

**Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders’  
oral production in a public School in San José de Cúcuta: An Action Research**

**By**

**Elio Jesús Cruz Rondón**

**FOREIGN LANGUAGES DEPARTMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF PAMPLONA**

**SAN JOSÉ DE CÚCUTA**

**2015**

**Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders’  
oral production in a public School in San José de Cúcuta: An Action Research**

**By**

**Elio Jesús Cruz Rondón**

**Mentor**

**Carlos Alberto Jaimes**

**FOREIGN LANGUAGES DEPARTMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF PAMPLONA**

**SAN JOSÉ DE CÚCUTA**

**2015**

**Approval Comment**

---

---

---

---

---

---

**Practicum Committee Signature**

---

**Supervisor's Signature**

## Acknowledgments

*I want to thank primarily God who provided me with the strength and resolve to succeed in this stage of my professional formation and to complete this investigation.*

*I also wish to express my gratitude to my supervisor Paula Andrea Hernández, for all her continuous encouragement and guidance throughout the process; she taught me a valuable lesson about the impact of being a teacher who is above all a support for their students and a human being before a teacher.*

*Moreover, I want to direct my words of gratitude towards my mentor Carlos Alberto Jaimes, for providing me with words of advice and encouragement during the whole process. He taught me that responsibility is the base for every successful project.*

*Indispensable as they are, I dedicate this achievement to my family, who were the main source of inspiration and support to accomplish another step in my life.*

*Finally, I thank all the people who directly or indirectly contributed to the fulfillment of this research.*

## Table of contents

|   |             |
|---|-------------|
| <b>Introduction.....</b>  | <b>-1-</b>  |
| <b>Statement of the Problem.....</b>  | <b>-3-</b>  |
| <b>Justification.....</b>   | <b>-4-</b>  |
| <b>Objectives.....</b>  | <b>-6-</b>  |
| <b>General Objective.....</b>   | <b>-6-</b>  |
| <b>Specific Objectives.....</b>   | <b>-6-</b>  |
| <b>Institutional Observation.....</b>   | <b>-7-</b>  |
| <b>Topographical location of the school facilities.....</b>                   | <b>-7-</b>  |
| <b>Educative authorities.....</b>   | <b>-8-</b>  |
| <b>Fundamental Aspects of the Proyecto Educativo Institucional (PEI).....</b> | <b>-8-</b>  |
| <b>Relevant aspects of the Community Handbook.....</b>                        | <b>-10-</b> |
| <b>Mission.....</b>   | <b>-10-</b> |
| <b>Vision.....</b>  | <b>-11-</b> |
| <b>Physical distribution of the facilities.....</b>                           | <b>-11-</b> |
| <b>School calendar.....</b>   | <b>-12-</b> |
| <b>Schedules.....</b>   | <b>-12-</b> |
| <b>Pedagogical aspects.....</b>   | <b>-12-</b> |
| <b>Chapter 1.....</b>   | <b>-13-</b> |
| <b>Pedagogical Component.....</b>   | <b>-13-</b> |
| <b>Introduction.....</b>  | <b>-13-</b> |
| <b>Justification.....</b>   | <b>-14-</b> |
| <b>Objectives.....</b>  | <b>-15-</b> |
| <b>General Objective.....</b>   | <b>-15-</b> |
| <b>Specific Objectives.....</b>   | <b>-15-</b> |
| <b>Theoretical Framework.....</b>   | <b>-16-</b> |
| <b>National Bilingual Program.....</b>  | <b>-16-</b> |
| <b>Community Language Learning (CLL) Approach.....</b>                        | <b>-16-</b> |
| <b>Integrated skills.....</b>   | <b>-16-</b> |
| <b>Speaking skill.....</b>  | <b>-17-</b> |
| <b>Reading and Retelling strategy.....</b>                                    | <b>-17-</b> |

|   |             |
|---|-------------|
| Text types.....   | -17-        |
| <b>Methodology.....</b>   | <b>-19-</b> |
| Procedure.....  | -19-        |
| Principles for planning.....  | -21-        |
| Schedule.....   | -22-        |
| <b>Results.....</b>   | <b>-22-</b> |
| To develop Reading and Retelling activities in order to enhance students' oral production.....                    | -22-        |
| To provide students with opportunities to use the target language to communicate ideas with their classmates..... | -23-        |
| To integrate the four skills during the class.....  | -24-        |
| <b>Conclusions.....</b>   | <b>-26-</b> |
| <b>Chapter 2.....</b>   | <b>-28-</b> |
| <b>Research Component.....</b>  | <b>-28-</b> |
| Introduction.....   | -28-        |
| Statement of the problem.....   | -29-        |
| Justification.....  | -30-        |
| <b>Objectives.....</b>  | <b>-30-</b> |
| General Objective.....  | -30-        |
| Specific Objectives.....  | -30-        |
| <b>Theoretical Framework.....</b>   | <b>-31-</b> |
| Community Language Learning (CLL) Approach.....   | -31-        |
| Integrated skills.....  | -31-        |
| Speaking skill.....   | -32-        |
| Reading and Retelling strategy.....   | -32-        |
| Text types.....   | -32-        |
| <b>Literature review.....</b>   | <b>-34-</b> |
| <b>Methodology.....</b>   | <b>-38-</b> |
| Research design.....  | -38-        |
| Population.....   | -39-        |
| <b>Data Collection Instruments.....</b>   | <b>-40-</b> |

|  |      |
|--|------|
| Journal.....   | -40- |
| Tests.....   | -40- |
| Survey for students.....   | -41- |
| Written productions.....   | -41- |
| Schedule.....  | -41- |
| Data analysis.....   | -43- |
| Results.....   | -44- |
| The contribution of reading and retelling in students' oral production.....  | -44- |
| Integrating the four skills through reading and retelling strategy.....      | -48- |
| Reading and retelling as a source of motivation.....                         | -51- |
| Conclusions.....   | -54- |
| Chapter 3.....   | -55- |
| Outreach Component.....  | -55- |
| Introduction.....  | -55- |
| Justification.....   | -56- |
| Objectives.....  | -56- |
| General Objective.....   | -56- |
| Specific Objectives.....   | -56- |
| Methodology.....   | -57- |
| Outreach Schedule.....   | -57- |
| Results.....   | -58- |
| To help teachers in charge of the 3rd grade teach English.....               | -58- |
| To encourage 3rd graders to use the target language to express their ideas.. | -59- |
| Conclusions.....   | -60- |
| Chapter 4.....   | -61- |
| Administrative component.....  | -61- |
| Introduction.....  | -61- |
| Justification.....   | -61- |
| Objectives.....  | -62- |
| General Objective.....   | -62- |
| Specific Objectives.....   | -62- |

|   |             |
|---|-------------|
| <b>Methodology.....</b>   | <b>-62-</b> |
| <b>Schedule.....</b>  | <b>-62-</b> |
| <b>Results.....</b>   | <b>-65-</b> |
| <b>To show interest in the activities proposed by the institution.....</b>    | <b>-65-</b> |
| <b>To take part in the different events organized by the institution.....</b> | <b>-65-</b> |
| <b>Conclusions.....</b>   | <b>-66-</b> |
| <b>References.....</b>  | <b>-67-</b> |

## **Introduction**

The spread of the Information and Communication Technologies (ICT) around the globe nowadays has allowed the contact among the citizens of different countries and has taken down the previously existing barriers that hindered the possibilities of communication between one person from Colombia and one from Russia, for example. This new reality of globalization and free access to the information has increased the interest of learning new cultures and languages, especially those which are imperative worldwide. English has been ranked in the top three along with Mandarin Chinese and Spanish in the recent years (Most Widely Spoken Languages in the World, 2014) due to its position as the “most essential language for global business success at the moment” (Clark, 2012). Therefore, the necessity for learning English is evident in countries which economic sector operates in the field of commerce and industry, such as Colombia.

Therefore, the National Ministry of Education proposed the “National Bilingual Program” as an attempt to increase the competitiveness of the country through the improvement of the communicative competence among learners of English as a Foreign Language (EFL) in the country. The new conception, based on the Common European Framework of Reference (CEFR), changed drastically the way to teach the language in schools, focusing on the language proficiency defined by six levels of reference (A1, A2,

B1, B2, C1, C2) and four skills (listening, writing, reading, speaking) to classify a learner from the category of basic to proficient user.

The CEFR represents a guide to standardize what and how to teach/learn EFL; however, each school can adapt its guidelines according to the needs and the context of the community. In fact, although in the Educational Institution Colegio San José the planning is based on the basic standards of competence in English, included in the “National Bilingual Program”; it is prioritized the development of the oral competence among 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders and the written competence among 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders, which resembles the natural process in which a person learns their native language. In addition, the statement of Abdrabo (2014) remarks the importance of integrating the four skills when teaching EFL, because “in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another” (p. 8). It is necessary to implement a strategy to guarantee the integration of the four skills at the time that the preferences of the school are secured. Moreover, the laziness of students towards the English classes seems the biggest obstacle for teaching the language in the school because, as stated by the teacher supervisor: “What you successfully teach inside the classroom is what students will retain for themselves; they usually don’t study at home”. Students need to be challenged to awake their enthusiasm towards the language and participate more actively during the sessions.

Therefore, the main purpose of this action research is to enhance students' oral production, which follows the requirements of the school, through the implementation of the Reading and Retelling strategy to supply students' needs, as it provides opportunities to integrate the four skills, enables collaborative and individual learning, and allows feedback among peers to improve the difficulties encountered. (Four Skills Activities: Reading, Writing, Speaking & Listening, n.d.)

### **Statement of the Problem**

The major obstacle identified during the observation was the indifference demonstrated by students towards the English classes, where although students had the materials to participate in the class such as the worksheets, the dictionary, the school newspaper (which includes a section in English written by 11<sup>th</sup> graders); they seemed to be resistant to the directions and suggestions of the teacher. Actually, in one of the courses, most of the students left the materials needed to carry out an interactive activity planned by the teacher so she had to re-structure the classroom to divide the work into two: one side she was working with the students that brought the materials and the other side with the students that did not do so. The teacher expressed the importance of always having a backup plan. What I observed as a primary hindrance during the observation was that

students need to be reminded of what they have to do in order for them to do so. This evidence a clear apathy towards the English classes because students require to be pushed by the teacher all the time.

Several factors seem to be the cause for this situation: the big quantity of students organized in a barely enough sized classroom, the intense heat experimented especially after the break time, and the students' unawareness of the importance of English as a tool of communication. Frequently, these are external factors that escape from the control of the teacher and it is necessary to create ideas for appealing students despite the difficulties mentioned before.

### **Justification**

English has successfully found its status among the different languages existing thanks to its contribution to a globalized society in different fields (cinema, brands, literacy, music, etc.) which has situated English as one of the principal languages for communication. However, not everybody recognizes or is aware of its role in society nowadays; especially in the city of San José de Cúcuta, where due to its traditions, its culture and the fact that for years it has shared limits with other Spanish Speaking countries, the people in the city is oblivious to the reality of the world outside the limits that

they have put on themselves. That is why the main obstacle observed in most of the Educational Institutions in this city is the indifference towards learning English.

Being a frontier city, it has dedicated years of effort to the commerce with the adjacent country of Venezuela and the informal jobs are the most common nowadays. The problem in the city is a matter of culture, because people is usually busy “surviving” that most of them consider unnecessary to welcome the possibilities that arise from outside, neglecting the opportunities that English may offer for them. The culture is transmitted from generation to generation, and students arrive at school thinking the same way.

Although it is difficult to eliminate the paradigms created by an entire society, this is one of the opportunities to attempt to change the mind of some students, make them recognize the importance of English, not as a subject from school, but as a tool to open doors, to communicate, that is why this action research focuses on the oral production, because students may feel better using the language instead of learning a set of rules. The Reading and Retelling strategy may make students realize that English can be used the same way than Spanish: to read, to write, to listen and to speak, not only to learn grammar and vocabulary, which may be a factor of motivation for them.

