Short stories to foster reading comprehension in 10th grade students using the task-based learning approach at Jose Rafael Faria Bermudez high school

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CHAPTER I: General presentation of the Project

The present document mentions the most relevant aspects contained in the framework of this project of integral practice which is carried out in a public educational institution in Colombia. For the development of this project 4 main chapters are taken into account: Institutional Observation, Pedagogical and Research Component, Inter-institutional Component and Community Outreach Component.

In the first place we find everything related to the institutional observation that takes place during the first two weeks and where aspects that favor an exploration of the situation and the environment where this project is carried out are taken into account, aspects such as design of immersion strategies, community outreach, recognition of the terrain, reparation of activities guide that allows the organization of the work, etc.

Then and after having analysed the context we have the pedagogical and research component where the proposal to implement in the field of pedagogical interaction is described, this proposal will be based on a problem detected during the initial observation and on how to solve this problem through an adopted strategy.

The Inter-Institutional Component contains an academic and educational reality outside the classroom where extracurricular activities such as flag hoisting, cultural events, parent meetings, parades, attendance at local events, etc., are proposed in order to recognize

the student's work and promote his academic performance, in addition to this, these activities serve to include the teacher in training in such activities, participate and get to know the role of administrative and teaching positions outside the classroom.

Finally, the Community Outreach Component proposed from the Integral Practice program establishes a community support by the teacher in training, for this purpose objectives are proposed that are oriented to the attention of needs concerning the training in English of the beneficiary population.

Introduction

Although we know that Spanish is the official language of Colombia throughout the territory and a part of those of the ethnic groups in their territories, education and current life is developing in an increasingly bilingual context, that is why nowadays in educational institutions in Colombia it is necessary to learn English as a second language since much of the knowledge of the world is mostly in English. According to the General Education Act of 1994 it is recognized the importance of learning a foreign language. Thus, in the definition of the compulsory areas of basic and media, it is included: "Humanities, Spanish and foreign languages" It is therefore essential to teach English in basic and secondary education in Colombia.

Furthermore, the implementation of learning strategies is essential to enhance English skills in students, based on Al-Dersi, Z. E. M. (2013). "the role of short-stories in English Language Teaching (ELT) classroom has always been advocated because of various advantages this use can offer for EFL teachers and learners. Short-stories also makes learning English an enjoyable and attractive process for EFL learners. Stories also help to stimulate students' curiosity about the target culture and language"

That is why this project seeks to promote the learning of English as a foreign language in students of 10th grade of a Colombian educational institution focusing on the fostering of the reading comprehension through short stories, so in that way they can improve this reading skill and develop a greater appreciation for the language.

Justification

Nowadays, English is one of the most widely used international languages, Patel, M. F., & Jain, P. M. (2008), that is why mastering it, is of utmost importance because it opens up a world of opportunities in a world so globalized in which we live currently.

After the observation time for the data collection which is key for the perception of a problematic that is given in the educational institution in the specific courses, it could be observed the necessity that exists in the students of the tenth grade of the educational institution Jose Rafael Faria Bermudez of strengthening reading comprehension while

learning vocabulary which is very important to achieve such reading comprehension. On the other hand, it was evidenced that from 10th grade, the students are prepared to present the test "Saber 11" which implements writings and reading abilities.

Likewise, Al-Dersi (2013) states that Vocabulary and reading comprehension are closely connected skills, therefore if there is a good level of vocabulary it is possible to have a good development of reading comprehension. So, with the implementation of short stories, this project search for a comfortable way for students to learn vocabulary and also to have a better reading comprehension skill, at the same time that it prepares them a little more for the test "Saber 11" that the students present in 11th grade, In this way the school Jose Rafael Faria Bermudez is benefitted since when obtaining good results in these national tests the school will continue to be more recognized as an institution of excellence.

Objectives

General objective

- To implement short stories to foster reading comprehension in 10th grade students at Jose Rafael Faria Bermudez high school.

Specific objectives

- To support 10th grade students with English tutoring at Jose Rafael Faria Bermudez high school.

- To implement short stories to foster reading comprehension in 10th grade students at Jose Rafael Faria Bermudez high school.

- To be part of the curricular and extracurricular activities of the institution Jose Rafael Faria Bermudez high school.

CHAPTER II: Institutional observation

Topographic location

The school Jose Rafael Faria Bermudez is located in Pamplona department of Norte of Santander, avenue 8, beside Centrales electricas

Administrative level

PEI

The school Jose Rafael Faria Bermudez is one of the 5 location that make up the provincial san Jose high school of Pamplona which are Central, La Salle, La Mistral and Santa Cruz, here a service of basic and medium education is given in a public context to students who meet the necessary standards for institutional hosting.

Institutional symbols

Flag

Composed of two horizontal stripes of equal size. The upper strip is red and symbolizes the ardour, love and passion for study, expressed in the desire to fight for personal improvement. The lower strip is green symbolizes nature, life and hope, expressed in the commitment to preserve the environment.

Figure 1. Flag of the provincial San José school



Shield

This shield carved in wood was the one used by the Brothers Christians when they administered the College. At the top like a widened cross whose arms protrude near the center of the hand.

In the center of the blazon, decorated symmetrically, a five-pointed star appears in gules and sinople enamels, symbolizing the man and the elements of nature air, fire, earth and water. The top tip indicates the dominance of the spirit over the body. The upper side tips symbolize the elements air and fire. The lower tips symbolize the elements of water and earth. On these elements the human being seeks to strengthen its predominance.

As a support on a ribbon surrounded by acanthus leaves read Colegio San José Provincial, used at that time and in Latin motto «Signum fidei» meaning "Sign of faith"

Figure 2. Shield of the Provincial San José school



Mission

The Educational Institution Provincial San José de Pamplona, an official institution, guarantees the service of education at the pre-school, basic and secondary levels, with the purpose of forming integral, competent, investigative and citizen of peace in a pluralistic and globalized society in constant change, respectful of human rights, individual freedoms and the values proper to human dignity, based on the Santanderinos and Lasallistas principles: Honour, Science and Virtue

Vision

The Educational Institution Provincial San José de Pamplona, for the year 2020 will continue to be recognized for offering a quality educational service, based on humanistic principles, pluralist, in healthy coexistence and in permanent updating of its pedagogical and investigative practices, in response to the challenges of the current era, the demands of the environment and the commitment to the construction of peace.

Institutional principles

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

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

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

4. The development of a sense of belonging by school, regional and national leaders, teachers, students and parents as the basis of our identity.

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

6. The family as the fundamental nucleus of society and the first educator, linked and involved in the process of formation of the new generations.

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

8. Technology as a tool for knowledge and human development.

9. Entrepreneurial and innovative capacity that enables competitive performance in the world of work.

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

11. Bilingualism as a means of rapprochement with other cultures and access to better opportunities in the globalised world.

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

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

14. The development of democratic environments promoting healthy coexistence and human rights.

Educational community, school governance and institutional organization

Educational community. According to article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project implemented in a determined educational establishment or institution.

Estates of the educational community

All the groups that make up the School's Educational Community are responsible for their commitment to the institution and will be willing to collaborate and participate actively and with quality in all events and activities through their representatives in the different bodies of the School Government.

1. Students who have enrolled and who belong to the grades Pre-school, Basic Primary, Basic Secondary, Middle and Adult Education.

2. Parents or those responsible for the education of enrolled pupils.

3. Linked teachers working in the institution.

4. The Rector and the Coordinators.

5. Administrative and service personnel.

6. Graduates organized to participate.

School government

1. The Board of Directors shall, as the governing body, involve the educational community and provide academic and administrative guidance to the establishment.

2. The Academic Council, as the highest body to participate in the educational guidance of the establishment.

The student council

The Student Council is the highest collegiate body that ensures and guarantees the continuous exercise of participation by the students. It will be composed of a spokesperson for each of the grades offered by the establishment or establishments that share the same Board.

The student council is the institutional and democratic body in which student initiatives are discussed in different courses, therefore, one representative per grade should be present in this student council. Other persons who must be within the Student Council are: the representative (a), the student representative to the Board of Directors and the student comptroller (a).

Some student council functions

1. Comply with and enforce the School Coexistence Manual.

2. To discharge its responsibilities correctly.

3. To invite to its deliberations students who have initiatives or proposals that lead to improve student life and strengthen the Institution and other related and complementary activities attributed to them by the Manual of Coexistence.

4. To show leadership in order to create committees that aim for the continuous improvement of the degree that represents and of the institution in general. The committees to be established shall be agreed upon among themselves and shall function for all grades.

5. To promote and suggest activities for the integral formation of students, representing them before the different levels of the educational community.

6. Propose reforms to the Manual of Coexistence in a timely manner, always keeping in mind the Institutional Philosophy and the reality lived by the students based on their opinions, thoughts and suggestions.

7. To encourage the development of activities aimed at strengthening the integral formation of students.

8. Participate in the evaluation, coordination and planning meetings convened by the governing bodies

General aspects of the school coexistence manual

The School Coexistence Manual is a tool in which the agreements of the educational community of San José Provincial College of Pamplona are recorded to facilitate and guarantee harmony in the life of all its members.

General objective

To establish the frame of reference for the entire educational community that allows the achievement of the goals of education in the San José Provincial Educational Institution, stimulate interpersonal relations among all and enable an optimal level of school coexistence.

Specifics objectives

1. To establish, in accordance with the institutional framework, mechanisms for the harmonious and effective development of students.

2. To stimulate the process of personal maturation and healthy coexistence between the members of the educational community and their environment

3. To facilitate the standardisation of students so that they can internalise the standards, assume the consequences of their actions and integrate themselves appropriately into society.

4. To encourage the formation of critical, democratic and participatory citizens through knowledge and the exercise of their rights and duties.

5. To promote integration and respect between the different levels of education.

Some rights and duties of students

Rights

1. To be evaluated in a comprehensive manner in all academic, personal and social aspects.

2. To know the institutional system for evaluating students: criteria, procedures and evaluation and promotion tools from the beginning of the school year.

3. To know the results of the evaluation processes and to receive timely responses to the concerns and requests presented regarding these results.

4. Receive advice and support from teachers to overcome their learning weaknesses.

Duties

1. Comply with the academic commitments and coexistence defined by the educational establishment.

2. Comply with the recommendations and commitments made to overcome their weaknesses.

3. To love, value, and defend the name and tradition of the San José Provincial School as an expression of the sense of belonging.

4. To respect the rights of others and not to abuse them. Every right has as a consideration a duty to ensure healthy coexistence.

Scholar hours

Decree 1850 of 2002 regulating the organization of the school day and the working day of teachers.

- 6 continuous hours of direct activity with students. from 7 a.m.to 1 p.m. Monday to Friday

Figure 3 Scholar hours

	Horas Semanales	Horas anuales
Básica primaria	25	1.000
Básica secundaria y media	30	1.200

Schedule of the Provincial San José school

Table 1. Provincial San José school schedule

March 2023						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
			Reunión general de docentes. Salón fundadores. Elección de representantes al consejo directivo. Hora 3:00 pm			
Eucarística asisten grados 3, 4 y 5 sede mistral. Hora 9:00 am			Izada de bandera, día de la mujer reunión por áreas académicas. Hora 3:00 pm			
		Novena de san José, asisten grados 3, 4 y 5 sedes de primaria hora 6:00 pm capilla del colegio.	Novena de san José, asisten sede Faria hora 6:00 pm, capilla del colegio.	Juegos polimotor grados primero, novena de san José, asisten sede central hora 6:00 pm capilla del colegio	Fiesta de san José, desfile y eucaristía en la catedral.	
	Festivo	Inician pruebas de eficacia	Escuela de padres bachillerato, teatro Jáuregui hora 6:00 pm	Escuela de padres primaria, teatro Jáuregui hora 6:00 pm		
			Junta de evaluación en cada sede, hora 3:00 pm		Fin de primer periodo.	

