APPLYING LITERARY TEXTS AS A STRATEGY TO ENCOURAGE READING

COMPREHENSION AND WRITTEN PRODUCTION AT SAN FRANCISCO DE ASIS

SECONDARY SCHOOL: ACTION RESEARCH

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Final Report of Practicum

Applying literary texts as a strategy to encourage reading comprehension and written

production at San Francisco de Asis secondary school

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It would not have been feasible the achievement of this goal without the committed support of my family and relatives. I want to thank my partners and those teachers who infected me with the true human substance for teaching and learning. Finally, I want to thank to San Francisco de Asis School for letting me to conduct this project inside its branch of Cristo Rey.

"What the teacher is is more important than what he teaches." Karl Menninger.

Acceptance note

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Ivan Dario Vargas

Head of the Languages and Communication Department

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Introduction

The wide world development and the diverse cultures' unification have taken education as a competitive trainee process so that those qualified to handle any situation the world demands, can conquer it. In this respect, the learning and teaching of a foreign language and in this case English as a foreign language has been taken towards a new scope in which teachers must coach students so that they can manage a communicative, social and cultural environment so that, these ones be more competitive and consequently they can obtain development opportunities. Whereby, the Colombian ministry of education has established a national bilingualism plan, whereupon, this organism seeks to upgrade the quality of teaching and learning of such language. (Colombian National Plan of Bilingualism 2004 – 2019). That is why , the ministry implanted a chief educational policy which is the adoption of the CEFR (Common European Framework of Reference) which sets teaching and learning evaluation items and establishes the proficiency standards and levels for elementary, secondary school and higher education.

Problem

The learning of a foreign language implies the mastery of two correlated skills: the production and the comprehension skills. Those related to production are: oral production and writing production which involve the learners of a language into a process in which they implement and put into practice what has been received during the instruction, and the

receptive ones which are reading comprehension and oral comprehension. In that process, teachers have to develop strategies to help students master their communicative skills in a real context using the English language. However, students from Colombia have been presenting deficiencies when speaking, writing, listening and reading in this language due to an ineffective teaching process and low resources at schools. A perfect example of this issue is what was found in the non-participant observations conducted at San Francisco de Asis high school in Colombia, therefrom, those failures students have when communicating and understanding the oral and written way were identified.

Justification

This undertaking was centered on the application of literary texts as a strategy to improve students' reading comprehension and writing production. Thereby, it has been determined the implementation of short stories and poetry for being a suitable source to make an accurate use of the language in the classroom. According to Hişmanoğlu (2005) Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus,

they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

This document was split into four main chapters. The first one is centered on all those aspects related to the pedagogical component which approaches the key concepts, the theoretical framework, the methodology and the planning principles.

Touching the second chapter, this one is the research component which covers the previous studies to support the project and contains the research design, the methodology, the population and instruments to apply and obtain data and the subsequent data analysis and findings. Consequently, the third chapter tackles the outreach component in which a Basic English course for children was carried out by the pre-service teacher as a way to enrich students' foreign language knowledge. Regarding the fourth component, this part presents all those activities in which the pre-service teacher took part, being both academic and extracurricular activities.

General Objective

- ✓ To apply literary texts as a strategy to encourage reading comprehension and written production.

Specific objectives

- ✓ To improve reading comprehension and written production skills through the use of literary texts.

✓ To motivate the students to develop reading comprehension and written production.

Institutional observation

Location

This project was executed in a Colombian public secondary school which is located in 5n street Nº 12-3660 "Cristo Rey" neighborhood high side in Pamplona, Norte de Santander and which is a branch belonging to "San Francisco De Asís" Main high School institution located in the 3rd street 8-204, "Los Cerezos" neighborhood. According to the government Decree No000932 on December 2007, which modified the Decree No 000132 on January 28th2003, that establishes "Institución Educativa InstitutoTecnico Arquidiosesano San Francisco De Asís" is a set of different scholar Institutions, which are "Sede Central, Rafael Afanador Y Cadena, José Antonio Galán, Cuatro De Julio" and "Santa Marta".

Table 1. Institution General Authorities.

NAME	OCCUPATION
Bernardo Wilchez Gelvez	Rector
Jose Joaquin Rincon	Coordinador
Carmen Rosa Daza	Lic. Lenguas Extranjeras Ingles - Francés

Key aspects of P.E.I

The "Institución Educativa Instituto Técnico Arquidiocesano San Francisco De Asís" bases its doctrine on the following philosophy:

Mission

Providing our students the formation spaces which guarantee them and their families, the city, the region and Colombia, learnings and life experiences, which can be applicable as labor alternatives to solve their economic problems, so that they consolidate responsibly their projects of life. Thereby, the institution will impel projects directed to strength the human talent, the communitarian participation, the preparation for work, the inclusion of all without any type of discrimination in a tolerated and respectful scope of man and woman and the environment,

Vision

By the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sporting and academic gaining recognition in the local, regional and national scope.

Code of conduct

The board of directors of the Cristo Rey institution adopted a unique rulebook which establishes the general basic criteria of institutional coexistence; the rulebook is based on the followingcharacteristics:

All educative communities participate.

Rights, duties, and inhibitions of all educative members

Pacific and respectful coexistence.

Parameters, procedures and mechanisms to solve academic and behavioral problems.

Table 2. Organizational chart of activities:

Mes	Fecha	Actividades
	1 – 4	Desarrollo académico, entrega de instrumentos simulacro saber 3º5º9º y asamblea académica 2º periodo primaria y secundaria sesión ordinaria comité de convivencia.
Septiembre	7-11	Desarrollo académico, entrega de reportes académicos 2º periodo preescolar, primaria y secundaria simulacro pruebas saber 3º5º9º, entrega de instrumentos de evaluación prueba de calidad 2º periodo 10y11º.

	14-18	Desarrollo académico y prueba de calidad 2º periodo media técnica.
	21-25	Desarrollo académico, actividades de recuperación prueba de calidad 2º periodo 10º y 11º ,asambleas académicas 10º y 11º grado, sesión ordinaria comité convivencia 10º y 11º grado, terminación 2º periodo académico media técnica – entrega de informes académicos a secretaría.
Octubre	1-2	Desarrollo académico
	5-9	Receso estudiantil – desarrollo institucional
	13-16	Bingo institucional
	14-15	Desarrollo académico, consejo académico sesión ordinaria, izada de bandera: inclusión, valores ecológicos. Descubrimiento de américa participan todos los grupos con expresiones artísticas y culturales.
	3-6	Desarrollo académico, sesión ordinaria consejo académico, entrega de instrumentos de evaluación 3º periodo todos los niveles.
	9-13	Desarrollo académico, prueba académica de calidad 3º periodo para estudiantes todos los niveles.
	17-20	Desarrollo académico – recuperaciones pruebas de calidad 3º periodo todos los niveles.

Noviembre	23-27	Desarrollo académico – recuperaciones finales, izadas de bandera entrega símbolos transición y quinto primaria, asambleas académicas por sedes, comisión de convivencia, comisión de evaluación y promoción, izada bandera: entrega pabellones institucionales 10º y 11º grados eucarística de graduación, grados.
Diciembre	1 - 4	Desarrollo institucional, entrega informes finales.

Table 3. Pre-service teacher schedule

MARTES	MIERCOLES	JUEVES	VIERNES
7:00 – 7:55	8:50 – 9:45	7:55- 9:45	8:50 – 11:10
7 GRADO	7 GRADO	6 GRADO	9 GRADO
8:50- 9:45	10:15 – 11:10		
8 GRADO	6 GRADO		
10:15- 11:10			
9 GRADO			

11:10- 12:00		
GRADO 7		
	12:00 – 12:50	12:00 – 12:50
	8 GRADO	**8 GRADO**

Pedagogical Aspects

Image 1. Letter of consent and permission
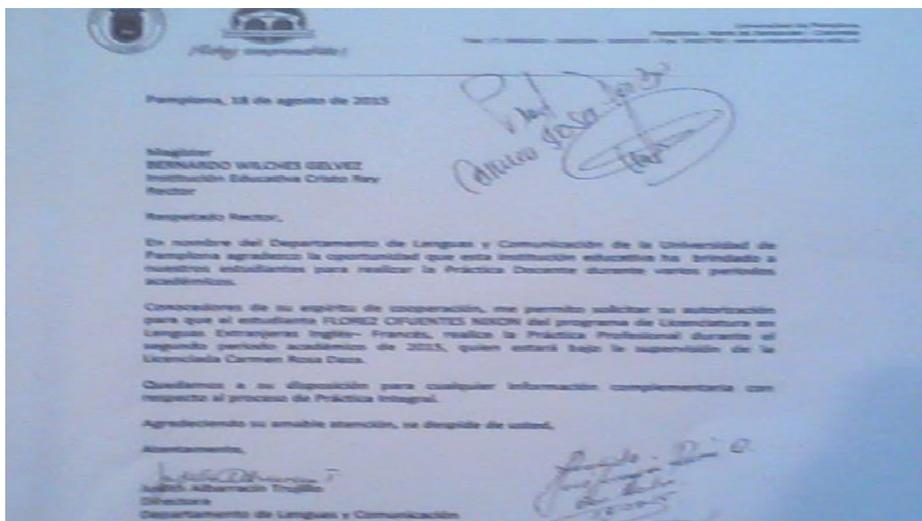
Chapter I Pedagogical Component

Introduction

This undertaking was conducted at San Francisco de Asís branch of "Cristo Rey" with the purpose of using literary texts to improve reading comprehension and written

production of secondary school students where some strategical deficiencies when improving students' English foreign language knowledge were found. In that case a meaningful strategy was implemented; this is the use of literary texts so that students enhanced two main skills, one of comprehension which is reading and one of production that is writing. Therewith, this manner aimed to develop the four main skills; reading, writing, speaking and listening through the integration of all of them and thereby improving the communicative skills in EFL. Otherwise, it is important to mention that the population selected was 8th and 9th grade. To better comprehend the dynamic of this project. In this section, the theoretical framework and the methodology will be described.

Justification

The process of teaching and learning requires the mastery of the communicative competence and such competence is a set of different skills which are reading, writing, speaking and listening, whose development and teaching are successful as they are integrated in the classroom's works. In some respects, even if this undertaking was centered on reading and writing skills, it is necessary to affirm that all the four skills needed to be articulated when conducting it, because, to write it is mandatory to read and to speak it is necessary to listen to and to produce, it is fundamental to comprehend the input. That is why, it was important to apply a wide range of activities linking prior knowledge to the new practices, and also to integrate other language scopes such as culture, daily life experiences so that the teaching and learning of English as a foreign language was executed in an integral scope. Whereby, it is highlighted Collie and Slater's statement (1990), there

are four main reasons which lead a language teacher to use literature in the classroom which are: valuable authentic material, cultural enrichment, language enrichment and personal involvement and some other factors requiring the use of literature as a powerful resource in the classroom context.

Objectives

General objective

- ✓ To improve reading comprehension and written production through the use of literary texts at San Francisco de Asis Secondary School.

Specific objectives

- ✓ To promote the use of literary texts in order to motivate the students in writing reading and writing activities.
- ✓ To involve students in their learning process through the use of literary texts

Theoretical framework

National plan of bilingualism: the ministry of education defines it as a program that proposes to enhance the communicative competence in English language of the whole educational system and strength the national competitiveness. In such task, teachers and

educational institutions public or privates, play a chief role. This program adopts all the levels of the CEFR which asses from pre-school until higher education.

