

Implementing didactic and authentic material in 10th graders to improve reading comprehension at Águeda Gallardo de Villamizar high school in Pamplona.

An action research.

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Presentation

This action research was divided into four chapters in order to better comprehend the role of teacher-practitioner in an educational institution and how he/she develops each component to achieve the different objectives proposed to support academic, extracurricular, administrative and reflection processes in teaching practices. The pedagogical component proposed a series of stages that well-implemented could provide great benefits to students of 8th and 10th grade. The research component was aimed at fostering teacher-practitioners to reflect on their teaching practices in order to improve the educational quality. The outreach component was focused on raising awareness of English teaching in primary schools. Finally, the administrative component which objective was to integrate the teacher-practitioner to the extracurricular activities proposed by the institution.

Introduction

Currently, to dominate a second language is a really useful opportunity to obtain pretty benefits for instance, to get a better job, real connections to travel around the world, to meet new people, to be part of a foreign culture among other advantages, is the case of English which has allowed the world to speak in the same language no matter where on the planet one is, but for a good learning, the teaching must start from its more basic bases, it is the case of reading comprehension whose receptive skill is trained every day when we use our mobile phones and laptops, read a poster, find advertisements on the street, etc. In this

way, learning English has become a priority since globalization and technology itself keeps us in constant contact with English culture.

In Colombia, the National Ministry of Education (MEN) has created the “National Plan of Bilingualism” 2004-2019 taking into account and adapting some curricular meshes from the Common European Framework of Reference (CEFR) in order to educate in a more competitive philosophy worldwide and achieve the expected linguistic goals from students.

Although this project is in progress, it still needs more time intensity in schools and colleges to sensitize the educational community and the Colombian culture that learning a second language is a necessity. This research proposal integrated itself the teaching practice which guided the development of the pedagogical component whose aim was the implementation of didactic and authentic material to improve reading comprehension among 8th and 10th graders. Reflection was related to the research component to enhance teachers-practitioners to exchange the different experiences, feelings, assumptions obtained from each teaching lesson. Teacher support was the objective from the outreach component focused on raising awareness in English teaching in primary schools. Finally, the institutional integration was the goal of the administrative component which sought the participation of the practitioner in all extracurricular activities.

Statement of the problem

Afterwards five non – participatory classroom observations undertook at Águeda Gallardo de Villamizar high school in 8th and 10th grades during two weeks before starting

my practice I realized a low English level (A1 and A2 according to the CEFR) among students at moment to develop any sort of reading, alerting teachers to pay more attention to the factors causing problems around the students' English learning. Talking with the English teacher and carrying out the institutional observation there were identified some internal factors such as there were students with three sorts of disabilities: the first one, students with low IQ the second one, deafness and the third one, short term memory. Other were external factors such as some students came from little towns such as Tame, Ragonvalia among others around Pamplona city to finish their secondary studies; it was the case of a group of girls who were in one of three 10th grade whose English level was very low in comparison with their classmates; since from the school that they came their English classes were very casual. Additionally, generally talking that population was considered "Z generation" also best known for living their lives through the screen, which dispersed their attention and did not allow them to concentrate in class.

In the same way, reading received a degree of minor importance in comparison with the development of other abilities leaving reading behind instead of leading in English learning. For this reason, it was necessary to emphasize that learning a second language was relevant an intense reading training that helped to structure the students' thought towards English.

Subsequently, the educational model implemented to teach was traditionalist focused on grammar, readings, listening and writing sections proposed by the English Please book; however, the development of readings could be more constant and not only sporadic.

On the other hand, the development of the English classes was divided into the following ways: grammar and vocabulary sections implemented with 8th grade students. Grammar, vocabulary and use of the English book with 10th grade students. During the development of the English classes were registered several difficulties for instance, struggles to comprehend the general idea from texts, misunderstanding of the unknown vocabulary and lack of elemental vocabulary,

This proposal aimed at offering students implementation of didactic and authentic material to facilitate the teaching of grammar, strengthen previous knowledge and create a reading habit to encourage students to actively participate during the readings besides helping children with some disability; in other words, “reading helps to develop the other linguistic competences in English”.

Justification

English language is one of the most important requirements to communicate and be part of a globalized world which demands a constant update and training to keep contact with its culture. This project was aimed at implementing didactic and authentic material to engage students to be part in readings to improve their A1 – A2 English level, overcoming misunderstanding of the topics enhancing students to work collaboratively for a common goal, “to train reading comprehension”. The participants mainly benefited were the 8th and 10th grade students. The idea of didactic and authentic material emerged from the need to catch the students’ attention to reinforce grammar structures, vocabulary memorization and create a reading habit by means of short and easy readings, lyrics and workshops to

facilitate later the presentation of the tests Saber 11. In this way, they were able to increase their vocabulary, concentration and improve their memory.

Objectives

General objective

- To implement didactic and authentic material in 8th & 10th graders to improve reading comprehension

Specific objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To promote in Student-Practitioners the development of a critical spirit that allows them to analyse their pedagogical work.
- To implement didactic material for teaching / learning of vocabulary in 2°, 3°, 4° and 5° graders.
- To collaborate with the logistic development of the activities programmed by the academic calendar.

Institutional observation

Location

This project was undertaken at Águeda Gallardo de Villamizar high school in Pamplona located at Carrera 9 Calle 9, which was well known as one of the most influential Catholic schools guided by Hijas de Maria Auxiliadora (Salesianas) with emphasis on Health, its legal representative is Sor Sol Cristina Redondo Avila who also managed two more headquarters: El Escorial and Jardín Infantil Nacional.

This educational center was founded on July 21st 1961 with the name Santa Maria Mazzarello Institute only for female students; in 1972 it is integrated with the Águeda Gallardo de Villamizar School and assumed this name, a process that was guided under the wise direction of Sor. Dolores Colussi, Italian missionary. In 1998 they began to implement the themes of emphasis in health and the Institutional Educational Project; in 1999 this school was articulated with the SENA agreement in auxiliary health sciences; in 2005 with the rectory of Sor Bertha Celmira Serna the institution opened its doors to male students. In 2006 to the present Sor Sol Cristina Redondo has been managing the institution

General authorities

- The school principal: Sor Sol Cristina Redondo Avila
- Secondary coordinator: Oscar Enrique Suarez Suarez
- English teachers: Yolima Parra, Estefanía Molina and Nataly Guarin.
 - Headquarters (Escorial, Jardín Infantil Nacional, Santísima Trinidad and Alfonso Lopez) coordinator: Luz Marina Botia.
- Students enrolled in the institution.

Fundamental Aspects of the “PEI”

On July 24, 1962, the departmental government granted to the school an operating license through Resolution No. 181 of the same year. From 1976 - 1981 Director Sor Ángela Velásquez obtained legal status granted by resolution No. 33 of March 20, 1978. In 1998 they began to implement the subjects of the emphasis on health in the Institutional Educational Project (PEI). In 2006 it was elaborated the institutional improvement plan, which includes the updating of the PEI. Institutional agreements were made with the Chíchira Rural Education Center, with FUNPROCEP, for the networks of educational communities and with CANAPRONORT for the peace games project. In November 2008 The Secretary commission of Education visited the school to give approval to grant the specialties of the Technical Media by means of resolution 00004444 of November 14, 2008 from Medical Clinic to Public Health. As of 2011, in the SENA - MEN agreement, the specialty of Public Health is replaced by Administrative Support in Health. In 2012 with help of Dr. Luddy Paez, the Institution accompanied the tutors of the interns of the INPEC Pamplona and the Custodio García Rovira battalion, to complete their studies of Secondary and Middle School; for what was adopted in the Institution and was included in the PEI flexible models for the education of young people and adults: “Project to be Human and to grow”. In 2015 began a new specialty for the Technical Media: Recreation, inserted in the mission and vision taking into account that leisure and recreational activities are really important to maintain a good mental health.

Relevant aspects of the Community Handbook

At Águeda Gallardo de Villamizar High School, The Education was understood as a process of humanization and socialization in such a way that with the experience of the Preventive System (Educational Method and Spirituality) to form Good Christians and

Honest Citizens. The Integral Training of the Salesian was the process of accompaniment in the development of the human being so that he/she becomes a builder of a new society (the civilization of love) as an agent of social transformation from the technical area in health with an educational project with cognitive, technological, humanistic and liberator approach. This institution was defined as an inclusive family without discrimination of creed, race, sex and socio-economic conditions characterized by the Salesian trinomial: work, joy and piety.

Mission

This institution provides an academic, humanistic, preventive and quality education from pre-school to technical media in the health area with relevant theoretical and practical knowledge and with a high degree of responsibility and honesty at the service of the region and the country.

Vision

In the year 2020 this institution will be consolidated as a certified institution in the provision of educational service in the department of Norte de Santander, in the training of young active and autonomous citizens, managers of healthy environments with academic and occupational competences in the health area.

Campus description

This educational institute had a wide space to cover about 750 students with three upper floors. On the first floor there was the porter's lodge, the secretary, the rectory and the waiting room. Then, there was the main courtyard which served as a basketball and soccer court, around this there were the "Main" computer room and the language laboratory

“Laura Vicuña”, besides the rectory, the bathrooms and classrooms from 8° to 11°. On the second floor was the volleyball court, around this there were the cafeteria and the school restaurant, the chemistry laboratory, the religion and music rooms, the auditorium and the staff room. Finally, on the third floor there were the new rooms from 6° to 7° and the library.

Institutional organization chart (see appendix 1)

School calendar (see appendix 2)

Pre-service teacher schedule

	HORA	LUNES	MARTES	MIERCOLES	JUEVES
7:30 – 8:25	1		7:15/8:00 2º Sor Isabel Peñaloza	PERMANENCIA	10°C
8:25 – 9:20	2		8:00/8:45 3º Prof. Luz Marina	PERMANENCIA	10°B
9:20 – 10:15	3	AREA	8:45/9:30 5º Prof. Luz Maria	PERMANENCIA	8°A
10:15 – 10:45 DESCANSO					
10:45 – 11:40	4		10:45/11:30 4º Prof. Carmen Alicia		PERMANENCIA
11:40 – 12:30	5				10°A
12:30 – 2:00 RECESO ALMUERZO					
2:00 – 2:55	6	10°A		PERMANENCIA	
2:55 – 3:50	7	10°B		10°C	
3:50 – 4:45	8	8°B		10°B	

	HORA	VIERNES		HORA	VIERNES
7:00 – 7:55	1	8°B			
7:55 – 8:50	2	PERMANENCIA			
8:50 – 9:45	3	10°A	2:00 – 3:00	7	ASESORIAS
9:45 – 10:15 DESCANSO			3:00 – 4:00	8	ASESORIAS
10:15 – 11:10	4	PERMANENCIA			
11:10 – 12:05	5	10°C			
12:05 – 1:00	6	PERMANENCIA			

Figure 1 Practice schedule

Pedagogical aspects observed

(see appendix 3)

In this section, it was observed five English classes one in 8^o and four in 10^o. During those observations were identified the following main aspects: the students' English level, in which according to the CEFR they were placed between A1-A2; the methodology accomplished by the teacher such as worksheets, posters, flashcards, images among others to carry out the English lesson during 55 min; the students' natural flow in class for instance, behaviours, attention to the class, participation, difficulties, etc; and finally, the material implemented like the English Please Book.

Chapter I

Pedagogical component

Implementing didactic and authentic material in 8th & 10th graders to improve reading comprehension.

Introduction

Reading in a second language can sometimes be a difficult effort that every English learner or teacher has to face. Thereby, learner often fails to understand a topic. On the other hand, teacher does not give the necessary importance to the previous preparation (planning) that entails the reading comprehension in class. That is to say, there are times when the English teacher arrives to the class then, gives out a guide and a little explanation to the topic meanwhile, takes a seat while letting his/her students develop that guide, in which maybe there is a reading with lot of vocabulary and the students do not know what to do. In this way, many times teachers forget that those sorts of classes should be more dynamic and not so passive producing in the students boredom or fatigue towards the class and more if it is of English since they will understand very little what they should do. For that reason, it was necessary to look for short readings, lyrics and workshops to catch students' attention,

To be clear, a favourable previous class preparation could provide great benefits, in which implement both sorts of materials (didactic & authentic) supplied other alternatives to train constantly this receptive skill (reading) helping students to develop

other linguistics abilities (listening, writing and speaking). That was to say, that by varying the materials allowed students to be engaged to the English class and actively participate in readings. As I mentioned before a previous preparation was important what it was worth paying close attention because it was necessary to provide students the material according with their language level, their interests and most importantly their age in order to give them a quality preparation in reading comprehension. This research proposal implemented didactic material to facilitate students the teaching of grammatical structures, vocabulary and the insertion of topics that lead to a better understanding of the reading to be developed. On the other hand, the implementation of authentic material was to reinforce new topics and make contact with the culture and the use of the language in a real context.

Justification

To encourage students' reading comprehension, it was necessary the implementation of several materials that well- adjusted helped them to organize the information obtained from the text and create their own knowledge. This was how each English class aimed at creating the habit of reading by means of current topics and interests according to the students to foster them that to read could be an easy and interesting task that helped them stimulate their brain activity to organize and interrelate concepts, in this way, reading helped them to strengthen their memory, learn the structure of the language and improve their concentration. In fact, the implementation of didactic and authentic

material enhanced students to actively participate and better understand the importance to constantly read.

Objectives

General Objective

- To implement didactic and authentic material in 8th & 10th graders to improve reading comprehension.

Specific objectives

- To liven up the English classes to foster 8th and 10th graders to participate in readings.
- To strengthen reading comprehension in 8th graders by means of worksheets & games.
- To adapt short readings, worksheets and workshops to facilitate the learning of grammatical structures & vocabulary.
- To implement different sorts of materials to catch students' attention.

Theoretical Framework

Below are the key concepts that guided this proposal: *Reading comprehension*, *didactic material* and *authentic material* to better understand the aim that had the use of material and what distinguishes them for the development of reading.

Reading comprehension

This is a receptive language process which helps students to develop cognitive process such as attention, memory, literacy and fluency. Blickenstaff, Hallquist & Kopel (2013) affirm that:

Comprehension is an important element during all states of literacy development. Students who read more fluently are able to focus on meaning, hold more of the information in their working memory, and incorporate their own background knowledge with what they have read. *Reading* with accuracy and effective speed allows the reader to focus on the meaning of the words. (p.8)

Didactic material

“Didactic” whose meaning comes from the Greek language “*didáskein*”, and means “teaching”. Didactic contains several elements, which well-articulated can give good results in teaching. Navarro & Piñeiro (2012) define “didactic as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language” (p.2). Additionally, it is important to remark the definition of “Didactic material” and how this varies according to the author. Tomlinson

(1998 cited in Fernández & León 2016) identifies “didactic material as “anything which is used by teachers or learners to facilitate the learning of a language” (p.2). Also, Harmer (2005 cited in Fernández & León 2016) refers to “didactic material as “a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity” (p.2).

Authentic material

Notwithstanding, to promote a reading competence it is also necessary to implement authentic material that reinforces reading comprehension besides offering a more direct contact with the culture of the foreign language that is being learned. Berardo (2006) stated: “They are therefore written for native speakers and contain “real” language” (p.2). Besides, Morrow (1977 cited in Gilmore 2004) states “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p.2). Namely, those sorts of materials will contextualize students in a real world with the language culture they want to learn.

In other words, these two sorts of material aim at facilitating students’ reading comprehension, taking into account the level of difficulty, that is to say that while didactic material is adapted according to the topic and student’s level to undertake a pedagogic process, the authentic material is the real language of culture and it is not adapted pedagogical processes. Apsari (2014) argues that:

Created material refers to textbooks and other texts specially designed for learning purposes. It is designed generally based on the syllabus and provide a systematic coverage of teaching items. The language of created materials has usually been modified and adjusted according to the learning objectives and level of learners and their ability. The main difference between authentic and created materials lies on the naturalness of language used. Authentic materials have more natural language and reflect real life (p.3).

Literature review

In the field of reading comprehension, previous studies showed the advantages of using didactic and authentic material to improve students' reading skills. It was important to stand out that the implementation of different sorts of materials during the reading sections in class to foster students to actively participate by creating a contact with the English culture.

The following literature review explained the importance of reading comprehension emphasizing on didactic and authentic material, and how these sorts of sources could help in the creation of a more pleasant environment for the classes' development with students.

Ortiz (2016) stated that the implementation of flashcards and games help students to reinforce their linguistic skills generating interest to participate in class, as a result she obtained an evident and meaningful improvement on the students'

comprehension and production in the English class; in which the use of cooperative learning approach was relevant strategy to make English classes easier and more enriching.

Likewise, Garzón & Guamán (2012) aimed their research on how supplementary materials such as the use of online, realia, audio-visual, audio and visual helps can make classes more interesting to motivate students to participate, as long as the selected material is suitable. The results showed that the implementation of supplementary materials were relevant because all of them were related to the topic and the objectives of the classes, taking into account the level of difficulty according to the students' age giving as a result good quality, originality and creativity to the development of the classes.

Surprisingly, Apsari (2014) argued in her experimental research that it is important to find the appropriate learning materials to obtain a good reading comprehension and how the use of authentic materials can improve this skill. However, the results obtained from observations and tests did not vary much; that is to say, the use of authentic reading material in comparison to didactic material did not produce significant changes which suggested that the students' reading comprehension was affected by other sorts of factors which indicate that a constant use of authentic material can offer advantages in reading comprehension, as long as, these are consistent with the students' ability.

On the other hand, Núñez & Téllez (2009) focused their article on fostering teachers to exploit their creativity to create their own materials to be applied with a valuable knowledge according to the students' needs, in which an important attention is now directed to the development of institutional materials taking into account teaching resources and strategies to enhance the students' linguistic learning. As a way of conclusion, the aim of this article was to inspire teacher to review their teaching practices to

implement new pedagogical materials to undertake a good input in the target language and improve linguistic competences (reading, listening, writing and speaking).

Methodology

Pedagogic methodology

Generally speaking, this section shows all information related to material, lessons, classes and perceptions of teaching practice undertook to improve reading comprehension by means of didactic and authentic material. This proposal implemented a collaborative model in order to achieve a mutual effort to develop readings.

Collaboration is the “*mutual engagement of participants in a coordinated effort to solve a problem together.*” Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. Interactions producing elaborated explanations are particularly valuable for improving student learning.

(Lai, 2011, p.3).

Otherwise, to implement this proposal aimed at improving reading comprehension among students, the readings were executed following three phases: pre-reading, in-reading and post-reading.

[...*Pre-reading* strategies prepare the student for what comes in the text.

