IMPLEMENTING SHORT TEXTS TO IMPROVE READING COMPREHENSION AMONG 9TH GRADERS AT A PUBLIC SCHOOL IN COLOMBIA.

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CHAPTER I: GENERAL PRESENTATION OF THE PROJECT

Teaching internships are intended to provide aspiring teachers with hands-on classroom experience. In this first chapter, the pre-service teacher was under the supervision of a mentor teacher, this might involve observation, co-teaching and eventually taking charge of their own classroom. Understanding how to plan and conduct lessons, monitor classroom behavior, evaluate students' performance, and collaborate with other teachers and staff members are some of the meaningful aspects of this learning process. However, the primary aim was to help future educators to become competent teachers who can meet the diverse needs of their students and contribute to the overall success of their institution. An overview of the project will be given at first, followed by sections on institutional observation, research and pedagogy, community outreach.

The second chapter covered the diagnose report and the institutional observation. During the first week of observation, the pre-service teacher had the opportunity to glance at how the pedagogy of English as a second language has been evolving in the educational setting. In this section, we outlined the entire process. The field in which we operate have to be fully explored, the environment in which we interact should be described, and recommendations for community strategies must be made while taking into account the various activities that will emerge in the educational community.

Besides that, the Pedagogical and Research Component was the third chapter. This section serves as the primary focus of the integral practicum and outlines the objective's project as it will be applied to the area of pedagogical interaction. The

proposal will be developed following a background study of the appropriate classes to establish a suitable intervention based on their complaints or significant needs noticed throughout the observation week. Even so, this project attempted to resolve that need or issue presented over the courses ahead.

During the chapter fourth of this research project presents the outreach component implemented at the Instituto Nacional de Comercio School, a primary school renowned for its commitment to nurturing young minds. This chapter outlines the step-by-step process undertaken to carry out effective outreach activities, aiming to foster a positive and inclusive educational environment while promoting holistic development among the students.

Additionally in chapter five, the Intra-institutional Activities Component mandates pre-service teachers' attendance and participation in organizational, volunteer, extracurricular, and administrative activities listed in the institution's general timetable in order for them to become closely associated with the administrative and teaching roles outside of the classroom.

Finally, in chapter sixth we explored the reflective approach to integral practice that was undertaken during my pre-service teacher process. This chapter provides an overview of the step-by-step process implemented, emphasizing the importance of reflection in enhancing teaching practices and professional growth.

Introduction

Reading comprehension in English is a fundamental skill for anyone who wants to develop in an increasingly globalized and connected world. According to Shea & Ceprano (2017), being able to understand and process written information in English is essential for communicating effectively in academic, professional, and personal

situations. In addition, reading comprehension in English is a key requirement for learning other language skills, such as writing and speaking. Likewise, the ability to read and comprehend texts in English is an essential component for success in a wide variety of contexts.

As cited in Rodriguez Sua (2021), many students struggle with reading comprehension, which can hinder their academic and professional success. One approach that has been shown to be effective in improving reading comprehension is implementing short readings. Thus, the pedagogical project will aim to implement short texts to increase reading comprehension in the students at Instituto Tecnico Nacional de Comercio School, Cúcuta, Norte de Santander. Furthermore, Bradbury (2016) stated that short readings can be an effective way to engage students who may have low motivation, difficulty staying focused or have limited attention spans. By breaking down longer texts into shorter passages, students are more likely to stay engaged and focused, which can help them retain information and improve their overall reading comprehension.

Justification

This research project encompassed three key aspects. Firstly, the pre-service teacher was engaged in the practicum stage, immersing themselves in a genuine pedagogical environment of language teaching. This immersion was vital in assuming the role of a foreign language teacher and applying the experience, knowledge, and creativity acquired throughout their journey in the foreign language program.

Secondly, the project was driven by the objective of enhancing the linguistic skills of INSTENALCO's students. To achieve this, it was deemed essential to incorporate reading comprenhension into the English as a Foreign Language (EFL) class through short texts. By integrating these short texts into the curriculum, students were provided with practical exposure and opportunities to develop their competence in the language.

The third aspect of the project focused on the outreach component, which involved collaborating with a primary school to raise awareness and foster vocabulary acquisition among fifth-grade students. The pre-service teacher actively participated in this project, designing and implementing activities such as word puzzles that aimed to sensitize students and expand their vocabulary. This outreach component aimed to create a positive impact on the students' learning journey and foster their enthusiasm for language acquisition.

Lastly, the intra-institutional activities component was closely intertwined with all the initiatives originating from the institution itself. Therefore, the presence and active involvement of the pre-service teacher were required in the development of these activities. It is important to highlight the pre-service teacher's active participation in all activities, institutional projects, and meetings throughout their tenure as a teacher at the institution.

General objective:

- To understand the use of English skills, especially using reading comprehension as a way of learning.

Pedagogical and research objective:

- To implement short reading activities specifically designed to enhance the reading comprehension skills of ninth graders' students in the context of English as a foreign language.

Outreach objective:

- To increase students' vocabulary and interpretation throughout the reading process.

Intra-institutional objective:

- To further teamwork, collaboration, effective communication, and efficiency as an INSTENALCO community.

Conclusions:

Hence, the completion of the pre-service teacher process at INSTENALCO School encompassed three essential components: the Pedagogical and Research component, the Outreach component, and the Intra-institutional component. Each of these components played a crucial role in the overall development and enrichment of the educational experience.

The Pedagogical and Research component served as the foundation of the pre-service teacher process, providing invaluable practical experience and an opportunity to apply theoretical knowledge in a real classroom setting. Through active participation in teaching practice, lesson planning, and instructional delivery, the pre-service teacher honed their skills and developed a deeper understanding of effective pedagogical strategies. This component facilitated the integration of theory and practice, allowing

the pre-service teacher to gain valuable insights into the complexities of the teaching profession.

The Outreach component extended the impact of the research beyond the boundaries of the classroom, fostering collaboration with external entities, such as a primary school. This component aimed to sensitize and engage fifth-grade students, promoting vocabulary acquisition and creating an inclusive learning environment. By designing and implementing targeted activities, the pre-service teacher facilitated the students' exploration of language, encouraging their enthusiasm for learning and expanding their language proficiency. The Outreach component highlighted the pre-service teacher's ability to adapt teaching approaches to different contexts, while also fostering community engagement and nurturing a sense of social responsibility.

The Intra-institutional component emphasized the pre-service teacher's active involvement in the activities, projects, and meetings organized within INSTENALCO School. By participating in these institutional initiatives, the teacher not only contributed to the overall development of the institution but also further integrated themselves into the school community. This component fostered a sense of belonging and professional growth as the pre-service teacher collaborated with experienced educators, shared best practices, and actively contributed to the school's collective efforts to enhance the quality of education.

Briefly, the combined efforts of the Pedagogical and Research component, the Outreach component, and the Intra-institutional component provided a comprehensive and immersive pre-service teacher process at INSTENALCO School. This process not only equipped the pre-service teacher with practical experience and pedagogical knowledge but also instilled a sense of community engagement and a commitment to ongoing professional development. Through this holistic approach, the pre-service

teacher was prepared to embark on a successful career in education, armed with the necessary skills, insights, and dedication to make a positive impact on the lives of their future students.

CHAPTER II: INSTITUTIONAL OBSERVATION AND DIAGNOSIS REPORT

This chapter's purpose is to provide a detailed summary of the integral practicum development's initial process of institutional observations. The directors and rector share their planning with the pre-service teacher of the Faculty of Education, in order to have an overview of the activities and projects to be carried out during the school year at Instituto Tecnico Nacional de Comercio, sede A y B in Cúcuta, Norte de Santander. Based on the institutional educational project (PEI), the manual of high school for the educational community and the guidelines of the Ministry of National Education (MEN), the practitioner will be involved in the educational environment in which he lives. In addition to knowing the different school procedures and identify the shortcomings that persist in the assigned courses in the area of English.

During this first stage, the intern stipulated two weeks of observations, as established by the curricular guidelines. Additionally, a schedule was established in which observations will be carried out in the three courses of 9th grade to accomplish a twelve-hour workload per week. Likewise, on Thursdays, observations will be conducted in the elementary school with the 5th grades, accumulating four hours per week with this course.

Moreover, it was possible to obtain information on how the students behave during the explanations, how they respond to the proposed questions about the class's subject, and how they develop class activities through evaluative workshops thanks to the non-participant observations.

Location:

The Instituto Tecnico Nacional de Comercio School is located in the downtown area of the city, whose headquarters are located as follows: Headquarters A is located on Calle 12 No. 0-40 Barrio La Playa National Technical Institute of Commerce, Headquarters B: Escuela República de Venezuela No.16 located on la Calle 9 entre avenidas 2da y 3ra. It is conformed by a population of levels 1, 2, 3 and 4 of the central sector of the city of Cúcuta and some peripheral neighborhoods, has a warm and airy climate. It has public sewage, electricity, water, and some telephone and Internet services. The transportation service is very fluid due to its central location.

Figure 1

Front side



Has founded on May 6, 1953, efficiently serving the city of Cúcuta and the eastern part of Colombia in 55 years of work. At present, it offers preschool, elementary, junior high and high school education and operates in three locations, as of decree 000781 of September 30, 2002, which reorganizes the educational service by creating a new

institution, merging educational centers in compliance with the Performance Agreement of the School Reorganization Plan.

Physical description:

The facilities of the school Instituto Tecnico Nacional de Comercio has a number of administrative staff working for the development of the school, and resources used daily in the academic community. In the following graphs, it is evident that the school has the following characteristics in its two sites:

Figure 2

Resources

ESPACIOS	DEPENDENCIAS	No.
Administrativos	Rectoría	1
	Coordinaciones	2
	Secretaría	1
	Pagaduría	1
	Almacén	1
	Sala de profesores	1
	Sala de reuniones	1
Pedagógicos	Aulas de Clases	21
	Aulas especializadas de:	
	Informática	2
	Laboratorio de:	
	Ciencias Naturales	1
	Biblioteca	1
	Centro de orientación	1
	Sala de conferencias	1
	Depósito	3
Servicios Especiales	Cafetería	1
	Baterías de baño para:	
	Directivos	1
	Administrativos	1
	Docentes	2
	estudiantes	4
	Servicios Generales	1
	Campo deportivos coliseo	1
	Aula múltiple	2
	Tienda escolar o cooperativa.	1
		1

Figure 3

Resources

TIPO DE RECURSOS	DESCRIPCION DEL RECURSO	No.
Mobiliario	Escritorios de Oficina Escritorios de Docentes Pupitres Sillas para sala de Conferencias Sillas para profesores Mobiliario para laboratorio Tableros acrílicos Escritorios auxiliares Armarios Archivadores	
Materiales didácticos	Láminas Globos terráqueos Mapas Video Beam Televisores D.V.D. Fotocopiadoras Computadores Impresoras Estabilizadores Grabadoras Equipo de Sonido Vestuario de Danzas	

Institutional Authorities:

In the Instituto Tecnico Nacional de Comercio, there is a board of directors in which the different members that make up this institutional entity can be appreciated. This is based on the need to have a group of leaders who head each of the stipulated guidelines.

Table 1

Institutional Authorities

Charges	Names
Principal	Miguel Orlando Peñaranda
Coordinators	Fabio Eduardo Rondón Juan Carlos Garcia Liliana Esther Alba Alix Belén Montañez
Teachers representing the administrative committee	Luis Ignacio Antolinez Villamizar Rodolfo Casanova Arenas
Administrative representatives	José Ortega
Parent´s representatives	Catalina Palacio Gil Wilmer Jaimes Arteaga
Ex-students representative	Jairo Adrian Lache Herazo
Student representative	Ciro Contreras

Administrative level

This document contains the synthesis of the progress of the Institutional Educational Project P.E.I., which is continuously and permanently adjusted and enhanced through consultation with all members of the educational community. From the characteristics and socio-economic and socio-cultural conditions of the community INSTENALCO is projected in the philosophy of the formation of the student strengthening the ethical and moral values with an integral humanizing approach intentionally concretizing the self-esteem, coexistence and good school environment taking into account the love of nature so that from there project action plans that lead to

the transformation in search of continuous improvement of the quality of life articulating the development of basic skills, citizenship and general and specific labor.

The Instituto Tecnico Nacional de Comercio, taking into account the economic and social development of the city of Cúcuta, offers a quality educational service at the Transition, elementary and middle technical level that responds to the interests and expectations of young people and parents, with a view to a sustainable and relevant professional development. For these reasons, our Institutional Educational Project is oriented to strengthen basic skills, citizenship and labor, from a curriculum according to the General Law of Education, with a specialty in the commercial area, which will allow the graduate to continue a chain of technical, professional and labor training for the border region.

The Instituto Tecnico Nacional de Comercio is located in the La Playa neighborhood in the center of the municipality of San José de Cúcuta, offering formal education services for preschool, elementary school, junior high school, and technical high school at the latter level with a SENA-MEN articulation (Technician In International Trade And Technician In Accounting Of Commercial And Financial Operations).

We are working in agreement with SENA for the coordination of the commercial technical media in the specialties of: International Trade Technician And Commercial And Financial Operations Accounting Technician. A second inter-institutional agreement was established for this year with the ATEL INSTITUTE to grant the title of: Bachelor Technician In Business Techniques With Emphasis In English Language Proficiency, is for students with voluntary enrollment and authorized by the guardian and places the graduate at a level B1 or B1 Advanced according to the requirements of the Common European Framework.

General Objectives:

- Operationalize the educational purposes and mandates indicated by the political constitution, the general law of education and current regulations in order to promote an integrated education for university, work and business life.

- To guarantee an integral education based on values, norms and principles that contribute to the personal development of children and young people, allowing them to be a factor of change for themselves, their families and society.

- To design mechanisms for the control, evaluation and follow-up of all activities: directive, administrative, curricular and community activities in order to ensure the quality of education, the good professional performance of teachers, teachers' directors, administrators and the participation of students in the school development and educational processes.

- Characterize and determine the needs of the diversity and vulnerability of the population according to the specifications of the Municipality of San José de Cúcuta to dimension the Risk Management in the school environment in order to reduce and/or eliminate them.

Specific Objectives:

- To design strategies that lead to the integral formation of the learner through the appropriation of creative, participatory, critical and justice values.

- To offer an integral education aimed at developing the personality of the individual, forming him/her for life based on respect for rights, highlighting cultural and ethical values; inculcating the protection and conservation of the environment with a spirit of tolerance, solidarity and peace.

- To form young people capable of making rational and fair decisions so that they can face the social reality in order to live a participatory and pluralistic democracy.

- To orient the educational process towards the formation of the student in terms of coexistence, honesty, solidarity and equity, committing himself/herself to the community to which he/she belongs.

- Encourage civic, democratic and participatory values through the rescue of activities that root the national and Latin American identity.

- Promote the defense of life in all its stages, seeking the means within their reach to develop respect for life, the family and nature.

- Incorporate and develop the general and specific labor competencies of the technical high school with a view to the formation of competent students in their daily performance both in their personal and work or business life in their corresponding environment.

- To develop abilities, skills, attitudes, values that allow them to build their own knowledge to be linked to the commercial-business-micro-business sector, becoming a competent and competitive person for the improvement of their quality of life and that of others with the creation of ways and methods to generate work.

- Implement a system of social inclusion that allows linking the entire educational community to the educational process always seeking the path of excellence.

- To recognize the risk factors to which the ITNC of Cúcuta is exposed.

- To prepare the educational community for a timely response to a calamity in order to safeguard life.

Philosophy

The Instituto Tecnico Nacional De Comercio is governed by the principles of Colombian education enshrined in the political constitution and the general law of Education, which state that education must fulfill a social function that leads to the integral formation of the person to develop the ability to project their future and their social and cultural identity in accordance with the needs and interests of individuals, family and society; and whose purpose is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Constitution.

The Instituto Tecnico Nacional de Comercio is directed to offer an integral formation of its students, an intensive pedagogical work in the processes of physical and motor development, the practical ability, the kinesthetic corporal experience and the spatial intelligence where:

- The cognitive: to know the human being its surrounding world to interact in it to transform it, to discover it and to understand it and to enjoy it

- The communicative: to appropriate the capacity of the meanings with the purpose of acquiring autonomy of judgments.

- The ethical: to train in the duty to be and duty to do based on freedom, social justice, tolerance and solidarity.

- The spiritual: to have capacity in the subjectivity, in the interiority and in the conscience, manifesting itself in its will and intelligence.

Mission

- The Instituto Tecnico Nacional de Comercio is an official entity, which offers a quality commercial technical education, based on responsibility, leadership and honesty looking for the integral formation of its students.

Vision

- The Instituto Tecnico Nacional de Comercio in 2025, will continue to be the best educational institution in Cúcuta and Norte de Santander that will deliver to the community technical commercial graduates; leaders in the appropriation of values and in the realization of projects that allow the use of resources, the care and preservation of the environment, increasing the quality of life of their families and their locality.

Institutional Handbook

The Instituto Tecnico Nacional De Comercio is governed by the principles of Colombian education enshrined in the Political Constitution and the General Education Law, which state that education must fulfill a social function that leads to the integral formation of the person to develop the ability to project their future, their social and cultural identity in accordance with the needs and interests of individuals, family and society; and whose purpose is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Constitution.

The Instituto Tecnico Nacional De Comercio is aimed to offer an integral formation of its students, an inclusive and intensive pedagogical work in the processes of physical and motor development, the practical ability, the kinesthetic corporal experience and the spatial intelligence, where the cognitive: to know the human being its surrounding world to interact in it to transform it, to discover it and to understand and enjoy it; the communicative: to appropriate the capacity of the meanings with the purpose of acquiring autonomy of judgments. Ethical: to train in the duty to be and duty to do based on freedom, social justice, tolerance and solidarity. The spiritual: to have capacity in subjectivity, interiority and conscience, manifesting in their will and intelligence and the aesthetic: that the child can externalize their sensitivity to creatively transform, values and enjoy different contexts.

The coexistence manual is a guide for the entire educational community that allows in a rational way to establish the rules of the Institutional commitment to all the educational actors, therefore the parent and the student assume from the moment of enrollment the commitments set forth in the Educational Project they have chosen. In order for a healthy coexistence to take place in an educational institution, it also requires

rules that, inserted in the curricular programming, enable the creative development, the orderly performance of the various actions, the proper evolution of behavior and, ultimately, the progressive achievement of autonomy. In this order of ideas, the coexistence manual gathers the basic principles and procedures necessary to regulate the behaviors and relationships among the members of the educational community, with a view to achieving the main objectives of the institutional educational project (PEI), so that the school process leads to an integral formation of the students.

Mission

The Instituto Tecnico Nacional de Comercio is an official entity that offers a quality commercial technical education, based on responsibility, leadership and honesty, seeking the integral formation of its students.

Vision

The Instituto Tecnico Nacional de Comercio in the year 2021, aspires at local, regional and national level, to be a reference of excellence and a focus of irradiation of intellectual and moral habits, Achieving that the students formed in its classrooms, are distinguished by their cognitive, civic, communicative and labor competences. With a sense of solidarity, ethics and responsible service, leaders in entrepreneurship and projects that allow the use of resources and the care and preservation of the environment, raising their quality of life, that of their families and their environment.

Symbols and Emblems

Figure 4

Shield Instituto Tecnico Nacional de Comercio



Figure 5

Flag *Instituto Tecnico Nacional de Comercio*



Shield

It has a tertiary form in bars whose diagonals start from the upper right corner forming three segments: the upper one of yellow color, the central strip of white color, and the lower segment of green color. This shield is surrounded by a white stripe that reads "Instituto Tecnico Nacional Tecnico Nacional De Comercio". In the shield's center is a caduceus with two white wings and two intertwined snakes, an emblem of commerce. On guard is a ribbon with the motto "SABER ESTUDIO Y GLORIA" (KNOWLEDGE, STUDY, AND GLORY).

Flag

It is made up of three horizontal stripes: Superior yellow color: Primary function of the Institution, which is the commercial education and the preparation to hold positions in the commerce. The one in the center: Narrower stripe, white in color, signifies the neatness, honesty and transparency that every INSTENALQUISTA student must have. The lower one: Green, which means hope, the future of the educational community composed of teachers, parents and students.

Instenalco's Timeline

The following chronogram will show the different activities that will be conducted throughout the periods. Likewise, each of the topics to be discussed with the students of the courses stipulated by the school's board of directors will be specified.

Figure 6

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No. 2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL

DANE INSTITUCIONAL: 154001000010
SEDE B: 154001000184

NIT: 890.501.113.3

CRONOGRAMA INSTENALCO 2023		
MES	ACTIVIDAD	RESPONSABLES
ENERO		
10	BIENVENIDA A DIRECTIVOS, DOCENTES Y ADMINISTRATIVOS	SEMCUCUTA
11 - 20	SEMANAS DESARROLLO INSTITUCIONAL	RECTORIA - COORDINADORES
13	ELECCION JEFES DE AREA	DOCENTES INSTENALCO
13	EUCARISTÍA PARA ENCOMENDAR A LOS DIRECTIVOS, DOCENTE Y ADMINISTRATIVOS EN EL MARCO DE LOS 70 AÑOS	INSTITUCIONAL
16	SOCIALIZACION DEL GOBIERNO ESCOLAR ANTE LA COMUNIDAD ESTUDIANTIL	ÁREA SOCIALES
20	EUCARISTÍA PARA ENCOMENDAR NUESTRA PROM2023 A LA MEDALLA MILAGROSA	INSTITUCIONAL
23	INICIO PRIMER PERIODO	COORDINACIONES SEDES A Y B
23	ENTRADA DE ESTUDIANTES	RECTORIA-COORDINACION-DOCENTES
16 - 31	SOCIALIZACION Y MOTIVACION A INSCRIPCION DE CANDIDATOS AL GOBIERNO ESCOLAR 2023	ÁREA SOCIALES
27	INSTALACIÓN COMITÉ 70 AÑOS	RECTOR Y CONSEJO DIRECTIVO
27	ELECCION DE LIDERES TICS 2023	TITULARES Y COORD. SEDE A
01	POSESIÓN CONSEJO ACADÉMICO	RECTOR, COORDIN. JEFES DE AREA
FEBRERO		
03	EUCARISTÍA SIEMBRA 2023 -PROM 70 AÑOS	SEXTOS – PRIMEROS
03	ELECCIÓN DE REPRESENTANTE ESTUDIANTIL POR SALON	TITULARES SEDES A - B
06	ASAMBLEA GENERAL DE PADRES DE FAMILIA Y ELECCIÓN DE REPRESENTANTES POR GRADOS	SEDE A - JAM
07	ASAMBLEA GENERAL DE PADRES DE FAMILIA Y ELECCIÓN DE REPRESENTANTES POR GRADOS	SEDE A - JPM
08	ASAMBLEA GENERAL DE PADRES DE FAMILIA Y ELECCIÓN DE REPRESENTANTES POR GRADOS	SEDE B - JAM
09	ASAMBLEA GENERAL DE PADRES DE FAMILIA Y ELECCIÓN DE REPRESENTANTES POR GRADOS	SEDE B - JPM
13	INSCRIPCION CANDIDATOS A PERSONERIA Y CONTRALOR ESTUDIANTIL 2023	ÁREA DE SOCIALES
13	CONFORMACIÓN DEL CONSEJO ESTUDIANTIL 2023	ÁREA DE SOCIALES
14	INICIO DE CAMPAÑAS ELECTORALES	ÁREA DE SOCIALES
16	DIAGNOSTICO EXTERNO 6° A 10°	COORDINACIÓN - DOCENTES

Figure 7

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No.2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL.

