

**Improving reading comprehension in 6th graders in a public school through
reading strategies: An action research**

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Practicum

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APPROVAL NOTE

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General Presentation

The present proposal is divided into four components and the first one is the pedagogical one, in which is explained the proposal that the pre-service teacher carried out during her practicum based on a problematic or necessity observed during the observational week. The pedagogical methodology used was divided in three stages: pre, during and after reading and within these ones four reading strategies were worked: making predictions, skimming, scanning and summarizing which allowed students to have a better comprehension of the text.

The next one is the research component in which it is explained how pre-service teachers were part of a macro-project aims at implementing the reflection as part of a new tool for helping in their practicum creating in the pre-service teachers a critical thinking in their teaching process, to know in what aspects they have to try harder and to improve educative processes so that teachers can face and understand some professional issues, improving their own performances, being more interested in learning about new models and ways to teach to everyday they can become a comprehensive teacher.

The following component is the outreach, this is part of a macro-project which aims at helping primary school students with the English learning process and integrate Foreign Languages pre-service teachers of the University of Pamplona in an educational real field. The aforementioned, to contribute to the reinforcement of the basic formation in the EFL so that children in primary be in touch with this foreign language for they to learn the essential knowledge and aspects concerning to English.

The last component is the administrative one, in which the pre-service teacher will be part of extra-curricular activities proposed by the educative institution for they to know how is

the teacher's role out of the classroom. Also, they get knowledge about how the school works, the people and all concerning to its administration and being immerse in the immediate context for pre-service teacher feel more comfortable and part of the school.

Introduction

Colombia is a country with a wide variety of business people who make our country being more competitive in the trade world. In this regard, it is important that people know another language and especially English as it is considered as one of the most spoken worldwide and the lingua franca for its importance in the business and the globalized world. Even though, for some people learn this foreign language could be hard and useless but it is necessary to understand that English can give many academic and job opportunities, and even for using it in everyday life as we use online programs or tools that most of the time have directions or are labeled in English. To face this, the Ministry of Education (MEN for its acronyms in Spanish) created the Bilingualism National Program (2006) to establish some linguistic standards that must be achieved depending of each grade at school. What this program is looking for is that learners develop the four skills: reading, writing, listening and speaking for students be able to express themselves proficiently in English.

It is important to highlight that Colombians can orally communicate and in written getting enough knowledge to manage English as a foreign language and this can only be reached with the teachers' work who encourage students to try hard and to give them tools and support to develop skills in this foreign language. Fortunately, in Colombia there are universities that offer Bachelor's Degrees in Foreign Languages which work alongside with the MEN and this latter proposes the Bilingualism National Program commending to comprehensive, investigative formation and abilities to teach in an educative context.

To start the practicum, it is appropriate for students to be aware and develop their grasp of English through the implementation of reading strategies which enable them to identify

general and specific information in written texts. So that, this practicum proposal aims at enhancing reading comprehension in 6th graders in a public school through reading strategies.

Justification

Bearing in mind that English gives huge opportunities to get a bachelor degree abroad and better job opportunities which can help to improve quality life, the MEN has created the Bilingualism National Program that provide learners abilities for they become more competitive and skilled in their professional fields using a standardized English.

To achieve the aforementioned proposed by the Ministry of Education (MEN) it is needed to begin with the core of development, education. This must be systematic and following an order starting with primary students and continuing with high school students since the latter have a vaster knowledge of English than their fellow students of minor grades.

Fortunately, 6th graders behaved well, payed attention and follow teachers' directions but they barely used English which makes difficult the skills' development of this foreign language. So that, the current project aims at enhancing reading comprehension in 6th graders since this one is the only one that is evaluated in 11th grade by ICFES as a requirement to get the high school diploma.

The development of the current project allows students to work silently when they have to read by their own when listening to the teacher reading and interactive when they are asked questions and do exercises related to the text.

Objectives

General Objective

- To improve reading comprehension in 6th graders in a public school through reading strategies.

Specific Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To attend the English Teaching demands in primary school in Malaga.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Malaga.
- To be actively involved in administrative activities and events proposed by the school.

Conclusions

To enhance 6th graders reading comprehension were worked four reading strategies (making predictions, skimming, scanning and summarize) divided in three stages, pre reading, during reading and after reading. In each one of these stages different activities were implemented to catch and keep students' attention during the classes. the implementation of the aforementioned activities allowed students to become more awareness about the reading process since before they read students inferred what the story would be about (making predictions) by images, titles and an exercise. While reading they looked for specific information (scanning) and answered some questions and draw some tale characters. After reading they did a summary, a comic strip and two exercises about "Spirits of Place" tale to see if they understood the tale. Students stated that these strategies were useful since they allowed them to better understanding of the reading. In the research component were used self-evaluation sheets, narratives, class recordings and reflective workshops which were useful to reflect how was working the practicum and enabled the teacher-researcher to make changes and improve in the teaching way not only with high school students but with primary students too. Working with primary was a great experience since most of the time they asked and wanted to know new things and this force me to look for new games and different ways of teaching. Which makes that a teacher become more engaged with her work helping them to facilitate it and improve students' learning. Children learnt some expressions to use in class and when the teacher asked them to answer to any question they only said words or short phrases but at least they tried since before, they spoke all the time in Spanish. But being a teacher is not only to teach a lesson or class but to know how the educational institution works, how to organize an event and collaborate with head and

teachers for things to go well. Supervise students' behavior was sometimes difficult as most of the time they refused to behave properly but it is important to keep calm and try your best.

