Implementing skimming and scanning technique to reinforce eleventh-grade students' reading comprehension at a public institution in Pamplona: Action research

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CHAPTER I General presentation of the project

The following project aimed to develop the integral teaching practice of foreign language programs in which we carried out all the research, pedagogical and educational skills acquired during our process study in a real context of an educational field, and thus, to augment our experience as English teachers.

Considering this, the following research that carried out during the integral practicum stage of the pre-service teacher's degree was divided into four components such as: The institutional observation and diagnosis, the research and pedagogical component, outreach to the community component and intra institutional activities component.

The institutional observation and diagnosis component had as main objective to introduce the pre-service teacher to the environment in which he or she was immersed during the practical practicum. This stage included the research of different important

aspects of the institution such as the educational component, the methodology and the modality used by the institution. On the other hand, the research and pedagogical component was put into practice in order to identify a necessity in second language learning towards a specific population in an educational institution. Its main purpose was to put forward a possible solution to some difficulty or failure presented by the population during the observation and analysis that the pre-service teacher will do over a period of time. In addition, the community outreach component proposed the integration of a pedagogical extension proposal, within the comprehensive practice but aimed at primary school.

Finally, the intra institutional component took charge of the organizational, community, extra-curricular and administrative activities set out in the institution. In this stage, the pre-service teacher was immersed in these kinds of activities during the integral practicum in order to know and learn more about the role of the teacher outside the class.

Introduction

Nowadays, reading skill is one of the four necessary language skills for those learning English as a foreign language (Asmawati, 2015). It requires the student to read and understand different types of texts such as articles, textbooks, magazines written in English. In Colombia, it exists a test called saber 11º, which are external standardized evaluations applied by the Colombian Institute for the Evaluation of Education -ICFES-, it aims to provide the student with elements for self-evaluation and the development of his/her life project which evaluate the performance achieved by students according to basic competencies such as Critical Reading, Mathematics, Social and Citizenship, Natural Sciences, and English. Moreover, The English test is organized in 7 parts that evaluate effective communication in English from reading and grammar to language use. Basically,

it is important that students focus on reading and translation, since the exam does not test writing, listening or pronunciation. Therefore 5, 6, and 7 parts aim to evaluate a student's reading comprehension, inferential reading process and grammatical and lexical knowledge (MEN icfes, s.f.). As evidenced during the diagnostic observations, the lack of development of the students' linguistic skills and the particularities related to the saber 11º were the problems or drawbacks considered relevant. Unfortunately, in public educational institutions there is no persistence in the learning of English as a foreign language; students do not have the human and pedagogical resources or sufficient strategies for this process to be successful. This means that there are no teachers of the target language in the elementary schools that impart knowledge to children. On the contrary, high school students who are adolescents have the opportunity to be with an English teacher since 6th grade, which, in the worst cases, students begin their English language learning process in 9th grade. This situation triggers a problem that not only harms the student, the institution but also Colombia, since we are a non-bilingual country. For this reason, the pre-service teacher proposed to work on reinforcing reading comprehension skills through implementing skimming and scanning techniques; to give students a space to learn and practice for the presentation of the saber test 11º. However, it is important to highlight that the pre-service was not only to support the institution in tenth-grade and eleventh-grade but also provided a service to the community through the awareness of English in children in the fourth and fifth grades of primary school. This proposal took place thanks to pedagogical interventions done by the pre-service teacher in which aspects related to the students' learning process.

Justification

When learning a foreign language, it is important to master the four skills set out by the Common European Framework, such as writing, reading, speaking, and listening. Comprehending the text is one of the problems that the students face in reading. They cannot focus on what they read during the reading activity and still have difficulty getting the ideas of the text. Answering the reading comprehension test will be time consuming if they use inappropriate strategies. Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word (Asmawati, 2015). Therefore, it is difficult to understand and catch the information in the reading text, when the students do the exercise in the text; they have difficulty answering the questions because they do not know the content of the text. Thanks to the arduous investigative work related to the observed aspects and the non-participatory observations made by the pre-service teacher within the Escuela Normal Superior high school English courses, many aspects related to these skills were noted during the eleventh-grade English courses. Considering the Escuela Normal Superior's mission in Pamplona offers its services to the marginal urban community, it means students of scarce resources. There is a probability that eleventh-grade students do not prepare for this test because the courses are paid. We as teachers must take into account the above mentioned since we are future agents of knowledge and our role is essential in educational institutions. That is why we must teach or apply strategies that are helpful to students in their learning process and daily life. Thus, the most notable aspect was the enormous lack of reading comprehension in English by the students. As much as it has been observed in the classes, this deficiency was due to the misuse of the target language during the classes, the lack of an English teacher in the learning process from elementary to high school, the lack of reading

techniques and the excessive use of the mother tongue. This fact made reading and understanding texts difficult. For this reason, the pre- service teacher was in charge of knowing in detail the methodologies adaptations and thus designing and implementing them in a pedagogical intervention, the pre-service teacher was in charge of knowing in detail the methodological adaptations in order to design and implement them in a pedagogical intervention, since due to the above mentioned, the students do not prepare themselves to take the tests and as a consequence they obtain a terrible result in their English test. This orientation carried out by putting into practice the use of skimming and scanning techniques Thanks to these strategy, not only the students were benefit through the implementation and the enhancement of their reading skill, but also the Escuela Normal Superior high school in terms of the effective development of the saber 11º test during this year, the same way, the student community of the fourth and fifth grades of primary school were benefit thanks to the English awareness and sensitization sessions. Besides, the process followed by the pre-service teacher also benefits the foreign language program that seeks new alternative ways to improve and promote the process of learning English in schools and universities.

Objectives

General objective

To reinforce the eleventh-grade student's reading comprehension of Escuela Normal Superior high school in Pamplona.

Specifics objectives

To attend English language training needs of the child population at Escuela Normal Superior high school.

To provide pre-service teachers with the opportunity of English teaching in elementary school.

To participate actively in the extra-curricular activities at the Escuela Normal Superior high school in Pamplona.

General conclusion

The implementation of the skimming and scanning technique to reinforce the eleventh-grade students' reading comprehension provided a creative way of learning a foreign language due to the involvement of students and the motivation they felt when learning something through the use of the target language. Besides, each activity aimed at increasing the language knowledge taking into account topics that were related to the Saber English test, so this led to putting aside the traditional method of learning.

Furthermore, using English in a real and current context gave a meaningful significance to the educational process because learners could understand how they could put into practice the acquired new knowledge. Thus, the implementation of new reading strategies to reinforce students' reading comprehension skills helped to be aware of a different educational process and how nowadays, it is important to learn a second language.

Finally, taking part in the academic and cultural activities of the educational institution has been a significant traineeship for the pre-service teacher because he could

become aware of the development of the comprehensive training activities and how relevant of being part of the entire environment inside the educational institution.

CHAPTER II Institutional Observation and Diagnosis Report

Institutional observations are the beginning of the practice process that involves the pre- service teacher. This step helps to better understand how the educational institution is organized, perceive the context, and the functional procedure as a temporary member of it. Into these aspects we find the topographical school's location, educative authorities, and relevant aspects of the Institutional Educational Project (P.E.I). All these with the purpose of knowing the institution's needs with regards to English learning.

Documental analysis

Topographic location

Escuela Normal Superior high school is characterized by being a mixed public educational institution, it is located on Santander Avenue - NBHD. EL Zulia, in Pamplona, municipality of North of Santander, Colombia. In this context, the institution offers comprehensive education at the pre-school, primary, secondary, and technical levels, such as Sede Cariongo, Escuela Nueva Iser, and La aurora.

Administrative level

Educational Institutional Project (PEI).

According to the ministry of education, Colombia, 1994, educational Institutional Project is a historical development of an institution's original vision which specifies among other aspects the principles and purposes of the establishment, the teaching and didactic resources available and necessary, the pedagogical strategy, the rules for teachers and students and the management system. Then, the institutional educational project must

respond to the situations and needs of students, the local community, the region and the country, be concrete, feasible and evaluable. Thus, the educational institutional project (PEI) of the Escuela Normal Superior is consolidated into six essential steps: conceptual component, institutional horizon, access and permanence policies, administrative component, pedagogic component and community component.

Institutional horizon.

This part presents the mission, vision, and objectives of the institution.

Mission

To train high-quality teachers, from pre-school to the Complementary Training Programmed, with research, productive, technological and civic competences in the framework of pedagogy, and the social projection to perform at the pre-school and primary basic levels, of the rural, urban and marginal urban sectors.

Vision

The Normal Superior School of Pamplona is envisioned as an Educational Institution that leads initial and continuing teacher training programs within the framework of curricular and human integration where education professionals re-contextualize and produce pedagogical knowledge to improving the quality of education based on human rights in the rural sectors, marginal urban and urban areas, at local, regional and national levels.

Organigram

As we already know, educational institutions have the axis of the formal structure of the institution, which is the organization chart. The only organizational chart provided by the coordinator and available in the PEI is the following figure.

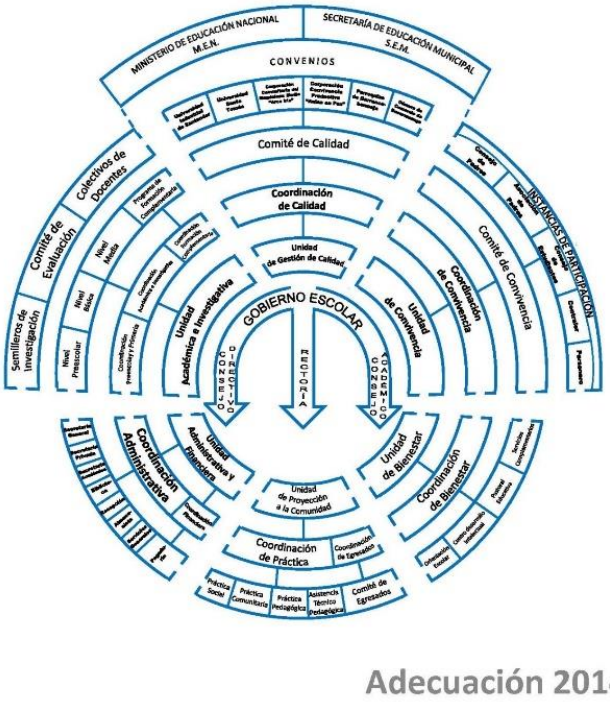


Figure 1 Institutional organizational

The coexistence handbook

The Coexistence Handbook in the educational institution is a normative tool that contributes to the regulation of the relations of students with each other and with other members of the educational community, given that, coexistence is an effect of relationships between members of a human group. In the educational institution, this dynamic is generated by the cultural influence of the social environment and the proper relations between the members of the educational institution Escuela Normal Superior high school handbook is divided in five chapters:

Chapter I: Characterization and comprehension of the context.

Chapter II: Conceptual framework.

Chapter III: Generating principles of school coexistence in the Educative community.

Chapter IV: Types of situations in school coexistence.

Chapter V: Route of integral institutional care.

Ministry of National Education (MEN) Guidelines and Normativity Adopted During the Health Emergency.

The National Educational System must advance all actions and protocols that allow the Educational Institution to be properly prepared to accompany learning processes at home and, depending on the situation of each territory, act in collaboration with the health authorities; and guide a gradual and progressive return to education. Guidelines for returning to classes under this plan, which calls for the full participation of the educational community in educational institutions, were presented by the Ministry of Education. These include students who attend classes while complying with all health and safety regulations to stop the virus's spread. All activities performed in the facility during the day that includes face-to-face contact must be done in conformity with the protection and care measures:

Permanently checking that each boy and each girl is wearing the mask properly and that it isn't causing respiratory issues is crucial.

If there is contact with numerous surfaces, toys, or educational materials that have been used by other girls or boys, or if the child has been moved to another area, sanitize them with antibacterial gel or glycerinated alcohol.

As a sign of respect for oneself and the other, avoid sharing food and supplies.

Maintain a 1 to 2-meter space between individuals.

Journey

Considering Escuela Normal Superior’s daily journey, the teacher's workday begins at 6:45 a.m. because classes start at 7 o'clock and end at 1 o'clock in the afternoon.

Therefore, it is important to mention that both administrative, teachers and students must comply with this schedule. The following table shows the continuous working day at Escuela Normal Superior high school.

