Implementation of Short Cultural Texts to foster Reading Comprehension and Critical Reading in EFL Learning in 8th Grade at New Cambridge School.

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Chapter I: General presentation of the project

This work of six chapter illustrate the process of the practicum stage in the educational institution New cambridge school. This process includes: The general aspects of the project, the institutional observation process, the research and pedagogical component and the community bonding component, the component of intra-institutional activities and the reflective approach to integral practice for the correct development of the practice.

In the general aspects of the project, containing the general features and interests of carrying out the proposal at the New Cambridge School institution, these aspects make up the introduction and justification of the project.

In the institutional observation, the characteristics, organization and methodologies used in the institution are evident. The aim is to explain the physical generalities of the institution, the most important aspects about the operation of class schedules and the context of the place where the process of practice is carriyng out. This process was

developed with the help of observations from the institution and the classes. On the other hand, the analysis of the institutional documents, including administrative, pedagogical, technological, population and subject information aspects, chronogram and the classification of the teachers and the educational institution project.

The next chapter is the pedagogical and research component. This contains the information related to the pedagogical project to be implemented in the educational institution, its objectives, problem, methodological justification, activities, data, results, and conclusions related to the practice process.

On the other hand, the community extension component which proposes the participation of primary students, for a more active approach to the foreign language (English) by pre-service teachers of the program.

Finally, the reflective approach, which integrates the reflections made of the observations and the classes taught by the pre- service teacher, in order to know the experiences, feelings and progress of each encounter.

1.1 Introduction

This proposal is based on a set of needs identified during the observation process, more specifically during the English courses at New Cambridge School. The proposal aims to examine the crucial role that reading comprehension plays in students' secondary school learning and its implications for teaching. Additionally, the outreach component provided in divided support. On the one hand, in the introduction of French as a foreign language to

high school students with simple vocabulary and important rules of grammar. On the other hand, coverage was be provided in consultancies or as the institution calls it "club of friends", this with the aim of having balanced courses and with a better understanding of the process of adaptation of the foreign language.

Reading comprehension develops an important role in students' success at high school and beyond, as it helps them understand written material, make connections between texts, and think critically about what they read. It also encourages independent thought and allows for deeper exploration of topics that interest the student. Miedecke (1985) looks at the scientific research that has been done on reading comprehension and how it can be improved through practice, as well as factors such as text structure which influence an individual's understanding of written material. It also discusses strategies for improving one’s ability to understand difficult texts. According to Yang (2017), it can be inferred that the importance of reading comprehension is crucial for students who need to fill in blanks in close tests. The student is expected to find the appropriate word within the context of the text by focusing on the text and using their prior knowledge. Encouraging students to find the correct word can improve their reading comprehension skills and benefit them in the long run.

1.2 Justification

The interest in carrying out this project is based on the need to investigate and learn about the new methodologies taken into account in different institutions of the city. More specifically, know the quality parameters, values applied in the institution and the students of the institution have a spectrum of vocabulary. However, a large number of students are unaware of how to understand and subsequently apply the vocabulary in a real context. This exponentially hinders reading comprehension, and with this critical reading and productive skills. However, during the institutional observation and meetings with the coordinator and different professors of the institution, they agree on the lack of immersion and use of this repertoire within a real or simulated context. Within the application of this project, various pedagogical approaches (constructivism) (behavioral) and (actional perspective) was taken into account. The latter will fulfill the role of providing the student with different elements so that their learning process of a foreign language is more dynamic, with active participation and capturing the attention of the students at all times. On the other hand, within the excellence that identifies the institution, it was decided to introduce an immersion project in the French language and everything that concerns cultural appropriation of the Francophonie for all students of the institution from primary school onwards. The main objective of this project was to expand the spectrum of languages known to the student, with the aim of offering the exclusivity and comprehensiveness that the institution represents so much. For this reason , the practical project was divided between English and French. However, the planners was developed in the Spanish language and the report was be prepared and supported in the English language.

The Common European Frame Of Reference CEFR (2001) states that, for the complete development of a foreign language, it is necessary to address the same by

competencies .(Written productions, oral productions, written comprehension and oral comprehension)One of the descriptors of an English user profile (B1, B2) or intermediate. These levels allow the student to communicate, give opinions, generate summaries and interact in a simple way within a context, understanding and argue points in favor or against about current issues or socio-cultural phenomena. Considering that the middle school population of “New Cambridge School " must have a language level of at least B2 or intermediate to reach all the subject’s goals, it is essential to carry out a project that encourages one of the most important competences, such as reading comprehension. On the other hand, the cultural and current texts was applied in this process, due to their versatility in vocabulary, relevant current issues and that these allow to maintain the attention of students, since most of the topics contained in these texts could be important for the audience. With the implementation of short readings, it stimulates from one of the competences, the habit of reading, giving some indications to understand the text and take a critical and propositional attitude towards some extracts used. In this way, it is understood that to better understand a text, it is important to have knowledge about the social and cultural aspects that are around its composition. This strategy is so useful that it is defined as the background and in some cases, this context can completely alter the current perception of a written record.

1.3 Objectives

1.3.1 General objective:

- To develop the immersion practice through the 5 components: observation, pedagogical proposal, community extension, intra institutional and reflective component.

1.3.2 Specific objective:

- To carry out observations of the institution and classroom environments.
- To reinforce the reading and comprehension skills of 8 grade at New cambridge school.
- To participate in the intra institutional activities carried out by the New Cambridge school.

2. Chapter II: Institutional Observation and Diagnosis Report

In this second chapter, it will be included: the organization and preparation of administrative documents, the pedagogical level, the technological level and the information of the different entities that make up the New Cambridge School family. This with the objective of knowing and understanding the methodologies and operation of the institution.

2.1 Setup And Preparation of The Field Work

In order to understand the operation, the methodology and the social context of the land where the practices will be carried out, it is first necessary to know the location of the institution.

The New Cambridge School educational institution is located in the La Galán neighborhood, more specifically on Carrera 6. This institution has a double day, for primary and secondary school. The hours for Monday, Tuesday, Thursday and Friday are from 7:00 am to 12:00 pm and from 2:00 pm to 4:30 pm, except Friday. On the other hand, for Wednesday, students must enter at 6:40 am, since this day there will be no afternoon session.

In the observation stage, it was decided to use two instruments: the field diary and a short interview with the teacher of the institution in charge of the subject.

2.2Documental analysis

2.2.1 Topographical Location of The Institution

New cambridge school is located On the main road that leads to the university of Pamplona, near of the Humiliadero neighborhood in the southwest of the city, more specifically at the address: Cra 6 #236, it has been in the community of Pamplona since 2003 with the session primary school and since 2019 training high school graduates with

the highest standards in values and academic education. It is a private school and is located in a central area, which means that the population surrounds stratum 2 and 3.

The Educational Institution NEW CAMBRIDGE SCHOOL had its beginnings in 1993 with the name SESAME PLAZA BILINGUAL GYMNASIUM, which was located in the Cra7 No. 7-67 in the Santo Domingo neighborhood, under the idea of a society made up of two marriages, Ovidio Melo and Clara Rincón de Melo, Guillermo Acevedo and Gloria Inés Duarte de Acevedo.

This institution offered the preschool and basic primary levels; thus It worked for four years in these facilities and then moved to "Cra. 6 No. 4-39 in the center, where he provided his academic services for six years and is called CAMBRIDGE SCHOOL.

2.3 Administrative Level.

2.3.1 Institutional Educational Project (PEI).

The Institutional Educational Project of New Cambridge School**,** was created out of the deep love of education and the conviction that it allows us to form better human beings. He was born great in spirit and has evolved to become a modern, advanced institution that defines itself as a true community of learning. The school is committed to training students capable of facing the challenges of a multicultural and constantly changing world, in order for them to be active leaders in creating a sustainable future. The pillars of its Educational project have been maintained throughout these 20 years dedicated to comprehensive education.

The New Cambridge School provides an education based on principles and values where the balance between affectivity and demand is key to forming autonomous beings, confident, critical and owners of their educational processes. To achieve these objectives, the school teams up with parents, who as the first educators of their children They accompany the successful Teacher – Parent – Student formula. This formation of values is highlighted from the first approach, since this model is based on humanism and respect between the entities that represent the CAMBRIDGE SCHOOL family.

The Institutional Educational Project is built taking into account the different areas that make up the institution and that allow, from the committed task, the optimal student development. Part of the specific interests and needs of the institution and the community, seeking to consolidate the solution to its own problems, and to be able to generate proposals, plans and actions that strengthen educational processes. Establishes procedures through which greater rationality, operability and process efficiency; commitment to educational work; adequacy of the curricular dimension and effective use of all resources, where a wide range of technological and physical resources for the use of students can be seen.

2.3.2 Mission

To offer inclusive preschool, basic primary, secondary and secondary education with quality based on bilingual teaching and the practice of values, on the development of the fundamental dimensions and areas, contributing to the academic training and

staff.

2.3.3 Vision

The New Cambridge School Educational Institution will be the first Educational Institution where the student learns to think, feel and act, to be responsible, autonomous and free, developing as an integral, communicative, sociable leader, collaborator and committed to the environment.

2.3.4 Philosophy

The philosophy of the institution is based on the construction of values and promotion of rights in society, from political rights in the educational sector, to duties as citizens based on respect and academic achievement.

- To train people with relevant skills in the use of English as a second language.
- Formation of spiritual and moral values, taking into account the faiths they live students and their families.
- Formation of a research and innovative spirit.
- Training of committed people.
- Form a community characterized by love, respect and committed to institution.
- Achieve in the student training with a solid comprehensive foundation and with critical capacity.
- Contribute to the construction of an ethic aimed at peaceful coexistence and good development of the student as a person in the community.

- Allow the development of school activities taking into account the styles, rhythms of the student within a climate of order, respect and responsibility.
- Regulate coexistence relationships as an educational and pedagogical tool that guarantee the exercise and compliance of duties and rights.
- Acquire a commitment to the agreed standards by making them an integral part of your everyday behavior.
- Promote self-esteem in the student as a key to personal fulfillment.
- Guarantee inclusion processes in the institution in accordance with the provisions of the current regulations.
- Promote the construction of environmental culture through comprehensive training.

2.3.5 Anthem of the institution

Figure 1. *Anthem of the institution.*

HIMNO

NEW CAMBRIDGE SCHOOL

I

Science and virtue are instructed everyday
You will always find in our souls and mind
The wealth of the spirit
The light in our eyes
And the hope in our hearts.
Here we feel the respect and love.

CHORUS

This is our home our
New Cambridge school
This is the place in which
We can value that we do
We are really proud of our dear school

II

We learn to recognize
The greatness of god
So that knowledge will be our star
That will guide our lives.

NEW CAMBRIDGE SCHOOL

I

La ciencia y virtud son enseñadas
Todos los días.
Siempre encontraras en nuestras
Almas y mente
La riqueza de espíritu
La luz in nuestros ojos
Y la esperanza en nuestros corazones.

CORO

Este es nuestro hogar,
Nuestro New Cambridge school
Este es el lugar en el cual
Aprendemos a valorar lo que hacemos
Estamos muy orgullosos de nuestro querido colegio
Aquí sentimos respeto y amor.

II

Aprendemos a reconocer
La grandeza de dios
Así el conocimiento será la estrella
Que guiara nuestras vidas.

2.3.6 Principles

1. To be the protagonist of your own learning process, this is based on an Actional Perspective.
2. Promote Christian values, however the institution offers freedom of worship and religions.
3. Participate in decision making: individual and community.
4. Promote comprehensive training through critical thinking and meaningful learning.
5. Promote the spirit of leadership to contribute to the transformation of your environment.
6. Respect nature taking into account the rational and sensible use of resources.

2.3.7 Institutional Values

Accompany the training of students at the New Cambridge Educational InstitutionSchool in healthy coexistence through a vision of values as principles necessary to ensure a fair, responsible and supportive society. The project on values aims to generate paths of self-awareness and self-appropriation themselves, establishing personal behaviors that serve for reflection and growth. Educate in and for life.

1. Responsibility
2. Perseverance
3. Respect
4. Solidarity
5. Honesty
6. Tolerance.

2.3.8 General Objectives of The Institution

- To present the Educational Project in a clear, coherent and meaningful way Institutional.
- To generate proposals that allow the comprehensive training of the student, the development.
- social of the community and the continuous improvement of the quality of education.
- To involve the educational community in the planning, management and evaluation of the development of institutional processes, through responsible, active participation and democratic.
- To strengthen the development and projection of the Institution at the local and regional level ,generator of quality processes in education.
- To ensure the excellence of the students through a comprehensive process that allows you to assume your life project with autonomy and responsibility.

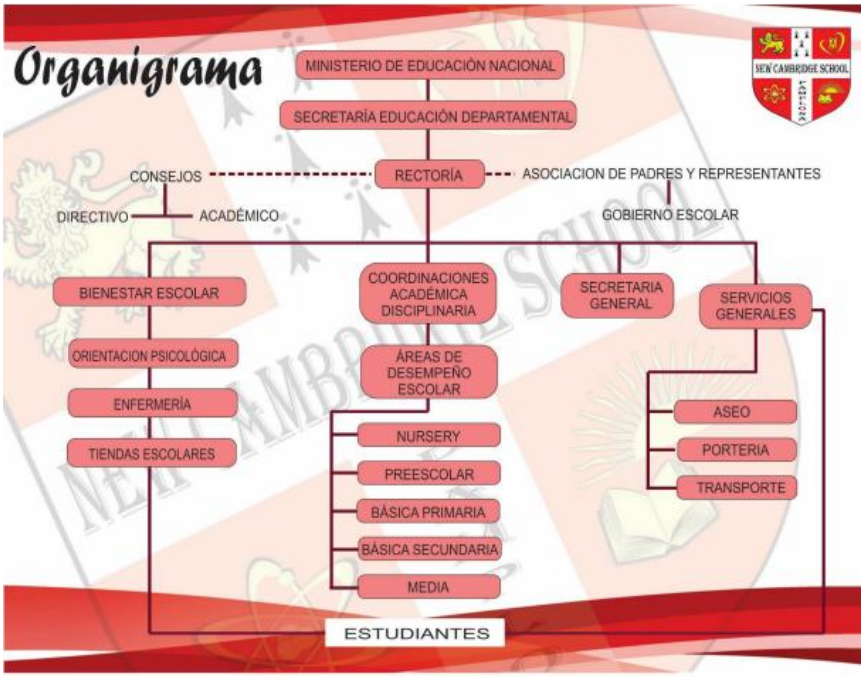
2.3.9 Specific objectives

- To contribute to the formation of a new, more productive, supportive citizen, participatory, tolerant and proud to be Colombian.
- To promote an education in values based on the free development of personality and having a vision of the transcendent, futuristic and capable man to respond to the demands and changes of the environment.
- To assume an attitude of commitment, respect and appreciation of the school and family environment and community for the effective use of natural resources.
- To develop the levels of argumentative, interpretive and propositional competence in students through pedagogical processes.
- To strengthen the institutional community.
- To offer an effective means for the application that governs the institution's PEI.

