he thinks is correct.
Wilmar		-He would apply in Spanish and Social Sciences to get the ideas in an easy way.	-He summarizes and highlights the most relevant aspects according to his subjectivity.

Table 12. Analysis of the second interview (Herringbone technique)

Analysis of the second interview			
General category		Reading comprehension	
Subcategories	Acquisition of new vocabulary	Motivation	Location and obtaining explicit information
Theorical description	Level of increase in vocabulary.	Interest in reading and completing all activities.	How relevant information is found in the text.
Ana	-Her level of understanding and retention of information is much	-Now she enjoys each reading because she knows she will learn	

	better compared to traditional techniques used previously. -She thinks is a good technique because she has learned new vocabulary.	and extract the main aspects. -The fish shape likes it a lot and its ease with which it is filled.	
Carlos			-The useful information is found by rereading the text.
Diego	-His vocabulary is broader and he can now understand a little more what he reads.	-His motivation has increased.	
Fabián	-His vocabulary has increased by using the technique.		-The explicit information is obtained by reading twice or three times the text.
Nicolas	-His level of vocabulary has augmented gradually.	-Now, he has motivation to read and learn new things.	-He recognizes the important information of the

			text through the underlining of the specific elements he needs to answer the questions of the skeleton.
Wilmar	-His lexicon is good thanks to the technique.	-His motivation is higher compared to previous classes where the technique was not applied.	

Table 13. Analysis of the second interview (Reading comprehension)

The second instrument implemented was a field journal to describe in detail the most relevant aspects of the use of the Herringbone Technique in reading comprehension. For example, how students felt when using it to understand what they read and how they proceeded to answer each question in the diagram. The researcher took the time to observe and describe the ideas concerning these implementations. (See: **Appendix I**)

Below is a table with information synthesized of the two field journals when using the task-based learning approach. This will allow to understand in a more detailed way the process and the scope of the technique in reading comprehension.

Analysis of field journals data				
General category	**Subcategories**	**Codes**	**Literal phrases from the field journal N°1**	**Literal phrases from the field journal N°2**
The task-based learning approach	Active participation in the classroom	-Motivation -Active participation. - Clarification of questions. - Achievement of all planned activities. -Improvement of social skills. - Creativity		"Students are interested in participating in each of the proposed activities and their willingness to read and answer the questions in the diagram is higher".
	Work group	-Group work. - Cooperation. - Respect for the opinions of others.	"Students are more inclined to work in groups to solve the proposed	

		- Recognition of classmates skills and abilities.	activities. Diego, Wilmar and Fabian are good drawing therefore their groups chose them to complete the pre-reading activity where they had to draw the unknown words of the text so that their classmates could decipher them and earn points".	
	Development of critical thinking	- Clear concepts in line with the text.	"As students develop the activities, they	

		- Summary of the text. -Progressive improvement in the understanding of a text. -Identification of the main and secondary idea. - Development of critical thinking.	are learning to differentiate the correct information to be placed in each section of the diagram, they are also able to question the answer options for each question, thus discarding those that are inconsistent with what is being asked".	

Table 14. Analysis of field journals data

Results

This section presents the results of the questions related to this study. In total, two interviews and two field journals have been used and after the analysis, the objectives of this

research have been achieved. In total, three categories have arisen which are: Herringbone Technique, Reading comprehension and Task-based learning approach.

Herringbone Technique

According to Deegan (2006), the Herringbone technique is a procedure for improving reading comprehension of the primary idea by arranging the questions "who, what, when, where, why, and how" on a visual representation of a fish skeleton. As a result, this category explains one of the main objectives that was the students knew the technique to be taken into account when reading. It was suggested to use it in each reading comprehension class to decipher the main idea and answer a series of questions. Regarding the above, from the analysis of the information emerged three subcategories: Comprehension technique to understand reading globally, Utility of the Herringbone technique in other subjects, Herringbone technique as a facilitator in identifying key ideas.

Comprehension technique to understand reading globally

Solé (1992) states that comprehension techniques are "procedures requiring the preparation of activities that are triggered to achieve the objectives." Strategies are active operations followed by the reader prior to, during, and after the reading. These actions will allow the reader to build the meaning of the text, expand his competences and be more efficient.

Considering the nature of this project which was to use an innovative strategy to understand short texts in the English class, participants said it is an excellent technique for reading comprehension and easy to use when reading and taking ideas out of the text. For example, "Ana" says that it is an excellent technique to understand the main idea of what is read and learn new vocabulary. Likewise, "Carlos" states that it is a very good technique to cover all the details of the reading. " Fabian" also says that it is a dynamic and unique technique to

understand in a general way what he reads. Finally, "Nicolas" comments that it is a technique that allows him to understand more precisely the points and ideas of reading.

For this reason, and taking the voice of the participants as a reference, the Herringbone technique plays a fundamental role in helping to get the main idea of each reading and understand in depth the most relevant details of each paragraph.

Utility of the Herringbone technique in other subjects

According to Haslett (1990), utility is the enjoyment, gain, or benefit that comes from anything. The word also provides for the naming of a helpful quality that can be utilized in some way. The students said that they do not rule out the possibility of using this diagram for the comprehension of texts in other subjects. For instance, "Diego" says that he would use it in Spanish because he sometimes got lost when looking for accurate information. Likewise, "Wilmar" affirms that he would apply it in Spanish and Social Sciences to get the ideas in an easy way. Finally, "Fabián" comments that he would consider it for Ethics classes. So, this technique could help to understand in a more detailed manner the ideas contained in the readings of these subjects. In addition, students would use their mother tongue, making easier the process of interpretation.

However, they revealed the negative points or shortcomings of this technique. For example, "Ana" says that sometimes the readings do not lend themselves to answering some questions. On the contrary, "Diego" states that sometimes the information does not fit in every space intended to answer questions. Nicolas and Carlos" agree with Diego's position, the spaces are reduced to place the relevant information of the text.

Herringbone technique as a facilitator in identifying key ideas

On the basis of Medina (2019), a main idea of a text is the phrase that best captures the author's intention. Because it was the primary factor in the creation of thoughts that came after it, its removal would make the remainder of the text useless. An idea can be main because it summarizes what is said or because it provokes it. It therefore contains the overall message of the text, its most important and essential content, the one from which all others emanate.

Regarding to this section, the students were able to identify the main and secondary ideas of the readings, all thanks to the use of the Herringbone technique. Here, "Carlos" says that the main ideas are recognized by each question answered in the diagram. Similarly, "Fabian" relates that he recognizes the ideas of the text by answering all the questions in the diagram and placing the main idea in the center of it. Nevertheless, "Nicolas and Wilmar" say they identify these ideas by summarizing and highlighting the most relevant aspects of reading according to their subjectivities. This is why this technique focuses on giving the reader the opportunity to discover the main idea of the text by answering each question contained in the diagram.

Reading comprehension

Emilia Ferreiro (1981) says that reading compression is a dynamic and interactive process that creates meaning by fusing the reader's prior knowledge with the text's information and contextualizing it with the reading environment. That is why such understanding is defined as the ability to understand, evaluate, use and get involved with written texts, participate in society, achieve the proposed goals and develop as much knowledge and potential as possible. This technique sought to understand how through its implementation the reading comprehension of the students progressively improved when passing each reading. Therefore, the following

subcategories emerged to explain the impact it has on readers. These are: Acquisition of new vocabulary, Motivation, Localization and obtaining explicit information.

Acquisition of new vocabulary

Oster (2009) states that the acquisition and development of vocabulary is related with the knowledge or discovery of new words, as the students learn different topics, disciplines or other realities. This has to go associating the ways of naming the different plots of reality. This process contributes to the progressive improvement of reading comprehension. To be more specific, the student as he learns and accumulates new words, he associates them with new information in reading topics taught in class or outside it.

Illustrating the impact of this procedure. " Ana" says that this technique has allowed her to learn new vocabulary; "Diego" also states that his vocabulary is broader and that he can now understand a little more what he reads. In addition, "Fabian, Nicolas and Wilmar" say that their lexicon has increased thanks to the use of this technique. This acquisition is because students have to write in the diagram the key and important words of the text, at the time of performing this process, they are in need of searching for the meaning of the words to place them in the correct boxes and thus understand the idea of the text. One aspect to note is that the fish shape of the diagram allows the student to be more receptive and attentive to saving the new vocabulary information in the short and medium term in his brain.

Motivation

Based on Huertas (1997) motivation is an internal state that activates, directs and maintains the behavior of the person towards certain goals or ends; it is an impulse that drives a person to take particular actions and see them through to completion. As is well known,

motivation is fundamental when executing certain tasks, that is why the Herringbone technique allowed students to get a little closer to reading and increase their interest in learning English. As revealed by "Ana" who says that the fish shape liked it a lot and its ease with which it is filled; so, she now enjoys reading without so many complications. Likewise, "Diego and Nicolas" affirm that their motivation increased thanks to the technique, for them it is much easier to complete the diagram to identify the ideas of the text. Finally, "Wilmar" stressed that his motivation is higher compared to previous classes where the technique was not applied. Notably, the shape of the diagram and its ease of use changed their perspective on reading comprehension. Now, they like the process and consider the technique as a fun tool as they have to discover and know in detail what happens in each situation presented.

Location and obtaining explicit information

Velasquez and Diaz (2011) explain that the process of locating and obtaining explicit information involves identifying relevant information, knowing definitions of words and finding the main idea of texts. Evidently, Herringbone technique presents a number of questions aimed at breaking down the text. These questions may lead the reader to locate explicit information in a text. To clarify, the location of the information happened by doing a thorough and slow reading from beginning to end, then the process was repeated until the concepts were clearer. In this case, the participants reported that, when answering each question in the diagram, the understanding of the text made sense. "Carlos and Fabián" say that the useful information of the text is found by rereading the text and then deduce the main idea. On the other hand, "Nicolas" affirms that he recognizes the important information of the text through the underlining of the specific elements he needs to answer the questions of the skeleton.

Summarizing , the Herringbone technique has proven to be excellent when applied to each reading comprehension since the participants immersed in the study could improve in certain aspects such as the acquisition of vocabulary through the diagram where they had to place key words and relevant information. The motivation also increased considerably in them by saying that the technique is striking for its shape and easy use. Finally, the localization and obtaining of explicit information was possible through the questions contained in the diagram that the students had to answer as they read the text from beginning to end.

The task-based learning approach

Naranjo and Hernández (2012) say that task-based learning, also known as task-based approach, is a methodology that successfully converts teacher-based instruction into student-based instruction. In this approach the student gradually gains responsibility with his learning from solving problems of the profession which facilitates motivation and allows a meaningful learning. This project took this approach into account so that the students would accomplish a series of consecutive activities that would allow the comprehension of the readings and the learning of new words. In this manner, it was necessary to create three subcategories that show the scope of using this model together with the Herringbone technique. They are, Active participation in the classroom, Group work and Critical thinking development.

