APPLYING MYTHS AND LEGENDS IN ORDER TO MOTIVATE STUDENTS TO

ENHANCE WRITING AND READING AT JOSE ANTONIO GALAN HIGH SCHOOL:

AN ACTION RESEARCH

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APPLYING MYTHS AND LEGENDS IN ORDER TO MOTIVATE STUDENTS TO

ENHANCE WRITING AND READING

Final Report of Practicum

Applying myths and legends in order to motivate students to enhance writing and reading at

Jose Antonio Galan high school: an action research

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Acceptance note

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Introduction

Nowadays, it is primordial to teach and learn English in the classroom due to the importance English has in the social, academic, technological, environmental aspects of our society. That is why it is elemental to teach English at school, in order to get students interested in the foreign language since the childhood and to make them aware of the importance of knowing a second language to be involved in other cultures.

In Colombia, a strategy called National Program of Bilingualism (2004-2019) was implemented by the ministry of education in order to educate more competitive citizens capable of interacting globally in the society. This strategy takes into account the Common European Framework of Reference: learning, teaching and assessment where primary and secondary education proficiency levels and goals are stablished in order to have a common guide to teach English.

Nevertheless, scholars' level of proficiency is not the expected according to the standards of the Common European Framework of Reference. Is this situation, students' low level of proficiency, the main motivation of the researcher when conducting this action research which aims at enhancing sixth and seventh graders at Jose Antonio Galan High School to foster writing and reading applying myths and legends throughout the integration of the four skills (writing-listening-speaking-reading).

Problem

The basis of learning a language is to learn how to communicate properly, and the process of communicating in any language is related to understanding what you are hearing or reading and being able to respond to it orally or written. Is this, the major problem of scholars, they do not have the complete knowledge to communicate in the target language.

This problem is evidenced in the example of sixth and seventh grade students in Jose Antonio Galan High School (**Appendices 1 and 2**), they are not able to communicate their ideas in the target language because their knowledge about English is minimum, they are not interested in learning the foreign language and it causes their fail when communicating orally and written.

Justification

This project is centered in the implementation of myths and legends in order to motivate students to enhance writing and reading, because I consider important to work with Colombian myths and legends in order to catch students' attention and help them to improve their communicative skills. This project is thought to be implemented in sixth and seventh graders in Jose Antonio Galan High School because is in these grades they need to start preparing themselves for the ICFES and for me it is pertinent to work with the Colombian culture while learning English because unconsciously, students will use English to save the oral tradition and will learn about the culture of their hometown. I am also interested in improving students' level in English by working with them topics known by them, such as the myths and the legends of their hometown.

To better understand the content of this paper, it is clustered into four sections: the pedagogical component, the research component, the outreach component and the administrative component.

In the pedagogical component, it would be introduced the key concepts, the theoretical framework, the integrated skills, the methodology and the lesson planning.

The next section, is the research component, in which all the aspects related to the research process would be presented; in other words, the literature review, the methodology (design, setting, participants and instruments used for gathering data), the data analysis and the findings.

The outreach component is about the work the student teacher did in order to integrate other students in her teaching process; in this opportunity, the pre-service teacher was teaching English at Pre-school and Primary students at 'Cuatro de Julio' School, one of the five headquarters of Jose Antonio Galan High School, and this section will include methodology and findings.

The final section, is the administrative component, in which the pre-service teacher was involved in the institutional activities in order to be part of the institution not only teaching but also accompanying the community.

Objectives

General Objective

To apply narrative texts as myths and legends as an strategy to motivate students to foster writing and reading in 6th and 7th grades at Jose Antonio Galan high school.

Specific Objectives

To design integrated skills activities by using myths and legends to work on writing skill.

To create in students an interest towards English by producing a digital book of myths and legends done by students.

Institutional Observation

Location

This project took place at José Antonio Galan, a public high school in Pamplona, Colombia that is one of the headquarters of San Francisco de Asis, this school counts with other headquarters: Cuatro de Julio, Juan XXIII, Santa Marta, and Cristo Rey. The outreach component took place in one of the headquarters of the school: Cuatro de Julio.

Campus Description

José Antonio Galan High School was founded on June 5th 1970 and it is placed in Carrera 6º Nº 1b-61. In this school you find primary and secondary, each one with its own entrance. In the institution, there are green zones where students play and rest during the break time, and playgrounds where they have sports' class. Classrooms are big and well-lighted, and it counts with 35-40 chairs due to the huge amount of students in each grade.

The classrooms are wide which facilitates the work with the students. In the first floor, we can find the principal's office, the secretary's office, the primary coordinator office, and 'Vive digital' rooms which are available for anyone who wants to go there, not only Jose Antonio Galan and headquarters students but anyone living in Pamplona; secondary coordinator office and teachers' room are located in the same floor that seventh grade classrooms.

Cuatro de Julio headquarter, was founded in 1957 and it is placed in Calle 1° N° 6-19, it is located in front of Jose Antonio Galan High School. There, we can find two playgrounds, and classrooms from pre-school to fifth grade; as well as a restaurant for the students.

The classrooms in this headquarter are smaller than the ones of Jose Antonio Galan, here there are less students. Each classroom counts with 20-26 chairs and there is good illumination thanks to the big windows that permit the crossing of the light.

Mission

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

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

Vision

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

General Authorities

NAME	OCUUPATION
Bernardo Wilches Gelvez	Principal
María Carolina Pelaez Suescún	Primary coordinator
William Díaz Rueda	Secondary coordinator
Gloria Duarte	English teacher
Rosana Villamizar	English teacher

Educational Project Of The Institution (P.E.I)

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

The purpose of this project is related to the Educational Project of the Institution because it includes the standards of competences for learning a foreign language, the communicative competence which is the kit of individual characteristics that allow a person to do a performance on real context. The communicative competence includes:

Language proficiency: Knowledge of the formal resources of language as a system and the ability for using it in the formulation of well-trained and meaningful messages. This aspect includes lexical knowledge and skills, phonological, syntactic and spelling, among others. This competition involves not only the theoretical management concepts: grammatical, spelling or semantic, but its application in various situations.

Pragmatic competence: Functional use of language resources, ability to organize sequences of sentences to produce fragments support and implementation of a functional jurisdiction, both linguistic forms and functions, like others in real communicative situations.

Sociolinguistic competence: Knowledge of the social and cultural conditions that are implicit in the use of language.

Moreover, in the Educational Project it is affirmed that the Communicative competence implies knowledge about the language in different situations: inside and outside the classroom, and it includes the development of skills and knowledge that relate ethical, social and cultural dimensions of language learning.

The Educational Project also proposes a pedagogy of literature in the classroom in order to help students to become active readers and to create a reader tradition in students so they will find love and pleasure for reading poems, novels, stories and other literary creation, providing life experience and allowing them to enrich their human dimension.

Code Of Conduct

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

All educative communities must participate.

Establish the general basic criterion that institutional coexistence is based on.

Establish the rights, duties, and inhibitions of all educative community.

Establish the parameters, procedures and mechanisms to solve academic and behavioral problems.

Establish the teachers" regulations in the institutional setting.

Define the encouragements for the educative community.

Foresee the services of social welfare for the community.

Pre-Service Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:55	3		7 A		6 A
7:55-8:50	3	6 A	7 A	Preschool	6 A
8:50-9:45	1	5		6 C	7ª
9:45-10:15	**RE**	**ST**	**T**	**I**	**ME**
10:15-11:10	2	5	6 B	1	6 C
11:10-12:00	2			6 B	4
12:00-12:50		6 C		6 B	

Pedagogical aspects

There are several aspects behind the academic process of the practicum, and a series of phases must be followed to create an accurate learning teaching process, these stages will be explained in the following paragraphs.

The first phase followed was the delivery of the letter of authorization, done at the beginning of the semester in order to carry out the practicum in this institution. This was directed to the principal Mr. Bernardo Wilches **(Appendix 12)**, but it was first shown to the supervisor, the teacher Gloria Duarte. After delivering the letters, the institutional and pedagogical observations were carried out, as well as the writing of the journal that was done following the instructions given by the researchers of a project in which the practitioner was a participant.