This project is broken down into four chapters. The first one is the Pedagogical Component where it is explained how to use the Reading and Retelling as a strategy to enhance students’ oral production. The second chapter is the Research Component, which

focuses on the impact that such strategy may have in students' learning process: Was it helpful? Was it appropriate? Was it worthy? To allow other teacher researchers to appreciate the importance of Reading and Retelling strategy in students' oral production, whether further research is needed or whether is better to focus their attention to another issue. The third chapter is the Outreach Component, which describes the significance of this project for the institution, the students, the teachers and the community. Finally, the Administrative Component, which depicts the level of involvement that the researcher had as a member of the institution.

## **Objectives**

### **General Objective**

- To enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders' oral production through the implementing of Reading and Retelling strategy.

### **Specific Objectives**

- To analyze the impact of Reading and Retelling Strategy in helping 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders enhance their oral production.
- To integrate the four skills during the sessions using Reading and Retelling Strategy.
- To motivate students through the use of the language with the aid of Reading and Retelling Strategy.

## **Institutional Observation**

### **Topographical location of the school facilities**

The head office of the institution Colegio San José is the residential area of Trigal del Norte, which belongs to the community number 6 of the city San José de Cúcuta. Its address is Cll 3 No. 1N-73, Trigal del norte neighborhood.

This institution was created in 1998, formerly known as the teaching center NESTOR ROSAS SAYAGO, administrated by the cooperative COEDUTRINORT until 2004, where its name is changed to TECHNICAL INSTITUTION LABORER CHRIST PEACE AND FUTURE and which rector was the specialist RICARDO SUAREZ SUESCUN; it changed again in 2005 under the name of TECHNICAL INSTITUTION SAN JOSE PEACE AND FUTURE under the administration of the specialist LUIS EDUARDO ROYERO LOPEZ. Finally, the EDUCATIONAL INSTITUTION COLEGIO SAN JOSÉ was created through the decree 0165, April 13<sup>th</sup> 2010, changing into a public school under the administration of the Municipal Secretary of Education, and the specialist MIGUEL ORLANDO PEÑARANDA DIAZ was designed as its rector.

## **Educative authorities**

The educational community of the institution is composed by:

1. The students enrolled in the institution.
2. The teachers associated to the institution.
3. Head Teachers and administrators.
4. The general staff that offer their services to the institution.
5. The parents or the people in charge of the students.
6. The former students graduated from the institution who are organized to participate in the school events.

## **Fundamental Aspects of the Proyecto Educativo Institucional (PEI)**

The main aspects of PEI explain the interest of the institution in educating citizens that contribute to the community. It remarks the relationships between the article 67 from the Political constitution in Colombia and the commitment adopted by the institution: “The education is a service for the people; it has a social role”. As a consequence, some major aspects that can be identified throughout the PEI are:

- The institution will educate students to reflect on their role as an active member in a new society that is strongly influenced by the media and the changes in technology, an individual who is able to interact with others, an agent of solidarity, respect and

dignity, a critic individual who adapts to the evolution of society and promoter of human values.

- Three aspects are essential in the institution: the field of job, of culture and of science and technology. The first aspect is important due to the meaning of the individual in the productivity and competitiveness. The second one is related to the new individual: a citizen of the world. The third one deals with the progress of science today.
- What is important for the institution is not how much the student knows but what they can do with the knowledge they have. It refers to the construction, acquisition and implementation of knowledge to transform the reality and to face the changes in society.
- Finally, what is expected for students in the high school grades in the area of foreign languages: English is: 1) to use the language in real-life situations through oral and written communication, 2) to make compositions and representations that will evidence their master of vocabulary and grammar structures, and 3) to recognize the language as a cultural and scientific instrument.

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

The Educational Institution Colegio San José has a philosophy based on the experience of the values and the democracy and has as objective to educate young minds from the mutual participation, the dialogue and the agreement among free, autonomous, critic, and responsible individuals with an inherent sense of leadership. In fact, the phrase that is presented at the beginning of the community handbook is “Be responsible” and it ends with the following extract: “Let’s hope that people say about you:

‘It is a trustworthy person’

‘It is a responsible person’

‘It always fulfills its promises’”

It shows the importance of the coexistence, the socialization and the respect to oneself and the others inside the institution.

## **MISION**

The Educational Institution COLEGIO SAN JOSE offers a space for the preparation of the future citizens that the city and the department demand, based on the integral formation of the individual, the principles of Christianity (Catholicism), the recognition of rights and duties and a strong sense of responsibility.

## **VISION**

The Educational Institution COLEGIO SAN JOSE will locate itself in 2018 as one of the technical institutions in Colombia with the best technological infrastructure and human talent, providing graduated individuals that will represent valuable contributors for the community and the region.

### **Physical distribution of the facilities**

The facilities of the Institution offer a space for the different members of the community, meaning a teaching staff room, an administration room (administrative staff), bathrooms for both male and female students, a photocopying room, a field for Physical Education, an informatics room, a courtyard for the break time; however, one classroom is missing according to the number of groups during the morning session. It means that one group of students will always have to wait to have an available classroom when they go to Physical Education class to “exchange” their place with another group. This implies that students have to continuously look for desks when the previous group in the classroom has a different number of students; other than that, the facilities are adequate for the needs.

## **School calendar**

The activities of the Institution for the whole school year are planned in advance.

The calendar of the current year 2015 is displayed in the appendixes. (Appendix 1)

## **Schedules**

The schedule for the English groups that I will be in charge of during the fourth period can be appreciated in the appendixes. (Appendix 2)

## **Pedagogical aspects**

As a pre-service teacher, I will put into practice all the theory that I have learned and all the abilities that I have acquired during my formation in the University of Pamplona. This stage will represent the product of five years of training and study and I will work in the Institution as a representative of the Foreign Languages Department graduate.

As consequence, my role as a pre-service teacher is to demonstrate that I have the requirements to face the challenge of teaching; meaning that I have mastered the language, I know the theories behind teaching a foreign language, I have ability to teach inside a classroom and I can identify the teaching flaws of my own process by investigating, reflecting and proposing solutions.

## **Chapter 1**

### **Pedagogical Component**

#### **Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders'**

#### **oral production in a public School in San José de Cúcuta: An Action Research**

### **Introduction**

The pedagogical component of this project was focused on the implementation of Reading and Retelling strategy using texts that provided the corresponding grammar structure and vocabulary required for the lesson and to achieve the objective of the class. In addition, this strategy allowed students to work the four skills (listening, speaking, reading and writing) as described in the methodology section of this chapter. These texts were created by the pre-service teacher himself to include the topic, the vocabulary and the appropriate level to achieve the objectives and the needs of both the teacher and the students. Some aspects from the Community Language Learning Approach were meaningful for this project and will be exposed in the theoretical framework of this chapter. The topics selected for each text corresponded to the topics stated in the curriculum.

## **Justification**

Students need to be challenged to get interest on the learning of English; they need to participate actively in class, focusing on their oral productions and being confident when speaking. Brown and Cambourne (1987), as cited by Mowbray (2010), exposed the benefits of implementing the Reading and Retelling strategy, which fulfill the conditions mentioned above:

- Intensive reading, writing, talking and listening around a central theme, involving collaborative use of the language components.
- Active engagement with the text through multiple readings and re-readings of at least three different texts: the original text, the participant's and then peer retellings.
- Predicting the meaning of the text and then concentrating on the meaning and comprehension of the text when it is read to check if their prediction was accurate.
- Literal recall of events, characters, main points, stylistic devices and text structure.
- Different cognitive activities including paraphrasing, selecting, organizing and summarizing information and using stylistic devices.
- Conventional spelling and punctuation.
- Sharing and comparing their work with a peer and by doing this, continually shifting their focus, from meaning at the whole story level, to the individual word and interpretation of phrases.

- Evaluation of other people's use of language and interpretation of meaning.
- Giving and receiving responses through reflection and discussion.
- Learning the language and the skills for talking about written language.

## **Objectives**

### **General Objective**

- To implement Reading and Retelling Strategy on texts as a way to enhance students' oral production.

### **Specific objectives**

- To develop Reading and Retelling activities in order to enhance students' oral production.
- To provide students with opportunities to use the target language to communicate ideas with their classmates.
- To integrate the four skills during the class.

## **Theoretical Framework**

### **National Bilingual Program**

The Ministry of Education defines the National Bilingual Program as a strategy to foster the competitiveness in the country through the improvement of the communicative competence of the English language in the whole education system in Colombia.

It is based on the CEFR and proposes the level of proficiency that students should be able to achieve at the end of their school years, which is the B1 among students of 11<sup>th</sup> grade.

### **Community Language Learning (CLL) Approach**

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates that represents the use of Counseling-Learning theory to teach languages. Community Language Learning is most often used in the teaching of oral proficiency. As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include: Translation, group work, recording, transcription, analysis, reflection and observation, listening and free conversation.

### **Integrated skills**

Abdrabo (2014) argues that “listening, speaking, reading, and writing should be treated in the language learning process as integrated, interdependent, and inseparable elements of language”. In addition, the “oral and written languages are integrated in most

communication events and often occur together. Integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both emphasize meaningful and authentic language use and link oral and written language development”.

### **Speaking skill**

According to Harmer (2007), “speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.”

### **Reading and Retelling strategy**

“The sharing and comparing of retells is a powerful tool that enables students to use language in complex ways. I believe students need opportunities to share their writing so they see its purpose. Questioning and giving feedback to each other is extremely valuable and assisted the students in developing deeper understandings of the information, the report genre and writing skills”. Mowbray (2010).

### **Text types**

There are 5 major texts types:

## **Narrative texts**

Narrative texts have to do with real-world events and time. They may be fictional (fairy tales, novels) or nonfictional (newspaper report). They are characterized by a sequencing of events expressed by dynamic verbs and by adverbials such as “and then”, “first”, “second”, “third”.

## **Descriptive texts**

Descriptive texts are concerned with the location of persons and things in space. They will tell us what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration.

## **Directive texts**

Directive texts are concerned with concrete future activity. Central to these texts are imperatives (Hand me the paper) or forms which substitute for them, such as polite questions (Would you hand me the paper?) or suggestive remarks (I wonder what the paper says about the weather).

## **Expository texts**

Expository texts identify and characterize phenomena. They include text forms such as definitions, explications, summaries and many types of essay.

## **Argumentative texts**

Argumentative texts depart from the assumption that the receiver's beliefs must be changed. They often start with the negation of a statement which attributes a quality or characteristic activity to something or someone (esp. scholarly texts). They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly, than others.

## **Methodology**

The following process was implemented to achieve the objective that leads this project, enhancing students' oral production through the implementation of the Reading and Retelling Strategy:

### **Procedure**

The steps proposed by Mowbray (2010) were adapted for this project to work with the students the Reading and Retelling strategy:

1. Immerse students in the genre to be used in the Read and Retell activity (this could happen in advance).
2. Teacher selects text (not too long). (Appendix 3)
3. Show students title of new text (maybe with illustrations on cover too). Ask students to predict (in writing if able) what they think the text will be about.

4. Working in pairs or small table groups they share predictions and comment on another person's predictions.

5. Teacher provides vocabulary significant for the comprehension of the text.

6. Teacher reads text/story. If the case, students will ask additional vocabulary for the successful comprehension of the text.

7. Students again share in pairs or small groups discussing their predictions in light of what the teacher has just read. They make observations in regard to similarities and differences, and discuss anything that puzzles them or reminds them of connections to their own lives or with other texts/stories they have read.

8. Teacher may reread text and or students can read the text themselves as often as they wish.

9. Students now set aside the text and write a retelling of it in their own words. (Appendix 4) Encourage them to tell the story/text as if they are telling someone who has not heard it before. They do not need to memorize it or cover every detail but to tell it in their own language as they remember it.

10. They will finish this at different times so have some quiet reading or something similar for some to go on with while others complete their retell. Students share their retellings in pairs. They discuss similarities and differences. Then they pick something they like in their partner's retelling that they could 'borrow' and use in their own writing.