Common European framework of reference for languages: the European Union describes the CEFR as a guideline that provides a common basis for the explicit description of objectives, content and methods in second/foreign language education. Therefore, for reception, production, interaction, and some competences the CEFR defines six common reference levels (A1, A2, B1, B2, C1, C2), using "can do" descriptors to define the learner/user's proficiency at each level.

Table 4. Global scale of English language proficiency levels established by the CEFR

Global Scale

Proficient User	*C2*	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	*B2*	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	*A2*	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 5. Global scale of English language proficiency levels established by the MEN for elementary and secondary education

Groups of courses	CERF Level	
10th 11th	B1	Pre - intermediate
8th 9th		
6th 7th	A2	Basic
4th 5th		
1st 2nd 3rd	A1	Beginner

Communicative approach: Murcia (1996) states that language is a system for communication, therewith, the goal of teaching English as a foreign language is to teach the learner the ability to communicate in the target language. In this respect, the communicative approach has some characteristics which are:

The content of a language course must include semantic notions and social functions, not just linguistic structures.

Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.

Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.

Classroom materials and activities are often authentic to reflect real-life situations and demands.

Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes the learners are educated and literate).

The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

The teacher should be able to use the target language fluently and appropriately.

Literary texts: The literary website enotes.com affirms that literary works are those that have significantly complex and detailed literary devices particularly in metaphor and symbolism. Also important are literary elements of chronology and psychological characterization. Metaphor and symbolism are significant and distinguish literary from nonliterary because deeper meanings are embedded in the text through these techniques. A text rich in metaphor and symbolism will impart both literal and figurative meanings and will accommodate deeper and more layered themes. As Obediat (1997) states, literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is

used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners.

Poetry: The oxford dictionary defines it as a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm; poems collectively or as a genre of literature. As Torralbo and Ojeda (2000) stated, the use of poetry makes teachers encourage students to make use of certain interpretative strategies while reading, for example speculating about the symbolic meaning of certain words rather than focusing on their literal meaning. For selecting poetry the criteria established by Hanauer 1997, has been taken into account. These must contain: accessible vocabulary, themes that may interest the students, a poetry that tells a story and the importance of cultural value.

Reading skill: The website readingrockets.org in its article "what reading", determines reading as a multifaceted process involving word recognition, comprehension, fluency, and motivation.

Reading comprehension: K12reader.com expresses that reading comprehension is the act of understanding what you are reading. That is to say, reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Written production: it is a linguistic skill which tends to develop activities of organization, structuration and distribution of ideas to foster the application of rhetoric

functions like the description of a general parameter and all its nuances: the definition, the explanation, the exemplification, the illustration, the comparison, the integration, the generalization and the elaboration of hypothesis and critics.

Short story: the Encyclopedia Britannica describes short story as a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

Besides, a short story is usually centered on a single effect conveyed in only one or a few significant episodes or scenes. In addition, the form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed. Despite its relatively limited scope, though, a short story is often judged by its ability to provide a "complete" or satisfying treatment of its characters and subject. As sage (1987) states: short story is a supreme resource for observing not only language but life itself. In short story, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The worlds of short story both mirrors and illuminates human lives. Furthermore, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment. Thereby, Khalaf (2010) introduces certain elements that should exist in a good short story which are:

Setting: the time and place when and where the story happens.

Characters: persons, or sometimes even animals, who take part in the development of a short story or other literary work.

- The Conflict: it is the fight between two people or things in a short story.

- The main character is usually in one side of the central conflict.

- The Plot (events): the correlation of events which make up the story.

- The Solution: the outcome of the attempts to obtain the harmony of the story.

- The Theme: It is the central idea of the story.

Methodology:

As this project was conducted at the San Francisco de Asis secondary school branch of Cristo Rey and its duration will be 10 weeks according to the academic institutional chronogram, with the purpose of implementing literary texts as a strategy to encourage students' capacities when comprehending a text and producing a written. Then, the selected population that was part of this undertaking was 15 students from 8th and 9th grades. Besides, the selection of the literary texts needed to determine the relationship among these ones and the pedagogical and research component's goals. Thus, the criteria established by Mubarack (2011), was taken into account. That is how after the selection of the different texts, the pre-service teacher needed to design lesson plans in order to apply and include each text in an articulated manner. These lesson plans also included some general information such as: date, level, topics, materials, grammar, communicative and

cultural objectives. Additionally, the design of these lesson plans was based on the criteria for the reading comprehension proposed by Clanfield. These criteria are a set of four steps. Thus, Mubarack (2011) maintains that it is fundamental to keep in mind three aspects such as the role given to the English language in the education system, the students' proficiency level, grammar structures and the cultural considerations. Furthermore, he established the following parameters:

- The selected texts should be simple and not so complex and be suitable to students' level and encourage them to read.

- The texts should be rich in language, and examples of various grammatical structures and useful vocabulary.

- The selected texts should be linguistically in order to guarantee opportunities for integrating the four language skills in effective way not only for developing reading comprehension skill but all the skills.

- After selecting the texts, the pre-service teacher needed to create lesson plans through the application of the procedure proposed by Clanfield who designed a methodology for teaching literature based on the integration of two approaches: the language approach, centered on the use of language and the personal growth approach, focused on the learner own feelings and opinions. With this model the teacher may focus on general grammar, vocabulary and the linguistic features of the text to allow students to make meaningful interpretations of it, this methodology aims to help learners to read and study texts more competently. Thus, Clanfield has suggested five stages which are:

Stage 1: warmer: introduction of the topic and catching the students' attention. In this stage the teacher can develop diverse activities such as: a whole class discussion, guessing games, brainstorming activities of vocabulary around the topic of the class. Furthermore, a discussion about students' knowledge about the author or about the reputation of the literary text can be developed.

Stage 2: before reading: This stage is optional because can be implemented during the warmer. In this stage, there are processes: preparing to reading, predicting in which teachers ask students to predict the coming events of the story and finally giving students a taste of the story in this activity teachers can read an extract of the story (without seeing the story, or paper turned over) at normal speed, even quickly and asked students to compare what they have understood in pairs. Then they asked students to report back what they understood and then asked them to see the story (or turn over the page) and read it for themselves.

Stage 3: understanding the text, general comprehension. At this stage, the teachers can ask students to read the whole text. Once students had read it, the teacher may set comprehension questions or ask them to explain the significance of certain key words of the text. Another way of checking comprehension is by asking students to explain to each other in pairs, what they have understood.

Stage 4: understanding the language: At this stage, the teacher can explain the meaning of words related to the text by stating synonyms and examples and also students can use dictionaries to look up unknown words which will be contextualized by the teacher in case they are colloquial language.

Stage 5: follow up activities: this stage is centered on production activities. In order to execute this part of the process, teachers can ask students to describe in their own words an important event of the story or ask them to elaborate a text using the vocabulary and also the grammatical tenses learnt in class.

In order to carry out the writing process, Harmer's model (2004) was taken into account. Since this methodology is a set of four stages which are:

Planning: Students determine the purpose of their writing, the language they can use and the information they may include.

Drafting: it is the first version of a written; it is better known as a draft

Editing: it is to reread the written in order to correct mistakes.

Final version: it is the final product of the written process.

As pre-service teachers had to accomplish a fixe schedule when doing the practicum, he worked with secondary students which are students from 6th grade, 7th grade, 8th and 9th grade.

Planning principles

The teachers' planning principles were based on the stages proposed by Brown (2001):

Warm-up/Review: It encourages learners to use what they have been taught in previous lessons. Teacher asks students for the topic presented in the previous class e.g. direct question or asking for the homework.

Introduction to a new lesson: It focuses learners' attention on the objective of the new lesson and relates the objective to their lives.

Presentation: It introduces new information, checks learner comprehension of the new material, and models the tasks that the learners did in the practice stage. Teacher explains the new lesson by using materials which help understand in a proper way the topic.

Practice: it provides opportunities to perform and apply the new language or information. The students do exercises in order to apply all what they learn from the teacher explanation.

Evaluation: it enables the instructor and learners to assess how well they have grasped the lesson.

In order to accomplish a ten weeks practicum schedule, the pre-service teacher was given a curriculum to follow. Such curriculum involved courses from sixth to ninth grade. That is why, all the lesson plans were based on the application of those contents.

Curriculum for sixth grade

- The verb "To Have" and "body parts"
- Possessive adjectives and family members
- Parts of the house and prepositions of place
- Personality adjectives and the verb to be

- Vocabulary of food (fruits, drinks, vegetables, junk and fast food)

- The Auxiliary can

- Prepositions of time

- Seasons and months of the year

- Days of the week

- Days of the week

- The most common verbs in English

Curriculum for seventh grade

- Possessive adjectives and body parts

- Vocabulary of drinks and food

- Countable and uncountable nouns

- Vocabulary of clothes and the verb to wear

- Past simple and regular – irregular verbs

- Imperative form

- Will Future simple

- Going to- future

Curriculum for eighth grade

- Will - Future simple

- Going to – future tense

- Modal verbs CAN, COULD, MUST, MAY, MIGHT, HAVE TO, BE ABLE

- Imperative form

- Prepositions

- Vocabulary of illness and body parts

Curriculum for ninth grade

- Past participle

- Past participle tense

- Present perfect tense

- Future perfect tense

- Wh question words

- Tag questions

- Modal verbs : CAN, COULD, MUST, MAY, MIGHT, HAVE TO, BE ABLE

Findings

This project was conducted during 10 weeks (2 weeks observation class) and (10 weeks of class execution). The pre-service had 12 class hours per week each one, from 6th grade to 9th grade. The student teacher worked on the four skills (integrated skills during each different class section), but his research project was focused on reading and writing and skills through the use of literary texts with 8th and 9th grade students. That is why there was an emphasis on the relevance of using poetry and short stories in students' learning

process. It is necessary to highlight that the pre-service teacher could only apply two poetry and two short stories in 8th and ninth grades due to timetable deficiencies.   During the first class section the pre service teacher explained the learners how to work on his classes and the importance of developing reading comprehension and writing production in EFL. It was also meaningful to explain them the language level proficiency they must master according to the CERF. At the beginning some students were opponent to the notion of working on reading and writing due to the lack of vocabulary they had. Nevertheless, the pre-service teacher resorted to convince them about the idea that learning is a process and if they did not practice, they would never learn something. Some others were motivated to learn English, nay, they wanted to be able to write and understand texts and audios.

Applying literary texts like poetry and short stories were a meaningful tool because it allowed the students to comprehend texts and learn new glossary; also, it helped to motivate students who were not interested in participating, by reading, comprehending and writing in English as a foreign language. The use of literary texts brought about some important perspectives whose relevance let highlight and appreciate students' effort and participation taken during each class activity.

On the other hand, the lesson classes were planned according to the stages proposed by Brown (2001) in which they included the topic, the objective as well as activities and exercises aimed at developing the topic and accomplishing the objective of the class. Furthermore, the pre-service teacher relied the classes progress on the Communicative Approach stated by Nunan (1991) integrating the activities with situations arisen from the

real life in which the student could communicate in foreign language; most of activities and warming up were created based on situations in which they were involved. All those activities were planned according to the curriculum established by the institution and the English teacher taking into account each grade. Those topics were planned for the development of the four languages skills, specially the reading and writing skills.