Active participation in the classroom

Mejía, Aldana, & Ruiz, (2017) explain that active participation is that in which the individual expresses his disposition, will and interest in the issues that affect him, of his education. In each class where this approach was applied together with the Herringbone technique, the participation was spontaneous and voluntary, accompanied by knowledge that gave confidence to participate

during the development of each task. For example, the second field journal describes the following, "students are interested in participating in each of the proposed activities and their willingness to read and answer the questions in the diagram is higher" and taking as reference the second interview, "Carlos" says he feels more active in each class because he has to solve certain tasks to understand the text in depth. Also, "Ana and Wilmar" comment that they feel predisposed to participate and complete each task for its variety and entertainment. So, it was found that this approach allowed students to participate actively in each of the planned activities of the three stages of reading and that participation increased the learning of new words that was used to improve the comprehension of the other texts.

Work Group

Fraile (1998) explains that it is the capacity to complement one another's efforts. That is, to work together and utilize each person's skills toward a common goal, creating a whole that is larger than the sum of its parts. It was noticeable that in each implementation of the Herringbone technique group work was indispensable to achieve the objectives of the assigned tasks. In this case, participants according to their skills and knowledge worked together to build knowledge, connect ideas, encourage more effective communication, improve problem-solving skills and build trust among them. For example, in the first field journal it is announced that "students are more inclined to work in groups to solve the proposed activities. Diego, Wilmar and Fabian are good drawing therefore their groups chose them to complete the pre-reading activity where they had to draw the unknown words of the text so that their classmates could decipher them and earn points". (See: **Appendix J**). In addition, Carlos and Ana" say in the second interview that they have noticed group work as a fundamental aspect to develop all activities presented in relation to each reading.

Development of Critical Thinking

López (2012) states that Critical Thinking is the capacity to carefully assess information and determine whether it is true or false; that is, it is a matter of challenging the truth of assertions that are typically taken as true and forming one's own opinion without giving in to potential external biases. The use of the task-based approach led students to develop critical thinking when completing the diagram and answering reading questions. For instance, in the second field journal is stated the following "as students develop the activities, they are learning to differentiate the correct information to be placed in each section of the diagram, they are also able to question the answer options for each question, thus discarding those that are inconsistent with what is being asked. That is, they learned to distinguish what each section of the diagram specifically requested so that they could sort the information (keywords and small fragments of the text) in a appropriate and objective way. They also began to doubt the possible answers to the questions, allowing for a detailed analysis of the relevant elements of each situation presented.

Conclusion

In short, this project focused on the use of the Herringbone technique to improve reading comprehension through task-based learning approach. In the results emerged three categories with three subcategories each one. Firstly, The Herringbone technique that proved to be viable and an easy-to-use strategy for reading comprehension. The technique is innovative and captures the reader's attention when breaking down the reading. It also proved to have a possible utility in other subjects such as Social Sciences, Ethics and Spanish to understand what is read in the mother tongue. Furthermore, the use of this technique was excellent to identify the main idea contained in each reading and answer questions in an appropriate way.

Secondly, Reading comprehension, the Herringbone technique demonstrated to be effective in understanding these texts without major difficulty which generated that the students involved in it increased their acquisition of vocabulary, motivation, and location and obtaining of explicit information, important aspects for the continuity of reading and learning of this foreign language.

Finally, the task-based approach that allowed students to actively work on different activities leading to learning, connecting ideas and discovering new words. It also developed group work and critical thinking, throughout each implementation of the technique students learned to differentiate the correct information to be placed in each section of the diagram and to doubt the possible answers to the questions of the readings.

Recommendations

For future research related to the use of this technique it is recommended that different types of texts be used, whether descriptive, argumentative, literary, of a scientific or other nature to verify whether its feasibility in comprehension is effective. Similarly, consider expanding the diagram. That is, make it bigger. For example, that it covers a complete sheet so that students have the opportunity to put in each section the complete information and in this way, it looks more organized and aesthetic.

It is also suggested continue to work with the task-based learning approach so that the implementation of this technique is enjoyable and fun for students as they learn and improve their reading skills. This approach could work with different activities in the three stages, for example: in Pre-reading, work with discussions, quotes and brainstorming. In While-reading, work with answer literal and inferential questions, student-to-student conversation and coding

text. Then, in Post-reading, implement creative writing, finding related news and prepare a survey.

Finally, it is advisable that this technique be used autonomously by students, not work it directly in class but in the free time of each of them and later do reading comprehension tests to check if they are having a significant improvement in reading comprehension.

Chapter IV: Outreach Component

Learning basic vocabulary and developing oral skills in English through didactic games in the first and third grade students at Normal Superior School of Pamplona.

Introduction

Although Colombia has proposed a National Bilingualism Plan in various stages over the last years, the education of young children in public and private schools in Colombia in relation to learning English reveals some critical issues regarding the preparation of future teachers, the professional development of working teachers, and national standards for the teaching of foreign languages.

According to Clavijo (2016), national education policies have improperly assigned teachers the obligation of teaching English to primary school students despite the fact that they are not necessarily certified as English teachers. This decision appears to be based on a restricted perspective of learning another language as isolated and decontextualized vocabulary study or, administratively, completing a simple curriculum adaption rather than having well-qualified teachers teach youngsters English.

In comparison to other disciplines, national requirements for learning foreign languages reveal a rather narrow range of language skills and insist on focusing on language grammar. This concentration on language acquisition rather than language itself is not successfully related to the lives and reality of students who need to use English to engage fully as critical citizens.

Justification

This proposal arises from an observation made in the first and third courses, which shows that teachers in charge of the English subject do not cover all communication skills (speaking, listening, writing and reading) necessary for learning a foreign language. In addition, teachers

emphasize a single skill (writing) which limits the development of the others and are therefore interfering in the acquisition of that language. This is why this proposal is designed with students in mind to improve or expand their vocabulary and develop oral skills through didactic games.

This proposal will be implemented according to the hours established by each teacher and following the guidelines of the institutional curriculum. The target population immersed in this project will have a deeper approach to the English language and will learn in a didactic and significant way the programmatic contents in the English area set according to their level of schooling.

Objectives

General Objective

- To implement didactic games that contribute to the learning of vocabulary and development of oral skills in English.

Specific Objectives

- To identify didactic games that are relevant to learning English.
- To motivate students to participate in the proposed activities.
- To strengthen the process of learning English in all its competences.

Methodology

The main objective of this project is to implement games as strategies for teaching and learning English in primary school students of a public institution in Colombia. Each class will develop as follows. The preservice teacher will start the class with a warm up, followed by the introduction of the subject and explanation of it through different technological and physical resources found in the classroom. For the practice different games will be used that will help to

consolidate the theory seen in class and to motivate students in the learning of vocabulary and development of oral expression, essential components to lay the groundwork in English and thus begin a process of deepening in the coming grades.

These classes will be held on the Friday of each week, with the third grade and then with the first grade. The topics to be addressed are a level A1 proposed by the Ministry of National Education where students will have the opportunity to learn basic topics of daily life in the classroom and outside. In total there are 64 students who will benefit from this project and where all the activities necessary for its consolidation will be articulated. The skills to be developed are mainly speaking, reading and listening.

Technological and pedagogical resources

After talking with the teachers who are in charge of the aforementioned grades and going to the classrooms, it is noted that each of them has a TV to support their classes. It is vital to have these devices to entertain and make English classes more dynamic and plausible as it can be shared audiovisual material such as videos, songs and images. Also, they have working material. For example, books, guides and dictionaries that are used for the development of each class, thus students have better access to language learning.

Schedule of activities in primary school

Interventions	Subject
Week 1 September 9th, 2022	The food
Week 2 September 16th	School Elements

Week 3 September 23th	Body Parts
Week 4 September 30th	My house
Week 5 October 7th	Jobs
Week 6 October 14th	The weather
Week 7 October 21th	My town
Week 8 October 28th	Celebrations
Week 9 November 4th	Transport

Table 15.Schedule of Activities in Primary School

Description of the activities implemented by the preservice teacher.

Most of the proposed topics have been executed in grades 1st and 3rd by performing different activities to make classes fun and enjoyable thus contributing to the children's learning with the foreing language. For each class a planning (See: **Appendix K)** was previously made which stipulated the steps to be followed and the activities to be completed, this was presented to the holder of each degree for later implementation. For the development of each class with grade first and third, it was first started by greeting the students, asking them how they were and then proceeded to make a game to activate them and improve their moods. These games consisted of

songs, rounds, Simon Says, Tingo Tingo Tango, stretching exercises, among others. It was very important to make these games to help children concentrate on the class and to learn new words while having fun.

Then, we proceeded with the introduction of the subject of each class. For this part, the teacher made questions to know the previous knowledge that these children had and so to have an idea of what could be reinforced more about the topics. For example, "The House" was worked. The teacher asked the children the following questions, what is a house? What are the parts of the house? What function does each part have? Among other questions.

For the explanation of each subject, with the third grade was used more the white board and with the first-grade children were shown images and videos on the TV of the classroom. Here, the teacher paused the projected audiovisual material and explained to the students each point. This activity greatly reinforced the pronunciation. Also, by using this technological resource, students were more inclined to receive the explanation and ask questions to clarify their doubts. In this step, there were sometimes cases of indiscipline since there were 36 students who had to be attended to and controlled. As a strategy, operant conditioning was used, through the association of reinforcements (rewards) to encourage children to behave well and work in each of the proposed activities. (See: **Appendix L)**

Conclusion

It is concluded that the main objective of this project to contribute to the learning of new vocabulary and the development of oral skills was successfully completed, students had the opportunity to work together with the teacher in different activities where the central focus was the implementation of games to make the classes more fun and energizing. Through them, both

first- and third-year students were integrated and motivated in each class, thus enabling long-term learning and retention of information.

Similarly, the games allowed to strengthen the bonds of friendship between the children. The interaction and willingness to participate in class were more evident. Therefore, games are the best ally when teaching the foreign language to children. Remember that through play learning can also be meaningful and enriching.

Chapter V: Intra-Institutional Activities Component

Introduction

The practicum stage entails the pre-service teacher participating in both teaching and extracurricular activities suggested by the educational institution. According to this viewpoint, the pre-service teacher develops activities outside of the classroom; these activities are known as intra-institutional activities in which the pre-service teachers actively participate, contributing with good level of responsibility and collaborating role within the institution.

Justification

A future teacher should consider actively participate in interinstitutional and extracurricular activities sponsored by the educational institution, which may include cultural, religious, and pedagogical events, all in order to become acquainted with the school environment and gain professional experience in the real context of education and teaching work. As a response, it is imperative to have this training experience in an institution that allows the future teacher to improve personal and professional abilities while learning about and participating in numerous extracurricular activities.

Objectives

General Objective

- To take part in all intra-institutional activities that take place at the institution.

Specific Objectives

- To assist and leadership the teachers in all non-academic duties of the institution.
- To join in all pedagogical, religious, cultural, and extracurricular activities.
- To know the importance of school's intra-institutional activities and events.