Institutional Observation

This apart is a general presentation of Nuestra Señora del Rosario School in which the pre-service teacher was during her practicum.

Topographical location of the school

Nuestra Señora del Rosario School, is one of the most representative public schools in Malaga. It is located at Carrera 9° N° 13-61 in the downtown area. This school is known for offering education in kindergarten, primary and secondary level. It is a mixed institution that offers formal education. It has a class schedule from 6:30 a.m. to 1 pm. Tenth and eleventh graders receive technical formation in commerce and systems.

Educative authorities

The public institution is under the direction of Jenny Patricia Guerrero Niño, who has been its headmistress since august 2015. Additionally, there are two main school coordinators in the academic and disciplinary school, the first one is Martha Liliana Cordero, she is in charge of reporting students' absences and the second one is Gladys Adriana Latorre. Both coordinators take their role seriously contributing to keep order at school emphasizing in proper punctuality, discipline, good behavior and a better organization of students inside and mainly, outside the classrooms where they may be in jeopardy.

Proyecto Educativo Institucional (PEI)

According to the Decree 1860 de 1994 of MEN, Nuestra Señora del Rosario School presents its PEI, this one is in a reforming process following some new directions of MEN. However, some relevant aspects will be described subsequently.

On one hand, the PEI states the institutional mission that is “to effectively seek and competitively satisfy the authentic person’s desire for knowledge, encourage affection for knowledge, develop high intelligence and live ethical and moral values, which allow to transform and transform its reality.”

Furthermore, Nuestra Señora del Rosario School’s vision looks at:

Consolidating its process as educative institution with national recognition, that host general diversity, it will be leader in children’s comprehensive education, adolescents and young adults that are characterized for their ethics and moral values that allow them to be updated in cultural, social, political, scientific and technologic to be change’s agents in a globalized world in 2025.

Additionally, the institutional purpose aims at promoting a comprehensive education to contribute at the development of autonomous, free and high ethic-moral citizens which helps them to build a society founded in life’s respect and human rights. It agrees with the institutional objectives which aim at educating people with critical-thinking and acting skills regarding a general conception with a research spirit contributing to develop productive skills, promoting knowledge, values, and conservation of natural resources to protect the environment. Moreover, one of the institutional objectives is related to guarantee the efficiency during the articulation between planning, curriculum implementation and learning assessment to increase the educative community’s satisfaction.

On another hand, the PEI shows its institutional symbols as the institutional shield which is presented in Figure I.



Figure I. This image is the Nuestra Señora del Rosario shield which is composed of two branches surrounding an oval. One of them is the Olive which represents peace and the other one is Laurel which means Educative Community's successes. Another element that frames this shield, is a rosary that symbolizes the devotion to Our Lady of the Rosary and in the background is the Calatrava cross with black and white nuances which highlight the Dominican habit's colors honoring the institutions' founders.

The flag which is white expresses truth, simplicity, and happiness, as well as constancy to achieve the virtue and the proposed goals and finally the motto that is "Truth, Virtue, and Science."

In another way and considering the principle that everyone can learn, the school has formulated strategies to adapt pedagogical methodologies and promote respect and tolerance for the difference supporting by the school counseling.

Rulebook

According to the Principal resolution N° 002 of 2019, the rulebook of the "Colegio Oficial Nuestra Señora del Rosario" is defined as a collective agreement in which the rights,

engagements , and responsibilities of each member of the school community are expressed. It implies coordinators, administrative staff, teachers, students and parents' role in the institution. Moreover, it states the institutional identity, vision, mission, institutional values, philosophy, principles, purposes, and symbols as well as, the uniforms and how students have to use them correctly showing their sense of ownership and the Rosarista profile is describing considering some attitudes that students have to assume as part of the school.

Another relevant aspect of the rulebook, it is the process that teachers must follow regarding students' absences, faults which are classified in situation type I, II and III taking into account the integrated pathway for school coexistence according to the 1620 law of 2013.

Physical distribution

The institution counts with a variety of physical spaces where students can attend classes without having any inconvenient. Its structure is composed mainly by three blocks. In one block, primary school takes place and in the other two blocks, students of secondary school attend classes. In total, there are twenty-eight classrooms divided in three floors, plus one chemistry and one physics laboratory, two computer laboratories, one theatre, one classroom's teacher and one small room in which there is one video beam and chairs. Besides, there are two sportive multipurpose courts indoor the institution, and six offices for its administrative component.