- To define the incentives and sanctions to apply in different situations

2.4.Organizational chart

Figure 2 *Organizational chart of the institution*

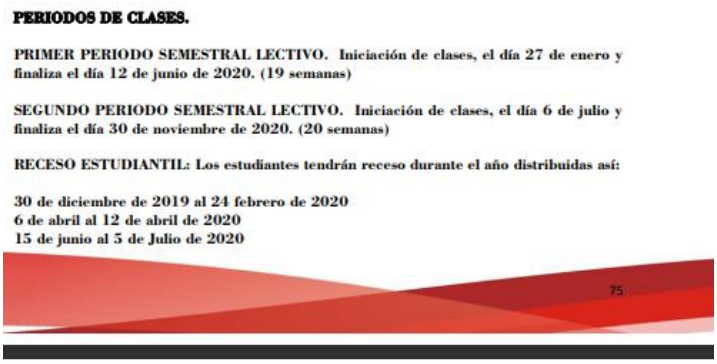


2.4.1 Academic Journey

At New Cambridge School, students enter in the morning at 7:00 am, except on Wednesdays, since entry is at 6:45 am. Primary students leave at 12:00 and secondary students at 12:15. Re-entry for the day is at 2:00 pm and students leave at 4:45. Wednesdays have a single day, since the afternoon space is provided to students to carry out transversal activities. Finally, the institution has a day of tutorials, this is done in a maximum session of 1 hour after each class day.

2.4.2 Institutional Schedule and Programming

Figure 3 *Institutional Schedule*



PERIODOS DE CLASES.

PRIMER PERIODO SEMESTRAL LECTIVO. Iniciación de clases, el día 27 de enero y finaliza el día 12 de junio de 2020. (19 semanas)

SEGUNDO PERIODO SEMESTRAL LECTIVO. Iniciación de clases, el día 6 de julio y finaliza el día 30 de noviembre de 2020. (20 semanas)

RECESO ESTUDIANTIL: Los estudiantes tendrán receso durante el año distribuidas así:

30 de diciembre de 2019 al 24 febrero de 2020
6 de abril al 12 de abril de 2020
15 de junio al 5 de Julio de 2020

75

5 al 11 de octubre de 2020
30 de noviembre al 2020 al 3 de enero de 2020

DESARROLLO INSTITUCIONAL
Del 20 al 25 de enero de 2020.
Del 6 al 12 de abril de 2020.
Del 5 al 11 de octubre de 2020.
Del 1 al 4 de diciembre de 2020

VACACIONES PARA DIRECTIVOS DOCENTES Y DOCENTES

PRMER SEMESTRE: Del 02 al 17 de enero de 2020
Del 16 de junio al 05 de julio de 2020

SEGUNDO SEMESTRE: Del 7 de diciembre al 31 de diciembre de 2020

2.5 Pedagogical Level.

2.5.1 English Language Planning

This is an institution with an emphasis on English, in this area, mainstreaming it with all planned actions in the school schedule and carrying out some significant activities during the year, for this reason the English project has also been involved.

The Educational Institution new Cambridge School develops the following projects, these are described with their schedules in the annexed document transversal projects, they can also be found on the swarm platform.

- Environmental Education.
- Education for Sexuality and Construction of Citizenship.
- Education for the Exercise of Human Rights
- Healthy Lifestyles.
- Community Outreach

New Cambridge School is committed to satisfying the needs, expectations and requirements of its beneficiaries, guaranteeing them excellence academic with an emphasis in English, based on the formation of ethical principles and values to achieve academic, sporting and artistic competitiveness, through its staff suitable teacher, with solid professional and personal training that guarantees proper management of processes and resources.

2.5.2 French Language Planning

Within the new parameters of education and high standards of the institution, this has been a precursor to the implementation of French for high school students. This project aims to introduce culture and simple vocabulary that can be used later in different contexts.

The educational institution New Cambridge School uses different introductory methodologies for French, where students will be able to learn about and fall in love with the different scenarios and characteristics that make up a foreign language:

- Talk for the celebration of World Francophonie Day.
- Theoretical workshops training grammar
- Reading and oral production evaluating pronunciation

The New Cambridge School educational institution is committed to disciplinary and academic attitudes with a high level of demand; however, it is characterized by listening to

transversal needs and tastes that can help play a more complete role in society. Finally, it is important to state that the project of the introduction of French was a request from the students.

2.5.3 Knowledge of Available Pedagogical Resources.

Within the methodology in the English area of the institution, it helps in the donation of materials such as: guides, workshops or evaluations. Likewise, in case of emergency, the student may choose to request photocopies from the coordination, this with the aim that the students do not leave the facilities at any time. All these tools facilitate the development of classes, since they ensure the availability of work material for the entire school population.

In the English area, the learning texts “Play Time” and “Mouse and Me Plus” from the Oxford publishing house are used. This book has all the learning objectives contemplated in the area plan. These texts offer a wide variety of physical exercises and a large number of examples and workshops on the platform. Each student has a code to access said platform and enjoy the metaverse offered by the publisher.

2.5.4 Syllabus

In this section, you can see the syllabus of the sixth and sixth grade.

Sixth Grade

PRIMER PERIODO

UNIT 1: It's your big day!
Vocabulary:

- Countries and nationalities

Grammar:

- Subject pronouns
- Possessive adjectives
- Be: Simple present: affirmative

Listening and speaking:

- Introductions

Reading and writing:

- A paragraph about you and your preferences.

Culture:

- Famous people from around the world

UNIT 2: Are you ready?
Vocabulary:

- Family

Grammar:

- Be: simple present: negative; interrogative and short answers.
- Questions words + be
- Demonstratives: This , that, these, those

Listening and speaking:

- Personal information and introductions

Reading and writing:

- Introductions about teammates

Culture:

- The UK's biggest family

SEGUNDO PERIODO
UNIT 3: Are there any movie channels on your tv?
Vocabulary:

- House and furniture

Grammar:

- Prepositions of place
- Plural nouns: regular plurals; spelling variations; irregular plurals
- There is / isn't, there are / aren't
- Is there ...? / Are there ...? Interrogative and short answers
- Some / any
- They're / their / there

Listening and speaking:

- Conversation about my house

Reading and writing:

- Description of your bedroom

Culture:

- American and Japanese home

UNIT 4: Do you have my sunglasses:
Vocabulary:

- My things

Grammar:

- Have: Simple present: affirmative; negative; interrogative and short answers
- The possessive's

Listening and speaking:

- Talking about myself and my favorite things

Reading and writing:

- Teen life summer activities

SEGUNDO PERIODO

UNIT 3: THE FUTURE IS NOW

Grammar:

- Modal verbs for advice and suggestions.

Vocabulary:

- Phrasal verbs

UNIT 4: TAKING PART

Grammar:

- Present perfect
- Past simple and present perfect

Vocabulary:

- Sport

UNIT 5: IN THE SPOTLIGHT

Grammar:

- Zero, first and second conditionals.
- Unless, in case, if I were you

Vocabulary:

- Entertainment

TERCER PERIODO

UNIT 6: DOWN TO THE EARTH

Grammar:

- The passive: present simple and past simple.
- Have/ get something done

Vocabulary:

- The natural world order adjectives

UNIT 7: TRAVERLLER'S TALES

Grammar:

- Defining relative clauses
- Modals of obligation, prohibition and necessity.

Culture:

- Toys from the past

TERCER PERIODO:
UNIT 5: I get up at six o'clock

Vocabulary:

- Daily routines

Grammar:

- Simple present: affirmative; spelling variations
- Prepositions of time: at, in, on
- Adverbs of frequency

Listening and speaking:

- Talking about daily routine and free
- time activities

Reading and writing:

- Blog about your school day

Culture:

- School days around the world

UNIT 6: You don't know him
Vocabulary:

- Food and drink

Grammar:

- Simple present: negative; interrogative and short answers
- Questions words + simple present
- How often …?
- Object pronouns

Eighth Grade

CONTENIDOS POR PERIODOS

PRIMER PERIODO.

STARTER HAPPY DAYS

Grammar:

- Articles
- Past simple
- Comparatives and superlatives structures.

Vocabulary:

- Science
- Entertainment
- The natural world
- Travel
- Free time

UNIT 1: IDENTITY

Grammar:

- Present simple vs present continuous
- Adverbs of frequency time phrases.

Vocabulary:

- Personality adjectives
- Adjective + preposition collocations

UNIT 2: GET THE MESSAGE

Grammar:

- Past simple vs past continuous
- -ing form

Vocabulary:

- Language and communication
- Verb +preposition collocations

UNIT 3: THE FUTURE IS NOW

Grammar:

- The future: will, going to, present continuous, present simple.

Vocabulary:

- Travel
- Verb and noun forms

UNIT 8: TIME OUT

Grammar:

- Report speech
- Indirect questions.

Vocabulary:

- Hobbies and interests.

CUARTO PERIODO

UNIT 8: TIME OUT

Grammar:

- Indirect questions.

UNIT 9: LIFE EXPERIENCES

Grammar:

- Past perfect
- Used to

Vocabulary:

- Feelings
- -ed and -ing adjectives

UNIT 10: SUMMER TIME!

Vocabulary:

- Holiday jobs.

REVISIÓN DE MATERIALES EDUCATIVOS

- Links:
  - https://elt.oup.com/teachers.
  - www.britishcounsil.org
  - www.chiltopia.com

2.5.5 Schedule

..***Figure 4*** *General Schedule of the Institution*

GRADOS	PREESCOLAR		E.BASICA: 1° - 5°		E. BASICA Y MEDIA	
DIAS	MAÑANA	TARDE	MAÑANA	TARDE	MAÑANA	TARDE
LUNES	7:50 a	1:50 a	6:50 a	1:50 a	6:50 a	1:50 a
	11:30	4:30	11:45	4:30	12:00	5:00
MARTES	7:50 a	1:50 a	6:50 a	1:50 a	6:50 a	1:50 a
	11:30	4:30	11:45	4:30	12:00	5:00
MIERCOLES	7:50 a	1:50 a	6:50 a	1:50 a	6:50 a	1:50 a
	11:30	4:00	11:45	4:00	12:00	5:00
JUEVES	7:50 a	1:50 a	6:50 a	1:50 a	6:50 a	1:50 a
	11:30	4:30	11:45	4:30	12:00	5:00
VIERNES	7:50 a		6:50 a		6:50 a	
	11:30		11:45		12:00	

2.5.6 Institutional resources.

The main entrance is located in the first block A, the secretary, reception room, primary coordination, teachers' room, recreation area, Nursery, pre-kindergarten, computer room, psychology, nursing, sanitary units and cleaning area.

In block B, there are the garden, transition, first, and fourth rooms; sanitary unit, two playgrounds and a cafeteria. In block C, there are the second, third, fourth, fifth, sixth and fourth grade classrooms. seventh, eighth and ninth, three sanitary units, a recreation yard.

In block D, there is the auditorium, tenth and eleventh classes, chess, teachers' room, high school coordination, two recreation yards, high school cafeteria and two sanitary units.It should be noted that each and every one of the rooms has seating in very good condition, state-of-the-art televisions; Since the student is instilled with care for their own comfort, all spaces are pleasant and remain clean and maintenance is performed

periodically or as required. Finally, in the institution, you can find rooms for each purpose, whether it is a music room, a chess room, or a sports room.

The Institution has sufficient spaces and adequate facilities that allow the development of teaching-learning, sports, recreational, activities and processes cultural, religious and recreational activities by the Educational Community.

The maintenance of the physical plant is carried out as required and some periodically scheduled preventive measures for which the institution reserves resources and comply with the schedule.

- Administrative area.
- Courtyards (5).
- Games Section.
- Auditorium.
- Computer room.
- Psychology
- School store. (2)
- Nursing.
- Coordinations. (2)
- Sanitary batteries.
- Classrooms 19

2.5.7 Learning support modalities

The learning support modalities implemented by the English teacher are as follows:

Note books – books

Videos

Prayers

Games

Flashcards

Spelling bee

Competitions

The making of posters or murals with reflection messages.

OXFORD BOOKS (MOUSE AND ME PLUS, LET'S PLAY)

Video Beam

TV

The explanation of the board

DICTIONARY

2.5.8 Guide and material designs

With regards to guide and material designs, the teacher is free to create his own material according to the topic of each class. However, the approaches are: Humanism, Holistic.

2.5.9 Schedule

Figure 5 *Schedule*

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:20-8:10	FRANCÉS902	FRANCES 6		INGLÉS 6	INGLÉS 801
8:10-9:00	FRANCÉS 11			INGLES 6	INGLÉS 801
9:30-10:20					
10:20-11:10		INGLES 801			
11:10-12:00				FRANCÉS 901	
2:00-2:50					

2:50-3:40	**INGLES 801**				
3:40-4:30	**INGLES 801**	**FRANCES 6**			

2.6 Technological Level of the Institution

2.6.1 Degree of Connectivity

Connected classrooms are one of the most important parts of the New Cambridge School institution's education project. For this reason, each of the study rooms or settings has television, video beam, speakers and internet connection. Additionally, the institution has classrooms dedicated to subjects such as: Chess, Music and robotics.

2.6.2 Access of use of platforms

The educational institution makes use of the different platforms of the OXFORD publishing house, there are different complementary exercises that help to practice the language and have a digital support to apply the activities within the teaching role. Additionally, within the typing of grades, the New Cambridge school chooses to contain them within the Excel document, where aspects such as academic positions, average, students at academic risk and list of students are governed.

2.6.3 English teacher staff

The educational institution has an English teacher for secondary school. My supervisor is Sandra Milena JaimesThe following table explains some personal information.

Table 1 *English Teacher Staff*

English Teachers	Orientation grade	Telephone number	Email
Sandra Milena Jaimes	6 and 8th	3209902155	sandramilejap15@gmail.com

2.6.4 Students

The following table illustrates the 8th and sixth -grade students population who will benefit from this process.

Table 2. *students*

Number of students	*Age*	*Gender*	*Language level*
8th: 17	12- 15 years old.	Male and Female students.	B1
6th: 28	10 - 11 years old. 11-13 years old.	Male and Female students.	A2

2.6.5 Administrative team

The institution has an excellent administrative staff, the rector and the coordinator are the control agents. The following table reveals the rector and coordinator's personal information.

Table 3 *. Administrative team*

ADMINISTRATIVE TEAM	
Principal	Gloria Duarte.
Academic Coordinator	Liliana Zambrano

CHAPTER II Pedagogical and research component

Implementation of short cultural texts to foster reading comprehension and critical reading in EFL learning on graders at New Cambridge School. An Action Research.

3.1 .Introduction

Miedecke (2009) discusses how readers make sense of text when they come from different cultures or backgrounds than the author of a given text. It looks at ways that cultural and social factors can influence an individual's understanding of written material,

as well as strategies for helping students become better able to comprehend difficult texts. Reading comprehension develops an important role in students' success at High School and beyond, as it helps them understand written material, make connections between texts, and think critically about what they read. It also encourages independent thought and allows for deeper exploration of topics that interest the student. Short texts are often used as teaching tools for English language learners (EFL). This is because they can help foster reading comprehension and build vocabulary. Short stories, articles or passages usually contain fewer words than a full-length novel so it’s easier to read quickly without missing any important details. Additionally, short texts often have simple sentence structures which makes them easy for students to understand and analyze. By providing EFL learners with reading materials that are easily digestible they can practice their comprehension skills while also building up the confidence needed to tackle longer works in the future.

