

**READING LITERARY STORIES AS A TEACHING TOOL TO ENHANCE THE  
PRONUNCIATION AND THE VOCABULARY ACQUISITION IN  
6<sup>th</sup> AND 7<sup>th</sup> GRADERS AT JOSE ANTONIO GALAN HIGH SCHOOL: AN  
ACTION RESEARCH**

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PAMPLONA**

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**Final Report of Practicum**

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**Acceptance note**

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**Practicum Committee Signature**

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**Clara Noelia Villamizar Cote**

**Mentor**

## **Table of contents**

<b>Introduction.....</b>	<b>9</b>
<b>Statement of the problem.....</b>	<b>10</b>
<b>Justification .....</b>	<b>11</b>
<b>Objectives .....</b>	<b>12</b>
<b>General Objective .....</b>	<b>12</b>
<b>Specific Objectives .....</b>	<b>12</b>
<b>Institutional Observation .....</b>	<b>12</b>
<b>Location.....</b>	<b>12</b>
<b>Campus description .....</b>	<b>13</b>
<b>Educative authorities .....</b>	<b>14</b>
<b>Fundamental Aspects of the “PEI” .....</b>	<b>14</b>
<b>Code of conduct.....</b>	<b>15</b>
<b>Relevant aspects of the Community Handbook .....</b>	<b>15</b>
<b>Mission.....</b>	<b>15</b>
<b>Vision.....</b>	<b>16</b>
<b>Institutional Organization.....</b>	<b>17</b>
<b>Pre-Service Teacher Schedule.....</b>	<b>23</b>
<b>Pedagogical aspects .....</b>	<b>24</b>
<b>Chapter I.....</b>	<b>25</b>
<b>Pedagogical Component .....</b>	<b>25</b>
<b>Introduction.....</b>	<b>25</b>
<b>Justification.....</b>	<b>26</b>
<b>Objectives.....</b>	<b>27</b>
<b>General Objective .....</b>	<b>27</b>
<b>Specifics objectives .....</b>	<b>27</b>
<b>Theoretical Frame work .....</b>	<b>27</b>
<b>Reading skill.....</b>	<b>27</b>
<b>Reading Compre hension.....</b>	<b>28</b>
<b>Stories .....</b>	<b>29</b>
<b>Pronunciation.....</b>	<b>29</b>
<b>Vocabulary acquisition .....</b>	<b>30</b>
<b>Methodology .....</b>	<b>30</b>

Criteria for selecting the stories .....	31
Criteria suggested by Clandfield (2000) .....	32
Principles for planning .....	33
<b>Results .....</b>	<b>43</b>
To develop different activities from reading literary stories to encourage students to create reading habits.....	43
To provide to the students opportunities to share their ideas with their classmates through the acquired vocabulary. ....	44
To reinforce speaking, listening, and writing throughout the implementation of reading literary stories in the classroom. ....	44
<b>Conclusions.....</b>	<b>61</b>
<b>Chapter II .....</b>	<b>62</b>
<b>Research Component.....</b>	<b>62</b>
<b>Introduction.....</b>	<b>62</b>
<b>Statement of the problem.....</b>	<b>63</b>
<b>Justification.....</b>	<b>64</b>
<b>Objectives.....</b>	<b>64</b>
<b>General Objective .....</b>	<b>64</b>
<b>Specific Objectives.....</b>	<b>64</b>
<b>Theoretical Frame work .....</b>	<b>65</b>
<b>1. Teaching profession .....</b>	<b>65</b>
<b>2. Reflection .....</b>	<b>66</b>
<b>3. Reflexive Practice .....</b>	<b>68</b>
<b>4. Pedagogical Practice .....</b>	<b>69</b>
<b>Literature Review .....</b>	<b>71</b>
<b>Methodology .....</b>	<b>75</b>
<b>Sheet self-observation.....</b>	<b>75</b>
<b>Narrative .....</b>	<b>75</b>
<b>Population .....</b>	<b>75</b>
<b>Schedule .....</b>	<b>76</b>
<b>Results .....</b>	<b>77</b>
<b>My first experience as a pre-service teacher at Jose Antonio Galan high school..</b>	<b>77</b>
<b>My development inside the classrooms as a pre-service teacher .....</b>	<b>78</b>

Another week of teaching-learning .....	79
My process as a pre-service teacher.....	80
Preparation for the quality testing and results of the flag-raising.....	81
The job that makes me proud.....	83
A reality that concerns all the teachers .....	84
Strategies for teaching-learning .....	86
School disinterest.....	87
My last experience in the institution.....	88
Positive aspects of the integral practicum .....	90
Negative aspects of the integral practicum .....	91
Pre-service teacher-supervisor relationship.....	92
Pre-service teacher-student relationship.....	93
Conclusions.....	94
Chapter III .....	95
Outreach Component .....	95
Introduction.....	95
Justification.....	96
Objectives.....	97
General Objective .....	97
Specifics Objectives .....	97
Methodology .....	98
Results .....	99
To teach English through the use of integrated skills activities .....	99
To create students' interest in English language with the use of visual materials and varied activities.....	99
Conclusions.....	101
Chapter IV.....	102
Administrative Component.....	102
Introduction.....	102
Justification.....	102
Objectives.....	103
General Objective .....	103
Specific Objectives.....	103

<b>Methodology .....</b>	<b>103</b>
<b>Results .....</b>	<b>104</b>
<b>Choice of the representative student.....</b>	<b>104</b>
<b>Celebration of women's day and men's day .....</b>	<b>105</b>
<b>“Al Tablero” .....</b>	<b>106</b>
<b>Language Day .....</b>	<b>107</b>
<b>Teachers’ Day .....</b>	<b>108</b>
<b>Parent meeting .....</b>	<b>108</b>
<b>Conclusions.....</b>	<b>110</b>
<b>References.....</b>	<b>111</b>
<b>Appendixes .....</b>	<b>116</b>



## **Introduction**

Teaching second languages in educational institutions especially English is essential, because it allows students to prepare and to face a globalized world, becoming English in the most important and necessary language today. For this reason, it is necessary to consider four essential skills for teaching and learning foreign languages: listening, speaking, reading and writing. It is very important to integrate them to have a more meaningful learning by students.

Nevertheless, institutions do not always use them together due to the fact that they are looking for more specific purposes and with time the students focus and gain major progress in some than in others skills classifying them among the most and least important. Between the ranked as less important, it is reading without realizing that, as say Addison (n.d) “It is the basis of foreign language knowledge, because it is possible to acquire vocabulary, also, it encourages the exchange of information and knowledge, and finally reading increases the ability to concentrate” (p.36).

Given the above and after making relevant observations at “Jose Antonio Galan High School” it was evident the low level of domain about the English language that students have due to their lack of fluency when speaking, to their bad pronunciation, and the lack of vocabulary to express their ideas and thoughts, since the vocabulary that they use is the same and they do not use a strategy to acquire more lexical. Based on this situation, it was necessary to think of a motivational strategy that would enable students to increase their vocabulary, to improve their pronunciation, and to create new habits of knowledge. Taking into account the arguments mentioned above, this project was focused on reading literary stories as a teaching tool to generate students’ interest in reading in an

easy way, appealing and affordable way depending on the tastes of each one, and, thus, wrapping them slowly in magic that reading possesses.

### **Statement of the problem**

Two weeks of observations were carried out in the corresponding groups in order to detect a problem which was deserved to be treated (Appendix 1). During this period, it was very common to see the teacher writing on the board the grammar explanation according to the lesson's topic, and doing comprehension exercises. All her activities were about writing, what was provoking in the students a lack of interest, a lack of concentration, and low level of the English language due to the fact that the students only were limited to copy and were not practicing other skills such as reading and speaking.

When I finally listened to them to speak, I noticed their bad pronunciation and their limited vocabulary that has been caused by the lack of reading material used in the classroom and the interest of the institution to use grammar (writing) as the main focus setting aside the students' interest to use other resources that allows them to learn more effectively and less in a traditional way.

For everything observed, it was thought that the best tool that could be used by the students was reading literary stories since is not used in the classroom and could generate in them many expectations and interest to learn.

## **Justification**

English has been the language that has had more impact worldwide because of its contributions and its countless opportunities; this idea is supported by Hammond (2014), who says that, “nowadays English language is catalogued as one of the main languages of communication”. However, in some educational institutions, English language has not been given the required value, or the teaching methods that have been used have not been the most pertinent for its acquisition, this is the case of “Jose Antonio Galan High School” although it is an institution committed with the education of students still continue to have difficulties in the transmission of knowledge and the use of resources to acquire it.

Although the difficulties with the domain and the transmission of the language have affected in a great way the learning of the students and their lack of interest, still it is possible to achieve that all the deficiencies found can be remedied if the learning process focuses not only on the skills that think are the most important. Otherwise, on those that can contribute not only to understand but also to learn to do it as a part of a lifestyle like reading skill, where the student can learn English by reading, discovering, knowing new words in a didactic way through stories.

This project is broken down into four chapters. The first one is the Pedagogical Component where it is explained the use of reading literary stories as a teaching tool to improve pronunciation and to allow the acquisition of vocabulary. The second chapter is the Research Component, which focuses on the impact of reading literary stories in students’ learning process. This component ultimately will allow seeing the results of the effectiveness of the use of reading literary stories as an essential tool in learning English in 6th and 7th grades through some weekly reflections that will be done and in those which

will be demonstrated if it is necessary to make changes in the use of this strategy. The third chapter is the Outreach Component, which checks the effectiveness of research for those involved. Finally, the Administrative Component representing the researcher's participation in the activities of the institution.

## **Objectives**

### **General Objective**

- To implement reading literary stories as a teaching tool to improve the pronunciation and the acquisition of vocabulary at “Jose Antonio Galan High School”.

### **Specific Objectives**

- To use different kinds of literary stories to motivate students to improve their pronunciation and to acquire vocabulary.
- To analyze the impact of reading literary stories in the oral production of the students at “Jose Antonio Galan High School”.
- To enhance the vocabulary acquired by students through the use of reading literary stories.

## **Institutional Observation**

### **Location**

Currently Pamplona is known as the center of a municipality of a department which capital is Cucuta, despite its industrial development and increased trade has not had a strong impact in relation to the cities that are around it, undoubtedly, it is a center of

intellectual formation very important thanks to the educational establishments that it possesses and to the wonderful prestige that they have given it. Pamplona is named the “Educational City”.

The community where the project was developed is undoubtedly one of the institutions most known thanks to the path that it has had since 1970 and to the participation of its legal representative the principal Bernardo Wilches Gelvez. The educational center Jose Antonio Galan is an engaged institution with the permanent construction of offers of curricular and historical conviviality that guarantees opportunities to compete with quality.

José Antonio Galán, is located at Carrera 6° N° 1b-61, Pamplona, Norte de Santander, Colombia (Appendix 2). This school is one of the headquarters of San Francisco de Asis that counts with other ones: Cuatro de Julio, Juan XXIII, Santa Marta, and Cristo Rey.

### **Campus description**

Jose Antonio Galan High School is composed by primary and secondary levels, each one with its own entrance. In the institution, there are green zones where students rest during the time break, there is also a field where students play sports. In the first floor of the school, we can find the principal’s office, the secretary’s office, the primary coordinator office, and “Vive digital” rooms which are available for anyone who wants to go there, not only Jose Antonio Galan and headquarters students but anyone living in Pamplona. In the second floor of the school, we can find the secondary coordinators office and teachers’ room are located in the same floor that seventh grade classrooms (Appendix 3).

## **Educative authorities**

1. The students enrolled in the institution.
2. The school principal: Bernardo Wilches Gelvez
3. Primary coordinator: María Carolina Peláez Suescún
4. Secondary coordinator: William Diaz Rueda
5. English teachers: Gloria Duarte and Rosana Villamizar
6. The general staff that offer its services to the institution.
7. The parents or people in charge of the students.

## **Fundamental Aspects of the “PEI”**

The Educational Project of the Institution (P. E. I.) was adopted by act of September 11, 2003 and updated by means of agreement 02 in 2006, 07 in 2007 and 004 in February 8, 2008, 002 in 2010, and 05 in July 8, 2010, agreement 03 on January 28 in 2011. Agreement 004 in 2012 and act on June 21, 2013, signed in the educative management quality and information system, (SIGCE acronym in Spanish). It is a dynamic, participative and permanent process, appropriated to the legal, pedagogical and technological changes and innovations, as a strategy that allowed the school to compete in quality, coverage, equity and efficacy, completing the aspirations, utopias and dreams of the institution.

This project is focused on the Educational Project of the Institution because it includes the standards of competences for learning a foreign language: language proficiency, pragmatic competence, and sociolinguistic competence.

## **Code of conduct**

According to Article 87 of Law 115 of 1994, the code of conduct is a document where there are established the rights and obligations for the educational community of the Educational Institution Technical Institute Archdiocesan San Francisco de Asis located in the city of Pamplona, Norte de Santander Department, as provided by law 01620 of March 15, 2013, its implementation is recognized by the Decree 1965 of 2013, the jurisprudence of the high courts of the state, including institutional processes, the orientations of the Departmental Secretary of Education, the Ministry of National Education and disposition of the educational community.

## **Relevant aspects of the Community Handbook**

The purpose of the Student Handbook is to create and to foster enabling environments for the full development of the personality of its students and community, harmonic conviviality, based on the principles of mutual respect, freedom, democracy, equality and equity. In addition, the school supports and guarantees the entire population of the sector without regarding race, culture, gender, ideology, creed, sexual orientation, socioeconomic status, or vulnerable situations or special educational needs the institutional commitment to continue prosecuting educational processes in the context of inclusion.

## **Mission**

To contribute to our students setting which guarantees them and the community learning and life experiences, it will help them to face up the economical and labor

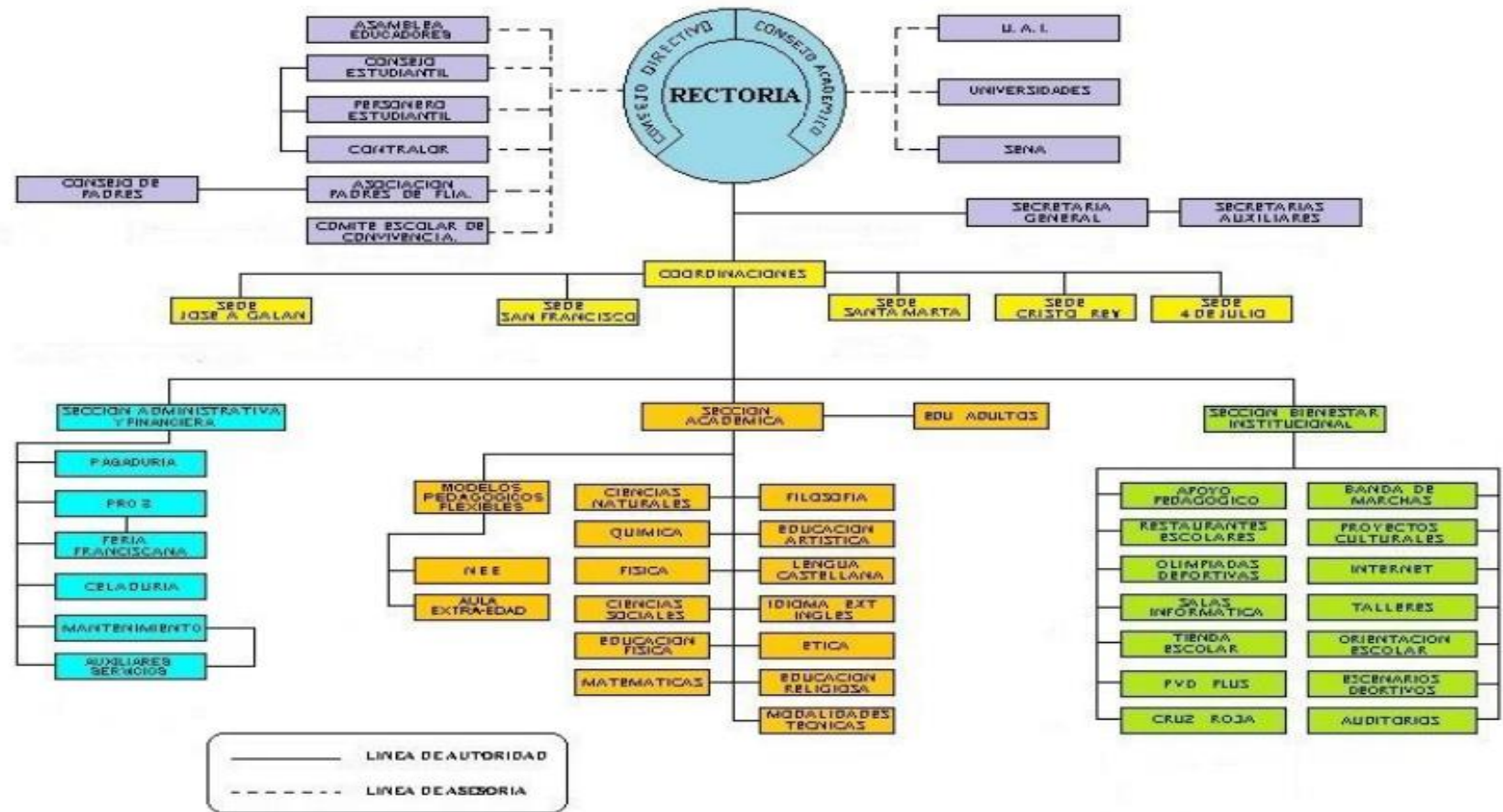
problems for their future plans. Based on that, the institution will promote projects aimed to reinforce human talent, community involvement, professional training.

### **Vision**

At the end of 2020, the institution will demonstrate competitiveness in the social, cultural, sports and academic aspects gaining a regional and national recognition.



# Institutional Organization



## School calendar

	<b>I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS Pamplona – Norte de Santander</b>
	<b>CRONOGRAMA DE ACTIVIDADES 2016</b>

### **FEBRERO**

<b>FECHA</b>	<b>ACTIVIDADES</b>
<b>1 AL 5</b>	<b>DESARROLLO ACADÉMICO</b>
<b>4</b>	<b>SESIÓN CONSEJO ACADÉMICO – ELECCIÓN DE REPRESENTANTES DE AREA Y/O GRADO REVISIÓN DE PLANES DE ÁREA – ADOPCIÓN DE ESTRATEGIAS DE EVALUACIÓN</b>
<b>8 AL 12</b>	<b>DESARROLLO ACADÉMICO ELECCIÓN DE ESTUDIANTES REPRESENTANTES DE GRUPO ELECCIÓN DE PADRES DE FAMILIA REPRESENTANTES DE GRUPO SOCIALIZACIÓN SIEE Y MANUAL DE CONVIVENCIA A PADRES DE FAMILIA ELECCIÓN REPRESENTANTE PADRES AL CONSEJO DIRECTIVO</b>
<b>12</b>	<b>ENTREGA DE PRUEBAS – SIMULACROS 11º GRADO A SECRETARÍA REMISIÓN DE PLANES OPERATIVOS DE COORDINADOR@S A RECTORÍA – VIA CORREO ELECTRÓNICO ELECCIÓN PERSONER@ ESTUDIANTIL, REPRESENTANTE ESTUDIANTES AL CONSEJO DIRECTIVO Y CONTRALOR ESTUDIANTIL</b>
<b>15 AL 19</b>	<b>DESARROLLO ACADÉMICO</b>
<b>19</b>	<b>SIMULACRO DIAGNÓSTICO 11º GRADO</b>
<b>22 AL 26</b>	<b>DESARROLLO ACADÉMICO</b>
<b>29</b>	<b>DESARROLLO ACADÉMICO</b>
<b>29</b>	<b>PLAZO MÁXIMO PARA ENTREGA DE DOCUMENTOS POR PARTE DE L@S ESTUDIANTES A SECRETARÍA – RESPONSABILIDAD TITULARES, COORDINADOR@S Y SECRETARIAS.</b>



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SAN FRANCISCO DE ASÍS  
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**CRONOGRAMA DE ACTIVIDADES 2016**

## **MARZO**

<b>FECHA</b>	<b>ACTIVIDADES</b>
<b>1 AL 4</b>	<b>DESARROLLO ACADEMICO</b>
<b>3</b>	<b>SESIÓN CONSEJO ACADÉMICO</b>
<b>7 AL 11</b>	<b>DESARROLLO ACADÉMICO</b>
<b>14 AL 18</b>	<b>DESARROLLO ACADEMICO</b>
<b>18</b>	<b>ENTREGA A SECRETARÍA INSTRUMENTOS SIMULACRO 11º GRADO</b>
<b>21 AL 25</b>	<b>RECESO ESCOLAR – DESARROLLO INSTITUCIONAL – FERIA FRANCISCANA</b>
<b>28 A 31</b>	<b>DESARROLLO ACADÉMICO</b>



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Pamplona – Norte de Santander**

**CRONOGRAMA DE ACTIVIDADES 2016**

## **ABRIL**

<b>FECHA</b>	<b>ACTIVIDADES</b>
<b>1</b>	<b>DESARROLLO ACADÉMICO</b>
<b>4 AL 8</b>	<b>DESARROLLO ACADÉMICO</b>
<b>8</b>	<b>SIMULACRO 11º GRADO</b>
<b>11 AL 15</b>	<b>DESARROLLO ACADÉMICO</b>
<b>13</b>	<b>DIA 'E' SESIÓN ORDINARIA CONSEJOS DIRECTIVO Y ACADÉMICO</b>
<b>18 AL 22</b>	<b>DESARROLLO ACADEMICO</b>
<b>22</b>	<b>ENTREGA DE INSTRUMENTOS DE PRUEBA DE CALIDAD 1º A 9º GRADOS – SECRETARÍA</b>
<b>25 AL 29</b>	<b>DESARROLLO ACADÉMICO</b>
<b>26</b>	<b>IZADA DE BANDERA – DÍA DEL IDIOMA. PARTICIPAN TODOS LOS GRADOS PRIORIZAR MANIFESTACIONES ARTÍSTICAS Y CULTURALES CON L@S ESTUDIANTES</b>
<b>29</b>	<b>PRUEBAS DE CALIDAD PREESCOLAR Y BÁSICA CICLOS DE PRIMARIA Y SECUNDARIA. TERMINACIÓN 1º PERIODO ACADÉMICO PREESCOLAR Y BÁSICA CICLOS DE PRIMARIA Y SECUNDARIA.</b>



