Implementation of Short Texts as A Teaching Strategy to Enhance Reading Skills and Vocabulary Acquisition In 8th Grade students at a Public School in Pamplona Norte de Santander

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2024

Dedication

This work is dedicated to God, to my family, whose unwavering support and encouragement have been my constant source of inspiration.

To my father, Leonardo Pedrozo, and my mother, Eduarda Zambrano, for their endless love and for instilling in me the values of perseverance and hard work. To my brother, Leonardo Pedrozo, for always believing in me and motivating me to reach for my dreams. To my beloved wife, María José Pulgar, for her constant support, love, and understanding throughout this journey.

A special thank you to my supervisor, Carmen Rosa Daza, whose guidance and wisdom have been invaluable throughout this stage. I also extend my heartfelt gratitude to the English teachers at ITASFA for their collaboration and support, which greatly contributed to the success of this project.

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A heartfelt thanks to my family my father, Leonardo Pedrozo; my mother, Eduarda Zambrano; and my brother, Leonardo Pedrozo for their unwavering love, encouragement, and belief in me. Their support has been my foundation.

To my wife, María José Pulgar, I owe a special debt of gratitude for her patience, understanding, and constant support. Her love and encouragement have been my source of strength. I also wish to express my profound gratitude to God for providing me with the strength, wisdom, and perseverance to undertake and complete this goal. Lastly, I would like to thank my friends and colleagues for their moral support and for always being there to offer a helping hand. Your encouragement has been invaluable. Thank you all for making this stage a memorable and fulfilling experience

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List of Abbreviation

ITASFA	Instituto Técnico Arquidiocesano San Francisco de Asís
CEFR	Common European Framework of References for Languages
EFL	English as a Foreign Language
MEN	Ministry of Education
PFDCLE	Program of Strengthening Development of Competencies in Foreign Language" in Spanish
NEP	National English Program

General Presentation of the Project

The present study aimed to provide a general overview of the proposal that the pre-service teacher completed for an academic stage at the University of Pamplona during the first semester of the current year. Consequently, this research was divided into four chapters: Institutional Observation and Diagnostic, Pedagogical and Research Component, Outreach, and Inter Institutional Activities Component.

The first chapter explains the institutional observation done at the "I.E. Instituto Técnico Arquidiocesano San Francisco de Asis" (ITASFA) school, in Pamplona Norte de Santander, in which the 10th semester student from the university of Pamplona attempts to analyze and recognize the difficulties presented in high-school students in order to carry them into a motivational process of enhancement. Additionally, the 10th semester student tends to highlight crucial aspects of the institution, such as: Coexistence Manual, PEI, Workbook, the Methodology Implemented by the Teacher in her classes, among others components.

Chapter number two is related to the pedagogical and research component, in which the practitioner student exposes the necessity he found during the observation done at ITASFA school, where he could identify the lack of students' English reading skills and comprehension. Consequently, emerged the idea to incorporate short texts including: fables, newspaper ads, poems, fairytales and music lyrics' excerpts.

The third chapter is focused on the outreach component. It exposes the role and the strategies that the pre-service teacher implements during his interventions in the primary school as an English teacher, providing the new generation with the chance to acquire knowledge of a diverse language and culture. In order to accomplish this goal, it is essential for educators to consider the individual needs of their students and their preferred learning styles. Additionally,

this aspect highlights the approach that a practitioner teacher will follow at the "I.E. Instituto Técnico Arquidiocesano San Francisco de Asís".

Finally, chapter number four is related to the inter institutional activities component. It shows all the extracurricular activities that are developed in the institution during the first semester of the scholar year. In addition, here the practitioner takes an important role because he needs to participate and at the same time acquires and enrich his knowledge regarding the academic community of a public school in Pamplona Norte de Santander.

Introduction

Nowadays, there is an interconnected world in which people with strong dreams is focused on being more and more professional. People from others countries put in their head the necessity to learn a new language and they see that as a crucial step in their lives. Additionally, schools are much more interested in teaching English that is one of the most important languages for communication business, life and professional environments.

In Colombia the process of teaching and learning EFL is often characterized by a particular positive atmosphere, attributable to the students, and parents. Nevertheless, it is apparent that the implementation of projects aimed at teaching a foreign language as English, is not conducted in large number in Colombia, especially in small municipalities where students have not a lot of interest in learning English and where teachers' preparation is not the adequate and most part of the time English is taught by a teacher who does not have a degree related to the English teaching. This type of research is not well received for students due to a lack of social

interest and insufficient commitment demonstrated by them when they come to receiving this type of instruction.

Considering that circumstance, the Colombian government started to look for a strategy to incorporate English as a Foreign Language within the educative framework, that is why nowadays there are many programs, such as: 1 “The National Bilingualism Program” that started by the Ministry of Education (MEN) in 2006 with the aims of giving all understudies in Colombia the chance to become more bilingual and to have more information and openings to be competent within the educational environments. 2” Program of Strengthening Development of Competencies in Foreign Language” in Spanish (PFDCLE) started in 2010 to 2014 in which around 9.500 teachers were formed in language and methodology. 3 “National English Program” from 2015 to 2025 which the aim of consolidating English as a state policy.

The principal objective of those programs was to cultivate capable and competent citizens proficient in English, thereby integrating Colombia into the global communication network and open cultures, using international standards (MEN, 2006)

However, on the one hand, it is really evident that in Colombian schools’ context, especially in primary and high public schools, teachers are not well prepared to teach English and students have not enough interest when learning this language. On the other hand, the number of hours per week is not enough to learn a language in a good way and the Ministry of Education knows it.

Additionally, most part of the time students demonstrate a big rapprochement during English classes. Likewise, students express their lack of interest to learn this language and it was evidenced during the process of observations to the different courses at (ITASFA) where the researcher could observe students reproaching how difficult learning English is because of the

vocabulary they have to learn, for the extensive readings they have to do and the rules they have to learn, as well as the different verb tenses, they have to consider.

Therefore, considering all those aforementioned aspects and looking for a strategy to encourage those students, the proposal: Implementation of Short Texts as A Teaching Strategy to Enhance Reading Skills In 8th Grader students at a Public School in Pamplona Norte de Santander attempts to improve English reading comprehension and vocabulary acquisition in 8th graders. All that, considering that the school is focused on English comprehension skills in almost all its courses visioning the ICFES Saber 11° test conducted by the Ministry of Education every year. This research project's components will enrich practitioner learning regarding his own teaching practice, considering all those extra-curricular activities that the institution carries out and in which the student-practitioner will participate during the first semester of the present year.

Justification

The landscape of English language education in Colombia presents a series of challenges that warrant attention and strategic intervention. Despite commendable efforts by the Colombian government to promote bilingualism through initiatives such as "The National Bilingualism Program," "Program of Strengthening Development of Competencies in Foreign Language," and the "National English Program," significant gaps persist in the effective teaching and learning of English, particularly in public schools.

Observations conducted at the (ITASFA), reveal a concerning trend of student disengagement and difficulty in learning English. Students express frustration with the complexity of English vocabulary, grammar rules, verb tenses, and the demands of extensive readings. This sentiment is compounded by the apparent lack of teacher methodology to effectively impart English language skills.

In light of these challenges, this research project proposes the implementation of a targeted teaching strategy to enhance English reading comprehension and vocabulary acquisition among 8th-grade students at a public school in Pamplona Norte de Santander. The choice of this strategy is informed by the recognition that proficient reading skills are foundational to language acquisition and academic success, particularly in the context of standardized tests such as the ICFES Saber 11°.

Additionally, by introducing short texts as a teaching tool, this research seeks to address several key issues identified in the education system. Firstly, it aims to provide students with accessible and manageable learning materials that mitigate feelings of overwhelm and disinterest. Short texts offer a less daunting entry point into English language learning, allowing students to gradually build their confidence and skills. However, it is important to state that the implementation of this proposal will not make forget the other competences of the language and the project will by the contrary help students to improve each one.

Objectives

General objectives

- To implement short texts to enhance reading comprehension and vocabulary acquisition in 8th grader students at a public school in Pamplona Norte de Santander.

Specific objectives

- To use short stories and fables as a manner to improve reading skills and vocabulary acquisition in 8th grader students
- To use flashcards and Comics to teach new English vocabulary to primary school' students.
- To create an adequate atmosphere which facilitates and motivates students in the process of learning English.
- To take part and participate in academic activities and cultural events carried out by the ITASFA

Chapter I: Institutional Observation and Diagnostic

To have a subject for carrying out this research proposal, it was indispensable to conduct a one-week institutional observation whose purpose was to begin with the teaching practicum process, as well as knowing aspects about the educational establishment, to observe the manner in which students from different graders perceive English lessons, and the strategy implemented by the titular teacher in every class. Therefore, this space mentions the important aspects of a public institution in Pamplona North of Santander, those aspects are: historical review, location, school's authority, relevant aspects from the Institutional Educational Project (PEI), aspects of the coexistence manual, the structure of the school, academic schedule, supervisor' schedule, among others aspects.

Historical Review

At the behest of Monsignor Rafael Tarazona Mora, the Archdiocesan School San Francisco de Asís was established in 1978, functioning within the premises of the major seminary. By means of Agreement No. 23 of 1990, the esteemed Municipal Council of the city initiated the establishment of the I.E. Instituto Técnico Arquidiocesano San Francisco de Asís in Pamplona, offering programs in carpentry, electricity, and technical drawing.

Mr. Tarazona Mora retired from the Rectorship of our educational institution in 2001, with her successors in this position being master Amparo Zapata de Lozano, specialist Marcos Daniel Carrillo Merchán, and since 2002, the teacher Bernardo Wilches Gélves, who has carried the institution forward, especially in the merger process that we will address below.

In 2003, with the issuance of departmental decree 000132 of January 28th, our educational institution was created, initially formed by the San Francisco de Asís, Rafael Afanador and Cadena, José Antonio Galán, Cristo Rey, Las Nieves, Cuatro de Julio, Juan XXIII, San Martín, Santa Marta, Demostrativa Iser, and La Oriol Rangel branches.

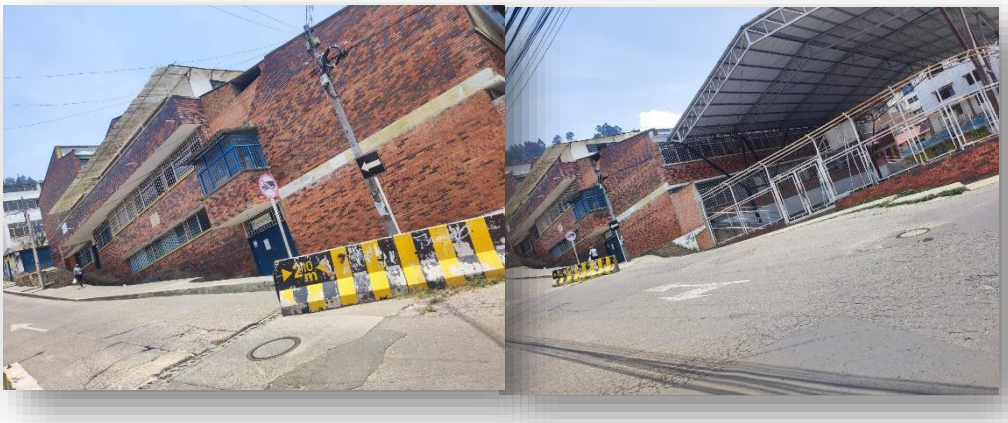
Because of its coverage and physical infrastructure challenges, the rectorate, in collaboration with the municipal mayor's office, the community, and the students, collectively decided to shut down the Las Nieves branch in the same year. Additionally, the Oriol Rangel branch was separated in 2006, followed by the segregation of the Demostrativa Iser branch in 2007.

Finally, in 2013, the Rafael Afanador y Cadena branch was segregated by the department of education, and its management was taken over by the Brighton Educational Institution. likewise, as a result of institutional adjustments for greater organization, the San Martín and Juan XXIII branches were suppressed.

Location

The institution is located in Pamplona North of Santander, Colombian. Specifically, in "Carrera 6º Nº 1b-61 SEDE JOSÉ ANTONIO GALÁN"

Figure 1. *I.E.Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA)*



School Authorities

Table 1. *ITASFA Authorities*

INSTITUTIONAL AUTHORITIES	
REPRESENTATIVES	**Full Name**
Principal	Wilches Gélves Bernardo
Coordinator	Barajas Ruíz Olga Lucía
Coordinator	Castellanos Dávila Mario
Coordinator	Rincón Camargo José

Administrative Level

Principal Aspects of the Institutional Educational Project (in Spanish PEI)

The Institutional Educational Project, in Spanish (PEI) is the fundamental pillar that guides and directs the course of an educational institution. In the specific case of the I.E. Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA), its PEI represents more than just a simple document; it is the reflection of an educational philosophy that seeks to positively impact the comprehensive personal and educational formation of its students. Over time, ITASFA has undergone a process of continuous reflection and adaptation, recognizing the changing challenges faced by the educational community and always striving for academic excellence, inclusion, and preparation for the challenges of the modern world. In this presentation, I will explore the fundamental pillars of ITASFA's PEI, its evolution over the years, and its focus on

providing quality, equitable education aimed at the comprehensive development of its students, among other aspects.

Presentation and Justification

As an educational institution, ITASFA is committed to continuously building proposals for coexistence, curriculum, and history that guarantee ua opportunities to compete with quality. For this reason, in addition to the legal context, our institute is committed to constantly shaping the proposal of the Institutional Educational Project (PEI); not assuming it as a document required by law, but as a life proposal where everyone participates in its discussion, agreement, and adoption, but above all, in its concretion and applicability.

In 2015, the initial diagnosis of the educational institution identified the consumption of psychoactive substances as the main problem affecting the educational community, leading to the development of the "Paths of Peace and Well-being" Transversal Program. However, during the following years (2019-2020), a comprehensive reevaluation revealed that substance consumption was only a superficial manifestation of deeper problems facing the students. Additionally, this reassessment considered psychosocial risk factors, overage conditions, disability, and students' life projects.

The arrival of the COVID-19 pandemic in 2020 presented new challenges, prompting the institution to adapt to virtualization and ensure the safety of the educational community. A commitment to the inclusion of students in vulnerable conditions, disabilities, and overage was emphasized, leading to a reconsideration of the PEI and curricular proposals to ensure inclusion and respect for the entire student population. Similarly, the institution adopted a vision of

resignifying the PEI as a dynamic and participatory process that adjusts to changes in the legal, pedagogical, and technological environment. An emphasis on improving educational quality and offering technical specialties to prepare students for employment, aligned with educational standards and market demands, was highlighted. Finally, the importance of the participation and consensus of all members of the educational community in the construction and updating of the PEI was emphasized.

Legal Situation of the Educational Institution :

- Educational Institution established by Departmental Decree 000132 dated January 28, 2003.
- Decree 001033 of December 2, 2003, amending Decree 000132 of 2003.
- Decree 001958 of December 18, 2003, amending Decree 001058 of 2003.
- Decree 000007 of January 7, 2005, amending Decree 000132 of 2003.
- Decree 000716 of September 6, 2002, appointing a teaching director in compliance with the reorganization plan.
- Institutional Educational Project adopted by minutes of September 11, 2003, and updated annually, duly registered with the Departmental Education Secretary and uploaded to the ENJAMBRE platform.
- Registration of Institutional Educational Project with the Departmental Education Secretary No. 0401.
- Institutional Improvement Plan registered with the Departmental Education Secretary and recorded in the information and management system for educational quality - SIGCE.

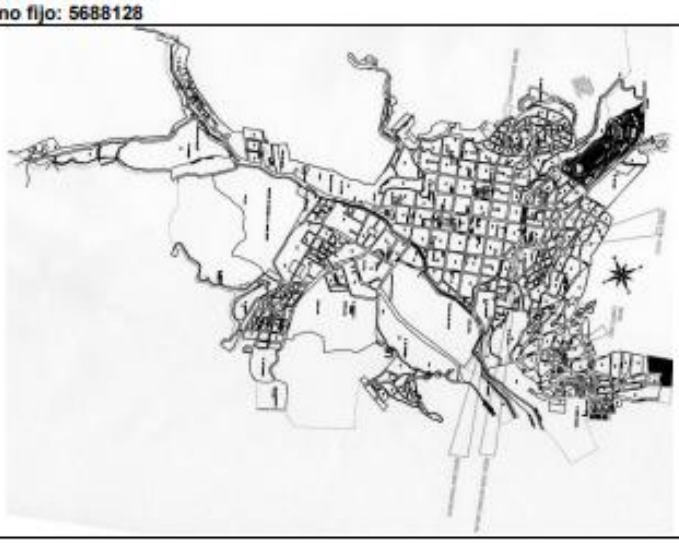
- Tax Identification Number – in Spanish RUT: 807001445-6.
- Decree 000932 of December 26, 2007, amending Decree 000132 of January 28, 2003.
- Office 7311 of 2013 from the Department of Education on the composition of the school's staff, signed by the Departmental Secretary of Education.

Urban Location of the Headquarters That Compose the Educational Institution

Figure 2. *Urban Locations of the ITASFA Branches*

NOMBRE DE LA SEDE	DIRECCION
CRISTO REY	Calle 5n 12-3660 Barrio Cristo Rey parte alta
JOSE ANTONIO GALAN	Carrera 6º nº 1b-61
CUATRO DE JULIO	Calle 1 nº 6-19
SANTA MARTHA	Barrio Santa Martha

CORREO ELECTRÓNICO: institutosanfrancisco@hotmail.com.
WEB: www.ltasfa.edu.co
CELULAR: 311 5498950
Teléfono fijo: 5688128



Date of Foundation of the Headquarters

Table 2. *Headquarters Date of Foundation*

SEDE JOSÉ ANTONIO GALÁN:	• Junio 5 de 1970.
SEDE CRISTO REY:	• Básica Ciclo de Primaria: febrero 2 de 1963. • Básica Ciclo de Secundaria: febrero 8 de 2000. Aprobada por Resolución departamental 1075 del 18 de febrero de 2001.
SEDE CUATRO DE JULIO:	• Básica ciclo de primaria: 1957. • Preescolar: 1981.
SEDE SANTA MARTHA:	• 1964

- **Committed**: With feelings of institutional identity within the framework of recognizing its ideals, belonging, and appreciation for the concepts and values of what its educational institution has been, with oneself, with one's family, and with society, being capable of being the main actor in personal and social development.
- **Open-minded**: To change, to personal improvement, to grow and develop as a person aware of their identity.
- **Creative**: Starting from the personal recognition of their attitudes and abilities, to develop their critical thinking skills and be open to knowledge of technological, organizational, and productive advances.
- **Practical**: Capable of applying what they know as an alternative for their own development and that of the community. In this same sense, the Franciscan student must be an interactive person open to technology, information, informatics, and ICT communications and ready to apply them in their daily lives.
- **Innovative**: Capable of assuming and producing personal, social, axiological, and conceptual changes.

