Implementing the use of short fables to foster reading skills and vocabulary acquisition

in sixth grade students at Instituto Tecnico Agricola Carcasi

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Foreign Languages English French-Program

Teaching Practicum

Pamplona

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Dedication

First this is dedicated to God, second to my parents Teresa Cerinza Arenales and Baldomero Bernal Abril for helping me and supporting me in everything that has lasted this process, for being my inspiration and giving me the advice that drove me to be better every day.

Acknowledgements.

First of all, I want to thank God for giving me the opportunity to be here in one of the best universities in Colombia such as the University of Pamplona fulfilling this important life-goal. In addition, I am very grateful to my family for the help they have given me throughout this process that has been hard but very valuable, without my parents and their constant effort none of this would have been possible. Finally, I am grateful to the teachers who were my guides throughout this process, specially teacher Claudia Mosquera, Lucy Durán, Iván Vargas, Gabriel Cote, Veronica Arciniegas, Miryam Gomez and Daniel Pedraza for their advice, suggestions and shared knowledge.

As a special mention, I am in debt and more than grateful with my supervisor Carlos Heraclito Palacios Mosquera who guided me and helped me during this pedagogical practice being not only a teacher but an unconditional friend and classmate. I also want to thank the other teachers of the campus who received me and always supported me facilitating my final process.

Approval Note

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Practicum Committee Signature

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M. Daniel Ricardo Pedraza

Mentor

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General Presentation:

In order to tackle the following research proposal, it is necessary to know roughly its generalities describing briefly the four components of which it is composed: the first component named pedagogical aims at showing the pedagogical resources and strategies implemented by teachers within the classroom to achieve the goals proposed during the lessons, catch students attention, boost the knowledge process and create an agreeable teaching field that facilitates learners knowledge acquisition being creatives and objectives at the moment of teaching.

As a second component of this proposal, we found the research chapter which help practitioner to realize the importance of the teaching role and its growing evolution challenging the practitioner itself to be better and to improve every day throughout his own experience. For this reason, the reflection appears as a master tool that allows the teacher to capture weekly teaching experiences by encouraging constructive criticism helping to make better future decisions in the Learning/Teaching process. Besides, the third chapter comprises the outreach component which addresses how the teacher as a social being seeks to generate a positive contribution to the primary school community where he is linked at the time of carrying out his teaching practice motivating students to approach to the English language and thus contributing to the policy of bilingualism implemented by the national ministry of education (MNE) since 2004.

Finally, the fourth chapter known as the administrative component addresses the participation of the practitioner in those Institutional activities such as meetings, interclasses, delivery of notes, student day etc. Showing the role, the teacher has during the scholar life and

how through these activities the practitioner develops a degree of responsibility providing

experiences for his future as a teacher.

Implementing the use of short fables to foster reading skills and vocabulary acquisition in sixth grade students at Instituto Tecnico Agricola Carcasi.

Introduction.

Learning a foreign language (English) is crucial in the actual and changing era due to the high possibilities and advantages it offers. Since, most academic and entertainment resources such as web pages, songs, movies, operating manuals etc. are written in English allowing learners the access to the global pure content avoiding translations and its possible limitations such as the non-correct interpretation of certain linguistic elements which cannot be translated literally into other languages (Mahu, 2012). In the same way, the author previously mentioned refers to English as the most spoken language in the world since statistically four out of five people understand it. Being the official language of more than 40 countries due to its high use in many work fields, tourism activities and technological issues currently required.

On the other hand, actually there are opportunities to access to some scholarships in foreign countries such as the United States, Canada and Australia being to handle English a necessary requirement to have access to the educational enlightenment mentioned before. Nevertheless, Martinez (2017) stated that the low English level proficiency in Colombia prevents the access to these opportunities. Sanchez (2013) in its descriptive analysis of bilingualism in Colombia stated that most teachers and apprentices are classified in the lowest levels, known as A1, A2 and B1 according to the common European framework of reference. For this reason, the

National Ministry of Education in Colombia (MEN) established the importance of having a high-quality English teaching searching an accurate language performance level implementing the National Bilingual Plan since 2004 (PNB) as a tool to reach English level required by the Common European Framework.

Actually, a program oriented to the strengthening of English country language named Bilingual Colombia, implemented since 2014, having a solid support taken from some current programs and reforms such as: The National Bilingual Plan mentioned before, Program for the Strengthening of Foreign Languages (PFDCLE) 2010-2014, Law 1651 of 2013, Bilingualism Law and the National English Program (PNI) 2015-2025. That program aims at contributing to students in the education system to communicate better in English. Having mastery in this language will allow Colombian students and teachers to have access to scholarships in other countries, greater mobility and better job opportunities, even in Colombia. (MEN, 2016).

It is known that English language is composed of four main skills such as reading, speaking, writing and listening being reading a low practiced skill by students in Colombian schools who argue that reading is a boring activity because they don't understand some texts due to the complexity of the vocabulary which according to Freboody (1981) is fundamental at the moment of comprehend a reading since there exist a strength relationship between vocabulary knowledge and reading comprehension. Furthermore, according to Silvestri (2018) reading skill is an important skill for success in any facet of life. Reading is more than simply picking out words on a page; it is a process of critical thinking which involves evaluating ideas and applying

them to everyday situations. Being linked with vocabulary acquisition inasmuch as identifying

unknown words is considered as the first step when working on reading abilities due to the

unbreakable relationship between reading and vocabulary acquisition (Mouti, 2016). To know,

decode and interpret a text, it is vital first to know the vocabulary with the aim of creating a

dialogue between the reader and the text in order to create hypothesis of what the text is about.

On the other hand, the restricted vocabulary does not only hinder the reading and interpretation

of texts, but the interaction in second language between the teacher and the students and students

and students. Furthermore, as stated by Mediha and Enisa (2014), communication cannot take

place without having enough vocabulary. Thus, there is an imperative need to empower learners

with strategies that enable them to increase their word knowledge. Being fundamental to English

learners have a wide vocabulary rank in order to accomplish not only the educational goals but to

confront daily situations.

In addition, the Colombian English general level is not accurate to face actual English

language demands cause according to EL TIEMPO (2018), Colombian country is located in the

60th place of the 88 countries taken into account to carry out the English mastery study which

aims at evaluate the English proficiency at the moment of speak, work and develop real life

situations, hence, this project has the purpose of fostering reading skills and vocabulary

acquisition facilitating sixth grade students at Instituto Tecnico Agricola text interpretations and

a wide vocabulary rank that can be helpful at the moment of coding text, spoken language and

even at the moment of produce in a second language (L2).

Problem.

Nowadays, learning English is considered a key aspect due to the high impact that this language has in the entire world, however, in countries such as Colombia, there is a low level of English language proficiency. To contrast this problem, encouraging children in reading and vocabulary acquisition throughout the short fables seems to be as a strategy to boost the English Colombian proficiency since, the lack of vocabulary in a foreign language such as English makes hinder speaking, listening and writing skills as well as reading abilities depriving students access to endless educational tools such as academic papers, books and articles which are written originally in this language, being fundamental to start improving English language in order to have widely access to that information fostering at the same time critical thinking .

During the non-participatory classroom observation carried out during one week, it was evident the need of implementing and undertaking vocabulary and reading activities in order to boost that ability within the classroom field with the goal of strengthening and enhancing this relevant skill. Moreover, the student's problems evidenced when interpreting and analyzing short texts invite the researcher to realize that: the non- accurate vocabulary knowledge difficulty student's comprehension frustrating them and giving to them a bad perception about reading activities affecting their self-stem, cognitive processes and even producing scholar desertion.

Justification

Nowadays, English is defined as the world or global language spoken and learned by millions of people around the world according to Alsagoff et al. (2012). That definition and others English perceptions such as: the language of science, trading, knowledge and work transform English language in a communicational tool highly required in this Educational interconnected society.

In addition, accordingly to the UNESCO (The United Nations Educational, Scientific and Cultural Organization) learning a second language must be considered as a key aspect in the personal and educational formation of a person in this current world, since it facilitates a person having access to different cultures or linguistic communities. Additionally, teaching English as a second language helps students not only to meet new people, be open minded, stablish good relationships but form competent and qualified people capable of overtake real world daily situations.

It is important to define what a competence is, which can be seen as the specific skill in a specific field, in order to support the previous idea, Lehmann (2009) defines a competence as "a bundle of cognitively controlled abilities or skills in some particular domain" and how the individual uses that knowledge to bring solutions to some problems presented in that domain. On the other hand, Chomsky (1965) emphasized the difference between competence, the speaker knowledge of the language and performance, the use of that language in particular situations arguing that language knowledge must be applied to the context and real world using the discursive, grammatical and functional language component to communicate effectively in every context or situation. Thereby, learning a foreign language include a set of competences defined by the CEFR (Common European Framework) as pragmatic, linguistic and sociolinguistic

competences, emerging reading as one of the four core abilities worked at the moment of learn a foreign language and defined by Anderson, Hiebert, Scott, and Wilkinson (1985) throughout five steps: " (1) reading is a constructive process, (2) reading must be fluent, (3) reading must be strategic, (4) reading requires motivation, and (5) reading is a continuously developing skill". In other words, reading is a constant skill which requires motivation and that linked the reader context with the text allowing him to interpret, know a new reality and adapt the text content to his context.

On the other hand, taking into consideration that one of the key aspects of the Ministry of Education is to provide to the learners a better quality of education searching for bilingualism which allows to the students to produce and interact using the second language (L2), English teaching must have its focal point on designing new strategies in order to catch student`s attention changing possible bad perceptions about the English language. Regarding to this, the teacher process plays an important role at the moment of implement those strategies when teaching a new language; under those circumstances, this project aims to overcome the low accuracy and reading proficiency guiding the students towards a Bilingual Colombia reaching the purpose established by the Ministry of National Education (MEN).

Objectives.

General objective.

- To foster reading abilities and vocabulary acquisition throughout the use of fables.

Specific objectives.

- To focus student's attention in increase their English vocabulary

- To encourage students reading comprehension skills.

- To create an adequate atmosphere which facilitates and motivates students when learning English

- To prepare students to analyze and be capable of adapt knowledge to face everyday situations.

Institutional observation.

The educational School Instituto Tecnico Agricola Carcasi, open to the general community and uncharged of offering a technical agricultural industry formation was founded on 1953 as a vocational institution directed by Regulo Efrain Pineda offering to the community three courses: pre-vocational, first and second vocational ruled by the National Educational Ministry (MNE) being minister of education Lucio Pavon Nuñez under the resolution 0991 april 16th, 1953. In 1979 under the resolution 12593 July 27th, 34 students received their first certificates.