**I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO  
SAN FRANCISCO DE ASÍS  
Pamplona – Norte de Santander**

**CRONOGRAMA DE ACTIVIDADES 2016**

## **MAYO**

<b>FECHA</b>	<b>ACTIVIDADES</b>
<b>2 AL 6</b>	<b>DESARROLLO ACADÉMICO – ACTIVIDADES DE RECUPERACIÓN PRUEBA DE CALIDAD 1º PERIODO PREESCOLAR Y BASICA PRIMARIA Y SECUNDARIA</b>
<b>2</b>	<b>INICIO 2º PERIODO ACADÉMICO PREESCOLAR Y BASICA CICLOS DE PRIMARIA Y SECUNDARIA</b>
<b>5</b>	<b>SESIÓN ORDINARIA CONSEJO ACADÉMICO – BINGO INSTITUCIONAL FINANCIACIÓN FIESTA DE LA FAMILIA</b>
<b>6</b>	<b>ENTREGA DE INSTRUMENTOS DE EVALUACIÓN DE CALIDAD 1º PERIODO 10 Y 11º A SECRETARÍA</b>
<b>10 AL 13</b>	<b>DESARROLLO ACADÉMICO</b>
<b>13</b>	<b>PRUEBA DE CALIDAD 10º Y 11º GRADOS 1º PERIODO ACADÉMICO ENTREGA DE REPORTES ACADÉMICOS A SECRETARÍA – PLAZO MÁXIMO PARA PREESCOLAR, PRIMARIA Y SECUNDARIA</b>
<b>16 AL 20</b>	<b>DESARROLLO ACADÉMICO – RECUPERACION PRUEBAS DE CALIDAD 1º PERIODO 10º Y 11º GRADOS</b>
<b>16</b>	<b>INICIO 2º PERIODO ACADÉMICO MEDIA TÉCNICA</b>
<b>19</b>	<b>ASAMBLEAS ACADÉMICAS SESIÓN ORDINARIA COMITÉ CONVIVENCIA</b>
<b>20</b>	<b>DÍA DEL EDUCADOR</b>
<b>23 AL 27</b>	<b>DESARROLLO ACADÉMICO</b>
<b>25</b>	<b>ENTREGA INFORMES ACADÉMICOS A SECRETARÍA 1º PERIODO MEDIA TÉCNICA</b>
<b>25 A 29</b>	<b>DESARROLLO ACADÉMICO</b>
<b>31</b>	<b>DESARROLLO ACADÉMICO</b>



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SAN FRANCISCO DE ASÍS  
Pamplona – Norte de Santander**

**CRONOGRAMA DE ACTIVIDADES 2016**

## **JUNIO**

<b>FECHA</b>	<b>ACTIVIDADES</b>
<b>1 AL 3</b>	<b>DESARROLLO ACADÉMICO</b>
<b>2</b>	<b>SESIÓN ORDINARIA CONSEJO ACADÉMICO</b>
<b>3</b>	<b>ENTREGA DE INSTRUMENTOS SIMULACROS 11º GRADOS A SECRETARÍA DÍA DE LA FAMILIA</b>
<b>7 AL 10</b>	<b>DESARROLLO ACADÉMICO</b>
<b>10</b>	<b>SIMULACRO GRADO 11º</b>
<b>15</b>	<b>SALIDA DE ESTUDIANTES A VAACACIONES 1º SEMESTRE</b>
<b>16 AL 17</b>	<b>DESARROLLO INSTITUCIONAL – RECESO ESCOLAR</b>
<b>20 AL 30</b>	<b>VACACIONES DIRECTIVOS, DOCENTES, ESTUDIANTES</b>

## Pre-Service Teacher Schedule

The schedule for the English groups that I will be in charge of during the first period is:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:55	6D	6B	7B		
7:55-8:50	6D	6B	7B		
8:50-9:45		6D			
9:45-10:15	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
10:15-11:10			6B	7A	
11:10-12:00			7A		
12:00-12:50	7B		7A		

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:5					Preschool B
7:55-8:50					Preschool A
8:50-9:45	Preschool B				
9:45-10:15	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
10:15-11:10	Preschool A				
11:10-12:00					
12:00-12:50					

## **Pedagogical aspects**

The process as a pre-service teacher is a commitment that I acquired in order to put into practice all the developed and acquired skills in my formation as a foreign languages student at the University of Pamplona. My role as a teacher allowed to orientate, to teach and to reinforce the knowledge that the students had in English language.

My role as a teacher in the institution required some important aspects to consider such as classroom observations and the planning of the topics to be developed. Regarding classroom observations, they were carried out during two weeks in 6th and 7th grades corresponding to the teacher Gloria Duarte. In each observation, the pre-service teacher took notes of the different aspects treated during the class, of the education methods and of the students' behavior. The second aspect was the planning of the lessons; it was realized and delivered every Friday in order to have a distribution of the activities to develop with the students, besides having a commitment of responsibility with every assigned course.



# **Chapter I**

## **Pedagogical Component**

### **Reading literary stories as a teaching tool to enhance the pronunciation and the vocabulary acquisition in 6<sup>th</sup> and 7<sup>th</sup> graders at Jose Antonio Galan High School: an action research**

#### **Introduction**

Pedagogical component is an essential part in any educational project. It is for this reason that Herrera (2012) relates it with “the construction of significant learning. Skills development in students and in the teaching process that taking into account the flexibility in time and space linking the different contributions of students, teachers, administrators, parents, community, technical institutions and productive sector” (p.01). It means that, this component focuses primarily on the established interaction between students and teachers creating opportunities for learning and teaching that allow students to develop skills and build knowledge from educational experiences.

The pedagogical component of this project was focused on the implementation of reading through different kinds of stories, especially, literary ones, according to the students’ tastes and preferences in order to bring about greater interest in learning. In addition, reading literary stories allowed students not only to develop reading skills, but also writing, listening and speaking, because beside to have improved their pronunciation and increase their vocabulary, also they could read and understand what is written, they could speak about what they understand, and they could write simple ideas of reading. The stories were carefully chosen in order to work a vocabulary level according to the grades to which they were and according to students’ preferences.

In order to better comprehend the main purpose of this study, this chapter will provide in the first part, the reason for which the strategy that was implemented had an important contribution in the teaching-learning process of the students, in the second part, it was presented the objectives that guided the project, in the third part it was included everything related to the theoretical framework, which was supported by some authors, among them are: Tebar (1995), who with their definitions makes an important contribution in reading comprehension, Iruela (2004), who focuses principally in the pronunciation and Wollacot (2003) in the acquisition of vocabulary, they were a great help, bearing in mind that what is wanted with this project was that the students with the use of reading literary stories could improve their pronunciation and their vocabulary acquisition. Finally, in the last part is showed the planning principles that were implemented with the students at “Jose Antonio Galan High School”.

### **Justification**

This proposal was developed taking into account the students’ needs because most of the time the students were afraid to read aloud for fear of not having a good pronunciation, not understanding what they read, or feeling bullied by their classmates. This project was conceived as a solution to their needs, because the implement of reading literary stories allowed students not only to improve their pronunciation but also to feel confident when they read, to obtain more vocabulary, to create reading habits, and to improve their oral communication through the exchange of ideas with their classmates thanks to the acquired vocabulary and with the activities that could enhance their speaking and listening.

## **Objectives**

### **General Objective**

- To describe how the implementation of reading literary stories improve pronunciation and vocabulary acquisition in students.

### **Specifics objectives**

- To develop different activities from reading literary stories to encourage students to create reading habits.
- To provide to the students opportunities to share their ideas with their classmates through the acquired vocabulary.
- To reinforce speaking, listening, and writing throughout the implementation of reading literary stories in the classroom.

## **Theoretical Framework**

In this section, the main concepts of the project were explained in order to know the ideas that influence the teaching process.

### **Reading skill**

Talking about Reading skill, the project took the idea supported by Cuq (2002) who stated that:

Reading requires of three important steps such as; thinking, drafting, and revising.

In thinking, the reader can make a summary of the important ideas of a specific topic, in drafting, the reader writes all those ideas that he consider important in the

previous step, and finally in revising, the reader focuses on the coherence and organization of the text (p.32).

Likewise, Solé (1998) argues that reading “is a process of interaction between the reader and the text, process by means of which the first one tries to satisfy the aims that guide his reading” (p.13). This means that the reader during the reading process must have clear objectives for that his text’s understanding has a particular purpose, that is to say, his goals leading to where he wants to go.

### **Reading Comprehension**

Reading comprehension was the main skill that was developed during this project. For this reason, as it is presented by Tebar (1995) reading comprehension could be defined as “a process through which the reader elaborates a meaning in their interaction with the text” (p.01), meaning this, that it is the faculty that the reader has to process the information, besides to extract, interpret and evaluate the meanings that compose its developing knowledge to enable it to interpret ideas in the text. In the same way, Davis (1968) argues that:

Is the memory of the meanings of the words, making inferences, to follow the structure of a paragraph, to recognize the attitude, the intention and the state of mind of the author and to find answers to questions (p. 39).

Reading comprehension requires the interpretation that the reader gives to the texts, finding the intention of the author, feeling every line that he reads as if he had written them, asking questions to himself and finding in the comprehension the answers to his questions.

## **Stories**

According to Molina and Sierra (2013) the story like educational resource “is a very useful tool to work diverse areas and contents” (p.07). The use of the story like an educational resource is a tool to allow the teacher to be a generator of knowledge, to work contents stipulated by the institution in a creative way, and to promote in the students the oral communication. In addition, the teacher is in the aptitude to select the stories of agreement to the interests of the students, is for this, that it must bear in mind the types of existing stories, between them are: wonderful stories, fantastic stories, stories of science fiction, police story, realistic stories, and terror’s stories. Also, the story is suitable for foreign language teaching tool because it adapts to the characteristics of young people and meets their needs in full (Isasti, 2012).

## **Pronunciation**

According to Iruela (2004) pronunciation is “the support of oral language” (p.03). It means that the pronunciation gives people intelligibility in oral production and likewise facilitates listening comprehension. Those who possess a high level of phonic competition usually have a high level of listening comprehension. In the same way, Cantero (2003) refers to the pronunciation as “the production and perception of the speech” (p.109). This author explains that speech is due to the accent and the intonation of the words that we speak, and that both serve to three important functions that not only should be born in mind but also to teach, the pre-linguistic function, it refers to sucking, swallowing, chewing and breathing; the linguistic function, are the attitudes that the speaker emits in oral and written communication; and the expressive function, is how the issuer sends the message, what he

feels when communicating something. Each of them fulfills its function in the pronunciation.

### **Vocabulary acquisition**

It is important to refer what concerns to vocabulary acquisition. Wollacot (2003) is one of the authors that support it, saying that “Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language. This includes both first and second language acquisition” (P.01). In addition, Wollacot (2003) says that:

Knowing words in a first or second language is vitally important. In a first language, it allows for greater social integration and self-expression. It also gives a favorable interpretation of a person’s status. In a second language, the speaker will be able to communicate basic ideas through vocabulary even if the person does not understand how to create a grammatically-correct sentence (p.01).

Likewise, to complement the above idea, Garcia (2013) emphasizes that “there are many means for acquiring vocabulary, but undoubtedly, through a good read, the reader can extract all the words that he does not know and that he would like to do part of his lexicon” (p.01). In other words, the more words the reader will acquire, greater it will be his understanding.

### **Methodology**

The possibility of working as a teacher at “Jose Antonio Galan High School” allowed me to use my skills in a real context. In this opportunity, I was in charge of two groups of 6<sup>th</sup> grade and two groups of 7<sup>th</sup> grade, each one of the grades counted with 35-40 students.

Through the use of classroom observations, I realized the importance of working with a learning tool to encourage students to improve their pronunciation, to acquire vocabulary and to create reading habits, it's for this reason that I decided to work with readings literary stories in order to catch their attention.

My main concern was to encourage students reading and with the implementation of reading literary stories, I was looking that students will improve and will love to learn English in an interesting way doing varied activities developing and integrating the four skills. To work the students' skills, the stories will be selected according to the topics that will be working in the period and following the criteria proposed by Gordillo (2011).

### **Criteria for selecting the stories**

The criteria to select the stories proposed by Gordillo (2011) were used. The author claims that is very important to consider the criteria because if the teacher presents to the student a text that is not able to understand the didactic effects will not be good. The proposed criteria are:

- The age of the children is very important because is not the same a child with 6 years that a child with 12 years, because the interests are different and the language proficiency level changes.
- Stories must be exciting because when the story is interesting for the student, more easily will be for him remember it.
- The teacher must bear in mind that the lexicon and the structures of the text must not be very high.

- The illustrations of the texts should be appropriate to the age of the students; in addition, they must be attractive.

After have chosen the texts, the plan was designed taking into account the objectives of the class, the students' grade , the materials, the development of the class, the different activities, and the evaluation .

### **Criteria suggested by Clandfield (2000)**

This project was focused on the criteria proposed by Clandfield (2000). The criteria for the reading comprehension process are four; warmer, understanding text, understanding the language, and follow up the activities.

- **Warmer:** Is very important to catch students' attention through a game related to story, a brainstorm, and comments about the story.
- **Understanding the text:** In this stage the teacher asked students to read the whole text In order that they have an idea of the story which they are going to work.
- **Understanding the language:** To understand the text, the teacher asks students to look for the unknown words, then, he will help to understand on a better way each of them.
- **Follow up activities:** After performing the above steps it is very important:
  - √ Ask students to write what they thought will happen next.
  - √ Ask student to describe an important moment in the story.
  - √ Ask the students to write a text using the vocabulary and the tense learned in class



## **Principles for planning**

I considered the aspects suggested by Schmidt (2006). Lesson planning for the author is very important when it puts the student as the receiver of knowledge and the teacher as the mediator to get it. The principles for planning by Schmidt (2006) are:

- 1. Preliminary Information of the course or program:** Somewhere at the beginning of the lesson plan is necessary to provide certain information of the following type (theme, date, unit title, class title, level, time of period of the class).
- 2. Objectives:**
  - What is the purpose and what are the objectives to achieve with class.
  - How the class and its activities are related to the objectives.
  - How is related past activities with present ones.
  - What is expected from students.
- 3. Content, subjects or concepts:** Planning includes a line or a paragraph to state the main contents of each class.
- 4. Activities; resources and means for the development of classes:** Once you have determined where to go and is planned as introducing it to students, you should determine how it will get there. You need to select the most appropriate techniques or methods to communicate the topic to students, and you need to select learning experiences through which students can apply the resources.
- 5. Evaluation and summary of the classes:** It is necessary that teachers, at the end of each class, perform two important activities:
  - To summarize the class and
  - To evaluate student progress toward the goals.

A plan of area was necessary, in order to develop the classes, it included: topics, goals that students must achieve, pedagogical strategies and resources, time, and strategies to evaluate. This plan was provided by the supervisor.

**Unit 1. Sixth Grade**

TOPICS	GOALS	STRATEGIES- RESOURCES	TIME	STRATEGIES TO EVALUATE
<ul style="list-style-type: none"> <li>• <b>Greetings: Formal and informal</b></li> <li>• <b>Presentations: Dialogues</b></li> <li>• <b>Orders or commands</b></li> <li>• <b>Article use:</b> √ <b>Definite: A-AN</b> √ <b>Indefinite: The</b></li> <li>• <b>The alphabet: vowels and consonants</b></li> <li>• <b>Classroom objects</b></li> <li>• <b>Expressions THAT IS- THIS IS- THESE ARE- THOSE ARE</b></li> <li>• <b>Personal pronouns</b></li> <li>• <b>Verb to be: Present forms</b></li> </ul>	<p>To use the English language to say hello, goodbye and make presentations.</p> <p>To use correctly the personal pronouns.</p> <p>To respect orders and follow instructions of the lounge of class.</p> <p>To pronounce and spell correctly the English alphabet.</p> <p>To identify the objects of the classroom.</p> <p>To conjure verb to be in its three forms.</p> <p>To differentiate the classes of article in English.</p> <p>To take part actively in the activities of the class.</p> <p>To be responsible with evaluations, works and tasks.</p>	<p>Dramatization</p> <p>Observation</p> <p>Deduction</p> <p>Oral and written</p> <p>Mechanization</p> <p>Guides</p> <p>TV</p> <p>Video-beam</p> <p>Notebook</p> <p>Texts</p> <p>Dictionary</p> <p>Recording</p> <p>Plays</p>	<p>3H</p> <p>3H</p> <p>3H</p> <p>3H</p> <p>3H</p> <p>9H</p> <p>6H</p>	<p>Attendance.</p> <p>Discipline.</p> <p>Pedagogic strategies of evaluation.</p> <p>Individual homework (at least 4 by term).</p> <p>Written evaluations (daily or arranged with students).</p> <p>Oral evaluations.</p> <p>Daily control of reading.</p> <p>Directed guides' work.</p> <p>Practices.</p> <p>Team work.</p> <p>Notebook checking.</p> <p>Interest.</p> <p>Regular test of quality.</p>

<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>√ Nationalities and professions</li> </ul>				
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### Unit 1. Seventh Grade

TOPICS	GOALS	STRATEGIES- RESOURCES	TIME	STRATEGIES TO EVALUATE
<ul style="list-style-type: none"> <li>• Articles</li> <li>• Demonstrative pronouns</li> <li>• Plural nouns</li> <li>• Personal pronouns</li> <li>• Verb to be: Present and pass</li> <li>• Infinitive verbs</li> <li>• Present progressive</li> <li>• Definition</li> <li>• Structures</li> <li>• Interrogative words</li> </ul>	<p>To take part in the revision activities.</p> <p>To use adequately the verb to be in all the forms.</p> <p>To construct and translate texts in the verbal times worked in class.</p> <p>To use adequately the verb to be or to be in all the forms.</p> <p>To construct and translate simple texts verbal times worked in class.</p> <p>To read and to understand sentences and simple texts related to the environment</p> <p>To express my opinions in oral and written form using the vocabulary seen.</p>	<p>Dramatization</p> <p>Observation</p> <p>Deduction</p> <p>Oral and written</p> <p>Mechanization</p> <p>Guides</p> <p>Tv</p> <p>Video-beam</p> <p>Notebook</p> <p>Texts</p> <p>Dictionary</p>	<p>3H</p> <p>3H</p> <p>3H</p> <p>3H</p> <p>3H</p> <p>3H</p> <p>9H</p>	<p>Attendance.</p> <p>Discipline.</p> <p>Pedagogic strategies of evaluation.</p> <p>Individual homework (at least 4 by term).</p> <p>Written evaluations (daily or arranged with students).</p> <p>Oral evaluations.</p> <p>Daily control of reading.</p> <p>Directed guides' work.</p> <p>Practices.</p> <p>Team work.</p> <p>Notebook checking.</p>

<ul style="list-style-type: none"> <li>• <b>Short answers</b></li> <li>• <b>Tag- questions</b></li> </ul>	<p>To take part in dramatizations and dialogues.</p> <p>To demonstrate interest in the suggested activities.</p> <p>To handle correctly the grammatical structures in the verbal times worked in class.</p> <p>To be responsible in the preparation of the evaluations, tasks and works.</p>	<p>Recording Plays</p>	<p>6H</p>	<p>Interest.</p> <p>Regular test of quality.</p>
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**Example:**

<p><b>GROUP:</b> Teenagers</p>	<p><b>CLASS:</b> N° 1</p>	<p><b>DATE:</b> March 14th</p>
<p><b>STUDENT TEACHER:</b> Vanessa Cañas Afanador</p>	<p><b>TOPIC:</b> Demonstrative Adjectives</p>	<p><b>GRADE:</b> Sixth</p>
<p><b>COMMUNICATIVE OBJECTIVE:</b></p> <p>At the end of the class the students will be able to say what are the demonstrative adjectives and what are their uses.</p>	<p><b>GRAMMAR OBJECTIVE:</b></p> <p>At the end of the class the students will be able to learn how to use the demonstratives adjectives in sentences.</p>	

STAGES:	DESCRIPTION OF THE ACTIVITY	MATERIAL:
<b>Warm up</b>	<p>Teacher will greet and will check the student's list.</p> <p>Teacher will write down the date on the table and will give students a phrase in English and Spanish: "Don't be afraid to fail. Be afraid not to try" - <i>No tengas miedo a fallar, ten miedo a no intentarlo</i>. Later on, they will think about the phrase and say something about it.</p>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> </ul>
<b>Explanation of the topic</b>	<p>To realize the explanation of "The demonstrative adjectives, the teacher will use the blackboard. First the teacher will draw a picture where she will write the demonstrative adjectives, when she has ended will begin to do the pronunciation of each one and the students will have to repeat.</p> <p>After students have known the topic, teacher will use a poster that will help to be easier the topic to understand. After using the poster as essential resource, the teacher will write sentences using elements of the classroom. Example: This pencil, Those books etc.</p>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> <li>• Poster</li> </ul>

<b>Production Activities</b>	<p>After the explanation, the teacher will give to the students a worksheet with simple sentences, students should read and look at the picture in order to choose the correct answer.</p> <p>To continue the activities, the teacher will ask students to write 5 simple sentences using personal pronouns and objects that are within the classroom, then they will have to read the sentences and will indicate the objects. Example: This book (they indicate the book)</p> <p>After finishing the previous activity, the teacher will write a sentences to complete, the students will have to write the corresponding demonstrative adjective. At the end of the activity, the teacher will do the correction using the blackboard. This activity will be done in order that the students can practice and see the differences between the demonstrative adjectives.</p> <p>To end with the activities the teacher will do a listening exercise. The teacher will write on the blackboard 5 sentences,</p>	<ul style="list-style-type: none"><li>• Worksheet</li><li>• Board</li><li>• Markers</li></ul>

	students have to copy in the notebook, when students have copied, the teacher will do the pronunciation of every response and the students will have to complete. This listening activity will help students to write without seeing only listening, besides realize the difference between demonstrative adjectives (this- THESE).	
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<b>GROUP:</b> Teenagers	<b>CLASS:</b> N° 1	<b>DATE:</b> March 14th
<b>STUDENT TEACHER:</b> Vanessa Cañas Afanador	<b>TOPIC:</b> Infinitive verbs	<b>GRADE:</b> Seventh
<b>COMMUNICATIVE OBJECTIVE:</b>  At the end of the class the students will be able to say some infinitives verbs and their functions.	<b>GRAMMAR OBJECTIVE:</b>  At the end of the class the students will be able to use the infinitive verbs of suitable form	

<b>STAGES:</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>MATERIAL:</b>
<b>Warm up</b>	<p>Teacher will greet and will check the student's list.</p> <p>Teacher will write down the date on the table and will give students a phrase in English and Spanish: "Don't be afraid to fail. Be afraid not to try" - <i>No tengas miedo a fallar, ten miedo a no intentarlo.</i> Later on, they will think about the phrase and say something about it.</p>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> <li>• Billboard</li> <li>• Paper with reading</li> </ul>



	<p>As a starter activity to catch students' attention, the teacher will take some verbs in infinitive stuck on a billboard but secret under a few papers. The teacher will ask some of the students to go in front of the class and to discover a verb and to say the meaning. This activity will be done in order that the students realize the topic that is going to explain.</p>	
<p><b>Explanation of the topic</b></p>	<p>The teacher will explain the topic of the infinitives verbs by asking students which verbs they know.</p> <p>After introducing the topic to the students, teacher will give students a definition of infinitives verbs and its purpose; and then, she will explain it in the board by doing a square with verbs in English and Spanish.</p> <p>Teacher will give them time to write down in their notebooks the information explained in the board.</p> <p>Finished the explanation of the topic, the teacher will write some simple sentences where the explained verbs are in use.</p> <p>Teacher will give them time to write down the sentences in Spanish and in English.</p>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> </ul>

<p><b>Production Activities</b></p>	<p><b>Before reading</b></p> <p>Teacher will give to the students a literary story named “The cowherd Hank”, students and teacher will read together the text and will find the unknown words. Then, students will read the text, while the teacher will correct them.</p> <p><b>Reading comprehension</b></p> <p>After reading again the literary story, teacher will ask students which infinitive verbs found in reading. Then, teacher will ask students some questions about reading.</p> <p><b>After reading</b></p> <p>Teacher will ask the students to stick the reading in the notebook and to extract the whole unknown vocabulary and to look for the words in the dictionary.</p> <p>After looking all the unknown vocabulary, the teacher will ask students to make sentences.</p>	<ul style="list-style-type: none"> <li>• Paper with the story</li> </ul>
<p><b>Evaluation</b></p>	<p>The teacher will ask students to read alone reading to watch the pronunciation.</p>	

## **Results**

### **To develop different activities from reading literary stories to encourage students to create reading habits**

The process of using reading literary stories as a way of learning English was very interesting because it allowed the development of students' abilities, to show interest in learning and especially for reading.