DANE INSTITUCIONAL:154001000010
SEDE B: 154001000184

NIT: 890.501.113.3

20	ELECCION DE REPRESENTANTE DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
20	ELECCION REPRESENTANTE DE EXALUMNOS ANTE CONSEJO DIRECTIVO	ÁREA DE SOCIALES
22	MIÉRCOLES DE CENIZA	ÁREA DE RELIGION
24	ELECCIÓN DE ESTUDIANTE AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
24	ESCOGENCIA DE LA TERNA ASPIRANTES A CONTRALOR ESCOLAR 2023	ÁREA DE SOCIALES
24	REUNIÓN DEL CONSEJO DE PADRES 2023	ÁREA DE SOCIALES
28	CONMEMORACIÓN: BATALLA DE CUCUTA	604,802,1001 / TERCEROS
MARZO		
02	COLEGIO ABIERTO 1ER PERIODO	COORDINACIÓN, DOCENTES, ORIENTADORA
03	EUCARISTIA	SEDE A GRADOS SÉPTIMOS, TITULARES, SEDE B CUARTOS
07	FINALIZACIÓN CAMPAÑA ELECTORAL GOBIERNO ESCOLAR 2023	ÁREA DE SOCIALES
06 - 07	FORO CANDIDATOS A PERSONERIA ESTUDIANTIL 2023	ÁREA DE SOCIALES
08	CELEBRACION DIA DE LA MUJER	INSTITUCIONAL / TITULARES
09	CLAUSURA PROYECTO MOVILIDAD- TRÁNSITO	AREA DE EDUCACIÓN FÍSICA
10	DIA DE LA DEMOCRACIA: ELECCION PERSONERO Y REPRESENTANTE DE LOS DOCENTES ANTE EL CD	ÁREA DE SOCIALES
17	ACTO DE POSESION DEL PERSONERO ESTUDIANTIL	ÁREA DE SOCIALES
19	DIA DEL HOMBRE	INSTITUCIONAL / TITULARES
09 - 15	BIMESTRALES ÁREA TÉCNICA	DOCENTES ÁREA TÉCNICA
16 - 24	BIMESTRALES 1ER PERIODO	DOCENTES
24	FINALIZACION 1ER PERIODO ACADEMICO	COORDINADORES, DOCENTES
27	INICIO DE 2DO PERIODO	COORDINADORES, TITULARES
29	CIERRE DE PLATAFORMA 1ER PERIODO	COORDINADORES, TITULARES
29	VIACRUCIS	AREA RELIGIÓN Y GRADO 11° TITULARES, SEDE B TITULARES
30	COMISIONES DE EVALUACIÓN 1ER PERIODO	RECTOR, COORDINADORES, DOCENTES
31	ENGLISH FEST	702,901,1002 DOCENTES DE INGLÉS
ABRIL		
03 – 05	DESARROLLO INSTITUCIONAL	RECTORIA – COORDINADORES - DOCENTES
12	ENTREGA DE BOLETINES 1ER PERIODO	RECTOR, COORDINADORES, TITULARES
25	CONMEMORACIÓN DIA DEL IDIOMA	701,801,1003 Prof. Rosa C.

Figure 8

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No. 2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL.

DANE INSTITUCIONAL:154001000010
SEDE B: 154001C00184

NIT: 890.501.113.3

		SEDE B: SEGUNDOS
28	DIA DEL NIÑO	COORDINADORES Y TITULARES SEDE B
30	MARATON INSTENALCO 70 AÑOS	COMITÉ 70 AÑOS
MAYO		
02	DESFILE DE COMPARZAS Y CARROZAS	COMITÉ 70 AÑOS
05	EUCARISTÍA PARA ESTUDIANTES Y DOCENTES Y PROGRAMACIÓN CULTURAL	INSTITUCIONAL
06	EUCARISTIA PARA PADRES DE FAMILIA Y EXALUMNOS	COMITÉ 70 AÑOS
09	COLEGIO ABIERTO 2DO PERIODO	RECTOR, COORDINADORES, DOCENTES
15	CELEBRACIÓN DÍA DEL MAESTRO	INSTITUCIONAL
04-10	BIMESTRALES ÁREA TÉCNICA	DOCENTES ÁREA TÉCNICA
11-19	BIMESTRALES 2DO PERIODO GRADO 11° AM	DOCENTES
23 - 30	BIMESTRALES 2DO PERIODO	DOCENTES
JUNIO		
02	CIERRE DE PLATAFORMA 1ER PERIODO	COORDINADORES, TITULARES
05	COMISIONES DE EVALUACION 2DO PERIODO	RECTOR, COORDINADORES, DOCENTES
09	EUCARISTÍA	GRADOS OCTAVOS Y TITULARES SEDE B TRANSICIÓN - 205
08 – 16	NIVELACIONES PRIMER Y SEGUNDO PERIODO	COORDINADORES, DOCENTES
16	FIN 2DO PERIODO	COORDINACION Y DOCENTES
17	VACACIONES MITAD DE AÑO	
JULIO		
04	INICIO DEL 3ER PERIODO	COORDINADORES, DOCENTES
04 - 10	NIVELACIONES MEDIA TECNICA 1ER Y 2DO PERIODO	DOCENTES AREA TECNICA
11	COMISIONES DE EVALUACION NIVELACIONES	RECTOR, COORDINADORES, DOCENTES
14	ENTREGA DE BOLETINES 2DO PERIODO	RECTOR, COORDINADORES, TITULARES
19	APLICACIÓN 1ER SIMULACRO INSTITUCIONAL PARA GRADO 11°	PARES ACADÉMICOS SEDE A
21	ACTO CONMEMORATIVO AL 20 DE JULIO	603,804,805 GRADOS QUINTOS
AGOSTO		
04	EUCARISTÍA DE BENDICIÓN DE LAPICES	GRADO NOVENO GRADO SEGUNDO
09	CONMEMORACION BATALLA DE BOYACÁ	601,602,702,TRANSICION.
11	"ENCUENTRO CON MIS DOCENTES", PROM 2023	COORDINACION Y TITULARES

Figure 9

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No.2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL.

DANE INSTITUCIONAL 154001000010
SEDE B: 154001000184

NIT: 890.501.113.3

11	ACTIVIDAD PREICFES PROM 2023	ORIENTADORA ESCOLAR, COORDINADORES
13	PRUEBA SABER 11 OFICIAL	ICFES
15	COLEGIO ABIERTO 3ER PERIODO	RECTOR, COORDINADORES, TITULARES Y PASANTES
17 – 24	BIMESTRALES MEDIA TECNICA	COORDINADORES, DOCENTES DE LA TECNICA
25 – 1SEP	BIMESTRALES 3ER PERIODO	DOCENTES
SEPTIEMBRE		
01	EUCARISTÍA	GRADO DÉCIMO GRADO TERCERO
01	FINALIZACION 3ER PERIODO	COORDINADORES, DOCENTES
04	INICIO 4TO PERIODO	COORDINACION, DOCENTES
06	CIERRE DE PLATAFORMA 3ER PERIODO	COORDINADORES, TITULARES
07	COMISIÓN DEL 3ER PERIODO	COORDINADORES, TITULARES
12	ENTREGA DE BOLETINES 3ER PERIODO	RECTOR, COORDINADORES, TITULARES
15	CONMEMORACION AMOR Y AMISTAD	DIRECTIVOS Y ORIENTACION
22	PROYECTO PRODUCTIVO SENA-INSTENALCO	DOCENTES E INSTRUCTORES AREA TÉCNICA SENA
OCTUBRE		
02 AL 06	PRUEBA DE CALIDAD SENA-INSTENALCO	DOCENTES E INSTRUCTORES AREA TÉCNICA SENA
05	DIA DEL DIRECTIVO DOCENTE	SEMCUCUTA
	PRUEBAS DE CALIDAD SENA	DOCENTES MEDIA TÉCNICA E INSTRUCTORES SENA
06	COLEGIO ABIERTO 4TO PERIODO	RECTOR, COORDINADORES, TITULARES Y PASANTES
09 - 13	SEMANA DE DESARROLLO INSTITUCIONAL	DIRECTIVOS Y ORIENTADORA ESCOLAR
20	IZADA DE BANDERA DÍA DE LA RAZA	902,903 GRADO PRIMERO
17 - 23	BIMESTRALES DE LA TECNICA	DOCENTES TECNICA -SENA
24 – 01NOV	BIMESTRALES 4TO PERIODO	COORDINACION, DOCENTES
31	DIA DEL ESTUDIANTE INSTENALQUISTA	DIRECTIVOS, ORIENTADORA
NOVIEMBRE		
03	COMISIONES DE EVALUACION 4TO PERIODO	RECTOR, COORDINADORES Y DOCENTES
07 - 15	NIVELACIONES 3ER Y 4TO PERIODO	DOCENTES
	EXPOSICIÓN DE PROYECTOS PRODUCTIVOS MEDIA TECNICA GRADO 11°	DOCENTES ÁREA TÉCNICA INSTRUCTORES SENA
16	CONMEMORACION INDEPENDENCIA DE CARTAGENA	703,704 SEDE B GRADO CUARTO

Institution's Schedule

The educational institution INSTENALCO, in order to keep control of its facilities, presents a stipulated schedule for the development of classes. At the same time, students have the obligation to maintain the rules of presentation in schools, as well as the schedules for entering and leaving classes, breaks, pedagogical outings, and the different activities carried out in the institution.

Table 2

Schedule

Períodos de clase	Hora
Primera hora	6:00 - 6:55
Segunda hora	6:55 - 7:50
Tercera hora	7:50 - 8:45
Cuarta hora	8:45 - 9:40
Descanso	9:40 - 10:10
Quinta hora	10:10 - 11:05
Sexta hora	11:05 - 12:00

Table 3

Pensum

Nivel	Asignaturas	Horas
Media técnica	Matemáticas	3
	Estadística	1
	Filosofía	3
	Sociales	2
	Lengua Castellana	4
	Inglés	4
	Biología	2
	Física	3
	Química	3
	Artística	1
	Religión	1
	Ética y valores	1
	Educación física	1

Syllabus 9th grade

Figure 10

Curriculum

LICENCIA DE OFICIAL SEGÚN SECRETARIA

INSTITUCION EDUCATIVA
INSTITUTO TÉCNICO NACIONAL DE COMERCIO
FUNCIONAMIENTO DE CARÁCTER
RESOLUCIÓN No.000707 DE 27 DE ABRIL DE 2009
EDUCACIÓN MUNICIPAL.

PLAN DE AREA

AREA: HUMANIDADES ASIGNATURA: IDIOMA EXTRANJERO INGLES AÑO: 2023
DOCENTE: Ruby Carolina Quintero Bueno PERIODO: PRIMERO

EJE TEMATICO	CONTENIDOS	CRITERIOS DE DESEMPEÑO	CRITERIOS DE EVALUACION	RECURSOS
GLOBALIZACIÓN: FENÓMENOS SOCIALES	**Lexical** 🖃 Tecnologías de la información: Social network, application (Apps), blogs, download / upload, website, save as, password, access. 🖃 Opuestas: Woman – women, Man – Men, Child- children, Person –People, Just - Unjust, Wrong – right, Fair – unfair, Lack of... **Repaso** 🖃 Past Simple and Past Continuous **Gramática** 🖃 Past Perfect 🖃 Past Perfect Continuous 🖃 Relative Clauses	**SABER** ☑ Reconoce opiniones y puntos de vista. ☑ Reconoce vocabulario relacionado con fenómenos sociales actuales. ☑ Identifica el orden temporal de acciones pasadas y futuras. ☑ Infiere consecuencias derivadas de una acción. **SABER HACER** ☑ Identifica ideas relacionadas con el efecto de las TIC en la vida diaria en textos expositivos orales y escritos usados en clase. ☑ Solicita información sobre actividades diarias relacionadas con uso de TIC a través de preguntas de información (Wh-questions) previamente elaboradas. ☑ Da información sobre actividades diarias relacionadas con uso de TIC a través de un vocabulario y estructuras adecuados. ☑ Presenta el efecto de las TIC en la vida diaria de manera oral y ensayada. ☑ Solicita justificación sobre la información presentada por los pares de manera oral. ☑ Elabora un texto expositivo escrito sobre el efecto de las TIC en la vida diaria con base en información obtenida de diferentes fuentes. **SABER SER** ☑ Respeta los puntos de vista de los demás. ☑ Participa activamente en las actividades propuestas en clase. ☑ Reconoce las ventajas y desventajas de las TIC en su vida diaria.	• Desempeño en el aula a través de: Solución de talleres, participación, exposición, juegos de roles, asignaciones individuales o grupales. • Desempeño extra clases a través de consultas, elaboración de material asignado y desarrollo de guías y talleres. • Evaluaciones periódicas de acuerdo a la temática vista durante las clases. • Evaluación Bimestral de acuerdo al horario establecido por la institución (30%)	Tablero Guías Talleres Carteleras Material auténtico Utilización de las Tics ENGLISH PLEASE 1 (Student's Book)

Firma del docente: _____ Vo. Bo. Coordinador: _____

Figure 11

Curriculum

LICENCIA DE OFICIAL SEGÚN SECRETARIA

INSTITUCION EDUCATIVA
INSTITUTO TÉCNICO NACIONAL DE COMERCIO
FUNCIONAMIENTO DE CARÁCTER
RESOLUCIÓN No.000707 DE 27 DE ABRIL DE 2009
EDUCACIÓN MUNICIPAL.

PLAN DE AREA

AREA: HUMANIDADES ASIGNATURA: IDIOMA EXTRANJERO INGLES AÑO: 2023
DOCENTE: Ruby Carolina Quintero Bueno PERIODO: SEGUNDO

EJE TEMATICO	CONTENIDOS	CRITERIOS DE DESEMPEÑO	CRITERIOS DE EVALUACION	RECURSOS
SOSTENIBILIDAD REDUCCIÓN DE INEQUIDADES	**Lexical** 🖃 Expresiones de contraste y adición Compared to…In addition to… Nevertheless… Whereas…. On the other hand… However… Despite…. Moreover… Besides… **Repaso** 🖃 Past Perfect **Gramática** 🖃 Modales: Should, would, ought to, had better. 🖃 Third Conditional 🖃 Undefinite pronouns	**SABER** ☑ Reconoce situaciones de inequidad en temas tales como acceso a la educación y género. ☑ Reconoce la estructura de textos escritos expositivos. ☑ Distingue relaciones de contraste y adición. ☑ Identifica estructuras básicas de los tiempos pasado, futuro y condicional. **SABER HACER** ☑ Identifica ideas relacionadas con situaciones de falta de equidad en la sociedad en textos expositivos orales y escritos usados en clase. ☑ Describe, de manera oral, situaciones de falta de equidad relacionadas con el entorno personal. ☑ Formula preguntas de aclaración sobre las descripciones de situaciones de inequidad reportadas por los compañeros de la clase. ☑ Identifica, con apoyo, similitudes y diferencias en las historias narradas sobre situaciones de inequidad en el entorno social. ☑ Expresa su opinión sobre posibles acciones de manejo de problemas de inequidad. **SABER SER** ☑ Valora y respeta las diferencias. ☑ Reconoce la importancia de la equidad en la sociedad. ☑ Asume una posición crítica ante temas sociales de su interés.	• Desempeño en el aula a través de: Solución de talleres, participación, exposición, juegos de roles, asignaciones individuales o grupales. • Desempeño extra clases a través de consultas, elaboración de material asignado y desarrollo de guías y talleres. • Evaluaciones periódicas de acuerdo a la temática vista durante las clases. • Evaluación Bimestral de acuerdo al horario establecido por la institución (30%)	Tablero Guías Talleres Carteleras Material auténtico Uso de las Tics ENGLISH PLEASE 1 (Student's Book)

Firma del docente: _____ Vo. Bo. Coordinador: _____

Figure 12

Curriculum

LICENCIA DE OFICIAL SEGÚN SECRETARIA

INSTITUCION EDUCATIVA
INSTITUTO TÉCNICO NACIONAL DE COMERCIO
FUNCIONAMIENTO DE CARACTER
RESOLUCIÓN No.000707 DE 27 DE ABRIL DE 2009
EDUCACIÓN MUNICIPAL.

PLAN DE AREA

AREA: HUMANIDADES — ASIGNATURA: IDIOMA EXTRANJERO INGLES — ANO: 2023
DOCENTE: Ruby Carolina Quintero Bueno — PERIODO: TERCERO

EJE TEMATICO	CONTENIDOS	CRITERIOS DE DESEMPEÑO	CRITERIOS DE EVALUACION	RECURSOS
SALUD PREVENCIÓN DE ENFERMEDADES	**Lexical** 🕮 Partes del cuerpo: Abdomen, heart, back, kidney, liver, lung, backbone, skull. 🕮 Enfermedades y Síntomas: Dengue, Chikunguya, Influenza (Flu), Malaria, Mosquito bite, Viral infection, Muscle pain, Fatigue, Virus, Parasite, Anaemia, Rash, Nausea. 🕮 Transiciones de efecto: Therefore, Consequently, Accordingly, Thus, Hence, As a result **Repaso** 🕮 Future Simple **Gramática** 🕮 Futuro perfecto 🕮 Futuro continuo 🕮 Futuro perfecto continuo	**SABER** ☑ Identifica enfermedades prevenibles en el contexto. ☑ Reconoce vocabulario y expresiones relacionadas con enfermedades prevenibles comunes. ☑ Selecciona fuentes bibliográficas pertinentes para su trabajo. ☑ Escoge información apropiada para apoyar puntos de vista. **SABER HACER** ☑ Identifica información relacionada con enfermedades prevenibles en textos expositivos orales y escritos de mediana extensión. ☑ Formula preguntas sobre métodos más comunes de prevención una enfermedad propia del contexto. ☑ Relata de manera oral los métodos de prevención de la enfermedad. ☑ Presenta un plan de prevención de una enfermedad asignada a partir de hechos relevantes, detalles concretos y referencias. ☑ Expresa, de manera oral, opiniones sobre los planes de prevención expuestos por los compañeros de la clase. **SABER SER** ☑ Reconoce el papel activo en la prevención de enfermedades. ☑ Respeta los puntos de vista de los demás. ☑ Expresa desacuerdos de manera respetuosa.	• Desempeño en el aula a través de: Solución de talleres, participación, exposición, juegos de roles, asignaciones individuales o grupales. • Desempeño extra clases a través de consultas, elaboración de material asignado y desarrollo de guías y talleres. • Evaluaciones periódicas de acuerdo a la temática vista durante las clases. • Evaluación Bimestral de acuerdo al horario establecido por la institución (30%)	Tablero Guías Talleres Carteleras Material auténtico Utilización de las Tics ENGLISH PLEASE 1 (Student's Book)

Figure 13

Curriculum

LICENCIA DE OFICIAL SEGÚN SECRETARIA

INSTITUCION EDUCATIVA
INSTITUTO TÉCNICO NACIONAL DE COMERCIO
FUNCIONAMIENTO DE CARACTER
RESOLUCIÓN No.000707 DE 27 DE ABRIL DE 2009
EDUCACIÓN MUNICIPAL.

PLAN DE AREA

AREA: HUMANIDADES — ASIGNATURA: IDIOMA EXTRANJERO INGLES — ANO: 2023
DOCENTE: Ruby Carolina Quintero Bueno — PERIODO: CUARTO

EJE TEMATICO	CONTENIDOS	CRITERIOS DE DESEMPEÑO	CRITERIOS DE EVALUACION	RECURSOS
DEMOCRACIA Y PAZ DERECHOS CIUDADANOS	**Lexical** 🕮 Derechos: Right to vote freely. Right to receive health, and basic services. Dignity and identity. Civil disobedience 🕮 Expresiones de ventajas y desventajas: One advantage could be... The main disadvantage of this is... The good point is... The best part about... is **Gramática** 🕮 Countable and Uncontable nouns 🕮 Quantifiers 🕮 Comparativos y superlativos. 🕮 Prepositions of place, time and movement.	**SABER** ☑ Identifica información relacionada con derechos ciudadanos. ☑ Reconoce vocabulario y expresiones relacionadas con derechos ciudadanos. ☑ Selecciona fuentes bibliográficas pertinentes. ☑ Escoge información apropiada para apoyar puntos de vista. **SABER HACER** ☑ Identifica información específica relacionada con derechos ciudadanos en textos orales y escritos. ☑ Solicita información sobre los derechos ciudadanos ejercidos por sus familias. ☑ Elabora un cuadro comparativo sobre los derechos ciudadanos generales y los identificados por los compañeros de la clase. ☑ Presenta acciones de generación de conciencia sobre la importancia de conocer los derechos ciudadanos. ☑ Expresa, de manera oral y con argumentos sólidos, opiniones sobre las acciones sugeridas por los compañeros de la clase. **SABER SER** ☑ Reconoce sus derechos civiles como ciudadano. ☑ Identifica su papel ciudadano en la comunidad. ☑ Respeta los puntos de vista de los demás. ☑ Expresa desacuerdos de manera respetuosa.	• Desempeño en el aula a través de: Solución de talleres, participación, exposición, juegos de roles, asignaciones individuales o grupales. • Desempeño extra clases a través de consultas, elaboración de material asignado y desarrollo de guías y talleres. • Evaluaciones periódicas de acuerdo a la temática vista durante las clases. • Evaluación Bimestral de acuerdo al horario establecido por la institución (30%)	Tablero Guías Talleres Carteleras Material auténtico Utilización de las Tics ENGLISH PLEASE 1 (Student's Book)

Methodology

Classes are held in the ICT'S classroom designed for the learning of English in an innovative and creative way. The teacher begins her classes by greeting the students. She then writes the date on the board and asks her students to get up from their seats, and then perform the prayer of the day and make a reflection. Likewise, the classes during the observations are based on the explanation of grammatical topics where the use of the different topics addressed can be correctly identified. In this part, the students are the receivers of the information while the teacher strives to explain in a didactic way

the different topics. Once the teacher explains the topic of the day, for example, Present Simple, the teacher proceeds to assign the activity to be developed in class, which are usually grammar workshops and a specific cultural theme. For this type of activity, students usually have the necessary class time (40 minutes - 1 hour). Once the time is up, the workshop is collected and the class ends, letting them know the indications for the next meeting.