Institutional organization

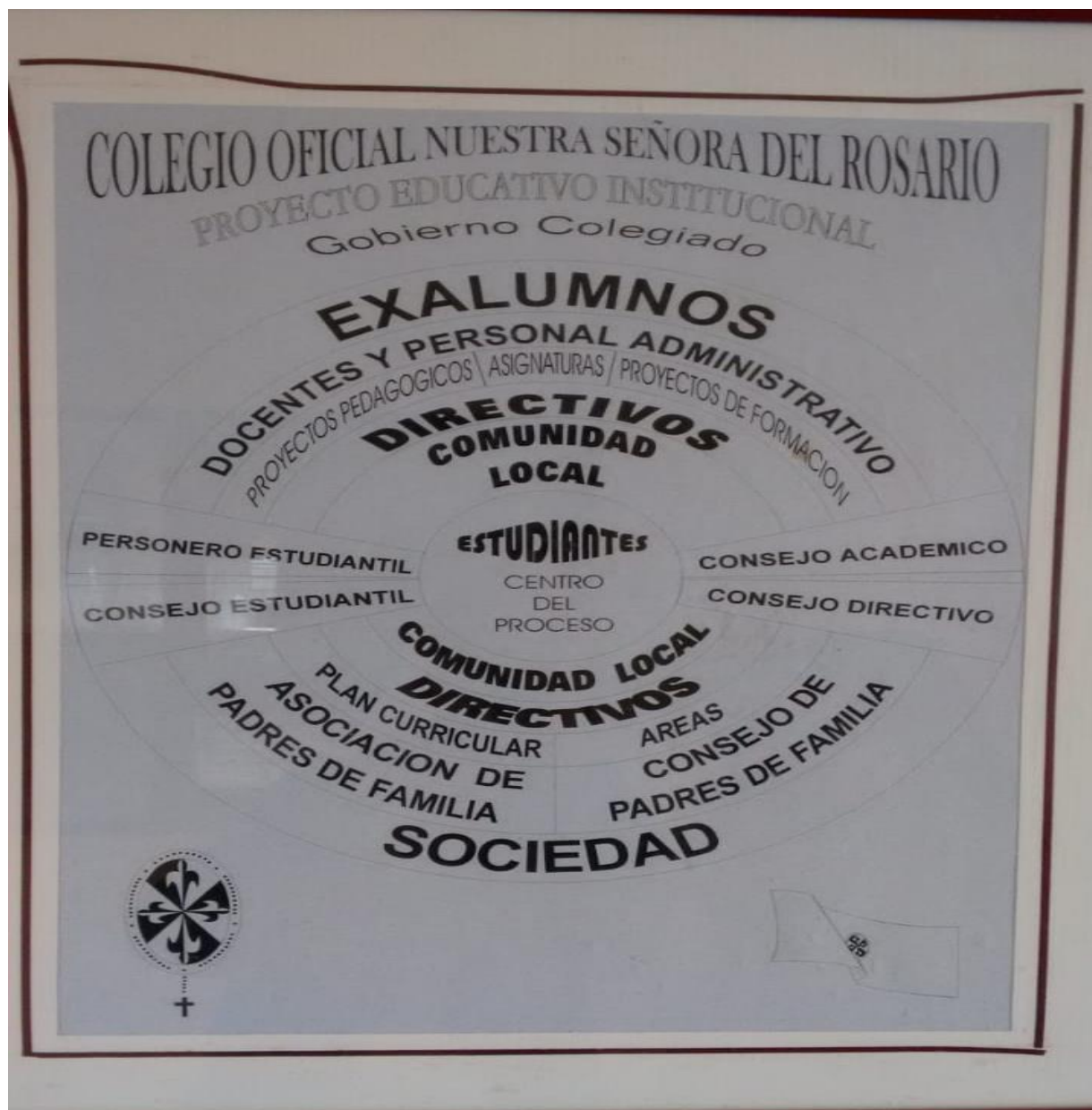


Figure II. Institutional organization. It shows how the school is organized and divided taking as a core the students.

Academic schedule

In this section, it is established the academic schedule for the current year 2019. The schedule was approved by the institutional governing board.

FIRST SEMESTER ACADEMIC PERIOD: from January 21st to June 16th 2019.

ACTIVITIES	TIME
Head and Teachers holidays	December 31 st 2018 to January 13 th 2019
Institutional week development	January 14 th to January 20 th 2019
Holiday break	January 1 st to January 20 th 2019
School weeks	January 21 st to June 16 th 2019
Holiday break	April 15 th to April 21 st 2019
Institutional week development	April 15 th to April 19 th 2019
Receso estudiantil	June 17 th to July 07 th 2019
Institutional week development	June 17 th to June 23 rd 2019
Head and Teachers holidays	June 24 th to July 07 th 2019

SECOND SEMESTER ACADEMIC PERIOD: from July 8th to December 1st 2019

ACTIVITIES	TIME
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School weeks	July 6th to December 1st 2019
Go back to school	July 8 th
Sport Day	July 9 th
Report cards delivery	July 15 th
Sport Day	July 18 th
July 20th parade	July 19 th
Educative forum	July 26 th

English classes schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:30	6-1		6-3		
7:30-8:30					6-3
8:30-9:30					
9:30-10:00			BREAK		
10:00-11:00	6-2	6-3		6-2	
11:00-12:00		6-1		6-3	6-2
12:00-13:00		6-2	6-1		6-1

Supervisor schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:30	6-1	Free	6-3	7-3	7-3
7:30-8:30	7-3	7-3	11-2	11-2	6-3
8:30-9:30	Free	11-2	Attention to parents	11-1	Free
9:30-10:00			BREAK		
10:00-11:00	6-2	6-3	Free	6-2	11-1
11:00-12:00	11-2	6-1	11-1	6-3	6-2
12:00-13:00	11-1	6-2	6-1	Free	6-1

Pedagogical aspects observed

To carry out the observation week was used a template in which there were some aspects related to teachers and students English classes' performance. (See Appendix A)

Key aspects observed during class

During the observation's week to sixth graders of Nuestra Señora del Rosario School, it was evidenced that generally most students behaved well, payed attention to the teacher and followed the teachers' instructions. Also, the teacher always walked around checking students' work and helping them in what they needed, she most of the time used the mother tongue and

just in some cases used the English, students barely talk or say words or participate in the foreign language. Besides, they were not used activities to engage students' attention or explain a subject in a different way. Even though, the teacher showed to have a deep understanding of the topics developed and aspects concerning to phonics, morphology and syntaxis.