According to Yang (2017) , it can be inferred that the importance of reading comprehension is crucial for students who need to fill in blanks in close tests. The student is expected to find the appropriate word within the context of the text by focusing on the text and using their prior knowledge. Encouraging students to find the correct word can improve their reading comprehension skills and benefit them in the long run. Overall, reading comprehension is an essential skill that students need to develop to achieve success in both academic and professional settings.

This research proposal seeks to encourage and promote the reading of short stories as a means to work on the components of comprehension skills, typical of the language.

The aim is for students at the end of the project to have an opinion on their own effectiveness or experience, considering the improvement of their grades.

3.2Statement of the problem.

During the period of intervention and observation of the English classes in the institution New Cambridge School, it was possible to identify some shortcomings of communication and understanding of some instructions given during the class. In this case, the problem could be attributed to a low implementation of short cultural texts, focusing on comprehension of cultural and critical reading. This can be harmful as reading comprehension is essential for effective EFL learning as it helps students understand and interpret written texts, develop critical thinking skills, improve vocabulary, increase knowledge of grammar and usage rules, and enhance overall communication abilities**.**

These English classes had a highly grammatical content, giving more importance to the discrimination of verbs and conjugation than to cultural readings or short texts for critical comprehension. Due to the grammatical nature of the classes, the training in skills described in (CEFR, 2001) is not observed, as they are: “Language learner/user’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation” (p. 15), beyond some lexical list and exercises to complete phrases as almost necessary and everyday activity within the classes.

3.3 Justification

The cultural and current texts was applied in this process, due to their versatility in vocabulary, relevant current issues and that these allow to maintain the attention of students, since most of the topics contained in these texts could be important for the audience. With the implementation of short readings, it stimulates from one of the competences, the habit of reading, giving some indications to understand the text and take a critical and propositional attitude towards some extracts used. In this way, it is understood that to better understand a text, it is important to have knowledge about the social and cultural aspects that are around its composition. Keeping this in mind, readings of varied and current interests was used, since, on the one hand; you can keep all participants focused and feeding your lexicon at the same time. On the other hand, the knowledge that is acquired during this project can be stored in the long-term memory, since the students are learning what catches their attention.

With this practice proposal, it is expected that, as a first aspect, teachers recognize the importance of the communicative component, beyond the grammatical component, in the learning of a foreign language. As a second result, students are expected to make daily use of short texts, with the aim of improving reading comprehension and critical attitude. Finally, this project was bring benefits to the students of the educational institution, who was experience the teaching of the communicative component of the English language in a less traditional way and pointing to the new contexts of action approaches.

3.4 General objective:

- To Implement short cultural texts for fostering reading comprehension and critical reading in EFL learning on 8th graders at New Cambridge School.

3.4.1 Specific objective:

- To Apply workshops on reading comprehension and basic concepts.
- To read short cultural texts to improve reading comprehension and Critical thinking.

3.4.2 Grand-tour question:

- To what extent the implementation of short cultural texts can foster reading comprehension and critical reading in EFL learning in 8th graders at New Cambridge School?

3.4.3 Sub Questions:

- To what extent, the context and vocabulary used in short cultural texts facilitate the reading comprehension and critical reading processes of 8th grade students?
- How can the cultural aspect of foreign countries catch the attention of students in the process of EFL learning?

3.5 Theoretical framework:

During this session, key concepts for the solution to the various research questions posed will be addressed, these concepts are Reading Comprehension and the use of short texts to encourage critical reading.

3.5.1 Reading comprehension:

The use of cultural texts within a class incorporates various features of culture, as well as literature, movies, political contexts, art, etc. The teaching role is to promote the interest that the students themselves improve their reading comprehension and creative thinking skills, in this way not only is the content of the language taught, it also worked directly with the learning of transversal skills such as: culture, customs, music, art and various features that involve teaching a foreign language.

According to (Dhamija, 2020) the composition of the process of critical reading and the development of critical thinking involves various skills such as: "Critical skills, reflexivity, refashioning of traditions, and transformatory critique (the highest level) and the critical thinking processes work especially with: knowledge of the political context, meaning of the word and individual perception of the text to work on" (p.64)

Moreover, according to Floris & Divina (2015) the role of reading English as a foreign language student (EFL) is that it facilitates learning English skills and knowledge. Furthermore, it states that without being exposed much to reading materials in class, EFL students are not likely to make much progress. When these students read less text in English, they are not well accustomed to English texts, then get difficulty in understanding the English text once they have it. (p. 7) In this way, he explains that the daily use of short texts is necessary in order to progressively induce the student to a method and routine of reading,

Hammond (2021) in its results, defines that "reading comprehension is a process that takes place from an early age, however, it must be trained throughout the individual's

life, until it becomes an almost automatic process when it comes to actually reading a fragment, this is complemented by the semantic skills that are acquired" (p.226). Reading relies heavily on aspects of an individual's executive functioning, such as working and long-term memory performance, generic reading skills, such as decoding and semantic skills that are applicable across texts, and the availability of background knowledge specific to the text being read . This author emphasizes that knowing the cultural background, the context or the reason for its realization, can facilitate the process of understanding, since it can better understand the author's intentionality.

3.5.2 Use of Short Cultural Texts To foster Critical Reading.

Critical reading is the process of reading texts with the purpose to understand them fully, the evaluations of this process involve asking questions about the author's intention, the text's structure and purpose, and the meanings of individual words and phrases. Critical reading is important because it allows you to read and analyze a text critically, breaking it down into its component parts and assessing its strengths and weaknesses. It also helps you understand the author's purpose.

According to (Kramsch, 2018) Short cultural texts can play a fundamental role in the development of critical thinking more specifically in schoo lchildren. These texts provide a window into diverse English-speaking cultures, allowing students to question and explore different cultural perspectives different from their own. (p.257)

In other words, by incorporating authentic cultural texts into the EFL classroom, students not only improve their understanding of the language, but also develop critical thinking skills by analyzing and reflecting on the cultural practices, values and beliefs

present in the texts. Additionally, cultural texts can help students develop cultural empathy and intercultural awareness by recognizing and appreciating cultural diversity in the English-speaking world.

Critical thinking is crucial to the learning process, cognitive development, and effective information seeking. People can use critical thinking skills to understand, interpret, and assess what they hear or read in order to formulate appropriate reactions or responses.This study aims to investigate the predictive power of critical thinking skills on critical reading and foreign language.

3.6 Literature review

Reading critically involves actively evaluating what one reads, questioning assumptions, considering multiple perspectives on an issue, and thinking analytically about how different pieces of information fit together. It is a valuable skill that can be used to better understand complex topics or texts by breaking them down into their component parts for deeper analysis. By engaging in critical reading, individuals are able to gain more from the material they read as well as become better communicators and thinkers due to improved comprehension of what has been written.

3.6.1 Reading in the teaching and learning process.

According to Floris & Divina (2015) emphasize the importance of regular and consistent engagement with English texts to cultivate familiarity and proficiency. The

authors advocate for incorporating daily reading activities featuring short texts to establish a methodical and routine approach to reading among EFL students.

By stressing the necessity of consistent practice with English reading materials, Floris and Divina underscore the significance of integrating reading activities into the EFL curriculum. Their insights suggest that a structured approach to reading can contribute to the gradual improvement of students' language skills and comprehension abilities.

3.6.2 Critical reading strategies for EFL communicative processes

Critical reading presents an integral part of the notion of the classroom, as a critical process. It contributes to a learner's 'critical language awareness' to be able to analyse texts through the lens of discourse and requires careful pre-planning as well as a wide range of efficient methodologies integrated. It is important to note that all spoken or written texts are products of social interaction and the context, thus from the discursive perspective it is crucial to teach language learners to interpret texts as social acts. Students should be able to explore and interpret the real-world settings and socially relevant issues behind the short texts they encounter in their everyday lives (via the Internet, print media, radio or TV programmes, podcasts, mail, social networking sites, etc). Therefore, teaching critical reading strategies is a complex task; it remains the matter of thorough international research of leading psychologists, pedagogues, methodologists, analysts, etc .

Chesterman (2014) applied cognitive psychology theories to the development of critical thinking and learning skills: determining cause, comprehending simple texts,

solving problems in a context, making good decisions) , its assessment and teaching in the classroom. He believes that critical thinking skills can be acquired independently, outside of a specific scientific discipline. They are universal, that is, they can be applied in various fields of knowledge.

Critical reading course is based on Critical thinking approach and implies both new socio-cultural information processing and its application to a new situation. The course materials, speaking and writing follow-up tasks as well as critical expansion activities (pair or individual) add up to a general collaborative interaction between teacher and students, or student and student. Nowadays students need to apply critical reading skills they have acquired to new situations with materials they have never seen before. In this respect critical expansion activities increase critical thinking approach and facilitate more practice for language learners. Activities such as having students keep a journal of their readings, summarizing key points in class discussions and asking questions about what they have just read can all help improve reading comprehension. Additionally, providing context for difficult words or phrases by using visuals or other resources can also be helpful.

3.6.7 Cultural texts

Cultural texts, are those objects, actions, and behaviors that reveal cultural meanings. A photo is an image, but is also a cultural text, a picture with cultural information beyond just the picture itself. Cultural texts refer to sign systems, storytelling tools and symbols that contribute and shape a society's culture. A text is not simply representative of one culture, it does not belong to one culture, even if it purposefully excludes others semiotically. A cultural text is as having cultural layers of understanding. Where groups

different in age, race, nationality, sexual orientation, may read and understand a collection of signs in different ways.

According (Lavrenteva, 2023) cultural texts encompass a broad range of artifacts, including literature, art, music, films, advertisements, and digital media, that reflect and transmit the values, beliefs, and practices of a particular culture or society. These texts serve as symbolic representations of cultural identity and provide insight into the historical, social, and political contexts in which they are produced and consumed. A text is not simply representative of one culture, it does not belong to one culture, even if it purposefully excludes others semiotically. Cultural texts are multi-dimensional, they are dynamic.

A cultural text is perhaps better understood as having cultural layers of understanding. Where groups different in age, race, nationality, sexual orientation may read and understand a collection of signs in different ways. Depending on the producer or the audience, the text itself has a kind of flexibility in meaning to different people when it starts to operate culturally.

3.7 Methodology

According to the face-to-face modality managed at New Cambridge School a type of direct intervention is adopted, with workshops, readings and various activities that promote cultural features and events, critical reading and understanding of the texts proposed in each session. Additionally, pre-test and a post-test was applied, with cultural themes to evaluate the result before and after the process of applying the workshops and

short readings. Pre-test and post-test assessments are commonly used in educational settings, particularly in evaluating reading skills:

According to Popham (2009) a pre-test is "a test administered prior to instruction to determine a learner's initial skill level or knowledge in a particular subject or area." is an assessment conducted before instruction or intervention begins to gauge a learner's existing knowledge, skills, or abilities in a particular subject or domain. It serves as a baseline measure against which progress or learning gains can be evaluated.

On the other hand, Nitko and Brookhart (2012) concludes that a post-test is "an assessment administered after instruction to determine the extent to which learning objectives have been met." (p.359)

These classes were developed using the services and resources available in the classroom of the institution, so that both the skills and competences of the students are immersed as well as the technological skills of the pre- service teacher.

3.7.1 Research Methodology

This reasearch was carried out taking into account the mixed model, according to George (2021) “Mixed methods research combines elements of quantitative research and qualitative research in order to answer your research question” (p.5) Having a mixed data analysis: qualitative and quantitative, the data can be compared in a better way, with the objective of evaluating the effectiveness of the project application.

Qualitative research is a methodological approach that focuses on understanding complex phenomena from a holistic perspective, exploring the experiences, perceptions,

and meanings individuals attribute to their lives. This type of research utilizes methods such as in-depth interviews, focus groups, and participant observations, allowing for the collection of rich and detailed data that provide a deep insight into the studied context. In this instance, qualitative research was employed to capture the subtleties and nuances of the subject matter, seeking to interpret the data through an inductive analysis that was revealed emerging patterns and themes.

3.7.2 Research Approach

This research followed a qualitative model to understand the subject of the study through observations, semi-structured, interviews and the journal of reflections.Creswell (1994) defines a qualitative research, such as that which allows the development and collection of data in a natural environment, these experiments have a great impact on the researcher's process, because they are based on real learning and observations. In this regard, Creswell (2009) notes that the qualitative approach is "to learn and approach the problem or situation from the perspective of participants is essential in the research to obtain appropriate information" (Creswell, 2009, p. 197). Qualitative models are used to understand and explain complex phenomena, such as customer behavior or market trends. They can be used for predictive analysis by identifying patterns from existing data that may indicate future outcomes. Qualitative models also provide insights into the underlying causes of certain behaviors which in turn help researchers identify potential solutions.

3.7.3 Research Design

At the same time, Creswell (2009)states that this type of research has an “action research ” (P .28) ,this is characterized by observing a real problem and trying to solve it, following the established structure and methodology using a variety of means such as ethnography or case study. This research followed a case study design, more specifically action research, case studies are often used as part of a larger research project to gain more detailed and specific insights into an individual's or group’s experience, behavior, attitudes, beliefs, etc. It can be done for the purpose of understanding how people make decisions in certain situations; exploring patterns of behavior over time; examining relationships between variables; testing theories about a particular phenomenon; and gathering qualitative data to inform future decision-making or policy development.

3.7.4 Population

The population was 8th grade students, specifically from Classroom 8 1. These are within the range of 10 and 14 years old, thus being at the B1 language level, from the New Cambridge School in Pamplona.

3.7.5 Limitations

Within the execution of the project, various limitations arose when planning the classes. Among the most significant limitations was the availability of time for the application of all instruments, since, on several occasions, activities of an extracurricular nature were presented, this prevented the application of the readings. However, until the

last day of classes, it was used to collect as much information as possible and synthesize it with the tutor of the educational institution.

Another limitation to consider, was the low participation of students regarding the interviews. It was expected to have an active participation of 5 students. Finally, it was decided to conduct interviews with that number of participants; however, a semi-structured interview was carried out, with the objective of collecting the greatest variety of data.

3.7.6 Ethical considerations

According to Creswell (2012), there are various processes and ethical considerations when carrying out a project with a public participating in an institution. According to the instruments proposed, the approval of parents or responsible adults was necessary, through informed consent. **(SEE ANNEX 1)**

At the time of conducting the interviews, other elements were kept in mind, such as the protection of the data collected, through the confidentiality agreement and the anonymity agreement, using the pseudonyms of participating students One, Two and Three respectively.

3.8 Data Collection Instruments

In this part, the instruments used at the time of data collection are found, with the aim of answering the research questions. The instruments used were class observation, the semi-structured interview and the analysis of the pre-test and post-test.

3.8.1 Classroom observation

Once all relevant information was obtained, such evidence was recorded in the quarterly report documents, thus presenting the progress of data collection.

Judith (1986)states that a systematic classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specifies both the events or behaviors that are to be observed and how they are to be recorded. Although there are several types of observational procedures or techniques that have been used to examine effective teaching. (p.68) These interaction systems are very objective and typically do not require the observer to make any high inferences or judgments about the behaviors they observe in a natural environment. Classroom observation is also defined as a method of evaluating and recording specific information about what is going on within the room.

The second stage of the observations was to catch the attention on the classes, since these gave us precise information on: The methodology of the teacher, the materials used to meet these objectives of the language, the dynamism of the classes, the proposed activities, approach and pedagogy of the teacher in charge of the course.

