Implementing Written Comprehension Workshops in English Language for Eleventh Graders to prepare the Saber 11 Test at Bethlemitas Brighton High School in Pamplona-Norte de Santander.

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Chapter 1: General presentation of the project

With the aim of guiding the lector through the reading, this document contains three components that make up the integral practice at Bethlemitas Brigthon Educational Institution of the Pamplona's city in the department of Norte de Santander.

First, the pedagogical and research component is evidenced, where can be found all the data that concerns to the proposal that was implemented in eleven grader of this educational institution, this project consisted of the workshops implementations to strengthen reading comprehension in these students, this on the basis that in these grades students are faced with presenting the proposed and required Saber-11° tests from the national education ministry.

Subsequently, can be noticed the community outreach component; a section dedicated to the impact and social contribution that the University of Pamplona supplies to the primary schools of the city.

Finally, the intra-institutional activities component is addressed, an area in which all the institutional activities that were carried out during this integral practice process were evidenced and described.

1.1. Introduction

Learning and teaching English language has taken on an increasingly important role for the Colombian educational community, the good management and use of this language provides students more possibilities of better performance in various academic areas, which

may determine the greatest merit and success in an academic and later working future, however, it is well known that this teaching and learning process also represents a challenge for teachers and future teachers in the area.

At the Bethlemitas Brigthon Educational Institution it is clear to English teachers that a good work in communication and grammar skills will determine in their students a favorable learning in this area, however, there are some of these communicative skills that require more attention from the teacher than others, in the same way, this proposal sought to work with eleventh graders, who are faced to present the state tests Saber 11° which is considered by the official website of Icfes (2023), as a standardized assessment tool that seeks to measure the quality of formal education provided to those who are in the last school year of the secondary education level, Thus, these tests are composed of five sections: Critical Reading, Mathematics, Social and Citizens, Natural Sciences and English ; it is in the latter area that this proposal found the need to generate a specific reinforcement in the ability of text comprehension, because considering the evaluative trends of the status tests, this is one of the most commonly measured skills.

For the development of this proposal was created a space within the English class that was adapted to the institution curriculum with the name of “Reading corner" where students were provided with a reading comprehension workshop that contained a short text and a series of reading comprehension questions, similar to those presented during the Saber 11° test, in order to became familiar and practice for the test.

1.2. Justification

For the process of teaching and learning the English language it is necessary for teachers in the area to find methods and strategies that allow their students to develop skills in each of the various linguistic competences, this implies that students are able to face situations where the use of the language in various communicative activities does not represent a greater difficulty for them, On the one hand, eleventh graders at Bethlemitas Brighton Educational Institution are confronted in this last stage of their academic process of secondary education to present the state tests 11° in order to be measured through various areas of the knowledge, it is well known that in these state tests, there is a common tendency more specifically in the English area to evaluate the linguistic ability of textual comprehension by means of short texts and a series of questions that will measure the reading comprehension of students in respect of that narrative. Additionally, after making the pertinent observation of this integral practice, the need found was to strengthen this linguistic ability in eleventh graders, based on two fundamental principles, first one is the contribution that the pre-service teacher in charge of these grades can give to those students, who proposed the creation of a space in the English classes to practice and strengthen the skills of this ability, The second one is that those students, being so close to facing the state tests Saber 11° will be those who can benefit most from such reinforcement and strengthening that this proposal suggested, having a weekly space within their English classes where they were concentrated on preparing these comprehension skills.

1.3. Objectives

1.3.1. General objective

• To strength written comprehension skills through preparatory workshops for eleventh graders who face the Saber 11°status test.

1.3.2. Specific objectives

• To furnish material and practice to eleven-graders who face presenting the state test Saber 11°.

• To assist collaboratively in English area for the primary section of the educational institution Bethlemitas Brighton.

• To participate collaboratively in the intra-school activities proposed and programmed by the educational institution Bethlemitas Brighton.

1.4. Conclusion:

After having carried out the practice process and the three components implementation that made up this project at the Bethlemitas Brighton educational institution in the city of Pamplona, Norte de Santander, it can be concluded in general that the objectives previously set were satisfactorily achieved, thus allowing each of the components to determine with their independent realization the following conclusions.

First, the pedagogical and research component, as proposed, became a space within the English area of eleven grades where them could practice and prepare themselves in the type of reading comprehension activities to which they will be faced in future, in addition strengthening this reading comprehension ability by providing methodological support in the most appropriate way to approach this type of texts.

Secondly, with regard to the community outreach component, moreover, to providing support in the English area for the primary community that does not have a trained teacher to teach this area, it was achieved through the application of the methodological proposal that consisted in the use of crosswords to have promoted the learning of vocabulary in the first grade of the institution emphasizing the development of learning in different basic vocabularies that were converted to the students in the knowledge base with which they can continue their English learning process as a foreign language.

Finally, the intra-institutional component was the space where the practice process divided the experience into aspects inside and outside the classroom, it is for this reason that it was allowed to participate actively in the different activities that were raised throughout the stay within the institution being an actor of planning, support and constant contribution during them, in aspects such as student discipline management, planning support and participation in these events.

Chapter 2. Institutional Observation and diagnostic report

2.1. Institutional Observation:

The institutional observation took place over a period of two weeks, during which the trainee teacher immersed himself in analyzing and gathering essential information to comprehend various aspects of the organizational structure of Bethlemitas Brighton

Educational Institution. This section encompasses crucial elements of the school, including the Educational Institutional Project (PEI), the curriculum, institutional information, the methodology employed by the English teacher, the student level, and more.

2.2. Documentary analysis:

The geographical context:

The Bethlemitas Brighton Educational Institution is located in the Department of Norte de Santander, in the southeast of the urban perimeter of the city of Pamplona, at avenue 1 N^{3} 5-90, Brighton and the headquarters RAFAEL AFANADOR Y CADENA, avenue 4 No. 6 -84.

2.3. Administrative level:

E.I.P of the institution:

On April 13, 1896, the first Bethlemitas nuns arrived in Pamplona city. and on April 17, 1896, they settled and took charge of the institution under the name of " Brighton holy family sanctuary "; the institution receives a donation from Father Numa Julián Calderón, known as the Fifth, with the aim of the nuns begin to provide educational work for young women of scarce resources. The first superior of the institution was Mother Concepción Rubiano and, in this asylum, begins to provide religious, intellectual and domestic education to 20 orphans in the region.

Subsequently, the name of the institution was changed and approved by the national government as the Sagrada Familia school. In 1900, the school began offering education in

first grades of primary school. In 1953 under the need to extend the educational service beyond the fourth year the institution conducted a construction and renovation project of new classrooms and sports areas, in this way we can reach the present where the institution has two headquarters, the high school Afanador y Cadena and the primary section Bethlemitas Brighton, where there are facilities, administrative and teaching staff to educate children and youth at the preschool levels, primary, secondary and secondary technical education, with SENA coordination and approval by the Education Ministry.

Mission:

It is an Educational Institution that, in the light of the Bethlemitas Philosophy, seeks participation, updating and service in evangelization.

It contributes to comprehensive training by providing quality and inclusive education, based on ethical, scientific, technical, research, environmental and participatory principles. It has the power of God and the heritage of the Holy Founders, the state policies and the commitment of the educational community.

Vision:

Bethlemitas Brighton Educational Institution in 2022 will be recognized in society as an entity with projection of leadership in educational innovation, research, pedagogical and technical.

Respect for the environment and respect for the public, an inclusive institution, consolidated in its processes of integral training of highly qualified people.

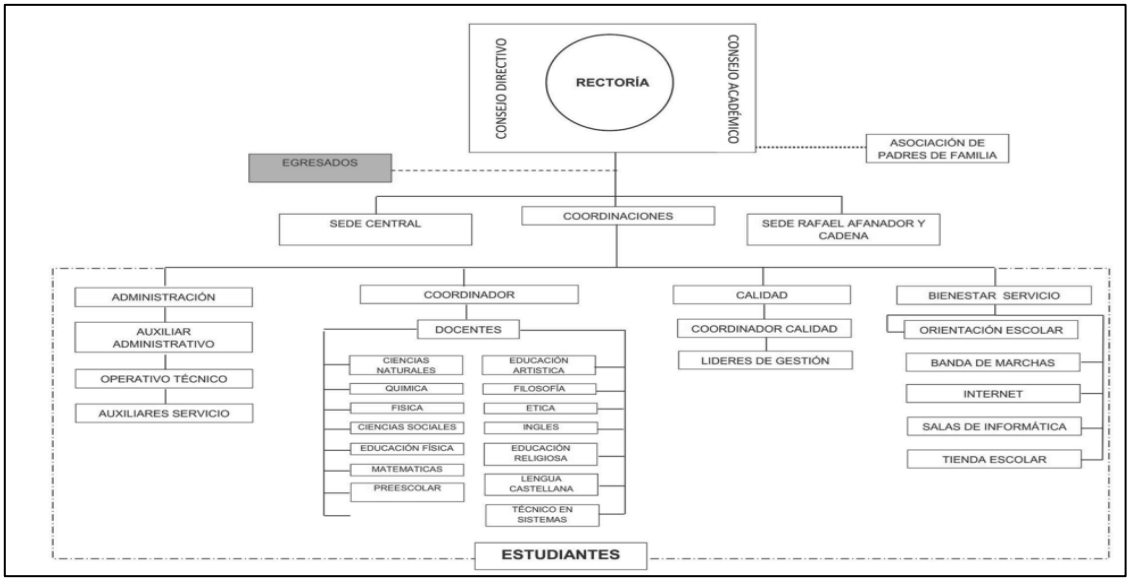
Philosophy:

The apostolic and educational heritage of our holy founders, reinforced by the norms issued by the Ministry of Education and the Secretary of Education, build-up our pedagogical practices by constructing every day a quality education that gives impetus to significant learning, based on the transformative holistic model in the love of service education.

Organizational chart of the educational institution Bethlemitas Brighton:

Below the organizational chart that containing the political and hierarchical organization of the educational institution Bethlemitas Brighton in the city of Pamplona.

Figure 1. Organizational chart



Note: This figure contains the internal political organization of the institution, the positions, and the hierarchy on which the institution is based.

Cohabitation handbook:

In accordance with the educational policies established by the Ministry of National Education, in compliance with General Law 116/94, article 87, articles 2, 3, 3, 1, 4.4 of Decree 1075/15 "Educational establishments shall have a regulation or student handbook, which shall define the rights, duties, of SS, families and caregivers, signing the registration of representation of their children, they shall accept the same". Law 1620/2013 and Regulatory Decree 1965, Law 1098/2006, Decree 2383/2015, and other decisions of the Constitutional Court are complementary.

On the other hand, in this document you can also find the different cases or situations of indiscipline and institutional disorder that may arise in the school, at the same time as the different measures and sanctions that must be applied, depending on the degree of relevance of the fault or the situation.

School journey:

The institution meets a daily journey with schedules starting from 7:00 AM to 1:00 PM, the school day begins with a reflection from 7:00 AM to 7:15 AM, then the first class runs from 7:15 AM to 8:10 AM, followed by second class from 8:10 AM to 9:05 AM, third class from 9:05 AM to 10:00 AM, at this stage of the day students, teacher's staff and administrative staff are granted with a break from activities for 10:00 AM to 10:30 AM; at the end of this break, the day continues with the fourth class that starts at 10:30 AM to 11:25 AM, the fifth class from 11:25 AM to 12:15 PM and finally the sixth and last class from 12:15 PM to 1:00 PM. Each stage of this day is marked with broadcast equipment that the institution has.

Institutional Chronogram and programming

The academic calendar at Bethlemitas Brighton Educational Institution is determined annually by the Board of Directors, taking into consideration the guidelines provided by the Ministry of National Education (MEN) and the resolution issued by the Secretary of Education of the District (SED).

This calendar outlines the specific weeks dedicated to institutional development, academic activities, periods of rest, and vacations for students, teachers, and administrators. Students are expected to complete 40 weeks of academic work, with 20 weeks in each semester, and they are granted 12 weeks of recess. Meanwhile, teachers are entitled to 7 weeks of vacation and 5 weeks of institutional development. During the institutional development period, teachers engage in institution self-evaluation, review the progress of the PMI (Institutional Educational Project), make necessary adjustments, review area plans, and organize projects essential for the institution's advancement.