- **Community-oriented**: Who knows, assimilates, and lives as a social being, who, without giving up their own dreams, utopias, and hopes, respects the general and social interest.
- **Inclusive and solidarity-oriented**: Trained in respect for others, altruistic, generous, protagonist of individual and social peace. Respects and accepts all people without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability or disability.
- **Leader** : Promoter, guide, and facilitator in social transformation processes.
- **Ecological** : Capable of caring for and guiding the care of their health, their natural and social environment.

Franciscan Staff Profile: Teaching Directors, Teachers, And Administrators:

The personnel who provide their services to the educational institution should stand out for:

- **Identity:** Without relinquishing individual, conceptual, and pedagogical differences, the Franciscan staff acquires an irrevocable commitment with the educational institution to be its worthy representative, to speak well of the institution demonstrating loyalty to it, always upholding its name.
- **Responsibility**: The Franciscan worker will be an example of professional ethics, compliance, and leadership in the local educational context.
- **Preparation:** This entails, firstly, staying updated on pedagogical and technological advancements relevant to their specialization and, secondly, as much as possible, integrating their professional daily life with their training and

professional practice. Similarly, their resume will be ready for processes of monitoring and evaluation, including performance, work experience, rank, public or private positions, studies, publications, or recognition for written works, and other professional experiences. In the same vein, the Franciscan worker is an interactive person open to technology, informatics, and ICT communications, capable of applying them in their professional daily life.

- **Dynamism**: They must be proactive in all institutional spaces, including pedagogical activities and the development of projects specific to the educational institution. Moreover, the Franciscan worker is someone willing to change, to be constructively evaluated by the educational community.
- **Frankness**: They are willing and committed to openly and promptly express their differences, proposals, and viewpoints to relevant individuals and organizations.
- **Love and joy:** They understand that the education of children and young people require feelings of trust, friendship, sincerity, and understanding. Within this framework, the teacher is a facilitator of change, of social dynamics such as democracy, ideological pluralism, dissent, negotiation, and agreement within the context of individual differences.
- **Inclusive**: They respect and accept all their colleagues, students, and others without discrimination based on race, culture, gender, ideology, creed, sexual orientation, socioeconomic status, or situations of vulnerability or disability.

Institutional Symbols

The Flag

Figure 3. *ITASFA Flag*



Rectangular in shape, divided into three sections: the upper and lower sections in white, symbolizing Peace, which is constructed from our institution. The central section, smaller in size, is in brown: this color is characteristic of the Franciscan Community, symbolizing poverty and humility, as well as the spirit of service and dedication to others, following the example of our patron “San Francisco de Asís”.

Shield of the Institution

Figure 4. *ITASFA Shield*



Its border features the design of the coat of arms of the Archdiocese of Nueva Pamplona, as Monsignor Rafael Tarazona Mora was the Founder of the San Francisco de Asís Technical Institute as the founding parish priest and first rector.

Anthem of the Institution

CORO

Paz y bien, es el lema de mi Institución,

que convierte mi ser en semilla,

de esperanza, justicia y amor.

Que convierte mi ser en semilla,

de esperanza, justicia y amor.

I ESTROFA

En mi mente siempre presente,

el amor siempre a Dios debe estar,

para así al que sufre ayudar,

con alegre actitud fraternal.

Para así al que sufre ayudar,

con alegre actitud fraternal.

II ESTROFA

Siento orgullo de ser Franciscano

y a la patria poder aportar:

“la verdad, la virtud y el honor

que construye el sol de la paz”.

"la verdad, la virtud y el honor

que construye el sol de la paz".

Letra: Mons: Rafael Tarazona Mora

Música: Daniel Solano Ortiz

Principles of the Institution

Figure 5. *Principles of the institution ITASFA*



Institutional Educational Project Objectives

- Build a proposal resulting from the participation of all members of the educational community to guide the actions of processes aimed at achieving the educational purposes outlined in the General Education Law and the objectives of each of the levels defined in the same law.
- Ensure constant monitoring, evaluation, and improvement of the agreements adopted in accordance with legal, conceptual, and contextual changes.
- Embrace differences as the main ingredient for collective construction and healthy coexistence.

- Revitalize the institutional horizon, profiles, and institutional values committing ourselves to strengthening the processes of building institutional identity.
- Guide institutional educational processes towards inclusion; turning inclusion into the greatest strength of the institutional offering.
- Propose pedagogical actions, risk plans, and prevention measures for pandemic situations such as Covid 19, public order disturbances, natural disasters, allowing students to continue the educational service with different alternation models.
- Build academic arguments, coexistence, and meaningful experiences for the defense of school autonomy.

Institutional Horizons

In the forthcoming section, I will explore the institutional horizons, encompassing ITASFA's mission, vision, and philosophy. These fundamental elements serve as guiding beacons, illuminating its path towards educational excellence and shaping our collective aspirations for the future.

Mission

Aportar a nuestr@s estudiantes los espacios de formación que les garanticen para sí, para sus familias, para la ciudad, la región y para Colombia, aprendizajes y experiencias de vida aplicables como alternativas laborales a la solución de sus problemas económicos, para que vayan consolidando con responsabilidad su proyecto de vida. Para ello, la institución impulsará proyectos encaminados a fortalecer el talento humano, la participación comunitaria, la

preparación para el trabajo, la inclusión de tod@s sin ningún tipo de discriminación en un marco de tolerancia y respeto del hombre y la mujer y del medio ambiente natural.

Vision

Al término del año 2025, la institución educativa consolidará los procesos de mejoramiento académico, de reconocimiento social por sus procesos incluyentes de atención a estudiantes en condición de discapacidad y demostrando experiencias significativas desde el programa integral de transversalidad **"**Senderos de Paz y Bien

Philosophy

Nuestra institución educativa pretende con el desarrollo de sus propuestas pedagógicas y de convivencia social encausar sus esfuerzos a la formación integral de sus estudiantes con criterios objetivos y concretos como lo son el respeto al Estado Social de Derecho, el reconocimiento a la individualidad sujeta esta al precepto constitucional de la primacía del interés general, a la formación competitiva en lo académico y el énfasis a la formación en lo laboral como alternativa de desarrollo individual y colectivo, así como también a la inclusión de tod@s nuestr@s estudiantes con limitaciones y/o condiciones especiales o de vulnerabilidad; formando jóvenes capaces de convertirse en agentes transformadores de su entorno con criterios de organización comunitaria, preparación laboral, con sentido de valoración, conservación y amor por el medio ambiente y la naturaleza.

Institutional Objectives And Goals :

- Foster the necessary spaces and environments for the educational community to build, adopt, and vitalize values and commitments aimed at improving their individual and social quality of life.
- Adopt strategies and actions that allow the institutional educational project proposal to be implemented in practice, while also enriching the spaces for its enhancement.
- Consolidate a curriculum plan as an instrument for improving educational quality that aligns with pedagogical and technological advancements of the time, and that serves for the formation of individuals capable for work and production.
- Develop State educational policies in terms of coverage, efficiency, and quality.
- Exercise monitoring, control, evaluation, and enrichment of all institutional instances and processes.
- Include all types of students in all institutional events regardless of their personal situation, focusing on the inclusion of children and youth with disabilities and the entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability. In all regular classroom processes and complementary processes developed by the educational institution. Within the academic framework, the training processes of these children will be guaranteed through curricular adaptations and the development of the (PIA).

- Ensure the development of fundamental and optional areas, of the Comprehensive Transversal Program "Senderos de Paz y Bien" as a strategy to prevent psychosocial risks threatening our students and community, as well as other pedagogical orientations originating from the Ministry of Education and the departmental education secretariat, which must foresee the contexts of schooling, non-schooling, and interactivity, understanding the use of ICT as a resource and not as a pedagogical model.
- Incorporate ICT into all academic and complementary processes developed by the educational institution, carrying out research actions from fundamental areas, optional areas, and technical specialties.

Institutional Values

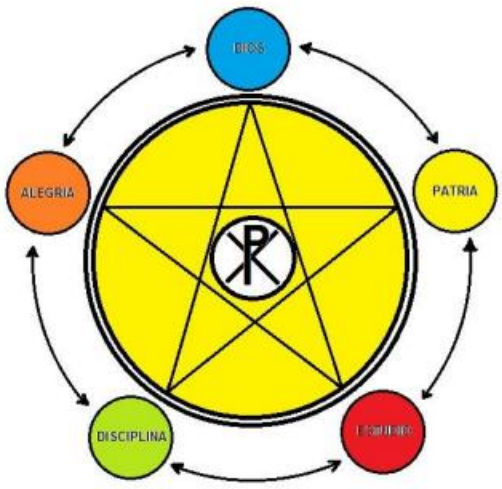
In the following section, I will delve into the core values that define who ITASFA is as an institution and shape its collective identity. Let's delve deeper into the essence of these values and their profound impact on our daily lives within the school environment.

The institutional coat of arms or shield reflects the institutional values that have been established in the educational institution since its foundation, conceived as follows:

- **God**: Conceived from the Christian-Catholic perspective as the good, wise, just, powerful beginning and end of all things. Different beliefs are accepted and respected. Even though the majority of the educational community members are Catholics, there are also other Christian and non-Christian sects present that exercise their educational rights on equal terms.

- **Country**: Value conceived as love for Colombia, respect for its symbols, and our identity.
- **Study**: Defined as the essential action for the teaching and learning processes of directors, teachers, and our students, including the shared responsibility of parents.
- **Discipline:** Value focused on good manners, respect for differences, and overall good coexistence within the framework of diversity.
- **Joy**: Institutional value, which is also part of the profile of students, teachers, directors, and administrators, conceived as a positive attitude towards what we do.

Figure 6. *Values Representation*



Educational Offering

ITASFA opens its doors to a significant number of students every year. In here, I will present the offering division and its correspondent age. However, many courses have students from different ages.

Table 3. *Educational Offering Related to Students' Age*

NIVEL	SEDE	GRADOS	EDAD
PREESCOLAR	TODAS	Transición	5 años
PRIMARIA	TODAS	Primero,	6 años
		Segundo	7 años
		Tercero	8 años
		Cuarto	9 años
		Quinto	10 años
SECUNDARIA	Galán, Cristo Rey y San Francisco	Sexto	11 años
		Séptimo	12 años
		Octavo	13 años
		Noveno	14 años
MEDIA TÉCNICA	Galán, Cristo Rey y San Francisco	Décimo	15 años
		Undécimo	16 años

Infrastructure and Facilities Distribution

Considering the number of facilities and headquarters that ITASFA has, the institution has provided the use of these resourcces in each headquarter. Each one of those physical stock is available for the entire educational community and in the Galán School there is a great number of available infrastructures as shown in the following table.

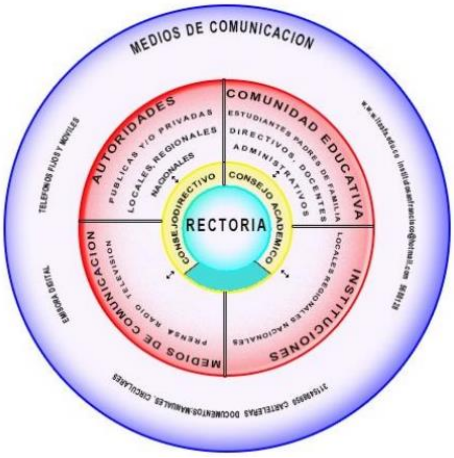
Table 4. *José Antonio Galán Available Infrastructure*

SEDE	AULAS	INFORMÁTICA	DEPENDENCIAS ADMINISTRATIVAS	OTRAS DEPENDENCIAS	UNIDADES SANITARIAS	ESPACIOS DEPORTIVOS y RECREATIVOS
GALÁN	30	Dos Aulas de informática PVDPlus: 6 con dependencias	Rectoría Secretaria rectoría Secretaría general 2 coordinaciones 1 orientación 1 apoyo especializado	Sala profesores Cruz roja Almacenamiento Tienda escolar Banda infantil Educación física	69	1 cancha cubierta 1 cancha polifuncional descubierta Zonas verdes kiosko

School Organigram

In the forthcoming presentation, I will navigate through the organizational chart, offering a comprehensive insight into the hierarchical structure and operational dynamics of ITASFA.

Figure 7. *ITASFA Organigram*



Institutional Authority Structure

The administrative component of a school is the governing body that is responsible for the overall operation of the school. On the one hand, I will elucidate the administrative component of ITASFA, exemplified by the Board of Directors. Comprised of the principal, two teacher representatives, a student, a graduated representative, and a parent representative. This council is responsible for setting policy, making decisions about the school's budget and curriculum, and overseeing the day-to-day operations of the school. On the other hand, I will show the Academic Council, comprised of faculty members and academic leaders, such as: The Principal, coordinators, a representative of the preschool level teachers, a representative from each grade of the elementary level and a representative of the teachers from each of the subject areas comprising the curriculum of the secondary and technical high school level, among others.

Table 5. *Board of Directors Division*

BOARD OF DIRECTORS - CONSEJO DIRECTIVO	
REPRESENTATIVES	**Full Name**
Principal	Wilches Gélves Bernardo
Coordinator	Barajas Ruíz Olga Lucía
REPRESENTATIVE TEACHERS	
REPRESENTATIVES	**Full Name**
Teacher	Santander Suarez Irmis Adriana
Teacher	Álvaro Ramón Cárdenas Ortíz
PARENT REPRESENTATIVES	
REPRESENTATIVES	**Full Name**
Mother	Cabeza Cabeza Eminta María
Mother	Torres Gamboa Ana Mariela
ADMINISTRATIVE REPRESENTATIVES	
REPRESENTATIVES	**Full Name**
Secretary	Carvajal Mora María Cleofe
Administrative	Delgado Oliveros José de Jesús
GRADUATE REPRESENTATIVES	
REPRESENTATIVES	**Full Name**
Graduate	Santons J. Andrés Eduardo

Institution Pedagogical Component

This section focuses on the pedagogical component of the institution, providing an overview of the pedagogical model based on the meaningful learning approach and defining the role of the "Franciscano" student. Additionally, it emphasizes key aspects such as the pedagogical approach, curriculum design, technical specialties, study programs, and the institution's pedagogical proposal. Moreover, this section explores cross-cutting projects including sexual education, democracy education, recreation and free time management, entrepreneurship, and environmental preservation. These projects align with national guidelines and legal mandates.

Figure 8. *Role of Franciscan Student in the Meaningful Learning Model Implementation or Pedagogical Design*

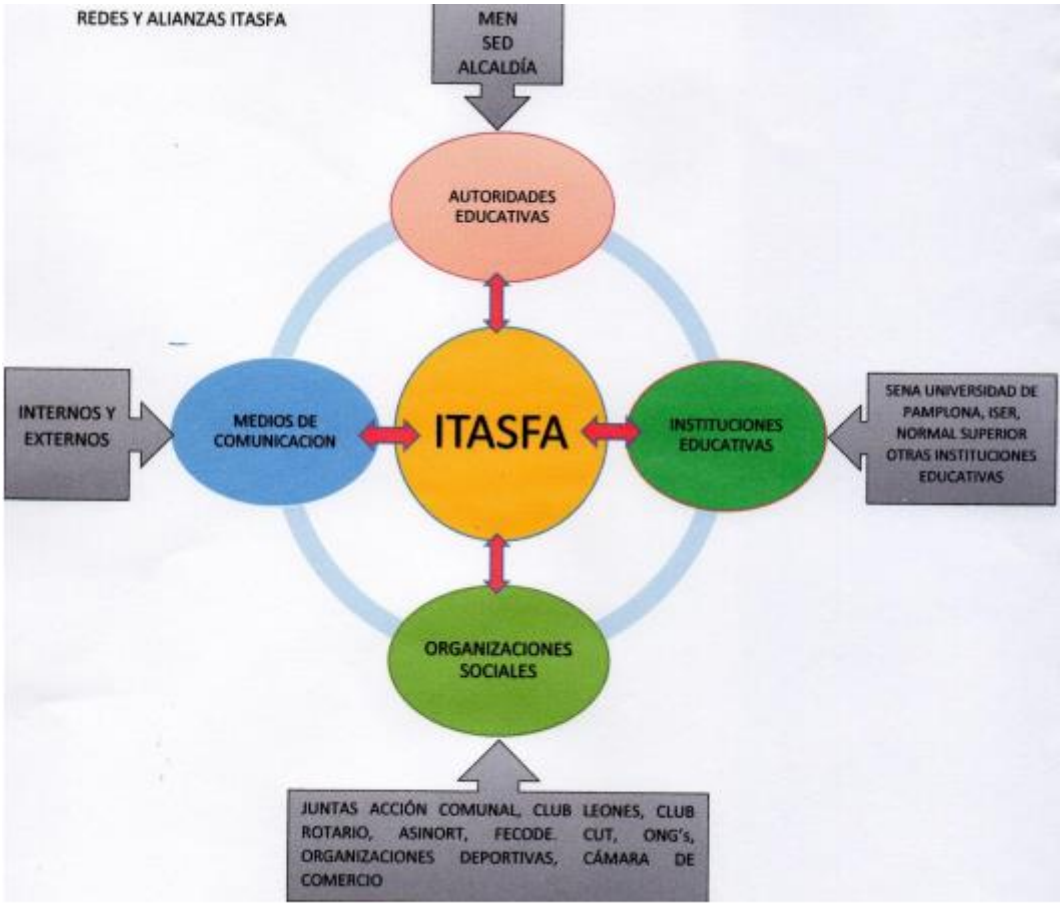
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Community Participation

It is evidenced in the PEI the role of the community in the educational settings. Likewise, it is evidenced the participation and the different procedures to stablish links with the other social organizations.

Figure 9. *Institutional Alliances*



Main Aspects of the Coexistence Manual/Handbook

The Coexistence Handbook serves as an educational tool outlining the principles and criteria essential for fostering a positive educational environment within a school. Its purpose is to establish guidelines for school coexistence grounded in principles, values, and social norms. Various aspects of ITASFA include:

Chapter I: Generalities

This chapter provides an overview of the handbook's contents and sets the stage for understanding the principles and practices discussed in subsequent chapters.

Chapter II: Generative Principles of School Coexistence in the Franciscan Educational Community

Here, the handbook delves into the foundational principles that underpin school coexistence within the Franciscan educational community, outlining the values and ethos guiding interactions among its members.

Chapter III: Common Situations Affecting School Coexistence and the Exercise of Sexual and Reproductive Human Rights

This chapter addresses prevalent issues that impact school coexistence and the exercise of sexual and reproductive human rights, shedding light on challenges that need attention within the educational setting.

Chapter IV: Agreements of the Educational Community

In this section, the handbook outlines agreements reached by the educational community to foster a positive and respectful environment conducive to learning and growth.