11. A few students may like to share their retelling with the whole class in a Writers' Circle.

When retells are used as an assessment tool (and they give so much valuable information), the next two steps are added to the process.

12. Collect the retells and analyze the data.

13. Use data collected to plan for individuals, small groups and whole class.

### **Principles for Planning**

I considered the aspects suggested by Harmer (2007) when planning: (Appendix 5)

**1. Description of the Students:** A general picture of the group (level, age, etc.) or detailed description of individual students (what they find easy/difficult, how they respond to different activities).

**2. Aims and objectives:** What I expect to achieve. Most lessons will have a series of primary and secondary aims.

**3. Procedures:** The explanation of how everything will be executed.

**4. Anticipated problems:** Potential difficulties and what to do in case they arise.

**5. Extra activities/materials (just in case):** Preparing some extra activities in case things go quicker than anticipated.

**6. Materials to be used in the lesson:** To evaluate their effectiveness.

## Schedule

The next is the schedule of the courses that I was in charge of: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.

| Time        | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| 6:00-6:55   |        | 701     |           | 702      | 702    |
| 6:55-7:50   |        | 701     |           | 702      |        |
| 7:50-8:45   |        |         | 701       |          |        |
| 8:45-9:10   | B      | R       | E         | A        | K      |
| 9:10-10:05  |        |         | 603       | 603      |        |
| 10:05-11:00 |        |         | 802       | 603      |        |
| 11:00-12:00 | 802    |         | 802       |          |        |

## Results

### **To develop Reading and Retelling activities in order to enhance students' oral production**

When implementing the reading and retelling strategy it was necessary to follow a systematized process in order to allow students to understand the text and to acquire the vocabulary needed to produce utterances circumstantial and grammatically appropriate. For instance, exercises like the search of the unknown vocabulary with the assistance of the dictionary were essential to help students adopt the new lexicon, the reading of the text

several times (individual and group reading) practicing the pronunciation fostered students' motivation towards their oral participation, and the analysis carried out during the questions about reading comprehension provided students the understanding required to enhance their oral production, which was evidenced through students' involvement and active contribution to the class at the end of the reading and retelling workshop.

Therefore, the process followed by students during the implementation of the reading and retelling strategy contributed not only to increase their motivation towards the English classes but also to improve the oral production among the students who participated actively during the reading and retelling workshop.

**To provide students with opportunities to use the target language to communicate ideas with their classmates**

The reading and retelling workshop allowed students to discuss and debate the information presented in the text, not only through the questions about reading comprehension but also during the practice of the pronunciation, their oral exercise to perform the situation described in the text and in classes subsequent to the reading and retelling workshop.

Students remembered words and structures they used during the reading and retelling which they were able to reproduce and recreate when discussing with their classmates after the workshop. The reading and retelling strategy helped students interact

and participate through the discussion and the argument, even among students who were identified as passive and indifferent at the beginning.

### **To integrate the four skills during the class**

The different exercises and phases involved in the reading and retelling workshop supported the integration of the four skills as the process followed by the strategy was multifaceted and systematized.

The following is the description of the exercises and phases included during the reading and retelling workshop and their correspondence to each one of the four skills:

| <b>Activity</b>            | <b>Description</b>   | <b>Skill incorporated</b>      |
|----------------------------|--|--------------------------------|
| Analysis of the title      | Students identified the vocabulary related to the title and made predictions about the text based on it.                     | Reading and speaking           |
| First analysis of the text | Students identified the structure of the text, the characters, the topics, etc.  | Reading, writing and speaking. |
| Predictions                | Students predicted what the text would be about, how the story would develop, etc.   | Reading and speaking           |
| Vocabulary                 | Students identified the unknown vocabulary and searched the words in their dictionary to share their meaning with the group. | Reading and speaking           |

|                       |  |  |
|-----------------------|--|--|
| First reading         | Led by the teacher. Students repeated after the teacher to practice the pronunciation.   | Reading, listening and speaking          |
| Second reading        | Students read the text by turns; it was a consecutive reading where a student or group of students read a sentence and then the following student(s) read the next sentence. Here, students practiced the pronunciation provided by the teacher. | Reading and speaking                     |
| Role play             | Students performed the situation presented in the text by groups.  | Reading, listening and speaking          |
| Reading comprehension | Students answered the questions proposed by the teacher. The oral retelling was done indirectly during this process as the teacher asked the students to justify their answers orally.   | Reading, writing, listening and speaking |
| Summary               | Students did their written retelling about the text. They were allowed to use their dictionary, guides and notebook in order to promote their writing skill as much as possible.   | Reading and writing.                     |

|          |  |                        |
|----------|--|------------------------|
| Feedback | Students provided a feedback about the workshop, stating their feelings, obstacles and considerations after the reading and retelling. | Listening and speaking |
|----------|--|------------------------|

**Table 1. Description of reading and retelling workshop**

### Conclusions

The reading and retelling strategy had a positive impact on students' motivation, promoting their active participation during the class and driving their attention to the topics that were intended to be taught through the workshop. It was imperative to carefully select a text which was attractive for students and which length and complexity were appropriate for their level to achieve this objective.

The process followed during the reading and retelling workshop involved students in the class and helped them make a deeper analysis of the text, encouraging the development of the four skills (integration) and providing students with the confidence to produce utterances circumstantial and grammatically appropriate.

Furthermore, students were given opportunities to use the target language to discuss and contrast their ideas with their classmates' and they acquired the confidence to speak in foreign language thanks to the increasing of their motivation and interest towards English

classes. Students even requested to take an oral test during the final exam, demonstrating that they did not feel uncomfortable to speak in English anymore. (Appendix 6)

Finally, because of the systematized process that was followed during the reading and retelling workshop, explained above in table 1, it was possible to integrate the four skills in the class and to guarantee that students would be able to use the language to communicate, which is at the end of the day the real objective of learning a new language.

## **Chapter 2**

### **Research Component**

#### **Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders'**

#### **oral production in a public School in San José de Cúcuta: An Action Research**

### **Introduction**

The Ministry of Education in Colombia proposed the National Bilingual Program to improve the teaching and learning of English language in all the schools over the country; however, the idea and the reality collide due to several factors, generating difficulties mainly for teachers to teach the language. A permanent analysis of the teaching/learning of EFL in the country is required to conquer the flaws presented day to day and to offer solutions.

Action Research is an equivalent for taking action to improve teaching (Rust & Clark, n.d.) which rationalizes the purpose of this project. We as teachers or pre-service teachers have the responsibility to examine the current situation to provide with solutions that help each other. If the engineer works for bettering people's present by simplifying their life style, then the teacher works for bettering people's future by helping cultivate their minds.

## **Statement of the problem**

During the observations in the Institution, some obstacles for the teaching and learning process of EFL were identified mostly regarding to the students' lack of motivation towards the classes as a result of external factors out of the control of the teacher such as the big quantity of students organized in a barely enough sized classroom, the intense heat experimented especially after the break time, and the students' unawareness of the importance of English as a tool of communication; as a result, the teacher has to plan the classes offering activities that appeal students and overcome the difficulties.

In addition, the teacher supervisor suggested focusing on students' oral production because that is the preference in the Institution for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. It is necessary to implement a strategy which offered a variety of activities to catch students' interest and at the same time, which could develop the four skills in order to guarantee the standards proposed in the planning based on the CEFR but offering more opportunities for oral interaction among students.

## **Justification**

This action research was needed to improve the Institution's teaching of English, by tracing the difficulties and proposing possible solutions. The results of this research revealed the impact of the Reading and Retelling strategy to overcome the lack of students' interest and motivation towards English, validating its value for the teaching profession and its execution in the Educational Institution Colegio San José.

## **Objectives**

### **General Objective**

- To enhance students' oral production through the implementation of the Reading and Retelling strategy.

### **Specific objectives**

- To reveal the effectiveness of the Reading and Retelling in the teaching of EFL.
- To identify the level of motivation towards the English classes generated by the Reading and Retelling strategy among students.
- To validate the worth of action research for the teaching profession.

## **Theoretical Framework**

### **Community Language Learning (CLL) Approach**

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates that represents the use of Counseling-Learning theory to teach languages. Community Language Learning is most often used in the teaching of oral proficiency. As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include: Translation, group work, recording, transcription, analysis, reflection and observation, listening and free conversation.

### **Integrated skills**

Abdrabo (2014) argues that “listening, speaking, reading, and writing should be treated in the language learning process as integrated, interdependent, and inseparable elements of language”. In addition, the “oral and written languages are integrated in most communication events and often occur together. Integrated-skills approach, similarly, functions just as both communicative language teaching (CLT) and whole language do since they both emphasize meaningful and authentic language use and link oral and written language development”.

## **Speaking skill**

According to Harmer (2007), “speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.”

## **Reading and Retelling strategy**

“The sharing and comparing of retells is a powerful tool that enables students to use language in complex ways. I believe students need opportunities to share their writing so they see its purpose. Questioning and giving feedback to each other is extremely valuable and assisted the students in developing deeper understandings of the information, the report genre and writing skills”. Mowbray (2010).

## **Text types**

There are 5 major texts types:

### **Narrative texts**

Narrative texts have to do with real-world events and time. They may be fictional (fairy tales, novels) or nonfictional (newspaper report). They are characterized by a sequencing of events expressed by dynamic verbs and by adverbials such as “and then”, “first”, “second”, “third”

## **Descriptive texts**

Descriptive texts are concerned with the location of persons and things in space. They will tell us what lies to the right or left, in the background or foreground, or they will provide background information which, perhaps, sets the stage for narration.

## **Directive texts**

Directive texts are concerned with concrete future activity. Central to these texts are imperatives (Hand me the paper) or forms which substitute for them, such as polite questions (Would you hand me the paper?) or suggestive remarks (I wonder what the paper says about the weather).

## **Expository texts**

Expository texts identify and characterize phenomena. They include text forms such as definitions, explications, summaries and many types of essay.

## **Argumentative texts**

Argumentative texts depart from the assumption that the receiver's beliefs must be changed. They often start with the negation of a statement which attributes a quality or characteristic activity to something or someone (esp. scholarly texts). They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly, than others.

## **Literature review**

The following studies were meaningful for my project because they provided an important insight into the shaping of the proposal and the selection of the strategy to implement that would fulfill my needs.

First, Cueva (2008) described four activities that motivated her students in a public High School in a small city in Mexico to learn by inviting them to be active participants in their language learning process. One of those activities was the community language learning practices; she was able to engage students by engaging students in their own learning process while also meeting the requirements of the official curriculum, which may prove to be useful for my classes as well with the Reading and Retelling Strategy because I can meet both students and the teacher supervisor's expectations while motivating students and meeting the program. Another activity was making a magazine: English edition, which made me consider the possibility to suggest taking the best productions from class and including them in the school newspaper which has an English section. Finally, the activity about the Christmas festival also allowed me to think of trying to plan one for my courses depending on students' response and the viability of the activity in the Institution. This study made me consider using some aspects of the Community Language Learning Approach for the planning of my classes.

Second, Mohammad (2013) investigated the effectiveness of using written retelling strategy on improving reading comprehension achievement and retention with a sample of 72 ninth graders from Amena Bent Wahab Secondary School for girls in Rafah, who were distributed into two equivalent groups, each of which consisted of 36 students. Findings revealed that students who learned using written retelling strategy presented a higher level of reading comprehension achievement than those who learned using traditional methods. The author affirmed that the attractiveness of the strategy was effective to get students' attentions and hence engage them into the English class. Moreover, as the written retelling strategy allowed students to analyze the text more carefully, students who learned through this strategy presented a superior level of retention of information. The written retelling strategy proved to be a potent and pivotal strategy in teaching language and reading comprehension skills in EFL in Palestine. In the light of the findings the author suggested to conduct studies based on using written retellings to develop other English language skills and to conduct studies based on using oral retelling strategy to develop all English language skills, especially speaking. As a result, I decided to implement this strategy to examine its role in the teaching of English and the development of the speaking skill, both requirements in the Institution.