2.4. Pedagogical level

English area planning:

The English area planning at the Bethlemitas Brighton Educational Institution conceived in its document "PLAN DE AREA DE INGLES-2023" as fundamental objectives:

• Encourage the use of foreign language as a mean to value and respect linguistic diversity in a globally communicated world.

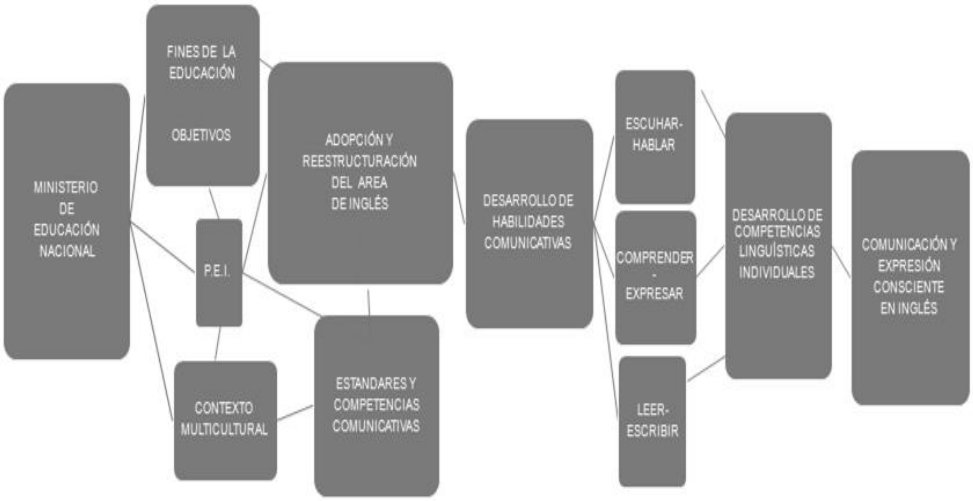
• Motivate the learning application strategies that allow students to increasingly expand their communicative competence.

• Promote the practice of human values through daily interaction.

• Develop communicative competence, based on the experience of the subjective world and the partner world. Cultural.

Therefore, in pursuit of these objectives, the institution and teachers in the area propose the following approach:

Figure 2. English Language Focus Area.



Note: This figure contains the diagram design of the approach on which the plan of the English area of the institution is based.

Finally, with regard to the planning of the English area of the institution the hourly load of each course respectively corresponds to the pre-school level in the transition courses 1 hour weekly, to the elementary level in the courses of 1°, 2°, 3°, 4°, 5° , 2 hours a week, for the basic secondary level in the courses of 6°, 7°, 8° and 9°, 3 hours a week, and

finally for the secondary level in the courses of 10 ° and 11°, 4 and 5 hours a week respectively.

Available teaching resources:

The institution, having a technique in systems, had the need and facility to acquire computer equipment for this purpose, which is why its students have the necessary material and inputs to develop this technique in the best possible way, those computer tools are: visual, auditory, audiovisual, internet, televisions, use of videos, multimedia, video beam, whiteboard, recorders and players.

In addition to those available pedagogical resources, if we focus more on the English area, students have the method book that varies in each course, dictionary and the vast majority of students have mobile phones that can be used as an educational aid tool, on the other hand, each classroom has TVs to project audiovisual material and finally, the institution has a language classroom that is equipped with mini laptops, recorders and players, materials that focus on teaching and learning English language.

Syllabus:

The Educational Institution Bethlemitas Brighton has an official document written and approved by the academic council with the name of "PLAN DE AREA DE INGLES-2023" where the corresponding syllabus was deposited, and where information by courses is appreciated, the goals by the area level, the basic learning rights by degree, and finally, the curricular organization axes of the area also by levels, in these axes can be found the contents divided into two components, grammatical and lexical, these same sorted by school period.

Teaching methodology in the English language class:

The English teacher of ninth and eleventh graders of the Institution gave her classes on the basis of the methodology books officially established by the institution, these books are respectively: for the ninth grade the methodical book Light Up and for the eleventh grade the methodical book Winder World, In addition, the teacher followed the typology of evaluation and class work established by the institution that focuses on “doing” and “knowing” where the component of doing is managed entirely in class, with activities and small tasks within the classroom that students develop individually or in groups as the teacher deems appropriate, and the knowing component that consists of the thematic assessment by the teacher, where she measured the knowledge of her students through individual workshops that will later become the students' grades.

Support modalities:

The area teacher conducted a grammar class in which she explained to her students the topic they were worked during the sessions that she deemed necessary, or in which the greatest possible understanding of the subject was appreciated, then the teacher made use of the methodological material (method book) to implement the activities proposed there and gave clarity through the practice of their grammatical topics, in the same way she used the available tools to the institution such as, televisions in each classroom, methodical books, and audiovisuals to work the different language skills that the English language requires. Likewise, when it was considered necessary, the teacher usually used innovative pedagogical methods to strengthen some subject with her students; finally, each subject of the curriculum ended with an evaluative test.

Design of guides and materials:

The Bethlemitas Brighton educational institution has various resources and materials to teach the English area, these range from methodical books accepted by the academic community, televisions in each classroom for the use and implementation of audiovisual material, an English classroom, the corresponding method book for each grade is used as the basis, where different material covering the use is found, understanding and practice of each of the communication skills that learning the English language requires, in addition to this, it is possible to make use of authentic material such as songs, videos, or any other type of audiovisual material as a method of reinforcing the themes within the curriculum of the area.

The basic learning rights of the institution (BLR):

The educational institution Bethlemitas Brighton determines the following basic learning rights respectively:

- Participate in short conversations where you provide information about yourself, people, places, and events that are familiar to you.
- It describes, orally, people, activities, events and personal experiences.
- Write simple short texts about actions, experiences and plans that are familiar to you.
- Include the main idea and some details about the activities, places and people in a brief descriptive text.
- Identify specific information about objects, people, and actions.
- Give and receive instructions, recommendations and suggestions.

- Describe actions related to a family or school environment issue.
- Write short texts and pamphlets about familiar actions, experiences and plans. A sequence of images and a predefined model are used for writing.
- Include the main idea and some details related to activities, places and people in a brief descriptive text. For understanding the text, it is based on familiar words and phrases.
- Recognize specific information about objects, people, and actions when you know each other and speak in silence. For this, you may need visual aids such as images or texts.
- Give and receive instructions, recommendations and suggestions on topics related to your daily environment.
- Write actions about a topic in your family or school environment. Use simple phrases and use images.

Courses and Schedules:

The educational institution Bethlemitas Brighton proposes preschool levels in the transition courses, the elementary level in the courses 1°, 2°, 3°, 4°, 5°, the basic secondary level in the courses 6°, 7°, 8° and 9°, and finally the secondary level education in the courses 10 ° and 11°.

Additionally, the academic schedule load handled by the head supervising teacher of the institution English area in grades 9, 10 and 11 is evidenced.

Grades 9 to 11:

Professor: Viviana Katherine Rueda Carrillo.

Figure 3 Teacher Schedule

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00-7:15	**REFLEXION**				
1ª	11-02	10-01	11-02	9-02	10-01
2ª	11-02	10-01	11-02	9-02	10-01
3ª	9-02	9-01	11-01	11-01	11-02
4ª	9-01	11-01		11-01	
5ª	9-01	11-01	10-02		10-02
6ª			10-02		10-02

Note: This figure contains the schedule of academic load that works the supervisor teacher of the English area in the institution.

2.5. Technological Level of the Institution

Degree of connectivity:

The educational institution Bethlemitas Brighton has several computer resources, if we go more specifically, for the area of English the institution has a specialized language classroom, where it has computers and media and audiovisual equipment, as recorders and players, in addition to an internet connectivity managed from the higher council of the institution, in the same way the students have a platform provided by the Pearson publishing house to solve and work interactively the units of the method book, thus each classroom has a television in which audiovisual materials can be projected and reproduced, these resources can be accessed freely via Bluetooth.

Platform access and use:

The Institution has platforms for interaction between students and their parents, where parents have control over their child's academic performance. They can access and review the grades submitted by the responsible teacher, which are updated on a weekly basis.

In addition, in the language classroom students have access to the platform use provided by the publisher Pearson to solve and work interactively the units of the method book.

Description of technological resources:

Every classroom in the school is equipped with modern, digital resources that are updated regularly to aid in the development of the class. These tools, including a television and a video projector, help to enhance student concentration. The teacher is responsible for bringing their laptop to project their materials in the classroom.

2.6. Population level and subjects' information

Students Number:

The educational institution Bethlemitas Brighton has students' number about 1,015 students, and each classroom has between 40 and 30 students.

In this project case, it was worked with around 50 to 60 students of grade 11 and 33 students of grade 9.

Genre:

The educational institution Bethlemitas Brighton manages a mixed environment, this means that in the school it is possible to find female and male students.

Age:

In the ninth grade they were between 12 and 15 years old and in the eleventh grade they were between 15 and 17 years old.

Language level:

Based on the Common European Framework of Reference (CEFR), students from the Bethlemitas Brighton educational institution had levels between A1 and A2.

Teacher's staff:

The Bethlehem educator ideal is an integrity person who serves as a role model for their students in all areas. They are respectful, creative, committed, conciliatory, tolerant, respectful of the public, a guardian of the recursive environment, spiritual, professionally competent, and they approach their work by accepting and valuing their students as a resource for group growth. They promote the integral development of their students by fostering knowledge exchange and collective research construction. This school has approximately 47 teachers.

The administrative staff:

The administrative staff and those who provide special services need to be competent, committed, respectful towards the public, passionate about nature, spiritual, able to perform their roles effectively, have a strong sense of belonging, responsible in

carrying out their duties, conscious of their roles as public servants, and have good interpersonal skills that maintain honest relationships.

Community of parents:

The parents' council is made up of all parents associated with the educational institution, and they are responsible for fulfilling their obligations and exercising their rights with regards to their children's education, as outlined in Article 4 of Decree 1286 of 2005. The council must convene four times a year, at the request of the rector or director of the educational institution.

The responsibilities of the parents' council are as follows:

- Attend meetings and other events as required.
- Elect representatives to participate in the institution's various bodies.
- Support the parents' council in all activities for the betterment of the institution.
- Contribute to a positive, harmony and unity atmosphere in building the institution.
- Provide suggestions for the proper functioning of the institution.
- Report any anomalies that occur within or outside the institution.

Chapter 3. Pedagogical and Research Component

Implementing written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test at Bethlemitas Brighton high school in Pamplona-Norte de Santander.

3.1. Introduction

English as a foreign language has gained significant relevance in the curriculum of institutions across the country. It is increasingly recognized as an independent, promising, and competitive skillset for students. However, it is evident that the pedagogical methods currently employed to teach this foreign language are not the most modern or innovative. These strategies are viewed from a different perspective and have different objectives, resulting in potential loss of knowledge transmission during the teaching and learning process.

During the observation process at Bethlemitas Brigthon Institution in the city of Pamplona, it became evident for eleventh-grade students that there is an urgent and specific need for preparation for the National Test (Tests Saber 11). This test aims to assess the knowledge acquired throughout the secondary education stage and is established by the Ministry of National Education. Therefore, the institution focuses its efforts on preparing students for this exam, with a particular emphasis on strengthening written comprehension. An analysis of evaluative trends in different proficiency tests concluded that written

comprehension is consistently evaluated in the English language domain. Consequently, eleventh-grade students face this challenge when taking their Tests Saber 11.

Considering the views of authors Nivin Pariamachi, Y. W., & Moquillaza Torres, S. I. (2017), who assert that reading is a fundamental element of intellectual development and promotes the enhancement of critical thinking, creative thinking, and autonomy, the proposal for the creation of reading comprehension workshops in the English language was introduced. These workshops consisted of small text excerpts accompanied by related questions. The implementation of these workshops involved allocating 15 to 30 minutes within English classes for a designated space known as "Reading Corner". This space provided an opportunity for students to engage with various texts and cultural themes while strengthening their written understanding skills.