April 2023						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
	Semana santa	Semana santa	Semana santa	Festivo	Festivo	
	Inicia el segundo periodo					
Eucaristía asisten grados 3, 4 y 5 sede Salle y Santa Cruz. Hora 9:00 am				Juegos polimotor grados preescolares	Día del idioma- eucaristía de confirmaciones	
			Inauguración juegos interclases sedes de primaria 5:00 pm	Inauguración juegos interclases sedes de secundaria 5:00 pm		

Planning of the language area

In the educational institute Jose Rafael Faria Bermudez is carried out an area plan of the English language that is based on the problem of how to gradually improve the reading comprehension of students, for this purpose 4 standards are proposed that students should reach:

- To identify key words in texts to understand their general sense.
- To identify the author`s point of view.
- To write different kind of text of medium and simple length.
- To tell stories about different topics of my and your interest.

levels of academic performance

CONTENIDOS	TIEMPO	NIVELES DE DESEMPEÑO		
LEVELING TIME		**SABER**	**HACER**	**SER**
Lesson 1: Review about countable and uncountable nouns.		**Superior:** Efficiently Identifies the grammatical	**Superior:** Efficiently solves questions about nouns. **High:**	**Superior:** Efficiently Shows interest for a second

Short texts for reading comprehension. **SABER 11 TRAINING:** An hour per week about each part of the ICFES test.	10 weeks	function of every Word in a sentence. **High:** Identifies well the grammatical function of every word in a sentence **Basic:** Identifies with difficulty the grammatical function of every word in a sentence **Low:** Doesn't identify the grammatical function of every word in a sentence	Solves well questions about nouns. **Basic:** Solves with difficulty questions about nouns. **Low:** Doesn´t solve questions about nouns.	language learning. **High:** Shows well interest for a second language learning. **Basic:** Shows with difficulty interest for a second language learning. **Low:** Doesn't show interest for a second

Lesson 2: Review about continuous tenses. (verbs from 1 to 20) Short texts for reading comprehension. **SABER 11 TRAINING:** An hour per week about each part of the ICFES test.		**Superior:** Efficiently Chooses the form of the verb to complete the text. **High:** Chooses well the form of the verb to complete the text. **Basic:** Chooses with difficulty the form of the verb to complete the text. **Low:** Doesn´t Choose the form of the verb to complete the text.	**Superior:** Efficiently builds sentences according to a picture. **High:** Builds well sentence according to a picture. **Basic:** Builds with difficulty sentences according to a picture. **Low:** Doesn´t build sentences	language learning. **Superior:** Efficiently Participates in the activities proposed. **High:** Participates well in the activities proposed. **Basic:** Participates with difficulty in the activities proposed. **Low:**

Lesson 3: Review about simple present. (verbs from 21 to 40) Short texts for reading comprehension. **SABER 11 TRAINING:** An hour per week about		**Superior:** Efficiently expresses the answers in reading comprehension activities. **High:** Expresses well the answers in reading comprehension activities. **Basic:** Expresses with difficulty the answers in reading	according to a picture. **Superior:** Efficiently Creates his/her daily routine **High:** Creates well his/her daily routine **Basic:** Creates with difficulty his/her daily routine **Low:**	Doesn't participate in the activities proposed. **Superior:** Always values the reading as a means to acquire new vocabulary. **High:** Hardly ever values the reading as a means to acquire new vocabulary.

each part of the ICFES test.		comprehension activities. **Low:** Doesn´t expresses the answers in reading comprehension activities. **Superior:** Efficiently describes about cause and effect. **High:** Describes well about cause and effect.	Doesn´t Create his/her daily routine **Superior:** Efficiently uses the zero conditional. **High:**	**Basic:** Rarely values the reading as a means to acquire new vocabulary **Low:** Doesn't value the reading as a means to acquire new vocabulary. **Superior:** Efficiently shows interest asking in class. **High:**

Lesson 4: Zero conditional. (verbs from 41 to 60) Short texts for reading comprehension. **SABER 11 TRAINING:** An hour per week about each part of the ICFES test.		**Basic:** Describes with difficulty about cause and effect. **Low:** Doesn´t describes about cause and effect.	Uses well the zero conditional. **Basic:** Uses with difficulty the zero conditional **Low:** Doesn´t use the zero conditional.	Shows well interest asking in class. **Basic:** Shows with difficulty interest asking in class. **Low:** Doesn´t show interest asking in class.

Knowledge of the pedagogical resources available

The educational institution has a specific pedagogical space for the development of classes in English where there is a board, television, video beam, computers and separate cubicles for each student, in addition to this, there are materials such books in English, dictionaries and tidal support, working material is also provided by the teacher.

Teaching methodology

The methodology implemented in class is based on a thought-based learning where the student is critical of his academic performance and what he or she learns, they are taught to contextualize, analyse, relate, argue, in the same way a collaborative learning is worked where through the creation of work teams, a better understanding of the subject is achieved since the students feel more confident with their work, In addition the teacher always rewards the student's participation which motivates them to work in class.

Modalities of accompaniment to learning (hours of tutoring or recovery)

The students have an accompaniment by the teacher during the break time for those students who need some qualification, in addition on Monday afternoon, there are two hours of tutoring for grades 10 th and 11 th

Courses

Teacher Sandra Castellanos is in charge of grades 10-01, 10-02, 10-03, 10-04 and 11-01, 11-02. each course has 4 hours per week.

Class schedule

Table 2. Class schedule

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
11-02	**11-01**	**11-02**	**-**	**10-01**
11-01	**10-01**	**10-03**	**11-02**	**-**
10-01	**10-04**	**10-02**	**-**	**Parents attention**
BREAK				
10-02	**10-02**	**10-01**	**10-03**	**10-04**
-	**10-03**	**10-04**	**-**	**10-03**
10-04	**11-02**	**11-01**	**10-02**	**11-01**

Technological level

Connectivity

The English room has computers; however, it does not have internet connectivity which is a great impediment for the using of this technological resource.

Access and use of platforms

The institution Jose Rafael Faria Bermudez manages the "web colegios" platform to have direct contact with students and their parents for them to see student`s grades.

Age

Students of 10 th and 11 th grades have an average age between 15 and 17 years old, this age may vary in some students.

Language level

Students' language level is an A1 for most of them, however this level may vary in some students who demonstrate higher performance.

Parents community

Decree 1286 of 2005 establishing rules on the participation of parents in the improvement of educational processes in educational establishments.

In the formative process of their children, the parents have the some of the following rights:

- Demand from the state and society the guarantee and fulfilment of the right to education that corresponds to their sons and daughters.
- Choose the type of education that, according to their convictions, seeks the integral development of children, in accordance with the Constitution and the Law.
- Participate in the educational process of the establishment in which their children are enrolled

Duties of the parents

- Contribute to ensuring that the educational service is in harmony with the exercise of the right to education and in pursuance of its social and legal purposes.
- Comply with the obligations assumed in the registration act and in the coexistence manual, to facilitate the educational process.

- Participate, in school governance, in defining criteria and procedures for student learning assessment and school promotion.

General assembly of parents

The general assembly of parents consists of all the parents of the educational establishment who are responsible for the exercise of their duties and rights in relation to the educational process of their children.

Council of parents

The Parents' Council is a body for the participation of parents in the educational establishment to ensure their continued participation in the educational process and to improve the quality of service.

Parent Council meetings shall be chaired by a parent, elected by the parent.

CHAPTER III: Pedagogical and research component

Short stories to foster reading comprehension in 10th grade students using the task-based learning approach at Jose Rafael Faria Bermudez high school

Introduction

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered, taking into account that words have graphemes, phonemes and morphemes and sentences have syntactic composition, prepositions and stylistic features. McNamara, D. S. (Ed.). (2007). Therefore, the reading comprehension process requires a more deductive analysis where students learn to distinguish between the information, they already have with the new information received through the text, to add to this, this language skill requires a learning process through some strategies that favor its proper development where students acquire that love for reading.

As a strategy to promote the development of reading comprehension, short stories are highlighted as a facilitator in the acquisition of this English skill, in addition, the use of short-stories has many benefits for EFL teachers and students, it offers a list of such advantages for making reading comprehension skill easy, interesting and fun. Pathan, and Al-Dersi (2013, PP. 04-06).

Thereby, the implementation of short stories will not only work the reading understanding just as it would be with any other text, but its methodology will be dynamic and different. is for that reason that this project seeks to implement short stories as a tool of fostering reading comprehension in 10th grade students of the educational institution Jose Rafael Faria Bermudez.

Statement of the problem

Learning a second language requires methods and strategies that facilitate the acquisition of these new knowledge related to the mastery of English as a foreign language, and in the case of the reading comprehension skill which requires focused knowledge from semantics to vocabulary is not the exception since like the other skills this is of great importance.

The act of reading by itself can be as simple as it sounds, but the act of comprehension goes beyond reading. Comprehension refers to the ability to decipher the words, to understand the ideas and relationships between ideas conveyed in a text, McNamara, D. S. (Ed.). (2007). Furthermore, Spiro, R. J (1980). states that the ability to read with understanding is an essential skill in modern society and it is yet a skill that a substantial number of people never completely master, therefore knowing how to understand a text properly becomes not only something of a daily routine, but an enrichment both personal and professional.

Consequently, during the observation carried out in the educational institution Jose Rafael Faria Bermudez, the learning process of 10th grade students was analysed in detail, concluding that their level of reading comprehension still has many difficulties that must be

solved according to the curriculum of the English area, in addition, based on the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" of the Ministry of National Education which takes into account the level B1 for students of the tenth to eleventh grade of the educational institutions of Colombia following the guidelines of the common European framework, it may be inferred that this level proposed is not yet reached by most of the 10th grade students of this institution. Furthermore, the need for students to improve this skill is raised because of the SABER 11º test that the students must present when they are in 11th grade since this test prioritizes this reading skill. That is why, it is proposed the implementation of short stories to foster reading comprehension in students taking into account the task-based learning approach which based on Huillca (2018) mentions that working with tasks the student focusses on what he or she has to do activating a mental process using the foreign language and is considered to be through that mental process that the student internalizes or acquires L2.

Justification

According to Education First (EF) which revealed the results of EF EPI 2022, where it estimated that Colombia still does not improve its English proficiency. Based on data from the study, the country ranked 77th among the evaluation with 111 countries, obtaining

a score of 477 points, this index measures adult reading and listening skills, identifying common difficulties and highlighting strategies to improve mastery. The maximum rating is 800 points. To solve this problem, the Ministry of Education aims to improve the quality of teachers who teach the language, especially in the official sector.

Regarding the reading comprehension like any other communication skill can be a challenge for all people, McNamara, D. S. (Ed.). (2007). Mentions that reading can be challenging, particularly when the material is unfamiliar, technical, or complex, moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often does not happen as it should, these readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, this is an issue that concerns as well the students who are in their learning process and who likewise have their difficulties in learning the language through this communicative ability of the English language.

Therefore, with the implementation of this project that uses short stories will be sought to favor this ability of reading comprehension in 10th grade students of the educational institution Jose Rafael Faria Bermudez, so that in this way they can have a better academic development, improve their qualifications which are based on works that involve readings and finally for them to train for the test SABER 11º. In the same way it is

sought to create an impact on students where a love for reading is created and is no longer considered as a difficult or in some cases a boring communicative skill. therefore, students of 10th and 11th grade are seen to be benefited as well as the educational institution Jose Rafael Faria Bermudez where they are studying.

Research questions

To carry out this project it is necessary to take into account the following questions:

Main question

- How the use of short stories fosters reading comprehension in 10th grade students of Jose Farael Faria Bermudez school?

Sub-questions

- How can the implementation of short stories create a taste for reading in 10th grade students of Jose Farael Faria Bermudez school?

- How can the implementation of reading strategies promote training for the SABER 11 test?

- How can the use of tasks-based learning approach contribute to the acquisition of English reading skills?

Objectives

General objective

- To implement short stories to foster reading comprehension in 10th grade students of Jose Rafael Faria Bermudez school.