Learning support materials

During the development of the classes, the teacher plans and creates each of the corresponding materials for each class, i.e., the use of slides for grammatical explanations; cooperative workshops during class hours, audio-visual material related to the corresponding topic are part of each of the different methodologies that the teacher uses during her classes. It should be noted that within these methodologies, the teacher does not assign workshops or homework for students to do at home. On the contrary, she shares with them the same class material so that they can study it at home and be prepared for an eventual quiz in the next class.

Ninth grade's schedule

The following schedule shows the days and hours in which the students of the groups under my supervisor's care have meetings in the English subject. In addition, the courses are distributed in three 9th with an approximate number of students of 42 for 126 students in total. As previously mentioned, students usually go to the bilingual classroom where we can find technological resources that help us to develop the activities in an easy and enjoyable way. The use of audio systems, projectors, TV, computers and Wi-Fi, are part of the tools that facilitate learning.

Figure 14

Schedule



INSTITUTO TÉCNICO NACIONAL DE COMERCIO
67 Años 1953 - 2020
LICENCIA DE FUNCIONAMIENTO DE CARÁCTER OFICIAL RESOLUCIÓN No.002219 DE 30/08/ 2018 SECRETARIA EDUCACIÓN MUNICIPAL.
DANE 154001000010 NIT 890501113-5

PLAN DE ESTUDIO

ÁREA: HUMANIDADES
DOCENTE: RUBY CAROLINA QUINTERO BUENO
ASIGNATURA: IDIOMA EXTRANJERO INGLES
PERIODO: PRIMERO
AÑO: 2023
GRADO: NOVENO

EJE TEMATICO	CONTENIDOS	CRITERIOS DE DESEMPEÑO	CRITERIOS DE EVALUACION	RECURSOS
GLOBALIZACIÓN: FENÓMENOS SOCIALES	**Gramática** 📖 **REPASO:** Past Simple and Past Continuous 📖 Zero Conditional 📖 Present perfect (positive, negative and question forms + ever and never) 📖 Future Tense **Vocabulario** 📖 Tecnologías de la información Social network, application (Apps), blogs, download / upload, website, save as, password, access. 📖 Opuestas Woman – women, Man – Men, Child- children, Person –People, Just - Unjust, Wrong – right, Fair – unfair, Lack of..	**SABER** Reconoce situaciones de inequidad en temas tales como acceso a la educación y género. Reconoce la estructura de textos escritos expositivos. Distingue relaciones de contraste y adición. Identifica estructuras básicas de los tiempos pasado, futuro y condicional. **SABER HACER** Identifica ideas relacionadas con situaciones de falta de equidad en la sociedad en textos expositivos orales y escritos usados en clase. Describe, de manera oral, situaciones de falta de equidad relacionadas con el entorno personal. Identifica, con apoyo, similitudes y diferencias en las historias narradas sobre situaciones de inequidad en el entorno social. Expresa su opinión sobre posibles acciones de manejo de problemas de inequidad. **SABER SER** Valora y respeta las diferencias. Reconoce la importancia de la equidad en la sociedad. Asume una posición crítica ante temas sociales de su	📖 Desempeño en el aula a través de: Solución de talleres, participación, exposición, juegos de roles, asignaciones individuales o grupales. 📖 Participación y comportamiento en el desarrollo de las clases y eventos culturales. 📖 Evaluaciones periódicas de acuerdo a la temática vista durante las clases. 📖 Evaluación Bimestral de acuerdo al horario establecido por la institución (30%)	Tablero Guías Talleres Carteleras Material auténtico Uso de las TIC ENGLISH PLEASE 1 (Student's Book)

ENGLISH CLASSES SCHEDULE 2023

NACIONAL DE COMERCIO HIGH SCHOOL

Teacher: Carolina Quintero

Aula: 03

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6:00 – 6:55	6-03	9-03	6-01	9-03	
2	6:55 – 7:50					6-01
3	7:50 – 8:45	6-04	9-01	6-03	10-01	
4	8:45 – 9:40				10-02	10-03
	9:40 – 10:10		BREAK TIME			
5	10:10 – 11:05		6-02	9-02	6-02	9-02
6	11:05 – 12:00				9-01	6-04

Aula Bilingüe

CHAPTER III: PEDAGOGICAL AND RESEARCH COMPONENT - IMPLEMENTING SHORT TEXTS TO IMPROVE READING COMPREHENSION AMONG 9TH GRADERS AT A PUBLIC SCHOOL IN COLOMBIA.

Throughout the years, FL has been gaining ground in society, which, influenced by various social issues, has gained favor from a few years ago onwards. Schools and universities have been fundamental as academic means of learning the English language, which has been strengthening Colombian education. According to Le Gal (2018), teachers try to analyze different types of methodologies and materials to use for the teaching of this language, this is why, a general contribution is developed for a better orientation; this is how an influence is created in society so that English currently developed as a FL.

However, several educational institutions have identified different shortcomings at the language level concerning activities and assessments. One of the most notable deficiencies in English is reading comprehension. This is probably since the English teachers do not propose activities that reinforce and improve reading comprehension during the child or teenager's learning. According to Ivala and Gachago (2018), teachers should help students develop English reading comprehension skills using various teaching strategies, such as shared reading, individual reading, and group discussion. In addition, the authors highlight the importance of effective feedback and the use of authentic materials to improve English reading comprehension.

By continuously practicing, readers are expected to comprehend the content of a text and the textual meaning by using strategies to identify main ideas and specific information, comprehend grammar structures, and learn new vocabulary. Furthermore, students need to understand what a paragraph is about and the extent of the information

that is given by the teacher.

Therefore, this pedagogical and research project will focus on implementing short texts to improve reading comprehension in a public school. Additionally, I will seek to work on reading skills with ninth grade learners at “Instituto Tecnico Nacional De Comercio – Sede A y B” School in Cúcuta, Norte De Santander. As stated in Ameen and El-Koumy (2021), they highlighted the importance of teaching critical reading comprehension in English. These authors suggested that teachers should be guides to help students critically analyze and evaluate the texts they read, especially in relation to social and cultural topics. The aforementioned emerges as an initiative seeking to delve gradually into the topic of short texts. Likewise, to give a new perspective to English as a foreign language learning, which covers a different and more creative means of acquiring and increasing reading skills.

Statement of the problem

As could be seen in the observations in ninth grade, the students present flaws in reading comprehension skills. This has been recognized through the interactions that took place during the classes. According to Liang and Zhao's research (2020), lack of vocabulary is one of the main problems students face in English reading comprehension. Teachers should teach specific vocabulary to improve English reading comprehension. Based on Chan and Wong's (2019), poor classroom interaction can affect reading comprehension in English. Authors suggest that teachers must facilitate opportunities for learners to interact and discuss reading text content in order to improve English proficiency in reading comprehension.

Students not only have problems when reading a short text but also recognize that they do not have the habit of reading at home, which limits them to recognize common and unknown words.

Hence, during the workshops conducted in the classroom, a weakness was identified that probably influences the limited reading comprehension of the students. It was noticed that normally the activity has a text of approximately two or three short paragraphs, in which the history or a short fragment of a review or historical event is told.

It was observed that once the activity is distributed, the teacher gives the indications to perform the exercises concerning the text and other details immersed in it. The limitation is that the teacher does not foment a space during the activity to perform the reading comprehension in a group manner, where the students have the opportunity to read, analyze and understand the text as a group in order to clear up their doubts. Having said that, it can be considered as a factor that hinders the reading comprehension of some students who have difficulties in understanding and not being familiar with essential information in a text.

Justification

Over the years, researchers have set their sights on discovering what shortcomings students have when it comes to reading comprehension, and how to encourage those errors to disappear, contributing to better reading. Based on Friska (2018) improving students' reading comprehension of narrative text showed that there are some difficulties probably faced by students in reading activities such as understanding longer reading materials including stories.

Reading comprehension in English is crucial for students who are learning English as a second language (ESL). Reading in English can improve language proficiency and vocabulary development (Li, 2019; Nassaji & Cumming, 2000).

Reading comprehension is linked to critical thinking skills, which are necessary for success in higher education and the workforce. Reading comprehension requires students to analyze, interpret, and evaluate text, which can improve their critical thinking abilities (Kintu, Zhu, & Kagambe, 2017; Whittingham, 2017).Therefore, ninth grade students will be the population that will work on the improvement of reading comprehension through short texts. These texts will be a great help for them, since they will have to make an in-depth study to understand the unknown words, the topic that is being dealt with in the text and the main idea of the text. This will be very valuable, because thanks to reading comprehension will facilitate the development of activities in class, which will have a quantitative value in their academic development.

As a consequence, this project aims to encourage students first, to learn a foreign language such as English in a diverse, dynamic and creative way by means of short texts during classes, and second, to guide students on how to improve their reading comprehension in a second language, while assimilating, understanding and obtaining information from the texts proposed during the English classes.

Therefore, during the interaction spaces with ninth grade students at Instituto Tecnico Nacional de Comercio, we will work on activities such as reading excerpts from the books, which will help the student to become familiar with the type of texts.

It is worth mentioning that within this project, the position as future educators will be fundamental for the improvement in reading comprehension for the learners through short texts. This could help future teachers to develop reading activities to

stimulate students to read and obtain a better level of comprehension before, during and after an activity or assessment.

General objectives:

- To implement short reading activities specifically designed to enhance the reading comprehension skills of ninth graders' students in the context of English as a foreign language.

Specific objectives:

- To foster reading comprehension as an essential habit in the learning of a foreign language through stories.
- To apply texts or fragments of popular tales to improve participants' reading comprehension.
- To increase students' vocabulary and interpretation throughout the reading process by means of debates.

Research questions

Main question:

1. What are ninth graders' perceptions of the implementation of reading comprehension in EFL?

Specific questions:

1. How does the implementation of short texts foster the improvement of reading skills?

2. How do students strengthen their vocabulary by means of short texts?

Theoretical framework

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages. Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations.

Reading skills can also encompass several key aspects that work together to develop overall literacy skills, including comprehension, fluency, vocabulary and strategies that help readers interpret and find meaning in texts. That is why in this process I classified into two categories, which these will help me to analyze and conduct teaching and learning reading comprehension.

To understand more about the topic, it is important to know the meaning of cognitive processes, which is any of the mental functions assumed to be involved in the acquisition, memorization, interpretation, manipulation, transformation, and use of knowledge. It is here where the pre-service teacher has to look at the student's cognitive process, which will indicate how the individual is acquiring information, how he/she processes it and how it is reflected in learning.

How to teach reading comprehension.

Nowadays, exist many authors that defines the reading comprehension. However, we need to determinate a whole meaning about this specific topic. Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002). According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. That statements also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. Therefore, readers do not only read the text, however they can get the meaning and able to construct the sentences.

Teaching reading comprehension should be done in a playful way, taking into account the implementation of activities that motivate the student to read, one of the activities they propose are riddle games.Because in this way it stimulates the reader to be interested in wanting to know, understand and learn more about what has been read. In the same way, Goodman (1986) considers that the teaching of reading by teachers is more complex, since at the moment of implementing this learning process, they break down the language of a text into smaller units, generating a more complex understanding and lack of sense or meaning.

On the other hand, the level of mastery that the student has to perform a reading, such as phonological awareness, spelling, grammar and vocabulary, should be taken into account, after having identified it, the teacher should provide activities that suit the reader, such as simplified texts that are slightly above the level. As stated by Nation

(2008), reading should have a 98% coverage of vocabulary so that students can consolidate at least 2% of it.

As Bondanza and Treewater (1998), suggested reading is a process that demands active participation from the reader. Meaning does not automatically go from the page to the reader, but instead, it is a complex negotiation among the text, the reader and his or her purpose for reading. In this part, many foreign language learners have difficulty associating the information in the text with what they can actually understand from it, creating a barrier between the message and the receiver.

Malin (2010) says to motivate every student to turn into readers; they require the innovative attitudes and educated performance of good readers. Motivation plays a fundamental role in reading comprehension, since, without motivation, students will have a negative response at the time of an activity that involves reading.

Brown (1994) considers that the reading process in a foreign language is a matter of developing effective and appropriate strategies for comprehension. Furthermore, we can not only look at reading comprehension, but also, based on the readings provided by the teacher, how the students develop and acquire the foreign language as a fundamental part of their learning. That is why teachers should have strategies that allow students' motivation to be always active, since it will not only facilitate the development of activities, assessments and exams, but also facilitates learning in a significantly easier manner.

How to learn reading comprehension.

For the development of a good reading, it is necessary to take into account the process of compression of this, since it must be both interactive and strategic. One of the recognized authors who has provided a definition of short stories is Edgar Allan Poe. In his essay "The Philosophy of Composition," Poe describes short stories as literary works that can be read from beginning to end in one sitting. According to him, short stories should be concise, focus on a single emotional effect or central theme, and hold the reader's attention from beginning to end.

According to Maldonado (2017), it should not be a passive reading in which there is no record of the details of the text read; on the contrary, it is necessary to execute a reading where the reader makes an analysis of it, processing the information and finally appropriating it. In order to read with comprehension, developing readers must implement certain competencies and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

Rumelhart (1977) states that if our schemas are incomplete and do not provide an understanding of the incoming data from the text, this will create problems in processing and understanding the text. Therefore, in order to develop comprehension strategies, readers need to practice and provide feedback. In other words, students must take into account their previous knowledge of the reading process, taking advantage of this knowledge to effectively understand the texts to be read.

As stated Lupo et al (2019) " An Exploration of Text Difficulty and Knowledge Support on Adolescents' Comprehension" activities that use texts that are overly challenging or excessively easy may not accurately reflect a student's true comprehension ability.

Therefore, it is important to match the difficulty level of their students' texts. He mentioned some strategies may include identifying important information, making inferences, and using context clues. By developing these skills, students can improve their comprehension even when faced with challenging material. In this way, a framework can be provided in which to compare and store new information from the readings.

Gamboa (2016), mentioned the process of reading comprehension is developed by the student, who is responsible for giving meaning to words and phrases to build their knowledge, which is why the student must connect with the reading to reach the meaning and total understanding. Thus, it is necessary for the teacher to deepen the texts, so that each student can get his or her perspective and give his or her context or analysis.

According to Hour (2017), some reading strategies should be based on better comprehension, these strategies are divided into three steps: before, during, and after reading. Before reading**,** it is necessary to take into account skimming, in which one seeks to obtain main ideas, taking notes exactly on specific facts, keywords, and phrases. Before beginning to teach reading in the classroom, students are taught to skim what they are going to read so they will have a better reading experience.

There is also the generation of questions during the process in which students can write reading questions; this can be done as a formal exercise or through play activities.

Overall, the appropriate strategies used during EFL classes are skimming and scanning, which allow us to search for the main ideas of a text and to locate specific information in a text we already know, looking for the structure of the contents to be

developed throughout the reading. According to Grabe (2009), the strategic reader is one who automatically and routinely applies combinations of effective and appropriate strategies depending on reading goals, reading tasks, and strategic processing abilities. The strategic reader is aware of his or her comprehension effectiveness in relation to reading goals and applies a set of strategies appropriately to enhance the comprehension of difficult texts.

Literature review

The literature review considers the following two categories: Strategic approaches to learning EFL reading skills and the improvement of reading skills by using short texts as the main referents.

Strategic approaches to learning EFL reading skills

Some studies are based on the use of reading comprehension in EFL classes which is perceived to be effective in increasing learners' capacity of comprehension and deepening their knowledge of reading skills.

Goodman (1973) declared that the learner "interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved" (p. 162). Ehri (1991) reported that there are four different ways to read words; decoding, reading by analogy, reading by prediction made from context and sight word reading. As well as Okasha (2020) stated that learners need to become active readers by solving problems if they are truly to understand texts. Comprehension depends on probe questions following a silent

reading. However, Ramos (2018), found that highlighting was the strategy students used the most either to identify textual cues or main ideas and relevant details of a text in English. Nevertheless, students' interpretation of the texts was about the recognition of explicit information from the text.

In this way, learners will be the main actor to be studied as Medina (2012), showed that students improved not only in EFL reading comprehension but also students were able to develop meta-cognitive awareness in using reading strategies.

Moreover, students' attitudes and motivation changed positively toward reading in a foreign language. Specifically, students gained self-confidence as they showed they could interact with different kinds of readings. According to Aguilar (2017), English as a foreign language can be worked through short stories, this in order to analyze reality and better understand the world we live in, and to promote values and critical thinking in students.

According to Tavakoli (2014) and Guo (2018), found that metacognitive strategy use, L1 reading proficiency, and L2 proficiency positively and directly predicted L2 reading comprehension and that metacognitive strategy allowed learners to follow the cognitive steps using the process in foreign language input. According to Namjoo and Marzban (2013), many studies have been done on recognition of text – structure as a helpful strategy on fostering reading comprehension. In fact the researches on teaching text-structure have shown that not only familiarity with text –structure is helpful for increasing comprehension, but it also is very helpful in the learner' recall from the expository text.

Nevertheless, some articles showed that the use of texts has hindered learners' motivation since they could not develop their reading skills as expected because

some learners may find reading text-based materials to be challenging and therefore may experience a decrease in motivation.

In the last decades, many researchers have tried to determine the low level of reading

Cooperative reading comprehension learning by using short texts

Cooperative learning is one of the most creative and successful instructional approaches. As a new attempt, it emphasized student-student interaction in practice. Slavin (1987) defined cooperative learning in this way: “instructional methods in which students of all performance levels work together in small groups toward a group goal”. The feature of this definition is that lets one student help other students when they are in difficult situations. Cooperative learning is based on group work and it aims to accomplish one common goal rather than individual tasks.

According to Frimasary (2015); Gamboa-Gonzales (2017); Frimasary & Syahrial (2018) short texts in EFL classrooms are important for the development of reading comprehension in students, thus help the learners to understand thoroughly the readings by cooperative means. It is also considered a way to make reinforcement to this skill because students can find motivational, literary, and cultural benefits when they acquire the ability to understand and develop autonomous ideas in a foreign language, as is the case of English.

As Jeni (2020) stated that using short stories as teaching material and strategy in teaching is a very good way, especially to enhance their reading comprehension during English work class. This is because short stories provide motivation through moral lessons and get students involved in learning activities. Based on Yuliana (2016); Syafii

(2018) it is found out that the students' reading comprehension was gradually improving positive effect of using Online Short Stories towards the students' reading ability. Thus, learning had facilitated the students in improving their reading comprehension ability, as well as their social skills. As Remache, Labre & Valle (2019) found that students have worked in both pairs and small groups have showed lots of interest for learning and improving their reading comprehension skills; therefore, their interest encourages for keep going the English reading comprehension.

These authors have proved that cooperative learning is an effective method in English reading class. It has positive effect on the students' motivation, confidence, learning interest, and learning atmosphere. Moreover, this method creates a harmonious and comfortable learning environment.

Proposal implementation methodology

This project will be developed using the community language learning approach (CLL) which focuses on language learning through communication, with a special focus on the students. According to Curran (1976), CLL emphasizes a collaborative and holistic learning process. Learners engage in meaningful conversations facilitated by a language counselor or teacher who acts as a language model and facilitates communication. The approach focuses on the integration of cognitive and affective aspects of language learning, recognizing that learners' emotions and self-perceptions can significantly impact their language acquisition.

In the CLL approach, learners are encouraged to express themselves freely and take an active role in shaping their learning experiences. The language counselor provides support and scaffolding to help learners overcome linguistic challenges and develop their language skills. The emphasis is on creating a supportive and non-threatening

environment where learners feel comfortable experimenting with the target language. The key to this approach is that it is the students who determine what aspect of the language they would like to learn and not the teacher, since the teacher's role in this is to be a facilitator, i.e. they will only provide support, providing a safe environment and at the same time fostering a holistic approach to learning.

In addition, this method manages to strengthen communication between students and teacher, since it does not focus on the correct production of the language, which manages to provide security in the needs of students, leading them to a more effective learning.

Pre-service teacher :

The pre-service teacher will be in charge of guiding the classes during the meetings. In each of the meetings, not only the reading controls will be carried out, but also grammatical topics that promote the learning of a foreign language will be discussed. For this purpose, materials and class guides will be used to help the students to better comprehend the meetings.

Supervisor:

The supervisor will be an important part of this process since she will guide, correct, and evaluate the pre-service teacher in carrying out the activities proposed in the class planning. Likewise, the supervisor will provide comments or suggestions related to the activities and the student's attitudes toward the practicum process.

Participants:

The 9th grade students At “Instituto Tecnico Nacional De Comercio – Sedes A” School in Cúcuta, Norte De Santander. Two students from 9-02 will be the hosts in the development of this process. They will follow the instructions of each activity by the pre-service teacher. During the classes, they will have to analyze the information given, either individually or in groups. Consequently, the students will be the ones who will correct their reading comprehension problems through the proposed activities.

Conclusions:

During the development of the project, the teaching of English reading comprehension in ninth grade at INSTENALCO has generally been a systematic and skills-based approach that has focused on developing students' ability to comprehend English texts, as well as on improving their vocabulary, grammar, and knowledge of English culture and literature.

In the development of reading activities, interventions have been made involving the student and the teacher. This in order to develop individual learning, and likewise, cooperative learning. For example, I have done guided readings with respect to the texts presented in class. This technique has involved the pre-service teacher reading a text aloud and directing students' attention to specific aspects of the text, such as word meanings, grammatical structures, and main ideas. As students acquire more comprehension skills, the pre-service teacher can ask them to read aloud parts of the text and ask questions to make sure they comprehended.

Another type of activity I have done in class is for students to read aloud. This technique could help students improve their pronunciation, fluency, and comprehension

as they work through the text together. Likewise, I have been able to teach students specific strategies for comprehending texts, such as identifying main ideas, inferring, predicting, and making connections between different parts of the text.

Thanks to this, students were able to practice these strategies in different texts and situations to improve their comprehension skills. In addition to this, during these readings, activities such as vocabulary identification and teaching were carried out, which is essential for reading comprehension, since students need to know the meaning of the words in order to understand the text.