3.2. Statement of the problem

This project focused on implementing written comprehension workshops specifically designed to prepare and enhance the skills of 11 graders at Bethlemitas Brigthon educational institution who were preparing for the state tests Saber 11. It was essential for students at this stage to be able to comprehend written texts in English and effectively answer questions based on their understanding.

During the observation stage at the institution, it became evident that students had a low level of comprehension when it came to English texts. This observation highlighted the need to strengthen their reading comprehension skills through the implementation of this project. In light of this, the following question emerged to guide the objective of the project: How does the use of reading comprehension workshop improve eleventh graders of Bethlemitas Brighton educational institution for the de Saber-11 status tests?

3.3. Justification

This project involved the implementation of reading comprehension workshops to strengthen this skill among eleventh-grade students at Bethlemitas Brighton educational institution, who were learning English as a second language. Simultaneously, it served as a process of practice and familiarization for the upcoming Saber-11 state test. It is well-known that standardized tests proposed by the Ministry of Education for the English area heavily emphasize the evaluation of specific skills, including the comprehension of original texts and contexts. Consequently, reinforcing this skill in students before taking the exam would be beneficial and supportive.

Regarding the methodology of imparting this skill to students, S. Vaughn and M.A. Barnes (2023) suggest that in order to foster the development of reading comprehension, it is necessary to approach it as a multifaceted concept with various potential outcomes. Based on this, the project proposed the creation of a designated space within English classes called "The Reading Corner." In this space, students participated in comprehension workshops that immersed them in real-life contexts for analysis and reading. The objective was to focus specifically on the activity at hand, providing students with the necessary tools to transform their challenge of low text comprehension into a new linguistic strength. It was anticipated that this transformation would be reflected in improved results in the Saber-11 state test.

3.4. Objectives

3.4.1. General objective:

To implement written comprehension workshops in the English language for Eleventh Graders to Prepare the Saber-11 Test at Bethlemitas Brighton High School in Pamplona-Norte de Santander.

3.4.2. Specific objectives:

- To employ text comprehension workshops with captivating topics for eleven graders.
- To develop questions based on text compression as a method of preparation and practice to present Saber-11 status tests.
- To foster reading comprehension skills in eleven graders through critical analysis of the content of text comprehension workshops.
- To enhance vocabulary management through the written comprehension workshops.

3.5. Research questions

Therefore, this study aims to answer the following questions:

3.5.1. Main question:

How does the implementation of reading comprehension workshops improve eleventh graders at Bethlemitas Brigthon educational institution for the de Saber-11 status tests?

3.5.2. Sub questions:

- How does the use of captivating topics enhance eleventh graders into the written comprehension workshops as motivator factor?
- How can critical analysis of workshops improve reading comprehension skills in eleven grade students?
- In which ways does the text compression-based questions using for preparation and practice benefits eleventh graders for Saber-11 status tests?

3.6. Theoretical Framework:

Regarding the concepts that helped to understand this proposed action research we have respectively, Tests Saber 11, written comprehension, reading and finally, workshops.

3.6.1. Tests Saber 11:

The Saber 11 test, as defined by Ruiz Escorcia, R. R., Arévalo Medrano, J. B., Morillo, G. P., & Acosta-Humánez, P. B. (2018), is a national standardized test proposed by the Ministry of Education in Colombia. Its main objective is to assess the quality of education in the country. According to the official ICFES website, since 2014, Saber 11 has been aligned with assessments conducted during basic education. The test provides information to the educational community regarding the development of basic skills that students should acquire throughout their school years. Additionally, Lochmiller, C. R., Lucero, A., & Lester, J. N. (2016) affirm that apart from evaluating students' academic performance, ICFES also assesses school conditions, programs, and the quality of teachers.

Based on the above, it is evident that the Saber-11 test is a crucial requirement for students who intend to pursue higher education. The test serves as a measurement tool for

public universities in the country to grant access to their various programs to students who have successfully completed the test. Therefore, for the eleventh graders at Bethlemitas Brighton educational institution, it was of utmost importance to adequately prepare themselves to face the challenges that this test entails.

3.6.2. Written comprehension:

Later as far as written comprehension is concerned Vidal-Moscoso, D., & Manriquez-López, L. (2016) point out that reading comprehension involves creating a mental representation of the text content, in which the different elements are coherently related, and meanings are generated from the interaction between the text and the previous experiences of the reader. Likewise, Recio, P., & León, J. A. (2015) mentions that reading comprehension is a high-level processing characteristic that involves integrating information through phrases and ideas in a text, making inferences and connections, monitor understanding and have knowledge about text structure. In addition, this author names León (2004) who states that these skills are very important since they help the reader to build an integrated and coherent model of the meaning of a text.

In this proposal reading comprehension played the role of tool to provide eleven-graders of the educational institution Bethlemitas Brighton a knowledge base, theories and ideas that have been their number one support not only when confronting standardized tests Saber-11 but also any other context where it is necessary to use the analysis and critical thinking.

3.6.3. Workshops:

To address what concerns workshops on English as a foreign language, Gómez Velandia, D. E., & Moreno Sanabria, J. C. (2019) mention that it is based on a tool that students systematically used to complete a set of tasks, which helps them to be more competent to address conflicts in their immediate environment through practical and theoretical preparation. In addition, Cristancho, P., Pedraza, M., & Rodriguez, J. (2007) point out that the purpose of the workshops is to identify the main theoretical, methodological and practical obstacles that students face, so that they can experiment and build a comprehensive learning, this is why this proposal found in the implementation of comprehension workshops the possibility of reinforcing in the students diverse competences that will be of great utility throughout their process of learning the English language, at the same time it was preparing them for the tests Saber 11 presentation proposed by the ministry of education.

3.6.4. Reading:

This pedagogical project aimed at enhancing the reading comprehension skills of eleventh-grade students involves understanding the complexity of reading comprehension itself. According to Perfetti and Stafura (2014), reading encompasses various processes such as visual processing of words, identification of phonological, orthographic, and semantic representations, and the application of syntax rules to derive the sentence's underlying meaning. However, Graesser (2015) emphasizes that understanding the meaning of individual sentences is not enough. It requires integrating the meaning across sentences, utilizing background knowledge, generating inferences, identifying text structure, and

considering the author's goals and motives. This results in the creation of a mental representation known as the situation model.

Reading, as defined by Harris and Sipay (1984), involves the meaningful interpretation of written symbols, while comprehension is the outcome of the interaction between perceiving graphic symbols representing language and the reader's language skills and world knowledge. In this process, the reader strives to construct the intended meanings conveyed by the writer.

Regarding the theories explaining the nature of learning to read, three main perspectives have emerged. The traditional theory, known as bottom-up processing, focuses on the printed form of the text. The cognitive view, or top-down processing, emphasizes the role of background knowledge in addition to the information presented on the page. Finally, the metacognitive view highlights the reader's control and manipulation of the reading process, emphasizing their conscious thinking while comprehending a text.

In summary, this pedagogical project targeting eleventh graders reading comprehension should address the intricate processes involved, including the integration of meaning across sentences, utilization of background knowledge, generation of inferences, identification of text structure, and consideration of authorial intent. Additionally, it should recognize the reader's active role in constructing meaning and the different theoretical perspectives that inform the learning-to-read process.

3.7. Literature Review

The implementation of written comprehension workshops to encourage the strengthening of skills and develop capacities in the process of teaching and learning the English language has been a topic extensively addressed by several authors, a series of analyses propose the most appropriate guidelines and methods for achieving these objectives, this is why the present project examined various articles and relevant studies on the area in order to synthesize the most relevant and useful information for the preparation of eleven graders of the educational institution Bethlemitas Brighton for their tests Saber-11, In pursuit of this objective, the following categories of analysis were proposed: *written comprehension for the development of English language skills, workshops as a tool for practice and reinforcement of the English language.*

3.7.1. Workshops as a tool to practice and strengthen the English language:

In order to achieve the objectives of this project it was necessary that the application of this project handled an appropriate tool, well-designed and precise in terms of the population that was intended to manage, is why workshops in the language became the fundamental instrument of this proposal; Penso, R. A. (2015). In his study entitled *"The workshop as a methodological strategy to stimulate research in the teaching-learning process in higher education."* Points out that the use of workshops as a methodological strategy in the classroom during the teaching-learning process guarantees the understanding of knowledge and is considered an appropriate tool to promote research in the educational field, where both students and teachers interact. Through these workshops, theory and practice are integrated, facilitating the understanding of how they relate and complement each other. This encourages the interaction of knowledge and action in learning. Likewise,

the structure of the workshop allows a better management of technical resources, study materials and time during the face-to-face activities carried out by students under the guidance of the teacher.

Under the perspective of Gómez Velandia, D. E., & Moreno Sanabria, J. C. (2019), in his study *"The workshop as a tool for the potentialization of critical thinking through the shareholder approach in English language in 11th grade students of the bilingual school Ciudad Montes de Bogotá."* They propose that the workshop should be adapted to the specific characteristics of the target population, that is, its structure should be designed to meet the needs and characteristics of the students, it is important that the workshop promotes the integration of different learning styles through activities that allow learning from different perspectives. In addition, it is suggested that the workshop be attractive to students, so as to invite them to use an innovative tool that is integrated into the educational process, this means that, in search of reinforcement and appropriation of the English language the EFL workshop must be clearly and precisely designed, so that the instructions provided allow students to effectively solve reading comprehension activities without ambiguity or confusion, the workshop can fulfill the intention of the teacher who created it or implemented it in search of the preparation and practice of the types of questions that students of the institution will face in their tests Saber-11.

In summary, these studies were of great relevance since the authors generated an analysis around the study topic that this proposal raised, which allowed to deepen the theories and concepts that surround the scope of the implementation of reading comprehension workshops in eleven graders of the educational institution Bethlemitas Brighton.

3.7.2. Written comprehension for the development of English language skills:

Written comprehension is defined by Kendeou, P., McMaster, K. L., & Christ, T. J. (2016) in their study *"Reading comprehension: Core components and processes"* as a complex activity involving various cognitive and linguistic processes, since, these processes involve the visual processing of words, identifying their phonological, orthographic and semantic representations, connecting words using syntax rules to understand the meaning of the sentence, integrating meaning through sentences, using relevant background knowledge, generating inferences, identifying the structure of the text and considering the objectives and motives of the author. This is based on that comprehensive reading is an involving process, according to Hall, C., Vaughn, S., Barnes, M. A., Stewart, A. A., Austin, C. R., & Roberts, G. (2020). In his study entitled, *"The effects of inference instruction on the reading comprehension of English learners with reading comprehension difficulties."* create a coherent image of the text in the mind, which is achieved through three steps of understanding. First, the reader identifies the meaning of the words and the syntactic structure of the text (pre-reading). Then, attention is paid to explicit information in the text (critical reading). Finally, the reader uses his general and specific knowledge on the subject to integrate it with the text information and create a more complete representation of the situation (post-reading).

Klingner, J. K. (2004). In his study *"Assessing reading comprehension. Assessment for effective intervention,"* ensures that the best way to assess reading comprehension is to use a combination of different measures. Which will make it possible to analyze how students approach a reading task, how they use their prior knowledge, what information they use to answer questions, what conclusions they draw, how they try to understand

difficult words or concepts and how they help themselves remember what they have learned. That was, the skills specifically in this proposal of the English area that were being developed and employed thanks to these processes of understanding.

3.8. Methodology implementation of the pedagogical proposal:

This pedagogical project based its implementation on strengthening the reading comprehension ability, reading should be approached as an automatic process of decoding written symbols. It involves directing a series of thoughts to construct and understand the message based on the available information. On the other hand, reading comprehension is viewed as an interactive process where the reader relates the reading content to their prior knowledge, establishes comparisons, arguments, and draws meaningful conclusions that enhance their understanding and knowledge (Recio, P., & León, J. A., 2015). Therefore, to achieve this complex process with eleventh graders at a public educational institution in the country, it was necessary to understand the steps involved in developing these skills when approaching a workshop on understanding texts in the English language.