In one of the observations, the teacher handed out some exams and it was realized that most of the students failed it. Being the reading part as the most critical since most of students answered incorrectly.

Chapter I: Pedagogical Component

Introduction

English became one of the most important foreign language worldwide deemed as the lingua franca because it is used in trades and commercial exchanges allowing people to get a

better opportunity to have a job, studying abroad and knowing new cultures. That is why, that in Colombia is taught in institutions, universities and of course in private and public schools. This is the case of Nuestra Señora del Rosario School where students take four English hours per week learning different aspects about grammar, culture and other aspects that compose the English as a Foreign Language (EFL) class.

In Colombia, to get the academic scholar degree it is mandatory to present the Saber 11 exam when students are in eleventh grade. This exam bears in mind the Common European Framework of Reference for Languages (CEFRL) to make up and evaluate the students' performance and the only skill that they evaluate is the reading comprehension so that it is needed to work on this skill since the inferior grades. Thus, it was proposed to work on reading strategies in sixth graders to enhance reading comprehension since it was observed a huge issue in this skill which is essential when learning a foreign language but sometimes it is set aside to focus just in grammar.

Statement of the problem

Based on some observations made during the institutional week, it was found that reading comprehension in 6th graders presents a shortcoming so that it is needed to work on it to improve it. This issue requires a solution and the one proposed in the present study is to use four reading strategies (making predictions, skimming, scanning and summarizing).

Grand tour question

- How the application of reading strategies can improve 6th graders reading comprehension?

Sub-questions

- How reading strategies enhance learners' reading comprehension?
- How tales may create critical thinking?
- What is the students' impact toward tales?

Justification

To learn another language sometimes could be hard and boring for some people since they think it is just to learn everything concerning the good grammar rules and nothing else but there are other ways to learn it and attempt to immerse in a real-world through songs, authentic materials and readings. When learning a foreign language, it is necessary to develop the four skills divided into comprehension (written and oral) and production (written and oral) developing the following order: first reading, then listening, and after, work on speaking and writing. Taking the aforementioned into account it is noticed that reading is first when learning a foreign language as the learner can see what she/he wants to understand.

Reading takes an important role as it provides new vocabulary, phrases and daily expressions which allow meaning's construction in the foreign language and if this is not well carried out, it could create future failures when comprehending and producing in English. So, developing the reading skill is the most adequate to realize the similarities and differences between Spanish as the mother tongue and English as the foreign language.

As teacher-researcher I was interested in improving 6th graders reading comprehension by reading strategies as they do not know how useful they can be.

Objectives

General objective

- To improve reading comprehension in 6th graders in a public school through reading strategies.

Specific objectives

- To promote students' reading comprehension by reading strategies.
- To develop critical thinking by reading tales.
- To express in written what students grasped about the tales' story.

Theoretical framework

To better grasp this pedagogical component it is compulsory to make known theories and key definitions that support and unfold what it is attempted to work with through this practicum project.

Action-oriented approach

Based on the Common European Framework of Reference for Languages (CEFRL,2018) this approach “represents a shift away from syllabuses based on a linear progression through language structures (...) oriented towards real-life tasks and constructed around purposefully selected notions and functions” (p.26). This means that learners are owners of their social learning, developing communicative skills and this depends on teachers' abilities and knowledge since she/he will be the one who will guide and make up the tasks regarding the learners' needs.

Reading comprehension

“Reading comprehension is a complicated process of comprehending a piece of text and then constructing its meaning” (Sattar & Salehi, 2014, p.10922). This means that they have to exist a critical thinking when comprehending a text as it allows to know, make hypothesis and appropriate what a book or a text presents. Besides, the text comprehension takes a thinking effort as the reader has to unfold the main idea or themes, to analyze what happens in the story or text, also the grammatical structures, to interpret words or phrases and understanding and evaluating different viewpoints. Finally, when learning a foreign language, students require to be in touch with authentic materials to be capable of reading for orally express themselves.

Reading strategies

Reading strategies aim at helping students to better understand what they read. Below, the reading strategies used in the present study are described.

Making predictions

According to Gonzalez (2017) “Making predictions along the reading provides a valuable interaction between the students and the text as well as it reinforces the interest due to the fact that the learner keeps attentive to the topic” (p.32). The aforementioned means that readers can predict what will happen in the story by regarding titles, images, pictures and figures.

Skimming

“Skimming deals with getting main ideas of the text without reading every single word”. (Morales and Holguín, 2009, p.45). Besides, this strategy helps readers to get an overview about the story read establishing the most important parts of a text.

Scanning

Based on Morales and Holguín (2009) “Scanning has to do with looking for specific words or chunks of information” (p.45). This means that a reader read in a fast way to find certain words or information related to the text without reading a whole text.

Summarizing

According to the Edinburgh Literacy Hub (n.d.) summarizing “requires the learners to identify the most important elements in the text and put them on their own words” (p.79). This is a useful strategy as students can orally express or in written the main ideas and appropriate on the reading made.