Finally, once the reading comprehensions have been completed, I have proposed collaborative learning. This has been an effective way to improve reading comprehension in English. Students have worked together on shared reading projects, discussing their ideas and perspectives on texts and providing feedback and support to each other.

Chronogram:

In the first instance of the proposal of the pedagogical and research project, I proposed a detailed chronogram with the activities that would be carried out throughout the process. Unfortunately, due to the activities proposed by the institution, I had to adjust again the schedule of activities and I had to postpone several planned activities. Although these activities have had to be postponed, I committed to carry them out in the future in order to accomplish what was proposed.

However, I was working on adjusting the schedule, deleting or replacing these activities so that they could be done later that was convenient for the ninth graders. In addition, I was looking for ways to incorporate these activities into our curriculum so

that students can continue to learn and continue to develop despite the unexpected situations.

In the first two weeks, two classroom observations were conducted in order to identify the needs of the ninth grade students. Likewise, once the need was identified, I adjusted my research proposal by implementing short stories for the improvement of reading comprehension in English. During the observations, I classified several of the 43 students in grade 9-01 as the main samples to apply and investigate this phenomenon.

I took into account those students who had a very good reading comprehension, another group was those who had a good understanding of English, but their reading comprehension was not the best ability and lastly those students who had difficulties with English and of course reading comprehension.

Table 5

Secundary timelines activities

ACTIVITIES	**MARCH**				**APRIL**				**MAY**				**JUNE**			
	WEEK				**WEEK**				**WEEK**				**WEEK**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
BIMONTHLY EXAMS				**X**												
START OF THE PROJECT					**X**											
OBSERVATIONS					**X**	**X**										
ZERO CONDITIONAL "WHAT DOES MY DAUGTHER LEARN?"							**X**									
ZERO CONDITIONAL EXERCISES								**X**								
IDIOMS & WILLIAM SHAKESPEARE								**X**	**X**							
PRESENT PERFECT TEXT "GOOGLE"										**X**	**X**					
HAPPY EASTER DAY!												**X**				
INTERVIEWS								**X**		**X**	**X**					

PRELIMINARY ADVANCES					**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
FINAL PRODUCT														**X**		

Worksheets

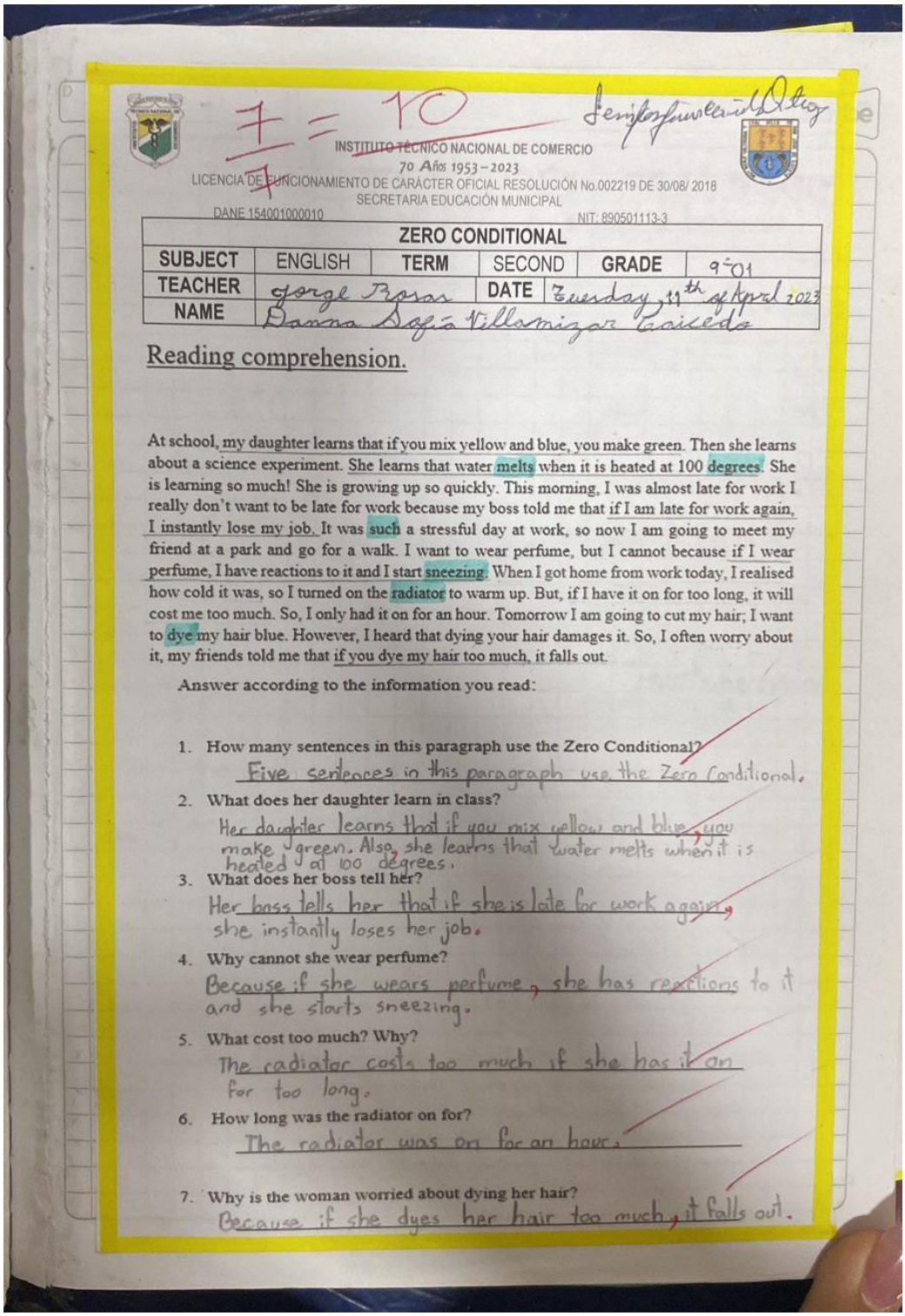
I used a methodology that, according to some researchers, has been effective in teaching reading comprehension to your students through the creation and use of flashcards. These worksheets are useful tools to encourage students' active participation in the learning process and to improve their comprehension of English texts.

Reading comprehension worksheets can include elements such as identifying the main idea, characters, conflicts, settings, and outcome, among others. Thus, students have read texts set at their language level and worked in pairs or small groups to identify and discuss these elements. After a thorough reading comprehension, they have developed several activities, answering some questions concerning the text previously read.

That said, by involving students in the process of understanding and interpreting texts, they have been given the opportunity to actively learn and build their own knowledge. In addition, these worksheets can serve and be used as resources for the practice of reading comprehension and text analysis in the following academic years.

Figure 15

Reading zero conditional



7 = 10

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SECRETARIA EDUCACIÓN MUNICIPAL
DANE 154001000010 NIT: 890501113-3

ZERO CONDITIONAL					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	9°01
TEACHER	Jorge Rosas	DATE	Tuesday, 11th of April 2023		
NAME	Danna Sofía Villamizar Caicedo				

Reading comprehension.

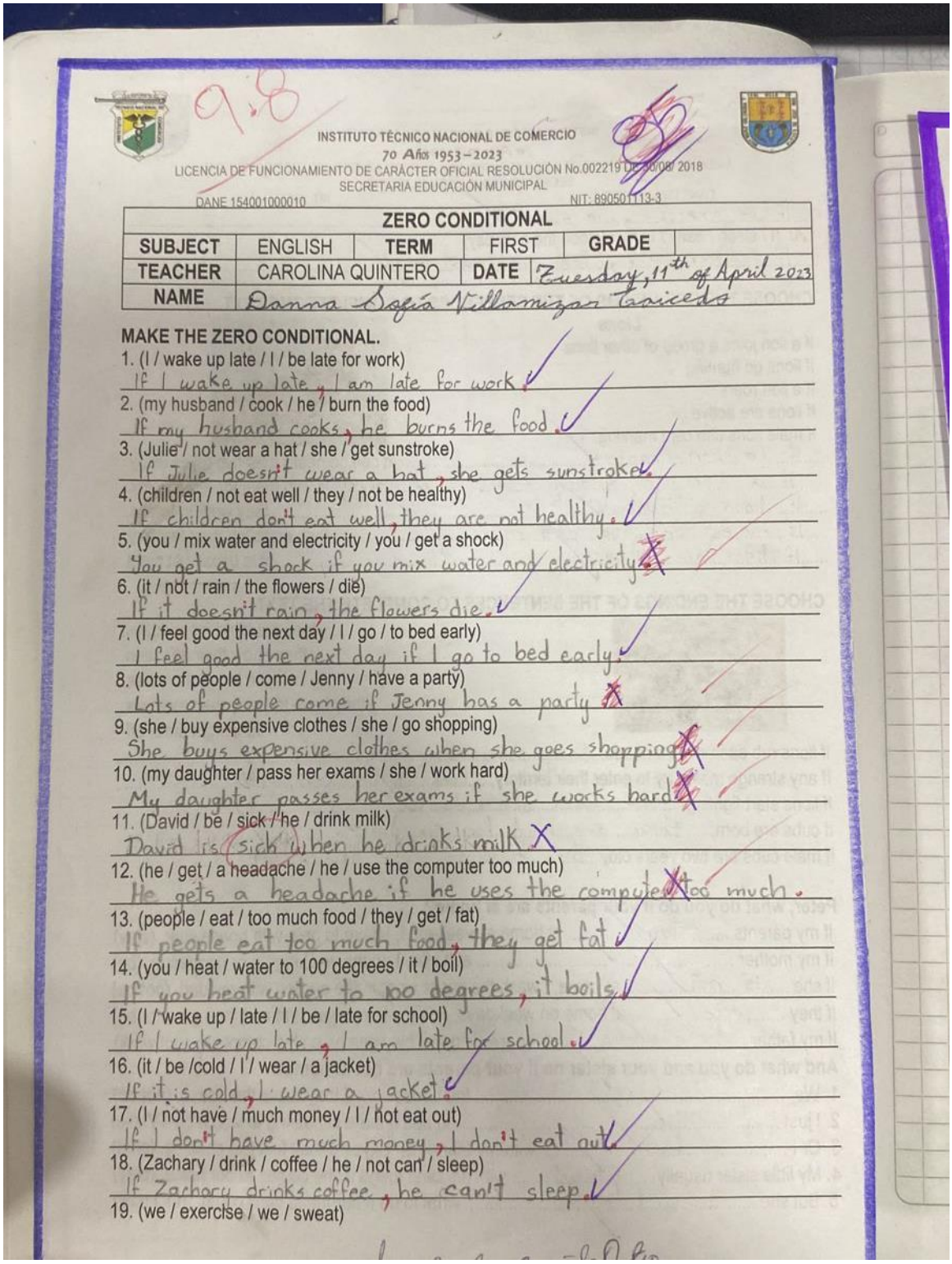
At school, my daughter learns that if you mix yellow and blue, you make green. Then she learns about a science experiment. She learns that water melts when it is heated at 100 degrees. She is learning so much! She is growing up so quickly. This morning, I was almost late for work I really don't want to be late for work because my boss told me that if I am late for work again, I instantly lose my job. It was such a stressful day at work, so now I am going to meet my friend at a park and go for a walk. I want to wear perfume, but I cannot because if I wear perfume, I have reactions to it and I start sneezing. When I got home from work today, I realised how cold it was, so I turned on the radiator to warm up. But, if I have it on for too long, it will cost me too much. So, I only had it on for an hour. Tomorrow I am going to cut my hair; I want to dye my hair blue. However, I heard that dying your hair damages it. So, I often worry about it, my friends told me that if you dye my hair too much, it falls out.

Answer according to the information you read:

1. **How many sentences in this paragraph use the Zero Conditional?**
   Five sentences in this paragraph use the Zero Conditional.
2. **What does her daughter learn in class?**
   Her daughter learns that if you mix yellow and blue, you make green. Also, she learns that water melts when it is heated at 100 degrees.
3. **What does her boss tell her?**
   Her boss tells her that if she is late for work again, she instantly loses her job.
4. **Why cannot she wear perfume?**
   Because if she wears perfume, she has reactions to it and she starts sneezing.
5. **What cost too much? Why?**
   The radiator costs too much if she has it on for too long.
6. **How long was the radiator on for?**
   The radiator was on for an hour.
7. **Why is the woman worried about dying her hair?**
   Because if she dyes her hair too much, it falls out.

Figure 16

Zero conditional exercises



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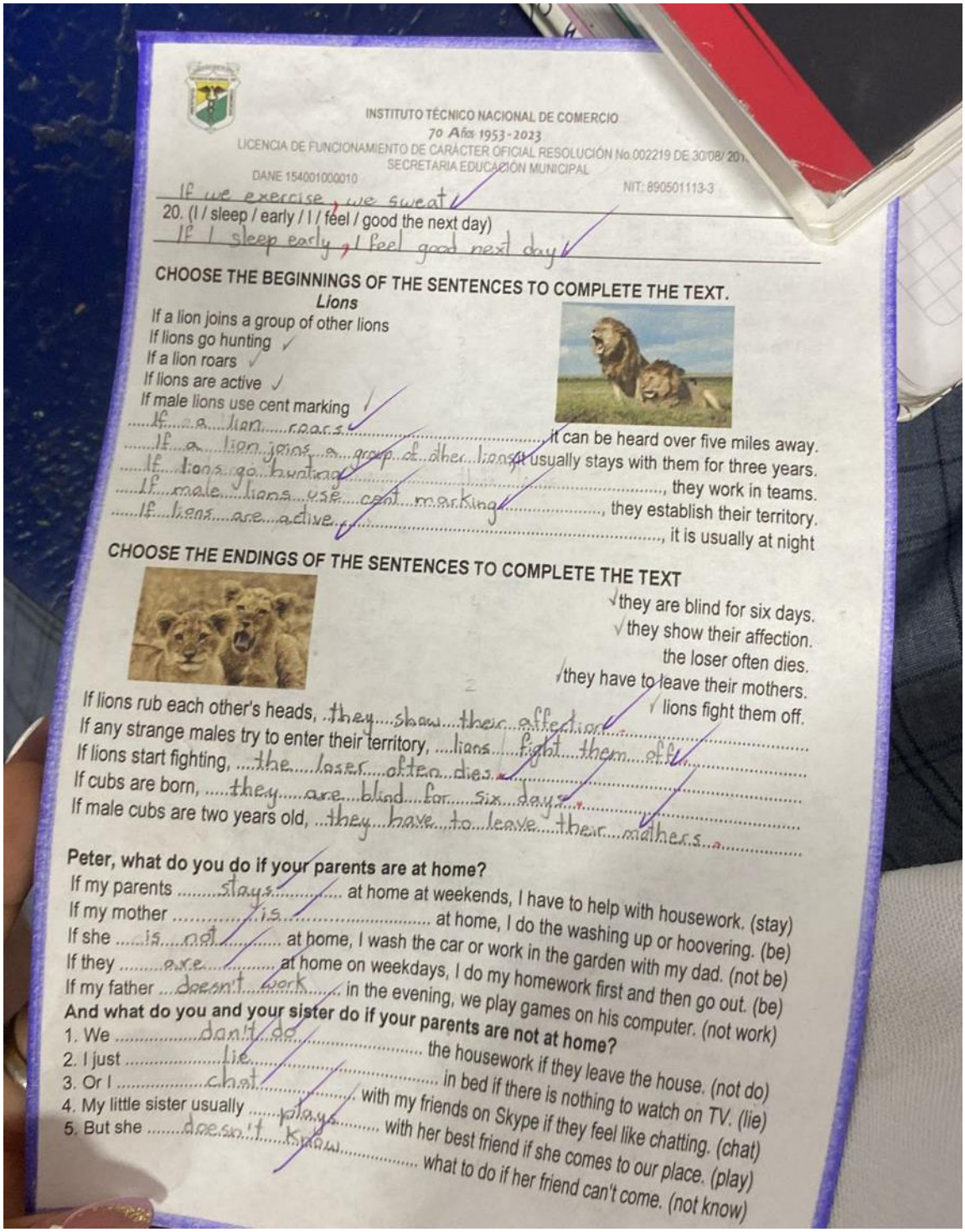
ZERO CONDITIONAL					
SUBJECT	ENGLISH	TERM	FIRST	GRADE	
TEACHER	CAROLINA QUINTERO	DATE	Tuesday, 11th of April 2023		
NAME	Danna Sofía Villamizar Troiceds				

MAKE THE ZERO CONDITIONAL.

1. (I / wake up late / I / be late for work)
   If I wake up late, I am late for work.
2. (my husband / cook / he / burn the food)
   If my husband cooks, he burns the food.
3. (Julie / not wear a hat / she / get sunstroke)
   If Julie doesn't wear a hat, she gets sunstroke.
4. (children / not eat well / they / not be healthy)
   If children don't eat well, they are not healthy.
5. (you / mix water and electricity / you / get a shock)
   You get a shock if you mix water and electricity.
6. (it / not / rain / the flowers / die)
   If it doesn't rain, the flowers die.
7. (I / feel good the next day / I / go / to bed early)
   I feel good the next day if I go to bed early.
8. (lots of people / come / Jenny / have a party)
   Lots of people come if Jenny has a party.
9. (she / buy expensive clothes / she / go shopping)
   She buys expensive clothes when she goes shopping.
10. (my daughter / pass her exams / she / work hard)
    My daughter passes her exams if she works hard.
11. (David / be / sick / he / drink milk)
    David is sick when he drinks milk.
12. (he / get / a headache / he / use the computer too much)
    He gets a headache if he uses the computer too much.
13. (people / eat / too much food / they / get / fat)
    If people eat too much food, they get fat.
14. (you / heat / water to 100 degrees / it / boil)
    If you heat water to 100 degrees, it boils.
15. (I / wake up / late / I / be / late for school)
    If I wake up late, I am late for school.
16. (it / be /cold / I / wear / a jacket)
    If it is cold, I wear a jacket.
17. (I / not have / much money / I / not eat out)
    If I don't have much money, I don't eat out.
18. (Zachary / drink / coffee / he / not can / sleep)
    If Zachary drinks coffee, he can't sleep.
19. (we / exercise / we / sweat)

Figure 17

Zero conditional exercises part two



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If we exercise, we sweat

20. (I / sleep / early / I / feel / good the next day)
If I sleep early, I feel good next day

CHOOSE THE BEGINNINGS OF THE SENTENCES TO COMPLETE THE TEXT.

Lions

If a lion joins a group of other lions
If lions go hunting ✓
If a lion roars ✓
If lions are active ✓
If male lions use cent marking /

If a lion roars, it can be heard over five miles away.
If a lion joins a group of other lions, it usually stays with them for three years.
If lions go hunting, they work in teams.
If male lions use cent marking, they establish their territory.
If lions are active, it is usually at night

CHOOSE THE ENDINGS OF THE SENTENCES TO COMPLETE THE TEXT

√ they are blind for six days.
√ they show their affection.
the loser often dies.
√ they have to leave their mothers.
√ lions fight them off.

If lions rub each other's heads, they show their affection.
If any strange males try to enter their territory, lions fight them off.
If lions start fighting, the loser often dies.
If cubs are born, they are blind for six days.
If male cubs are two years old, they have to leave their mothers.

Peter, what do you do if your parents are at home?

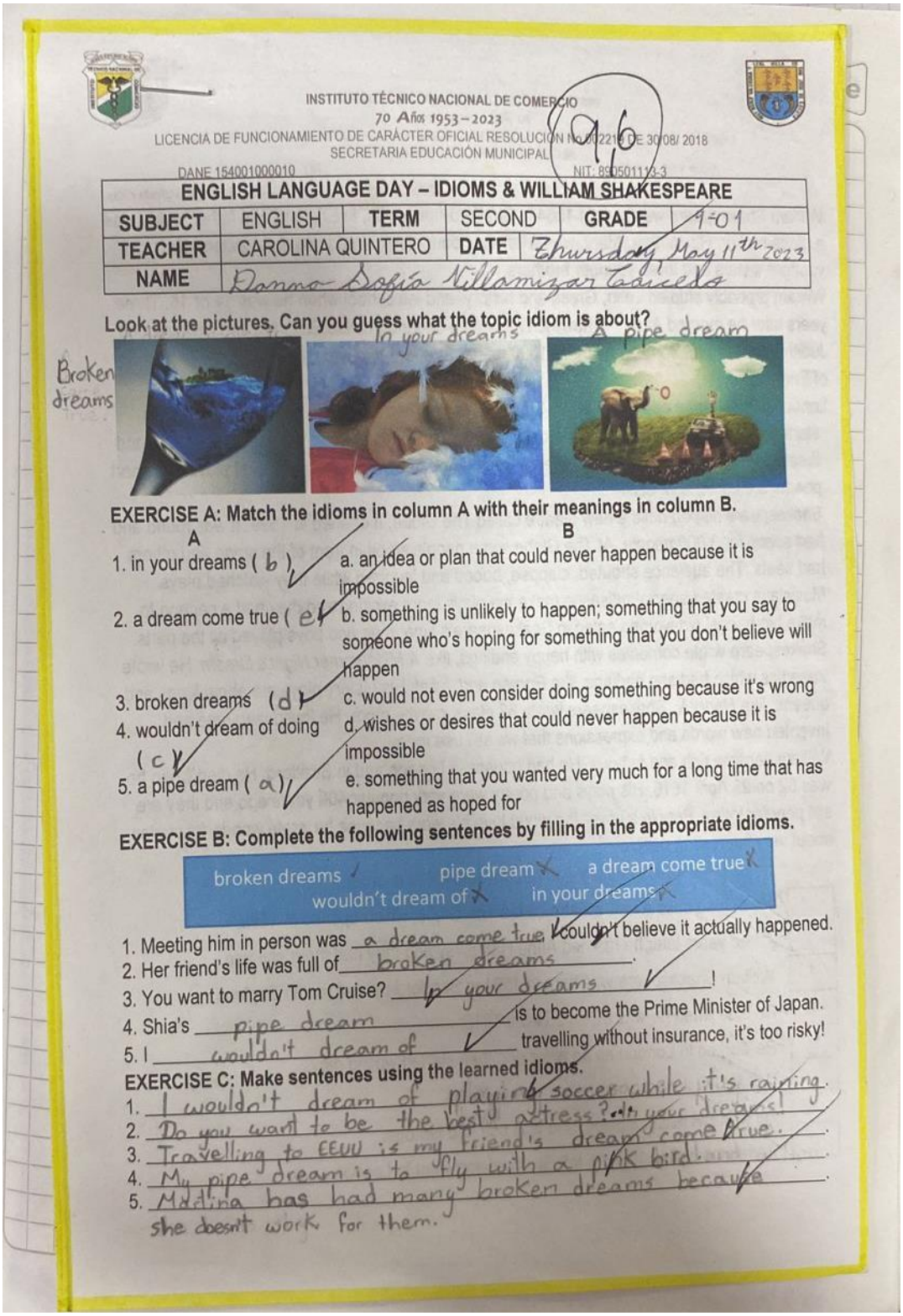
If my parents stays at home at weekends, I have to help with housework. (stay)
If my mother is at home, I do the washing up or hoovering. (be)
If she is not at home, I wash the car or work in the garden with my dad. (not be)
If they are at home on weekdays, I do my homework first and then go out. (be)
If my father doesn't work in the evening, we play games on his computer. (not work)

And what do you and your sister do if your parents are not at home?