Chapter V: Classification of Situations Affecting School Coexistence and Protocols for Comprehensive Care

Here, situations that disrupt school coexistence are categorized, and protocols for addressing these issues comprehensively are outlined to ensure effective resolution.

Chapter VI: Pedagogical Measures and Actions Promoting Coexistence, Preventing Disruptions, and Facilitating Reconciliation

This chapter discusses pedagogical strategies and actions aimed at promoting positive coexistence, preventing disruptions, facilitating reconciliation, repairing harm, and restoring constructive relationships within the educational institution.

Chapter VII: Pedagogical Strategies for Disseminating and Socializing the Coexistence Handbook to the Educational Community

Strategies for effectively disseminating and socializing the coexistence handbook within the educational community are elaborated upon in this section, emphasizing the importance of widespread awareness and understanding.

Chapter VIII: Actions to Ensure the Application of Participation, Co-responsibility, Autonomy, Diversity, and Integrity Principles

This chapter outlines actions geared toward ensuring the application of key principles such as participation, co-responsibility, autonomy, diversity, and integrity within the educational community.

Chapter IX: Periodicity of Pedagogical Actions, Mechanisms, and Established Procedures Review and Validation

Here, the handbook discusses the regular review and validation of pedagogical actions, mechanisms, and established procedures to ensure their relevance and effectiveness over time.

Chapter X: School Coexistence Care Route

A detailed route for addressing school coexistence issues is presented in this chapter, providing a structured approach for handling various situations that may arise.

Chapter XI: Inclusion Processes for Students in Out-of-School Conditions and Users of Adult Education Services

Finally, this chapter focuses on inclusion processes for students facing out-of-school conditions and users of adult education services, highlighting efforts to provide equitable educational opportunities for all individuals.

Chronogram and Programming of the Institution

Table 6. *January School Chronogram.*

	I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS Pamplona – Norte de Santander
	CRONOGRAMA DE ACTIVIDADES 2024

ENERO 2024

FECHA	ACTIVIDADES
9 al 12	Desarrollo institucional
10	Elección y designación consejo académico y representantes docentes ante el consejo directivo Convocatoria evento de rendición de cuentas para el 23 de febrero de 2024
15 al 19	Desarrollo institucional
22 al 26	Desarrollo Académico INICIO PRIMER PERIODO ACADEMICO Socialización SIEE y manual de convivencia con estudiantes
22	Recepción de estudiantes Visita de la Policía Nacional para la implementación de equipo institucional de seguridad escolar Socialización SIEE y manual de convivencia a estudiantes inicio del proceso. INICIO ACTIVIDADES DE NIVELACION Y DIAGNOSTICO
23	Reunión padres de familia de 11º grado para socializar SIEE Y Manual de Convivencia, elegir representantes de consejos de estudiantes y padres de familia
25	Asamblea general de padres de familia de todas las sedes. Se continua con el proceso de socialización del SIEE, manual de convivencia, orientaciones escolares y elección de padres de familia representantes de grupo. Presencia de ICBF, Comisaria De Familia y secretaria de Infancia y Adolescencia.
29 al 31	Desarrollo académico Socialización SIEE Y Manual de convivencia, con estudiantes.

Table 7. *February School Chronogram.*

FEBRERO 2024

FECHA	ACTIVIDADES
1 y 2	Desarrollo académico ACTIVIDADES DE NIVELACIÓN DE APRENDIZAJES SIGNIFICATIVOS
2	Terminación actividades académicas de nivelación y diagnóstico de aprendizajes significativos.
5 AL 9	Desarrollo académico
12 AL 16	Desarrollo académico
13	Reunión de padres de familia para socializar diagnóstico de Aprendizajes Significativos
17	Inicio Preparación saber 11 – Aplicación primer simulacro
19 AL 23	Desarrollo académico
23	Audiencia de rendición de cuentas y gestión 2023 – sede Galán 8.00 a.m.
26 al 29	Desarrollo académico
27	Debate vía Facebook line de los candidatos a cargos de representación de los estudiantes
27	Capacitación a docentes en primeros Auxilios físicos

Table 8. *March School Chronogram.*

MARZO 2024

FECHA	ACTIVIDADES
1	Elección de estudiantes a los cargos de representación Desarrollo Académico
4 AL 8	Desarrollo Académico
5	Capacitación docente en Primeros Auxilios Psicológicos
8	Día de la Mujer
11 al 15	Desarrollo Académico
12	Capacitación procesos de Investigación en el Aula - Inicio del Programa Senderos de Paz y Bien – fortaleza equilibrada Creatividad e innovación
18 al 22	Desarrollo Académico Desarrollo fortaleza equilibrada Creatividad e innovación
19	Atención a padres de familia – informe académico parcial
25 al 29	Semana Santa - Desarrollo institucional - Receso escolar Participación eventos religiosos y culturales de semana santa todos los docentes, directivos y administrativos y estudiantes de 11º

Table 9. *April School Chronogram*

ABRIL 2024

FECHA	ACTIVIDADES
1 – 5	Desarrollo Académico Programa Senderos de Paz y Bien - fortaleza equilibrada Creatividad e innovación
8 - 12	Desarrollo Académico Programa Senderos de Paz y Bien - fortaleza equilibrada Creatividad e innovación
12	Inicio proceso de investigación con estudiantes – Recolección de la información – Marco teórico Programa Senderos de Paz y Bien - fortaleza equilibrada Creatividad e innovación
15 - 19	Desarrollo Académico Programa Senderos de Paz y Bien - fortaleza equilibrada "Compromiso"
16	Atención a padres de familia – informe académico parcial
23	IZADA DE BANDERA – DÍA DEL IDIOMA.
25	ESCUELA DE PADRES Responsable Orientación Escolar
29 – 30	Desarrollo Académico Programa Senderos de Paz y Bien - fortaleza equilibrada "Compromiso"

Table 10. *May School Chronogram*

MAYO 2024

FECHA	ACTIVIDADES
2 - 3	Desarrollo Académico Programa Senderos de Paz y Bien - fortaleza equilibrada "Compromiso"
6 - 10	Desarrollo académico Programa Senderos de Paz y Bien - fortaleza equilibrada "Compromiso"
7	ENTREGA A COORDINACIÓN DE PRUEBAS DE CALIDAD DEL 1º PERIODO ACADEMICO PARA SU REVISIÓN Y APROBACIÓN. Preescolar y Primaria – Gustavo Durán - Secundaria y Media – Olga Barajas Ruiz
14	Inicio Programa Senderos de Paz y Bien - fortaleza equilibrada "ORGANIZACIÓN Y PROYECTO DE VIDA"
17	Celebración institucional día del educador y del personal administrativo franciscano
14 - 17	Desarrollo académico Inicio Programa Senderos de Paz y Bien - fortaleza equilibrada "ORGANIZACIÓN Y PROYECTO DE VIDA" Actividades de Refuerzo Académico
20 - 24	Desarrollo académico Programa Senderos de Paz y Bien - fortaleza equilibrada "ORGANIZACIÓN Y PROYECTO DE VIDA" Pruebas de Calidad Primer Periodo
27 - 31	Desarrollo académico Programa Senderos de Paz y Bien - fortaleza equilibrada "ORGANIZACIÓN Y PROYECTO DE VIDA" Pruebas de Calidad Primer Periodo
31	TERMINACIÓN 1º PERIODO ACADÉMICO

Table 11. *June School Chronogram*

JUNIO 2024

FECHA	ACTIVIDADES
4	INICIO DEL 2º PERIODO ACADÉMICO
4 - 7	Desarrollo académico PROGRAMA SENDEROS DE PAZ Y BIEN – FORTALEZA EQUILIBRADA "ORGANIZACIÓN Y PROYECTO DE VIDA"
5	ASAMBLEAS ACADÉMICAS POR SEDES COMITÉ DE CONVIVENCIA
6	ESCUELA DE PADRES – responsable Orientación escolar
11 AL 14	Desarrollo académico PROGRAMA SENDEROS DE PAZ Y BIEN – FORTALEZA EQUILIBRADA "ORGANIZACIÓN Y PROYECTO DE VIDA"
13	ENTREGA DE INFORMES ACADÉMICOS DEL PRIMER PERIODO A PPFF
17 AL 21	Vacaciones directivas, docentes Receso escolar estudiantes
24 AL 28	Vacaciones directivas, docentes Receso escolar estudiantes

Table 12. *July School Chronogram*

JULIO 2024

FECHA	ACTIVIDADES
2 AL 5	DESARROLLO ACADÉMICO FORTALEZAS EQUILIBRADA: CALIDAD
8 AL 12	DESARROLLO ACADÉMICO FORTALEZAS EQUILIBRADA: CALIDAD
12	Taller de Investigación: Análisis de datos.
15 AL 19	DESARROLLO ACADÉMICO FORTALEZAS EQUILIBRADA: CALIDAD
16	ATENCION A PADRES DE FAMILIA
22 AL 26	DESARROLLO ACADÉMICO FORTALEZAS EQUILIBRADA: CALIDAD
23	IZADA DE BANDERA – INDEPENDENCIA. TODAS LAS SEDES
29 al 31	DESARROLLO ACADÉMICO FORTALEZAS EQUILIBRADA: CALIDAD

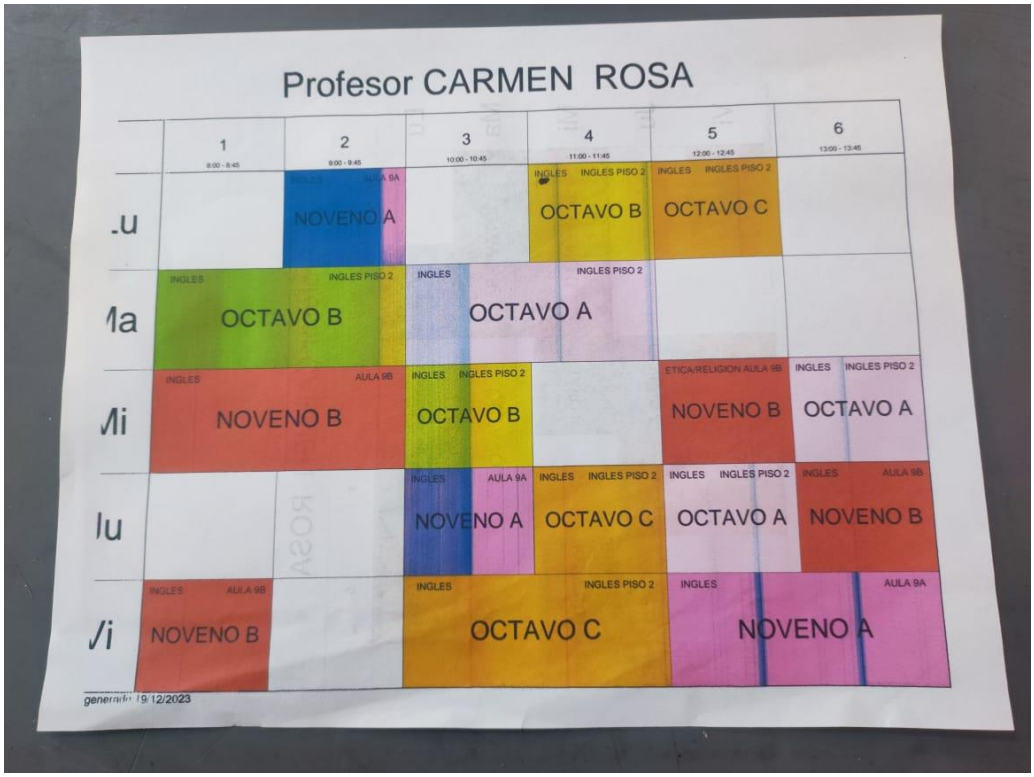
School Calendar

Table 13. *Academic Year 2024 Schedule.*

CALENDAR		
ACADEMIC PERIOD	**WEEKS**	**DATE**
First period	Fourteen (14)	From January 21st to May the 3rd
Second period	Fourteen (14)	From May the 6th to August the 30th
Third period	Twelve (12)	From September the 2nd to November the 29th

Supervisor Schedule

Figure 10. *Supervisor's Schedule*



Pedagogical Level

Teacher Methodology

The teacher uses a traditional methodology. However, sometimes she tries use modern methodology and uses some technological and innovative resources to explain and teach the class.

Daily Routine

- Greeting the students
- Taking attendance
- English prayer (for 7th grade)
- Quote or reflection of the day
- Vocabulary from the quote
- Explanation of the topic
- Exercises
- Evaluation

Materials

- Impressions
- Whiteboard
- Television
- Computer

Class assignments

- Learning a list of 20 to 30 verbs.

Courses and Schedule

ITASFA offers all the courses that a person needs to complete is basic formation. The variation of hours per week depends on the students' level. In this section I will show the intensity of hours for levels. Likewise, I will present the workday schedule and the different courses that offers the ITASFA in its different headquarters, and the study plan of the institution.

ITASFA Courses

Table 14. *ITASFA Courses Offered*

NIVEL	SEDE	GRADOS
PREESCOLAR	TODAS	Transición
PRIMARIA	TODAS	Primero,
		Segundo
		Tercero
		Cuarto
		Quinto
SECUNDARIA	Galán, Cristo Rey y San Francisco	Sexto
		Séptimo
		Octavo
		Noveno
MEDIA TÉCNICA	Galán, Cristo Rey y San Francisco	Décimo
		Undécimo

Hourly intensity

Table 15. *Hours of Classes Per Week According to the Students Level.*

NIVEL	I.H.S Horas Efectivas clase
PREESCOLAR	20
PRIMARIA	25
SECUNDARIA	30
MEDIA TÉCNICA	36

Workday Schedule

Table 16. *Workday, Beginning and Class Ending day-by-day.*

PERIODO DE CLASE	HORARIO
1º PERIODO DE CLASE	7.00 a 8.00
2º PERIODO DE CLASE	8,00 a 900
3º PERIODO DE CLASE	9.00 a 10.00
DESCANSO	10.00 a 10.30
4º PERIODO DE CLASE	10.30 a 11.30
5º PERIODO DE CLASE	11.30 a 12.30 Salida de Primaria
6º PERIODO DE CLASE	12.30 a 1.30 Salida de Secundaria
AREAS TÉCNICAS	
PERIODO DE CLASE	2.30 a 3.15
PERIODO DE CLASE	3.15 a 4.00
PERIODO DE CLASE	4.00 a 4.45
PERIODO DE CLASE	4.45 a 5.30

Study Plan

Table 17. *Presentation of the Different Subject and Its Hourly intensity Weekly.*

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AREAS	INTENSIDAD HORARIA SEMANAL		
	PRIMARIA 1° A 5°	SECUNDARIA 6° A 9°	MEDIA 10° Y 11°
Ciencias naturales, educación ambiental y educación en salud	4	5	-
Química	-	-	4
Física.	-	-	4
Ciencias sociales	4	5	-
Ciencias políticas y económicas	-	-	4
Filosofía	-	-	3
Educación artística	1	1	1
Educación ética	1	1	1
Educación religiosa	1	1	1
Educación física	2	2	2
Lengua castellana	4	5	3
Inglés	2	3	3
Matemáticas	4	5	3
Tecnología e informática	2	2	1
Áreas técnicas.	-	-	6
TOTALES	25	30	36

Institution Technological Level

In this section, I will be focusing on an essential aspect of education: The Institutional Technological Level. This encompasses the integration of technology within educational institutions to enhance learning experiences and outcomes. I will explore how institutions leverage technology across various facets, from classroom instruction to administrative processes, ultimately shaping the educational landscape in today's digital age.

Connectivity and Endowment of the Institution

The institution boasts a robust technological infrastructure, featuring a multitude of tablets, computers, and other advanced technological tools. However, connectivity posed a significant challenge in the past. In 2016, the institution relied on Punto Vive Digital for internet services, but the connectivity was notably poor. Thankfully, by 2020, the introduction of PVDPlus marked a significant improvement in internet service quality, enhancing the overall technological experience for students and staff alike.

Table 18. *Institution's Endowment*

	PUNTO VIVE DIGITAL PLUS
JOSÉ ANTONIO GALÁN	720 tabletas distribuidas en las sedes San Francisco, santa marta, y Cuatro de Julio
	computadores portátiles
	Ludoteca – biblioteca con televisión digital y cabina activa, interconectada
	Dotación prescolar: dos televisores, dos cabinas activa y material didáctico
	10 video beam
	Dos planta de sonido, cuatro cabinas y dos micrófonos
	Dos tableros digitales
SEDE SANTA MARTHA	Computadores portátiles
SEDE CUATRO DE JULIO	Computadores portátiles

Platforms Uses and Access

In response to the need for inclusivity, ITASFA implemented strategies to support students studying from home. One key initiative involved acquiring an interactive platform to facilitate communication and streamline the evaluation process. Additionally, recognizing the importance of maintaining close communication with the institutional community, the school established YouTube, Facebook, and WhatsApp accounts. These platforms serve as vital channels for fostering connectivity and ensuring that students, staff, and parents remain engaged and informed despite the challenges of remote learning.

Available Digital Resources and Used

ITASFA has undergone significant technological advancements, offering its institutional community access to a wide array of digital and physical resources within the premises. These resources include video beams, computers, televisions installed in each classroom, and dedicated technological areas. However, despite the abundance of resources, it is crucial to note that in 2024, the institution faces challenges with its internet connection, hindering access to online tools and communication platforms.

Population Level and Information

Origin and Status

The “I.E. Instituto Técnico Arquidiocesano San Francisco de Asís” primarily serves students who come from economically disadvantaged backgrounds (status 1-2). The majority of these students are residents of Pamplona, where the institution is located. However, the

institution also opens its doors to students from neighboring communities and even from other countries, such as Venezuela.

Table 19. *Division Per Courses of Students from Venezuela in the Different Headquarters at ITASFA*

ESTUDIANTES DE PROCEDENCIA VENEZOLANA					
GRADO	GALAN	SANTA MARTHA	CUATRO DE JULIO	CRISTO REY	TOTAL
0º	17	6	3	1	27
1º	19	11	2	2	34
2º	18	3	8	8	37
3º	12	3	1	4	20
4º	9	7	0	2	18
5º	10	3	2	2	17
6º	6			3	9
7º	2			4	6
8º	1			1	2
9º	1			0	1
10º	0			0	0
11º	1			0	1
Total	96	33	16	27	172

This inclusive approach reflects the school's commitment to providing educational opportunities to a diverse range of students, regardless of their origins or circumstances.

Age Range

At ITASFA, a wide range of courses are offered to provide students with a comprehensive basic education. These courses encompass various subjects and disciplines essential for a well-rounded formation. Furthermore, each course accommodates students across different age range, ensuring that education is accessible and tailored to individual developmental stages.