Third, Mowbray (2010) investigated the contribution of Reading and Retelling for teachers as an assessment tool and for students to improve their master of English. Retells were used from Kindergarten through to Year 6 in the school. The following results demonstrated its positive impact in the English classes:

- Analysis of the retell data provided evidence of the students' clear understanding of the meaning of the report.
- The spelling and punctuation used were adequate and their ability to generalize was developing.
- These retells demonstrated that the students needed to improve skills in using conventions and developing metacognitive thinking.
- Deep understanding enabled them to confidently articulate the report in their own words while still maintaining the report genre.
- There was a great deal of rich talk occurring during the retelling process as the students shared, commented, questioned, made connections, compared and discussed.

Moreover, the author concluded that the use of retells should be added as an ongoing strategy in the classroom to enhance literacy skills and as a tool for teaching different text forms.

The author also stated some suggestions to take advantage of this strategy:

- Consider what the purpose is for each retell.
- Use the retelling procedure with a variety of text forms.
- Plan a balance between fiction and non-fiction texts.
- Plan a balance between the more predictable and the less predictable texts.
- Give each text form sufficient time and exposure by looking at a particular form for a few weeks.
- Tell the students what you are looking for so they are aware and it is not a test or a teacher's secret.
- Take time to analyze and evaluate the retells appropriately.

This information was useful to reflect on how implement this strategy in the classroom.

Finally, Perneth (2012) study aimed at identifying the classroom activities that encourage students' oral participation when learning EFL. The author spent 16 weeks in the field collecting data through seven non-participant observations and two interviews in a public university in Colombia. Findings revealed that besides the activities proposed by the teacher, their attitude is of great importance to motivate students; he also warned of avoiding repetition to become monotonous and boring students. Furthermore, literature activities seemed to be ineffective and students preferred the use of role plays and songs, meaning that students favor oral interaction activities and as stated by the author, it is

necessary to consider students' desires and expectations to motivate them to participate in the class. This paper reaffirmed my decision of working with the Reading and Retelling Strategy in the classroom and made me realize that I need more than planning a successful class. I need to change my attitude towards learning to get the results that I want.

### **Methodology**

This section will describe the research design selected to conduct the project, the population and the instruments used for the collection of data.

#### **Research design**

A qualitative study is the most appropriate for this investigation because, as defined by Denzin & Lincoln (2005) as cited by Creswell (2007): "Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible... qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them". In addition, the action research represents the more meaningful design for my objective, which is to enhance students' oral production through the implementation of Reading and Retelling strategy, because "action research is a way for you to continue to grow and learn by making use of your own experiences. The only

theories involved are the ideas that you already use to make sense of your experience.

Action research literally starts where you are and will take you as far as you want to go.”

(Rust & Clark, n.d., p.5)

## **Population**

The population involved in this research is a group of 156 students from a public school in San José de Cúcuta, Colombia; who belong to the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. 40 of them belong to the 6<sup>th</sup> grade (603), 77 of them belong to the 7<sup>th</sup> grade (38 to 701 and 39 to 702), 39 of them belong to the 8<sup>th</sup> grade (802). The following table displays a more specific description of the population.

| <b>GROUP</b> | <b>BOYS</b> | <b>GIRLS</b> | <b>TOTAL</b> |
|--------------|-------------|--------------|--------------|
| 603          | 21          | 19           | 40           |
| 701          | 22          | 16           | 38           |
| 702          | 22          | 17           | 39           |
| 802          | 19          | 20           | 39           |

**Table 2. Description of the population**

## **Data Collection Instruments**

The data for this inquiry was gathered through four instruments: a journal, tests, a survey for students to evaluate the teacher's work, and written productions derived from the Reading and Retelling Strategy, being the third one an adaptation of the "MODELO DE ENCUESTA PARA ESTUDIANTES" proposed by the National Ministry of Education (Appendix 7).

### **Journal**

Richards and Lockhart (2007) defined a journal as "a teacher or a student teacher's written response to teaching events". The journal is an essential instrument for teachers because it allows them to keep a record on: 1) Problems and difficulties encountered in the classroom. 2) Descriptions of the most important events happening in the classroom. 3) Ideas for future analysis or aspects to keep an eye on.

### **Tests**

Four types of tests were applied according to the objective of the class to keep a record on students' learning process from different perspectives:

- 1) **Proficiency-based:** In order to test students' acquisition of the lesson. (Appendix 8)
- 2) **Performance-based:** To assess students' oral performance; one individual and two group performance-based tests were applied.

**3) Interactive:** To assess students' ability to use their knowledge when participating orally. This type of test was applied in the discussions and debates conducted during the reading and retelling workshop.

**4) Standard-based:** To determine students' achievements based on the curriculum; the exam applied at the end of the fourth period represented this type of test.

(Appendix 9)

### **Survey for students**

An adaptation from the "MODELO DE ENCUESTA PARA ESTUDIANTES" proposed by the National Ministry of Education was applied in every grade (603, 701, 702, 802), including all the population (156 students), with the objective of evaluating the teacher's work during the classes. (Appendix 10)

### **Written productions**

Students' written productions were collected to analyze the correlation between the improvement of their oral and written competence as a result of carrying out the reading and retelling strategy. (Appendix 11)

### **Schedule**

This project was carried out during nine weeks corresponding to the fourth period of the school year 2015, starting on September 16<sup>th</sup> and lasting until November 20<sup>th</sup>. Each

grade had two sessions of English class per week, one session consisting of two hours and another consisting of one.

The following table describes the data gathering process for each instrument.

| <b>POPULATION</b>  | <b>INSTRUMENT</b>      | <b>DATE</b>  |
|--------------------|------------------------|--|
| 603, 701, 702, 802 | Journal                | Everyday<br><br>(Sept. 16 <sup>th</sup> -Nov. 20 <sup>th</sup> )                   |
| 603                | Proficiency-based Test | September 23 <sup>rd</sup> , October the 1 <sup>st</sup>                           |
| 701                |                        | September 16 <sup>th</sup> , September 30 <sup>th</sup>                            |
| 702                |                        | October the 1 <sup>st</sup> , October 23 <sup>rd</sup>                             |
| 802                |                        | September 23 <sup>rd</sup> , September 30 <sup>th</sup>                            |
| 603                | Performance-based Test | September 30 <sup>th</sup> , October 22 <sup>nd</sup> , October 29 <sup>th</sup>   |
| 701                |                        | September 23 <sup>rd</sup> , September 29 <sup>th</sup> , October 13 <sup>th</sup> |
| 702                |                        | September 24 <sup>th</sup> , October 2 <sup>nd</sup> , October 15 <sup>th</sup>    |
| 802                |                        | September 28 <sup>th</sup> , October 5 <sup>th</sup> , October 19 <sup>th</sup>    |
| 603, 701, 702, 802 | Interactive Test       | October 12 <sup>th</sup> -16 <sup>th</sup>   |

|     |                     |                          |
|-----|---------------------|--------------------------|
| 603 | Standard-based Test | November 5 <sup>th</sup> |
| 701 |                     | November 5 <sup>th</sup> |
| 702 |                     | November 6 <sup>th</sup> |
| 802 |                     | November 4 <sup>th</sup> |
| 603 | Survey              | October 29 <sup>th</sup> |
| 701 |                     | October 22 <sup>nd</sup> |
| 702 |                     | October 29 <sup>th</sup> |
| 802 |                     | October 28 <sup>th</sup> |
| 603 | Written production  | October 29 <sup>th</sup> |
| 701 |                     | October 14 <sup>th</sup> |
| 702 |                     | October 22 <sup>nd</sup> |
| 802 |                     | October 21 <sup>st</sup> |

**Table 3. Description of the data gathering process**

### **Data Analysis**

The data analysis started immediately after gathering the necessary data based on the interpretive analysis proposed by Hatch (2002).

Data was organized into three categories which were related to the objectives defined for this action research to guarantee the correspondence between the objectives of the investigation and the results to be obtained.

After organizing and carefully analyzing data, the common patterns identified in each set of data were interpreted and summarized to establish the findings presented below.

As a result, three main domains emerged:

## **Results**

### **The contribution of reading and retelling in students' oral production**

Following the suggestions made by Mohammad (2013), I decided to carry out this research to analyze the impact of reading and retelling strategy on students' oral production, obtaining the same outcomes in terms of students' level of retention of information and comprehension of the text. I corroborated that reading and retelling can be implemented to foster both the oral and written competence among students, as long as the teacher in charge of the course implements it appropriately.

After analyzing some excerpts from my journal I realized that students evidenced a positive growth in terms of their oral production thanks to the use of reading and retelling.

For instance, the next two excerpts describe the evolution of one of the students before and after the reading and retelling workshop respectively:

*“Cuando le pregunté a George acerca de su opinión sobre el inglés, este dijo que no lo consideraba importante para ningún aspecto de su vida y por eso no se preocupaba realmente por aprenderlo...”*

*“Me sorprendió gratamente que George fue el estudiante más activo durante el recuento oral del texto, no sólo aportando respuestas oportunas a las preguntas sino además hablando en inglés sin cometer errores; fue capaz de transformar las oraciones del texto y las propuestas por las preguntas para crear nuevas oraciones para justificar sus respuestas. Además, se ha convertido en uno de los estudiantes con mejor desempeño en la asignatura...”*

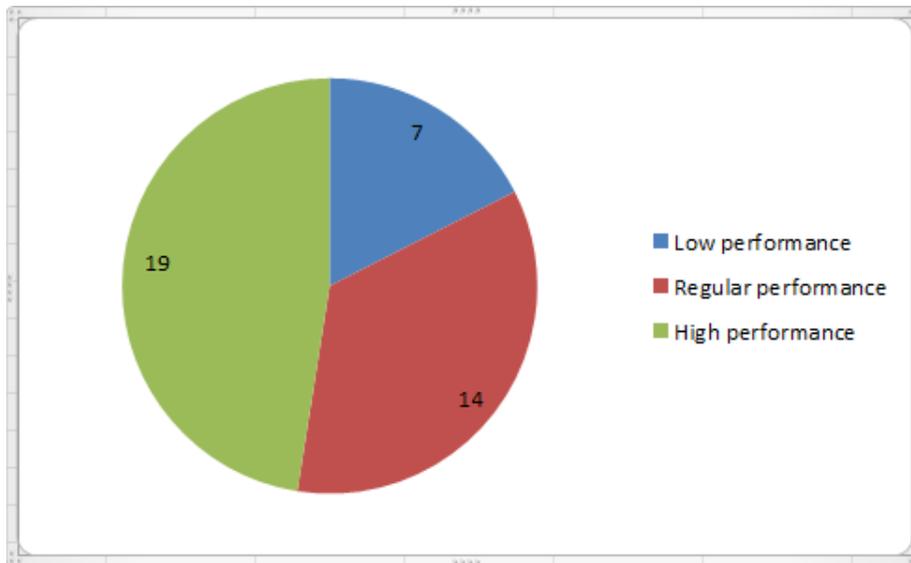
However, this was true for those students who were involved and actively participated during the reading and retelling workshop; it is necessary to state that students who were absent or arrived late most of the time were the ones who presented the lowest progress from class to class.