Methodology

The methodology to follow is to be immersed in and participate actively and with responsibility in all the events that the preservice teacher must take part in as a member of the institution "Normal Superior School of Pamplona." These events can include institutional ceremonies, parent meetings, teacher meetings, teacher replacement, sporting events, flag hoisting, international celebrations such as Valentine's Day, and others.

Schedule Intra-institutional Activities

SEPTIEMBRE		
FECHA	**ACTIVIDADES**	**RESPONSABLE**
03 de septiembre	Presentación pruebas saber 11	IE
05 al 09 de septiembre	Taller semana de Derechos Humanos.	Núcleo 3
07 de septiembre	Día internacional del aire limpio	Núcleo 1
13 de septiembre	Jornada pedagógica	Rector y Coordinador
08 de septiembre	Escuela de Padres décimos y undécimo grado	Orientadora y titulares
15 de septiembre	Talent Show	Núcleo 2
20 de septiembre	Consejo académico	Rector
20 al 24 de septiembre	Orientación vocacional	Orientación escolar
21 de septiembre	Consejo directivo	Rector
27 de septiembre	Jornada pedagógica	Rector y Coordinador

Figure 6. September Intra-institutional Activities

OCTUBRE		
FECHA	ACTIVIDADES	RESPONSABLE
10 al 14 de octubre	Quinta Semana de desarrollo institucional	Directivos
11 de octubre	Jornada pedagógica	Rector y Coordinador
18 de octubre	Consejo académico	Rector
19 de octubre	Consejo directivo	Rector
20 de octubre	Muestra artística y musical "Talento Normalista"	Núcleo 2
21 de octubre	Día internacional del ahorro de energía	Núcleo 1
25 de octubre al 04 de noviembre	Evaluaciones trimestrales del tercer trimestre	Coordinacion y docentes de área
25 de octubre	Jornada pedagógica	Rector y Coordinador
25 de octubre	III Comité de Convivencia Escolar	
28 de octubre	Día del estudiante	Rector Docentes y Estudiantes

Figure 7. October Intra-institutional Activities

NOVIEMBRE		
FECHA	**ACTIVIDADES**	**RESPONSABLE**
04 de noviembre	Clausura Aulas en paz	Núcleo 3
04 de noviembre	Terminación tercer trimestre	
08 de noviembre	Jornada pedagógica	Rector y Coordinador
08 al 11 de noviembre	Aplicación de planes de mejoramiento	Docentes
11 de noviembre	Publicación de listado de estudiantes que aplican a pueba de suficiencia, en plataforma y en físico	Docentes
14 al 18 de noviembre	Aplicación de pruebas de suficiencia	Docentes
15 de noviembre	Consejo académico	Rector
16 de noviembre	Consejo directivo	Rector
17 de noviembre	Entrega de insignias – Izada de bandera	Titulares Grados 4º-5º-10º-11º
	Presentación pruebas T y T	Estudiantes PFC
25 de noviembre	Terminación de semestre Programa de Formación Complementaria.	
21 de noviembre	Reporte de notas del tercer trimestre en plataforma	Docentes de area
21 de noviembre	Entrega de informes para la Comisión de Evaluación y Promoción del tercer trimestre	Docentes de area

Figure 8. November Intra-institutional Activities

DICIEMBRE		
FECHA	**ACTIVIDADES**	**RESPONSABLE**
01 de diciembre	Clausura primaria, secundaria y media	Rector, Coordinador y Docentes de Primaria
2 de diciembre	Acto de graduación bachilleres y Normalistas.	Rector-Secretaria General
2 de diciembre	Culminación de año escolar	SED
5 de diciembre	Inicio de vacaciones docentes	SED

Figure 9. December Intra-institutional Activities

Description of Inter-institutional Activities

In the development of this component, the pre-service teacher developed some activities related to this chapter, which are ordered as follows:

1. *Talen show*

Date: September 20, 2022

This event is very important in the institution since students demonstrate their talents either in dance, acting, singing or poetry, etc., related to English as a foreign language. Here, the preservice teacher had a big responsibility that was to accompany the students in learning the scripts and improving the pronunciation, so that each presentation was a success. 15 days before the event, he spent approximately 20 minutes per student from Monday to Friday to rehearse the presentations and give recommendations on movements and gestures when being in public. At

the event, he supervised the students to keep them quiet and to remain in their chairs. (See:

Appendix M)

2. *Student day (Halloween)*

Date: 28 de noviembre

This activity was very fun, the practitioner worked in Elementary School since that day

he had to teach there. Previously, he prepared the first-grade decorations and helped prepare the

point to be presented by these kids. During the event, he helped decorate and install the tables to

place all the crafts made by the children during the third term, he also helped to control

indiscipline, make games and distribute the food planned for that day. He learned a lot that day

to work with this type of activities with primary because it requires a very large effort and

structured coordination. (See: **Appendix N**)

Conclusion

Being immersed in the curricular activities of the institution allowed the preservice-

teacher to realize the reality of what it means to be a teacher. That is, a teacher not only

committed to teaching classes in the classroom but also to contributing to the development of

leisure activities that help students to enjoy themselves, show their talents and especially spend

pleasant moments.

Therefore, these activities helped the preservice teacher to know what is the process of

organizing them, preparing presentations, cultural points and symbolic events. They also helped

him find and implement strategies for controlling indiscipline and protocols to follow in case of

risk. Finally, it is good that teachers are integrated into activities as they reinforce the bonds of

friendship between the educational community and improve the energies of the environment.

Chapter VI: Reflective Approach to Integral Practicum

Integral practicum reflective process

The process of creating weekly narratives about the experiences in the educational institutions in which one is doing the practice is very important to realize what is happening at a personal and professional level. Therefore, the preservice teacher has delivered the narratives where he tells his experience in the classroom, sometimes they are positive stories and others not so positive, but this has helped him reflect a little on what he does and takes actions to improve and be better at this art of teaching and education. (See: **Appendix O***)*

He has also noticed that the development of classes has allowed him to improve some language skills such as speech and writing that are vital when imparting a subject. Likewise, he has learned that students need to be heard as some of them have family or other problems. By listening to them they release all that negative energy and stress that afflicts them.

In conclusion, the narratives are very important to tell what is happening either personally or professionally and thus take actions to improve on the aspects that merit them. Students also need to be heard to liberate what they feel and not be alone and repressed. This experience has been very enriching for him as he has had the opportunity to learn a lot in both, primary and secondary schools.

Conclusion

It was a great experience to be a preservice teacher in a public educational institution in the country as this allowed him to grow both personally and professionally. The fact of being immersed in the realities of the school and knowing the context and difficult situations that students go through helps him to understand that the role of a teacher is fundamental to

accompany the community, transmit knowledge and values and help students become better people every day.

In general, the three components of this project gave the preservice teacher an idea of how to work in the different areas of teaching and research. To show that, the Research Component was important to delve into the realization of a project that would seek a solution to an identified need in the student community, being a successful process and with promising results. Furthermore, the Outreach Component helped the preservice teacher understand the dynamics of Primary Education, using games as the main strategy of learning English. Finally, the Inter-institutional Component was a space for the practitioner to realize that celebrations and events are very important for the well-being of the educational community.

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Appendixes

Appendix A : Diagnosis **-** 7 tips for a tidy desk

Seven tips for a tidy desk

1 Only keep things you really need on and near your desk.

Use a tray for any papers you have to read. Have a jar for pens and pencils and have a bin near your desk.

2 Don't keep any drinks on your desk.

Go to the kitchen when you want to have a drink or, if you prefer, keep a drink on a small table near your desk.

3 Reduce the amount of paper that you use.

Try to keep as much information as possible in folders on your computer. Before printing a document, ask yourself, 'do I really need to read this on paper?'

4 Scan your notes.

If you have a lot of paper (magazine articles, notes, worksheets, etc.), use a scanner and keep a digital version as a PDF on your computer.

5 Use your smartphone to take photos of things you need to remember.

For example, take photos of notes to yourself, the name and address of a place you need to visit or diagrams you need to study for school.

6 Get a noticeboard.

If you really do need to keep small bits of paper, use a noticeboard on the wall. Check it every day and throw old notes in the bin.

7 Clean your desk at the end of every day.

Choose a time to tidy your desk and do it! If you do it every day, it will only take five minutes and you can start each new day with a clean and tidy space.

Appendix B: The three reading that were implemented with the Herringbone Technique.

The Pet Store

George is at the pet store, looking at what kind of pet he might want to get for his birthday. George asked if he could have a horse, but his parents said no because horses are too big.

First, he sees dogs and cats. Baby dogs are called puppies. Baby cats are called kittens. George likes them because they are easy to take care of and can play a lot, but they will get bigger. George wants a small pet.

Then George sees animals that have to live in a cage. He sees rabbits, guinea pigs, and mice. Mice are what you call more than one mouse. He likes these animals because they are small. Birds live in cages too. George sees a parrot and a canary. He likes them all, but he doesn't want to clean the cage.

George sees the animals in tanks. The tanks full of water have fish and turtles in them. He thinks about a goldfish but decides he likes the turtles more. There are also tanks with rocks and sand that have snakes, spiders, and scorpions, but George is afraid of them. George likes the turtles best, but they won't fit in the little fishbowls. Turtles need bigger tanks, so they can swim sometimes and hide sometimes.

George decides he wants to get a turtle for his birthday. He buys a book on how to take care of a turtle and a list of what types of turtles the store has.

The City Where I Live

My name is Clark, and I will tell you about my city. I live in an apartment. In my city, there is a post office where people mail letters. On Monday, I go to work. I work at the post office. Everyone shops for food at the grocery store. They also eat at the restaurant. The restaurant serves pizza and ice cream. My friends and I go to the park. We like to play soccer at

Herringbone Strategy

Name_____

Who?   What?   When?