The use of the literary texts profited the reading and writing skills, when reading the students made use of the verbal tenses learnt in class and when writing   they implemented the vocabulary acquired from the reading and lesson. That is to say, there was a correlated process to read and write.   Through the ten weeks process, the pre service teacher developed dynamical and practical activities like role plays, games and dynamics that caught students' attention and willing to participate in each one of them what made them feel confidence and excited in some classes because of their motivation for learning by doing and practicing. Likewise, the student teacher achieved the goal proposed at the beginning of the semester that was to get students involved and motivated into the learning process, because this kind of methodology did not have precedents in its course, considering that didactic material like videos, images and audios encouraged them to work.

The review process was a fundamental aspect when coaching students to read and write because they needed a frequent review of grammar structures and verbal tenses in order to better comprehend and produce a short text. Likewise, the use of dictionary and pre-service teacher's assistance as translator were useful to support students in their writing process.

Limitations

When subjecting to the conduction of the practicum, there were difficulties which were not abnormal issues or isolated events, since, in some cases, the students' indiscipline and the possible shortage of time affected the productive and effective development of some classes. As well as, the diverse teachers meetings and activities interrupted the right fulfillment of the different lesson plans. Likewise, as students presented deficiencies in the mastery of the English language, it was complicated for the pre-service teacher to keep a frequent use of the language in the classroom, but also, that default influenced to postpone a lesson plan that was aimed to accomplish in a determined scholar time. Evidently, these previous factors were the chief aspect that disrupted the efficient conduction of the pedagogical component.

Chapter II Research Component

Introduction

The teaching and learning of foreign languages are two correlated processes. For, the success or failure in the development of the first one is going to influence in the fulfillment of the second one. In order to carry out a good teaching process, English foreign language teachers have implemented diverse strategies and techniques which have facilitated the development of the communicative competence and specifically of their four components (reading, writing, speaking and listening). Whereupon, lots of teachers have focused their teaching procedures on the implementation of literature as an effective and

useful strategy in teaching and English learning, since, such strategy subjects the student in an integral learning that involves pragmatic, socio-linguistic and reflexive scopes. As Khatib (2011) recognizes, literature is considered as a promising tool for language learning purposes in classroom. That is why some scholars in the field have noticed various advantages for the use of literature in EFL/ESL classes which are: authenticity, motivation, cultural/intercultural awareness and globalization, intensive/extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional intelligence (EQ) and critical thinking. For this reason, the pre-service teacher decided to encourage reading comprehension and written production.

Problem

Through the non- participant observations, it was found that the teacher adopted a traditional method to teach English in which there was a focus only on grammar and others linguistic aspects were isolated what brought about some deficiencies and needs students had at san Francisco de Asis branch of Cristo Rey, which were: the lack of vocabulary to express some ideas in the English language in oral or written way , the weakness on learners' pronunciation and the lack of abilities to produce intelligible written sentences with background knowledge due to the translation procedure from L1 to L2 students used when creating simple sentences. Likewise, some difficulties to understand short texts in the reading activities were identified.

Justification

Having grounds on the phenomena identified during the observations conducted in 8th and 9th grades. It turned out necessary to provide strategies and resources to solve them. Such means was an action research, because as Parsons and Brown (2002) state: action research serves so that teachers apply the rigors of scientific inquiry in the context of their classroom experience in an attempt to improve teaching effectiveness. It serves as a vehicle through which teachers investigate issues of interest and then incorporate the results into their own planning and future teaching. . For that reason, this action research also aimed at reshaping the teaching methodology to give more emphasis in reading comprehension and writing production skills integrating the other abilities such as speaking, reading, and listening through the application of literary texts in 8th and 9th grades at San Francisco de Asis branch of Cristo Rey School.

Research Questions

Grand tour question

- ✓ How do literary texts improve students' reading comprehension and production skills?

Sub Questions

- ✓ How does the use of literary texts influence in students' English reading and writing skills?

✓ What are the factors that support and affect the application of literary texts in secondary school students?

Literature review

The teaching of English as a foreign language demands educators to resort to diverse types of strategies, techniques and models that make effective their work. In order to perfectly implement a determined strategy chosen, teachers need to review all the filed literature related to the application of it. Consequently, in this section, the literature review which is meaningful to support and to structure this action research project will be fully described.

On the one hand, Ojeda and Jover (n.d) paper entitled Literature in the English Language Classroom in which they highlighted the reasons for using literature in classroom. Likewise, useful techniques to apply when teaching were recognized. The results confirmed that teachers resort to literature for being a motivating material that let pupils access to cultural background and also encourages their language acquisition and finally because it educates them integrally because of the expansion of language awareness and the interpretative abilities that students can develop. Furthermore, a language-based approach, literature as content and literature for personal enrichment were the ways teachers used literature in class. This information was necessary to shape the reasons and the ways to use literature during the project that was carried out at Cristo Rey. On the other hand, Hişmanoğlu (2005) conducted a study centered on the use of literature as a technique

for teaching comprehension and production skills. Likewise, the reasons for using literary texts in foreign language classroom and the main criteria for selecting suitable literary texts in foreign language classes, whose outcomes determined that while selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc. should be taken into account in order not to bore students with inappropriate materials. These results were meaningful to select the type of texts that was approached in this undertaking. Differently, Khatib (2011) a research focused on reviewing the literature on how literature can be integrated as a language teaching material in EFL/ESL class. Moreover, Khatib proposed five methodological models for teaching literature. Outcomes confirmed that literature is a fundamental tool for language learning purposes in classroom. Because, it has several advantages in students' learning process which are: authenticity, motivation, cultural and intercultural awareness, reading practice, pragmatic, grammar and vocabulary knowledge, and also develops language skills and critical thinking. Besides, Riverol (1991) a study based on examining how the use of literary texts can be a positive learning experience in the language classroom. Even if this research was applied to Spanish adult learners, its outcomes were relatives because the author concluded that their use should not only be to illustrate particular linguistic aspects but should also arouse the emotions in some way, that is, to encourage a reader response. These data had a meaningful importance, since it emphasized the essentiality of the emotional scope when learning a language through the use of literature.

Methodology:

In this section, the type of study, the population and gather data instruments will be described. This action research study had as population students from 8th and 9th courses aged from 15 to 18 years old. However, only four students were selected as participants to conduct the interviews. Every course was composed by around 20 to 34 students; their ages ranged between 15 to 18 years old. According CEFR their English level was B1.

Instruments

As regards to the gather data process, the main instrument was a journal, in which the researcher took notes of the whole process since the beginning until the end. Besides; three non-participant observations were carried out, in order to know aspects such as the classroom environment, the teaching materials, the assessment strategies used by the teacher and teacher and students' behaviors and attitudes. Moreover, two semi-structured interviews for complementing the results were implemented.

Reflective journal

Nunan affirms (1999) "journals are important introspective tools in language research" as cited by Duque (2014). Likewise; CELT (Center for the Enhancement of teaching and Learning) A reflective journal is a mean of recording ideas, personal thoughts and experiences, as well as reflections and insights a student have in the learning process of

a course. In addition to the demands of a typical written assignment (e.g. able to give definition on concepts, demonstrate basic understanding of course materials), reflective journal requires the students to think more deeply, to challenge their old ideas with new incoming information, to synthesize the course materials they have learnt into their personal thoughts and philosophy, and also to integrate it into their daily experiences and future actions. The benefits of the reflective learning process are usually accumulated over a period of time, in which the students usually show a series of developmental changes, personal growth and changes in perspectives during the process.

Non - participant observation

Burns (1999) states "Non-participant observation means watching and recording without personal involvement in the research context, in this kind of observation, the research's purpose is to remain a lot of distance and to have little or no contact with the subjects of the research". Based on this definition the pre-service teacher will play the role of non-participant observer. Furthermore, the non-participant observation will facilitate essential data for guiding the research project; in one hand this will let the researcher to identify the student's problems when communicating in oral and written way. Besides, the importance of this instrument lies on the facility it provides to select the population.

Semi-Structured interview

The semi-structured interview is open-ended and thus provides much greater flexibility. In the semi-structured interview, the action research generally uses prepared guide questions or alternatively has some overall directions in mind. (…) the aim of unstructured interview is to give as a full scope as possible to the informants' perceptions of themselves, the social situation and their experiences within it. This instrument was applied before and after the practicum process.

Table 6. Research Schedule:

Date	Non-participant observations	Semi-structured interviews	Date
26th august	First Observation	First Interview	8th September
27th august	Second observation	Second Interview	10th November
28t august	Third observation		
Reflective journal from September 7th until November 20th			

Being grounded on the research schedule, the preservice teacher implemented three non- participant observations from august 26th to august 28th in order to know the environment of the classroom and also to identify issues. Likewise, the first semi-structured interview was applied to the four participants on September 08th in order to know the perceptions participants may have about the development of reading comprehension and written production skills when learning English as a foreign language through the use of

literary texts. Moreover, the second semi-structured interview was applied in November 10th in order to know students perceptions about the application of this pedagogical tool. Differently, the application of the reflective journal was meaningful to reshape teaching styles and to reflect on the appropriate method to implement a suitable teaching process.

Findings

Non- participant   observations

During the two first weeks of the practicum process, the pre- service teacher was asked to carry out a non-participant observation process within the diverse courses he was commended to work. For, three non-participant observations were implemented in order to identity the learning difficulties the learners were presenting in the classroom and therewith to shape this undertaking as a way to solve a learning problem in this action research. Furthermore, these observations aimed at collecting data and suitable evidence supporting teaching methodology and students' performance while an English course is developed by the chief English teacher. This type of instrument was also a meaningful to know classrooms' environment and facilities to approach during the practicum process.

Semi – structured interview

Two semi-structured interviews were applied during the practicum process; one of them, whose objective was to get to know students' perceptions about the literary texts

before the application of them, was carried out at the beginning of the practicum, and the second one at the end of the academic term.

Journal

The student teacher used a daily journal to reflect on his pedagogical role and find tips, methodologies and diverse strategies that allowed him to achieve the goal of this undertaking. Furthermore, the journal was fundamental when analyzing all about the teaching experiences within a classroom as well as to determine all the aspects related to the institution. As Nunan (1992) said "diaries, logs and journals are important introspective tools in language teaching research" (page 56).

In order to asses students' written production, two standardized guidelines were adopted as a tool to provide a quantitative outcome to students' performance. The first guideline was applied as an evaluation parameter. The second one was used as a standard chart in order to identify students' writing levels. Furthermore, these standardized guidelines were fundamental to determine the learners' success when producing a short story or a short poetry in English, since, they could develop an integral competence whose components were the use of vocabulary, the mastery of grammar structure and verbal tenses, the socio pragmatic and communicative competence.