Instituto Tecnico Agricola de Carcasi is located 600 meters near to the Carcasi town center, its vastly academical, technical and laboratories sources and its extensive rural state allow to the community an accurate, viable educational process determined by the National Educational Ministry since the resolution 07766 Juin 15th 1990, 23 article Juin 1989 and the 1 article taken from 1915 decree 1989. Later on, the 14th December 2001 under the resolution 12454 which search the departmental re-structuring educational stablishment was integrated and linked with the Institution (Escuela Urbana Mixta) institution located in the center town. Two

years later, 14 rural institutions were linked to the Instituto tecnico Agricola under the resolution 07131 august 22th, 2003 allowing the Institution cover different municipal sectors offering a high educational setting and level guided by a strong and wide mission and vision.

Mission

The mission of the Instituto Tecnico Agricola de Carcasí, is "to guide an educational process, through a pedagogical model consistent with the context and policies outlined by the State, which allows students to be fully trained in basic, citizen, labor, and scientific knowledge skills, to improve the teaching-learning process, implementing the use of ICT, the bilingual program, leading good pedagogical, agricultural, administrative and agro-industrial practices, supported by inter-institutional alliances; in order to respond to the demands of today's society".

Vision.

Be an institution with local, regional and national projection due to the quality of the educational service offered linked to the social development, expressed in the entrepreneurial student's formation, making them transformers of their environment, with management in ICT and bilingualism for their work performance and productive active part in their society; promoting the construction of technical and scientific knowledge boosting the economy of the region; assuming challenges proposed by the political, economic, cultural, technological and environmental advances that globalization brings.

School shield.

Figure 1. Instituto Tecnico Agricola Carcasi shield

School authorities:

The main authorities at Instituto Tecnico Agricola Carcasi school are shown in the next chart:

Position:	Name:
Rector:	Misael Johany Garcia Rincon
Discipline coordinator:	Mariela Calderon
Cooperative Teacher:	Johana Meza

Table 1. School authorities

Fundamentals aspects of the PEI.

The Educational Community of the Instituto Tecnico Agricola de Carcasí, bases its work on a humanistic, social and pluralist conception, defining the guidelines that contribute to configure its current image as an institution of solid principles where competitive business mentality is encouraged in its productive daily processes and the relationship among the Institution, the Learning atmosphere, the scientific abilities and the technical and technological skills strengthen the process fostering the values, behaviors and skills, adapted to the demands of the modern world and to the needs and possibilities of its actual social context, characterizing the Institution because of its constant evolution and continuous improvement.

Instituo Tecnico Agricola Carcasi presents the following Institutional objectives: Provide to the student an integral formation according to the new current regulations, through the search, development and dissemination of knowledge in the field of agricultural activities, agro-industrial processes, marketing and resources administration, science, arts, preservation of natural resources, the use of new information and communication technologies and a gradual implementation of the bilingualism program.

- To form ethical, competent, and qualified citizens in the development of their skills and abilities.

- To promote in the students an entrepreneurial mindset, aimed at the development, conservation and transmission of knowledge in the scientific, professional and cultural field surpassing the demands of the world of work.

- To develop, by providing a quality educational service, an image of excellence before the community.

To promote the preservation of a healthy environment implementing ecological education and ecological culture.

Physical description.

The Institution owns a farm with its different work teams, sports fields (soccer and basketball court), swimming pool, sports hall, workshop with some basic tools, computer room, bilingualism laboratory, physics and chemistry laboratories, 10 classrooms, audiovisual room, three bathrooms, three offices, a school restaurant, the teacher's room and a cafeteria where teachers and students have a relaxing time sharing with others.

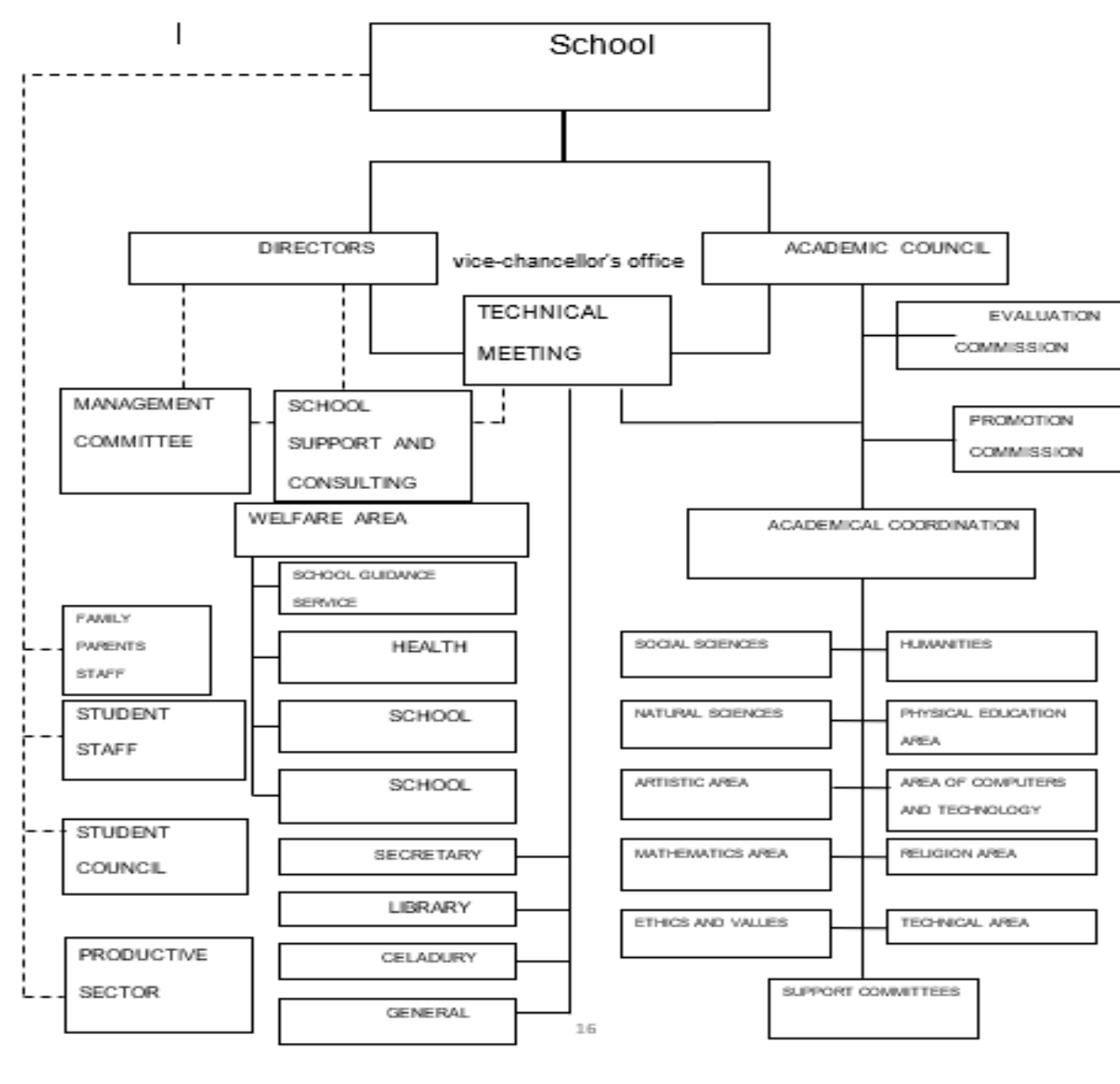**Instituto Tecnico Agricola Carcasi organization structure:**

Table 2. Instituto Tecnico Agricola organization structure

Chronogram of activities

INSTITUTO TÉCNICO AGROPECUARIO CARCASI
CRONOGRAMA DE ACTIVIDADES AÑO 2019

PER/DO	ACTIVIDAD	ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
PRIMERO Enero 14 -- Marzo 29	Iniciación de clases	21											
	1ª Asambleas de padres sector rural	31											
	1ª Asambleas de padres sector urbano		07										
	Asamblea general ITA principal		14										
	Atención a Padres de Familia		25	21									
	Elección del Gobierno Escolar			1									
	Día de la mujer			8									
	Izada de bandera (Revolución comunera)			15									
	Izada de bandera (Dia de la Carcasianidad)			22									
	Pruebas Saber			25-29									
	Entrega de informes académicos (Sector rural)				08								
	Entrega de informes académicos (Sector urbano)				11								
	Entrega de informes académicos (ITA A)				12								
SEGUNDO Abril 01-- junio 14	Izada de bandera (Bogotazo)				09								
	Izada de bandera (Dia del idioma)				23								
	Receso estudiantil Semana Santa				15-19								
	Desarrollo institucional				15-17								
	Día del maestro					15							
	Atención a Padres de Familia					14	5						
	Día del alumno						8						
	Día de la familia	Por definir según agenda del sacerdote										
	Pruebas Saber						10-14						
	Vacaciones de estudiantes						17---05						
	Desarrollo institucional						17-21						
	Vacaciones de docentes						24----05						
	Entrega de informes académicos (Rurales)						15						
	Entrega de informes académicos (Sector urbano)						18						
	Entrega de informes académicos (ITA)						19						

PER/DO	ACTIVIDAD	ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
TERCERO Julio 08 -- Septiembre 13	Izada de bandera (Grito de independencia de Colombia)							22					
	Izada de bandera (Batalla de Boyacá)								08				
	Atención a Padres de Familia								12	5			
	Pruebas Saber									09-13			
	Entrega de informes académicos (Sector rural)									23			
	Entrega de informes académicos (Sector urbano)									26			
	Entrega de informes académicos (ITA)									27			
	Receso estudiantil										07-11		
	Desarrollo institucional										07-11		
CUARTO Septiembre 16 - Noviembre 29	Izada de bandera (Descubrimiento de América)										15		
	Atención a Padres de Familia										21	14	
	Izada de bandera (Independencia de Cartagena)											12	
	Pruebas Saber											18-22	
	Nivelaciones año											25-29	
	Entrega informes académicos y clausuras	Se programara con actividades de finalización										
	Desarrollo institucional												02-06
	Receso estudiantil	A partir del 02 de diciembre										
	Vacaciones para docentes y directivos	A partir del 09 de diciembre										

Figure 2. Chronogram of activities.

Supervisor's academic schedule.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00	7b		7a	10	
8:00-9:00	7a		7a	7b	7b
9:00-9:15	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**

9:15- 10:15		6			10
10:15 -11:15	10	9	8	8	
11:15 -11:30	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**
11:30 -12:30	9		11	8	11
12:30 -13:30	9	6		6	11

Table 3. Supervisor`s academic schedule

Pedagogical aspects.

During the observation, it was perceived a full preparation of the class according to the topics that was taught; however, due to some students' attitude it was impossible for the teacher to cover an entire topic in a class expending at least two classes working in the same topic, being able consequently to slow down the teaching a foreign language progress. In fact, as a solution to catch student's attention and provide significant learning on students, the teacher implements the use of audiovisual resources, short significant activities and some oral productions with the aim

of encouraging students to participate and keep them motivated to continue learning. Despite of some student's misbehavior, teacher reaches the goals proposed during the class and those goals could be evidenced and supported by the grades obtained by the students in the different evaluation and activities proposed during the class.