The observation processes were carried out during two weeks, in which the practitioner observed the classrooms and the administrative offices, and accompanied and observed the teacher in all of the classes of sixth and seventh grades and the free hours, to better understand the tasks that bring being a teacher. In each classroom the practitioner took notes of the classroom management, the organization of the classroom, the activities developed by the supervisor during the classes, the students' and teacher behavior, the classroom distribution, location of resources, students attitudes towards the class and the teacher, students' level of proficiency, lesson planning **(Appendix 18).**

The planning of the lesson is necessary to better understand the organizational process of the classes, the practitioner observed and asked about the planning, and it was inferred that for doing this planning process the teacher did not took any book as reference. She had freedom when proposing a variety of activities according to the topics chosen by her.

Chapter I: Pedagogical Component

Introduction

This project was carried out at the secondary section of Jose Antonio Galan High School, with the purpose of applying myths and legends in order to motivate students to enhance writing and reading of secondary school students. The population selected was 6th and 7th graders.

In order to better comprehend the main purpose of this study, this chapter will provide the relevant key concepts for the research project, as well as the theoretical framework, integrated skills and methodology.

Justification

Due to students' lack of knowledge regarding the communicate competence, the development of this project was focused on the implementation of myths and legends from Colombia and specifically from Pamplona and Norte de Santander, since it is an excellent

strategy to integrate the four skills (writing-reading-speaking-writing) and at the same time to keep alive the Colombian oral tradition.

Objectives

General Objective

To foster reading, writing, speaking and listening skills through the use of myths and legends at Jose Antonio Galan High School.

Specific Objectives

To use myths and legends as a strategy for reading habits in English and Spanish.

To implement myths and legends to improve writing process in students.

To reinforce speaking and listening throughout the implementation of myths and legends in the classroom.

Theoretical Framework

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

Communicative approach

As stated by Canale and Swain (2002) a communicative approach is "Organized on the basis of communicative functions that a given group of learners need to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately", meaning this, that the main concern of the communicative approach is to center the attention on language function rather than its grammar.

When talking of communicative approach, it is necessary to talk of competence and performance. According to Hymes (1966), the communicative competence is to be able to

communicate effectively knowing how the language is used by a community more than just knowing the grammar structures. And the performance, allows learners to demonstrate their knowledge and in this way be evaluated. (Canale and Swain, 2002).

Skills integration

The common European framework of reference describes clearly the communicative competence which involves the major language skills such as reading, writing, listening, and speaking. Although the project was centered in working on students' writing and reading skills, it is important to work with all the skills, in order to help students to communicate properly and to perform according to what they learnt.

The common European framework proposes six levels of performance in the second language acquisition process as follows: A1, A2 (Beginner level), B1, B2 (Intermediate level), C1, C2 (Advance level) in order to test and place learners proficiency level.

GRUPOS DE GRADOS	NIVELES MCE			
Décimo a Undécimo	B1		B 1.2	Pre intermedio 2
Octavo a Noveno			B 1.1	Pre intermedio 1
Sexto a Séptimo	A2		A 2.2	Básico 2
Cuarto a Quinto		A 2.1		Básico 1
Primero a Tercero	A1	A1		Principiante

The implementation of myths and legends involves reading and writing, in the following charts it will be shown the standards of competence established by the Colombian standards for sixth and seventh grade.

Lectura		Escritura	
• Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.	1, 2	• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.	1,2
• Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo.	1, 2, 3	• Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato.	1, 2
• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.	1, 2	• Completo información personal básica en formatos y documentos sencillos.	1, 2
• Comprendo relaciones establecidas por palabras como and (adición), but (contraste), first, second... (orden temporal), en enunciados sencillos.	1, 2	• Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares.	1, 2
• Valoro la lectura como un hábito importante de enriquecimiento personal y académico.		• Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas.	1, 2
• Identifico el significado adecuado de las palabras en el diccionario según el contexto.	1, 2	• Utilizo vocabulario adecuado para darle coherencia a mis escritos.	1, 2
• Aplico estrategias de lectura relacionadas con el propósito de la misma.	2		
• Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.	2, 3		
• Identifico la acción, los personajes y el entorno en textos narrativos.	2		

Writing skill

According to Brown (2007) written activities are the result of thinking and reviewing through the use of skills that are not developed naturally in all speakers. In other words, not all the learners will have the same writing abilities, each student will learn in a different way.

Reading skill

Cuq (2003) stablishes three steps in reading process: first, thinking that consists in making a mental summary of the ideas of an specific topic; second, drafting or writing down the ideas that emerged from the previous step; and third, revising, that means to check if there are mistakes in the text or if is not coherent or well organized making it difficult to understand the main idea of it.

Myths and Legends

According to Oxford dictionaries a myth is "a traditional story, especially one concerning the early history of people or explaining some natural or social phenomenon, and

typically involving supernatural beings or events". And a legend is "a traditional story sometimes popularly regarded as historical but unauthenticated".

Franco (2008) affirms that myths and legends can be used as a strategy to encourage students to learn English and to highlight the importance of recover the Colombian oral tradition.

The use of myths and legends implies the integration of the four skills (writing-reading-speaking-listening) since students can do activities such as reading club were the myths and legends are shared in group, dramatizations in which students will interpret the myths and the legends and each student will adopt a role, the creation of their own myth and/or legend that implies that students do written productions and then they will socialize it with the partners.

Methodology

This work as student teacher gave me the opportunity to be teaching in a real context. In this opportunity, I worked with 6th and 7th grade students, three groups of 6th grade and one

group of 7th grade, each one of the grades counted with 35-40 students. My goal was to help those students to improve their abilities in 120 hours of work.

Through the use of non-participant observations, I realized the importance of working with students' performance and motivation towards learning English; that is why I decided to implement with them a digital book of myths and legends in order to catch their attention by working on with short stories related to their hometowns.

The main concern of the research was to foster students' reading and writing; but with the implementation of this digital book, I looked for recover the oral tradition by working with the Colombian culture and at the same time to foster students' abilities by doing activities integrating the four skills. To foster students' skills, the myths and the legends were selected according to the topics of the third term (**Tables 1 and 2**) and following the criteria proposed by Mubarack (2011).

After have chosen the texts, the plan was designed taking into account the objectives of the class, the date, the grade, the materials, the development of the class, the evaluation activities and the extra-classes work. In addition, the lesson plan included criteria of four stages for the reading comprehension process suggested by Clanfield (n.d).

Criteria for selecting the texts

The criteria proposed by Mubarack (2011) was used. According to the author, it is essential to keep in mind three aspects such as the status of English language in the education system, the students' proficiency level, grammar structures and the cultural considerations. He proposed the following criteria:

1. The text selected should be simple one for the beginners, and not so complex, that would suit their level and would not discourage them while attempting to read.

2. They should be rich in language, providing maximum examples of various grammatical structures and useful vocabulary.

3. The text selected should be linguistically ideal that would guarantee opportunities for integrating the four language skills in effective way not only for developing reading comprehension skill but all other related skills such as listening, speaking and writing as well.

4. The text selected should motive the EFL learners to read and arouse love and liking for reading them, thus, inculcating the habit of reading in English.

After selecting the texts, the pre-service teacher created the lesson plan using the stages proposed by Clanfield (n.d), who designed a methodology for literature which is a combination of two approaches: the language approach, centered in the language use; and the personal growth approach, centered in the learner own feelings and opinions. He suggested five stages:

1. Warmer: for introducing the topic and catch the students' attention, implementing activities such as: A whole class discussion. A guessing game between the pre-service teacher and the class. A brainstorming of vocabulary around that topic. Guessing the order of the story.

2. Before Reading: This stage could be optional, or could be a part of the warmer. Preparing to read activities include: At the beginning of the process; teacher though difficult words (it is not recommend spend much time on the pre-reading stage; and reduce the amount of words to no more than twelve; in this way the text will be easy to understand.). In this part of the lesson plan the teacher used flashcards, slides and games to teach the unknown vocabulary. Predicting, the teacher asked them to predict what could have happened next.

3. Understanding the text, general comprehension: In this stage the teacher asked students to read the whole text. It was important to engage students with the story giving them different tasks which demands their creativity and analysis. Once students had read it, teacher asked them to explain the significance of certain key words of the text or asked them to explain to each other (in pairs) what they have understood.