1. We don't do the housework if they leave the house. (not do)
2. I just lie in bed if there is nothing to watch on TV. (lie)
3. Or I chat with my friends on Skype if they feel like chatting. (chat)
4. My little sister usually plays with her best friend if she comes to our place. (play)
5. But she doesn't know what to do if her friend can't come. (not know)

Figure 18

Idioms activity



INSTITUTO TÉCNICO NACIONAL DE COMERCIO
70 Años 1953 – 2023
LICENCIA DE FUNCIONAMIENTO DE CARÁCTER OFICIAL RESOLUCIÓN No. 0221 DE 30/08/ 2018
SECRETARIA EDUCACIÓN MUNICIPAL
DANE 154001000010 NIT: 890501113-3

96

ENGLISH LANGUAGE DAY – IDIOMS & WILLIAM SHAKESPEARE					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	9-01
TEACHER	CAROLINA QUINTERO	DATE	Thursday May 11th 2023		
NAME	Danna Sofía Villamizar Taisela				

Look at the pictures. Can you guess what the topic idiom is about?

Broken dreams

In your dreams

A pipe dream

EXERCISE A: Match the idioms in column A with their meanings in column B.

A	B
1. in your dreams (b)	a. an idea or plan that could never happen because it is impossible
2. a dream come true (e)	b. something is unlikely to happen; something that you say to someone who's hoping for something that you don't believe will happen
3. broken dreams (d)	c. would not even consider doing something because it's wrong
4. wouldn't dream of doing (c)	d. wishes or desires that could never happen because it is impossible
5. a pipe dream (a)	e. something that you wanted very much for a long time that has happened as hoped for

EXERCISE B: Complete the following sentences by filling in the appropriate idioms.

broken dreams ✓ pipe dream ✗ a dream come true ✗
wouldn't dream of ✗ in your dreams ✗

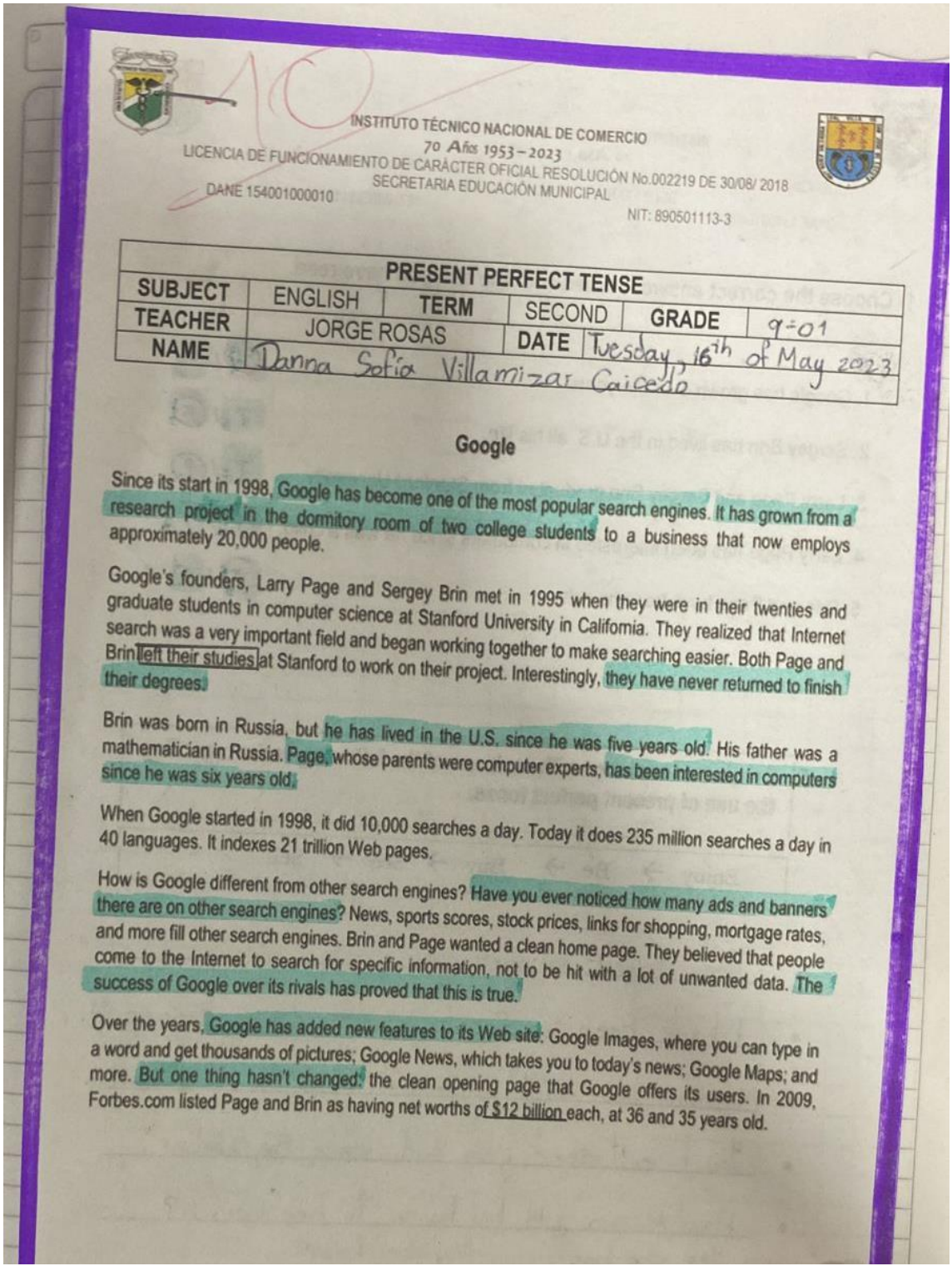
1. Meeting him in person was a dream come true ✓ I couldn't believe it actually happened.
2. Her friend's life was full of broken dreams ✓.
3. You want to marry Tom Cruise? In your dreams ✓!
4. Shia's pipe dream ✓ is to become the Prime Minister of Japan.
5. I wouldn't dream of ✓ travelling without insurance, it's too risky!

EXERCISE C: Make sentences using the learned idioms.

1. I wouldn't dream of playing soccer while it's raining.
2. Do you want to be the best actress? In your dreams!
3. Travelling to EEUU is my friend's dream come true.
4. My pipe dream is to fly with a pink bird.
5. Maddina has had many broken dreams because she doesn't work for them.

Figure 19

Present perfect Reading



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NIT: 890501113-3

PRESENT PERFECT TENSE					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	9-01
TEACHER	JORGE ROSAS		DATE	Tuesday, 16th of May 2023	
NAME	Danna Sofía Villamizar Caicedo				

Google

Since its start in 1998, Google has become one of the most popular search engines. It has grown from a research project in the dormitory room of two college students to a business that now employs approximately 20,000 people.

Google's founders, Larry Page and Sergey Brin met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Interestingly, they have never returned to finish their degrees.

Brin was born in Russia, but he has lived in the U.S. since he was five years old. His father was a mathematician in Russia. Page, whose parents were computer experts, has been interested in computers since he was six years old.

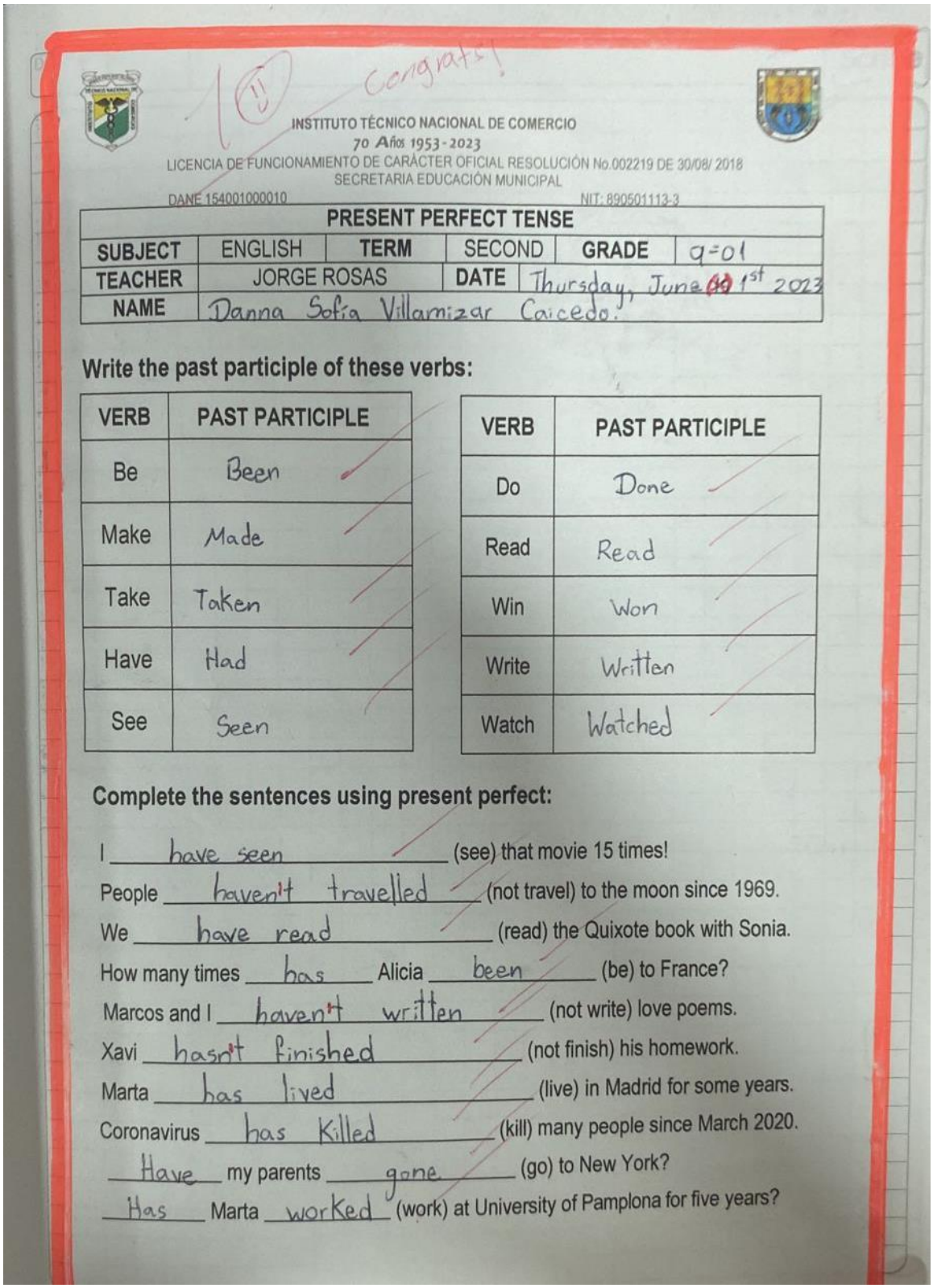
When Google started in 1998, it did 10,000 searches a day. Today it does 235 million searches a day in 40 languages. It indexes 21 trillion Web pages.

How is Google different from other search engines? Have you ever noticed how many ads and banners there are on other search engines? News, sports scores, stock prices, links for shopping, mortgage rates, and more fill other search engines. Brin and Page wanted a clean home page. They believed that people come to the Internet to search for specific information, not to be hit with a lot of unwanted data. The success of Google over its rivals has proved that this is true.

Over the years, Google has added new features to its Web site: Google Images, where you can type in a word and get thousands of pictures; Google News, which takes you to today's news; Google Maps; and more. But one thing hasn't changed: the clean opening page that Google offers its users. In 2009, Forbes.com listed Page and Brin as having net worths of $12 billion each, at 36 and 35 years old.

Figure 20

Present perfect quiz



10 Congrats!

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PRESENT PERFECT TENSE					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	9-01
TEACHER	JORGE ROSAS		DATE	Thursday, June 1st 2023	
NAME	Danna Sofía Villamizar Caicedo.				

Write the past participle of these verbs:

VERB	PAST PARTICIPLE
Be	Been
Make	Made
Take	Taken
Have	Had
See	Seen

VERB	PAST PARTICIPLE
Do	Done
Read	Read
Win	Won
Write	Written
Watch	Watched

Complete the sentences using present perfect:

I have seen (see) that movie 15 times!
People haven't travelled (not travel) to the moon since 1969.
We have read (read) the Quixote book with Sonia.
How many times has Alicia been (be) to France?
Marcos and I haven't written (not write) love poems.
Xavi hasn't finished (not finish) his homework.
Marta has lived (live) in Madrid for some years.
Coronavirus has Killed (kill) many people since March 2020.
Have my parents gone (go) to New York?
Has Marta worked (work) at University of Pamplona for five years?

After two weeks, I started the classes with topics such as zero conditional and present perfect. During the classes, the grammatical explanation of the aforementioned topics was done by means of resources such as slides, in order to teach and reinforce how to use each of these topics. After the explanations, a group exercise was carried out in which the students had to develop exercises concerning the topic and perform them on the board. Small sentences that reinforced and made clear the structure they had to follow when making sentences. After this, I started with the reading comprehension activities. I first selected a text appropriate to the ninth grade students' level and interests, and designed specific questions to assess their comprehension. The questions ranged from identifying details to inferring implicit ideas and critically interpreting the text.

In the first activity, students read a text no longer than 20 lines and answered questions about the explicit information and main ideas of the text. In the second activity, they read a short story about the curiosities of Easter Day and answered comprehension questions, as well as reflected on the elements such as idiomatic expressions that composed it. In the third activity, they were presented with a text again, related to the creation of google. In this text they had to identify the times the present perfect tense was used and based on this text they had to answer a series of related questions. Finally, and in order to solve doubts about the topic, they were asked to make five sentences of their preference applying the present perfect tense.

During the process, I noticed that some students had difficulties understanding certain words or phrases in the text, which prevented them from answering the questions adequately. To improve this, I explained the unknown words and asked them to use the context to infer their meaning. I also noticed that some students were

unfamiliar with some themes implicit in the readings, which made it difficult for them to reflect on each of the texts. To address this, I provided them with definitions and examples of the themes referenced in the texts.

The results of the activities were positive, since most of the students were able to understand the text and answer the questions correctly. In addition, many expressed that they liked the variety of texts and activities, as it allowed them to learn in different ways. Some students noted that they would like to have more time to analyze the texts in greater depth, while others noted that they found it difficult to answer questions that required inference or critical interpretation.

From this, the reading comprehension activities were effective in assessing students' level of comprehension and in identifying areas for improvement in their reading ability. Students responded positively to the activities and suggested that they could be improved by providing more time for analysis and critical reflection.

However, some participants face challenges in vocabulary comprehension, which can hinder their overall understanding of the text. To address this, explicit vocabulary instruction and contextualized practice activities are implemented to enhance their word recognition and vocabulary acquisition skills.

Overall, by closely monitoring participants' reading comprehension processes, we can tailor instruction to meet their specific needs and provide targeted support. It is rewarding to witness their growth and development, as they become readers that are more proficient, employing critical thinking strategies and actively engaging with complex texts.

Some examples:

Lesson Plan 1 - Pre-reading activity:

Objective: to activate prior knowledge and develop understanding of Idioms before reading.

Introduction to Idioms: I introduce my students to the concept of Idioms in English as idiomatic expressions that have a figurative meaning. I use familiar examples such as "kick the bucket" or "barking up the wrong tree".

Pair activity: I assign each pair a particular Idiom and ask them to research its meaning and examples of usage in real contexts. Students should be prepared to explain the Idiom to the rest of the class and provide practical examples.

Knowledge sharing: I invite each pair to present their Idiom to the class, explaining its meaning and providing examples of use in everyday situations. I encourage participation and exchange of ideas among students.

Small Group Discussion: I divide my students into groups and assign them a discussion question such as "Why is it important to learn and use Idioms in English?" I ask them to share their opinions and argue their answers based on prior knowledge about Idioms.

Lesson Plan 2 - Post Reading Activity:

Objective: To develop comprehension skills and application of Idioms after reading.

Reading a text with Idioms: I provide my students with a short text or article containing several Idioms in English. It can be a story or an article related to the use of Idioms in everyday communication.

Identifying Idioms: I ask them to underline or highlight the Idioms they find in the text. They then work in pairs to discuss and understand the figurative meaning of each Idiom.

Idiom Use: I ask them to choose three Idioms from the text and apply them in original sentences that show their understanding and appropriate use. We then share the sentences with the class and discuss how Idioms can enrich communication in English.

During my integral practice process, it is important to clarify that I did not need to elaborate class planners, since this task was stipulated in the administrative manual. In that sense, the activities and objectives to be developed during the interventions for the English reading comprehension project were already previously established.

Within the framework of my practicum, I was able to focus my attention on implementing the necessary strategies and resources to foster reading comprehension in my students, without having to spend additional time on the elaboration of detailed planners. This allowed me to focus on designing dynamic and participatory activities, as well as adapting authentic materials to enrich the teaching-learning process.

It is important to note that, although I did not prepare class planners, this did not affect the quality or the fulfillment of the project's objectives. I followed a general and coherent planning with the established guidelines, which allowed me to provide an enriching educational experience for my students. Throughout my integral practice, I

was able to evidence the positive results of these interventions in the improvement of my students' reading comprehension in English.

Research Methodology

This section describes the methodology that will be conducted in the development of this project, based on a theoretical and practical work that will be implemented during the research process.

Desing

The research approach used in my research project was the constructivist approach, which emphasized the active construction of knowledge by students through the implementation of reading comprehension as a method of learning English. The constructivist approach recognizes the importance of students being active participants in their own learning process, constructing meaning and developing skills through interaction with the reading material.

Furthermore, my research project was conducted as an action research, which implies that theoretical and methodological knowledge was applied in a practical context. Through the implementation of reading comprehension strategies, interventions were carried out and data were collected in real time to evaluate their effectiveness and obtain valuable information to improve the teaching-learning process.

It should be emphasized that this research project was qualitative in nature, which means that it focused on deep and detailed understanding of the experiences, perspectives, and processes related to the implementation of reading comprehension as a method of English acquisition. Qualitative methods such as interviews, observations,

and content analysis were used to collect rich and contextualized data that provided a holistic understanding of the phenomena studied.

Consequently, I will use an action research to describe various views on reading skills. This will allow me to study how the LF learning process while considering the adjustment of the technique affects the students. In this way, I will do two classroom observations; also, I will conduct three interviews, and one questioner. In this case, an action research is usually organized in a cycle of identifying a problem through careful observation, reflecting on the dimensions of the problem, designing a change that addresses the problem, implementing the change, and assessing its effectiveness through careful observation (Hitchcock & Hughes, 1995).

In addition, the qualitative interviewer will create a special form at the time of the interviews. During which he asks open-ended questions, encourages informants to explain their unique perspectives on the issues at hand, and listens carefully for special language and other clues that reveal structures of meaning that informants use to understand their worlds (Mishler, 1986; Seidman, 1998; Spradley, 1979, cited in Hatch, 2002, p. 23, Interview Studies).

For this purpose, the interviews will be based on descriptive questions and the participants will be open to answer them, providing the necessary information about the learning process they have undertaken at the moment.

Setting, population and sampling.

For this reason, I explored what are the implications for the development of reading comprehension skills at Nacional de Comercio School. There were three ninth grades with approximately 118 students in a whole. However, I chose three students of each

one of the ninth grades with proficiency level A1 in English as a foreign language according to the Common European Framework of Reference for Languages (CEFR).

Ethical considerations.

As a practicing teacher and researcher, the projection I expect is that participants will be confident in the commitment of the project. It should be noted that there are rules stipulated in the research process in which a confidentiality agreement was made to protect the personal information of the participants, as well as the data provided by them. Likewise, participants will be interviewed according to the availability of time they will have and will be approached previously during the course of the educational day.

Similarly, participants are expected to be attentive and to participate in each of the instruments that will be used in a reciprocal manner.

According to Hatch (2002) "reciprocity is an ethical issue in any research, but it is especially important when participants enter into close relationships with researchers and entrust them with sensitive information".

This information is not to be used for purposes other than the ongoing research. All of this is about participants and researchers working together to answer the research questions mentioned in the literature review above.

Interviews:

In my qualitative research process on English reading comprehension, I followed a series of rigorous steps before, during, and after conducting interviews. Before I began,

I carefully designed my research, establishing the objectives and developing a script of preliminary questions that covered key aspects of the topic. In addition, I selected participants using a purposive sampling approach, seeking to obtain a diverse and representative sample.

During the interviews, I created an environment conducive to building trust and comfort among the participants. Following the script of questions, I actively listened to their responses, allowing flexibility to delve deeper into relevant topics and capture individual perspectives. I meticulously recorded data through note-taking and the use of transcription tools, ensuring the accuracy and integrity of the data collected.

After the interviews, I conducted a thorough analysis of the data, using qualitative techniques such as coding and identification of emerging patterns. I triangulated the results obtained with other sources and perspectives to ensure the validity and reliability of the findings. Finally, I produced a detailed report presenting the key findings of the research, supported by quotes and examples from the interviews. In the annexes, I included relevant excerpts from the transcripts, always respecting the confidentiality and anonymity of the participants.

Throughout this project, three interviews were conducted to provide us with information about before, during and after the implementation of short texts for the improvement of reading comprehension in ninth grade students. It should be noted that, following the parameters established by the university and the confidentiality of the interviewee, the participant was asked if he/she agreed to be recorded during the interview in order to collect data of interest for the development of the research; to which he/she responded that there was no problem and gave the authorization to do so.

Likewise, the interviewee selected a pseudonym called "Juan" to hide his real identity, in order to respect privacy. During the first week of May, the first interview was successfully conducted with the participant "Juan". In the following, we will see how this interview went and what the interviewee's answers were according to the questions asked.

INTERVIEW #1

¿Cuáles son las percepciones de los alumnos de noveno curso sobre la aplicación de la comprensión lectora en la enseñanza del inglés como lengua extranjera?