Table 20. *ITASFA Courses Offered and Its Range of Ages*

NIVEL	SEDE	GRADOS	EDAD
PREESCOLAR	TODAS	Transición	5 años
PRIMARIA	TODAS	Primero,	6 años
		Segundo	7 años
		Tercero	8 años
		Cuarto	9 años
		Quinto	10 años
SECUNDARIA	Galán, Cristo Rey	Sexto	11 años
		Séptimo	12 años
		Octavo	13 años
		Noveno	14 años
MEDIA TÉCNICA	Galán, Cristo Rey	Décimo	15 años
		Undécimo	16 años

Chapter II: Pedagogical and Research Component

Title

Implementation of Short Texts as A Teaching Strategy to Enhance Reading Skills and Vocabulary Acquisition In 8th Grade students at a Public School in Pamplona Norte de Santander

Introduction

Nowadays English has become as a crucial aspect in today's society due to the need that most of the people have when expressing in writing or speaking their feelings, thoughts, among other aspects with people from different cultures and countries. Leaning a foreign language, in this case English, facilitates real communication contexts. Likewise, to know about another people's culture and expand horizons.

Considering Colombian context, English level is not the best, especially in public educational establishments. To improve this, the Colombian government tried to implement many projects to encourage the process of teaching and learning English in the country, in primary and high schools' levels where the education begins. As stated in (Álvarez, 2020) some of the initiatives found are: "*Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras* (Program for Strengthening the Development of the Competences in Foreign Languages-PSDCFL) and Colombia Bilingüe (Bilingual Colombia)", among others. In contrast, (Correa & Gónzalez, 2016) stated that before the implementation of those projects, the government analyzed all the different perspectives and rules that existed until that moment to express an equal idea for the creation of his proposal for teaching English in the educational establishments. Hence, they decided to adopt the Common European Framework of Reference

(CERF) which served as a guide to determine teachers and students' English proficiency levels around the complete educational system.

Therefore, this project aims to improve students' reading skills in 8th graders in a public high school in Pamplona Norte de Santander due to this is important in the practice of the students in order to accomplish language competences such as: reading, speaking, writing and listening. This, will help them to have a better use of English language considering that the institution is focused on the preparation for the Saber 11° Exam in order to get the best results when the students can be in 11th grade to present it, and continue climbing the steps as they have been doing for a few years.

Statement of the Problem

After the period of time of conducting the institutional observation, and the information took from non-structure interviews between the practitioner and the supervisor, it was possible to notice that students demonstrate a big rapprochement during English classes. Likewise, students express their lack of interest to learn this language and it was evidenced during this process of observations to the different courses at (ITASFA) where the researcher could observe and listen students reproaching how difficult learning English is because of the vocabulary they have to learn, for the extensive readings they have to do and the rules they have to learn, as well as the different verb tenses they have to consider and not less important, the boring strategies implemented by teachers and as stated by 2 students interviewed informally.

For all those aforementioned aspects emerged the idea of developing this project which seeks to implement short texts as a teaching strategy to enhance reading skills in 8th grader

students at a public school in Pamplona Norte de Santander. Considering all this, some questions arise to delimit the implementation of this study.

Questions

Grand Tour Question

- How can the implementation of short texts as a teaching strategy improve reading skills and vocabulary acquisition in 8th grade students at the ITASFA?

Specific Questions

- What is the current level of reading comprehension among 8th grade students at the ITASFA?
- What is the students' perception towards learning English and reading in the school context?

Justification

This project is proposed with the objective of helping 8th grade students at the ITASFA, who present some challenges when reading and understanding grammatical structures. Furthermore, it is an excellent idea to encourage students to learn English because sometimes they do not have the opportunity to do it properly.

The justification for this project lies in the urgent need to improve reading skills in 8th students at ITASFA. In today's context, mastery of the English language has become essential due to the increasing global interconnectedness and the demand for language skills in both academic and professional context.

The challenges students face in the English learning process are evident, starting from the lack of interest to difficulties with vocabulary complexity and grammar. These barriers not only hinder students' individual progress but also negatively impact their academic performance in various subjects.

Furthermore, in Colombia, many students prepare themselves for the Saber 11° exam, a standardized assessment covering competencies in multiple areas, including English. Improving reading skills in English would not only give students an advantage in this exam but also increase their long-term educational and career opportunities.

The implementation of innovative pedagogical strategies, such as the use of short texts, provides an opportunity to effectively address these concerns. These didactic tools may prove to be more engaging and relevant for students, stimulating their interest and commitment to learning English.

Objectives

General Objectives

- To implement short texts to improve English reading skills among 8th grade students at the ITASFA

Specific Objectives

- Identify the current proficiency level of 8th-grade students at ITASFA in English reading comprehension.
- Investigate students' perceptions of learning English and reading in the school context at ITASFA

Theoretical Framework

This section delves into prior research concerning the core concepts, theories, and discoveries associated with the main topic and problem addressed in this study. The sources reviewed serve as a foundation for structuring and enhancing our understanding of the phenomenon under investigation. Initially, various definitions are explored to underpin the theoretical framework of this research.

Short Texts

Creating English reading habits have been a big challenge for educational establishments. Students do not like to read in Spanish, so they will not like to read in English. In own words, short texts are short written texts that convey information or ideas in a concise format. Short texts are succinct written pieces that aim to convey information or ideas concisely within a limited word count or space. They encompass a diverse range of formats, including but not limited to short stories, brief articles, excerpts, summaries, and flash fiction. Characterized by their brevity, short texts prioritize efficiency and clarity in delivering their message, often distilling complex concepts or narratives into condensed forms. On the one hand, (Jeni, 2020) stated that reading short texts such as “short stories can develop students' reading comprehension because it is suitable for them because reading comprehension, reading habits, and reading interest have a positive correlation”. It means that using short stories can motivate students. On the other hand, (Mulla, 2018) stablished that “Short texts do not contain sufficient information to identify its meaning. Short texts are more ambiguous and noisier, and which are generated in a conflict volume”.

Reading Skill

Considering that reading skill refers to the ability to understand written texts and extracts meaning from it. It involves a complex set of cognitive processes that enable people to decode written language, comprehend the meaning of words and sentences, and interpret the entire message conveyed by a text. Besides, reading skill is a fundamental component of literacy and plays a crucial role in academic success, professional development, and everyday life.

According to Tarigan, (1998:7) as cited in Savita, (2015) "reading is a process which is used by a reader in order to get the purpose of the writer through the written word". It means that the reader always is trying to get the main purpose of a text. Additionally, as stated in Savita, (2015) by Thorndike in Nurhadi (2000), "reading is a process of thinking and reasoning" which is related to the process of using the brain in order to think and reason about what he/she was reading.

According to some authors, it is crucial to follow a series of steps to have a good process of reading and understanding. On the one hand, Ibid as stated in Elif & Gamze, (2009) the crucial thing a reader needs to do is: *Before Reading Activity* "warm-up, into, before reading activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata" using this strategy the reader will get a point of view about the text before starting his/her reading. Then the reader has to do a *While Reading* Activity which is skimming in order to look for important information in the text, such as names, dates important facts, places among other to get detail in a quickly way (Aritonang et al, 2018) cited in Luki & FKIP, (2020). And finally, the process of *Post Reading Activity* which can be done developing a general discussion about the subject, it could be done in groups or considering

the whole class doing post questions and giving feedback (Mukhroji, 2011) in (Luki & FKIP, (2020).

Vocabulary

Considering many readings and previous researches, it can be expressed that vocabulary refers to the set of words that a person knows and uses in a particular language. Likewise, that it encompasses a range of words and phrases that individuals understand the meanings of and can effectively use in daily communications. However, (Alqahtani, 2015) understood vocabulary as a "critical tool for second language learners because a limited vocabulary in a second language impedes successful communication". And in the same vein, as expressed by (Zhang & Anual, 2008) is so hard to get a "consensus on what is involved in word knowledge and how to measure vocabulary knowledge due to the complexity of the construct of what it means to know a word".

Literature Review

In recent years, there has been a growing interest in exploring innovative approaches to English language teaching and learning, it is focused on the integration of short texts into instructional practices. Short texts, including but not limited to short stories, micro-fiction, and social media posts, offer important opportunities for language educators to engage learners in meaningful language acquisition experiences. This literature review aims to synthesize existing research on the utilization of short texts in English language classrooms, examining their impact on various aspects of language acquisition and pedagogical implications. Therefore, considering that this research proposal attempts to implement short texts to improve English reading skills

and vocabulary acquisition, two main categories emerged as: short texts in English teaching and learning and advantages and disadvantages of using short text in English classrooms.

Short Texts in English Teaching and Learning

It is indispensable for teachers to find new strategies to teach English as a Foreign Language (EFL). Nowadays, the uses of short texts including those with literature straits, such as short stories, poems and fables have had an increasement in educational establishments, showing a big number of advantages when teaching and learning EFL. Some of those advantages are: the brevity of the texts, better linguistic understanding, better language proficiency level, among others, Ramsaran (1983) cited in Vera, (2020).

On the one hand, (Mohammad & Seyd, 2019) in their research conducted in the Faculty of Law and Theology, Najafabad branch, Islamic Azad University, Najafabad, Iran affirms that using short texts and literary text help students to expand their knowledge about a second language eve if there is not a direct contact with the Foreign Language. Some of those aspects are: “Improves other language skills, increases people's general knowledge level and increases motivation and leads to self-confidence”. Likewise, the authors concluded that literature can be a positive stimulation for students, and “short stories are ideal literary means for classroom usage”.

Similarly, (Mohammed, 2022) in his study done at the University of Khartoum, attempts to show the impact of short stories in learning new vocabulary of 20 students divided into two groups, the control group and the experimental group. “The experiment group was taught vocabulary through short stories, and the control group was not a target of this experiment. The participants level of EFL learning was more of less identical”. Likewise, the author expressed that the study concluded with some benefits of reading short stories for improving EFL learners'

vocabulary. He also suggests that future researchers should study short stories' strategies and techniques to upgrade learners' vocabulary.

Advantages and Disadvantages of Using Short Text in English Classrooms

Using short texts in English classrooms offers several advantages for both educators and students. These concise literary pieces serve as accessible entry points for learners, fostering engagement and participation due to their manageable length and dynamic content. Short texts provide educators with flexibility in lesson planning, allowing for diverse and interactive teaching approaches. Furthermore, students benefit from the opportunity to develop essential reading comprehension skills, expand their vocabulary, and explore a variety of literary genres within a condensed format. Despite their limitations in depth and contextual richness, short texts remain valuable tools for promoting active learning and language acquisition in the English classroom.

Therefore, Nimer & Mohammed, (2016) expressed that using short text and especially "using stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development". Hence, it can be said that one of the advantages of using this kind of strategy is really helpful because in the EFL classroom it is recognized as an effective method for improving language skills, stimulating student interest, and fostering cultural understanding and acceptance.

Likewise, in the study carried out by Ceylan (2016), the researcher underscores the benefits of literature, particularly using shot text such as short stories, by emphasizing four key advantages: Firstly, students are exposed to genuine language usage. Secondly, it aids ESL students in comprehending different cultures. Thirdly, it serves to strengthen language

instruction by reinforcing language skills. Lastly, it facilitates the elicitation of emotional reactions from students.

In addition, in the study conducted by (Seval & Ayhan, 2020) is shown how the uses of short stories is useful for English teaching and grammar learning. Besides, the author stated that even if there are literary texts in teaching materials, the students do not have to read the boring passages they find in those books. Therefore, they will read texts from authentic materials which offer advantages from the literature to enrich vocabulary expansion or in this case, linguistic knowledge. On the other hand, he expressed that there are many researches who disagree with the uses of short stories or literature because they are not motivating for students as stated by Grundy, (2004) in Seval & Ayhan, (2020). However, he mainly expressed that texts, short texts-built motivation in the participants because they enjoy short stories.

In conclusion, even if there are many researchers who don't agree the uses of short text, it is evidenced how beneficial they are for students to improve reading skills and vocabulary acquisition by doing and implementing good reading habits.

Methodology

Pedagogical Methodology

In own words, a pedagogical methodology refers to the approach or framework used by educators to facilitate learning and instruction in a systematic and effective manner. It encompasses the principles, strategies, techniques, and practices employed to engage learners, convey knowledge, and achieve learning objectives. However, according to (ModellingSpace, 2003), "a pedagogical methodology is seen, simply as a set of procedures that a teacher can develop in order to help all students learn, not just those who learn almost spontaneously".

Therefore, to accomplish the objectives of this study, it is indispensable to describe the methodology that will be implemented by the practitioner in the classroom. Most of them will be reading exercises with their components such as: pre reading, while reading and after reading which will help students to better understand the text. Likewise, the practitioner will be based on the aforementioned characteristics involved in the pedagogical methodology in order to stablish a meaningful environment. Besides, the classes will be taught by implementing pedagogical guidelines which can help in the enhancement of the students' reading skills.

Lesson Plans

The practitioner will develop a lesson plan focused on the subject for every week (See Appendix A**)**, in which will be evidenced detailly the different parts of the class, such as: Opening and Warm-up Activity in which the practitioner will greet students and then reinforce the previous topic with the help of the warm up activity in order to encourage students to practice what they had learnt during the previous class. Then, Introduction to the New Subject, in here the practitioner uses some key word to catch students' attention and let them guess the topic. Immediately, Explanation of the Subject, where the practitioner will explain all the aspects about it and answer students' questions. In the same vein, the preservice teacher will develop the Practice Activities, where students have to demonstrate what they have understood in order to give them feedback for the next part of the class which consists in a Production Activity, in here students will apply all the knowledge they acquired during the explanation and the practice activities. The tools used will be shown in every part of the class. In addition, the lesson plan that will be created, will be made by using an example of previous planning formats and they will be

sent to the supervisor in order to get some corrections and get good experience in the development of the classes.

Planning Format

The following format was the one use to implement the pedagogical interventions.

Table 21. *Planning Format.*

Group:	**Level:**	**University of Pamplona**
LEXICAL OBJECTIVE:	**COMMUNICATIVE OBJECTIVE**	**SOCIO-CULLTURAL OBJECTIVE:**
TYPE OF MATERIALS:		**SUBJECT:**
SKILLS	**STAGE**	**DESCRIPTION OF THE ACTIVITY**
	Pre-reading	
	While reading	
	Post reading	

In this format is presented the different steps that were followed for the development of the reading worksheets. First, the pre-reading activity in which students observed the unknown vocabulary of the short texts. Second, while activity in which students developed a multiple-choice questionnaire, likewise, they developed a verb list classification according to the text.

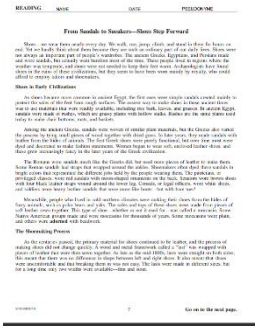
Finally, students received the correspondent feedback and they gave their perceptions about the reading.

Designed Activities

In this stage, will discussed the activities developed and the detailed lesson plans created for an eighth-grade reading comprehension class at the A2.B1 level, conducted at the ITASFA.. The lessons aimed to enhance students' vocabulary, reading comprehension, and cultural understanding. The activities were meticulously planned to engage students in pre-reading, while-reading, and post-reading stages, ensuring a comprehensive approach to language learning and cultural exploration.

First designed activity : From Sandals to Sneakers - Shoes Step Forward

In this lesson, the teacher facilitated a reading comprehension activity for eighth-grade students at the A2-B1 level. The session began with a pre-reading activity where students brainstormed words related to the title of the text, "From Sandals to Sneakers - Shoes Step Forward," to activate their prior knowledge and familiarize themselves with the topic. During the while-reading stage, students individually read the provided text and answered comprehension questions within a 37-minute timeframe. In the post-reading stage, the teacher conducted a class discussion, providing feedback and encouraging students to share their opinions and insights about the reading. This activity aimed to enhance students' vocabulary, comprehension, and cultural awareness regarding different types of shoes mentioned in the text and their significance in various countries.

Group: Eighth Grade	**Level: A2**	**University of Pamplona**
LEXICAL OBJECTIVE: To identify unknown vocabulary found in the text	**COMMUNICATIVE OBJECTIVE** To describe relevant information about facts in the text	**SOCIO-CULLTURAL OBJECTIVE:** To distinguish the different types of sneakers and sandals between the countries in the text
TYPE OF MATERIALS: Shor text, workshops and tv.		**SUBJECT: from sandals to sneakers- shoes step forward**
SKILLS	**STAGE**	**DESCRIPTION OF THE ACTIVITY**
Reading Comprehension 	**Pre-reading**	Before starting the reading, the teacher will show the title of the reading. Then, he explains to the students that they will write in a piece of paper as much words as they can during three minutes, those words must have correlation with the title of the text. He explains that this activity will allow them to become familiar with the text.

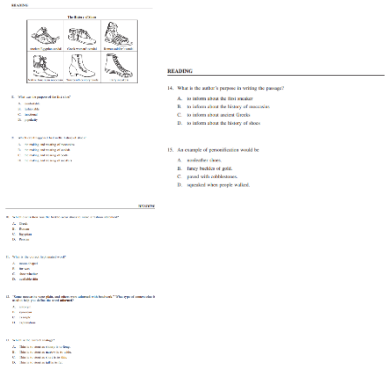
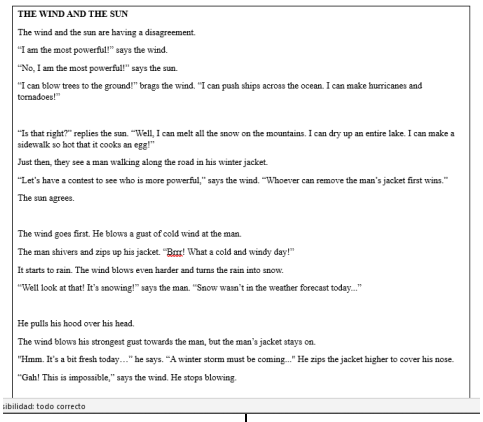
		Afterwards, when they have finished the activity, the teacher will tell them more words that will appear there.
	While reading 	After having finished the previous activity, the teacher will give to the students another worksheet containing the reading and the questions to be answered individually. For this activity they will have 37 minutes.
		In this stage, the teacher will do a socialization in order to give feedback and let students give their opinions about the reading. The teacher will choose randomly the students and ask them how was the reading?

Table 22. *Planner of the First Activity*

Second designed activity: The wind and the sun

In this lesson, the teacher conducted a reading comprehension activity focused on the fable "The Wind and the Sun" for eighth-grade students at the A2-B1 level. The session began with a pre-reading activity where the teacher engaged students by asking if they knew any fables in English, followed by distributing a worksheet with verbs that would appear in the reading to help students recall grammatical structures and past tenses. During the while-reading stage, students read the fable and completed a table on a worksheet by identifying verbs in the text within a 25-minute timeframe. In the post-reading stage, the teacher facilitated a discussion, provided feedback, and encouraged students to share their findings by randomly asking them to mention some of the verbs they identified. This activity aimed to enhance students' vocabulary, comprehension, and understanding of the fable's details.