On the other hand, the teacher is very patient with students and propose to them different forms of evaluation and evaluation leveling searching non a traditional strict learning environment but an inclusive and significant one in which all students have the same possibilities to learn, produce, understand and pass the course.

Finally, the teacher had explained to the practicum student how to control and manage the classroom and students misbehave by fulling or making notes in an observational behavioral book in order to keep students in calm avoiding possible problems at the moment of developing a class, in the same way, each activity, evaluation or quiz developed by the students has to be pasted on students' notebook with the goal of have a control about what students do during the school period of class.

Chapter I: Pedagogical component

Introduction

Taking into account the current world globalization objective which is to connect everything, learn a world language as English become primal as a basis to be part of this globalization process being fundamental not only the linguistic ability acquisition, but the performance and critical thinking fostering learners to be active in the construction of the process mentioned previously. Thus, encourage reading and therefore the vocabulary acquisition in the students will be of great help when interpreting, organizing and creating adapting the encoded information taken from any document to the real context developing a critical thinking and an accurate educational background by learners.

To accomplish this goal, the teacher should focus on getting the required and expected results of each student by implementing the appropriate use of pedagogical resources, motivating students to be open minded towards the English learning process and most importantly to be aware of the importance of this language in academic and globalized terms. Thus, it will be proposed real life activities with the aim of contextualize them with the world helping them to be prepared to overcome possible obstacles that may appear later such as giving directions, explain a concept to someone who speaks Spanish or guiding a foreigner. Finally, the teacher must be aware of his role as a trainer and must provide the necessary support to the student motivating him to move forward.

Justification

This proposal is based on developing reading skills in sixth graders throughout the use of short fables, such as: improving their general vocabulary and their ability to interpret and analyze these kinds of texts. It is important to mention that fables will be adapted to the students' context in order to create a funnier and more entertaining learning environments. Therefore, the use of this reading element will be focused on motivating students to be interested in reading and making an accurate interpretation of it.

On the other hand, having the institutional observation week as a support, certain shortcomings could be evidenced in students of higher grades at the time of reading correctly due to the lack of vocabulary. It becomes necessary to work the reading analysis and the acquisition of vocabulary with the sixth graders, in order to provide students with the necessary tools that allow them to overcome mistakes and problems related to vocabulary for them to have a better text interpretation in the forthcoming grades by creating solid bases which contribute to the acquisition of higher grades and the educational necessities.

Finally, improving the reading skills of sixth-grade students by preparing them to overcome future educational requirements in terms of analysis and interpretation is a challenge for the pre-service teacher since the material must be adapted to the needs of the students by offering them a significant knowledge answering to the main goal: How fables are helpful at the moment of boosting reading and vocabulary acquisition skills?. At the same time, it was possible to answer some emergent questions such as What is the importance of handle a good vocabulary bank? Among others.

General objective

- To develop reading skill and vocabulary acquisition throughout the use of short fables in sixth grade at Instituto Tecnico Agricola Carcasi.

Specific objective

- To foster students to read by passion.

- To integrate all sixth-grade students through the use of different interpreting workshops promoting healthy competition.

- To boost students' critical thinking.

- To provide students a wide variety of useful vocabulary

Theoretical framework

In order to set out this research, it is important to highlight some important concepts which will be useful to support the current research such as: reading, critical thinking, fables and vocabulary.

Reading:

Reading can be defined as a process of coding symbols related to the language throughout knowledge is acquired, interpreted and re-structured. It is well known that reading implies pronouncing words correctly, knowing their meaning and context in order to give clarity and meaning to the text. According to Bojoviv (2010), the reading skill is linked with a cognitive ability used by a person during the interaction with a written text. Nevertheless, there is a key aspect of reading which cannot be omitted, the reading comprehension: which implies to readers make use of their existing background knowledge (schemata) in order to make predictions about

what is coming next on the text and to analyze the context being accurate at the moment of interpreting and analyzing texts. (Bojovic, 2010, p1).

Dutcher (1990) stated that reading goals consist of constructing meaning, and to achieve that, some steps are proposed:

- It should address the reader's cognitive ability to construct meaning out of what is implied in the text.

- It should assist in developing reading fluency, skills, and strategies.

- it should honor both the reader's literacy context and ability to make cognitive and affective leaps based on a synthesis of old and new information.

To support the three patterns mentioned previously, a new definition of reading named *Authentic assessment* was proposed by Wiggins (1990) and best defined as "direct examination of student performance on worthy, intellectual tasks" which can measure the level of reading traditionally implementing several helpful questions that allow readers reflect about the reading process itself, analyze and organize the information answering to the text purposes.

Besides the steps proposed by Dutcher (1990), The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures (2010) write about the importance of reading in English for specific purposes arguing that learners should extract accurate information quickly avoiding some deeper language details; understanding the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge. Highlighting the importance of think critically and faster

constructing cognitive structures that allow readers play with the information gathered from text using that to answer text purposes.

In conclusion, reading skill involves reading comprehension, deduction and background knowledge use with the goal of making the best of the text by extracting highly relevant information. In other words, is the ability of comprehend a text fully.

Critical thinking

Emily R. Lai (2011) consider critical thinking as the way of analyzing documents or arguments making inferences using inductive, even deductive reasoning judging or evaluating a specific situation in order to solving problems involving cognitive skills and dispositions which can be defined as attitudes or habits of mind that foster a person to be well informed. In that sense, critical thinking is an ability acquired with practice and perseverance which offers to a person the possibility of analyzing and decide in what believe or not.

In addition, the open University stated critical thinking as a 21th century ability important to learners at the moment of creating strong thoughts basis of their own developing more reasoned arguments taken into account the information gathered helpful to face daily activities.

Fables:

"A fable is a short and at first glance funny animal story which is used to teach something" (Fraile, 2007, p.12). Fables can be used as pedagogical tools to teach vocabulary fostering the love of reading due to its original and striking content, giving students a motivation to continue reading, taking into account the age of sixth grade students and their interest in fantasy stories, fables can serve as a tool to catch learners attention reaching a process of reading

comprehension and critical thinking due to its moral content acquiring consequently new vocabulary.

Vocabulary

According to Linse (2005), vocabulary is defined as the collection of words that an Individual knows, in other words, is a list of words for a particular language that an individual can implement daily. Furthermore, in Webster Dictionary (1985:1073), vocabulary is defined as "a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc". being a core aspect when teaching a language because it allows the learner to give context to the words, interpret and produce concrete and coherent content which can be communicated and understood by others. "Without accurate vocabulary, speakers cannot convey the meaning and communicate with each other in a particular language" (Laufer, 1977, p.54).

To conclude, vocabulary is the mastery of words and definitions of an individual in a specific language which can be extended throughout reading, since, it is of strict importance to understand the meaning of some words to give sense of a text improving markedly the cognitive abilities of the learners not only when reading, but at the moment of writing, listening and speaking.

Literature review

This section shows a general overview into two categories: the use of fables to improve reading skills and acquiring new vocabulary throughout the use of fables.

Khairunnisak (2018) affirmed that When students have been comfortable with the reading fables, they find that they can control the reading experience, gaining confidence in their ability

to read in a foreign language. To better illustrate this, fables as a tool to work on reading comprehension motivate students due to their unique and original content that in most cases is more understandable to readers than other types of texts (Gibbons, 1953, p.53), it could be inferred that the use of fables thanks to its deductible vocabulary allows students to quickly understand the text by increasing their motivation and effectiveness when reading.

Khairunnisak (2018) in his thesis named "using fable texts in teaching reading comprehension" stated that when implementing fables learning reading was easier. Besides, they provided reasons related to their opinion. Throughout fables, the reading comprehension process was more enjoyable, because the text stimulates learners to use the vocabulary used in the text due to the plot to follow that fable texts offer catching the reader's attention increasing their self-esteem due to the quick interpretation of the text and the handling of the main fable vocabulary.

Vocabulary acquisition

Roget (1980:1036), defined vocabulary into three key concepts linked to each other; a list of words often defined or translated. All the words of Language. Specialized expression which are indigenous to a particular field, subject, trade or subculture.

To understand a language, it is mandatory to relate to its vocabulary, meaning and application to the context. Being considered the vocabulary acquisition a key aspect to master a language, therefore, Kuzuma (2017) in the study entitled "the effectiveness of learning vocabulary in subtitle fable story" revealed that the vocabulary of students increases significantly after this method is applied. The use of suitable fable media makes students feel enthusiastic and interested in following the lesson. Proven, they are very happy and very concerned about learning well and make the class very effective.

Posada, Franco and Buitrago (2017), proved that students said words from the reading related to animals. "It seems it was easier for them to remember those domestic animals they heard in the fable reading" in their study "teaching vocabulary with fables reading with primary learners in Complejo Educativo la Julita from Pereira". Also, demonstrating that students are motivated to learn vocabulary after hearing the teachers pronounce it orally at the time of reading, likewise, due to the familiarity of the characters with the realities of the students facilitates the association between the new vocabulary and the educational context.

In the research project "Vocabulary Acquisition through Direct and Indirect Learning Strategies" carried out by Naiemi and Voon Foo (2015), acquiring adequate knowledge of vocabulary is defined as one of the significant issues which enhance reading comprehension. Thus, the successful comprehension of different kinds of texts is the result of the development of students' vocabulary knowledge Regardless it is acquired directly or indirectly, the study previously mentioned demonstrates the unbreakable relationship between reading and acquiring vocabulary since the two processes depend on themselves, offering a wide range of action to the readers when reading and analyzing a text.

Methodology

The main purpose of this research proposal invites to implement an action research design that is defined by Mills (2011) as a systematic procedure implemented by an individual (teacher-student) belonging to a specific community in order to gather data that are then analyzed and used to improve a problem linked to their educational setting, In the same way, the purpose of improving reading skills thus encouraging the use of vocabulary is based on the teaching

method named "teaching with style" proposed by Grasha (1996) who divides the teaching methods in three: direct instructions, inquiry-based learning, and cooperative teaching.

Firstly, direct instruction, that in general terms make reference to the traditional teaching strategy based on teaching through lectures and direct instruction defining the teacher as the only supplier of knowledge and information.

Second, inquiry-based learning which focuses on student investigation being the teacher the facilitator, providing support for the students who play an active and participatory role in their own learning process.

Third, classroom management that emphasizes group work and a strong sense of community. This method focuses on the belief that students learn better working in teams learning from their peers.

Presentation of the project.

This project will be divided into 4 stages: first the general presentation of the project and selection of participants, second, the application of reading workshops, third, the application of two questionnaires as a strategy to measure participants perceptions about the project, as well as the viability of the same and fourth the creation of the final product that will be a compilation of the workshops developed by the students with the objective of evaluating the progress at the end of the project.