Specific objectives

- To motivate 10th grade students of Jose Rafael Faria Bermudez school in the reading comprehension skill.
- To implement reading strategies to promote training for the SABER 11º test.
- To contribute in the acquisition of English reading skills through the use of the tasks-based learning approach.

Theoretical framework

In this part of the project are exposed a series of theories related to the three main themes taken into account for the development of this work which are, short stories, reading comprehension and tasks-based learning approach.

Reading comprehension

Reading is an activity performed to develop an understanding of a subject or topic; it is an essential skill that individuals need to process in order to be successful in life. Reading keeps individuals informed, up-to-date, and thinking. It is both a receptive and active process. It is a dynamic process in which the reader is searching for connections of ideas in the text, but comprehension may be even more important. Reading in and of itself is not enough: in addition, an individual need to be able to breakdown, to analyse, and to re-organize ideas and information. A person needs the ability to understand what the writer is attempting to communicate. Mckee, S. (2012). thus, reading comprehension can be defined as the ability to understand a text, to analyse the information, and to interpret correctly what the writer is stating.

Reading comprehension stages

In the same way reading comprehension comprises certain stages when it is carried out, based on Ramirez Peña (2015) There are two important faces which are construction and integration. During the construction phase the lower-level processes (decoding, word retrieval, grammatical analysis) are carried out and a change in the format of the information occurs, since what is written in the text is translated into a propositional format to be represented in the mind of the reader. During the integration phase it is possible to postulate the participation of inhibitory mechanisms that allow to keep active the network of proposals (coherence network) where there is greater interconnectedness by disabling inappropriate concepts contextually. Thus, at the end of each construction-integration cycle a small number of highly active elements of the analysed clause remain above the limited capacity of the time memory.

After the reading, an evaluation stage is stipulated where strategies are created to determine the achievements in relation to the objectives established at the planning stage. For example, preparing a summary, making graphic organizers that represent the content of the text, consulting other sources, answering questions, among others, are strategies aimed at evaluating the quality of reading according to the proposed objectives. Ramirez Peña (2015)

Short stories

The short story is a story in prose that is relatively short, said to be short too because this genre has only one single effect, characters, plot and setting are limited, not varied and complex. Wardiah, D. (2016). Moreover, Ghasemi, P. (2011). States that the short story teaching and the acquisition of L2 reading and writing skills supports the positive impact of the use of the short story and brief narrative texts in improving learners' reading and writing skills speaking and listening skills. The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners. When the short story is chosen based on the students' level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich their learning experience.

For this a systematic teaching strategy for the use of the short story to improve reading and writing skills can include the following stages:

- Pre-reading activities: to provide students with vocabulary exercises and cultural background

- In-class oral reading: to improve oral and spoken abilities

- Textual analysis and group work: to improve reading comprehension and small scale writing tasks

- Post-reading assignments: to establish the acquired knowledge and improve more comprehensive written skills.

Tasks-based learning approach

The Task-Based Language Teaching Approach (TBLT) contributes to improving classroom management and environment in the EFL context through focusing on students' interests when designing and planning the tasks for the lessons according to their realities, Quintanilla (2018). This approach is based on the accomplishment of tasks and it has three steps to follow to achieve the learning goal, these are: The Pre-Task, The Task and The Review.

Pre-Task

It's when students are introduced to the task and get excited about it. Once they're engaged the activity can be developed properly following the steps given by the professor.

The Task

The beginning of the task, students can work in groups or in pairs in order to do the task.

The Review

Once the learners had completed the task, they should have something to show, so, the reviewing part is taking into account at this moment to see what the students have done.

Foreign language learning

Learn a foreign language allows students to acquire more skills and opens the way to understanding other ways of life. Their intellectual development imposes on students a double vision of life, sometimes embodied in the speech of two or three languages, with all the advantages that this entails at present. But the success of teaching a foreign language, apart from teachers and students, is conditioned by other factors that must always be taken into account, Manga, A. M. (2008).

- Biological and psychological factors: age and personality;

- Cognitive factors: intelligence, language skills, learning styles and strategies;

- Affective factors: attitudes and motivation.

Furthermore, for the acquisition of a second language are taken into account different factors that have too much influence during this process, according to Ruiz

Calatrava, M. C. (2009). for this, two perspectives are proposed, which are learning speed and final achievement: adults learn faster, especially grammar, but children can reach levels in L2 similar to those of a native. On the other hand, the neurophysiological element is not the most important since other age-related components such as input quality or socialization capacity also intervene, which interact with each other and with other factors external to age (motivation, aptitude, attitude, personality).

Descriptors for reading comprehension of the common European framework for level A1

The common European framework aims to provide levels of language proficiency required by existing examinations and assessment programmes, according to common European framework of reference for languages (CEFR). level A1 of the English language is the lowest level of generative command of the language that can be established for this one, however this level manages a series of essential competences that participants at this level should achieve in the field of reading comprehension, therefore for level A1 of the English language for reading comprehension, it is stipulated that the subject can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

The following descriptors, which relate to simple and general tasks, were classified at level A1 of the scale for reading comprehension:

- Fill in simple forms with personal data, name, address, nationality, marital status.

- Write short and simple postcards

- Understand familiar words and names and very simple phrases

Literature review

In this part of the project are exposed some studies concerning the three categories of study taken into account in this project which are: The acquisition of reading comprehension, the use of short stories to foster reading comprehension, and Task-based learning to foster skills in language learning.

The acquisition of reading comprehension

Andrés, I. C. (2020) carried out a study called "Enhancing Reading Comprehension through an Intensive Reading Approach" in which he explores the impact of intensive reading with undergraduate students who have not had the opportunity to use reading

strategies in the English courses that they take in their majors. In these English courses, teachers focus on grammar most of the time and the main skills (reading, writing, listening and speaking) are scarcely used. Regarding the methodology, this study was developed with a group of undergraduate students taking the Level III English course as a requirement to graduate from a private university in Pasto, Colombia, for this a sample of 16 students of third semester of computer engineering with ages between 19 and 14 years of age with a language level of A1 to B2 was selected, they had to read text that included stories, comic strips, articles, and fairy tales to expose them to different types of readings.

In addition, the workshops that followed the reading process stages were divided into pre-, while-, and post-reading tasks. Each task allowed the students to understand every part of the reading passages. On in the evaluation stage, three reading tests, three questionnaires, a pre- and post-test, and a teacher's journal were applied to check both performance and opinions coming from the students. After application and data analysis participants concluded that intensive reading improved their reading ability and changed their reading attitudes, thus the results of this study indicate that the application of intensive reading with university students taking English language classes can be an alternative to involve and motivate students in reading.

Likewise, Yulianti, D. (2014). carried out a study called "Improving the English reading comprehension ability in 8 students at smp negeri 3 gedangsari through extensive

reading activities". To reach this research objective the researcher applied a Classroom Action Research conducted in two cycles and each cycle consisted of four phases: planning, acting, observing, and reflecting. The subjects of the study were 32 students of Class VIII B of SMP. After having applied the two cycles it could be evidenced that the use of extensive reading activities successfully improved the students' reading comprehension. The students' interest in reading English texts was improved because of the materials that were given to them in order to enhance their reading comprehension and also to enrich their vocabulary, furthermore the students were able to identify main ideas and supporting details of paragraphs correctly. This improvement was supported by the comparison of the students' mean scores from the two cycles (Pre-test and the Post-test, 41.71 and 64.87) Pre-test was used to find out the students' reading ability and Post-test was used to find out the improvement of reading ability. In addition, the students became more active and they enjoyed the process of teaching and learning reading.

The use of short stories to foster reading comprehension

Considering the use of short stories for improving reading compression it is important to highlight Khatib (2012) who carried out a study called "Enhancing Reading Comprehension through Short Stories in Iranian EFL Learners" where the main question is "Can using short stories improve the Iranian EFL learners' reading ability?" for this a

sample of 26 students were then divided into two groups – the control group and the experimental group, Both the groups were administered an identical Pre-Test which showed a uniformity in the results with very little variation that shows the two groups have similar reading ability. The materials used for the control group were selected from different reading books, internet, magazine, etc. and the experimental group was using stories. At the end of the semester both groups were given an identical Post-Test consisting of five selected reading passages from different TOEFL books. In order to test the research, question this study ended by the conclusion that using short stories can enrich Iranian EFL learners' reading ability.

In the same way Kirkgöz, y. (2012) carried out a study called "Incorporating short stories in English language classes" whose purpose was to know how short stories can be integrated into an English language curriculum in order to consolidate students' knowledge of the English language - grammar and vocabulary - and to promote their creative writing skills, the study was conducted with 21 Turkish university students; 10 female, and 11 male, with an average 19-year-old. The students were receiving an English language preparatory program at the Centre for Foreign Languages of Çukurova University, eight short stories were selected by the author of the study from various sources including the book "Discoveries in Literature" (Farrell et al., 1983), and "American Patchwork" (Taska, 1985) taking into account length of the story, linguistic density, students' interest, needs, and cultural significance of the subject matter. Since students were not literature specialists,

it was essential that the English texts were easy to understand. Finally, the Findings indicated that the use of short stories contributed to students' reinforcing effectively and meaningfully their knowledge of grammar and vocabulary while it helped students to be more creative and imaginative in their writing in a way to free the students from the routine procedures occurring in the classroom.

Task-based learning to foster skills in language learning.

Santos (2018) carried out a study called "How does Task Based Learning foster the development of speaking skills in the Young Learner classroom?" The research project was developed in a state primary school during the first term and involved a group of 25 learners attending the fourth grade, for the realization of this study a methodology based on Task Based Learning was applied in which audios recorded by the participants were analysed following the TBL steps. The data was collected from a reflection journal, audio recordings and a questionnaire to learners qualitatively and quantitatively to check oral interaction and oral production of students while they were carrying out the speaking tasks. The results of the study concluded that the TBL applied for the improvement of oral ability had a good result in improving oral production, in addition, it came to the conclusion that it is vital to implement strategies when using the Task-based learning The teacher should be able to adapt the course and produce tasks that fulfil learners' needs and improve speaking skills.

Likewise, it is important to highlight the study of Safitri, H., Rafli, Z., & Dewanti, R. (2020) named "Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department" for the realisation of this Fifteen students were chosen. They were students of the English Department in their third semester in South Tanggerang, Indonesia. The students participated for 12 weeks of the 15 weeks of semester. Based on the results of an interview and observations to get the first data, it showed that the students had problems in speaking due to inadequate language knowledge and lack of confidence, Therefore, the researcher provided one topic for two meetings in class in which the students complete the tasks by using various speaking activities through task-based procedures. The data were taken from the results of the pre-test to post-test, interview, and observation, the findings reveal that the use of task-based learning helps the students improve their speaking skills of three indicators assessed: accuracy, vocabulary, and comprehension. Finally, the students managed to complete the tasks by conducting various activities through three phases of learning: the pre-task, task-cycle, and form focus. They succeed in improving their speaking skills and gaining their confidence.

Methodology

The methodology implemented in this project is focused on the Task-based learning to foster skills in language learning through the application of the three key elements of the TBL: The Pre-Task, The Cycle task and The Post task. Methods (2013).

The Pre-Task

The Pre-Task phase introduces the class to the topic and the task, activating topic related words and phrases, in this part the professor raises student's motivation in order to prepare them to do the activity.

According to Büyükkarcı, K. (2009). In the pre-task, the teacher begins the topic and gives the students clear directions on what they need to do at the task stage and may help the students recall some language that may be useful for the task. The pre-task stage can also contain playing a recording of people doing the task. This gives the students a clear model of what will be expected from them. The students can take notes and spend time getting prepared for the task.

The while task

The students complete a task in pairs or groups by using the language resources as the teacher monitors and offers support. This second phase includes a lesson that is essentially conversational in nature and the explicit formulation of messages, also includes

opportunities for students to take risks. Another process in this phase includes the shared goals and effective scaffolding for the learners' efforts for communication, Büyükkarcı, K. (2009).