3.8.2 The semi-structured interview

This instrument is defined by Hernández et al. (2014) as "a meeting to talk and exchange information between one person (the interviewer) and another " (p. 403). The semi-structured interview is an important tool for gathering information from respondents,

as it allows for more natural conversations while still providing some guidance on the topics that need to be covered. This type of interview can help uncover deeper insights and provide richer data than other methods such as surveys or focus groups which may not capture all the nuances of a situation.**(SEE ANNEX 2)** This means of data collection was carried out, taking into account the opinions of the teacher in charge of the group, which will give clear and precise information on the aspects that were not addressed in the observations, methodologies and approaches concerning the subject and qualification strategies of the activities proposed during the classes. (SEE ANNEX 3) Within the interview process, the opinions of a group of three students, active participants in the project carried out in grade 8, were also considered . This with the objective of collecting a wide spectrum of information, avoiding institutional bias and analyzing the effectiveness of short cultural texts for students carrying out a process of learning English as a foreign language. **(SEE ANNEX 4)**

Once the data resulting from the use of the aforementioned strategies were available, a specific problem was established to solve it with future learning strategies, where the communicative component of the students was privileged.

3.8.3 Pre-test and post- test

One of the most important tools in the field of educational assessment is pre-tests and post-tests concerning students' reading comprehension skills. Unlike the post-test, which happens after the completion of instruction, the pre-test is generally conducted before any instructional action is taken. The main function of pre-tests is to measure the current state of students' abilities and knowledge and ascertain appropriate instructional

paths. They are designed to help educators understand their students' skills. Post-tests, on the other hand, are administered after the instructional period, serving to gauge students' progress and the effectiveness of the intervention. By comparing pre-test and post-test results, educators can measure the impact of their teaching strategies and interventions on students' reading comprehension development. Notably, the process of pre-testing and post-testing aligns with the principles of formative assessment, providing ongoing feedback to inform instructional decision-making and support continuous improvement in students' reading comprehension skills and weaknesses, tailor their instruction to individual needs, and clarify relevant goals. (Rondon & Tomitch, 2020) examining the effectiveness of pre-reading interventions, such as activating prior knowledge, generating questions, and previewing text features, the researchers shed light on the role of these activities in enhancing reading comprehension.

For the application of the pre-test, various cultural pre-knowledge from various countries were given consideration, with the objective of obtaining a margin of the vocabulary and prior knowledge of the students selected for the application of the project. The students developed a workshop that brought together various components such as lexicon, reading comprehension and written production as the last item of the activity. **(SEE ANNEX 5)**

In the case of the application of the post-test, the students took into account the various readings worked on during all the sessions, there were also cultural elements seen during the first meeting or the application of the post-test, this, with the strategy of synthesizing all the information provided in the short cultural texts. **(SEE ANNEX 6)**

3.9 Data Analysis

In the field of data analysis, the use of appropriate coding methods is essential to effectively organize and interpret the collected data. As Saldana (2012) noted in her groundbreaking work on coding techniques, the use of structured methods improves the accuracy and reliability of the data analysis process.

Using coding techniques such as thematic analysis, grounded theory, and content analysis, researchers can systematically classify and interpret data to discover patterns, themes, and insights in complex data sets.This structured approach not only helps you understand your data, but also helps you identify key ideas and trends, helping you generate meaningful conclusions and theoretical insight. Additionally, coding methods allow researchers to maintain transparency and reproducibility of analytical procedures, thereby ensuring the validity and reliability of research findings (Miles et al. 2014)

Therefore, following Saldana's recommended coding practices promotes the accuracy, reliability, and integrity of data analysis, increasing the credibility and impact of research efforts.

In this sense, this research was developed, taking into account the inductive analysis and the coding of repeated patterns of the instruments, such as semi-structured interviews, pre-test and post-test analysis. This with the objective of collecting categories and subcategories that help answer the research questions. (SEE ANNEX 7)

3.9.1 Inductive analysis.

Inductive data analysis is a method that allows detailed and varied information to be condensed into a concise format, facilitating the identification of patterns and themes through the interpretation of the collected data. This approach is especially useful in qualitative research, as it seeks to "generate understandings and theories from empirical observation without imposing pre-existing theoretical structures on the information" (Thomas, 2006, p. 240).

3.9.2 Color Coding System

According to Saldana (2013), color coding is a technique that “involves assigning specific colors to different categories or themes to facilitate the visual identification of patterns and connections within qualitative data” (p. 15). This methodology allows researchers to quickly distinguish between different categories and subcategories, which can improve the clarity and efficiency of data analysis. Color coding not only organizes information, but can also highlight relationships that might not be evident through other coding methods.

The coding analysis turned out to be useful in the analysis of qualitative data, which is why the interviews and pre-test and post-test activities were analyzed, following the proposed model.

3.9.3 General analysis of the pre- test activity.

Within the activity developed, 16 students belonging to grade 8 01 participated. This activity took place at the New Cambridge school and took place on Tuesday, april 30,

in the afternoon. The pre-test was answered individually, with the help of its respective dictionary to search for concepts and words for the formation of more complex structures. "The world and its culture text" was divided into 2 blocks: the first developing a theme of understanding cultural writings, always taking into account the culture itself and the inherent aspects of each country included in the exercise and the second dealt with knowledge previews of foreign cultures and comparisons of different cultures around the world.

In this sense, students examined showed great interest in the execution of this project, since this reading directly encouraged the understanding and production of a topic of common interest, which is culture On the other hand, some students demonstrated greater ease when writing texts; those students who had difficulties when producing a text in English asked questions constantly and their doubts were solved.

Finally, during the analysis of the pre- test activity as a data collection process, different points of view and also communication skills can be evident among the participants of the eighth grade 01. This analysis **(SEE ANNEX 8)** was carried out taking into account the elements contained in the theoretical and referential framework, relating the categories to the information that is most repeated within the analyzed responses of the participants.

3.9.4 General analysis of the Post-test Activity.

This time the post-test activity was carried out on Tuesday, May 27, in the 8 01 course at New Cambridge School. The number of participants in this activity was 17 students, with a B1 language level. During the first approach to the first activity, the

students realized that it was a summary of the two readings used during the application of the project. The perception of vocabulary in the first activity became simple for all participants, since a basic lexicon that had already been explained was covered. This could generate various concepts related to the theories proposed in the theoretical framework, with: the use of short cultural texts and Reading comprehension/Critical Thinking being the most important categories within the analysis of the post test. **(SEE ANNEX 9)**

The students responded satisfactorily with the activity, within the estimated time. However, the activity was divided into two parts, the first attempted to compile all the information provided in the reading workshops, through a game of combining images with the descriptive text. The second part took longer, since it was a written production activity, where everything from comprehension and production skills to the cultural knowledge that was acquired at the time of completing the project was tested.

Finally, all doubts were resolved, taking into account the different perspectives of their own culture and foreign culture, knowing directly the results of the effectiveness of the short cultural texts selected for this purpose.

4.Matrix of interviews

In the research process, it is common to compile the data from the interviews in a single document, this with the purpose of organizing all the points of view in a clear way, taking into account the rigor of the investigation and trying to answer its questions. With the objective of qualitatively analyzing the research, the questions and answers were divided according to the color system proposed by Saldana (2012) and organizing the interviews applied to the participating students and the participating teacher. Finally, once

the information was analyzed according to the color system, various categories and subcategories appeared. These categories described the common comments and these were contrasted with the information obtained with the other research instruments. **(SEE ANNEX 9)**

Figure 6 *Matrix*



MATRIX OF INTERVIEWS

COLOR CODE:

Critical reading strategies for EFL communicative processes.	Cultural texts	Reading comprehension	Critical thinking	Short cultural texts

QUESTIONS	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	TEACHER P.
1.¿Como siente que los textos cortos culturales pueden alentar al mejoramiento de la comprensión lectora y al pensamiento critico?	Este tipo de textos puede alentar ,pues, Puede mejorar la comprensión lectura y del pensamiento critico gracias a su a su facilidad para entenderse y leerse, por lo que tiene informacion escrita de una	Pues nos ayuda, porque practicamos mas las lecturas en estos textos, para poder mejorar	En mi opinion seria pues Aparte de que es corto, es breve y se puede entender fácilmente lo que se quiere decir en la temática del texto, por ejemplo Si se quiere hablar de un cuento o algun argumento o algo	Bueno yo creo que si puede contribuir al mejoramiento de la comprension lectora de los estudiantes dado que se puede inculcar ellos pensamiento critico de manera que puedan hacer quizas comparaciones y diferencias similitudes en cuanto a nuestro entorno cultural y el de otras ciudades regiones, entonces podriamos dar un amplio conocimiento en cuanto a no sólo datos culturales quizás también entornos sociales, politicos,

4.1 Findings

4.1.1 In order to link the context and vocabulary used in short cultural texts, To what extent would this facilitate the reading comprehension and critical reading processes of 8th grade students?

Once the different instruments proposed in the research were applied, the data were analyzed, with the aim of finding the solution to the questions posed for this work. The

interviews and analysis of the pre-test and post-test provided important categories to verify the efficiency of the application of short cultural texts to encourage the improvement of reading comprehension and critical reading, more specifically with the eighth grade population at New Cambridge school. The categories found after data analysis are a) Reading in the teaching and learning process and b) Critical reading strategies for EFL communicative processes.

These concepts can generally define the phenomena seen during the application of the instruments. However, these categories are divided into subcategories: a) Use of Short Cultural Texts To foster Critical Reading. b) Reading comprehension/Critical thinking c) Short cultural texts. In this case, 3 applications of short cultural readings were made to facilitate and encourage the improvement of comprehension and production skills in English. Cornwell et al. (2023) highlight the relevance of selecting culturally responsive texts to improve student learning.

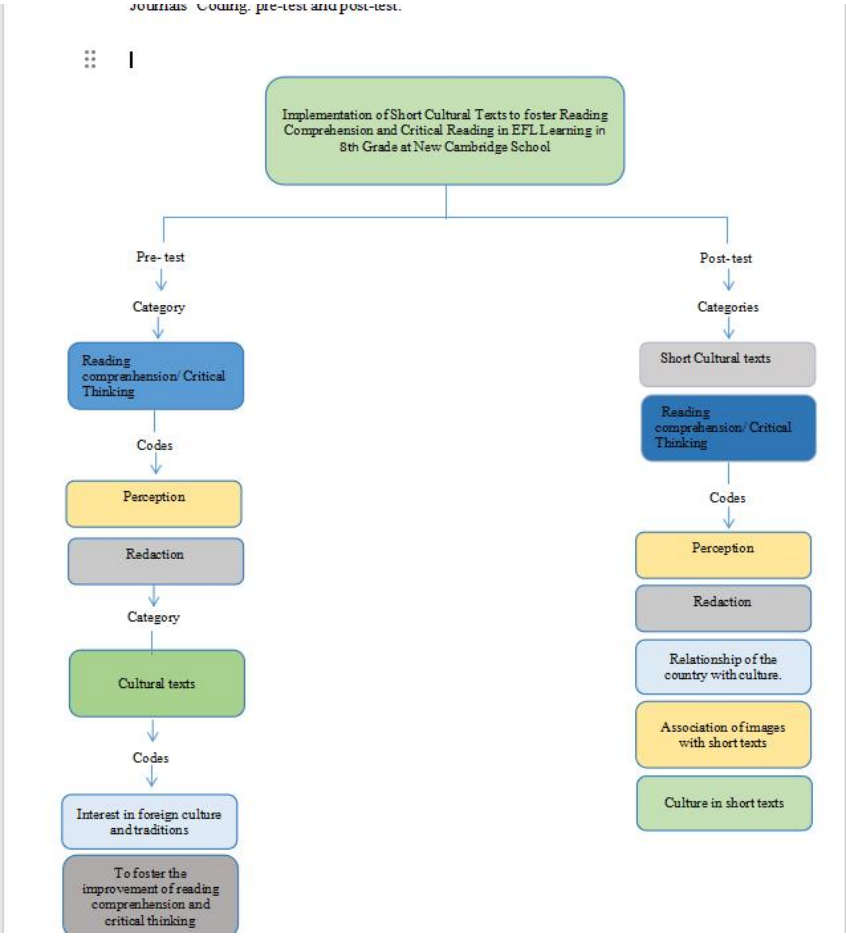
These texts allow for a deeper connection to the content and promote an inclusive and equitable learning environment. These texts must not only be academically appropriate, but also culturally relevant to reflect the diversity and authenticity of students, allowing for a deeper connection to the content and promoting a meaningful learning environment. Once knowing the importance of the application of short cultural texts as a tool to improve production and comprehension skills.

The results of the pre-test and post-test analysis help to illustrate the different categories and subcategories mentioned. This illustration shows in an orderly manner the analysis process, carried out after color coding and the different categories identified,

thanks to the codes and concepts defined for this purpose.The analysis of the interviews was classified into two divisions. On the one hand, the categories and subcategories found in the interview with the teacher can be found, highlighting as a category the importance of reading in the teaching-learning process.

On the other hand, the data obtained from the interviews by the participating students were classified, determining the categories and subcategories that were repeatedly evidenced among the participating public. **(SEE ANNEX 10)**

Figure 7 *Pre- test /Post-test Coding Chart*



4.1.2 How can the cultural aspect of foreign countries catch the attention of students in the process of EFL learning?

After analyzing and categorizing the interviews,**(SEE ANNEX 11)** the same work was carried out with the journals of the pre-test and post-test applications. This analysis again provided a series of categories and subcategories, among these are, a) perception of readings , b) writing, as subcategories of Reading comprehension/Critical Thinking. However , it can be observed how students show interest in some topics of their own culture and foreign one.

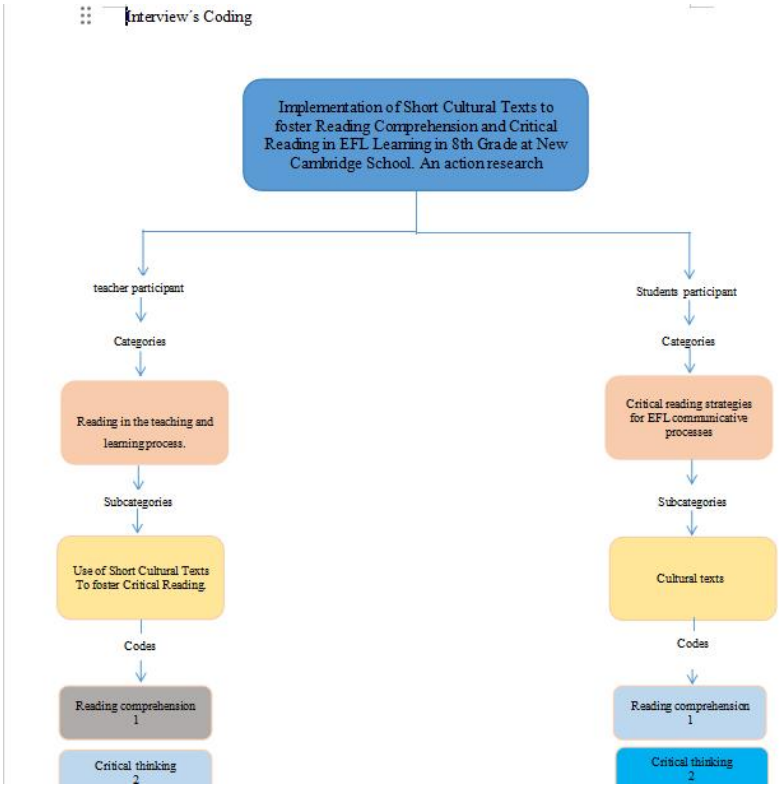
Reading comprehension and critical reading are fundamental categories for the analysis and interpretation of short cultural texts. Reading comprehension involves the ability to understand the explicit content of a text, which includes identifying the main ideas, important details, and structure of the text. Additionally,critical reading goes further, since it requires evaluating and questioning the information presented, considering aspects such as the cultural context, the author's possible biases and the social implications of the text.