Some of these strategies are: grammar and vocabulary work , development of

background knowledge, oral questions, observation of text layout (title, headings, subheadings, pictures, charts, tables, words in boldface or italics, numbers, columns, etc .) , guessing, brainstorming, semantic mapping, skimming, and scanning...] [... *In-reading* strategies are those the reader applies while she/he is in the process of decoding the reading... This paper proposes the following in-reading strategies : guessing, silent reading, self-questioning, vocabulary attack skills, dictionary use, fact/opinion, text organization, underlining, note-taking, paraphrasing, graphic organizers, comprehension questions, cloze exercises, and inference...] [... *post-reading* strategies are those applied after the reading of the text has been completed... It also presents the following post-reading strategies: vocabulary and grammar review, graphic organizers, summary, critical reading and problem solving (agree/disagree, relate to own experience, compare/contrast, discuss, apply), main idea, comprehension questions, inference, scanning, and skimming ...]

(Chacón, 2002, p.2).

Following the previous strategies above I divided the class into three sections in order to distribute the didactic and authentic material to develop readings:

Pre-reading section, in which I executed the didactic material to open the class giving them little clues such as flashcards or games with key words and/or vocabulary, observation of text layout (paragraphs, pictures) guessing and brainstorming that later helped them to connect that previous knowledge with the development with the In-reading section.

In-reading section, in this stage I accomplished authentic material such as videos, lyrics, short readings taking into account silent reading or by pairs, text organization, underlining, note-taking and comprehension questions.

Post-reading section, following the previous stages, here carried out didactic or authentic material to close this final reading section by means of reviewing vocabulary or grammar and comprehension questions.

Principles of the planning

In order to undertake this research proposal I decided to implement the different elements proposed by Piñeiro (2009):

Before planning

“[...before beginning planning, teachers need to be familiar with the curriculum the students will be following, as well as the text book. Based on the curriculum, the educators may determine what the cognitive target and the purpose of the lesson will be and write that down as the general objective...]”

(Brown 2001: 152 cited in *Ibid*, p.3).

While planning

“It is impossible to say exactly what a formal lesson plan should look like, or what information should be included because there are different examinations schemes for teachers and because different institutions and trainers have different preferences”.

Heading: To provide general information such institution, course, level, grade, timing.

General objective

Specific objectives

Language examples:

“In this section teachers should write the vocabulary and structures she/he would teach. Be sure to propose a sensible progression of syllabus elements such as grammatical structures, and functions and build in sufficient opportunities for recycling or remembering language.”

Mediation activities:

“The issue of how one activity leads into another is a matter of how different parts or stages of a lesson hang together. Teachers can write the stages on the board at the beginning of each class so that students will know where they are in the lesson sequence at any given moment”

Routine activities: “it includes activities such as: greeting the students, calling the roll, asking a student to write the date on the board and read it aloud, etc” (p.6)

Warm up or motivation: “instead of a language structure or function to be learned, students are presented with a task they have to perform, or a problem they have to solve”

Presentation: “the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions” (p.7).

Practice: “the students now practice what they have learnt. They can perform the task and focus on language form as they do the tasks” (p.7).

Consolidation: “the students are asked to use the new language in sentences of their own” (p.7).

Closing activity: “the teacher helps students with any mistake he/she heard during the consolidation task. He/she then directs students back to the task and they analysed it for topic vocabulary, time expressions, syntax elements, etc” (p.7).

Timing:

“The main body of a formal plan lists the activities and procedures in a lesson, together with the times the teachers expect each of them to take. Teachers should be sure to include in the tasks appropriate proportions of time for whole class work, small group and pair work, and teacher’s and students’ talk time”.

Evaluation or learning outcome:

“It has to take part not as a separate element of the lesson but as a complement in regular classroom tasks. It is an assessment, formal or informal, that teachers make after students have sufficient opportunities for learning in order to make adjustments for next lesson. They are seen as achievement indicators teachers list to know whether or not students have been successful”.

Materials:

“Planning includes realizing what you need to take with you to the classroom, such as, flashcards, memory game, computer, poster”.

Bibliography:

“The teacher specifies the complete source of the materials she/he will use: the name of the book, article, song or newspaper, the name of the author, editor, country, and page numbers”.

After planning: here starts the action research.

First of all, it is important to say that this proposal was carried out with five different groups at Águeda Gallardo de Villamizar School such as 8A, 8B, 10A, 10B, & 10C, with this population I had to design around four and five plannings per week. Subsequently, those plannings were delivered every Thursday to my supervisor in order to be approved to then, develop the respective material for each class. On some occasions, I implemented the same planning and material to teach tenth graders but also some of them were developed with eighth graders, in which I only varied the level of difficulty.

In order to undertake an educational plan to develop reading activities in classroom, I decided to implement the principles of planning by Piñeiro (2009) in order to adapt the plannings according to the students' needs to help them fill gaps related to lack of reading comprehension and foster them to develop other linguistic skills; taking into account the different goals proposed for each English lesson. During the first stage of the teaching practice I designed around 23 plannings focused on improving reading comprehension skills which were divided into two levels (A1-A1+): eighth graders & tenth graders. Below is a planning model (See appendix 4)

The following work schedule shows the classes and topics developed so far from eighth and tenth graders.

Eighth graders

DATE	TOPIC	OBJECTIVE
------	-------	-----------

March 12 th & 15 th FIRST LESSON	I am good at.	To learn the use of “to be good at”
March 22 nd & 23 rd SECOND LESSON	Should/shouldn’t.	To give advice.
April 1 st & 5 th THIRD LESSON	What time is it?	To tell the time.
April 9 th & 12 th FOURTH LESSON	What do you wear?	To describe clothing using adjectives.
April 16 th & 19 th FIFTH LESSON	What are some of the daily activities that you do at home?	To describe daily routines using Simple Present Tense.
April 23 rd & 26 th SIXTH LESSON	Adverbs of frequency.	To use adverbs of frequency in oral & written speech.
May 3 rd & 4 th SEVENTH LESSON	Lemon tree.	To identify present forms in songs.

Table 1 Eighth plannings

Tenth graders

March 12 th & 14 th FIRST LESSON	The cold Ben’s day.	To identify past forms.
March 14 th & 15 th SECOND LESSON	Changing your life.	To learn Past Simple Tense.
March 15 th & 16 th THIRD LESSON	Debbie’s job interview.	To describe past actions.
March 22 nd & 23 rd FOURTH LESSON	Paradise.	To recognize past forms in texts and songs.
April 2 nd & 4 th FIFTH LESSON	Learning by playing.	To classify regular & irregular forms taking into account Past Simple conjugation.
April 4 th , 5 th & 6 th SIX LESSON	My Easter activities.	To describe past activities at Easter.
April 9 th & 11 th SEVENTH LESSON	Be quiet and sit down.	To learn the grammar structure of Imperatives.
April 11 th & 12 th EIGHTH LESSON	Don’t forget to study.	To identify Imperatives in written & oral speech.
April 12 th & 13 th NINETH LESSON	It is better that you wear the purple dress is more elegant.	To learn new descriptive adjectives.
April 19 th & 20 th TENTH LESSON	The pink panther.	To identify Simple Present & Present Continuous forms.
April 23 rd & 25 th ELEVENTH LESSON	Learning adverbs of frequency.	To use Adverbs of frequency in written & oral speech.
April 25 rd & 26 th TWELFTH LESSON	Describing the actions of the classroom.	To understand the use of the Present continuous and express the actions that are happening during the class.
May 2 nd & 3 rd THIRTEENTH LESSON	Fair-trade.	To learn new fair-trade words and share ideas from fair-trade readings using the new vocabulary.
May 3 rd & 4 th FOURTEENTH LESSON	Learning English is an amazing experience.	To learn how to use a gerund as a noun.

May 7 th & 9 th FIFTEENTH LESSON	Playing is an easy way to learn.	To reinforce the use of gerunds as subjects.
May 9 th & 10 th SIXTEENTH LESSON	Eternal flame.	To reinforce previous topics (Imperatives, Simple Present & Present Continuous)

Table 2 Tenth plannings

Proposal development

This teaching practice took place around ten weeks at Águeda Gallardo de Villamizar High School aimed at improving reading comprehension implementing didactic and authentic material. During that period of practice I studied the advantages of using both sorts of materials; related to didactic material for instance games, flashcards, worksheets & workshops to introduce topics, to check students' previous knowledge and liven up the classes; in that way students participated and tried to create their knowledge and I developed my classes catching students' attention. Once I started the classes using didactic material I continued implementing authentic material such as readings, videos & songs to carry out the topic to work in class in order to make contact with the English culture.

With those two materials I noticed that students enjoyed English classes because, for them, the use of different materials and activities helped them to see English learning easier and more fun, and that was the idea. With respect to the texts that I implemented they were placed in A1+ English level due to the lack knowledge most of students presented. The readings were related to short stories about history's characters, daily routines, lyrics and life's experiences that helped students to identify unknown vocabulary and common grammar structures such as past & present forms to differentiate them.

Focusing on, the development of my plannings I worked with Piñero's theory which proposes a series of stages and advices to structure the lessons in a dynamic way in order to organize the activities according to the students' needs or schedule. With those two general aspects I programed my classes and varied the development of each one conforming to the sort of activity or topic that I prepared taking into account the suggestions that Piñero (2009) proposed as keeping close attention to the planning to follow the curriculum, holding a scheme structure to plan classes, sharing among students mediation and routine taking into account different way of implementing materials and varying activities to foster students to participate. Undertaking a lesson for instance I used to introduce new topics starting with a game such as word order among others as warm up. To check students' progress, I started with a reading as in-reading section and in that way I was changing the order of class sections to adjust them to the proposed objectives. That is to say, the main idea of those principals of planning was to differentiate and adjust the activities and moments of the class to the development of the lessons.

Action research

Once I selected this action research to improve reading skills I decided to implement a collaborative model in order to achieve a mutual effort to develop readings; each planning was created and modified according to the different needs from students. I selected this model in order to enhance students to participate because most of them preferred not to participate so, when they were organized in pairs (or small groups of three or four students) they were able to share short ideas to be part of the reading group. However, it is important to say that all of them shared their ideas in Spanish due to the lack of vocabulary and

grammar structures however, there were very few students who had any knowledge. I consider that it was because they liked English class or maybe they developed extra activities related to this language at home.

On the other hand, I tried to implement different sorts of material for instance: worksheets, workshops, flashcards, posters, videos, songs and games to undertake this action research, in which I had not only invested time and effort but also money to achieve each objective of each class and also to help students to create a good ambience during the English class. Taking into account some advices from different people, it is important to remark that keeping students busy helped control the group.

Interaction among students

During my English classes I tried to be attentive to each student to clarify doubts, I tried to speak most of times in English but actually it was a really difficult task because students always asked me to please speaking in Spanish because according to them they were not able to understand the commands to develop an activity. Also, on some occasions students preferred to remain silent without doing anything. When I wanted that student participates, I implemented flashcards or short readings to enhance that student to be part of the activity.

Activities in class

During my English classes I tried to implement readings in groups because I identified that students participated when they worked with another classmate in that way they stopped being shy to participate during the questions section , I also implemented workshops and worksheets to help them to reinforce grammar structures, learn new

vocabulary and check reading comprehension. On the other hand, I used flashcards and games to catch the students' attention and help them to learn in an easy way.

Resources & organization of class

It was a fact, that the main goal of this action research was to implement didactic and authentic material to improve reading comprehension for that reason, this research proposed different sorts of sources from reading material to videos and songs to achieve this objective. To share the second one I used a TV, a laptop and sometimes a video bean. On the other hand, to keep the students always busy it was an amazing strategy to keep classroom organized also, the reading aloud helped students to be attentive to follow it and correct pronunciation. However that strategy had a big disadvantage, in which most of students paid close attention to the previous strategies forgetting the whole idea of the text but some of them tried to participate sharing their ideas and it helped the other students to pay attention to the main message.

Instructions of tasks

When I developed an activity I tried to be clear with the commands that students had to follow to achieve the classroom's goal. Nonetheless, I had to use the body language or common words also, on some occasion I had to speak in Spanish to be clear with them and repeat a lot of times the instruction that they had to follow; but that problem was in most of the occasions with 10A graders because as I mentioned at the institutional observation, there was a group whose students presented a very low English level because most of them came from the countryside so, I had to translate all the different directions

given during the class into Spanish. With regard other groups I tried to speak in English all time.

Classroom ambience

I consider that the key strategy to encourage students to be part of a class was to try making it interesting or at least the teacher had to be dynamic to keep the group awake because otherwise the ambience could be boring and heavy especially if classes had a hard schedule but speaking in a general way I tried to create a collaborative ambience of working, in which our main goal was to improve our reading comprehension taking into account the participation of the students to help them correcting their mistakes and enhancing them to communicate in English.

Control of the teaching-learning process

This experience helped me to check previous knowledge and also learn new things in an easy way; I remembered when my first English teacher at the university told me that one must keep studying because this is the only way that practice constructs a teacher; taking into account that it was possible to teach, implement or transmit that knowledge by means of different strategies, methods and resources to help students to promote new comprehension abilities to be part of the English class.

Attention to diversity

First of all, I have to say that I had two students with low IQ, one in 8A grade and the other in 10B grade whom I had to design other sorts of worksheets to help them to learn in a simpler way the topic to work; however, I had to pay close attention to their progress

because they had another way to be evaluated. On the other hand, with 10A graders I had to speak in Spanglish in order to help them to clarify doubts.

Students' needs

I tried to help students with easy topics and tips to increase their vocabulary and use of language because I realized that most of them wanted to communicate in English and shared their ideas but they had a so reduced vocabulary, for that reason I tried to design activities to foster them to look for the way of use the language.

Students' tests

I did not apply a lot of tests in fact most of my grades were work groups or workshops with open notebook. However, I had to apply a test in order to verify the students' learning.

My communicative competences

I consider that I implemented the second language according to the CEFR to promote the use of English language in class; I tried to use common words and synonyms to familiarize students with the meaning of the words and commands to carry out an activity I also liked using striking material to help me to communicate with the students and create a clear idea of the activity to be developed.

In order to have a better image in which English classes were developed (See appendix 5).

Advantages and disadvantages of using didactic and authentic material

During ten weeks I implemented different sources to help students to engage in English class and improve their reading comprehension. Those sources were didactic and authentic material, in which I noticed a huge improvement related to the students' participation.

The following advantages and disadvantages emerged from participant observations (P.O) during the implementation of didactic and authentic material to check students' progress in readings are shown in the table below

IMPLEMENTING DIDACTIC MATERIAL	
ADVANTAGES	DISADVANTAGES
It caught students' attention.	
It fostered students' participation.	
It helped to introduce new topics in an easy way.	
It reinforced previous topics by means of games.	
It could be adapted to any degree of difficulty.	
The use of images livened up students' knowledge.	
It decreased shyness.	
IMPLEMENTING AUTHENTIC MATERIAL	
ADVANTAGES	DISADVANTAGES
It checked students' knowledge.	Sometimes its degree of difficulty was advanced.
It reinforced previous topics.	There was a wide unknown vocabulary.
It made contact with the English culture.	Sometimes verb tenses confused students.
It checked students' reading comprehension.	Students shared their reading comprehension always using the mother tongue.

Table 3 Perceptions from P.O.

Advances

The constant implementation of different sorts of material such as worksheets workshops, games, flashcards & English please book to introduce readings and grammar enhanced among students to be more attentive to the details and key words to then be able to answers the questions posed by the activities; as long as, those were carried out in a group manner. Other good advantage was to keep working students to avoid having indiscipline among them. (See difficulties 10°C)

During that period, I worked so hard with all graders constantly, checking tasks, applying correctives & evaluating them in order to improve their reading progress.

Difficulties

During the teaching practice I realized students presented good results when they worked in groups or pairs to develop workshops; however, when they had to work alone to achieve a task most of them presented struggles in short-term memory. Taking into account their body language they were supposed did not want to be part of the English class or any other.

They did not pay attention to the different directions I gave and most of times I had to resort to the use of Spanish because they presented apathy to the foreign language or they said they did not understand.

Although, I tried to avoid using Spanish language during the English class, the students presented terrible struggles to understand what they had to do so, on some occasions I had to speak in Spanish to be clear with the different commands that they had to follow.

They did not do homework or study, talking with the English teachers, they said to have the same struggles but with more serious indiscipline problems.

As regards 10C graders I considered that their undisciplined behaviour was due to most of students were males and there were only six females which makes disorder more prevail; I say this because in 10A most of students were females and there were only five males improving students behaviour on the other hand, my supervisor Yolima said that it

was also due to the small place of their room so, that group was under study to find a solution.

Recommendations

English teachers should implement other sorts of strategies such as to be strict with the delivery of tasks & speak in English all time to teach students to be more responsible. On the other hand, teachers should implement colorful material for instance flashcards, games, worksheets and workshops to catch students' attention and in this way to be able to control the indiscipline.

Research methodology

Essentially, this research study was conducted with a sample of “six students”; one participant from 8th and five from 10th grade. The method that was implemented was a qualitative action research focused on resolving real educational problems, being part of the context under study. In other words, this method is well- known as a participatory action research in which within the educational context, this can generate changes mainly in teachers and teaching (Carr & Kemmis, 1986; Elliot, 1991 cited in MacDonald 2012).

In order to collect useful data to determine advantages and disadvantages of implementing didactic and authentic material to improve reading comprehension this action research was focused on answering the following three questions that guided the data collection, guided by this central question:

How does the use of didactic and authentic material improve reading comprehension?

What advantages does the use of didactic material to reinforce reading comprehension?

What advantages does the use of authentic material to improve reading comprehension?

What advances do students present with the use of these materials to improve their reading comprehension?

The instruments that guided this action research were: Participant observation, document analysis and semi-structure interviews.

Driscoll (2011) affirmed “Participant observation is a common method within ethnographic research in sociology and anthropology. In this kind of observation, a researcher may interact with participants and become part of their community” (p.9).

“*Document analysis* is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge”(Corbin & Strauss, 2008; see also Rapley, 2007 cited in Bowen, 2009, p.2).

Johnson (2006) affirms that the semi-structured interviews provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. They are often preceded by observation, informal and unstructured interviewing in order to allow the

researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions.

Schedule

P.O = participant observation

START OF CLASSES					
MARCH	12 P.O	13 P.O	14 P.O	15 P.O	16 P.O
		20 P.O	21 P.O	22 P.O	23 P.O
	EASTER				
APRIL	2 P.O	3 P.O	4 P.O	5 P.O	6 P.O
	11 P.O	10 P.O	11 P.O	12 P.O	13 P.O
	16 P.O	17 P.O	18 FIRST INTERVIEW (1)	19 P.O	20 FIRST INTERVIEW (2)
	23 P.O	24 P.O	25 FIRST INTERVIEW (1)	26 FIRST INTERVIEW (2)	27 P.O
	30 SECOND INTERVIEW (1)		2 SECOND INTERVIEW (1)	3 SECOND INTERVIEW (1)	4 SECOND INTERVIEW (2)
7 SECOND INTERVIEW (1)	8 P.O	STRIKE			11 THIRD INTERVIEW (1)
	15 THIRD INTERVIEW (2)	16 "E" DAY	17 THIRD INTERVIEW (2)	18 THIRD INTERVIEW (1)	
21 P.O	22 P.O	23 P.O	24 P.O	25 P.O	
MAY	DATA ANALYSIS				

Figure 2 Research schedule

The participants under study were around 224 students from different parts of the country and also from Venezuela; from 2° to 5° in a range of ages from 5 to 13, 8° & 10° from 14 to 17; to develop participant observations around ten weeks. On the other hand, I selected six participants (4 boys & 2 girls) to carry out three semi-structure interviews and finally, document analysis focused on reading and written tasks students did to complement the data collection.