Main Idea:

Why?   Where?   How?
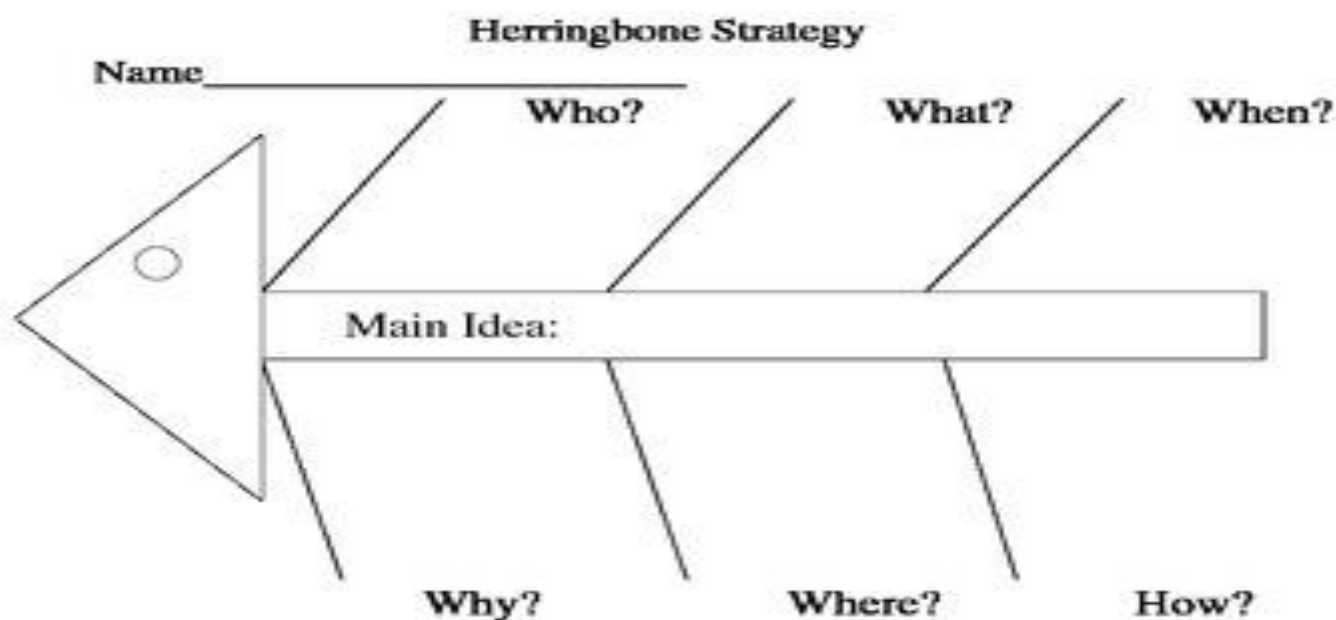
the park. On Fridays, we go to the cinema to see a movie. Children don't go to school on the weekend. Each day, people go to the hospital when they are sick. The doctors and nurses take care of them. The police keep everyone safe. I am happy to live in my city.

- Answer the questions related to the reading.

1. What is the author's intention in what he wrote of the city where he lives?

_____

_____

2. Where does Clark work?

_____

3. How does Clark feel about his city?

_____

4. What did you like about the reading, and why?

_____

5. When does Clark go to the cinema?

_____

6. What did you not like about reading, and why?

_____

2. According to the second reading, complete the six questions and the main idea of the diagram of the Herringbone Technique. Remember to write only keywords and expressions.

Halloween

Halloween is a holiday that's celebrated in America on 31st October of each year, regardless of what day of the week this date falls on. Although it is rooted in religion, Halloween today is enjoyed mainly because of its decorations, costumes, candy, treats, and general excitement, and furthermore, it is enjoyed by almost everyone.

Only some adults celebrate Halloween, and they generally do so by attending parties. On the contrary, the vast majority of children dress in costume and walk from door to door in search of candies—a practice known as trick or treat—on Halloween. After knocking on a door (houses that participate in Halloween usually leave a light on), one says, "Trick or Treat" and a piece (or pieces!) of candy is given to him or her.

Herringbone Strategy

Name_____

Who?　　　What?　　　When?

Main Idea:

Why?　　　Where?　　　How?
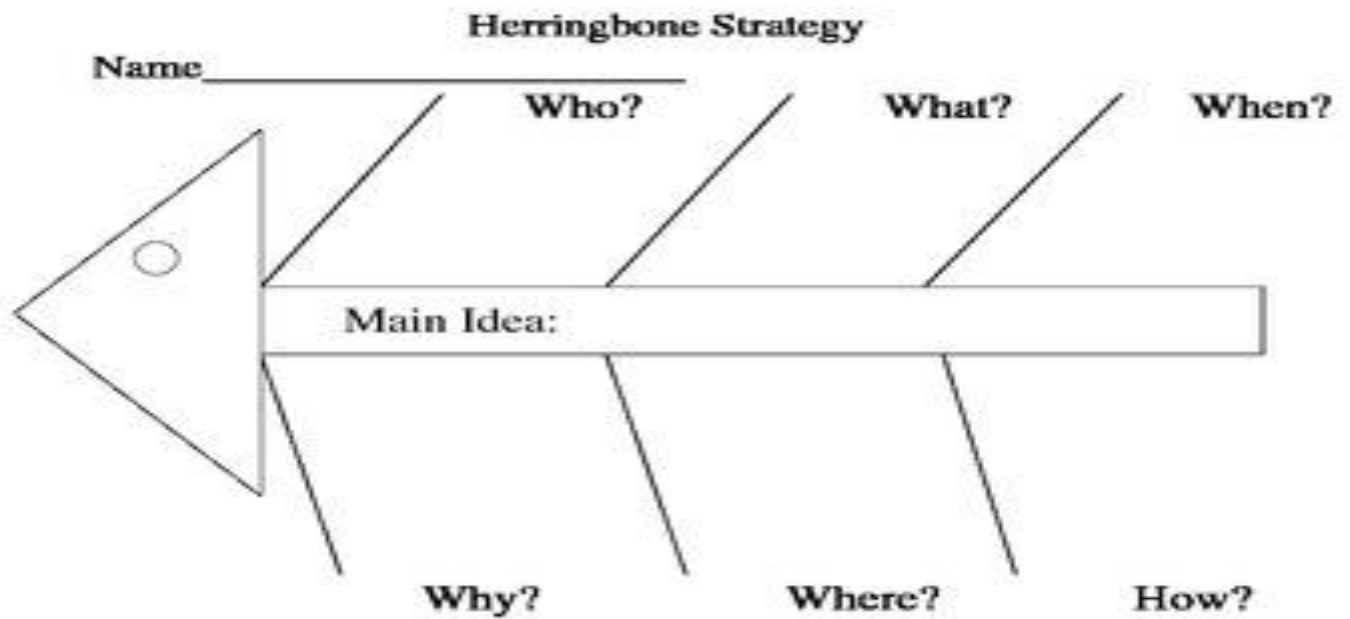
- Answer the questions related to the reading.

1. Why is Halloween important in America?

_____

2. When does Halloween take place?

_____

3. What day of the week does Halloween fall on?

_____

4. Why is Halloween mainly enjoyed?

_____

5. How do most children celebrate Halloween?

_____

6. How do some adults celebrate Halloween?

_____

- Find these words about the reading in the following word search, and write in front of them the meanig in spanish.

Reading vocabulary

Z	Z	G	E	B	B	Y	E	Ń	F	D	I	D	K	A	L	T	X
H	Y	O	C	T	R	I	C	K	O	R	T	R	E	A	T	C	B
Ń	H	C	O	E	T	K	H	O	L	I	D	A	Y	T	X	J	R
V	F	T	S	N	S	U	I	H	A	L	L	O	W	E	E	N	M
H	V	O	T	K	Q	Ń	L	E	K	R	A	D	U	L	T	S	X
Y	A	B	U	K	B	N	D	I	D	D	D	G	A	Z	A	G	T
H	N	E	M	O	G	C	R	O	D	E	C	A	N	D	Y	Y	Q
K	T	R	E	D	Z	G	E	Q	M	X	P	G	S	Q	Ń	M	J
B	Q	K	Y	C	J	H	N	M	E	A	P	A	R	T	I	E	S
D	M	J	Z	J	P	D	E	C	O	R	A	T	I	O	N	A	O

ADULTS
CANDY
CHILDREN
COSTUME
DECORATION
HALLOWEEN
HOLIDAY
OCTOBER
PARTIES
TRICKORTREAT

Appendix C. Lesson plannings used to work with the Herringbone Technique.

Normal Superior School Pamplona

Lesson Plan #3

STANDARD: • I identify the author's point of view. • I value reading as a means to acquire information from different disciplines that expand my knowledge.	BASIC LEARNING RIGHT: • I identify opinions of the author in oral and written texts related to his/her school environment.	TOPIC: SEVEN TIPS FOR A TIDY DESK
GRADE **DATE** 11-01 Thursday: 10/6/22 11-02 Thursday: 10/6/22	Skills: Reading Speaking Writing Listening	SUPERVISOR: Rosalba Espinosa Urbina
OBJECTIVES: • To understand the distinction between main ideas and supporting details in a reading text. • To learn the meaning of a word as it is used in a reading text.	PRE – SERVICE TEACHER Daniel Torres	TIME: 2 HOURS

	Description of the activity	Time	Resources
Beginning	The pre-service teacher will greet his students and pray "Our Father" to begin the class. Our Father, Who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil.	5 minutes	"Our father"
Quote	"The best way to predict your future is to create it." — Abraham Lincoln	5 minutes	Board Market

Quick questions	Before beginning the topic explanation, the pre-service teacher will ask his students some questions in order to communicate with them: • What day is today? • How are you? • How are you feeling right now?	5 minutes	Board Market
Warm- up	This activity is known as "Hangman". You are shown a set of blank letters that match a word or phrase and you have to guess what these letters are to reveal the hidden word. You guess by picking letters from those displayed on the sides. If you pick a letter that is in the word, a sound is played and that letter is revealed from the blank letters; however, if you pick a letter that is not in the word, then a stickman is slowly drawn. With each wrong letter guess, the man is drawn more and more. When the man is finished, he is hung and the game is lost. If you can reveal all the letters in the word before the man is hung then you are successful and the full word is revealed along with an image showing the meaning of the word.	10 minutes	Hangman online: https://www.gamestolearnenglish.com/hangman/
Introduction / Engage	Description of the activity	Time	Resources
	The preservice teacher will ask one question to introduce the topic, doing so will help him identify the prior knowledge that students have about the meaning of tidy. • What is a tidy desk?	5 minutes	Board Market

Presentation / Explanation	Description of the activity	Time	Resources
	The preservice teacher will ask his students to complete the sentences with a word from the box. This exercise will allow them to familiarize themselves with the vocabulary contained in the reading. As the next point, the teacher will give each student the reading "Seven tips for a tidy desk". Likewise, he will ask them to underline the unknown words and seek their respective meaning. Students will then read it aloud and socialize with their classmates.	40 minutes	Reading
Practice	**Description of the activity**	**Time**	**Resources**
	To practice the points exposed in the reading, the teacher will give the students an exercise that contains 8 statements and each of them has false/ true in front. Here the student must select the right option depending on each case. To go a little deeper into reading, students will have to write down the ideas the teacher puts on the board in the correct group. For this, the teacher will draw a table on the whiteboard divided into two categories: Do/Don t where students will organize each statement.	40 minutes	Piece of paper Board Market
Homework	**Description of the activity**	**Time**	**Resources**
Write a paragraph	Write a paragraph of a minimum of 50 and a maximum of 80 words answering the following question: Where do you study when you are at home? Is it tidy or messy?	No time	Paper Pencil

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Lesson Plan #4

STANDARD: • I identify keywords within the text that allow me to understand its general sense. • I use a variety of reading comprehension strategies suited to the purpose and type of text.	BASIC LEARNING RIGHT: • I identify the opinions of the author in oral and written texts related to his/her school environment.	TOPIC: THE PET STORE