In the context of reading short cultural texts, these skills allow readers to not only grasp the customs and traditions described, but also reflect on their meaning and relevance. This can be stated with the response to the teacher's interview, stating: *"We could give extensive knowledge regarding not only cultural data, perhaps also social, political, environmental environments" TP.* Additionally,Writing about customs, based on a critical reading, can thus offer a deeper and more detailed vision, which not only informs about

cultural practices, but also invites a dialogue about their importance and evolution in today's society.

Finally, within the analysis of the interviews, it was evident that the three students interviewed assured that short cultural texts can capture attention and generate more interest, compared to long readings without a defined cultural context. In this way, participant 1 interviewed states *"Obviamente... es una buena forma de aprender en este ámbito y también nos puede servir en nuestro día a día y nos ayuda a mejorar la comprensión lectora, el pensamiento crítico y otros factores como la cultura" p1.* Additionally,participant 2 states *"Sí, también porque nos habla de problemas y culturas que no conocemos"."(p2).* This can affirm that students feel interest in cultural texts, since they learn facts, curiosities, customs and various other elements of culture.

Figure 8 *Interview's coding*



4.1.3 Use of Short Cultural Texts To foster Critical Reading

The use of short cultural texts can encourage critical reading in students by allowing them to analyze and reflect on social issues such as race, class, gender, and disability equity. According to Vasquez et al. (2019), Critical reading is essential to develop skills that allow students to ethically participate in democratic citizenship and make informed decisions.(p.105) This statement can be contrasted and various similarities can be found with the Teacher participant interviewed. Since she declares: *"Bueno, creo que puede contribuir a mejorar la comprensión lectora de los estudiantes ya que se les puede inculcar el pensamiento crítico para que puedan hacer quizás comparaciones y diferencias, similitudes respecto a nuestro entorno cultural y el de otras ciudades y regiones, entonces podemos podría aportar amplios conocimientos respecto no sólo de datos culturales, quizás también del entorno social, político, ambiental, entre muchos otros que pueden contribuir a que el niño desarrolle un pensamiento crítico, que sea una persona razonable, que tenga en cuenta diferentes puntos de vista, que los analiza y que en realidad puede encontrar soluciones a tantos problemas que surgen en todos los campos de la vida"* (T.P interview)

However, one participant declares that the greatest ease of the texts is the brevity and the vocabulary that becomes understandable. The student participant 1 explains: *"Este tipo de texto puede fomentar, por tanto... puede mejorar la comprensión lectora y el pensamiento crítico gracias a su facilidad de comprensión y lectura, por lo que tiene información escrita de una forma más dinámica, que cualquiera puede entender" (P1 Interview)* Moreover,Participant 2 complements the idea, stating *"Pues... nos ayuda, porque practicamos más la lectura en estos textos, para poder mejorar la comprensión*

lectora y el pensamiento crítico."(p2 Interview). Synthesizing the information provided by these participants, it can be concluded that students prefer short cultural texts, analyzing the social background and learning new characteristics and data about various cultures.

4.1.4 Critical reading strategies for EFL communicative processes

Within the execution of the various workshops, it is possible to find different ways of understanding and interpreting short cultural texts. However, the teacher uses various activities with the aim of encouraging and improving these language skills through short cultural readings: *"En mis planeadores... se han trabajado.... se han abordado algunas lecturas culturales en las que los alumnos aprenden sobre otros países, porque el idioma, la comida, la vestimenta, por qué hablan así o por qué hablan de una manera. Esto les ha permitido sentirse más conectados con el aprendizaje de un nuevo idioma."* (T.P Interview)

The process of reading comprehension and critical thinking are significantly interrelated, contributing to the comprehensive cognitive development of students. Medranda-Morales, Palacios Mieles, and Villalba Guevara (2023) highlight that reading comprehension is essential for the development of critical thinking, arguing that students who strengthen their reading skills also improve their ability to critically analyze and evaluate information. This process is aided by the implementation of appropriate pedagogical strategies, which not only promote a deeper understanding of texts, but also stimulate critical reflection and informed decision-making in educational and professional contexts. This can be affirmed, with the testimony of participant 3 who points out " *Sí se quiere hablar de un cuento o algún argumento o algo de una noticia... así si como para que el el cerebro pueda ir mentalizándose al texto y pueda responder las preguntas de otras*

actividades" (p3 interview)

Furthermore, the relationship between these cognitive processes suggests that an educational approach that integrates critical reading of short cultural texts can be highly beneficial for the intellectual and ethical development of students, preparing them to face complex challenges and actively participate in society.

4.1.5 Short cultural texts

According (Lavrenteva, 2023) Cultural texts embody a vast variety of artifacts, which include literature, art, music, films, advertisements, and virtual media, that replicate and transmit the values, beliefs, and practices of a specific lifestyle or society. (p.47) A textual content isn't clearly a consultant of 1 lifestyle, it does now no longer belong to at least one lifestyle, although it purposefully excludes others semiotically. Cultural texts are multi-dimensional, they're dynamic.This is the case of participant 1 who states: *"Bueno como mencioné antes.. son lecturas que son bastante dinámicas, son sencillas y muy fáciles de entender, por eso nos pueden ayudar a mejorar la comprensión." (P1 Interview)* This is also the case of participant 3 who states in the interview *"Sí, porque aunque es breve no es tan extenso y así puede aportar información para seguir realizando el resto de la actividad."(P3 Interview)* Finally.In order to give more support to the importance of the use of short cultural texts, the testimony of the teacher who has been interviewed can be included, stating "*Esto ha permitido que Ellos se sientan más conectados con el aprendizaje de un nuevo idioma" (T.P Interview)*

Gathering all the data from the instruments executed in the project, it can be stated that cultural texts play a crucial role in the education of eighth grade students by providing

them access to a wide spectrum of ideas, traditions and values that have shaped history and society. These works not only enrich factual knowledge, but also foster empathy, intercultural understanding, and appreciation for diversity.

3.9.3 Conclusions

The participants were active and interested in carrying out all the activities since, on the one hand, it was going to change a little the routine of the activities and content seen during the English sessions. Fortunately, the exercise could be carried out in the class space on Tuesday, April 30.During this first meeting of the application of the activity "the world and its culture" direct relationships could be observed between the concepts raised in the theoretical framework, thus demonstrating that culture is an element that captures the attention of the students, since it provides a clear and brief context about some variations in the religious, gastronomic context and region. Reading comprehension is one of the most important exercises at the institution, due to students have the skills to understand the objectives of the narrative. However, problems are evident when writing long answers and arguing different points of view. It is also observable that a great part of the participants has their own and foreign cultural knowledge to meet the objectives of the activities. However, few students formulated long sentences with arguments during the administration of the pre-test. These participants had problems in the formation of structures and correct use of English.

Taking into account the difficulties observed in the first interaction, it was decided to reinforce reading comprehension, and more importantly, critical thinking, thanks to the execution of various book-based activities of an argumentative nature, such as: Expositions

about creation of money, debates on different social phenomena and guided short cultural readings, with the aim of correcting these difficulties when creating short texts. The reinforcement carried out worked to indicate some guidelines and recommendations when it came to understanding and subsequently producing a text. This could be observed when applying the second reading on the religious phenomenon of "Ramadan", since the students interpreted the text in a better way, finding the different contrasts between their own culture and the foreign one. On the other hand, the most important aspect observed in the application of the second reading was the improvement of the students when it came to defending ideas, arguing positions and contrasting them, considering the good use of English when composing short texts.

In the application of the last intervention of the project, all the information provided during the two previous workshops was synthesized. On the first part, comprehension skills were evaluated, which made it possible to relate representative images of the countries with the indicated definitions. In the second part, the written production skills were evaluated, making relationships between the gastronomic, religious aspects or curious facts of foreign countries (Australia, China, Japan) with their own culture. This exercise, called "post-test", worked to lay the groundwork for improving reading comprehension and critical thinking skills, specifically, production skills. Additionally, this last session was relevant in the research process, because it functioned as a recapitulatory tool, with the focus of verifying the effectiveness of the application of short cultural texts, to encourage the improvement of reading comprehension and critical thinking with the population of Grade 8 at New Cambridge School.

Finally, the short cultural texts caught the attention of the students, who expressed with understandable words and structures what they wanted to communicate. This could be confirmed in the analysis of the semi-structured interviews, since both positions (teacher and participating students) gave meaning and relationship to the concepts raised in various parts of the research. In this way, he states that: these texts must have a cultural background, they must be written in a short or synthesized way and they must be analyzed in detail with the help of the teacher in charge of the project.

3.9.4 Recommendations

All students met the various objectives of each workshop, overcoming the difficulties that were evident during the application of the first reading. After analyzing the various data collected during the entire intervention of the practical stage, it was possible to become aware of the importance of the cultural context in the reading activities for the students. That is why the institution is recommended to actively use at least one short cultural reading of its own or cultural context, within the plans of each English class. This practice not only strengthens vocabulary and grammar, but also promotes critical thinking and empathy by exposing students to different perspectives and human experiences.

As a second suggestion, it is important to recommend the analysis of short cultural texts in eighth grade students is a valuable educational strategy that can have a significant impact on their academic and personal development. At this stage, students are at a crucial stage of training, where critical thinking and literary analysis skills begin to take more defined form. The analysis of short cultural texts allows students to not only improve their linguistic competence, but also develop a deeper appreciation for cultural diversity and different perspectives on the world. These texts can include stories, curiosities and simple

journalistic articles, which reflect a variety of human experiences and sociocultural contexts. One of the main advantages of using short texts is that they are manageable for students, facilitating their understanding and analysis in a limited time. Additionally, these texts can serve as starting points for class discussions, promoting debate and reflection on relevant and current topics. In this way, it is not only demonstrated that short cultural texts can indeed encourage the improvement of production and comprehension skills, but also a guide was provided to students on how to analyze the most important elements of a reading and the different structures for formulate simple argumentative sentences.

Finally, it is important to work on different activities that allow the student to share various points of view, either orally or in writing. However, round tables, oral presentations and debates are usually good strategies to improve production skills, due to these activities providing an interactive and dynamic environment that stimulates the active use of the language and reinforces various communication skills. This contributes to the acquisition of vocabulary, the correct use of grammatical structures and the improvement of fluency and precision in oral communication and writing. Debates and round tables encourage critical thinking by requiring students to analyze different perspectives, argue their points of view, and respond to the opinions of others. This skill is crucial for the production of well-founded and coherent texts.

4 Chronogram of activities

Table 4. *Chronogram of activities.*

Week	Intervention	Activity

1	**observation**	
2	**observation**	
3	**Beginning of pre-service academic classes at high school.**	
4	**Cultural week**	
5		**Presentation of the pre-service teacher.**
6	**Explanation**	**Explanation of the methodology to implement in the classes.**
7	**First observation**	**Preparing all the material**
8	**First class by the pre-service teacher.**	**Explanation and contextualization about cultural texts.**
9	**Second observation**	**Preparing all the material**
10	**Second class by the pre-service teacher**	**Applying "The world and its culture" narration** **Applying the worksheet of the reading.**
11	**Third observation**	**Preparing all the material.**
12	**Third class by the Pre-service Teacher**	**Reading: "Ramadán"**
13	**Fourth observation**	**Preparing all the material**
14	**Last class**	**Applying Post- test**
15	**Closure**	**closure**

CHAPTER IV

Community Outreach Component

Engaging the students in the English learning process through short texts and didactic activities in fifth grade students.

5. Introduction

Reading comprehension plays an essential role in learning at all levels, but it's particularly crucial for students during their integral formation. Reading helps to develop vocabulary and language skills as well as improve communication abilities. It also encourages creativity by introducing new ideas and perspectives while fostering critical thinking and analytical thought processes. Additionally, reading can help build empathy among students since they are able to relate to different characters in stories or articles. Ultimately, it helps children become better communicators as well as more informed citizens of the world around them. However, the education of young public private schools in Colombia in relation to learning English reveals some critical issues regarding the preparation of future teachers, the professional development of working teachers, and national standards for the teaching of foreign languages.This proposal is also intended to cover certain gaps in the vocabulary in the population of the New Cambridge Institution.

Thorne and Smith (2018), highlights the importance of implementing activities such as word searches and crossword puzzles in teaching English to primary school students. This study demonstrates that students who regularly participate in these activities

experience greater vocabulary retention compared to those who do not. Additionally, games and puzzles increase student motivation and engagement, making learning English more engaging and fun. It is also observed that these activities encourage the development of cognitive and problem-solving skills. In this way, these dynamic activities are used, since they are effective tools to improve vocabulary and understanding of English in primary school students, and their regular inclusion in the curriculum is recommended.

5.1 Justification

(Asmawati, 2019) states that learning a foreign language keeps us up to date with the world and the context of globalization. Over the years we see a trend of English as a universal language, for this reason it is extremely important to start with this process as quickly as possible. Reading comprehension plays an important role in children's education, as it helps them develop critical thinking and communication skills while also improving their understanding of language arts concepts. By engaging with texts through reading comprehension activities, students can gain the ability to analyze information from a variety of sources, make connections between different topics, and express themselves more clearly when speaking or writing about what they have read.

In addition, according to Gómez (2022) The use of crosswords and letter soups in primary education has proven to be beneficial for cognitive development and vocabulary acquisition. These educational tools help enhance linguistic skills and word pattern recognition, increasing students' ability to retain and apply new terms (p.45). Moreover, incorporating such engaging activities promotes interactive learning and motivation in the classroom, which are crucial for effective learning at early educational stages. For this reason, various workshops and works were implemented with an emphasis on teaching

simple vocabulary, through dynamic activities, such as crossword puzzles, word searches, completing with the appropriate colors, etc.

5.2 Objectives

General objective

• To evaluate the effectiveness of didactic activities (word searches and crossword puzzles) in the process of acquiring English as a foreign language.

5.2.1 Specifics objectives

- To read beginners texts with primary students.
- To foster the learning of English using short cultural texts.
- To implement simple workshops about didactic activities (letter soup,crossword,etc)

5.3 Methodology

In order to complement the project with secondary school, the pre-service teacher decided to apply different workshops that focused on beginning to analyze short texts, with a lexicon according to the level of primary school students. These texts were complemented with drawings which attracted attention and could be developed successfully. In addition, the application of various didactic exercises, such as virtual games, interactive videos, crossword puzzles and word searches, helped students to review and learn new vocabulary, remember the days of the week, the months of the year, the colors, the numbers and finally the emotions in English. Finally, it is important to note that all the activities and processes

developed in the primary area were approved and supervised by the teacher in charge. In this way, the primary interactions were carried out taking into account the level of the selected course.