In connection with the research method used during the data collection I implemented ten participatory classroom observations with the whole groups (8A-B/ 10A-B-C) to register students' behavior and natural flow in English classes, three semi-structure interviews (six participants), in this section it was posed 26 questions in order to have a broader idea of how the students perceive Reading, English classes and didactic & authentic material.

Results

In order to undertake the data collection to check the advantages and disadvantages of implementing didactic and authentic material to improve reading comprehension, I decided to guide this research section using a typological analysis to study the data. Typological analysis describes the different phenomenon around participants' behaviors in the context under study (Hatch 2002). In other words, the aim of this analysis was to generate a change ambience friendly to the participants to collect useful data to study the implementation of the reading material to then be analyzed by typologies. So as to analyze data I used MAXQDA program to organize, code and categorize the data gathered. Once I codified data I continued analyzing the categories emerged using a descriptive position to offer a broader idea of information collected to answer the questions that guided this

proposal. The following results classified into categories emerged from participant observations throughout the practice, three semi-structure interviews and documents analysis linked to worksheets and workshops developed by students which were analyzed to identify students reading progress. Nevertheless, the following results were registered in tenth grade students, since with this population the project was implemented in its entirety, unlike the eighth grade students since the intensity of the hours was low and also due to extracurricular activities that produced that the proposal did not carry out with its objectives for those participants.

Reading comprehension

Focusing on improving reading comprehension among students, this category directed its attention in identifying students' perceptions in front English readings in class. Each class was guided by a planning to achieve the different linguistic, communicative and socio-cultural objective in spite of I always carried with me an agenda to share with the students the scheduled activities to the class. I usually started greeting students and sharing with them new ways to greet e.g. [...*Hello guys, What's up?...*]. In this way I kept explaining to them the meaning of the greeting and if this was formal or informal, to be written in their notebooks to learn new expressions. Once I had the students' attention we continued praying to God to start the new lesson. Then, we checked previous tasks to reinforce topics. Later, I continued applying a concentration game using flashcards as word order, rating or pasting on the board the material while pronunciation was corrected. The aim of the previous material was to be helpful tools to introduce a new topic or new words to be used in readings or productive activities. Later on, I kept explaining the topic to then

develop a worksheet or workshop depending on the objective of the lesson and I closed the classes giving short tasks to do at home as review grammar rules or read paragraphs from the English book.

Several material and strategies were adapted and implemented to support the students' needs face reading. At first, students did not understand the message of simple descriptive readings as activities in past or daily routines so, it was a difficult task to undertake due to the lack of knowledge and low English level so, it was necessary to start with easy lessons aimed at reinforcing topics for instance tenses, verb conjugation, new vocabulary and pronunciation namely as key words to then help students to develop the readings to be able to understand the message from the text; in other words, it was to create a bridge towards key tools like the ones already mentioned to carry out a conscientiously reading using the words or tenses already learned. To register students' points of view linked with readings in class, the following perceptions emerged e.g. z. In this context, the English lessons were undertaken to keep working students in readings even with time the students began to understand more quickly and easily the message of the texts, many of these readings were developed in group aloud to correct pronunciation and shared ideas and doubts; to check readings I used to play "hot potato" to pose around five or eight questions to monitor comprehension offering to any student the possibility to participate if he/ knew the answer to get a point. On the other hand, some students agreed with the introduction of key words to familiarize readings e.g. Aaron* affirmed: *[...Reading in English is a bit complicated at first but already when one is acquiring more knowledge about pronouns, verbs can understand it better...]*. Similarly, Jhoan* confirmed: *[...It feels really different because one has to think in another language since it has nothing in common with our*

mother language, but it is also very satisfying to read in another language...]. Impressions like those showed how important was to bolster grammar and vocabulary to articulate a successful readings in class giving as a result that students were able to identify and share relevant information from the text.

Additionally with giving to the students some useful tools to improve readings two subcategories entitled “*didactic & authentic material*” emerged from this section to have a broader idea about material implemented to improve reading skills among students:

Didactic material

It is a fact that didactic material in this project was linked with flashcards, games, worksheets and workshops to check advantages and disadvantages of its implementation to help students to improve reading comprehension and develop the English lessons in an easy and funny way. Didactic material was considered a relevant category due to the good uptake among the population under study during the development of the project, in which the analysis process showed how relevant was its performance in class to catch students’ attention to enhance their participation. This material was implemented to undertake the “warm up” of classes with the aim of introducing or reinforcing topics to help students to create a good ambience in English class, familiarize unknown vocabulary /grammar structures and also, teach students that English language is easy to learn e.g. Yomar* affirmed: *[...I think the use of this material is a funnier and dynamic way to learn the language easier...].* Therefore, other advantages of this material were emerging e.g. Aaron* stated: *[...With this material, we all help each other understand the pronunciation; this is a good strategy for managing the class...].* In the same way, Carlos* said: *[... let's say that with a game the teacher always shows us the words and tells us the pronunciation,*

which is an activity that helps us to develop our reading better and to be able to understand the pronunciation of the words and the meaning...]. General speaking, the implementation of didactic material offered other ways to learn as Camilo* mentioned: *[...With each different activity one learns more and one improves pronunciation...].* All those perceptions demonstrated that the variety of activities and materials motivated students to be part of class and undertake a collaborative learning which was one of the project's objectives to liven students up.

As we have seen didactic material got good acceptance reason why students agreed with its implementation to learn a foreign language. On the other hand, worksheets and workshops had a really important role to reinforce topics and check students' progress by means of descriptive readings e.g. interviewer: What do you think about the reading workshops and worksheets that teacher used? Yomar* answered: *[...Well, very good because there one learns new words and begins to understand them....].* Also Manuela* said: *[...Well, I think it's very good because a lot of us understand the topic more and we do not get lost that much...].* Likewise Carlos* added: *[...These help a lot because we usually have to look for certain words, or we have to underline things like that, and it helps us a lot to understand and start reading in English...].* Besides Jhoan* asserted: *[...The worksheets and workshops are usually very complete because with them we can learn better the pronunciation and the spelling that are sometimes needed and we do not give more importance...].* Finally, Aaron* agreed with the way of its implementation in class: *[...They were appropriate for all the classes that were taught, for example, the teacher dictated a class, explained it so that everyone understood it and then gave us the workshops that were the same as the class...].* To sum up, didactic material was a strategic tool which helped

students to identify and reinforce vocabulary and grammar structures to then be able to understand in an easy way the message from the texts. Also, this material helped students to foster their participation in class giving as a result students interested in the development of lessons. Didactic material was not only a bridge between reading tools and comprehensions skills but also its implementation gave the opportunity to develop the lessons in a creative ambience.

Authentic material

In the same way, authentic material was the basis of this project to reinforce worked topics and students' reading comprehension and also make contact with the culture. Most of them were linked with short readings focused on identifying grammar tenses / unknown vocabulary to fill gaps with missing words and answer questions related to the readings. This authentic material helped to familiarize topics and train not only reading but also listening comprehension. The materials implemented apart from readings were videos and songs that helped to entertain the classes enhancing students' participation. With these two sorts of materials the objective was train listening, correct pronunciation and check comprehension making use of TICS to catch students' attention and engage them to be part of class to create a good work environment e.g. Carlos* affirmed: *[... Well, the truth is that the use of this material gives enough motivation because it is like leaving the topic of arrival, we read and we do this; but it is like more dynamic and one is excited...]*. Also Jhoan* agreed: *[...It is a very good way to learn another language since we are always with books or always with the usual workshops or evaluations, so this is usually a more didactic and dynamic way to learn English, and it makes learning languages more enjoyable...]*. In other words, students assented that implement different sources to teach a

foreign language helped to boost them to learn in an easy and successful way and even leave shyness aside.

Personally I think that these two materials should always go hand in hand since their use makes them complement each other for a better understanding of the language and culture besides, some students shared to have improved reading comprehension e.g.

Interviewer: Do you think that the use of this material contributes to a better understanding of the texts? Jhoan* stated: *[...Of course, because through flashcards and other materials*

we can learn more vocabulary, so we can better understand the texts...]. In the same way

Carlos* said: *[...yes, because for the same reason they help us a lot to understand a*

reading to classify the words, to then have a good comprehension...]. In a broader

perspective, implementing didactic and authentic material brought good advantages in

reading comprehension as Jhoan* affirmed: *[...Yes, it helped me significantly to improve my reading comprehension because my understanding in English was not very good, but*

thanks to the workshops and other material I have improved my reading and listening

comprehension...]. Although students reported having improved their reading and also

listening comprehension it's true but not in the way I expected. In writing some of them did

the respective task using different grammar tips for instance good conjugation in past and

present or rules for third persons however I noticed they did their home using Google

translator because when they had to achieve a writing objective in class their productions

were poor and with dreadful grammar mistakes such as figuring up words following

Spanish roots with terminations in “*tion*”. On the other hand, in speaking when we finished

a reading, students always shared their comprehension from the text in Spanish and very

few times they did it in English speaking personally, I selected and adapted a vast reading

material to help students using the given tools as adjectives, expressions new words and verbs they could use to carry out a writing or speaking task in English but they preferred to continue using Spanish.

Talking about listening comprehension, students presented good results in the way that all classes were given in English so they were forced to understand and follow commands, questions and fill gaps using tracks. I have to say that it was an amazing and pleasant result due to the low students' English level. Also the variety of didactic and authentic material offered a friendly and collaborative ambience to learn English which was an extra that helped students to feel more confident with this foreign language. It was helpful to catch students' attention; students were able to participate in class the shyest children were engaged too also the variety of activities and strategies helped students to be ready. To sum up, the use of both sorts of materials reinforced and streamlined the classes helping students to implement the given materials as tools to identify easier the message from texts.

(Interviews see appendix 6)

Now it is important to remark that students presented a series of challenges during the implementation of the project that are worth analysing for future studies or educational practices to overcome and reinforce the following shortcomings found:

Difficulties linked to reading and English learning process

With regards with the term “difficulties” these were related to the different struggles students faced in English class. They were identified two sorts of difficulties, the first one related to reading process and the second one empathized in English learning process.

Difficulties related to reading process: This section was linked to “*misinterpretation*” of the words presenting a big interference between L1 and L2 e.g. (actually = “en realidad” / but students thought of “actualmente”). Also, students showed “*misunderstandings*” in verbs e.g. (to have = used in material possessions, some students used it to refer to age, moods and physiological needs ...I have 16 years instead of saying I am 16 years). Likewise, carrying out a reading the students used to take more time than it was proposed e.g. (if a reading activity had 10 minutes to be developed students asked 10 minutes more to finish) even so, students did not accomplished with the reading objectives because at time to share what was read, they invented things outside of the text e.g. (in a reading about fair trade from English please book, the reading proposed that acquiring products with the symbol fair trade people could help other around the world to obtain basic things as health, food, school among others but students thought that people instead of selling they were looking for giving as a result a misinterpretation of the reading). General speaking, the two big difficulties to undertake readings were related to misunderstandings and misinterpretations showing that students had to pay close attention to what they read.

Difficulties in English learning process: In this section were identified several sorts of struggles as “*grammar difficulties*”, in which students indicated problems to use Simple Present Tense with the third persons with bad conjugation of verbs in affirmative sentences

when they had to distinguish he/she/it e.g. (she want, he think) what produced a disortography related to the set of writing errors that affect the word and its meaning. Also the bad conjugation of verbs in Simple Past was another disadvantage which students used to figure up other terminations for regular and irregular verbs e.g. (think = thought but students used to write thinked) the previous example showed how students not only confused past forms but also added other terminations as “*tion*” at the end of the words when they did not know e.g. (...calmation, interesation...). “*Short-term memory*” this disadvantage was found on all students due to different factors for instance lack of interest as not to pay attention to class, misuse of technology (mobile phones in class), speaking in Spanish all time things different from classes and lack of endeavour at home. This difficulty was presented in the way, in which students did not report examples of topics already seen, in terms of results from evaluations most of students failed or when they had to share ideas after a reading they seemed to have already lost its continuity. “*Low IQ*”, in this struggle were placed students with a learning disability who could not develop the activities proposed by the course and whom I had to adapt the worked topics to design worksheets to help those students to achieve the objectives proposed by the classes.

“*Excessive use of mother tongue*” this struggle was also presented on all students although, all classes were designed to use easy and simple commands and classroom expressions to communicate us some groups asked to translate into Spanish most of the request given to develop an activity as was the case of 10A graders with whom almost all the classes were taught in Spanish; it was due to the low English level in comparison with the other groups because most of students came from countryside to finish their students so, they did not know about English because of lack of language classes at their schools for this reason it was the first time which some students made contact with English language. On the other

hand, although students improved reading comprehension they always shared their ideas or point of views in Spanish because of lack of confidence to use the vocabulary, grammar structures and classroom expressions as useful tools to communicate in English.

Class management

First of all, it is imperative to describe the work ambience to understand the results obtained. As I mentioned before the institution where I implemented my proposal had double academic day morning and afternoon in where most of English classes were given in afternoon hours. Talking about physical environment I found three possible factors affecting not only reading but also learning process in a general way. The first one was connected with hard schedule since some of these classes were scheduled in the afternoon and placed in the last hours which resulted in fatigue among students. The second one was linked to bad distribution of tenth graders students due to the different emphases to which these students were enrolled with SENA, reason why a second redistribution could not be made, as were the cases of 10A for having more girls what produced a notable lack of participation and 10C for having more boys which produced a huge lack of group control. But general speaking, they were found some small classrooms for about 30 students on some occasions, a big disadvantage that caused discomfort among students to develop various activities as games or distribution to work in groups causing disorder in class. To sum up, these four factors were identified in order to register the struggles presented among students' environment affecting reading and learning process.

Once the physical environment was described, it is imperative to say that following results presented emerged from perceptions of my participant observations and "*document analysis*" this one last research instrument to collect data in terms of students' results

obtained from tasks, tests, worksheets and workshops. Also, this information was identified and classified using the typological analysis to categorize the results. Taking into account the above, this category was entitled “class management” to describe how classes were carried out and what measures were designed to implement the proposal and thus emerging three types of work accomplished in class and at home:

“Autonomous work and written tasks done at home” The whole time of the course I was assigned short tasks as short readings from English please book, worksheets with readings and questions to answer and then be shared in class to keep working students at home the first tasks were connected with a list of verbs in past they had to rewrite as was possible to memorize regular and irregular forms and distinguish their changes also, readings (see appendix 7), in which students had to read and identify past forms already seen before with a game to then interpret and answer between five and seven questions following the information given in the reading; with those activities I realized students presented a terrible lack of attention and interest to accomplish the objectives proposed by English lessons. Later on, I assigned written tasks to check students' writing e.g. in a written task students wrote a short text describing in past their activities in Easter, in which I identified that a large number of students tried to do the task but on the other hand, there were students who did not care about the task and preferred to get a bad grade where in the course of the research period I had to develop extra activities to help those students to retrieve their bad grades (see appendix 8) so, the following tasks assigned to do at home were related to the English please book, in where students had to develop the readings from the exercises given in class to keep reading at home to then participate in hot potato game to share the information read. Although those tasks were checked in class showing as a

result that most of students did not do homework due to the hard schedule since they affirmed not to have enough time to get home, do other tasks and rest. For this reason I stopped to assign degrees to avoid students failing.

“Worksheets and workshops” As the autonomous work was not working I decided to carry out the most important activities in class as were the worksheets and workshops to reinforce topics. With these two materials I realized students presented struggles when they had to work alone, I noticed that they failed those grades in comparison when they work in groups as a collaborative effort, in which they obtained good results. Although, it is a fact that reading process was linked to collaborative model I would like to obtain good result from individual grades.

“Tests” During the English course I applied some tests in order to check students' progress with topics related to grammar such as past forms of regular and irregular verbs e.g. I applied a BINGO, in which students had to complete 25 gaps with verbs in past simple following the verb given in present (see appendix 9) however all along of the activity students did not remember the verbs worked in five previous classes; speaking personally, it was an awkward situation because I had to ask students to take out their list of verbs to be able to fill the Bingo). Another test I applied was also linked with grammar e.g. in that test I checked use of Imperatives, Simple Present / Present Continuous, Adverbs of frequency and adjectives (see appendix 10) Although I had great expectations with that activity, the results were not as expected, in fact most of the students failed). Also, as I mentioned before in difficulties category I verified the most common errors among students with the application of those tests, in which I noticed students figured up other implementations and terminations of verbs to fill the gaps from tests e.g. (we is = they

don't have clear the plurals, to bes/bees = other way students figured terminations up for third persons in present using verb To Be, is drinks = They presented a difficulty to make difference between simple present and present continuous. On the other hand, some students presented problems confusing past & present tenses (past and present is the same thing). To conclude this category tried to offer a broader idea of how classes and lessons were given to identify and analyze the physical environment and measures took to undertake a class management to understand the results obtained. Summarizing up, the aim of this category was to corroborate the students' struggles already mentioned in difficulties not only reading but also English learning process. However it is worth mentioning that at the beginning of the course students indicated a low English level but keeping working on grammar students were improving their reading comprehension.

Teacher strategies to enhance students' participation

In addition to strategy, it is considered as "a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear understanding of the ends to be obtained" (Nickols, 2016, p.7). That is to say, strategies are related to methods, techniques, activities, behaviours and objectives that well-articulated guide student's progress to obtain good results.

During the analysis process this category emerged in order to show the different strategies implemented by the teacher at time to carry out an English class, enhance students' participation and control discipline. In this section it is important to remark that

the following descriptions of strategies were registered in the development of participant observations to check students' progress throughout the English course to improve reading comprehension.

The first three strategies I implemented were to constantly check tasks, apply correctives and evaluate students to keep working them at home with the aim of increasing the students' continuous and autonomous work, in which some students learned how imperative was to do homework to practice and review worked topics in class, to be ready for English activities to participate in class in addition, as motivation I assigned the respective grades to value their work.

The second strategy I accomplished was to adapt at A1+ level some material as readings, workshops and games in order to help students to improve language skills to engage them with the English class and foster their participation using the key tools given for each class. Subsequently, most students were engaged in participating in English classes, little by little they adapted to the rhythm of work, always participating in class but these amazing results were due to the implementation of didactic and authentic material to catch their attention.

The third strategy I kept working all time was to pay close attention to the planning to distribute time and vary activities to accomplish the students' goals during the lessons the first one, because it was necessary to adjust the activities time for instance 5, 10 or 15 minutes more to give students the advantage of completing their tasks in class and the second one, it was carried out to keep students active with games such as puzzles, word order, Pictionary or competence and also to liven students up to participate during heavy schedules.