Keywords: aplicación de la comprensión lectora, analizar, visualizar, reglas gramaticales, poner en práctica, textos, preguntas relacionadas con el texto, soltarse, construir texto, pruebas de estado, destreza.

Concerning Juan's answer, a point of view for the research on reading comprehension in high school students could be confirmed:

The application of reading comprehension in teaching English to high school students is essential and highly beneficial. Students experience various benefits from analyzing English texts, which allows them to visualize how to apply grammatical rules learned in school and how to construct texts based on that comprehension.

It is crucial that students are provided with texts and activities that include questions related to the content read. These questions stimulate their critical thinking and help them develop analytical and inference skills. By answering these questions, students become more confident and become fluent in applying grammatical rules and constructing texts.

In addition, reading comprehension is a valuable skill for all students, as state tests often include reading comprehension sections. To be successful on these assessments, students must develop skills in text comprehension, such as identifying relevant information, inferring meaning, and synthesizing ideas. Regular practice in reading comprehension provides them with the tools they need to approach these tests with confidence and do well on them.

¿Cómo fomentas la aplicación de textos breves la mejora de las destrezas lectoras?

Keywords: comprensión lectora, pruebas de estado, textos breves, desmotivación, interés, esfuerzo, comprensión, asertividad.

Concerning the answer to the second research question, I can affirm that:

From my perspective, fostering reading comprehension in high school students is vitally important. The inclusion of short texts in reading activities is especially beneficial, as it avoids the demotivation that often arises when confronted with long and complex texts. By presenting shorter, more accessible texts, students find greater motivation to make the effort to comprehend and connect with the content of the text.

It is encouraging to observe how students are drawn to short texts and actively engage in their comprehension. The brevity and clarity of these texts allow them to focus on the meaning and ideas presented, which facilitates their comprehension and increases their confidence in their reading skills.

In addition, this assertive approach of using short texts is especially effective for students who may struggle with reading or lack confidence in their language skills. By

providing them with more manageable texts, they are given a realistic chance of success and a boost in their confidence to tackle more challenging reading in the future.

¿Cómo refuerzas tu vocabulario mediante textos breves? ¿Qué estrategia utilizas?

Keywords: texto breve, facilidad, fastidio, comprensión, palabras desconocidas, anotar, buscar, diccionario, internet, repetición, aprendizaje, olvido, significado, frase, oración.

I find short texts more accessible and less intimidating for high school students. Because they are short, they do not generate annoyance when reading them and motivate us to try to understand their content. In general, we understand most of the words and grasp the main idea of the text, but sometimes we encounter small words that prevent us from getting a full sense of what is being communicated.

To address these difficulties, I have adopted strategies such as writing down unknown words in my notebook to look up their meaning later. I use dictionaries or the internet to find their definitions and sometimes repeat the words several times to memorize them and better understand their usage. Although I may sometimes forget the exact meaning, I can usually understand the sentence in which the word is found and have a rough idea of its meaning.

INTERVIEW #2

Con base a las entrevistas antes echas ¿Cómo podemos ver reflejado nuestro desarrollo lector con base a las actividades hechas en clase?

Keywords: actividades en clase, desarrollo lector, vocabulario, interpretación de textos, fluidez, análisis, avance, notas, participación activa, interés, estrategias, comprensión, interpretación, rezago lector.

At the end of the first question I found that it is evident that the activities conducted in class have had a significant impact on the reading development of high school students. The student's testimony reflects a remarkable advance in their vocabulary and an improvement in the fluent interpretation of texts. In addition, they have demonstrated analytical skills by tackling with ease the activities proposed in class.

The contrast between the previous interviews and the previous classes, along with the academic results and the active participation of peers in the classroom, supports the idea that reading development has improved. Students show increased interest in the activities and demonstrate greater proficiency in comprehension and interpretation of short texts in English.

These improvements can be attributed to the strategies implemented in the classroom, which have contributed to strengthening reading comprehension skills. The combination of hands-on activities, active participation, and focus on short texts have been effective in overcoming reading lag and fostering greater engagement with reading.

The implementation of classroom activities has had a positive impact on the reading development of high school students. Their testimony, along with academic results and classroom participation, supports the idea that they have experienced significant improvements in their vocabulary, fluency, interpretation, and text analysis. These improvements reinforce the importance of employing effective strategies to promote reading comprehension and overcome any existing lags.

¿Cuáles fueron las herramientas que te ayudaron analizar y a comprender mejor los textos cortos?

Keywords: herramientas, comprensión, textos cortos, palabras desconocidas, significado, coherencia, temáticas, atención, trucos, manejo, contexto, descifrar, gramática, desarrollo, evaluación, fichas, retroalimentación.

From the responses provided, the importance of using specific tools to improve comprehension of short texts in high school students is highlighted. Students mentioned strategies such as the identification of unknown words and the search for their meanings, as well as the search for coherence within text fragments.

In addition, the role of the teacher in the development of these skills is recognized. The topics selected by the teacher captured the students' attention and tricks and techniques were mentioned that allowed them to better analyze and understand the texts. The focus on grammar and the use of context as a tool to decipher unknown words were also highlighted as effective strategies. The feedback provided by the teacher, as well as the use of flashcards and hands-on activities, were mentioned as key elements to reinforce the acquisition and comprehension of short texts.

Summarizing, the student's responses reinforce the importance of having effective tools to improve reading comprehension in short texts. The identification of unknown words, the search for meanings, consistency in analysis, and the use of context are useful strategies. The role of the teacher in the selection of interesting topics, the use of tricks and techniques, as well as feedback and practical activities, are elements that contribute to the development of reading comprehension skills in high school students. These strategies and approaches can be effectively implemented to promote greater mastery of reading comprehension in the classroom.

En tu opinión, ¿qué temas adicionales podrían haberse incluido en los textos para brindar una comprensión más completa del tema? ¿Por qué?

Keywords: herramientas, estrategias, temas, profesor, textos cortos, vocabulario, comprensión, sencillo, atención, fructífero, tiempo de clase, extensión, temáticas.

The students' responses highlight the importance of having effective tools and strategies to improve reading comprehension in short texts. Students expressed that the tools provided by the teacher, such as theme management and simple vocabulary, allowed them to understand the texts more easily and quickly.

In addition, the relevance of the topics selected by the teacher to capture the students' attention is recognized. Although the students suggest the possibility of exploring additional topics, it is understood that the limitation of time in class may have influenced the selection of the topics addressed.

In a nutshell, the student's responses emphasize the importance of using appropriate tools and strategies to improve reading comprehension in short texts. The selection of relevant topics and simple vocabulary were effective in facilitating comprehension. However, the possibility of expanding the variety of topics in future activities to further enrich the acquisition is suggested. These considerations may be valuable in improving the approach to teaching reading comprehension to high school students.

INTERVIEW #3

¿Cómo describirías tu experiencia general al abordar el proceso de comprensión lectora en inglés? Por favor, explica tu respuesta.

Keywords: experiencia complicada, adaptación, nuevo profesor, estilo de enseñanza, métodos, comprensión lectora, interés, capacidad, tutorías, trabajo satisfactorio, desafío, proceso, desarrollo de ejercicios, gramática, comprensión, interpretación, información.

The students' responses reflect an initially challenging experience when faced with a new teacher and a different teaching approach to reading comprehension. However, as they progressed through the process, an interest and internal capacity were awakened that allowed them to reach a satisfactory level in their comprehension.

The reading comprehension process was described as challenging but rewarding. Students mentioned that by starting from texts and performing exercises involving grammatical inference and comprehension development, they were able to understand and interpret information more effectively. The teacher's guidance and tutoring were fundamental to their progress and satisfaction with their acquisition.

In conclusion, the student's responses highlight the importance of overcoming initial challenges in the reading comprehension process and how, with the right support, they were able to develop their skills in this area. These findings highlight the importance of providing a pedagogical approach that fosters interest, inference skills, and effective comprehension of texts in high school students.

¿Cuáles fueron los aspectos más destacados del proceso de comprensión lectora en inglés para ti? ¿Hubo momentos en los que te sentiste especialmente motivado, intrigado o emocionado mientras leías? Detalla tu respuesta.

Keywords: comprensión lectora, analizar, comprender, textos, idioma extranjero, inglés, motivación, interés, curiosidad, enseñanzas, zona de confort, reacción positiva, trabajo realizado, momentos iniciales, temática, metodología, aprendizaje, notas, docente.

Students highlighted the positive impact of reading comprehension on their ability to analyze and understand texts in English, a foreign language. They emphasize how this process generates motivation, interest, and curiosity, especially when confronted with texts that are outside their comfort zone. These experiences elicited a positive reaction from the students and evidenced the work done in this area.

Students mentioned that, at first, they experienced intrigue and some concern about the change in the acquisition methodology and uncertainty about their grades. However, they felt that this initial stage was special, as it allowed them to get into a new approach and discover how it would influence their acquisition process. These initial moments were crucial in generating a change of perspective and adapting to the new teachings.

The positive impact of reading comprehension on their motivation, interest, and ability to approach texts in English. Furthermore, they highlight the importance of the initial moments of adaptation and the need for a teacher who provides a stimulating acquisition environment. These findings support the relevance of promoting reading comprehension as a fundamental skill in the educational process of high school students.

¿De qué manera crees que la mejora de tu comprensión lectora en inglés puede tener un impacto positivo en otras áreas de tu vida, como estudios o carrera profesional?

Keywords: comprensión lectora, idioma inglés, Relaciones Exteriores, escritos, comunicados, películas, carteles, facilitar, agilizar, oportunidades, pruebas Saber, técnico en inglés, estudios, carrera profesional, requisito de grado, nivel de inglés.

Student responses emphasized the importance of good reading comprehension in the English language and its positive impact on various areas of life, both personal and professional. They highlight how English is one of the most widely spoken languages in the world, which facilitates foreign relations, written communication with foreign people, and access to content in English, such as movies and posters.

Students emphasize that good reading comprehension streamlines and facilitates everyday activities while opening up new opportunities in life. They mention that in the context of their school, the Instituto Técnico Nacional de Comercio, reading comprehension in English is especially relevant, since their institution stands out for its results in the Saber tests, including English. In addition, they emphasize that obtaining an adequate level of English is an important requirement for their graduation and their future professional career.

In summary, the students' responses underline the importance of good reading comprehension in English to facilitate and enrich both their academic and personal lives. They highlight the need to develop reading comprehension skills from early stages, given their relevance in national testing and graduation requirements. These findings support the importance of promoting and strengthening reading comprehension in English in the educational context of high school students.

In the above, it can be seen how the interview was conducted in order to collect vital information for the development of this research project. Interviews played a fundamental role in a research project by providing a human perspective and enriching

the understanding of the phenomenon studied, which was reading comprehension in ninth-grade students.

These tools were valuable for gathering qualitative data and obtaining direct information from the participants, who in this case were selected voluntarily. By combining the objectivity of the research with the subjectivity of the students' individual experiences, the interviews helped generate more profound and more meaningful knowledge that could help not only this research but also many more future researchers that want to approach this topic.

Table 4

Findings

Instrument	Objective	Reflection	To improve
First interview. Second interview. Third interview.	To know how the participants analyze the reading comprehension during class.	The process we have carried out during this semester has been of great help for our data collection process. In the first interview, I must highlight the fundamental factors to take into account to conduct a relevant observation for the research. During the whole interviews, Understanding how participants analyze reading comprehension during class is crucial for evaluating their progress and identifying areas for improvement. Through observation and feedback, I have observed that students engage in various strategies to comprehend texts effectively. Some utilize active reading techniques, such as highlighting key points, annotating, and summarizing information. These strategies help them extract the main ideas and grasp the overall structure of the text. Additionally, participants demonstrate critical thinking skills by questioning the text, making connections to prior knowledge, and evaluating the author's arguments or claims. They engage in discussions, sharing their interpretations, and providing evidence from the text to support their viewpoints. This encourages deeper analysis and fosters a collaborative learning environment.	During this interview, the previous things to improve were taken into account. Likewise, the note taking was done satisfactorily, obtaining detailed information from the interviewees' answers. Was the improvement met? Yes. Student gave details of how their interaction in class facilitated the development of reading skills. How did you do that? Thanks to the strategies learned during class, I was able to develop the first observation and interview. For example, the use of technological tools such as taking data from the computer, taking pictures of the classroom to carry out the descriptions of the place, and other strategies that were useful to accomplish this process.

In my qualitative research on reading comprehension in short texts in English, the interview process was fundamental to obtaining a deep understanding of the students

and evaluating the impact of my project. The results obtained were highly satisfactory, as significant change was evident in the students before and after the implementation of the project.

During the interviews, the participants expressed their experiences and perceptions regarding reading comprehension in English. Their responses revealed the challenges they faced in comprehending short texts in the language, as well as the strategies they used to address them. These valuable insights provided enriching insights and contributed to a deeper understanding of the phenomenon under investigation.

Through the application of specific techniques and strategies such as reading individually and in-group to improve reading comprehension in short texts in English, the participants showed a higher level of comprehension, greater fluency, and an improvement in their ability to analyze and synthesize information. The results were evident both in their academic performance and in their confidence and attitude toward learning English. These satisfactory results support the importance of effectively addressing reading comprehension in short texts in English and highlight the value of the specific strategies implemented in the project.

Interviews were a key tool for capturing the voice of the students and understanding their experiences in depth. In addition, the observation of positive change in the participants reinforces the relevance and impact of the research in the educational field.

After all, the interview process in my qualitative research on reading comprehension in short texts in English provided satisfactory results by showing a significant change in students before and after implementing the project. These results highlight the

importance of effectively addressing reading comprehension and demonstrate how specific strategies implemented can have a positive impact on students' learning.

Strategic approaches to learning EFL reading skills findings:

During the data analysis, it was evident that there is an improvement in reading comprehension. Students showed an increase in their ability to comprehend short texts in English, applying reading strategies such as the identification of keywords and the use of contextual inferences. This allowed them to more easily comprehend the content of the texts and extract relevant information.

Likewise, a great expansion of vocabulary was obtained through the strategies employed in class. Students acquired a broader vocabulary by working with short texts in English. Through exposure to new words and their application in different contexts, students improved their ability to express themselves more precisely and enriched their lexical repertoire. At the same time, the development of analysis and synthesis skills was a key element in the development of reading comprehension. Students demonstrated advanced skills in the analysis and synthesis of information. They were able to identify the main ideas of texts, make summaries and relate key concepts, which favored their ability to organize and present ideas coherently.

Consequently, this led to greater autonomy in the acquisition of some students. Students became more autonomous in their achievement process when reinforcement activities were assigned during class and at home. As they gained confidence in reading strategies, they were able to apply them independently in comprehending new texts.

This promoted their autonomy and empowerment as learners of a foreign language.

Finally, all of the above brought greater motivation and confidence to the learners. The students experienced an increase in their motivation and confidence in their ability to read in English. The successful application of reading strategies, the achievement of a deeper comprehension of texts, and the positive feedback received reinforced their intrinsic motivation and belief in their reading skills.

As for the teacher's role, the teacher played the role of guide and facilitator of the learning process. He provided instruction in reading strategies, designed relevant activities and assessments, provided constructive feedback, and motivated students to actively participate in their acquisition. For their part, the students took an active and participatory role in the research. They participated in the proposed activities, applied the reading strategies taught, expressed their opinions and questions during the interviews and assessments, and demonstrated commitment to their growth as English readers.

Cooperative reading comprehension learning by using short texts

The cooperative reading showed that students improved in interaction and collaboration among themselves. During group reading activities, an increase in students' active participation, discussion of ideas, and co-construction of knowledge were observed. Students supported each other in understanding the texts, shared their perspectives, and benefited from the individual skills and knowledge of each group member.

In turn, this type of activity developed critical thinking skills. Cooperative reading comprehension fostered the development of critical thinking skills in the students. As they worked together to comprehend texts, they were challenged and encouraged to analyze, evaluate, and question the information presented. Students

learned to formulate meaningful questions, reflect on the authors' points of view, and express their own informed opinions.A very significant outcome was the increase in comprehension and retention of information. Collaboration among students in reading comprehension allowed for better processing of information and greater retention of key concepts. Through discussion and the exchange of ideas, students were able to deepen their understanding of texts, identify relevant details, and make connections between the information presented. This collaboration enriched the acquisition experience and facilitated the internalization of content.

Regarding the teacher's role, the teacher played the role of facilitator and guide of the cooperative learning process. He provided clear instructions on cooperative reading comprehension strategies, modeled group work, and supervised student interactions. The teacher also provided individual and group feedback to support skill development and provided additional guidance when the need arose. Meanwhile, the students took an active and collaborative role in the reading comprehension process. They participated in small group discussions, shared their ideas and knowledge, supported each other's comprehension of texts, and were committed to collective success. Students also had the opportunity to assume leadership roles within the groups and to develop effective communication and teamwork skills.

Something appears at the end of this research. The following question is "What could be further researched on this topic?" The answer is that there is one possible line of future research would be to explore the effectiveness of different reading strategies in short texts for specific groups of students of different levels and abilities in English acquisition. In addition, it would be interesting to investigate the long-term impact of these strategies on students' reading skill development and overall academic performance. In addition, it could be investigated how reading strategies could be more

effectively integrated into the school curriculum and how they could be adapted to address individual student needs. These studies could provide additional valuable information to improve teaching and improve the acquisition of reading in a foreign language and enrich educational practices in general.

Conclusions:

After carrying out half of the activities in this research project based on the improvement of reading comprehension by short texts in English, I found this strategy to be effective in improving the reading comprehension of ninth grade students. During the following weeks of implementation of the intervention plan, a significant improvement in the reading comprehension of the participating students was observed.

Findings showed that reading short texts in English is a useful tool for improving ninth grade students' reading comprehension. Short texts allowed students to practice reading in English without feeling overwhelmed by the amount of information. In addition, because they are short texts, students could read them several times to ensure that they fully understand the content.

Group discussion of the short texts also proved to be an effective strategy for improving students' reading comprehension. During these discussions, students were able to share their ideas and perspectives on the content of the texts, which allowed them to develop information analysis and synthesis skills. Likewise, activities focused on identifying key words, summarizing and answering comprehension questions were very useful in helping students to better understand the texts and develop critical skills.

It is important to note that this strategy can be adapted and applied in different contexts and educational levels. In addition, the use of short texts in English can help

students develop language skills and become familiar with the English language, which can be beneficial for their academic and professional future.

CHAPTER IV: OUTREACH COMPONENT

The Ministry of National Education has set itself the challenge of improving the English levels of Colombians and has implemented comprehensive strategies to achieve it: the implementation of the Basic Competency Standards in Foreign Languages: English, the Project to Strengthen the Development of Competencies in Foreign Languages 2010- 2014 and the design of the National English Program 2015- 2025: colombia very well, the Basic English Learning Rights and the Suggested English Curriculum for grades 0 to 11. For the development of this work, we have taken as legal references the Law 115, the Curricular Guidelines of Foreign Language, the P. E. I of the Institution, the Basic Standards of Competences in Foreign Languages: English, the Suggested English Curriculum Scheme of the ministerio de educacion nacional (MEN) and the derechos basicos de aprendizaje (DBA) of English. This is a work that is subject to be enriched through analysis and practice.

Introduction:

During the process of pre-service teacher, the development of community outreach will be done for the primary school at the Instituto Tecnico Nacional de Comercio School - B site. The outreach project will have, as a purpose that the students of 5th grade acquire vocabulary through the realization of word puzzle is an educational activity that can be used to improve English learning. It is a tool that allows working on different aspects of language, from vocabulary to spelling and reading comprehension.

In terms of vocabulary, a word puzzle is an excellent tool for improving the acquisition of new English words. Students can work on different word lists, from the most basic to the most advanced, and search for them in the letter grid. In doing so, they can improve their ability to recognize and use new words in the right context. In addition to improving vocabulary, word puzzles can help students develop reading skills. When searching for words in the grid, students should carefully read word lists to identify those that are hidden. This can help them improve their ability to read and understand English sentences.

Another important aspect of word puzzles is that they can stimulate students' attention and concentration. When searching the words in the grid, students should pay attention and concentrate on the task. By doing so, they can improve their ability to maintain attention on different tasks and avoid distractions.

The aim of this project is to identify the acquisition of new vocabulary thus contributing to the basic level of learning in this foreign language in grade 5-01 students at school. Finally, the development of this project will benefit the educational institution for future institutional projects, and in turn, the students of 5-01, who will develop their lexicon through the development of word puzzles as a learning method.

Justification:

The purpose of this research project is to investigate and develop strategies for enhancing reading comprehension skills among primary learners. However, in addition to the research component, it is essential to include an outreach component to ensure the findings and benefits of the research reach a wider audience. The outreach component will focus on disseminating information, providing resources, and implementing interventions that directly target primary students, educators, and parents.

General objective:

- To strengthen the development of vocabulary through word puzzles as a learning method among fifth-grade students.

Specific objectives:

- To improve students' attention and concentration ability by searching for hidden words in word puzzle activities.
- To reinforce the learning of spelling and grammar in a playful and entertaining way.
- To enhance reading comprehension in English by recognizing and understanding the meaning of words.

Methodology and description of the activities implemented in primary school

During the implementation of this project, the availability of the course was taken into account. During the week, I met the students from 5-01 only once. Which implies that the work with them is intense for fully developing the activities of the word puzzle. The implementation of an English word puzzle was usually dynamic. First, the word puzzle activity is prepared correctly, making sure that the words are related to the vocabulary and grammar students are learning at the time.

Then, I started by explaining to the students what a word puzzle in English is and how it is played. Followed by delivering the English word puzzle to students, ensuring that they had pencils or pens to mark the words they find. Likewise, the rules of the game were explained, so that no doubts arise. Due to the short time, a specific space were

established for students. Finally, once the students finished, the teacher corrected the word puzzle during the class, giving them the correct feedback about what they have done.

Nevertheless, there have been some changes considering the time and availability of the fifth-grade teacher in charge. The teacher in charge assigned me to work with only one group, which is 5-01. In this group, there are 43 students in which we have worked on different learning worksheets concerning the topics stipulated by the academic calendar. However, it has not been possible to complete these worksheets in their entirety due to the limited time available at the primary school.

Unlike secondary school, primary school only has English classes of only 45 minutes, making it impossible to develop the activities and even some grammar explanations in their entirety. In addition to this, the school has had several cultural and pedagogical activities that have extended schedules, which has affected the English classes.

Having said this, the decision has been made to drastically reduce the number of activities proposed for the extension component. Working together with the teacher in charge, we successfully implemented a series of word search and crossword puzzle activities for fifth-grade students, to teach vocabulary dynamically. These activities focused on various topics, including parts of the house, regular and irregular verbs, synonyms and antonyms, as well as English-speaking cultural events.