In this part, certain steps can be taking into account when doing de task

- To solve the activity following the teacher`s given steps.
- To recall the students some unknown vocabulary in English.
- To solve some doubts students may have.

The Post task

This part focuses on the feedback given to the student about the work he or she has just done, which takes into account the mistakes made related to the text he or she has just written, the answers they gave, and the vocabulary he or she learned, all this with the only purpose that the student recognize his faults and can improve them with teacher`s help.

Implementation of the proposal

As in this project a task-based learning approach is implemented, three stages are taking into account for the implementation of the activities which are: the pre-task. The while

task and the post task, all this in order for the students to have an appropriate development concerning the work they are going to do with the short stories.

In the first stage called The pre-task, the pre-service teacher explains the subject and put into practice some activities for warming the students up, in this part, the pre-service teacher presents the short story to the students and then he read it for them, after this, he asks the students to read the story with him in English to practice their pronunciation, then the pre-service teacher asks students to tell him the unknown vocabulary to be translated in order to have a better comprehension of the tale, after having done this, students are going to read the story in Spanish with the teacher. In the second stage, students have to respond some questions related with the short story they have just read for knowing if they have had a good reading comprehension of the text. In the final stage, the teacher does a socialization of the student's answers with the purpose to make feedback about their work.

First implementation

This first implementation was carried out on Friday, May 5, 2023, at the beginning a pre reading was made, here, a reading was made with the students of the short story entitled *"The leprechaun`s golden bag*" in order to contextualize them with the subject, they were also given the unknown vocabulary as this text contained some difficult words for students, then in the while reading the teacher explains to the students the activity they have to do with reading so that they do not make mistakes, the activity consists of reading comprehension

questions based on the text that the students have just read, In the same way, other points were worked that are part of the theme that students are studying which is the simple present in English.

finally, in the post reading, after having qualified and reviewed the work of the students, we proceed to do feedback with the aim of making everyone know the correct answers and clarify doubts.

Table 3. First implementation format

GROUP:	**LEVEL:**	**DATE**
10th grade	A2	May 5th
LINGUISTIC OBJECTIVE	**COMMUNICATIVE OBJECTIVE**	
Practice the reading comprehension through a short story	know and describe the essential part of the text to answer reading comprehension questions	

TASK	MATERIALS	TOPIC
Read a short story created by the pre-service teacher for the students to answer the reading comprehension questions and evaluate the simple present tense as well	Authentic documents Board Markets	Short story

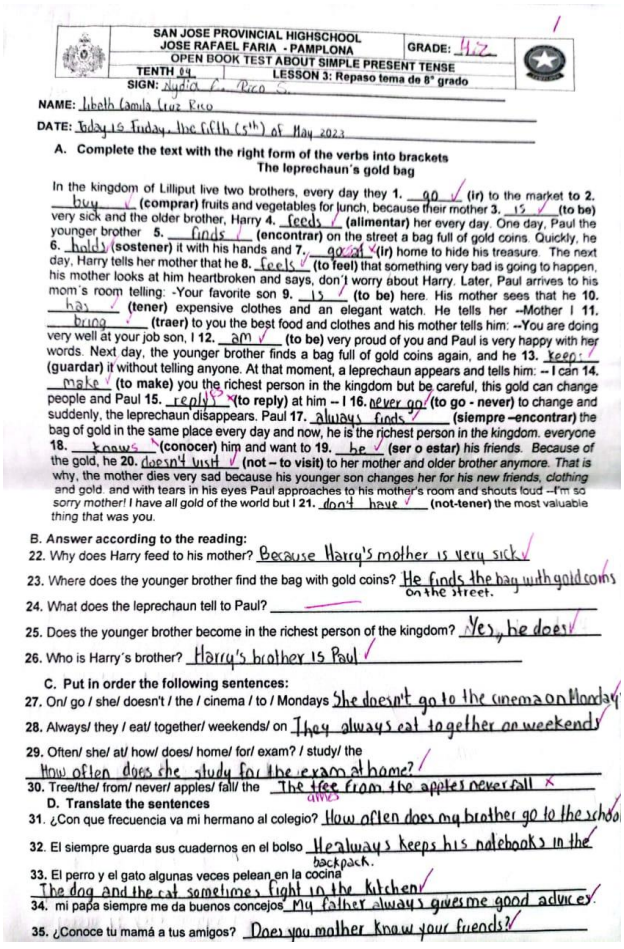
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY

Pre-task	Reading Comprehension	**Pre-reading:** 1. At the beginning of the class the teacher greets the students and he explains what will be developed during the class, after that, he gives the students a sheet with the short story they are going to work with. Then, teacher explains to the students what they have to do in order to understand each point of the activity. **(Annex 5. First reading comprehension)** 2. Since the students can work with a dictionary, it was necessary identify unknown vocabulary, the teacher write on the board the words that the students don't know for them to have a better comprehension of the short story, words as follows: • Leprechaun: duende • Treasure: tesoro • Without: sin • Gold bag: bolsa de oro • Advice: consejo • Heartbreak: sentimental

		Then all together read the short story for the students to practice their pronunciation and understand the reading, it was said that they have to read until the indicated point to allow everybody participate.
While-task	Writing production	**Explanation of task:** After having read the short story the teacher explains again to the student what they have to do, he tells them that there are 6 questions they have to answer based on the short story.
Post-task	Evaluation and assessment	After the teacher has checked all the students` work, he makes a feedback about each question the activity has in order to know the errors and mistakes of the students, the teacher read each question in loud voice and the students have to say the answer

		they think is correct, teacher writes on the board all the answers and by doing so, the students realize what were their error or mistakes.

Figure 4. Reading comprehension text completed by one student



SAN JOSE PROVINCIAL HIGHSCHOOL
JOSE RAFAEL FARIA - PAMPLONA
OPEN BOOK TEST ABOUT SIMPLE PRESENT TENSE
LESSON 3: Repaso tema de 8° grado
GRADE: 4-2
TENTH 04
SIGN: Lydia C. Rico S.

NAME: Libeth Camila Cruz Rico
DATE: Today is Friday, the fifth (5th) of May 2023

A. Complete the text with the right form of the verbs into brackets
The leprechaun's gold bag

In the kingdom of Lilliput live two brothers, every day they **1.** go ✓ **(ir)** to the market **to 2.** buy ✓ **(comprar)** fruits and vegetables for lunch, because their mother **3.** is ✓ **(to be)** very sick and the older brother, Harry **4.** feeds ✓ **(alimentar)** her every day. One day, Paul the younger brother **5.** finds ✓ **(encontrar)** on the street a bag full of gold coins. Quickly, he **6.** holds ✓ **(sostener)** it with his hands and **7.** goes ✓ **(ir)** home to hide his treasure. The next day, Harry tells her mother that he **8.** feels ✓ **(to feel)** that something very bad is going to happen, his mother looks at him heartbroken and says, don't worry about Harry. Later, Paul arrives to his mom's room telling: -Your favorite son **9.** is ✓ **(to be)** here. His mother sees that he **10.** has ✓ **(tener)** expensive clothes and an elegant watch. He tells her --Mother I **11.** bring ✓ **(traer)** to you the best food and clothes and his mother tells him: --You are doing very well at your job son, I **12.** am ✓ **(to be)** very proud of you and Paul is very happy with her words. Next day, the younger brother finds a bag full of gold coins again, and he **13.** keep ✓ **(guardar)** it without telling anyone. At that moment, a leprechaun appears and tells him: -- I can **14.** make ✓ **(to make)** you the richest person in the kingdom but be careful, this gold can change people and Paul **15.** reply ✓ **(to reply)** at him -- I **16.** never go ✓ **(to go - never)** to change and suddenly, the leprechaun disappears. Paul **17.** always finds ✓ **(siempre –encontrar)** the bag of gold in the same place every day and now, he is the richest person in the kingdom. everyone **18.** knows ✓ **(conocer)** him and want to **19.** be ✓ **(ser o estar)** his friends. Because of the gold, he **20.** doesn't visit ✓ **(not – to visit)** to her mother and older brother anymore. That is why, the mother dies very sad because his younger son changes her for his new friends, clothing and gold and with tears in his eyes Paul approaches to his mother's room and shouts loud --I'm so sorry mother! I have all gold of the world but I **21.** don't have ✓ **(not-tener)** the most valuable thing that was you.

B. Answer according to the reading:

22. Why does Harry feed to his mother? Because Harry's mother is very sick. ✓
23. Where does the younger brother find the bag with gold coins? He finds the bag with gold coins on the street. ✓
24. What does the leprechaun tell to Paul? ✓
25. Does the younger brother become in the richest person of the kingdom? Yes, he does ✓
26. Who is Harry's brother? Harry's brother is Paul ✓

C. Put in order the following sentences:

27. On/ go / she/ doesn't / the / cinema / to / Mondays She doesn't go to the cinema on Monday ✓
28. Always/ they / eat/ together/ weekends/ on They always eat together on weekends ✓
29. Often/ she/ at/ how/ does/ home/ for/ exam? / study/ the How often does she study for the exam at home? ✓
30. Tree/the/ from/ never/ apples/ fall/ the The tree from the apples never fall ✗ (apples)

D. Translate the sentences

31. ¿Con que frecuencia va mi hermano al colegio? How often does my brother go to the schoo ✓
32. El siempre guarda sus cuadernos en el bolso He always keeps his notebooks in the backpack. ✓
33. El perro y el gato algunas veces pelean en la cocina The dog and the cat sometimes fight in the kitchen ✓
34. mi papa siempre me da buenos concejos My father always gives me good advices ✓
35. ¿Conoce tu mamá a tus amigos? Does you mother know your friends? ✓

Figure 5. Students working with the first short story



Second implementation

This second short story was implemented on May the ninth (29th) 2023. For this class the same process of the first short story was developed in order to work this time with the short story called *"Tips for hiking"* in the pre reading part the teacher tells the students what to do and reads the text so that students are contextualized with the reading and the pronunciation of it, then the teacher gives the students the unknown vocabulary for them to be able to work with the text properly. In the while reading the students read the short story, then they have to answer some questions related to the text, furthermore in the text they work with topics like simple present and zero conditional which are topics of the lesson they are seeing in the period. Finally in the post reading after having qualified and reviewed

the work of the students, we proceed to do group feedback with the aim of making everyone know the correct answers and clarify doubts.

Table 4. Second implementation format

GROUP:	**LEVEL:**	**DATE**
10th grade	A2	May 29th
LINGUISTIC OBJECTIVE Practice the reading comprehension through a short story	**COMMUNICATIVE OBJECTIVE** know and describe the essential part of the text to answer reading comprehension questions	
TASK Read a short story created by the pre-service teacher for the students to answer the reading comprehension questions and	**MATERIALS** Authentic documents Board Markets	**TOPIC** Short story

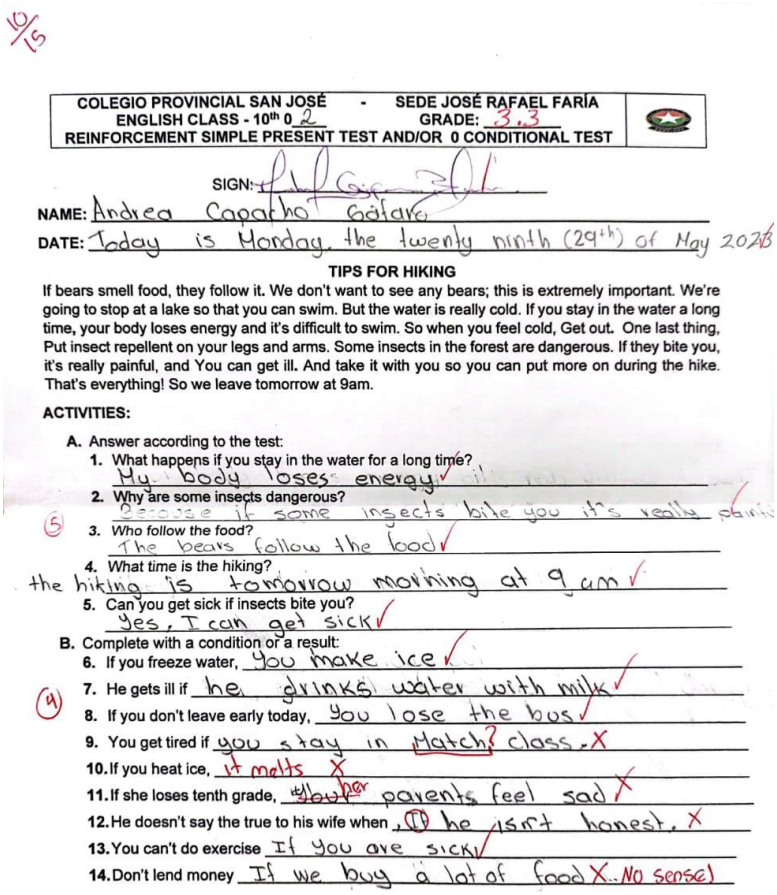
evaluate the simple present tense as well		

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Pre-task	Reading Comprehension	**Pre-reading:** 3. at the beginning of the class the teacher receives the students with a greeting, then he gives the students the indications for the activity which is individual, by doing so they know what to do. **(Annex 5. First reading comprehension)** 4. Since the students can work with a dictionary, it was necessary identify unknown vocabulary, the teacher write on

		the board the words that the students don't know for them to have a better comprehension of the short story, words as follows: • Hiking: caminata • Insect repellent: repelente de insectos • Painful: doloroso • Get ill: enfermarse • Put on: ponerse Then all together read the short story for the students to practice their pronunciation and understand the reading, it was said that they have to read until the indicated point to allow everybody participate.