Continuous Working Day	
Monday	7:00 am- 1:00 pm
Tuesday	7:00am – 1:00pm
Wednesday	7:00am – 1:00pm
Thursday	7:00am – 1:00pm
Friday	7:00am – 1:00pm
Each class takes 55 minutes and they have 30 minutes of break	

Table 1. Continuous working day

Pedagogical level

English language area planning

The English planning section starts at the beginning of the period when the fundamental principles for conducting out each workshop and topic in the classes are set. Each grade has its own set of basic learning rights, norms, and criteria. The rules are taken into consideration in order to improve students' linguistic, pragmatic, sociolinguistic, listening, reading, writing, and speaking abilities. Below is an example of a plan for the language area, in it, we can see information about the teachers and the dates established, as well as the description of the components and the skills to be developed.

Syllabus

English course is based on making a subject plan that is prepared at the beginning of the school year by the teachers in charge of the English area. In this section are stipulated the topics to teach in the last period of the academic calendar. This is intended to work on certain skills such as reading comprehension and speaking that are important in the process of learning and mastery of the language. Besides, teacher had taken into account the topics of English book, called English please. It is given by MEN.

English teacher's methodology

The English teacher's teaching methodology follows an approach which is not based on guide books but in a learning that comes closer to a natural approach in which the learning of the language is prioritized intuitively and through experience. This is achieved through the interactive and direct contact activities that are carried out by the teacher. On the other hand, teachers orient and explain the subject both in the mother tongue and in the target language in order to have a more accurate and explicit explanation since the students of these courses still do not have enough contact with the target language. Therefore, it is essential to take into account the use of the daily agenda to manage English learning within harmony and educational setting.

Learning support modalities

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

Warm-ups	Videos	Field walks
Quotes	Prayers	Competitions
Note books – books	Games	The making of posters or murals with reflection messages.
	Flashcards	
Songs	Spelling bee	

Guide and material designs

With regards to guide and material designs, the teacher is free to create his own material according to the topic of each class. However, the educational institution suggests the creation of guides for students in order to develop the different activities which will be carried out during the academic period.

Courses

For the integral practicum, the pre-service teacher located in the Escuela Normal Superior educational institution will take charge of tenth and eleventh-grade students where he will have both tenth and eleventh-grade A and B. The following table provides a brief description of the population, their age and level of the target language.

Number of students	***Age***	***Gender***	***Language level***
Tenth “A” grade: 28 students.	14 - 19 years old.	Male and Female students.	A1 – A2
Tenth “B”grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2
Eleventh “A” grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2
Eleventh “B” grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2

Table 5. brief description of the population, their age and level of the target language

Technological level

The Escuela Normal Superior's technological level is average considering other educational institutions which do not even have any resources for teaching the target language. However, it is unusual that they do not have internet connection at least for the use of teachers in the classroom as it would be a support in the learning and teaching process. On the other hand, the webcolegios webpage is used.

Webcolegios webpage

This software was created in 2009, with the purpose of supporting educational institutions, and go to the forefront with the advances and developments that are being seen in the world, placing it in a competitive and privileged level compared to others who have not yet entered this process.

Population level

English teacher staff

The educational institution has 2 English teachers for secondary school, my supervisor is Rosalba Espinoza de Gonzales. The following table explains some personal information.

English Teachers	Orientation grade	Telephone number	Email
Rafaela Cote	Sixth, seventh and eighth grade.	3209757468	Ilovenglish23@hotmail.com
Rosalba Espinoza de Gonzales	Ninth, tenth and eleventh grade.	3112303300	rosalbaespinosau@hotmail.com

Table 8. English teacher staff

Students

In the historical context, the Escuela Normal Superior in Pamplona had only male students. However, some time ago the institution adopted the norm of being mixed, that is to say, there are male and female students. The following table illustrates the tenth-grade and eleventh-grade students' population who will be benefit of this process.

Number of students	***Age***	***Gender***	***Language level***
Tenth "A" grade: 28 students.	14 - 19 years old.	Male and Female students.	A1 – A2
Tenth "B"grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2
Eleventh "A" grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2
Eleventh "B" grade: 29 students.	14 - 19 years old.	Male and Female students.	A1 - A2

Table 9. the tenth-grade and eleventh-grade students' population

Administrative team

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

Principal	Oscar Fabian Cristancho Fuentes
Academic Coordinator	Carlos Luis Suarez Pedraza

Table 10. Administrative staff.

CHAPTER III Pedagogical and research component

Implementing skimming and scanning techniques to reinforce eleventh grade students' reading comprehension at a public educational institution in Pamplona: Action research

Introduction

Nowadays it is essential to know that reading comprehension represents a fundamental orientation for the development of human thinking skills; such as, speaking, listening, reading and writing, however, students do not read even in their mother tongue. It means, Colombia is not a reading country: few books are bought, very little is read and it is not completely understood. According to Gamboa (2017) reading comprehension is required for effective functioning in contemporary culture.

In addition, the inclusion of learning a foreign language in the curriculum of the education system in a public school is a fact that sometimes leaves us doubts about its quality; there is not a strategy which students can apply for better understanding texts since reading not an exclusively receptive activity, but on the contrary, one that requires operating on the text in order to reach a coherent meaning. Similarly, reading is a strategic process because it is aimed at gathering certain knowledge from a text. Carlino, P. (2006), understands that multiple transactions between thought and written language occur in reading, both upward (from the text to the reader) and downward (from the reader to the text).

That is why it is necessary to implement a technique that students are able to read and interpret texts using the skimming and scanning techniques. Skimming and scanning are two very different techniques but both of them have the same purpose that is for better reading and understanding quickly. According to Maxwell (1972) who defines this

technique as getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the content of a text. On the other hand, scanning is a technique for speeding up while students are reading. Unlike skimming, when scanning, students look only for a specific fact or piece of information without reading everything. According to Beale, A., (1970) for scanning to be successful, students need to understand how their material is structured as well as comprehend what they read so they can locate the specific information they need. Scanning also allows students to find details and other information in a hurry if they will present an English evaluation.

Taking into account the above, this project aims to reinforce eleventh-grade student's reading comprehension at Escuela Normal Superior high school in Pamplona. In order to achieve the objective, the skimming and scanning techniques for understanding descriptive texts will be applied in order to enhance the eleventh-grade students' active participation in their English learning process of reading comprehension.

This action research is organized as follows: first, the approach to the topic is offered, followed by the justification, objectives, problem, research questions, and finally, the theoretical framework, literature review, and methodology are presented.

Statement of the problem

During the non-participatory observations made by the pre-service teacher within eleventh-grade, some situations were identified concerning the English learning process. First of all, students' English knowledge was poor, they did not use the target language due to their low level; it means English teachers always spoke in the mother tongue; however, the foreign language was used by giving basic commands to students. Furthermore, it is

noted that eleventh-grade students will present the saber 11ª test and the previous saber test has shown that students have problems when faced with a text written in their mother tongue or in a foreign language. This problem is of concern not only to foreign language teachers, but also to those involved in other fields of education. However, all of them, without exception, blame those linked to politics, education, and others, without really analyzing what is really happening. In some cases, we as teachers have not understood that reading comprehension is an extremely important means of assimilating information. Moreover, it was evident the eleventh-grade students' inclination to use the translator or the teacher asked them to translate the text into Spanish and in this way be able to understand what it is about. It followed that students had not got B1 level established in the guidelines of the Ministry of Education, which would allow them to interact and develop in an increasingly competitive world. Therefore, the mechanization methodology used in the classroom does not favor the development of reading comprehension that is vital for the mastery and learning of the language at an acceptable level according to the quality standards proposed by the ministry. Given the case, it created the need to design a proposal that seeks the implementation of the skimming and scanning techniques to reinforce eleventh-grade students' reading comprehension through descriptive texts. Therefore, it aimed to enhance the eleventh-grade students' active participation in their English learning process of reading comprehension.

With the purpose of guiding a process, two question was proposed:

How does the use of the skimming and scanning techniques can reinforce eleventh-grade students' reading comprehension through descriptive texts?

How does the implementation of skimming and scanning techniques in classes foster motivation towards English learning?

Justification

Regarding the problem state in 11th grade at Escuela Normal Superior high school, this community has benefited from the implementation of this project, since students will reinforce their reading comprehension through descriptive text in their English learning process. This research project helped students be motivated to read in the target language and not to be frustrated by reading English descriptive text. Besides, this project sought to acquire both techniques; skimming and scanning, so that students can actively understand not only descriptive text in the target language but also in the mother tongue using the techniques mentioned above. On the other hand, this proposal was used daily by students, since it guaranteed the practice of English during their learning process. Thanks to the arduous investigative work related to the observed aspects and the non-participatory observations made by the pre-service teacher within Escuela Normal Superior High School English courses, many aspects related to these skills were noted during the eleventh grade English courses. Thus, the most notable aspect was the enormous lack of English reading comprehension tools by the students. As much as it has been observed in the classes, this deficiency was due to the misuse of the target language during the classes and the excessive use of the mother tongue. Similarly, educational institutions in the public sector, as well as private ones, have not found ways to develop strategies to accustom students to read, speak and write in English. This fact made understanding descriptive texts in simple times difficult. For this reason, the pre- service teacher is in charge of knowing in detail the methodologies adaptations and thus designing and implementing them in a pedagogical intervention because understanding directly or indirectly influences cognitive, social and personal performance (Gómez, 2016). Besides, the process followed by the pre-service

teacher also benefited the foreign language program that sought a useful alternative procedure to reinforce and foster the process of learning English in schools and universities.

Objectives

General objective

To reinforce eleventh-grade student's reading comprehension of Escuela Normal Superior high school in Pamplona.

Specifics objectives

To read descriptive text.

To apply the skimming and scanning techniques for understanding descriptive texts.

To examine the eleventh-grade students' motivation towards the reading comprehension process.

To enhance the eleventh-grade students' active participation in their English learning process of reading comprehension.

Research questions

How does the use of the skimming and scanning techniques can reinforce eleventh-grade students' reading comprehension through descriptive texts?

How does the implementation of skimming and scanning techniques in classes foster motivation towards English learning?

Theoretical framework

The main purpose of this project was to make use of the skimming and scanning techniques to engage the eleventh-grade students' active participation in their English learning process, reinforcing the eleventh-grade students' reading comprehension in a

public high school. To fully understand the development of this action research, it was pertinent to define the following theoretical terms: reading competence, reading comprehension, descriptive texts, skimming and scanning technique.

Reading skill

Reading skill refers a tough activity that involves interaction between the reader and the writer reproducing the phrases in their minds and out loud, understanding the context and the content through the analysis of the form, style, meaning, and organization (Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadya, 2017).

Reading comprehension

Indrayani (2014) has stated that reading comprehension is the process to get precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement. Therefore, it is not just a receptive process, it implies a complex process in which the reader identifies basic information and is able to predict, to infer, to argue, and to recognize writers' points of view. Besides, when students are reading, the ability to identify main ideas in a text is an important key to reading comprehension and the recognition of the main idea is also important because it does not only help readers to understand the paragraph being read, but also to help them remember the content later (Hare & Milligan, 1984).

Descriptive texts

Descriptive text is the text which describes something, situation, etc. or write about the way person, place or things in detail; it is used to inform the audience about how someone or something looks or helps readers visualize the object being described (Abbas & dwita 2019).

Skimming technique

Skimming is one of strategies that require readers to read quickly in order to get an overview or the general idea or gist of a section of text, it is done at a speed three or four times faster than normal reading. According to Djuwarsih (2006:14), skimming is a skill of getting a general idea of a text. It means that students need a short time to read the text because in some cases, the general ideas are usually expressed at certain lines or sentences on a specific text. On the other hand, it refers to looking at the text quickly to get the main idea from the text (Fauzi, & Raya, 2018).

Scanning technique

A reading technique called scanning the text is used to focus on a few key elements while reading the entire passage. The summary, the preface, or the first and last chapters of a book can all be quickly read by readers to emphasize its key ideas. This method, for instance, is applied when looking up a name in the phone directory (Xolmurodovna, 2023). Moreover, according to Maxwell. (1972) he defined scanning as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses.

Literature review

In order to properly apply skinning and scanning techniques reinforcing reading comprehension through the lecture of descriptive text, it was important to bear in mind previous research about the methodology used and results in different educational settings. Consequently, two categories emerged.