As first stage, using slides, the pre-service teacher will present the generalities of the project to the students giving answers to the possible emerging questions. afterwards, the practitioner will teach some unknown words to the students related to a short fable that will be

read later on with the objective of showing the learners how the reading workshops will be

worked. After reading the fable, with the help of the supervisor, answers to specific questions

about reading to corroborate learning and evaluate the level of student discernment will be given,

and finally the practitioner will ask for the voluntary help of 8 students to carry out their

pedagogical proposal and will show them the schedule of the activities.

Time table

	Activities	September				Octuber				November				December			
		Weeks				Weeks				Weeks				Weeks			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Conception of the project	■	■														
2	Socialization of the project			■													
3	Implementation of the project				■		■		■	■		■					
4	Instruments application						■		■		■		■	■			
5	Data analysis														■		
6	Results socialization															■	

Table 4. Time table

Setting and population

This study will be carried out at Instituto Tecnico Agricola Carcasi in Santander,

Colombia, consisting on eight of participants from sixth grade, an average age between 10 and

13 years old, who were selected under a voluntary basis to take part of this pedagogical project;

inasmuch, the pre-service teacher obtained permission from both principal and the students to carry out the project after explaining the main goal of it and its hypothetical results.

Instruments

In order to collect necessary data to support the results of the project, a series of gathering data instruments must be applied:

Planning sample: according to Kelly, a lesson plan is a framework and a road map which each teacher creates using an individual style in order to outline the teacher's objectives that students have to accomplish in a determinate lesson, on the other hand, Brown (2001) suggest the following type of lesson plan: 1) Opening: the first contact between teacher and learners, 2) warm up: an ice breaker activity, 3) introduction of the new topic: the link between the lesson objectives with the topic that will be worked, 4) explanation: the grammar explanation, production activities: the students put into practice the knowledge gathered from the lesson and 5) evaluation: the teacher measure student's knowledge, give feedback and check possible mistakes.

Recordings: in order to have evidence about the teaching and learning process and to reflect about the process itself, the pre-service teacher will record some classes.

Questionnaires: according to O'Leary (2014). A *'questionnaire'* is the instrument for collecting the primary data discovering what participants are thinking

Reading comprehension workshops: action practical work about the different fables with the aim of discussing and fostering reading abilities and vocabulary acquisition.

Implementation of the project:

In this part of the project, as first stage, the pre-service teacher Introduced with the help of some slides the project to the students explaining them the name of the project, the main goal of it, the schedule in which they are going to work and the expected results or final products that will be analyzed in order to verify the progress and viability of the project **(Appendix 1).**

As second stage, in order to design the first fable workshop, the teacher applied to the students a little survey containing the name of some popular fables in order to adapt the work based on the students likes creating in that way an agreeable atmosphere facilitating the accomplishment of the goals proposed by the teacher **(Appendix 2).** After giving them the fables name, they decided which fable they were going to work. So, the practitioner introduced the fable using an English short video **(Appendix 3),** after showing the video, the pre-service teacher asked to some students to try to guess what was the fable about by writing on the board some students opinions. Later on, bearing in mind the student's opinions, the teacher introduced a power point presentation containing some unknown vocabulary related to the fable**(Appendix 4).** and explained orally some crucial steps at the moment of analyze a fable such as known in one English word the theme, context and moral of the fable, after that, the practitioner presented to them again the fable but this time in Spanish with the aim of identifying the steps mentioned before **(Appendix 5)..** Finally, the teacher asked who students wanted to be part of the fable analysis workshops. In order to evaluate the vocabulary knowledge gathered from learners, a multiple-choice activity was implemented by the pre-service teacher fostering student's participation. **(Appendix 6).**

With regards the third stage, the eight students who wanted be part of the final workshops, with the help of the teacher started to analyze the fable in order to go deeper and interpret critically the information gathered from the tale learning new vocabulary and how to

write accurate. It is necessary to say that understand completely a fable, its moral and its diverse interpretations took more than two weeks, so, the students in a piece of paper started with a first analysis of the fable bearing in mind some information such as what is the theme, the context and the moral answering at the same time some open questions **(Appendix 7).** In order to continue learning and sharing knowledge, a second and final workshop related to a popular fable entitled "the grasshopper and the ant" was applied in order to check the students' knowledge gathered , their analytical abilities and the way they identify unknown vocabulary which will be helpful to increase their mental vocabulary basis. This workshop was helpful to the pre-service teacher in order to evaluate the students critical thinking and its perceptions about the world. (to see one example of the workshop applied go to the **Appendix 8).**

Data Analysis Procedure:

During the development of this project, data were collected throughout three main instruments: non-participatory observation, Likert scale questionnaires and a recorded interview. Firstly, two non-participatory observations were carried out by the practitioner with the aim at identifying the student's weakness for instance the focus of the pedagogical project by observing the development of the class.

Secondly, at the end of the process a Likert scale questionnaire was applied allowing the practitioner not only to know the student's opinions, perceptions and possible suggestions but also at what level the objectives established in the pedagogical proposal were accomplished. It means if the project had a positive effect on reading student's skill and their vocabulary acquisition process. The questionnaire consisted of 5 questions that students had to measure

according to their opinion and perception. (to see the questionnaire implemented by the pre-service teacher go to the **appendix 9).**

Finally, A recorded interview was applied with the goal of hearing for their own voice what they thought of the pedagogical project in general and how throughout this academic period it had helped them to improve in their academic life, what opinions they had and what possible Changes they suggested for its continued application, (to see the recorded interview implemented by the pre-service teacher go to the **Appendix 10).**

On the other hand, it is necessary to say that obtaining a final product that cover all the objectives proposed in the project was impossible. So, as a result; The students created two final products covering as much as possible the objectives set by the teacher in charge demonstrating the viability of the pedagogical proposal implemented all along this fourth academical term.

As a first product, the practitioner obtained a personalized agenda that seeks to demonstrate the participants' commitment to acquire and improve their vocabulary bank in a foreign language (English) taking note not only of some fables they like, but of the unknown vocabulary that later on is appropriate for the student itself throughout drilling activities associating the unknown words with some interactive images facilitating their easy understanding, appropriation and comprehension being capable of reading a short fable without limitations motivating themselves to read this fun stories constantly. (to see the examples of the first final product, go to the **Appendix 11).**

Finally, responding and creating an improvement in the analytical capacity and critical thinking of the students, some posters inspired by some teachings left by the different fables worked during the academic term were created by hand by the participants. Those posters were

located around the English classroom with the aim at encouraging not only the use an important

foreign language such as English but leaving a significant product in the educational institution

which could encourage the curiosity and analytical ability of the general student's population at

the moment of trying to analyze the different phrases. It is important to mention that some

phrases were taken from famous people but that they encompass everything worked on the fables

analyzed. (to see the poster created by the students go to the **Appendix 12).** The creation of this

product took extra-classes time. In that sense, we had three meetings in the afternoons that

allowed us to well design and create the posters.

Results

The data of this study was collected by the implementation of different instruments which

guaranteed an answer to the main objective stablished which was: to foster reading abilities and

vocabulary acquisition through the use of short fables in sixth grade students at Instituto Tecnico

Agricola de Carcasi, the participants who were part of this whole process felt really comfortable

of being part of the activities carried out during the development of the project itself. In this way,

four main categories emerged: Vocabulary improvement; advantages and disadvantages of the

short fable's implementation; reading and critical thinking motivation and great life lessons.

Compassing the first category "Vocabulary improvement" it was evident that the use of

short fables catches student's attention making them to analyze and search for unknown words in

order to understand the fables increasing in that way unconsciously their vocabulary bank. To

better illustrate the information above; participants stated that: "When I realize, I knew how to

say in English words that I did not handle before such as viento, cigarra, campo, trabajo,

hablar… and some others" (Participant #5). "This kind of activities helped me to understand

better due to the vocabulary acquired at the moment of work on a fable" (Participant #1).

According to some participants, perception it is able to say that all along the process they comprehend new words which were helpful in their academic daily life. "I think the pedagogical project is helpful because I learnt some vocabulary that facilitates me better understand some evaluations or homework's assigned by the teacher jaja"(Participant #4). To support that it is important to stated "I had answer el martes de prueba and I understood some words such as wake up, rollercoaster and go away because they were the words, we worked in one fable workshop" (Participant #6).

Another important fact of this first category is not only about the new vocabulary learnt by participants, but some synonyms learn by them that help to remember some words they already know: "It was curious for me because I found in the dictionary that toil is trabajar, so now I can say I toil and not I work or I can say both jaja" (Participant #8), another participant stated: " Now I understand why in Facebook appeared the word chat, it is the same that saying speak or talk jaja, English is cool" (Participant #3).

Based on the perceptions gathered by the pre-service teacher it is possible to affirm that work with short fables have benefits at the moment of improving vocabulary in fact that to understand a fable it is important firstly to understand the meaning of the unknown words. However, despite the positive perceptions about the vocabulary improvement from the 75% of the participants, the other 25% stated that "Is tedious to search unknown words using the dictionary because I do not know and understand anything" (Participant #7).

"Due to the non-understanding of some fables I have to write a lot of unknown words and I do not memorize none, because they are a lot and it is a boring process" (Participant #2). From the previous perceptions a conclusion emerged: despite some negative comments the goal of

improving the vocabulary is accomplished demonstrating in that way the viability of the project implemented by the pre-service teacher.

Advantages and disadvantages of the short fable's implementation:

The implementation of the short fables is highly important at the moment of boosting reading skills fostering at the same time the vocabulary acquisition and the critical thinking student's skill. However, it has some advantages and disadvantages that are going to be named next.

With regards to the advantages of the short fables use; it is an innovative way to work and learn a second language (English) offering to the students a new way to learn avoiding traditional methods by enjoying the process since they are going to work on topics they loved. On the other hand, fables can be adapted to any academic situation depending on the objectives the teacher wants to cover. Furthermore, based on the students answers it is possible to state that: "It is a new way to work, it allows us to left the routine enjoying the stories we worked when we were child, we have a lot of fun…I felt myself more comfortable at the moment of participating and read in front of my classmates, I hope this kind project will be developed frequently in other grades".

"As a student interested in learning English, I love this project, it helps me to know vocabulary, read correctly and at the same time I learnt how to pronounce some words"

"I am shy, but see my classmates having fun and the teacher attitude at the moment of check some mistakes makes me felt confident and read out loud without fear. In the same way, unconsciously I learnt vocabulary and some lessons such as working on time, do not judge the others and do not forget who we are and our origins".

"In some fables workshops I can see some images that we can link with the unknown words, also some stories are similar to real cases which help us to face some daily problems. Amm, the animated videos about the fables catches my attention and help me to understand the main topic of the fable and to pay attention to it".

On the contrary, according to some participants answers some disadvantages could be:

"I do not understand the fables and write a lot of words in the notebook is boring, I prefer go out and do another thing, those tales are not helpful for me because we are in English class not in Spanish". It is crucial at this moment to say that write the unknown words in the notebook was not mandatory; it was just part of one of the steps of the methodology named "Learning with style" which was implemented by the teacher.