In a beginning the word “reading” for them was turning out to be boring and slightly interesting, because it meant having to listen to the teacher reading a text for several minutes in English without understanding what was read but, the strategy of using reading literary stories related to the seen topics and of developing different activities with each one generated in them motivation and love for the reading, to such a point of wanting that always the readings will be implemented in all the classes.

In the readings used were developed different ways for the understanding such as the pronunciation, the repetition, the search of unknown words, the selection of sentences related to the topic, the questions about reading, and the translation. Each one of them was developed step by step and corrected immediately to avoid confusion among students.

Reading literary stories contributed positively in students because it made them more autonomous people, it allowed to improve the pronunciation and the vocabulary acquisition.

**To provide to the students opportunities to share their ideas with their classmates through the acquired vocabulary**

The search for unknown vocabulary of the reading literary stories allowed students besides to learn new words, to share the learning of these words with their classmates when they answered questions about the text, when they needed to say simple sentences and when together wanted to translate the reading.

Moreover, reading literary stories allowed students to discuss and express their opinions about the information given in the text and about the correct pronunciation. Each of them could relate the reading to the seen topic and express their opinions as for the explained and included grammar.

**To reinforce speaking, listening, and writing throughout the implementation of reading literary stories in the classroom**

The use of reading literary stories in the classroom was a good resource to work the four skills: listening, speaking, reading, and writing. The development of these four skills improved the teaching-learning process in students.

To implement the reading not only stimulated the students to read and improved their pronunciation, but also it allowed them to lose little by little the fear of taking part in class and speaking activities, since when the process began the students were afraid of being wrong and the answer always was a silence. The writing also was used so much, the students learned that through the writing they have been able to remember more the things and it was reflected in the ratings and the tasks.

The following table are included the exercises developed with the students with the four skills.

**Sixth grade. Reading planning (Appendix 4)**

Name of the activity	Steps	Description	Skill
<p>“YOYO” Professions and nationalities</p>	Opinion about the profession	Students watched the text image and spoke about what would be the profession of the main character of the reading.	Speaking
	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they	Reading writing, and speaking

		wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.	
	Reading comprehension	The students answered different questions related to the reading given by the teacher. After, students had to write and answer them in the notebook, then the teacher made an orally socialization.	Reading, writing, listening, and speaking
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook.	Reading and writing

<b>Name of the activity</b>	<b>Steps</b>	<b>Description</b>	<b>Skill</b>
“The Mysterious Volkswagen” Possessive Adjectives	Opinion about the title	Students read the title and spoke about what the story would be.	Speaking
	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were	Reading and listening

		limited only to read and to listen.	
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.  With the vocabulary, students had to make sentences.	Reading writing, and speaking
	Reading comprehension	The students looked in the reading which possessive adjectives had, and each one of them said what the meaning of each possessive adjectives was.  After finding possessive adjectives, the teacher asked the	Reading, writing, listening, and speaking

		students to make five questions of reading for the other classmates, each student participated and answered orally.	
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.	Reading and writing

<b>Name of the activity</b>	<b>Steps</b>	<b>Description</b>	<b>Skill</b>
“Stevie wants a friend” Personal pronouns Possessive Adjectives Verbs in past	Text	Teacher stuck a poster on the board with a reading in order that all the students could see and copy it in the notebook.	Reading and writing
	Identify the topic	Teacher asked students what topics seen previously were in the text.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Recording	The teacher put in the computer an audio of the reading (twice) in order that the students become familiar and could hear the	Listening



		pronunciation of a native speaker.	
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.	Reading writing, and speaking
	Reading comprehension	The students answered different questions related to the reading given by the teacher. After, students had to write and answer them in the notebook, then the teacher made orally socialization.  After finished, the teacher asked the students to change the end to the story in English and to do a draw about the story.	Reading, writing, and speaking
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher	Reading and writing

		checked the translation.	
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Name of the activity	Steps	Description	Skill
<p>“Who are they? Where are they? What are they doing?” present continuous</p>	Opinion about the image	Students watched the image and spoke what the reading would be about.	Speaking
	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared	Reading writing, and speaking

		the meaning with the classmates.	
	Reading comprehension	<p>The students had to underline all the sentences where the topic was seen in the class “The present continuous” and to write them in the notebook. With these sentences, students have to rewrite sentences as negative and interrogative in order to practice the structure of the topic.</p> <p>Teacher wrote some questions on the board and the students had to answer them related to the story, and then, the teacher made an orally socialization.</p> <p>Finally, students read the text again and wrote it in the notebook using contractions.</p>	Reading, writing, and speaking
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.	Reading and writing

Name of the activity	Steps	Description	Skill
<p data-bbox="277 249 495 352">“The lion and the Elephant” Animals</p>	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	<p data-bbox="857 1136 1154 1570">Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.</p> <p data-bbox="857 1612 1154 1717">Students had to make sentences with the reading.</p>	Reading writing, and speaking
	Reading comprehension	The students answered different questions related to the reading given by the teacher.	Reading, writing, and speaking

		<p>After, students had to write and answer them in the notebook.</p> <p>Students had to change their notebook with other classmates in order to check the answers. The teacher wrote the answers on the board.</p>	
	Translation	<p>The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.</p>	Reading and writing

**Seventh grade. Reading planning (Appendix 5)**

<b>Name of the activity</b>	<b>Steps</b>	<b>Description</b>	<b>Skill</b>
<p>“Who are they? Where are they? What are they doing?” present continuous</p>	Opinion about the image	Students watched the text image and spoke what the reading would be about.	Speaking
	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening

	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.	Reading writing, and speaking
	Identify the grammar	The students had to underline all the sentences where the topic was seen in the class “The present continuous” and to write them in the notebook.	Reading and writing
	Contractions	Students read text again and wrote it in the notebook using contractions.	Reading and writing
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook.	Reading and writing

Name of the activity	Steps	Description	Skill
<p data-bbox="256 247 516 321">"Mary Shakespeare" Verbs in past</p>	Text	Teacher stuck a poster on the board with a reading in order that all the students could see and copy it in the notebook.	Reading and writing
	Identify the topic	Teacher asked students what was the topic of the story.	Reading, speaking, and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Recording	The teacher put in the computer an audio of the reading (twice) in order that the students become familiar and could hear the pronunciation of a native speaker.	Listening
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared	Reading writing, and speaking

		the meaning with the classmates.	
	Reading comprehension	The students answered different questions related to the reading given by the teacher. After, students had to write and answer them in the notebook, then the teacher made an orally socialization.  After finished, the teacher asked the students to change the end to the story in English and to do a draw about the story.	Reading, writing, and speaking
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.	Reading and writing

<b>Name of the activity</b>	<b>Steps</b>	<b>Description</b>	<b>Skill</b>
“What was doing? What was happening?” Past Continuous	Identify the topic	Students watched the reading and predicted what would be the topic with which would be related the reading.	Reading, speaking, and writing
	Activity	The teacher gave each student a paper with a story. The story was not complete, had some blanks that students had to	Reading and writing



		<p>complete according to the subject they were seeing and with some verbs that were in parentheses.</p> <p>After finished the previous exercise, the teacher stuck on the board a poster with the same exercise that the students had. While she was reading the exercise the students were answering and she was copying the answers on the poster.</p>	
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared	Reading writing, and speaking

		the meaning with the classmates.	
	Reading comprehension	<p>The students answered different questions related to the reading given by the teacher. After, students had to write and answer them in the notebook.</p> <p>After, the students had to underline all the sentences where the topic was seen in the class “Past continuous” and to write them in the notebook. With these sentences, students have to rewrite sentences as negative, interrogative, short answers, and tag questions in order to practice the structure of the topic and to practice the last topic “Tag questions”.</p>	Reading, writing, and speaking
	Translation	<p>The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.</p>	Reading and writing

Name of the activity	Steps	Description	Skill
<p>“Daily Routines” Present Simple</p>	Activity	Teacher asked students working in pairs, then she gave each one of them a paper with a story. The story was not complete, had some blanks that students had to complete according to the subject they were seeing and with some verbs that were in parentheses. Then, she did the correction.	Reading and writing
	First Reading	The first reading was done by the teacher. Students were limited only to read and to listen.	Reading and listening
	Second Reading	Teacher reread the text and the students had to repeat.	Reading, listening, and speaking
	Reading by students	In this opportunity the students had to read each one the text in order to look and to practice the pronunciation.	Reading and speaking
	Vocabulary	Students had to read again the text and highlight the unknown words. Once identified, they wrote the words on the notebook and searched one by one in the dictionary. When they finished, they shared the meaning with the classmates.	Reading writing, and speaking

	Reading comprehension	The students answered different questions related to the reading that were in the paper, and then they did some questions for the answers about the reading. The students had to write in the notebook.	Reading, writing, and speaking
	Translation	The students had to translate the text taking into account the words looked in the dictionary. Each one did it in the notebook. After, the teacher checked the translation.	Reading and writing

## Conclusions

Reading literary stories strategy had a significant impact on learning and student motivation enabling the development, understanding, and participation in the topics stipulated during the academic period. In order that everything was possible, the selection of the readings was realized carefully in order that they were attractive and interesting for them, besides, they were not very extensive thinking principally about their language level, in order to achieve the proposed aim.

The process followed with students through the implementation of reading literary stories favored them indisputably because it helps them to improve their pronunciation, to have a wide lexicon, considering that at first time their language level was enough low, besides, it provides them more security and confidence through the strengthening of their four skills.

Furthermore, there was given students the opportunity to be more critical and analytical to expose their ideas, answer questions, to have the confidence to take part on interpretations of the text using slowly little by little English. The interest of the students came to the point of requesting that this learning strategy will apply every day.

Finally, thanks to the process that was carried out through the readings planning, it was possible that the four skills were worked guaranteeing not only their good performance in one but in all. The domain of the skills requires of a constant process, is gratifying that in a short term the students have had improvements, it was not hoping that they were perfect in the language, but if capable of using the language to communicate.

## **Chapter II**

### **Research Component**

#### **Reading literary stories as a teaching tool to enhance the pronunciation and the vocabulary acquisition in 6<sup>th</sup> and 7<sup>th</sup> graders at Jose Antonio Galan High School: an action research**

#### **Introduction**

Teaching practice is an opportunity for academic training focused on teaching-learning in a real context. Campo and Restrepo (2002) mean by practice “everyday modes of action either intellectual or material-practices in plural responding to a tactical logic by which the human being sets his existence as an individual and as a community building culture” (p.08). The practice is considered the tool that has the human being to build, train, and modify things according to the perception that he has on what should be, taking into account their reality in the classroom.

Teaching practice is more than a professional role that intervenes in the training process of the new and future generations, is the opportunity that the pre-service teacher has to be reflective in his own process allowing to be critical, analytical, and conscious of his continuous development and advances for his self-recognition and solving their own problems. Reflect on teaching practice allows to think about all the educational actions that they are present in the environments of learning. The pre-service teacher as a key element must think not only in the students but also in the teaching process and knowledge, so that in this way can be transformed into a meaningful learning.

## **Statement of the problem**

In the school there are assumed fundamental aspects of the constitution of the subjects, of the institutional life without question, are seen as stamps, stable and invariable features that form a part of the identity and of the school culture. When events unfold without major alteration, the teacher takes risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. A practice lacking in reflection does not conducive to the emergence of problematic situations; these realities are ignored, and invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed to teachers in a traditional making, of cultural reproduction turning into a barrier for the emergence of emergent practices tending to generate transformations of thought and of knowledge, to attend to the social needs.

In reason to this situation, which affects teachers in a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, in the future teacher, critical thinking and reflection that contribute to improving their teaching practices, so that they in turn are essential elements that impact and transform their work and their future professional performance. Furthermore, the questions that followed this study were: How does the implementation of the reflection contribute in the transformation of the pedagogic processes of the development of the integral practice? How does the exercise of the reflection have an influence in the development of the critical spirit of the pre-service teacher in the analysis of their pedagogic occupation?

## **Justification**

The formulation of this project was an initiative to improve educational processes in institutions taking as a reference the important role of reflection in the teaching process as it is the first step in understanding the difficulties of profession, the own actions and the interest about the knowledge of the models and approaches to address a problematic situation and establish an analytical look on the fact.

In accordance with the exposed by the educational philosopher Dewey, a pioneer in the field of reflective thinking applied to teaching, justified the need for this project so that student had tools of analysis and self-observation that allowed him to distinguish between routine action and reflective action. I believe that a thoughtful approach protects to the agents of the traditional context of inertia, and authority that permeate the school (Dewey, 1993).

## **Objectives**

### **General Objective**

- To implement the reflection as a transformative tool of the pedagogical processes.

### **Specific Objectives**

- To consolidate in the pre-service teacher a critical spirit who reflect and present proposals and alternative solutions to the problems present.
- To socialize criteria, to share ideas and directives to take up office and to be inserted in an effective way in the institution.



- To analyze pre-service teacher beliefs about the educational work and about the students.

## **Theoretical Framework**

The theory on the educational profession, the reflection, the reflexive practice and the pedagogic practice constituted the conceptual framework of this study. To possess with a major degree of clarity about the included concepts in close connection with this research project, is presented an approximation to each of them.

### **1. Teaching profession**

One of the fundamental members of any educational institution is the teacher, who has the function to give knowledge placed in a certain science or art, but the one who also has inside his responsibilities to the integral formation of the students.

The teaching profession requires a set of skills, which they constitute at present, a conceptualization and a way of operating in the planning and management of human resources orientated to facilitating a joint between management, work and education (Vélaz & Vaillant, 2009). Which are currently a conceptualization and mode of operation in planning and human resources management aimed at facilitating a link between management, labor and education. Thus is as well as is found that every educational one must expire with some skills in the discipline that there allow him to have domain of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in the one that develops his activity. Similarly, every teacher must have some skills in the organization of content, that is to say, the teaching practice requires not only order the components to be learned by students, but also to provide the education

conditions in the educational context or outside it. The most immediate function that the teachers must develop is to design or provide the practice of the teaching.

## **2. Reflection**

Talking about reflection, it involves addressing different conceptions of this notion. For this reason, to deep its definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al., 2010)

- **Reflection as a process**

Reflection is performed from a series of steps in a cyclical way giving like proved a process. According to Schön (1983) mentioned by Strap Molina et al. (2010) reflect about the experience implies “a type of reflexive dialogue with the situation, where the language would favor the access to the experiences of the individual, which would allow to extract a new structure of the situation.”<sup>1</sup>

The stages of reflection as a process are evidenced in the following scheme:

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<sup>1</sup> Traducción libre a partir del documento: *Concept de réflexion: un regard critique*. Correa Molina et al. (2010)



- **Reflection as a thematic**

The conception of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al. (1999) cited by Correa Molina et al. (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience (p.139). As for the first two perspectives, the external aspects, the source of knowledge that allows for reflection, and contextual aspects allowing the exercise of reflection on the third perspective. In turn, the idea above mentioned perspectives possess mediators in order that the above mentioned process should execute; in the first instance one finds the action, the context, the colleagues and to the same person who thinks.

### **3. Reflexive Practice**

Update and qualify the academic proposals and guide the students to new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; that is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT: 1986). In this context the issue of practice, class space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and in finding ways to address these phenomena, to make effective schoolwork.

This study provides to reflect on their methodology in the light of reflection as the only rational and ethical way of intervention processes (Sexton 1999).

According to Van Manen (1997) there are different levels of reflexivity, in the first level in the classroom one gives the effective application of skills and technical knowledge; the reflection applies to itself to the selection and use adapted of the didactic strategies that the teacher goes to use.

In the second level, the reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed the consequences of the strategies adopted, curricula, practices, then opt for the application of educational criteria to the practice of

teaching to make instructional decisions adapted to the institutional reality and contexts are then analyzed.

On a third level, Van Manen establishes an exercise of critical reflection; at this level the more elaborate formula that reflection occurs, a question of directly or indirectly to the classroom ethical, normative and moral criteria related.

#### **4. Pedagogical Practice**

For the analysis and the reflection on the practice is considered to be suitable to resort methodologically to a conceptual operation of classification of the practice; for such an end there is assumed Zeichner's offer who has established several Modalities of practice like that:

- **Academic Practice**

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

- **Practice of social efficiency**

It is a question of obtaining an effective education by means of the application of didactic technologies that are deduced of general principles to which the pedagogic research has come. In this case, the reflection consists of a strategic decision: “to select between the ranges of available technologies which is considered to be more effective”

This is the way of proceeding of technical rationality.

## **Developmental**

The teaching is based on the interests and development of students, and at the same time, it considers teacher development as a teacher and as a person.

## **Social reconstruction**

The object of the reflection is the social, economic and political context, so that the really democratic relations are promoted in the classroom, and equal and fair in the social sphere.

## **Generic**

Programs refer to generically reflection, but without specifying the pretensions of programs and the contents that should reflect or strategies to encourage reflexive learning.

## **Activators of reflection**

According to Schulman (1987) these activators are the cognitive basis of the teacher about classroom life; they are indispensable since they constitute the element of the reflexive thought that reaches in the process of the own knowledge that a good teacher needs to take decisions in the classroom (p.39).

## **Critical element of the reflexive thought**

According to Sparks-Langer and Colton (1991:39), this element of the reflexive thought is related to “the moral and ethical aspects of the pity and the social justice”. The interest relating to social justice and ethics in education.

These authors establish the rating categories of knowledge.

1. Knowledge of the content

2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Educational knowledge and professional own configuration
5. Student's knowledge and their characteristics
6. Knowledge of educational contexts
7. Fundamental knowledge: philosophical, historical, axiological

According to Spark-Langer and Colton (1991:39), the narrative element, it is different of the elements of the reflexive thought that is included in the present study as instrument (p.05). This relates to the stories of teachers, to stimulate the statements of their experiences in the classroom that they present under many forms and fulfill diverse functions in the subjectivity, and in the constitution of the subjectivity. In this component there place the educational diaries in which the writing unleashes the production of the reflexive thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

### **Literature Review**

This project was centered principally on the reflection of the integral practice based on reading stories as essential tool in the learning English process. The following studies were selected because they represent an important support in the accomplishment of the proposal.

Firstly, Urbancová (2006) research entitled “Using Stories in Teaching English” showed a project focused on a group of high school students. According to the researcher, the reasons why is important to use stories in learning any foreign language are; first, because students like to hear stories again and again and it allows some elements of

language which can be acquired or strengthened. Second, because the stories are very motivating and students can develop very positive attitudes regarding to the foreign language, to the culture and to the learning. Third, through the stories, students can share experiences that allow to increase their confidence, promoting social and emotional development. Fourth, students can develop different kinds of learning including emotional because it allows them to play with ideas and feelings and think about the issues that are important and relevant to them. Fifth, it provides an alternative of learning different from the book text that is used by the educational institutions. Finally, the stories allow the learning of the words, finding the meaning of each one of them and the role that fulfil. As a conclusion, the researcher recommends to use the stories because they are an ideal tool in the learning since they guide us in every stage of our lives, from the childhood up to the adulthood. In addition, the education of the foreign language in the base of the story is precisely the activity that turns out to be nearest to the students because is familiar and entertaining.

Secondly, Cromley (2005) reseach called “Reading comprehension component processes in early adolescence”. This research had a participation of 63 ninth-grade students (28 males and 35 females) from 4 classes in a large high school. For the study were used measures of reading comprehension (tests of word reading, background knowledge, vocabulary, reading strategies, and inferencing) and components (recall, the think-aloud codes, and the verbal recall score). In addition, the author took into account three models for the project: Inferential Mediation Model (IM), Construction-Integration Model (CI), and Verbal Efficiency Model (VE). At the end of the study, it was found that of the three models, the IM model had the best fit; its fit was somewhat better than that of



the CI model, and much better than that of the VE model, because through IM model was found that the vocabulary had an indirect effect on understanding, because knowing the meaning of a word allows readers to draw necessary conclusions to understand the text. Though the fort of the students was not the reading comprehension, the result surprised them because they improved significantly. At the end of the investigation, the author recommends the use of short texts in order that the students can create reading habits and for that their reading comprehension always is in constant progress.

Thirdly, Villegas (2010) research "Analysis of the acquisition process of new vocabulary through the treatment of reading practice". This research attempted to identify the process by which student spends in vocabulary acquisition after treatment reading. This study was conducted with university students of intermediate level B2 of the university Ixtlahuaca, Mexico. To carry out the research, three instruments were used: a text PET like pre and post-test, ten short stories, and a questionnaire, which were done to the students five questions, they should describe the knowledge of the words in order to recognize its written form, its meaning and its use in context. The results revealed that knowledge of the words must be related to the use that is given, familiarity, the environment, and usefulness for the student, because often students read and take the unfamiliar vocabulary but with time they forget it, because they do not engage in activities where they can use it. It is important to read, but also use different strategies where words are evidenced, in order that learned knowledge is not lost. As a conclusion, on the one hand, the author emphasizes that reading is a resource that has an infinite number of possibilities, plus it is a very useful tool in the formation of any person and that for this reason the texts have always been seen as a very good source of practice for students within the classroom. On the other hand, the

author states that the student can not only be responsible for their learning, should always be with the accompaniment of the teacher who must propose activities and exercises for vocabulary acquisition.

Finally, Porras (2010) research entitled “Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language”. This study was conducted in a public school in Bucaramanga, Colombia, with students from first, second and third grade. The objectives that were taken into account to develop research were based on the interests and tastes of students and make of foreign language learning a fun strategy with the use of stories. The results showed that the learning process through the stories was very nice and interesting for students, because teachers took into account their tastes in selecting the material, besides, they combined the activities with the games and it allowed the full development of the skills of each student. During the implementation of the research they took into account three stages for reading stories: a pre-reading stage, a while-reading stage and a post-reading stage. These steps were essential to the process because they were followed fully and because they prepared the children for the reading comprehension. Based on the diagnosis, analysis and application of the research process developed, it was observed that teachers should carefully select the methodology that will be implemented in the classroom so that learning will be interesting as well as being significant. Also, it was found that readings stories contribute successfully in the acquisition of a foreign language, because the learning is developed without stress.

## **Methodology**

This section described the research design selected to conduct the project, the population and the instruments used for the data collection. But, before starting with the description it is important to emphasize that this project followed the qualitative research approach, from the perspective of reflection as professionalizing space that contributed greatly to the description, identification and analysis of pedagogical practice itself.