<table>
<tr><td>Group:
Eighth Grade</td><td>Level: A1</td><td>University of Pamplona</td></tr>
<tr><td>LEXICAL OBJECTIVE:
To identify known verbs and unknown vocabulary found in the fable.</td><td>COMMUNICATIVE OBJECTIVE
To recognize and describe relevant information about facts in the text</td><td>SOCIO-CULLTURAL OBJECTIVE:
To distinguish some details about the fable.</td></tr>
<tr><td colspan="2">TYPE OF MATERIALS: Fable and worksheet.</td><td>SUBJECT: The wind and the sun</td></tr>
<tr><td>SKILLS</td><td>STAGE</td><td>DESCRIPTION OF THE ACTIVITY</td></tr>
<tr><td>Reading Comprehension

THE WIND AND THE SUN
The wind and the sun are having a disagreement.
“I am the most powerful!” says the wind.
“No, I am the most powerful!” says the sun.
“I can blow trees to the ground!” brags the wind. “I can push ships across the ocean. I can make hurricanes and tornadoes!”
“Is that right?” replies the sun. “Well, I can melt all the snow on the mountains. I can dry up an entire lake. I can make a sidewalk so hot that it cooks an egg!”
Just then, they see a man walking along the road in his winter jacket.
“Let’s have a contest to see who is more powerful,” says the wind. “Whoever can remove the man’s jacket first wins.”
The sun agrees.
The wind goes first. He blows a gust of cold wind at the man.
The man shivers and zips up his jacket. “Brrr! What a cold and windy day!”
It starts to rain. The wind blows even harder and turns the rain into snow.
“Well look at that! It’s snowing!” says the man. “Snow wasn’t in the weather forecast today...”
He pulls his hood over his head.
The wind blows his strongest gust towards the man, but the man’s jacket stays on.
“Hmm. It’s a bit fresh today…” he says. “A winter storm must be coming...” He zips the jacket higher to cover his nose.
“Gah! This is impossible,” says the wind. He stops blowing.
ibilidad: todo correcto</td><td>Pre-reading</td><td>Before starting the reading, the teacher will ask students if they know any fable in English. After that, the teacher is going to tell them that they will receive a worksheet in which they are going to find some verbs they will find while doing the reading. This material will allow them to better understand the fable by remembering</td></tr>
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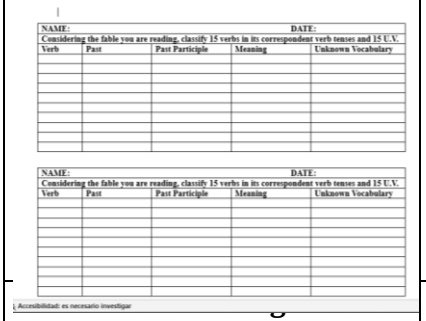
		some grammatical structures and past tenses of the verbs.
	While reading  NAME: DATE: Considering the fable you are reading, classify 15 verbs in its correspondent verb tenses and 15 U.V. Verb | Past | Past Participle | Meaning | Unknown Vocabulary NAME: DATE: Considering the fable you are reading, classify 15 verbs in its correspondent verb tenses and 15 U.V. Verb | Past | Past Participle | Meaning | Unknown Vocabulary	After having finished the previous activity, the teacher will give to the students another worksheet containing the reading and the table in blank to be answered individually with the verbs found in the reading. For this activity they will have 25 minutes.
		In this stage, the teacher will do a socialization in order to give feedback and let students give their opinions about finding the verbs in the reading. The teacher will choose randomly the students and ask them to mention some of the verbs found.

Table 23. *Planner of the Second Activity*

Third designed activity: The wind and the sun

In this lesson, the teacher conducted a follow-up reading comprehension activity for eighth-grade students at the A2-B1 level, focusing on the fable "The Wind and the Sun." The session began with a pre-reading activity where the teacher asked students to recall details about the fable they read last Friday, followed by a review of the worksheet they developed in the previous class to reinforce their understanding of past tense verbs and vocabulary. During the while-reading stage, students were given a new worksheet containing the fable and were tasked with completing a journal entry or worksheet individually, using information from the text within a 25-minute timeframe. In the post-reading stage, the teacher facilitated a discussion to provide feedback and encouraged students to express their opinions and insights about the fable by randomly selecting students to mention some of the verbs they identified. This activity aimed to enhance students' ability to express their opinions, recognize and describe facts from the text, and understand the cultural and lexical elements of the fable

Group: Eighth Grade	**Level: A1**	**University of Pamplona**
LEXICAL OBJECTIVE: To express their opinions about the text.	**COMMUNICATIVE OBJECTIVE** To recognize and describe relevant information about facts in the text	**SOCIO-CULLTURAL OBJECTIVE:** To distinguish some details about the fable.
TYPE OF MATERIALS: Fable and worksheet.		**SUBJECT: The wind and the sun**
SKILLS	**STAGE**	**DESCRIPTION OF THE ACTIVITY**
Reading Comprehension	**Pre-reading**	Before starting the reading, the teacher will ask students if they remember something about the fable they read last Friday. After that, the teacher is going to tell them that they will use the worksheet developed in the last class. This material will allow them to better understand the fable by remembering some past tenses of the verbs and the meaning of some unknown words they found previously.

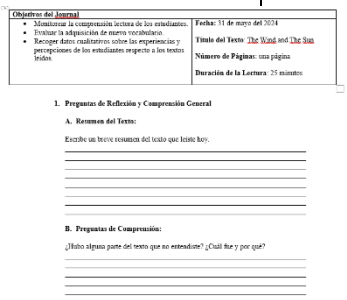
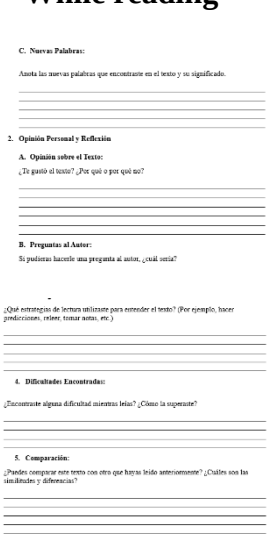
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</td>
<td>While reading</td>
<td>After having finished the previous activity, the teacher will give to the students another worksheet containing the reading. worksheet or journal entry to be answered individually with the information found in the reading). For this activity they will have 25 minutes.</td>
</tr>
<tr>
<td>Post reading</td>
<td>In this stage, the teacher will do a socialization in order to give feedback and let students give their opinions about finding the verbs in the reading. The teacher will choose randomly the students and ask them to mention some of the verbs found.</td>
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Table 24. *Planner of the Third Activity*

Chronogram

Table 25. *The Chronogram*

WEEK	DATE	ACTIVITY	DESCRIPTION
5	April 22nd – April 26th	Pre-test "From Sandals to Sneaker-Shoes Step Forward"	For this week, students will be developing a pretest exam in which they will answer some multiple-choice questions.
6	April 29th – May 3rd	"From Sandals to Sneaker-Shoes Step Forward"	Students have to identify the different simple past verbs that are in the text. Then, they must write them in its others form

			(infinite/past participle.
7	May 6th – May 10th	Questionnaire	During this week students will develop a questionnaire with open question in order to know their perspective about learning English in school context.
7	May 6th – May 10th	Reading short story "The missing mail"	Students will read a short story in which they will recognize some structures and verbs of the story. Similarly, they will answer some questions about it.
8	May 13th – May 17th	Reading fable "The Wind and The Sun"	Students will read a fable in which they will answer some multiple-choice

			question, identify some grammatical verb tenses in there, and conjugate the verbs into the present, past simple and past participle form.
8	May 13th – May 17th	Journal First Entry	In this section students will develop a journal entry in which they will tell their experiences about the project
9	May 20th – May 24th	Focus Group Interview	Students will be interviewed in order to know more about the process of being involved in the project and also to know if they feel they had improved

			something about English skills
10	May 27th – May 31st	Final Journal Entry	Students will tell if they have enjoyed the process of participating in the project
10	May 27th – May 31st	Exam	Students will develop the exam in which they have to conjugate the verbs in their simple past forms. Similarly, they have to answer some multiple-choice questions

Research Methodology

Research Method

This research is focused in a mixed research method which is defined as research that involves the uses of qualitative and quantitative approaches in order to analyze and collect data in just one study Creswell, (1994) cited in Louise, Gobnait, & and Anne-Marie, (2009). Mixed method is composed of qualitative and quantitative details. Similarly, it has some difficulties when the researcher has to develop de study because sometimes, he/she does not know how to involve the two elements in only one when collecting data (Creswell, 2007). In addition, this method helps researchers to understand and analyze the research questions considering different point of views.

Research Design

To get an answer about the research questions, an action research design takes the course of this investigation. Mills, (2011) in Creswell, (2004) mentioned that action research is a "systematic procedure done by teachers or other individuals in an educational setting, to gather information about, and subsequently improve, the ways their educational setting operates, their teaching, and their student learning".

Additionally, Mills, (2011) stablished the existence of many steps which the researcher has to consider if he/she wants to use this kind of research. First of all, the researcher identifies an area and then has to stablish it by "doing reconnaissance, self-reflection and description, reviewing the literature and writing a plan to guide the research". Then, the researcher has to collect quantitative and qualitative data implementing different tools, such as: questionnaires, attitude scales, observations and interviews. To finally, analyze and interpret data.

Research Setting and Context

This action research is conducted at the public school "I.E. Instituto Técnico Arquidiocesano San Francisco de Asís" in Pamplona, North of Santander, Colombia. This institution has many years at the service of the education, and is composed of 5 headquarters as: Cristo Rey, José Antonio Galán, Santa Martha, Cuatro de Julio and San Francisco. Nevertheless, I will focus on the José Antonio Galán headquarter which offers basic school formation from Preschool to 11th grade. This institution has an academic day starting at 6:50 AM and ending at 12:50 PM. This headquarter is the center of attention of this study because it encloses the potential participants for the research who are 8th grader students in English course.

Research Population

Considering the aforementioned aspects, participants of this investigation are students from 8th grade of the English subject, divided in three groups, 8th A, 8th B and 8th C, with 30 and 26 students respectively, from approximately 13 to 16 years old, and of which the selected ones will help me as respondents in the study. This grade counts with an hourly intensity of 4 hours of English per week.

Similarly, the participants of this study were voluntary selected, each one of them took the decision of becoming part of the project after hearing the ethical considerations, the advantages and disadvantages, and the rules about the research.

It is important to mention that just 6 (six) students wanted to be part of the study, therefore, the rest will be part of a control group in order to develop every activity with all of them. Finally, the participants will be called by pseudonyms, such as: Vegeta, Goku, Mamba, Samud, Fiera and Picolo.

Research Instruments

For the development of this action research and the collection of data, a series of tools were utilized to ensure comprehensive insights. Specifically, a pre-test employed to know the initial level of students' knowledge and skills. In addition to this, a journal entry was kept to record observations and reflections on the students' progress and classroom dynamics. A questionnaire was also administered to gather students' feedback and perceptions. However, due to time difficulties, the interview and the post-test could not be implemented. This limitation affected the ability to measure the full impact of the interventions and the overall progress of the students.

Pre-test and Posttest

It is known that a pre-test is an initial assessment or diagnostic tool administered before teaching or training begins. Pre-tests help educators understand what students already know, identify areas of strength and weakness, and tailor instruction accordingly. They are valuable in educational settings to inform instructional planning and measure learning progress over time.

According to (White, 2019) a pretest-posttest design is an experimental approach where a group is assessed both before and after an intervention or activity. This method allows researchers to identify any changes that have occurred, helping to evaluate the impact or effectiveness of the experiment.

On the other hand, (Dimitrov & Jr., 2003) stated that Pretest-posttest designs are commonly employed in behavioral research to compare groups and assess changes resulting from experimental treatments.

Questionnaire

Considering that the researcher of this study has not a lot experience doing research, it is indispensable to use techniques that can be easy to conduct and apply. For that reason, this instrument is one of the most suitable for the researcher. According to (Young, 2015) this tool is fundamental for researcher with low experience when doing research. The author expressed multiple thoughts that affirm it and also expressed that this instrument is easy to be created or can be adapted from previous researches.

Interview

Interviews are useful tools in research, according to (Koshy, 2005) the central point of an interview is to collect richer information, more informative information contrary to the questionnaires because in here participants tend to express themselves honestly and they can give more active answers in that interaction.

Moreover, Mills, (2011) explained that there is a division of this tool. The first one *informal Ethnographic Interview* which is defined as a usual conversation that helps researchers to learn about the addressed problematic. The second one, *Structured Formal Interview,* this permits researchers to ask the same questions to all the respondents in order to get vital information and more precise information for the study.

In addition, it exists another vital interview technique which is *Focus Group Interview* in which participate all the participants and helps researchers to economize time. However, as an important point, this research will focus on the uses of Structured Formal Interview and Focus Group Interview.

Journal

As stated by Mills (2011), (Anderson, Herr, & Nihlen, 1994, pág. 153) figure out that this tool works as a narrative instrument and records moments, thoughts and feelings which are important for the study. Therefore, it enables the researcher to know about thoughts changing and the learning progression.

Data Analysis

Considering the research questions of this study, it was understood that a typological analysis of the information would be the most optional for carrying out this process in order to unravel the richness of the events. (Hatch, 2002) stated that this type of analysis consists in a process of "dividing everything observed into groups or categories on the basis of some cannon for disaggregating the whole phenomenon under study".

Table 26. *Typology and Categories Chart*

Typology	Categories	Related Entries
Reading Proficiency	Reading Comprehension Strategies	**Samud**: *"sacar los verbos desconocidos y buscarlos en el diccionario, así puedo darme una idea del tema principal."* **Vegeta:** *"sacar los verbos desconocidos y buscar el significado para comprender mejor el texto"*

	Vocabulary knowledge	**Picolo:** "Yes, *translate some phrases and sometimes use the logic with some verbs".* **Samud:** "take *out the unknown verbs and look them in the diccionary and give me any idea about the central topic ».*
Student's Perceptions towards leaning English and reading in school context.	Interest Level of Learning English	**Mamba***: "I have a high interested in English and I want to learn it".* **Mamba:**"*a lot to get through the year".* **Vegeta:** *"I would describe it in a 100%"* **Goku:** *"My level of interest is a 100%"*
	Utility of Learning English for the future	**Mamba:**"*yes, English has utility because I can communicate in that language and obtain more knowledge".* **Samud:** *"yes, because it opens a lot of doors to abroad".* **Goku: "***yes, because I am thinking about leaving the country* **Fiera: "***of course because it would help me if one day I am going to visit another country"*
	Preferences for Activities in English Classes	**Vegeta:** *"I enjoy the activities of doing exercise with different vocabulary to learn more words"*

	Goku*:* "oral activities because I learn to talk and express myself in English"
	Fiera: *"all because I like oral, writing, etc., it simply like me"*
Perceived Challenges in Learning English	**Samud:** "*memorizing the different verbs conjugation".*
	Mamba: *"**maintaining a conversation"***
	Fiera: *"**maintaining an adequate conversation"***
	Goku: *"**the pronunciation"***

In other words, this interpretative methodology hand in hand with data from a pre-test and a post-test (See Appendix B), a questionnaire (See Appendix C**)**, an entry of a journal (See Appendix D**)** and a focus group interview (See Appendix E**)**, facilitated a better understanding of the elements emerged.

In this stage of analyzing the data, all the information collected **(**See Appendix F**)** through the aforementioned instruments, were planned to cover some relevant aspects, such as: First, the pre-test to know the level of reading comprehension of the eight grade students, focused on the six participants. Second, the questionnaire to obtain data about students' perception through the learning process of English and reading in school contexts. Third, the journal to gather data about students' experience with the readings done. Fourth, the interview to gather students' opinions about the process of being part of the research and also, to know if they affirm they

learned or no. Fifth, the post-test to know if there was a progress or not and notice if they improve their vocabulary acquisition.

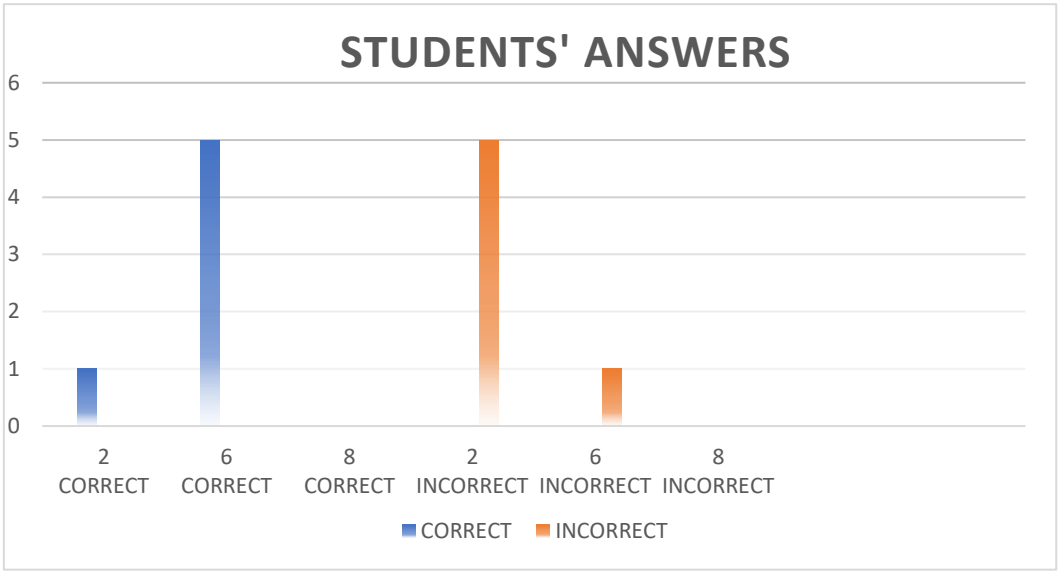
Results

For instance, the results of this study are classified into two main categories. These results aim to show: (1) the current level of reading comprehension among 8th grade students, (2) students' perceptions towards learning English and reading in the school context.

Current level of reading comprehension among 8th grade students at the ITASFA

During the process of developing this stage of the research, a pre-test was administered consisting of 8 multiple selection questions designed to evaluate reading comprehension in English among eighth graders at ITASFA. The sample included 26 students, but just the responses of 6 project participants were analyzed. This was done with the objective of helping the researcher to consolidate important information on the phenomenon associated within this study to get the first data information.

Figure 11. C*orrect and Incorrect Answers*



From the previous graphic in which the 100% is represented by 6 students on the left side, from the pre-test results, it was determined that it could be determined that percentage 83,33% (5 students) passed the pretest activity answering six correct and just 16,67% (1 student) lost the pretest answering just two correct. In other words, from these participants it can be said that most of them understand a text for an eight-grade level even if there are some unknown vocabularies that was evidenced when they asked form unknown ones.