Reading comprehension through skimming and scanning techniques (SST)

Addressing this obstacle, (Yusuf, et al, 2017) carried out research titled "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts in a senior high school in Meulaboh, Aceh, Indonesia". This study aimed to find out whether the skimming and scanning techniques (SST) can improve EFL students' English reading comprehension in recount texts, especially on identifying the main ideas and detailed information. Besides, it used a quantitative approach with the experimental design. Considering the population of this action research was all of the eleventh-grade students who were majoring in science at the high school. As for the samples of this study, students were then purposely selected as the respondents of this study based on the results of the reading test. The students with the lowest scores were grouped and a number of 30 students became the samples of this experiment. Therefore, data were collected from a pre-test and a post-test. The tests consisted of a set of multiple-choice questions. Since the difficulties faced most by the students were in identifying the main idea and finding the detailed information, therefore, the treatment and tests also focused on improving the students' comprehension on these aspects. As results, the tests have shown that the SST succeeded in assisting the students to improve their reading comprehension on English recount texts. Improvement was evidenced after the students were taught reading comprehension on recount text by using the SST. These techniques are expected to support students while facing their examinations, especially, the National Examination at the end of the school year, within a limited time that is given to them.

Additionally, according to (Yépez, 2020) conducted "Reading Comprehension through Skimming and Scanning on First Baccalaureate Students" this action research aimed to apply skimming and scanning techniques to improve reading comprehension in a

private high school institution in Guayaquil, Ecuador. Furthermore, it was a mixed study, it provided qualitative and quantitative data because the author applied surveys, learning logs, pre and post-tests. For instance, it was applied by 29 students of tenth basic education at a public school in Quito, implementing skimming, scanning to improve reading comprehension. Reported results evidenced that the reading comprehension level of the students was weak, as a consequence, the scores of the students were low in the pre-test. At the end of six weeks of work, students took a post-test as a final activity, and the students achieved a satisfactory score. The outcome showed that reading comprehension can be improved by skimming and scanning at high school level.

In addition, (Lesmana, Supardi, & Rezeki, 2019) conducted "Improving student's reading comprehension through skimming and scanning techniques in teaching narrative text" This study, was carry out to improve the student's reading comprehension of narrative text through skimming and scanning technique on eighth grade students of SMP Mujahidin Pontianak in academic year 2018/2019. The subjects of this study consisted of 21 students. The method used in this study was collaborative classroom action research. The data was taken from the students' achievement test, observation checklist and field note. Besides, the author applied Kurt Lewin's design, which consisted of four phases within two cycles. They are planning, acting, observing, and reflecting. The results of the students' individual test were also not satisfying. The researcher concluded that the first cycle was unsatisfactory, so he made a second cycle. Thus, the researcher concluded that the second cycle had been successful. Therefore, the action hypothesis which states "skimming and scanning technique can improve the students' reading comprehension in teaching-learning narrative text of eighth grade students of SMP Mujahidin Pontianak in academic year 2018/2019" is proven.

Effectiveness of skimming and scanning techniques in EFL students

Focusing on the efficacy of skimming and scanning techniques in EFL students, the researcher takes two previous studies as inspiration and consideration in conducting the study. The first previous study is a thesis entitled *"The effectiveness of skimming and scanning strategy in improving student's reading comprehension at the second grade of SMK Darussalam Makassar"* conducted by Asmawati, A. (2015). In this study, researchers used quasi experimental design, the aim was to find out the effectiveness of Skimming-Scanning Strategy in improving students' reading comprehension. In the methodology section, this research was divided into two groups, experimental and control group, the groups consisted of 28 and 27 students, respectively. The data collected were the students' reading achievement through tests (pretest and posttest). Therefore, it covered students' literal, inferential, critical comprehension in three types of text. They were narrative, descriptive, and news item texts. Thus, the findings indicated that the students of the experimental group improved their reading comprehension after treatment by using skimming-scanning strategy and in terms of students' level of reading comprehension, most of the student's got improvement in inferential and critical level comprehension.

As well, the second previous study is a thesis entitled *"The impact of skimming and scanning techniques on students' reading comprehension of descriptive text"* carried out by Afriani, & Wijaya, (2022). In this study, the author applied a qualitative approach, the aim was to find out the impact of using skimming and scanning strategies towards the students' reading comprehension at grade 2 (two) of Vocational High School Negeri 1 Banyuwangi. Besides, the data are collected in a natural setting without being manipulated, it uses a data collection technique focused on participant observation, interviews, and documentation. It focused on exploring their attitudes, behavior and experience. Thus, the research findings

suggest that there exists a satisfactory and positive impact of using skimming and scanning strategies towards the students' reading comprehension. It is evidenced with the observation, students are still difficult in the definition of the main idea and the content of the text, however, after doing skimming and scanning technique teaching, students could easily answer when the teacher asked students.

Research methodology

To successfully carry out the proposal for this project, it was necessary to draw up an execution plan or a series of steps to follow. As mentioned before, this pedagogical proposal began with two weeks of non-participant observation to know the place of practice and identify a problem that interferes with the EFL teaching-learning process. It is essential to mention that it was run in a public school called Escuela Normal Superior with eleventh-grade students', these courses had three hours per week for learning English as a foreign language. This project was based on the implementation of skimming and scanning techniques to reinforce students' reading comprehension. Furthermore, the author applied a pre-test and three training texts, which consisted in descriptive reading comprehension.

This chapter contains aspects such as process description, approach, design, population, instruments and chronogram of activities.

Process description

During the development of this project, the pre-test, the post test, the socialization on skimming and scanning reading techniques and the fourth training classes. These consisted of two different readings in which students had to apply the aforementioned strategies in order to correctly answer a set of multiple-choice questions that had been successfully implemented.

Pre-test

The pre-test was applied with the students of the two eleventh grade classes, with the students of the 11th A grade group it took place on March 19, while the students of the 11th B grade presented it on March 21. At the time it was applied, the students were told that it was not a formative evaluation but a diagnostic one, and they were given instructions such as not to use the cell phone, mark the paper, answer conscientiously and not to plagiarize.

On that day, the class started as normal as every day, following the planner and doing the warm-up activities. The activity consisted in reading a text called "The Statue of Liberty", after reading the text, the students had to answer 5 multiple choice questions. It was a success, the students answered in the predetermined time which was 20 minutes, they followed instructions, furthermore I could see the lack of vocabulary and nerves due to the constant questions from the students: is this test a grade? I answered that it was an activity which required them to perform it with honesty and seriousness but that even if they did not answer perfectly, it would not have negative consequences on their grades.

On the other hand, the socialization about skimming and scanning reading strategies was carried out using slides with the aim of allowing the students to understand in detail each of the mentioned techniques. Below you can read the pre-test, the slides and the planner executed for that class.

Planner https://docs.google.com/document/d/1n2XgkQZJTR0pnC1U6hHkQShMB3JkY1hYv5Uc0HhRuvk/edit?usp=sharing
Pre-test “the statue of liberty” https://docs.google.com/document/d/14uU44h1Rs5wBT2K5nH5f-t55Yg05elcjNYfYSD9JriY/edit
Slides about skimming https://docs.google.com/presentation/d/1oxeJYPJhCVsaJ4Ptb0FfRGB_Y48NPopK2JI9j26Y4Fs/edit?usp=sharing
Slides about scanning https://docs.google.com/presentation/d/1obwW9QF6z_jA1FW8_pRnwj-i-Ktiq88HGw4aXVW2W5A/edit?usp=sharing

Table 1. the pre-test, the slides and the planner executed for that class.

The following figure shows the implementation of pre-test reading.

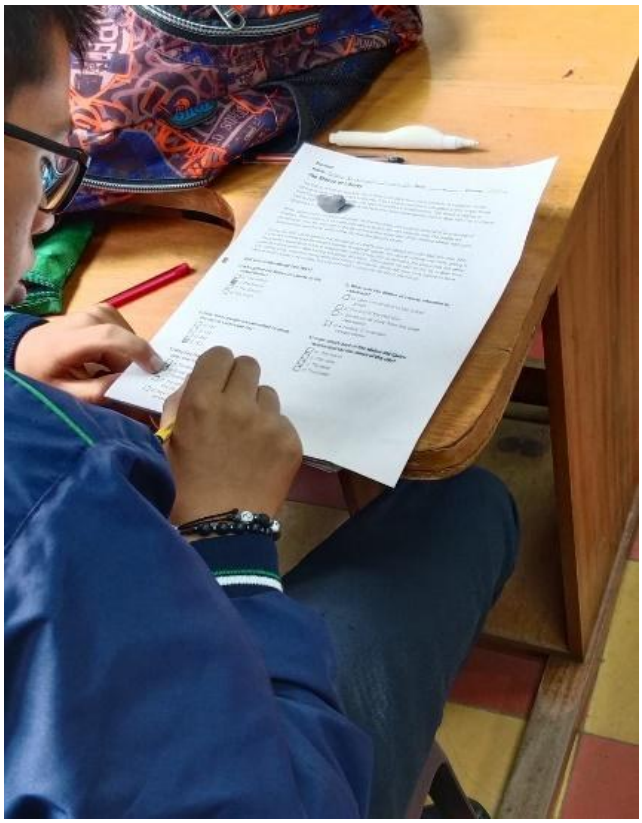


Figure 2 Implementation of pre-test

Training sessions

Training sessions are classes in which reading comprehension activities are carried out, it seeks to implement the skimming and scanning reading technique. Each activity has its space in the class time, different readings have been implemented, students have shown that the theory is not wrong when mentioning that the two techniques can help them to correctly answer the questions without knowing the meaning of certain words.

First training session

In that implementation of the skimming and scanning reading technique, the eleventh-grade students read a text called “preparing food”, it narrates the recipe of a dish, how the main character prepares a specific food dish. The students had to read and answer

by implementing the two strategies learned. Below, you find a link to read the “preparing food” reading.

Preparing food text https://docs.google.com/document/d/1H5AbfcWESkw-lieL2SUhWiAMNc67IDgu5V3lKC5IMVE/edit?usp=sharing

Table 2. the “preparing food” reading

The following figure shows the implementation of the first reading.



Figure 3 First training session.

Second training session

In that training session, the eleventh-grade students had to work on a text called “a great summer vacation”. It narrates a short story describing the protagonist's vacation. Mention the activities performed, emotions expressed and felt, as well as important data which are key to answer correctly. The students read it and answered some questions by applying the skimming and scanning reading strategy. Below, you find a link to read “a great summer vacation” reading.

A great summer vacation text https://docs.google.com/document/d/1PqBjI85T4WNa6pXIypC1uzFchL14CC4qC84KEo8b6UQ/edit?usp=sharing

Table 3. "a great summer vacation" reading.

The following figure shows the implementation of the second reading.



Figure 4 Second training lesson.

Third training session

In that training session, the eleventh-grade students had to work on a text called "The Empire State Building". It narrates the story of a famous building. The students read it and answered some questions by applying the skimming and scanning reading strategy. Below, you find a link to read "the Empire State Building" reading.

The Empire State Building https://docs.google.com/document/d/18UGxCDIcxPztqY1AK5XOgMmV9935cg6OlMJh5tHX1D4/edit?usp=sharing

Table 4. "The Empire State Building" reading.

The following figure shows the implementation of the third reading.



Figure 5 Third training session

Fourth training session

In that training session, the eleventh-grade students had to work on a text called "Human body parts and organs". It narrates the parts of the body taking into account the different systems of the human body, he talked about the functions of the nervous system, digestive system, endocrine system, among others. The students read it and answered some questions by applying the skimming and scanning reading strategy. Below, you find a link to read "Human body parts and organs" reading.

Human body parts and organs https://docs.google.com/document/d/1cTLjQI_7aIy3tLDmocpQLjK8azhiXjnSSa8PDfdPWt0/edit?usp=sharing

Table 4. "The human body parts and organs" reading.

The following figure shows the implementation of the fourth reading.



Figure 6 Fourth training session.

Post test

In post-test, the eleventh-grade students had to work on two different short text without title. Furthermore, they had to answer some multiple-choice question about what Skimming and Scanning consist. The students read it and answered some questions by applying the skimming and scanning reading strategy. Below, you find a link to read the post-test.

Post-test https://docs.google.com/document/d/1PljK8S89lwkS6Zwyej4YiYCugbaHO_-qxRhsAQU84Vc/edit?usp=sharing

Table 4. "The post-test" reading.

The following figure shows the implementation of the third reading.