As a conclusion after analyzing the student's perceptions and their development all along the workshops developed the teacher stated that the implementation of short fables had great advantages such as the student's motivation to learnt English language, the collaborative work at the moment of answer and construct knowledge knowing vocabulary and sharing with others. Finally, the lessons learnt will help them to face not only the possible academic outcomes but the real-life ones. However, some students felt bored, without motivation, tired and confused defaulting the process itself. In measurable terms, the 87,5% of the participants suggested and find advantages at the end of the project while the 12,5% found the project non-accurate at the moment of improving some English skills such as reading and the vocabulary acquisition.

Reading and critical thinking Motivation:

The importance of having a good motivation at the time of starting doing something is crucial in the development of the process and the attendant results. Reading is not the exception,

so according to the 62,5% of the participants, this study helped them to be motivated and to love reading in a foreign language and the process that the skill implies. "Those are interesting fables that catch my attention because the stories are good" (Participant#5). "The Fables talk about animals and the ones worked had images that help me to deduce the topic and main idea, even the moral" (Participant#3).

The good reading process involved three main steps, pre-reading, while reading and post-reading. That is why the activities proposed at the moment of motivate and evaluate the reading comprehension should be attractive to the students at the moment of catch their attention facilitating their process. The good design of a pre-reading activity is a motivating begin to them in this important English ability: "At the beginning I hate reading because I did not understand, but after knowing some words and the main Idea I started to be involved in the story and workshops" (Participant#1). "Firstly, with the teacher and classmates we construct a list of vocabulary related to the fable, so when we start reading, we already know the key words we need to understand the fable" (Participant#3). "Identifying some clues about the main characters…. for example, when the teacher asked what is this? and we answered this is a mountain, this is a river and this is a girl we realized that the name of the Fable was the river and the mountain so, we discovered little by little the content of the story which is innovative" (Participant#8).

A correct way to evaluate the reading process or in other words do a great post-reading activity is the implementation of workshops that help students to analyze the content read, appropriate the information gathered and construct new mental processes taking into account the content extracted from the texts answering in that way to the Common European Framework goal proposed to the A2 reading comprehension level which is: "Can understand short, simple

text on familiar matters of a concrete type which consist of high frequency every day or job-related language". Moreover, read correctly involves analyze, reflect and think critically. The answers of some participants throughout the different oral workshops demonstrating the evolution that some participants have at the moment of analyze and answer correctly and critically to some open questions. The next charts show the evolution of some participants at the moment of reading and understand answering to similar questions related to the Fables worked.

Participant#2 and #8	First workshop	Second workshop	Third Workshop
Question Proposed: **What is the theme of the Fable?**	"Laziness"	"We do not be lazy because it is not god"	"The importance of working on time avoiding possible future outcomes"
This situation could be compared with a real life one?	"no, because animals do not speak"	"Maybe in some cases in which bad friends try to interrupt our jobs or make us postpone our responsibilities"	"Sometimes we focus on living the moment without responsibilities paying the consequences of not being organizing later on"

Table 5. Participant #2 and #8 reading comprehension and critical thinking evolution.

Participant#3 and #5	First workshop	Second workshop	Third Workshop
Question Proposed:			
What is the theme of the Fable?	"Work on time"	"We have to work quickly and a lot"	"Accomplish with the responsibilities avoid problems and maybe the death"
This situation could be compared with a real life one?	"yes, when we have to work quickly to accomplish with some teacher's homework's"	"We realized that the most important and rich people are who worked a lot as the ant, so the situation is similar"	"being responsible is helpful to our lives and future as students and professionals"

Table 6.Participant #3 and #5 reading comprehension and critical thinking evolution.

Participant#1 and #4	First workshop	Second workshop	Third Workshop
Question Proposed:			
What is the theme of the Fable?	"Envy"	"Felt envy for other people is bad"	"envy is not god, we have to realize what we have and do our best"

| This situation could be compared with a real life one? | "yes, sometimes the envy makes us make bad decisions" | "Maybe when students do not help us with some homework because they wanted, we fail the year" | "In some real cases we felt envy for others which is bad because that make us try to obstruct their process" |

Table 7. Participant #2 and #8 reading comprehension and critical thinking evolution.

Participant#6 and #7	First workshop	Second workshop	Third Workshop
Question Proposed: **What is the theme of the Fable?**	"The fake friends"	"Some people pretend to be good friends but they just want to hurt us"	"The importance of distinguish our friends and make good decisions at the moment of choose them"
This situation could be compared with a real life one?	"yes, when some people persuade us to take bad decisions"	"Yes, at the moment of act it is important to think about the future and the consequences our acts have"	"It is necessary to think in everything before acting since it helps us to make great decisions"

Table 8. Participant #2 and #8 reading comprehension and critical thinking evolution.

After seeing the tables shown above, the teacher could observe a favorable evolution in terms of the student responses, since its became more complete and consistent, demonstrating that the texts worked during the pedagogical project (Fables) were understood in a better way enhancing students' analytical ability and critical thinking which allowed them to compare some situations with real life ones making wise comparisons of them. Statistically, the 100% of the participants experimented an improvement in this sub-category proving in that way the positive effect the implementation of short fables hast at the moment of boosting reading abilities and critical thinking.

Great Life Lessons

Finally, after finishing the whole project, there were not only improvements in terms of reading, vocabulary acquisition and critical thinking. Moreover, students learnt important lessons for their lives in general. Some of them heard by the voices of the students are: "I learnt that it is important to do the things well, on time and thinking in not make feel bad others".

"There exist bad consequences if we act in a bad way or felt envy for talented people, so it is important do our best"

"Emm, now I know that I am special, and all people is. So, we do not need to compare us with others because everyone has his own essence"

"The importance of helping others, I felt good when I help my classmates to do their jobs or even giving them some advices, help others is the soul cure"

"The laziness is the mother of the failure".

Some participants go deeper at the moment of analyzing or even extract something valuable from the fables worked such as: "Who has more is not the richest one, but who least needs"

"Shared, life is better".

It can be deduced that the students obtained useful lessons for their academic and social life. After reading the students' perceptions, it can be concluded that 100% obtained a teaching or lesson that will remain in them and can be used when facing certain difficulties that may appear in a near future. In the same way, students can share those life lessons with their family, friends, classmates and every social being who is part of his social context.

Conclusions and recommendations

Varnhagen (2015) stated that, using fables help students to be engaged with a second language, understand it and go dipper at the moment of comprehend the text reading by passion, learning vocabulary On the other hand, it is possible to stated that the use of fables as a tool at the moment of encouraging the reading and acquisition of vocabulary abilities allows students to get to know their classmates better, work as a team, be more critical when analyzing and be social beings that can build together, thus responding to one of the skills required in the current century experiencing a great improvement not only in the skills discussed in this study (Reading

abilities and vocabulary acquisition), but in the four general skills that the foreign language screening requires. From the above mentioned it can be established that:

1. Fables can be implemented to work any skill when learning a second foreign language.

2. The viability and progress that the recent study offers may vary depending on the methodology used by the teacher, the population among others

This study shows an important viability, however, due to the different demands of the current educational era, the number of participants who participated in this investigation, the methodology used among others. It is recommended that future teachers continue researching and adapting fables to learn or improve a foreign language reading and vocabulary acquisition in order to prove its possible benefits and have a better support of the same.

Chapter II: research component:

Formation of reflective spirit in the PLEX student-teachers, a training tool to qualify the pedagogical practice

Introduction

In the teaching/learning context of the Foreign Language Program (FLP), the pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching learning process to obtain the educational qualification. while, there is a clear interest in understanding and transforming the pedagogical practices, it is also true that a great deal of the local studies focuses especially on the learning rather than teaching.

It has been considered appropriate to formulate a project that implements the reflective approach about the practice as a tool of objectifying knowledge, behaviors and attitudes that guide the teaching work. Besides, as a tool of internalization, immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information to solve problems and for self-recognition.

Justification

The formulation of this project in the Foreign Languages practicum context focused on a professional conception of the practicum as a spearhead to improve educational processes in the educational field where it was implemented. It was considered that conceding importance to the reflection role in the teaching process is the first step to understand the profession difficulties, the own actions and to be immersed in the knowledge of the models.

In accordance with the philosopher of education John Dewey, a precursor in the applied teaching reflective thinking field, it was justified the need of carrying out this project with the aim of giving students analytical and self-observation tools allowing them to distinguish between routine action and reflective action. It was considered that a reflective approach protects the traditional context of inertia and the authority permeating the school.

Problem

At schools, core aspects of the constitution of the subjects are assumed, and the institutional life without questions which are seen as imprints, stable and invariable traits that are part of the identity and schoolar culture. When the events are developed without major disruption, the teacher takes risks of setting up in the operating logic that does not allow the pedagogical development and the renewal of school culture. In this way, the pedagogical practicum is assumed from reproductive codes that install teachers in a traditional-doing of cultural reproduction, becoming a barrier to the emerging practices tending to generate transformations of knowledge in order to address social necessities.

Due to this situation that affects teachers in different measure, it is required that the teachers training process, foster the teacher in the training, a future teacher, a critical and reflective spirit that contributed to the improvement of the pedagogical practices.

In the case of the Bachelor of Arts in Foreign Languages at the University of Pamplona, reflection is seen as a core exercise for students who perform their practicum to evaluate themselves, setting up a critical and constructive thinking about his work in the role of teachers. To start this study the following guiding questions were asked: How does the implementation of reflection contribute to the transformation of the pedagogical processes when

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developing the practicum? How does the exercise of reflection influence the development of the critical thinking of students-teachers in the analysis of their pedagogical work?

General objectives

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

- To promote in the pre-service teachers the development of a critical spirit, .allowing them to analyze their pedagogical work,

Specific Objectives

- To consolidate a group of teachers-students with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice in the institution assigned.

- To implement reflective workshops and development of didactic units that guide the reflection of pre-service teachers.

Theoretical framework

The theory about to the teaching profession, reflection, the reflective and pedagogical practice, constitute the theoretical framework of this study. For greater clarity on the concepts investigated, which are strong to this research project, we present an approximation to each one of them:

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose principal role is to transmit a set of knowledge based on science or art, but also the person uncharged of educating students integrally.

Teaching demands the development of various skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding a link between management, work and education. Hence, each teacher has to carry out some competences that allow the teacher to master the knowledge and the skills on specific subjects since the main intellectual requirement is to provide a high level to develop his task. However, the teacher must have the competences relate to the organization of contents but the teaching conditions inside or outside the educational field, the main objective of a teacher is to design the teaching practice.

Reflection

Taking about reflection requires bearing in mind different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process

Reflection is developed through out a set of stages that result in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies a reflexive dialogue with the situation where language has access to the individual experiences.