Table 7. Standardized guidelines for evaluation

	Points	5	4	3	2	1	0	

Items									Total
General development	1. Content								
	2. Organization								
	3. A sense of audience								
Specific components	4. Grammatical skills								
	5. Use of vocabulary								
	6. Spelling								
	7. Punctuation								
								Total	

Table 8. Chart of achievements

5	Constructs grammatically correct sentences and phrases and shows full mastery of appropriate vocabulary. Text is organised coherently. Correct spelling at all times. Excellent content and presentation. Message wholly relevant.	**41 - 50**
4	In general, grammatically correct sentences and phrases but some errors which do not effect understanding. Does not use appropriate vocabulary at all times. Some difficulties with organization of text. Some errors in spelling. Good content and presentation. Message mostly relevant.	**31- 40**
3	Grammatical errors and use of vocabulary affects understanding as does organization of text. Many errors in spelling. Satisfactory content and presentation. Message not always relevant.	**21- 30**
2	Text understood with difficulty due to inaccurate grammar and inappropriate use of vocabulary. Poor content and presentation. Message generally lacks relevancy.	**11 -20**
1	Impossible to understand text due to frequency of grammatical errors and incoherence of organization. Poor spelling. Message irrelevant.	**0 - 10**

Data Analysis

In order to answer the grand tour question and sub-questions of this action research focused on the use of literary texts as a strategy to foster reading comprehension, written production; among 8th and 9th grade students of the Institution San Francisco de Asis a public high school in Colombia. Data collected during the 9 week was analyzed through the typological analysis suggested by Hatch (2002.) Once the semi-structured interviews and the observation were transcribed, the researchers started the coding process in order to answer the research questions.

Research Questions

How do literary texts improve students' reading comprehension and production skills?

According to data analysis, the outcomes showed that literary texts were a useful tool to improve and encourage students' reading comprehension and written production. The researcher found three main aspects that were recognized by the students when working on the texts and helped to improve their reading and writing skill and were: 1. Level of language 2. Learning of vocabulary 3. Practice of the lesson learnt.

How does the use of literary texts influence in students' English reading and writing skills?

Based on the data analysis, the researcher found that the use of literary texts influenced students' reading and writing skill positively due to the affective, socio-pragmatic and cognitive inputs the texts provided. For instance, the participant n° 1 stated in the second interview "I think that what helped us to work on a certain reading or writing activity has to do with our like towards the gender, in my case, I love romantic poetry". Equally, the participant n 4 shared this notion " we learn because the reading is a real example to follow in order to learn new words and to use grammar structure and then we can practice writing by imitating it, be a poem, poetry o simple reading" . Shortly, the learners' perceptions allowed to determine that the literary texts no matter the gender

influenced their reading and writing skill for containing an affective connotation that let them to get friendly with the reading topic, as well as a socio-pragmatic scope that let them to use the text as a real pattern to follow and adopt when writing. There was another scope that was the cognitive and whose relevance was grounded on the linguistic, lexical and normative input the texts provided and consequently helped them to increase their vocabulary and their normative knowledge of the target language.

What are the factors that support and affect the application of literary texts in secondary school students?

According to data analysis, the students stated that there were three main profitable factors and negative ones when applying literary texts. The profitable ones were linked to a cognitive, traditional and practical scope. In some respects, the participant n 2 declared in the second semi structured interview "I think one of the benefits of implementing this type of strategy is that we learn vocabulary, new expressions and we put into practice the verbal tenses we work during the class, nay, and we learn grammar structure". The participant n 3 claimed in the second interview "we are already accustomed to this method, which is the most common and the most used by teachers at school that is reading and writing". Briefly, there were three the advantages of applying this strategy: 1. Acquisition of vocabulary. 2. Practice of the language. 3. Familiarity.

As regards the acquisition the vocabulary the students said that thanks to the feedback given by the pre-service teacher through the use of synonyms, images and actions, they could understand the meaning of some words without resorting to a dictionary. Furthermore, the texts selected were easy to comprehend as they contained known and familiar words; For, Mubarak (2011) stated that when teachers use a text; it should not contain an enormous quantity of unknown words; thereby, the purpose may be achieved. The researcher had into account that the vocabulary was appropriated for the learners' level.

In order to get a meaningful output, students needed to obtain an appropriate input, but mostly important to have a correlation between learning, doing and practicing. That is why in the second semi- structured interview the participant n 1 affirmed "an important factor that provides a profitable point when applying it, it is that we mechanize the lesson learnt and we put into practice what we have just learnt and that also encouraged us to keep on working".

Differently, the data analysis provided notions that shape a negative scope when applying this type of strategy, but its failure was not centred on its methodology and procedure but on external features like academic charge, students' tiredness and stress. Thereby, the participant n 2 confirmed "I think there were some factors that became the strategy a failure and there were the lack of time we had in a scholar journey, most of our English classes were scheduled for the last hours of the journey when we all were already exhausted and stressed" likewise, the participant n 4 stated "as most of our classes were in the last hours, we were not willing to work and participate because of tiredness and stress.

There were other factors like teachers' meetings that took the classes time and reduced the duration or a success application of the strategy". Briefly, the disadvantages of using literary texts were not planning failures but external and institutional compromises that in most cases were improvised by the general authorities.

The application of literary texts was a successful strategy that improved students' reading comprehension and written production in 8th and 9th grade belonging to San Francisco de Asis secondary school. Even if the improvement scale was not a considerable level in comparison with students in a more advanced basic level, the significance of this improvement laid on the existent contrast between the traditional method they are subjected to work and the acquisition of a new type of English foreign language input through a more practical mean.

Limitations

It was complicated to find participants, nobody wanted to be a volunteer, and then, it took a great effort to convince students to be part of the research project. Besides, those students who became participants did the best for helping in the development of this undertaking. In most cases, the difficulties to apply the project were the few time some classes took, likewise, curricular and extracurricular issues like institutional meetings and also that the lesson plans took more time than the timetable planned.

Chapter III Outreach Component

Introduction

Teaching English as a foreign language at an elementary educational curriculum is vital for the development of a community; therewith, the pre-service teacher has proposed classes for elementary school student at San Francisco de Asis elementary school; in order to engage students in learning English language since basic education.

Justification

The chief purpose to teach English at elementary school was to provide elementary school teacher with basic knowledge to teach this domain. Besides, the noticeable needs children have when acceding to the learning of this foreign language. The main objective was to offer a service which helped students to learn new vocabulary and grammar and allowed them to discover a suitable way for learning using teaching methods such as flashcards, videos, games and worksheets. The participants were students from 5th grade aged from 8 and 10 years.

Objectives

General Objectives

- ✓ The implementation of classes to increase elementary school students' English knowledge.

Specific Objectives

✓ To involve students into the English learning by using didactic resources.

✓ To improve children's basic English language vocabulary.

Methodology

In order to conduct these classes, it was necessary to follow the regular conduct, being the permission to the institution Coordinator and the teacher in charge of the group who approved such procedure and the teacher in charge supplied the topics and the schedules to work with the students. Afterwards, the pre-service teacher did the lesson plan for the classes based on CECR established for elementary school. Differently, these classes took four hours a week.

Table 9. Basic user levels according to the CERF.

Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 10. Schedule for fifth grade

LUNES	MIERCOLES	VIERNES
7:00 – :55	7:00 - 7 55	7: 00 – 8:55
5 GRADO	5 GRADO	5 GRADO

The pre-service teacher began to conduct an academic schedule, in order to teach English Foreign Language to students from fifth grade which belongs to elementary school. Since the beginning of the ten weeks of integral practicum, the pre-service teacher started to accomplish the out-reach component in a course whose population were 30 children aged from 8 to 10 years old. In order to carry out the English classes, the teacher in charge of the group gave to the pre-service teacher a table of content, so that the topics approached were consistent of the curriculum. Besides, among the 30 students, it is meaningful to highlight the existence of a boy who had educational special needs.

The pre-service teacher needed to approach the next topics during the conduction of the out-reach component:

- Professions and jobs
- Present continuous
- Vocabulary of animals
- Vocabulary of illness and body parts

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- Vocabulary of excursion

- The verb to have

Limitations

A big number of students into a classroom were a fundamental aspect that affects the teaching and learning process, since, in the participation activities, that quantity interrupted their own development, because, as a student participated, others started talking to each other. Likewise, the shortage of physical and material resources was another chief limitation due to the existence of an only screening room which sometimes could not be booked for being already reserved and that limited to display videos, images and other interactive, digital and didactic tools.

Findings

Having grounds on the needs students have when learning English in elementary school, the preservice teacher decided to implement a pedagogical intervention in a fifth grade course. It is necessary to highlight that this group of 30 pupils had deficiencies in the correct use and knowledge of English as a foreign language due to the wrong pedagogical and didactical procedures the English teacher adopted because she was not a professional in that domain. Differently, the pre-service teacher's intervention stepped up students' skills when communicating in English through speaking, writing, speaking and

reading. In addition, it was not only the development of some communicative and linguistic competences what was stimulated, but also, students' motivation and will to learn English as a foreign language was encouraged by using didactical tools like flashcards, videos, listening exercises and TPR commands that helped them to get involved into a pragmatic and real context of the target language. Furthermore, the teaching process in fifth grade required a process of planning as well as evaluation and resits in order to give back a fulfillment report about the students.

Chapter IV   Administrative Component

Introduction

This section will concern about academic and cultural schedule of the school and the pre-service-teacher's involvement with the institution during the practicum period. Thus, the importance of this component will be experimented in order to know the administrative procedures at any educational establishment.

Justification

During the two weeks of observation, I got familiar with the physical spaces of the institution, and some teachers. Furthermore, this section allowed knowing the teachers and students functions and correct behaviors inside and outside of the secondary school. Thus, through this experience, I wanted to show some aptitudes and abilities to develop different

types of events, and for instance to may taking part of the schedule of the Cristo Rey secondary School. Briefly, the chief goal was to contribute and to be involved in each one of the activities that the school planned during the year.

Objectives

General objective

- ✓ To collaborate in Educational and administrative activities carried out during the practicum.

Specific Objectives

- ✓ To know the teachers and administration people from the Cristo Rey secondary School.
- ✓ To get involved in the organization of the activities.

Methodology

Throughout this process; the pre-service teacher as a member of the institution was involved in the activities and events organized in the educative community; such as: turns to supervise the break time, academic and commemoration ceremonies and in the end of the term exams. The institution carried out activities as the discipline control in break time which lasted (30 minutes) daily. During the break time, each teacher had to supervise a zone of

the institution, while students stayed and shared with others. The length of the discipline control was 30 minutes, in this period me as part of the institutions had to stay with our supervisor watching student's behaviors on the zone previously assigned by the coordinator per week.

Table 11. Schedule of activities

Mes	Fecha	Actividades
Septiembre	1 – 4	Desarrollo académico, entrega de instrumentos simulacro saber 3º5º9º y asamblea académica 2º periodo primaria y secundaria sesión ordinaria comité de convivencia.
	7-11	Desarrollo académico, entrega de reportes académicos 2º periodo preescolar, primaria y secundaria simulacro pruebas saber 3º5º9º, entrega de instrumentos de evaluación prueba de calidad 2º periodo 10y11º.
	14-18	Desarrollo académico y prueba de calidad 2º periodo media técnica.
	21-25	Desarrollo académico, actividades de recuperación prueba de calidad 2º periodo 10º y 11º ,asambleas académicas 10º y 11º grado, sesión ordinaria comité convivencia 10º y 11º grado, terminación 2º periodo académico media técnica – entrega de informes académicos a secretaría.
	1-2	Desarrollo académico

	5-9	Receso estudiantil – desarrollo institucional
	13-16	Bingo institucional
Octubre	14-15	Desarrollo académico, consejo académico sesión ordinaria, izada de bandera: inclusión, valores ecológicos. Descubrimiento de américa participan todos los grupos con expresiones artísticas y culturales.
Noviembre	3-6	Desarrollo académico, sesión ordinaria consejo académico, entrega de instrumentos de evaluación 3º periodo todos los niveles.
	9-13	Desarrollo académico, prueba académica de calidad 3º periodo para estudiantes todos los niveles.
	17-20	Desarrollo académico – recuperaciones pruebas de calidad 3º periodo todos los niveles.
	23-27	Desarrollo académico – recuperaciones finales, izadas de bandera entrega símbolos transición y quinto primaria, asambleas académicas por sedes, comisión de convivencia, comisión de evaluación y promoción, izada bandera: entrega pabellones institucionales 10º y 11º grados eucarística de graduación, grados.
Diciembre	1 - 4	Desarrollo institucional, entrega informes finales.