Figure 7 The post-test implementation

Approach and design

Firstly, this research was conducted under a mixed-methods approach that allows us to gain a broader and deeper perspective of the phenomenon, more clearly articulate the problem statement, generate more "rich" and varied data, enhance theoretical creativity and more robustly support scientific inferences, and allow for a better understanding of the data (Creswell, 2012). On the other hand, this approach defined as "a set of systematic, empirical, and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, in order to make inferences from all the information collected and to achieve a better understanding of the phenomenon under study" (cited by Sampieri, 2014: 546). Similarly, this approach is a continuous procedure where qualitative and quantitative approaches are mixed, which means that both qualitative and quantitative collection instruments has been used, because this type of dissertation focuses on understanding certain students' perspectives and

attitudes about their learning English process, particularly, reading comprehension through the implementation of skimming and scanning technique.

In mixed research, the dominant concurrent nested or integrated model design has been used, this design collects quantitative and qualitative data simultaneously, but its difference is that a predominant method guides the project, in this case, the qualitative approach. The method that has a lower priority is nested or integrated, the quantitative approach in the one that is considered central (Payares, 2018)

Furthermore, this study adopted an action research design, according to Creswell (2012); action research is the most used. The main idea is to explore a specific topic in order to provide a solution, that is, action research is a systematic procedure developed by educators who collect information, teaching, and learning data from students, becoming these fundamental elements to develop the design with precision.

Skimming and scanning steps

The book titled "*1000 instant words rank over"* by Fry, E (2000), highlights that there are some steps we can follow to increase our skimming and scanning rate.

Skimming steps

Read the first several paragraphs Leave out material Find the main ideas Read Fast.

Scanning steps

Note the arrangement of information (alphabetical, non-alphabetical order) Keep clue words in mind. Scan quickly. Make accuracy your goal.

Population, Sampling and Setting

This study was carried out at Normal Superior of Pamplona school with 11th graders. These courses counted on three hours of English per week. This grade was divided into two groups, in which 11^{th} grade, group A was composed of 29 students. The group

participation in this action research is 11th grade group B was composed of 29 students. Subsequently, eight students from the group were selected as participants of this research study.

The sample

The participants in this study were selected mainly through non-probabilistic sampling, since it implies a selection procedure oriented by the characteristics of the research, rather than by a statistical criterion of generalization (Sampieri, 2014: 189).

On the other hand, the type of sampling to be considered was that of convenience, since these samples are made up of the available cases to which we have access (Battaglia 2008; cited by Sampieri 2014).

Regarding the selection of participants, three criteria were considered: quantity, a sample of 5 students; age, students must be 17 -18 years old and must be enrolled for the first time in the eleventh grade.

Methods of Data Collection

Pre-test, training sessions and post test

The pre-test has been applied to collect students' reading scores prior to treatment. It was given in order to know their achievement of reading comprehension before the experiment, especially on identifying the main idea and finding the detailed information.

On the other hand, the training sessions have taken place in three class meetings. It started after the pre-test in the first meeting. Eleventh-grade students worked in two different reading comprehensions, which consisted of reading and answering some questions by applying Skimming and Scanning reading techniques.

Finally, the post-test was given to measure the students' reading comprehension after the treatment of SST was given in class. These post-test questions will be different from pre-test questions, but the difficulty level was similar. The students had to finish the test in around 40 minutes.

The semi-structured interview with learners

This instrument is defined by Hernández et al. (2014) as "a meeting to talk and exchange information between one person (the interviewer) and another (the interviewee)" (p. 403), which will be done with all the students in the sample. Thus, a semi-structured interview will be conducted. This interview aims to examine the eleventh-grade students' motivation towards the reading comprehension process. In addition, the semi-structured interview will allow participants to freely express their opinions in their own words. As a result, semi-structured interviews can provide reliable and comparable qualitative data. Therefore, the semi-structured interview will be applied once to beginner learners to find out their perceptions about the effectiveness of skimming and scanning techniques while they are reading descriptive texts.

Below, you find a link to read the interview

Interview format https://docs.google.com/document/d/12QbYgZS3MxSB6Ji3oBWI9sCMzO4o0wL5QA2OjqrwZPE/edit?usp=sharing

Interview

Chronogram of activities

Before mentioning the descriptive texts and the activities scheduled for the implementation of the skimming and scanning techniques in the eleventh-grade students, it

is pertinent to clarify that the texts are taken from a technology tool which is an online platform called *"Lingua.com[1]"*.

Week	Intervention	Activity
1	**Diagnostic observation**	The pre-service teacher observed the institution in order to learn about the school's guidelines and generalities, as well as the period in which the proposal was written.
2	**Diagnostic observation**	
3	**Proposal development and writing**	
4	**Proposal corrections**	The pertinent corrections were made and practiced for the presentation of the proposal.
5	**Beginning of pre-service academic classes at high school and primary school**	That week the pre-service teacher's classes began, and so far, it has been a success.
6	**Holy week**	
7	**Beginning of this action research**	The pre-test was applied to eleventh grade students.
8	**Explanation**	The pre-service teacher clearly explained what skimming and scanning techniques are, how and when to use them.
9	**First descriptive reading**	The implementation of SST in *"Preparing food text" was* developed by eleventh-grade students.
10	**Second descriptive reading**	The implementation of SST in *"A great summer vacation" was* developed by eleventh-grade students.

[1] https://lingua.com/english/reading/

11	**Third descriptive reading**	The implementation of SST in *"The Empire State Building was* developed by eleventh-grade students.
12	**Fourth descriptive reading**	The implementation of SST in *"Human body parts and organs" was* developed by eleventh-grade students.
13	**Final intervention**	The implementation of SST in post-test by eleventh-grade students *was* developed by eleventh-grade students.
14	**Closure**	**It already did.**

Table 4. Chronogram of the research project

Pre-test, training sessions and post-test results

In this section we can observe and understand the results obtained during the pre-test and post-test and the training texts in which they had to apply the Skimming and Scanning reading strategies to answer a set of questions related to the text in order to reinforce their reading comprehension.

Pre-test

The pre-test was intended to give us as researchers and teachers an insight into the student's prior knowledge and how good their reading comprehension was. The pre-test, like the other training texts, had only 5 questions to answer.

In the following figure we observe the results of the participants, it is worth mentioning that the sample with which we worked was only 5 students. In Y-axis, we can find the number of answers that were answered by the students. On the other hand, on the X-axis we find the participants.

Pre-test result

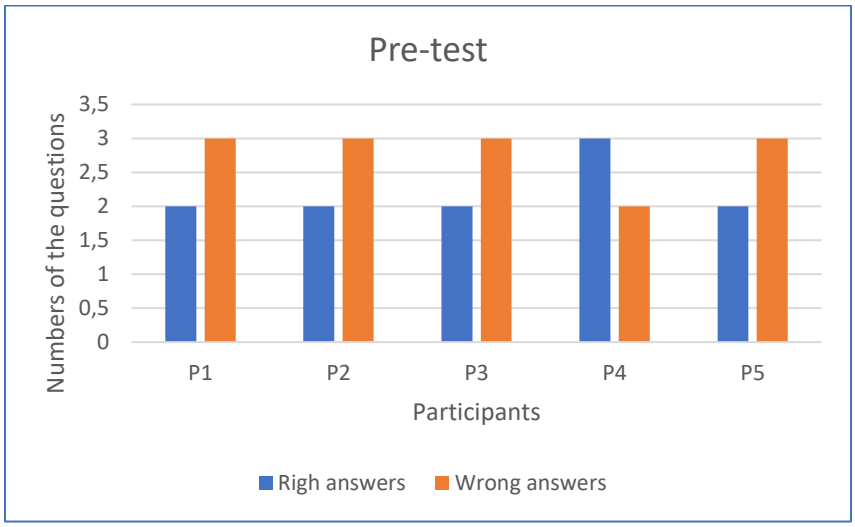


Figure 8 The pre-test results

Note: The figure shows the results obtained by the participants at the time of the pre-test.

According to these results, we can affirm that the participants obtained more incorrect answers than correct ones, which makes us think and express that their reading comprehension is not the best. In addition, we can assume that they lack reading strategies since the result was not optimal for a text of their level of English with an adequate number of questions to avoid boredom and copying among the students.

Training text results

As mentioned above, 4 training sessions were conducted in which the students had to read and answer some questions by applying the Skimming and Scanning reading techniques. During the course of the application, we evidenced the importance of the number of questions to answer since our texts only had 5 questions, the attitude of the students was always the best, they always took these trainings with seriousness and maturity. On the other hand, they mentioned that since there were not many questions, they did not feel bored and did not feel fatigued when reading and answering.

The results are organized and divided by sessions.

First training lesson

The first session took place after the socialization of the strategies, the following figure shows the results obtained by the students in their first training text.

First training results

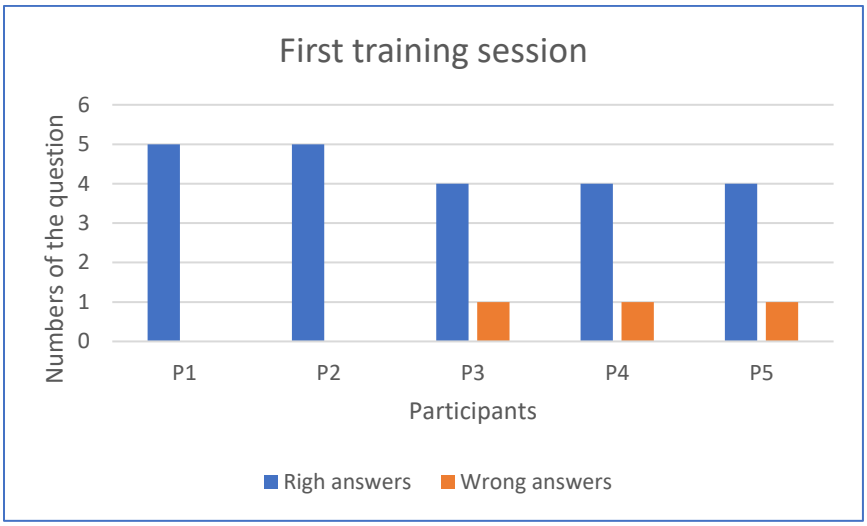


Figure 9 First training results

Note: The figure shows the results obtained by the participants at the time of the first training session.

According to the results, we affirm that after having socialized the Skimming and Scanning strategies, what they are, how to use them and implementation tips. We evidenced an advance since the participants obtained more correct answers than incorrect ones. It is important to highlight those two students obtained a perfect score and the other three students obtained four correct answers and only one incorrect answer. Compared to the results of the pre-test, there was an improvement in their comprehension, which is reflected in the good results obtained.

Second training session

In this opportunity the participants faced the third text in which they had to read and answer applying the strategies learned and socialized in class by the practitioner. The figure below shows the results.

Second training results

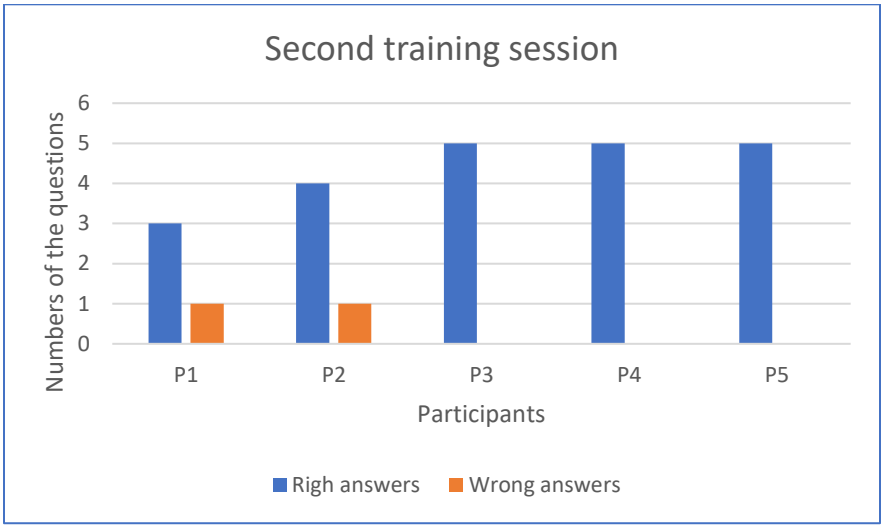


Figure 10 Second training results

Note: The figure shows the results obtained by the participants at the time of the second training session.

According to the results, we found that the participants obtained more correct answers than incorrect answers. That is, 3 students obtained a perfect score and only 2 students answered 1 question incorrectly. On the other hand, comparing these results with the previous one, we can see that students are improving their reading comprehension by implementing the Skimming and Scanning strategies, that is, their results have been ascending.

Third training results

These results were satisfactory because all participants obtained a perfect score, i.e., they answered all the answers correctly.