The methodology proposed in this project followed the stages of reading to guide the understanding of texts during the implementation of the workshops. Reading, as a cognitive act, comprises three fundamental stages: pre-reading, critical reading of the text, and post-reading analysis. In the pre-reading phase, questions were asked about the subject to gain an idea of its content. Teachers could use questions prior to reading the topic title to assess their students' background knowledge. This technique helps establish the students' prior understanding of the topic before delving into the text, providing a brief overview of

the text's content. In the critical reading phase, a structural analysis of the content was conducted to seek significant learning. It was advisable to highlight the most important and noteworthy concepts in the text. This facilitated the identification of fundamental concepts, less relevant information, specific dates, and precise definitions in contrast to simple comments by the author. Finally, in the post-reading phase, an analysis of the content was performed using tools such as notes, summaries, and diagrams to record and highlight the most important aspects of the reading. This allowed for the consolidation of terms, reorganization of ideas, and the creation of a study guide for later review of the topic.

This project followed these phases during the implementation of the workshops to ensure that students could appropriate the proposed texts as effectively as possible. In a consecutive order of ideas, this proposal aimed to create a dedicated space within the English courses called the "Reading Corner." This space was incorporated into the planning week of the English area, where students concentrated their efforts with the trainee teacher to participate in a series of reading comprehension workshops in the English language. These workshops included comprehension questions and textual reflections, which required students to engage in conscious and in-depth reading of texts. The workshops also included multiple-choice questions that served as a preparation guide for the eleventh graders. The duration of this space within the English courses was agreed upon with the supervisor in charge of the English area and ranged from 15 to 30 minutes. Subsequently, printed workshops were distributed to the students, containing texts on various topics of personal interest and topics aligned with the curriculum of the English area in the institution. This aimed to integrate the established contents of the area with the contents suggested in this proposal. With the workshops in their possession, the students had sufficient time to

complete the first phase of reading. They then orally shared the general aspects of the text and the workshop with the group. Afterward, they individually engaged in the critical reading or second phase, delving deeper into the text. Finally, the third or post-reading phase allowed students to solve the comprehension workshop by responding to the questions provided. Once the students completed the workshop satisfactorily, the trainee teacher collected the workshops for analysis. To conclude each session of the "Reading Corner," a brief discussion was held to provide feedback for future sessions and encourage interaction between students and the trainee teacher.

Throughout the implementation of the proposal based on the application of reading comprehension workshops as a tool of practice and preparation for eleven graders of the Bethlemitas Brighton Educational Institution who will be faced with the state tests Saber-11 the implementation process of 4 workshops has been satisfactorily completed, which places us in an advance of 100% of the implementation schedule designed and established. This allows us to derive a number of relevant aspects for the analysis of the different applications, and the methodology implemented, as established in the methodology students have developed these workshops based on the three stages of reading, for the execution stage: pre-riding, critical reading and finally post-reading, these three stages are strictly followed in each of the applications of the project, and allowed students to made the due process of reflection and reading to achieve the understanding and mastery necessary to achieved the objectives set, then at this application moment the teacher determined and provided the necessary times for the students to develop each reading stage fully, and a special time that was designated for a discussion that served as a feedback space that aimed to gather comments and resolve doubts that may arise during the process. Similarly, the

planning process followed for the consolidation of these workshops began with the interest topic presentation to the students, a series of questions where it was determined which would be the most striking theme to work a text according to this, in the case of the four workshops applied during the pedagogical project the topics that were of most interest from the students were: "Sweet dreams", "Tuning-up", "Smart money" and finally "J.K. Rowling" **(Annex 1).** Then, the workshop was designed with a series of ICFES type questions with which the student was intended to practice and could demonstrate their understanding of texts, these questions as necessary in a reading comprehension workshop contained explicit and implicit information from the text, with the aim that students could not only answer them based on the text but also making use of them foresaw knowledge and cognitive analysis processes.

Finally, located in the final phase, from the first analysis and diagnosis to the last execution of the project, there was evidence of an increase in the mastery of written tests in English and even more in the approach of workshops or reading comprehension exercises, This allowed us to determine that the methodology implemented for the project application allowed the 10 students selected as population to familiarize themselves with this type of exercises and possibly became a strength when presenting the Saber-11 status exam.

3.8.1. Chronogram for the implementation of the project:

Consolidation of the implementation schedule of this proposal in the educational institution Bethlemitas Brighton in the city of Pamplona.

***Table 1*. Project chronogram.**

Week	Date	Description of the activity	Objective of the activity
1	Wednesday, 12 April	-Presentation of the proposal to grade 11 students. Written comprehension diagnostic test.	Present the project proposal to the eleven-grade students of the institution. Perform a diagnostic test to analyze students' reading comprehension level.
2	Wednesday, 19 April	-Start of the proposal with the implementation of the first text comprehension workshop. -First field journal implementation. - First documentary analysis implementation.	Begin the process of implementing the proposal in the appropriate grades.
3	Wednesday, 26 April	-implementation of the second text comprehension workshop. -Second field journal implementation. - Second documentary analysis implementation.	Carry out the second reading comprehension workshop of this project.
4	Wednesday, 17 May	-implementation of the third text comprehension workshop -Third field journal implementation. - Third documentary analysis implementation.	Carry out the third reading comprehension workshop of this project
5	Wednesday, 07 June	-application of the fourth and last one text comprehension workshop. -Fourth field journal implementation. - Fourth documentary analysis implementation.	carry out the fourth reading comprehension workshop of this project to consolidate the learning and skills obtained through the implementation of this project.

3.8.2. Project implementation planning

Here are the didactic sequences that were created to implement the project with the eleventh graders into the “Reading corner” space.

Table 2. *D*idactic sequence of the first text comprehension workshop implementation.

Title	**Implementing written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.**		
Course	**Level**	**Students**	**Estimated time**
11 grade	B1-B2	33 students around 15-17 years old	15-30 minutes
Institution	**Program**	**Teacher**	**Classroom**
Bethlemitas Brighton high school	Foreign Languages Education	Alvaro Andres Florez Anteliz	11th grade of Bethlemitas Brighton.
Objective	• To implement written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.		
Opening Activity			
Step 1: The teacher begins the application of the project "Reading Corner" giving each student the respective printed workshop, with which they will develop the three stages of reading in order.			
READING CORNER #1			
Step 2: The teacher together with the students will approach the text following the first step of the proposed reading process, that is the "pre-reading" in this step, they will read the title of the text, they will observe the paragraphs that it contains, they will observe the image and the questions, for giving a general preliminary conclusion of the possible content of the text. **Sweet Dreams** 			

QUESTIONS:

1. Which is true for the bulleted list in the text?

a) The first item is the most important.
b) Each item on the list is important and supports the main idea.
c) The items should be done in order.
d) Bulleted lists make no sense.

2. Which of these is a topic sentence stating a main idea?

a) You might have a lot of energy.
b) A good night's sleep is very important for your health.
c) Try to go to bed at the same time every night.
d) Use your bed just for sleeping.

3. What is a purpose for reading this text?

a) to find ways to sleep better.
b) to learn good study habits.
c) to learn how to cook.
d) to find a good place to buy a bed.

4. What is an accurate inference about caffeine?

a) It can make you sleepy.
b) It can keep you awake.
c) It is good for your health.
d) It is hard to find.

5. What would the author's advice be for readers?

a) sleep less.
b) stop getting exercise.
c) buy a TV.
d) get plenty of sleep.

6. Why might having a TV in your room keep you awake?

   a) You would forget to turn it on.
   b) You would not like having a TV.
   c) You would turn it off to sleep.
   d) You would watch it instead of sleeping.

7. Why do you think being excited about something might keep you awake?

   a) You will be afraid to fall out of bed.
   b) You will fall asleep very quickly.
   c) You will think about what is making you excited instead of getting sleepy.

d) You eat too much if you are excited.

8. Which is the best summary of this text?
   a) People can get a good night's sleep by following some helpful tips.
   b) Sleep is not important.
   c) Children don't know how to go to sleep.
   d) Many people have sleep issues.

Step 3: In the next step, the group will go into the workshop performing the second stage of the reading called "critical reading" where the text will be read in depth, identifying main themes, intentions, among others. At this point, students will be able to answer most questions posed in the workshop without any major difficulty.

Text:

Sweet dreams

A good night's sleep is very important for your

Health. Your brain and your body use that time to do.

All kinds of things that they cannot do as well when you're awake. How much sleep do you need? Every person is a little different, but many experts say that children need about ten hours of sleep per night.

So, if you wake up at seven o'clock to go to school, you should be going to bed by nine o'clock at night.

Sometimes it's not easy to fall asleep quickly, though. You might have a lot of energy. Or you might be excited about something. Maybe you're worried about something. When that happens, it's hard to get sleepy. Here are some things you can do to make it easier for you to get the sleep you need:

•Keep your body in a routine by going to bed at the same time every night.

•Do something calming right before bedtime, such as taking a warm bath or reading.

•Limit sodas, iced tea, and other foods and drinks that contain caffeine.

•Turn off your TV when it is time to sleep. Better yet, don't have a TV in your room. Studies show that children who have a TV in their rooms sleep less.

•Don't watch scary TV shows or movies close to bedtime because these can sometimes make it hard to fall asleep.

•Exercise during the day—it will help you sleep better at night. But don't exercise just before going to bed.

•Don't do homework, read, play games, or talk on the phone in bed. Use your bed just for sleeping—you'll train your body to associate your bed with sleep.

If you follow these handy tips, you will get yourself relaxed before bedtime. Then, it will be easier for you to fall asleep and stay asleep.
Solution of the reader comprehension workshop
Step 4: In this last stage of the application, students will develop the last stage of the reading process called "post-reading" in which the student will address the questions raised in the workshop and answer them, Likewise, if it is necessary for him to returned to the text to reply, he will do so. Students will work individually; the teacher will propose 10 minutes for this solution. **Step 5:** Finally, the teacher will collect the printed workshops for further analysis through the instruments proposed in this project.

Table 3. Didactic sequence of the second text comprehension workshop implementation.

Title	**Implementing written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.**		
Course	**Level**	**Students**	**Estimated time**
11 grade	B1-B2	33 students around 15-17 years old	15-30 minutes
Institution	**Program**	**Teacher**	**Classroom**
Bethlemitas Brighton high school	Foreign Languages Education	Alvaro Andres Florez Anteliz	11 grade of Bethlemitas Brighton.
Objective	• To implement written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.		
Opening Activity			
Step 1: The teacher begins the application of the project "Reading Corner" giving each student the respective printed workshop, with which they will develop the three stages of reading in order.			
READING CORNER #2			
Step 2: The teacher together with the students will approach the text following the first step of the proposed reading process, that is the "pre-reading" in this step, they will read the title of the text, they will observe the paragraphs that it contains, they will observe the image and the questions, for giving a general preliminary conclusion of the possible content of the text.			

Tuning Up



QUESTIONS:

1) What does the photograph tell the reader about this text?
a) It is about math.
b) It is about science.
c)It is about music.
d)It is about cooking.

2) What might happen if the musicians could not see the conductor?
a) They would watch what the conductor was doing.
b) They would be able to hear the conductor.
c) They would not play the right thing at the right time.
d) They would work very hard.

3) What was the author's purpose for writing this text?
a) to tell about orchestras.
b) to get you to play an instrument.
c) to tell about the history of music.
d) to tell how to buy an instrument

4)To which family of instruments does the flute belong?
a) Woodwind.
b) Percussion.
c) Brass.
d) String.

5) Why do orchestra members have to work as a team?
a) They cannot see the conductor.
b) They cannot hear one another.
c) Some orchestras play the music you hear in movies.
d) They all have to play the right thing at the right time.

6) What is likely true about orchestra musicians?
a) They do not work very hard.
b) They practice a lot.
c) They do not watch the conductor.
d) They do not like music.

7) What is an important quality of a person who plays in an orchestra?
a) obedience.
b) Strength.
c) cooperation.
d) kindness.

8) What can people learn from an orchestra?
a) Too much practice is not realistic.
b) A conductor deserves all the praise for working the hardest.
c) Teamwork is required to make big things happen.
d) Competition makes each group perform better.

Step 3: In the next step, the group will go into the workshop performing the second stage of the reading called "critical reading" where the text will be read in depth, identifying main themes, intentions, among others. At this point, students will be able to answer most questions posed in the workshop without any major difficulty.