Tale

Regarding the online Cambridge English Dictionary (n.d.) a tale is “a story, especially one that might be invented” or as the Oxford dictionary (n.d.) establishes it as a “fictitious or true narrative or story, especially one that is imaginatively recounted”. In this sense, a tale can be told in written or orally relating an unreal or a real story. Sometimes giving a message or narrating an event.

Literature review

Reading is one of the most important skills not only in the mother tongue but when learning a foreign language so that is needed to manage it and know strategies to better comprehend what is reading. Thus, some authors state the aforementioned:

Anuyahong (2012) carried out an important research which aimed at studying English reading strategies and reading motivation in a technological institute in Bangkok. Anuyahong (2012) stated that “reading retains its importance as an important skill for learners of any language” (p.171). With regard to the aforementioned, reading became an essential skill to

develop whether students want to learn a foreign language as it provides enough vocabulary, phrases and new words. Also, the researcher found that there was a significant level when using reading strategies and reading motivation since students could inferenced, predict and having an understanding of the written text. In the same way, Sevilla (2017) stated that scaffolding became important since this provides students to relate structures, vocabulary and words with their immediate context. So that, he implemented the pre reading , during reading and after reading cycle giving students different activities for them to carry out in each reading stage. This researcher found that there is a close relation between small scale reading comprehension and students' performance in the exam they have to present to exit from high school.

Others researchers who studied the importance of reading strategies are Muijselaar *et al.* (2017), they found that there is a huge correlation between knowledge of reading strategies and reading comprehension which make significant and important the planning, use and implementation of reading strategies for learners' grasp what they read and be able to express in an oral or written way what they understood. Besides, Shih, Chern, & Reynolds (2018) found that those students who were taught reading strategies enhance their comprehension than those that received traditional classes since they have to read the texts by their own without any instruction. Another important research conducted by Izquierdo & Jiménez (2014) found that making predictions, skimming and scanning reading strategies were important to improve reading comprehension and autonomy in students throughout readings chosen by the participants making easier the reading understanding. The previous studies were conducted by various researchers taking as participants students but the following study carried out by Madikiza, Cekiso, Tshotsho, Nhlanhla Landa (2018) presents the teachers understanding about reading strategies. Madikiza, *et al.* (2018) stated that if “teachers understand reading strategies, their

learners are likely to understand them too” (p.2). With regard to this is needed that teachers have a deep knowledge about reading strategies and how to apply them since it will not create turmoil among students reading strategies comprehension. From this research, it was concluded that even though teachers grasped reading strategies they used few of them since they based on traditional ways to work on reading.

Pedagogical methodology

Following the reading strategies proposed by Edinburg Literacy Hub (2014), the lessons were carried out as it is explained as follows:

During this first part, before reading, as it aims at predicting a part of the text or story some questions were asked, the teacher modeled how to read some lines and the cover’s book or illustrations were shown for students making deductions about it. (making predictions)

Subsequently, during reading, specific questions were asked as students already know and have information of the tale’s story (scanning). Also, images were used to tie the previous knowledge to new information. Students can create a picture of a character or depict in an image a passage of the story and after reading a page or sheet they can orally or in written express the main ideas of it. Besides, students can orally express the main ideas of each page or sheet to better understand what they just read (skimming).

The last stage is after reading, students have to consider relevant information and tell in their own words what they understood about the story through diagrams, charts or DART’s (Directed Activities Related to Texts) activities and a summary.

Research methodology

This proposal is an action qualitative study adopting the action research design. According to Creswell (2012) the qualitative research “addresses a research problem in which

you do not know the variables and need to explore” (p.16). This researcher aims at exploring a phenomenon through data of participants. Creswell (2012) stated that the action research “addresses a specific, practical issue and seeks to obtain solutions to a problem” (p.577). The issue in the present study is reading comprehension and the possible solution the reading strategies. On the other hand, to gather data from six participants of 6th grade the following instruments were used: two questionnaires (see Appendix B& C), semi-structured interviews (See Appendix D) journals (See Appendix E) and two rubrics (See Appendix F&G)

With the first instrument it was expected to know how students’ reading comprehension might be improved through reading strategies based on tales. The second one to obtain students’ information and perceptions about the reading strategies. The third one, to have a deeper description of the study and two rubrics to assess two written productions.

Contexts and participants

This study was carried out with a set of six students in sixth grade, aged 10 to 12, and me as the teacher-researcher at a public school in Malaga, Santander. The students’ English level was elementary since they only learn it at school. For the present research the participating students were named as students and a number like this: S1, S2,S3,S4,S5,S6. And the teacher-researcher as (TS).

Ethical considerations

The six participants in this study were volunteers. The objectives and the different instruments that were used were explained to them, their parents or guardians and the supervisor. The letters of consent were in Spanish for them to have a better understanding of the aim of the research project. (See Appendix H)

Method

The method that was adopted to analyze the data of the present research was the *interpretive analysis* proposed by Hatch (2002).