Third training results

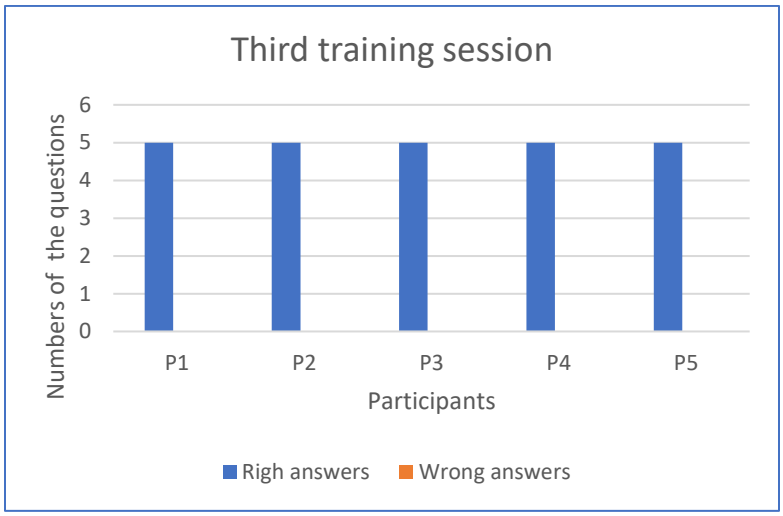


Figure 11 Third training results

Note: The figure shows the results obtained by the participants at the time of the third training session.

Considering these results, we affirm that the Skimming and Scanning strategies taught by the practitioner are effective and help the participants to answer correctly.

Fourth training results

These are the results obtained by the participants in the fourth training. The students answered more questions correctly than they answered incorrectly. That is, only one student got all questions correct, two students got 4 questions correct and 1 incorrect and finally two students got 3 questions correct and 2 incorrect.

Fourth training results

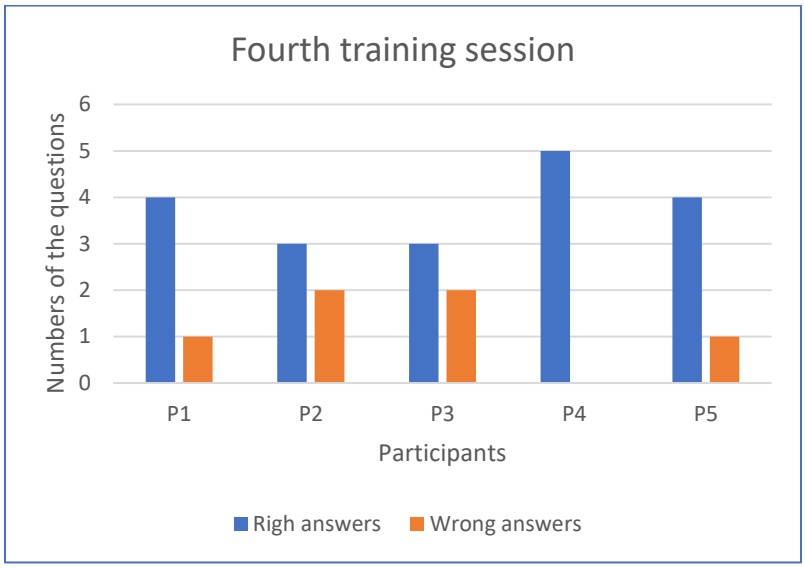


Figure 12 Fourth training results

Note: The figure shows the results obtained by the participants at the time of the fourth training session.

According to these results, we can see that during the 4 training texts, only one participant increased the number of correct questions to the point of being the only one who, since training 2, obtained all the correct answers. On the other hand, we emphasize that after socializing the strategies, the participating students have answered satisfactorily, obtaining more correct questions than incorrect ones, which affirms and confirms that the use of these strategies improves the students' reading comprehension.

Post-test results

In the post-test there was a change in the number of questions, due to a suggestion made by the supervisor Rosalba Espinosa. The teacher suggested increasing the number of questions since she stated that being only 5, it was easier for the student to get all of them correct.

This was refuted by the application of the post-test, which consisted of 20 questions. In general, the participants answered more questions correctly than incorrectly. This affirms that the number of questions has nothing to do with the students' success in answering.

Post-test results

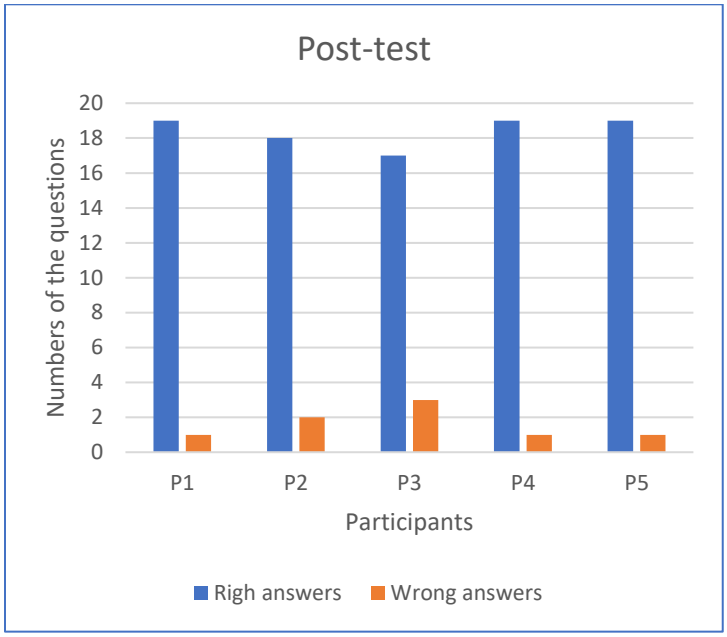


Figure 13 Post-test results

Note: The figure shows the results obtained by the participants at the time of the post-test.

According to these results, we affirm that the participating students reinforced their reading comprehension through the application of Skimming and Scanning reading strategies.

Data analysis

With regards to the data analysis process, Hatch (2002) stated that analyze means organizing and interrogating data in ways in which the researchers can see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. That is to say, the data analysis process will help to assess the data collected, to answer the questions proposed in the study and verifying if the main objectives

were achieved. To develop the process of analyzing the gathered data, the researcher was focused on the interpretative analysis proposed by Hatch (2002). For the interpretative analysis, the author states that the researcher gives meaning to the data, it means to generate explanations about the collected information, also the researcher is an active player in the study. For developing this type of analysis, it is needed to read and re-read the whole data, identify impressions, create memos and finally, review the interpretations with participants in order to consider their reactions about what has been analyzed.

Ethical considerations

In this research, ethical considerations have been taken into account as a system of principles that help avoid wrong actions with information collected from participants by considering three essential elements:

Privacy

Privacy is the freedom of an individual to determine the timing, extent, and general circumstances under which private information will or will not be shared with others (Levine, 1976). In this research, the importance of these ethical considerations lies in highlighting the value of respect when conducting this collaborative research.

Respect for anonymity and confidentiality

Anonymity is a condition in which the identity of individual subjects is not known to the researcher, while confidentiality refers to a condition in which the researcher knows the identity of a research subject, but takes steps to prevent that identity from being discovered by others.

Informed consent

This is the primary ethical issue to consider, as participants are aware of the purpose of the research and the role, they will play in it. It means that a person gives consent

knowingly, voluntarily and intelligently, and in a clear and conspicuous manner (Armiger, 1997). Taking into account that the participants are underage, it is mandatory to have parental permission in order to access the data given by the students. However, students know that their participation is not obligatory and their identity will be reserved as the information. Below, you find a link to read the consent format.

Consent format https://docs.google.com/document/d/12MTwDnSk0fRf2KZD0fasUgsq-QALaDMTnmBz3FsQlCk/edit?usp=sharing

Table 5. Consent format

Type of analysis

According to Le Compte et Preissle (1993), the typological analysis consists in "dividing everything that is observed into groups or categories on the basis of a certain canon to break down the whole of the phenomenon under study". This means that data analysis begins by dividing the global data set into categories or groups based on predetermined typologies. These typologies are generated from theory, common sense or research objectives, and the initial processing of data takes place within these typological groupings.

In addition, Gómez (2004) claim that the deductive method consists of the totality of rules and processes, with whose help it is possible to deduce final conclusions from statements assumptions called premises if a hypothesis follows a consequence and that hypothesis is given, then, necessarily, the consequence is given. Then, carrying out the deductive reasoning, we can start from the general to the particular, starting from some statements of universal character and using scientific instruments, statements and particular data are inferred. In addition, following a series of steps we can discover a sequence from a premise.

Bearing this in mind, the pedagogical proposal carried out the typological analysis and deductive reasoning, given that, the information was collected from the general to the specific. Besides, with the typological analysis it is not necessary to have contact with the participants to data analysis since at this stage it is difficult to contact them.

On the other hand, Following the typological analysis and with help of the data collection instruments, the information was analyzed according to the following typologies: Perspective of Skimming and Scanning strategies and Motivation in the English class.

This type of analysis will help us to organize, understand, classify and form the data into categories based on the initial typologies of our study that are related to the research questions. To complete this analysis, we followed the nine-step model proposed by Hatch (2002, p. 153).

Findings

Throughout the development of the research, different typology has been identified that helped the search for a more accurate answer to our questions and research objectives, these are: Perspective of Skimming and Scanning strategies and Motivation in the English class.

This section describes the findings that came up from the pedagogical implementation that aimed at reinforcing reading comprehension through the use of skimming and scanning technique on 11^{th} grade at Escuela Normal Superior in Pamplona.

Perspective of Skimming and Scanning strategies

According to the above, it is essential to identify, understand and learn to apply Skimming and Scanning reading strategies, it is an integral part of the training of the participating students because it includes the development and improvement of skills such

as reading comprehension and indirectly reinforces previous knowledge of grammar and the acquisition of new vocabulary. In the case of the participants of this project, a focus on reading was carried out, with the purpose of improving them and putting them into practice when reading texts, expressing ideas and formulating reflections.

During the implementation of the project, it was possible to evidence the pleasure, willingness and commitment of the students to perform these reading activities in which the objective was to learn to implement the aforementioned strategies. This was expressed in the semi-structured interview directed to the participating students in which they had to answer 5 questions, 2 of which were related to this typology. The first question: What do you think of the Skimming and Scanning reading strategies and the second question: Are Skimming and Scanning useful?

Reading, analyzing and interpreting the students' perceptions, we can conclude that they did learn to identify and use these strategies. In addition, students expressed that skimming and scanning reading strategies are effective, simple and good to implement. They also expressed that they are very useful not only in English class but also in other subjects.

"Son buenas porque ademas de darnos una lectura rápida de los textos, nos puede ayudar en las pruebas Icfes ya que nos va ayudar ahorrar tiempo escaneando más fácil los textos." – Participant # 1

"*Son muy efectivas al momento de realizar una lectura critica."* – Participant # 2

"Son muy buenas ya que ayudan a reforzar la comprensión lectora además de ser más eficaz y rápida." – Participant # 3

"Son muy buenas, nos han ayudado ahorita en los simulacros y en el desarrollo del curso." – Participant # 5

The above statements affirm the relevance of learning to apply these techniques when reading, since it helps us to answer in a more optimal and simple way without having to fully understand all the words of the text. This is support by Brown (2017) stated that skimming and scanning are perhaps the two most useful reading strategies for students. Skimming and scanning are recognized among the most important reading techniques that can be applied in order to improve reading comprehension in students (Diaz & Laguado, 2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015).

On the other hand, it is important to mention that all five students interviewed affirmed that Skimming and Scanning strategies are useful when reading in a foreign language, and they also briefly expressed the reason why they are useful.

"sí, mucho ya que nos ayudara a nosotros los muchachos de once a ganar tiempo en los textos que a veces suelen ser largos en las pruebas Icfes." – Participant #1

"Si ya que nos ayuda a mirar y a obtener las repuestas de una lectura." – Participant # 2

"Si la verdad es utilices porque nos ayuda a contestar los textos sin saber nosotros inglés. SI, si las recomendaría" – Participant # 5

According to the opinions of the participants, we confirm openly that the Skimming and Scanning reading strategies applied during this project are effective and useful for eleventh grade students, not only for the development of the English class, but also for the ICFES test simulations.