Text:

Tuning up

An orchestra is like a team, all of the musicians have to work together and help one another, all of the musicians have to listen carefully to the other musicians, they all have to play the right thing at the right time for the music to sound its best. So, orchestra musicians have to work as a team.

There are different kinds of orchestras, but many orchestras have four sections, that is because there are four major families of instruments. The instruments in each family are similar to one another, one family is the strings, stringed instruments make music when you move their strings, a violin is a string instrument, so is a harp. Another family is the brass family, instruments in this family are made of brass, they can get very loud! A tuba is a brass instrument, and so is a trumpet. Instruments in the woodwind family make music when you blow into them, a flute is a woodwind instrument, so is a clarinet. Finally, there is the percussion (per-KUHSH-uhn) family. These instruments make music when you hit, shake, or scrape them, drums are percussion instruments, so are tambourines. Each family has its own section of the orchestra.

Orchestra musicians sit in a semicircle, this is so that they can see the conductor, the conductor leads the orchestra, he or she uses special arm and hand signals to tell the musicians when to play and what to play. So, everyone has to be able to see what the conductor is doing.

Some orchestras have their own concerts, others play the music you hear in movies, others play the music you hear at the ballet, some play the music you hear at plays, but they all work very hard, they want to make their music sound wonderful.

Solution of the reader comprehension workshop

Step 4: In this last stage of the application, students will develop the last stage of the reading process called "post-reading" in which the student will address the questions raised in the workshop and answer them, Likewise, if it is necessary for him to returned to the text to reply, he will do so.

Students will work individually; the teacher will propose 10 minutes for this solution.

Step 5: Finally, the teacher will collect the printed workshops for further analysis through the instruments proposed in this project.

Table 4. Didactic sequence of the third text comprehension workshop implementation.

Title	**Implementing written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.**		
Course	**Level**	**Students**	**Estimated time**
11 grade	B1-B2	33 students around 15-17 years old	15-30 minutes
Institution	**Program**	**Teacher**	**Classroom**
Bethlemitas Brighton high school	Foreign Languages Education	Alvaro Andres Florez Anteliz	11 grade of Bethlemitas Brighton.
Objective	• To implement written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.		
Opening Activity			
Step 1: The teacher begins the application of the project "Reading Corner" giving each student the respective printed workshop, with which they will develop the three stages of reading in order.			
READING CORNER #3			
Step 2: The teacher together with the students will approach the text following the first step of the proposed reading process, that is the "pre-reading" in this step, they will read the title of the text, they will observe the paragraphs that it contains, they will observe the image and the questions, for giving a general preliminary conclusion of the possible content of the text. **Smart Money**			



QUESTIONS:

1. Which is one way to save money?
a) by shopping at only one store.
b) by buying everything you want.
c) by purchasing small packages of items.
d) by shopping during sales.

2. How could people spend too much money?
a) by shopping in a hurry.
b) by buying larger sizes.
c) by waiting for sales.
d) by looking for discounts.

3. What is the author's purpose?
a) to tell how to get somewhere.
b) to get you to travel.
c) to tell you how to do something.
d) to tell a personal story.

4. Which is not a topic sentence?
a) Another way to be smart with your money is to wait for a sale.
b) A large pack of pens costs less per pen than a small pack of pens.
c) You can make smart decisions about your money.
d) One way to be smart with your money is to shop around before you buy.

5. Where does the text offer suggestions for how to be smart with your money?
a) the introduction
b) the conclusión.
c) the three body paragraphs.
d) the topic sentences.

6. What is likely true about people who are smart with their money?
a) They are impatient
b) They are patient.
c) They are jealous.
d) They are lazy.

7. How might you summarize this text for someone who has not read it yet?
a) It tells how to get to a store.

b) It tells what to do if you win money.
c) It tells how to find a new camera.
d) It tells ways to use money wisely.

8. Which is a good summary of the author's lesson in this text?
a) Being careful with money is wise.
b) It is not important to save money.
c) Comparing prices takes patience.
d) It is not a good idea to wait for a sale.

Step 3: In the next step, the group will go into the workshop performing the second stage of the reading called "critical reading" where the text will be read in depth, identifying main themes, intentions, among others. At this point, students will be able to answer most questions posed in the workshop without any major difficulty.

Text:

Smart Money

Have you ever considered the way you spend your money? What do you buy? When do you buy? It is important to use your money wisely. Then, you will have enough for the things you want. You can make smart decisions about your money. All it takes is some careful, smart thinking.

One way to be smart with your money is to shop around before you buy, is it more than one store, check the prices at each store, and try not to be in a hurry to buy. You do not have to buy at the first store you visit; another store might have what you want at a lower price, you can even check online and compare prices.

Another way to be smart with your money is to wait for a sale, many stores offer special discounts, for example, suppose you want to buy a camera, wait until a store has a sale, you can save 20 percent, 30 percent, or more on the price of the camera by waiting for a sale. Some stores also offer a discount if you buy more than one of an item, so, look for sales offering a lower price per item if you buy two of that item, in that way you could save money.

You can also use your money wisely by buying larger sizes of things, for instance, large bags of dog food usually cost less per pound than small bags cost, a large pack of pens usually costs less per pen than a small pack of pens. So, even though you may spend more on a large size, you are really saving money per item.

You can learn to be smart with your money., it takes some practice, and it takes patience, you cannot always have what you want right away, but if you are patient, you will save money. Then, you will have more money to spend on what you want.

Solution of the reader comprehension workshop

Step 4: In this last stage of the application, students will develop the last stage of the reading process called "post-reading" in which the student will address the questions raised

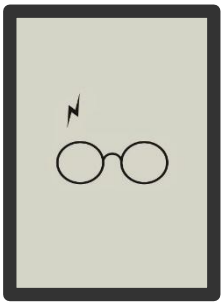
in the workshop and answer them, Likewise, if it is necessary for him to returned to the text to reply, he will do so. Students will work individually; the teacher will propose 10 minutes for this solution. **Step 5:** Finally, the teacher will collect the printed workshops for further analysis through the instruments proposed in this project.

Table 5. Didactic sequence of the fourth text comprehension workshop implementation.

Title	**Implementing written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.**		
Course	**Level**	**Students**	**Estimated time**
11 grade	B1-B2	33 students around 15-17 years old	15-30 minutes
Institution	**Program**	**Teacher**	**Classroom**
Bethlemitas Brighton high school	Foreign Languages Education	Alvaro Andres Florez Anteliz	11 grade of Bethlemitas Brighton.
Objective	• To implement written comprehension workshops in English language for eleventh graders to prepare the Saber 11 test.		
Opening Activity			
Step 1: The teacher begins the application of the project "Reading Corner" giving each student the respective printed workshop, with which they will develop the three stages of reading in order.			
READING CORNER #3			
Step 2: The teacher together with the students will approach the text following the first step of the proposed reading process, that is the "pre-reading" in this step, they will read the title of the text, they will observe the paragraphs that it contains, they will observe the image and the questions, for giving a general preliminary conclusion of the possible content of the text.			

J. K. Rowling





QUESTIONS:

1. What is the main objective of the above text?
   a) Describe the writing process of the Harry Potter book saga.
   b) Describe the life, achievements and relevant aspect of the author of the Harry Potter book saga.
   c) Tell the reader how much charity work J.K Rowling has done.
   d) Inspire the reader to read the Harry Potter book saga.

2. Harry Potter is the best-selling book series in history.
   a) True.
   b) False
   c) We don't know.
3. She participated in the production of all Harry Potter movies.
   a) True.
   b) False.
   c) We don’t know.
4. She got the idea for the Harry Potter series on a delayed train.
   a) True
   b) False
   c) We don’t know.
5. Robert Galbraith is the name of her brother.
   a) True.
   b) False.
   c) We don’t know.
6. She supports many charities.
   a) True
   b) False
   c) We don’t know.
7. She doesn't have a middle name.
   a) True.
   b) False
   c) We don’t know.

8. How many copies has the successful Harry Potter book saga sold?
    a) 450 million copies
    b) 400 million copies
    c) 400 thousand copies
    d) 400 billion copies
9. How much is the fortune of writer J.K. Rowling worth in dollars?
    a) 560 million.
    b) 799 million.
    c) 798 million.
    d) 797 million.
10. What did TIME magazine highlight about writer J.K. Rowling?
    a) Her strength in getting out of poverty in five years.
    b) Her creativity and good use of the English language.
    c) The social, moral, and political inspiration she has given her fans.
    d) Her morals and creativity when writing Harry Potter books.
11. Who forced J.K Rowling to use initials instead of her name to not affect her books sales?
    a) Her friends
    b) Her brothers
    c) Her parents
    d) Her publishers
12. The letter K in her pseudonym comes from who?
    a) Her mother
    b) Her grandmother
    c) Her daughter
    d) Her grandfather
13. When did J.K Rowling finished the first book of her Harry Potter saga?
    a) 1996
    b) 2012
    c) 1997
    d) 2007
14. What is the full name of the last book in the Harry Potter saga?
    a) Harry Potter and the goblet of fire.
    b) Harry Potter and the Deathly Hallows.
    c) Harry Potter and the Philosopher's Stone.
    d) Harry Potter and the Chamber of Secrets.
15. What would be a good alternative title for this text?
    a) J.K Rowling’s magic.
    b) The achievements of J.K. Rowling.
    c) Harry Potter’s writing process.
    d) Harry Potter books and movies.

Step 3: In the next step, the group will go into the workshop performing the second stage of the reading called "critical reading" where the text will be read in depth, identifying main themes, intentions, among others. At this point, students will be able to answer most questions posed in the workshop without any major difficulty.

Text:

J. K. Rowling

Joanne "Jo" Rowling (born 31 July 1965), pen name J. K. Rowling, is a British novelist, best known as the author of the Harry Potter fantasy series. The Potter books have gained worldwide attention, won multiple awards, and sold more than 400 million copies. They have become the best-selling book series in history and been the basis for a series of films which has become the highest-grossing film series in history. Rowling had overall approval on the scripts as well as maintaining creative control by serving as a producer on the final instalment.

Born in Yate, Gloucestershire, Rowling was working as a researcher and bilingual secretary for Amnesty International when she conceived the idea for the Harry Potter series on a delayed train from Manchester to London in 1990. The seven-year period that followed entailed the death of her mother, divorce from her first husband and poverty until Rowling finished the first novel in the series, Harry Potter and the Philosopher's Stone (1997). Rowling subsequently published 6 sequels—the last, Harry Potter and the Deathly Hallows (2007)—as well as 3 supplements to the series. Since then, Rowling has parted with her agency and resumed writing for adult readership, releasing the tragicomedy The Casual Vacancy (2012) and—using the pseudonym Robert Galbraith—the crime fiction novel The Cuckoo's Calling (2013) which, according to Rowling, is the first of a series.

Rowling has led a "rags to riches" life story, in which she progressed from living on state benefits to multi-millionaire status within five years. She is the United Kingdom's best-selling author since records began, with sales in excess of £238m. The 2008 Sunday Times Rich List estimated Rowling's fortune at £560 million ($798 million), ranking her as the twelfth richest woman in the United Kingdom. Forbes ranked Rowling as the forty-eighth most powerful celebrity of 2007, and TIME magazine named her as a runner-up for its 2007 Person of the Year, noting the social, moral, and political inspiration she has given her fans. In October 2010, Rowling was named the "Most Influential Woman in Britain" by leading magazine editors. She has become a notable philanthropist, supporting such charities as Comic Relief, One Parent Families, Multiple Sclerosis Society of Great Britain and Lumos (formerly the Children's High-Level Group).

Although she writes under the pen name "J. K. Rowling" (pronounced rolling), the author's name when her first Harry Potter book was published was simply "Joanne

Rowling". Anticipating that the target audience of young boys might not want to read a book written by a woman, her publishers demanded that she use two initials, rather than her full name. As she had no middle name, she chose K as the second initial of her pen name, from her paternal grandmother. She calls herself "Jo" and has said, "No one ever called me 'Joanne' when I was young, unless they were angry." Following her marriage, she has sometimes used the name Joanne Murray when conducting personal business. During the Leveson Inquiry she gave evidence under the name of Joanne Kathleen Rowling. In a 2012 interview, Rowling noted that she no longer cared that people pronounced her name incorrectly.
Solution of the reader comprehension workshop
Step 4: In this last stage of the application, students will develop the last stage of the reading process called "post-reading" in which the student will address the questions raised in the workshop and answer them, Likewise, if it is necessary for him to returned to the text to reply, he will do so. Students will work individually; the teacher will propose 10 minutes for this solution. **Step 5:** Finally, the teacher will collect the printed workshops for further analysis through the instruments proposed in this project.