The fourth strategy was linked with using of TICS to enhance students to look for other ways to learn English such as allowing them to use their phones to search unknown vocabulary also on some occasions TV, speaker and English laboratory were implemented to develop activities and keep students motivated. Bearing this in mind, all those strategies were also aimed at holding a proximity control to guide students' reading process, correct mistakes and clarify doubts giving as a result a good integration of those strategies to strengthen work in class and at home.

Some advices to take into account

In order to offer some advices to the reader to have a broader idea of how getting positive results from students in English classes I proposed three:

The first and most important advice I consider it was a crucial bridge between teaching and learning was to keep close attention to the continuous variation of activities using didactic and authentic material and also teaching strategies to enhance students to be engaged I affirmed this because during the research period implementing my proposal I obtained good results just devising different activities and ways of working to catch students' attention e.g. Carlos* stated: *[...English classes seem to me to be very varied because we have different activities that develop much more the learning of English and we do not have to rewrite the texts from the English book in our notebooks...]*. With this answer I realized that the students' English teacher used to work all time with the English book which was boring for students to learn English so, when I began to implemented different material students were more engaged to learn English.

The second advice is to keep talking in English all time and implement body language to avoid using mother tongue. English classes have to be given in English not in Spanish, it was the case of this practice, in which I noticed that English teacher accustomed students to receive most of the class in Spanish which caused a struggle among students to understand the commands or explanation of the topics when I started my teaching practice.

The last advice is linked to hold students working at home, it is an excellent resource to propose a book to be read during the first middle of year to review worked topics, improve reading comprehension and keep contact with the culture all time.

Bearing this in mind, I proposed the previous advices because I implemented the first two and I obtained excellent results. However, for my future as a teacher, I will implement the third advice because for me as foreign language student, I learned that a language is acquired through reading because the learner is constantly identifying grammar structures, learning new vocabulary and expressions that will help his/her to use in a correct way the language.

Conclusion and recommendations

With regards to the three research questions that followed this proposal I answered them but not in the way I expected. General speaking, I realized that acquisition of a second language is connected with a mutual work between teacher and students because although I adapted and designed the classes and worksheets at the students' English level, they did not

put from their part to have obtained better results, a clear sample of this was the lack of autonomous work on the part of the students. Learning is not only the teacher's job, but also the student's.

By way of conclusion, after analysing the data collected, this study tested the relationship between didactic / authentic material and teacher's strategies to obtain good results from students to improve reading comprehension that was the objective at the beginning of the project. In other words, varying of materials, activities and strategies offer to teachers and students to be engaged with the acquisition of a foreign language.

Teachers and students should agree on a mutual agreement at the beginning of the course in which all are committed to work hard to achieve the proposed objectives to acquire a new knowledge.

Students should be conscientious of their own learning not only is task of teacher.

Discussion

This pedagogical position implemented didactic and authentic material in order to improve reading comprehension with the aim at identifying advantages of its implementation to update this receptive skill among students.

This study is really important because it proposes different sorts of material and strategies that well-articulated in an English class can offer advantages for example to catch students' attention, enhance their participation, improve reading comprehension and control

discipline. Moreover, this study was focused on analysing four major categories all of them aimed at improving reading among students identifying and classifying advantages and disadvantages of having accomplished this project with eighth and tenth graders. Eventually, these four categories emerged from the analysis process to explain the whole scheme, in which this project was undertaken. This is in line with the previous studies that argue that implement didactic and authentic material enhance students' participation to get good results. Unfortunately, the sampling under study experienced external and internal factors that affected the natural flow of reading process. However, this kind of results yielded information that showed advantages of varying material and strategies to carry out an English class and also to analyse the struggles students faced during the implementation of the project.

Managerial implications

Nowadays, offering other ways of learning is really important to create a good ambience in a class to engage student with the lessons. Implementing different sorts of material and strategies help teachers to foster students' participation that sometimes is difficult to encourage in the classroom. On the other hand, identifying students' difficulties is relevant to know what measures to address in order to update.

The results of this research show reading comprehension around implementation of didactic and authentic material, teacher's strategies to improve to keep students working, and difficulties presented among students and recommendations for future pedagogical experiences.

Limitations and directions for future research

Nonetheless, many big limitations emerged from this research study related to the collecting data and the analysis process. The first one, because during the development of the interviews I realized that some questions were not useful to be analysed and maybe I should have posed other questions. In addition, the second one, related to the analysis process because many valuable data were omitted, obtaining as a result some information without being analysed. It was due to lack of enough time to work on it, which is a pity because I would like to add that information. This limiting trait of this research project might interfere with the analysis process, in which I would have liked to add quantitative data. Therefore future studies should emphasize in more material and strategies to improve the four communicative skills that have to be took into account to learn a foreign language.

Chapter II

Research component

The formation of reflective spirit in PLEX practitioners, a training tool to qualify pedagogical practice

Introduction

In the training context in PLEX, the pedagogical practices of teachers in training are emerging as one of the interest and updating focus to study and document for the improvement of the processes of teaching – learning for the qualification of the education.

Although there is a clear interest in face of the evident need to understand and transform the pedagogical practice, also what is a good part of the local studies, which are specially focused on the problem of learning rather than teaching.

It has been considered pertinent to formulate a project that establishes a reflective approach on the practice as a way to objectify knowledge, behaviors and attitudes that guide the teaching work, also as an internalization, immersion and exploration exercise, aware of the teacher's own subjectivity, through the formulation of questions and search of information for the solution of problems and self-recognition.

Justification

The formulation of this project in the context of integral practice of the languages learners was part of the professional conception of practice as a spearhead to

improve the educational processes in the application of centers where the PRADO was executed.

It was considered that giving importance to the reflective role in the teaching process, it was the first step to understand the difficulties of the profession the own actions and to be interested in the knowledge of the models and approached to address a problematic situation and establish an analytical view about the fact.

In accordance with the statement by the philosopher in education Jhon Dewey a forerunner in the field of reflective thought applied to teaching, we justified the need of this project to provide students with analysis and self-observation tools that allow them to distinguish between routine and reflective action. We consider that a reflective approach protects agents from the traditional context of inertia, and authority that permeate the school.

Statement of the problem

At the school it is assumed key aspects of the constitution of people of the institutional life without questioning, because they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of settling in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A lacking practice reflection does not encourage the emergence of problematic situations, those realities are ignored, they are invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that place teachers in a traditional doing and cultural reproduction

becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process encourage in the training teacher in the future teacher, a critical spirit and reflection that contributes to the improvement of their pedagogical practices so that these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, the reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate, install a critical and constructive view on their work in the teaching role. To start this study, the following questions are posed:

How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

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

To promote in Student-Practitioners the development of a critical spirit that allows them to analyse their pedagogical work.

Specific objectives

To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.

To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

To identify and analyse the strategies that the student uses in their pedagogical practice.

To implement reflection workshops and development of teaching units that guides the reflection of Student-Practitioners.

To analyse the own beliefs that are held about the teaching work and about the students.

Conceptual framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. To have a greater degree of clarity about the concepts covered, in close relation with this research project, we present an approximation to each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of

human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. Similarly, every teacher must have some skills in the organization of content, that is to say, the pedagogical practice not only requires ordering its components to be learned by students, but forecast teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

Reflection

Talking about reflection, it implies to address different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is done from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) to reflect on the experience implies "a sort of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structuring of the situation".

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



Figure 3 Stages of reflection

Reflection as a theme

The conception of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflection; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in first instance there is action, context, colleagues and the same person who reflects.

Reflective practice

Updating and qualifying the academic proposals in the University and guiding students towards new ways of relating to the world, it is necessary for the teacher to question himself about his own practice and about the repercussion that it has generated; that is able to objectify their behaviours, and to assume the different roles in the pedagogical relation.

Teacher plays a central role in the current educational world; acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context, the problems of practice and class space demand a particular treatment oriented towards understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in classroom there is the effective application of skills and technical knowledge,

reflection is applied to the selection and appropriate use of the teaching strategies that teacher will use.

In a second level, reflection takes the implicit assumptions in the specific classroom practices. So, it is analysed the consequences of the adopted strategies; curriculum, practices. It is then opted for the application of educational criteria to the teaching practice to take pedagogical decisions adapted to the institutional reality and contexts.

In a third level, In a third Van Manen establishes an exercise of critical reflection; at this level, he states that it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practice

For the analysis and reflection on the practice it is considered appropriate to resort methodologically to a conceptual operation of classification of the practice; for this purpose the proposal of Zeichner is assumed who has established several modalities of practice as follows:

Academic practice

It is aimed at preparing capable teachers of reflecting on the courses they teach, so that they become understandable structures to students.

Practice of social efficiency

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, reflection consists of a strategic decision "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

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

Social reconstruction

The object of reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Reflection activators

According to Schulman (1987), these activators are the teacher's cognitive foundation about classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in the area of social justice and ethics in the education.

These authors established classification categories of knowledge

Knowledge of the content

General pedagogical knowledge

Curricular knowledge (materials, programs, etc.)

Teaching knowledge and professional configuration

Knowledge of the students and their characteristics

Knowledge of educational contexts

Knowledge of philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage reports of their experiences in the classroom that are presented in many forms and fulfill diverse functions in the subjectivity and its constitution

In this component are the teaching journals, in which the writing triggers the elaboration of reflective thinking of the teacher, on their experiences of practice, objectives and subjectives and intersubjectives.

Methodology

The methodological strategy proposed has as its central axis the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process to carry out a socialization and systematization process.

This study is focused on qualitative research. This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself. For data collection in this project the application of the following instruments is proposed:

Reflection workshops

The reflection workshops had as fundamental purpose to guide the reflection process of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.

To socialize criteria, share ideas and guidelines to assume their pedagogical practice.

To qualify, facilitate and effectively insert the educational center.

Auto observation format

The main objective of the self-observation form was to guide the student-practitioner towards a view of his / her practice as a teacher and of his / her role in the classroom and in the environment of the educational community of which he / she is a part.

Narrative

The reflection exercise allowed the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class records

Having evidence of the actions of student-practitioners in the classroom, allowed reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in his reflection exercise. These registers allowed an external and constructive view of their pedagogical practices.

Context

Pamplona city was founded in 1549, is the oldest city in the Norte de Santander department. It was founder of cities during colonial times; it has been a center of confluences among them religious throughout its history; hosting a large number of religious communities among which we can mention: the Franciscanos community, Hermanas Clarisas, Hermanos de San Juan de Dios and Sallista community, likewise, female religious communities: Hermanas de la Presentación, Hermanas Bethlemitas among

other. The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, in where this study takes place taking into account the school as an agency in which the PLEX Practitioners work.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is organized. Nowadays, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that lead the students to use and improve their abilities for the benefit of both society and student as its own.

At school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body dependent on society, a social institution intended, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions, among which are:

Socializing function

It is about the learning of the young people, values, norms, behaviours, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to

which they belong. This function covers all socialization processes, in which the members of the school participate.

Instructional function

The instructive function uses two: the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labor market. It is about that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational function

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the barriers between the school and the society, a culture space where concepts, technical tools and humanity codes of this are learned. As a result of active participation in the exchange of meanings, desires and behaviours with peers and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by twenty one students of tenth semester, practitioners of the Program of Foreign Languages English-French of the University of Pamplona.

Direct beneficiary population

Teachers in training

Supervising Teachers

Student community of the Integral Practice

The indirect population benefited

It is composed by the teaching community of the Foreign Language Program; the results will feed back the vision of the agents of the Program on their practices.

Collective of Integral Practice

Institutional dependencies linked to the Project

Foreign Language Program

Department of Languages and Communication

Education Faculty

External institutions linked to the Project

José Antonio Galán High School

Brighton High School

La Presentación High School

Normal Superior de Pamplona High School

José Rafael Faría High School

Cristo Rey Educational Institution

Agueda Gallardo de Villamizar High School

Reflective Methodology

In order to develop this research component focused on reflecting on teaching practice, I analysed ten narratives & auto-observation formats, the reflection workshops and a class record to think of analysing my teaching practice to improve it to my future experiences as a teacher.

Narratives

I developed ten narratives, one per week to register the different perceptions and experiences I lived and obtained from my English classes. That task helped me to evaluate my way of teaching and reflect on the different strategies and methods used to carry out an English lesson to check if those were useful or not. On the other hand, those narratives were as reflective journal that helped me to remember and register my participant observations to collect data and reflect on my role in the class to be a bridge between knowledge and my vocation as a teacher. That is to say, being a teacher is an important profession because we have in our hands the power to change the society to construct a better world for future generations as everyone knows “teacher is not someone who knows more, the teacher is a person who is part of a society to teach with love”. To sum up, those narratives though me how to improve my weaknesses as a human to become a good teacher. (See appendix 11)

Self-observation formats

Those sorts of formats were a suitable tool to help me evaluating in a more detailed way my teaching practice and how I implemented different sorts of strategies, methods, activities and material or sources to obtain good results from each English class. Subsequently, the formats had a series of stages that helped me to improve each lesson undertook in class so, I only followed the same statements that evaluated my performance

in class and in that way I was improving to the following time to achieve the highest teacher preparation score proposed by the formats. (See appendix 12)

Reflection workshops

During my teaching practice three reflective workshops were undertaken in order to share our teaching experiences from the different schools around Pamplona to have a broader idea of how was the population placed in different contexts under study. With those workshops I learned to listen to my classmates to improve my practical contact with the population with whom I worked

Class record

With regards to this activity, I recorded 30 minutes of one of my classes to then be exchanged with another partner to self-evaluate our performance as teachers, to develop that task I implemented an evaluation format to check my partner's performance to carry out his English class. To accomplish with this task I had to watch the video three times to not miss any detail. On the other hand, recording my class was a challenge for me due to the lack TICS to register my class I had terrible struggles to achieve this objective of my teaching practice because most of the best videos were damaged and could not recover, this is one reason why I did not feel comfortable with the video I delivered of my class.

Schedule

MONTH	DELIVERY	ACTIVITY
MARCH	16	Narrative
	17	Auto observation format
	23	Narrative
	24	Auto observation format
APRIL	6	Narrative
	7	Auto observation format
	13	Narrative
	14	Auto observation format
	20	Narrative
	21	Auto observation format
	24	Reflective workshop
	27	Narrative
	28	Auto observation format
MAY	3	Class record
	4	Narrative
	5	Auto observation format
	7	Reflective workshop Delivery of class record
	11	Narrative
	12	Auto observation format
	18	Narrative
	19	Auto observation format
	25	Narrative
	26	Auto observation format

Table 4 Reflective data collection

Results

As I already mentioned, I collect reflective data of my teaching practice using four instruments (nine narratives and self-observations, three workshops and a class record) To obtain the following results I implemented MAXQDA program and also the typological analysis to categorize the relevant information emerged from my role as a future teacher.

The results registered in this section were related to how teaching practice helped me to reflect on each decision I took during the development of my project to achieve my objectives as a future teacher linked with paying close attention to the plannings and students' need to articulate the lessons to train students not only in knowledge but also in human and Christian values as were proposed by the educational institution. Speaking personally, being part of a Christian community was a challenge because I did not share the same religious beliefs however this was the charm of the school where I worked so, I always respected those dogmatic issues but I adapted my classes to follow those religious objectives. With that experience I realized how important was to reflect on my role as a teacher at that school to be able to improve my lessons.

Teaching is not only to get to a class and evaluate topics, teaching is to transform the world around us to be trainers of changes that our country is looking for and needs.

Constantly improving

This category showed how significant is to keep training linguistic skills and learning new current things to constantly improve. Being a good teacher is not an easy task, it is true when people say "*practice makes teacher*", because every day is a practice to

overcome difficulties, in which keeping working helps teacher to increase and polish suitable knowledge. Nevertheless, being ready has to be the sacrament of teacher i.e. it is imperative to check material last night to avoid having setbacks; having an extra activity is important in case the programmed activity cannot be developed. Finally a good group management is helpful to be able to control students to carry out the English classes.

Practice spaces

During the analysis of my narratives I realized how important is to have spaces to train us in the role of teaching. Having the opportunity of practicing in schools offers teachers-practitioners to make contact with educational contexts in where in terms of future we will be located. Also, having this teaching experience was enriching because I could learn that teacher role is significant in the students' lives since one becomes a model for them. On the other hand, I learned how imperative is to look for helpful strategies and methods to control students and catch their attention.

Students' engagement

One pertinent aspect in which I reflected on my teaching practice was that students are the 50% missing in a productive learning. In the acquisition of a second language, it is not only the teacher's responsibility but also the student must commit to work autonomously in order to obtain positive results. Taking into account the categories above, I answered the following question:

How does the implementation of reflection contribute to the transformation of your practice?

I implemented reflection at the end of each week to control the way of teaching, it was relevant to check each task that I developed during my practice to be conscious of my mistakes as a teacher to improve them and be able to undertake different strategies to overcome those difficulties. Fortunately I think my classes were successful but the most important of all was that I could implement my research proposal.

In connection with the challenges I faced during my practicum were related to the schedule and the students' discipline; the first one due to due to get up early almost every day and work in the afternoon too what has been very demanding but not difficult and the second one, because there were some occasions in which due to the hard schedule the work with the students was arduous.

On the other hand, the relevant aspects I found were that I learned how to interact with the students in order to foster their participation because it was a fact that create a friendly communication between teacher and students was the key to have success with the development of the classes also, I learned that it was important to have a plan B in case of setbacks as this may positively or negatively influence the class.

Finally, the struggles I found in my practice were related to the students' English levels because despite they had a great intensity of English time, the students did not respond to the demands of this foreign language.

Conclusion

In a broader perspective, this component helped me to reflect on how I teach and develop my English classes taking into account the importance of students' learning and progress with the aim of improving every day to become a good teacher in the future.

Chapter III

Outreach component

Implementation of didactic material for teaching/learning of English vocabulary in 2°, 3°, 4° & 5° graders at the Escorial school.

Introduction

The “El Escorial” headquarters of Agueda Gallardo de Villamizar high school was located in Carrera 11 N ° 8 C-55 Barrio Afanador y Cadena which provided an education service at the elementary school level. The population that was part of this project were 2°, 3°, 4° and 5° graders with an approximate number of 96 students, between the ages of 5 to 10 years; as well as the teaching instructors of each group.

During the observation week carried out from February 19th to March 2nd, on Tuesday 20th teacher Yolima Parra and I went to visit the teachers of the El Escorial School to adjust the social work schedule on Tuesdays, I realized that they did not have teachers from the English area or with English material that facilitated their teaching/learning. Therefore, this project focused on the implementation of didactic materials that facilitate the teaching / learning of basic vocabulary of A1 level according to the Common European Framework; for the beginner level reference in which elementary school children and teacher monitors would be found.