All activities and projects carried out with the primary school population have been carried out with the guide and format of the institution, following the sequences of the work plan in each intervention. **(SEE ANNEX 12)**

5.4 Chronogram

Table 5 *Outreach component Chronogram*

Week	Intervention	Activity
1	**Beginning of the Community Outreach Component**	**Implementation of the activities with "Club de amigos" peer tutoring.**
2	**First Class**	**Application: Greetings worksheet.**
3	**Second Class**	**Application of: MR crocks Reading Comprehension activity**
4	**Third Class**	**Application of: color and objects vocabulary.** **Worksheet.**

5.5 Conclusions

Using short texts and fun exercises in English with fifth grade students is essential to capture their attention and make learning more accessible. Short texts allow children to focus on certain language structures without feeling overwhelmed, while teaching exercises offer a practical and entertaining context that reinforces what they have learned. This way

of teaching not only helps them improve their fluency and accuracy in English, but also fosters important skills such as reading comprehension and the ability to respond in everyday situations. All of this is crucial for your academic and personal development.

Among these educational activities are crossword puzzles and word searches. The use of these activities to teach a foreign language to fifth graders is a highly effective and motivating strategy. These playful activities not only make learning fun but also help students improve their vocabulary and spelling in an interactive way. By searching for words and completing clues, children reinforce visual memory and retention of new words, making them easier to use in broader contexts. Additionally, these activities promote critical thinking and problem solving, essential skills in learning any language.

Finally, the work carried out with primary school was significant, since it was a facilitator to create new activities and be dynamic regardless of the audience they work with. However, working with elementary students presents three significant challenges. First, capture and maintain the attention of children, who tend to have short attention spans and are easily distracted. Second, attend to diversity in the classroom, as students have different skill levels, learning styles, and cultural backgrounds that require personalized pedagogical approaches. Third, encourage participation and motivation, as it is crucial that children feel involved and excited about learning to develop a lasting love of education. Overcoming these challenges requires creativity, patience and adaptability on the part of educators and teachers, not only in the area of English.

CHAPTER V Intra-Institutional Activities Component

The intra-institutional activities compile all the meetings that took place outside the academic institution at the New Cambridge School. The most important component of this chapter is the active participation of the pre-service teacher in the call for these activities. In this chapter, you will find: the introduction, justification, objectives, methodology and finally, the activities explained in detail.

6.1 Introduction

The intra-institutional activities component takes charge of the relation between the pre-service teacher and the extracurricular activities that will be developed within the institution during the integral practice, it exists a real contact and experience as a teacher out of the academic setting. On the other hand, educational institutions manage their calendar of activities according to their area plan and schedule, for instance at New Cambridge School, its schedule of activities is not performed at the beginning of the school year. extracurricular activities that will be carried out during this stage, are carried out without a stipulated date. Thus, it is necessary to follow closely the activities that are carried out within the institution during the integral practice.

6.2 Justification

A pre-service teacher should consider actively participating in inter-institutional and extracurricular activities hosted by the educational institution, which may include cultural, religious and pedagogical events, all in order to become familiar with the school

environment and gain professional experience in the real context of education. It is crucial that this formative experience takes place in an institution that allows the future teacher to enhance his or her personal and professional skills while getting to know and participate in different kinds of extracurricular activities and start to share the schedule of an educator.

6.3 Objectives

General Objectives

- To participate in the intra- institutional events proposed by the New Cambridge School.

6.4 Specific Objectives

- To help, organize and carry out the various cultural events proposed in the calendar of the institution.

- To accompany and be present at all intra-institutional events.

- To acquire significant experiences that could be a favor in the professional training and organization of intra-institutional events.

6.5 Methodology and Chronogram

New Cambridge school has a stipulated schedule for its institutional activities, since they are organized before beginning the learning process. There is also the distribution of the discipline schedule in which the assigned teacher must take charge of the discipline in a certain area of the school during intra-institutional events. Thus, the intern will actively participate in the activities proposed by the institution, providing its collaboration in the area and times that are designated to contribute to the successful development of these. It is important to take into account that this chronogram of activities will refresh it while the practice has been finished.

Date	Activity
March 12	Debate of the student representative candidates.
March 13	Campaign closure
March 14	Election Day
March 25-29	Holy week easter
April 8	Introduction of second Term.
April 12	Easter museum
April 23	Language day
May 10	I “Minuto Mariano”
May 16	II “Minuto Mariano”
May 28	III “Minuto Mariano”
May 31	IV “Minuto Mariano”
7 June	Inauguration of “interclases”

Table 6 *Chronogram of intra- institutional Activities.*

6.5.1 Debate of the students candidates

This activity took place on March 12, at 8 in the morning, inside the auditorium of the New Cambridge School. It was the first event seen during the practical stage of the institution, which considers school participation and delay as necessary exercises for school training. During the first part of the session, a protocol was carried out, where each representative, with their respective formula, summarized the proposals based on the problems of the institution and with the aim of representing the ideas of the student body. As the second part, a series of questions were proposed, where students had to answer according to the ideals and proposals. Finally, the coordinator Liliana Zambrano gave a few words regarding the importance of exercising the vote within the family of the institution.

Figure 9 *Debate*



6.5.2 Closure Campaign

This activity took place in the "Los Tanques" recreational park, the day after the candidates' debate. This lasted all day, where there were leisure activities, simple games and an atmosphere of union between teachers and students. This day demonstrated that the

institution carries out various extracurricular activities during the year, with the aim of changing the environment and providing comprehensive training, where the student's voice is truly heard. Finally,dismissal was given at 12 noon and the students did not have to attend classes at this time, since the activity took place on Wednesday, March 13.

Figure 10 *Closure Campaign*



6.5.3 Election Day

This activity was simple, since the class schedule was not interrupted, since the votes were carried out by courses throughout the day on Thursday, March 14. It started in sixth grade, ending in 11th grade, and in the afternoon, academic normality was chosen.

Figure 11 *Election day*



Exams week

The month of April began with the exams at the end of the first period, the exams were taken in order, that is, a daily exam per subject, starting with critical reading, then English, then social, mathematics and finally French. After the application of these tests, I started with the topics of the second period, being the first class as a pre-service teacher.

Easter museum

On April 12, an Easter activity took place for the students of the institution. This activity took place in the auditorium and its execution did not take more than 10 minutes of class time per course, since each of the courses was accompanied by observing all the eggs made by all the students, from nursery to 11th grade. It is important to note that students from all over the school participated in this event, from primary school to grade 11, in an

orderly way , appreciating all the work carried out by each student in the New Cambridge School family.

Figure 12 *Easter Museum*



6.5.4 Language day

This was a creative activity developed by the secondary grades and their respective teachers. On this day, some students prepared a monologue and joint dramatizations about history, some representative authors and examples of the different currents of writing, among them: naturalist, baroque, medieval, among others. The language day was an activity with great planning by all the teachers, practitioners and students of the secondary grades and clearly represented the pride of having diverse Colombian authors who can cover different literary genres, previously mentioned. Finally, it is important to highlight that all the students fulfilled the characterization of the characters included in the different eras of the literary currents.

Figure 13 *Language day*



6.5.5 I “Minuto Mariano”

The educational institution proclaims itself an educational institution that professes the Catholic religion, which is why it was decided to carry out the activities of the Marian minute. The "Marian Minute" is a term used in the Catholic Church to refer to a brief moment of prayer dedicated to the Virgin Mary. Generally, it is a brief space, from one to three minutes, in which the faithful stop to pray, reflect or recite Marian prayers such as the Hail Mary or the Angelus. This practice seeks to encourage devotion to the Virgin Mary and remember her role in Christian life. The central idea is to dedicate a brief but significant time to meditation and Marian prayer, seeking to strengthen faith and spiritual connection with Mary, who is considered an intercessory figure and spiritual mother in the Catholic tradition. With the objective of having 4 Marian minute meetings during the month of May. So, they had fun during the 4 Fridays of the month, organizing the different scenarios from 6 to 11 grades, weekly.

Figure 14 *I Minuto Mariano*



6.5.6 II “Minuto Mariano”

On this occasion, the Marian minute took place on May 16, a week after the first meeting. On this occasion, the dedication of the Virgin of Fatima was remembered, being one of the most important globally. During this intervention, various songs were sung, the "angelous" was prayed and the story of this virgin was contemplated.

Figure 15 *II Minuto Mariano*



6.5.7 III “Minuto Mariano”

The third meeting was celebrating the dedication of the Virgin of Guadalupe, the virgin of many of the people of the country. In this event, teachers and students performed musical performances and poems dedicated to the Virgin. As usual, the "angelous" was prayed for the third time and dedicated to the upcoming second cut exams.

Figure 16 *III Minuto Mariano*



6.5.8 IV “Minuto Mariano

In this last space for reflection, the students and teachers decided to celebrate the dedication of the Virgin of Lourdes, this to publicize that she has made appearances in various settings around the world. As usual, as an act of protocol, students and teachers sing songs, pray the "Angelous" and remember with faith the story of the last virgin in this month of May. Finally, it is important to note that in all the meetings, the students showed great willingness towards the organization, execution, respect and commitment to this

month's activities. However, it was not a mandatory act for all students, since if a student belonged to another belief, he was free to carry out other activities, without disturbing the order and physical plant of the institution.

Figure 17 *IV Minuto Mariano*

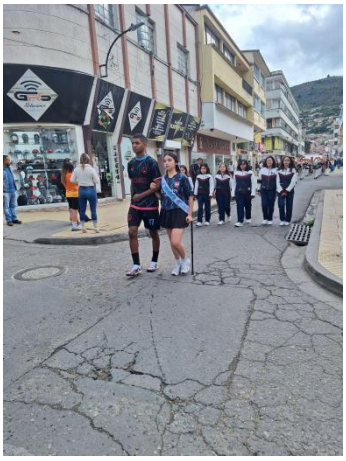


6.5.9 Inauguration of “interclases”

This last activity required the call of the pre-service teacher, taking place on June 7, the starting point was the main park "Agueda Gallardo". With the help of various traffic agents, mobility was cut off at 4 points on the “Calle Real" street , since the parade ended at the "Chepe Acero" coliseum. This organization was complicated, since it began on June 6, after the academic day, however, all requirements were met. This inauguration was set by various dances and football and basketball championship games for different categories. Finally, this activity began at 8 in the morning and ended at 12:30 with the final march of the students and the words of the coordinator: Liliana Zambrano

Figure 18 *Inauguration of Interclases*





6.6 Conclusions

Active participation in intra-institutional activities is crucial for practitioners, as it allows them to integrate and apply theoretical knowledge in a real environment, favoring the development of practical and professional skills. Additionally, these activities provide a valuable networking opportunity, facilitating future job opportunities and academic collaborations. Immersion in the institutional environment also contributes to the understanding of the organizational culture and the strengthening of transversal skills, such as communication, teamwork and problem solving, fundamental elements for professional success in any field.

The organization of events as foreign language teachers has significant relevance for both students and educators themselves. Firstly, these events provide students with authentic opportunities to practice the language in real contexts, which improves their communicative competence and confidence. Activities such as workshops, seminars,

cultural exchanges and conversation clubs allow students to interact with native speakers and other learners, enriching their learning and cultural understanding. For teachers, the organization of these events encourages continued professional development and pedagogical innovation. By planning and executing events, teachers can explore new methodologies, teaching resources and interactive approaches that enhance language teaching.

7. Chapter VI: Reflective component

7.1 Description of the reflective process

Reflection facilitates self-criticism, allowing researchers to identify and address potential biases and limitations in their work. This critical evaluation process not only improves the quality of research, but also encourages the evolution and refinement of research skills. During the development of all the workshops and classes, various spaces for bidirectional learning were presented, since personally, the teaching strategies were significantly adapted to all the demands and requirements of one of the best schools in the city. In this way, another factor that significantly increased the teaching strategies itself was the interaction with primary school, since it was one of the most complicated processes, because the activities had to be excessively dynamic.

On the other hand, New Cambridge School adopted the teaching of French as a foreign language, specifically in the secondary area, since in the academic schedule provided by the institution's supervisor, they were divided between the teaching of English and French.. In this way, students will have direct and premature contact with the simple

concepts of the French language. Personally, it is a fact that has impacted this process, since, thanks to the teaching of French, it is possible to review the most important concepts of the foreign language.

Finally, a very important aspect to state is the implementation of transversal activities. The development of intra-institutional activities in a school is essential for the comprehensive growth of students. These activities, which include workshops, sports competitions, cultural events and collaborative projects, foster a dynamic and participatory educational environment. By involving students in these initiatives, social skills such as teamwork, effective communication, and conflict resolution are promoted. Additionally, these activities allow students to apply theoretical knowledge in practical contexts, thereby strengthening their understanding and retention of academic material.

Finally, this link contains everything relevant to the reflective component, taking into account class weeks, vacation weeks, intra-institutional activities and Easter. **(SEE ANNEX 13)**

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ANNEXES

ANNEX 1



CONSENTIMIENTO INFORMADO

Título del Proyecto de Investigación: Implementation of Short Cultural Texts to foster Reading Comprehension and Critical Reading in EFL Learning in 8th Grade at New Cambridge School Pamplona, Norte de Santander.

Investigador Principal: CAMILO ANDRES RIOS VELASQUEZ

Descripción del Estudio: Este estudio tiene como objetivo calificar el uso de textos culturales cortos en lo que concierne el mejoramiento de la lectura crítica y la comprensión lectora. Usted ha sido invitada a participar en este estudio ya que, con la profesionalidad y la experiencia, puede dar respuesta estas preguntas además de tener contacto con el proceso de forma directa tiene perspectivas e información que son importantes para la investigación.

Procedimientos: Si acepta participar, se le pedirá que participe en una entrevista que consta de 4 preguntas relacionadas directamente a los objetivos de la investigación. Se espera que esto tome aproximadamente 5 minutos máximo.

Riesgos y Beneficios: Dado a que este estudio es una investigación en proceso algunos de los riesgos posibles es que la información pueda ser sesgada es por esto que las preguntas aunque serán semiestructuradas tendrán un enfoque relacionado a la adquisición de vocabulario los resultados y/o oportunidades logradas con este estudio serán compartidas con el entrevistado

Confidencialidad: La información recopilada durante este estudio será confidencial. Su identidad no será revelada en ningún informe o publicación resultante del estudio. Se brindará total anonimato, para esto se recurrirá al uso de seudónimos.

Voluntariedad: Su participación en este estudio es completamente voluntaria. Puede decidir no participar o retirarse del estudio en cualquier momento sin ninguna penalización o pérdida de beneficios a los que de otra manera tendría derecho.

Consentimiento: He leído la información proporcionada anteriormente y he tenido la oportunidad de hacer preguntas. Entiendo lo que se requiere de mi como participante en este estudio y acepto voluntariamente participar.