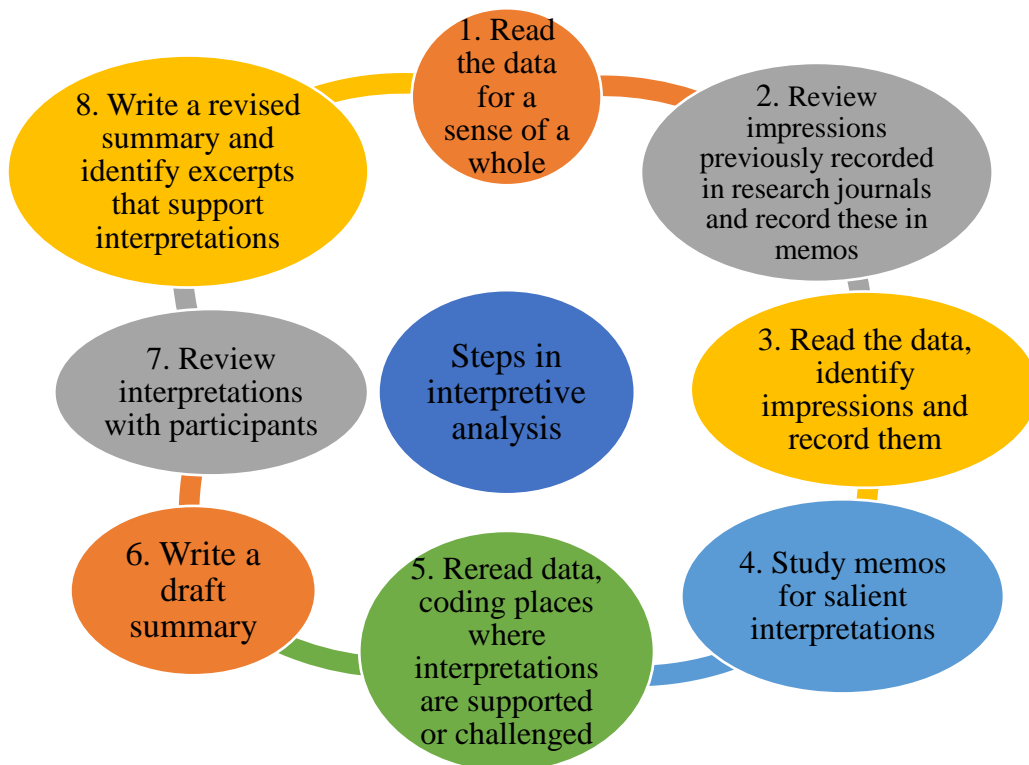


Figure 1. Steps in interpretive analysis proposed by Hatch (2002)

This analysis allowed the researcher to read and reread the data and write memos about data impressions to interpret it. This is why it was so useful in the present research, as it enabled the teacher-researcher to get acquainted and having a deep understanding of each one of the instruments applied. Having a clear insight of this one, the researchers encoded journals, interviews and questionnaires by the MAXQDA software. Below the system of codes:

System of codes

1 Rubric to assess the comic strip	1
2 Reading strategies stages	0
2.1 Before reading activities	2
2.2 During reading activities	5
2.3 After reading activities	8
2.3.1 Summary	5
2.3.2 Making up a comic	3
3 Reading strategies usefulness	12
3.1 Text comprehension	8
3.1.1 linking words or phrases with Spanish	8
3.1.2 Difficult or unknown words	13
3.1.3 Reading at once or taking breaks	11
3.1.4 Highlighting words or phrases in the text	7
3.1.5 Read silently	7
3.1.6 Read aloud	7
3.2 Scanning	18
3.3 Skimming	13
3.4 Making predictions	17
4 Enjoyment of reading	12
4.1 Reading on their own	6
4.2 Enjoyment of reading tales	20
4.2.1 Spirits of Place tale interest	5
4.2.2 Visualizing or imagining when reading a text in English	7
4.2.3 Reading texts in English	6

Instrument coding

Instrument	Code	Participant
Journal second week	JW2	Teacher-researcher
Journal third week	JW3	Teacher-researcher
Journal fourth week	JW4	Teacher-researcher
Journal fifth week	JW5	Teacher-researcher
Journal sixth week	JW6	Teacher-researcher
Journal seventh week	JW7	Teacher-researcher
Interview student 1	IS1	Student 1
Interview student 2	IS2	Student 2
Interview student 3	IS3	Student 3
Interview student 4	IS4	Student 4
Interview student 5	IS5	Student 5
Interview student 6	IS6	Student 6
First questionnaire	Q1	Student 1
First questionnaire	Q1	Student 2
First questionnaire	Q1	Student 3
First questionnaire	Q1	Student 4

First questionnaire	Q1	Student 5
First questionnaire	Q1	Student 6
Second questionnaire	Q2	Student 1
Second questionnaire	Q2	Student 2
Second questionnaire	Q2	Student 3
Second questionnaire	Q2	Student 4
Second questionnaire	Q2	Student 5
Second questionnaire	Q2	Student 6
written production assessment rubric "Spirits of Place summary"	WPRS	Teacher-researcher
written production assessment rubric "Spirits of Place comic strip"	WPRC	Teacher-researcher

Findings and discussion

After coding and analyzing the data gathered are presented four categories.

Improving reading comprehension performance

This category focuses on the significance of the three reading strategies (making, predictions, skimming and scanning) for the reading comprehension improvement and others like

reading aloud and silently to complement the reading comprehension performance and which help them to have a good comprehension of the text. Madikiza et al. (2018) mentioned that reading aloud was one of the most important reading strategies as learners can practice. Nevertheless, most of the participating students of the present study disagree with what was proposed in that research.

While reading the “Spirits of Place” tale by Peter Foreman the teacher read aloud and then asked students to read silently by their own to answer specific questions. Most of the students stated that they preferred to read silently as this allowed a better comprehension of the text. But student 4 said that he preferred to read aloud since he could analyze better what he was reading.