4. Understanding the language: At this stage students used dictionaries for looking for the unfamiliar words, and the teacher gave them some clues to understand the text

5. Follow up activities: Once students already comprehend the text and answered the questions the production activities were assigned: Ask students to write what they thought will happen next. Ask student to describe an important moment in the story. Ask the students to write a text using the vocabulary and the tense learned in class

I also followed Harmer (2004) methodology for the writing process, which is composed by four stages:

1. Planning: in this part students, considered the purpose of their writing, the language they used and the information they choose to include.

2. Drafting: It was the first version of a piece of writing as a draft.

3. Editing: once students had written a draft they usually, read through what they have written to see if they had mistaken.

4. Final Version: once students had edited their draft, making the changes they consider to be necessary, they produced their final version.

Planning Principles

I took into account the elements of a plan lesson proposed by Brown (2000), and they are: goal (the purpose to accomplish during the lesson), objectives (a guide for the teacher to know what does he/she wants students to learn or to do), materials and equipment (the implements necessary to develop the class), procedures (how the teacher will develop the class and how will he/she teach the lesson), evaluation (mean to test students' knowledge about the topic learnt) and extra-class homework (activities done by students in order to practice what they have learnt in class).

According to the topic, it was necessary to make some changes in the plan lesson in order to develop the lessons taking into account students' necessities.

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

Table 1. Third period plan. Sixth grade

Topics	Goals	Strategies-resources	Time	Strategies to evaluate
Prepositions (Place-Time).	To use correctly some prepositions of place and time.	Dramatization. Observation. Deduction.	3h 8h 8h	Attendance. Discipline. Pedagogic strategies of evaluation.
Vocabulary (Seasons-Days-Months-Clothing).	To describe each one of the seasons.	Oral and written mechanization.		
Can	To pronounce and	Guides.		Individual
Verbs	write down months	Tv.	8h	homework (at least
Vocabulary (wild animals)	and days.	Video-beam.		4 by term).
	To make sentences	Notebook.		Written evaluations
Comparatives	with the modal can.	Texts.		(daily or arranged

To be-To have	To describe	Dictionary.	3h	with students).
Affirmative-Negative	situations using the	Recording.		Oral evaluations.
sentences	vocabulary learnt.	Plays.		Daily control of
Questions-Answers	To make sentences			reading.
	with the verbs to			Directed guides'
	be, to have and			work.
	some regular and			Practices.
	irregular verbs.			Team work.
	To do simple			Notebook
	comparisons using			checking.
	the correct rules.			Interest.
				Regular test of
				quality.

Table 2. Third period plan. Seventh grade

Topics	Goals	Strategies-resources	Time	Strategies to evaluate
Vocabulary	To use vocabulary	Dramatization.	20h	Attendance.
(food-drinks).	related to food and	Observation.		Discipline.
Imperative	drinks.	Deduction.		Pedagogic strategies
(concept-	To identify verbs in	Oral and written		of evaluation.

| singular/plural-verbs-reading). Verbs (regular-irregular). Going to-Future simple tense (Meaning-structures-short answers-tag questions- wh information). | a text. To participate in oral production activities. To demonstrate interest in increasing vocabulary and expressions. To traduce and analyze currently texts. To use correctly the imperative. To understand and follow instructions. To do descriptions using verbs learnt. To make sentences and simple expressions using going to and future simple. | mechanization. Guides. Tv. Video-beam. Notebook. Texts. Dictionary. Recording. Plays. | 2h 8h | Individual homework (at least 4 by term). Written evaluations (daily or arranged with students). Oral evaluations. Daily control of reading. Directed guides' work. Practices. Team work. Notebook checking. Interest. Regular test of quality. |

Results and Conclusions

Positive aspects

Through the teaching experience with sixth and seventh graders, I have acquired more knowledge about how to work with problematic students, who come from humble families and which last interest is to finish school and start to study a degree because they need to start working or continue working because most of them must to work to help in their houses. Regarding the students' learning process, it was observed that most of them have shown interest in learning new topics, although they have not English knowledge, they attempt to understand the explanations and in the production activities, if they have doubts they ask and they try to do the activities in the correct way; so, it is rewarding to see that students which knowledge in the second language is low, are able to do simple requests thanks to the explanations given by the teacher.

Negative aspects

Although positive aspects have arisen from this process, some troublesome issues came up too. One of them is the loss of classes due to institutional activities, affecting with this the development of the established topics in the initial chronogram. Another aspect limiting the teaching process is the teacher supervisor inconformity with the student teacher work, because she used to dislike every activity that the practitioner proposes for the class, and this inconformity is expressed after teaching the class and the feedback is not given after checking the planning format and before the class.

Conclusions

It was too ambitious to want to work myths and legends with students with an English level really low. However, students' response was good enough, since there were proposed short texts and students worked and learnt vocabulary with them, besides of learning the topics established by the teacher at the beginning of the course.

Students are accustomed to receive the English class in Spanish and their listening skill is not strong yet; that is why it is difficult to work listening comprehension with them. They are not familiarized to listen to songs and dialogues in English, and how they do not know

how to pronounce in the second language, the teacher must repeat the pronunciation several times so they can understand and learn the correct pronunciation.

Chapter II: Research Component

Introduction

Being a teacher, implies to have multiple responsibilities, and being a researcher is the most difficult duty that a teacher has because it implies diagnosing a problem and analyzing his/her teaching process, students' learning process as well as the methods and instruments used during the lessons in order to find out a solution and do the pertinent changes and variations in the classes so the teaching-learning process will improve.

As a student teacher we have the duty of doing a research in order to analyze students' situation regarding their level in English so we can know their weaknesses and needs and use it to implement strategies that are necessary to change students' learning process and improve their abilities. Doing research implies finding a solution, and being a student teacher implies to bring changes along with our work.

An action research will be carried out during the practicum and it will be focused on fostering the reading and writing skills on students throughout the implementation of myths and legends. As stated by Baskerville (2001), an action research is "Fundamentally a change-oriented approach in which the central assumption is that complex social processes can be best studied by introducing change into these processes and observing their affects." In other words, a change create results and the main goal of the research is to create a positive change in the students'' abilities, especially in reading and writing skills' development on 6th and 7th graders.

Problem

With the observation process **(Appendices 13)**, there were evidenced weaknesses regarding 6th and 7th grade students' and their materials to learn English. It was observed that the students' lack of knowledge of the subject prevented the teacher to develop several activities during a lesson, students do not have the required level according to the grade and it causes that they spend a lot of time doing a simple activity and in that way it is difficult to continue with the following topics. 6th and 7th graders demonstrated that their lack of discipline affected the development of the lessons and their learning process.

Justification

       To do action research gives teachers the opportunity to change the problems found in the teaching-learning process, finding answers in order to better understand what is affecting students and act to help them to overtake the difficulties. A project like this allows the teacher-researcher to analyze the educational phenomenon and give the best in order to make a positive change in students' learning process.

       The implementation of myths and legends is thought to create in students an interest in learning English, by highlighting the Colombian culture and integrating in their daily lessons the four skills.

Research Questions

Grand Tour Question

How do the implementation of myths and legends enhance 6th and 7th students to foster reading and writing skills at Jose Antonio Galan?

Sub-Questions

What are the difficulties students have when reading a myth or a legend in English?

Which kind of myths and legends are more effective to foster writing and reading skills?

Theoretical Framework

Some key aspects were taken into account in order to develop this research.

Reading Skill

According to MEN (1998), reading is "the process of interaction between a subject carrier of knowledge and a text carrier of meaning". In order to learn English, it is important to follow four phases: listening, understanding, speaking, and reading and writing reproducing the mother tongue learning process.

Yamashita (2004) stablishes two aspects that according to him, influence the writing skill: the product of reading, that is the level of understanding will be achieved by the students' reading abilities, and it is evaluated by reading comprehension tests; and the process of reading that refers to the strategies used by readers in order to comprehend the information of the texts.

To work on the reading skill in students it is necessary to follow up the methodology for reading comprehension proposed by Clanfield which is composed by five stages: warmer, before reading, understanding the text, understanding the topic, and, follow up activities.

Writing Skill

According to MEN (1998), to write is to "Produce the world", it is a process that lead the writer to configure the world. Durunkan (2010) considers that "Writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual's overall use of language". In other words, it is important to reinforce in students the writing process, so they will be able to communicate in the second language.