On the other hand, it can be stablished that in the realm of English as a Foreign Language (EFL) education, the Reading Comprehension (RC) of students at the B1 proficiency level serves as a critical indicator of their language understanding skills. According to the (Council of Europe, 2020) students at the B1 level “Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.”. This research examines

the intricate factors influencing the reading comprehension skills of these learners, with a particular emphasis on their reading comprehension (RC) and vocabulary knowledge (VK).

Hence, until here, the researcher observed that reading comprehension proficiency goes hand in hand with two main factors: reading comprehension strategies (RC) and vocabulary knowledge (VK).

In this way, for assessing their current reading comprehension proficiency level through the development of the pre-test and considering the CEFR Illustrated Descriptor Scales: Overall Reading Comprehension (See Appendix G)**,** participants were organized in the following order.

Table 27. *CEFR Illustrated Descriptor Scales*

Participant	Reading Comprehension Level
Samud	A1
Goku	B1
Vegeta	B1
Picolo	B1
Mamba	B1
Fiera	B1

Corresponding to the previous table, 83,33% (5 students) demonstrated a corresponding B1 (RC) proficiency level and just 16,67% (1 student) showed a corresponding A1 (RC) proficiency level.

Reading comprehension strategies

Upon through the analysis, it was evident that students frequently used to use many strategies to understand a text when they find it so difficult. In such instances, this serves as a mechanism to face the challenges when doing a reading. This allow them to continue with the reading or compensate the temporary lapse in vocabulary. Most of the time they do it to maintain the focus on the text. It could be noticed that they ask the other classmate in Spanish to get the meaning of the word. Likewise, students highlight the unknown vocabulary and search the meaning on the dictionary or on the internet, and as evidenced in one of the instruments applied, Samud stated: *"sacar los verbos desconocidos y buscarlos en el diccionario, así puedo darme una idea del tema principal."* Vegeta*: "sacar los verbos desconocidos y buscar el significado para comprender mejor el texto" (Journal Entry 1, 30th May 2024).* This show that students just use traditional strategies and that is one of the reasons why most of the them think that reading in English is boring. (Ramos, 2018) "when they approach a text, they do it mechanically and only look for the unknown vocabulary in the dictionary to understand word by word. They do not consider strategies as tools to approach a text easier to then be able to understand it".

Vocabulary knowledge

Considering many readings and previous researches, it can be expressed that vocabulary refers to the set of words that a person knows and uses in a particular language. Likewise, that it encompasses a range of words and phrases that individuals understand the meanings of and can effectively use in daily communications. However, (Alqahtani, 2015) understood vocabulary as a "critical tool for second language learners because a limited vocabulary in a second language impedes successful communication".

The participants of this study are students from the 8th grade course. According to the (MEN, 2006) in Colombia students in this range must have a B1 or Pre-Intermediate (See Appendix H) as known in Colombian educational context level which was adopted from the CEFR level scale.

When developing the worksheets, the pre-reading activities were always related to the vocabulary that will appear in the short text. Most of the time this was developed with the uses of images in order to catch their attention and facilitate their understanding. Most of the participants liked to add the translation of the vocabulary in front of the images they see.

During the process of reading the text, participants claimed that they had to search the meaning of certain words they did not know, to understand the context of the text. Picolo: "*Si, traducir algunas oraciones y a veces usar la lógica con algunos verbos".* Samud: "*Sacar los verbos desconocidos y buscarlos en el diccionario y así pudiendo darme una idea del tema principal" (Journal Entry 1, 30th May 2024).* As shown before, it is evidenced that participants face their challenges with unknown vocabulary by looking the meaning. In addition, Goku express that for him is much better to suppose the situation that is happening in order to understand the unknown word and he gave an example with the word "Disagreement" "*abajo se créo un conflicto porque decían yo soy más poderoso y daban a conocer sus poderes, entonces por eso pude asociar la palabra con desacuerdo".*

Students' Perception Towards Learning English and Reading in the School Context

Understanding students' perceptions towards learning English and reading in the school environment is crucial for the effective educational strategies and curriculum development. The ability to communicate proficiently in English and comprehend texts plays a pivotal role in

academic achievement and future professional opportunities. This study explores how students perceive the importance of English language skills, their preferences for learning activities, and the challenges they face in acquiring these skills. By analyzing their attitudes and preferences, educators can tailor teaching methods to enhance engagement and proficiency in both English language acquisition and reading comprehension.

Interest Level and Utility of Learning English

After the analysis and codification process (Appendix_I), the questionnaire results show that the majority of students have a high level of interest in learning English and recognize its usefulness for the future.

Table 28. *Interest level to Learn English*

Category	Quantity	Percentage
High Interest (HI)	4	66.67%
Medium Interest (MI))	1	16.67%
Low Interest (LI)	1	16.67%

In terms of students' interest in learning English, in table 22 the results indicate that the majority of students (66.67%) show a high level of interest in learning English, which is a positive indicator for language teaching. High interest suggests that students are motivated and willing to actively participate in English classes, which is crucial to their academic success. 16.67% of students show an average interest, which is still favorable, although it could benefit from additional strategies of motivation. On the other hand, 16.67% of students have a low

interest, which may be a sign that these students require more support or different approaches to increase their motivation.

Considering the words of the participant (Mamba) who stated: *"yo tengo un alto interés en el inglés y quiero aprenderlo".* "*si, inglés tiene mucha utilidad porque puedo comunicarme y obtener más conocimiento". (Questionnaire 1, 6th April 2024)*

This indicates a positive attitude and a favorable perception towards the importance of English in their academic and professional lives. Another participant (Samud) stablished the following: "*mucho para pasar el año". "si porque abre muchas puertas al extranjero". (Questionnaire 1, 6th April 2024)* This shows how perception varies depending of the student because each one has a different conception and reason to give all his attention to the English language.

Table 29. *Utility level of English For the Future*

Category	Quantity	Percentage
Yes (Y)	6	100%
No (N)	0	0%

In table 23, the fact that all participants (100%) recognize the usefulness of English for their academic and professional future is very significant. This demonstrates a clear understanding of the relevance of English in a globalized world and its essential role in many educational careers and opportunities. This unanimous perception can be used as a starting point to motivate students, constantly reminding them of the practical importance of English in their daily and future lives.

Preferences for Activities in English Classes

In table 24 is observed the preferences for activities in English classes, oral activities were the most preferred with 50% of participants, followed by written activities with 33.34%. Reading and listening activities were less preferred, and one student expressed preference for all activities.

Table 30. *Preferred Activities in the English Class*

Category	Quantity	Percentage
Oral activities (OA))	3	50%
Written activities (WA)	2	33.34%
Reading activities (RA)	0	0%
Listening activities (LA)	0	0%
All of the above (AA)	1	16.67%

Oral activities are the most preferred by students, with 50% choosing them as their favorite activity. This suggests that students value the opportunity to practice their speaking and listening skills in an interactive environment. Written activities are also popular, indicating that students recognize the importance of developing their writing skills. The lack of preference for reading and listening activities could signal the need to make these activities more attractive or relevant to students.

Perceived Challenges in Learning English

In table 25 is evidenced the most notable challenges in learning English that were conversation and vocabulary acquisition, mentioned by 33.34% of participants each. Reading and pronunciation were perceived as challenging by 16.67% of students.

Table 31. *Perceived Challenges in the English Learning Process*

Category	Quantity	Percentage
Conversation (C)	2	33.34%
Vocabulary acquisition (VA)	2	33.34%
Reading (R)	1	16.67%
Pronunciation (P)	1	16.67%

The results indicate a high predisposition towards learning English among the participating students, supported by unanimous recognition of the utility of English for their future. However, significant areas of challenge were also identified, particularly in conversational skills and vocabulary acquisition. These findings suggest the need to develop educational strategies that not only foster interest in oral and written activities but also specifically address the perceived challenges in conversation and vocabulary.

Discussions

Concerning the results obtained, it can be concluded that the majority of eighth-grade students at ITASFA demonstrated a reading comprehension level corresponding to level B1 of the CEFR, indicating a strong ability to understand English texts. However, there was a notable dependency on traditional strategies such as looking up unknown words in the dictionary and seeking help from classmates, which could limit deeper and more autonomous text comprehension. Additionally, while students showed high interest in learning English and recognized its future utility, significant challenges were identified in conversational skills and vocabulary acquisition. These challenges suggest the need to implement more dynamic and interactive teaching strategies that not only increase student motivation but also effectively address perceived difficulties. Lastly, preferences for oral activities underscore the importance of incorporating more opportunities for oral practice in the classroom, while the lack of interest in reading and listening activities suggests that these areas require more engaging and contextualized approaches to capture students' attention and improve their overall performance in English.

Conclusions

Based on the findings, several key conclusions emerged. Firstly, the majority of eighth-grade students at ITASFA showed a satisfactory level of reading comprehension in English, predominantly aligning with the B1 proficiency level of the CEFR. This suggested a solid ability to understand straightforward factual texts related to their interests and academic subjects.

Secondly, students tended to rely on traditional strategies like using dictionaries and seeking peer assistance to navigate comprehension challenges. While these methods are

somewhat effective, they may limit the development of more nuanced comprehension skills independently. Additionally, vocabulary knowledge emerges as critical for enhancing reading comprehension, with students actively engaging in activities aimed at improving their understanding.

Besides, there is a positive perception among students regarding the importance of learning English for their future academic and professional endeavors, which supports their motivation in language learning activities. However, challenges persist in conversational skills and vocabulary acquisition, indicating a need for targeted educational interventions and innovative teaching approaches to address these areas effectively.

Overall, integrating more interactive and contextually relevant activities into the curriculum could enhance both comprehension levels and student engagement, contributing to improved English language proficiency and academic success.

Suggestions

As mentioned before, several recommendations can be made to enhance English language learning and reading comprehension among eighth-grade students at ITASFA. Firstly, it is advisable to diversify reading strategies beyond traditional methods like dictionary use. Introducing strategies such as predicting content from context, summarizing main ideas, and inferring meaning can foster more independent and comprehensive reading skills.

Secondly, expanding vocabulary activities to include active usage in speaking and writing contexts, rather than just translation, can significantly improve vocabulary retention and application. Thirdly, promoting interactive learning through role-plays, debates, and group discussions can enhance conversational skills and provide practical language application.

Likewise, integrating digital tools and resources into lessons can engage students and provide personalized learning experiences. Providing continuous feedback, collaborating with peers, and involving the community in language learning efforts can further support students' language development.

Outreach Component

Title

Using Comics and Flashcards as a Teaching Tool for Improving English Vocabulary Acquisition in 4th Grade Students at the "Institución Educativa Cuatro de Julio"

Introduction and Statement of the Problem

Nowadays learning English is a crucial necessity in this globalized society. Nevertheless, for young students, the process of acquiring or expanding vocabulary, comprehending the language and pronouncing it correctly tend to be a big challenge. For all those aforementioned aspects, it is fundamental to choose an adequate and qualified materials for teaching and learning because they will affect the teaching and learning process of the students Karagöz, (2018) cited in Yavuz & Durmuş, (2023). Hence, considering the context of this study, I identified a population who face some difficulties in their English learning process. Some of those challenges are: The absence of vocabulary suitable for their academic level, a propensity to forget acquired knowledge, and pronunciation inaccuracies arising from the absence of guidance from an English instructor.

Additionally, as expressed by Liangtian Xu & Wang, (2022) "Learning difficulties will become more and more serious, and the result deviation will further lead to the loss of interest in learning". Therefore, to face these inconvenient and enhance students' interest considering English language, and to enhance their vocabulary and pronunciation, it is necessary the implementation of this study. This project focuses on the uses of comics and flashcards as an educational strategy because of the content they offer that most of the time are engaging for

young people or children, so I consider this can be effective motivate and increase their English learning experience.

Concerning this project, the researcher will explore how the combination of comics and flash cards can be a strong pedagogical strategy to surmount the need of the students. From this standpoint, the project seeks to not only enhance students' vocabulary but also cultivate a deeper grasp of the language and refine their pronunciation. It is hoped to awake students' interest, curiosity and motivation to learn English effectively.

Purpose and Justification

This outreach research component is based on the uses of comics and flashcards with the aim of improving interest in English language learning. Likewise, improving vocabulary and pronunciation in students from the Headquarter Cuatro de Julio. This research is done knowing that nowadays there is a big importance of learning English in this globalized world, in which the English use has become crucial in communication, education and other settings.

Definitely, it is crucial to engage students' enthusiasm for language learning by utilizing visual aids such as images. These elements serve as valuable tools to enhance students' proficiency in English through dynamic, accessible, and interactive ways. Therefore, the purpose of this study is to improve English vocabulary through the implementation of comics and flashcards as a valuable pedagogical strategy. The main goal is to create a beneficial effect on the process of learning a foreign language, equipping our students with the skills they need to succeed in a globalized and competitive world.

Objectives

General Objective

- To enhance English vocabulary and pronunciation proficiency through the implementation of comics and flashcards in primary school

Specific Objectives

- To use flashcards and Comics to teach new English vocabulary to 4th grade students.
- To create an adequate atmosphere which facilitates and motivates students in the process of learning English.

Methodology

This pedagogical outreach component aims to contribute in the improvement of Cuatro de Julio's primary students. Headquarter of the "Instituto Técnico Arquidiocesano San Francisco de Asís" in Pamplona. This research attempts to enhance, especially their English vocabulary and pronunciation considering their English level stipulated in the national guidelines.

This section describes the conducted pedagogical outreach component in order to improve vocabulary skills and pronunciation under the implementation of comics and flashcards. On the one hand, it is important to state that the methodology is based on Project Based Learning (PBL) which emphasizes on learning experiences. In PBL, students actively take part in structured projects that address real-life challenges or explore complex questions.

This approach improves critical thinking, collaboration and solutions to problems among students.

On the other hand, in terms of pedagogical design, I focused on *Content Based Instruction* which proposes an approach in which the target language is acquired by content. In simple words, teaching and learning ESL work around the teacher because is he or she who organizes the content that will be presented.

In addition, this content will be related to comics and flashcards to catch learners' interest and attention in order to make a meaningful environment and facilitate them to acquire new vocabulary for expanding it.

Implemented activities description

Fourth grade students were receiving English class twice a week, 1 hour on Thursdays and one hour on Fridays. Every class was developed in this manner:

1. At first, it was indispensable to introduce the topic. Before implementing the flashcards or comics, it was necessary to immerse students into the topic of the vocabulary to be learnt. For example, the teacher implemented activities to listening and watching a video, observing images, reading and creating sentences with the vocabulary, among others.
2. Showing the flashcards or comics. When students know the topic of the vocabulary of the day, the following thing to do is to introduce the material done. There were many ways in which the material was presented. For instance, once the professor showed it slowly without showing the meaning. This was done with the objective of letting students to guess the correct meaning.
3. Practice time: this is the most interesting part of the class because students are excited to practice in a dynamic way. Most of the time students practiced the vocabulary in

speaking, writing manners, among others. For example; students were asked to choose a flashcard randomly and write a phrase with that word. Likewise, students matched words with the flashcard. Additionally, the teacher showed the image and asked students randomly to say the word and correct the pronunciation.

On the other hand, when working with the comics it was much more related with writing in order to memorize the vocabulary. For instance, students were asked to describe their favorite superhero. Another activity consisted on creating a superhero, but using a member of the family.

4. Feedback or review: finally, students developed activities that had the vocabulary learned. These activities were: writing short sentences, short role-plays, among others in which students could perform listening and speaking skills by using the vocabulary studied.

Chronogram of the activities

Table 32. *The Chronogram of the Different Activities Per Week*

		March					**April**					**May**					**June**					**July**				
Primary school		**Week**					**Week**					**Week**					**Week**					**Week**				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
1	Ins.Observation			**x**	**x**																					
2	Grade Assignation					**x**																				

3	Comics vocabulary Super heroes.									**x**															
4	Flashcards vocabulary											**x**													
5	Reading comprehension and analysis																								
6	Production Activity												**x**			**x**									
6	Exam													**x**											
7	Results																				**x**	**x**			

Designed and implemented material

Figure 12. *Superheroes vocabulary for 4th grade students*

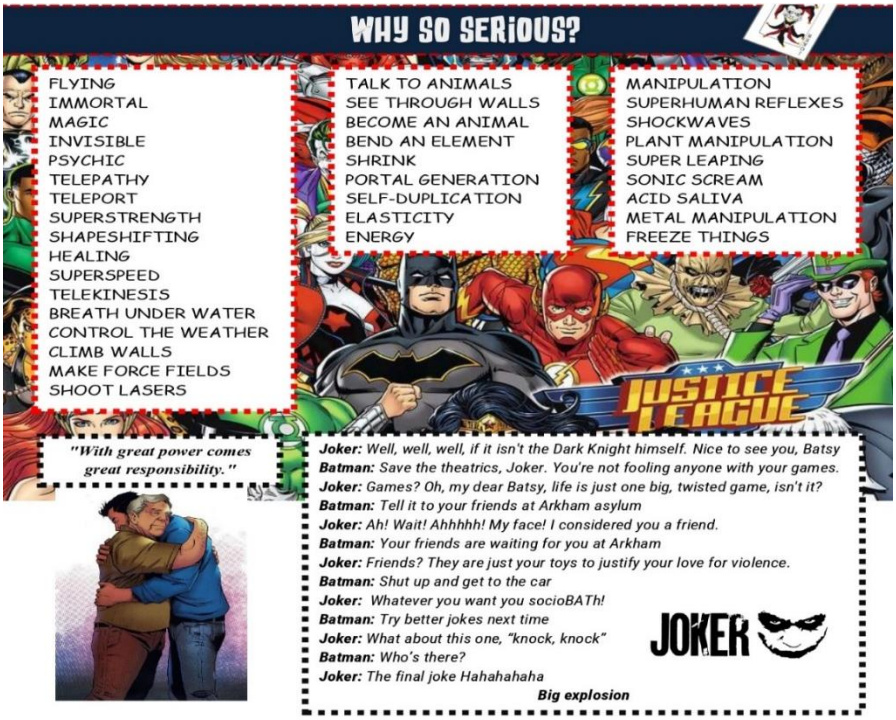


Figure 13. *Second activity, creating a superhero*

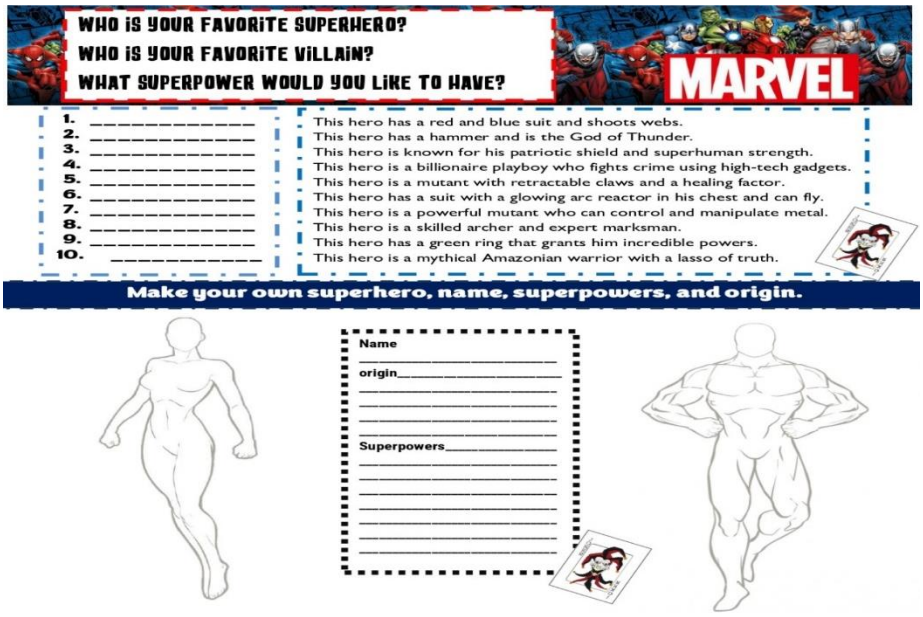
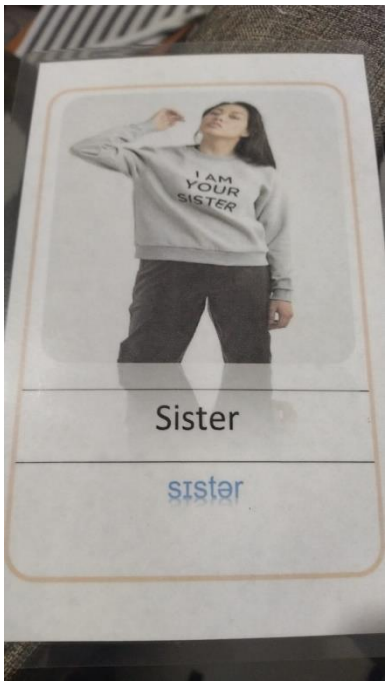