To collect data in this project, the application of the following instruments were proposed:

### **Sheet self-observation**

The sheet self-observation had as principal aim guide the pre-service teacher towards an own look of his exercise as teacher and of his role in the classroom and in the environment of the educational community of which he takes part (Appendix 6).

### **Narrative**

The reflection exercise allowed the student to express on his work from the narrative of his experience as a way to make sense of the everyday life of the teacher.

### **Population**

This project was carried out at “Jose Antonio Galan High School” in Pamplona. The population was 64 students from 6th (D) and 7th (A) grades. Their ages range from 11 to 15 years, their schedules are organized with three hours of English per week.

**Schedule**

		<b>FEBRERO</b>				<b>MARZO</b>				<b>ABRIL</b>			
	<b>ETAPAS Y ACTIVIDADES</b>	<b>MES 1 SEMANA</b>				<b>MES 2 SEMANA</b>				<b>MES 3 SEMANA</b>			
		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>1</b>	Formulación Proyecto												
<b>2</b>	Socialización												
<b>3</b>	implementación												
	Aplicación de instrumentos												
		<b>MAYO</b>				<b>JUNIO</b>				<b>JULIO</b>			
	<b>ACTIVIDAD</b>	<b>MES 4 SEMANA</b>				<b>MES 5 SEMANA</b>				<b>MES 6 SEMANA</b>			
		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>1</b>	implementación												
<b>2</b>	Aplicación de instrumentos												
<b>3</b>	Análisis de datos												
<b>4</b>	Socialización de resultados												

## **Results**

### **My first experience as a pre-service teacher at Jose Antonio Galan High School**

The first week from 14 to 18 March as a pre-service teacher at José Antonio Galan school in pre-school, sixth, and seventh grades, I had many expectations of how would be my process as a teacher and if students would like the role from that moment I was going to play, considering that I would be in charge of little students and others with limited knowledge of English. The first day, undoubtedly, I felt many nerves because it was my first experience as pre-service teacher in front of a numerous group of students, but I knew that I could not demonstrate it, because I had to see myself as a competent and capable person of directing all the English classes.

The development of the classes was very good, the students behaved to the height, there was much participation and disposition, and it could be achieved thanks to the planning made of the classes, to the variety of activities and to the confidence that I have offered to the students of being able to take part and share their knowledge without dread of being wrong or of not knowing about the topic. As the classes were passing, I could improving and putting into practice all the advices that were given us in the university, besides the advices of the supervisor in charge of the courses, Ms. Duarte, who with her good disposition and amiability was guiding me in order to be better my work.

At the moment, I can say that I feel very satisfied and proud to be able to demonstrate and share everything learned along my process as student of foreign languages at the University of Pamplona. I know that every day I have to work and to put my best effort to achieve that my step along the institution cab be a great help for the students, that

it is not seen only as a requirement that I must fulfill, but as a requirement that must fulfill, but as a token of gratitude for having me opened the doors. I hope to continue in the same way and not find obstacles in the whole process.

### **My development inside the classrooms as a pre-service teacher**

The second week as a pre-service teacher at Jose Antonio Galan High School was good, because I could generate in students confidence and respect. It is very rewarding for me to verify every day that the knowledge that I transmit to the students has been well received and they have seen me as their English teacher and not as a practitioner that must meet some hours.

Today, I can say I do not feel fear of being in front of them because I feel safe, not only because they see me as their teacher but also because I prepared well my classes and I always go with the confidence to do the things well. At the moment, I have had any problem neither with the students, nor with my supervisor, although I must say that sometimes I felt a little uncomfortable because in some moments of my class, my supervisor, Ms. Duarte has done contributions that somehow they have interrupted with my process. I am conscious that she has not done it with bad intention, only, she did it to try to facilitate a bit more the things to the students and I think is not very good idea, because they must learn to be self-employed persons in their acquisition, be responsible and attentive to what is being taught.

With all this process, I have realized that every person has a methodology to teach and to must be accepted, but I would like that the teachers demanded a little more to the students, to demonstrate that to achieve what is wanted must strain more and not give

everything as they want, we should not underestimate their capacities. I believe that at the moment, the interventions of the teacher has been my only negative aspect since for students is awkward and confusing to have two people in the class to giving instructions, when I consider that my instructions have been very clear and well given, and if my supervisor has not told me anything is because she thinks I've done things right, only that it should not be easy to be in my class just watching and not directing.

### **Another week of teaching-learning**

In the week from 4 to 8 April 2016, I can say that everything has gone very well, I feel that every day I have learned things that have allowed me to be a good teacher, to have contact with students and to see their learning processes have enriched me a lot, because I know that everyone has a different style and a specific way to assimilate the knowledge I have given them to the moment.

In occasions it has been a bit difficult for me to get used to finding in each course one or two students who lamentably always want to catch the attention and to try to damage the calm environment with always I want to teach, but fortunately I was able to take control not only of class, but also that of students, treating always that they take part and that see me not alone as their teacher, but as a person who understand the reason for what they are like that, and that they do not need to be like that in my class. The participation that I have given them has served so much, because those who try to impose their rules are the students who have fared better in my class are those who have obtained good results and it surprised me. Sometimes we think that to ignore these students is the best way to do the things and is not like that, they are those who need more our attention.

This opportunity to be teacher in an institution like José Antonio Galan High School has allowed me to experience situations to which was not accustomed to have and that I thought that was not going to be capable of confronting, but after to have four weeks in the institution, I feel part of the school, and I am sure that the fears that I felt initially today I do not felt anything.

I feel like things so far are on track and I could verified it when I meet with students from other courses who I am not their English teacher and they approach me with curiosity to wonder me if I am the English teacher and if I would be willing to teach them because they have heard about my work and my methodology, but when I answer that in this time is not possible, their expression shows me their dissatisfaction because they really would like someone to teach them English in the way that they are waiting. In spite of not being able to teach them, it makes me happy to know that the effort that I do every day in order that my student learn has been worthwhile, but I know that I need to work even more

### **My process as a pre-service teacher**

This was the fifth week as a pre-service teacher in the institution. The results I have achieved have been satisfactory, the experiences have allowed me to grow as a person. I feel that every day I contributed in order that the students feel love for the English language, good disposition and desire to learn. At the moment I feel very good where I am.

Throughout these weeks I have only good things to say, fortunately I am teacher in groups where discipline is good and have never disrespected me, as if they have done with some teachers of the institution. I think this depends on the treatment and the authority that is given to students. Related to the discipline I do not have nothing bad to say, but in



academic part I would like that they can take the things a bit more seriously, that they can study more, because sometimes is discouraging explain a topic and at the time they can understand and perform exercises very well, but when they get home they do not look the notebook and obviously the process that I'm taking with them is lost. It would be the only aspect that I think should be improved, but no longer depends on me, but on each one of them.

Regarding to the process that I had with the younger students has been a wonderful teaching-learning on that I have been achieved, I have learned a lot from each one of them, as it is the first time that I teach to preschool, but I feel very happy. I think they are the most grateful people you can find, their greetings always are with joy and with a comforting hug. I try that my presence in the institution leaves a print not only of knowledge but also of love for them.

### **Preparation for the quality testing and results of the flag-raising**

Six weeks have passed since I started teaching at Jose Antonio Galan High School. This week in particular has been very good because I had a greater participation in the school affairs. Besides having the responsibility of giving English classes, I had to prepare the students for the quality test that will be implemented the following week. In order that the students reminded the seen topics, I distributed the three hours of English classes given in the week as follows; in the first two hours, I decided to do exercises of the topics in order that students could practice, remembered, clear doubts and could are well prepared in order that the results were evidenced not only in the notes but also in the performance in class and in their knowledge, and in the last hour, I decided to do a workshop including all the

topics simulating that was the quality test to look how the students are and to verify if the revision done in the first two hours had served them.

After looking and qualifying each workshop, I could verify that the students had an improvement and it helped them very much because the results were good. In addition their participation inside the accomplishment of the exercises was excellent, everyone wanted to participate and to demonstrate that they could do them alone and that the topic for them was clear. I felt proud because they demonstrated me that when they want they can make things right. As in all the classrooms there are some students who are more difficult to handle and it was necessary to be next to them in order that they could work as I expected.

On the other hand, this week also held the flag-raising where the students were rewarded to the best students and where was celebrated the day of the language. The flag-raising was in charge of sixth-grade students accompanied by their holders.

My role in the flag-raising together with the teacher Roman Floréz and my supervisor Gloria Duarte was to prepare the students to participate in reading stories in Spanish and English. This activity seemed to me very good because the children are developing skills, in addition, they are learning the importance of being able to handle another language. The comments from teachers regarding student participation and development were positive and with a great pleasure for them. At the end of the event, some teachers approached me and congratulated me for contributing my knowledge with the students. The flag-raising was a success and I am very happy to have contributed to that everything were as we had hoped.

## **The job that makes me proud**

The week flowed normally in the institution, the preparation for the quality test of the end period continued, workshops were realized in order that the students will remember the topics and they were obtaining very good results, nevertheless the antipathy of some students with respect to the study is notorious. For me it is frustrating prepare material in order that the students learn, feel comfortable, and take part in class, and that some of them do not take advantage, they feel better doing disorder, talking in class, and trying to get attention.

In an English class, in a course of sixth grade, I have a student who always wants to catch the attention and distract his classmates, this problem has been not only in English class but also in other classes with other teachers. The teachers' threats have not helped to change the attitude that he always takes.

On Tuesday of this week the same situation happened, he wanted to try to interrupt my class, although my supervisor is always present, he seems that it will not mind, so I decided to do a pause in my class and speak in general to all my students, with a firm voice, I said to them that everyone has not the possibility of being in a school, to have two teachers trained to teach a class, that being in class imposing their rules would not make them more popular, if it would always be so was better to stay at home sleeping and not wasting time because they had students that if they wanted to learn, my words were a little hard and I am aware of that, but I think it was the best solution, because those students that if they work supported me and the undisciplined student somehow felt bad and became aware of what he always did in class. When I say what he always did, I say because on Wednesday I arrived to the classroom and the student did not interrupt me, he wrote

everything that I put on the board, he developed all the activities and he approached me and said, “teacher today if I’m working, today I am different”, these words filled me with satisfaction because sometimes we as teachers must identify students who have inappropriate behaviors and get their attention not with threats words, but with words that come to their hearts and make them to reflect, because although the labor teacher is not easy because of the different personalities that we are in a classroom, it will be even more difficult if we do nothing to change that.

I hope that when I arrive to the classroom the student behavior remains the same since he decided to change. I think that with negative things can happen many more positive things that help us to learn and to be even better.

This week though was not easy, today I finished with the satisfaction of continuing doing the things well and to see the results in the students, approach them and that they were saying that the quality test was very easy not only for the content that had but for the explanations that I had done and for the week of revision that I decided to do with them, it fills me very much and gives me forces to continue as I have been doing.

### **A reality that concerns all the teachers**

The week from May 2 to May 6 was a bit exhausting due to the fact that I had to do recoveries of the quality tests of the first academic period of the Jose Antonio Galan High School. The results of students in the quality test was not good and it saddens me to know that it was not for lack of my commitment with them in the explanations of the topics, because I think that I’ve done the impossible for them to learn in different ways, but their disinterest in the study have been very evident because the level of exigency of the school

is low. After looking the results I felt very concerned about them and decided to ask what was happening, if they thought it had been very difficult or what had happened. Though I did not the test, I checked it and in my opinion was very easy, and according to my criterion it was not a test for students of the sixth and seventh grade due to the fact that there was no very much level of exigency and I could verify it because the best students of each course passed it without problem, but the notes of the rest, that is to say of the majority were very low.

In order to demonstrate to the students that if they had not passed the test was not because the test was difficult but because they did not study, I decided to correct the test in a few minutes of class, explain point by point each question with the answer. At the end I asked them that if the quality test had been difficult and all answered not, “they did not know how they had not pass something so easy”, then, I asked them what had happened and they answered that the institutions in which they had studied they had not taught them well, and that their English level is very low, and as it was the last test of the day they did not read it. Faced with this situation, I decided that with each topic to teach I'm going to reinforce the above, to do more activities, to do different reading because this has been the biggest problem of them, they do not like to read and never they had implemented the reading in class, only these months that I've been with them has been the only time that they have worked the reading.

My concern today has not been my method of teaching because I have seen the good notes of some students that if they worry for learning and they are grateful that a new teacher can be with them, but the low level that they have had not only in English if not in all academic courses, this concern is not only mine but also of all the teachers in the

institution. I hope to continue contributing more in them and also I hope to see their progress in the last weeks that I still have with them.

### **Strategies for teaching-learning**

The week from 9 to 13 May, 2016 was very short due to the fact that Monday was a holiday and because was carried out an on Thursday an activity about the teachers day, and on Friday there was no class.

Although the activities carried out within the institution are important, I consider that effect on student learning, because they loss many classes and the students do not study and when they arrive to school they forget what I had been taught and sometimes I had to review the topics in a second time. Is for this reason that I have tried to realize activities that are relating the last topics with the new topics in order that they always have present the topics and they do not forget how they can use them. I have also decided to use this week “vive digital” classroom where students can learn through the tics and can get away from the monotony of the classroom, as they rarely are taken to this place.

This strategy has been very important because they have felt very happy, very comfortable, and they are much more participative, in addition I must confess that personally it has helped me very much because it has allowed me to use a more creative way of teaching and it keeps me away of the stress that is lived inside the classroom, because when a language scarcely is being assimilated by the students, for them it turns out to be tedious and they lose the attention easily and it promote disorder and for a teacher after a long day of work the indiscipline of a numerous group can be exhausting. I confess that sometimes I go out of class without intentions of returning to enter, but this is the labor

that I decided to choose and of which I feel proud, because not every day have to be perfect and good.

This week has had positive and negative aspects and of all of them I have been learning, I have been overcoming obstacles, and has been gratifying to listen to my supervisor to recognize my labor and to congratulate me with my commitment with the students, with my disposition, and with my good results in the institution.

### **School disinterest**

This is the ninth week as a pre-service teacher at Jose Antonio Galan High School, only subtracts one week and my whole process will be completed, perhaps I should be happy to have achieved so many things and have the satisfaction of duty done, but on the other hand, I cannot avoid to feel sad because over all these weeks I've known appropriating my role, I have been able to involve in the affairs of the school, of the students and say goodbye after many classes teaching them and trying that they could learn a lot not will be easy, but I'm sure that their process will continue and they will know inculcate love for English as I have tried to do.

This week was a bit complicated due to the fact that the topics that were going to explain were not easy for the students and I had to look for different activities that allow them to practice and assimilate better what I had explained, is for this that I used different resources that ultimately had good results and this made me feel good because as the time is so short always after an explanation and accomplishment of activities I have to do a quiz to culminate with the topic and probably they do not turn it to apply more, and what I worry is that their learning is not long, very surely with the step of the days they forget it, is for this

reason that I have tried to relate the topics in order to remember, and to reinforce the previous one with the new one. My planning is always related with the last and new topics and also with prior knowledge I know that students have, but for not studying again, that knowledge disappears or is not so clear after a period of time.

My worry in these moments is in those undisciplined students, who are in class but live in a totally different world, that are not interested in learning, and although I feel impotent because I feel that for being in this keynote they are not learning, I know that is not my fault and that unfortunately they will arrive to another degree without knowing anything of English, not through the fault of the teacher but their own fault. As a teacher I am aware of the level that students have in the institution and not everything has been guilt of the teacher as many say, is the student who has the great share of responsibility because his duty is to learn and they are not doing it.

### **My last experience in the institution**

My process as a pre-service teacher at Jose Antonio Galan High School has just culminated. This experience allowed me to learn, understand, and can be in a space that had never before had access and that initially had much fear to be.

During the ten weeks I had many ups and downs that made me grow as a person and that made me reflect about the teacher labor. Being a teacher is not an easy task, every day we must fight against the problems that arise in a classroom such as; discussions between students, student disinterest in learning, the easiness to which they are accustomed, household problems that are reflected in the personality of each of them, and the most serious of all bullying among classmates. The latter is very common. This week I had to



experience it a lot, not just in a classroom but in all the classrooms that I was in charge. It is hard for me as a teacher to arrive and always see in each course a student because his classmates do them bullying for different reasons than in none of the cases should be allowed, nor be justified.

Being a teacher in the school and being in charge of the courses of 6 and 7 degree gave me the authority to look at the problems being presented, so I decided to ask them the reasons that things like these happened and I surprised the answers. Today being an excellent student does not generate in others admiration and pride, but rather generates envy, resentment, and this leads to ridicule and bullying. The best students are intimidated by the rest, good grades are considered for other students synonymous of "lamboneria" and this annoys them very much. The annoyance of the others is unloaded of the worst way up to such a point of making them cry.

One day I arrived to a classroom and I found the same scene, and I decided to do something. I took several minutes of my class to talk to them. The outrage I felt in this moment was a lot, and with respect I addressed to them, my words came from deep, and loudly I told them many things that could make them reflect. I asked them because they were doing it and no one answered nothing, then I said to them that nowadays to harass a companion brings serious consequences, it is not a game and with all authority they can speak with their parents about what happens and reactions will not be good, could unleash conflicts of great magnitude that they could not confront. My intention was not to scare them, but to show them that is not a game and that everyone deserves respect, that to be a good student we need discipline and commitment that everyone can do it but many people

decide to give up. I hope that now that I cannot continue with them and that I cannot see them, I hope they change their attitude and can be better persons.

This last reflection allowed me beside to tell my experience, to be able to realize the change that I had and of the process that I saw since I arrived to the institution up to this moment in which I go out of that place. I feel proud of everything what I could do, of everything what I could learn, of there being not only have fulfilled my goals inside the institution, but also of having contributed a little in order that some things will change and will be better.

### **Positive aspects of the integral practicum**

During ten weeks that I was at Jose Antonio Galan High School happened to me very good things that helped me to grow not only like a person but also like future professional.

The experience that I had allowed me to realize the knowledge that I have, my initiative leadership, my teaching methodology, my commitment as a teacher, and my good relation with the whole educational teachers.

From the day that I started doing my practices, I decided to always give my best effort in each class and the results were evidenced. Although the student environment in which I found was difficult, I always tried to extract of the bad situations positives things, because working with them was a very nice experience, also it was rewarding for me to see how their performance and process was improving every thanks to the project that I decided to implement with them, because not only this project contributed greatly to my practicum, but also in the student learning. The implementation of reading literary stories to improve

pronunciation and vocabulary acquisition was an important piece in the planning of my classes to such a point that the students asked me to implement more the stories, because they themselves realized the great help that the stories offered.

In the labor as a pre-service teacher only I took rewarding things, teachings, and love for the profession. I must confess that was difficult for me now that I finished my commitment with the institution to say goodbye to them, and to listen their words of gratefulness. These are the things that fill the soul and motivate me to continue to give the best of me. Perform the practicum was not a sacrifice, it was a pleasure.

### **Negative aspects of the integral practicum**

The negative aspects that I have of my integral practicum were only two, the first one probably it has been the same problem that one presents day after day in a school environment, is the disinterest of some students to learn and to excel himself. It was difficult for me to see the antipathy of some students about to the study, about to the effort that their parents do every day in order that they can have education. This same antipathy to which I have been referring, it was sometime a problem in some of my classes because there are students who do not like to do anything and prefer to be disrupting the whole class. As a teacher, a situation like this bothered me a lot and repeatedly I had problems with them, because I always had to get their attention. After talking with other teachers, I realized that they were students who have had precedents in the institution and who always have been like that. I hope someday change their attitude and start to appreciate what the life offers them.

The second and last negative aspect of my practice they were the different activities that were presented in the institution that disrupted the academic process I had with my students. Some courses that I was in charge lost much class for activities such as; Language day, Excellence day, unemployment, Teachers' Day, among others. The loose of classes required me to work with them much harder and faster, despite these drawbacks I always tried to be as clear as possible in order that they could understand and even the time when I finished in the institution I never let them fall behind with respect to other courses. I had liked that the process would have been slower but the circumstances warranted it because were presented situations that I could not avoid because they were things of the institution. In spite of these situations, the process was very good and significant.

### **Pre-service teacher-supervisor relationship**

From the moment in which I arrive to the institution, I must confess that I felt very nervous and intrigue because I did not know who would be my supervisor, nor as would be my relationship with her. After knowing her, I realized that she was a very responsible, tidy, comprehensive person and first of all very agreeable of treating.

From the day I started giving my classes I never had problems with her, my charisma and the responsibility that characterizes me, she liked a lot and always I had good comments of her, to the point of always praising me in front of other teachers, and this always made me feel good and entrusted with to the things that I was in charge. In addition, there was always a lot of dialogue between us, I believe that maintaining contact with your supervisor allows you to be aware of their suggestions and concerns.

One day happened a situation that had me a little unhappy and worried. In a moment I felt uncomfortable because I felt I was not doing the things well, I was worried thinking that interventions that made the teacher in my class were for my poor performance in implementing classes, or because maybe they were not correct. The interventions of the teacher were done more and more present. One day I decided to talk to her and the doubts that I had were cleared up, and from that day I understood that I never did the things wrong, that a teacher that was used to dictate her own class and after has to sit only watching another person dictating her own class, sometimes makes her do things he considers that are good without realizing that these things interfere in the process of another person. The situation was clarified and the relationship of the two continued as usual.

Right now I am very grateful to her; I think that without having chosen I had one of the best supervisors who I had wanted to have. To say good-bye to her will not be easy and always I will remember her with very much fondness.

### **Pre-service teacher-student relationship**

The relationship that I had with my students always was very good; always I tried to be with them very respectful and comprehensive. I cannot say that every student likes me because I'd be lying, each have a personality that may or may not combine with others. The affection that I could have had with them since the start until the end was very nice, probably because on having seen a young teacher who thinks and approaches a bit what they are was what they liked a lot. I think that I am a person who gives and also a person who likes to demand, probably for this reason some students do not like me but I feel good because I know that later they will remember me and thank me for being well with them.

During the weeks that I was with them, they never failed me about it, in spite of having been the smallest students who were in my charge they behaved very well, I could develop all the activities that I decided to with them, also they contributed me many good things, and I can say that I learned a lot from them.

One of the biggest fears I felt at first was getting to earn their respect, and I got it, was very nice to know that they considered me as a teacher and not as a pre-service teacher.

### **Conclusions**

According to the weekly reflections, it is concluded that the use of critical reflection as a means of self-assessment is an effective strategy that can be implemented to analyze the process of teaching and learning that a person is having. Besides, it allows to evaluate the quality of teachers, his commitment, his delivery and his disposition not only with himself but also with the educational institution in which it is located.

Reflection also contributed to analyze the effectiveness of the implementation of reading literary stories in the classroom, to be conscious of the continuous progress, the difficulties that were found and the possible solutions that could be found. It is necessary to express, that the teacher should take the reflection as a form of evaluation of his own practice, of the learning that gives to his students, of the strategies that he uses in order that the knowledge can be effective, as was the case in this investigation.