Harmer, (2004) proposed a methodology for the writing process which is composed by four stages: Planning, that is also called pre-writing and it refers to the stage in which readers have to think in the purpose of the writing process, in the audience and how to organize the text; drafting, is where readers put the emerged ideas in a paper in order to know what information he has; in the editing process, the reader check what he wrote in order to know if there is any mistake or; and the final draft, in which the final product is reviewed in order to find spelling mistakes, punctuation and word choices.

Although learners do not have a full understanding of the second language, they are capable of producing written texts because they have knowledge of how to write from their mother language and it makes easier their writing process.

Myths and legends

Legend, typically, is a short (mono-) episodic and traditional narrative performed in a conversational mode, reflecting on a psychological level a symbolic representation of folk belief and collective experiences and serving as a reaffirmation of commonly held values of the group to whose tradition it belongs (Timothy R. Tangherlini, 1990).

Myth is the product of man's emotion and imagination, acted upon by his surroundings. (E. Clodd, Myths & Dreams, 1885)

Stories are a social phenomenon, produced by individuals and by societies and cultures which preserve collections of typical stories in their myths, fairy tales, legends and histories. To participate in a group, community, society or culture requires a general knowledge of these accumulated stories (Denning, 2000). Students will make use of these stories that they know and that were transmitted by their ancestors in order to produce texts with familiar topics.

The researcher considers these texts (myths and legends) are appropriate for 6th and 7th grade students since they are not interested in learning a second language; that is why short myths and legends of their hometown encourages students to learn the foreign language and to develop activities involving the four skills.

Literature Review

This project focused the attention on students' reading and writing skills in the English language learning process. This section will present the previous studies carried out by other researchers which will support the present proposal.

Latorre (2015) research entitled 'implementing the book of stories as a tool to foster reading and writing skills an action research' aimed at improving reading and writing abilities in students from 7th and 10th grade through the use of short stories with topics known for the participants. According to the researcher, the 'book of stories' was a helpful tool to foster students' reading and writing skills since it motivated students, made them to think beyond, gave them a sense of responsibility and it displayed the real use of their knowledge. As a conclusion, the researcher recommended to implement this book of stories because it helps to improve students' knowledge and it increases students' interest, compromise, responsibility, perceptions, conceptions and appreciation of their surroundings.

This project is related to the one I implemented at Jose Antonio Galan High School since both of them are centered in improving writing and reading skills in students employing activities that involve all the skills. Besides, short stories are helpful to enhance students to improve their abilities.

Mubarak (2013) research, "Investigating the Role of Short-Stories in Overcoming the Problems Faced by the Libyan EFL Learners in Reading Comprehension Skill" attempted to investigate two main points, the first one, the factors that produce learners' negative attitude towards reading, and the second one the role of short-stories as an alternative for overcoming these problems, through the use of questionnaires. As a result, he found that reading poses comprehension difficulties for learners; consequently they develop disliking for the lecture and for the target language. To conclude, he stated that the methodology, material and strategies selected to teach reading skill should be interesting and effective.

Maibodi (1982) research, 'learning English trough short stories' aimed at highlighting the effects of a narrative text genre over a non-narrative (expository) text genre. The purposes of this research were to teach the student to develop a particular attitude and to activate the student's knowledge through recall/review what is known about the topic. The results of the study showed that the narrative text genre and language proficiency level were influencing factors in improving the participants reading comprehension and also helped the students to

acquire native like competence necessary for communication. According to the author, to enhance the reading comprehension skill, the learner must have the ability to understand the meaning of individual words and phrases on a local and on a global level. Finally, the researcher concluded that the text interacts with the prior knowledge, interest and motivations that the learner brings to the task of reading and that generally people forget the actual language but remember the message, so an appealing text related to variables such as age, interest, motivation and culture will influence reading comprehension.

I found a close relation between this research and the one to be implemented using myths and legends because in both of them it is observed the importance of taking into account students' interest and motivation in order to choose the topic of the text and in that way work with them in a better way. As well as to help students not only to improve the writing but also to enhance them to communicate properly.

Tugrul (2012) research, "Encouraging Young Learners to Learn English through Stories Encouraging Young Learners to Learn English through Stories" aimed at understanding how to wake student's interest towards learning English through stories and how stories develop their language learning. Taking into account previous studies, he concluded short stories are beneficial for students because it is considered one of the most ideal sources in effective language learning due to its high motivation for young learners and

because it creates a happy and enjoyable learning environment. A short story provides an easy understanding of any foreign language.

Methodology

This project followed an action research design which main objective is to implement instruments in order to make changes in the learning and teaching processes inside the classroom.

Koshy (2005) defines action research as an enquiry, undertaken with rigor and understanding in a professional development of how, when and why pupils become learners. According to Susman and Evered (1978), an action research consist of a five-phase cyclical process: Diagnosing refers to identifying and defining a problem. Action planning, involves considering alternative courses of action for solving the problem. Action taking that consists in selecting a course of action. Evaluating refers to the study of the consequences of the action. And specifying learning; that refers to identifying general findings.

Participants and population

This project was carried out at "Jose Antonio Galan High school" in Pamplona. The population was 136 students from 6th (A, B and C) and 7th (A) grades. However the participants were 11 students from seventh grade that were be chosen randomly. Their ages ranged from 11 to 13 years old, their schedules are organized with three hours of English per week.

Data Collection Instruments

Journal

A journal "includes teachers' thoughts, feelings, clarified ideas, and experiences" (Crookes, 2003). The journal process began with the observations carried out from August 18 to September 4 and continued through the development of the practicum. This instrument helped the researcher to identify students' difficulties regarding their development in the classes as well as to look for possible solutions. It was also a tool for reflecting on the teaching and researching processes of the student teacher and it gave an insight of students' learning process.

Throughout the practicum development, the journal was the instrument that helped the practitioner to keep a record of the whole process. Thanks to the information collected with the journal, it was possible to know the weaknesses in the students and their learning process. At the beginning of the course, it was evidenced that the students were not able of understanding readings, nor creating their own text. Students were not interested in learning English and they did not do the exercises proposed during class and at home. The journal was done as a questionnaire, because the practitioner was part of a research entitled "Identifying Pre-service Teachers' Beliefs on Teaching ESL and Their Potential Changes through a Reflective Process", in which she was asked to answer a series of questions related to her teaching process and her experience in the school **(Appendix 14).**

Questionnaires

The researcher used questionnaires because in this form of survey design, the participant chooses answers to questions and supplies basic personal or demographic information (Creswell, 2012). Questionnaires allowed the researcher to obtain information about students' interests and thinking about their learning process, and it would help the researcher to implement some strategies to foster students' skills. Two questionnaires were carried out during the practicum calendar, one at the beginning, and the other at the end of the project, in order to compare students' responses and find out their changes in the process, 15 students from seventh grade were chosen as sample.

Two questionnaires with open questions were applied, to 11 participants chosen randomly in seventh grade. The first was related to the students' processes of reading and writing in English, in order to identify their level of production and be able in that way of choosing texts according to their level. The second questionnaire was made ending the practicum process, when students were doing the final version of their writing work and the questions were related to their concerns on the writing process, the difficulties, and their perception regarding the publication of their stories in a digital magazine, in order to answer to the questions of the research related to the way in which the implementation of book of stories would affect students learning process. **(Appendix 17).**

Instruments' Chronogram

Instrument	Time	Source
JOURNAL	August 18th- December 3rd	STUDENTS
		TEACHER
		STUDENT TEACHER
QUESTIONNAIRES	1. October 12th – October 16th	STUDENTS
	2. November 9th - November 13th	

Data Collection Analysis

A typological analysis was used to analyze the data gathered with the previous instruments. According to Hatch (2002) data should be divided into typologies which are related one with another, to find a pattern and identify a consistent and particular theme, inside a phenomenon. The steps to analyze data are:

1. Read the data and identify frames of analysis.

2. Reread data and search for examples that fit in the domains established by the researcher.

3. Select data excerpts the conclusions.

Findings

Findings are related to the research questions stated at the beginning of the chapter. These questions were answered taking into account the results of the data collection analysis. The findings are organized from the research questions in the following way: the use of myths and legends to foster the students' reading and writing skills and the difficulties of students when reading in English.