Firma del Participante: Sandra Milena Jaimes Peña

Fecha: 23 Mayo 2024

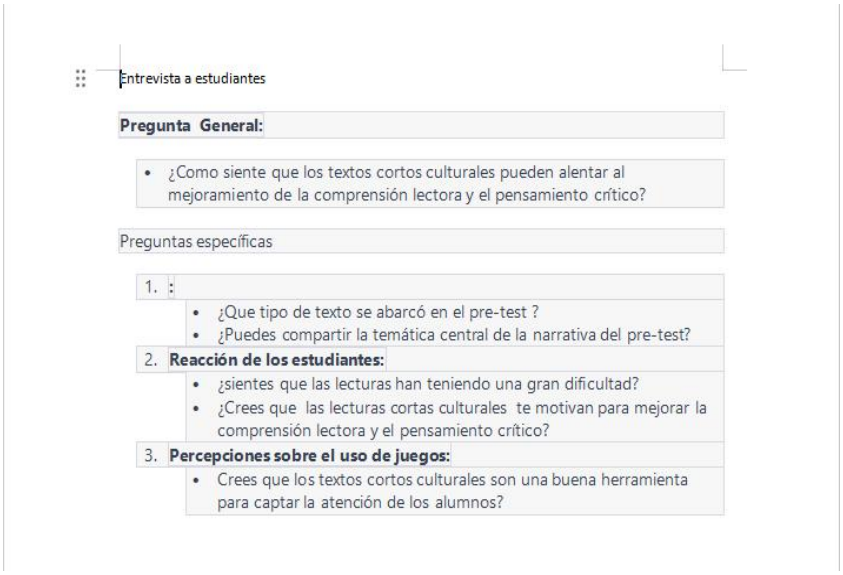
Firma del Investigador:

Fecha: 23 mayo 2024.

consents.pdf

ANNEX 2

Participants interview format



Entrevista a estudiantes

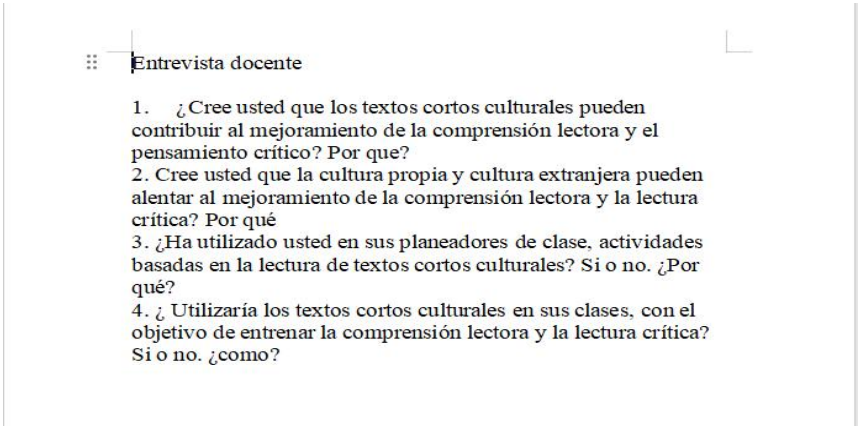
Pregunta General:

- ¿Como siente que los textos cortos culturales pueden alentar al mejoramiento de la comprensión lectora y el pensamiento crítico?

Preguntas específicas

1. :
   - ¿Que tipo de texto se abarcó en el pre-test ?
   - ¿Puedes compartir la temática central de la narrativa del pre-test?
2. **Reacción de los estudiantes:**
   - ¿sientes que las lecturas han teniendo una gran dificultad?
   - ¿Crees que las lecturas cortas culturales te motivan para mejorar la comprensión lectora y el pensamiento crítico?
3. **Percepciones sobre el uso de juegos:**
   - Crees que los textos cortos culturales son una buena herramienta para captar la atención de los alumnos?

Teacher´s interview Format

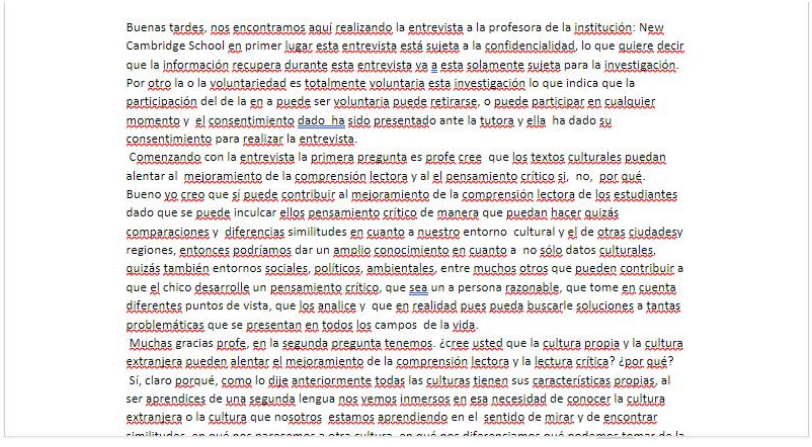


Entrevista docente

1. ¿Cree usted que los textos cortos culturales pueden contribuir al mejoramiento de la comprensión lectora y el pensamiento crítico? Por que?
2. Cree usted que la cultura propia y cultura extranjera pueden alentar al mejoramiento de la comprensión lectora y la lectura crítica? Por qué
3. ¿Ha utilizado usted en sus planeadores de clase, actividades basadas en la lectura de textos cortos culturales? Si o no. ¿Por qué?
4. ¿ Utilizaría los textos cortos culturales en sus clases, con el objetivo de entrenar la comprensión lectora y la lectura crítica? Si o no. ¿como?

Interview Format.

ANNEX 3



Buenas tardes, nos encontramos aquí realizando la entrevista a la profesora de la institución: New Cambridge School en primer lugar esta entrevista está sujeta a la confidencialidad, lo que quiere decir que la información recupera durante esta entrevista va a esta solamente sujeta para la investigación. Por otro la o la voluntariedad es totalmente voluntaria esta investigación lo que indica que la participación del de la en a puede ser voluntaria puede retirarse, o puede participar en cualquier momento y el consentimiento dado ha sido presentado ante la tutora y ella ha dado su consentimiento para realizar la entrevista.

Comenzando con la entrevista la primera pregunta es profe cree que los textos culturales puedan alentar al mejoramiento de la comprensión lectora y al el pensamiento crítico si, no, por qué.

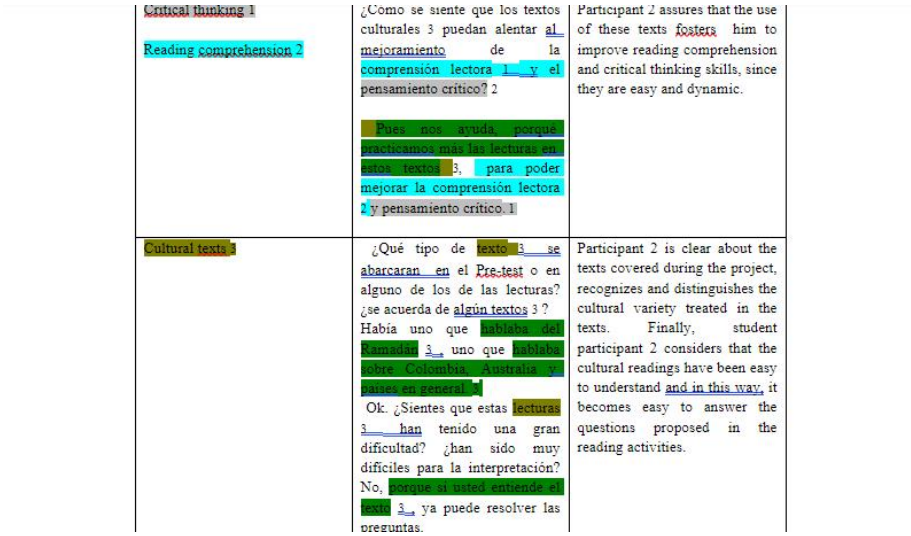
Bueno yo creo que sí puede contribuir al mejoramiento de la comprensión lectora de los estudiantes dado que se puede inculcar ellos pensamiento crítico de manera que puedan hacer quizás comparaciones y diferencias similitudes en cuanto a nuestro entorno cultural y el de otras ciudadesy regiones, entonces podríamos dar un amplio conocimiento en cuanto a no sólo datos culturales, quizás también entornos sociales, políticos, ambientales, entre muchos otros que pueden contribuir a que el chico desarrolle un pensamiento crítico, que sea un a persona razonable, que tome en cuenta diferentes puntos de vista, que los analice y que en realidad pues pueda buscarle soluciones a tantas problemáticas que se presentan en todos los campos de la vida.

Muchas gracias profe, en la segunda pregunta tenemos, ¿cree usted que la cultura propia y la cultura extranjera pueden alentar el mejoramiento de la comprensión lectora y la lectura crítica? ¿por qué?

Sí, claro porqué, como lo dije anteriormente todas las culturas tienen sus características propias, al ser aprendices de una segunda lengua nos vemos inmersos en esa necesidad de conocer la cultura extranjera o la cultura que nosotros estamos aprendiendo en el sentido de mirar y de encontrar

ANNEX 4

Analysis of participants´interviews.

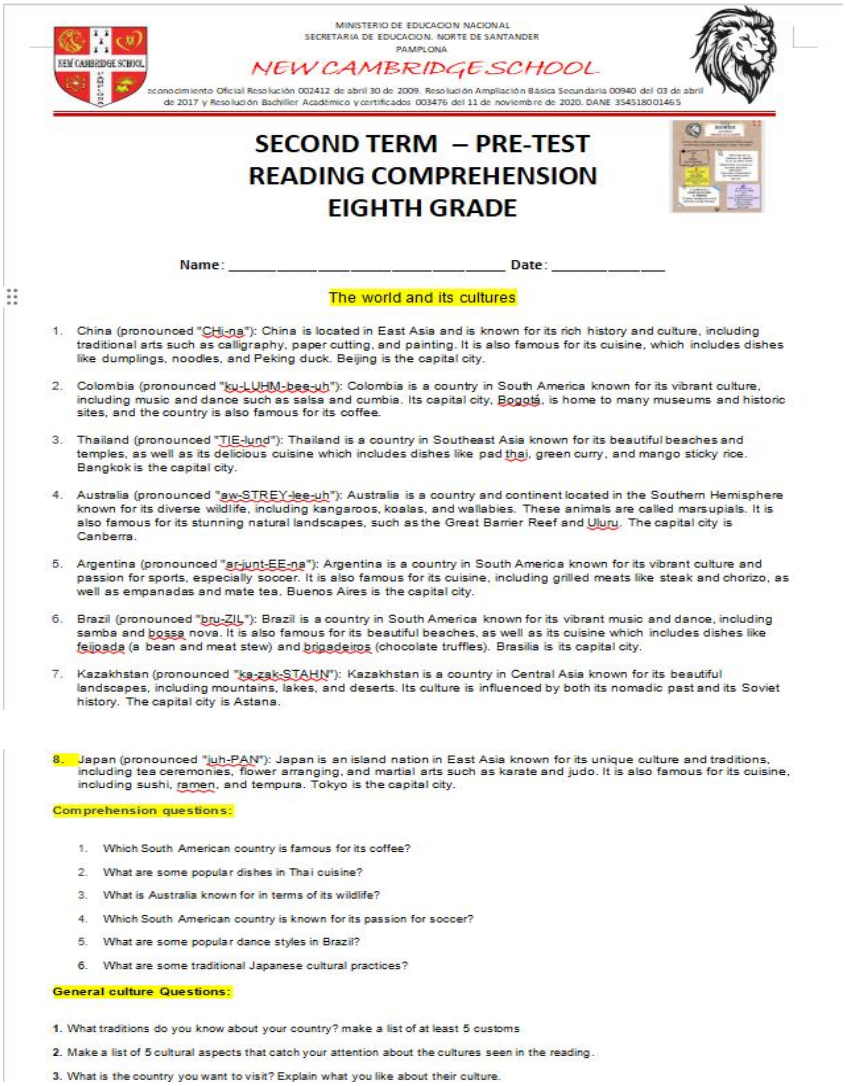


Critical thinking 1 Reading comprehension 2	¿Como se siente que los textos culturales 3 puedan alentar al mejoramiento de la comprensión lectora 1 y el pensamiento crítico? 2 Pues nos ayuda, porqué practicamos más las lecturas en estos textos 3, para poder mejorar la comprensión lectora 2 y pensamiento crítico. 1	Participant 2 assures that the use of these texts fosters him to improve reading comprehension and critical thinking skills, since they are easy and dynamic.
Cultural texts 3	¿Qué tipo de texto 3 se abarcaran en el Pre-test o en alguno de los de las lecturas? ¿se acuerda de algún textos 3 ? Había uno que hablaba del Ramadan 3, uno que hablaba sobre Colombia, Australia y países en general 3 Ok. ¿Sientes que estas lecturas 3 han tenido una gran dificultad? ¿han sido muy difíciles para la interpretación? No, porque si usted entiende el texto 3, ya puede resolver las preguntas.	Participant 2 is clear about the texts covered during the project, recognizes and distinguishes the cultural variety treated in the texts. Finally, student participant 2 considers that the cultural readings have been easy to understand and in this way, it becomes easy to answer the questions proposed in the reading activities.

INTERVIEW'S CODING.

ANNEX 5

Pre-test Activity



MINISTERIO DE EDUCACION NACIONAL
SECRETARIA DE EDUCACION. NORTE DE SANTANDER
PAMPLONA

NEW CAMBRIDGE SCHOOL

reconocimiento Oficial Resolución 002412 de abril 30 de 2009. Resolución Ampliación Básica Secundaria 00940 del 03 de abril de 2017 y Resolución Bachiller Académico y certificados 003476 del 11 de noviembre de 2020. DANE 354518001465

SECOND TERM – PRE-TEST
READING COMPREHENSION
EIGHTH GRADE

Name: _____ **Date**: _____

The world and its cultures

1. China (pronounced "CHi-na"): China is located in East Asia and is known for its rich history and culture, including traditional arts such as calligraphy, paper cutting, and painting. It is also famous for its cuisine, which includes dishes like dumplings, noodles, and Peking duck. Beijing is the capital city.
2. Colombia (pronounced "ku-LUHM-bee-uh"): Colombia is a country in South America known for its vibrant culture, including music and dance such as salsa and cumbia. Its capital city, Bogotá, is home to many museums and historic sites, and the country is also famous for its coffee.
3. Thailand (pronounced "TIE-lund"): Thailand is a country in Southeast Asia known for its beautiful beaches and temples, as well as its delicious cuisine which includes dishes like pad thai, green curry, and mango sticky rice. Bangkok is the capital city.
4. Australia (pronounced "aw-STREY-lee-uh"): Australia is a country and continent located in the Southern Hemisphere known for its diverse wildlife, including kangaroos, koalas, and wallabies. These animals are called marsupials. It is also famous for its stunning natural landscapes, such as the Great Barrier Reef and Uluru. The capital city is Canberra.
5. Argentina (pronounced "ar-junt-EE-na"): Argentina is a country in South America known for its vibrant culture and passion for sports, especially soccer. It is also famous for its cuisine, including grilled meats like steak and chorizo, as well as empanadas and mate tea. Buenos Aires is the capital city.
6. Brazil (pronounced "bru-ZIL"): Brazil is a country in South America known for its vibrant music and dance, including samba and bossa nova. It is also famous for its beautiful beaches, as well as its cuisine which includes dishes like feijoada (a bean and meat stew) and brigadeiros (chocolate truffles). Brasilia is its capital city.
7. Kazakhstan (pronounced "ka-zak-STAHN"): Kazakhstan is a country in Central Asia known for its beautiful landscapes, including mountains, lakes, and deserts. Its culture is influenced by both its nomadic past and its Soviet history. The capital city is Astana.
8. Japan (pronounced "juh-PAN"): Japan is an island nation in East Asia known for its unique culture and traditions, including tea ceremonies, flower arranging, and martial arts such as karate and judo. It is also famous for its cuisine, including sushi, ramen, and tempura. Tokyo is the capital city.