Student 3: es más fácil cuando leo mentalmente porque puedo concentrarme y no preocuparme si llego a pronunciar mal una palabra y también porque puedo leer más rápido. (Interview)

Student 4: en voz alta me ayuda a analizar más las cosas, me hago preguntas sobre lo que estoy leyendo. Es como si hablara conmigo mismo. (Interview)

After knowing and using the reading strategies worked in class, students stated that they would use them not only with English texts but in other texts and subjects such as Spanish and in social sciences since these reading strategies allowed them to brainstorm and having a better understanding of a text. The following excerpt demonstrates the usefulness of making predictions, skimming and scanning reading strategies.

Student 3: sí, como para lenguaje para entender los cuentos o sociales para los textos y sacar las ideas generales para responder las preguntas. (Questionnaire 2)

Students 6: sí, porque son más fáciles de entender las ideas. (Questionnaire 2)

Izquierdo & Jiménez (2014) in its action research project mentioned that students became more aware of their reading process when knowing and applying the reading strategies taught. So that, they can use them in other subjects or texts as they can read faster and having a good understanding of a reading.

Fostering reading strategies to improve reading comprehension

Most of students stated that they liked to read since they considered this as a productive activity allowing them to learn new things, acquire knowledge and having fun. Besides, they declared that knowing and adopting the four reading strategies worked in class help them to better understand the tale what we worked on “Spirits of Place” by Peter Foreman. During the before reading stage, making predictions reading strategy was used. To develop this one, students had to make predictions about the story tale based on images, an exercise and the title. Students declared that this strategy was useful as it helped them to have an idea of what the story would be about.

Student 5: es útil porque por medio de los dibujos, me puedo imaginar de lo que se trata el texto y también en los títulos. (First questionnaire)

Student 4: Sí, porque pude crear ideas e imaginarme qué sucederá próximamente.
(Second questionnaire)

The other strategies used were skimming and scanning what were implemented in the during reading stage. Morales and Holguín (2009) mentions that it is not necessary to read each word of a text to have the main idea of it and that look for specific information helps to have a

better knowledge of what is reading. Sometimes students were asked to read a page and then to say the main ideas of it. Others the teacher gave them the questions and then they had to look for specific information to answer the questions. Thus, students considered these ones useful as it enabled them to read quickly and have a gist of what they were reading.

Student 4: Sí para entender mucho más el libro y comprenderlo. (second questionnaire)

Some of the students said words or phrases or talked in Spanish to orally express their viewpoints or ideas of the page read. (teacher journal May 27,2019)

Student 2: Sí, utilizando palabras claves. (First questionnaire)

Student 3: Sí, identifico palabras o verbos las traduzco en mi mente y luego armo la frase o el texto. (First questionnaire)

During the last stage of reading comprehension, after reading, the teacher asked students to orally express what they understood about the tale. To Sevilla (2017) teachers should allow students to reflect on the reading experience and create activities to evaluate students' reading comprehension. Thus, two Directed Activities Related to Texts (DART's) named like this by the Edinburgh Literacy Hub (2014) were created. Two reconstruction activities related to the "Spirits of Place" tale were developed by 6th graders where in one of them they had to fill the gaps to complete and make sense of a text and in the other they had to order 15 sentences to create a comprehensible text.

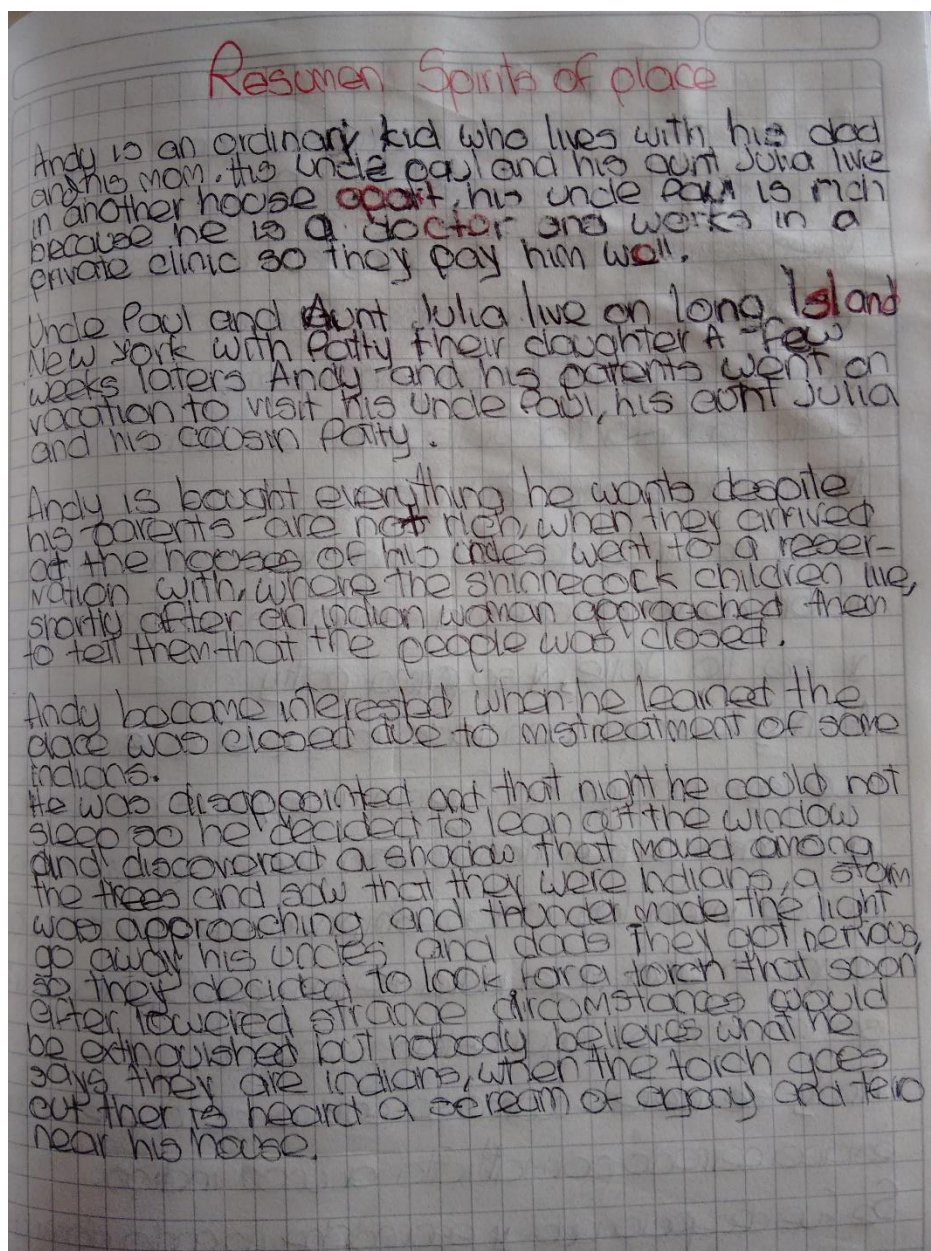
Summarizing, a tool to appropriate reading