Justification

As a future Bachelor in Foreign Languages I must recognize that the teaching / learning of a foreign language is not a simple task, therefore the implementation of didactic materials is essential to foster a pleasant environment for teachers and students; and even more so when they start their first cultural experiences with this second language. The main objective of this project was to stimulate the English classes in the primary levels to create a more harmonious learning and according to their needs since at this age in children occurs more naturally; taking into account that they were more visual learning by means of images, colors, games among other didactic materials; which helped them to more easily relate the vocabulary of their environment. The main purpose of this project was to create awareness of the importance of the use of teaching materials for better bilingual performance in classrooms for preschool children.

General objective

To implement didactic material for teaching / learning of vocabulary in 2°, 3°, 4° and 5° graders.

Specific objectives

To use flashcards and worksheets to facilitate the teaching/learning of new vocabulary.

To improve the students' linguistic skills by means of didactic material.

Methodology

For the development of an appropriate methodology that facilitated the implementation of teaching materials (memory cards), I decided to focus on using two types of modern methods. Total Physical Response (TPR), studied by Dr. James J. Asher who postulates that the human brain is biologically programmed to learn any natural language, including the sign language of the deaf. The process is visible when we observe how babies internalize language. That is, children learn through body language that the teacher implements to refer to a word or command most of the time.

And the second type of method was the Suggestopedia that focuses its study on the creation of suggestions that lead to learning. The Bulgarian Psychiatrist Georgi Lozanov investigates how relaxation and suggestion techniques to awaken and maintain attention and thus achieve the best learning and memory results are formidable for children. This method gives special importance to the learning environment, in which the furniture, decoration, lighting and the use of music as an organizing and mediating element of the process contribute to create the climate of suggestion necessary for learning.

Schedule

START OF CLASSES				
	DAY	TOPIC	OBJECTIVE	ENGLISH GROUP
MARCH	13	Body parts	To learn and place the body parts.	2°,3°,4° and 5°.
	20	Food	To learn to eat healthy	2°,3°,4° and 5°.
APRIL	3	Clothes	To learn clothes' vocabulary	2°,3°,4° and 5°
	10	Animals	To learn animals' vocabulary	2°,3°,4° and 5°
	17	Jobs	To learn the correct endings of some jobs.	2°,3°,4° and 5°
	24	Verb To Be Affirmative form	To learn grammar structure and conjugation.	2°,3°,4° and 5°
MAY	8	Verb To Be Negative form	To learn grammar structure and conjugation.	2°,3°,4° and 5°
	15	Verb To Be Interrogative form	To learn grammar structure and conjugation.	2°,3°,4° and 5°
	22	Closure	To share learned vocabulary	2°,3°,4° and 5°

Table 5 Primary school topics

Advances

Generally speaking, the main aim of this component was to implement didactic material as a strategic tool to teach/learn vocabulary among teachers and students at “El Escorial” primary school to catch students’ attention and control discipline. During the implementation of this project around ten weeks I realized that this sort of population loved implementing didactic material and worksheet as a key tool to teach vocabulary; it was important to remark that all material implemented with this population was adapted to reinforce the development of the worksheets that students had to do in class or at home.

This material helped students to memorize in an easy way words of daily life. It was a fact that implement flashcards with kids improved their attention; during my experiences collected I realized that students connect their own knowledge such as sounds, images,

colors, shapes, smells among others with the words that they were learning to memorize them; and it was a great experience to learn more about kids.

With that population I learnt that the most important thing to do was to differentiate how to teach English because it was not the same to teach at primary school to teach at high school. That is to say, I love working with kids but the English level can risk to be limited but when you work with teenagers you can constantly improve.

Difficulties

The biggest difficulty I found was that my voice was being destroyed. Sometimes students' discipline was a dreadful situation in which I had to shout or use a whistle to control students' organisation. They knew when one was starting and they went crazy and more when the teacher was not. It was the case of third graders, these students were terrible, and talking to other teachers that group was considered the worst of all in their years of work.

Evidences

To better understand the implementation of didactic material for instance flashcards and worksheets to undertake English class (see appendix 13).

Results

During the development of this part of the research proposal I got good results from students making use of TPR i.e. with this method although students did not know how to respond verbally they were able to respond physically to verbal commands e.g. (stand up,

sit down, be quiet); also, suggestopedia method was focused on implementing didactic material to create a friendly and interesting learning ambience to help students to build their own way of acquiring new vocabulary. The use of didactic material was appropriate to catch students' attention and foster among them confidence to actively participate in class and even over time the older children were adapting to basic commands to avoid translation into Spanish. On the other hand, other awesome result obtained from this practice was the good acceptance of the material implemented by students and teachers who all the time were engaged with the English classes. The vocabulary worked was linked to body parts, food pyramid, clothes, animals and verb To Be in affirmative, negative and interrogative sentences. Using this material students presented good short-term memory, they were able to remember the general vocabulary also because each class I reinforced them the worked topics; but general speaking, students were able to quickly identify new words with images, follow spoken commands and memorize in their own way.

Recommendations

This type of population is very grateful for the extra classes they receive at their facilities so; I suggest that hopefully more colleagues who are on the way continue to support this type of reinforcements to the community.

To implement flashcards and worksheets help students to create their own way of learning I say this because during the different teaching practices that I have undertaken I have obtained good results but this depends on the economic sources of each practitioner

has. For this reason it would be good if the school will support some classes with work material.

How to supply this need contributed to the pedagogical practice?

In the way in which I realized that our country needs more English teachers because the shortcomings in the English language are very notorious, it is relevant to remark that to learn a second language. It is a real need that affects Colombians so; we must begin to pay more attention to this difficulty that does not allow us to advance.

Conclusion

Summing up, I consider that the development of this component helped me to understand how I had to be dynamic to keep working with this sort of population in class. As I said before I liked working with kids because they loved doing homework and they appreciated the classes that were given.

Chapter IV

Administrative component

Introduction

As a new member of the educational institution Agueda Gallardo de Villamizar, it was essential to actively participate in each and every one of the extra-curricular activities programmed by the institution acquiring the educational, social and cultural values that distinguish the Salesian community.

General objective

To collaborate with the logistic development of the activities programmed by the academic calendar.

Specific objectives

To engage in all the extra-curricular activities of the educational institute.

To oversight the students' organization and behaviour.

Methodology

The aim of this component was to actively engage in the different activities that the institution had scheduled, taking into account the guidelines of the community handbook. Likewise that following the directions given by the supervisor to control the students' discipline.

School calendar

EVENTS	ROLES AND RESPONSIBILITIES	EXPERIENCES
02/03/18 Elecciones de personería y contraloría	To control discipline.	It was my first experience controlling students
15/03/18 Ensayo izada de bandera de 10°	To control discipline.	I learned to be part of holy festivities.
16/03/18 Encuentro juvenil	To attend to a reflection workshop.	I learned how important is to be contact with God.
22/03/18 Dia del agua	To control discipline.	I learned how important is water for us and it is important to take care it.
13/04/18 Compartir profesores	To be part of teachers' group and share food	I learned that everyone at school have to live as a family.
25/04/18 Language day SPELLING BEE	I WAS THE HOSTER	I introduce all program of the Spelling Bee contest and everyone congratulates me because I did it very well.
16/05/18 "E" day MEDIA TECNICA	I WAS THE LEADER	I worked with the tenth & eleventh teachers analyzing the different academic problems students face and then we tried to look for strategies to improve. In that activity I was the leader and then, I shared all the aspects studied in an oral presentation in front of school.

Table 6 Schedule extracurricular activities

Advances

Since I started my practice I had the opportunity to participate in several school activities in order to control discipline and attendance, I was also part of the group of teachers that every Friday shared food to create an ambience of Silesian family I think so to avoid rivalry among teachers.

On the other hand, that school loved celebrating anything so I had the opportunity to attend seven events since I started my practice which helped me a lot to be popular at school since I was the only teacher at school and it was super cool.

Difficulties

I consider that the most difficult thing I had to face was when I had to share food with the teachers because there were around 40 people so, I consider it was a bit difficult, but at the last minute I was able to organize with two other people.

On the other hand, another disadvantage that I had to face was when I was attending nine hours of stay, but at the end, I could solve that with my mentor.

Evidences

(See appendix 14).

Results

During my teaching practice I was included in all activities proposed by the educational institution in where I occupied an important place within the teaching staff performing as an agent of innovation that as a teacher of English offered not only to my

students but also to the institution in general earning me the love and respect of all. During the first extracurricular activities I worked on the students' discipline to avoid calling their attention, I participated in a food sharing, in where I had the opportunity to offer a breakfast to each teacher in order to meet him/her and at the end of my practice I had two major interventions; the first one, participating as a hoster in the Spelling Bee contest and the second one, being the leader of tenth and eleventh grader teachers.

By and large, these sorts of extracurricular activities helped me to understand that a teacher can not only limit him/herself to teaching, but that he/she should also be part of the community where he/she works.

Recommendations

Maybe for the future to be more careful with reading the rights and duties of a practitioner.

Conclusion

From those sorts of events I learned how important is to be part of the school, institution, university in other words, anything to create a good friendship ambience.

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Appendix 1

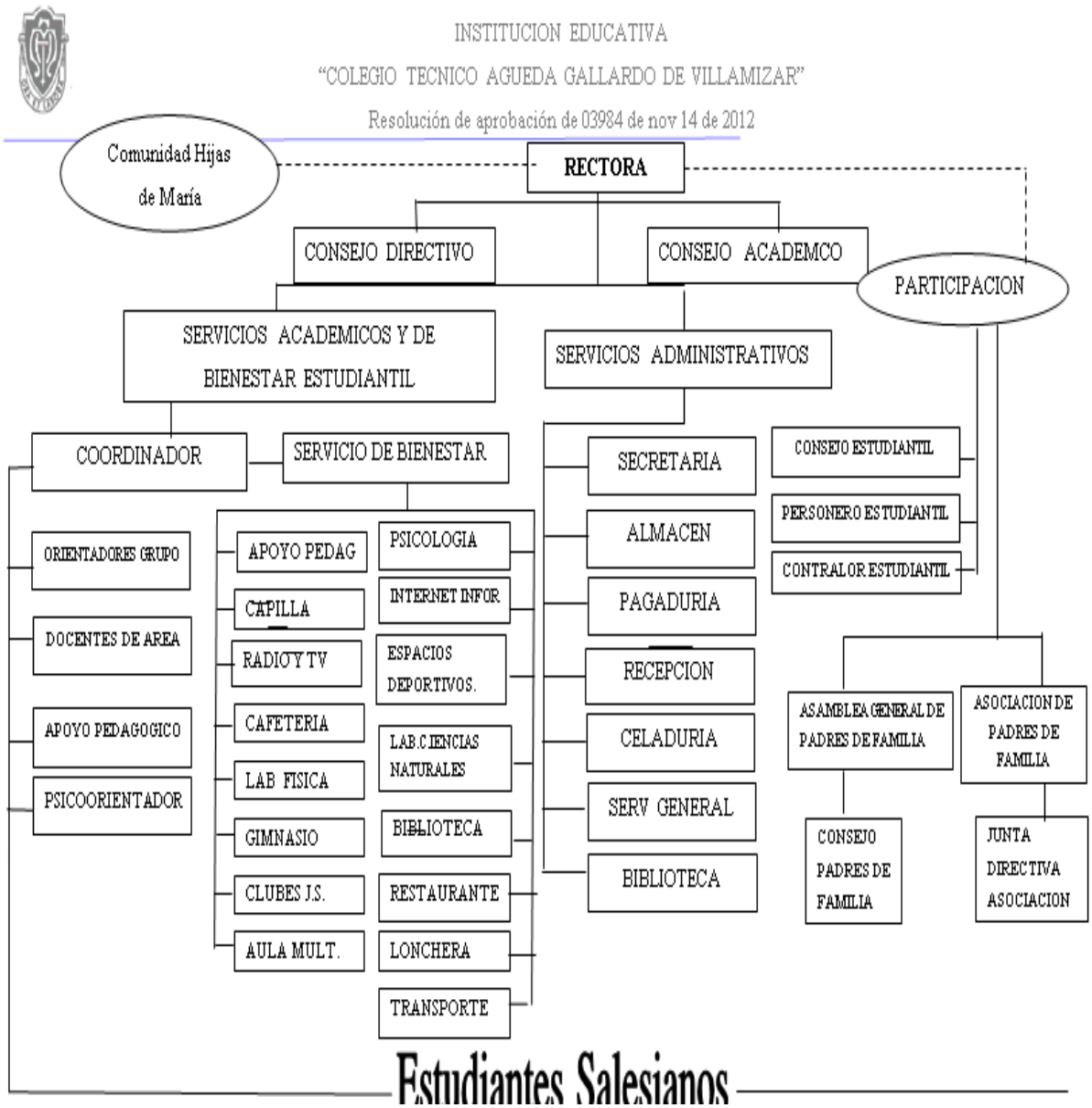


Figure 4 Institutional Organization Chart

Appendix 2 (School calendar)

FEBRUARY	
19-23	Electoral campaign “PERSONERÍA Y CONTRALORÍA”
23	6th grade “Viacrucis”
24	Mass in commemoration of María Auxiliadora
26 -02	Electoral campaign PERSONERÍA Y CONTRALORÍA
MARCH	
2	Viacrucis 8°
8	International Women's Day Inauguration of interclass games
9	Choise of Personero y Contralor. Viacrucis 9°
16	Viacrucis 10° Possession of the “personero y contralor” Hoisting flag 10°
19-23	Pruebas Saber first period
22	World water day
23	Viacrucis 11° Athletic Festival
24	Mass in commemoration of María Auxiliadora
26 – 30	Easter First Week of Institutional Development
APRIL	
2	Starts the first reading marathon
3	Spelling contest
6	The first period ends
9	The second period begins
9-13	Evaluative Committees first period
18	Delivery of bulletins from the Primary Schools
19	Delivery of bulletins from High School
22	Good Shepherd Day
23	Language day Spelling bee Earth day.
24	Mass in commemoration of María Auxiliadora
26	Secretary's Day
MAY	
1	Inauguration of the month of May
5	Santo Domingo Sabio Holiday
10	Teacher's Day I.E. Águeda Gallardo
11	Teacher's day by Secretaria de Educación,
14	Start the novena in honor of María Auxiliadora 7°

15	Novena in honour of María Auxiliadora 6°
16	Novena in honour of María Auxiliadora Jardín Nacional
17	Novena in honour of María Auxiliadora 8° Hoisting flag 9°
18	Novena in honour of María Auxiliadora El Escorial
19	Novena in honour of María Auxiliadora 9°
20	Novena in honour of María Auxiliadora 10°
21	Novena in honour of María Auxiliadora 11°
22	Novena in honour of María Auxiliadora Non-guidance teachers and administrative
23	Procession of María Auxiliadora
24	María Auxiliadora Holiday
31	Closure of May month

FEBRUARY

SEMANA DE ACTIVIDADES

LUNES 26 DE FEBRERO	<p>Normalidad Académica- Asistencia en el descanso: Humanidades</p> <p>Durante toda la semana continua CAMPAÑA ELECTORAL DE ASPIRANTES A LA PERSONERÍA Y CONTRALORIA</p> <p>6PM REUNION DE PADRES DE FAMILIA DE ONCE GRADO</p>
MARTES 27 DE FEBRERO	<p>Normalidad Académica- Asistencia en el descanso: MATEMATICAS</p> <p>2.30 REUNION PROFESORES DE PRIMARIA CON MARGARITA</p> <p>6PM REUNION DE EMPALME DE LAS JUNTAS DE ASOCIACION DE PADRES DE FAMILIA</p>
MIÉRCOLES 28 DE FEBRERO	<p>Normalidad Académica - Asistencia en el descanso: MEDIA TECNICA Y DEMAS AREAS</p> <p>2 PM CLUBES PRIMARIA Y SECUNDARIA</p> <p>4 PM REUNION PROFESORES DE CLUBES CON LA RECTORA</p>
JUEVES 01 DE MARZO	<p>Normalidad Académica - Asistencia en el descanso: CIENCIAS NATURALES</p> <p>7:15 AM REUNION DE TITULARES CON SUS ESTUDIANTES</p>
VIERNES 02 DE MARZO	<p>Normalidad Académica - Asistencia en el descanso: SOCIALES</p> <p>1 HORA VIACRUCIS SEPTIMO GRADO</p> <p>JORNADA ELECTORAL ELECCION DEL PERSONERO Y DEL CONTRALOR</p>

Appendix 3 (Pedagogical aspects observed)

CLASSROOM OBSERVATIONS PROTOCOL

Date: Monday 19 February 2018.

Hour: 2:00 – 2:55 p.m.

Course: 10A.

Teacher: Yolima Parra.

Observation No: 1.

No of Students: 26.

Objective: To know the educational ambience of the English class.

Observer: Andrea Acevedo.

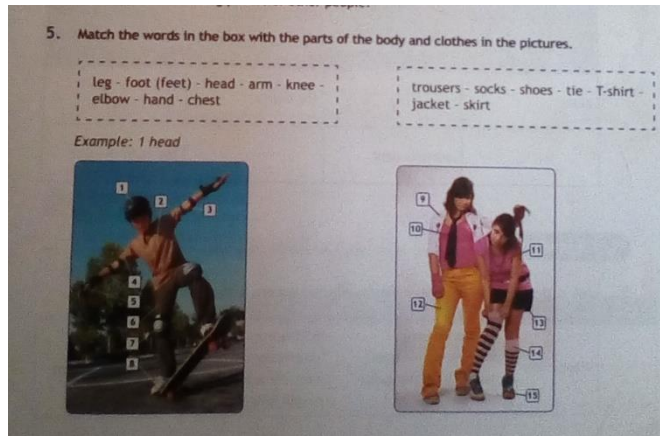
Main goal of the class: To identify the students' English level and teacher methodology.

Description of the setting:

The classroom is spacious, bright, ventilated, organized, clean and well decorated; it has a TV. A teacher desk and a small stand with books implemented by grade, posters on the walls about God, grooming groups, calendars and activities done by students. Each student and teacher has his/her own desk

Time	Description	Notes
10 min	Teacher started greeting students and praying to Maria Auxiliadora, then, she continued calling attention to students to avoid the waste of the English class. Next, she went on introducing me as a teacher – practitioner and why I was observing them to write my research proposal.	It was remarkable the low English level among students most of them presented struggles related to lack of vocabulary and use of grammar structures.
35 min	Later, teacher asked students to take the “English please! Book” and open on page 16 to work on the exercise 5; in which teacher explained what they had to do in order to review the body parts and clothing vocabulary studied on the topic “urban tribes” of the previous classes. In this exercise students had to place the vocabulary in the boxes	Other important aspect was that in this grade, four

according to the images' instructions.



Meanwhile, teacher was guiding each student to check his/her work in progress.

Finally, teacher went on giving students some quices about “comparatives and superlatives”

5 min

female students
who come to this
institution from
different towns
around Pamplona
city to finish their
secondary studies
**(reason why their
English level is
even lower than
that of their
classmates)**

AGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
ADJECTIVES DEGREE GRAMMAR TEST

TENTH ~~A~~ Date: 15-02-2018.