GRADE   **DATE**
 	
11-01   Thursday: 10/20/22
11-02   Thursday: 10/20/22
	Skills: Reading
	        Speaking
	        Writing
	        Listening
		SUPERVISOR: Rosalba Espinosa Urbina

OBJECTIVES: • To understand the main and secondary ideas of the reading. • To identify the connectors contained in the reading.	PRE – SERVICE TEACHER Daniel Torres	TIME: 2 HOURS

	Description of the activity	Time	Resources
Beginning	The pre-service teacher will greet his students and pray "Our Father" to begin the class. Our Father, Who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil.	5 minutes	"Our father"
Quote	The way to get started is to quit talking and begin doing. -Walt Disney	5 minutes	Board Market

Quick questions	Before beginning the topic explanation, the pre-service teacher will ask his students some questions in order to interact with them: • What day is today? • How are you?	2 minutes	Board Market
<u>**Warm- up**</u>	This activity is known as "Riddles". The teacher will write on the board each of the riddles and he will give the students 10 seconds to decipher them. The first student that raises his hand and says the correct answer gains a point and a candy. • What has a neck but no head? **Bottle** • What has a face and two hands but no arms or legs? **A clock** • What has a thumb and four fingers but is not alive? **A glove** • What must be broken before you can use it? **An egg** • What goes up and doesn't come back down? **Your age** • What belongs to you but is used more by others? **Your name** • Everyone has it and no one can lose it, what is it? **A shadow** • What gets wetter as it dries? **A towel**	10 minutes	Board Market

Introduction / Engage	Description of the activity	Time	Resources
	The preservice teacher will start the class by presenting his research project, talking about the title, introduction, and objectives. Next, he will explain the technique to use for reading comprehension called "Herringbone Technique". Likewise, to familiarize students with this technique, they will work with an exercise of the WH questions. After that, the preservice teacher will continue the class by showing some flashcards containing the reading vocabulary. He will use the TV to display each of the images that are in a PowerPoint presentation and will ask his students the keyword that best describes them. In this space, the correct pronunciation of each word will also be emphasized. Then, it will be executed an activity called "Pictionary". As a first point, the teacher selects some of the keywords from the text. He divides the class into two or three groups. A learner from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. Finally, the other students try to guess what the word is and thus earn points for their team. Keywords: • Pet -Birthday • Horse - Parents • Dog-Cat • Cage - Rabbit • Mice - Parrot • Canary - Tank • Turtle – Book - Store	40 minutes	Research project and WH questions: https://cutt.ly/YBIJYJy Flashcards: https://cutt.ly/eBIF5hk
General understanding	The teacher will deliver the reading to each of the students, will ask them to take a look at	5 minutes	Reading: https://cutt.ly/pBILhDF

	it, and then will ask them three questions to identify if they have an idea on the topic to be addressed. - What is the title of the reading? - How many paragraphs does the reading have? - What do you think is the reading about?		

Presentation / Explanation	Description of the activity	Time	Resources
Identify the connectors	The preservice teacher will ask his students to identify the connectors to see how they link ideas within the text. They need to underline in the reading each of the connectors and classify them according to their type. For this, students will have a sheet containing each of the most common connectors in English.	5 minutes	Connectors: https://cutt.ly/rBILJHw
Practice	**Description of the activity**	**Time**	**Resources**
	Students will work with the fish skeleton of the Herringbone Technique to put into practice the theory seen in class. Here, the preservice teacher will give them a piece of paper containing the diagram and will ask students to complete each of the questions it has. In the end, the teacher together with the students will socialize reading.	38 minutes	Fish skeleton: https://cutt.ly/VBIXFis Questions from the reading: https://cutt.ly/FBIC1Eu
Homework	**Description of the activity**	**Time**	**Resources**
Areas of Interest	The teacher will ask his students to say which part of the text is the most important/interesting and which part is not interesting or important. They will have to describe it in two paragraphs, each one of a minimum of 4 lines and a maximum of 5. In the first paragraph, they will write what they liked and in the second what they did not like.	No time	Paper Pencil

Normal Superior School Pamplona

Lesson Plan #5

STANDARDS:	BASIC LEARNING RIGHT:	TOPIC: THE CITY WHERE I LIVE AND HALLOWEEN
• I analyze descriptive, narrative and argumentative texts in order to understand the main and specific ideas. • I identify the values of other cultures, allowing me to build my interpretation of their identity.	• I identify the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.	

GRADE DATE	Skills: Reading	SUPERVISOR: Rosalba Espinosa Urbina
11-01 Tuesday: 11/02/22 11-02 Wednesday: 11/01/22	Speaking Writing Listening	

OBJECTIVES:	PRE – SERVICE TEACHER	TIME: 1 HOUR
• To get the main and secondary ideas of the reading. • To answer some questions related to the reading.	Daniel Torres	

	Description of the activity	Time	Resources
Beginning	The pre-service teacher will greet his students and pray "Our Father" and "Angel of God" to begin the class. Our Father, Who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Angel of God, my guardian dear, to whom God's love commits me here, ever this day be at my side, to light and guard, to rule and guide.	5 minutes	"Our father" "Angel of God"

	Amen.		
Quote	"The two most important days in your life are the day you are born and the day you find out why." – Mark Twain	5 minutes	Board Market
Quick questions	Before beginning the topic explanation, the pre-service teacher will ask his students some questions in order to interact with them: • How is the weather today? • How are you doing today?	2 minutes	Board Market
Warm- up	This activity is known as "Hangman". You are shown a set of blank letters that match a word or phrase and you have to guess what these letters are to reveal the hidden word. You guess by picking letters from those displayed on the sides. If you pick a letter that is in the word, a sound is played and that letter is revealed from the blank letters; however, if you pick a letter that is not in the word, then a stickman is slowly drawn. With each wrong letter guess, the man is drawn more and more. When the man is finished, he is hung and the game is lost. If you can reveal all the letters in the word before the man is hung then you are successful and the full word is revealed along with an image showing the meaning of the word.	10 minutes	Hangman online: https://www.gamestolearnenglish.com/hangman/
Introduction / Engage	Description of the activity	Time	Resources
	The preservice teacher will start the class by explaining the strategy to use for reading		Herringbone Technique: https://cutt.ly/YBIJYJy

	comprehension called "Herringbone Technique". As a first point, the preservice teacher will show two videos related to Halloween. The first one, history of Halloween, and the second one, Halloween in Mexico. Then, he will prepare three questions for his students to know the understanding level they have. What did you identify in the videos? According to the video, what is Halloween and why is it celebrated? What are the relationships and differences between these countries about Halloween?	20 minutes	History of Halloween: https://cutt.ly/TNQzgAs Halloween in Mexico: https://cutt.ly/YNQz1lg

Presentation / Explanation	Description of the activity	Time	Resources
Pre-Reading Task	After the previous exercise, the teacher will show some flashcards. Then, he will ask how those pictures and images are connected. • What is the connection between these images? • What is the sequence of these images? • What do you think the reading is about?	8 minutes	Flashcards : https://cutt.ly/JNQcvc5
Practice and Evaluation	Description of the activity	Time	Resources
	The teacher will show the Halloween reading to his students. First, they will answer the diagram of the Herringbone Technique. For this, they should only write the keywords and expressions of the text. Secondly, they will answer some questions related to the reading. For this, the teacher will deliver a piece of paper only with the response options. They just have to select the correct option for each question.	55 minutes	Reading: https://cutt.ly/wNQvOKD Response options: https://cutt.ly/jNQb5YM

Appendix F. Letter of permission and Informed consent letter

Carta de permiso

Pamplona, octubre 18, 2022

Licenciatura en Lenguas Extranjeras: Inglés Francés
Departamento de Lenguas y Comunicación
Universidad de Pamplona

Profesor,

En el marco del curso Practica Integral y Sistematización de la Lic. en Lenguas Extranjeras se implementa un proyecto de investigación articulado junto con la práctica, uno de los propósitos principales es el proceso de recolección de datos. Este semestre, se lleva a cabo la investigación "Implementación de la Técnica Herringbone para mejorar la comprensión lectora a través del enfoque de aprendizaje basado en tareas en alumnos de 11º grado de la Escuela Normal Superior de Pamplona ".

El objetivo de este proyecto es conocer cómo la implementación de la Técnica Herringbone mejora la comprensión lectora a través del enfoque basado en tareas. Por ello, se establecerán dos tipos de instrumentos, como la entrevista y el diario de campo que permitirán completar esta etapa del estudio y que, al mismo tiempo, serán herramientas valiosas para concluir la siguiente fase del proyecto, el análisis de los datos y la presentación de los resultados.

Se le pide respetuosamente que permita realizar la fase de recopilación de datos en los cursos 11-01 y 11-02 que usted dirige.

También se comunica que toda la información obtenida se conservará en la más estricta confidencialidad y anonimato que caracteriza este tipo de actividad. Asimismo, se adjunta el calendario de las actividades previstas.

En espera de su cooperación, se pide que acepte, profesor, la solicitud de este permiso.

Cordialmente,

_____ _____ _____
Daniel Torres   Tatiana Maldonado   Rosalba Espinosa
Estudiante de Investigación   Tutora del proyecto   Supervisora

Consentimiento informado

Usted es invitado a participar en el proyecto de investigación: "Implementación de la Técnica Herringbone para mejorar la comprensión lectora a través del enfoque de aprendizaje basado en tareas en alumnos de 11º grado de la Escuela Normal Superior de Pamplona". El presente documento le informa sobre las modalidades del mismo. Responsable: Daniel Gómez Torres, estudiante de decimo semestre de la Lic. en Lenguas Extranjeras y quien se encuentra actualmente cursando la asignatura: Practica Integral y Sistematización, con la supervisión de Tatiana Maldonado, mentora del proyecto. Si en la lectura del presente documento, hay palabras o párrafos que usted no entiende, no dude en hacer preguntas. Si usted es consciente de hacer parte de este proyecto, al final del presente documento usted firmará y se le entregará del mismo.

Presentación del proyecto:

En el proceso de aprendizaje de una lengua extranjera es importante utilizar técnicas de estudio como método para reforzar las competencias lingüísticas, siendo el caso de la comprensión lectora del curso de inglés adoptado al grado once. Como investigador y como estudiante de la Licenciatura me he dado cuenta de la importancia que las estrategias y/o técnicas tienen en el proceso académico, ya que le permiten al estudiante trabajar de una manera más eficiente y libre. Por lo tanto, el objetivo de este proyecto es conocer cómo la implementación de la Técnica Herringbone mejora la comprensión lectora a través del enfoque basado en tareas.

Para el proceso de recolección de datos he adoptado dos tipos de instrumentos: dos entrevistas semiestructuradas y un diario de campo. Las entrevistas se realizarán presencialmente, donde usted responderá preguntas concernientes al tema de investigación que se está estudiando. Sin embargo, el encuentro estipulado para la entrevista será grabado para recolectar la información que se requiera. En caso tal que usted no autorice dicha grabación, los registros y las fotografías sobre usted serán destruidos al final del proyecto, respetando la confidencialidad.