Comprehension questions:

1. Which South American country is famous for its coffee?
2. What are some popular dishes in Thai cuisine?
3. What is Australia known for in terms of its wildlife?
4. Which South American country is known for its passion for soccer?
5. What are some popular dance styles in Brazil?
6. What are some traditional Japanese cultural practices?

General culture Questions:

1. What traditions do you know about your country? make a list of at least 5 customs
2. Make a list of 5 cultural aspects that catch your attention about the cultures seen in the reading.
3. What is the country you want to visit? Explain what you like about their culture.

4. Make a small comparison between the aspects of your country and foreign aspects. Select one of the countries in the reading.

PLAN DE CLASE ingles 8 01 06 Mayo.docx

PRE-TEST.docx

ANNEX 6

Post-test activity.

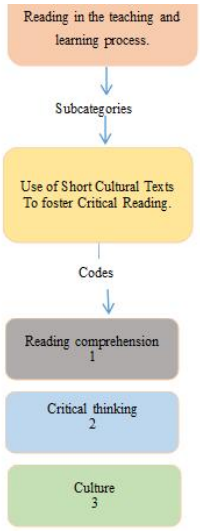
Post-test

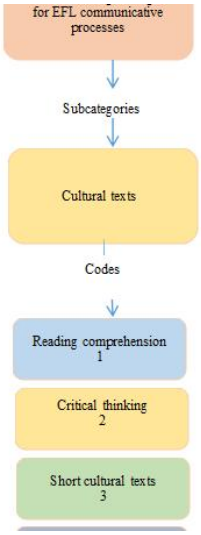
1. Match the image according to the definition

1. Muslims commemorate the revelation of the Quran and do not eat or drink during sunny hours as a way of getting closer to God and cultivating self-control and gratitude.		
2. It is the most popular dance in Brazil, also considered a fast and danceable musical genre.		
3. This country is characterized by its extensive wildlife and vegetation. Species of marsupials such as wobats and kangaroos make up this large family.		
4. It is a religious custom seen in Colombia, where some candles are burned. It is celebrated on December 7th.		

post test.docx

ANNEX 7





interviews**analysis.docx**

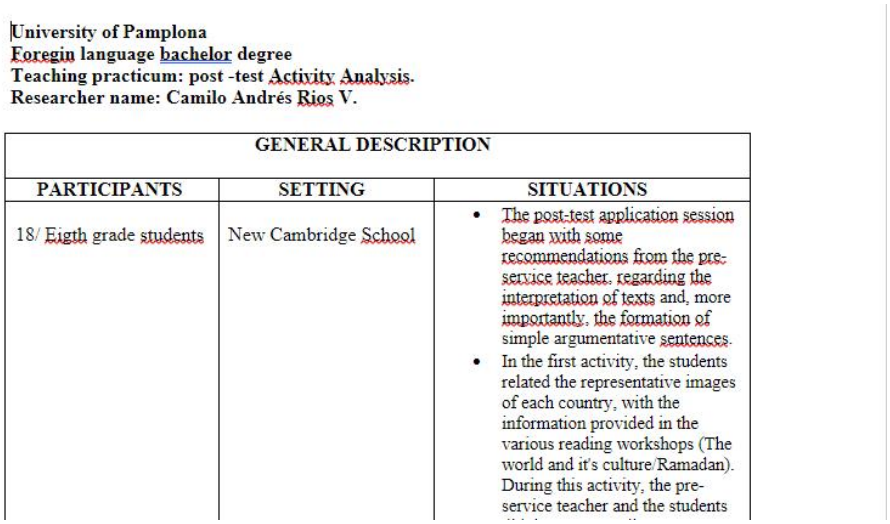
ANNEX 8

Pre-test Analysis

PARTICIPANTS	SETTING	SITUATIONS
17 Eigth grade students	New Cambridge School	• The activity began with the teacher's guided explanation of the two parts of the pre-test activities. Some students had doubts regarding simple vocabulary, however, they were clarified by the pre-service teacher. • In the first part of the activity, the students had to read and understand the short texts presented, referring to the foreign culture and their own culture. This process was done with the guidance of the pre-service teacher, as a group reading. • In the second part of the pre-test, the students had to answer some questions, producing simple sentences about pre-knowledge, corresponding to the various cultures. This part was divided into 2 components, comprehension questions and general knowledge questions. It is important to highlight that at this stage, the students had some problems when making

ANNEX 9

post-test Analysis



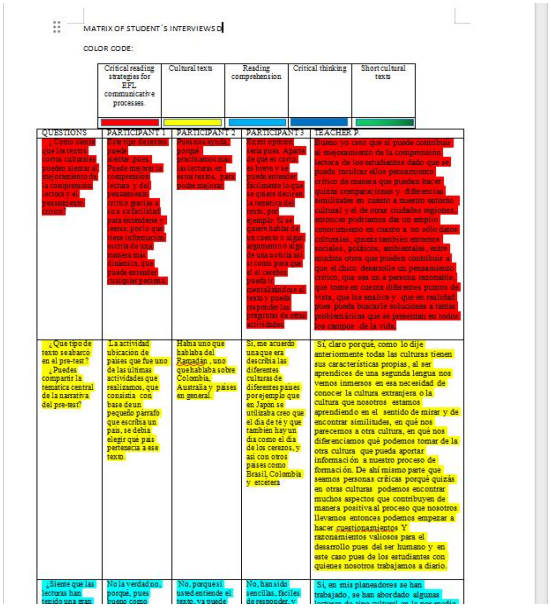
University of Pamplona
Foregin language bachelor degree
Teaching practicum: post -test Activity Analysis.
Researcher name: Camilo Andrés Rios V.

GENERAL DESCRIPTION		
PARTICIPANTS	**SETTING**	**SITUATIONS**
18/ Eigth grade students	New Cambridge School	• The post-test application session began with some recommendations from the pre-service teacher, regarding the interpretation of texts and, more importantly, the formation of simple argumentative sentences. • In the first activity, the students related the representative images of each country, with the information provided in the various reading workshops (The world and it's culture/Ramadan). During this activity, the pre-service teacher and the students

Analysis post- test.docx

ANNEX 9

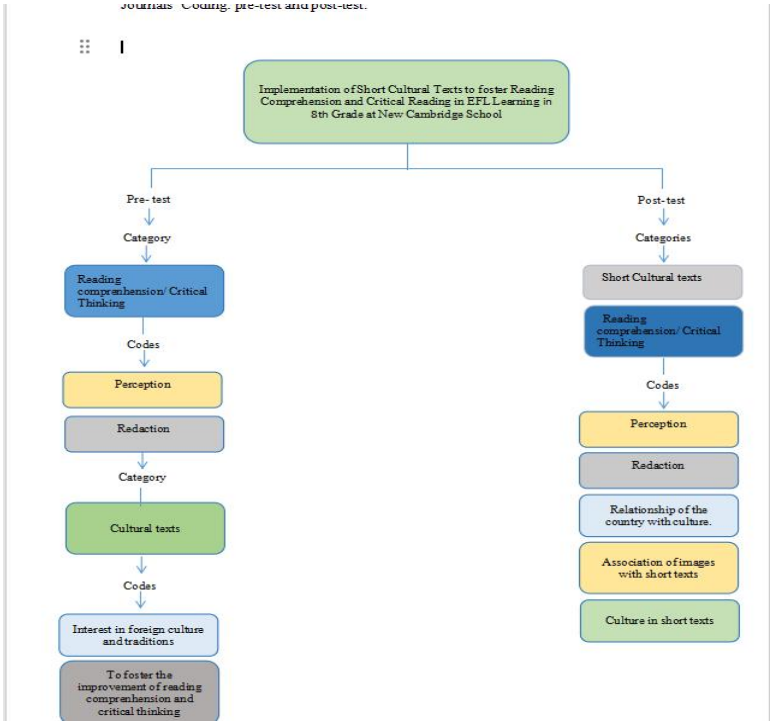
Matrix of interviews



MATRIX OF STUDENT´S INTERVIEWS.docx

ANNEX 10

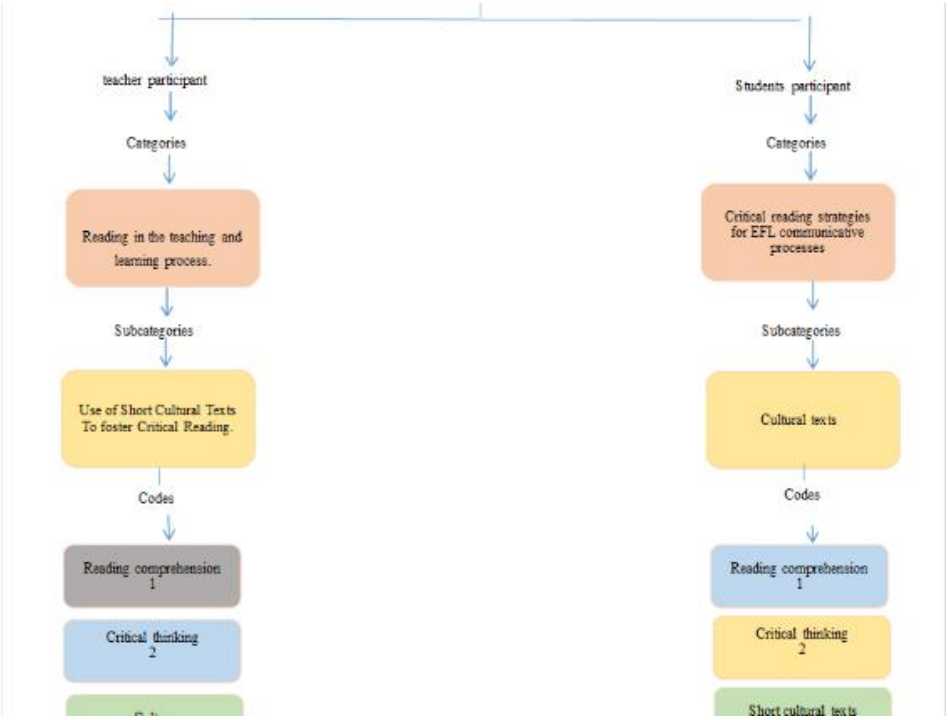
Pre.test Post-test Coding Chart



Pres-test post-testcategories .docx

ANNEX 11

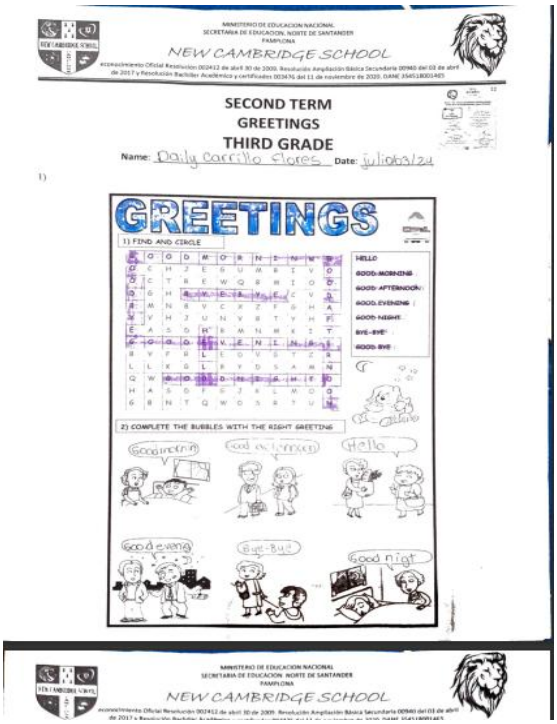
Interviews´ chart



Interviews´ Coding.docx

ANNEX 12

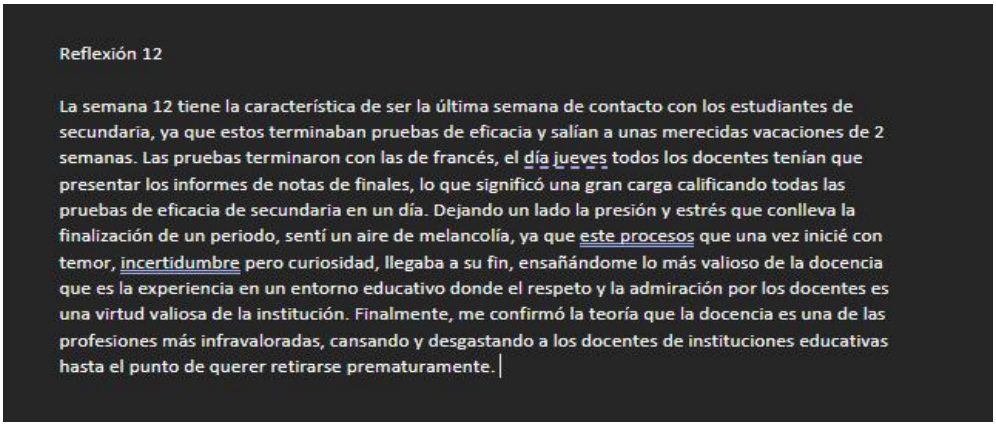
Primary activities



primaryactivities

ANNEX 13

Reflections



Reflexión 12

La semana 12 tiene la característica de ser la última semana de contacto con los estudiantes de secundaria, ya que estos terminaban pruebas de eficacia y salían a unas merecidas vacaciones de 2 semanas. Las pruebas terminaron con las de francés, el día jueves todos los docentes tenían que presentar los informes de notas de finales, lo que significó una gran carga calificando todas las pruebas de eficacia de secundaria en un día. Dejando un lado la presión y estrés que conlleva la finalización de un periodo, sentí un aire de melancolía, ya que este procesos que una vez inicié con temor, incertidumbre pero curiosidad, llegaba a su fin, ensañándome lo más valioso de la docencia que es la experiencia en un entorno educativo donde el respeto y la admiración por los docentes es una virtud valiosa de la institución. Finalmente, me confirmó la teoría que la docencia es una de las profesiones más infravaloradas, cansando y desgastando a los docentes de instituciones educativas hasta el punto de querer retirarse prematuramente.

Reflections.

Folders of evidences

1. **interviews Evidences**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/Et1FttxtbLNBkftI80UsVHwBqZs58sDv4vcCsxZZjsvBnw?e=OoxLEz

2. **Interview´s Analysis**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/EkTsLKEBhUdLm6wPEDv9gFIB-8wwcBytSJMMu8BbhH9Tmg?e=mnNwDM

3. **Pre-test and Post Test**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/EvvfVTJ6WsdIs9FsqKdljdEBAQngZaHCdoxMmbsJZQGNuw?e=5SXSda

4. **Instruments Data Charts**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/EkBLWByf66hOik7LuKkAFwUB9_f2kG3se0kN8lHX5gFHCA?e=JKgoNM

5. **Outreach Component**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/Ev2oUzV9aWlOnPVISXXnWlcBn2yAGkg_W7nv-XJxF6FxDw?e=cEuTfh

6. **Reflective Component**

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/Euor1Y6OIA9AmTBdMEsegQABiCLV2EHjFCc6rqdNiIp25Q?e=geqh65

7. Photo Evidences.

https://unipamplonaedu-my.sharepoint.com/:f:/g/personal/practica_intervencion_unipamplona_edu_co/EvrlW_mhOtZMttlaWTvLZcgBlXGEQ9-8vOLia_FllH_x6g?e=gAP72h