## **Chapter III**

### **Outreach Component**

#### **Reading stories as a teaching tool to enhance the pronunciation and the vocabulary acquisition in 6<sup>th</sup> and 7<sup>th</sup> graders at José Antonio Galan High School: an action research**

##### **Introduction**

In order to promote English learning in Colombia and make more competitive Colombian citizens, the Ministry of National Education launched in 2004 its policy of bilingualism whose main objective is “Having citizens able to communicate in English with internationally comparable standards, which insert the country into universal communication processes, in the global economy and in the cultural opening” (p.03). Thus, the Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieve this goal, a clear example of this is the creation of quality standards of English for primary and secondary education, the definition a solid and coherent system description and assessment and development of training plans.

Taking into account the issues raised by the Ministry of National Education, this component met the needs that require primary students in English language, especially the students of the institution “Jose Antonio Galan High School” because they did not have a teacher who could meet their needs as if it has done with the secondary students. According to Valerto (2014):

Learning a second language during early childhood, not only gives them the children the opportunity to start learning the language and familiarizing of the

language from very small, but also generates benefits in the children that they will reverberate in a very positive way (p. 20).

The teaching of any foreign language plays a fundamental role in the early formation of the students, due to the fact that the first infancy is the best time to learn another language. Given the above, it was decided to carry out the activities integrated into the littlest students, preschool students so that they become familiar with the language and they learn things that are important, since it is at this stage where they begin talking.

### **Justification**

The learning and acquisition of a foreign language allow to be to the forefront of the one's own needs that nowadays the world demands. That is why this process was necessary to implement it and work from the beginnings of education of the children in order that when finish their basic education cycle have foundations that allow them to continue that learning in secondary education, vocational middle and higher education, so that more people are formed in this area. For this reason, the development of this component was a great help both for the parents and for educational institution, due to the fact that they did not possess a specialized teacher in the subject in order that the English learning of the children was efficient and significant. In addition, this was a very valuable opportunity for the pre-service teacher because it allowed sharing the knowledge with the littlest students, to learn from them and to implement the pedagogy learned in the whole process as a student of foreign languages at the University of Pamplona.

The education in pre-school is undoubtedly a challenge, because depends on us that the formation of the students follows the suitable way. It is not the same thing to teach in



primary or secondary that in pre-school, because they need much more of our attention that is why the best way to teach English in preschool education is dare to stimuli that are pleasing to them. For this reason, images played an important role because they were the visual elements that caught their attention, as they possessed inquisitive minds and they enjoyed observing the things. Besides images, it was important to work with children many simple and different activities in order to capture their attention and achieve that little by little they learn English. According to Alarcon (2011) “The visual material is that one that expresses across images, included the one that is combined by the written word and by real objects existing in the locality” (p.37). That is to say, is the material that allows us to transmit information in a simple, comprehensive and attractive way in the eyes of those who receive it, in this case, in the eyes of the students, who are the ones who play the main role in learning.

## **Objectives**

### **General Objective**

- To attend children’s training needs in English at “Jose Antonio Galan High School” in Pamplona.

### **Specifics Objectives**

- To teach English through the use of integrated skills activities.
- To create students’ interest in English language with the use of visual materials and varied activities.

## Methodology

This component was developed in pre-school students in A and B groups of “Jose Antonio Galan High School”. The pre-service teacher was in charge of English classes during the academic period.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:5					Preschool B
7:55-8:50					Preschool A
8:50-9:45	Preschool B				
9:45-10:15	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
10:15-11:10	Preschool A				
11:10-12:00					
12:00-12:50					

The methodology of this project was introduce the English language in an easy way in the pre-school students using visual media such as; flashcards, Poster and the use of the board. Taking into account that students were very young and they have never had an English teacher.

## **Results**

### **To teach English through the use of integrated skills activities**

The use of integrated skills activities was the main focus in the classes, because it contributed to develop fun, colorful, and striking classes before the eyes of the principal acquirers of knowledge through the combination of music, videos, pronunciation and the accomplishment of works in class allowing that little by little the students learn words in English.

The learning that the students had was very good; it is gratifying to see that already they can relate what was learned in class to the things that are visible for them and with those who coexist every day.

### **To create students' interest in English language with the use of visual materials and varied activities**

Visual materials caught the attention of students in all classes. The variety of activities helped to acquire knowledge, to stay focused, to work and to get expected results.

To have the interest in younger students is difficult, they always are after the search of activities that they generate happiness, in which they can express in their entirety, it is why when I decided to work with visual materials I knew that it would be well accepted by them, since the use of resources as flashcards, slides, videos and posters generated their interest to learn that I expected. In addition always they were to the expectation of what was going to be taught and what I took as material.

During the 10 weeks that I could work with them, I realized that their learning is fast, they acquire the knowledge easily observing and placing what they learn in a real context within the classroom.

Among the activities that I had with students through visual materials were; see excerpts of films related to the theme of the family (Appendix 7). This activity was very interesting because it kept the students' attention, also allowed them to have fun because the film was infantile and was related with their age. Learn through this medium was much easier for them, because they learn through what they like to see, cartoons. Another activity very nice was about the fruits, in which there were in use the flashcards (Appendix 8) in order to catch their attention through the showy colors that had each one. This activity was complemented with the use of a worksheet related to the fruits in which students had to paste colored paper to decorate (Appendix 9). Another activity I like the most to work with the students was across a poster that I carried to the classroom about the body parts (Appendix 10). The poster was well pleased for students because it was big and looked very well the topic that I was explaining. The explanation was complemented with a video of a song from the body parts and a worksheet where students had to color a picture and related the word with body parts (Appendix 11). The next activity I liked was the explanation of animals, students learning a lot through the flashcards that I carried, through the images where they had to color, and with a very nice game that I did of matching (Appendix 12). Every student had to go in front of the class, uncover an animal, find the pair and say the name in English. In this activity they amused all the time and were very happy, because it was something new for them. Finally, another activity that I used as a means of teaching-learning were the crafts. To teach geometric figures I designed with colors paper, markers

and white paper some dolls that children liked them very much (Appendix 13). Each of them made a doll and at the end of the activity each showed their doll and told me the name in English. In those activities, it was evident the use of visual materials worked with the students in order to have a more significant teaching-learning process by them.

### **Conclusions**

Teaching English in an early age is important because it allows students to know, understand and learn to communicate, because they listen and respond properly and this allows their self-confidence will be greater. Furthermore, to know a second language helps children to know their own language, that is to say their mother tongue, in this case the Spanish.

Given the above, this component focused on those students, the smallest students. English teaching was done through visual materials; flashcards, board and posters, and it allowed that the learning could be in a showy way for the students. The results were satisfactory, the students felt very satisfied, comfortable and grateful for the acquired knowledge. This strategy allows not only acquire a language but also allowed to apply it according to the context in which the students were. It is possible to say that it becomes necessary that the teachers bear in mind the use of the visual materials to promote the interest in the children and to facilitate the learning to them and the comprehension of topics that can be difficult to assimilate, since often this didactic resource transmit ideas and contained easier than other means of education, in addition provides important improvements of learning in the classroom.

## **Chapter IV**

### **Administrative Component**

#### **Reading literary stories as a teaching tool to enhance the pronunciation and the vocabulary acquisition in 6<sup>th</sup> and 7<sup>th</sup> graders at José Antonio Galan High School: an action research**

##### **Introduction**

Being a teacher in an educational institution implies not only ensure the education of students, provide knowledge, and solve problems that daily occur inside the classroom, but also implies take part inside the school community organizing activities, events, meetings, which include to the administrators.

This administrative component, it was the best opportunity that the pre-service teacher had to fulfill a role inside the institution, to relate to parents, to create an atmosphere of security and confidence to participate in the field of education. It was the best opportunity to take a role as a pre-service teacher and member of the educational community.

##### **Justification**

The teacher's labor is one of more complex that exists because on him depends create people with own sense and with values, who take part actively in the society and who are generators of knowledge. Teacher must be an example for those who are around him. For this reason, it is necessary his contribution inside the institution to demonstrate

student that he is interested in doing things that benefit to the institution to which they belong.

## **Objectives**

### **General Objective**

- To participate actively in the activities developed in the institution “Jose Antonio Galan”

### **Specific Objectives**

- To show interest in the school activities.
- To help teachers and students in the different events of the institution.

## **Methodology**

The activities that the pre-service teacher participated according to the school calendar were:

<b>DATE</b>	<b>ACTIVITY</b>
<b>February 26, 2016</b>	Choice of the representative student, representative of students to the managerial advice and student controller
<b>April 26, 2016</b>	Hoisting flag – Language day.
<b>April 29, 2016</b>	Quality test of preschool and basic primary and secondary cycles. Completion 1° academic period pre-school and basic cycles of primary and secondary.
<b>May 2 – 6, 2016</b>	Academic development- recovery activities - quality test pre-school and basic primary and secondary 1° period

<b>May 5, 2016</b>	Institutional bingo financing family party
<b>May 20, 2016</b>	Teacher's day

## **Results**

### **Choice of the representative student**

The choice of representative student took place on February 26 at the institution “José Antonio Galan High School” (Appendix 14). The candidates for the choice were three students of the headquarters “Jose Antonio Galan High School”; Nelson Vega, Adriana Angarita, Donaldo Villamizar and one student of the headquarters of “Cristo Rey”. Before starting with the vote, at 7:30 in the morning they were summoned students to do the formation with all members of the institution. For starters, the national anthem was sounded followed by institutional anthem. The principal Bernardo Wilches Gelves gave words of opening in which he expressed his gratitude and commitment to the institution, also the coordinator of primary Maria Carolina Peláez Suescún spoke about the functions that the representative student had to fulfill in the institution. In addition, she mentioned topics relating to the democracy and participation, and to the process of peace in Colombia. At the end, students had to go to classrooms accompanied by the tutor to conduct two workshops relating to the topics touched by the coordinator. The duration of the workshops was from 9 to 11 am. While the workshops were realized, students went to vote in order. The institution installed different places of voting inside the campus due to the fact that the pre-school and primary students cannot be in the same place of secondary students. At the end of the day, the results of the choice were known, the winner was a student of eleventh



grade named Donaldo Villamizar who gave words of thanks to all students who supported him and accompanied him in the campaign process.

### **Celebration of women's day and men's day**

On March 16, 2016 at Jose Antonio Galan High School was celebrated women's day and men's day with a mass at the Santa Clara cathedral (Appendix 15). The day in the school began with normal classes until 9:15 am. As any other teacher of the institution and as a pre-service teacher I had to comply with my work orienting English classes to the courses of sixth and seventh grades.

At 9:15 am the bell rang in order that students go out for recess, at that time as every day I had to comply with the requirements of the institution, that is to say with vigilance to avoid disturbances and clashes between students.

After a while, the bell returned to sound indicating that all students had to be formed to go to the cathedral. All the representatives of the course had to take charge of the students and accompany them on the place where one was going to develop the mass because of teacher Gloria Duarte for being in charge of the course of sixth A and for being my supervisor of practice, I had to accompany her and fulfill the same function of her. When we went to the chair, the teacher took care of men and me of women to meet the day's activity.

The mass was developed very well, in addition, there were rewarded and were recognized the best woman and the best man in each course (Appendix 16). The students behaved at a height of the event and both the father and the teachers felt satisfied of the celebration.

The Mass ended at 11 am and after both teachers and students went to their homes to end the academic activity of the day.

### **“Al Tablero”**

On Monday 4th April, 2016, arrived at Jose Antonio Galan High School two presenters of the channel TRO and their equipment of work to record two chapters of their program “Al Tablero” (Appendix 17), which is issued every day from Monday to Friday from 4:00 pm to 5:00 pm. To record the program, it was needed the presence of the students of the institution in order to undertake activities which demonstrate their skills and thinking skills, of singing, of poetry, and of playing. Of all Pamplona school, Jose Antonio Galan High School was one of the chosen ones.

The day of recording was carried out from 9 am to 12 pm, for that reason the students this day only had class from 7 to 9 am. The presence of the teachers in the recording was fundamental to prevent the disorder in the students and in order that they could enjoy also the moment. As a pre-service teacher in the institution also corresponded me to attend and be aware of students, my work was like any other teacher and it made me feel very happy because even though my time in the institution is not definitive, they make me feel as if actually it was.

The arrival of the channel “TRO” to the institution helped both teachers and students to get away from the routine of the day, to clear of the problems that happen every day within the school. I think that it was a nice gesture that the program was carried out in the school, because the students could be demonstrated as they are, to teach their talents that I did not know in them and I never thought that they had, because always they are to

the defensive due to the restrictions that the school has with them and to the constant vigilance because to the continuous clashes that is presented in the school. The activity that was realized was given in a good moment and allowed that all the grades were in harmony.

### **Language Day**

On June 20, 2016 at 10 am was carried out the flag-raising of Jos Antonio Galan High School in the theatre Jauregui. The flag-raising was carried out on the occasion of celebration of Language Day as awards to the best students in each course.

The performance of the act was carried out by Spanish and English teachers, and especially with the sixth graders students who with their wonderful participation managed to do of the event something very nice.

My supervisor Gloria Duarte is responsible for the sixth grade in the area of English, for that reason my presence in the preparation of the flag-raising and its implementation was paramount. My collaboration was to be in the afternoon in order to prepare students who were to represent a story in English and Spanish, and help with the pronunciation, with the intonation, besides offering them to safety because clearly be in front of an auditorium full of people is not easy. My presence in the flag-raising was from start to finish, from helping with the decoration of the theater up to dismissing to the students and thank them for their good behavior.

Many points in the event were presented, among them were found; singing, dancing, acting, stories, jokes, acrostic, and plays. Each one of them was applauded and congratulated for having taken part in a voluntary way (Appendix 18). In addition, the same

day were rewarded the students who were winners in the spelling bee that was made in the area of Spanish.

The words of the primary coordinator Maria Carolina Pelaez Suescún were also present. At the end of the event all the teachers approached to congratulate us for our labor in the institution.

### **Teachers' Day**

On May 12 was celebrated the teachers' day for the teachers of Jose Antonio Galan High School in the cathedral (Appendix 19). The Mass was carried out from 10 to 11 am, for that reason the students only had class until after the break, after each one of them went to their respective home.

The mass was directed to all teachers that with their labor besides offering knowledge, form integrity and good people for the society. In the Mass both teachers and administrative were present. The atmosphere was very warm and special, although I am not Catholic person I accepted the invitation with love and respect because right now I am considered one more of them, a teacher who is helping in the training of students.

### **Parents meeting**

The first academic period of José Antonio Galan High School culminated and as is usual a parent meeting is realized to give the notes of the students and to socialize topics that involve everyone. This meeting was carried out on May 24 at 2:00 pm (Appendix 20).

At the meeting parents attended all the teachers, coordinators, parents, and students. As a pre-service teacher in English in the institution, I had to attend to the meeting to provide accompaniment to my supervisor of practice, the teacher Gloria Duarte.

My role in the meeting was, firstly, introduce myself in front of the parents of the 6C grade where my supervisor is responsible of the group, although during my ten weeks of class I was not in charge of that group, my supervisor considered necessary that I had to be there because they needed to know the reason why I was there. Secondly, my attendance served to help my supervisor in everything what she needed; parents assistance, parents support, delivery of the positions that each student occupied, and in the orientation of the accomplishment of the card of commitment of the students with low academic performance. And finally, in order that little by little I could learning everything relating to the labor that a teacher must fulfill in the institution. I liked this experience because I could be present in one of the most important meetings that does the institution, it is the place where the education of the students is the basic topic, where the family find out and is conscious of the performance of their children. Besides, this experience helps me a lot because soon I will be one more of the educators in this country, and the commitment that I will have both with my students and with their parents will be big and important.

## **Conclusions**

Being part of the institutional activities allows to the pre-service teacher learn and understand his real role and his performance in the society. Being involved in all aspects of the academic community as well as being rewarding for him, also gives him an experience for the life, an experience for their training as a future teacher and transmitter of knowledge. Being a good teacher is not only to be able to teach, is to know how to live, is to demonstrate the interest in the matters that directly involve him and accept him as a family.

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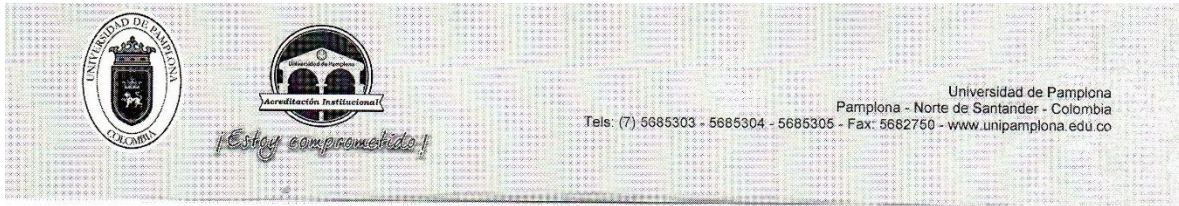
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## Appendixes

### Letter of permission



Pamplona, 22 de febrero de 2016

Señor  
BERNARDO WILCHES GELVEZ  
Institución Educativa San Francisco de Asís  
Sede Galán  
Rector

Respetado Rector,

En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.

Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que la estudiante VANESSA CAÑAS AFANADOR, del programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, realice la Práctica Integral y el proceso de observación que esta implica durante el primer semestre académico de 2016, quien estará bajo la supervisión de la Licenciada GLORIA ESPERANZA DUARTE.

Quedo a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral.

Agradeciendo su amable atención,

Cordialmente

Judith Albarracín Trujillo  
Directora  
Departamento de Lenguas y Comunicación  
Universidad de Pamplona

Recibí:   
(26 FEB/16  
10:48 horas)



Pamplona 03 de junio de 2016

LA SUPERVISORA


HACE CONSTAR:

Que, VANESSA CAÑAS AFANADOR, identificada con cédula de ciudadanía 1096212097 de Barrancabermeja (Santander). Docente en formación de la Universidad de Pamplona, realizó en esta institución 40 horas correspondientes al servicio de extensión a la comunidad en el área de inglés, a partir del 14 de marzo hasta el 3 de junio de 2016; en el grado preescolar (A-B).

Estuvo bajo la supervisión de las titulares del curso.

Esta constancia se expide para presentar al comité de práctica integral de la Universidad de Pamplona.

  
GLORIA DUARTE

	<b>I.E. INSTITUTO TÉCNICO SAN FRANCISCO DE ASÍS</b> Creada Mediante decreto 00132 del 28 de Enero de 2003. Aprobación de Estudios Mediante Decreto 03646 y 03783 del 5 y 21 de Octubre de 2011. MIT 8077001465-8 Pamplona Norte de Santander	<b>CÓDIGO</b> <b>D1F3V1</b>
	<b>CONSTANCIAS</b>	<b>06-07-10</b>

Pamplona, 07 de Junio de 2016

**EL RECTOR DE LA INSTITUCIÓN**

**CERTIFICA:**

Que, **VANESSA CAÑAS AFANADOR**, identificada con Cédula de Ciudadanía número 1096212097 expedida en Barrancabermeja, estudiante del Programa de Licenciatura en Lenguas extranjeras Inglés-Francés de la Universidad de Pamplona, realizó satisfactoriamente Práctica Integral, en esta Institución Educativa sede **JOSÉ ANTONIO GALÁN**, en los grados Transición, Sexto y Séptimo durante el primer periodo académico 2016.

Supervisado por la Docente de área: **GLORIA ESPERANZA DUARTE CAICEDO**

Se expide la presente a solicitud de la interesada.

  
**BERNARDO WILCHES GELVES**  
 C.C. 13.353.025 de Pamplona

**INSTITUCIÓN EDUCATIVA**  
**Instituto Técnico Anglo Colombiano**  
**San Francisco de Asís**  
 Pamplona

Transcriptor: Aide Castellanos C

## Appendix 1. Classroom observations format

First non-participant classroom observation

<b>DATE:</b> February 24, 2016	<b>HOUR:</b> 7:00 to 8:50	<b>GRADE:</b> Seventh
<b>TEACHER:</b> Gloria Duarte	<b>Observation No:</b> 1	<b>N° of Students:</b> 31 students
<b>Objective:</b> To identify the general classroom environment and to know the students behavior and attitudes towards the subject matter.		
<b>Observer:</b> Vanessa Cañas Afanador		
<b>Main goal of the class:</b> To introduce a new topic "To Be in Past Tense"		
<b>Description of the setting:</b> The classroom is wide, illuminated and with a good ventilation due to the big windows. It has around 32 chairs, a board, the timetable and some posters pasted on the walls; the classroom is organized in rows.		
<b>Student's description:</b> <b>Number of students:</b> 31 <b>Gender:</b> 18 males and 13 females		

TIME	DESCRIPTION	NOTES
20 minutes	<p>The teacher explains to the students the process to be developed by the pre-service teacher. And ask the practitioner to present herself and talk to the students.</p> <p>The pre-service teacher presents herself, she asks students to say their names and explains to them that she is going to teach them English.</p>	

<p>20 minutes</p>	<p>Teacher begins the class with a reflection phrase:          “In every life we have some trouble, when you worry you make it double don’t worry, be happy”.</p> <p>After he writes the phrase in Spanish:          “En toda vida hay algún problema, cuando te preocupas lo agrandas el doble, así que no te preocupes, se feliz”.</p> <p>Then, students have copied the phrase in the book, the teacher does the pronunciation of the phrase and asks students to repeat. After that, teacher asks students to think about the phrase.</p> <p>Teacher writes on the board</p>	
<p>30 minutes</p>	<p>the new theme "simple past". After writing, teacher dictates students the definition of the subject.</p> <p>Teacher does the explanation of the grammar of the topic on the board. She tells students that WAS is used with I, He, She and it, and WERE is used with You, We and They.</p>	<p>While the teacher explains, students are talking.</p>
<p>20 minutes</p>	<p>After the explanation, teacher does some examples on the board and asks students to copy in the notebook. She does the explanation of the examples.</p>	<p>Students copied fast because they know that the teacher erases the board.</p>



30 minutes	<p>As an activity, teacher writes some sentences in Spanish and students have to write it in present and past.</p> <p>Teacher does the correction of the activity and she helps students with the definition of the words.</p>	Only some students do the activity.
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First non-participant classroom observation

<b>DATE:</b> February 23, 2016	<b>HOUR:</b> 7:00 to 8:50	<b>GRADE:</b> Sixth
<b>TEACHER:</b> Gloria Duarte	<b>Observation No:</b> 1	<b>N° of Students:</b> 32 students
<b>Objective:</b> To identify the general classroom environment and to know the students behavior and attitudes towards the subject matter.		
<b>Observer:</b> Vanessa Cañas Afanador		
<b>Main goal of the class:</b> To reinforce the topic of the last class “Verb To Be”		
<b>Description of the setting:</b> The classroom is wide, illuminated and with a good ventilation due to the big windows. It has around 32 chairs, a board, the timetable and some posters pasted on the walls; the classroom is organized in rows.		
<b>Student’s description:</b> <b>Number of students:</b> 32 <b>Gender:</b> 20 males and 12 females		

TIME	DESCRIPTION	NOTES
20 minutes	The teacher explains to the students the process to be developed by the pre-service teacher. And ask the practitioner to present	

	<p>herself and talk to the students.</p> <p>The pre-service teacher presents herself, she asks students to say their names and explains to them that she is going to teach them English.</p>	
20 minutes	<p>Teacher begins the class with a reflection phrase:          “In every life we have some trouble, when you worry you make it double don’t worry, be happy”.</p> <p>After he writes the phrase in Spanish:          “En toda vida hay algún problema, cuando te preocupas lo agrandas el doble, así que no te preocupes, se feliz”.</p> <p>Then, students have copied the phrase in the book, the teacher does the pronunciation of the phrase and asks students to repeat. After that, teacher asks students to think about the phrase.</p>	The pronunciation exercise is excellent
30 minutes	<p>To reinforce the last topic, teacher gives to each student a piece of paper with a dialogue.</p> <p>First, she does the pronunciation of the dialogue. She says to the students that they have to repeat. After, she does the pronunciation of the</p>	In spite of the fact that some students are good in English they did not do the activity.

	dialogue individually, then in group and finally in pairs.	
30 minutes	<p>After finishing the pronunciation, the teacher asks students to stick the dialogue in the notebook and to extract the unknown vocabulary.</p> <p>When all the students ended. They looked for the definition of the words and copied it.</p>	
20 minutos	<p>Finally, the students underlined the verb to be in the dialogue.</p> <p>To end with the class, the teacher writes all the vocabulary on the board in order to check that the students have done well.</p>	

Second non-participant classroom observation

<b>DATE:</b> March 1st, 2016	<b>HOUR:</b> 8:50 to 9:45	<b>GRADE:</b> Sixth
<b>TEACHER:</b> Gloria Duarte	<b>Observation No:</b> 2	<b>N° of Students:</b> 29 students
<b>Objective:</b> To identify the general classroom environment and to know the students behavior and attitudes towards the subject matter.		
<b>Observer:</b> Vanessa Cañas Afanador		
<b>Main goal of the class:</b> To reinforce the topic of the last class "Verb To Be"		

**Description of the setting:** The classroom is wide, illuminated and with a good ventilation due to the big windows. It has around 32 chairs, a board, the timetable and some posters pasted on the walls; the classroom is organized in rows.