While-task	Writing production	**Explanation of task:** After having read the short story the teacher explains again to the student what they have to do, he tells them that there are 5 questions they have to answer based on the short story and also 9 questions related with the topic zero conditional.
Post-task	Evaluation and assessment	After the teacher has checked all the students` work, he makes feedback about each question the activity has in order to know the errors and mistakes of the students, the teacher read each question in loud voice and then he selects one student to pass to the board and write the answer he or she consider is right, if not we all together make the correction for the student to know what was his or her mistake or error

Figure 6. Reading comprehension text completed by one student



12/15

COLEGIO PROVINCIAL SAN JOSÉ - SEDE JOSÉ RAFAEL FARÍA
ENGLISH CLASS - 10th 02 GRADE: 3.3
REINFORCEMENT SIMPLE PRESENT TEST AND/OR 0 CONDITIONAL TEST

SIGN:

NAME: Andrea Capacho Gafaro

DATE: Today is Monday, the twenty ninth (29th) of May 2023

TIPS FOR HIKING

If bears smell food, they follow it. We don't want to see any bears; this is extremely important. We're going to stop at a lake so that you can swim. But the water is really cold. If you stay in the water a long time, your body loses energy and it's difficult to swim. So when you feel cold, Get out. One last thing, Put insect repellent on your legs and arms. Some insects in the forest are dangerous. If they bite you, it's really painful, and You can get ill. And take it with you so you can put more on during the hike. That's everything! So we leave tomorrow at 9am.

ACTIVITIES:

A. Answer according to the test:

1. What happens if you stay in the water for a long time?
   My body loses energy ✓
2. Why are some insects dangerous?
   Because if some insects bite you it's really pain ✓
3. Who follow the food?
   The bears follow the food ✓
4. What time is the hiking?
   the hiking is tomorrow morning at 9 am ✓
5. Can you get sick if insects bite you?
   yes, I can get sick ✓

(5)

B. Complete with a condition or a result:

6. If you freeze water, you make ice ✓
7. He gets ill if he drinks water with milk ✓
8. If you don't leave early today, you lose the bus ✓
9. You get tired if you stay in Match? class. X
10. If you heat ice, it melts X
11. If she loses tenth grade, ~~she~~ her parents feel sad X
12. He doesn't say the true to his wife when, he isn't honest. X
13. You can't do exercise If you are sick ✓
14. Don't lend money If we buy a lot of food X..No sense)

(4)

Research methodology

Research approach

For the realization of this project a mixed approach is taken into account. According to Sampieri, R. H. (2006). The mixed methods are a research strategy or methodology in which the researcher collects, analyses and mixes (integrates or connects) quantitative and qualitative data in a single study or multi-phase inquiry. That is why this project implements this approach in order to examine subjectively and statistically the student's results.

Research design

This study implements an action research design. Ivankova, N. V. (2014). states that this research design promotes the reflection and present a series of actions or steps aimed to identify an issue or problem with the objective to generate a solution to the current situation, the steps this design takes into account are; identify the problem, developing an action plan, implementing and evaluating the action and monitoring the action. It is for that reason that this project works with this design with the purpose to solve an issue of the lack of reading comprehension skill in 10th grade students of a public school.

Population

The population for this project is the 10th grade students of the educational institution Jose Rafael Faria Bermudez high school, taking into account the sample, 5 students were chosen.

Instruments
typological data analysis

According to Hatch (2002) Typological data analysis is based on dividing the data into predefined categories or groups this with the aim of capturing the perspectives of a group or individuals around a particular topic. Likewise, to carry out this typological analysis, it is important to consider 9.

1. Identify typologies to be analysed.

2. Read the data, marking entries related to your typologies.

3. Read entries by typology, recording the main ideas in entries on a summary Sheet.

4. Look for patterns, relationships, themes within typologies.

5. Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns.

6. Decide if your patterns are supported by the data, and search the data for no examples of your patterns.

7. Look for relationships among the patterns identified.

8. Write your patterns as one-sentence generalizations.

9. Select data excerpts that support your generalizations

Journal

This tool is considered to be implemented in this project in order to have a record of the research experience during the implementation of the proposal. According to Hatch (2002) the journal includes, concomitantly, quantitative and qualitative, descriptive and analytical information, as well as relevant elements for statistical formulation, diagnosis, prognosis, social or situational studies and assessments, it also serves to reflect what is being done and what is happening each day during the research experience. In this way the journal is important because it keeps information concerning each activity carried out in class with the students, and for having a more subjective data of how the students work.

In this order of ideas, the journal was implemented twice, each during the development of the short stories at each stage of the task (pre, while, post) in it notes was kept of each relevant aspect of the activity, furthermore, it served to have a reflective thinking

about how to improve the next activity. A word format was used to have better order. (Appendix A)

Figure 7. Journal format

University of Pamplona
Foreign language bachelor degree
Practicum stage
Researcher: Diego Alejandro Viracachà Parada

JOURNAL Nº 1		
PARTICIPANTS	**SETTING**	**SUBJECT**
10TH grade students	Jose Rafael Faria Bermudez high school	Description of the first short story implementation
Date: May 5th, 2023	**Hour:** 10:45 -11:10	**Grade:** 10-04
Place: classroom at school	**Topic:** reading comprehension about the short story " The leprechaun`s gold bag"	
Pre- reading	At the beginning of the activity the students were a little interested in the subject, they were given the indications of what we had to do first and everyone participated properly, there were some students who found it difficult to pronounce some words in English, however with the help of the teachers those phonetic errors were corrected, similarly by the part of the vocabulary, students always asked for some unknown word	

Questionnaire

It is important to take into account the implementation of a questionnaire as a quantitative tool for the collection of more accurate data from the work done. Caicedo (2022) defines Questionnaires and surveys as techniques in which a list of closed questions is posed to obtain precise data, besides it is a technique that allows you to get accurate information from a large number of people. Having closed questions allows you to calculate the results and obtain percentages that allow a quick analysis of them. therefore, the questionnaire was very helpful because thanks to this it was possible to collect information concerning opinions of students regarding their work and the work done by the pre service teacher.

The questionnaire had a total of 9 questions, and it was applied to 4 students who gave relevant information regarding the work they did, this instrument was implemented once at the end of the school period. The questions were divided into categories short story, vocabulary, reading comprehension, foreign language learning. This to make it easier to identify specific aspects when analysing the data.

Figure 8. Questionnaire format

Cuestionario

Este formulario tiene como objetivo recopilar información concerniente al trabajo que se realizó durante el segundo periodo en torno a los textos o historias cortas, de igual manera recoger información en base a su criterio u opiniones de su propio trabajo y como este podría ser mejorado en un futuro.

1. ¿Está de acuerdo con la utilización de cuentos cortos para la práctica de la comprensión lectora en inglés?
2. ¿Cree usted que trabajar con cuentos cortos hace que se mejore la comprensión lectora?
3. ¿en la siguiente escala, en donde se posiciona su nivel de comprensión lectora?
4. ¿Considera usted que una problemática para la falta de comprensión lectora es la falta de vocabulario?
5. ¿Cree usted que tiene buen nivel de comprensión lectora?
6. En la siguiente escala ¿cómo considera su nivel de vocabulario de inglés?
7. como contribuye usted mismo a su aprendizaje de vocabulario y mejoramiento de su comprensión lectora en inglés?
8. ¿Cree usted que ha mejorado su comprensión lectora y vocabulario durante el transcurso del segundo periodo gracias a los lecturas o cuentos cortos que usted trabajó en talleres o evaluaciones?
9. Algún comentario o sugerencia

Data analysis

In order to analyse the data collected a matrix was suggested to be created for the three instruments which are the typological data analysis of 4 documents collected from the participants, 2 journals and the questionnaire with the objective to divide the information in different typological categories. it is important to mention that a convergence was sought between the analysis of the three instruments where there was a pattern of similarity between the four categories mentioned. (Appendix B)

Figure 9. Matrix journal format

Categories	Short story	Vocabulary	Reading comprehension	Foreign language learning
Journal				
(Journal observation remarks) Journal Nº 1	At the beginning of the activity the students were a little interested in the subject, they were given the indications of what we had to do first and everyone participated properly. The students were a lot interested in the short story,	There were some students who found it difficult to pronounce some words in English, however with the help of the teachers those phonetic errors were corrected, similarly by the part of the vocabulary, students always asked for some unknown words	It could be evidenced that many students did not make an analytical reading of the text but responded with very specific statements of the text, some did not know what to answer and left blank the questions and some others tried not to leave blank the questions answering with information that did not correspond to the questions	The students realized their mistakes and knew the reason of the answers. At the end they were told that they should be more analytical in reading in the way they can improve their reading comprehension in English and for obtaining better grades.
(Journal observation remarks) Journal Nº 2	At the beginning of the class as usual the students were concerned about what they were going to do but then they felt comfortable because of the explanation of the activity	One important thing to highlight here is the little interest of some student because from my point of view, if they don't know a lot of vocabulary or in terms of mastery of English as a foreign language, they are not going to enjoy the lecture as I want them to enjoy it. However, it could be possible to make an appropriate reading together at the same time the students asked for unknown vocabulary. In the while reading the students were quite focused on the text, sometimes they asked for some doubts related with vocabulary and for some grammatical structure of some sentences they made, some students felt unsecure about the work they were doing, that is why they asked a lot.	it could be evidenced that there was a little improvement in terms of vocabulary something that made it possible to have a higher quality around reading comprehension, however, there were students who continued having the same mistakes related to the lack of vocabulary, that is why some of them didn't answer the questions properly . From my point of view the students know what to answer in each question however their lack of vocabulary is the main problem when reading because they don't understand the whole question, furthermore, some students had difficulties when creating sentences; some of them didn't know the right grammatical order of the sentences yet.	it could be evidenced that there was a little improvement in terms of vocabulary something that made it possible to have a higher quality around reading comprehension