Motivation in the English class

Motivation is important for the development of the English class. Some authors mention that success in the English class is related to some of the student's personality traits, suggesting that motivation is one of them. For example, Naiman, Fröhlich and Stern

(1978) associated certain qualities of students with their academic achievement. In this research, some teachers mentioned that the most outstanding students behave in a mature, meticulous, responsible and self-confident manner, in addition to indirectly expressing a notable willingness to learn and participate.

This research did not focus on motivation; however, during the observation period it was evident to notice and hear students express their dislike for English classes, which led to the initiative of implementing some questions in the interview with the objective of having students express whether they were motivated in the target language classes during the implementation of the project. Below are the questions associated with this typology.

3. En su experiencia, ¿Cómo describe usted las actividades de comprensión lectora realizadas durante el proyecto?

4. Se sintió motivado Si __ No __ ¿Por qué?

5. ¿Cree usted que este tipo de actividades fomenta la motivación en las clases de inglés?

In general, the participating students expressed that they did indeed feel motivated in the English classes taught by the pre-service teacher, and during the internship period, it was possible to observe and hear how much the eleventh-grade students liked the foreign language pre-service teacher. The above is expressed taking into account the methodology used by the trainee teacher as well as the type of activities carried out by him.

"Muy buenas porque mediante texto como didácticos, muy interesante la historia, pudimos aprender bien y manejar bien estas estrategias." – Participant # 1

"Muy buenas, ya que hace la clase más amena y divertida." – Participant # 3

"Si, porque estas actividades hacían la clase de inglés menos aburridas y aprendíamos nuevas estrategias." – Participant #1

"Si porque la verdad usted como teacher nos enseñó mucho." – Participant #5

Taking into account the participants' opinions, we can affirm that as much as the content of the class, the attitude of the teacher and the teacher-student and student-student communication are essential in the proper development of the class and the acquisition of new knowledge, since they make the student feel motivated in the process of learning the target language.

"Si, porque el profesor la hace muy dinámicas y chéveres." – Participant # 3

"Si porque es otra manera de aprender vocabulario, pronunciación etc." – Participant # 4

It is significant to mention that, for the population worked on in this project, the Skimming and Scanning reading techniques were an innovative and useful topic. The students expressed that it was the first time to hear and learn about these strategies and that it is worth studying them since they can use them in a real context, not only in English text but in any text regardless of the language, which made them feel motivated since they were in eleventh grade and had the need to learn new alternatives to help them answer the Saber tests.

Conclusions

Conclusions

The purpose of this research project is to reinforce the eleventh-grade student's reading comprehension of Normal Superior high school in Pamplona. To fulfill this purpose, four objectives were established.

Regarding the first objective, it has been carried out successfully, points related to the Saber English reading test were discussed within the classroom for the students to

understand and learn on the points dealt with related to the central theme and using the proper vocabulary. Besides, a second objective was established: “apply the skimming and scanning techniques for understanding descriptive texts” The researcher directed the students to use the skimming and scanning reading technique where they could find easy-to-understand information and answer questions taking into account their language level.

Regarding the goal of enhancing the eleventh-grade students’ active participation in their English learning process of reading comprehension, the students have achieved this goal successfully, during the classes they were able to read short texts focused on different topics. Here, the students demonstrated in each encounter that they answer correctly those questions, increase their vocabulary, and improve the way of ordering ideas thanks to the instructions, corrections and suggestions given by the teacher.

CHAPTER III Community Outreach Component

Engaging the fifth-grade students in English learning process through Cooperative Integrated Reading and Composition (CIRC) at the Normal Superior school in Pamplona

Introduction

Nowadays, learning a foreign language is crucial for the student's academic and personal development. Technological and social advances require us to learn in a more efficient way the target language; it is worth mentioning that students in public institutions must take the ninth-grade test which measures knowledge in all subjects, especially English. Therefore, in Colombia, since 1994, the General Education Act recognized the importance of learning a foreign language, including in basic and secondary education. After that, A number of programs such as the “National Bilingualism Program” (2004-

2019), the “Strengthening the Development of Foreign Language Skills Program”, and the most recently “Colombia Bilingüe” (2014-2018) have been carried out by the Colombian government. Thus, Education in Colombia is committed to the growth and development of a foreign language such as English in the citizens of the country, taking into account the English learning from an early age. However, the education of young children in public and private schools in Colombia in relation to learning English reveals some critical issues regarding the preparation of future teachers, the professional development of working teachers, and national standards for the teaching of foreign languages.

In addition, in the primary education of the school, English is taught by teachers not certified in the area, which implies the implementation of extra-curricular methods since the teacher does not have enough experience or resources to carry out the class plan according to the curriculum established by the ministry of education.

Considering all these aspects, a proposal was implemented in fourth-grade and fifth-grade students at Escuela Normal Superior educational institution in order to engage the fifth-grade students in the English learning process through Cooperative Integrated Reading and Composition (CIRC) and to help reduce the negative impact on English learning in primary schools.

Justification

Learning a foreign language provides us with the opportunity to keep up with the requirements of today's world current needs (Asmawati, 2015). That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will

allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

For that reason, this project was carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school. Moreover, the implementation of this project benefited greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. To successfully carry out the proposal for this project, it was necessary to draw up an execution plan or a series of steps to follow. As mentioned before, this pedagogical proposal began with two weeks of non-participant observation to know the place of practice and identify a problem that interferes with the EFL teaching-learning process. It essential to mention that it executed in a public primary school called Escuela Normal Superior with fourth-grade and fifth-grade students at the primary education of the school where English is taught by teachers not certified in the area, which implies the implementation of extra-curricular methods since the teacher does not have enough experience or resources to carry out the primary students' learning. Thus, this project was based on engaging the fifth-grade students in the English learning process through Cooperative Integrated Reading and Composition (CIRC).

Objectives

General objective

To attend English language training needs of the child population at Escuela Normal Superior high school.

To provide pre-service teachers with the opportunity of English teaching in elementary school.

Specifics objectives

To engage the fourth-grade and fifth-grade students in the English learning process.

To apply Cooperative Integrated Reading and Composition (CIRC) in fifth-grade students.

To read beginners texts.

To foster the fifth-grade students' motivation in their English learning process.

Methodology

This chapter contains aspects such as process description, approach, design, population, instruments and chronogram of activities.

Process description

Daily lessons provide students with an opportunity to practice comprehension and reading skills in pairs and small groups. Pairs of students read to each other; predict how stories will end; summarize stories; write responses to questions posed by the teacher; and practice spelling, decoding, and vocabulary. The program uses daily 90-minute lessons to focus on story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. In a team setting, mixed-ability students work together to read, discuss their reading to clarify unknown vocabulary, reread for fluency, understand the main idea, comprehend stories, and work through the writing process linked to the texts that the students are reading (including drafting, revising, and editing one another's writing). Students are rewarded on the basis of the team's performance to provide motivation to work together and help one another.

Within cooperative teams of four, students work to understand the main idea of a story and work through the writing activities linked to the story. A Spanish version of the program is available for grades 2–5.

First reading lesson

In that class, with the fourth and fifth grade students, the students read their first short text entitled “This is Fizz ". The passage narrates the story of Fizz, an alien whose body parts are described throughout the reading. Considering that, learners not only practiced reading comprehension, but also practiced and reinforced their previous knowledge. In the development of the class, the class was divided into three parts: an opening, while and post. In the opening, the students did a warm-up activity and learned how to pray in English. Then, they read and write in their notebook some vocabulary and questions that they had to answer carefully according to what the lecture tells. Finally, the learners did the activity, in this case it was to draw a monster or alien and write its body part.

Unfortunately, time has been a limitation, since class time is over and this activity is left as homework. Below, you find the link where you can read and understand the “this is Fizz” reading.

“This is Fizz” reading https://docs.google.com/document/d/1Tfz7xYtOb5GJ1ZDryQ4hFg5VK6w_6M5O1e307J3bMMg/edit?usp=sharing

Table 6. “This is Fizz” reading.

The following images are evidence, the first one shows the organization and use of the board while the second one shows the activity performed by one of the students.

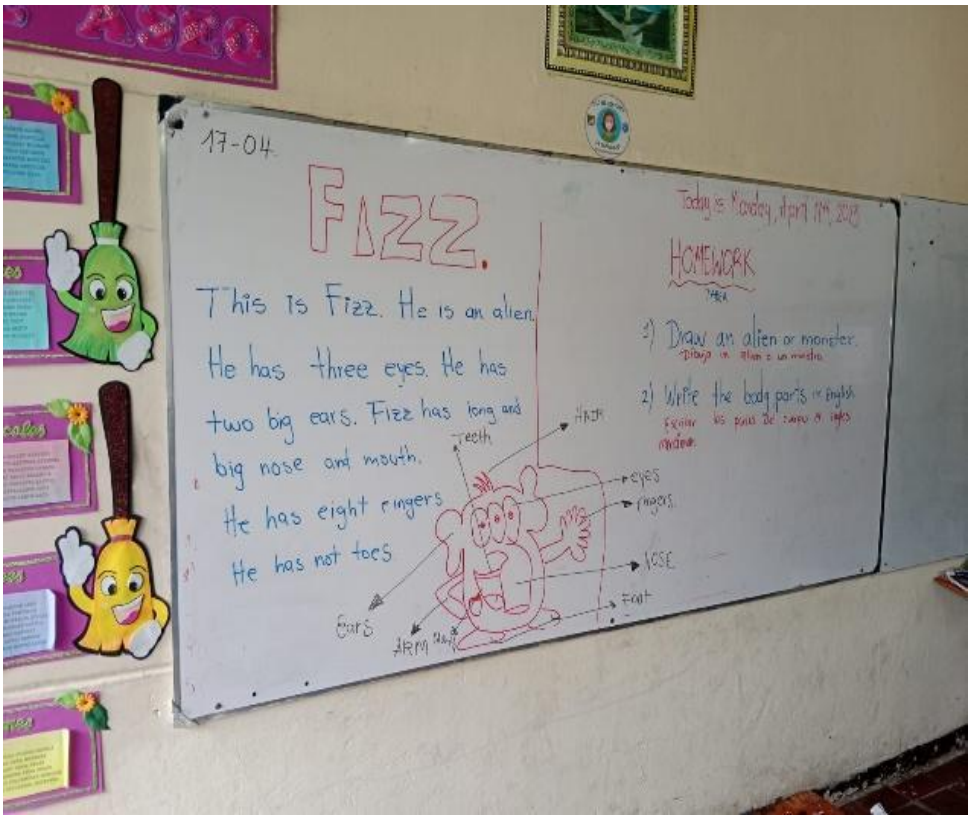


Figure 14 First reading lesson.



Figure 15 First homework.

Second reading lesson

In the second meeting, the students worked on a reading called “The Hen”. It is a fable that tells a story about a farm animal, it describes its physical appearance and its hobbies. Thus, the learners carefully read the text in order to answer some questions, they practiced adjectives, body parts and pets. This class, like the first one, was divided into three parts. In the opening, the students did a warm-up activity and learned how to pray in English. Then, they read and write in their notebook some vocabulary and questions that they had to answer carefully according to what the lecture tells. Finally, the learners did the activity, in this case it was to draw your pet and describe it. It is important to mention that a methodology is followed according to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children’s certain prayers for them to learn.

Below, you find the link where you can read and understand the “the Hen” reading.

“The hen” reading https://docs.google.com/document/d/1Ycmos6D2TSAvvLDlzWblztkGlEuFcqY3GnsjRVTFfNc/edit?usp=sharing

Table 7. “The hen” reading.

The following images are evidence, the first one shows the organization and use of the board while the second one shows the activity performed by the students.