Después de haber conocido y comprendido en su totalidad la información sobre este proyecto. A continuación, se presentarán las posibles ventajas y desventajas de su participación en el estudio:

•	Mi participación como estudiante no afectará mis actividades y evaluaciones programadas del curso.

•	La participación es de tipo voluntario.

•	Puedo retirarme en cualquier momento del proyecto si lo considero pertinente.

•	Puedo solicitar en el transcurso del estudio información actualizada sobre el mismo al investigador a cargo.

•	La información recolectada será guardada y tratada en estricta confidencialidad y en el anonimato.

 Yo, _____ declaro que he leído y/o entendido el presente formulario y he recibido una copia del mismo. Entiendo la naturaleza y el

motivo de mi participación en el proyecto. He tenido la oportunidad de formular algunas preguntas a las que se ha respondido y aclarado mis dudas. Por el presente acepto libremente participar en dicho estudio.

Firma del participante: _____

Yo, Daniel Gómez Torres como investigador del estudio, me declaro responsable del desarrollo del presente proyecto de investigación. Me comprometo a cumplir las obligaciones establecidas en este documento y también a informarle de cualquier elemento que pudiera modificar la naturaleza de su consentimiento.

_____

Firma del investigador del estudio

Appendix G. MAXQDA Software
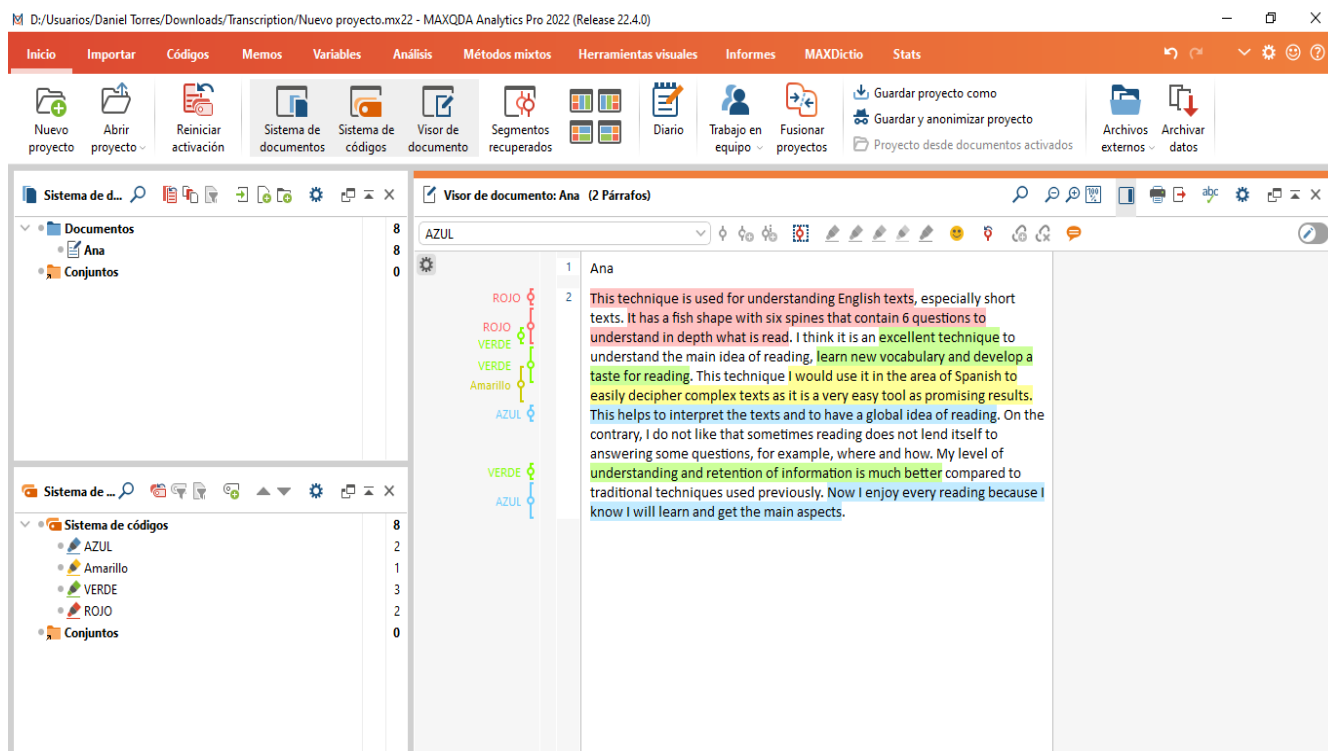
Appendix H. The first and second semi-structured interview.

Primera Entrevista

En primer lugar, quiero agradecerle por haber aceptado responder a esta entrevista la cual busca profundizar sobre aspectos relacionados con las técnicas de comprensión lectora utilizadas ya sea en inglés o en su lengua materna. Por tal motivo, nos concentraremos en la descripción detallada de las estrategias que usted utiliza al momento de entender y extraer las ideas principales y/o secundarias de un texto.

Yo soy Daniel Gómez, estudiante de la Licenciatura en Lenguas Extranjeras. Actualmente estoy investigando sobre la implementación de la Técnica Herringbone para mejorar la comprensión lectora a través del enfoque de aprendizaje basado en tareas. La presente entrevista tiene como objetivo conocer detalladamente las técnicas que utilizan los estudiantes en su proceso de aprendizaje de la lengua inglesa, especialmente en la comprensión lectora. El tiempo estimado para esta entrevista es de aproximadamente 30 minutos. Agradezco su sinceridad frente a cada pregunta. Recuerde que sus respuestas se mantendrán en el anonimato y solo se utilizarán para fines investigativos.

Cabe resaltar que el seudónimo que usted eligió es _____ ¿Es correcta esta información?

Preguntas principales	Preguntas complementarias	Preguntas de clarificación
¿Qué actividades suele implementar para mecanizar y/o entender los temas en inglés?	¿Cuál de esas actividades es la que utiliza con mayor frecuencia?	¿Puede especificar como trabaja esas actividades?
	¿Cuál de esas actividades es la que le ha dado un mejor resultado para entender la gramática vista en clase?	
¿Le gusta leer?	¿Puede darme las razones del por qué sí o del por qué no?	

¿Cómo le va en la clase de inglés, particularmente con la comprensión de lectura?	¿Tiene alguna dificultad para entender textos?	
Cuando lee, ¿prefiere textos cortos, largos, con imágenes, con caricaturas, con dibujos o con qué otros elementos?	¿Por qué se inclina por ese tipo de textos?	¿Puede especificar un poco más?
¿Aplica algunas estrategias para leer y entender un texto?		¿Dónde aprendió sobre esta estrategia?
Si lo ponen a leer ¿prefiere hacerlo en un texto de corrido o con un esquema, o gráfico?	En el caso de utilizar algún esquema o gráfico, ¿cómo lo implementa en su comprensión lectora?	
¿Qué hace comúnmente con el material de lectura proporcionado por su profesor?	¿Qué lo lleva a realizar esas acciones?	
Según sus conocimientos previos sobre la lectura, ¿qué es una idea principal y secundaria?	¿Se preocupa por buscar estas ideas contenidas en la lectura?	¿Por qué?
¿Cuál es la metodología del docente de inglés para que el estudiante pueda interpretar textos y responder a preguntas en base a ellos?		¿Podría especificarme un poco más al respecto?
¿Cuáles cree que sean los principales problemas que		

tienen los estudiantes para comprender un texto?		
Cuándo no entiende una lectura ¿qué acciones realiza para comprenderla?		¿Puede ilustrarnos con algunos ejemplos?
¿Qué hace cuando no sabe el significado de una palabra que está contenida en la lectura?	¿De qué manera puede servir el hecho de entender los significados de algunas palabras que contiene la lectura?	¿Para usted es importante aprender nuevo vocabulario al momento de leer? ¿Por qué?
¿Cómo se motiva a sí mismo al momento de leer e interpretar lo que está leyendo?		¿Podría profundizar un poco más?
Cierre Teniendo en cuenta las preguntas anteriores, las técnicas de comprensión lectora se utilizan para mejorar la adquisición de una lengua, también para sacarle el mayor provecho al material de estudio. Estas estrategias permiten relacionar contenidos, interpretar lo que se está leyendo, incrementar el léxico, y motivarse a sí mismo con el fin de ayudarle al estudiante en el dominio de la lengua.		

¿Qué otras técnicas usted utiliza para la comprensión de textos en inglés? ¿Tiene algo por añadir concerniente a las técnicas de comprensión lectora?		

Para terminar, quiero agradecerle por su tiempo, por su compromiso con esta investigación y por la disposición de haber respondido a esta entrevista. Sus respuestas son muy valiosas para mi proyecto.

Segunda Entrevista

En primer lugar, quiero agradecerle por haber aceptado responder a esta segunda entrevista. Yo soy Daniel Gómez, estudiante de la Licenciatura en Lenguas Extranjeras. Actualmente estoy investigando sobre la implementación de la Técnica Herringbone para mejorar la comprensión lectora a través del enfoque de aprendizaje basado en tareas. La presente entrevista tiene como objetivo conocer la percepción que los estudiantes tienen sobre esta técnica, especialmente en la comprensión lectora del área de inglés. El tiempo estimado para esta entrevista es de aproximadamente 15 minutos. Agradezco su sinceridad frente a cada pregunta. Recuerde que sus respuestas se mantendrán en el anonimato y solo se utilizarán para fines investigativos.

Cabe resaltar que el seudónimo que usted eligió es _____ ¿Es correcta esta información?

Preguntas principales	Preguntas complementarias	Preguntas de clarificación
De acuerdo a sus conocimientos, ¿qué es la Técnica Herringbone?	¿En qué escenarios cree que es utilizada?	¿Puede darme ejemplos?

¿Cuáles son los aspectos y/o características más remarcables de esta técnica?		
¿Qué considera sobre la utilización del diagrama en forma de pez de esta técnica?		
¿Qué opina sobre la utilización de esta técnica para la comprensión lectora en inglés?	¿Es algo innovador o tedioso de utilizar?	¿Puede contarme un poco más?
¿Aplicaría esta técnica en su lengua materna para comprender lo que lee?	¿Cuáles serían los pros y los contras de su aplicación?	
¿Qué le gustó sobre la Técnica Herringbone?		
¿Qué no le gustó sobre esta estrategia de comprensión lectora?		
¿Qué mejoras ha percibido en la comprensión lectora desde que comenzó a implementar la técnica?		
¿Cómo reconoce la idea principal y secundaria de un texto utilizando la técnica?		
		¿Puede ejemplificar un poco más?

Cierre Teniendo en cuenta las preguntas anteriores, las técnicas de comprensión lectora se utilizan para mejorar la adquisición de una lengua, también para sacarle el mayor provecho al material de estudio. Estas estrategias permiten relacionar contenidos, interpretar lo que se está leyendo, incrementar el léxico, y motivarse a sí mismo con el fin de ayudarle al estudiante en el dominio de la lengua. ¿Tiene algo por añadir concerniente a la Técnica Herringbone?		