Figure 10. Quantitative diagram of the questionnaire format

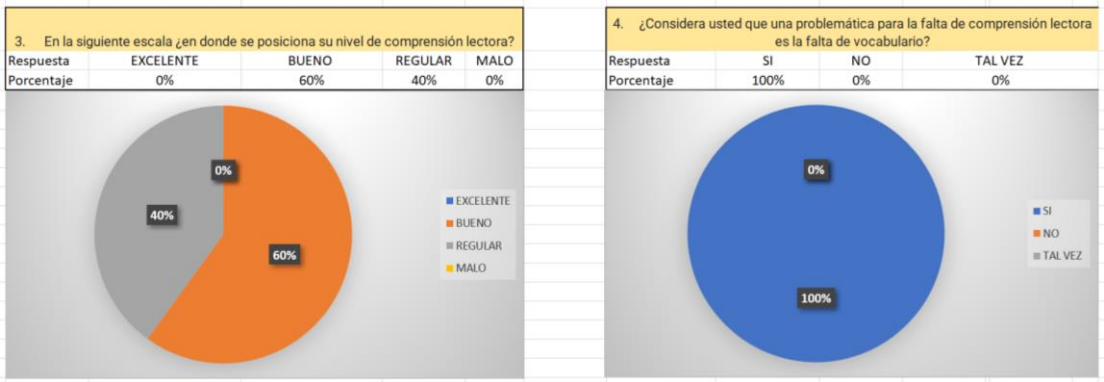


Figure 11. Documental data analysis format

Categories	Achievement of reading comprehension	Analysis	Errors	Achievement of reading comprehension
Documentary analysis				
	First implementation (short story the leprechaun´s gold bag)			Second
Participant 1	4 questions answered correctly of 5	The participant achieved in answering the most of the question, it was possible to notice that the participant had an appropiate reading comprehension. however in the question in which the participant failed it could be evidenced that it was by minimal error in grammatical time that was implemented but not by a failure in reading comprehension	**1 question : Why does harry feed to his mother?** Because she was very sick Because she is very sick	4 questions answered correctly of 5
Participant 2	4 questions answered correctly of 5	The participant achieved in answering the most of the question, it was possible to notice that the participant had an appropiate reading comprehension. the only error in the question which was wrong was grammatical failure, since instead of using the auxiliar for short answer "DOES" the participant used the verb to be, which means that the reader's understanding of the participant is good and his mistake lies only in a grammatical failure	**4 question: Does the younger brother become in the richest person of the kingdom?** Yes. He is yes, he does	4 questions answered correctly of 5
		The participant achieved in answering the most of the question, it was possible to notice that the participant		

Table 5. Chronogram of activities

ACTIVITIES	MARCH				APRIL				MAY				JUNE
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I
OBSERVATION		X	X										
JOURNAL									X			X	

FIRST IMPLEMENTATION									X			
SECOND IMPLEMENTATION												X	
QUESTIONNAIRE													X
TYPOLOGICAL DATA ANALYSIS													X

Findings

After having analysed the three instruments, 3 study categories emerged with their respective subcategories: the first category is short story, which has 1 subcategory Sentence construction and cohesion, the second category is reading comprehension, which has 2 subcategories, vocabulary and reading comprehension strategies, finally the third category is task-based learning which has 2 subcategories. Interest and foreign language learning.

Short story

According to l-Dersi, Z. E. M. (2013). short-stories, makes learning English an enjoyable and attractive process for EFL learners. Stories also help to stimulate students' curiosity about the target culture and language making possible to learn in a different way while enjoying the work. therefore, as the objective of this study has as an interest to promote reading compression in 10th grade students it is pertinent to highlight short stories as the first category of study and the subcategory that emerged from it, which is Sentence construction and cohesion.

Sentence construction and cohesion

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well, A text or discourse is not just a set of sentences, each on some random topic. Rather, the sentences and phrases of any sensible text will each tend to be about the same things, that is, the text will have a quality of unity. This is the property of cohesion, the sentences "stick together" to function as a whole. Cohesion is achieved through back-reference, conjunction, and semantic word relations, Morris, J., & Hirst, G. (1991). During the development of this project the written production took a relevant part as well as the reading comprehension, therefore the written answers of the students should have sense and coherence to validate their understanding of the short story implemented and evaluated with each of the questions, as a result, it could be evidenced that most of the participants managed to answer the questions with well-structured sentences, however there were

some who did not manage to have that same performance and created sentences without much sense or cohesion.

Table 6. Cohesion failures found in Sentences created by students in some short stories

Examples of cohesion failures found in Sentences created by students	
1 question: What happen if you stay in the water for a long time? You can swim for a time your body loses energy .. Incorrect writing way .. Correct writing way	**2 question: Why are some insect dangerous?** Because you ill because you can get ill

Motivation

Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring". During each implementation, changes were seen in moods and in the motivation of the students when reading the short stories or when they had to participate in feedbacks made in class, besides, *"it could be evidenced that the students felt more motivated to having a reward at the end of the activity which encouraged them to participate in class, However there were students who thanks to a good strategy and methodology implemented by the teacher in charge were very interested in the class creating that motivation necessary to learn in an efficient and profitable way"* journal 1. A similar event occurred in the second implementation where "*students were motivated to participate thanks to the points for participation that were given to them and that at the end of the period they added a note in the report card, if not, not all students would have participated in the class"* Journal 2.

Reading comprehension

According to Monroy Romero, J. A., & Gómez López, B. E. (2009). Nowadays it is spoken about the need for new generations to learn how to develop cognitive and

metacognitive skills and strategies that allow them to achieve learning. Among the basics we can find the reading comprehension, taken as: the understanding of texts read by a person allowing reflection, being able to investigate, analyse, relate and interpret what has been read with previous knowledge. Reading comprehension is the main skill implemented in this project that is why it is of the utmost importance to take into account the reading comprehension as a main category and from which two subcategories emerge which are vocabulary and Reading comprehension strategies.

Vocabulary

According to CECR students at the A1 level can understand very short and simple texts, also pick up familiar names, words and basic phrases, something that make it possible to work with them with short stories. During the development of the project and in each implementation, the vocabulary played an important role behind the reading comprehension, for each short story a specific vocabulary was worked and which was reviewed previously, in this way the work was facilitated to the student and thanks to this it was able to have a better reading comprehension for each short story implemented, however there were students who did not have much mastery of the respective vocabulary and failed to achieve the objective of reading comprehension "*If they don't know a lot of vocabulary or in terms of mastery of English as a foreign language, they are not going to enjoy the lecture as I want them to enjoy it" journal 2.* However, there were student who didn't know the vocabulary but they had interest in the lecture and they asked for the unknown vocabulary "*Sometimes they asked for some doubts related with vocabulary and for some grammatical structure of some*

sentences they made, some students felt unsecure about the work they were doing, that is why they asked a lot" journal 2. In addition to supporting these statements, 100% of the students to whom the questionnaire was applied claim that a problem of lack of reading comprehension is the lack of vocabulary, on the other hand 80% of the surveyed students stated that their vocabulary level is regular and another 10% good, something that could be evidenced in the result of their work. However, the students managed to have an appropriate reading because of the pre-knowledge of the vocabulary, so, giving the students the words they don't know makes the reading comprehension to have a good result.

Reading comprehension strategies

According to Gersten, R (2001) Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should, so, the use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text. In order to favor the reading comprehension of the students in each implementation different strategies were always used within the classroom, strategies such as pre-activity reading with the aim of facilitating understanding and distinguishing unknown vocabulary or some student concern, then another strategy was to give the vocabulary to the students before starting the reading so that they did not have

problems when reading, and finally it is important to highlight the accompaniment of the teacher during the reading since despite giving them different methods that facilitated the work to the student, there were some students who needed more support, Moreover, after each implementation in the post task, we always worked feedbacks with prizes which served as a strategy to encourage the motivation in students to participate, on the other hand, the participants to whom the questionnaire was applied claimed to have various autonomous strategies to improve their reading comprehension, the responds are shown below:

Figure 12. Participant answers format

participant 1	Para tener un mejor aprendizaje del vocabulario yo misma lo contribuyo con la practica de verbos ,Para obtener una mejor compresion lectora lo primero es identificar las palabras que se conocen para luego buscar el significado de las cuales no asi poder tener una mejor compresion
participant 2	Ver videos en inglés sobre temas q me interesen subtitulados en inglés y en español
participant 3	Estudiando en casa, escuchando música, entre otros
participant 4	Repasando , aprendiendo palabras claves , colocando atención a las explicaciones en clase

Task based learning

Hismanoglu (2011) states that task-based approach is a powerful and advancing learning method. It promotes learning language knowledge and training skills in the process of

performing tasks. Teachers are both instructors and guides. Similarly, learners are both receivers and main agents. It is via task based learning that learners will master how to make full use of their own communicative abilities to shift from L1 to the target language, that is why in this project the task based learning was implemented with the aim of having a guide for the work that the students made with the short stories and so having an ending result which was to improve the reading comprehension, therefore the TBLT is taken in consideration as a principal category and with its two subcategories which are interest and Foreign language learning.

Interest

Harackiewicz (2016) defines the interest as a group of feelings of enjoyment accompanied by momentary arousal or attention sparked by features of the environment, in this way the classes had the objective to attract the interest of students, to get that feeling of enjoyment when reading the short stories. During the development of this project 2 short stories were implemented with the aim of working the reading comprehension of 10th grade students, it could be evidenced the interest of student about working with the first short story "*At the beginning of the activity the students were a little interested in the subject, they were given the indications of what we had to do first and everyone participated properly. The students were a lot interested in the short story"* journal 1. Furthermore, the fact that they were entertaining stories made them show greater interest in reading. the same process could be evidenced in the second implementation with the short story *"tips for hiking" "At the*

beginning of the class as usual the students were concerned about what they were going to do but then they felt comfortable because of the explanation of the activity" journal 2. To add to this information the questionnaire showed a 100% inclination towards the affirmation that students are willing to work with short stories to improve reading comprehension in English in the same way a 100% agree that work with short stories improves reading comprehension, something that allows to see that the use of the short stories has a great impact on the students and its implementation generates a great interest from them.

Foreign language learning

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs, furthermore, learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings, McColl, H. I. L. A. R. Y. (2005). During the three stages followed thanks to the implementation of the task-based learning approach (pre-task, while task and post task) it was possible to create suitable spaces for learning English as a foreign language, at the end of each implementation a space for feedback and participation was open with the aim of solving doubts and reach a better achievement of the second language, "*The students realized their mistakes and knew the reason of the answers. At the end, they were told that they should be more analytical in reading in the way they can improve their reading comprehension in English and for obtaining better grades".* Journal 1. this space of reflection and feedback made students improve their reading comprehension ability in the following short story as

they knew their mistakes and the vocabulary that was worked was the same. "*It could be evidenced that there was a little improvement in terms of vocabulary something that made it possible to have a higher quality around reading comprehension.*"

Conclusions

First of all, with the implementation of the short stories it was possible to see an improvement around the reading comprehension that involved different categories of study, Similarly for students, the use of short stories influenced in their writing since at first the students did not have many bases with respect to the vocabulary which was worked and was a difficulty when performing the reading and answer the respective questions from the texts, In addition to answering the questions most of the students achieved a good reading understanding however there were some students who answered with meaningless sentences and in some cases poorly structured grammatically, something that allows us to understand that more than a lack of reading comprehension, the problem is in a lack of an adequate English to perform the respective activities. On the other hand, regarding the motivation, it was possible to motive the students during each activity, however, the issue is in the kind of motivation they needed, if the student didn't see a reward he or she didn't motivate himself or herself to participate, this in the case of some students who didn't want to participate.

Focusing now on reading comprehension, there was a breakthrough in this ability, thanks to the process that took place with each of the short stories implemented, students were able to appropriate the vocabulary of each reading thanks to the pre reading that was done at the beginning of each activity, their answers in the second application were more precise and had more sense

according to what was being asked, it is important to mention that in the end the students managed to appropriate their learning thanks to different strategies applied both within the classroom and autonomously.

Finally, what could be evidenced in what was task-based learning was the interest and achievement in learning that students had thanks to the different steps that are applied in this approach, the pre service teacher applied different activities where the participation and interest of the students was satisfactory in addition, they managed to learn more vocabulary and to be more analytical when doing a reading since in many occasions the answers didn't make sense. However, the objective of encouraging reading comprehension was achieved and students' interest in reading was created.