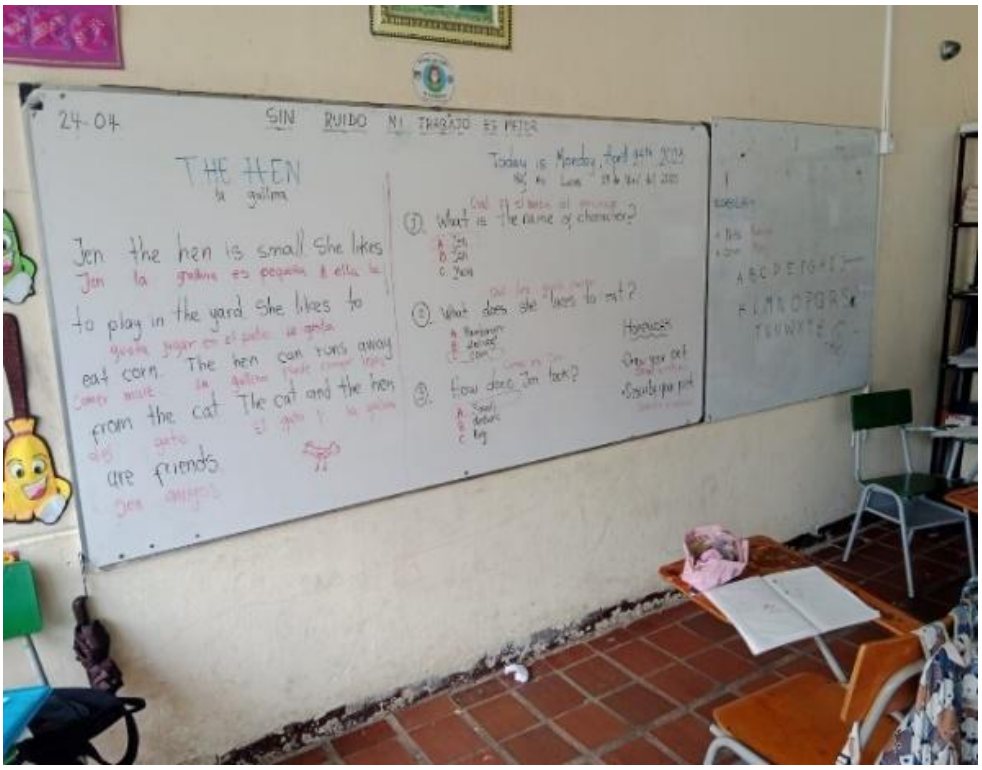


Figure 16 second reading lesson



Figure 17 second activity

Third reading lesson

In the third reading meeting, the fourth and fifth grade students work on a text called “My bedroom.” It was a short story about the main character's room. It describes what she or he has in the room, clothes, toys and a brief description of the parts of the house. This class was divided into three parts. In the opening, the students did a warm-up activity, wrote and read aloud a quote and tried to pray in English. Then, they read and write in their notebook some vocabulary and questions that they had to answer carefully according to what the lecture tells. Finally, the learners did the activity. Considering that, the pre-service teacher decided to educate about the part of the house, he explained what they are and their correct pronunciation. It is important to mention that a methodology is followed according to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children’s certain prayers for them to learn. In that opportunity, the students learned to say the prayer “Angel of God.”

Below, you find the link where you can read and understand the “my bedroom” reading.

“My bedroom” reading https://docs.google.com/document/d/1a3i1k-nYHA-QIdYSkHi6l_gelVk-sM9w3pMFzxLoQPM/edit?usp=sharing

Table 8. “My bedroom” reading.

The following images are evidence, the first one shows the organization and use of the board while the second and third one shows the activity performed by the students.

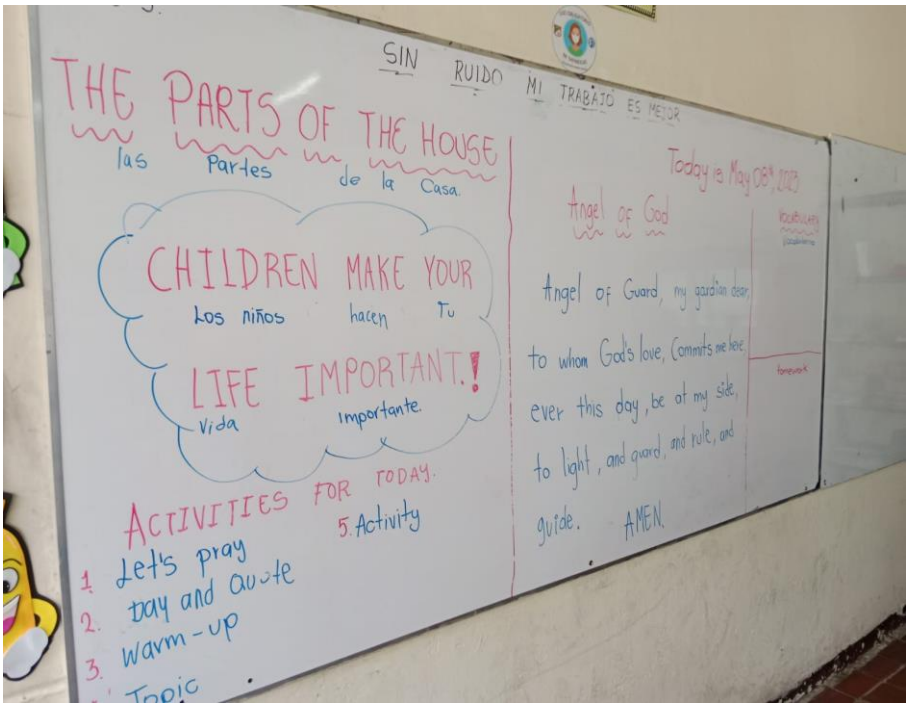


Figure 18 third reading lesson



Figure 19 third reading lesson



Figure 20 Third activity

On May 16th

In this meeting, the fourth-grade students work on some grammar exercises written on the white board. It consisted of filling in the blank according to the correct conjugation of the verb to have. This class was divided into three parts. In the opening, the students did a warm-up activity, wrote and read aloud a quote and tried to pray in English. Then, he also explained the topic “the verb to have ", what it is, how to use it in present simple tense and when to use it. Thus, the fourth-grade students worked on some exercise. Finally, the learners did the activity. It is essential to mention that a methodology is followed according

to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children's certain prayers for them to learn.

The following images are evidence, the first one shows the organization and use of the board while the second and third one shows the activity performed by the students.



Figure 21 The board



Figure 22 Students did the exercise

On May 23rd

In this meeting, the fourth-grade students work on some grammar exercises written on the white board. It consisted of filling in the blank according to the correct conjugation of the verb to have. This class was divided into three parts. In the opening, the students did a warm-up activity, wrote and read aloud a quote and tried to pray in English. Then, he also reviewed the parts of the body and explained the topic 'present simple', what it is, how to use it in present simple tense and when to use it. Thus, the fourth-grade students worked on some exercise. Finally, the learners did the activity. It is essential to mention that a methodology is followed according to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children's certain prayers for them to learn.

The following images are evidence, the first one shows the organization and use of the board while the second and third one shows the activity performed by the students.



Figure 23 The board - present simple tense



Figure 24 Students did the exercise - reviewing body's part.

On May 30th

There was no class because students had to take the Saber exam.



Figure 25 Students did the Saber exam.

Fourth reading lesson

In the fourth reading meeting, the fourth and fifth grade students work on a text called “My name’s Lola.” It consisted of a short story about the main character’s personal information. It describes who she is, her likes and hobbies. This class was divided into three parts. In the opening, the students did a warm-up activity, wrote and read aloud a quote and tried to pray in English. Then, they read and wrote in their notebook some vocabulary and questions that they had to answer carefully according to what the lecture tells. Finally, the learners did the activity. Furthermore, the pre-service teacher explained about the verb “to like”, what it is, how to use it in present simple tense and when to use it. It is essential to mention that a methodology is followed according to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children certain prayers for them to learn.

Below, you find the link where you can read and understand the “My name’s Lola” reading.

“My name’s Lola” reading https://docs.google.com/document/d/1exMY8ujACObOu168ReaUSxJoHJ2QBt66pwD2-hAbrXM/edit?usp=sharing

Table 9. “My name’s Lola” reading.

The following images are evidence, the first one shows the organization and use of the board while the second and third one shows the activity performed by the students.



Figure 26. fourth reading lesson



Figure 27 fourth reading lesson

Final intervention

In this meeting, the pre-service concluded his work in primary school in 4th and 5th grades, he ended by thanking the teachers and especially the students, as well as highlighting their good behavior and work. However, he also explained the last topic "the verb to go", what it is, how to use it in present simple tense and when to use it because the classes the last 2 weeks had been missed due to holidays and he wanted to recover it. Thus, the fourth-grade students worked on a worksheet where they had to fill in the blank according to the conjugation of the verb. There was an exercise with the verb to be, to go, and to like which had been explained around the project. This class was divided into three parts. In the opening, the students did a warm-up activity, wrote and read aloud a quote and tried to pray in English. Then, they read and wrote in their notebook some vocabulary and questions that they had to answer carefully according to what the lecture tells. Finally, the learners did the activity. Furthermore, the pre-service teacher made a craft with the children, which consisted of decorating a card made by the children themselves to give to their dads on Father's Day. It is essential to mention that a methodology is followed according to the principles and values of the educational institution, a prayer is made and it has been implemented to share with those children's certain prayers for them to learn.

Below, you find the link where you can read and understand the worksheet.

Workshop
https://docs.google.com/document/d/1-BfsTvlyR9vNCysNaTrwAtLjJTvFKEbTSlB_50RFBJ0/edit?usp=sharing

Table 10. Workshop.

The following images are evidence, the first one shows the organization and use of the board while the second and third one shows the activity performed by the students.

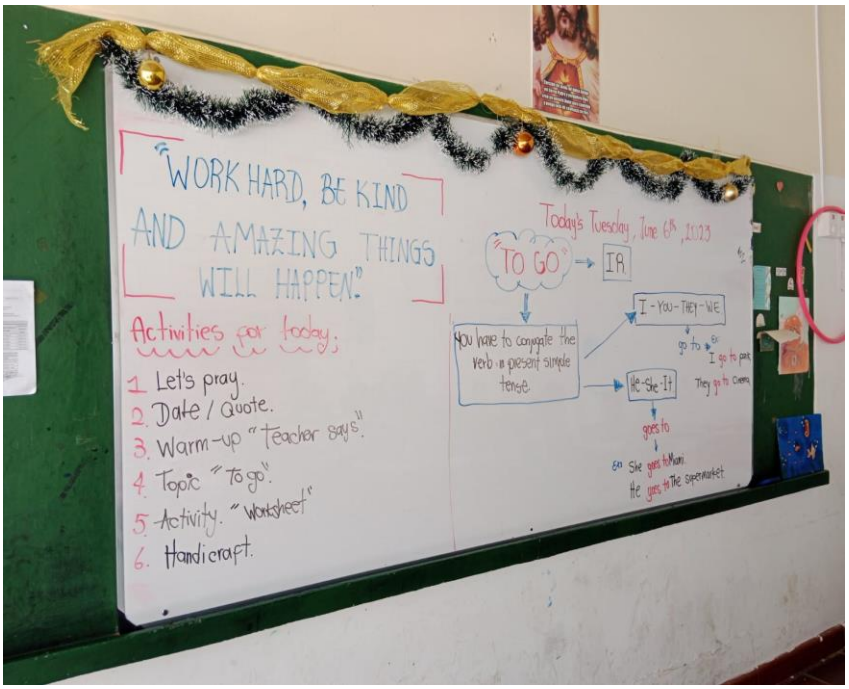


Figure 28 Final lesson



Figure 29 Final lesson



Figure 30 Fourth grade students.



Figure 31 Fifth grade students

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Time table

The table below shows the schedule which was implemented to carry out this component.

Date	***Topic***	***Materials***
April 11th	4th grade: "This is Fizz" reading.	Fizz.text
April 17th	5th grade: "This is Fizz" reading.	*Fizz.text*
April 18th	4th grade: "The hen" reading.	*The.Hen.text*
April 24th	5th grade "The hen" reading.	*The.Hen.text*
May 8th	4th grade: "My bedroom reading"	*My bedroom.text*
May 9th	5th grade "My bedroom reading"	*My bedroom.text*
May 16th	4th grade: Verb to have	*Board, markets.*
May 23rd	5th grade: Present simple tense.	*Board, markets.*
May 30th	Simulacro pruebas avanzar	
June 5th	5th grade: "My name's Lola"	*My name's Lola.text*
June 6th	4th grade: "Final intervention"	*Worksheet*

Table 8. schedule

Population, Sampling and Setting

This study was carried out at Normal Superior of Pamplona school with 4th and 5th graders. These courses counted an hour of English per week. This grade was not divided into two groups, in which 4th grade was composed of 29 students and 5th grade was composed of 31 students.

Chronogram of activities

Before mentioning the texts and the activities scheduled for the engaging the primary students in English learning process by using Cooperative Integrated Reading and Composition (CIRC) in fourth-grade and fifth-grade students, it is pertinent to clarify that the texts are taken from a technology tool which is an online platform called *"agenda web.com*[2]*"*

Week	Intervention	Activity
1	**Diagnostic observation**	The pre-service teacher observed the institution in order to learn about the school's guidelines and generalities, as well as the period in which the proposal was written.
2	**Diagnostic observation**	
3	**Proposal development and writing**	
4	**Proposal corrections**	The pertinent corrections were made and practiced for the presentation of the proposal.
5	**Beginning of pre-service academic classes at high school and primary school**	That week the pre-service teacher's classes began, and so far, it has been a success
6	**Holy week**	
7	**Beginning of the Community Outreach Component**	That week the pre-service teacher's classes began, and so far, it has been a success
8	**Explanation**	The pre-service teacher clearly explained what Cooperative Integrated Reading and Composition (CIRC) techniques, how to use it and when to use it.