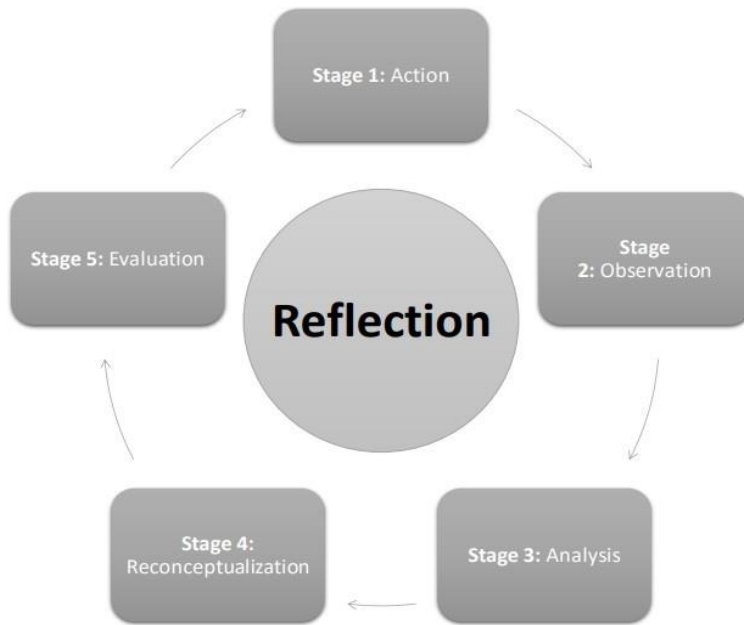**The stages of reflection as a process are presented in the following figure:**

Figure 3. Reflection process

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. As a point of reference to Grimmet and Al (1999) which consider that reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise.

Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects. On a

second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

Pedagogical practicum

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

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development

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

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

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

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out. This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice

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itself. To collect the information in this project, the application of the following instruments are proposed.

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the reflection process of the pre-service teachers, but at the same time to socialize and to share their experiences to enrich their process and to insert new tools that allow to transform their pedagogical practices.

Objectives

- To consolidate a pre-service teachers group with critical spirit who reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.

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

- To be effectively inserted in the educational center.

Self-observation format

The main objective of the self-observation card is to guide the practicing student towards a view of his teaching practice and his role in the classroom and in the environment of the educational community in which he is inserted.

Narrative

The exercise of reflection will allow the student to express himself on his work from the narrative of his experience as a way of giving meaning to the daily teacher's life.

Class recordings

Having evidence of the pre-service teachers' actions in the classroom, allowed to reflect different aspects, and related to the foreign languages teaching/learning process that may have been taken into account or not by the teacher in training in his exercise of reflection.

Context

Pamplona city was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs.

This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform. School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of

66

living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own. At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

Socialization role

This is the youth learning of values, rules, behaviors, attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital. This implies higher level of culture, knowledge, values and so on. There is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning, an educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind, as consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study is constituted by thirty-eight students from tenth semester of the Foreign Languages Program of English and French at the University of Pamplona.

The direct beneficiary population

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population

It is composed of the teaching community of Foreign Languages Program, the results will re-feed the program's vision of their practices and the collective of Integral Practice.

Institutional units linked to the Project

• Foreign Language Program • Department of Languages and Communication • Education Faculty.

External institutions linked to the Project

• Instituto Tecnico Agricola Carcasi

Results

The ability to observe our own process and reflect about it allows a significant improvement of it allowing the practitioner to realize their weaknesses and how they can change them and transform them into strengths. Due to the reflective ability, the practitioner not only improves but adapts and restructures his knowledge and strategies to the needs of the institution

building a solid methodology that allows him to achieve the proposed educational objectives thus becoming the ideal teacher day by day.

In the same way, the self-assessment formats are very helpful for teachers because they seek to boost their methodology and teaching capacity, thus benefiting the population or students in charge, the institution and their personal process by creating a more professional, didactic and inclusive atmosphere which is restructuring every day seeking to be as complete and accurate as possible.

On the other hand, through the narratives, the practitioner expresses his weekly experiences in the academic environment allowing him not only to reflect on certain aspects, but to let off steam with himself, listen, break free and have a communication with his personal experiences with other teachers, the supervisor, students, experiences about class management and some extracurricular experiences such as problems with some students, meetings, etc. being important to improve the general academic environment, the pre-service teacher's pedagogy and likewise to avoid overloading with certain situations since when writing them the practitioner reflect about them, to solve some situations and avoiding repetition and bad consequences for the part of students such as the lack of attention or classroom management problems.

Finally, reflection is considered as a fundamental piece in the teaching practice, because only through the conscious application of it can the teaching or academy exercise be perfected. The best teacher is not the one who knows more but the one who understands his process, reflects on it and makes himself understood. To see the first reflection workshop and some narrative formats go to the **(Appendix 13).**

Conclusion:

Teaching practice has become an indispensable process for the training of future teachers competent and prepared to their important profession, as an indispensable tool to meet the objective of train quality teachers improving the teaching/learning process and personal growing, reflection appears as a pedagogical tool for achieve it using various instruments such as narratives: which are intended to provide the practitioner a way to share their experiences as a teacher in writing way expressing their feelings, expectations, outcomes presented in the practicum and strengths. Those writing formats are sent weekly according to the parameters established by the practice committee.

The recording of classes appears as a second instrument which aims to measure the teaching performance of the practitioner allowing him to evaluate different aspects such as class management, elaboration of didactic sequencing, student motivation, self-confidence etc. allowing a practical reflection on these aspects looking for a significant improvement of the process. Likewise, it allows the mentor to observe the evolution and development of the practitioner regarding the classes and the active participation on the process.

The self-evaluation and the tools mentioned before allow the practitioner to be aware of their process in different crucial aspects when carrying out a class such as planning, evaluation design, task dynamics etc. thus forming a unique character and professionalism that allows confronting possible educational outcomes benefiting an entire student community

In conclusion, these tools mentioned before allow a complete reflection of the process as well as the construction of an authentic methodology useful for the practitioner in his future as a teacher making the educational field dynamic and effective since reflection allows the

identification of problems and their immediate solution avoiding repetition and possible bad

attitudes from the part of the educational community.

Chapter III: outreach component: Sensitization to the English Language in Primary Schools of Carcasi Santander

Introduction

Participating in global policies in the academic, cultural and economic fields, motivated the Colombian National Government to promote learning foreign languages in the different educational country, to promote the English language learning in Colombia, to be more competitive citizens, the ministry of national education implemented the National Plan of English, Colombia very well 2015 which aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening'.

On the other hand, the ministry implemented a broad series of strategies into the different education levels focused on the achievement of this goal; one instance is the quality of the English standards addressed to secondary and basic education and the definition of a cohesive and a solid evaluation system, the description and development of training plans. Additionally, this program is developed and joined by the Education Secretaries, the public and private universities, and the languages centers around the country. However, the findings were not essential because most of them did not reflect the impact into several educative institutions.

Additionally, the national government attempts to cover widely the English teaching language addressed to children in the primary school because some of the institutions sometimes do not have an English teacher that guides the teaching-learning process, for that reason, the results of the national evaluation are not appropriated.

The foreign language program at the University of Pamplona is engaged to the reality that the primary school face with regards to the national policy of bilingualism, due to most of institutions need an English teacher to overcome the needs of formation in primary, the current proposal is aimed to support the needs of training process focus on English in children of the primary school in Pamplona and integrate foreign languages training of the students who belong to the foreign language program English and French in order to decrease the rift generate among the private and the public school related to the foreign language, the governmental policies identify the problem but that is not well covered normatively in doing so, it is essential to train individuals focused on the foreign language area so as to get better results in the exams, tests and achieving the goal that the students' results will be according to the proposals to become one of the most educated countries.

Justification

The acquisition and learning of a foreign language allow to get involved to the own necessities that the world demands. In that sense, in order to gain knowledge at the end of the primary school it is relevant to implement the learning process into the higher, vocational and secondary education to well-prepared students focused on this area.

This project aims at raising awareness of the English teaching in primary schools in the city of Pamplona and its externals, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the outreach component by pre-service teachers of the foreign language degree of University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary school.

The implementation of this project favors both Institutions and student's population, as well as the Foreign Languages Program and the pre-service teacher. This benefit results for the school children as their first contact with the foreign language and also to the practicum students who culminate their training process at the university in order to become familiar with the reality and educational needs of the setting given that, they are able to help by implementing procedures based on the improvement of these needs the school must support.

General Objective

- To address the English formation of the primary school children in Carcasi Santander.

- To integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Carcasi Santander.

Specific Objectives

- To make the primary school children become familiar with Basic English knowledge.

- To involve student-teachers in the teaching of English in the primary school in Carcasi Satander

- To articulate the formation of student-teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Methodology

This outreach component aims at contributing the English learning vocabulary acquisition in fifth grade students throughout the use of flashcards at the Instituto Tecnico Agricola Carcasi.

Laufer (2001) points out that learning a second language (L2) involves the learning of large number of words being vocabulary the core aspect at the moment of boosting L2 learning or teaching. With that in mind, before working the four main abilities reading, writing, listening and speaking it is important to provide to the learners a vastly amount of vocabulary in order to facilitate their educational processes.

The pre-service teacher will work four hours per week with fifth grade students'. implementing all his capacities to make the students get involved in this learning atmosphere designing a comfortable ambiance inside the learning environment to catch the students' attention in order to achieve the goals established giving them a significant learning.

Pre- service teacher schedule in primary school

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:05-8:10am					
8:10-9:05am					5
9:05-10:00am					5
10:00-10:30am	B	R	E	A	K

10:30-11:25am					5
11:25-12:10am					5

Table 9. Pre-service teacher schedule in primary school.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal was connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona. The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Development of the outreach component

Weeks	Topic	Material implemented
1st week	Fruits vocabulary	Flashcards
2nd week	Means of transport	Flashcards and videos
3rd week	Emotions	Flashcards and songs
4th week	School utensils	Flashcards
5th week	Clothing	Flashcards
6th week	Sports	Flashcards and sentences
7th week	Parts of the house	Flashcards
8th week	Numbers	Flashcards

Table 10. Development of the outreach component.

The main goal of this component is to encourage the use of the English language in the students of the primary basic school, also helping the teacher in charge of finding new strategies to motivate students to become interested in the English language from an early age, likewise remove students from the pressure that many times a normal class can put on them giving them a unique learning atmosphere of healthy recreation and interaction learning English.

Results

The outreach component in the search of the English language strengthening allows the practitioner to have a first English contact with the primary basic community of the educational institution, more specifically with the fifth grade providing an atmosphere of language awareness

making use of some guide books such as the thumbs up (Appendix 14) that allows the

practitioner to know the units to work, adapt the flashcards and thus meet the objectives set

creating an adequate atmosphere of teaching and awareness of the English language guiding

students to be open to the language, understand it and acquire significant knowledge about it. It

is important to mention that as a strategy to keep students motivated and engaged with the class,

on some occasions the practitioner made use of didactic songs and videos that facilitated the

learning of a particular subject proposed in a lesson plan. To see the lesson plan used in one class

and the evidence of the population in which the work was implemented go to the (Appendix 15).