The following statement of the teacher supervisor demonstrates that the implementation of reading and retelling contributed to improve students' oral production during the fourth period of the school year:

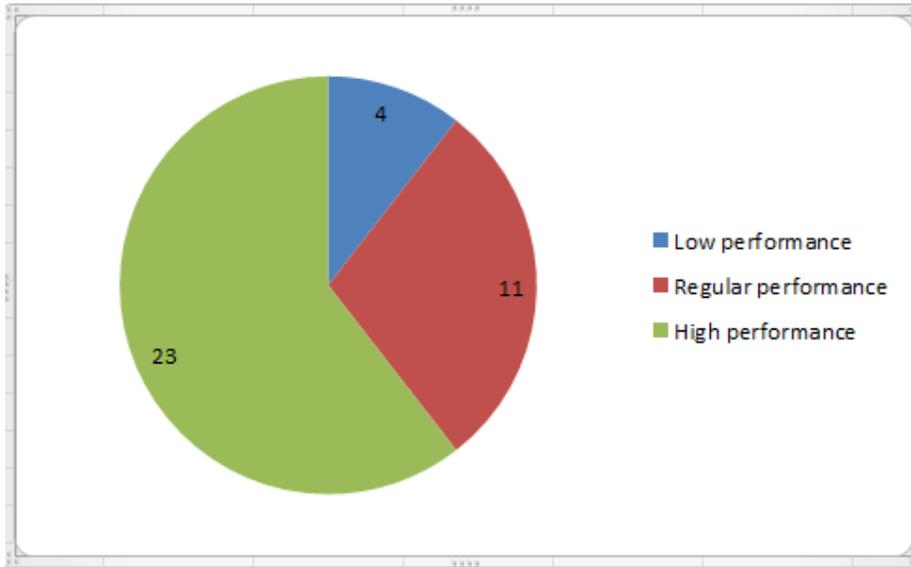
*“Algo que me pareció oportuno de la estrategia que usted utilizó fue que se observó una mejora en la parte oral de los estudiantes, por supuesto que unos más que otros, pero en términos generales fue bueno para el grupo...”*

The following graphics describe the oral performance of each group during the fourth period; high performance represents students who participated actively during the class and whose grades derived from oral production were in a range of 8.0-10.0 out of 10; regular performance represents students who participated when required only and whose grades were in a range of 6.0-7.9 out of 10; finally, low performance represents students who either refused to participate or had to be forced to do it and whose grades were in a range of 1.0-5.9 out of 10.

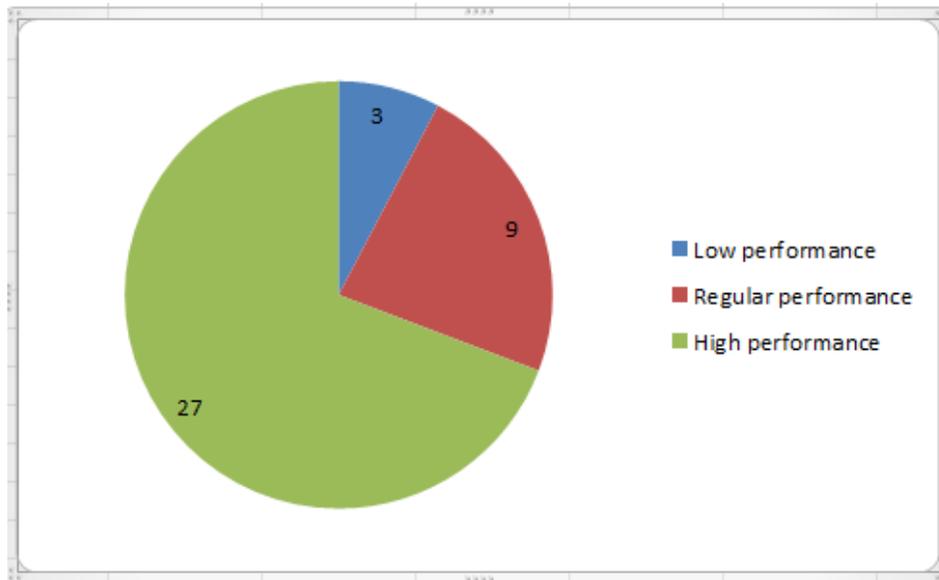
**Grade 603 = 40 students**



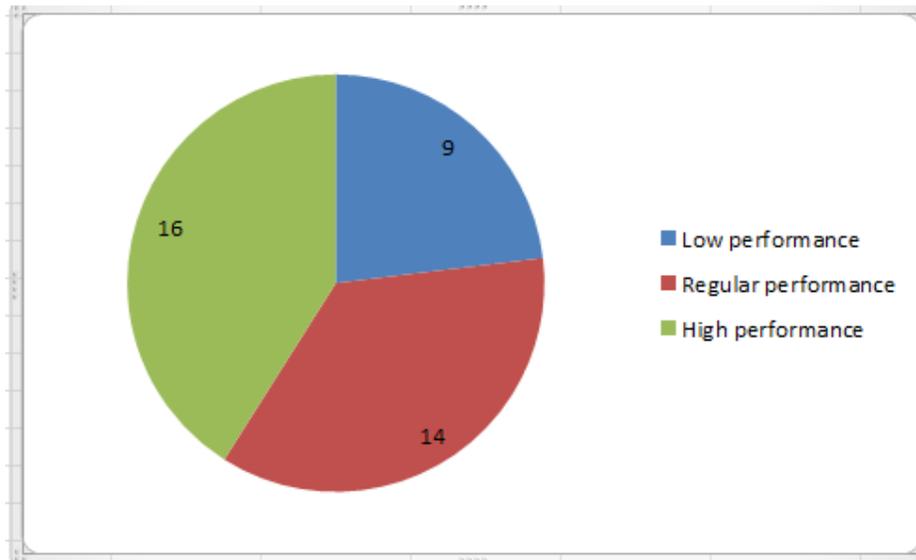
**Grade 701 = 38 students**



**Grade 702 = 39 students**



**Grade 802 = 39 students**



**Integrating the four skills through reading and retelling strategy**

As described in the table 1, the systematized process proposed by Mowbray (2010), follows a series of steps that integrate more than one skill and help students improve their learning process of the language; next is presented one more time the table 1 to illustrate this assertion:

| <b>Activity</b>            | <b>Description</b>   | <b>Skill incorporated</b>      |
|----------------------------|--|--------------------------------|
| Analysis of the title      | Students identified the vocabulary related to the title and made predictions about the text based on it. | Reading and speaking           |
| First analysis of the text | Students identified the structure of the text, the characters, the topics, etc.                          | Reading, writing and speaking. |

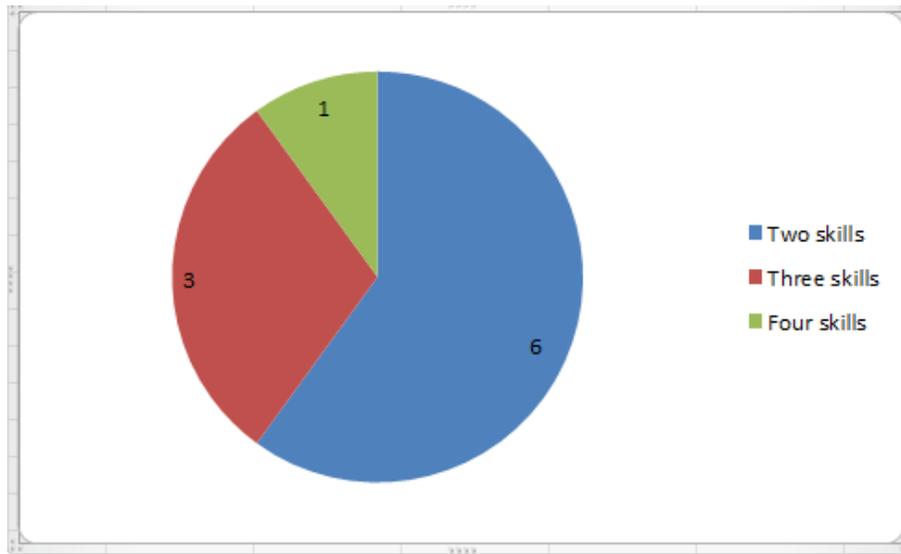
|                       |  |  |
|-----------------------|--|--|
| Predictions           | Students predicted what the text would be about, how the story would develop, etc.   | Reading and speaking                     |
| Vocabulary            | Students identified the unknown vocabulary and searched the words in their dictionary to share their meaning with the group.   | Reading and speaking                     |
| First reading         | Led by the teacher. Students repeated after the teacher to practice the pronunciation.   | Reading, listening and speaking          |
| Second reading        | Students read the text by turns; it was a consecutive reading where a student or group of students read a sentence and then the following student(s) read the next sentence. Here, students practiced the pronunciation provided by the teacher. | Reading and speaking                     |
| Role play             | Students performed the situation presented in the text by groups.  | Reading, listening and speaking          |
| Reading comprehension | Students answered the questions proposed by the teacher. The oral retelling was done indirectly during this process as the teacher asked the students to justify   | Reading, writing, listening and speaking |

|          |  |                        |
|----------|--|------------------------|
|          | their answers orally.  |                        |
| Summary  | Students did their written retelling about the text. They were allowed to use their dictionary, guides and notebook in order to promote their writing skill as much as possible. | Reading and writing.   |
| Feedback | Students provided a feedback about the workshop, stating their feelings, obstacles and considerations after the reading and retelling.   | Listening and speaking |

**Table 1. Description of reading and retelling workshop**

Moreover, the following graphic summarizes the number of skills integrated by the 10 steps to better exhibit the contribution of reading and retelling for integrating the four skills in the class.

### Reading and retelling steps (10)



These steps took place during the reading and retelling workshop which lasted two or three classes depending on the rhythm of students and the external factors such as the dynamics of the institution; consequently, it is appropriate to affirm that the implementation of this strategy provide opportunities for students to integrate different skills in each class.

Besides, this process can be adapted to change the way in which skills are integrated for instance to make sure that the four skills are integrated all the time; the results displayed in this study represent only one way to do it. Further research on this aspect is needed to whether corroborate or refuse this assumption.

### Reading and retelling as a source of motivation

The activities proposed during the reading and retelling workshop caught students' attention towards the learning of English because they felt that they were doing more than

just learning some vocabulary or rules out of context and they recognized the way in which the language can be used in real life. The following is a statement that the teacher supervisor declared during the process of feedback after a class:

*“Esta estrategia le ha servido para llamar la atención de los estudiantes, especialmente esos estudiantes que usted pudo notar que eran pasivos o que no les gustaba salir al frente al principio, y que ahora han ganado confianza para salir y hablar en inglés...”*

Based on the comment, it is appropriate to affirm that the reading and retelling was useful to arise the motivation among students, who changed dramatically from passive and quiet students prior to the implementation of this strategy to active students who started to argue and debate the lessons, getting involved more and more as the weeks went by.

Additionally, after analyzing some excerpts from my journal I realized that the attitude of the teacher is also essential to guarantee that students feel confident enough to use the target language to communicate, especially when it comes to speaking the language, which is considered the most difficult stage by students:

*“Como mi objetivo era propiciar que ellos hablaran, y sabía que uno de los factores más decisivos en este aspecto es el temor a cometer errores y a recibir comentarios negativos por parte de sus compañeros, decidí promover un ambiente libre de presiones y demostrarles que no hay que temer a hablar en inglés”.*

In this class, students responded positively to my directions and requests, and the participation increased dramatically compared to the previous class. Afterwards, everybody looked for the opportunity to participate and take part of the activities proposed in the class.

The following excerpts describe my attitude before two different classes in the same grade, which will help to evidence that my attitude was also an ingredient in the formula to implement the reading and retelling strategy:

*“Como era mi primera clase con ellos y sabía que eran los estudiantes de mayor edad que tenía a mi cargo me sentí algo intimidado y nervioso durante la mayor parte de la clase...”*

*“Me sentí satisfecho con mi evolución porque ya me había deshecho de los nervios que tuve en un primer momento, y creo que eso se reflejó en la manera como los estudiantes empezaron a ser más activos y a interesarse más en las clases”.*

The outcome of the class described in the first excerpt was lower than the one described in the second excerpt, thus demonstrating that even though reading and retelling has a positive impact on students' motivation, the teacher plays an important role as well to make it effective or ineffective.

As a whole, I can affirm that the contribution of the strategy for students' oral production is absolutely positive and it works as long as the teacher who is in charge of the group implements it appropriately. I mean, the reading and retelling strategy is the tool, and it is a useful tool, but a tool is useless without somebody that knows how to use it.