**Student's description:**

**Number of students:** 29 **Gender:** 19 males and 10 females

TIME	DESCRIPTION	NOTES
25 minutes	<p>Teacher starts the class with a quiz due to the fact that when she came to the classroom students were very untidy.</p> <p>To start with the quiz, teacher gives to each student a piece of paper, then she writes on the board some simple sentences in order that the students complete them with the verb to be.</p> <p>When students do the quiz, is very evident that they know the different forms of the verb to be, but they do not know how to use it, because they do not know with which personal pronoun they have to use the verb to be.</p>	<p>Many of the students did not complete the quiz and the results were seen in the qualifications. The maximum note was of 3.0, the rest of the students lost the quiz.</p>
15 minutes             20 minutes	<p>When the students finished the quiz, the teacher starts to do the correction in the board.</p> <p>After the correction, the teacher does an exercise because she realizes that in</p>	

	<p>spite of the fact that the quiz was about a topic that had been explained, the result was very bad.</p> <p>The exercise is to translate sentences and write them in positive, negative and interrogative form. Ex: Positive: My parents are very intelligent. Negative: My parents are not very intelligent. Interrogative: Are my parents very intelligent?</p>	
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**Appendix 2. Institutional Location.**





**Appendix 3. Jose Antonio Galan High School.**

**Primary section. Jose Antonio Galan high school**



## Secondary section. Jose Antonio Galan high school



## Courtyards



## Offices





**“Vive digital” room**



**Green zones where students rest during the time break**



## Appendix 4.

### “YOYO”



#### PART – I: Read the following text


This is YOYO. He's from Mexico but he lives in the U.S.A. He is an actor in a circus. YOYO is 33 years old. He works for THE WORLD CIRCUS. He doesn't study but he works very much. YOYO can sing, juggle, and dance but he cannot play any instruments. He loves the circus and he works every day from 4:40pm to 22:00pm every evening. Before this he has fruit juice and bread for dinner and prepares his show. YOYO is a very good actor. He speaks Spanish, Portuguese, and English. YOYO lives in the circus. He lives in a circus van with other actors. His van number is 33 and he sleeps on the 1st bed. YOYO loves Mexican food but he doesn't like American fast food. He loves sweets and chocolate. He doesn't smoke.

6. A person that works with meat Butcher ✓  
6. A person that makes bread and cakes Baker ✓  
7. A person that designs houses Architect ✓  
8. A person that works on a farm Farmer ✓

clothes → ropa  
make → hacer  
cakes → Torta  
bread → Pan  
houses → viviendas  
knowledge → conocimiento  
water → Agua  
heat → calor  
design → diseñar  
farm → granja

Activity # 2

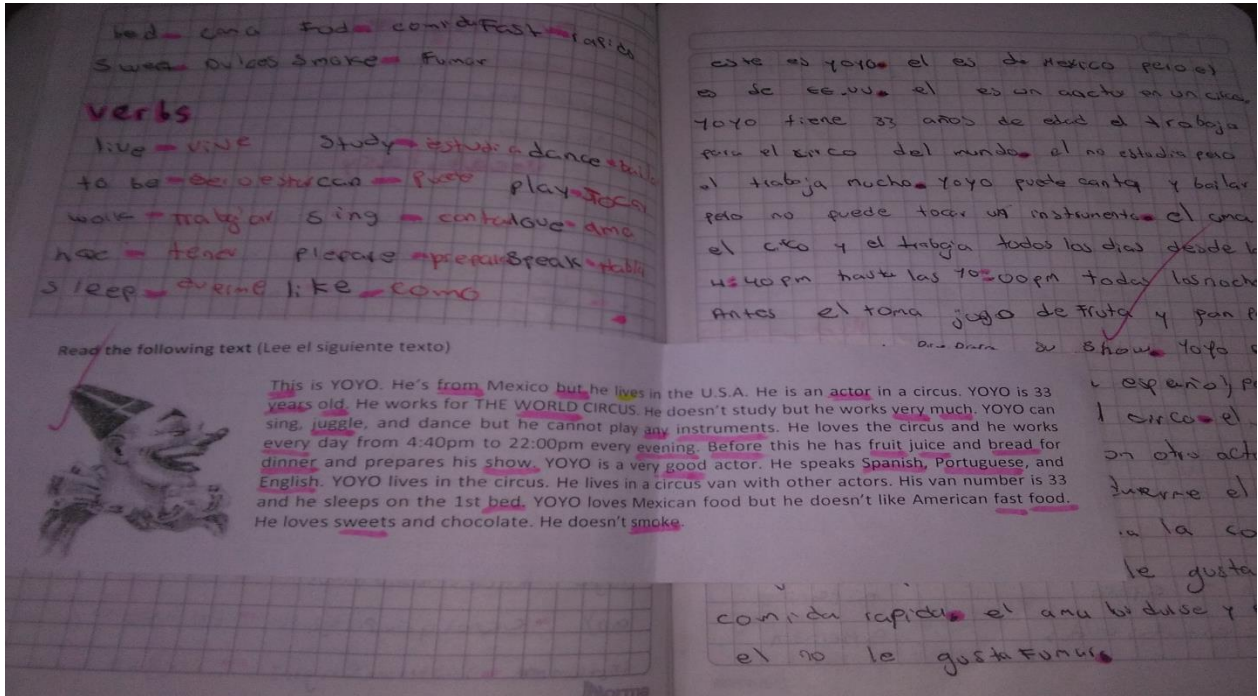
Read the following text (Lee el siguiente texto)



This is YOYO. He's from Mexico but he lives in the U.S. circus. YOYO is 33 years old. He works for THE WORLD study but he works very much. YOYO can sing, juggle cannot play any instruments. He loves the circus and from 4:40pm to 22:00pm every evening. Before this bread for dinner and prepares his show. YOYO is a speaks Spanish, Portuguese, and English. YOYO lives in a circus van with other actors. His van number is 33 at bed. YOYO loves Mexican food but he doesn't like A loves sweets and chocolate. He doesn't smoke.

But → Pero  
very much → mucho  
Play → jugar/tocar  
Before → Antes  
Dinner → comida  
good → bueno  
bed → cama  
Fast food → comida rápida  
smoke → fumar

Name → YOYO  
Age → 33 years old  
country → He is from Mexico  
Place → He lives in a circus van  
Profession → He is an actor  
languages → He speaks Spanish, Portuguese and English.  
Favorite food → He loves Mexican food



## “The Mysterious Volkswagen”

### The Mysterious Volkswagen

Last week, we had a party at **our** house. Many people came, and there were lots of cars parked outside. At the end of the party, only three people were left: myself, Eric, and Cathy. However, there were four cars. One of them was a Volkswagen.

I didn't remember seeing it before, so I asked whose it was.

Eric said it wasn't **his** car. **His** is a Chevrolet pickup. When I asked Cathy if it was hers, she said no — **her** car is a Ford Explorer. I knew it wasn't **my** car, of course. Finally, I called the police, and they came and examined it. They said it belonged to a family on the next street. Someone stole it from **their** street and left it on ours.

**5**

**44** The Mysterious Volkswagen

Last week, we had a party at our house. Many people came, and there were lots of cars parked outside. At the end of the party, only three people were left, myself, Eric, and Cathy. However, there were four cars. One of them was a Volkswagen. I didn't remember seeing it before, so I asked whose it was.

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cuando yo le pregunté a Cathy si era suya ella dijo que esto no era mi carro por supuesto final mente yo llamé a la policía ellos vieron y examinaron ellos dijeron que esto pertenecía a una familia en la próxima calle. alavien desde su calle y salió alavien

Finalmente  
Apuntó

Verbs →  
 • come → venir  
 • left → salir  
 • see → ver  
 • ask → preguntar  
 • end → final

• Last → último  
 • week → semana  
 • Party → fiesta  
 • came → venir  
 • lot → mucho  
 • Parked → parquear  
 • outside → afuera  
 • end → final  
 • Left → salir  
 • MYSELF → yo mismo  
 • However → sin embargo  
 • Remember → recordar  
 • seeing → viendo  
 • before → antes  
 • asked → preguntar  
 • whose → ¿quién

**Activity #1**

Escribe el adjetivo posesivo correspondiente.

1. She is Maria. This is her book.

2. These are Marcos and Mario. These are their bikes.

3. You are French. your family lives in Paris.

4. I am a teacher. My students are from Spain.

5. you need to show your passport.

6. He is a photographer. his is camera.

April 4 to Tuesday 5, 2016.

**ESTILO**

**vocabulary**

• last: último  
 • week: semana  
 • Party: fiesta  
 • came: venir  
 • lots: mucho

**Verbs**

• Parked: Parquear  
 • outside: afuera  
 • end: final  
 • left: salir  
 • Myself: yo mismo  
 • However: sin embargo  
 • Remember: recordar  
 • seeing: viendo  
 • Before: antes  
 • Asked: preguntar  
 • whose: ¿quién

**Verbs**

- come: Venir  
 - left: salir  
 - see: Ver  
 - Ask: Preguntar / responder  
 - End: Final

The Mysterious Volkswagen

Last week, we had a party at our house. Many people came. At the end of the party, only three people were left: myself, Eric, and Cathy. However, there were four cars. One of them was a Volkswagen. I didn't remember seeing it before, so I asked whose it was.

Eric said it wasn't his car. His is a Chevrolet pickup. When I asked Cathy if it was hers, she said no — her car is a Ford Explorer. I knew it wasn't my car, of course. Finally, I called the police, and they came and examined it. They said it belonged to a family on the next street and left it on ours.

“Stevie wants a friend”

...	Stevie was 8 years old. He was on holiday at his family's home in the country.	Stevie tenía 8 años. Estaba de vacaciones en la casa de su familia en el campo.
...	They were staying there with Stevie's grandmother and grandfather. Stevie had a brother and sister.	Estaban allí con la abuela y el abuelo de Stevie. Stevie tenía un hermano y una hermana.
...	But they never wanted to play with him.	Pero nunca querían jugar con él.
...	And his parents just wanted to watch television, clean the house or wash the car. His grandfather just read the newspaper all day.	Y sus padres sólo querían ver la televisión, limpiar la casa o lavar el coche. Su abuelo sólo leía el periódico todo el día.
...	And his grandmother's hobbies were just cooking and washing up.	Y las aficiones de su abuela sólo eran la cocina y lavar los platos.
...	So Stevie thought nobody liked him. Nobody wanted to share anything with him and he was very sad.	Así que Stevie pensaba que nadie lo quería. Nadie quería compartir nada con él y estaba muy triste.
...	One day, Stevie saw a boy next door. Perhaps Stevie's new friend?	Un día, Stevie vio a un chico en la casa de al lado. ¿Tal vez un nuevo amigo para Stevie?
...	The boy had a can of orange juice. Stevie asked him, "Hello. Can I have some of your orange juice, please?"	El chico tenía una lata de zumo de naranja. Stevie le preguntó: -Hola. ¿Me da un poco de tu zumo de naranja, por favor?"
...	The boy thought for a few seconds and then said, "The problem is that half is mine but the other half is my sister's."	El niño pensó unos segundos y luego dijo: -El problema es que la mitad es mía pero la otra mitad es de mi hermana.

Stevie asked, "Oh. Well, can I have some of yours, please?" The boy answered, "That's a bit difficult. My sister's half is at the top and my half is at the bottom."

Stevie le preguntó: -Oh. Bueno. ¿Me da algo del tuyo, por favor?- El muchacho contestó: -Eso es un poco difícil. La mitad de mi hermana está en la parte de arriba y la mitad mía está en el fondo.



April - Monday 25 - 2016

Once you replace negative thoughts with positive ones, you'll start having positive results.

Una vez que reemplaces los pensamientos negativos por positivos, empezaras a tener resultados positivos.

### Stevie wants A friend

Stevie was 8 years old. He was on holiday at his family's home in the country. They were staying there with Stevie's grandmother and grandfather. Stevie had a brother and sister.

But they never wanted to play with him. And

His parents just wanted to watch television, clean the house or wash the car. His grandfather just read the newspaper all day. And his grandmother's hobbies were just cooking and washing up. So Stevie thought nobody liked him. Nobody wanted to share anything with him and he was very sad.

One day, Stevie saw a boy next door. Perhaps Stevie's new friend?

The boy had a can of orange juice. Stevie asked him, "Can I have some of your orange juice, please?"

The boy thought for a few seconds and then said, "The problem is that half is mine but the other is my sister's."

Stevie asked, "Oh, well, can I have some of yours, please?" The boy answered, "That's a bit difficult."

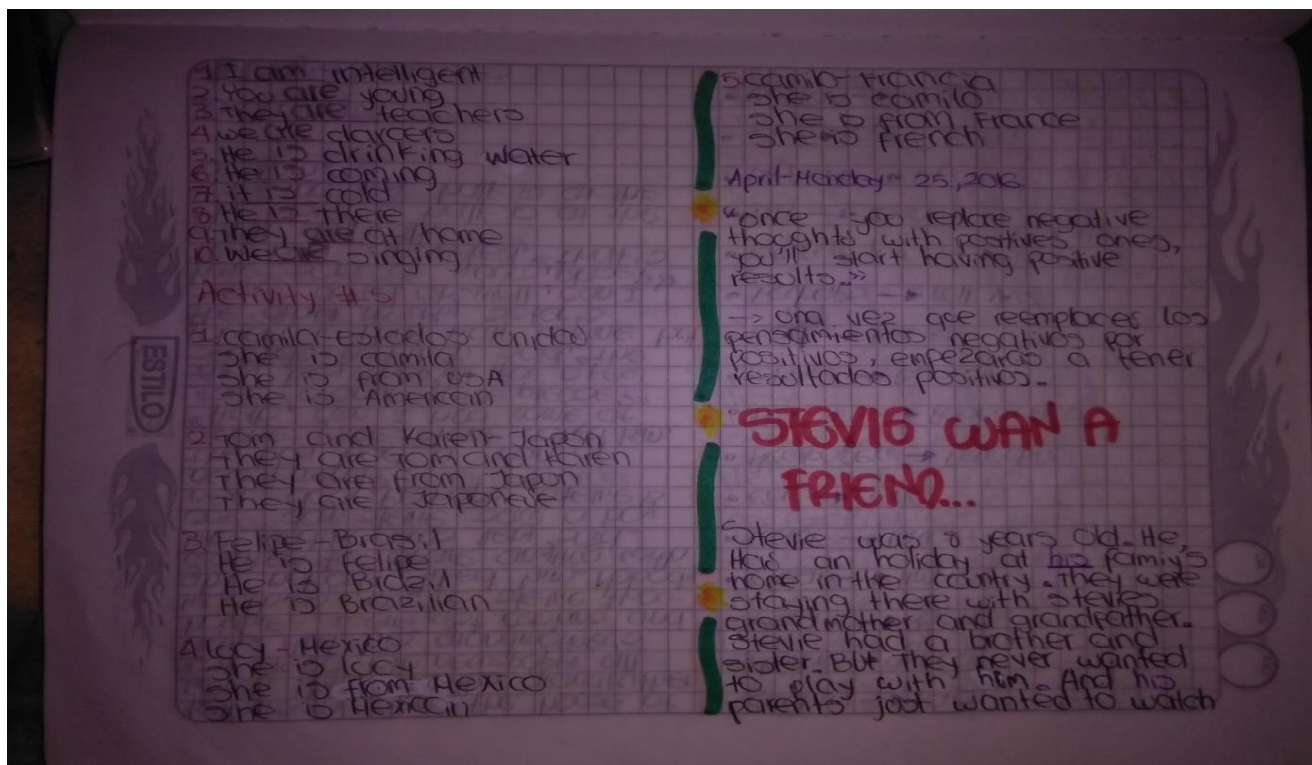
My sister's half is at the top and my half is at the bottom.

#### Vocabulary

- Holiday Vacaciones
- Country País
- Never Nunca
- parents Padres
- clean limpiar
- wash lavar
- Car Carro

#### Verbs

- stay quedarse
- Have Tener
- Want Querer
- Play jugar / Jugar
- watch Ver
- Read leer



“Who are they? Where are they? What are they doing?” Present continuous



**Who are they? Where are they? What are they doing?**

Now the children are at school. Amy is sewing. She is practicing. She is sitting on a bench. She is sitting near Timmy.

Timmy is at school too. Timmy is studying. He is sitting behind his desk. He wishes he could play with the other children.

John and Susan are also at school. They are playing outside. They are picking flowers for their teacher. John is carrying his hat. Susan is wearing a bonnet.

At this moment, Sarah is walking by the door. She is helping the teacher. She is carrying textbooks to the shelf.



## “The lion and the Elephant” Animals

# The Lion and the Elephant

Once, a Lion sat thinking by himself. He had sharp, strong claws and teeth and was a beast with immense strength. Yet, whenever he heard a Cock crowing, he would be extremely scared.

The Lion, thus, complained, “Can a life like this be worth living? I am one of the strongest and the bravest and yet, a lowly creature, such as, a Cock has the power to rob my life of its charm by simply crowing!”

Just then, a huge Elephant came along, flapping his ears to and fro, with an air of great concern. “What troubles you so?” asked the Elephant.

The Lion thought of sharing his grief with the Elephant and asked him, “Can anything harm a beast like you who has tremendous bulk and strength?” The Elephant replied, “Do you see this little Gnat? If he ever stings the innermost parts of my ear, I will go mad with pain.”

The Lion understood that even the strongest creatures have weak points. He gained self-confidence and decided never to let troubles overshadow his joys in life.

May - Tuesday 24, 2016

- Focus on making yourself better, not on thinking that you are better

→ Concentrate en ser mejor, no en pensar que eres el mejor.

### THE LION AND THE ELEPHANT

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The lion understood that even the strongest creatures have weak points. He gained self-confidence and decided never to let troubles overshadow his joys in life.

### vocabulary

• Once = una vez	• teeth = Dientes
• sit = sentar	• beast = Bestia
• think = pensar	• strength = Fuerza
• himself = por mismo	• heard = escuchó
• have = tener	• scare = susto
• sharp = agudo	• worth = valor
• strong = Fuerte	• live = vivir
• claw = garra	• Strong = Fuerte

May - Tuesday 24, 2016

- Focus on making yourself better, not on thinking that you are better

→ Concentrate en ser mejor, no en pensar que eres el mejor.

**THE LION AND THE ELEPHANT**

Once, a Lion sat thinking by himself. He had sharp, strong claws and teeth and was a beast with immense strength. Yet, whenever he heard a Cock crowing, he would be extremely scared.

The lion, thus, complained, "Can a life like this be worth living? I am one of the strongest and the bravest and yet, a lowly creature, such as, a Cock has the power to rob my life of its charm by simply crowing!".

Just then, a huge Elephant came along, flapping his ears to and fro, with an air of great concern, "What troubles you so?" asked the Elephant.

The lion thought of sharing his grief with the Elephant and asked him, "Can anything harm a beast like you who has tremendous bulk and strength?" The Elephant replied, "Do you see this little Gnat? If he ever stings the innermost parts of my ear, I will go mad with pain."

The lion understood that even the strongest creatures have weak points. He gained self-confidence and decided never to let troubles overshadow his joys in life.

**El león y el elefante**

Un día se sentó a pensar en sus garras y dientes fuertes y en su fuerza. Sin embargo cada que oía el canto de un gallo se sentía extremadamente asustado. El león, por lo tanto se quejó y dijo: "¿Vale la pena vivir así? Soy uno de los más fuertes y los más valientes y sin embargo una humilde garrapata como un gusano tiene el poder de robar a mi vida su encanto con un simple cacareo."

En este momento llegó un grande elefante volteando sus orejas así adelante y atrás con un aire de gran preocupación que te preocupas preguntó el elefante.

**Lexicón**

once = una vez	teeth = Dientes
sit = sentar	beast = Bestia
think = pensar	strength = Fuerza
himself = así mismo	heard = escuchar
have = tener	scare = susto
sharp = agudo	worth = valor
strong = fuerte	live = vivir
low = garras	strong = fuerte

Bravest = más valiente  
 Lowly = humilde  
 power = poder  
 rob = robar  
 charm = encanto  
 huge = enorme  
 fro = de aquí para allá  
 great = fantástico  
 share = compartir  
 = dolor  
 = tremendo  
 = abultar  
 = enojado  
 = debilitar  
 = acipilar

## Appendix 5

“Who are they? Where are they? What are they doing?” Present continuous



**Who are they? Where are they? What are they doing?**

Right now, it is Monday morning. Mike and Tina are at home. They are sitting at a table. They are eating breakfast.


At this moment, Tina is drinking coffee. She is eating a pastry. She is sitting across the table from Mike. She is talking to Mike.

Mike is Tina's husband. He is sitting at the table with Tina. He is also drinking coffee. Mike is listening to Tina.

After breakfast, Mike and Tina are leaving for work. They work in the city. They are riding the bus to work.

Image 1.

Actividad



Who are they? Where are they? What are they doing?  
 They are sitting at a table. They are eating pastries.  
 At this moment, Tina is drinking coffee. She is eating a pastry. She is sitting across the table from Mike. She is talking to Mike.  
 Mike is Tina's husband. He is sitting at the table with Tina. He is also drinking coffee. Mike is listening to Tina.  
 After breakfast, Mike and Tina are leaving for work. They work in the city. They are riding the bus to work.

Actividad

1 Subraya y busca en la lectura las palabras desconocidas.

Image 2.