1. Use of myths and legends to foster the students' reading and writing skills

The main goal of an action research is to address a problem and implement diverse procedures to resolve it, in order to do so the first step is to identify such worries. At the beginning of the practicum, the main focus was to detect those difficulties presented in students' learning process, but especially when reading and writing in the foreign language.

From the data analysis it was inferred that the implementation of myths and legends was a significant tool in the learners' acquisition of knowledge that helped to foster their reading and writing skills. While working on with myths and legends in the lessons, the practitioner observed that the students enjoyed working with these stories because they were short, the topics caught their attention, and although some of the words of the texts were unknown for the students, the vocabulary was comprehensible and there was an explanation of the main idea of the texts before starting to work with it.

2. Difficulties of students when reading in English

Another finding is that the main difficulties of students when they were asked write or read in English was their lack of vocabulary, their unfamiliarity with the verbs and with the pronunciation of the words. When they were asked about the most difficult thing about writing a text in English, one of the participants said "the most difficult are the words that I don't know" and another participant said "the verbs are difficult for me because I don't know them

so I have to use a translator". Regarding to the reading process in English, they were asked about their difficulties when reading in English, they answered "it is a little difficult because if you don't know the pronunciation, when reading it doesn't sounds in the same way and you don't know what it means in both languages" and "when pronouncing because most of us don't know how to do it". It was observed that although students would like to read and write in English, they not know how to do it because they do not have the enough tools **(Appendix 17).**

Conclusions

Through the implementation of myths and legends, students have learnt new vocabulary and new words; as students have a low level in English, their process of learning is slow. However, it is good to see improvements in the students' production activities. Even though it has been good the implementation of myths and legends in seventh graders learning process, there is an inconvenience, and it is the lack of time in the classes to develop all the activities proposed in the planning. As it was already explained, students' learning process is slow, so the explanation of the topic requires more time than the expected, and due to this, production activities' time must be reduced.

Chapter III: Outreach Component

Introduction

Teaching English as a foreign language must be implemented since the beginning of the educational process in order to create in the learners an interest in the English language. That is why the researcher implemented integrated skills activities with pre-school and primary students in order to give them a basis in English and to help them to acquire the knowledge according to their level so they won't have difficulties when being at secondary school and learn more difficult topics in English.

Working with these beginner learners implies to work with several activities organized in simple and different ways in order to catch students' attention and enhance them to learn English. To organize the activities in simple ways refers to elaborate the exercises according to the level in which the students are, in this case, the beginner level; and to do the activities in different ways means to give to the students a variety of exercises, avoiding the repetition in the activities and creating in students an interest towards English.

Justification

Students' lack of interest in English would be a limiting factor when teaching the foreign language to them, they need to learn the basic topics in order to continue working with difficult topics, and in order to teach them these basic topics it is necessary first to create an interest in them; which is going to be difficult because in the school there is not an English culture, students and teachers are not accustomed to talk in English, teachers do not have experience teaching English and the students think English is boring and difficult.

Teaching English to the beginner learners is important for their language learning process, since is in the early age that people are more open to learn a second language. 'Cuatro de Julio' students are not encouraged to learn English, and that is why their knowledge in English is minimal and it is necessary to start teaching English to them from zero.

Objectives

General Objective

To improve English level in students of 'Cuatro de Julio' school.

Specific Objectives

To teach English through the use of integrated skills activities.

To create in students interest in English language with the implementation of a variety of activities.

Methodology

The student teacher was required to teach English at 'Cuatro de Julio' school in order to help teachers to improve students' learning process of the second language. Different activities were developed, but the teacher asked to work with them pronunciation and to reinforce the use of the verb to be. The practitioner worked two hours per week with each course in the school (pre-school to 5th grade) to develop several activities.

Primary Chronogram

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:55	3			4	
7:55-8:50	3			Preschool	
8:50-9:45	1	5		6 C	
9:45-10:15	**RE**	**ST**	**T**	**I**	**ME**
10:15-11:10	2	5		1	
11:10-12:00	2				
12:00-12:50					

The following is an example of a lesson plan for primary school.

Lesson plan for the Outreach component

GROUP: Children	CLASS Nº: 1	DATE:
STUDENT TEACHER: Andrea Contreras	TOPIC: The alphabet	
COMMUNICATIVE OBJECTIVE: At the end of the class students will be able to spell their names.	LINGUISTIC OBJECTIVE: At the end of the class students will be able to pronounce the alphabet.	

STAGES	DESCRIPTION OF THE ACTIVITY	MATÉRIAL
Warm Up	Greet the students and write the date. The teacher will present herself and will give students some cards and they will write down their names. Alphabet song (Appendix 1).	Cards Markers Piece of paper Recorder

Explanation of the topic	The teacher will write down the alphabet in the board with the pronunciation, and will pronounce each letter. Students will write the alphabet in their notebooks.	Board Markers Notebooks
Production Activities	The teacher will write down in the board two words of each letter, those words are the ones listened in the alphabet song. Teacher will put the video again, and students have to pay attention to the words of each letter. Later on, students will write the words on the board, teacher will check if they are correct or not. Students have to write the words in the notebook and look for the meaning in Spanish. Finally, the teacher will pronounce the words alone, then students will pronounce it after her; and at the end the students will pronounce the words alone.	Board Markers Notebooks Computer

Evaluation	The teacher will ask students for the pronunciation and the meaning of the words.	Board

Results and Conclusions

Positive aspects

With the teaching process to 'Cuatro de Julio' students, I observed their capacity to learn a second language. They are very attentive, and possess a good memory which facilitates their acquisition of words of the foreign language.

Negative aspects

Although students showed ability to learn English, they had a problem, and it was their lack of knowledge of topics in their native language (Spanish). It was evidenced in the case of first grade learners, when students were requested to say the alphabet in Spanish in order to learn it in English and they did not know it, so it made difficult the class because I had to work with them the alphabet in Spanish before continuing with the acquisition of the alphabet in English and the consequent activities.

Conclusions

The outreach component was developed with the primary students of 'Cuatro de julio' headquarter. Although these students also have a low level of English, the work with them is easier than the one developed with Jose Antonio Galan students because they (Cuatro de Julio students) are more likely to learn and to pay attention to the explanations. The results of teaching English to them was the expected, because the initial goal of the component was to give aid to primary schoolers needing help to improve their English level.

Chapter IV: Administrative Component

Introduction

Being student teachers is about teaching and looking for solutions to problems occurred in the classroom, but the student teacher also have the role of take part of all the activities of the institution.

This administrative component, is an opportunity to better know the institution activities, as well as a chance to get to know parents, teachers and other students and to be involved in their educational field.

Justification

It is important to take part in the institution activities in order to show students that we are also concerned in all the aspects related to the institution where they belong.

Objectives

General Objective

To have an active role in the activities developed in the institution Jose Antonio Galan and its headquarter 'Cuatro de Julio'.

Specific Objectives

To participate in the school activities.

To accompany teachers and students in all the institutional activities.

Methodology

The student teacher checked the institutional chronogram in order to know activities in which she took part of.

Activities' Chronogram

August

DAY	ACTIVITIES
21	Quality test
24-28	Recovery activities of the quality test
28	End of the second term
31	Start of the third term

September

DAY	ACTIVITY
4	Instruments' delivery. 'Saber' test
7-11	Academic report
11	'Saber' test

October

DAY	ACTIVITY
5-9	Students' break
8	Institutional bingo
15	Flag raising: inclusion, ecological values. America discovering. Artistic and cultural activities.

November

DAY	ACTIVITY
6	Instruments of evaluation delivery. Third term.
13	Quality test of the third term.
17-20	Recovery activities of the quality test.
23-27	Final recovery.
24	Symbols' delivery. Fifth grade.
25	Evaluation and promotion commission.
26	Flag raising. Graduation mass.
27	Graduation.

Conclusions

Being part of the institutional activities is part of being a teacher too. The participation in this kind of activities helped the practitioner to be involved in all the aspects of the institution. The different events developed in the institution stimulated the students because they had the opportunity of showing their talents such as dancing, singing, and acting.