Recommendations

The work carried out with the 10th grade students of the educational institution Jose Rafael Faria Bermudez was of great satisfaction and achieved its objective, however there are some aspects that are important to mention and that could make student learning a better experience.

First of all, the level that students have is very elementary, something that made it difficult to work with students reading comprehension, it would be very helpful if students could work all the skills because of being so, possibly the student would achieve a greater learning with respect to English as a foreign language, on the other hand it is essential to work more reading and pronunciation, students only focus on writing, something that makes classes very monotonous.

it is difficult to work with teenagers, some students handle English better than other students therefore it becomes difficult to carry a single rhythm with all, the pre service teacher recommends creating more activities that involve the active participation of the student and not only the practice of their writing skill.

CHAPTER IV: Community outreach component

Supporting 10th and 11th grade students with tutoring in English implementing worksheets at the educational institution Jose Rafael Faria Bermudez.

Introduction

Today, teaching a foreign language involves using different tools to achieve this goal and in this case the use of worksheets as a teaching tool play an important role in this process, according to İnan, C., & Erkus, S. (2017). worksheets are important materials that enable students to organize their knowledge, including the steps of what the students need to do, and which ensure participation in the activity of the whole class at the same time with the guidance of the teacher. Focussed on this, the university of Pamplona during the practicum stage proposes to do a community outreach component which will be based on supporting 10th and 11th grade students with tutoring in English implementing worksheets at

the educational institution Jose Rafael Faria Bermudez with the objective that the students have an assistance in subjects they do not understand.

Justification

Based on İnan, C., & Erkus, S. (2017). for learning in education, it is imperative to implement activities that involve the knowledge of students and make them active subjects during this teaching process, this with the purpose of developing creative thinking, in other words, this understanding necessitates the use of materials that will be prepared in the direction of strategies, methods and techniques to ensure permanent learning. One of these teaching materials is the implementation of worksheets.

Therefore, this project aims to support students with tutoring in certain deficiencies they could have during the English learning process by implementing worksheet as a tool to enhance these deficiencies they have, by doing so, student could foster their English level while practicing it in a didactical way thanks to the pre-service teacher tutorial. Furthermore, the institution is benefited in the same way because of the student's grades enhancing and for the English skills they would improve, something essential for the presentation of the SABER 11º test.

Objectives

General objective

- To use Worksheets as a didactic resource to provide tutoring to 10th and 11th grade students of the Jose Rafael Faria Bermudez

Specifics objectives

- To help 10th and 11th grade students to solve their English deficiencies
- To provide guidance to the 10th and 11th grade students for them to understand the English subjects

Methodology

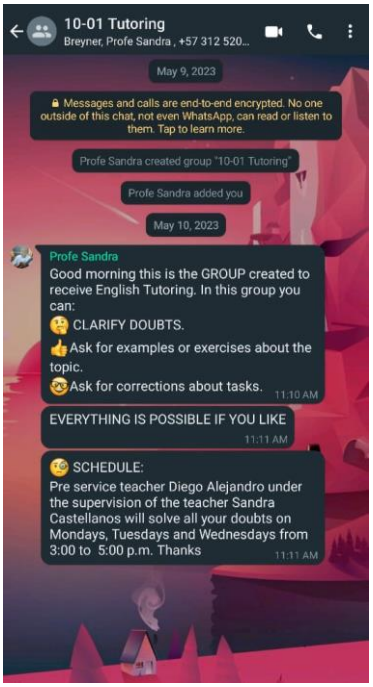
For the realization of this project of the Community outreach component, a methodology was proposed in which the students who wanted to attempt to the session stipulated by the teacher in charge for tutoring were going to receive a support given by the pre-service teacher via WhatsApp and face to face , for this a schedule was proposed for virtual tutoring which took place all Mondays from 3 to 5 (3-4 for 11th grade and 4-5 for 10th grade), and also the Thursdays in the break time in person, this session took place in the English classroom. The subjects taken into account for the tutoring are the subject studied in class.

First tutoring by WhatsApp

As part of the tutorials, it was necessary to make a virtual space through the application WhatsApp so that in this way students can ask for concerns they have and for these to be solved immediately with the help of the teacher in charge and the teacher in training. These virtual tutorials have a space of two hours in the afternoon on Mondays, Tuesdays and Thursdays, and involve students of tenth grade and eleven grade, this is why two different groups were created for each grade.

During the first week the students were greeted by the group and reminded what the groups were created for, the students expressed their interest and contentment for the creation of the groups since it is a space where they can clarify any concerns either with the help of one or both teachers in charge.

Figure 13. Group created in Whatsapp

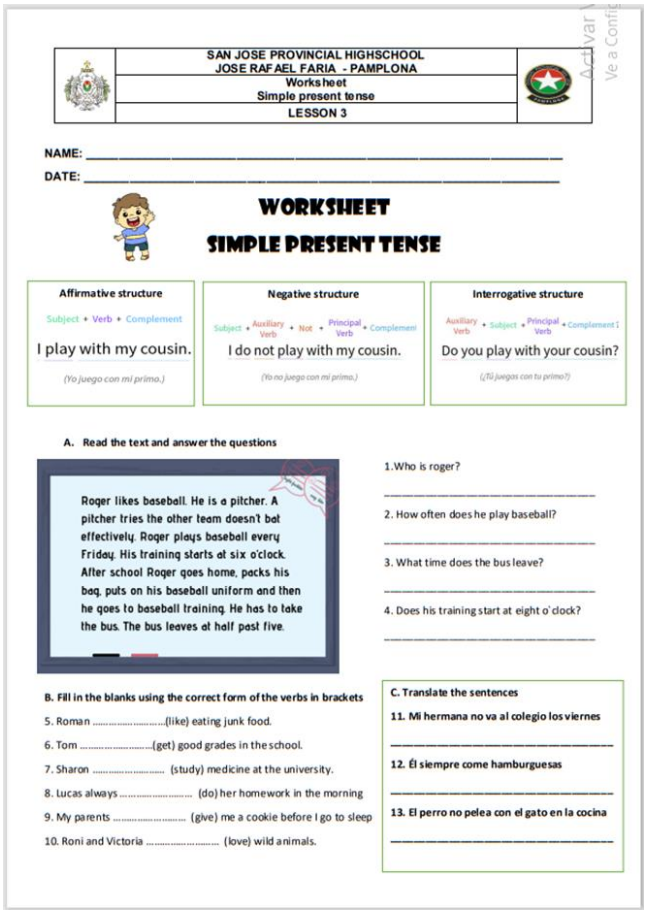


First tutoring

The first tutorial took place on the 23th of May during the break time for the implementation of the worksheet in person, the tutoring was made with all the 10th grades, this worksheet was created on the basis of the topic that the students were working on which was the present simple, as a first step the topic was explained to the students with the help of the first information that appears in the worksheet, later, they had to read a small text and answer four questions of reading comprehension, then they had to complete the sentences with the correct form of the verb in simple present and in the last step translate the sentences

from Spanish to English, finally the students were asked if they had everything clear and some doubts were solved

Figure 14. First worksheet



SAN JOSE PROVINCIAL HIGHSCHOOL
JOSE RAFAEL FARIA - PAMPLONA
Worksheet
Simple present tense
LESSON 3

NAME: _____

DATE: _____

WORKSHEET

SIMPLE PRESENT TENSE

Affirmative structure	Negative structure	Interrogative structure
Subject + Verb + Complement	Subject + Auxiliary Verb + Not + Principal Verb + Complement	Auxiliary Verb + Subject + Principal Verb + Complement
I play with my cousin.	I do not play with my cousin.	Do you play with your cousin?
(Yo juego con mi primo.)	(Yo no juego con mi primo.)	(¿Tú juegas con tu primo?)

A. Read the text and answer the questions

Roger likes baseball. He is a pitcher. A pitcher tries the other team doesn't bat effectively. Roger plays baseball every Friday. His training starts at six o'clock. After school Roger goes home, packs his bag, puts on his baseball uniform and then he goes to baseball training. He has to take the bus. The bus leaves at half past five.

1. Who is roger?
2. How often does he play baseball?
3. What time does the bus leave?
4. Does his training start at eight o'clock?

B. Fill in the blanks using the correct form of the verbs in brackets

5. Roman ..... (like) eating junk food.
6. Tom ..... (get) good grades in the school.
7. Sharon ..... (study) medicine at the university.
8. Lucas always ..... (do) her homework in the morning
9. My parents ..... (give) me a cookie before I go to sleep
10. Roni and Victoria ..... (love) wild animals.

C. Translate the sentences

11. Mi hermana no va al colegio los viernes
12. Él siempre come hamburguesas
13. El perro no pelea con el gato en la cocina

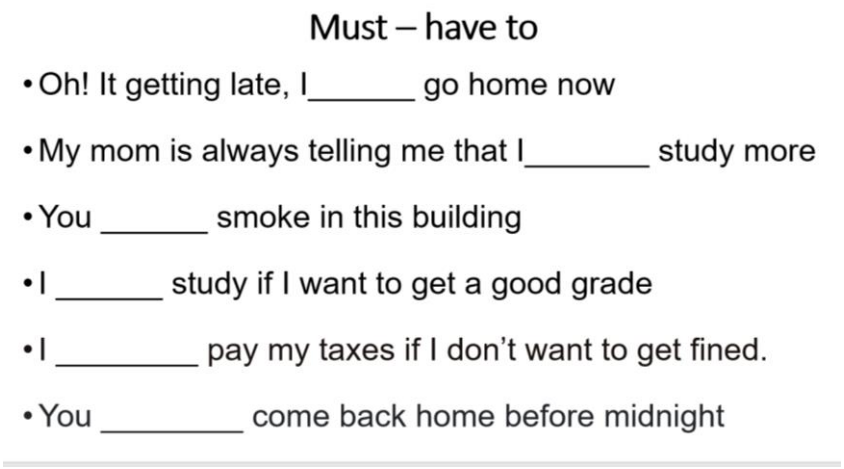
Second tutoring

The second tutorial was held on May 30, this tutorial was done with eleven grade students and worked with the topic of modal verbs, for this activity no worksheet was implemented, it was only worked with slides where it was explained the subject and finally some exercises were done where students had to pass to the board and complete some sentences with HAVE TO and MUST, after the students answered, we all made a correction, some students had several doubts about the subject since for some it was difficult to differentiate both modal verbs, however in the end everybody understood the subject properly.

Figure 15. Slides of the modal verb explanation

Have to	*Must*
Cuando el pronombre es *I*, *have to* expresa una obligación externa y objetiva de lo que se debe hacer. Por ejemplo: *I* ***have to*** *pay the bills every month.* (obligación externa).	Cuando el pronombre es *I*, *must* expresa una opinión personal del hablante sobre lo que hay que hacer.Por ejemplo: *I* ***must*** *eat more vegetables.* (necesidad interna del hablante).

Figure 16. Modal verb Exercises



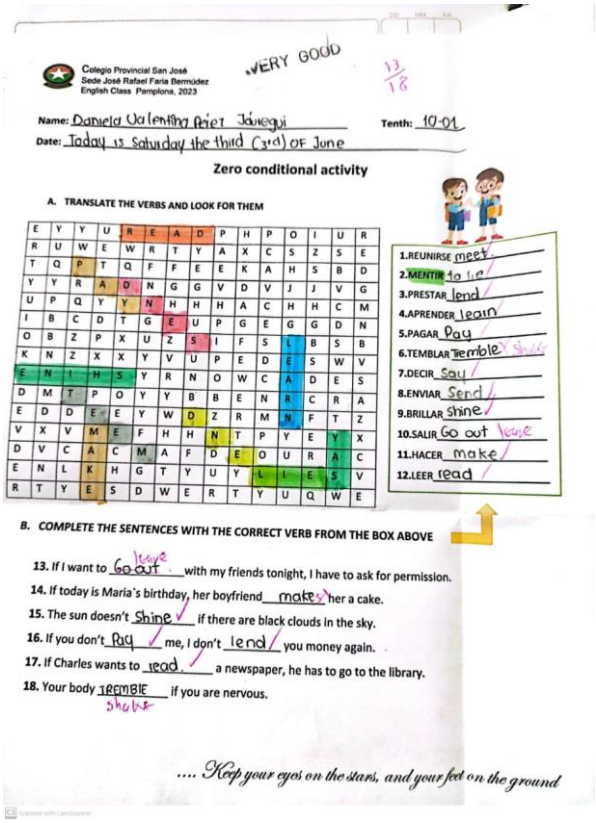
Third tutoring

In the third tutoring it was worked the conditional zero theme which students were working as part of lesson 4 of the class plan, in this tutorial attended students of all 10th grades, for this activity students first of all had to solve an alphabet soup where they had to look for some words related to the subject, then students had to complete 6 sentences to form the zero conditional properly.