Para terminar, quiero agradecerle por su tiempo, por su compromiso con esta investigación y por la disposición de haber respondido a esta entrevista. Sus respuestas son muy valiosas para mi proyecto.

Appendix I. Filed Journals

First Field Journal

Research student: Daniel Gómez Torres

Topic: Presentation of the project, diagnosis of reading comprehension,

implementation of the first short reading using the Herringbone Technique.

Date: From September 26th to October 21th.

On September 29th, as a first step before the implementation of the technique was to make a diagnosis to determine how the students of 11-01 and 11-02 were in terms of understanding and interpreting texts. It was of great importance to make this diagnosis to place the students at an appropriate level of the English language and thus continue with the other readings. For the realization of this was chosen a reading that has by title: seven tips for a tidy desk. Here the students had to make a preparation test before the reading, for example look for unknown words and associate words with their respective meaning. Then they had to read and answer certain multiple-choice questions with only one answer.

In this activity it was noted that students lacked vocabulary to understand certain extracts of reading as well as to interpret the text and adequately answer each of the questions based on the text. The realization of this activity took approximately 2 hours where they had the opportunity to interact and ask what they did not understand. In the end, the class activities were rated and it was evident that these grades were not very good. Therefore, students needed a strategy that would help them improve reading comprehension.

On October 6th, the project was presented to students in grade 11-01 and then to students in grade 11-02 on October 20. We started by talking about the title, introduction, justification, objectives and questions of the project. At this point it was spoken in Spanish in order for students to understand each point. Then, the Herringbone technique was explained with a PowerPoint presentation, starting with its definition according to some authors, showing the diagram, the key questions to answer the skeleton of the fish and at the end was shown an example of how the technique was implemented.

That is, a short reading was shown, then the skeleton of the fish with its 6 questions answered and also a series of open questions based on the text with their respectful answers. This

example was shown to the students so that they had an idea of the procedures to follow when implementing it to understand any type of short text and to determine the main idea of these.

That same day, the technique was implemented with the first reading in grade 11-01. Then, on October 20, with grade 11-02. It should be noted that the technique was applied to all grade 11 students. However, the productions of the participants involved in the project were taken into account. The steps taken in these two classes are described below.

Pre-reading

The preservice teacher continues the class by showing some flashcards containing the reading vocabulary. He uses the TV to display each of the images that are in a PowerPoint presentation and asks his students the keyword that best describes them. In this space, the correct pronunciation of each word is also emphasized. It is evident that students are more inclined to work in groups to solve the proposed activities. Diego, Wilmar and Fabian are good drawing therefore their groups chose them to complete the pre-reading where they had to draw the unknown words of the text so that they classmates could decipher them and earn points.

This activity is called "Pictionary". As a first point, the teacher selects some of the keywords from the text. He divides the class into two or three groups. A learner from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. Finally, the other students try to guess what the word is and thus earn points for their team.

The teacher delivers the reading to each of the students, asks them to take a look at it, and then asks them three questions to identify if they have an idea of the topic to be addressed.

- What is the title of the reading?
- How many paragraphs does the reading have?

• What do you think is the reading about?

The preservice teacher asks his students to identify the connectors to see how they link ideas within the text. They underline in the reading each of the connectors and classify them according to their type. For this, students have a sheet containing each of the most common connectors in English.

While-reading

Students work with the fish skeleton of the Herringbone Technique to put into practice the theory seen in class. Here, the preservice teacher gives them a piece of paper containing the diagram and asks students to complete each of the questions it has. In the end, the teacher together with the students socialize the reading.

Post-reading

The teacher asks his students to say which part of the text is the most important/interesting and which part is not interesting or important. They have to describe it in two paragraphs, each one of a minimum of 4 lines and a maximum of 5. In the first paragraph, they write what they liked and in the second what they did not like.

Once all the activities were completed, they began to qualify. Getting a slightly progressive improvement in grades compared to the diagnostic test. It was evident that the students could identify in the reading some key and precise elements to begin with the process of interpretation and thus answer questions in an almost correct way based on the topic.

Second Field Journal

Research student: Daniel Gómez Torres

Topic: Implementation of the second and third short reading using the Herringbone Technique.

Date: From September 25th to October 28th.

For the implementation of the second and third reading, trimestral evaluations were taken into account that week. That is, in the evaluation stipulated for grade eleven there were two points of two readings, with their respective fish skeleton and open questions based on the information they contained to determine if there was an improvement in comprehension by using the strategy.

Students are interested in participating in each of the proposed activities and their willingness to read and answer the questions in the diagram is higher. All the three stages were applied and in the last stage (post-reading) consisted of solving a crossword puzzle containing reading vocabulary, then they had to look for its meaning in the mother tongue. The estimated time for implementation 2 and 3 was two hours, one per reading. Where students had the opportunity to develop their reading comprehension skills and put into practice what they learned about the technique.

As students develop the activities, they are learning to differentiate the correct information to be placed in each section of the diagram, they are also able to question the answer options for each question, thus discarding those that are inconsistent with what is being asked. In this process, the students had no major difficulty in solving each point since they already had a prior knowledge of the technique. By reviewing the participants, they were able to complete the required points correctly by 75%.

Appendix K. Outreach Component Evidence - Lesson planning

Normal Superior School Pamplona

Lesson Plan #3

STANDARDS: I identify the recurrence of ideas in the same text. I understand the information implicit in texts related to topics of my interest.	BASIC LEARNING RIGHT: I recognize specific information in short oral and written texts on topics of general interest.	TOPIC: THE HOUSE

GRADE   DATE
 	
1st and 3rd: Friday: October 7/22
               Friday: October 7//22
	Skills: Reading
	       Speaking
	       Writing
	       Listening
		SUPERVISORS: Abel Vera and Carmen Sandoval

OBJECTIVES: To get the main and secondary ideas of the topic. To answer some questions related to the topic.	PRE – SERVICE TEACHER Daniel Torres	TIME: 2 HOURS PER CLASS

	Description of the activity	Time	Resources
Beginning	The pre-service teacher will greet his students and pray to " Angel of God" to begin the class. Angel of God, my guardian dear, to whom God's love commits me here, ever this day be at my side, to light and guard, to rule and guide.	5 minutes	"Angel of God"
Quick questions	Before beginning the topic explanation, the pre-service teacher will ask his students some questions in order to communicate with them: • How is the weather today?	5 minutes	Board Market

	• How are you ?		
Warm-up	This activity is known as "Hangman". You are shown a set of blank letters that match a word or phrase and you have to guess what these letters are to reveal the hidden word. You guess by picking letters from those displayed on the sides. If you pick a letter that is in the word, a sound is played and that letter is revealed from the blank letters; however, if you pick a letter that is not in the word, then a stickman is slowly drawn. With each wrong letter guess, the man is drawn more and more. When the man is finished, he is hung and the game is lost. If you can reveal all the letters in the word before the man is hung then you are successful and the full word is revealed along with an image showing the meaning of the word.	15 minutes	Hangman online: https://www.gamestolearnenglish.com/hangman/
Introduction / Engage	**Description of the activity**	**Time**	**Resources**
	The preservice teacher will show a video related to the parts of the house. Then, he will prepare three questions for his students to know the level of understanding they have. What did you identify in the video? What is a house? According to the video, what are the main parts of a house? What is the importance of the parts of the house?	35 minutes	Video: https://cutt.ly/CNyt3Fz

Presentation / Explanation	**Description of the activity**	**Time**	**Resources**
	The teacher will write on the board the most relevant parts of the house with their respective meaning in Spanish. Pronunciation and correct intonation will be worked. It will also give examples of daily life on the use of each part of the house.	15 minutes	Board Market
Practice and Evaluation	**Description of the activity**	**Time**	**Resources**
	The teacher will give a sheet to his students consisting of two points. In the first point, the students will answer the questions related to the house and then, they will color the images.	35 minutes	Worksheet: https://cutt.ly/aNmDJBV

Appendix O. Narratives.

Narrativa: Primera semana de septiembre del 5 al 9.

Daniel Gómez Torres

Escuela Normal Superior de Pamplona

En la presente narrativa se describen los sucesos más trascendentales de la semana y al final una pequeña reflexión de lo vivido.

Mi supervisora es Rosalba Urbina quien me asignó los grados 8-01, 11-01 y 11-02. La primera observación que hice fue el día 6 de septiembre con el grado 11-02. La docente a cargo empezó la clase con una oración en inglés dando gracias a Dios por todas las cosas que permiten la subsistencia del ser humano. Seguidamente, ultimó detalles con los estudiantes sobre unas presentaciones que van a tener lugar en el Talent Show, este es un evento que se realiza cada año donde los estudiantes tienen la oportunidad de demostrar sus talentos, ya sea en obras de teatros, poemas, bailes, etc. En ese momento, ensayaron un villancico llamado "Jingle Bell". Al principio los hombres estaban haciendo mucha indisciplina lo cual interrumpía el ensayo del grupo. La profesora los trataba con mucho amor y les daba consejos para comportarse y sacar la obra adelante.

Ese mismo día a la 4ta hora, observé la clase de 8-01. La profesora inició con una oración, después hizo lo mismo que con el grado 11-01, ensayaron las obras a ser presentadas en el Talent Show y hablaron sobre el amigo secreto. Les asignó a ellos unas tareas con respecto a esta fecha tan especial. En esta clase hay un niño sordomudo, él es obediente, pacifico y noble. Noté que todos sus compañeros lo quieren y lo apoyan en las diferentes actividades que se realizan en clase. Para comunicarse con él utilizan el lenguaje de señas, tiene una compañera que lo ayuda a

comunicarse con los demás. Ellos me estuvieron enseñando los saludos y palabras básicas en lenguaje de señas, lo cual me pareció muy interesante. Después la profesora hizo un ejercicio de "Spelling Bee". Tomó al azar a algunos participantes, incluyendo al niño sordomudo. La metodología con él fue la siguiente, sacó una palabra de un tema en específico, procedió a hacerle señas al niño de que dijera la palabra en lenguaje de señas, él entendió el ejercicio y lo realizó exitosamente.

El otro encuentro que vivencié fue con 11-02. Las clases con ellos fueron muy similares, inició con una oración y a ensayar las presentaciones del Talent Show. Este es un grupo un poco indisciplinado, sobre todo los hombres quienes no tienen la disposición de trabajar o aprender más cosas. La profesora me comentó que esto sucede cada vez que ellos presentan el ICFES ya que después del examen no les interesa nada más.

Como reflexión, infiero que es importante tener una comunicación asertiva con los estudiantes puesto que como uno los trate ellos van a responder a ese trato, hacer mala cara y gritarlos no es la solución sino mediar con ellos. Por otra parte, el hecho de incluir a una persona con necesidades especiales me parece un gesto muy humano para ofrecerle una educación optima en el desarrollo de sus capacidades y habilidades. Fue una semana muy productiva donde no se avanzó con temas del área de inglés, pero si en el desarrollo de las actividades que implica el Talent Show.