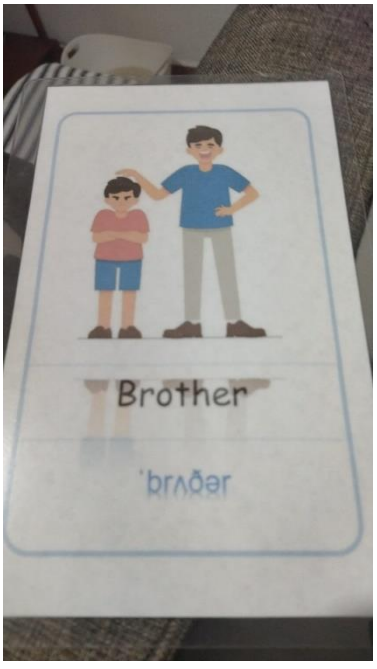
Figure 14. *Flashcard members of the family*













Conclusions

Conducting classes with fourth-grade primary students using comics about superheroes and flashcards, several notable conclusions can be drawn. After the interaction with the primary school community it was evidenced the challenges that teacher face when teaching English to kids. It had been noticed that teacher in primary school do not have enough knowledge about the subject and it was also evidenced when teachers stated that they pay to someone else to teach English. However, it is important to remark that students receive a lot of English classes and they have an adequate knowledge for their level.

On the other hand, students exhibited a high level of engagement and enthusiasm throughout the sessions, indicating that the use of interactive and thematic materials such as comics and flashcards effectively captured their interest. This approach not only enhanced their vocabulary acquisition but also fostered improvements in their speaking and writing skills. By actively participating in activities like describing favorite superheroes or creating their own characters, students were able to practice and enhance their English language abilities in a dynamic and engaging manner. Additionally, the structured feedback and review sessions at the end of each class facilitated the application of newly acquired vocabulary in practical contexts, reinforcing their learning. Overall, the integration of comics and flashcards proved to be a successful method for promoting language development and student engagement in the classroom. Likewise, this component proves the crucial factor that English plays in primary school.

Chapter III: Inter Institutional Activities Component

Introduction

Upon entering the educational establishment, the transition from student to active participant became apparent. Beyond teaching classes, teachers are expected to engage in various activities, offer perspectives, and contribute to event preparations. Significant time and effort are dedicated to organizing and participating in extracurricular activities and institutional events, ensuring students receive adequate support and enhancing the success of these endeavors. Involvement in such activities provides valuable insights into the institution, facilitating the acquisition of knowledge and information about its culture, values, and community dynamics. This immersion in the school's ecosystem not only enriches the practitioner's understanding but also fosters a sense of belonging and investment in the educational community

Objectives

General Objective

- To take part and offer suggestions for the events and activities proposed by the ITASFA

Specific Objectives

- To participate in intra and extracurricular activities and religious events.
- To assist in the organization and execution of events, taking on responsibilities such as logistics coordination, promotional efforts, or event management.
- To motivate students to take part of the activities at the ITASFA

Methodology

At ITASFA as stated at the beginning of the practicum stage, the practitioner had to participate in the complete workday. Similarly, that until that moment the practitioner will be a member of the institution. Therefore, he has to be incorporated in the planned and calendarized activities proposed by the institution. Some of those events were: holy week and language day/ flag raising.

Something important to highlight is that the practitioner participated in the preparation of two girls from 6^{th} and 7^{th} respectively, who will be representing the institution in another school that invited ITASFA for an English singing competence and also for presenting them in the flag raising event.

Additionally, the practitioner took place in the selection of some students who will represent the English course from different levels in different competences, such as: tongue twister, singing, spelling and poems.

Activity 1: Holy Week Institutional Way of the Cross

During the fourth week of March, coinciding with the Holy Week, the institution had the honor to highlight this significant religious occasion through a commemorative event known as the "Way of the Cross." In alignment with this intention, the principal stated that on the Friday preceding Holy Week, the entire school community would partake in this solemn event during the first two hours of the day, and then students and teachers would return home. This was organized by 11th-grade students and supervised by the religion teacher, this event involved the participation of all classes, fostering a sense of unity and reverence among students and teachers alike.

On the other hand, this event served as a bridge to present the new teacher and also, the students who won last institutional elections. Therefore, the objectives of this event were:

- To commemorate Jesus Christ death by remarking the religious focus of the school.
- To present the students who had won the elections and the new teacher who arrived to the educational establishment.

Figure 15. *Way of the Cross*





Activity 2: Language Day

During the fourth week of April, the Language Day event took place at the "Teatro Jauregui." This vibrant occasion showcased students from various courses displaying their talents in singing, dancing, storytelling, and more. The practitioner’s role was to oversee the second floor of the theater, ensuring order and safety, while also having the pleasure of enjoying

the students' performances firsthand. The main objective of this event was to commemorate this special day by highlighting the most famous writers from different countries

Figure 16. *Language Day Event*







Conclusions

After actively participating in significant events such as the Way of the Cross during Holy Week and Language Day at ITASFA, it was concluded that these experiences have strengthened the practitioner's integration into institutional life. These kinds of activities not only highlight important religious and cultural values but also serve as manner to introduce new staff members and showcase students' talent in various linguistic and cultural competencies. The practitioner's involvement in organizing, supervising, and supporting students during these events has demonstrated a positive impact on the school community, fostering unity, academic and personal development, and reaffirming the institution's commitment to promoting educational values and cultural tradition.

Cronogram

Table 33. *Chronogram of the activities involved*

		March					**April**					**May**					**June**					**July**				
ITASFA		**Week**					**Week**					**Week**					**Week**					**Week**				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
1	Academic development (Creativity-Innovation)			**x**			**x**																			

2	Holy Week (Way of the Cross)			**x**	**x**																				
3	Paths of Peace and Good (Compromise)							**x**			**x**			**x**											
	External Test Exam								**x**																
4	Language Day (Flag Raising)									**x**															
5	Paths of Peace and Good (Organization and Life Project)												**x**												
6	Teachers Day												**x**												
7	Flag Raising																							**x**	

Conclusion

At the beginning of the practicum stage, the practitioner became a teacher and was considered as the other teachers. During all this process, the pre-service teacher was able to identify how was the organization of the institutional establishment, was able to prepare activities and develop them with the students of the grades in which he was in charge. Likewise, he was able to prepare exams conjointly with the other English teachers. Therefore, at the end of this stage, and having had participation in many of all those events proposed by the institution, the practitioner realized the importance that this kind of events have in the educational environment. It is hoped students' participation could be good and active. It is also hoped, teachers can enjoy these spaces in which extracurricular events took place. Hence, I consider my teacher experience could grow up while participating in those events that require a lot of compromise and group cooperation.

Chapter IV: Reflective Approach

Reflective Development

During the implementation of the entire research, it was crucial to take a moment of self-reflection about the events that happened during this process, in order to improve details that could affect the correct development of the project. Considering all the aforementioned aspects, it was important to create a weekly narrative to maintain in detail de things that were happening. For that reason, twelve narratives were created contemplating the reflection of all this stage in the practicum (See Appendix J).

Narrative Example

Figure 17. *Third Narrative*

Teaching Week

From May 6th – May 10th

During the period from 6th to 10th May, I diligently utilized the previous planners specifically for the English course to reinforce the subjects of the verb "to be," the progressive tense, and the past simple tense in all its forms. This comprehensive review was aimed at ensuring that students are well-equipped to tackle the upcoming quality test confidently and effectively. However, this process proved to be somewhat challenging, as it appeared that students had not previously engaged with these topics to the extent necessary. This lack of prior engagement made the review sessions more arduous and time-consuming than initially anticipated.

The situation caused me considerable stress, particularly because I was unable to implement the planned activities for the pedagogical research and outreach component. These activities were meticulously designed to enhance students' understanding and application of the English language. Unfortunately, the designated day for these activities coincided with a school holiday, resulting in no classes being held. This unforeseen disruption hindered our progress and added to the overall difficulty of the task.

Conclusions

Considering that there were a lot of challenges when doing this research, it became really evident the importance of analyzing many aspects now that this project finished. First, the practicum finished providing a good experience to the practitioner. This stage was achieved in a good way in despite of all the challenges that emerged during this process. It can be said that being a teacher was more difficult than imagined before. However, thanks to the application of new tool the problems were overcome.

Talking about the pedagogical component, it is crucial to state that using different strategies and implementing worksheets showed to be really useful because students found it

more attractive and dynamic. Furthermore, the adaptation of worksheet is really easy to face students' needs.

Finally, in terms of inter-institutional activities, it can be stated that the practitioner got immerse in a role that must be faced during a lot of time. Besides, the practitioner could experience how the school life is and also could notice the difficulty that being a teacher represents.

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APPENDICIES

Appendix A. Lesson Plans

INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASIS

RESOLUCIÓN Nº 4453 DEL 28 DE OCTUBRE DEL 2016 DECRETO Nº 00132 DEL 28 DE ENERO DEL 2003
DANE: 154518000877 NIT: 807001445-6
"PAZ Y BIEN"

PLAN DE AULA

Período: Primero	**Grado:** Octavo	**Semana: 10**	Del 20 al 24 de mayo de 2024	Hora:
Eje Temático: VERBOS IRREGULARES			Área: Ingles	
			Asignatura: Ingles	
Docente: Adolfo Pedrozo Zambrano		**Sede:** ITASFA	**Jornada:**	Mañana

DIAGNÓSTICO			
Estado de referencia:	• Identifica y utiliza correctamente los verbos irregulares más comunes en tiempo pasado.	**Situación Deseada:**	Reconoce y distingue fácilmente entre verbos regulares e irregulares. Diferencia la estructura de un verbo regular y uno irregular.
Aprendizaje por mejorar:	Identificar y memorizar los verbos irregulares más comunes en inglés. Crear oraciones en tiempo pasado utilizando los verbos más comunes.		
Evidencias de aprendizaje:	**DBA 1** ❖ Solicita y brinda información sobre experiencias y planes de manera clara y breve. **DBA 3** ❖ Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.		

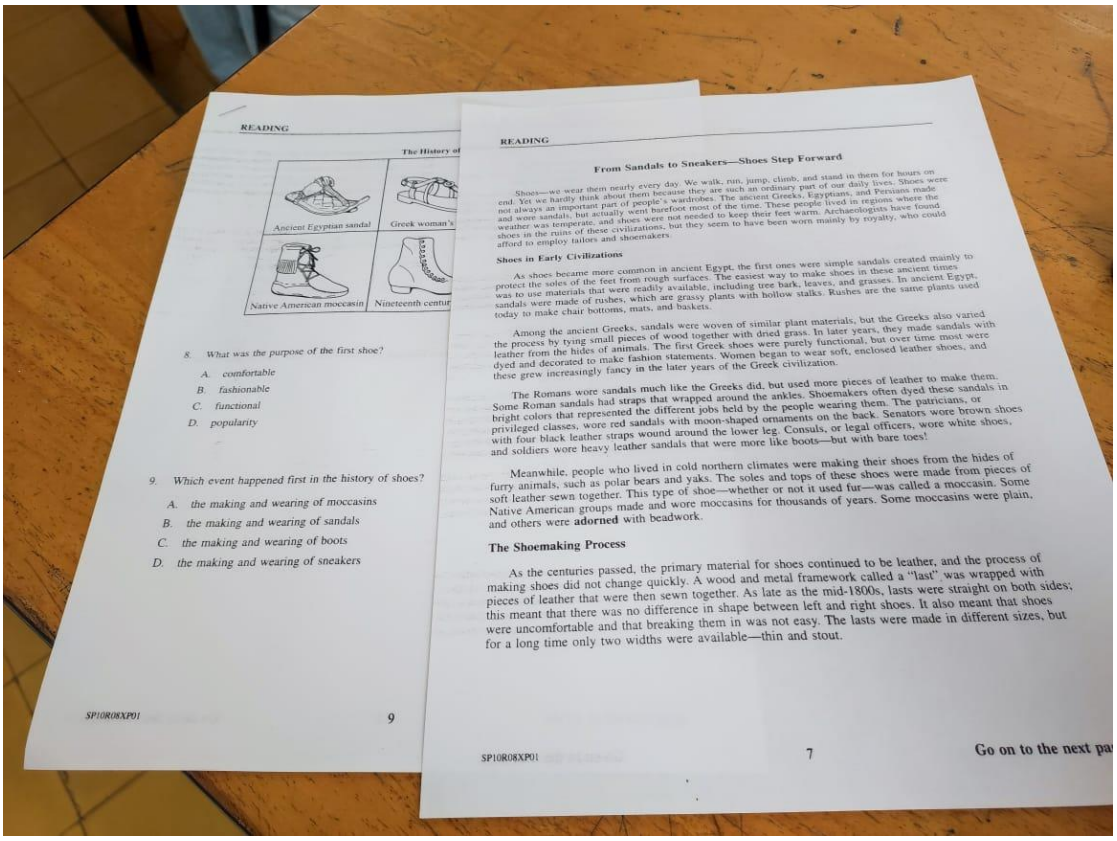
Estándar básico de competencia:	**Escucha:** ❖ Sigo las instrucciones dadas en clase para realizar actividades académicas (2). ❖ Reconozco elementos de enlace de un texto oral para identificar su secuencia (2). **Lectura:** ❖ Identifico relaciones de significado expresadas en textos sobre temas que me son familiares (1,2). **Escritura** ❖ Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales (1,2,3). **Monólogos** ❖ Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés (2). **Conversación:** ❖ Me arriesgo a participar en una conversación con mis compañeros y profesor (2,3).

PEDROZO ZAMBRANO

ACCIONES DENTRO DEL AULA		
MOMENTOS	**ACTIVIDAD**	**SEGUIMIENTO**
Exploración	• **OPENING/READING:** al inicio de la clase el profesor saludará a los alumnos. Posteriormente, escribirá la fecha y la frase del día en el tablero. **Reading:** "***Command your dreams and don't let someone else do it for you***". • **WARM-UP ACTIVITY:** al empezar la clase se desarrollará un a actividad de motivación llamada "***Verb Charades***" con el fin de hacer que los alumnos utilicen los verbos de manera divertida e interactiva. El profesor explicará en qué consiste el juego y cómo debe ser jugado. Para el desarrollo de esta actividad los alumnos se harán en grupos de 4 o 5 para posteriormente elegir un papelito que contiene el verbo que deberán actuar para que sus compañeros traten de adivinarlo. • **COMMON IRREGULAR VERBS:** Individualmente los alumnos van a desarrollar la actividad propuesta a partir de una sopa de letra en donde se deben identificar y subrayar los verbos irregulares encontrados. Seguidamente, los estudiantes deberán escribir cada uno	Establecer estrategias llamativas que despierten el interés en los estudiantes, de acuerdo a los diferentes estilos de aprendizaje, haciendo observación diaria y corregir en el momento oportuno.
	• al lado de la lista en donde están en infinitivo, en su forma de pasado simple y participio pasado, como también su significado. Ejemplo: **Eat – Ate – Eaten - Comer**	
Estructuración	❖ Explicación de refuerzo sobre las reglas gramaticales para hacer oraciones afirmativas, negativas e interrogativas en pasado simple. Ejemplo: ***negative form; sub+didnot+verb in base form+complement***	Seguimiento constante a los aprendizajes, para poder detectar fortalezas, debilidades y realizar los ajustes necesarios.
Transferencia y valoración	❖ Los estudiantes dicen a todo el salón y de manera oral una oración en tiempo pasado. Durante la actividad se realizan las correcciones pertinentes y retroalimentación del tema	Realización de evaluaciones orales, escritas y Formativas constantes, para reforzar posibles falencias y facilitar la asimilación de los aprendizajes.

Look_here_for_more_Lesson_Plans

Appendix B. Pre-test



READING

The History of

Ancient Egyptian sandal

Greek woman's

Native American moccasin

Nineteenth centur

8. What was the purpose of the first shoe?

A. comfortable
B. fashionable
C. functional
D. popularity

9. Which event happened first in the history of shoes?

A. the making and wearing of moccasins
B. the making and wearing of sandals
C. the making and wearing of boots
D. the making and wearing of sneakers

SP10R08XP01 9

READING

From Sandals to Sneakers—Shoes Step Forward

Shoes—we wear them nearly every day. We walk, run, jump, climb, and stand in them for hours on end. Yet we hardly think about them because they are such an ordinary part of our daily lives. Shoes were not always an important part of people's wardrobes. The ancient Greeks, Egyptians, and Persians made and wore sandals, but actually went barefoot most of the time. These people lived in regions where the weather was temperate, and shoes were not needed to keep their feet warm. Archaeologists have found shoes in the ruins of these civilizations, but they seem to have been worn mainly by royalty, who could afford to employ tailors and shoemakers.

Shoes in Early Civilizations

As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets.

Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization.

The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes!

Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were **adorned** with beadwork.