[2] https://agendaweb.org/reading/all-levels.html

9	**First reading**	The implementation of CIRC in *"This is Fizz"* text was developed by fourth and fifth grade students.
10	**Second reading**	The implementation of CIRC in *"The hen"* text was developed by fourth and fifth grade students.
11	**Third reading**	The implementation of CIRC in ***"My bedroom"*** was developed by fourth and fifth grade students.
12	**Fourth reading**	The implementation of CIRC in ***"My name's Lola"*** was developed by fourth and fifth grade students.
13	**Final intervention**	**Closure**

Table 9. Chronogram of activities at primary school

Conclusions

The process of familiarization and awareness of a foreign language is pleasantly satisfying and goes hand in hand with patience and organization. At the beginning of this process, the fourth and fifth grade students were shy and apathetic, however, thanks to the help and support of Cooperative Integrated Reading and Composition (CIRC), their motivation, interest, and participation were noticeably increased. The activities carried out focused on reinforcing vocabulary and comprehension of reading documents, moreover fostered the fourth-grade and fifth-grade students' motivation to continue with the acquisition of English and to perceive it not as just another subject, but as an extremely important tool for the future.

CHAPTER IV Intra-Institutional Activities Component

Introduction

The intra-institutional activities component takes charge of the relation between the pre-service teacher and the extracurricular activities that will be developed within the institution during the integral practice, it exists real contact and experience as a teacher out of the academic setting. Therefore, this process helps the pre-service teacher to improve and adapt to the new circumstances of being a teacher and acquiring institutional knowledge for their development as a teacher. On the other hand, educational institutions manage their calendar of activities according to their area plan and schedule. For instance, in Escuela Normal Superior education institution, its schedule of activities is not performed at the beginning of the school year. Extracurricular activities that will be carried out during this stage, are carried out without a stipulated date. Thus, it is necessary to follow closely the activities that are carried out within the institution during the integral practicum.

Justification

A pre-service teacher should consider actively participating in inter-institutional and extracurricular activities hosted by the educational institution, which may include cultural, religious and pedagogical events, all in order to become familiar with the school environment and gain professional experience in the real context of education and teaching. Consequently, it is crucial that this formative experience takes place in an institution that allows the future teacher to enhance his or her personal and professional skills while getting to know and participate in different kinds of extracurricular activities.

Objectives

General objectives

To participate actively in the extra-curricular activities at the Escuela Normal Superior high school in Pamplona.

Specifics objectives

To attend to all the events responsibility and according to procedure established by the educational institute.

To acquire experience from the integral practicum process by performing the teacher role inside and outside the educational institution.

Methodology

This chapter contains aspects such as process description, approach, design, population, instruments and chronogram of activities.

Process description

Normal Superior school has a stipulated schedule for its institutional activities, since they are organized before beginning the learning process. Furthermore, the teaching staff is very attentive when scheduling an activity since they are informed with prior notice. However, until the end of the integral practice process, we will be able to know the number of activities and the type that were carried out.

Activities

Flag hoist

This first flag raising of the school was made with the purpose of electing the new student representative of the year 2023. Within the activities were highlighted different types of dances and the intervention of the rector. In addition, there was a prayer space

dedicated to students and the entire teaching floor to ask for a prosperous academic year. During this activity, pre-service teachers of foreign languages fulfill the objective of monitoring the behavior of students during the event.



Figure 32 Flag hoist

Interclass

This event took place in March, where the institution inaugurated their interclass games.



Figure 33 Interclass

Day of the language

This event took place on April 26th, it was dedicated to the languages of the world. In the course of the day, different activities were carried out in the multiple classrooms as dances, songs, plays related to the day of the language.



Figure 34 Day of the language

Cultural week

The cultural week at the Normal Superior School of Pamplona began on Tuesday, May 2nd where the students made their last rehearsals for the activities planned for the next few days.



Figure 35 Schedule of the cultural week.

On Wednesday, May 3rd, the students made a parade to inaugurate the children's rounds, leaving from the Almeida Park to the school and thus initiate their distinctive dances where the different branches of the institution participated and highlighted their good teamwork and effort.



Figure 36 The children's rounds.

On Thursday, May 4th, different activities were carried out: games, competitions related to peace and information about the institution, also some posters related to the history of the school were made. In the afternoon there was a parade of lanterns commemorating the virgin of the prodigy where each student carried a lantern illuminating the way to the institution, finally the band, teachers and students of the normal superior of Pamplona did honors to the virgin of the prodigy.



Figure 37 The virgin of the prodigy

On Friday, May 5th there was Alborada in commemoration of the virgin of the prodigy. Then there was a festival of gymnastic exhibitions of the different grades where the coordination and discipline of the students was demonstrated.

Finally, there were sporting events with other schools, which closed the cultural week of the Normal Superior de Pamplona educational institution.



Figure 38 The festival of gymnastic exhibitions.

Day of the reading

This event took place on May 30th, it was dedicated to the love of reading books. In the course of the day, students had to study until the last hour because at that time, they had to make groups, choose a book and start to read. At the end, they had to give the Spanish teacher a summary about what they had read.



Figure 39 The day of the reading

Conclusions

The organization and being part of the teaching staff represented a great teaching in terms of the organization not only of class plans, but also of curricular activities. During this stage it was possible to demonstrate the importance of teamwork and especially the responsibility of the assigned tasks. On the other hand, being part of the meetings with the teachers was a snack on the other side of the teaching practice, the relationship with colleagues and the work involved in organizing what is brought to the classroom.

Reflective approach to integral practice

The reflective approach to integral practice in the bachelor's degree in foreign languages seeks to foster reflective self-awareness through critical analysis and reflection on lived experiences in order to strengthen the academic, personal and professional development of students.

Objective

To foster reflective self-awareness through critical analysis and reflection on lived experiences in order to strengthen the academic, personal and professional development of students.

Process

First week (March 27th to March 31st)

After the two weeks of diagnosis at the institution, the classes were started by the teacher in training. The beginning of the week was satisfactory, it is important to highlight that the supervisor was not present due to health complications, she had to present some medical exams in Cucuta.

The students behave neither well nor badly, but they follow my instructions for the good development of the activities during the classes. However, there are situations which make us question whether we want to continue with this vocation.

On the other hand, in terms of academics, we did not carry out what was written in the planner due to the extra-curricular activities scheduled by the rector, the students had a rehearsal of a cultural activity called children’s patrol and the revision of the dress uniform of the tenth and eleventh grade students. It consisted of a crossword puzzle and a reading comprehension activity about international women's day in which the students had to answer questions and translate the reading into Spanish.

Second week - holy week (April 3rd to April 7th)

Normal Superior School in Pamplona participated in the events of the Holy Week of the municipality of Pamplona, specifically the students of the tenth and eleventh grade went out to parade with the marching band.

Third week (April 10th to April 14th)

In the third week we did better with the students, I got to know them a little better, they are nice, curious and friendly. I have talked with them about our college experience and I notice in their eyes the gleam of excitement that comes from hearing about college.

According to academics, what was written in the planner was not carried out due to the extra-curricular activities programmed by the rector; the students had a rehearsal of a cultural activity called "rondas". The theme for the third week was the contextualization of the Saber 11 tests. The class consisted of explaining to the students what ICFES is, its objectives, its types, its components, explanation of the English part and types of questions and finally examples. The explanation was complemented with a short video which summarized the information provided by the intern. Then, as an activity, they had to make a mind map about the ICFES tests.

On the other hand, I have noticed in the students the pleasure of playing in the warm up and the interest in the classes, practices and activities carried out by the intern.

Fourth week (April 17th to April 21st)

The fourth week was a success considering that I applied the pre-test for the data collection of the research component. In addition, the explanation of the first reading technique "Skimming Reading Technique" and its first activities took place. On the other hand, the students presented the quarterly English test.

This week there was also a misunderstanding with the supervising teacher Rosalba Espinosa since she assumed that I was not satisfied with my work group. The truth with the teacher I have not had any problem, only that she was upset because she feels that I did not take her suggestions with pleasure, also the teacher claims that during the week of evaluation I did not help her to pass notes and to grade the trimesters, however, I helped her with the creation of the test. She wanted me to help her, but at no time did she ask for my help. This did not generate discontent in me, but concern because my perspective is: "am I doing my job well, will I get a good grade?" On the other hand, I have nothing against her, I let her know that, we talked that day and we came to an agreement which consisted of being more attentive to her, staying in the room and not making faces when she gives me a suggestion during the course of my class because it is for my own good. She also let me know that both methodologically and linguistically there is no problem, only that it was a situation in which I lacked a little more communication. I mention this to understand that communication is very important when working in a group, not to generate conflicts.

Fifth week (April 24th to April 28th)

This week, it went on as normal. The socialization of the correct answers of the reading "pre-test the statue of Liberty" took place. In order to put into practice, the skimming reading strategy and to make the students understand that this technique helps us to understand and answer the text correctly. The classes with the students of tenth and eleventh grades have expressed their satisfaction with the topic, they affirm that it is innovative, practical, simple and useful because without having to understand every word of the text they can obtain and answer with the correct answer.

On the other hand, the class with grade 11 B was observed by my tutor of integral practices, it took place on Thursday, April 27th, 2023. The class started at 8 a.m. and ended

at 9 a.m. The development of the class was optimal; however, 15 minutes were taken for a socialization of the environmental engineering students from the university of Pamplona. Because of that, the supervising teacher suggested that I continue with the explanation and take the 15 minutes of the other class that she was talking with the teacher for the next hour. Everything went well as planned.

Personally, I felt a little nervous maybe because I didn't want to make a mistake in front of my tutor but it was a matter of time before I felt a little comfortable. At the end of the class some students told me that they liked the class and that they noticed in some parts of the class the nervousness.

Sixth week (May 1st to May 5th)

Cultural week to commemorate the 87th anniversary of the Escuela Normal Superior de Pamplona. During the 5 days of the week, there are a variety of recreational activities in which the student community, faculty and community in general participate.

Seventh week (May 8th to May 12th)

Skimming and scanning reading technique practice.

Eighth week (May 15th to May 19th)

Sing and practice a song “Lemon tree”

A dialogue

Skimming and scanning post test

Nineth week (May 22nd to May 26th)

Phrasal verbs

Let’s talk by reading a dialogue

Let’s sing and practice a song “Lemon tree”

There was no power due to damage at the school.

a song entitled "we will rock you" was rehearsed with 11ºb

Tenth week (May 29th to June 2nd)

Let's talk by reading a dialogue

Let's sing and practice a song "We will rock you - Lemon tree"

Passive voice

Eleventh week (June 5th to June 9th)

Let's talk by reading a dialogue

Let's sing and practice a song "We will rock you - Lemon tree"

Evaluation about the song

Passive voice

General reflection

At this stage I only think and remember why I started studying foreign languages, it was more than 6 years ago. I don't remember it as if it was yesterday, on the contrary, I see a long and difficult road that I had to travel, it makes me nostalgic to know that the reason why I decided to become a teacher was affirmed in this last semester.

You do not know how awful I felt in the development of my practices, the emptiness and sadness overwhelmed my mind every day, however I am grateful for every moment I shared in the Escuela Normal Superior, to my supervisor Rosalba Espinosa and my tutor Carlos Jaimes and my feelings in my mind; which helped me to observe and reflect on why I was there, I even understood the advice of those who have been my teachers in this adventure and I understood why they are so, why they told me these things. Taking into account the above, the moment in which I understood it, was when I heard myself expressing advice to the younger ones and seeing myself reflected in their eyes, the

same ones that gave me encouragement to continue with this work. Because in reality, I enjoyed this process, stress, anger, frustration and laughter were never absent.

Personally, the realization of each of these components teaches us the reality of education in Colombia, also to establish what we are going to do after graduating or at least that was what I did in me, affirming that I want to be a teacher, this experience has motivated me to continue my professional development as a graduate, to positively influence the future student's lives; that the institution does not matter but my philosophy when teaching, grading and interacting with students.

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