The administrative component was characterized by a steady involvement of the whole educational institution into five main activities or social interventions: they were centered on drugs consummation and sexual education. Evidently, these undertaking were only directed for adolescents and specifically for groups from secondary and high school. Furthermore, the pre-service teacher's role was basically grounded on students' behavior, attitude and attention during the activity. However, such activities were profitable not only for students but also for all the educational staff.

On the one hand, in September 23th students belonging to the faculty of health whose members were learners from different degrees like nursery, psychology and its main aim was to get students from sixth to eleventh grade to know about the appropriate use of all the types of preservatives or contraceptive methods like: post-day pills, condoms, injections in order to avoid sexual diseases and the prohibition of adopting wrong contraceptive methods, as well as informing about teenage pregnancy. In such activity, the pre-service teacher lasted about two hours and happened from 7 am to 9am. On the other hand, the preservice teacher participated in an activity developed in Friday 2th October by students of the faculty of health, nay, by students of physical education who carried out an activity in which dramas, break dances and rap songs performances were the pedagogical and entertained tool used in order to catch student's attention and specifically to make of

the problems someone can get when getting subjected into drugs and wrong and early sexual practices. This activity lasted about two hours and was carried from 7 am to 9 am.

In October 23th, from 8 am to 12 pm o'clock a hoist of flag was carried out inside the educative institution, such a host of flag intended to congratulate students who had an excellent discipline or behavior. Furthermore, at the end of this activity, students who got noticed by participating in sporting competitions in   the local and regional scope were awarded with bags, mp3 players and chess. Besides, a logic contest was organized by the teacher of physical education and in which each course had a representative. During this activity, the pre-service teachers hold the role of a discipline manager in order to rule students' attention towards their partners' performance.

Thanks to the successful performance the students belonging to the faculty of health obtained when conducting a campaign to catch adolescents' attention to avoid to get subjected into early sexual practices and drugs consummation, they repeated a second campaign in October 27th whose development was characterized by rap singers and actors.

The Halloween day or the day of the children was an event that took place in October 30th whose organization was responsibility of diverse groups of students from the University of Pamplona. In order to better develop that celebration, the students got organized by dividing themselves into various groups of leaders so that they could work with two courses per room. In such an activity dance competitions, original disguises and candies, food and gifts were the strategies used to get the children entertained when celebrating their day. Pre-service teacher's role was centered on taking care of the kids and supporting the other teacher as they had to distribute food, snacks and gifts to the children.

Findings

The pre-service teacher took part of several scheduled activities during the whole practicum process at San Francisco de Asis branch of Cristo Rey. The relevance of the diverse administrative undertakings in which the student teacher got through, deals with the diversity of events and the purpose that each of them had. In some respects, these activities were characterized by having a cultural, social and pedagogical intervention so that students could learn and participate in them. For instance, the two campaigns aimed to get pupils aware of drugs consummation and teenagers' pregnancy approached a social and cultural phenomenon in our society through a pedagogical and artistic scope (acting and singing) and whose development allowed the pre-service teacher to carry out a role as a participant administrator and responsible of a course out of a classroom. Likewise, the activitiesdeveloped as an administrative and awarding space the whole school determined being it a hoist of flag in which some historical, cultural and social scopes were tackled, provided to the pre-service teacher a new perspective about school functions and goals to teach indirectly. With the Halloween celebration, there were four the main scheduled activities conducted by the educative institution and whose development was meaningful so that the student teacher could have a successful role when administrating and being part of an educational undertaking.

Limitations

As the chronogram of activities did not schedule a considerable number of activities to develop during this recent time, it is noticeable the lack of activities carried out at the San Francisco de Asis branch of Cristo Rey. That shortage of activities was the main limitation found. However, the preservice teacher played a meaningful role when controlling students' discipline as he fulfilled with the discipline turns teachers are commanded to do in break times.

Reflection

Working as a teacher demands the right involvement of the whole educative entity and its members into the different type of scheduled activities this institution programmed as a way to tackle another type of teaching in which art, recreation and celebrations are the means to get through. That is why; a pre-service teacher needs to get participant of any sort of institutional project that requires his/her administrative capabilities to succeed in the development of it and that only can be obtained through a constant, serious and compromising attitude. Since education not only needs teaching and learning but also the administration of them.

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Appendixes

Appendix 1

> ➢ An example of lesson plan applied in sixth grade

CRISTO REY SECONDARY SCHOOL LESSON PLAN

DATE: 17 September

TEACHER TRAINEE: Nixon Florez

THEME: Parts of the house and prepositions of place.

GRADE: 6th

SKILLS: Reading, listening, writing and speaking.

LEARNING OBJECTIVES:

- The students will be able to use the most basic prepositions of place properly. They will become familiar with basic vocabulary of the parts of the house.
- The students will be able to describe their own homes.

Presentation:

The teacher will greet the class and will dictate a phrase in Spanish so that the students analyze it. (Appendix1)

Then, the teacher will show the opening of the TV program for children "Foster home for imaginary friends" and then he will ask them about they watched on the video. (Appendix 2)

Development

The teacher will show five images of a kitchen, a bedroom, a living room, a dining room and a bathroom and will make the students repeat each word. (Appendix 3)

Afterwards, the students will develop a worksheet to reinforce the learning of the vocabulary. (Appendix4)

Then, teacher will introduce the topic of the prepositions of place with a book and a chair and will write the spelling on the board. (Appendix 5)

The students will have to develop a worksheet to mechanize the vocabulary. (Appendix 6)

Feedback and closure

The students will answer a questionnaire. (Appendix 7).

Appendix 1

"Observa bien a un hombre y sabrás más de él que el mismo".

Appendix 2

http://www.youtube.com/watch?v=YNiUIcOpas4
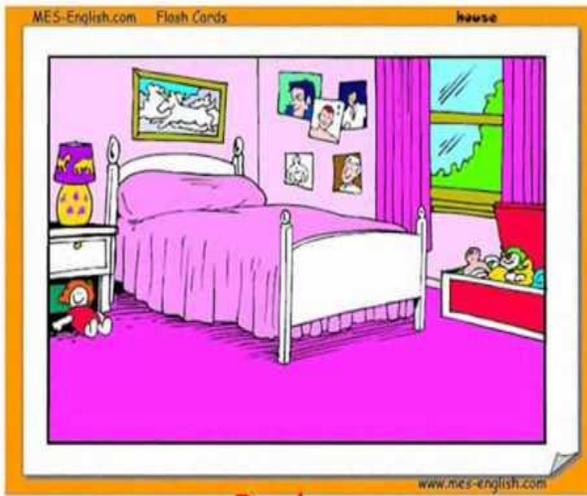
Appendix 3

Bedroom

living room
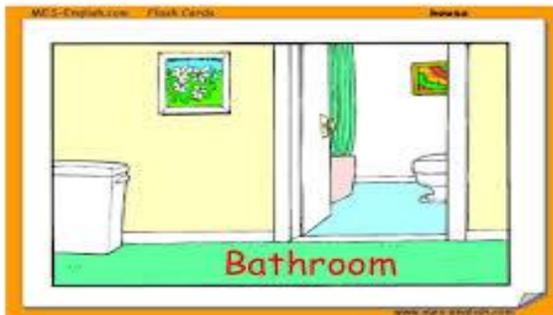
Bathroom
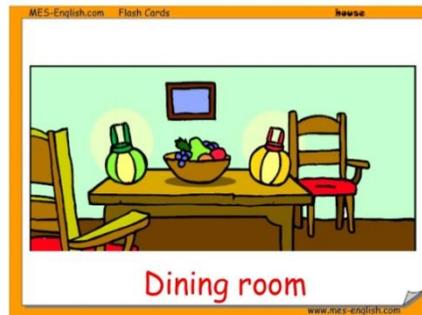
Dining room

Kitchen

Name_____ Date_____ Grade_____

1. Write the name of the rooms.

Appendix 5

On, in, above- over, under, in front of, behind, beside- near – next to – between.

Appendix 6

Name_____ Date_____ Grade_____

1. Answer the questions according to the image.

1) Where is the cat ?
   It is on the computer....
2) Where is the cat ?
   ....
3) Where is the cat ?
   ....
4) Where is the cat ?
   ....
5) Where is the cat ?
   ....
6) Where is the cat ?
   ....
7) Where is the cat ?
   ....

Appendix 7

Name_____ Date_____ Grade_____

Practice

A   Look at the picture of the tower again, but don't look at the sentences
    on the left! Complete the answers to the questions, using the words in the box.

on	~~in~~	in front of	near
under	behind	next to	above

0   Where's the lady?   ~ She's __in_____ the tower.
1   Where's the lake?   ~ It's _____ the tower.
2   Where's the castle?   ~ It's _____ the tower.
3   Where's the door?   ~ It's _____ the window.
4   Where's the bird?   ~ It's _____ the tower.
5   Where's the garden?   ~ It's _____ the tower.
6   Where's the cat?   ~ It's _____ the tower.
7   Where's the forest?   ~ It's _____ the tower.

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Appendix 2

➢ An example of lesson plan applied in seventh grade

DATE: 08th September

TEACHER TRAINEE: Nixon Florez

Topic: CLOTHES AND THE VERB TO WEAR.

GRADE: 7th

SKILLS: Reading, listening, writing and speaking.

LEARNING OBJECTIVES:

- The students will be able to use the verb "to wear"

- The students will be able to describe clothes they are wearing or someone else is wearing.

Warm up:

The teacher will greet the students and then he will say phrase in Spanish which the students have to write and analyze. (Appendix 1)

Presentation:

The teacher will present images with the family members and he is going to say what they are wearing (appendix 2)

- She is wearing a dress

- He is wearing a suit

- She is wearing a coat

- He is wearing some pants

- She is wearing a skirt

- He is wearing a sweater

Development:

The teacher will present the vocabulary about clothes with a slide presentation; he will include the use of the verb "to wear" asking them. (Appendix 3)

What is the meaning of the verb?

Then, the teacher will divide the board into three (boy - boy/girl – girl) and the students will say as of a reading which clothing piece belongs to the genders the teacher will use the expression "She/he is wearing a ____" according to the gender and the students will repeat. (Appendix 4)

The teacher will introduce the question "what is he wearing today?" "What are you wearing today?" with an audio. (Appendix 5)

Students will hear an audio and write the clothes people are wearing.

1. Listen

2. Take notes

3. Take notes again

4. Correction

The answers will be shared aloud.

Feedback and closure

As homework, the students will bring a picture of somebody, they have to say his name and describe his clothes.