Right: Malo, omalo, malo-argallo, justo, equitativo, preciso.  
 breakfast: desayuno, desayunar.  
 now: ahora, actualmente, impo/hoor, proo  
 moment: momento, instante  
 then: mañana, principio, inicio  
 across: transversalmente, por la mitad, por medio  
 sitting: Sentándose  
 Husband: marido, esposo  
 Drinking: bebiendo,  
 coffee: café ✓  
 Listening: escuchando  
 After: siguiente, posterior, después  
 Leaving: saliendo, dejando  
 Talking: hablando  
 From: de, desde  
 Pastry: Pastel  
 Riding: montar

Tarea  
 Traducir el texto.

Image 3.

Actividad

¿Quiénes son ellos? ¿dónde van ellos? ¿qué están haciendo?  
 Justo ahora, es lunes por la mañana, Mike y Tina están en casa. Ellos están sentados en una mesa. Ellos están comiendo.  
 En este momento, Tina está tomando café, ella está comiendo un pastel, ella está sentada de un lado de la mesa. Mike está escuchando a Tina.  
 Mike y Tina son esposos. El está sentado a un lado de la mesa con Tina. El además está bebiendo café. Mike está escuchando a Tina.  
 Después de desayunar, Mike y Tina están saliendo para trabajar. Ellos se están montando en el bus para ir a trabajar.

April 19/21

## “Mary Shakespeare” Verbs in past

...	Mary Shakespeare <b>lived</b> in London.	Mary Shakespeare vivía en Londres.
...	She was 23 years old and <b>worked</b> in a theatre in the city centre.	Tenía 23 años y trabajaba en un teatro en el centro de la ciudad.
...	Every day she went there by car. She had an easy job.	Cada día iba allí en coche. Tenía un trabajo fácil.
...	She <b>helped</b> people find their seats and she said to everybody, "Enjoy the play!"	Ayudaba a la gente a encontrar sus asientos y decía a todo el mundo, - ¡Disfrute del espectáculo!
...	And usually people <b>enjoyed</b> it and were very nice and friendly to Mary.	Y por lo general la gente la disfrutaba y era muy agradable y amable con Mary.
...	But one evening, after the play, Mary saw a man on the floor.	Pero una noche, después del espectáculo, Mary vio a un hombre en el suelo.
...	He lay on his back and <b>looked</b> up at the ceiling. The man said, "Ugggh".	Estaba de espaldas y miraba hacia el techo. El hombre dijo: -Ahhhh.
...	Mary thought he was drunk so she went to get the manager.	María pensó que estaba borracho así fue a buscar al gerente.
...	The manager said to the man on the floor, "Come on, sir. You can't stay here." But the man didn't answer. He only said, "Ugggh".	El gerente dijo al hombre en el suelo, - Vamos, señor. No puede quedarse aquí-. Pero el hombre no respondió. Sólo dijo, -Ahhhh.
...	The manager was angry and <b>asked</b> , "Where are you from?" The man answered, "Uggh, up there. From the balcony!"	El gerente se enfadó y le preguntó: - ¿De dónde es usted?- El hombre respondió: -¡Ahhhh, de allí arriba. Del balcón!



Image 1.

Image 2.

ACCIDENT IN THE THEATRE.

Mary Shakespeare lived in London she was 43 years old and worked in a theatre in a city centre. Every day she went there by car. She had an easy job. She helped people find their seats and she said to everybody, "Enjoy the play" and usually people enjoyed it and were very nice and friendly to Mary. But one evening, after the play, Mary saw a man on the floor. He lay on his back and looked up at the ceiling. The man said "ugggh".

Mary thought he was drunk so she went to get the manager.

The manager said to the man on the floor, "Come on sir, you can't stay here". But the man didn't answer. He only said, "ugggh".

The manager was angry and asked "where are you from?" The man answered "ugggh. up there from the balcony!"

VOCABULARY

- Theatre → Teatro
- City → Ciudad
- Centre → Centro
- Easy → Fácil
- Job → Trabajo
- People → Personas
- Seat → Asiento
- Everybody → Todo el mundo
- Enjoy → Disfrutar
- Friendly → Amigable
- Evening → Noche
- Floor → Suelo
- Manager → Gerente
- Answer → Respuesta
- Angry → Enfadado
- Balcony → Balcón

VERBS

- Live → Vivir
- Be → Ser/Estar
- Work → Trabajar
- Go → Ir
- Help → Ayudar
- Say → Decir
- Play → Jugar/Tocar
- See → Ver
- Look → Mirar
- Think → Pensar
- Drink → Tomar
- Stay → Quedar
- Ask → Preguntar

TRADUCCIÓN

Accidente en el teatro.

Mary Shakespeare vivía en Londres. Tenía 43 años y trabajaba en un teatro en el centro de la ciudad. Cada día iba allí en carro. Tenía un trabajo fácil ayudaba a las personas a encontrar sus asientos y decía a todo el mundo, disfrute el espectáculo y por lo general las personas lo disfrutaban y eran muy agradables y amables con Mary. Pero una noche, después del espectáculo, Mary vio a un hombre en el suelo. Estaba de espaldas y miraba borracho así que fue a buscar al gerente. El gerente dijo al hombre en el suelo vamos señor, no puede quedarse aquí, pero el hombre no respondió. Solo dijo "Ahhh" el gerente se enfadó y le preguntó ¿de donde es usted? el hombre respondió "Ahhh de allí arriba del balcón."

Image 3.

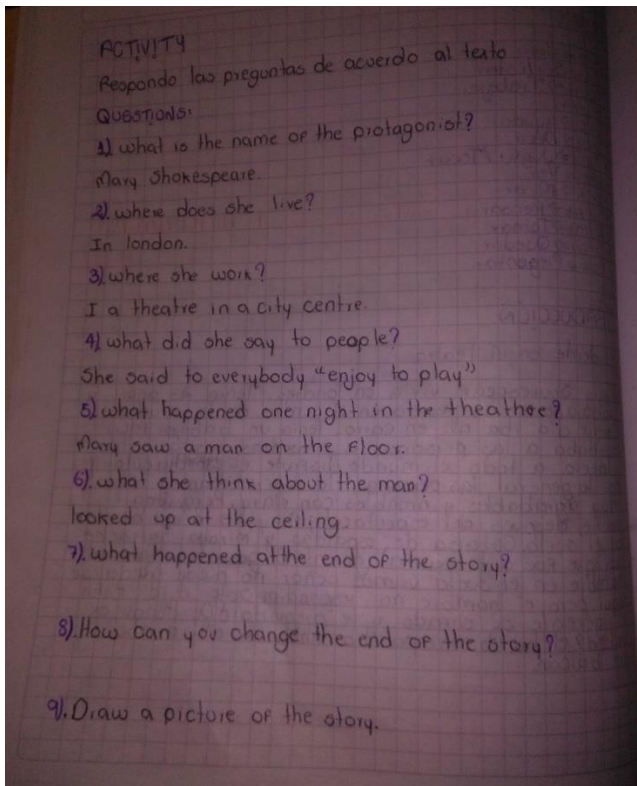
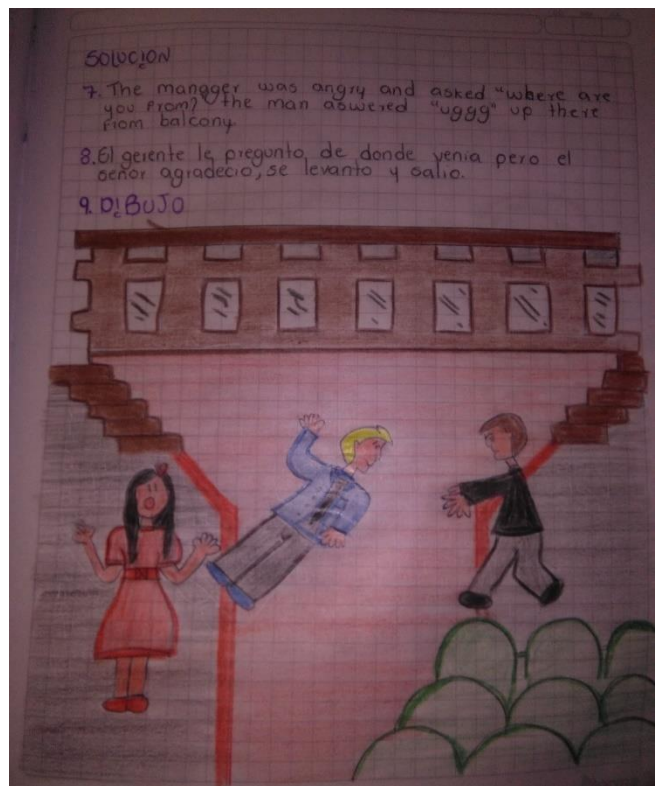


Image 4.



“What was doing? What was happening?” Past Continuous

Image 1.

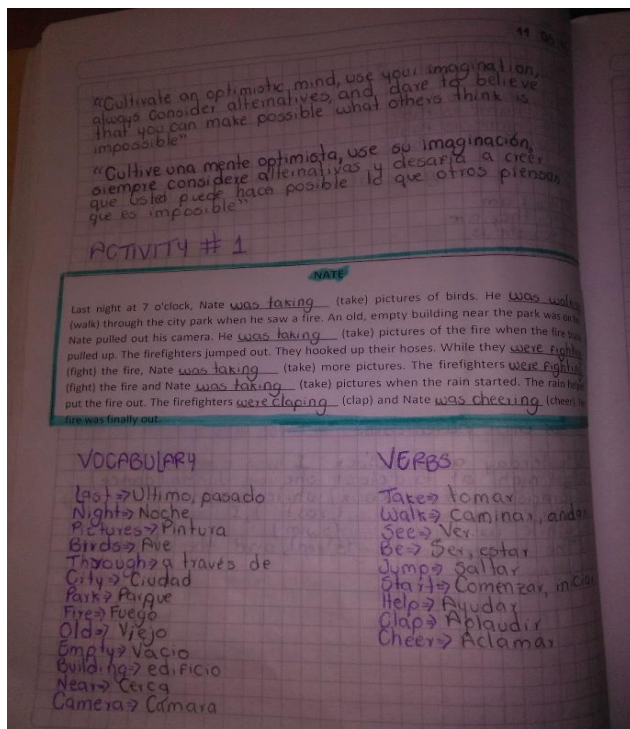


Image 2.

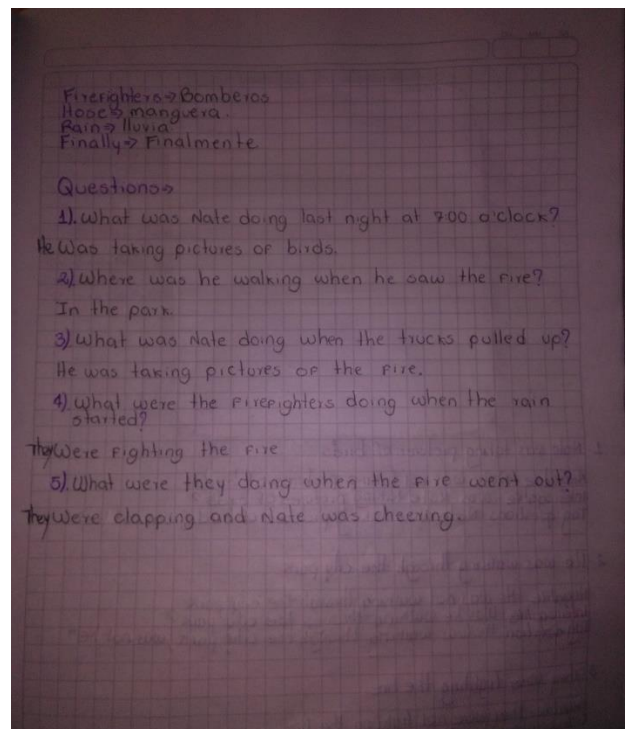


Image 3.

What was he doing? What was happening?

Last night at 7 o'clock, Nate was taking pictures of birds. He was walking through the city park when he saw a fire. An old, empty building near the park was on fire. Nate pulled out his camera.

He was taking pictures of the fire when the fire trucks pulled up. The firefighters jumped out. They hooked up their hoses. While they were fighting the fire, Nate was taking more pictures.

The firefighters were fighting the fire and Nate was taking pictures when the rain started. The rain helped put the fire out. The firefighters were clapping and Nate was cheering. The fire was finally out.

1. Nate was taking pictures of birds.  
 Negative = Nate was not taking pictures of birds.  
 Interrogative = Was Nate taking pictures of birds?  
 Tag question = Nate was taking pictures of birds, was not he?
2. He was walking through the city park.  
 Negative = He was not walking through the city park.  
 Interrogative = Was he walking through the city park?  
 Tag question = He was walking through the city park, was not he?
3. They were fighting the fire.  
 Negative = They were not fighting the fire.  
 Interrogative = Were they fighting the fire?

Image 4.

Tag question = They were fighting the fire, were not they?

4. The firefighters were clapping.  
 Negative = The firefighters were not clapping.  
 Interrogative = Were the firefighters clapping?  
 Tag question = The firefighters were clapping, were not they?
5. Nate was cheering.  
 Negative = Nate was not cheering.  
 Interrogative = Was Nate cheering?  
 Tag question = Nate was cheering, was not he?

“Daily Routines” Present Simple

## Daily Routines: Present Simple

A. Read the text and complete it with the Simple Present of the verbs in brackets.

This \_\_\_\_\_ (be) Mrs Dooley. She \_\_\_\_\_ (be) a typical working mother. She \_\_\_\_\_ (live) in San Diego, California, with her husband, their two children, Ann, who \_\_\_\_\_ (be) 8 years old, and Ben, 6, a dog and a cat. She \_\_\_\_\_ (be) a teacher. She \_\_\_\_\_ (teach) Maths at San Diego High School, located on the southern edge of Balboa Park.

Every morning she \_\_\_\_\_ (get up) at half past six. She \_\_\_\_\_ (feed) the dog and the cat and \_\_\_\_\_ (prepare) breakfast. At 7:50 she \_\_\_\_\_ (wake up) her husband. While he \_\_\_\_\_ (call) the children and \_\_\_\_\_ (help) them get dressed, she \_\_\_\_\_ (take) the dog outside and \_\_\_\_\_ (clean) the cat's litter box. At 8:10 the family \_\_\_\_\_ (have) breakfast - toasts with jam or butter and cereal. After breakfast, they all \_\_\_\_\_ (help) Mrs Dooley to load the dishwasher. They also \_\_\_\_\_ (help) her to make the beds. At 8:40 she \_\_\_\_\_ (walk) to school. Her lessons \_\_\_\_\_ (start) at 9, so \_\_\_\_\_ (there be) no need to hurry. Her husband \_\_\_\_\_ (leave) the car at a parking lot. He \_\_\_\_\_ (drive) the children to school and \_\_\_\_\_ (take) the subway to his office downtown.

B. Answer these questions on the text.

1. Where does Mrs Dooley live?
2. Who does she live with?
3. What's her job?
4. What time does she get up?
5. What does she do after getting up?
6. Who calls the children and helps them get dressed?
7. What do they have for breakfast?
8. Does Mrs Dooley live far from school? Justify.
9. Why do you think her husband leaves the car at a parking lot and takes the subway to work?

C. Now ask questions for these answers

1. No, she isn't single. She's married.
2. She has got two children.
3. Ann is 8 years old and Ben is 6.
4. Her High School is in Balboa Park.
5. Mrs Dooley. She is the one who cleans the cat's litter box.
6. They have breakfast at 8:10.
7. After breakfast, they all load the dishwasher and make the beds.
8. He goes to work by car and by subway.
9. He leaves the car at the parking lot.

Thistle girl designs



## Appendix 6

### AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA N° 1

#### I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				x
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				x
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.			x	



4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				x
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				x
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.			x	
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				x

### Observaciones y propuestas de mejora

Aunque en la planificación de actividades a desarrollar con los diferentes grupos de estudiantes me ha ido muy bien, porque han sido variadas, me gustaría implementar algunas actividades didácticas donde ellos puedan expresar y sacar toda la energía que siempre tienen y que debido al espacio tan limitado del salón de clase poco se pueden hacer.

## II. REALIZACIÓN

### Motivación inicial de l@s estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				x
2	Planteo situaciones introductorias previas al tema que se va a tratar.			x	

### Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				x
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				x

5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				x
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### Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				x
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)		x		
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				x

### Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				x
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.			x	

### Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).				x
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.			x	

### Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				x
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s			x	

		1	2	3	4
<b>Clima del aula</b>					
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				x
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				x

### **Seguimiento/ control del proceso de enseñanza-aprendizaje**

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				x
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.			x	
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				x
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				x

### **Atención a la diversidad**

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje			x	
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.				x

## Observaciones y propuestas de mejora

En la realización de actividades hay algunos estudiantes que trabajan más rápidos que otros, considero que aunque no es malo, si debería establecer límites para que aquellos que se toman el tiempo de pensar y de realizar la actividad puedan estar a la par con los demás compañeros.

## III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				x
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x
3	Realizo una evaluación inicial a principio de curso.		x		
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.			x	
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.		x		
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				x
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			x	
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.	x			

## Observaciones y propuestas de mejora

A lo largo de este proceso he tenido aprendizajes muy importantes que me han permitido mejorar todos los días, a pesar de que no había tenido mucha experiencia trabajando en un colegio, considero que lo he hecho muy bien, hasta el momento no he tenido inconvenientes, pero soy consciente que todos los días no son iguales y que debo trabajar para mejorar en aquello que con el paso del tiempo considere que tendré dificultades.

## AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

### I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				x
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				x
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				x
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				x
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				x
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.			x	
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.			x	

## Observaciones y propuestas de mejora

Aunque los contenidos de la asignatura ya habían sido diseñados por los profesores de inglés de la institución, yo pude tener la libertad de agregar y ajustar algunos dependiendo del progreso que iban teniendo los estudiantes y teniendo en cuenta una secuencia que fuera más favorable para ellos. Por otra parte, las actividades que diseño han sido con base a los temas vistos y a los que se están enseñando. Cada actividad fue supervisada por la profesora encargada.

Me gustaría mejorar un poco el tiempo en el que se deberían tardar los estudiantes en realizar cada actividad, porque hay algunos estudiantes muy inteligentes que demoran mucho menos tiempo que el resto de los compañeros.

## II. REALIZACIÓN

Motivación inicial de l@s estudiantes		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				x
2	Planteo situaciones introductorias previas al tema que se va a tratar.				x

### Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				x
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				x

5	Doy información de los progresos conseguidos así como de las dificultades encontradas.								X
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### Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.								X
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)						X		
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.								X

### Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.								X
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.								X

### Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).						X		
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado						X		
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.								X

### Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.								X
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s								X

		1	2	3	4
<b>Clima del aula</b>					
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				x
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				x

#### **Seguimiento/ control del proceso de enseñanza-aprendizaje**

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				x
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.			x	
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.			x	
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				x

#### **Atención a la diversidad**

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje				x
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.				x

#### **Observaciones y propuestas de mejora**

El colegio José Antonio Galán es una institución que tiene muchos estudiantes con necesidades educativas especiales, a pesar de ello, es sorprendente ver como esos



estudiantes son las personas que mejor trabajan. Al comienzo planificaba mis actividades pensando en ellos principalmente, luego me di cuenta que cualquier actividad que yo quisiera realizar en el aula ellos perfectamente la podían realizar mucho mejor que el resto de los compañeros.

### III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				x
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x
3	Realizo una evaluación inicial a principio de curso.		x		
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.				x
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.			x	
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				x
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				x
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			x	

#### Observaciones y propuestas de mejora

Una de las cosas que me he propuesto hacer, es preparar lo suficiente a mis estudiantes para que puedan a llegar a un buen nivel el otro año. Ha sido un proceso de

mucha paciencia porque algunos de ellos no tenían un nivel de inglés muy bajo, pero poco a poco han sido mejorando gracias a las correcciones que hago de las evaluaciones, de los talleres que les diseño, de las actividades y de la calma con la que explico un tema. Todos estos han sido factores esenciales en su proceso de aprendizaje.

## AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA N°2

### I. PLANIFICACIÓN

		1	2	3	4
<b>1</b>	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				x
<b>2</b>	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				x
<b>3</b>	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				x
<b>4</b>	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				x
<b>5</b>	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				x
<b>6</b>	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				x
<b>7</b>	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.			x	

### Observaciones y propuestas de mejora

A punto de culminar con mi proceso de practica integral, me doy cuenta que aunque al principio dude mucho si en realidad sería lo que esperaba, me di cuenta que sí. Ser la persona responsable que soy me permitió cumplir con los objetivos de cada contenido,

realizar actividades acordes a lo estipulado, establecer los criterios que me permitieron cumplir lo que me había propuesto. Todo fue proceso y lo pude lograr.

Con el paso del tiempo y con la experiencia iré mejorando lo que considere necesario, en estos momentos todo fue aprendizaje.

## II. REALIZACIÓN

### Motivación inicial de l@s estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				x
2	Planteo situaciones introductorias previas al tema que se va a tratar.				x

### Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				x
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				x
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				x

### Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				x
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)			x	
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				x

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### Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				x
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				x

### Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).				x
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				x

### Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				x
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s				x

### Clima del aula

		1	2	3	4
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				x

18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.					X
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### Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.					X
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.					X
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.					X
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.					X

### Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje					X
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.					X

### Observaciones y propuestas de mejora

Me había propuesto mejorar en el tiempo que toman los estudiantes en realizar cada actividad y lo pude lograr, nunca me hizo falta tiempo para terminarlas pero siempre pensé que a veces el tiempo me salía justo. Ya culminando con mi proceso, pude aprender más sobre el manejo de los estudiantes y el manejo del tiempo. La mejoría que tuve fue significativa y ellos mismos se dieron cuenta, porque nos quedaba mucho más tiempo para las correcciones y hasta para volver a repasar el tema.

### III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				x
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x
3	Realizo una evaluación inicial a principio de curso.		x		
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.				x
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.				x
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				x
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				x
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			x	

#### Observaciones y propuestas de mejora

Nunca tuve inconveniente con la forma en que evaluaba a los estudiantes, muchas veces los temas quedaban tan bien explicados que ellos mismos solicitaban que les hiciera quiz. La evaluación es el mejor recurso que tiene el maestro para comprobar que los estudiantes hayan aprendido correctamente cada tema y para mirar el proceso que tuvieron.

# TALLERES DE REFLEXIÓN

## TALLER N° 1

### Elementos para reflexionar

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

### I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.

**RTA:** La sociedad está en un constante cambio y sin lugar a dudas estos cambios han traído consecuencias en la educación. Entre ellos se encuentran:

- ❖ Progreso en la ciencia.
- ❖ Progreso en la tecnología de computación.
- ❖ Progreso en la medicina.
- ❖ Progreso en la tecnología y la genética

### Consecuencias:

- Cambios en la forma de pensar, de producir, de comunicarse, y de vivir.
- Se han vuelto materialistas.
- La influencia masiva de la comunicación.
- Los cambios de ideología a través de las redes sociales.
- Seres más autónomos que no necesitan de un profesor para aprender.