3.9. Research methodology

In this methodological section it is possible to demonstrate relevant concepts about the main characteristics of this project; the typology that directs this research, as well as the design, the population and the instruments that were decided to carry out to collect the data, among others.

3.9.1. Type of research

This study was carried out using a qualitative approach, since most of the expected results were related to improving reading comprehension and was analyzed using a qualitative approach. author Khan, S. N. (2014) cites in his study Creswell (2017) who ensures that the qualitative approach involves the study of research problems in which the meaning that individuals or groups attribute to a social or human problem is questioned. To address this problem, qualitative researchers use an emerging approach to qualitative

research, collecting data in a natural environment for the people and places studied and conducting data analysis that is inductive and establishes patterns or themes.

For the purpose of helping the population, the teacher in training felt the need to work on reading comprehension skills through workshops in the English language.

3.9.2. Research design

This project is being developed, using the parameters of Research-Action due to the retrospective and institutional scope in which the proposal is being carried out. According to Creswell (2002), Action-Research is one of the most applied practical conceptions in which researchers explore a problem from practice in order to develop a solution to that problem. That is why this proposal finds in this design the most suitable typology to address the problems found in eleven grade students of the educational institution Bethlemitas Brighton in the city of Pamplona.

3.9.3. Population

This qualitative study presented as population the eleventh graders in the educational institution Bethlemitas Brighton of the Pamplona's city. Norte de Santander, students who have an hourly intensity of five hours per week in the English area. However, the specific sample was a group of 10 students of this grade.

3.9.4. Instruments for data collection:

At this stage of the project, it was necessary to propose a series of instruments that guided the process of collection and analysis of data obtained, these instruments go hand in hand with the research approach followed in the proposal, in order to obtain qualitative data.

Field journal:

This tool allowed the researcher to write his reflections and learnings related to the classroom, the context and other aspects observed directly in the environment. It standed out for providing the advantage of a personal writing in which the researcher can freely express both the positive and negative aspects, as well as the various problems that arise, and also the progress and participation of students during their class hours. Luna-Gijón, G., Nava-Cuahutle, A. A., & Martínez-Cantero, D. A. (2022). They describe the field journal as an educational tool that enables the student and teachers to acquire a deep and meaningful learning, in addition to encouraging reflection and making visible the student's work and thinking process. It is also responsible for recording the emotions that arise during the implementation of projects and contributes to the formation of critical thinking. This tool was used to keep track of the most relevant aspects noticed throughout the different applications of the project. Also, this instrument was implemented as many times as the project was implemented within the classroom.

Documentary analysis:

Bowen Glenn (2009) mentions that Corbin and Strauss (2008) have defined document analysis as a systematic procedure for reviewing and evaluating documents, both in printed

and electronic form. This analytical method, like others in qualitative research, requires examining and interpreting data to make sense of it, improve understanding and develop empirical knowledge. In addition, Peña Tania and Pirela Johann (2007) cite the definition of Solís Hernández (2003), who describes the analysis of documents as the process of selecting the relevant ideas in a document in order to express its content without ambiguity, to retrieve the information found on it.

This tool was used to analyze the documents (written comprehension workshops) that eleventh graders of the educational institution Bethlemitas Brighton developed throughout the implementation of this proposal, this served to analyze and understand the progress and degree of success that the same proposal represented in the ability of understanding texts in the English language of the population, this instrument was carried out once for each application of the project.

3.10. Instruments designed and applied:

For the application, collection and analysis of data stage this project proposed the implementation of two instruments, the first was a documentary analysis, which was the tool of collection, categorization and analysis of the written comprehension workshops that were designed for the project and that had been applied throughout the practice process, then, the second instrument is the field journal which, seen as a follow-up tool, will allow monitoring the progress in question of the skills needed to address a written comprehension workshop, while serving as a space for qualitative reflection in accordance with the design of this project.

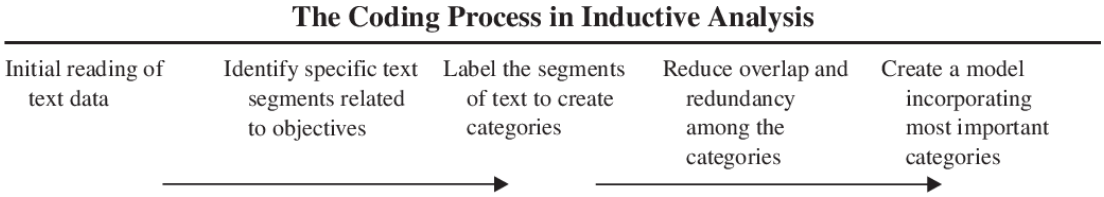
Consecutively, the first of these instruments, the documentary analysis sought to respond to the first and second objectives and has been implemented following the format designed, **(Annex 2)** this was divided into five categories and gathered the information of the workshop and the population in question, in addition to providing information about the personal process regarding the skills needed for mastering the written comprehension workshops of the sample. This instrument was first applied on Wednesday, 19 April, its second time on 26 April, its third time on 17 May, and finally the last time on 07 June.

In addition, the second instrument is a field journal **(Annex 3.)** that sought to respond to the third objective to develop reading comprehension skills in eleven grade students through critical analysis of the content of text comprehension workshops. This was done with the aim of monitoring each participant as to the improvement that could be obtained at the end of this project. This instrument was first applied on Wednesday, 19 April, its second time on 26 April, its third time on 17 May, and finally the last time on 07 June.

3.11. Data analysis methodology:

The chosen method of analysis was inductive analysis, which involves two stages. As described by David R, Thomas, (2006), the first stage is to gain a general understanding of the data and then identify the themes and descriptions related to the central phenomenon. This analysis is performed inductively, meaning that it starts with specific or detailed data such as transcripts or notes, and then progresses to identify codes or categories and general topics. This approach is commonly used by qualitative researchers to produce broad topics or categories from detailed databases.

***Figure 4**, Steps* in Inductive Analysis



Note: Adapted from "A General Inductive Approach for Analyzing Qualitative Evaluation Data" David R, Thomas, (2006).

Considering the above steps, the first procedure that was addressed to develop the analysis through induction was the initial reading of the text data, corresponding to the general reading of the data obtained from the four applications of each of the instruments in their respective designed formats. **(Annex 4)**.

After applying steps two and three of the analysis method, the following categories were consolidated:

- Impact of text comprehension workshops with captivating topics.
- Text compression questions as a method for preparation and practice.
- Text content understanding.
- Purpose of the text understanding.
- Implicit information understanding.
- Explicit information understanding.
- Vocabulary management.
- Methodology following.

From these categories onwards, the inductive process suggested that the data obtained should be labelled in order to arrive at the last step of consolidation through the labels of broad categories that would encompass the findings' analysis process.

Table 6. Established categories.

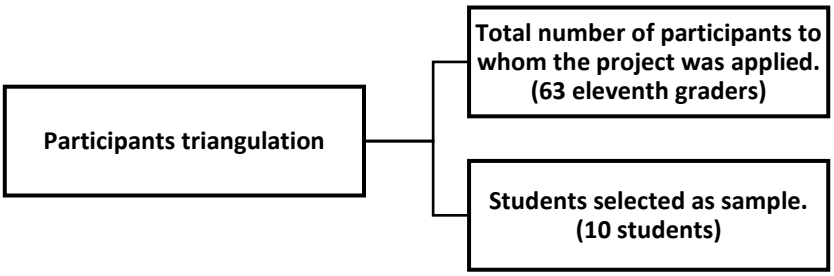
categories	Broad categories	Instruments
Impact of text comprehension workshops with captivating topics.	**Effectiveness on reading comprehension workshops**	**Field journal**
Text compression questions as a method for preparation and practice.		
Methodology following.		
Text content understanding.	**Development of reading comprehension skills through critical analysis**	**Documentary analysis**
Purpose of the text understanding.		
Implicit information understanding.		
Explicit information understanding.		
Vocabulary management.		

Information triangulation for the findings analysis.

To perform the information triangulation necessary to obtain the results of the data analysis, the following schemes were created, these schemes reduce the information in two sections, participants triangulation and data analysis triangulation:

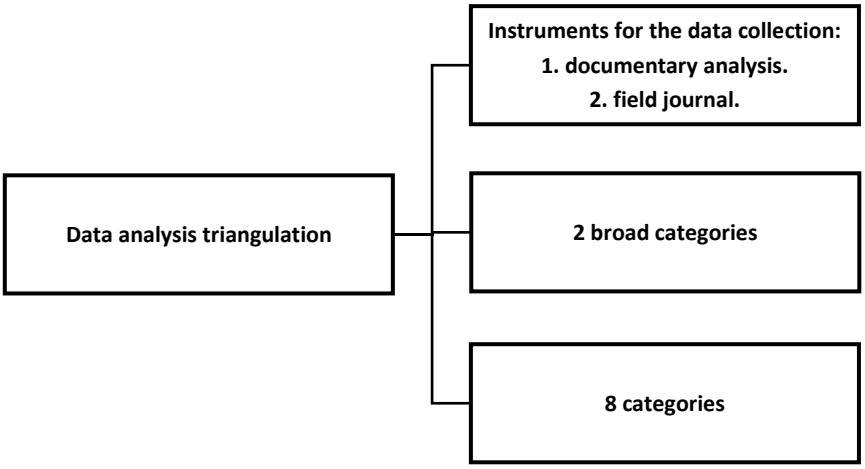
Data triangulation with student population and sample:

Figure 5 Participants triangulation



Then, the data analysis triangulation:

Figure 6, Data triangulation.



3.12. Results

Effectiveness on reading comprehension workshops

Throughout the application of the reading comprehension workshops, it became evident that it was of utmost importance for the students to have captivating and attention-grabbing reading topics. Initially, reading itself was perceived as a boring process by the participants. However, the methodology of this project aimed to incorporate the students'

interests, allowing for the design of the workshops in a didactic manner. This approach proved to be a success factor during the execution of the workshops. It was apparent that the participants felt a sense of identification with the topics discussed, which provided the necessary motivation for their active involvement in the project's methodology.

In the reading comprehension workshops, not only was the content of the text important but also the questions that served as a tool to assess the participants' level of understanding. This is why the inclusion of the "Reading corner" within the English area was seen as a dedicated space for practice and preparation for future state tests. Keeping this objective in mind, the design of the questions followed the format of the ICFES-style model, consisting of multiple-choice questions with only one correct answer. This familiar format helped the students quickly grasp the methodology of these workshops.

Finally, to ensure the effectiveness of the reading comprehension workshops, it was essential to follow the three methodological steps of reading as proposed by Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). By doing so, the participants were able to grasp the true intention of a critical reading workshop and understand the most appropriate approach to a text, fragment, or story with comprehension questions. Moreover, through the analysis of the instruments employed in this project, it became evident that adhering to this methodology provided students with an effective routine when encountering these types of exercises.

Development of reading comprehension skills through critical analysis

When it came to the reading comprehension workshops, participants engaged in a critical analysis process aimed at fostering the emergence, development, and mastery of various reading comprehension skills necessary for English as a foreign language. To

measure the development of these skills, several factors were taken into account. Firstly, it was observed that all participants demonstrated an understanding of the text content after applying the three-step reading method. Secondly, the participants' comprehension of the text's purpose was analyzed, which further indicated their proficiency. These initial findings indicated that participants faced no major difficulty in comprehending the main features of a text in a foreign language.

However, when examining the next two factors, namely understanding implicit and explicit information within the text, the project's sample presented greater variability. Participants notably found it easier to grasp implicit information and respond to questions requiring an analysis of this implicit content. On the other hand, questions that necessitated analyzing explicit information posed a higher degree of confusion. These questions demanded the use of prior knowledge and a deeper critical analysis based on general knowledge that likely extended beyond the text itself.