### **Conclusions**

According to the results of this study, it was concluded that reading and retelling is an effective strategy to be implemented in the classroom if the teacher wishes to help students develop their languages skills, increase their motivation towards the target language or promoting both their written and oral production.

Selecting the appropriate text and following a process organized, coherent and well-planned is essential to take advantage of what reading and retelling has to offer for the teaching of English language; that, along with a positive attitude and sense of responsibility will guarantee the success of implementing reading and retelling in the classroom.

## **Chapter 3**

### **Outreach Component**

#### **Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders'**

#### **oral production in a public School in San José de Cúcuta: An Action Research**

### **Introduction**

The outreach component was developed through the following activity:

1. After the first observation, it was noticed that the middle and high school grades took classes in the morning and the elementary school grades in the afternoon, separating the community composed by the students by two sessions during the day.

Therefore, the pre-service teacher approached the coordinator and the teachers in the afternoon to offer his assistance in the English classes of the afternoon session.

An agreement was made and the pre-service teacher was designed to teach English to the 3<sup>rd</sup> graders (301, 302, 303) because they were the oldest students in the elementary school that had the same teacher teaching all the subjects, who were not specialized in English and had to make their best to teach a language that they did not master.

## **Justification**

The development of this component represented a valuable evidence for the school community, especially the parents, who were the most interested in knowing the achievements of their kids. In addition, it was an invaluable opportunity for the pre-service teacher to experience first-hand the involvement into the school community and to relate with the other members in the community in both sessions such as the coordinators, the teachers, the students, the general staff and the parents.

## **Objectives**

### **General Objective**

- To assist the English classes of the 3<sup>rd</sup> graders in the afternoon session.

### **Specific objectives**

- To help teachers in charge of the 3<sup>rd</sup> grade teach English.
- To encourage 3<sup>rd</sup> graders to use the target language to express their ideas.

## Methodology

This component was developed in the afternoon session in the Educational Institution Colegio San José with the 3<sup>rd</sup> grade which was divided into three groups: 301, 302 and 303. The pre-service teacher was in charge of the class during the whole 4<sup>th</sup> period of the school year.

## Outreach Schedule

| Time        | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| 12:30-13:25 |        |         |           | 302      |        |
| 13:25-14:20 |        | 303     |           | 302      |        |
| 14:20-15:15 |        | 303     |           |          |        |
| 15:15-15:40 | B      | R       | E         | A        | K      |
| 15:40-16:35 |        | 301     |           |          |        |
| 16:35-17:30 |        | 301     |           |          |        |

## **Results**

### **To help teachers in charge of the 3<sup>rd</sup> grade teach English**

Teachers in the afternoon session were in charge of all the subjects that students are supposed to learn; however, they must have learned at the time they taught as they were specialized in just one specific subject. That is the case of English, where the teachers learned by themselves about the topic they would be teaching next, causing sometimes problems related to the correct pronunciation of some words or the use of structures grammatically correct but obsolete in matters of use of the language in real life. Therefore, the contribution of the pre-service teacher was to support the teachers in the afternoon session teaching English among their students and the teachers as well who were supervising each class. The pre-service teacher also followed the suggestions and comments made by the teachers during a feedback at the end of each class related to what activities do next or how to teach a specific subject.

The involvement of the pre-service teacher in the afternoon session had a positive effect on teachers' vision about teaching English and promoting a sense of awareness of the importance of integrating the different aspects involved when learning a language, such as pronunciation and intonation, which were missed by the teachers who used to focus on grammar and vocabulary. This change might represent an advantage for the future 3<sup>rd</sup> graders of the school.

### **To encourage 3<sup>rd</sup> graders to use the target language to express their ideas**

Students were motivated to speak English in the class as the pre-service teacher worked strongly in promoting students' correct pronunciation; they felt that they were using English more properly than before and the input provided by the pre-service teacher caught their attention. The essential factor when working with kids is the motivation because that will keep them interested in the class and drawing their attention each time; therefore, the fact of having a teacher specialized in English had a positive influence among 3<sup>rd</sup> graders because they acknowledged the lessons of the pre-service teacher.

Because students felt motivated during each class, their participation increased significantly and so did their interest on using the target language to communicate, for instance, they greeted and said goodbye in English, they used the term teacher instead of its equivalent in Spanish, and they learned expressions like "please", "excuse me", "how are you?", "I'm fine, thank you", "Thank you very much", "That's great", among others who they used actively inside and outside the classroom.

## **Conclusions**

Having a teacher specialized in English is important to help other teachers who are in charge of all the subjects because they need a reminder of the importance of teaching the target language the same way as the mother tongue, by speaking, by reading, by listening and by writing, more than just providing vocabulary and grammar rules to be used. Therefore, the involvement of an English teacher is essential to make other teachers realize that the target language is a tool for communication to allow students to express their ideas in English as well as Spanish.

In addition, it is a factor to motivate students when learning the language because children are really demanding; if they feel that their teacher is qualified to teach something they will acknowledge their work and this will have a positive influence in their learning process.

## **Chapter 4**

### **Administrative component**

#### **Implementing Reading and Retelling as a strategy to enhance 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders'**

#### **oral production in a public School in San José de Cúcuta: An Action Research**

### **Introduction**

The pre-service teacher became a member of the school community and as such, he took part into the activities organized by the administrators of the institution as meetings, flag raising events, cultural events and others that required his active participation. The pre-service teacher had to be aware of his role as a model for students and show interest in the Institution and the relationships with others, to create and ambiance of confidence that facilitate the development of the classes.

### **Justification**

There's a saying that goes: "Teaching is the easiest matter in the world; teaching well is the hardest matter in the world". Consequently, becoming a good teacher is one of the most challenging works. It is my firm belief that teachers are one of the most important contributors to the societies, even when the more time passes the more their job is neglected by the government.

Therefore, the contribution of the pre-service to the school community was vital even when they did not realize it at the beginning. He finally noticed the important role that he had during the pre-service teaching process and acted accordingly.

## **Objectives**

### **General Objective**

- To participate actively as a member of the school community.

### **Specific objectives**

- To show interest in the activities proposed by the institution.
- To take part in the different events organized by the institution.

## **Methodology**

The pre-service teacher participated in different events according to the school calendar, contributing with everything he could. He followed the rules established in the community handbook and promoted the same among his students.

## **Schedule**

The activities in which the pre-service was involved are described in the following table.

| <b>Activity</b>  | <b>Description</b>  | <b>Role of the pre-service teacher</b> |
|--|---|--|
| <p>Flag raising and cultural event during the morning session: Love and friendship day<br/>(September 17<sup>th</sup>)</p> | <p>To celebrate love and friendship day, students and teachers had a free day dedicated to share and exchange presents and enjoy a cultural event to honor the importance of thanking those people who are important in our lives.</p>  | <p>Assistant</p>                       |
| <p>Interclass event during the morning session<br/>(October 3<sup>rd</sup>)</p>  | <p>It is a tradition in Colombia to dedicate one day for students to celebrate an event called the “interclass” of the school which has the objective of integrate the whole school community through cultural activities as dances and music performances. So it did the school during the morning session.</p>  | <p>Assistant</p>                       |
| <p>Area meeting during the morning session<br/>(October 5<sup>th</sup>)</p>  | <p>During the days from October 5<sup>th</sup> to 9<sup>th</sup> the teachers held meetings in the so-called “week for the development of the school” where they discuss strategies and ideas to improve their job and the quality of the service provided by the school. The pre-service teacher was present on October 5<sup>th</sup> to provide the supervisor with the lists of the groups he was in charge of including the grades and a description of students’ academic situation so far; his involvement was</p> | <p>Assistant</p>                       |

|  |  |                                  |
|--|--|----------------------------------|
|  | <p>minimum because during this week teachers focused on the third period of the year, which happened without the presence of the pre-service teacher.</p>  |                                  |
| <p>Flag raising event during the afternoon session: Day of the race<br/>(October 15<sup>th</sup>)</p>                          | <p>Teachers and students dedicated two hours in the afternoon session to honor the day of the race through role-plays, dances and music performances.</p>  | <p>Assistant</p>                 |
| <p>Assistance in the upgrading of the plan of area during both sessions<br/>(October 12<sup>th</sup>-30<sup>th</sup>)</p>      | <p>Teachers in the morning and afternoon sessions have difficulties to communicate. As the teacher supervisor was in charge of the upgrading of the plan of area for next year it was necessary to discuss it with the teachers from both sessions; therefore, the pre-service teacher who was working with both sessions, served as the channel of communication among them to facilitate this process.</p> | <p>Assistant and contributor</p> |
| <p>Commission of evaluation and promotion: fourth period meeting during the morning session<br/>(November 23<sup>rd</sup>)</p> | <p>At the end of the school year, the teachers held a meeting to discuss the academic situation of students to determine those who had to repeat the grade and those who would be allowed to take the reinforcement exams one last time; the pre-service teacher participated in this meeting as he was in charge of students during the fourth period.</p>  | <p>Assistant and contributor</p> |

#### **Table 4. Description of the activities the pre-service teacher was involved in**

##### **Results**

##### **To show interest in the activities proposed by the institution**

The involvement of the pre-service teacher in the activities proposed by the institution represented a meaningful experience for him to appreciate its dynamics and to demonstrate his sense of responsibility towards the school community. This is a lesson that pre-service teachers have the opportunity to learn in the field because no theory can compare to taking part of the teaching staff in a real school and working with the community as a real teacher. This experience was satisfactory and promoted the awareness of the pre-service teacher about his role inside the institution.

##### **To take part in the different events organized by the institution**

The active participation of the pre-service teacher in the different activities that were held during the fourth period allowed him to become a member of the school community who works for the benefit of his students, The pre-service teacher took part of those events when he was required to and was devoted to the improvement of his own job inside the school.

## **Conclusions**

Nothing compares to the first-hand experience that the pre-service teaching provides for undergraduate students, which allows them to learn the reality of their role and job in society. Being involved in a school community is an indescribable experience that teaches undergraduate teachers how to prepare for their future and represents the transition between learning and teaching a foreign language; first, we learned how to teach, now, we teach to learn even more.

## References

- Abdrabo, Nasr D. (2014). Integrated-skills Approach: Teaching vs. Practice in L2 Acquisition. *Defense Language Institute Foreign Language Center (DLIFLC)*. Retrieved from [http://www.academia.edu/7302231/Integrated-skills\\_Approach\\_Teaching\\_vs.\\_Practice\\_in\\_L2\\_Acquisition](http://www.academia.edu/7302231/Integrated-skills_Approach_Teaching_vs._Practice_in_L2_Acquisition)
- Chamot, Anna Uhl; Barnhardt, Sarah & Dirstine, Susan (1998). CONDUCTING ACTION RESEARCH IN THE FOREIGN LANGUAGE CLASSROOM. *National Capital Language Resource Center*. Retrieved from [http://nclrc.org/about\\_teaching/reports\\_pub/conducting\\_action\\_research.pdf](http://nclrc.org/about_teaching/reports_pub/conducting_action_research.pdf)
- Clark, Dorie (2012). English - The Language of Global Business? Available in *Forbes Leadership*. Retrieved from <http://www.forbes.com/sites/dorieclark/2012/10/26/english-the-language-of-global-business/>
- Creswell, John W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2<sup>nd</sup> ed.). *Thousand Oaks, CA: Sage*. Retrieved from [https://is.vfsfs.cz/el/6410/zima2013/B\\_KV/um/Creswell\\_2007\\_Qualitative\\_Inquiry\\_and\\_Research\\_Design\\_\\_Choosing\\_among\\_Five\\_Approaches\\_\\_2nd\\_edition.pdf](https://is.vfsfs.cz/el/6410/zima2013/B_KV/um/Creswell_2007_Qualitative_Inquiry_and_Research_Design__Choosing_among_Five_Approaches__2nd_edition.pdf)
- Cueva Zepeda, Luz María de los Dolores (2008). MOTIVATING STUDENTS TO LEARN. *School for International Training, Brattleboro, Vermont*. Retrieved from