STUDENT: Carreras Miranda Adriana

1. Choose the correct order of adjectives in the following sentences.

1) I am going to wear my _____ tie to the wedding.

- A) big cotton blue
- B) blue big cotton X
- C) big blue cotton

2) Please recycle those _____ bottles.

- A) three water empty
- B) three empty water
- C) water empty three

2. Choose the best form of the adjective to complete the sentence (comparative or superlative)

1. Pablo is _____ than Jhonny

- a. taller
- b. tall
- c. as tall
- d. the tallest ✓

2. English is easier _____ French.

- a. what
- b. than
- c. that
- d. the X

3. An apple is as big _____ an orange.

- a. than
- b. that
- c. as ✓
- d. more

4. A shark is the _____ dangerous animal of the sea.

- a. more
- b. most
- c. than
- d. the ✓

5. An elephant is the _____ animal of the zoo.

Date: Monday 19 February 2018.

Hour: 2:55 – 3:50 p.m.

Course: 10B.

Teacher: Yolima Parra.

Observation No: 2.

No of Students: 23.

Objective: To know the educational ambience of the English class.

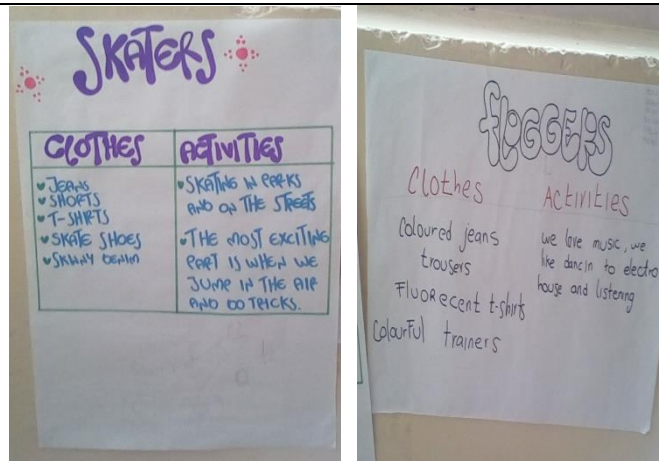
Observer: Andrea Acevedo.

Main goal of the class: To identify the students' English level and teacher methodology.

Description of the setting:

This classroom has the same physical conditions of 10A room, in which students have all the necessary material to develop the English class.

Time	Description	Notes
8 min	Teacher started the English class greeting students and praying to Maria Auxiliadora (this prayer is in English to teach students the catholic vocabulary). However, this time she called attention to some students to stay in the room to avoid to loss time at the beginning of the class.	The teacher methodology is focused on grammar and use of new vocabulary by means of quices, worksheets, and the use of the student's book taking into account the collaborative work to enhance students to participate and reinforce the topics learnt. (One amazing
20 min	Later, teacher asked students to make groups of five people to elaborate some posters choosing one urban tribe between skaters and floggers to describe their clothing and hobbies.	



10 min

Then, she went on giving the adjectives quiz explaining them what they had to do. (same quiz of 10A)

17 min

Next, teacher continued with a listening strategy, in which students had to identify what sort of music was to relate with five different urban tribes on page 14.



advantage that students have is the reading material that this educational institute gives to each student)

At the moment of sharing the work done with the posters, it was noteworthy the lack of fluency maybe due to the lack of knowledge to pronounce some words, and also the lack of confidence to express an idea in English. During the development of the class students prefer to speak in Spanish because English language is a bit

		<p>difficult for them.</p> <p>In some occasions, teacher used the mother tongue to be clear with the explanation of the topic. Nevertheless, some students were supposed not to pay attention to this section preferring talk among them or look their mobile phones.</p> <p>One important aspect form this observation is the fact that there is a student with low IQ which represents to work with him in a</p>
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		different way in comparison with his classmates.
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Date: Monday 19 February 2018. **Hour:** 3:50 – 4:45 p.m.

Course: 8B. **Teacher:** Yolima Parra.

Observation No: 3. **No of Students:** 26.

Objective: To know the educational ambience of the English class.

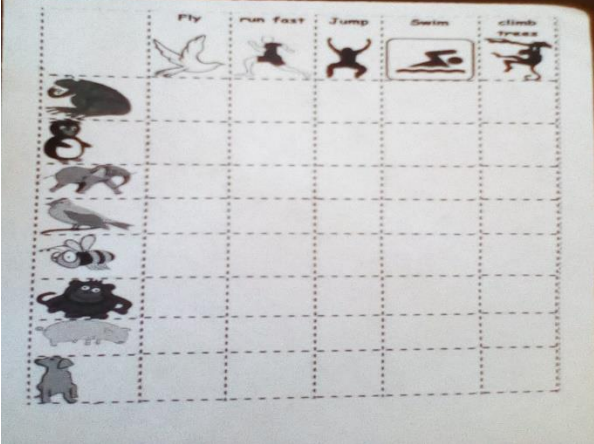
Observer: Andrea Acevedo.

Main goal of the class: To identify the students' English level and teacher methodology.

Description of the setting:

This classroom does not have TV but this has a video bean, it is wide, good illuminated and ventilated.

Time	Description	Notes
15 min	Teacher started the English class calling attention to the students for the bad conditions of the room because this was disorganized with crumbled papers on the floor. Then, teacher remembered them to bring headphones the next class to work in Vicuña room and went on praying to Maria Auxiliadora.	Students faced some struggles to understand spoken commands given by the teacher. They do not like to speak in front of their

<p>25 min</p>	<p>Next, teacher continued showing some flashcards to review some action verbs to introduce the use of the modal verb “CAN”. Once, she explained its use, she wrote on the blackboard a tongue twister: “I can catch cats but cats can’t catch me”, and asked some students to tell what they can do using the modal verb. Once, some students participated, teacher demanded to take out the English notebook to write the exercise.</p>	<p>classmates. (They need to be more confident).</p> <p>Some students presented troubles to write a complete and coherent sentence.</p>
<p>5 min</p>	<p>Later, teacher gave to each student a piece of paper with five verbs and eight animals to tick or cross what the animal can do.</p>	<p>They did not elementary connectors vocabulary such as “but or and” or use of the articles or personal pronouns.</p>
<p>10 min</p>		

	<p>Then, students had to write five sentences on their notebooks according to the previous exercise using the modal verb CAN.</p>	
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Date: Thursday 22 February 2018.

Hour: 7:30 – 8:25 a.m.

Course: 10C.

Teacher: Yolima Parra.

Observation No: 4.

No of Students: 26.

Objective: To know the educational ambience of the English class.

Observer: Andrea Acevedo.

Main goal of the class: To identify the students' English level and teacher methodology.

Description of the setting:

This classroom has all the material needed to work in class, it has a TV, a small stand, posters on the wall; in other words, the same physical conditions with the others 10 grade rooms.

Time	Description	Notes
	Teacher started the class fostering students to study reflecting on how important is to be responsible with all their different academic commitments. Then, she	In this 10 grade course some students had good listening comprehension to

continued praying to Maria Auxiliadora.

Then, teacher introduced the activities that they had to develop during the class. The first one was to demand students to select four urban tribes to describe them using “present continuous, adjectives and clothing vocabulary”



Meanwhile, teacher was passing for each chair in order to clarify doubts from the strategy.

Later, teacher gave a piece of paper to each student with four urban tribes, in which students had to describe the people’s clothing. In this section teacher reviewed how the present continuous structure is.

Finally, teacher wrote on the board other adjectives that students could use to develop the activity.

catch the idea of the teacher’s commands.

It is important to maintain the students busy to be quite.

However, some students presented struggles with the use of the articles: A

- AN



Date: Friday 23 February 2018. **Hour:** 11:10 – 12:05 p.m.

Course: 10C. **Teacher:** Yolima Parra.

Observation No: 5. **No of Students:** 26.

Objective: To know the educational ambience of the English class.

Observer: Andrea Acevedo.

Main goal of the class: To identify the students' English level and teacher methodology.

Description of the setting:

Time	Description	Notes
	This English class started with a trouble, in which a student lost his bag due to a joke so, all his classmates had to fix a classroom observation to avoid those sorts	They presented some problems with the pronunciation of the words related to urban

of games among them.

Then, they continued sharing the work done with the posters (same strategy implemented in 10A and 10B).

Once the activity was complete, teacher asked students to open their books on page 16 to develop the exercises 7 and 8, in which they had to compare superlative and comparative sentences and complete a table with the adjectives according to the number of syllables.

tribes vocabulary

worked during the week.

7. Read the sentences. Which sentences compare two things? Which sentences compare one thing above all others?

Compare two things: ____
Compare one thing above all others: ____

- Reggaeton is more modern than Rap.
- Punks are the coolest people in the world.
- Breakdancing is more popular than hip hop.
- Goths wear darker clothes than rockers.
- Heavy metal music is more popular in Colombia than in the UK.
- Emos have the most interesting style.

8. Copy and complete the table with the adjectives in the box. Write the comparative and superlative form.

old - modern - extreme - dirty - fashionable - long - popular - healthy - dangerous

COMPARATIVES		SUPERLATIVES	
One syllable, or two syllables ending -y	Two or more syllables	One syllable, or two syllables ending -y	Two or more syllables
older		the oldest	
	more modern		the most modern

	<p>1) Exercise: Feb 23 m</p> <p>Compare two things: a, c, e, d compare one thing above all others: b, f</p> <p>a) Reggaeton is more modern than Rap b) Punks are the coolest people in the world c) Breakdancing is more popular than Hip Hop d) Goths wear darker clothes than rockers e) Heavy Metal music is more popular in Colombia than in the UK f) Emo have the most interesting style</p> <p>B) old, modern, extreme, dirty, fashionable, long, popular, healthy, dangerous</p> <p>COMPARATIVES:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">One syllable, or two syllables ending -y</th> <th style="width: 50%; text-align: center;">Two or more syllables</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">older</td> <td style="text-align: center;">more modern more extreme</td> </tr> <tr> <td style="text-align: center;">dirtier</td> <td style="text-align: center;">more fashionable</td> </tr> <tr> <td style="text-align: center;">longer</td> <td style="text-align: center;">more popular more healthy more dangerous</td> </tr> </tbody> </table> <p>SUPERLATIVE</p> <p>One syllable, or two syll</p>	One syllable, or two syllables ending -y	Two or more syllables	older	more modern more extreme	dirtier	more fashionable	longer	more popular more healthy more dangerous		
One syllable, or two syllables ending -y	Two or more syllables										
older	more modern more extreme										
dirtier	more fashionable										
longer	more popular more healthy more dangerous										

Appendix 4 (Planning model)

GROUP: 10 TH A,B,C.	LEVEL: A2+	CLASS N°: SIX MY EASTER ACTIVITIES.
<p>. DATE/ DAY:</p> <p>April 4th Wednesday & 5th Thursday, 2018</p>	<p>SUPERVISOR:</p> <p>Yolima Parra.</p>	<p>TEACHER PRE-SERVICE:</p> <p>Andrea Acevedo.</p>
<p>April 5th Thursday & 6th Friday,</p>		

2018		
<p>LINGUISTIC OBJECTIVE:</p> <p>To write past experiences differentiating the use of regular & irregular forms.</p>	<p>COMMUNICATIVE OBJECTIVE:</p> <p>To describe past activities in Easter.</p>	<p>SOCIO-CULTURAL OBJECTIVE:</p> <p>To know the Easter eggs' story.</p>
<p>GENERAL COMPETENCES</p> <p>Linguistic competence</p> <p>Communicative competence</p> <p>Socio-cultural competence</p>	<p>PREVIOUS SEQUENCE</p> <p>Regular and irregular verbs bingo.</p>	<p>TOPICS:</p> <p>My activities carried out in Easter.</p>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher will start the English class by greeting students and asking them to make a circle to share the homework.	1 min	Speaking	
Production	Then, the teacher will continue calling the list to			

Activities	check the previous activity about “My activities carried out in Easter. (in which each student will have maximum 2 min to share with his/her classmates their past activities in Easter)	55 min (28ss)	Reading Speaking	Piece of paper
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NEXT CLASS

Opening	The teacher will start the English class by greeting students and asking them if they know the Easter’s story.	2 min	Speaking	
Warm up	After that, teacher will show a short video about Easter. (Appendix 1)	5 min	Listening	Video
Production Activities	Then, the teacher will continue giving five students a piece of paper listed from one to five to organize and share a brief story of Easter eggs. (Appendix2) Meanwhile, the teacher will give some students a flashcard such as two colorful eggs, a rabbit and adjectives to be pasted on the board. (Appendix 3) In which students will use the adjectives to describe the images. Later on, the teacher will ask students to take out their notebooks to write those adjectives and a sentence using four different adjective describing	25 min	Reading Speaking Writing	Pieces of paper Flashcards

	the rabbit and eggs.			
In-reading	Then, the teacher will demand students to work in pairs to complete a short story about THE EASTER BUNNY (Appendix 4)	15 min	Speaking	Workshops

Appendix 1



Appendix 2

THE EASTER

EGGS



1. Easter eggs are a very old tradition that goes to a time before Christianity. Eggs after all are a symbol of spring and new life.
2. Exchanging and eating Easter eggs is a popular custom in many countries. In the UK before they were replaced by chocolate Easter eggs real eggs were used, in most cases, chicken eggs.
3. The eggs were hard-boiled and dyed in various colors and patterns. The traditionally bright colors represented spring and light. Sadly, nowadays if you gave a child in Britain a hard-boiled egg on Easter Sunday, you would probably end up wearing it!
4. Nowadays people give each other Easter eggs made of chocolate, usually hollow and filled with sweets. On TV you will see adverts for Cadbury's Creme Eggs, a very sweet confectionery.
5. The catchphrase for the adverts is "How do you eat yours?" And Britain children hunt for (chocolate) Easter eggs hidden about the home or garden by the Easter bunny.

Appendix 3



ADJECTIVE
adorable
beautiful
colorful
elegant
Red
Black
blue
green
Purple
Brown
Pink
Yellow
orange

Appendix 4

THE EASTER BUNNY

Rabbits, due to their fecund nature, _____ always a symbol of fertility. The Easter bunny (rabbit) however may actually _____an Easter hare. The hare _____ allegedly a companion of the ancient Moon goddess and of Eostre.

Strangely the bunny as an Easter symbol _____ to have it's origins in Germany, where it _____ first mentioned in German writings in the 16th Century. The first edible Easter bunnies _____ in Germany during the early 1800s, they _____ made of pastry and sugar.

In the UK children _____ that if they are good the "Easter Bunny" will leave (chocolate) eggs for them.

Sadly hare hunting (hare coursing) _____ a common pastime at Easter. But this might please some of the more fundamentalist Christians, who _____ the fluffy fellow to be unchristian.

WAS (X4) SEEMED BELIEVED
BE APPEARED WERE
CONSIDERED

Appendix 5

PAST SIMPLE WORDSEARCH

Change the regular verb into the past simple:

carry	love	stop
copy	plan	travel
dance	play	try
enjoy	rob	visit
laugh	smile	watch
live	stay	work

Find all the verbs in the past simple form:

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

Appendix 6

Name: _____

Regular Verbs

1. Find the hidden irregular verbs. The words have been placed horizontally, vertically, or diagonally. When you locate a word, draw a circle around it.

a	q	j	t	k	o	m	y	t	r	r	m	i	y	r	k	y
z	k	t	s	m	e	l	l	s	r	b	e	a	p	t	r	c
n	g	r	p	h	w	o	x	z	c	d	h	a	e	f	s	m
h	b	y	s	e	i	o	k	k	d	a	r	c	c	r	s	d
i	a	r	z	r	c	v	r	o	e	m	i	z	r	h	c	w
y	e	n	j	o	y	c	e	r	i	a	h	y	y	a	g	s
g	f	e	x	x	a	u	a	r	y	g	p	c	l	g	m	e
c	w	i	a	r	i	g	y	m	y	e	b	o	p	u	n	p
b	s	x	t	j	v	t	g	r	p	l	a	y	i	v	d	z
o	c	s	m	n	g	n	f	o	r	q	x	c	t	n	w	f
r	t	m	w	e	e	u	n	f	i	e	m	o	l	a	o	s
r	y	k	g	d	k	d	m	r	n	x	t	a	u	o	r	e
o	a	r	j	i	r	z	i	e	t	p	v	c	m	w	r	k
w	b	c	u	c	e	u	i	p	e	l	c	h	t	s	o	i
d	a	o	m	e	f	t	d	l	e	a	r	n	w	c	b	v
j	t	n	p	d	f	x	s	t	r	i	g	t	r	i	f	y
y	g	r	a	b	o	s	j	i	l	n	b	r	e	a	t	h

A. multiply	B. scream	C. offer	D. accept	E. print	F. march
G. decide	H. reach	I. play	J. jump	K. learn	L. grab
M. coach	N. breath	O. borrow	P. identify	Q. explain	R. borrow
S. perform	T. worry	U. enjoy	V. damage	W. smell	X. shiver

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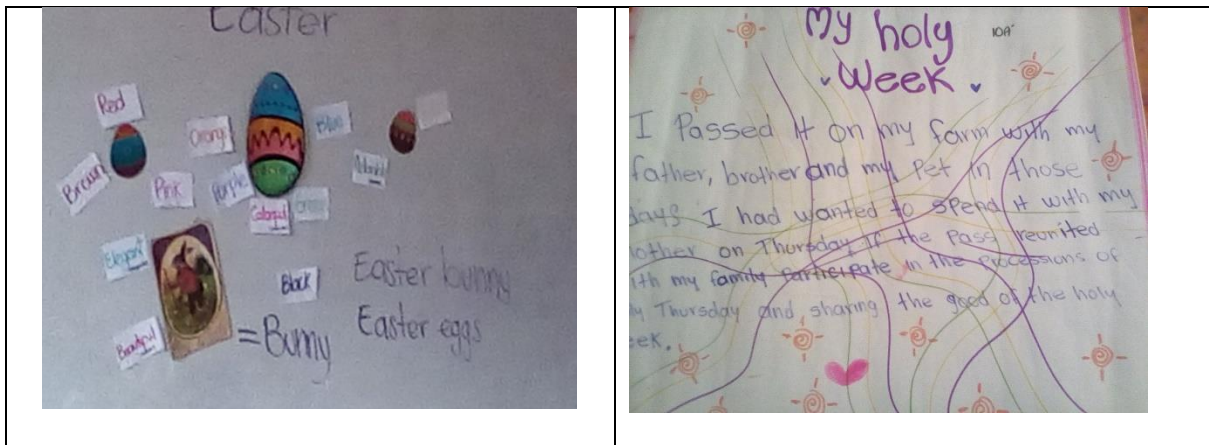
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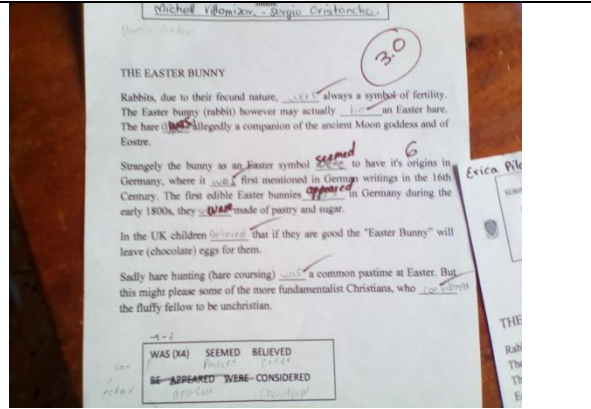
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Appendix 5

Evidences of class

To have a better idea of the work that was developed, a small sample of the evidences of classes is shown below.