Además los cambios en la sociedad también se han visto reflejados en dos aspectos:

- ❖ **Una sociedad sobre informada:** Esta sociedad se ha visto a través de los avances tecnológicos y de la red de comunicación como medio de difusión de la información y como medio de construcción del conocimiento.
- ❖ **La independencia global:** Cada día nos enfrentamos a un mundo global, en el que se enfrentan rápidos cambios, es decir la sociedad exige otro estilo de vida que sea

acorde a las necesidades y a las situaciones que se van presentando, es por esta razón que el sistema educativo debe evolucionar ya que si hay cambios en la sociedad, claramente deben haberlo en la educación.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.

A medida que el mundo cambia, la educación también lo hace de diferentes maneras, unos ayudan y otros perjudican. Estos cambios se han visto reflejados de distintas formas como son:

- ❖ **Concursos de maestros:** La comunidad educativa trabajan y se integran por el bien común de la institución. La imagen del maestro se ve reflejada. Esta imagen deber ser comprensiva, amistosa, preparada y capacitada. Estos concursos claramente ayudan a la educación porque los profesionales elegidos siempre serán los mejores.
  
- ❖ **Los planes de estudio:** Estos planes se implementan y se adecuan teniendo una relación que va desde preescolar hasta 11 grado. La realización de estos planes ayuda en la educación porque permite una preparación e identificación de las necesidades que se requieren en la institución, además se trata la manera cómo será la enseñanza (temas, metodología) para crear personas más competentes.
  
- ❖ **Las evaluaciones:** Las evaluaciones que se diseñan para comprobar el aprendizaje de los estudiantes es tipo Icfes. Este tipo de evaluaciones perjudica a la educación porque el estudiante no da su punto de vista, no es crítico, y no se ve reflejado el conocimiento que adquiere. Además, las evaluaciones se ven por resultados y no por procesos, es decir las calificaciones, los exámenes, las tesis, etc, el mundo globalizado habla de la necesidad de evaluar resultados, minimizando la importancia de cómo se obtuvieron.



- ❖ **El MEN (Ministerio de educación Nacional):** El MEN influye de manera directa en los procesos de enseñanza, en algunas formas ayudan a la educación y en otro lo perjudican, dependiendo de las decisiones que se toman.
- ❖ **El uso de las TICS:** Algunas instituciones educativas cuentan con recursos tecnológicos que le permiten tener una enseñanza mucho más completa gracias a la información que se encuentra. Pero también puede ser una desventaja debido a que poco a poco estas tics se han convertido en una necesidad a tal punto de ser el generador de conocimientos dejando a un lado el rol del maestro por volverse imprescindible.
- ❖ **La implementación del idioma inglés:** La implementación del idioma en la educación ha permitido que poco a poco los estudiantes se vuelvan personas más competitivas a nivel laboral, teniendo en cuenta que hoy en día el inglés ha sido considerado el idioma universal.
- ❖ **Planeación de clases:** En el modelo actual, el docente planea para toda la clase, las individualidades se pierden en el grupo, el futuro anticipa el tránsito del diseño de procesos generales e impersonales de enseñanza a procesos flexibles, individuales y personales.
- ❖ **La inversión:** Hoy en día se habla de educación por inversión, en el paradigma actual se opta por estudiar una carrera que tenga opciones de empleo, más que por gusto. El futuro nos trae novedades.

3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

**1. Originalidad:** demuestra la capacidad para crear y producir cosas innovadoras.

**2. Tolerancia:** Frente a los diferentes sucesos que ocurren dentro del plantel educativo.

**3. Paciencia:** La labor maestro debe ser vista como una forma crear seres con cualidades humanas, además de seres competitivos. Es una labor de paciencia y esmero.

**4. Justicia y consecuencia:** Se debe tener claro el rol dentro del aula de clase, mostrar autoridad, justicia para tomar la decisión correcta y consecuencia para enfrentarla.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?

Aquellos estudiantes que siempre están interesados en aprender, que se cuestionan, que indagan, que preguntan, que a pesar de las dificultades siempre salen adelante y buscan soluciones.

5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

Que sean estudiantes íntegros, respetuosos, tolerantes, compañeristas, que sientan amor por las cosas que hacen, y que sean ciudadanos de bien.

Día a día trato de demostrarles a mis estudiantes el valor que tiene ser una persona de bien, que aunque existen diferencias entre ellos, se deben respetar y aceptar tal y como son. Yo también trato de darles ejemplos o tratar de que se pongan en los zapatos del otro para entender su mundo.

## **II. Poner en común, con el equipo, las respuestas a estas cuestiones**

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

## TALLER DE REFLEXIÓN N° 2

### PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

**Objetivo:** Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

**Tarea:** Reflexionar y tomar decisiones de forma individual y en equipo.

#### I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?

Las prioridades que han sido establecidas en la institución educativa José Antonio Galán están enfocadas en los aprendizajes y experiencias de vida de cada uno de los estudiantes y que pueden ser aplicables como alternativas laborales a la solución de sus problemas económicos, además permite que vayan consolidando con responsabilidad su proyecto de vida. Es por esta razón que la institución a través de proyectos encaminados a fortalecer el talento humano, la participación comunitaria, la preparación para el trabajo, la inclusión de todos sin ningún tipo de discriminación en un marco de tolerancia y respeto del hombre y la mujer y del medio ambiente natural ha sido facilitadores en su crecimiento y desarrollo.

2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?

Aquellas experiencias que me han permitido crecer como persona, que me han permitido conocerlos y aportar cosas significativas para su vida.

- Experiencias de tolerancia y respeto.

- Experiencias de aprendizaje-enseñanza.
- Experiencias de tipo discriminatorias.
- Experiencias de comunicación.
- Experiencias de formación integral.

Todas estas experiencias son parte fundamental en el proceso y sin lugar a dudas les permiten reflexionar y tener una mirada crítica respecto a lo que es su vida y como les gustaría seguir viviéndola.

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

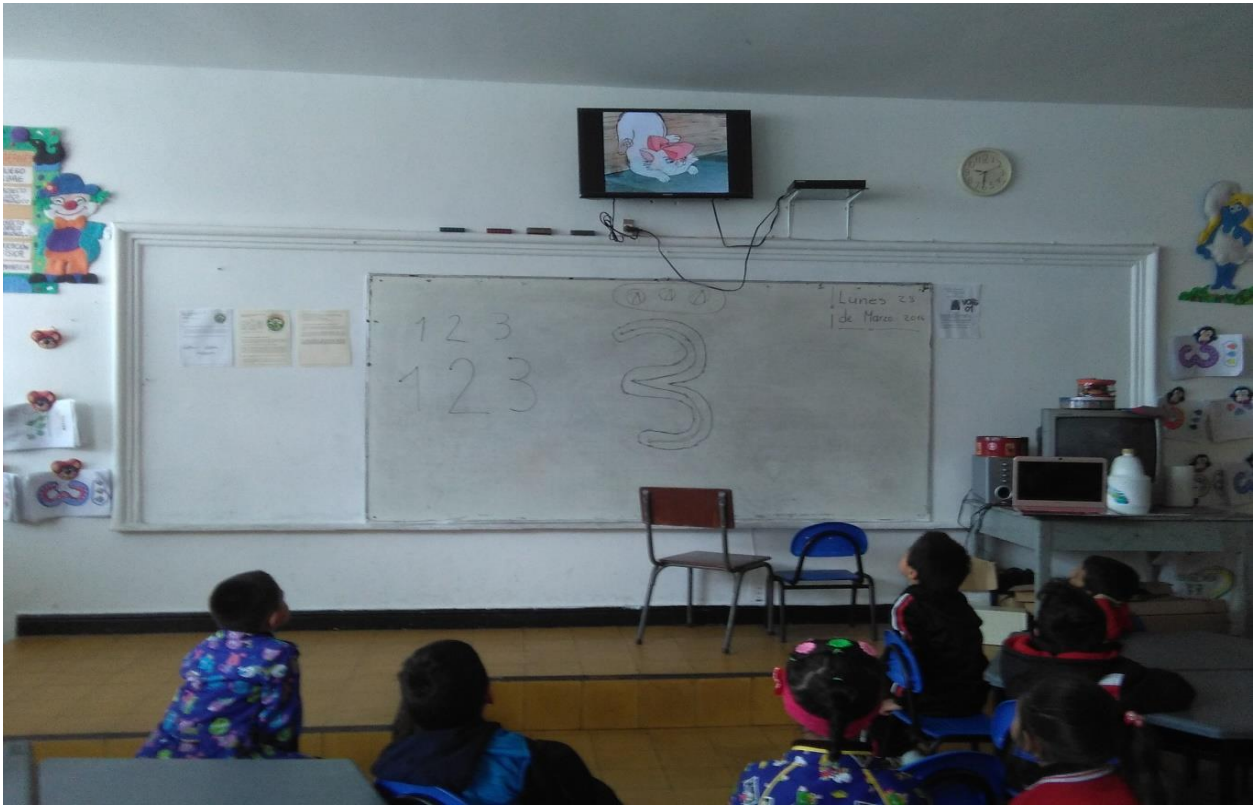
El inglés es hoy en día el idioma universal, es por esta razón que en las instituciones educativas se debería ver más su enseñanza. Es preocupante ver que al finalizar la formación educativa de los estudiantes en nivel secundaria ellos solo posean conocimientos muy elementales acerca del idioma, y a veces estos resultan insuficientes al ingresar al nivel de educación superior.

Como formadora de conocimientos me gustaría que en mi asignatura se incluyera más la lectura y el habla en los estudiantes, porque en muchas ocasiones a las instituciones solo les preocupa que el estudiante entienda la gramática para poder responder a diferentes preguntas. El interés de la institución es que el estudiante obtenga buenos resultados en las pruebas sin pensar en las otras competencias que pueden permitirles habilidades y destrezas que le facilitarían el proceso de aprendizaje. Por otra parte, me gustaría también que los contenidos programáticos de los diferentes cursos estuvieran adaptados al nivel en el que se encuentran, esto evitaría que cada vez que los estudiantes avanzan vieran los mismos temas de años atrás. Para finalizar, me gustaría que los contenidos estuvieran relacionados con las vivencias de los estudiantes, que pudieran ser aplicables para que ellos comprendieran de una mejor manera. Esto lograría que la adquisición de un nuevo idioma fuera mucho más fácil y significativo para ellos.

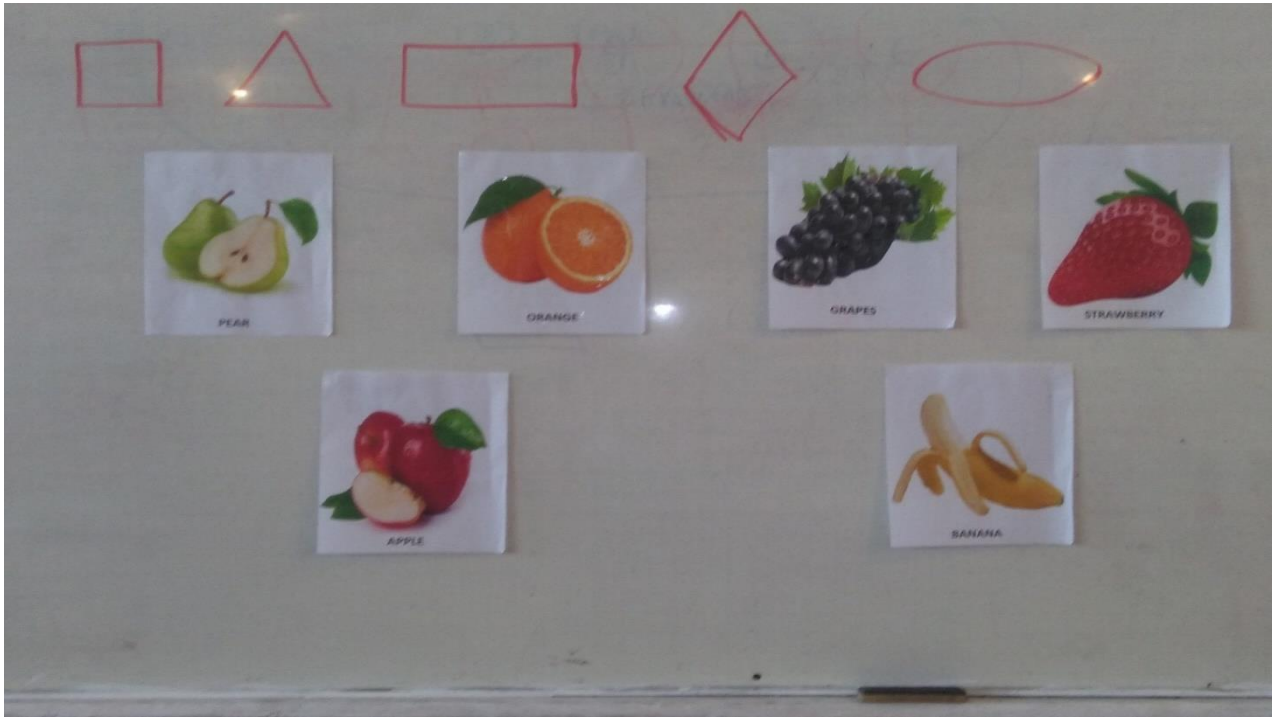
## **II. Puesta en común con el equipo docente con el grupo de práctica**

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

Appendix 7



## Appendix 8



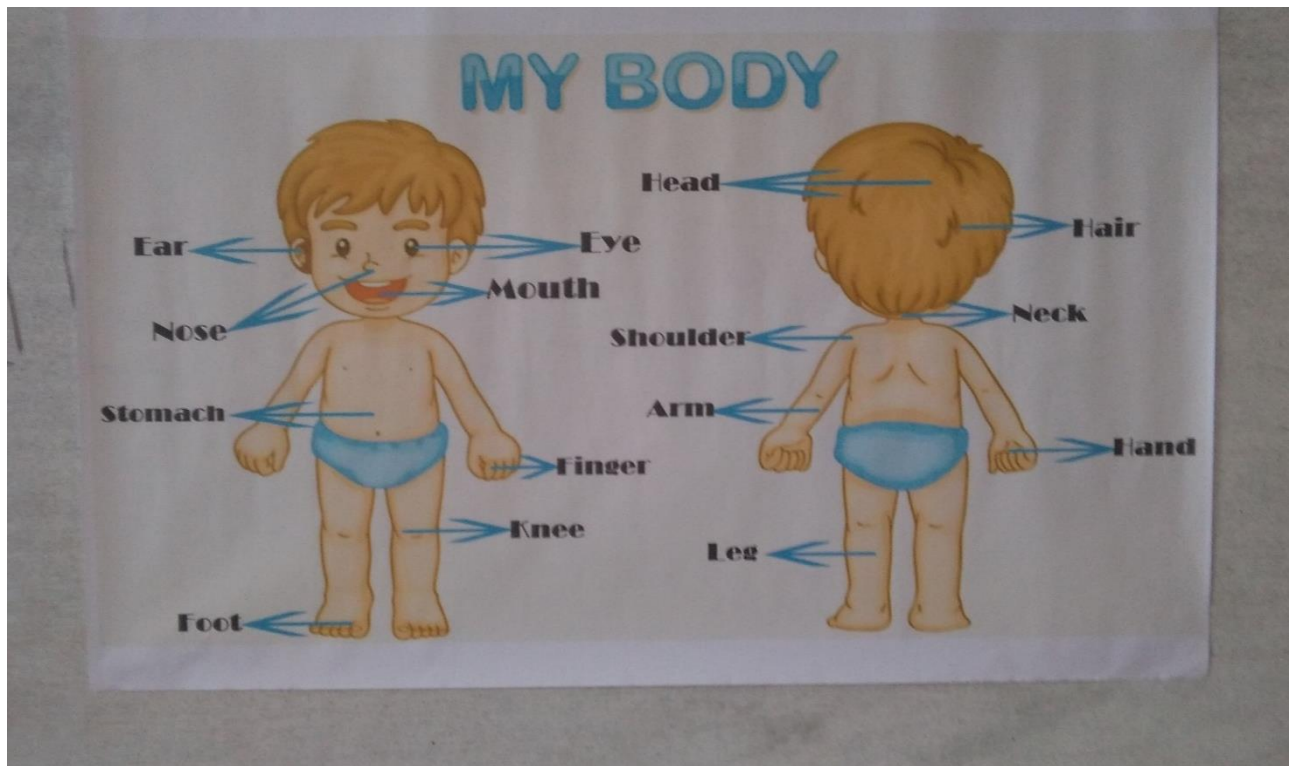
## Appendix 9





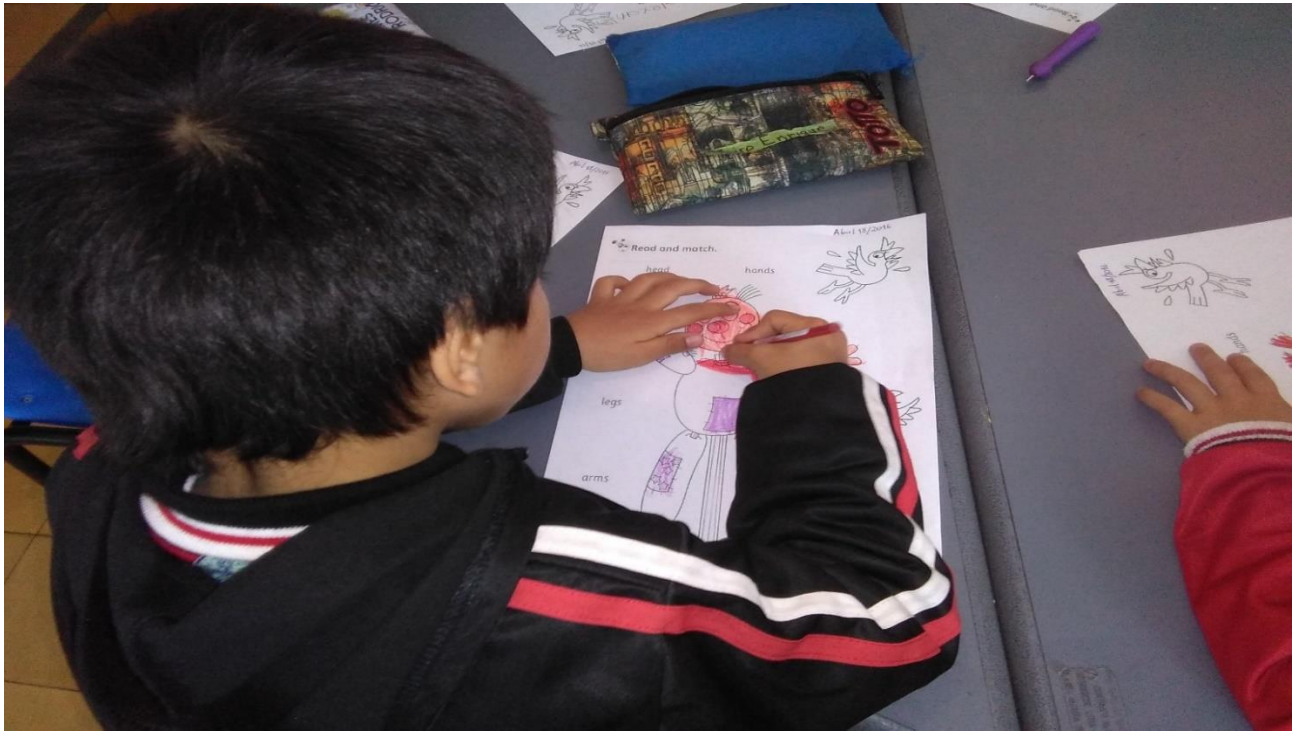


## Appendix 10



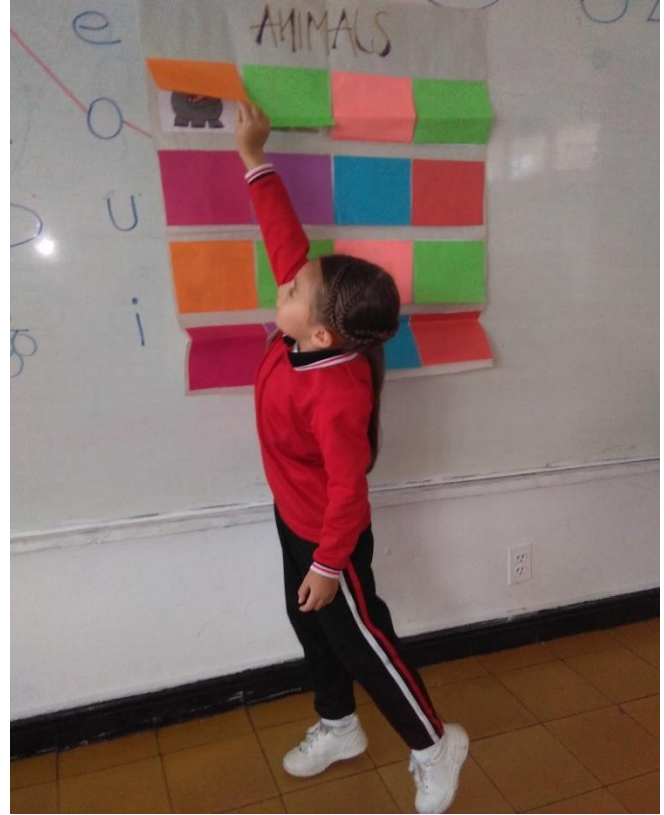
## Appendix 11



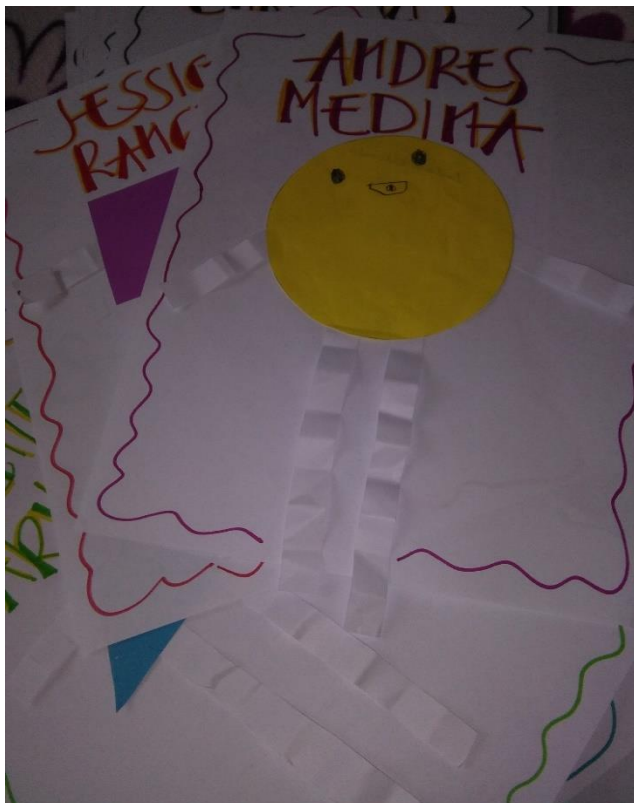


Appendix 12





Appendix 13



## Appendix 14

### Choice of the representative student.

#### Candidates



#### Student training.



## Words of the president and the academic coordinator



## Workshops



**Voting time**



**Appendix 15**



**Appendix 16**



Appendix 17





**Appendix 18**



**Appendix 19**



Appendix 20