[http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1013&context=ipp\\_collecti](http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1013&context=ipp_collecti)  
on

- Four Skills Activities: Reading, Writing, Speaking & Listening (n.d.). *Available in Best of Bilash: Improving Second Language Education*. Retrieved from <http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/fourskills.html>
- Harmer, Jeremy (2007). *How to teach English (new edition)*. *Pearson Education Limited*. Retrieved from [http://vk.com/doc10095699\\_163571302?hash=d2ddb709722a73e956&dl=28aabb49a7217e1962](http://vk.com/doc10095699_163571302?hash=d2ddb709722a73e956&dl=28aabb49a7217e1962)
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. *New York: State University of New York*.
- Mohammad Al manyrawi, Reem Yahia (2013). *The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine*. *The Islamic University of Gaza*. Retrieved from <http://library.iugaza.edu.ps/thesis/109545.pdf>
- *Most Widely Spoken Languages in the World* (2014). *Available in infoplease*. Retrieved from <http://www.infoplease.com/ipa/A0775272.html>
- Mowbray, Tanya (2010). *The Power of Read and Retell*. *Australian Journal of Language & Literacy*, 15(2). Retrieved from

[http://www.adsb.on.ca/sites/Schools/BLI/Resources/Curriculum/The%20Power%20of%20Read%20and%20Retell\[1\].pdf](http://www.adsb.on.ca/sites/Schools/BLI/Resources/Curriculum/The%20Power%20of%20Read%20and%20Retell[1].pdf)

- Perneth Parra, Elkin David (2012). IDENTIFYING CLASSROOM ACTIVITIES TO ENCOURAGE ORAL PARTICIPATION AMONG BEGINNER-LEVEL LEARNERS IN AN ENGLISH CLASS. *OPENING WRITING DOORS JOURNAL*, 9 (1). Retrieved from [http://revistas.unipamplona.edu.co/ojs\\_viceinves/index.php/OWD/article/view/262](http://revistas.unipamplona.edu.co/ojs_viceinves/index.php/OWD/article/view/262)
- Richards, C. & Lockhart, C. (2007). *Reflective Teaching in Second Language Classrooms*. New York, USA: Cambridge University Press.
- Rust, Frances & Clark, Christopher (n.d.). HOW TO DO ACTION RESEARCH IN YOUR CLASSROOM. *Lessons from the Teachers Network Leadership Institute*. Retrieved from [https://www.naeyc.org/files/naeyc/Action\\_Research\\_Booklet.pdf](https://www.naeyc.org/files/naeyc/Action_Research_Booklet.pdf)
- Text Types (1992). Retrieved from [http://www.cittastudi.org/flex/files/D.e001c3b4730f30538fdc/Text\\_Types.pdf](http://www.cittastudi.org/flex/files/D.e001c3b4730f30538fdc/Text_Types.pdf)

# Appendix

## Appendix 1. School calendar

| CALENDARIO 2015                           |    |   |   |   |   |    |           |    |   |   |   |   |    |            |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
|---|----|---|---|---|---|----|-----------|----|---|---|---|---|----|------------|----|---|---|---|---|---|---|---|---|----|----|---|---|--|--|--|--|
| CRONOGRAMA DE ACTIVIDADES ESCOLARES 2015. |    |   |   |   |   |    |           |    |   |   |   |   |    |            |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| ENERO                                     |    |   |   |   |   |    | FEBRERO   |    |   |   |   |   |    | MARZO      |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| D   | L  | M | M | J | V | S  | D         | L  | M | M | J | V | S  | D          | L  | M | M | J | V | S | D | L | M | M  | J  | V | S |  |  |  |  |
|   |    |   |   | 1 | 2 | 3  | 1         |    |   |   |   |   | 7  | 1          |    |   |   |   |   |   |   |   |   | 7  |    |   |   |  |  |  |  |
| 4   | 5  | 6 | 7 | 8 | 9 | 10 | 8         |    |   |   |   |   | 14 | 8          |    |   |   |   |   |   |   |   |   | 14 |    |   |   |  |  |  |  |
| 11  |    |   |   |   |   | 17 | 15        |    |   |   |   |   | 21 | 15         |    |   |   |   |   |   |   |   |   | 21 |    |   |   |  |  |  |  |
| 18  | 19 |   |   |   |   | 24 | 22        |    |   |   |   |   | 28 | 22         |    |   |   |   |   |   |   |   |   | 28 |    |   |   |  |  |  |  |
| 25  |    |   |   |   |   | 31 |           |    |   |   |   |   |    | 29         |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| ABRIL                                     |    |   |   |   |   |    | MAYO      |    |   |   |   |   |    | JUNIO      |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| D   | L  | M | M | J | V | S  | D         | L  | M | M | J | V | S  | D          | L  | M | M | J | V | S | D | L | M | M  | J  | V | S |  |  |  |  |
|   |    |   |   | 3 | 4 |    |           |    |   |   |   |   | 2  |            |    |   |   |   |   |   |   |   |   | 6  |    |   |   |  |  |  |  |
| 5   | 6  |   |   |   |   | 11 | 3         |    |   |   |   |   | 9  | 7          | 8  |   |   |   |   |   |   |   |   | 13 |    |   |   |  |  |  |  |
| 12  |    |   |   |   |   | 18 | 10        |    |   |   |   |   | 16 | 14         | 15 |   |   |   |   |   |   |   |   | 20 |    |   |   |  |  |  |  |
| 19  |    |   |   |   |   | 25 | 17        | 18 |   |   |   |   | 23 | 21         |    |   |   |   |   |   |   |   |   | 27 |    |   |   |  |  |  |  |
| 26  |    |   |   |   |   |    | 24        |    |   |   |   |   | 30 | 28         |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
|   |    |   |   |   |   |    | 31        |    |   |   |   |   |    |            |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| JULIO                                     |    |   |   |   |   |    | AGOSTO    |    |   |   |   |   |    | SEPTIEMBRE |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| D   | L  | M | M | J | V | S  | D         | L  | M | M | J | V | S  | D          | L  | M | M | J | V | S | D | L | M | M  | J  | V | S |  |  |  |  |
|   |    |   |   |   |   | 4  |           |    |   |   |   |   | 1  |            |    |   |   |   |   |   |   |   |   | 5  |    |   |   |  |  |  |  |
| 5   | 6  |   |   |   |   | 11 | 2         |    |   |   |   |   | 7  | 8          | 6  |   |   |   |   |   |   |   |   | 11 | 12 |   |   |  |  |  |  |
| 12  |    |   |   |   |   | 18 | 9         |    |   |   |   |   | 15 | 13         | 14 |   |   |   |   |   |   |   |   | 19 |    |   |   |  |  |  |  |
| 19  |    |   |   |   |   | 25 | 16        | 17 |   |   |   |   | 22 | 20         |    |   |   |   |   |   |   |   |   | 26 |    |   |   |  |  |  |  |
| #   |    |   |   |   |   |    | #         |    |   |   |   |   | 29 | 27         |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
|   |    |   |   |   |   |    | #         |    |   |   |   |   |    |            |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| OCTUBRE                                   |    |   |   |   |   |    | NOVIEMBRE |    |   |   |   |   |    | DICIEMBRE  |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |
| D   | L  | M | M | J | V | S  | D         | L  | M | M | J | V | S  | D          | L  | M | M | J | V | S | D | L | M | M  | J  | V | S |  |  |  |  |
|   |    |   |   |   |   | 3  | 1         | 2  |   |   |   |   | 7  |            |    |   |   |   |   |   |   |   |   | 5  |    |   |   |  |  |  |  |
| 4   |    |   |   |   |   | 10 | 8         |    |   |   |   |   | 14 | 6          |    |   |   |   |   |   |   |   |   | 12 |    |   |   |  |  |  |  |
| 11  | 12 |   |   |   |   | 17 | 15        | 16 |   |   |   |   | 21 | 13         |    |   |   |   |   |   |   |   |   | 19 |    |   |   |  |  |  |  |
| 18  |    |   |   |   |   | 24 | #         |    |   |   |   |   | 27 | 28         | 20 |   |   |   |   |   |   |   |   | 26 |    |   |   |  |  |  |  |
| #   |    |   |   |   |   | 31 | #         |    |   |   |   |   |    | 27         |    |   |   |   |   |   |   |   |   |    |    |   |   |  |  |  |  |

| CONVENCIONES: |  |
|---------------|--|
|               | Días de clase                          |
|               | Izadas de bandera                      |
|               | Evaluaciones Bimestrales (tipo ICFES). |
|               | Día de San José                        |
|               | Desarrollo Institucional               |
|               | Día Internacional de la mujer.         |
|               | Día del Idioma.                        |
|               | Día del maestro.                       |
|               | Actividades de nivelación.             |
|               | Vacaciones.                            |
|               | Día Internacional del trabajo          |
|               | Iniciación periodo                     |
|               | Terminación periodo.                   |
|               | Semana Cultural                        |

**Appendix 2. Schedules**

| <b>Time</b> | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
|-------------|---------------|----------------|------------------|-----------------|---------------|
| 6:00-6:55   |               | 701            |                  | 702             | 702           |
| 6:55-7:50   |               | 701            |                  | 702             |               |
| 7:50-8:45   |               |                | 701              |                 |               |
| 8:45-9:10   | B             | R              | E                | A               | K             |
| 9:10-10:05  |               |                | 603              | 603             |               |
| 10:05-11:00 |               |                | 802              | 603             |               |
| 11:00-12:00 | 802           |                | 802              |                 |               |

| <b>Time</b> | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
|-------------|---------------|----------------|------------------|-----------------|---------------|
| 12:30-13:25 |               |                |                  | 302             |               |
| 13:25-14:20 |               | 303            |                  | 302             |               |
| 14:20-15:15 |               | 303            |                  |                 |               |
| 15:15-15:40 | B             | R              | E                | A               | K             |
| 15:40-16:35 |               | 301            |                  |                 |               |
| 16:35-17:30 |               | 301            |                  |                 |               |

### Appendix 3. Example of texts worked during the first reading and retelling workshop



INSTITUCION EDUCATIVA COLEGIO SAN JOSE  
DECRETO N° 0165 DEL 13 DE ABRIL 2010  
CODIGO DANE 154001011470-01

ASIGNATURA: INGLÉS  
GRADO: OCTAVO  
TEMATICA: COMPARATIVES

#### JOB APPLICANTS

Four students are applying for a job in the shopping center. The manager needs a person to move the boxes from the entrance to the storeroom. A tall person is essential because of the height of the shelves.

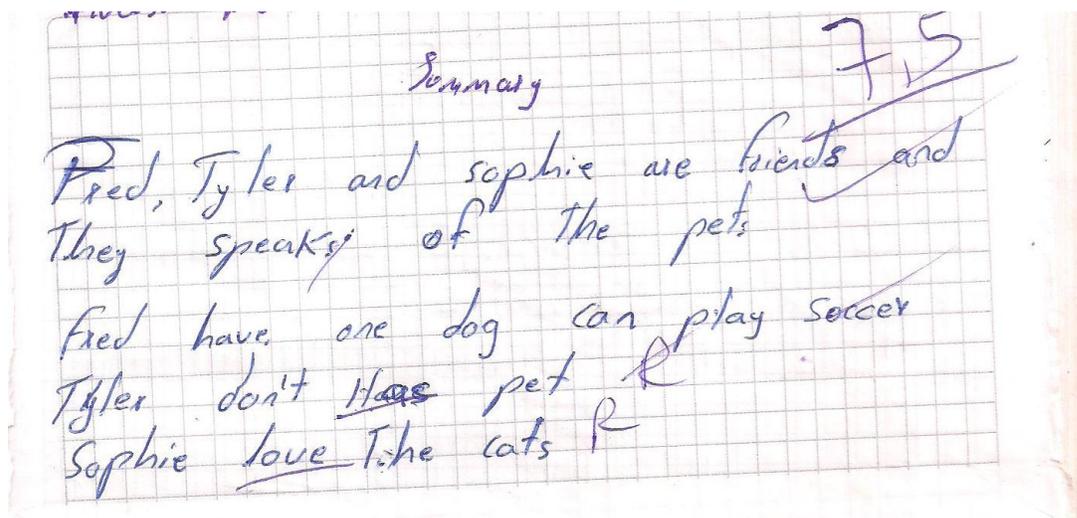
Select the best applicant for the job from the following list:

| Name         | Age | Height (m) | Weight (kg) | Hobbies        |
|--------------|-----|------------|-------------|----------------|
| Laura Arenas | 17  | 1.55       | 54          | Cooking        |
| John Castro  | 18  | 1.70       | 65          | Reading        |
| Peter Vargas | 18  | 1.68       | 68          | Playing soccer |
| Simon Torres | 22  | 1.85       | 70          | Watching TV    |

#### Considerations:

John is taller than Laura but less tall than Simon.  
Laura is younger than Peter but less heavy than John.  
Peter is more athletic than Simon but less tall than John.  
Simon is heavier than Peter but less young than Laura.