Appendix 6

Research interviews

In order to have a broader idea about the students' perceptions collected during the research study are shown in the tables below:

First interview

QUESTIONS	PARTICIPANTS					
	Yomar	Aaron	Manuela	Jhoan	Camilo	Carlos
¿Le gusta leer?	Algunas veces	Si me gusta bastante, leo mucho y es como mi pasatiempo	Si señora. ¿Por qué?	Si claro.	Si, me gusta leer mucho. ¿Por qué? Pues porque uno leyendo libros aprende y conoce más acerca de algún tema.	Si, bastante. ¿Por qué? Porque siento que la lectura es una manera de relajarme y pues siempre deja una reflexión que pueda uno aprender cosas nuevas.
¿Qué tipo de lectura le gusta?	A mí me gusta leer lo que es fantasía o cuando es de misterio	Me gusta más que todo las lecturas de tipo de terror, de aventura, autobiografía s; más que todo me gusta esa parte.	Los libros para adolescentes. ¿Qué tipo de temáticas son para ti libros para adolescentes? Por ejemplo de romance, de suspenso.	En cuanto al género, lecturas sobre tecnología y género de terror.	Me gusta la lectura como la poesía y algunos libros científicos. ¿Qué tipo de temáticas? Pues del universo o de algunas conspiraciones.	Pues me gusta mucho leer la narrativa. Le gusta .. no se, el romance, el terror...? Drama.
¿Está leyendo algún libro?	Si yo he leído el Caballero de la armadura oxidada. ¿Qué opinas de	Si actualmente estoy leyendo Ladrona de libros.	Si señora. ¿Cuál libro?	Si estoy leyendo EAT de Stephen King. Que es el libro oficial de la película que es una	Si, se llama el gran sueño de Stephen Hawkins.	Si, estaba leyendo el Color Purpura de Alice Walker y actualmente estoy leyendo La

	<p>ese libro?</p> <p>Ese libro me gusta mucho porque habla sobre el sentimiento del caballero, porque se quiere salir de la armadura, para estar con su familia, para nunca apartarse de su esposa, que su hijo lo vea tal y como es.</p>			<p>adaptación.</p> <p>¿De qué trata?</p>		<p>Divina Comedia de Dante Alighieri.</p>
<p>¿Considera usted que tiene el hábito de la lectura?</p>	<p>Algunas veces.</p>	<p>Si porque lo hago constantemente cada vez, cada tiempo que tengo libre lo dedico a leer.</p>	<p>Si señora</p> <p>¿Por qué?</p>	<p>Sí.</p>	<p>Sí.</p> <p>¿Por qué?</p> <p>Porque pues más o menos todos los días leo de una hora a hora y media</p>	<p>Sí.</p> <p>Por qué?</p> <p>Pues antes, ya hace como un año no tenía y pues hicimos una visita a la biblioteca y así empezamos a ir todos los viernes y todas las semanas y todos los días, estoy leyendo uno o dos libros.</p> <p>¿Todos los días uno o dos libros?</p>

						A la semana. ¿Más o menos cuantos libros te lees la semana? Uno o dos, depende que tan largo sea el libro.
¿Cuánto tiempo le dedica a la lectura? Pero ¿dos horas al día o a la semana?	Pues le dedico como dos horas, eso depende de la lectura que sea. Al día.	Más que todo son horas; me paso horas leyendo entre dos o tres horas. Al día.	Media hora por día.	A diario treinta minutos	Todos los días leo de una hora a hora y media	Entre tres a cuatro horas por día.
¿Qué tipo de libros o documentos le gusta leer?	Además de los libros que le conté sobre la fantasía y el misterio, también me gusta leer el manga. ¿Estos son escritos japoneses? Son como historietas	En físico me gustan más porque virtuales son como mas aburridos	En físico. ¿Por qué?	Me gustan más libros físicos ya que son pues más palpables y aparte uno puede percibir mejor la lectura.	Me gusta leer los libros extensos y los que trae temas interesantes ¿Te gustan virtuales o en físico? Los dos.	Físicos. ¿Por qué? Pues porque los virtuales me cansan mucho los ojos y pues con los físicos puedo estar más tranquilo de que no hay ruidos es decir que en un virtual cualquier notificación o algo pues me distrae.
¿Tiene alguna estrategia para conseguir una lectura comprensiva	Pues sí, eso depende del gusto de la persona que el tipo de lectura, porque yo	Si, lo leo varias veces, hago un resumen de lo que ya entendí.	Buscar significado s de las palabras que no conozco	Si, de hecho cuando estoy leyendo, a veces suelo perder	Pues leer despacio y analizar cada tema que se dice en el libro.	A veces cuando siento que estoy sobrecargad o seria parar y recapitular

?	<p>creo que nadie tiene el mismo gusto que uno en la lectura.</p> <p>Por lo menos, cuando hablamos de estrategias me refiero a que tomas apuntes, sacas resúmenes ...</p> <p>Si algunas veces saco el resumen de mis libros favoritos.</p>			<p>mucho el hilo de las cosas así que empiezo a anotar las palabras o cosas que no entiendo cuál es el significado; así para ir recordando las palabras y un poco más de la lectura.</p>		<p>todo lo que he leído y poco a poco hacer una reflexión de cada parte o pues analizar.</p>
<p>¿Cree usted que sus compañeros le dan la importancia necesaria a la lectura? Si/no ¿Cómo? Y ¿Por qué?</p>	<p>No porque los jóvenes de hoy en día no les gustan casi la lectura, no les llama tanto la atención.</p> <p>Entonces ¿consideras que ellos no le dan la importancia necesaria?</p>	<p>No, no todo, la parte de la lectura es algo como, pues no se enfoca mucho en eso, la mayoría de los jóvenes, de las personas actualmente no lo ven como algo necesario, es algo aburrido</p>	<p>No.</p> <p>¿Por qué?</p> <p>Porque algunos lo toman de juego, no entienden, no le dan la importancia que necesita.</p>	<p>Algunos no pero la verdad es que son muy pocos los que si le dan la importancia porque a veces creen que leer no es importante o no es relevante del hecho de que ya sea para pronunciar palabras o que sepan identificar</p>	<p>Pues no, yo digo que no porque hay algunos que no les gusta leer y no conocen ningún libro.</p>	<p>Pues algunos, a otros si les da mucho cansancio estar leyendo.</p> <p>¿Por qué?</p> <p>Pues digamos que hay unos compañeros como Juliana que siempre están leyendo y pues de mis amigos siempre están</p>

	No solamente como dos o cuatro si les gusta la lectura, mientras a los otros no les llama la atención.			ciertos significados es importante, pero en si la lectura no es solo eso si no va un poco más allá.		leyendo pero hay otros que prefieren libros cortos o dos libros por año, cosas así.
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Second interview

QUESTIONS	PARTICIPANTS					
	Aaron	Jhoan	Carlos	Manuela	Yomar	Camilo
¿Qué opina de las clases de inglés?	<p>Pues la profesora Andrea siempre intenta hacer ...</p> <p>Puede ser en general; no solamente yo...</p> <p>La clase siempre se intenta hacer de una manera didáctica con un fin de que se entienda de una manera más fácil que es el inglés y no se dificulte tanto.</p>	<p>En lo personal, las clases de inglés las veo muy necesarias ya que todo el mundo pues actualmente se está hablando inglés como primera lengua mundial</p>	<p>Me parecen que son muy variadas ósea no tenemos como siempre estamos trabajando escritura, escritura y escritura sino que tenemos distintas actividades que en si desarrollan mucho a lo que es el inglés o al aprendizaje del ingles</p>	<p>Pues me han parecido muy chéveres ya que nos dan diversas actividades para hacer y no son tan aburridas.</p>	<p>Pues las clases de inglés pues son muy divertidas por las dinámicas y más de un estudiante ha aprendido el lenguaje extranjero.</p>	<p>Pues que son muy entretenidas ya que se usa material didáctico.</p>

¿Cree usted que se trabaja la lectura en la clase de inglés?	Si, mayormente nos colocan a leer textos de diferente tipo.	Sí, siempre tomamos 15 minutos de lectura para leer en inglés.	Bastante, digamos así sea con un juego o con una actividad que así no creamos tiene una lectura siempre estamos leyendo verbos, adjetivos, estamos leyendo las reglas digamos como en la clase de hoy que estábamos leyendo imágenes cosas así.	Si señora, cuando nos dan los talleres o las guías.	Sí, porque esto la profesora nos da las guías entonces ahí aprendemos los nuevos verbos, las nuevas formas de hablar esto el lenguaje.	Si porque en la mayoría de las clases usamos los libros y las flashcards
¿Qué opina de la ejecución de lecturas en la clase de inglés?	Son como estrategias para mejorar ese lado de la pronunciación en la parte del inglés.	Pues hay unas partes en donde se lee demasiado rápido y pues no se alcanza a entender para algunas personas pero las lecturas suelen ser divertidas y se pueden entender bien.	Pues me parece que en mi opinión es bastante buena porque pues nos ayuda a saber pronunciar o como se escriben las palabras o como irlas pronuncian do.	Pues que es muy buena ya que algunos compañeros, casi todos, la mayoría las leen. ¿Consideras que estas pueden llegar a tener algún grado de dificultad? O ¿son fáciles? No, son fáciles.	Está bien organizado y claro se ve como la participación de todos los alumnos.	Pues en general es buena porque la profesora ayuda a la mayoría de los estudiantes a la pronunciación.
¿Cree usted	Si, pues se	Si trae	Si, porque	Si señora.	Sí, porque	Si porque

que leer en ingles trae ventajas? Si/no ¿Por qué?	puede ir ampliando el vocabulario , entendiend o mejor las oraciones y su pronunciaci ón más que todo.	muchas ventajas, sobretodo en la pronunciació n y al momento de hablar en inglés que yo considero es lo más difícil.	nos ayuda en lo que es la vocalizació n y lo que es la pronunciaci ón de las palabras que casi siempre es una desventaja en las personas.	¿Cómo cuáles? Por ejemplo si nos dan un trabajo en el extranjero pues vamos a saber ya el lenguaje y no nos vamos a dificultar tanto.	hay puede ayudarnos a entender más sobre el lenguaje.	se practica la pronuncia ción del inglés.
¿Usted suele leer textos en inglés? Si/no ¿por qué?	Si me gusta, veo películas en español pero me gusta ver los subtítulos en inglés como para tener una idea de lo que están diciendo.	Si, leo textos en inglés.	A veces.	No.	Si algunas veces. ¿Qué tipo de textos? Pues los textos de las canciones en inglés porque son muy interesantes y entonces si uno quiere saber la traducción en español.	Sí. ¿Qué textos? Algunos textos de interés social como turismo.
¿Cómo se siente al leer en una lengua extranjera?	Pues es un poquito complicado al principio pero ya cuando uno va adquiriendo más conocimien to acerca de pronombres , verbos puede	Se siente realmente diferente porque uno tiene que pensar en otro idioma y no porque no tiene nada que ver con el idioma nativo de una persona, pero también es	Pues digamos por mi parte estoy bastante acostumbrado digamos a leer en ingles pero al principio era como si; es de innovación, de que	Pues me parece muy divertido ya que es algo nuevo que estamos aprendiend o.	Pues es algo difícil pero no es imposible si uno lo quiere aprender sobre ese nuevo lenguaje.	Pues es una experienci a muy bonita porque aprende más conocimie nto acerca de los otros países

	entenderlo mejor.	muy satisfactorio leer en otra lengua.	estoy aprendiendo o una lengua nueva.			
¿Cree usted que el desarrollo de actividades diversas le ayudan a desarrollar una mejor lectura? (por lo menos cuando la profe les saca palabras clave antes de empezar la lectura, usa flashcards, juegos, etc)	Si pues ahí entre todos nos estamos ayudando a entender, a su pronunciación, si como dije anteriormente son unas buenas estrategias para el manejo de la clase.	En ingles claro, leer artículos, ver películas, escuchar música en ingles ayuda mucho en el proceso de aprender inglés.	Si, pues digamos que con un juego, siempre nos está mostrando las palabras y nos dice la pronunciación, digamos que eso es una actividad en la que no es tanto lectura pero si nos ayuda a desarrollar mejor nuestra lectura de lo que es la pronunciación de las palabras, el sentido, los significados.	Si señora. ¿Por qué? Pues nos enseñan lenguaje nuevo o palabras nuevas que no conocemos.	Si porque es una forma más divertida, más dinámica de aprender el lenguaje con más facilidad creo yo.	Sí, porque con cada actividad se va aprendiendo más y se va como mejorando la pronunciación.
¿Cuándo lee en ingles hace uso del diccionario? Si/no ¿Por qué?	Si, de vez en cuando porque yo tampoco se muchas palabras y me toca buscar el significado y saber de qué está hablando el texto.	Si porque en inglés, generalmente en artículos y en libros hay muchas palabras desconocidas y que también emplean vocabulario técnico, entonces	No, la mayoría de veces pues porque no lo considero tan necesario y a veces pues le pregunto a la profesora.	No. ¿Por qué? Porque no sé; no lo veo tan necesario. Entonces... ¿Qué herramientas usas para	Pues algunas veces cuando algunas palabras no se entonces tengo que usar el diccionario.	Si ya que pues se necesita consultar las palabras desconocidas.

		obviamente tengo que usar diccionario.		buscar el significado del vocabulario o desconocido? El traductor.		
¿Qué tipo de dificultades encuentra al desarrollar una lectura en inglés?	Palabras que no conozco, no sé cómo se pronuncian y pues me toca investigar que es esa palabra y para luego entender en una próxima lectura. ¿Qué opina de los tiempos verbales? Son muy necesarios en el inglés y tienen un uso muy constante a la hora de realizar oraciones.	Lo más difícil son las abreviaturas, algunas conjugaciones, también el vocabulario; es lo que más considero difícil porque uno nunca a tratado con ciertas palabras entonces uno no tiene tanta idea de la lectura.	La pronunciación tal vez o digamos como muchas palabras pueden variar en sentido también se puede confundir lo que el texto trata de decir.	Al leer las palabras que no conozco. ¿Qué opinas de los tiempos verbales? Pues algunos son fáciles y algunos difíciles, la conjugación.	Pues obvio los verbos, como la forma de la pronunciación.	Cuando no se el significado de alguna palabra.
¿Ha tratado de convertir esas dificultades en fortalezas? Si/no ¿Cómo? Y	Si, como hay palabras ... no hay más bien oraciones o tiempos verbales que puede	Si practicando muchas palabras que generalmente no se usan pero que son modestos que se usan	A veces, digamos usted empieza a trabajar lo que es esta palabra, lo que significa y	Si señora. ¿Cómo? Pues repaso a veces las palabras o en los talleres.	Si pues como dije al principio si uno quiere aprender ese nuevo lenguaje pues uno	Sí. ¿Cómo? Buscándolas y aprendiendo el significado

¿Por qué?	ser que no los entienda bien, no entiendo cómo es su estructura pero busco ejercicios o explicación es que me profundice más sobre ese tema.	para describir acciones que casi nunca hacemos pero entonces siempre hay que tener en cuenta para entender el inglés.	tal significado, tal significado; y así con el repaso puede, pues no se deja encontrar tan fácilmente en una lectura de inglés.		mismo tiene que saber la pronunciación, como se escribe y saber cómo leerlo	o y también la pronunciación
¿Cómo cree usted que la comprensión de lectura en inglés puede mejorar?	<p>Leyendo uno continuamente así uno no entienda completamente lo que se está diciendo pues ayuda mucho intentarlo y leer continuamente para ir de pronto en un futuro agarrando más las palabras, su pronunciación o lo que hay que quiere decir el texto.</p> <p>¿Qué sugerencias nos darías para mejorar la comprensión de lectura en la clase de</p>	Practicando, leyendo en inglés en voz alta porque mentalmente uno puede leer pero en voz alta te das cuenta si sabes pronunciar o no ciertas palabras.	Pues haciendo que los muchachos trabajen un poco más de lo que es la lectura si porque digamos hay unos que son: (...bueno, lectura en inglés, leímos y hasta ahí...) yo creo que eso es un punto a mejorar, fomentarla más y pues sería también pues cosas que ya estamos haciendo que es leer en grupos y tratar de corregir.	<p>Leyendo más.</p> <p>¿Y qué tipo de lecturas te llamarían la atención?</p> <p>De actividades físicas.</p>	Pues con nuevas dinámicas para que sea más divertido y más entretenido y más y aprender más sobre el lenguaje.	Aprender e un léxico amplio a cerca del inglés y consultando las palabras desconocidas en el diccionario.

	inglés? Estudiar verbos para poder entender el contexto en el que especializa la oración					
--	--	--	--	--	--	--