Appendixes

Appendix 1

"Y si la naturaleza lo ha creado como murciélago, no pretenda ser un avestruz"

Appendix 2

Appendix 3
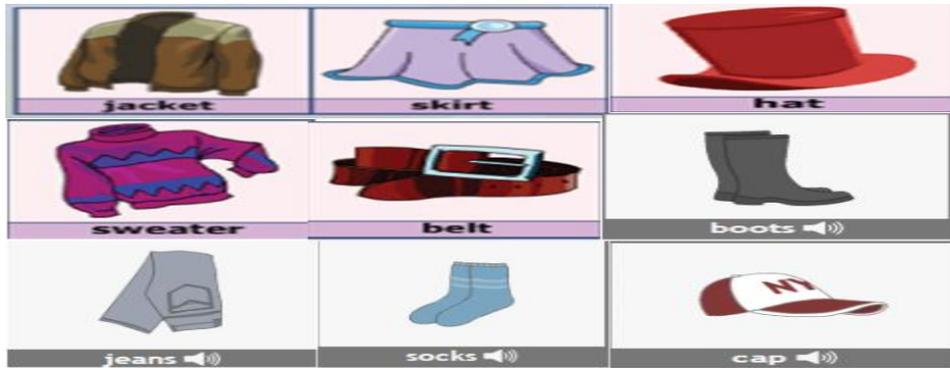
Appendix 4

Name_____ Date_____ Grade_____

1. WRITE WHAT SHE/ HE IS WEARING AS OF THE LIST

In an English class there is a group of friends. They all have different wearing styles.

- Laura is wearing a blue skirt and a pink shirt.

- Andrea is wearing, a green blouse and gray pants

- Fred is wearing black shoes a jacket, green pants and beige shirt.

- Paul is wearing blue jeans, s hat and a green T-shirt

- Lucy is wearing a gray jacket, blue leggings and blue boots.

What is she wearing today? She is wearing

a_____

_____

_____

_____

What is he wearing today? He is wearing

a_____

_____

_____

Appendix 5:

Appendix 3

➢ An example of lesson plan applied in eighth grade

CRISTO REY SECONDARY SCHOOL LESSON PLAN

DATE: 11th – 15th september

TEACHER TRAINEE: Nixon Florez

THEME: future with will

GRADE: 8th

SKILLS: Reading, writing, listening and speaking.

Learning Objective:

- The students will be able to use the will to express the future

- The students will be able to express voluntary actions and promises in future tense.

Warm up:

The teacher will greet the students, then, the teacher will dictate a saying so that the students give their opinions about it. (Appendix 1).then, the teeacher is going to write on the board the words " Yesterday " "Today" "Tomorrow." Then, he will write past, present and future above those words. Aftrwards, the teacher will put a year above each word and he will write a sentence in past for the word yesterday, one in present for the word today and one in future for tomorrow.

Development:

The teacher will explain on the board the grammar and the use of the future with will and all its structrures and forms. (Appendix 2).

After that the teacher will give some examples where students will participate writing and reading on the board. (Appendix 3).

The students will develop a worksheet in order to practice all the forms of the future with will. (Appendix 4)

The students will have a poem. Firstly, the teacher will ask the students what the title of the poem brings to their minds. Secondly, the students will read the poem, then, the teacher

will explain the unknwon words.   After that, the students will have to develop a reading comprehension exercise about the poem. (Appendix 5)

Feedback and closure

The students will have to write a short poem based on t he model and also they will use the futur with will.

Appendix 1

"There are two sides to every question."

Appendix 2

Past   Present   Future

S + will + main verb + complement

S+ will + not + main verb + complement

Will + s + main verb + complement.

A - "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

I will send you the information when I get it.

I will translate the email, so Mr. Smith can read it.

Will you help me move this heavy table?

Will you make dinner?

I will not do your homework for you.

I won't do all the housework myself!

B- "Will" to Express a Promise

Examples:

I will call you when I arrive.

If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.

I promise I will not tell him about the surprise party.

Appendix 3

A: I'm really hungry.

B: I'll make some sandwiches.

A: I'm so tired. I'm about to fall asleep.

B: I'll get you some coffee.

A: The phone is ringing.

B: I'll get it.

 B

Don't worry, I'll be careful.

I won't tell anyone your secret

Appendix 4

Name_____ Date_____ Grade_____

   1. Put the words in the correct order to make sentences and questions.

1 will Emma do what ?_____

2 shopping will go Emma ?_____

3 like Lara the T-shirt won't_____

4 think she I will_____

5 replace what MP3 players will ?_____

6 won't Alex pictures any take_____

   1. Write sentences about what Ramón will do when he goes back to Mexico.

1 He / go back to school. ✔

2 He / take a vacation. ✘

3 He / send lots of e-mails. ✔

4 I think he / see his friends. ✔

5 I'm sure he / forget his time in the U.S. ✘

2. Write two sentences about what you will do after class. Then write two sentences about what you won't do after class.

_____

_____

_____

_____

Appendix 5

time	(pre-reading)
Our past we can't recapture.	The teacher will ask students what the title makes them think
It's over and it's done	(Understanding the text)
It's over and it's done	Then, he will ask students to read the
We don't have ways to recover time	poem, so that they share the meaning of it by telling what the poem is about.
All those days are gone	❖ Then, the teacher will ask students to argue in couples the meaning and the
Nothing can change the way things happened	topic they think the poem has. (Understandingthelanguage)
No amount of color, painting with brighter hue.	❖ After that, the teacher will explain the unknown words on the board by
There is no way to make it	giving examples and using synonyms.

true

Don't worry, don't regret about the past

We don't need to get involved in old images

We don't need to think of what could be.

The future is and will be uncertain

There is no way for us to see

The things tomorrow brings

For you or for me

Now, we just can obtain the moments we share here

The future comes so quickly

Seize the present moments

Grab all we can contain

Our futures are elusive

Our past we cannot chain

Then, the teacher will ask the students to look up in the dictionary the words they don't know, and to read the poem for last time

(Follow up activity)

Based on the reading the students will have to respond the next questions

1. What is the poem about?
2. Do you agree with the poem's topic?
3. What grammar tenses do you find in the poem?
4. What phrase did you like the most?
5. Transform into future tense the next sentences.
- The future is and will be uncertain
- Thefuture comes so quickly
- It'sover and it's done
- It'sover and it's done
- We don't have ways to recover time

(drafting)

Then, based on the reading, the students will have to write a two stanzas poem using the tense learnt in class,

(Editing)

June Kellum	Then, they will correct the grammar and sense mistakes. (Final version) They will give in the text.

CRISTO REY SECONDARY SCHOOL LESSON PLAN

DATE: 14th October

TEACHER TRAINEE: Nixon Florez

THEME: futuro con going to

GRADE: 8th

SKILLS: Reading, writing, listening and speaking.

Learning Objective:

- The students will know the use of going to as future tense

- The students will be able to say plans, intentions and decisions in future tense

Warm up:

The teacher will greet the studens and then he will express a saying in English so that they give their opinions about it. (Appendix 1) Afterwards, the teacher will initialize the class by showing a video about someone's plans. (Appendix 2)

Presentation:

The teacher will introduce the topic through a video. (Appendix 3)

Development:

On the board, the teacher will explain the future with going to in all its forms. (Appendix 4) soon after, the students will develop some exercises on the board in which the students will pass some sentences from present simple to future con going to in order to practice the topic by writing and reading. (Appendix 5)

Feedback and closure:

The students will have a reading activity and they will have to develop some exercices about reading comprehension (Appendix 6)

Appendix 1 :

Don't look a gift horse in the mouth

Appendix 2

https://www.youtube.com/watch?v=K03PIjwN8ls

Appendix 3

https://www.youtube.com/watch?v=Jk7jAXrBNAU

Appendix 4

This tense refers to actions that will be in progress in the future. It is used with plans, decisions, and intentions.

The structures for future going to :

The structure for the affirmative form:

S + TO BE + GOING TO + VERBO PRINCIPAL . + COMPLEMENTO

The structure for the negative form:

S+ TO BE + NOT + GOING TO + VERBO PRINCIPAL + COMPLEMENTO

The structure for the negative form:

TO BE + S+ GOING TO + VERBO PRINCIPAL + COMPLEMENTO +?

"Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

He is going to spend his vacation in Hawaii.

She is not going to spend her vacation in Hawaii.

A: When are we going to meet each other tonight?

B: We are going to meet at 6 PM.

I'm going to be an actor when I grow up.

Michelle is going to begin medical school next year.

They are going to drive all the way to Alaska.

Who are you going to invite to the party?

A: Who is going to make John's birthday cake?

B: Sue is going to make John's birthday cake.

Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

The year 2222 will be a very interesting year.

The year 2222 is going to be a very interesting year.

John Smith will be the next President.

John Smith is going to be the next President.

The movie "Zenith" will win several Academy Awards.

The movie "Zenith" is going to win several Academy Awards

Appendix 5

    3.   Pass from present simple to future going to

Mary plays violin – Mary is going to play violin

Nathan and Laura panit the door – Nathan and Laura ar going to paint the door

Anna takes a shower – Anna is going to take a shower

Eleanor takes a photo – Eleanor is going to take a photo

Carlos watches a video – Carlos is going to watch a video

Appendix 6

Name_____ Date_____ Grade_____

Reading Comprehension

What is it? What is going to happen?	(pre- reading)
	The teacher will ask to the students about the plans they are going to develop after class .
There is going to be a <u>wedding</u> today. At 4 o'clock this afternoon, Megan Smith and Mark Jones are going to get <u>married</u>. After today, they will be <u>Mr</u>. and <u>Mrs.</u> Mark Jones.	❖ What are you going to do this afternoon?
	- What does the title of the story makes you think?
	(Understanding the text)
It is going to be a <u>huge</u> celebration. Everyone will be there! They are going to serve dinner and <u>dessert</u>. The <u>best</u> man will give a <u>speech</u>. Then everyone will dance. The dance will last until <u>midnight</u>.	❖ Then. The students will read the story and the teacher will ask them for the sense of it, then in couples the students will share what they undertood when
The day after the wedding, Megan and	

Mark are going to <u>leave</u> for their <u>honeymoon</u>. They are going to travel to <u>Hawaii.</u> They are going to <u>stay</u> there for 7 days. They will have a good time in Hawaii!	reading the story. (Understanding the language) ❖ Then, the teacher will explain the meaning of the underlined words by using synonyms and giving examples on the board. (follow up activity) ❖ Then, the students will read the story once more. Then, they will identify the sentences in going to future tense. ❖ Rewrite the following sentences as negative or interrogative sentences. - There is going to be a wedding today - Megan Smith and Mark Jones are going to get married.

	- It is going to be a huge celebration
	- They are going to serve dinner and dessert.
	- Megan and Mark are going to leave for their honeymoon.
	- They are going to travel to Hawaii.
	- They are going to stay there for 7 days.
	After that, the students will respond some questions.
	A. Answer the following questions. Use the going to future tense.
	1. Who are they going to get married?
	_____
	2. When is there going to be a wedding?
	3. Where are Megan and mark going to stay their honeymoon?

	Who are the characters of the story ?
	(drafting)
	- Based on the story, write a short one using the going to future tense.
	(editing)
	- Then, the teacher will help students correct grammar mistakes etc..
	(Final version)
	finally they will give him in the final text.