Finally, it was notable that participants who had a strong command of vocabulary demonstrated a higher degree of effectiveness in the reading comprehension workshops compared to those with a limited English lexicon. This observation led to the determination that vocabulary mastery forms a fundamental basis for developing the necessary reading comprehension skills. Such skills are crucial not only for tackling exercises like those proposed in the "Reading corner" but also for future Saber-11 standardized tests, which participants in this pedagogical project will encounter.

3.13. Conclusions:

The implementation of written comprehension workshops as a practice and preparation tool for eleventh-grade students in the educational institution involved several stages. Firstly, there was a process of general and personal reflection within the sample, fostering an understanding and awareness of written communication. Subsequently, there was an emphasis on the development and enhancement of critical and analytical skills in the students through academic engagement. Ultimately, it can be inferred that the application of these workshops in the English language, specifically in the "Reading Corner," provided students with methodological support for skill preparation. These skills not only play a significant role in the evaluation of their Saber-11 standardized tests but also serve as a foundation for mechanization and practice.

Based on the goals set forth in this research component, it can be concluded that the establishment of this practice and preparation space has provided students with methodological support in various English language skills, while aligning with the standardized Saber-11 examination preparation process within the institution. Furthermore, it successfully integrates with the diverse topics outlined in the academic curriculum of the English language area. Ultimately, this project served as a valuable tool for strengthening students' written comprehension skills.

3.14. Recommendations:

The implementation of this project placed significant emphasis on the development of reading comprehension workshops as a means to practice and align with the evaluation trends established by the standardized Saber-11 test. Simultaneously, this space provided

students with a valuable opportunity to deepen their text comprehension skills. Therefore, it is crucial for future projects addressing this topic to focus on identifying the factors that hinder the development of critical skills and understanding in participants. Emphasizing these challenges will enable the generation of effective strategies and didactic methods to help participants overcome these difficulties.

By addressing the aspects that impede or hinder critical skill development and understanding, future projects can provide targeted support to participants. This may involve identifying specific areas where comprehension poses challenges and designing strategies that address those areas directly. Through the implementation of such strategies, participants can enhance their ability to overcome difficulties and improve their overall reading comprehension skills.

Chapter 4 - Community Outreach Component

Implementation of crosswords as a tool to promote vocabulary learning in primary school students of the Bethlemitas Brighton educational institution in the city of Pamplona.

4.1. Introduction

The community outreach component is a program created and articulated by the University of Pamplona that seeks to meet the need for teachers in the English area in primary schools in the region, because it is evident and can be seen with the observation made in the process of institutional rapprochement and appropriation that is carried out in

the integral practice that in the Bethlemitas Brighton educational institution of the city of Pamplona more specifically in the primary, the lack of teaching support in these courses is remarkable, in addition to the above, it is well known that, in order to be successful in the process of teaching and learning a foreign language with a child, it was necessary to generate and practice innovative methodologies that encouraged the motivation and interest of children, that is why this project suggested the implementation and use of crosswords in English as a tool to promote vocabulary learning in children in primary grades of this institution, This tool was articulated and included within the planning and themes that were addressed in the area of English.

4.2. Justification

The process of teaching and learning English language is considered as a complex process in itself, requires as a foundation, proficiency and language teaching skills that the English teacher must meet in order to successfully transmit this knowledge to his and her students, in the case of primary education it is necessary to manage innovative and attractive strategies for young students, as it is well known that in order to be able to succeed in the educational act with infants it is necessary first to draw their attention to the point of generating motivation and the minimum autonomy to encourage them in learning any area or subject, in the case of the Bethlemitas Brighton educational institution in the city of Pamplona, the teachers in charge of the primary courses do not have the necessary preparation to be able to teach a foreign language, That is why infants reach the secondary level without first having minimum bases of this language.. The University of Pamplona in its community extension plan seeks to meet this need by providing teachers in training to

the institution who can assume this area and provide pedagogical support in the teaching of this language for primary school children.

Based on this, this community extension project sought to implement a strategy based on vocabulary learning through the implementation of crosswords that were articulated and included within the planning of the area. It was decided to work with this particular tool since crosswords are considered to have a positive impact on various areas of human development, such as cognitive, communicative-social and procedural, and contribute to improving academic skills by optimizing attention and concentration, as well as encouraging the search for problem-solving strategies. By challenging the mind, crosswords can contribute to intelligence development. Rodríguez, Y. A., Suárez, A. R., Oquendo, R. V., Rodríguez, Y. A., & del Río Iznaga, E. (2004). Aspects that were considered of great importance in the stage of cognitive development in which the infants were when working with this proposal.

4.3. Objectives

4.3.1. General objective:

- Provide accompaniment as a primary school teacher from the English area to the students of the Bethlemitas Brighton institution.

4.3.2. Specific objectives:

- Promote the learning of certain vocabularies in English language through crosswords implementation as a pedagogical tool in primary school students of the Bethlemitas Brighton Educational Institution.

- To develop in the students' knowledge around different basic vocabularies in the English language.

- To establish knowledge bases in primary school students in English as a foreign language.

4.4. Methodology

Bearing in mind that English language learning must be a continuous process of practice and approach, this proposal based its methodology on the use of time and resources at the disposal of the teacher in training who assumes the position of the area in the primary school of the institution, this means that the teacher first assumed the respective curriculum that the courses under his charge must learn and articulate the theme and tool that this project suggested, Within each session the teacher included the use of crosswords as a tool that promoted vocabulary learning in primary students, this was not only an instrument but also a driver of the knowledge that was sought to impart.

Students received a printed workshop in which they found the respective crossword puzzle for each class, this crossword was vary depending on the theme that was worked taking into account the curriculum, this crossword had a striking design, with the aim of drawing students' attention and motivating them to understand how it works, then students with the help of the teacher interactively discovered the vocabulary that was intended to teach while developing the crossword puzzle as a game of success and achievement, students felt at the end of the activity that they reached a goal at the same time that they

learned something new, which generated in them a double satisfaction and in turn the fulfillment of this proposal objectives.

4.5. Description of the activities implemented.

Throughout the application of the extension proposal to the community it has been sought that students in the primary section of the Institution found in the implementation of crosswords articulated to the topics of the academic curriculum, a tool that facilitated an improvement in the acquisition of vocabulary in the English language, is why throughout the work done with the students has been achieved the implementation of a crossword in the first grades, This was due to the availability and organization of the teachers in charge of these courses.

The development of the first activity began with a previous explanation of the body parts in English and the vocabulary necessary for mastering this topic, on the other hand, the development of a crossword articulated to this theme was included in the application of systematization activities. **(Annex 5).**

Then, the second implemented application followed the same methodology that the first, where it was provided to students with an explanation in the vocabulary board handled about the family members, then a mechanization exercise that was practiced through the group loud repetition of the correct pronunciation of this vocabulary to proceed to the systematization activity solution that consisted of the crossword proposed for that session. **(Annex 6).**

Consecutively, the third application of this project was carried out taking into account the vocabulary proposed in the academic curriculum of the institution that

consisted of food vocabulary, the class as usual began with a discourse on the importance of learning this vocabulary, continued with a mechanization of the correct pronunciation of the same vocabulary, and conclude with the explanation, application and solution of the crossword proposed in that session. **(Annex 7).**

Finally, we can highlight the interest that this type of recreational activities generated in students, because being children it was necessary to maintain innovative and striking teaching methodologies that captivated the attention of students, looking to made the most of them.

Figure 7, Chronogram of activities:

CROSWORD TOPICS AND DESCRIPTION.	**WEEKS**							
	March 27	***April 17***	***April 24***	***May 8***	***May 15***	***May 22***	***May 29***	***June 5***
Numbers: -Explanation of vocabulary about numbers. -Practice pronunciation.	**X**							
Body parts: -Explanation of vocabulary about Body parts. -Practice pronunciation -Crossword implementation.		**X**						
Family members: -Explanation of vocabulary about family members. -Practice pronunciation -Crossword implementation.			**X**					
Professions: -Explanation of vocabulary about professions. -Practice pronunciation				**X**				
Food:					**X**			

-Explanation of vocabulary about food. -Practice pronunciation -Crossword implementation.								
Domestic animals: -Explanation of vocabulary about domestic animals. -Practice pronunciation						**X**		
Wild animals: -Explanation of vocabulary about wild animals. -Practice pronunciation							**X**	
Months of the year: -Explanation of vocabulary about months of the year. -Practice pronunciation								X

Note. Primary Project Schedule.

4.6. Objectives achievement

To analyze the fulfillment of the objectives set in this proposal for the community outreach, we must talk about the progress achieved so far with the primary student in the institution, These were children who throughout their first period did not have a teacher in the area of English, and all the previous knowledge they had was a series of activities implemented in class with the aim of imparting vocabulary topics and general knowledge in the area. On this basis, it was necessary to approach students, particularly first grade children, with simple themes that were adapted to the contents of the curriculum and the needs and interests of this population, Therefore, teaching support in the English area as a general objective could even be seen as a satisfactory development. On the other hand, the specific objectives allowed us to give an account of the teaching and learning process carried out with the students, a process where a high level of progress was achieved from the starting point to the final stage.

4.7. Material designed for process support and planning.

The following is a description of the first work carried out with the first-grade students of the primary section of the institution.

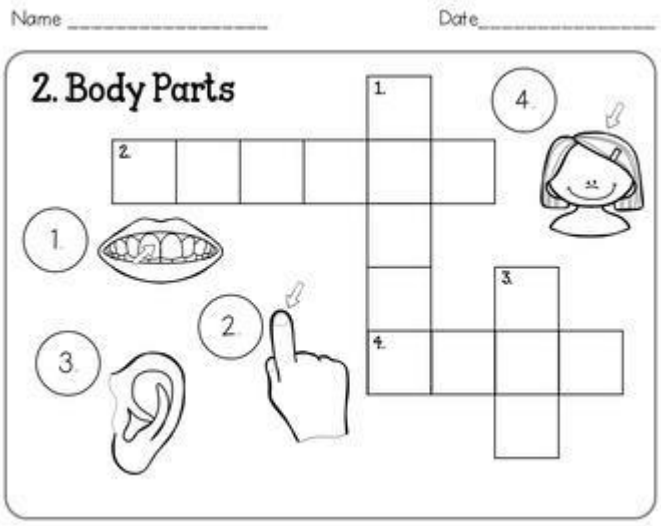
Table 7. Didactic sequence for the crossword implementation**.**

Title	**Implementation of crosswords as a tool to promote vocabulary learning**		
Course	**Level**	**Students**	**Estimated time**
1 grade	A1	31 students around 5-7 years old	90 minutes
Institution	**Program**	**Teacher**	**Classroom**
Bethlemitas Brighton primary section.	Foreign Languages Education	Alvaro Andres Florez Anteliz	1 grade of Bethlemitas Brighton primary section.
Objective	• To implement crosswords as a tool to promote vocabulary learning in elementary school students.		
Opening Activity			
Step 1: The teacher started the class with the established routines, greeting, prayer and an initial talk with questions concerning the various topics seen so far. Then the teacher told the students what topic was worked during the respective session.			
Body Parts vocabulary			
Step 2: The teacher writed Body parts vocabulary on the board, with which they practiced the pronunciation and meaning of words. Vocabulary: Head. Face. Hair. Ear. Neck. Forehead. Beard. Eye.			

Step 3: To mechanize the previous activity, each student received a worksheet where the use of body parts vocabulary was evidenced.

Crossword implementation

Step 4: A Body parts crossword was implemented. The teacher told the students to look for words related to the vocabulary mentioned above.



Students worked individually, and the teacher gives a grade for the work done in class.

4.8. Conclusions:

At this point of this process in community support it was possible to affirm that as an active member at the University of Pamplona and as a delegate of the program's work with the community, the main need to support primary schools in the region with teachers in training who adopt the English language area and comply with the due process of teaching and learning has been satisfactorily fulfilled, The need has been met and the opportunity has been given both to primary school children to receive quality teaching process in this area and to the teacher in training to carry out an enriching process of practice in child pedagogy.

In addition, the application of the proposed pedagogical project had evidenced of the innovative application of teaching methodologies that accompany the teaching of languages.