For each topic, we made sure to select relevant keywords that were appropriate for the student's level. For example, when working with parts of the house, we included terms such as kitchen, living room, bedroom, and bathroom. For regular and irregular verbs, we chose words such as "play", "read", "swim" and "go".

Once we identified the keywords, we designed challenging word searches in which students had to search for and find these hidden words. By ensuring that the words were presented in different directions and mixed with additional letters, we created a stimulating challenge that required students' attention and ability to identify specific vocabulary.

In addition to word searches, we implemented crossword puzzles in which the definitions of keywords were provided as clues. For example, for synonyms and antonyms, the definitions could include "word that means the same thing" or "opposite word in meaning." Students had to carefully read the definitions and find the right words to fit into the crossword puzzles.

During the activities, we encouraged students' active participation by encouraging them to work in small groups to solve the challenges. This allowed them to collaborate and discuss the answers, thus strengthening their understanding and vocabulary acquisition. In addition, we provided additional support when needed, clarifying doubts and providing explanations to help students solve the puzzles independently.

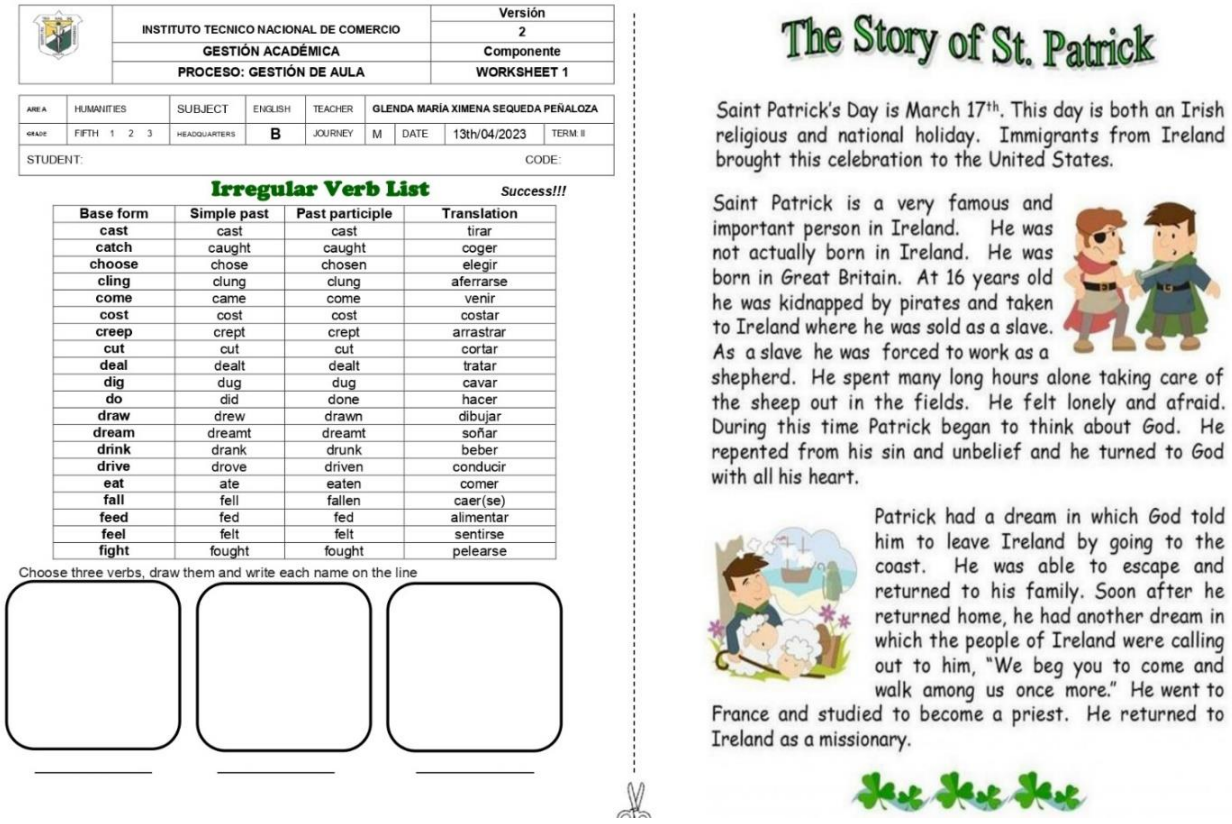
As the students engaged in these dynamic activities, we observed an increase in their enthusiasm and motivation to learn English vocabulary. The combination of games and challenges provided them with a fun and engaging experience, resulting in increased retention and understanding of the vocabulary taught. In addition, by addressing topics such as English-speaking cultural events, we were able to foster their interest and knowledge about different aspects of English-speaking culture. By applying the word search and crossword puzzle activities, we were able to teach vocabulary in a lively way to the fifth-grade students. Through these activities, they were able to identify and remember vocabulary related to topics such as parts of the house, regular and irregular verbs, synonyms, and antonyms, as well as English-speaking cultural events. The

playful and participatory approach of the activities generated a stimulating and motivating learning environment, which resulted in increased student interest and vocabulary retention.

Next, there are some examples about class activities:

Figure 21

Irregular verbs activity



	INSTITUTO TECNICO NACIONAL DE COMERCIO	Versión
		2
	GESTIÓN ACADÉMICA	Componente
	PROCESO: GESTIÓN DE AULA	WORKSHEET 1

AREA	HUMANITIES	SUBJECT	ENGLISH	TEACHER	GLENDA MARÍA XIMENA SEQUEDA PEÑALOZA			
GRADE	FIFTH 1 2 3	HEADQUARTERS	B	JOURNEY	M	DATE	13th/04/2023	TERM II
STUDENT:							CODE:	

Irregular Verb List *Success!!!*

Base form	Simple past	Past participle	Translation
cast	cast	cast	tirar
catch	caught	caught	coger
choose	chose	chosen	elegir
cling	clung	clung	aferrarse
come	came	come	venir
cost	cost	cost	costar
creep	crept	crept	arrastrar
cut	cut	cut	cortar
deal	dealt	dealt	tratar
dig	dug	dug	cavar
do	did	done	hacer
draw	drew	drawn	dibujar
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer(se)
feed	fed	fed	alimentar
feel	felt	felt	sentirse
fight	fought	fought	pelearse

Choose three verbs, draw them and write each name on the line

Figure 22

Easter week activity

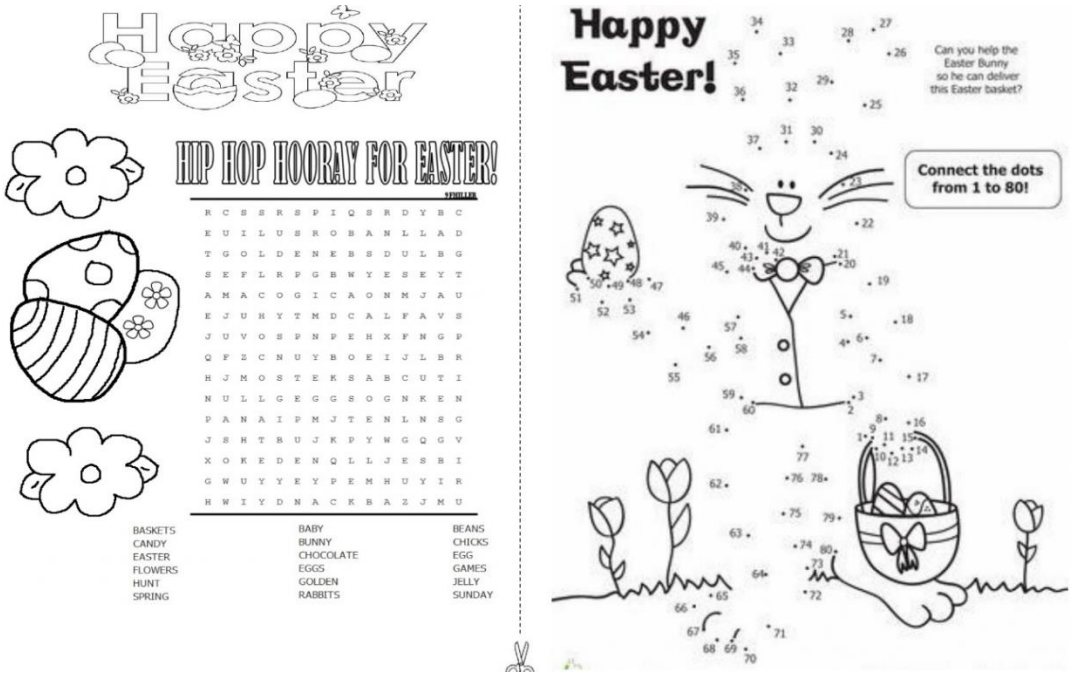


Figure 23

St. Patrick´s Day activity

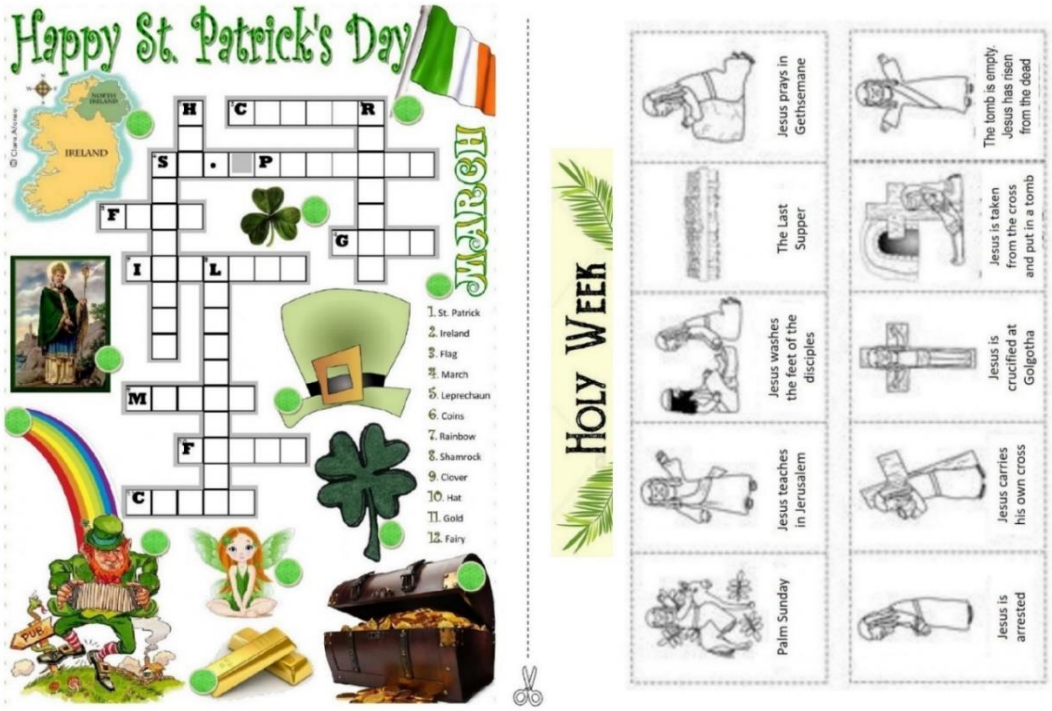


Figure 24

Synonyms and antonyms activity



INSTITUTO TECNICO NACIONAL DE COMERCIO | Versión 2
GESTIÓN ACADÉMICA | Componente
PROCESO: GESTIÓN DE AULA | WORKSHEET 3

AREA: HUMANITIES | SUBJECT: ENGLISH | TEACHER: GLENDA MARÍA XIMENA SEQUEDA PEÑALOZA
GRADE: FIFTH 1 2 3 | HEADQUARTERS: B | JOURNEY: M | DATE: 13th/04/2023 | TERM: II
STUDENT: | CODE:

Goal Recognizes vocabulary and structures to describe qualities of self and others. ***Success!!!***

SYNONYMS OR ANTONYMS

Antonyms are two words that mean the opposite or nearly the opposite of each other.
Synonyms are two words that mean the same or nearly the same as each other.

Read each word pair. Write an S next to word pairs that are synonyms. Write an A next to word pairs that are antonyms.

1. sit/stand
2. watch/view
3. work/play
4. pal/friend
5. car/automobile
6. wild/tame
7. dull/boring
8. teach/instruct
9. hot/chilled
10. smelly/aromatic
11. noisy/quiet
12. rapid/fast
13. rare/uncommon
14. near/distant
15. miniature/small
16. angry/irate
17. musical/melodious
18. lead/follow
19. protect/defend
20. buy/sell
21. jump/leap
22. book/tome
23. inside/within
24. hungry/full

INSTITUTO TECNICO NACIONAL DE COMERCIO | Versión 2
GESTIÓN ACADÉMICA | Componente
PROCESO: GESTIÓN DE AULA | WORKSHEET 3

AREA: HUMANITIES | SUBJECT: ENGLISH | TEACHER: GLENDA MARÍA XIMENA SEQUEDA PEÑALOZA
GRADE: FIFTH 1 2 3 | HEADQUARTERS: B | JOURNEY: M | DATE: 13th/04/2023 | TERM: II
STUDENT: | CODE:

Goal Recognizes vocabulary and structures to describe qualities of self and others. ***Success!!!***

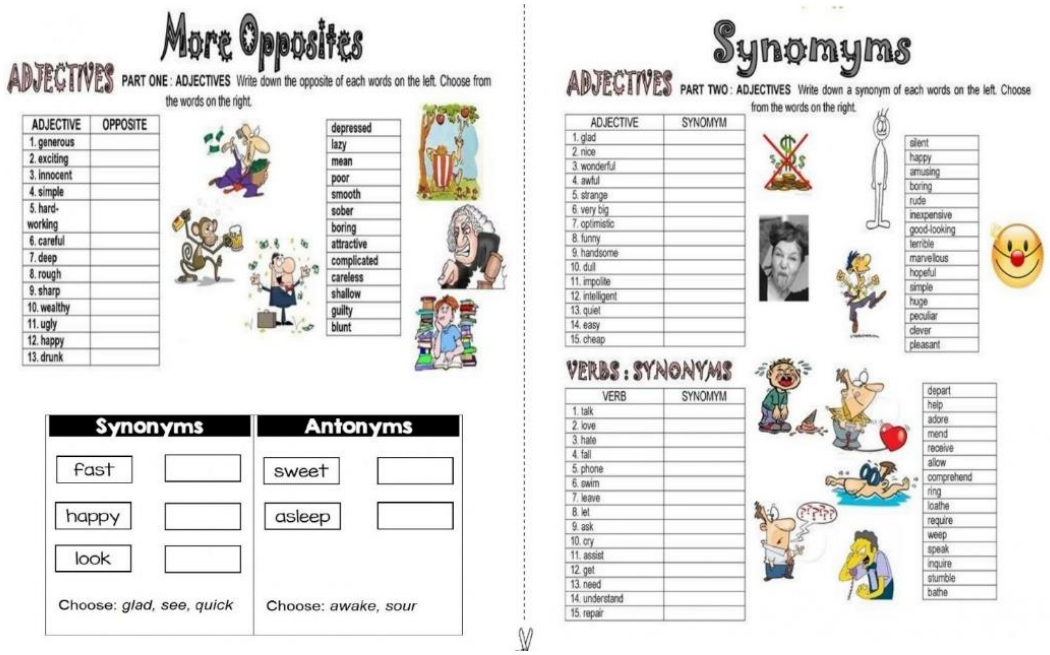
Synonyms and Antonyms

Directions: Color the synonyms red and the antonyms blue.

big small | close far | start begin | mad angry | beautiful pretty | nice kind | tall short | happy sad | cold chilly | clean dirty | giggle laugh | young old | tiny small | sleepy tired | down up | quiet loud | fast slow | quick fast | shout yell | strong weak

Figure 25

Opposites abjectives activity



More Opposites

ADJECTIVES PART ONE: ADJECTIVES Write down the opposite of each words on the left. Choose from the words on the right.

ADJECTIVE	OPPOSITE
1. generous	
2. exciting	
3. innocent	
4. simple	
5. hard-working	
6. careful	
7. deep	
8. rough	
9. sharp	
10. wealthy	
11. ugly	
12. happy	
13. drunk	

depressed | lazy | mean | poor | smooth | sober | boring | attractive | complicated | careless | shallow | guilty | blunt

Synonyms		Antonyms	
fast		sweet	
happy		asleep	
look			

Choose: *glad, see, quick* | Choose: *awake, sour*

Synonyms

ADJECTIVES PART TWO: ADJECTIVES Write down a synonym of each words on the left. Choose from the words on the right.

ADJECTIVE	SYNONYM
1. glad	
2. nice	
3. wonderful	
4. awful	
5. strange	
6. very big	
7. optimistic	
8. funny	
9. handsome	
10. dull	
11. impolite	
12. intelligent	
13. quiet	
14. easy	
15. cheap	

silent | happy | amusing | boring | rude | inexpensive | good-looking | terrible | marvellous | hopeful | simple | huge | peculiar | clever | pleasant

VERBS: SYNONYMS

VERB	SYNONYM
1. talk	
2. love	
3. hate	
4. fall	
5. phone	
6. swim	
7. leave	
8. let	
9. ask	
10. cry	
11. assist	
12. get	
13. need	
14. understand	
15. repair	

depart | help | adore | mend | receive | allow | comprehend | ring | loathe | require | weep | speak | inquire | stumble | bathe

JOBS AND PROFESSIONS					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	
TEACHER			DATE		
NAME					

Jobs. What do you do?

Word Bank

singer police officer mechanic doctor fireman farmer waitress
football player teacher pilot baker nurse



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

JOBS AND PROFESSIONS					
SUBJECT	ENGLISH	TERM	SECOND	GRADE	
TEACHER			DATE		
NAME					

Jobs. What do you do?

Word Bank
singer police officer mechanic doctor fireman farmer waitress
football player teacher pilot baker nurse



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

Table 6

Primary timelines activities

ACTIVITIES	**MARCH**				**APRIL**				**MAY**				**JUNE**			
	WEEK				**WEEK**				**WEEK**				**WEEK**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
INSTITUTIONAL OBSERVATIONS	**X**	**X**														
BIMONTHLY EXAMS			**X**													
What is your profession?				**X**												
Irregular verbs					**X**											
St. Patrick's story						**X**										
Synonyms and antonyms.										**X**						
FINAL.														**X**		

Conclusions:

Implementing the word puzzle activity to assist fifth-grade students in acquiring new vocabulary was a rewarding experience, despite the setbacks encountered along the way. As I immersed myself in the planning and execution of the activities, I felt excited and committed to the goal of providing students with a fun and effective way to learn new words. Although some setbacks arose during the process, such as time constraints or difficulties finding appropriate words for each topic, I did not let that discourage me. Instead, I focused on finding alternative solutions and adjusting the plan to overcome the obstacles. The dedication and perseverance shown every step of the way allowed me to finish the activities and conclude them.

Seeing the students engaged and excited as they searched for and discovered words in the alphabet soup was truly rewarding. I could sense their excitement and satisfaction as they found and understood new words in the context of the activity. It was evident that they were enjoying the learning process and acquiring vocabulary in a meaningful way.

Overall, despite the challenges encountered, I was satisfied with the results obtained. The implementation of the word puzzle activity for the acquisition of new vocabulary in fifth-grade students proved to be effective and valuable. I was able to witness students expand their vocabulary and develop reading and comprehension skills in a fun and motivating way. the implementation of the word search activity proved to be a rewarding experience. I was able to overcome obstacles and provide students with an effective tool for acquiring new vocabulary. Seeing the students' enthusiasm and progress left me with a sense of satisfaction and confirmed the value of using playful, participatory activities to foster meaningful learning in the classroom

CHAPTER V: INTRA-INSTITUTIONAL ACTIVITIES COMPONENT

Introduction

The Intra-Institutional Activities component refers to activities undertaken within an institution to support research, education, and training. According to Fingeret (1984), Nowlen (1988) Educational institutions are familiar with the strategies of sharing resources and cooperative programming. Partnerships and consortia with external organizations are common approaches to expanding programs and improving efficiency in operations. Innovations in technology and distance education call for greater cooperation between departments and groups both on and off campus.

Taking into account Wiswell (1990) said that shared resources and cooperative endeavors have helped to facilitate interdisciplinary efforts and expand programs beyond traditional academic boundaries. That is why during the development of pre-service teacher, the accompaniment by the former teacher will be carried out in all activities stipulated in the school calendar.

Likewise, this component aims to facilitate collaboration and the exchange of knowledge between faculty members, students, and researchers within the institution, as well as improve the overall research and education capacities of the institution. Activities may also include developing partnerships with other institutions or organizations to promote research and education goals. Ultimately, the Intra-Institutional Activities component is essential to promote innovation and excellence within an institution and contribute to the advancement of knowledge in a particular field or discipline.

Justification

One of the reasons to consider as a future teacher is that intra-institutional activities improve educational opportunities. Developing new courses or curricula can help ensure that students receive the most up-to-date and relevant education in their field. In addition, intra-institutional activities can provide opportunities for students to engage in research and gain practical experience, which can be valuable in their future careers. Finally, these activities can also serve as a way to show the strengths and experience of the institution in a particular field or discipline.

General objective

- To further teamwork, collaboration, effective communication, and efficiency as an INSTENALCO community.

Specific objectives

- To foster effective communication between the different departments and areas of the institution.
- To strengthen the organizational culture and values of the institution.
- To enhance the performance and productivity of the institution in general.

Methodology

According with Savić;Ivanović; Surla,(2017) identifying the needs and concerns of the different groups of the educational community must be taken into account to plan relevant and attractive activities. Likewise, the committees meet to design appropriate activities to meet the identified goals and objectives, establishing clear outcomes and specifying the resources needed to carry them out (events and celebrations). However, planning and organization are stipulated in the details of the activities, including the date, location, participants, time, and resources required.

On the other hand, carrying out the move following the established plan and ensuring that all participants are informed and prepared is one of the fundamental pillars of this component. Finally, it is very important to provide feedback on the activities carried out. For this purpose, the activity is evaluated after it has been carried out to measure the degree of satisfaction of the participants and to determine whether the established objectives were achieved.

Activities description:

At INSTENALCO School, I had the opportunity to participate in several intra-institutional activities that contributed significantly to my academic and personal development. These activities were aimed at fostering collaboration among students, strengthening institutional identity as well as promoting integral learning. Below, I will describe in detail some of the activities in which I participated, my role, and the experiences and learning I achieved during my participation.