### Appendix 4. Example of written retelling



## Appendix 5. Example of planning



INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSÉ  
 DECRETO N° 0165 DEL 13 DE ABRIL 2010  
 CÓDIGO DANE 154001011470-01

| FORMATO PLANEACIÓN INGLÉS    |   |                          |          |               |               |
|------------------------------|---|--------------------------|----------|---------------|---------------|
| ESTABLECIMIENTO EDUCATIVO    | INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSÉ  | CONSECUTIVO DE PLANEADOR | SEMANA 4 | FECHA SEMANA: | Octubre 13-16 |
| GRADO:                       | SEXTO   | PERIODO:                 | IV       |               |               |
| NOMBRES DE DOCENTE           | ELIO JESÚS CRUZ RONDÓN  |                          |          |               |               |
| ESTÁNDAR                     | Narro o describo de forma sencilla hechos y actividades que me son familiares.  |                          |          |               |               |
| OBJETIVO                     | El estudiante reconocerá vocabulario relacionado con fechas y horarios.   |                          |          |               |               |
| DESCRIPCIÓN DE LA ACTIVIDAD: | <p>1. Exploración</p> <p>El profesor propondrá algunos ejemplos en el tablero acerca de los números cardinales y ordinales en inglés para recordar la temática a los estudiantes. Los estudiantes pasarán al tablero y escribirán la cantidad correcta (cardinal) y su equivalente en ordinal.</p> <p>El profesor hará dibujos en el tablero para que los estudiantes recuerden las celebraciones aprendidas; los estudiantes deberán escribir el nombre de la celebración en inglés y el mes en que se celebra.</p>  |                          |          |               |               |
|                              | <p>2. Estructuración</p> <p>El profesor utilizará un poster con un reloj y unas manecillas móviles para explicar la temática de las horas. Se escribirán las expresiones que describen la hora en inglés (en punto, y media, un cuarto para, etc.) a medida que se mueve la hora en el reloj. Además, se escribirán varias oraciones para practicar.</p> <p>El profesor explicará el uso de las preposiciones de tiempo "on", "in" y "at" para expresar horas y fechas. Inmediatamente, se harán ejercicios de completar en el tablero para mecanizarlas.</p> <p>Los estudiantes traducirán oraciones que el profesor enunciará sobre fechas y horas para practicar el uso de las preposiciones de tiempo.</p> <p>El profesor enunciará la diferencia de horario entre Colombia y otros países para practicar la temática</p> |                          |          |               |               |
|                              | <p>mientras se aprende sobre aspectos culturales de la misma.</p> <p>Los estudiantes responderán preguntas acerca de la hora en relación con su propio contexto; por ejemplo, ¿A qué hora se levanta, se acuesta? Etc.</p> <p>Utilizando el poster con el reloj se pedirá a varios estudiantes pasar al tablero y escribir la hora que marca en inglés mientras los demás toman nota en sus cuadernos.</p>  |                          |          |               |               |
|                              | <p>3. Valoración</p> <p>Después de recordar el uso de los números cardinales y ordinales, el profesor aplicará una evaluación sobre dicha temática. Cada estudiante recibirá un papel con información acerca de diferentes países que han participado en la copa mundial de fútbol para llenar una tabla usando los números ordinales y cardinales en inglés.</p> <p>Los estudiantes realizarán una evaluación acerca de las celebraciones y los meses del año donde deberán relacionar la celebración con el mes correspondiente.</p> <p>Como compromiso, los estudiantes preguntarán a sus padres acerca del día de su nacimiento para escribir en inglés la fecha y hora en que nacieron.</p>  |                          |          |               |               |
| RECURSOS:                    | Marcadores acrílicos<br>Tablero<br>Poster con reloj   |                          |          |               |               |
| POSIBLES DIFICULTADES:       | Se podría presentar desorden en los ejercicios de participación.  |                          |          |               |               |
| ACTIVIDAD DE RESPALDO:       | El profesor buscará estrategias para mantener el orden en el salón.   |                          |          |               |               |
| TIEMPO:                      | 3 horas.  |                          |          |               |               |

## Appendix 6. Oral test included in the reinforcement exam

|   |   |
|---|---|
|  | <p><b>INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSÉ</b><br/> <b>ENGLISH REINFORCEMENT TEST</b><br/> <b>7</b><br/> <b>IV PERIOD</b></p> |
|---|---|

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Classify the animals in the chart:

|      |      |        |     |
|------|------|--------|-----|
| Fox  | Frog | Cat    | Dog |
| Lion | Bear | Parrot |     |

|   | Run | Jump | Fly | Swim | Climb |
|---|-----|------|-----|------|-------|
| ☺ |     |      |     |      |       |
| ☹ |     |      |     |      |       |

2. Read next information. Write True or False.  
Justify your false answers.

Bears live in big groups ( )  
 \_\_\_\_\_

Foxes eat almost anything ( )  
 \_\_\_\_\_

Penguins can't swim ( )  
 \_\_\_\_\_

3. Complete the sentences using *why* or *because*.

I ask the teacher \_\_\_\_\_ English is important.

I can't fly \_\_\_\_\_ I don't have wings.

I can't go to the cinema \_\_\_\_\_ I don't have money.

I wonder \_\_\_\_\_ Mary is happy.

Elephants are intelligent \_\_\_\_\_ they can recognize themselves in the mirror.

4. Do you like English? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Select an image from a bag. Then, answer the following questions.

What animal is this? ( )

What can it do? ( )

What can't it do? ( )



**Good Luck !**



## Appendix 8. Proficiency-based test

Colombia achieved the 5<sup>th</sup> place in the 2014 FIFA World Cup, the 20<sup>th</sup> FIFA World Cup. It played 5 matches out of 7. It won 4 matches, drew none and lost 1.  
Date of elimination: 04-07-2014

Name

Date 15<sup>th</sup> october 2015

Grade 603

5.7

Q0.7 N° 1

- complete the chart according to the information

| Fifa world cup edition | Country    | Position | Matches |       |      |
|------------------------|------------|----------|---------|-------|------|
|                        |            |          | won     | drawn | lost |
| twentieth              | Colombia ✓ | Fifth    | four    | none  | one  |
| twentieth              |            | X        | X       | X     | ✓    |

Date

July 9<sup>th</sup> 2014 ✓

## Appendix 9. Standard-based test

|   |   |
|---|---|
|  | <p><b>INSTITUCIÓN EDUCATIVA COLEGIO SAN JOSÉ</b><br/> <b>ENGLISH FINAL TEST</b><br/> <b>8</b><br/> <b>IV PERIOD</b></p> |
|---|---|

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Complete the sentences using comparatives or superlatives according to the image.



Homer is \_\_\_\_\_ than Bart. (Tall)  
 Homer is \_\_\_\_\_ than Bart. (Fat)  
 Bart is \_\_\_\_\_ than Homer. (Old)  
 Homer is \_\_\_\_\_ than Bart.  
 (Oblivious)  
 Bart is \_\_\_\_\_ than Homer. (Short)  
 Homer is \_\_\_\_\_. (Young)  
 Bart is \_\_\_\_\_.  
 (Mischievous)  
 Homer is \_\_\_\_\_. (Fat)

2. Classify the animals in the chart.

|     |          |      |        |
|-----|----------|------|--------|
| Pig | Elephant | Frog | Cat    |
| Dog | Lion     | Cow  | Parrot |

| Domestic | Wild | Farm |
|----------|------|------|
|          |      |      |
|          |      |      |
|          |      |      |
|          |      |      |

3. Read next information. Write True or False. Justify your false answers.

Giraffes are shorter than rabbits ( )

Rabbits are more adorable than frogs ( )

Cats are more dangerous than lions ( )

4. Describe your ideal pet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Good Luck !**

## Appendix 10. Survey adapted for students



UNIVERSIDAD DE PAMPLONA  
FACULTAD DE EDUCACIÓN  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

### ENCUESTA PARA ESTUDIANTES

|                           |               |       |
|---------------------------|---------------|-------|
| Establecimiento educativo |               |       |
| Jornada                   | Grado y curso | Fecha |
| Area                      |               |       |

Estimado(a) estudiante, tu opinión acerca de la forma como el profesor organiza, desarrolla y evalúa el curso es muy importante para nuestra institución educativa. A continuación se presentan una serie de aspectos relevantes en este sentido, para que valores el desempeño del docente con la mayor objetividad posible, marcando con una equis (X) frente a cada aspecto la respuesta que mejor represente tu opinión.

| EL PROFESOR  | Nunca | Algunas veces | Casi siempre | Siempre |
|--|-------|---------------|--------------|---------|
| 1. Presenta los temas con mucha claridad                                     |       |               |              |         |
| 2. Comunica claramente los objetivos de la clase                             |       |               |              |         |
| 3. Responde las dudas de los estudiantes en clase                            |       |               |              |         |
| 4. Expresa expectativas positivas de los estudiantes                         |       |               |              |         |
| 5. Evalúa adecuadamente la materia   |       |               |              |         |
| 6. Indica normas de comportamiento en clase para todos                       |       |               |              |         |
| 7. Es respetado por todos los estudiantes del curso                          |       |               |              |         |
| 8. Realiza clases activas y dinámicas  |       |               |              |         |
| 9. Llega a clases y sus orientaciones son seguidas por todos los estudiantes |       |               |              |         |

| LAS CLASES   | Nunca | Algunas veces | Casi siempre | Siempre |
|--|-------|---------------|--------------|---------|
| 10. Son interesantes porque tratan temas llamativos        |       |               |              |         |
| 11. Empiezan y terminan a la hora indicada                 |       |               |              |         |
| 12. Desarrollan los temas propuestos en el tiempo indicado |       |               |              |         |

13. ¿Cuáles de los siguientes recursos usa el profesor para desarrollar sus clases?

|                                     |       |                         |       |
|-------------------------------------|-------|-------------------------|-------|
| Tablero                             | _____ | Películas y videos      | _____ |
| Computadores                        | _____ | Diapositivas o acetatos | _____ |
| Libros de texto                     | _____ | Otros                   | _____ |
| Programas educativos computarizados | _____ | Cuáles                  | _____ |

¡Gracias por tu tiempo!

Appendix 11. Example of written productions



INSTITUCION EDUCATIVA COLEGIO SAN JOSE  
DECRETO N° 0165 DEL 13 DE ABRIL 2010  
CÓDIGO DANE 154001011470-01

ASIGNATURA: INGLÉS  
GRADO: SÉPTIMO

5,3

CREATIVE GROUP WRITING

Name: sharon Bautista

1. Once upon a time a boy called Oscar,  
that has a cat called Micho.

Name: wilmer gomez

2. the cat is very playful ✓

Name: shon frey contreras

3. Because the cat not can't be calm

Name: wilmer gomez

4. but he cat finally calm

Name: \_\_\_\_\_

5. \_\_\_\_\_

Name: \_\_\_\_\_

6. \_\_\_\_\_