Chapter 5 : Intra-institutional Activities Component

5.1. Introduction

Schools and colleges have an annual calendar of activities and events that not only focus on academic education, but also involve students, teachers and administrative staff. These activities consider cultural, religious, social, regional and national factors. It is essential that, as a new member of the teaching staff of the institution, he contributes proactively with the possible experience as well as the creativity and the necessary time. Activities were often complex and required planning and implementation by various parts of the institution. In the case of the educational institution Bethlemitas Brighton, events were organized such as hoisted flag ceremonies, regional parades, parent committee meetings, area meetings, meetings with the academic council and meetings with parents, sports competitions, religious celebrations such as Eucharistic celebrations on Sundays, holidays and other special events. It was important that as a teacher in training, participated in all these activities to experience first-hand the teaching role.

5.2. Objectives

5.2.1. General Objective:

• To participate collaboratively in the intra-institutional activities proposed and programmed by the educational institution Bethlemitas Bbrighton.

5.2.2. Specific objectives:

•To contribute to the organization of the intra-institutional events.

• To actively intervene in the planning and execution of extracurricular events proposed by the institution.

5.3. Methodology

In the educational institution Bethlemitas Brighton throughout the school year a series of institutional activities are carried out that involve the participation and support of all bodies and actors within the institution, the teacher in training at the beginning of his integral practice process assumed the participatory and collaborative role that a teacher must play, that is why this was included in the management and organization of all these events, while collaborating in maintaining order, presentation and discipline within these events.

5.4. Description of intra-institutional activities

Bethlemitas Brighton College standed out for its broad participation in the institutional activities it organized. Among them were the hoisting flag, recreational activities for special occasions, among others. As a Catholic school, this institution was dedicated daily to pray during the first 15 minutes of each class, which is known as reflection. During this space, we worked and shared on a monthly value, a value that was constantly included in all the monthly activities, moreover, the institution, raised an

academic calendar of intra-institutional activities monthly, in which all these activities were deposited.

Based on the foregoing, the Institution carried out the following activities during the processes of this integral practice:

Wednesday, 22 March 2023, hoisted flag in charge of grade 11-02:

On Wednesday, March 22, 2023, a hoisted flag was held by eleven-graders, at this event students performed the protocols normally established for these activities which are, a previous training by courses, acts of protocol, singing of national, regional and institutional hymns, religious readings and corresponding prayers, commemoration of students who for their outstanding academic performance deserved recognition, and the institution's female teachers in commemoration of women's day, in addition to these protocols the students prepared some activities such as plays and songs focused on the value that was being worked during that month.

During the development of this intra-institutional activity my role as a teacher in training was focused on grade 9-01 in which I had to establish the corresponding formation in rows of students, taking into account the height of them, in addition to constantly monitoring discipline where necessary, one aspect to be highlighted during this activity was the fulfilment of the overall objective of this intra-institutional activity component, where it was sought to participate collaboratively in such protocols. (**Annex 8).**

Thursday, 30 March 2023, religious agape.

Thursday, March 30, 2023, an intrainstitutional activity called religious agape was held in the institution, a commemoration prior to Holy Week where a series of Catholic rituals sought to prepare students spiritually to receive the Passover, in this activity by degrees the students should be supported by their titular teacher and in this case the teacher in formation to prepare a table with a series of religious clothes as an offering and remembrance of the last Catholic supper, in addition, during this activity students should perform some prayers and reflections that would allow them to understand the meaning of sharing a meal with loved ones, During this activity the teachers and students shared food and drink. In this activity my role as a teacher in training was divided into two areas, the first that consisted of planning, logistics and preparation of offerings, the disposition of the students and an economic collaboration to buy the respective sharing, and the second area that refers to the reflection and respective prayers for this activity, it can be evidenced that with the planning and realization of this intra-institutional activity can be given fulfillment of progress in the objectives set in this component. **(Annex 9).**

Friday, March 31, 2023, stations of the cross.

On Friday, March 31, 2023, a Stations of the Cross was held at the institution, a religious activity organized by degree commemorating the passion and death of our Lord Jesus Christ, in each station the students and teachers organized a table with different offerings concerning this Catholic rite, in addition some students chosen from each course, interpreted the respective characters and read some prayers, this activity took place in the

central courtyard of the institution and my role as a teacher in training was to maintain order and discipline during the reading of these prayers, In addition to this, on paper as a teacher I was part of the organization and decoration of the station corresponding to grade 9-01. This activity can highlight the organization and good academic performance of students and teachers in charge of each station, which is why it is possible to affirm that the objectives were fully achieved. **(Annex 10).**

***Wednesday, April 19, 2023, Language Day*.**

On Wednesday, April 19, 2023, the institution celebrated the Language Day, an event that had been prepared several weeks in advance, it was proposed to perform this activity in the Jauregui theater, since the students for courses had to prepare a series of presentations referring to the Spanish language, these presentations were, songs, plays, recital of poems, drawing contest among others, the students who were in charge of a presentation were dressed as they should have been, and some of the higher grades were in charge of the decoration and logistics of the theater and the activities, within the theater the students and teachers were placed by grade, together with his grade representative and his titular teacher, in my case I was accompanying as usual to grade 9-01, and my role during these activities was to maintain discipline and correct bad behavior when necessary, in addition, I can highlight this activity as an enriching experience for my practice process and teacher training, as it allowed me to be an active part of the institution and understand the participatory role that entails being in charge of a group, leadership and participation in terms of logistics. **(Annex 11).**

Wednesday, May 17, 2023, Hoisted flag in charge of grade 7

On Wednesday, May 17, 2023, a hoisted flag ceremony was organized by seventh-grade students. The event followed the established protocols, including prior training by grade levels, protocol procedures, singing of national, regional, and school anthems, religious readings and prayers, recognition of academically accomplished students, and a traditional dance performed by parents. Additionally, students prepared activities such as plays and songs that highlighted the value being emphasized during that month.

As a trainee teacher, my role during this intra-institutional activity focused on Grade 9-01. I ensured that students formed orderly lines based on their height and maintained discipline throughout the event. One noteworthy aspect of this activity was the successful achievement of the overall objective, which aimed to foster collaborative participation in the established protocols. **(Annex 12).**

5.5. Intra-institutional activities chronogram

Table 8. Intra-institutional activities chronogram.

Date:	Activity:
March 22	Hoisted flag in charge of grade 11-02
March 30	Religious agape
March 31	Stations of the cross
April 19	Language Day
May 17	Hoisted flag in charge of grade 7

5.6. Conclusions

As general conclusions in the participation process of the intrainstitutional activities from the Bethlemitas Brighton school can be concluded that the three, students, administrative and teacher's staff, were fully involved in the participation, planning and logistics of all events and activities, it was there that the strength and good performance was found during these activities, because without the constant participation of all the staffs that were part of the institution it would not be possible to develop these events in the best and most appropriate way, in the same way, as a teacher in training it was extremely important to appreciate these moments as an opportunity to gain experience and enrich my leadership and group management skills, as they were aspects that are part of the teaching work and will always be moments where these skills are necessary, that is why in accordance with the objectives set in this component can be affirmed that participation, preparation and performance during these activities were fully achieved, and were the most enriching personal leadership experience that the integral practice process can provide.

Chapter 6- Reflective approach

6.1. Objective

- To provide the teacher in training with a space through which him can follow up and reflect in detail on the pedagogical and human components in his process of integral practice in the educational institution Bethlemitas Brighton.

6.2. Reflection process through narratives

The reflection process through narratives provided a personalized space within the integral practice, aiming to serve as an analytical tool for capturing a series of thoughts, feelings, and experiences that occurred throughout the practice. This encompassed both inside and outside the classroom, acknowledging the importance of understanding not only the perspective of the teacher-in-training but also the context in which it unfolded. This tool served as an ideal means to measure and monitor adaptation to the educational institution, identifying both challenges and positive aspects that emerged. It provided a platform for teachers to reflect on various real-life work situations they encountered.

Individually, teachers engaged with this tool through simple weekly narrative texts over a total period of eleven weeks, **(Annex 13).** These narratives were to be submitted on Mondays of each week, allowing for a reflection on the work carried out during the preceding week.

6.3. General reflection, pedagogical and human learning

Throughout the practice process at the educational institution Bethlemitas Brighton, various aspects involved in teaching played a determining role in the quality of work performed by the trainee teacher. These aspects can be summarized into two main sections. The first section was closely related to students' academic performance, methodologies, and strategies employed to address the different challenges encountered in various English teaching and learning courses. After a necessary process of reflection, it was concluded that the rigorous preparation undertaken during the university career in the foreign language program enabled the successful overcoming of these methodological and academic aspects.

Innovation, motivation, and critical thinking emerged as the main factors contributing to the positive development in these areas.

The second section, which was analyzed through the process of reflection via weekly narratives, focused on the personal and emotional factors implicit in the teaching workload and educational responsibilities. It was concluded that this reflection process held paramount importance when dealing with different situations and experiences. It is only through awareness of the difficulties faced that is possible to adapt and give their best effort. Furthermore, emotional and mental stability are essential for effectively transmitting knowledge.

6.4. Conclusion

In general, it can be concluded that the process of reflection through weekly narratives during the integral practice as a teacher in training can be perceived as a methodological and personal follow-up. It established a necessary tool to gain a deep understanding of the teaching profession complexity. Through this tool, it became possible to review actions in various contexts, moments, experiences, and situations that were encountered. The goal was to generate self-critical reflections on procedures, values, and essential learnings, which were crucial for maximizing the benefits of this internship process in a public institution.

6.5. Project general conclusions

Broadly, and covering the three components that made up this process of integral practice - the research component, community outreach component, and intra-institutional

activities component - it was possible to affirm that this activity of practice in the educational institution Bethlemitas Brighton was a space for formation and enrichment. Firstly, working with eleventh graders, it was able to achieve the objective of preparing and practicing students who are close to presenting the standardized test Saber-11. More specifically, in the aspect of reading comprehension, the need to provide students with enough practice arose, as this skill is constantly evaluated in these tests. This allowed the students to have enough mastery to give their best effort and demonstrate all their knowledge, achieving the maximum score possible in such tests.

Furthermore, by entering the institution and engaging in the teaching work, I became an active part of the school population in all intra-institutional activities. This aspect allowed me to strengthen skills such as group management and leadership, which are of utmost importance for a professional future in the field of education. Finally, as an active member of the foreign language program at the University of Pamplona, it was necessary to fulfill the purpose of solving regional problems, such as the replacement of teachers in the English area for primary schools. This provided children with the opportunity to create a solid knowledge basis in this language.

Thus, it was found full satisfaction in the good work done in all these components, the acceptance, and acquisition of experiences and skills throughout this process. This allowed to establish a professional personality and a personal taste for the work.

6.6. Annexes

Annex 1. **Workshop implementation**

https://drive.google.com/drive/folders/1KeK6Ch_FKvDeSQxrDhknkcDzaipKw1sW?usp=sharing

Annex 2. Instrument : **Documentary Analysis format.**

https://docs.google.com/document/d/1GpofuO8fa5-WMFUvdz08Vtv87e-RTDRY/edit?usp=sharing&ouid=106429726285390253550&rtpof=true&sd=true

Annex 3. **Instrument : Field Journal format.**

https://docs.google.com/document/d/1kIJcxfzBMMneAZyUGLScUAdj2_IsqFGB/edit?usp=sharing&ouid=106429726285390253550&rtpof=true&sd=true

Annex 4. **Instruments applicated.**

https://drive.google.com/drive/folders/1drSR-dfjAr__T6cIXLCfaCsJiHYaS-jN?usp=sharing

Annex 5. **Crossword first implementation**

https://drive.google.com/file/d/1dDVw_6xBYnzSvECwAuYC90BckiJYPHcy/view?usp=sharing

Annex 6. **Crossword second implementation**

https://drive.google.com/file/d/1yl3hqn6dcbaVNxCjKQdOwqbGWJV_3ioK/view?usp=sharing

Annex 7. **Crossword third implementation**

https://drive.google.com/file/d/1-Sn09LGz234cHVGorQFQQgDm2LN7C9V0/view?usp=sharing

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