During the inter-institutional activities component, they have been fully complied with without any issues or eventuality. In the calendar of activities presented, it can be observed that the events have been carried out since March 10, 2023 to date. In the election of the student representative, I had the responsibility of knowing the proposals and roles that the four candidates presented before the school. My role consisted of transmitting to the student's different points of view based on what I had heard from each of the representatives. This helped my students in charge to have reasoned at the time choosing their new representative.

Through this experience, I was able to develop communication, persuasion, and teamwork skills. I learned to listen to the needs of my classmates and to present clear and viable proposals for the most suitable representative. In addition, the election of the student representative allowed me to understand the importance of responsibility and representation, as well as the impact that an active student voice can have on decision-making within the school.

In March 19 2023, the celebration of Men's Day, I participated in the organization of activities and events aimed at recognizing and valuing positive masculinity. My role consisted of collaborating in the execution of activities such as talks, workshops and contests related to the promotion of gender equality, respect and empathy. Through this involvement, I developed a greater awareness of the importance of gender equity and building healthy and respectful relationships. I learned to challenge gender stereotypes and promote values of equality and diversity. In addition, this experience allowed me to interact with different people and share enriching perspectives on masculinity and the role of men in society.

Similarly, in March 16 2023, I had the opportunity to collaborate in the elaboration and development of the bimonthly English assessments. These activities were aimed at measuring students' progress and proficiency level in English, as well as providing feedback and guidance for their learning.

The development of the bimonthly English assessments was to be part of the team in charge of designing the assessment instruments, such as written and oral exams, assignments, and projects. I worked collaboratively with other teachers in the area, contributing ideas, reviewing and adjusting the assessment criteria, and ensuring that the questions and activities were appropriate for the level of the students. In addition, I was also responsible for administering and grading the assessments, following the guidelines established by the teaching team.

Another significant acquisition was the improvement of my grading and objective evaluation skills. I learned to apply clear and consistent assessment criteria, recognize and value student effort and achievement, and provide constructive feedback for their continued development. I also gained a greater understanding of the importance of fairness and impartiality in assessment, ensuring that all students had equal opportunities to demonstrate their knowledge and skills in the area of English.

Another celebration was the Holy Week Viacrucis done by the tenth and eleventh grades. I had the opportunity to observe and collaborate in the preparation and final elaboration of the celebration of Holy Week through a Viacrucis. This activity was intended to commemorate the events related to the crucifixion and death of Jesus, as well as to promote reflection and spirituality in the educational community.

My role in the celebration of the Viacrucis was mainly as an observer and collaborator. I had the opportunity to witness the planning and preparation of the event by the organizing team, composed of teachers and students. During this stage, I was able to appreciate the care and dedication put into the selection of the biblical passages, the elaboration of the scripts, and the staging of the different stations of the Viacrucis. In addition, I also collaborated on logistical tasks, such as the organization of the space and the dissemination of the activity between the student and teaching community.

Through this experience, I was able to acquire a greater understanding of the importance of Holy Week and its religious significance. Observing the preparation and final elaboration allowed me to deepen my understanding of the narrative of biblical events and reflect on their spiritual relevance. In addition, I was able to appreciate the effort and commitment of the students and teachers involved in the activity, as well as the impact it had on the educational community.

One of the most significant achievements was the importance of teamwork and collaboration. During the preparation of the Stations of the Cross, I was able to witness how students and teachers came together to carry out a common task, overcoming challenges and fostering cohesion and unity. I also learned about the importance of creativity and artistic expression in conveying religious and spiritual messages.In addition, this participation allowed me to reflect on my own beliefs and values. Observing the devotion and participation of the educational community in the celebration of Holy Week awakened my interest in exploring and deepening my own spirituality. I also learned to respect the different religious practices and traditions present in the school community.

Following with the English Day Festival in which the sixth through eleventh grades participated. I had organized and participated in the celebration of English Day. This activity aimed to promote the acquisition and appreciation of the English language, as well as to foster multiculturalism and cultural exchange in the educational community. In particular, my role focused on organizing dance and storytelling from Northern Ireland, the country chosen by ninth-grade students.

My role in the English Day celebration was as an organizer and active participant. As part of the organizing committee, I had the responsibility of coordinating the dancing and storytelling from Northern Ireland. I worked collaboratively with other students and teachers, selecting and practicing the dance choreography, as well as researching and preparing the storytelling.

My active participation in the dance allowed me to demonstrate my body expression and coordination skills, as well as to share the culture and traditions of Northern Ireland through dance, more precisely the traditional Irish jig dance. In addition, by telling stories, I was able to use and practice my oral expression skills in English, as well as to transmit the cultural richness and peculiarities of my chosen country.

By doing this experience, I was able to develop a greater understanding of the importance of cultural diversity and intercultural exchange. I learned about the customs and traditions of Northern Ireland, as well as the importance of preserving and valuing cultural diversity in a globalized world. In addition, this participation allowed me to develop organizational, teamwork, and leadership skills, as I was in charge of coordinating and guiding the other participants in the dance and storytelling.

The celebration of language day was also carried out by the Spanish language area, in collaboration with fellow students from the University of Pamplona. I observed and witnessed the celebration of the Día del Idioma. This activity was aimed at promoting the love for the Spanish language and literature, as well as highlighting the importance of effective communication in our educational community. Although I did not have an active participation in the organization or development of the celebration, my role consisted of being an attentive and receptive spectator during the event.

My role in the Language Day celebration was mainly as an observer and spectator. During the activity, I had the opportunity to witness different presentations, exhibitions, readings, and activities carried out by students and teachers. As an observer, my objective was to absorb and appreciate the diverse cultural and literary manifestations present in the celebration.

Through this experience, I was able to acquire important acquisitions related to the importance of the Spanish language and its impact on our daily lives. Observing the different presentations and exhibitions allowed me to appreciate the richness and beauty of literature in Spanish, as well as the diversity of forms of expression that exist in our language. In addition, I was able to recognize the importance of effective communication and the power of words to convey ideas, emotions, and thoughts.

As a spectator during the Language Day celebration, I reflected on my own relationship with the Spanish language and literature. The celebration reminded me of the importance of continuing to cultivate my knowledge and appreciation for the Spanish language, as well as the need to explore and enjoy the literary richness it offers.

In addition, this participation allowed me to recognize the work and effort of the students and teachers involved in the organization and presentation of the celebration. I

was able to appreciate their dedication and creativity in the preparation of the activities, as well as the importance of their contribution to promoting the love for language and literature in our educational community.

Last week of May, different sports, cultural and entertainment activities had been carried out. This was done in order to commemorate the 70th anniversary of the school. On the 70th anniversary of the institution, I had the opportunity to be an assistant in different significant events. These activities included a parade with floats, Eucharist for students and parents, and the faculty party. Although I did not organize any of these events, my role consisted of supporting and actively participating in each of them.

Consequently, my role as an assistant was to participate in the organization and decoration of the parade assigned to my group of students. I collaborated in the elaboration of the theme and the creation of the decoration, ensuring that everything was ready for the day of the parade. During the event, I had the opportunity to accompany the students on the float, cheering them on and enjoying the joy and enthusiasm they transmitted. Through this experience, I learned about the importance of teamwork and fostering community spirit among students and teachers.

At the Eucharist for students and parents, my role consisted of attending and actively participating in the celebration. I accompanied the students during the ceremony, providing support and guidance. I participated in the readings, songs, and prayers, promoting reflection and a sense of community. These Eucharists were moments of spiritual encounter and strengthening the bonds between the institution, the students, and their families. I learned about the importance of faith and spirituality in the integral formation of students, as well as the importance of cultivating an atmosphere of respect and harmony in the educational community.

At the teachers' party, my role as an attendee was to participate and enjoy the event together with my colleagues. It was an opportunity to celebrate and recognize the work of the teachers, as well as to strengthen the bonds among the teaching staff. I learned about the importance of camaraderie and teamwork in education. In addition, the party was a space to share experiences and acquisitions, as well as to reflect on our role as educators and the impact we have on the formation of students.

Finally, I had the responsibility of collaborating in the delivery of final grades and newsletters to parents at the end of the second academic period. These activities were aimed at providing clear and accurate information about student's academic performance, as well as establishing effective communication with parents.

I worked in coordination with the teaching team and the administrative staff in the delivery of final grades and newsletters. I participated in the organization and preparation of the grading documents and report cards, ensuring that they were complete and correctly detailed. In addition, I collaborated on the logistics of the delivery, coordinating schedules and spaces for the meeting with parents.

During this experience, I acquired important acquisitions related to the importance of effective communication and accountability. I had the opportunity to interact directly with parents, providing them with accurate information about their children's academic performance. I learned the importance of presenting data clearly and understandably, using accessible language, and providing additional explanations when necessary.

In added value, this interaction allowed me to develop empathy and active listening skills. I understood the importance of understanding parents' concerns and expectations, giving them a space to express their concerns and answer their questions effectively. I

acquired the ability to handle sensitive situations and to seek collaborative solutions to address any difficulties or academic challenges that students were facing.

One of the most significant acquisitions was the importance of establishing a trusting relationship with parents. Through the delivery of final grades and report cards, I was able to recognize the fundamental role of parents as allies in the educational process of their children. I learned to value their active participation and to establish open and transparent communication, providing constructive feedback and guidance for the student's academic and personal development.

It should be noted that in all activities have been invited administrative, students, graduates and parents of the institution, as well as other institutions so they can enjoy the events held by the school in order to promote diversity and creativity that brings the institution.

Figure 26

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No.2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL

DANE INSTITUCIONAL:154001000010
SEDE B: 154001000184

NIT: 890.501.113.3

20	ELECCION DE REPRESENTANTE DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
20	ELECCION REPRESENTANTE DE EXALUMNOS ANTE CONSEJO DIRECTIVO	ÁREA DE SOCIALES
22	MIÉRCOLES DE CENIZA	ÁREA DE RELIGION
24	ELECCIÓN DE ESTUDIANTE AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
24	ESCOGENCIA DE LA TERNA ASPIRANTES A CONTRALOR ESCOLAR 2023	ÁREA DE SOCIALES
24	REUNIÓN DEL CONSEJO DE PADRES 2023	ÁREA DE SOCIALES
28	CONMEMORACIÓN: BATALLA DE CUCUTA	604,802,1001 / TERCEROS
	MARZO	
02	COLEGIO ABIERTO 1ER PERIODO	COORDINACIÓN, DOCENTES, ORIENTADORA
03	EUCARISTIA	SEDE A GRADOS SÉPTIMOS, TITULARES, SEDE B CUARTOS
07	FINALIZACIÓN CAMPAÑA ELECTORAL GOBIERNO ESCOLAR 2023	ÁREA DE SOCIALES
06 - 07	FORO CANDIDATOS A PERSONERIA ESTUDIANTIL 2023	ÁREA DE SOCIALES
08	CELEBRACION DIA DE LA MUJER	INSTITUCIONAL / TITULARES
09	CLAUSURA PROYECTO MOVILIDAD- TRÁNSITO	AREA DE EDUCACIÓN FÍSICA
10	DIA DE LA DEMOCRACIA: ELECCION PERSONERO Y REPRESENTANTE DE LOS DOCENTES ANTE EL CD	ÁREA DE SOCIALES
17	ACTO DE POSESION DEL PERSONERO ESTUDIANTIL	ÁREA DE SOCIALES
19	DIA DEL HOMBRE	INSTITUCIONAL / TITULARES
09 - 15	BIMESTRALES ÁREA TÉCNICA	DOCENTES ÁREA TÉCNICA
16 - 24	BIMESTRALES 1ER PERIODO	DOCENTES
24	FINALIZACION 1ER PERIODO ACADEMICO	COORDINADORES, DOCENTES
27	INICIO DE 2DO PERIODO	COORDINADORES, TITULARES
29	CIERRE DE PLATAFORMA 1ER PERIODO	COORDINADORES, TITULARES
29	VIACRUCIS	AREA RELIGIÓN Y GRADO 11° TITULARES, SEDE B TITULARES
30	COMISIONES DE EVALUACIÓN 1ER PERIODO	RECTOR, COORDINADORES, DOCENTES
31	ENGLISH FEST	702,901,1002 DOCENTES DE INGLÉS
	ABRIL	
03 – 05	DESARROLLO INSTITUCIONAL	RECTORIA – COORDINADORES - DOCENTES
12	ENTREGA DE BOLETINES 1ER PERIODO	RECTOR, COORDINADORES, TITULARES
25	CONMEMORACIÓN DIA DEL IDIOMA	701,801,1003 Prof. Rosa C.

Figure 27

Chronogram

INSTITUCION EDUCATIVA INSTITUTO TÉCNICO NACIONAL DE COMERCIO
RECONOCIMIENTO OFICIAL RESOLUCIÓN No.2219 DE 30 DE AGOSTO DE 2018
SECRETARIA EDUCACIÓN MUNICIPAL.

DANE INSTITUCIONAL:154001000010
SEDE B: 154001000184

NIT: 890.501.113.3

		SEDE B: SEGUNDOS
28	DIA DEL NIÑO	COORDINADORES Y TITULARES SEDE B
30	MARATON INSTENALCO 70 AÑOS	COMITÉ 70 AÑOS
MAYO		
02	DESFILE DE COMPARZAS Y CARROZAS	COMITÉ 70 AÑOS
05	EUCARISTÍA PARA ESTUDIANTES Y DOCENTES Y PROGRAMACIÓN CULTURAL	INSTITUCIONAL
06	EUCARISTIA PARA PADRES DE FAMILIA Y EXALUMNOS	COMITÉ 70 AÑOS
09	COLEGIO ABIERTO 2DO PERIODO	RECTOR, COORDINADORES, DOCENTES
15	CELEBRACIÓN DÍA DEL MAESTRO	INSTITUCIONAL
04-10	BIMESTRALES ÁREA TÉCNICA	DOCENTES ÁREA TÉCNICA
11-19	BIMESTRALES 2DO PERIODO GRADO 11° AM	DOCENTES
23 - 30	BIMESTRALES 2DO PERIODO	DOCENTES
JUNIO		
02	CIERRE DE PLATAFORMA 1ER PERIODO	COORDINADORES, TITULARES
05	COMISIONES DE EVALUACION 2DO PERIODO	RECTOR, COORDINADORES, DOCENTES
09	EUCARISTÍA	GRADOS OCTAVOS Y TITULARES SEDE B TRANSICIÓN - 205
08 – 16	NIVELACIONES PRIMER Y SEGUNDO PERIODO	COORDINADORES, DOCENTES
16	FIN 2DO PERIODO	COORDINACION Y DOCENTES
17	VACACIONES MITAD DE AÑO	
JULIO		
04	INICIO DEL 3ER PERIODO	COORDINADORES, DOCENTES
04 - 10	NIVELACIONES MEDIA TECNICA 1ER Y 2DO PERIODO	DOCENTES AREA TECNICA
11	COMISIONES DE EVALUACION NIVELACIONES	RECTOR, COORDINADORES, DOCENTES
14	ENTREGA DE BOLETINES 2DO PERIODO	RECTOR, COORDINADORES, TITULARES
19	APLICACIÓN 1ER SIMULACRO INSTITUCIONAL PARA GRADO 11°	PARES ACADÉMICOS SEDE A
21	ACTO CONMEMORATIVO AL 20 DE JULIO	603,804,805 GRADOS QUINTOS
AGOSTO		
04	EUCARISTÍA DE BENDICIÓN DE LAPICES	GRADO NOVENO GRADO SEGUNDO
09	CONMEMORACION BATALLA DE BOYACÁ	601,602,702,TRANSICION.
11	"ENCUENTRO CON MIS DOCENTES", PROM 2023	COORDINACION Y TITULARES

Conclusions:

As I have mentioned, these activities included the celebration of events such as Language Day, Holy Week, and the election of the student representative, the delivery of newsletters, and other festive and commemorative activities. Through my participation in these activities, I was able to acquire important acquisitions and develop an enriching perspective on my role in the institution.

First, through participation in events such as Language Day and English Day, I was able to understand the importance of fostering a love of language and literature in students. Observing and participating in activities such as cultural presentations, readings, and exhibitions allowed me to appreciate the richness and diversity of linguistic and cultural expressions present in our educational community. I learned about the importance of promoting effective communication, respect for language, and the development of language skills in students.

In addition, participating in events such as Holy Week or the election of the student representative allowed me to understand the importance of values, spirituality, and the active participation of students in school life. These activities promoted reflection, solidarity, and civic engagement in the students, fostering their integral development. I learned about the importance of cultivating an environment of respect, tolerance, and values in the institution, and how my role as a teacher can positively influence the personal and social growth of the students.

Moreover, participating in the delivery of newsletters and other festive activities allowed me to interact with parents and strengthen the relationship between the institution and the educational community. I learned about the importance of establishing effective communication with parents, listening to their concerns, and working collaboratively for the welfare of the students. These experiences taught me the importance of empathy, active listening, and the ability to adapt to different situations and needs.

Given all the experience learned, my participation in intra-institutional activities during my work at the school provided me with valuable insights and developed an enriching perspective on my role as a teacher. I learned about the importance of fostering a love of language and literature, promoting values and active student participation, and establishing effective communication with parents. These experiences have helped me to grow personally and professionally and to understand the importance of my work in the integral formation of students and in strengthening the educational community.

CHAPTER VI: REFLECTIVE APPROACH TO INTEGRAL PRACTICE

The reflective approach to integral practice in the bachelor's degree in foreign languages seeks to promote the development of a critical and reflective awareness in students, through analysis and reflection on their practical experience, in order to strengthen their academic, personal and professional training in the field of foreign languages as teachers in training. Likewise, according to Schön (1987), "reflection in action is fundamental for professional development, since it allows the individual to adapt his or her practice in complex and changing situations". Furthermore, Zeichner and Liston (1996) argue, "reflection on practice is essential for the growth and development of future education professionals, enabling them to make informed and ethical decisions in their teaching".

General Objective:

- To promote reflective awareness through critical analysis and reflection on lived experiences, to strengthen the academic, personal, and professional formation of the students.

Specific Objectives:

- To foster students' capacity for analysis and critical reflection about their teaching practice and acquisition in the area of foreign languages.
- To promote the development of intercultural communicative competencies through reflection on the experiences of interaction with people from different cultures and languages.

My process:

During my integral practice at the Colegio Instituto Técnico Nacional de Comercio, I achieved a deep and enriching reflection process thanks to the exercise of all the narratives involved. It was an extremely rewarding and excellent experience, in which I was able to put into practice the knowledge acquired in my academic training and develop pedagogical skills. Throughout my participation, I encountered various situations that challenged my ability to adapt and organize. There were times when some activities had to be postponed due to cultural events or the suspension of classes. However, this did not hinder my commitment to the process of reflection and acquisition. On the contrary, it allowed me to exercise my flexibility and creativity to adjust my plans and make the most of the opportunities that presented themselves.

During the practice, I was able to reflect on my role as an educator and on the importance of adapting my teaching to the individual needs of the students. Through observation and direct interaction with them, I was able to identify their strengths and areas for improvement, which allowed me to adjust my pedagogical strategies to maximize their learning. My integral practice, both in the pedagogical and human spheres, I was able to experience significant growth and gain valuable acquisitions that impacted my professional and personal development. This experience was truly enriching and left me with great satisfaction for having had the opportunity to live the role of a teacher in a real context.

From a pedagogical point of view, I learned the importance of adapting and diversifying my teaching strategies to address the diverse needs and learning styles of students. I realized that there is no one-size-fits-all approach that works for everyone, so it was essential to experiment with different methods and techniques to achieve meaningful acquisition. Through observation and interaction with students, I was able to identify their strengths and challenges and use this information to adjust my planning and promote an inclusive and participatory learning environment.

In addition, I developed classroom management skills, learning how to set clear boundaries, encourage active participation, and maintain an environment conducive to acceptance and acquisition. I learned to manage unforeseen situations and resolve conflicts constructively, prioritizing the well-being and emotional safety of my students. In human terms, this comprehensive practice provided me with the opportunity to connect meaningfully with students and witness their growth and development. I was able to establish relationships of trust and empathy, which was instrumental in creating an environment of respect and collaboration. As I got to know the individual stories and personalities of my students, I understood the importance of being an emotional support and role model in their lives.

This experience confirmed my calling as a teacher and left me with a sense of gratitude and satisfaction. It showed me that I chose the right path and that I am willing to continue learning and improving as an educational professional. Although the comprehensive practicum also showed me the challenges and responsibilities that come with this role, the satisfaction I gained from seeing the growth and success of my students outweighed any obstacles.

Conclusions:

Pedagogical and Research Component:

The execution of the pedagogical and investigative component of my project was fundamental for the achievement of the stated objectives. Through the implementation of innovative strategies adapted to the needs of the students, I was able to foster an enriching and meaningful learning environment. The application of student-centered teaching techniques, such as problem-solving and project-based learning, allowed me to promote their active participation and improve their understanding of the content. Likewise, conducting qualitative research provided me with invaluable information on the impact of these strategies on the development of students' skills and knowledge.

Elementary School Community Outreach Component:

The primary basic community outreach component was an essential part of my project, as it allowed me to establish strong ties with the educational community and promote acquisition beyond the classroom. Through activities such as talks, workshops, and special events, I was able to share my knowledge and experiences with students, parents, and other community members. This generated a positive impact on the promotion of education and appreciation of the foreign language. In addition, I was able to see how the participation of the community in these activities strengthened the sense of belonging and commitment of all educational actors.

Intra-institutional Component:

The implementation of the intra-institutional component of my project was crucial for the integration and collaboration between the different actors within the educational institution. I worked hand in hand with other teachers and administrative staff to coordinate activities, share resources and develop joint strategies that benefited the students. Effective communication and teamwork were fundamental to the success of this component. In addition, I was able to appreciate how the active participation and commitment of all involved enriched the educational experience and promoted a collaborative and motivating environment for learning.

My reflective process during the comprehensive internship at Colegio Instituto Técnico Nacional de Comercio was highly satisfying and enriching. Despite the challenges and obstacles that arose, I managed to adapt and take advantage of opportunities to develop my skills as an educator. This experience allowed me not only to apply my theoretical knowledge in a real context but also to reflect on my practice and strengthen my commitment to quality education.

In conclusion, my integral practice was a transformative experience that allowed me to acquire significant pedagogical and human knowledge. I learned to be flexible, creative, and committed to the teaching-learning process, and cultivated classroom management skills and emotional connection with students. This experience has strengthened my passion for education and motivates me to continue my professional development as a graduate, to positively influence the future student's lives.

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ANNEX:

INSTITUTIONAL ANNEX

ELEMENTARY ANNEX

SECONDARY ANNEX

INTRA-INSTITUTIONAL ANNEX

WORKSHEET ANNEX