Appendix 4

  ➢ Example of lesson plan applied in ninth grade

CRISTO REY SECONDARY SCHOOL LESSON PLAN

DATE: 15th September

TEACHER TRAINEE: Nixon Florez

THEME: Present Perfect

GRADE: 9th

SKILLS: Reading, writing and listening.

LEARNING OBJECTIVES:

- The students will be able to describe actions that started in the past but ends In the present.

- The students will be able to understand information in present perfect tense.

Warm up:

The teacher will greet the students and he will say a phrase so that the students share their opinions about it. (Appendix 1)

Afterwards, the teacher will write on the board two sentences that define a timeline and will ask students about the difference in them. (Appendix 2)

Presentation:

The teacher will introduce the topic through some timeline examples. (Appendix 3)

Development:

The teacher will explain the topic on the board. (Appendix 4)

After that the teacher will give some examples on the board where the students will participate writing on the board. (Appendix 5)

Then, the students will develop a worksheet to practice the use of the topic. (Appendix 6)

Feedback and closure:

The teacher will ask the students if they understand the topic of the class, and he wil give the students a reading activity in order to practice reading and writing production. (Appendix 7)

Appendix 1

"La palabra más soez y la carta más grosera son mejores, son más educadas que el silencio"

Appendix 2

- Last week, I watched three movies.
- This week, I have watched only one.

Appendix 3

 Last year, Carlos came to colombia one time.

This year, Carlos has come twice.

I visited my uncle twice last week. But, I have visited him only once this week.

I wrote three poems last month. But this month I have written only one poem.

I called my girlfriend five times yesterday. But today, I have called her six times.

Appendix 4

Present perfect form:

1. Affirmative form:

Subject+ has/ have + main verbe in past participle + complement

2. Negative form:

Subject+ has/ have + not+ main verbe in past participle + complement

3. Interrogative form:

Has/ have + subject + main verb in past participle + complement + ?

The present perfect tense describes actions that started in the past but have influence in the present. This tense describes:

Experience: I have been to Japan

Change over time: The government has become more interested in arts education.

Acomplishements: Doctors have cured many deadly diseases.

An Uncompleted Action You Are Expecting: James has not finished his homework yet.

Appendix 5

Charles/ be / France

You / improve/ your knowledge

We / learn / swim

Jose / arrive / yet

Appendix 6

Name_____ Date _____ Grade_____

1. Present Perfect

* Write questions in present perfect simple:

1. you / answer / the question _____
2. Jenny / lock / the door _____
3. Walter / call / us _____
4. you / see / the picture _____
5. your parents / get / the letter_____
6. it / rain / a lot _____

Appendix 7

I HAVE MISSED YOU	(pre- reading)
Lights flicker,	The teacher will create a class discussion by asking them.
All darkened.	
A piece of you hangs from my	❖ Discussion in class- have you ever missed someone?
eyelids;	
I cry.	
I have missed you for all these	- What does the title makes you think?
years,	
An you still cannot call me	(Understanding the text)
daughter;	❖ Then. The students will
Nor I, you: father.	read the poem and the

So I cry. And as lights <u>fade</u>, Shadows breath; <u>Heave</u>, <u>haunt</u>: Heavily tease; taunt. And as I cry, You walk, <u>inch</u> past my world, <u>Sliding</u> ever so slightly; Off and away. And it hurts. Because I have missed you all these years. I still cannot call you my father.	teacher will ask them for the meaning of the poem, then in couples the students will share the meaning of the same. (Understanding the language) ❖ Then, the teacher will explain the meaning of the highlited words by using synonyms and givig examples on the board. (follow up activity) ❖ Then, the students will read the poem once more. After that, the students will respond some questions - Identify the sentences in present perfect. - What is the poem's theme? -Who are the characters of the poem?

	- Do you think it is a religious? Why? (drafting) - Based on the poem write a short one using the present perfect tense. (editing) Then, the teacher will help students correct grammar mistakes etc.. (Final version) finally they will give him in the final text.

CRISTO REY SECONDARY SCHOOL LESSON PLAN

DATE: 03th October

TEACHER TRAINEE: Nixon Florez

THEME: Review of the Past Perfect

GRADE: 9th

SKILLS: Reading, writing and listening.

LEARNING OBJECTIVES:

- The students will be able to describe actions that start and end in the past

- The students will be able to understand information in past perfect tense.

Warm up:

The teacher will greet the students and he will say a phrase so that the students share their opinions about it. (Appendix 1)

Afterwards, the teacher will write on the board two sentences that define a timeline and will ask students about the difference in them. (Appendix 2)

Presentation:

The teacher will introduce the topic through some timeline examples. (Appendix 3)

Development:

The teacher will explain the topic on the board. (Appendix 4)

After that the teacher will give some examples on the board where the students will participate writing on the board. (Appendix 5)

Feedback and closure:

The teacher will ask the students if they understand the topic of the class, and he wil give the students a reading activity in order to practice reading and writing production. (Appendix 6)

Appendix 1

"Quien de verdad sabe de qué habla, no encuentra razones para levantar la voz"

Appendix 2

- This week, I have sold a car
- Last week, I had sold three cars.

Appendix 3

This month , Juan has gone to the doctor twice

Last month, Fernando had gone to the doctor thrice

Before Monday I had done all my english tasks

After Monday I have not done any homework

Appendix 4

Past perfect form:

The past perfect tense is used to express that an action was completed before a point in time in the past. This point can be implied or expressed with a time expression or a clause with a verb in the past simple tense:

4. Affirmative form:

Subject+ had + main verb in past participle + complement

5. Negative form:

   Subject+ had + not+ main verb in past participle + complement

6. Interrogative form:

   Had + subject + main verb in past participle + complement + ?

Example: I had made cake before you arrived

Appendix 5

I have learnt spanish

They have done a good job

We have not traveled to London

She has talked a lot

He has not worked

Appendix 6

The Smith Family	(pre- reading)
The Smith family had never <u>owned</u> a car until they bought their first <u>automobile</u> in 1906. Before they bought it, they had only used horses and a <u>buggy</u> for transportation. They had never owned anything so expensive before they bought the car. The Smith family was very <u>excited</u> about their automobile. The children had never <u>ridden</u> in an automobile before their parents <u>purchased</u> the car. They had only seen a few automobiles when they went to town for <u>supplies</u>. But nobody they knew had <u>ever</u> owned an automobile before that day. They<u>felt</u>very<u>lucky</u>.	The teacher will create a class discussion by asking to the students. ❖ Discussion in class- have you ever used any nonconventional means of transport? - What does the title of the story makes you think? (Understanding the text) ❖ Then. The students will read the story and the teacher will ask them for the sense of it, then in couples the students will share what they undertood when reading the story. (Understanding the language) ❖ Then, the teacher will explain the meaning of the underlined words by

	using synonyms and giving examples on the board.
	(follow up activity)
	❖ Then, the students will read the story once more. Then, they will identify the sentences in past perfect tense.
	❖ Rewrite the following sentences as negative or positive sentences.
	- The Smith family had not owned a car until they bought their first automobile in 1906.
	- They had not owned anything so expensive before they bought the car.
	- They had seen some automobiles when they went to town for supplies.

	After that, the students will respond some questions.

A. Answer the following questions. Use the Past Perfect tense.

1. What had the Smith family used for transportation before they bought their   first   car? _____

2. Had the children ever ridden in an automobile before their parents purchased the car? When had they seen other automobiles?

3. Had any of their friends ever owned an automobile?

Who are the characters of the story ?

(drafting)

- Based on the story, write a short one using the past perfect tense.

(editing)

- Then, the teacher will help students correct grammar mistakes etc..

(Final version) |

	finally they will give him in the final text.

It is necessary to remark that the lesson plans applied in 8th and 9th grade and shown above, contain the procedure used when applying literary texts in secondary school. They are a sample of the project carried out during the practicum process.

✓ Sixth grade's students in a recovering bimestrial exam

Appendix 5

➢ Exemple of non-participant observation

Non-participant observation Nº3

DATE: 28th august

Hour: 10:15 am – 12:10 m

Duración de la entrevista: 2 hours

Lugar: San Francisco de Asis secondaryschool branch of Cristo Rey

Grade: 6th

Investigador: Nixon Flórez

Participante: Nº 3

Objective: to identify teacher's methodology and the frequency of the use of language.

. The teacher started the class with a reflection in Spanish and the students shared their opinions about it. That activity lasted about 8 minutes	Warm up

The teacher explained to the students the true meaning of the phrase	
The teacher wrote a reading on the board and gave the instructions in Spanish	
The teacher asked to the students the verbal tenses the reading had.	
Then, the teacher asked the students to underline the sentences which were in present continuous	
Then, she asked them to highlight the verbs which were in ING ending and then to put them into the infinitive form with the meaning in Spanish on the board.	Presentation
	Development
After that, the teacher explained the use of the present continuous	
Then, she translated orally the text	

while she also underlined the unknown words and did a table on the board to write their meanings. The teacher provided examples to explain the present continuous tense on the board She asked some questions written on the board about the reading, using ING and the students developed them	Evaluation
Commentary: during the whole class, the teacher used the English language in an average about 10 percent, the 90 percent was the use of the mother tongue Besides, and she used a traditional methodology, as she was always translating into Spanish. The classes were centered on learning grammar and vocabulary and the other skills were isolated. It is important to remark that there were two students with educational special needs who needed activities of second grade.	

Appendix 6

Semi –structured interview format

ENTREVISTA SEMI-DIRECTIVA Nº 1

Fecha: 08 de Septiembre

Hora: 9:47am - 10:09 am

Duración de la entrevista: 22 minutos

Lugar: San Francisco de Asis secondary school branch of Cristo Rey

Investigador: Nixon Florez

Participante: N° 3

Applying literary texts as a strategy to encourage reading comprehension and written production

INSTRUCCIONES*:* La entrevista que se realizará a continuación contribuirá al proceso de recopilación de información de un estudio de acción. En esta ocasión se propondrán siete preguntas en su respectivo orden: las dos primeras están relacionadas a su opinión acerca de la comprensión de lectura y producción de escritos en clase de inglés. Las siguientes cinco están ligadas a la percepción de los factores que afectan el desarrollo de dichas competencias, así mismo, de las estrategias para mejorarlas. Es necesario mencionar que durante esta entrevista, usted podrá responder con toda libertad a todas las preguntas expuestas. De igual forma, el investigador estará dispuesto a aclarar todas las dudas que se presenten durante la realización de la entrevista.

Objetivo de la entrevista: Conocer la percepción de los estudiantes acerca de la aplicación de los textos literarios en el aprendizaje de inglés.

Introducción

Los poemas, la poesía y las historias cortas son tipos diferentes de arte escrito que hacen parte de un conjunto llamado textos literarios. Tal conjunto se caracteriza por contener información lingüística, cultural y socio-pragmática de una lengua-cultura, razón por la cual, muchos docentes de inglés como lengua extranjera los han tomado como una herramienta o estrategia útil para la enseñanza de dicha lengua, así como, para la potencialización de las competencias de comprensión y producción de escritos en secundaria.

Preguntas

¿Sabe usted qué es la comprensión de lectura?

¿Sabe usted qué es la producción escrita?