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Appendices

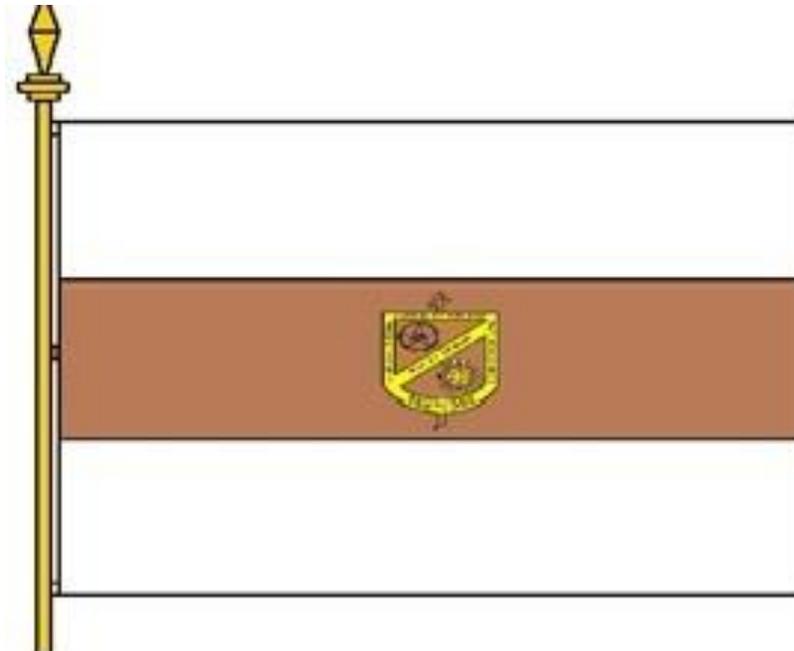**1. San Francisco de Asis high school**

2. Jose Antonio Galan headquarter

3. Cuatro de Julio headquarter

4. Flag of San Francisco de Asis School

5. Shield of the school

6. Hymn of the School

Himno de Nuestra Institución

CORO
Paz y bien, es el lema de mi Institución,
que convierte mi ser en semilla,
de esperanza, justicia y amor.
Que convierte mi ser en semilla,
de esperanza, justicia y amor.

I ESTROFA
En mi mente siempre presente,
el amor siempre a Dios debe estar,
para así al que sufre ayudar,
con alegre actitud fraternal.
Para así al que sufre ayudar,
con alegre actitud fraternal.

II ESTROFA
Siento orgullo de ser Franciscano
y a la patria poder aportar:
"la verdad, la virtud y el honor
que construye el sol de la paz".
"la verdad, la virtud y el honor
que construye el sol de la paz".

Letra: Mons: Rafael Tarazona Mora
Música: Daniel Solano Ortiz

7. Primary section. Jose Antonio Galan high school

8. Secondary section. Jose Antonio Galan high school
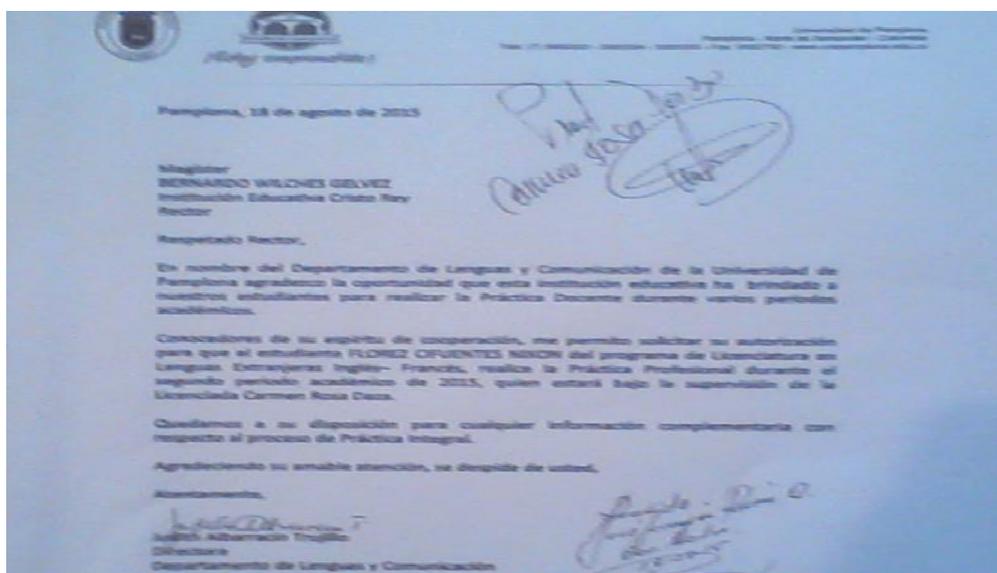
9. Courtyards

10. Offices

11. Vive digital room

12. Letter for permission

13. Classroom observations format

First non-participant classroom observation

Classroom Observation Protocol

Date: August 18th 2015

Hour: 7:00 to 7:55

Course: Sixth grade

Professor: Gloria Duarte

Observation No: 1

No of Students: 37 students

Objective: Identify the general classroom environment and to know the students behavior and attitudes towards the subject matter.

Observer: Andrea Liliana Contreras Suárez

Main goal of the class: To do a review of the topics seen in the period in order to get good results in the final exam.

Description of the setting: The classroom is wide, illuminated and with a good ventilation due to the big windows. It has around 37 chairs, a board, the timetable and some posters pasted on the walls; the classroom is organized in rows.

Student's description:

Number of students: 37 **Gender:** 22 males and 15 females

Time	Description	Notes
20 minutes	The teacher explains to the students the process to be developed by the student teacher. And ask the practitioner to present herself and talk to the students. The student teacher presents herself, ask students to say their names and explains to them that she is going to teach them English during the third term.	Students were nervous because they had to say their names.
5 minutes	The teacher gives to the students a piece of paper with a letter soup on it. The teacher explains students that they are going to practice some irregular verbs and that	While the teacher is giving the pieces of paper. The students are talking and laughing The teacher explains to the

	they will work in pairs. The letter soup contains 10 irregular verbs and the students have to look for the 10 verbs.	practitioner that students' production is better when they work in pairs.
25 minutes	The students use their colors to find out the irregular verbs in the letter soup.	Their work is so low, they spend a lot of time looking for the 10 words.
	While they are working in the letter soup, the teacher says that after finishing of looking for the words, they have to write down the words in the notebook and find out the meaning of each one in Spanish.	Once students end up of looking for the words, they start to look for the meaning, but they start talking because most of them do not have a dictionary; and as it was observed by the student teacher, the only dictionaries that were in the classroom did not have a good description of the meaning of the word. For example, they had to look for the verb' build' but in the

		dictionary it was only found the definition 'edificación', that is why students learnt incorrectly some words.
5 minutes	The teacher ask students to study for the final exams.	Students do not seem to be interested in studying for the final exams, they are not paying attention to what the teacher is talking about.
		The teacher tells to the practitioner that when she talks in English, students do not understand her and they request her to talk in Spanish so they can understand. It can be inferred that if teacher does not talk in English, students won't be able to understand English nor to talk in English. Students can't communicate in English

		because they receive all the information in Spanish.

Second non-participant classroom observation

Classroom Observation Protocol

Date: August 19th 2015

Hour: 7:00 to 8:50

Course: Seventh grade

Professor: Gloria Duarte

Observation No: 2

No of Students: 32 students

Objective: Identify the general classroom environment and to know the students behavior and attitudes towards the subject matter.

Observer: Andrea Liliana Contreras Suárez

Main goal of the class: To do a review of the topics seen in the period in order to get good results in the final exam.

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

Student's description:

Number of students: 32 **Gender:** 15 males and 17 females

Time	Description	Notes
10 minutes	The teacher and the students say a prayer	Not all the students say the prayer.
10 minutes	The teacher gives a phrase in English and in Spanish, she writes it down in the table, and asks students to write it in their notebooks. Once they have written the phrase, they have to think about it and tell everybody the message of the phrase.	This activity seems to be good for the students, because they are developing their thinking process.
10 minutes	Students are requested to work in pairs.	To organize students to work, requires a lot of time, because they are very talkative, the teacher has to reprimand them and ask them several times to be organized in order to start with the class.
10 minutes	The teacher ask students to	Students are inattentive, they

	do sentences in affirmative, negative and interrogative; in order to practice for the final exam.	ask two or three times what they have to do, after teacher explanation of the activity.
60 minutes	Students work doing the sentences, they ask teacher and practitioner for help, they also ask their partners when do not know something.	Their work is so slow, they are too talkative and that is why they append a lot of time doing a simple activity.
10 minutes	The teacher reviews the students work done in class.	