The Shoemaking Process

As the centuries passed, the primary material for shoes continued to be leather, and the process of making shoes did not change quickly. A wood and metal framework called a "last" was wrapped with pieces of leather that were then sewn together. As late as the mid-1800s, lasts were straight on both sides; this meant that there was no difference in shape between left and right shoes. It also meant that shoes were uncomfortable and that breaking them in was not easy. The lasts were made in different sizes, but for a long time only two widths were available—thin and stout.

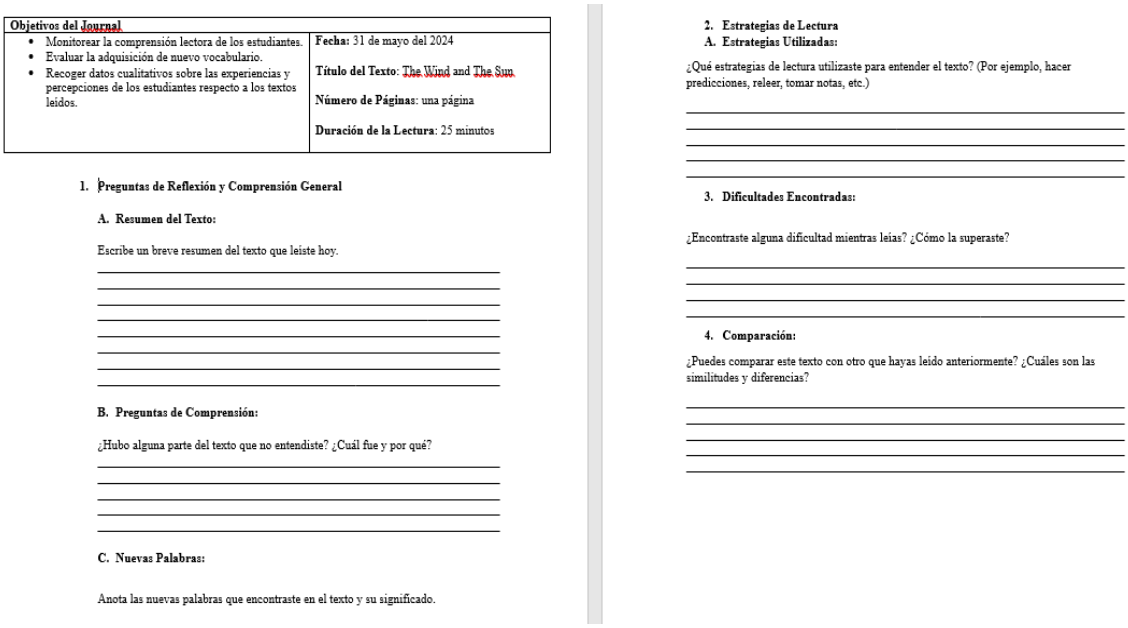
SP10R08XP01 7 Go on to the next pa

Appendix C. Questionnaire

Cuestionario - Date: 06/05/2024
Objetivo: recopilar datos sobre la percepción de los estudiantes hacia el aprendizaje del inglés y la lectura en el contexto escolar.

1. ¿Cómo describirías tu nivel de interés en aprender inglés?
   _____
   _____
   _____
   _____
2. ¿Crees que el aprendizaje del inglés te será útil en el futuro? Si, no ¿por qué?
   _____
   _____
   _____
   _____
3. ¿Qué actividades de aprendizaje del inglés disfrutas más en clase?
   _____
   _____
   _____
   _____
4. ¿Qué aspectos del aprendizaje del inglés encuentras más desafiantes?
   _____
   _____
   _____
   _____
5. ¿Cómo te sientes acerca de leer en inglés en comparación con leer en tu lengua materna
   _____
   _____
   _____
   _____
6. ¿Qué estrategias utilizas para mejorar tus habilidades de lectura en inglés?
   _____
   _____

Appendix D. Journal Entry



Objetivos del Journal	
• Monitorear la comprensión lectora de los estudiantes. • Evaluar la adquisición de nuevo vocabulario. • Recoger datos cualitativos sobre las experiencias y percepciones de los estudiantes respecto a los textos leídos.	**Fecha:** 31 de mayo del 2024 **Título del Texto**: The Wind and The Sun **Número de Páginas**: una página **Duración de la Lectura**: 25 minutos

1. **Preguntas de Reflexión y Comprensión General**

A. Resumen del Texto:

Escribe un breve resumen del texto que leíste hoy.

B. Preguntas de Comprensión:

¿Hubo alguna parte del texto que no entendiste? ¿Cuál fue y por qué?

C. Nuevas Palabras:

Anota las nuevas palabras que encontraste en el texto y su significado.

2. **Estrategias de Lectura**

A. Estrategias Utilizadas:

¿Qué estrategias de lectura utilizaste para entender el texto? (Por ejemplo, hacer predicciones, releer, tomar notas, etc.)

3. **Dificultades Encontradas:**

¿Encontraste alguna dificultad mientras leías? ¿Cómo la superaste?

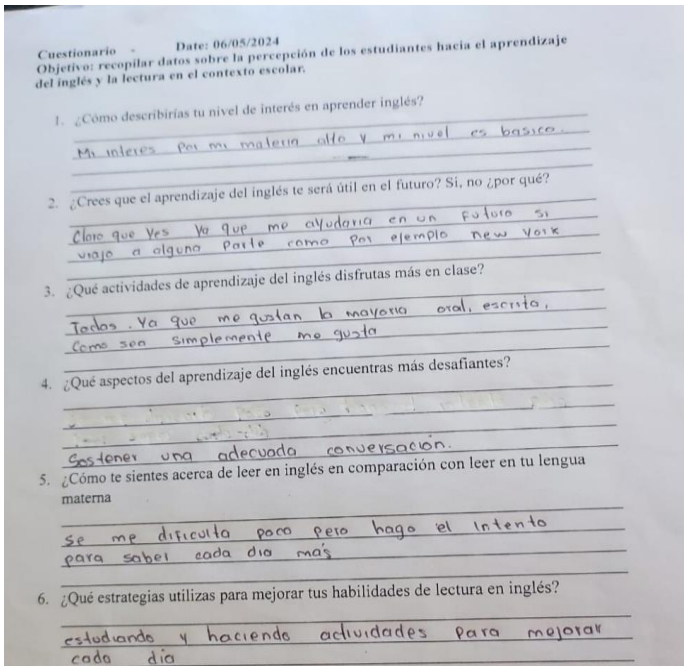
4. **Comparación:**

¿Puedes comparar este texto con otro que hayas leído anteriormente? ¿Cuáles son las similitudes y diferencias?

Appendix E. Focus Group Interview

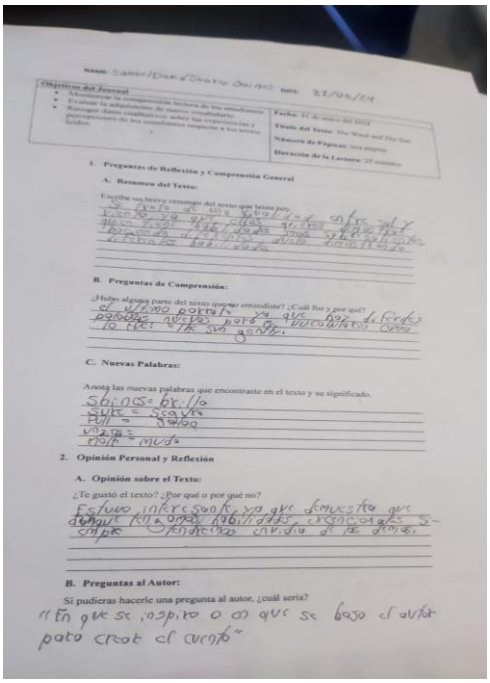
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Appendix F. Collected Information



Cuestionario - **Date: 06/05/2024**
Objetivo: recopilar datos sobre la percepción de los estudiantes hacia el aprendizaje del inglés y la lectura en el contexto escolar.

1. ¿Cómo describirías tu nivel de interés en aprender inglés?
   Mi interes por mi materia alto y mi nivel es basico.
2. ¿Crees que el aprendizaje del inglés te será útil en el futuro? Sí, no ¿por qué?
   Claro que Yes Ya que me ayudaria en un futuro si viajo a alguna parte como por ejemplo New York
3. ¿Qué actividades de aprendizaje del inglés disfrutas más en clase?
   Todas . Ya que me gustan la mayoria oral, escrita, como sea simplemente me gusta
4. ¿Qué aspectos del aprendizaje del inglés encuentras más desafiantes?
   Sostener una adecuada conversación.
5. ¿Cómo te sientes acerca de leer en inglés en comparación con leer en tu lengua materna
   se me dificulta para pero hago el intento para saber cada dia más
6. ¿Qué estrategias utilizas para mejorar tus habilidades de lectura en inglés?
   estudiando y haciendo actividades para mejorar cada dia



1. Preguntas de Reflexión y Comprensión General

A. Resumen del Texto:

B. Preguntas de Comprensión:

C. Nuevas Palabras:

Anota las nuevas palabras que encontraste en el texto y su significado.

2. Opinión Personal y Reflexión

A. Opinión sobre el Texto:

¿Te gustó el texto? ¿Por qué o por qué no?

B. Preguntas al Autor:

Si pudieras hacerle una pregunta al autor, ¿cuál sería?

[See this link for more]

Appendix G. CEFR Illustrated Descriptor Scales: Reading Comprehension Page 69

Overall reading comprehension

	Overall reading comprehension
C2	Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
Pre-A1	Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.

Appendix H. Scale of Colombian level

Tabla No. 2

Grupos de grados	Niveles MCE		
Décimo a Undécimo	B1	B 1.2	Pre intermedio 2
Octavo a Noveno		B 1.1	Pre intermedio 1
Sexto a Séptimo	A2	A 2.2	Básico 2
Cuarto a Quinto		A 2.1	Básico 1
Primero a Tercero	A1	A1	Principiante

Appendix I. Coding Process

Coding_Process

Appendix J. Weekly Narratives

Narrativa Pedagógica: Primera Semana de Observación

Fecha	18 de marzo
Hora	9:30 AM – 12:45 PM
Lugar	Instituto Técnico Arquidiocesano San Francisco de Asís
Objetivos	• Presentar a los practicantes con el recto, coordinador y profesores de inglés de la institución. • Conocer los diferentes espacios como lugares de acceso, aulas y espacios recreativos de la institución. • To know the different facilities and recreational places of the institution.

Lunes 18 de marzo

Me dirigí hacia el Instituto Técnico Arquidiocesano San Francisco de Asís en donde me reuniría con las profesoras a cargo de la práctica integral. Este primer día estuvo lleno de nerviosismo porque era la primera experiencia que iba a tener en esa institución. Minutos después de la llegada nos reunimos con la coordinadora y el rector quien muy amablemente nos dio la bienvenida a pesar de que acababa de tener un inconveniente con un practicante de ciencias sociales, así que nos explicó algunas de las reglas en las cuales se rige la institución educativa y otros aspectos para que lo que acababa de suceder no se repitiera.

Después de la reunión, nos dirigimos hacia la oficina de la coordinadora y allí nos explicó otra serie de temas y nos presentó a las docentes de inglés de la institución, como también, nos asignó la profesora con la que íbamos a trabajar por el resto de este semestre.

Por otra parte, en la hora del recreo nos encontramos con una de las docentes de inglés quien nos explicó algunas cosas acerca de la institución y después nos llevó a dar un tur por algunos de los espacios y en los cuales debíamos hacer vigilancia todos los días a la hora del recreo.

Mi primera experiencia en el colegio fue genial, me pareció un lugar muy organizado y muy adecuado para la realización de las clases. Además de que los docentes de inglés fueron muy amables al recibirnos y ponerse a nuestra disposición para cualquier tipo de ayuda que necesitáramos. En conversación con el profesor de inglés me enteré que al día siguiente no habría clase por un paro que docentes que había y al mismo tiempo nos pidió el favor de que le ayudáramos con los grados 10 y 11 durante la semana después de semana santa ya que estaría en un viaje.

Fecha	20 de marzo
Hora	6:50 AM – 12:45 PM
Lugar	Instituto Técnico Arquidiocesano San Francisco de Asís
Objetivos	• Presentar a los practicantes con los grados 10 y 11 de la institución • Observar la clase de los grados 10 y 11 • Observar la estrategia de la profesora de inglés en el grado 7C • Tomar parte en los deberes de los decentes durante el descanso

Miércoles 20 de marzo

Me encontraba nervioso por lo que era la primera jornada completa a la que debía asistir y porque debíamos empezar a ser parte del cuerpo docente de la institución. Durante unos minutos estuve hablando con mi observadora, la cual me explicó algunas cosas con respecto a los estudiantes y me asignó al grado octavo para dar mis clases. Además, me mostró su horario y estableció el día de entrega de planeadores semanales. Igualmente me comentó que cada profesor tiene asignado un saló y eso me impresionó.

Luego, me dirigí hacia el salón del profesor de los grados 10 y 11, allí me presentó a sus alumnos y les explicó que era el nuevo profesor y que iba a estar con ellos una semana. Luego dispuse a observar su metodología durante toda su clase que se basó en apartados de las pruebas icfes. Seguidamente, al finalizar la clase de 11 ingresó el curso 10 y el profesor me presentó y luego realizó un examen que tenía previsto.

Después, a la hora del recreo, me reuní nuevamente con mi observadora y me llevó hacia una cancha recreacional que tiene el colegio y me explicó que ahí le tocaba su vigilancia esa semana y que cada semana rotaban los profesores de los lugares de vigilancia.

Antes de terminar la jornada y la cual me había llamado mucho la atención, ingresé a la clase de mi observadora con el grado 7C. Ahí pude observar parte de su forma de enseñar y de cómo llevar a cabo ciertas actividades. En general mi primera jornada fue genial y al finalizar me despedí de los profesores de inglés y demás personal que estaba a la salida quienes me comentaron que al día siguiente no habría clase.

Fecha	22 de marzo
Hora	6:50 AM – 8:30 AM

Lugar	Instituto Técnico Arquidiocesano San Francisco de Asís
Objetivos	• Realizar el viacrucis para dar bienvenida a la semana santa • Presentar a los estudiantes elegidos en las elecciones de la institución • Presentar a una nueva docente y comunicar algunos aspectos de la institución en cuanto a repitentes

Viernes 22 de marzo

En esta ocasión me encontraba más calmado, en esta ocasión estaba emocionado por saber cómo realizaban el viacrucis en la institución. Llegué puntual a la sede, en esta ocasión la entrada la hicimos por otra puerta ya que los estudiantes fueron llamados a formar para llevar a acabo lo que se iba a realizar. Los estudiantes se formaron, el rector empezó a dar una charla, él hizo la oración del día e igualmente cantó el himno de la institución para finalmente explicar algunos temas que competían a los estudiantes repitentes y aquellos a los que le habían suspendido la matricula.

Después, el rector presentó a la nueva profesora y a los estudiantes elegidos para los diferentes cargos en la institución. Adicionalmente, dio el turno a la realización del viacrucis el cual estaba a cargo de la profesora de religión y los alumnos del grado 11. Al finalizar el viacrucis hicieron la despedida y desearon una feliz semana santa a todos.

Narrativa Pedagógica: First Teaching Week

From April 15th – April 19th

Monday:

On Monday, I embarked on my new journey as a teacher at ITASFA. I went to the "Institución Educativa Cuatro de Julio" there I had class with 4th grader students from 7 to 9

A.M. The journey began really good, the little student ran away to greet me and the teachers prepared the students for doing the formation in order to thanks God and give some extra information. Then, I developed all the class and return to ITASFA where I had class with 8C and 8B grades. I developed the activities proposed. However, it is a little disgusting to work with 8B grade students because I ask them something and they don't respond, besides, I greet them and they continue in silence, so it is frustrating.

Tuesday:

This day was like a normal day and I began it in a good mood as always because I love teaching. However, I had class with 8B during the first two hours and those students do not like to participate, so I look for some strategies to make them participate. Therefore, I decided to create a role play for the next class in order to make them participate y review the topic of the class. After that, I moved on to 8A. Here, students are all the time active, they like to participate and that generates me an emotion. During the recess I go to some free spaces in which I have to do surveillance and then, when I do not have class, I spend my time in teachers' room revising grades or doing something else.

Wednesday:

Wednesday is my boring day because I just have class 2 hours of classes and I have to wait for a long time until the last class. So, I do no find something interesting to do and that stresses me. Sometimes, I talk somethings with my supervisor or I ask her for advises or recommendations during the process of developing my classes.

Thursday:

Thursday dawned bright and early, presenting new opportunities for growth and connection. In addition to my teaching responsibilities, I go early to Cuatro de Julio to teach

English to 5th grade students. It is a good experience, there are some students who love English and they participate a lot. Then, I move to ITASFA and I assist with recess supervision in which every teacher has a designation in a specific space in the institution. As I do not have a specific place, I go to the soccer field where students play every day. Stepping outside into the fresh air, I relished the opportunity to interact with students and teachers. These moments of connection served as a reminder of the importance of building a supportive school community grounded in mutual respect and collaboration.

Friday:

As the week drew to a close, I found myself reflecting on the journey we had undertaken together. However, on Friday I had the responsibility about developing my first instrument of the research component, so I was preoccupated for that. In addition, I had to reinforce some subject before that implementation. This is a hard process of the practicum process because it requires a lot of time and sometimes teachers do not like practitioner spend the time in that type of activities. However, I decided to apply an idea that caught supervisor's attention and let me do it during an hour.

When the journey finished I return home and I thought about all the things I had to do during the weekend.

Narrativa Pedagógica: Teaching Week

From May 6th – May 10th

During the period from 6th to 10th May, I diligently utilized the previous planners specifically for the English course to reinforce the subjects of the verb "to be," the progressive tense, and the past simple tense in all its forms. This comprehensive review was aimed at

ensuring that students are well-equipped to tackle the upcoming quality test confidently and effectively. However, this process proved to be somewhat challenging, as it appeared that students had not previously engaged with these topics to the extent necessary. This lack of prior engagement made the review sessions more arduous and time-consuming than initially anticipated.

The situation caused me considerable stress, particularly because I was unable to implement the planned activities for the pedagogical research and outreach component. These activities were meticulously designed to enhance students' understanding and application of the English language. Unfortunately, the designated day for these activities coincided with a school holiday, resulting in no classes being held. This unforeseen disruption hindered our progress and added to the overall difficulty of the task.

Despite these setbacks, I remain committed to ensuring that our students receive the support they need to succeed. To mitigate the impact of these challenges, I have adjusted our schedule and incorporated additional review sessions. My goal is to cover the essential topics thoroughly and provide students with ample practice opportunities. I am confident that with continued effort and dedication, we can overcome these obstacles and achieve the desired outcomes for our students' performance in English. Additionally, I plan to explore alternative dates for the pedagogical research and outreach activities to ensure that these valuable components are not neglected.

See_All_the_Narratives_in_This_Link