Finally, it is important to mention that the pre-service teacher had to develop a normal

class in which he had to articulate his outreach project with some topics stablished by the

Teacher uncharged of fifth grade. In the same way, a positive aspect was the articulation of the

vocabulary with the flashcards proposed by the pre-service teacher accomplishing in that way

linguistics, communicative and socio-cultural objectives helpful to the students own process.

Conclusion

Integrating the basic community with English language and preparing a specific

population (fifth grade) to face a real educational context in which English is considered a

fundamental pillar of learning and indispensable skill of the 21st century is the main objective of

the outreach component, therefore, the pre-service teacher with the help of flashcards, didactic

and entertaining classes to improve the acquisition of vocabulary of students wanted to meet this

need in the educational community of Carcasi thus contributing not only to the secondary

education community while complying with the 40 hours of direct contact required by the

practice committee as a vital requirement of the teaching practice.

On the other hand, it is important to mention that so far there has been an improvement in the students English level proficiency since the association of unknown vocabulary with images related to it allowed learners have a significant increase in their bank of English vocabulary but also a better disposition and interest at the moment of learning it creating a comfortable atmosphere which motivates students to learn a foreign language, English in this case that will facilitate the students future English academical process.

Chapter IV: administrative component

Introduction

Instituto Tecnico Agricola Carcasi implements several activities during the scholar academic period involving the whole educative community: teachers and students. Additionally, those events show the importance and the commitment that the school has with all the people linked to it involving the pre-service teacher as a part of the community working in different activities making him feel at home and giving him small responsibilities with the aim of forming his character as a future educator. On the other hand, this administrative component is very helpful since the practitioner will have that first contact with the administrative functions thus allowing him to learn from others and reflect on his own process.

General objective

- To participate actively in all different events or activities organized by Instituto Tecnico Agricola Carcasi,

Specific objectives

- To be part of the educational community as the first contact as a Pre-service teacher.

- To motivate the students to participate in the events organized by Instituto Tecnico Agricola.

- To Construct a better relationship between teacher and students.

.

Methodology

During the development of the integral practice, the practitioner will play an active role in terms of administrative activities proposed by the institution such as Eucharist, student day celebration, interclasses, delivery of notes etc. the immersion of the practitioner in the activities mentioned previously will provide experience helpful to the practitioner in his future role as a teacher, likewise he will fulfill one of the functions established in the norm and commitments of the practitioner which indicates that pre-service teacher must actively belong to the community where the practices take place.

PER/DO	ACTIVIDAD	MESES DEL AÑO											
		ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
TERCERO Julio 08 – Septiembre 13	Izada de bandera (Grito de independencia de Colombia)							22					
	Izada de bandera (Batalla de Boyacá)								08				
	Atención a Padres de Familia								12	5			
	Pruebas Saber									09-13			
	Entrega de informes académicos (Sector rural)									23			
	Entrega de informes académicos (Sector urbano)									26			
	Entrega de informes académicos (ITA)									27			
	Receso estudiantil										07-11		
	Desarrollo institucional										07-11		
CUARTO Septiembre 16 - Noviembre 29	Izada de bandera (Descubrimiento de América)										15		
	Atención a Padres de Familia										21	14	
	Izada de bandera (Independencia de Cartagena)											12	
	Pruebas Saber											18-22	
	Nivelaciones año											25-29	
	Entrega informes académicos y clausuras	Se programara con actividades de finalización											
	Desarrollo institucional												02-06
	Receso estudiantil	A partir del 02 de diciembre											
	Vacaciones para docentes y directivos	A partir del 09 de diciembre											

Figure 4. Administrative chronogram.

Results

Be linked with an institution not only academically but administratively has allowed the pre-service teacher to realize the importance that some meetings such as behavioral meeting, methodological evaluation design, group management training among others have in their professional performance improvement since some agreements and strategies to boost the educational process are reached in these spaces because some advances are monitored, results are analyzed and reinforcement activities or improvements are implemented benefiting the educational community in general.

On the other hand, not all administrative functions have disciplinary or corrective nature, since there are also some of them that include a vastly integration of the entire educational community in general, such as student's day, celebration of the sweet friend, interclasses, as badge delivery, farewell grade eleven among others (to see the evidence of those kind of activities go to the Appendix 16). Likewise, it is significant to say that so far the educational institution is taking into account the participation of the pre-service teacher important, in the same way the practitioner is considered as a member of the administrative staff because their opinion is taken into account in different meetings as well as their active collaboration in certain functions as surveillance in some weeks and discipline control.

Conclusions.

The administrative activities were helpful at the moment of engage the pre-service teacher with the administrative activities being considered as a family member. In the same way, the practitioner was always motivated to participate in different activities developed by the educational institution proving in that way the importance of working collaboratively and actively not only in academical issues co-existing with teachers, students and agricultural workers of the school.

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Appendix.

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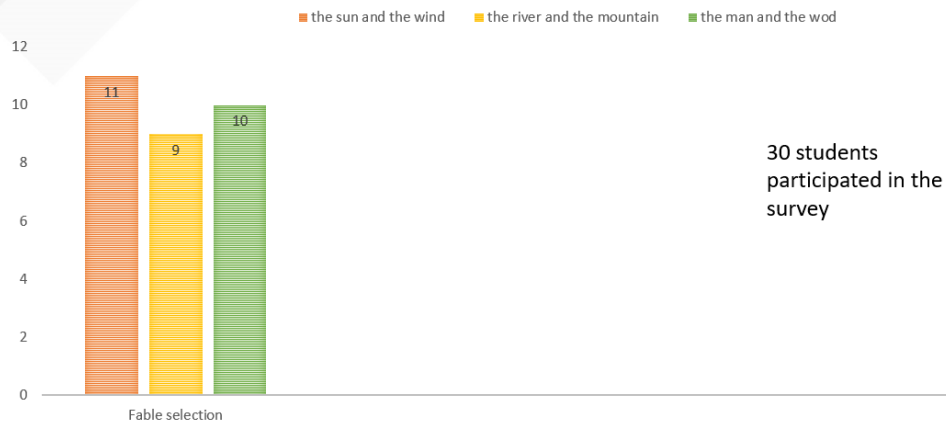of the project.pptx

**IMPLEMENTATING THE USE OF SHORT FABLES
TO FOSTER READING SKILLS AND VOCABULARY
ACQUISITION IN SIXTH GRADE STUDENTS.**

FEDERICO BERNAL CERINZA

1.094.278.676

SURVEY.pptx

Appendix 3.

videoplayback.mp4

[Appendix 4.](#)

vocabulary ppt.pptx

Appendix 5.

El viento y el sol –
Fábula de Esopo.mp

Appendix 6.

whats-the-weather-
like-game-fun-activi
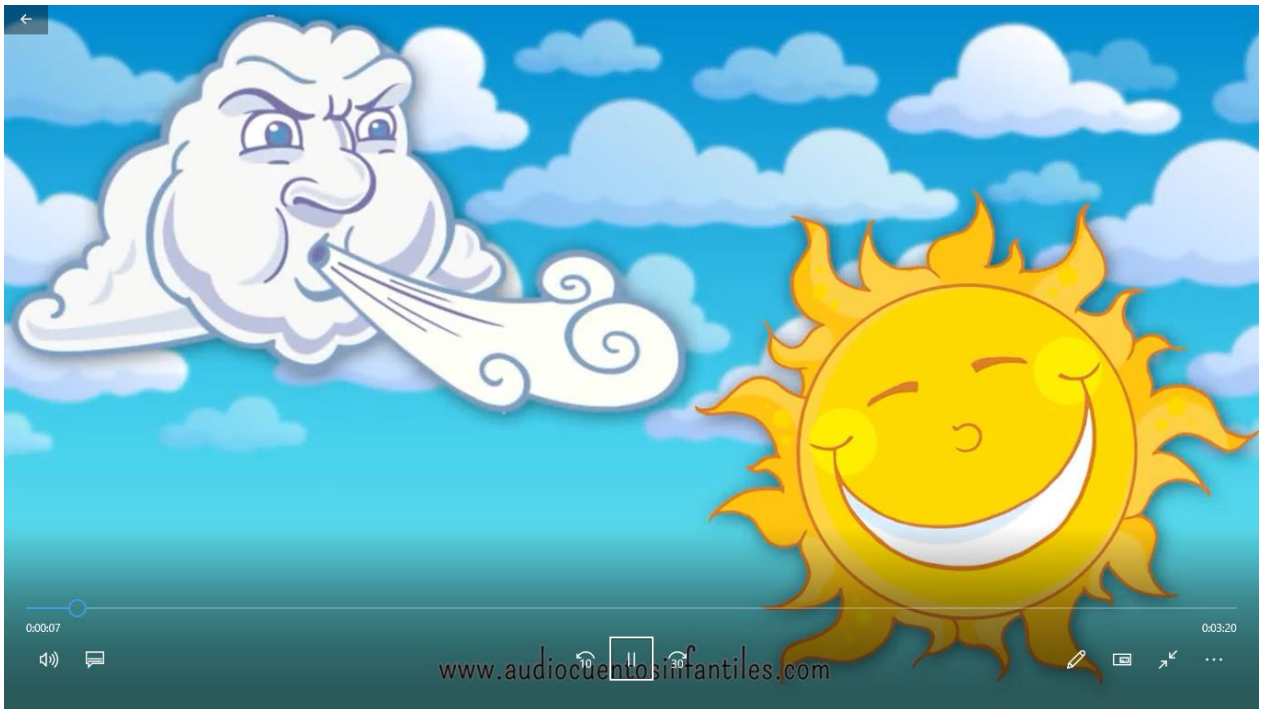
What is the weather like?
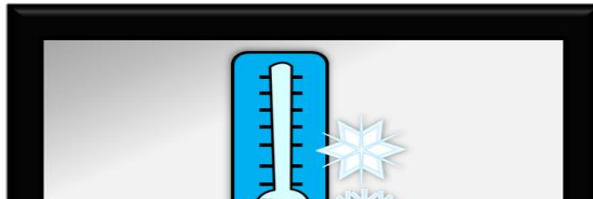
It's rainy.

It's sunny.

It's cloudy.

It's hot.

It's cold.

It's foggy.

It's stormy.

It's windy.

Appendix 7.

Claritza Dayana Sánchez C.   24 10

The Sun and The Wind.

♡ What is the theme?
Answer: Rivality, enemety, Competition.

♡ What is the contex?
Answer: In a farm.

♡ What are the main characters?
Answer: The Sun and the wind.

♡ What is the moral?
Answer: We should not feel us better than others, because they can be greatest than us.