Likewise, during the development of this activity the students were very participative, some had some doubts about where to properly place a word, in addition, it was possible to understand the subject satisfactorily since when implementing an alphabet soup, the students were able to appropriate the vocabulary and in the same way when

relating the words to each sentence made their learning and mastery of the subject had a favorable development.

Figure 17. Worksheet activity



Colegio Provincial San José
Sede José Rafael Faria Bermúdez
English Class Pamplona, 2023

VERY GOOD 13/18

Name: Daniela Valentina Arier Jáuregui Tenth: 10-01
Date: Today is Saturday the third (3rd) OF June

Zero conditional activity

A. TRANSLATE THE VERBS AND LOOK FOR THEM

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

1.REUNIRSE meet
2.MENTIR to lie
3.PRESTAR lend
4.APRENDER learn
5.PAGAR Pay
6.TEMBLAR Tremble / Shake
7.DECIR Say
8.ENVIAR Send
9.BRILLAR Shine
10.SALIR Go out / leave
11.HACER make
12.LEER read

B. COMPLETE THE SENTENCES WITH THE CORRECT VERB FROM THE BOX ABOVE

13. If I want to Go out / leave with my friends tonight, I have to ask for permission.
14. If today is Maria's birthday, her boyfriend makes her a cake.
15. The sun doesn't Shine if there are black clouds in the sky.
16. If you don't Pay me, I don't lend you money again.
17. If Charles wants to read a newspaper, he has to go to the library.
18. Your body TREMBLE / Shake if you are nervous.

.... Keep your eyes on the stars, and your feet on the ground

Table 7. Schedule of activities

ACTIVITIES	MARCH				APRIL				MAY				JUNE
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I
OBSERVATION		X	X										
FIRST TUTORING											X		
SECOND TUTORING												X	
THIRD TUTORING													X

Conclusions

Making an analysis on what was the tutoring work with the students, it can be said that this achieved its objective which was to provide a support to the students who had difficulties in English based on the topic that was being worked on the respective lessons during the period. In addition, thanks to the creation of this tutoring space the students felt more comfortable, clarified doubts and were always very attentive and participatory to each explanation that helped them to improve their English and also to obtain better grades.

On the other hand, all the tutorials could not be carried out satisfactorily due to the lack of time or activities that the students had in the hours of tutorials, in addition it was not always possible to work with worksheets, there were some tutorials where slides were implemented that

similarly had an impact on students' learning. However, working with worksheets and slides made the student feel more comfortable with their work, learn more and see in a more practical way learning certain topics thanks to the help of pedagogical material.

Chapter V: Intra-institutional Activities Component

Introduction

In this practicum stage process, the pre-service teacher must meet a set time in the educational institution where he or she is located, this intra-institutional component is made up with the aim of having a better experience in the institutional educational context where different activities are developed, activities such as: cultural events, teacher meetings, parent meetings, events with students, Eucharistic celebrations, etc. thus, in these activities the pre-service teacher must be present in order to have knowledge for future professional context where he or she could be involved.

Justification

The educational institute Jose Rafael Faria Bermudez implements cultural events that honor their roots and traditions such that Eucharistic or celebrations, furthermore, activities such as meetings with parents or student honorable mentions are activities that benefit the educational community in a cultural and academic context, so that in this way

the institution can remain recognized and complies with its objectives stipulated in the mission and the institutional vision

During the development of each event the pre-service teacher has to assist and to be part of each activity requested since he or she is part of the institution during the practicum stage time, so further to be a responsibility, it is something essential in the teacher learning process because it allows to have new perceptions of an institutional context and it gives new ideas for future activities that are involved in the extra-curricular program of the institution.

Objectives

General objective

- To be part of the extra-curricular activities organized by the institution Jose Rafael Faria Bermudez

Specific objectives

- To contribute in the development of the activities carried out by the institution.
- To keep up with the events scheduled by the institution.

Methodology

The school Jose Rafael Faria Bermudez stipulates weekly intra institutional activities where the pre-service teacher must participate with a methodology of accompaniment and help in each of the events.

Flag hoist, women's day

This activity took place on March 8 where a recognition was given to the work of the students for their performance in different academic ambits, furthermore a celebration was held for women's day where activities and presentations related to the day were held, similarly there were games where women from all grades of the school participated, the pre service teacher was present and collaborated with the discipline throughout the act.

Figure 18. Flag hoist, women's day



Language day

This activity took place the 21st of April at theatre Jauregui where all the students of the institution Jose Rafael Faria Bermudez had to attend in order to commemorate the language day celebrated that day, during the developing of this event; activities such as performances and plays were carried out by the students from all grades, the pre-service teacher had to participate in a presentation made by the professor in company of the eleventh grade students in which he had to take the role of a character in the play.

Figure 19. Language day





Opening interclass games

This event was carried out the 27th of April for the opening of the interclass games, in this event were developed dances performed by students of the institution, for this all students from all the school locations had to attend and the parents as well with the purpose to participate in the developing of this event, likewise the pre-service teacher had to be part of this by accompanying the 10-03 grade students in order to take care of the discipline of the group.

Figure 20. Opening interclass games





Table 8. Chronogram of Intra-institutional activities

Activities	March				April			
	I	II	III	IV	I	II	III	IV
Observation	X	X						
flag hoist, women's day	X							
San Jose party, parade and Eucharistic		X						
Parents' school			X					
Day of the language and Eucharistic confirmation							X	
Opening interclass games								X

Conclusions

During the development of each extra-curricular and intra-institutional activities an authentic and autonomous work of the institute was carried out, something that represents it as an excellent school and symbol that undoubtedly stands out, the pre service teacher was involved in all these activities which served to him of much learning both personally and professionally, Moreover, thanks to the contribution that the pre service teacher made during each of these intra institutional activities, it was possible to contribute to the

development of both the institution and the students, something that also served to have a perception of how the work was in the institution and thus leave a significant impact on it.

Chapter VI: Reflective Approach

All this process that was worked so far at the Jose Rafael Faria Bermudez school was a great growth and learning both academically and personally, the teacher in formation took a totally active role and was related in his environment which includes other teachers and students, this process of integral practicum was a work that required a lot of disposition and time; however, every day was a possibility to learn,

The first days of adaptation were easy but the hardest ones started when classes began, the first weeks were a little difficult because of the discipline of the students and also for the lack of experience working with teenagers, however, throughout the days all those issues were solved and the work with them was more comfortable. It is important to mention here that working with adolescents is difficult, they are easily distracted and it was always necessary motivate them to learn with some reward.

In the pedagogical component, it must be mention that despite some setbacks it was possible to work in an appropriate way with the implementation of the project that just carried

out the first and the second implementation, during the development of activities that included short stories and whose purpose was to promote reading comprehension there was a great advance in the students' learning, However, it is difficult for them to learn vocabulary, which makes it very difficult for them to make a proper reading comprehension and fulfill the objective of reading.

Regarding the outreach component it had some delays because of the time or activities involved, however, the tutorials were carried out properly where many students who had difficulty with English with certain topics could solve their doubts and thus obtain a better academic development thanks to the implementation of worksheets and work with slides.

Finally with regard to the component of extra-curricular activities, it was one of the best since from another point of view to the academic, the pre service teacher was involved in several activities which needed his participation. something that allowed him to get closer to the students, learn from them in a different way and feel like part of the family institutionally.

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Appendix

Appendix A. First and second journal

University of Pamplona
Foreign language bachelor degree
Practicum stage
Researcher: Diego Alejandro Viracachà Parada

JOURNAL Nº 1		
PARTICIPANTS	**SETTING**	**SUBJECT**
10TH grade students	Jose Rafael Faria Bermudez high school	Description of the first short story implementation
Date: May 5th, 2023	**Hour:** 10:45 -11:10	**Grade:** 10-04
Place: classroom at school	**Topic:** reading comprehension about the short story " The leprechaun`s gold bag"	
Pre- reading	At the beginning of the activity the students were a little interested in the subject, they were given the indications of what we had to do first and everyone participated properly, there were some students who found it difficult to pronounce some words in English, however with the help of the teachers those phonetic errors were corrected, similarly by the part of the vocabulary, students always asked for some unknown words	
While reading	During the individual reading made by the students, all were very focused on the text, because this text was something long and for some students this had more unknown vocabulary which they had not noticed earlier, despite being an activity with a dictionary, the teacher's help was always necessary, the realization of the reading and the answer to the questions of reading comprehension took over a half an hour. from my point of view the students were a lot interested in the short story, some of them ended faster than some others, in	

	spite of everything, they managed to finish the activity satisfactorily.
Post reading	During the realisation of the feedback, the correction of the questions was made and the story was read again in order to answer the questions, it could be evidenced that many students did not make an analytical reading of the text but responded with very specific statements of the text, some did not know what to answer and left blank the questions and some others tried not to leave blank the questions answering with information that did not correspond to the questions, However, the students realized their mistakes and knew the reason of the answers. At the end they were told that they should be more analytical in reading in the way they can improve their reading comprehension in English and for obtaining better grades.
Reflection	it could be evidenced that the students felt more motivated to have a reward at the end of the activity which encouraged them to participate in class, however there were students who thanks to a good strategy and methodology implemented by the teacher in charge were very interested in the class creating that motivation necessary to learn in an efficient and profitable way

JOURNAL Nº 2		
PARTICIPANTS	**SETTING**	**SUBJECT**
10TH grade students	Jose Rafael Faria Bermudez high school	Description of the first short story implementation
Date: May 29th, 2023	**Hour:** 10:45 -11:10	**Grade:** 10-04
Place: classroom at school	**Topic:** reading comprehension about the short story “Tips for hiking”	

Pre- reading	At the beginning of the class as usual the students were concerned about what they were going to do but then they felt comfortable because of the explanation of the activity, one important thing to highlight here is the little interest of some student because from my point of view, if they don't know a lot of vocabulary or in terms of mastery of English as a foreign language, they are not going to enjoy the lecture as I want them to enjoy it. However, it could be possible to make an appropriate reading together at the same time the students asked for unknown vocabulary.
While reading	In the while reading the students were quite focused on the text, sometimes they asked for some doubts related with vocabulary and for some grammatical structure of some sentences they made, some students felt unsecure about the work they were doing, that is why they asked a lot.
Post reading	During the realisation of the feedback, the correction of the questions was made and the story was read again in order to answer the questions, it could be evidenced that there was a little improvement in terms of vocabulary something that made it possible to have a higher quality around reading comprehension, however, there were students who continued having the same mistakes related to the lack of vocabulary, that is why some of them didn't answer the questions properly However, the students realized their mistakes and knew the reason of the answers. At the end they were told that they should be more analytical in reading in the way they can improve their reading comprehension in English and for obtaining better grades. From my point of view the students know what to answer in each question, however their lack of vocabulary is the main problem when reading because they don't understand the whole question, furthermore, some students had difficulties when creating sentences; some of them didn't know the right grammatical order of the sentences yet.

Appendix B. Matrix of the data analysis

https://docs.google.com/spreadsheets/d/1Xa4EXRoBtVbWubbmdi6Wab9h55LuwVLn/edit?usp=sharing&ouid=106759600519822858544&rtpof=true&sd=true