14. Reflective journal

Reflective journal. First week

En mi primera semana dictando clase a los estudiantes de sexto y séptimo del colegio galán he tenido como limitación la falta de interés de los estudiantes por aprender inglés y su falta de conocimiento en cuanto a dicha área. El proceso de enseñanza fue difícil pues hay gran cantidad de estudiantes y por lo tanto hay mucha indisciplina lo que dificulta dictar la clase. Ante este inconveniente, decidí que debo hacer la explicación del tema en menos tiempo y en español e inglés para que los estudiantes comprendan la temática; además debo

darles actividades de producción cortas y con todas las indicaciones en español porque tuve la

experiencia de darles un texto en inglés y les pedí que sacaran vocabulario desconocido y me

manifestaron que todas las palabras del texto son desconocidas, por lo tanto debo explicarles

en español para que puedan desarrollar las actividades. En las clases que dicté en la semana

del 7 al 12 de septiembre, descubrí que lo estudiantes no poseen diccionario, que no tienen

conocimiento de inglés, no se saben los verbos, no distinguen tiempos verbales, tienen

problemas al pronunciar, y son muy indisciplinados. Los temas trabajados fueron: "wh

questions" con séptimo grado y "prepostitions" con sexto, los estudiantes comprendieron en

qué consisten estos temas pues fueron explicados en los dos idiomas (español e inglés), pero

no saben cómo usarlos en una oración porque no tienen las bases cognitivas para realizar

oraciones coherentes. Fue exitosa la explicación del tema, si bien los estudiantes hablan

mucho, al momento de la explicación estuvieron atentos y algunos mostraron interés por

aprender. Sin embargo, lo que fue menos exitoso en el desarrollo de las clases fue la actividad

de producción, pues se aumentó del desorden y como no les gusta escribir entonces empiezan

a hablar, no atienden indicaciones y no realizan el trabajo en el tiempo estipulado, quedándose

así atrasados. Al inicio de las clases, realicé actividades de "warm up" para motivarlos a

prestar atención en la explicación, pero lamentablemente ellos no saben trabajar en orden, así

que tuve que suprimir dicha actividad para futuras clases. Al momento de dictar la clase,

quiero que los estudiantes trabajen todas las habilidades, en una clase que escriban y hablen, y

en otra que lean y escuchen, y las voy intercalando; sin embargo, ha sido difícil porque como

lo manifesté anteriormente, los estudiantes no tienen conocimiento de inglés y además no

saben seguir indicaciones. He percibido que no se interesan por aprender, que no les interesa

aprender inglés ni obtener buenas notas en esta materia, son muy pocos los estudiantes que

prestan atención, que entienden y que realizan actividades de producción exitosas. Ha sido un

proceso muy difícil, son grupos muy grandes y pesados, no hay respeto entre ellos e incluso la

profesora encargada del área de inglés tiene que regañarlos varias veces e incluso amenazarlos

con enviarlos a coordinación para que así dejen un poco el desorden y trabajen.

15. Lesson plans of sixth and seventh grades for the first week of classes

GROUP: Teenagers	CLASS N°:1	DATE: September 8th-9th-10th-11th
STUDENT TEACHER: Andrea Contreras	TOPIC: Prepositions of place and time	GRADE: SIXTH
COMMUNICATIVE OBJECTIVE: At the end of the class the students will be able to say what are the prepositions of time and which ones are the prepositions of place	GRAMMAR OBJECTIVE: At the end of the class the students will be able to learn how to use the prepositions of place and time in a text.	

STAGES	DESCRIPTION OF THE ACTIVITY	MATÉRIAL
Warm up	Teacher will greet and will check the student's list. Teacher will write down the date on the table and will give students a phrase in English and Spanish: "Si lo puedes soñar, lo puedes hacer – If you can dream it, you can do it. (Walt Disney)". Later on, they will think about the phrase and say something about it. Students will play a drawing game: One person comes to the front and starts to draw a picture. The students must try to guess what the picture is before the person has finished drawing it. The person who guesses correctly comes to the front to draw another picture.	Board markers
	Teacher will write in the board examples	

| Explanation of the topic | of sentences using prepositions of time and place in English and in Spanish so students can understand better the topic:

PREPOSITIONS OF PLACE

1. **The children left their books *on* the table** (Los niños dejaron sus libros sobre la mesa)**.**

2. The corpse was lying *upon* the bed (El cadáver yacía sobre la cama)**.**

3. What did you have *in* your mouth? (¿Qué tenías dentro de la boca?).

4. **My parents were *at* work** (Mis padres estaban en el trabajo).

5. **The children were playing *inside* the house** (Los chicos estaban jugando dentro de la casa).

6. **The dog sleept *outside* the house** (El perro durmió fuera de la casa).

7. **The patient's temperature was *above* normal** (La temperatura del paciente | board

markers |

	estaba por encima de lo normal).	
	8. Jane had a pimple just *below* her right eye (Jane tenía un grano justo debajo de su ojo derecho)	
	9. **The maid put a cloth *over* the table** (La criada puso un mantel sobre la mesa).	
	10. **Somebody left a frog *under* her bed** (Alguien dejó una rana debajo de su cama).	
	11. **She came into the room and sat *by* my side** (Ella entró al cuarto y se sentó a mi lado).	
	12. **The hospital was built *near* the university** (El hospital fue contruído cerca de la universidad).	
	13. **There was a gas station *close to* the supermarket** (Había una gasolinera cerca del supermercado).	
	14. **They placed a fishing net *across* the river** (Ellos colocaron una red de pesca a través del río).	
	15. **Cars were parked all *along* the road**	

	(Los autos estaban estacionados a lo largo de todo el camino).	
	16. **There was a bus stop *around* the corner** (Hay una parada de autobús a la vuelta de la esquina).	
	17. **The journalist wrote an article *against* the government** (El periodista escribió un artículo en contra del gobierno).	
	19. **There was a big distance *between/among* the two cities** (Había una gran distancia entre las dos ciudades).	
	20. **Your name was *before/after* mine on the list** (Tu nombre estaba antes/después del mío en la lista).	
	PREPOSITIONS OF TIME	
	1. They promised to be here *about* Friday (Prometieron estar aquí alrededor del Viernes).	
	2. The people yawned *during* the politician's speech (La gente bostezó	

	durante el discurso del político).	
	3. **We saw him several times *over* the weekend** (Lo vimos varias veces durante el fin de semana).	
	4. **Sales have increased *for* the past two months** (Las ventas han aumentado durante los dos últimos meses).	
	5. **Jack has lived in London *since* 1994** (Jack ha vivido en Londres desde 1994).	
	6. **The letter wasn't sent *until* Friday** (La carta no fue enviada hasta el viernes).	
	7. **How long was it *to* dinner?** (¿Cuánto falta para la cena?).	
	8. **It was *past* midnight when they arrived** (Era pasada la medianoche cuando ellos llegaron).	
	9. **She stayed *from* Monday *until* Friday** (Ella se quedó desde el lunes hasta el viernes).	
	10. **Bill celebrated his birthday *on* the 7th of July** (Bill festeja su cumpleaños el 7	

	de julio). 11. **I left work *at* ten o'clock last night** **(**Me fui del trabajo a las 10 anoche). 12. **That monument was built *in* May / in 1893** (Ese monumento fue construído en mayo / en 1993). Teacher will pronounce the sentences, and then, students will pronounce it alone.	
Production Activities	**Before reading** Teacher will read the myth 'the elf', and will solve students' doubts regarding the unknown words. Then, students will look for prepositions in the myth. **Reading comprehension** Students will answer the questions: Where (place), what (actions) and who/whom /characters)? After have read the myth. **After reading** Students will do sentences related to the myth 'the elf' using prepositions.	Text notebooks

Evaluation	Students will retell the myth with their own words orally and in Spanish, and they will do it written too, first in Spanish and then they will translate it into English.	piece of paper

GROUP: Teenagers	CLASS Nº:1	DATE: September 9th and 11th
STUDENT TEACHER: Andrea Contreras	TOPIC: Drinks and food vocabulary. Wh information	GRADE: SEVENTH GROUP A
COMMUNICATIVE OBJECTIVE: At the end of the class the students will be able to say some vocabulary related to food and drinks.	GRAMMAR OBJECTIVE: At the end of the class the students will be able to use the wh questions.	