♡ Comparisons are good or bad? Why?
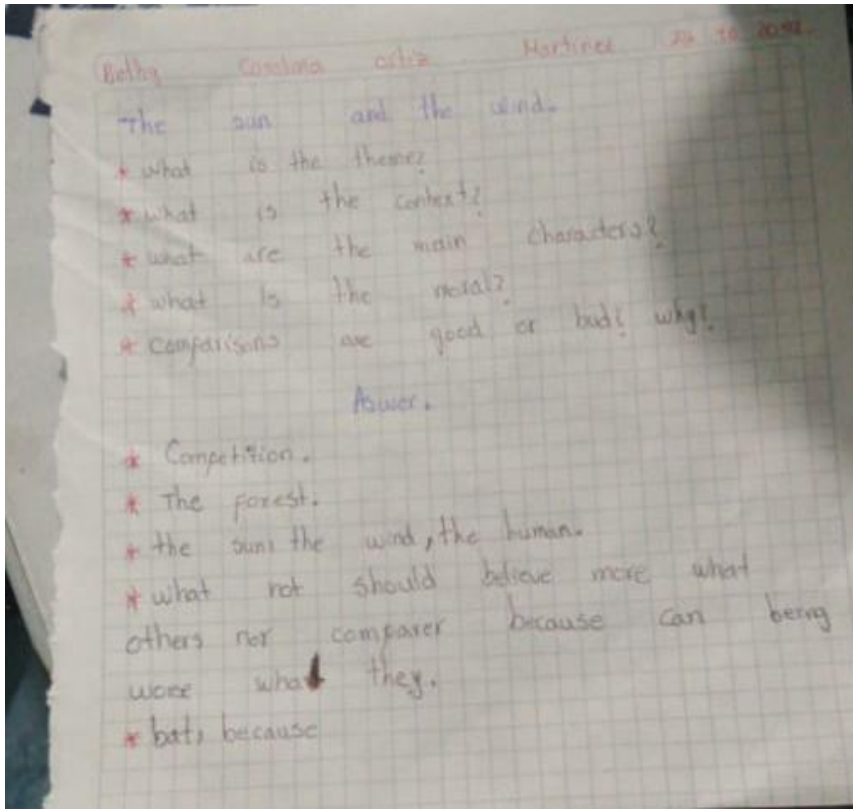Answer: Bad, because hurt a friendship

David Ricardo Carvajal Cerinza

The sun and the wind

1 What is the theme?
competition, enemety

2 What is the context?
The farm

3 What are the main characteres?
The sun, The wind

4 What is the moral?
should not compare us with with others

5 Comparisons are good or bad?
Why?
bad, because we should no be presumed

Betty Carolina ortiz Martinez 26 10 2018.

The sun and the wind.
* what is the theme?
* what is the context?
* what are the main characters?
* what is the moral?
* comparisons are good or bad? why?

Answer.

* Competition.
* The forest.
* the sun, the wind, the human.
* what not should believe more what
others nor comparer because can being
worse what they.
* bat, because

Appendix 8.

¡Error! Objeto incrustado no válido.

INSTITUTO TECNICO AGRICOLA CARCASI
GRADO SEXTO
TEACHER: FEDERICO BERNAL CERINZA
FABLES

5,0

NAME: Jean Manuel Ortiz Jara
David Ricardo Carvajal
Cerinza.

DATE: 31/05/2019

1. Read the short fable carefully and underline the unknown words. (lee cuidadosamente la fabula y subraya las palabras desconocidas).

THE ANT AND THE GRASSHOPPER.

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger – whilst it saw the ants distributing every day corn and grain from the stores they had collected in the summer.

2. With the help of your dictionary write down the unknown words with its respective meaning. (con la ayuda del diccionario, escribe las palabras desconocidas con su respectivo significado)

Unknown words	Meaning
field	campo
toil	trabajo
said	dicho
about	acerca de
come	venir
grain	grano
instead	en vez de
while	mientras

[Appendix 9.]

likert fede.docx

UNIVERSITY OF PAMPLONA
FOREIGN LANGUAGE PROGRAM
FEDERICO BERNAL CERINZA
LIKERT-SCALE QUESTIONNAIRE

NAME_____   DATE_____

1. . ¿Cree usted que la metodología implementada por el docente la cual busca mejorar las habilidades de lectura y adquisición de vocabulario es?

A) Excelente
B) Buena
C) Regular
D) No tan buena
E) Pésima

¿Por qué?

_____

_____

_____

2. Los talleres Implementados por el Docente le han ayudado a mejorar las habilidades de lectura y adquisición de vocabulario en la lengua extranjera Ingles en:

A) Alto grado
B) Mediano grado
C) Bajo grado

¿Por qué?

_____

_____

_____

Appendix 10.

Recorded interview
6.docx

UNIVERSITY OF PAMPLONA
FOREIGN LANGUAGE PROGRAM
FEDERICO BERNAL CERINZA
RECORDED INTERVIEW

Recorded interview.

Federico Bernal Cerinza.

1.094.278.676.

- Esta entrevista será aplicada a los estudiantes que decidieron ser participantes activos del proyecto pedagógico titulado Implementing short fables to encourage Reading and vocabulary acquisition in sixth grade students con fines meramente académicos. Además, es importante resaltar que se guardara el anonimato de los participantes, pero es necesario que ellos firmen el debido consentimiento y autorización para la aplicación de la misma.

_____   _____
_____   _____
_____   _____
_____   _____

- Con el anterior consentimiento y firma de los participantes procedemos con la ejecución de la entrevista la cual esta compuesta por 5 preguntas abiertas acerca de los temas trabajados y el desarrollo de la propuesta pedagógica durante este cuarto periodo del presente año escolar.

1. ¿Qué opina usted de la propuesta pedagógica Implementing short fables to encourage Reading and vocabulary acquisition?
2. ¿Qué ha aprendido durante este proceso?
3. A su modo de ver o perspectiva personal ¿los talleres implementados por el practicante han sido de su agrado? ¿Por qué?
4. ¿Cree usted que sus habilidades de lectura y banco de vocabulario han mejorado? ¿de qué manera?
5. ¿cree usted que este tipo de talleres se deben seguir implementando en cursos futuros?
   ¿Por qué?

Appendix 11.

WhatsApp Image
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WhatsApp Image
2019-11-29 at 01.06. WhatsApp Image 2019-11-29 at 01.06.

Appendix 12.

WhatsApp Image
2019-11-29 at 00.56. WhatsApp Image 2019-11-29 at 00.56. WhatsApp Image 2019-11-29 at 00.56.

Appendix 13.

Weekly Reflection
1.docx

Weekly refelction
2.docx

Weekly reflection
3.docx

Weekly reflection
4.docx

PRIMER Taller
reflexión estudiante

Weekly reflection
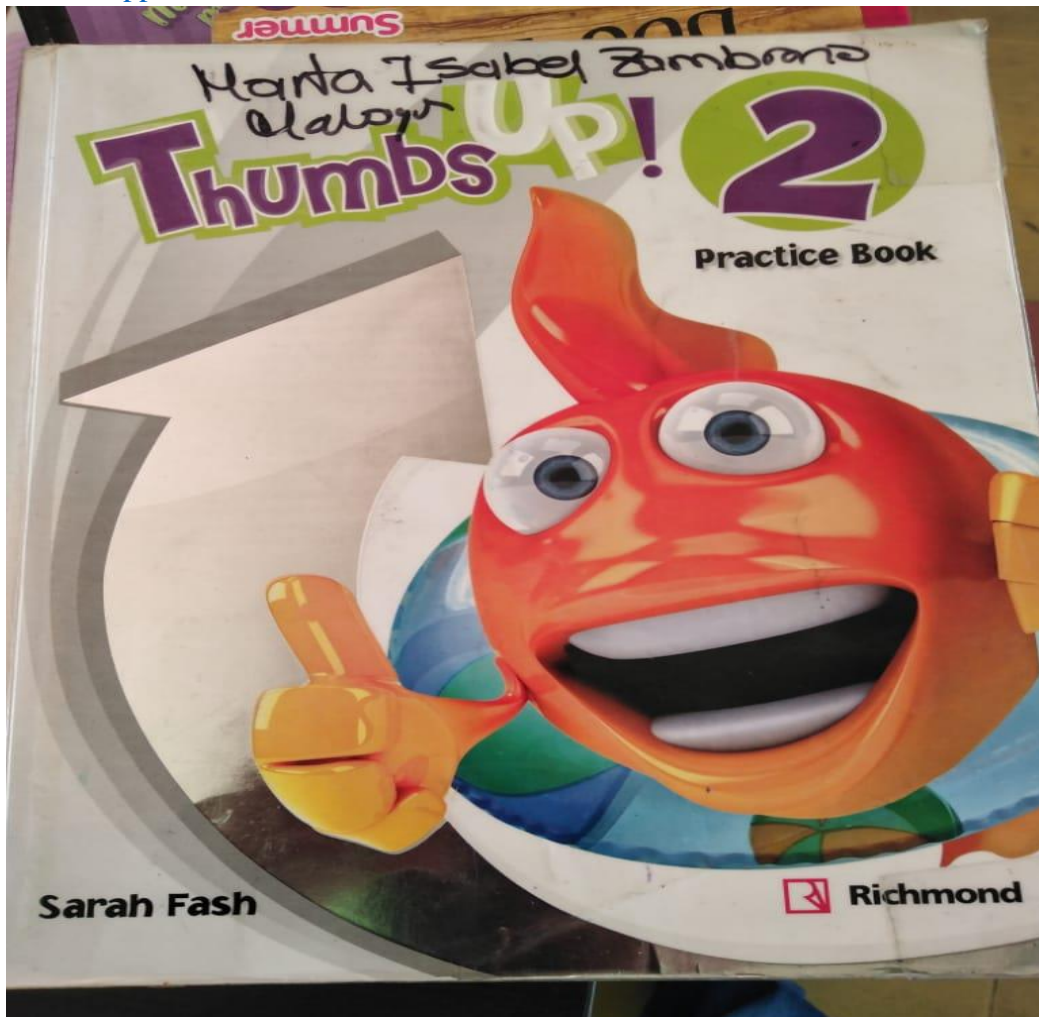5.docx

Weekly reflection
6.docx

Weekly reflection
7.docx

SEGUNDO Taller
reflexión estudiante

Appendix 14.

Appendix 15.

WhatsApp Image
2019-11-29 at 00.03.

Food
flashcards.docx

UNIVERSIDAD DE PAMPLONA

FACULTAD DE EDUCACIÓN

PLAN DE CLASE

Público: Grado: 5	Nivel: A1
Fecha: 2/08/2019 Tiempo: Hora y media	Material: • Flashcards • Fichas • Sopa de letras • Rompecabezas
Profesor: Federico Bernal Cerinza	Tema: Comida (gustos y disgustos)

Objetivo Lingüístico:
El estudiante será capaz de reconocer 10 tipos de comidas en inglés: (pizza, bread, hot dogs, meat, rice, french fries, hamburguer, eggs, soup, fried chicken, strawberry, pineapple, lemon).

Objetivo comunicativo:
El estudiante será capaz de decir el tipo de sabor de una mermelada al probarla, así mismo expresar sus gustos y disgustos de manera objetiva al oral.

abras   Español (Colombia)

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