¿Considera usted importante la comprensión y la producción de escritos? ¿Por qué?

¿Cuáles factores considera usted afectan el desarrollo de la comprensión lectora en inglés?

¿Qué factores considera usted perturban el desarrollo de la producción escrita en inglés?

¿Cómo considera usted, se puede potencializar las estrategias de producción y comprensión de escritos en clase de inglés?

¿Cómo cree usted es su capacidad de comprensión y producción lectora en inglés?

> Example of Interview conducted to a participant; in this case, this was the participant Nº3

PARTICIPANT Nº3	
Question	Response
1. Sabe usted qué es la comprensión de lectura?	Es la capacidad para entender lo que se lee tanto en referencia al significado de palabras que forman un texto para entender las ideas relevantes y relacionarlas.
2. ¿Sabe usted qué es la producción escrita?	Supongo que es una habilidad lingüística que se centra en la relación y estructuración de ideas.
3. ¿Considera usted importante la comprensión y la producción de escritos? ¿Por qué?	Sí, porque nos desarrolla habilidades para la práctica de la lectura y escritura, es algo primordial para aprender un idioma, tanto en lo escrito como en lo oral.
4. ¿Cuáles factores considera usted afectan el desarrollo de la comprensión lectora en inglés?	Las dificultades de vocabulario, la concentración y la motivación producen una mala interpretación de una lectura.
5. ¿Qué factores considera usted perturban el desarrollo de la producción	Aquí también las dificultades con vocabulario y un buen conocimiento del

escrita en inglés?	idioma e incluso problemas de comunicación en la parte oral ya que en inglés como se habla no se escribe. Además, creo que como aquí hay pocos recursos en el colegio, pues eso tiene mucho que ver, ya que una institución con pocos recursos afecta la formación de sus estudiantes.
6. ¿Cómo considera usted, se puede potencializar las estrategias de producción y comprensión de escritos en clase de inglés?	Teniendo un buen conocimiento del vocabulario, conociendo la gramática y practicando frecuentemente, puede ser a través de traducciones también. Pero creo, que inventando historias o cuentos el estudiante puede mejorar tanto en español como en inglés.
7. ¿Cómo cree usted es su capacidad de comprensión y producción lectora en inglés?	Pues soy bueno en la comprehension de lectura y producción escrita, aunque algunas dificultades las supero con la ayuda del docente quien me aclara mis dudas para ir avanzando en esta área, y entender mejor un texto y escribir.

ENTREVISTA SEMI-DIRECTIVA Nº2

Fecha: 10 de Noviembre

Hora: 9:47am - 10:09 am

Duración de la entrevista: 20 minutos

Lugar: San Francisco de Asis secondary school branch of Cristo Rey

Investigador: Nixon Florez

Participante: Nº 3

Applying literary texts as a strategy to encourage reading comprehension and written production

 INSTRUCCIONES*:* La entrevista que se realizará a continuación contribuirá al proceso de recopilación de información de un estudio de acción. Además servirá como instrumento complementario a la primera entrevista semi-dirigida. En esta ocasión se propondrán seis nuevas preguntas en su respectivo orden: las dos primeras están relacionadas a su opinión acerca de la estrategia utilizada para mejorar la comprensión de lectura y producción de escritos durante el proceso de práctica. Las siguientes cuatro están ligadas a la percepción de los factores que mejoraron y afectaron el desarrollo de dichas competencias, así mismo, de las nociones que usted sugiere como alternativa de desarrollo. Es necesario mencionar que durante esta entrevista, usted podrá responder con toda libertad a todas las preguntas

expuestas. De igual forma, el investigador estará dispuesto a aclarar todas las dudas que se presenten durante la realización de la entrevista.

Objetivo de la entrevista: Conocer la percepción de los estudiantes acerca de la aplicacion de los textos literarios durante el proceso de enseñanza y aprendizaje de inglés en un periodo de práctica integral profesional.

Introducción

Los poemas, la poesía y las historias cortas son tipos diferentes de arte escrito que hacen parte de un conjunto llamado textos literarios. Tal conjunto se caracteriza por contener información lingüística, cultural y socio-pragmática de una lengua-cultura, razón por la cual, muchos docentes de inglés como lengua extranjera los han tomado como una herramienta o estrategia útil para la enseñanza de dicha lengua, así como, para la potencialización de las competencias de comprensión y producción de escritos en secundaria.

Preguntas

¿Cree usted que la aplicación de textos literarios fue una estrategia adecuada para mejorar las competencias de producción y comprensión textual en inglés? ¿Por qué?

¿Considera usted que dicha estrategia fue efectiva para un entorno como el de Cristo Rey y durante un periodo tan corto?

¿Considera usted que su capacidad de comprensión y producción de textos se vio mejorada después de la aplicación de dicha estrategia? ¿Por qué?

¿Qué factores cree usted, influyeron en un positivo desarrollo del uso de textos literarios para mejorar su comprensión y producción de textos?

¿Qué factores cree usted, influyeron en un negativo desarrollo del uso de textos literarios para mejorar su comprensión y producción de textos?

Dado su rol de estudiante y de involucrado esencial en el proceso de aplicación de dicha estrategia pedagógica ¿Qué sugeriría como posible aporte para una posterior y efectiva aplicación de la misma?

➤ Example of Interview conducted to a participant; in this case, this was the participant Nº2

PARTICIPANT Nº2	
Question	Response
1. ¿Cree usted que la aplicación de textos literarios fue una estrategia adecuada para mejorar las competencias de producción y comprensión textual en inglés? ¿Por qué?	Creo que fue una forma que ayudo un poco a mejorar nuestros conocimientos en Ingles, pero creo que lo que más pudimos aprender fue vocabulario y expresiones. Y aprender vocabulario permitir producir escritos. Además, que durante las aplicaciones de esta estrategia se nos

	permitió practicar o hablar un poco en ingles y no se nos pareció difícil.
1. ¿Considera usted que dicha estrategia fue efectiva para un entorno como el de Cristo rey y durante un periodo tan corto?	Creo que tiende a ser algo común ya que nosotros como estudiantes estamos cansados o tenemos un tipo de cansancio mental ya que la actividad común en las diferentes clases es la lectura. Sin embargo, considero que la aplicación de textos si es efectiva ya que leyendo es como se aprende y más un lenguaje.
3. ¿Considera usted que su capacidad de comprensión y producción de textos se vio mejorada después de la aplicación de dicha estrategia? ¿Por qué?	Creo que sí, porque al aprender vocabulario con las lecturas, pudimos incrementar nuestra capacidad de comprensión de palabras claves y al ya uno tener conocimiento de cierto vocabulario, a uno se le facilita escribir aun sin saber correctamente las estructuras gramaticales y tiempos verbales, pero se comunica algo.
4. ¿Qué factores cree usted, influyeron en un positivo desarrollo del uso de textos literarios para mejorar su	Creo que los factores esenciales para tal desarrollo positivo fueron nuestra voluntad y auto motivación porque como dijo la profe titular, cualquier actividad

comprensión y producción de textos?	que desarrolle el practicante será tomada como nota. Entonces, nos enfocamos a trabajar y aprender debido a una nota, es decir, nos condicionamos a trabajar bien por una nota y como resultado aprendimos cosas nuevas. También hubo una influencia que los textos y los escritos que se nos pidió trabajar estaban acordes a nuestro nivel.
5. ¿Qué factores cree usted, influyeron en un negativo desarrollo del uso de textos literarios para mejorar su comprensión y producción de textos?	Creo que el poco tiempo, y el horario de clases que tuvimos, porque nuestras clases de ingles por lo general eran a las ultimas horas y a esas horas nosotros ya estábamos cansados y estresados y en ocasiones no trabajamos bien o a veces no había clases debido a reuniones de profesores. Entonces, en clase, todo lo que queríamos muchas veces, era que sonara el timbre para irnos a casa.
6. Dado su rol de estudiante y de involucrado esencial en el proceso de aplicación de dicha estrategia pedagógica ¿Qué sugeriría como posible aporte para	Creo que un aporte importe seria el sugerirles que los practicantes lleven a cabo estos proyectos en unos horarios especiales, ya que en las últimas horas de

una posterior y efectiva aplicación de la misma?	la jornada hay poca disponibilidad por parte del estudiante y muchos profesores no comprenden que a esas horas es complicado, uno ya está cansado de tanto trabajo, de estar sentado y en clase. Además, creo que para realizar una intervención más fuerte o con un resultado más amplio, deberían llevar a cabo proyectos así desde primaria hasta bachillerato porque de nada sirve una aplicación tan corta si no se continua con algo más intenso. Y así uno va aprendiendo cada año más y más.

Appendix 7

✓ Picture A Students seeing to the board while a couple is carrying out a dialogue

- ✓ Picture B Students seeing to the board while a partner is writing a sentence using the verb to have on it.

- ✓ A student's task about drawing the profession he wants to be.
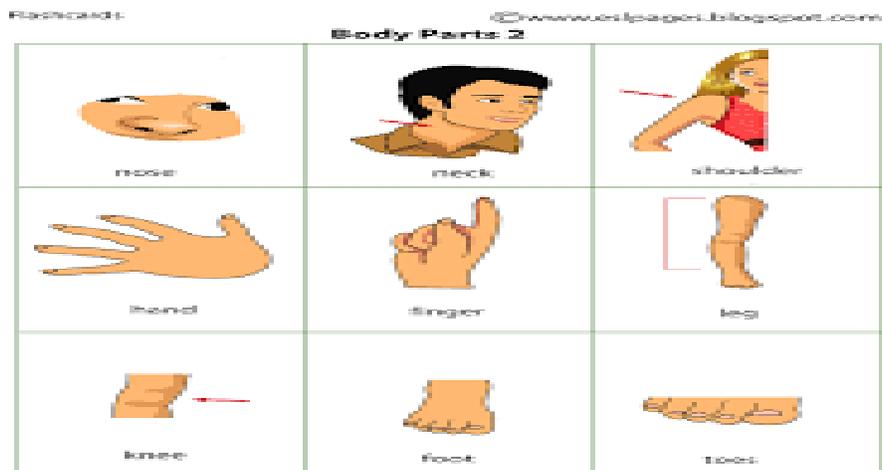
Picture C

Picture D

The pictures C and D are the curriculum that the pre-service teacher had into account in order to teach in fifth grade.

To better carry out the vocabulary explanations, the pre-service teacher used flashcards and videos like these:

➢ Images from a video used in a listening exercise

➢ Flashcards used to teach vocabulary of body parts

➢ Flashcards used to teach the vocabulary of illness

Appendix 8

Picture A.

Picture B.

These two pictures A and B are evidence of the activity conducted by students of physical education and whose chief topic was centered on drugs consummation aftermaths and wrong early sexual practices. It can be observed that students from Cristo Rey secondary and high school got deeply involved into it.

Picture C

Picture D

Picture E

Picture F

From picture C to picture F it is evidenced the activities all the courses carried out in the hoist of flag that approached the day of America's Discovery which is October 12th.

Picture H

Picture I

Picture J

From picture H to picture J, it is recorded the activities students did as they celebrated Halloween at school.

Picture K

Picture M

Picture N

From picture K to picture N, it is noticed the students getting deeply involved in the diverse undertakings conducted by the students of the university of Pamplona and whose aim was to get students aware of the aftermath of living under the use of drugs and wrong sexual practices.