| STAGES	DESCRIPTION OF THE ACTIVITY	MATERIAL
Warm up	Teacher will greet and will check the student's list. Teacher will write down the date on the table and will give students a phrase in English and Spanish: "Si lo puedes soñar, lo puedes hacer – If you can dream it, you can do it. (Walt Disney)". Later on, they will think about the phrase and say something about it. As a starter activity to catch students' attention, teacher will ask students to stand up and follow her instructions; for example: "get into groups of fours". At any time, even before the group of four is formed, the teacher shouts out another instruction. Examples: everyone with same color shoes, everyone with same color eyes, groups of five, people born in the same month, people with same Zodiac sign, form a letter Z with groups of 3	Board markers

	people, etc.	
Explanation of the topic	The teacher will explain the topic of wh questions by making questions to the students using those wh questions: 1. The teacher will request to one student to open/close the door, and will ask to everybody "Who opened/closed the door?" and they will answer with the name of the classmate. 2. "What did your classmate do?" 3. "When and where did he/she do it?" 4. "Why did your classmate closed/opened the door?" After introducing the topic to the students, teacher will give students a definition of wh question and its purpose; and then, she will explain it in the board by doing a chart with wh questions in English and in Spanish. Teacher will give them time to write down in their notebooks the information	board markers notebooks

	explained in the board.	
	Finished the explanation of the wh questions, the teacher will ask students to give her words related to food and drinks (in Spanish), she will write it in the board and will give to the students the meaning in English (10 words related to food and 10 words related to drinks).	
	Teacher will give them time to write down the words in Spanish and in English.	
Production Activities	**Before reading** Teacher will give to the students the "Vallenata legend" text, students and teacher will read together the text and will find the unknown words. Then, students will read the text, while the teacher will correct them. **Reading comprehension** After reading again the legend, students will answer the questions: Who/whom (characters), what (actions), when (day),	Text notebooks

| | where (place), why (reasons), how (explanation) and which? **After reading** Students will create their own version of the legend following Harmer (2004) criteria for writing (planning, drafting, editing and final version). First of all, students will read again the text, and they will plan what to write: a shorter version, the same version but with different words, do a poem/song with that information, etc. Then, they will do a sketch of what they are going to do and they will do a brainstorming of ideas in order to select the ones that will be used in their texts. After have selected the information to put in the text, teacher will check their drafts for looking for mistakes. Finally, students will correct the texts following the indications given by the | |

	teacher, and they will do the final version of their texts.	
Evaluation	Students will read aloud their final version of the Vallenata legend.	piece of paper

17. Questionnaires number one and two
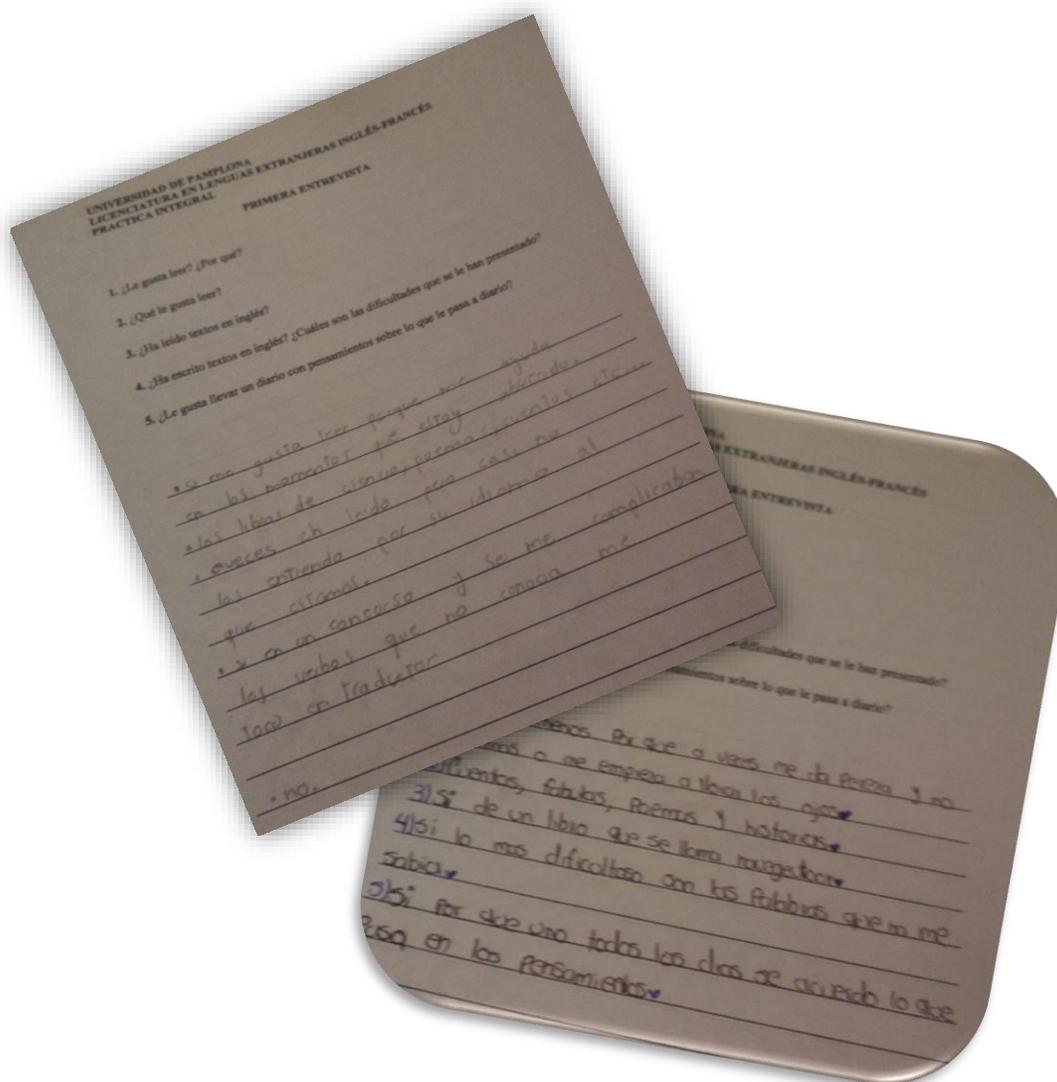
SEGUNDA ENTREVISTA

1. ¿Qué consideras difícil al momento de leer en inglés?
2. ¿Qué piensa sobre escribir una historia corta en inglés?
3. ¿Qué piensa al saber que su escrito va a ser publicado?
4. ¿Leería las historias hechas por sus compañeros al momento de ser publicadas?

1. Ahoi es un poco difícil porque si tu no sabes la pronunciación al leer no suena igual a no sabes lo que dice en los 2 idiomas.

2. Ahoi pues pienso que es bonito escribir historias en ingles pero es muy complicado porque si no tienes diccionario no la puedes escribir bien.

3.Rta: pienso que es bueno porque ya sobre si soy buena y mejor porque sabes que lo hicistes bien y pasasa lo publicaron

4.Rta: si para saber que historias hicieron que imaginacion tienen y saber que todos tienen esa gracia para hacer historias. y para leer las historias + me gusta que las publiquen para que nosotros podamos leer las historias de los demas.

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1 Rta - (1a) en el momento de la pronunciacion. a causa mayoria no sabemos

3 Rta: que nos va a verificar a nosotros por q vamos conociendo mas palabras q en si no distinguimos

un pues es una gran responsabilidad e tenemos k q el hecho de a ser publika nos va a llenar de...

si tal vez claro q eso uno sola x q atras a aveses no sabemos pronuncia hay si salimos hacer el ridiculo.

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3. ¿Qué piensa al saber que su escrito va a ser publicado?
4. ¿Leería las historias hechas por sus compañeros al momento de ser publicadas?

1 las palabras desconocidas y la pronunciacion

2 Pues seria muy chevere porque aprendemos mas sobre las palabras

3 Pues pienso que seria muy bueno porque mas personas conoceran lo que yo hago.

4 Si porque seria muy bueno saber que es lo que ellos hace

22. School celebration: Day of the family

23. Parents' meeting

24. Flag raising

25. Students' day