Narrativa: Segunda semana. Septiembre 12 - 16.

Daniel Gómez Torres

Escuela Normal Superior de Pamplona

En la presente narrativa se describen los sucesos más trascendentales de la semana y al final una pequeña reflexión de lo vivido.

Esta semana tuve interacción con los grados 1ro, 3ro, 8vo, 11e-01 y 11e-02. Fue una semana bastante productiva donde tuve la oportunidad de conocer un poco más a los estudiantes y las instalaciones de la institución. Entre los eventos más trascendentales fue cuando tuve que guiar una caminata ecológica junto con los grados 11. Para mi fue la primera vez que tenía el compromiso y liderazgo con un grado al momento de desarrollar varias actividades propuestas fuera del aula de clase. Comenzamos en la entrada de la institución y finalizamos en el restaurante escolar; a través de cada estación los estudiantes iban realizando una actividad y dando un compartir. Cabe recalcar que cada actividad era hecha en inglés; es decir, los estudiantes tenían que trabajar las cuatro habilidades lingüísticas contenidas en el aprendizaje del inglés.

Otro evento importante fue trabajar en octavo, algunos estudiantes tenían un examen de nivelación, entre ellos el estudiante sordomudo. Noté que los demás no tenían inconvenientes para leer y preguntar lo que no entendían de los puntos que estaban desarrollando. Sin embargo, este niño con capacidades diversas no podía completar los ejercicios porque no entendía. En ese momento me di a la tarea de explicarle los puntos, no tenía la menor idea del cómo hacerlo, pero me arriesgué para no dejarlo solo. Comencé con señas, pero él no me entendía. Entonces le pedí el favor que sacara un lapicero y una hoja, cuando me entregó esto, comencé a escribirle la explicación. Constaté que él lee y entiende perfectamente lo que uno escribe, ese así que comenzamos con el primer punto, segundo y así sucesivamente hasta terminar con todos ellos. Me sentí muy bien y feliz cuando él pudo completar exitosamente el examen. Creo que todos

tienen la oportunidad de aprender y avanzar en la vida para formarse como personas y profesionales.

Otra experiencia vivida fue la interacción con el grado 1ro. Desde un inicio me ha costado trabajar con el grado transición y primero. Considero que es difícil impartir una clase cuando son bastantes niños concentrados en el mismo salón. Ese día estaban muy indisciplinados y bullosos lo cual se me dificultó para dar la clase porque me dio una crisis de ansiedad. Como pude terminé las dos horas que tenia con ellos y me fui. A pesar de lo sucedido los niños se acercaban para saludarme y abrazarme, eso me llenó mucho, pero siento que debo buscar otras estrategias para trabajar con ellos y así mantenerlos ocupados.

Como reflexión me di cuenta que enseñar es un arte, que uno debe aprender a conectar con las personas; a ser su psicólogo y sobre todo a saberlas escuchar para que ellas también alivien su dolor interno y se desahoguen. Asimismo, cada estudiante que tiene un bajo rendimiento académico o un comportamiento agresivo es porque está luchando con algo interno, ya sean problemas familiares o en la institución. Es a estos estudiantes donde uno les debe prestar mayor atención para guiarlos en ese proceso de cambio y mejoramiento.

Narrativa: Tercera semana - septiembre 19 - 23.

Daniel Gómez Torres

Escuela Normal Superior de Pamplona

En la narración actual se describen los acontecimientos más trascendentes de la semana y al final un pequeño reflejo de lo sucedido.

Esta semana estuve en contacto con los grados 1, 3, 8, 11-01 y 11-02. Inicié como todas las semanas, un lunes por la mañana. Por lo general, los lunes no tengo a ningún grado a cargo, así que me dediqué con la profe a planificar las actividades de la semana y a recibir sus consejos y sugerencias al momento de impartir una clase ya que ella es profesora de la educación complementaria impartida en la institución.

Con el grado octavo me pasó algo muy extraño, al finalizar la clase tres estudiantes resultaron llorando y se quedaron conmigo hablando en el descanso. Estaba muy desconcertado, pensé que las había hecho sentir mal o les había exigido mucho en clase, así que decidí quedarme con ellas para hablar. Tuve una pequeña conversación con cada una de ellas donde me contaron que se sentían muy mal por los problemas familiares y emocionales que estaban viviendo, inclusive una estudiante me dijo que sufría de ansiedad, depresión y trastorno de la personalidad. Fue ahí cuando entendí que ellas se acercaban a mi para liberar la mayor parte de las emociones negativas que sentían; necesitaban a alguien que las escuchara y las aconsejaran. Respiré profundo y empecé a aconsejar y a darle ánimos a cada una de ellas, les dije que podían confiar en mí y que las iba ayudar en lo que pudiera.

Al otro día se me acercó un estudiante de once, me quedó viendo y empezamos a hablar sobre la vida y el estudio. Después me contó que se sentía muy triste, que tenía problemas familiares y que no sabía que hacer con el estudio. Tomé un tiempo para escucharlo y guiarlo desde mi experiencia. Esta semana estuve muy sorprendido por lo que vivencié con ellos. Además, estos estudiantes me contaron que tenían más confianza conmigo que con la psico-orientadora del colegio.

Otro evento trascendental fue dictar clases de francés a los grados once, nunca antes había disfrutado tanto dictar una clase y tener una experiencia maravillosa con la lengua francesa.

Desde que comencé las clases de francés sentí que el entorno era muy ameno, que tenía mucha conexión con la lengua y los estudiantes.

Por otra parte, aprendí que un aspecto importante de las clases son las dinámicas, las implementé en todos los cursos. Los estudiantes respondieron positivamente a cada una de ellas ya que vi que les interesaba más la clase, tenían una mejor disposición a la explicación del tema y la ejecución de los ejercicios propuestos. Es más, logré que los niños problemas de cada curso se integraran y participaran en los juegos, lo cual los hice sentir importantes y valiosos para las clases de inglés y francés.

Como reflexión, es importante establecer un buen vinculo con los estudiantes para que estos tengan la suficiente confianza de contarte las cosas y de este modo entender su comportamiento y el bajo rendimiento académico. Entonces más que un profesor, un psicólogo que entiende y orienta a las personas en el proceso de superación de las dificultades que los aquejan.

Narrativa: Cuarta semana - septiembre 26 - 30.

Daniel Gómez Torres

Escuela Normal Superior de Pamplona

En la presente narración se describen los acontecimientos más relevantes de la semana y al final una corta reflexión de lo vivido.

Tuve contacto con los grados 1, 3, 8, 11-01 y 11-02. Durante esa semana pude interactuar un poco más con los estudiantes, ellos se acercaban a hablarme y a contarme sus problemas y las situaciones difíciles por las que estaban pasando. En esos casos solo me limité a escucharlos y a aconsejarlos. Para ilustrar, un estudiante de 11-01 tenía muchos problemas, entonces me acerqué

y hablé un rato con él. Él empezó a contarme sobre sus talentos y sus aspiraciones en la vida, además habló sobre los problemas que tenía con su novia; cometí el error de darle consejos sobre la relación porque después me enemisté con su novia quien estudia también con él en el mismo grado.

Otro acontecimiento fue el contacto que tuve con el grado 8-02 ya que estaba reemplazando a mi compañera y la supervisora quienes estaban de viaje. Este grado se caracteriza por tener altos índices de indisciplina, drogas, robos y agresiones físicas y verbales. Antes de entrar al salón ya sabía a lo que me enfrentaba. Sin embargo, tomé el valor para entrar y dictar la clase, al principio ellos no querían abrir la puerta del salón puesto que manifestaban que no tenían llaves así que decidí llamar al coordinador. Después empecé a dictar la clase cuando de repente, empezaron a agredirse entre ellos y a decir palabras soeces. Fue muy duro para mi ya que no sabía como controlar 35 estudiantes de los cuales aproximadamente 15 estaban haciendo indisciplina e incitaban al resto al descontrol. Algo que me marcó y me dolió mucho fue que un estudiante se acercó al escritorio donde yo estaba y empezó a hablarme para distraerme mientras que con sus manos intentaba robarme un objeto del bolso, en ese momento me quedé mirándolo fijamente a lo que se avergonzó y sentó.

Como reflexión, es importante tomar el tiempo para escuchar a los estudiantes, pero también hay que tener presente que uno como docente no les puede dar mucha confianza ni contar cosas personales ya que se está abriendo una puerta de intimidad que va a ser difícil de cerrar. Asimismo, hay estudiantes que les gusta ser el centro de atención a todo momento, es bueno identificarlos para no caer en sus juegos. Algo que aprendí es a no entrometerme en los problemas personales de los demás, así me evito enemigos y tensiones dentro del aula de clase.

Del mismo modo aprendí que los estudiantes no se pueden acercar al escritorio del docente cuando esté no los autorice, así se puede evitar un posible robo o alteración de las notas.

Narrativa: Quinta semana - octubre 3 - 7.

Daniel Gómez Torres

Escuela Normal Superior de Pamplona

En la presente narración se describen los acontecimientos más relevantes de la semana y al final una corta reflexión de lo vivido.

Tuve contacto con los grados 1, 3, 8, 11-01 y 11-02. En esta semana tuve un quebranto de salud por lo que me ausenté el día lunes y martes. El miércoles retorné a la institución, aunque no me sentía bien del todo. Ese día tuve la supervisión por parte del programa así que di todo de mi para que la clase fuera lo más amena posible. Me gustó que los estudiantes de 8-01 me apoyaron mucho y trabajaron en cada una de las actividades propuestas. Dictando esta clase me sentí bien ya que estaba empapado del tema y sabía muchos ejemplos para dárselos a los estudiantes.

Algo que me pareció curioso fue que una niña de ese mismo grado me dijo en la cara que yo no sabía explicar el tema, que ella no estaba aprendiendo nada y que no le gustaban mis clases. La vi a los ojos y le dije que gracias por decirme eso, que lo iba a tomar en cuenta para mejorar. En clase empezó a decirme lo mismo hasta el punto de que se volvió muy repetitiva, en ese momento apliqué un quiz del pasado simple donde ella se sintió muy perdida a excepción de sus compañeros quienes si desarrollaron los ejercicios sin ningún problema. En ese momento con la mayor decencia posible me acerqué a ella y le dije que el problema no estaba en mi sino en ella, que en lugar de estar criticando prestara atención a la explicación dada en clase, ella asentó la

cabeza y me dijo que iba a estar muy pendiente de las clases. Empecé a dictar el tema del future simple con Will donde estuvo muy enfocada y empezó a hacer preguntas de lo que no entendía.

Como reflexión aprendí que mi estabilidad emocional no depende los comentarios de los demás, pero si los tomo en cuenta cuando son criticas constructivas que aportan tanto a mi crecimiento personal como profesional.