Third interview

QUESTIONS	PARTICIPANTS					
	Yomar	Manuela	Camilo	Aaron	Carlos	Jhoan
¿Considera usted que el uso de flashcards, juegos, guías de trabajo, canciones y videos son apropiados para el desarrollo de las clases? Si/No ¿Por qué?	Si porque ayudan para que los estudiantes no se aburran, se diviertan en las clases de inglés y aprendan más de esas formas tan divertidas.	Si señora. ¿Por qué? Porque por las guías o por las imágenes nos podemos guiar más sobre lo que estamos hablando para entender más el tema.	Si porque contribuye con el aprendizaje y la escritura de las palabras y también como se pronuncian.	Si porque hacen y permiten que la clase deje de ser tan monótona y sea más didáctica.	Sí, me parece muy apropiado porque nos ayuda más o menos como a empezar a entender, ósea para que no sea todo el tema directo si no que poco a poco nos va reforzando, nos va ayudando.	Si es una forma didáctica y diferente de aprender el idioma tanto en vocabulari o como en gramática.
¿Qué opina de los talleres de lectura y guías de trabajo que uso la profesora?	Pues muy buenos porque ahí uno aprende nuevas palabras y empieza a	Pues me parecen muy buenos porque muchos entendíamos más el tema y no nos	Pues que nos ayuda mucho ya que pues también en algunos casos son escritos y	Eran apropiadas para todas las clases que se estaban dando, ella dictaba una	Ayudan bastante también porque normalmen te hay que buscar ciertas	Las guías de trabajo y los talleres suelen ser muy completos ya que

	comprender las.	perdíamos tanto	nos ayuda y nos enseña a preguntar qué significan las palabras desconocidas.	clase, la explicaba de una forma que todos les entendían y después nos mandaba los talleres que eran iguales que la clase.	palabras, o hay que subrayar o cosas así, y pues nos ayuda mucho en la comprensión y para empezar a leer en inglés.	con ellos podemos aprender mejor pronunciación y ortografía que a veces se necesita y que no lo tenemos muy en cuenta.
¿Cree que este le ayudo a mejorar su comprensión de lectura?	Si porque habían palabras que yo no sabía y algunas formas de cómo escribirlas.	Si señora.	Sí. ¿Cómo? Pues cuando uno lee y uno no entiende una palabra pues uno le pregunta a la profesora y estos materiales y los talleres de lectura contribuyen a que uno se aprenda más las palabras y su significado.	Si, porque esos talleres permiten que uno conozca nuevas palabras y a la misma manera pues aprender.	Bastante. ¿Cómo? Pues más que todo a estar más pendiente de que es lo que estoy leyendo si y pues como se pronuncia o cosas así, la gramática.	Si ayudo notoriamente a mejorar mi comprensión de lectura ya que mi comprensión de lectura al momento de hablar en inglés o entender, no comprendía mucho por los talleres y demás pero he logrado mejorar un poco mi comprensión de lectura tanto leyendo y escuchando.
¿Qué opina del uso de	Bueno pues a mí me	Pues me parece bien	Pues que ayudan	Hacen ver la parte de	Pues la verdad que	Es una muy

flashcards, juegos, videos y canciones para dar inicio al proceso lector en lengua extranjera?	parece una forma muy divertida y dinámica de aprender a través del lenguaje extranjero.	porque ya en un texto no nos vamos a perder tanto.	mucho al aprendizaje ya que pues uno no aprende de una manera tan aburrida si no también dinámica.	la lectura como algo más fácil, las palabras hacen que no sean tan aburridas por así decirlo si no, más fácil, mas didáctico.	da bastante motivación porque es como salir del tema de llegamos, leemos y hagan esto; sino que es como mas dinámico y a uno lo emociona.	buena forma de aprender otro idioma ya que siempre estamos con libros o siempre con lo habitual que suelen ser talleres o evaluaciones, entonces esto suele ser una forma más didáctica y dinámica de aprender inglés, y así da más gusto aprender idiomas.
¿Cree que el uso de este material le ayudo a comprender mejor las lecturas propuestas? (e.g. vocabulario, expresiones, etc.) Si/No ¿Por qué?	Si porque claro, un estudiante se aburre en una clase de inglés pero estas clases son muy divertidas porque ahí uno puede aprender más, se divierte y es una forma muy divertida.	Si señora- ¿Cómo? Por las imágenes, por los juegos didácticos que hacíamos, así nos ayudaba a comprender mejor el tema.	Si porque muchas veces alguien no sabía los significados y como ya lo dije pues siempre nos dice el significado de cada palabra.		Si porque nos enseñaba, ósea nos decía que esto es así, o digamos con las palabras que también nos orientaban en cómo están clasificadas.	
¿Considera	Si porque	Si señora.	Si ya que	Si porque	Si, por lo	Claro, por

<p>usted que el uso de este material contribuye a una mejor comprensión de los textos? Si/No ¿Por qué?</p>	<p>esos materiales le ayudan al estudiante para que se divierta para que no se aburra para que tenga nuevas formas de aprender.</p>	<p>¿Cómo? Porque de ahí nos podemos guiar para lo que está en la lectura.</p>	<p>muchas veces vemos las palabras que describe la profesora en las flashcards en la mayoría de los textos.</p>	<p>por medio de ellos se permite conocer nuevas palabras y ampliar el vocabulario .</p>	<p>mismo que nos están ayudando tanto a comprender una lectura o nos están ayudando a clasificar las palabras, entonces esto nos puede ayudar mejor a entenderlos y a comprender los.</p>	<p>medio de flashcards y demás podemos aprender más vocabulario, y al momento de saber más vocabulario podemos intuir mejor los textos o entender que dicen los textos.</p>
<p>¿Qué aspectos considera usted que pueden ser mejorados haciendo uso de estos materiales?</p>	<p>Pues, todos están bien y ninguno está mal todas esas actividades son buenas para el aprendizaje .</p>	<p>La comprensión lectora.</p>	<p>Pues yo creo que todo está bien y no necesita ser mejorado.</p>	<p>Personalmente, no creo que haya algo que mejorar sino es más bien poner de la parte de los estudiantes sobre conocer más el vocabulario de inglés.</p>	<p>Diría más bien que como el orden pero ósea del salón pero del resto no creo.</p>	<p>Yo considero que en el uso de flashcards podríamos traer más vocabulario o que casi no se suelen usar en las clases, como vocabulario más modesto o que no se suelen usar tanto, que sean palabras más desconocidas, pero el resto está muy bien.</p>

Appendix 7

First Reading implemented

AGUIA DALLARDO DE VILLAMAR HIGH SCHOOL
SUBJECT: FOREIGN LANGUAGE-ENGLISH
TEACHER: MARLEN YOLIMA PARRA PEÑALOSA
TEACHER PRE-SERVICE: VIVIANA ANDREA ACEVEDO RIVERA
WORKSHEET
TOPIC: PAST TENSE
Student:

PAST SIMPLE

Reading comprehension

Ben's day.

When I woke up this morning, I **found** my dog, Fox, waiting for me. He **wanted** me to take him for a walk. I was too hungry, so first I had breakfast. I had a glass of milk and a piece of toast. Then I **washed** my teeth and put on a track-suit and a heavy coat, because it was really cold outside. Fox **was** already impatient. We both went out, and **walked** to the park near home. He ran and **jumped**, and pursued some passer-by. He also **destroyed** some pieces of furniture somebody left on the road. I sat on a bench all the time, wishing I could be inside my warm bed. When my hands were frozen, I decided it was time to go back home. Fox didn't want to, but I **pulled** hard and I **managed** to take him back. When we **arrived** at the front door, I **realized** I didn't have my keys with me, so we **stayed** out in the cold for more than an hour! Fox was happy, but I was late for work!

Answer the questions on your notebook:

- Who was happy to stay outside? **BECAUSE IT WAS REALLY COLD OUTSIDE**
- What did Ben do in the park? **WE BOTH WENT OUT, AND WALKED TO THE PARK**
- What did Fox do in the park?
- What did Ben have for breakfast?
- What was the weather like?
- What was Ben wearing?
- When did Ben decide it was time to go home?

Appendix 8

Recovery tasks

COMA ORIENTE

monday 10-11

she usually walk to work today she is driving because she wanted. not at the house she wears a red blouse and a black skirt to work. but today she and her children are listening to reggae, they say the classical music is not a interesting and cool a reggae.

Some people may think music is enjoying to say, as the culture, she loves say new things so she is happy about this world say.

Ulises Leoncio Escobedo 10°C

I had a great weekend. On Friday afternoon, I went to the beach with a couple of my friends. We had a picnic and played some games. I had a great time. I had to be late that night, but was very late.

Tom told us about his new job, and I'm told he's doing very well. After a while, we went to a restaurant and ate. I had to be late that night, but was very late.

On Saturday morning, I went walking in the park. I saw butterflies, and then came home.

After that, I met my girlfriend for lunch. We went to a restaurant near my house. I love that food!

I spent the evening with my girlfriend, watching TV and the news.

The next day, I got up and caught the train to my job. I usually go to see my parents on Sunday. It's a nice day.

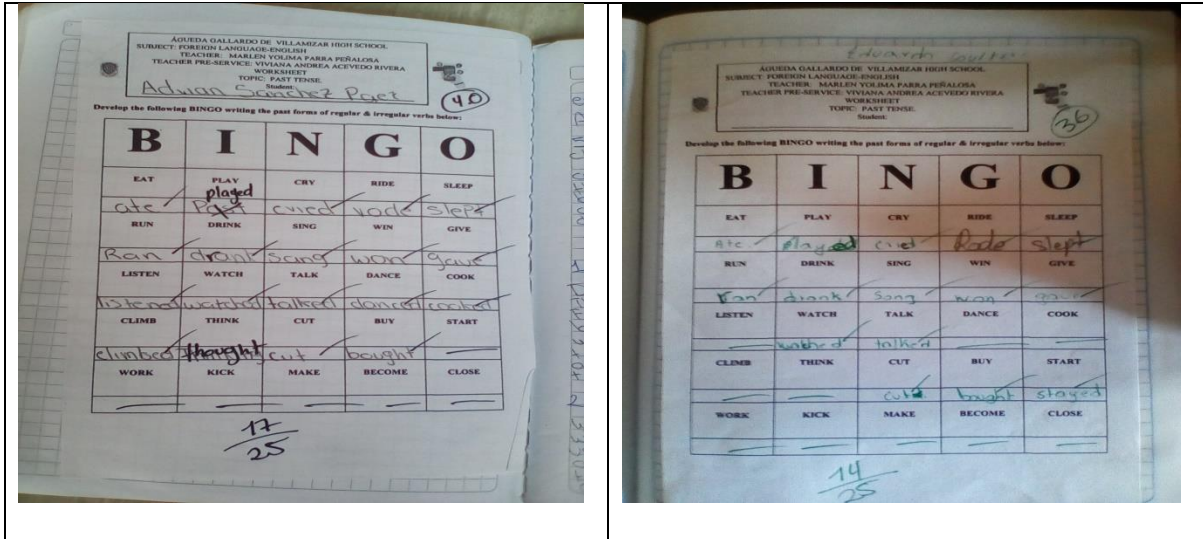
My girlfriend makes a soup and we go for a walk in the park in the evening after lunch.

This weekend was a bit different. (I thought) my parents me out for a nice lunch, because it was my last after lunch, we took a walk (as usual) and then I got the train back to London.

Now I'm looking forward Monday and I'm back at work, but got big plans for next weekend.

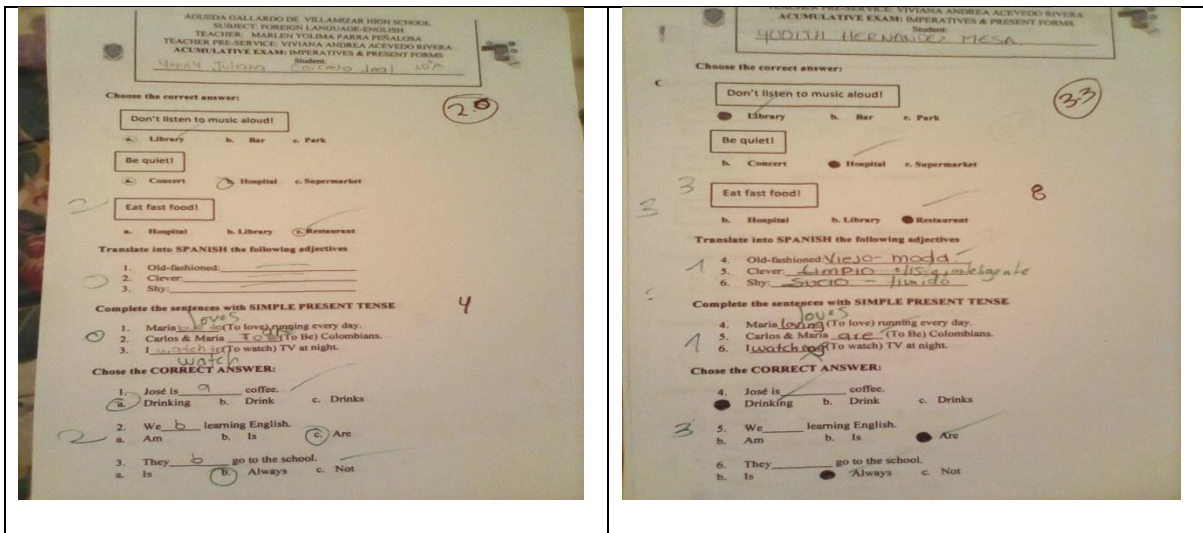
Appendix 9

Bingo



Appendix 10

Accumulative exam



Appendix 11

Example of narrative



UNIVERSITY OF PAMPLONA &
ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SUBJECT: FOREIGN LANGUAGE-ENGLISH
MENTOR: LUCY DURÁN BECERRA
SUPERVISOR: MARLEN YOLIMA PARRA PEÑALOSA
TEACHER PRE-SERVICE: VIVIANA ANDREA ACEVEDO RIVERA



This week, I tried to implement TICS for my English classes. On Monday I started with 10 A & B graders teaching them how to use affirmative and negative imperatives in sentences, that day it was supposed that I had to work at English laboratory with 8 graders but my supervisor and I had to spend the time checking each computer to know which computers worked and which ones did not; thankfully, 11^o graders were working with my students.

On Tuesday, I taught the topic professions to primary school, in which I started to implement grammar rules to help students to reinforce their bases. That day, I had some struggles with 3^o graders because they didn't want to help me with discipline. But at the end I could finish my four hour of practicing.

On Wednesday, in which I had classes with 10C developing a workshop about Imperatives, then, I had classes with 10B and I taught them three sorts of adjectives such as appearance, color and condition to reinforce them how to use them in sentences.

On Thursday, I was busy all day, in the morning I had classes with 10A, B & C working on the spelling bee activity that we have next Wednesday because is the language day so, we are organizing a contest to see who wins from sixth to tenth, I also developed the workshop with the rest of students and I started to implement TICS such a computer, pen-driver & TV to show a short video about the pink panther to introduce the new topic "Simple present & present continuous". With 8^o graders I worked clothing to reinforce this vocabulary and teach them how to place adjectives. On the other hand, in the afternoon, I had to come back to school because grades were delivered to the students' parents.

Today's classes I started with 8^o graders teaching them how to use simple present and its grammar rules, I tried to use my laptop to show them a video but the video beam didn't work, then, I had classes with 10A & C working on the use of adjectives and watching the video about the pink panther.

To sum up, this week it was supposed that I had to record a video of one of my classes but actually I had some dreadful struggles because all the video didn't want to play; I also tried to record from my students' phones but it was impossible I am not sure but my computer may be damaging the videos. Anyway, I don't know how to do and I was crying but with tears I do not think it solves things.

And that was my dreadful week!

Appendix 12

Self-observation format

Viviana Andrea Acevedo Rivera

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

acevedoandrea53@hotmail.com

Escoja de 1 a 4, según el criterio descrito. Siendo 1 el más bajo y 4 el más alto *

Nombre del estudiante *

Viviana Andrea Acevedo Rivera

I. PLANIFICACIÓN

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4



Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4



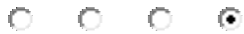
Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 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 *

1 2 3 4



Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4



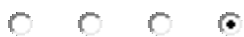
Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación. *

1 2 3 4



Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4



Observaciones y propuestas de mejora: *

Nothing

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4



Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4



-Motivación a lo largo de todo el proceso:

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4

Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4

-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4

Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4

Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4

-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

-Recursos y organización del aula:

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc. *

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s *

1 2 3 4



-Clima del aula:

Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias. *

1 2 3 4



Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas. *

1 2 3 4



Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes. *

1 2 3 4



-Seguimiento/ control del proceso de enseñanza-aprendizaje:

Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula. *

1 2 3 4



Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas. *

1 2 3 4



En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición. *

1 2 3 4

En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición. *

1 2 3 4

-Atención a la diversidad:

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 *

1 2 3 4

Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. *

1 2 3 4

Observaciones y propuestas de mejora: *

Presentar resultados obtenidos

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

1 2 3 4

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

1 2 3 4

Realizo una evaluación inicial a principio de curso. *

1 2 3 4

Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos. *

1 2 3 4

Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes. *

1 2 3 4

Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes. *

1 2 3 4

Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... *

1 2 3 4

Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación. *

1 2 3 4

Observaciones y propuestas de mejora: *

nothing

Appendix 13

Material implemented at primary school

Flashcards



Worksheets

TOPIC: BODY PARTS
Student: _____

Body Parts Word Search

Labels: hand, foot, hair, finger, mouth, teeth, head, nose, eye, ear, tongue.

Food Pyramid

1. pasta	8. butter	14. Donuts
2. fish	9. cereal	15. milk
3. bread	10. oranges	16. bananas
4. ice cream	11. carrot	17. potatoes
5. rice	12. steak	18. cheese
6. lettuce	13. grapes	19. cashew
7. chicken		20. Cookies

CLOTHES

MARIANA: VERA:

Match the number next to the correct word.

1. camel / dromedary
2. elephant
3. cat
4. whale
5. parrot / toucan
6. lion
7. shark
8. cow
9. frog
10. bear
11. meerkat / jack
12. dolphin
13. duck
14. rabbit / bunny
15. dog
16. hippo / hippopotamus

MARIANA: VERA: C:

JOBS

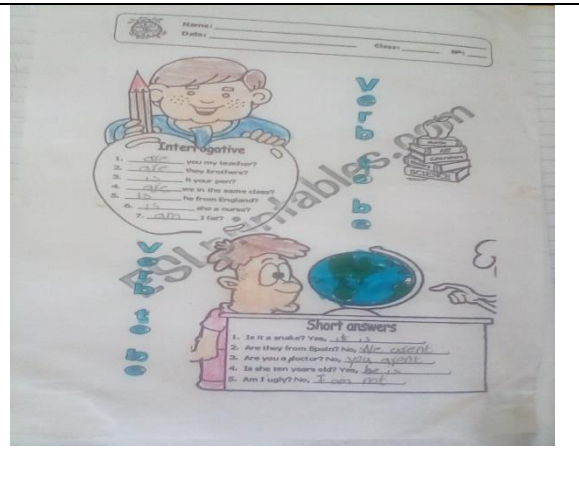
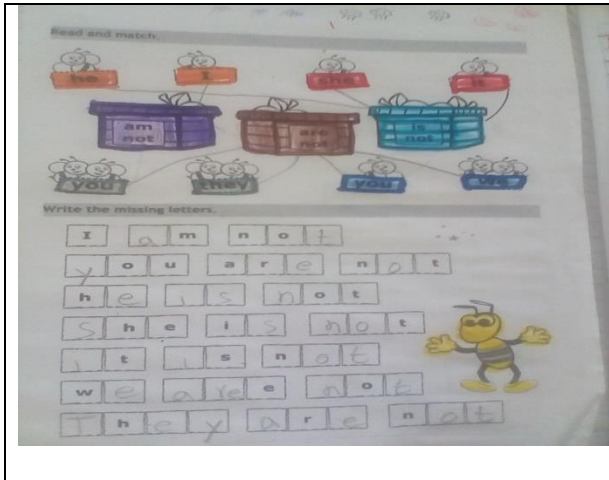
Choose the correct ending for the job. Use an, on, in, with, or for. Then match the pictures to the job.

1. a teacher	2. a doctor
3. a pilot	4. a farmer
5. a chef	6. a scientist
7. a musician	8. a soldier
9. a dancer	10. a cleaner
11. a painter	12. a writer
13. a worker	14. a waiter
15. a student	16. a parent

PERSON

Match and write.

I	am	we	are
you	are	you	are
he	is	they	are
she	is		
it	is		



Appendix 14

Evidences: extracurricular activities