The third category came up as a way in which students expressed in written what they understood about the tale "Spirits of Place" by Peter Foreman. Teach for America (2011) stated that summarizing is "to determine what's important in a text, to comprehend the essence of a passage, and to remember and retell what they have read" (p.119). To evaluate students'

comprehension about the tale they were asked to write a one-page summary in which they wrote the main ideas, events and described the characters of the story and to create a comic strip about some pages of the tale. Students were divided in rows and to each one of them was given a part of the tale to make up the comic. This activity was one of the DART's activities since it looked to analyze and evaluate "learners' overall comprehension" (Edinburgh Literacy Hub,2014, p.81) by a specific activity. Besides, two rubrics were created to objectively assess the comic strip and the summary. The latter was very useful since it allowed the teacher to know if students respect the instructions given to do a summary, the ability to present facts, lexicon and coherence and cohesion of the text. (See Appendix F) The former was similar to the rubric of the summary excepting for the students' creativity criteria. After assessing all the summaries and comic strips made by the students the teacher-researcher realized that even though most of the students did the summary and the comic strip not all of them accomplished with the criteria established in each rubrics.

When checking the summary I realized that some of them did a good work but others did not try too much. (teacher journal July 16th)

Below a summary made by one of 6th graders participants:



Learning English throughout texts

Students reported that they liked the tale "Spirits of Place" we worked on class since it was funny and the student 4 through the first questionnaire said it was the first tale he read in English. They like to read tales since it arises imagination, are interesting and funny. While reading the tale to look for specific information, ideas or unknown words, they highlighted them to remember where the information was or to look them for in the dictionary, Google traductor

or contextualize them as the student 6 mentioned. Shih, Chern, Reynolds (2018) mentioned that students should attempt to use its context, clues or what it is next in the following word or sentence to infer difficult or unknown vocabulary to avoid stopping at each unknown word and not losing the thread of the reading.

Student 2: sí, si estoy leyendo un cuento o un libro y no entiendo una palabra entonces pues la busco en el diccionario o así. (*Interview*)

Student 3: Sí porque son frases que me parecieron muy interesantes o importantes. (*Interview*)

Student 6: las contextualizo, trato de saber con la otra palabra si tienen relación. (First questionnaire)

Besides, some of the students stated that reading texts in English allowed them to learn new words, grammar and that it was easier to understand by taking breaks after each paragraph to have a better understanding of the reading. In addition, participating students mentioned that the comprehension of the tale became easier since they used the reading strategies worked in class. Just students 3 and 6 mentioned that read them to translate them.

Student 1: Sí porque puedo recordar más. (*First questionnaire*)

Student 4: sí, porque es mucho más fácil de comprender. (*First questionnaire*)

Conclusions

The present qualitative study was carried out in a public school adopting an action research to explore students' reading comprehension improvement through reading strategies. To gather data from six participants in 6th grade were used two questionnaires, an interview, journals

and two rubrics to assess two written productions a summary and a comic strip. The implementation and use of the three reading strategies (skimming, scanning, and making predictions) was an useful and important procedure since they facilitated and improved students' reading comprehension. And allowed that four categories arose; improvement reading comprehension performance in which was exposed the importance of the reading strategies implemented; fostering reading strategies to improve reading comprehension in which was presented how the three reading strategies were worked; summary, as a tool to appropriate reading and learning English through texts.

Chapter II: Research component

In PLEX training context, training pedagogical practices are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Although there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. It is also noticeable that local studies focus on learning issues rather than in matters of teaching.

It is relevantly considered to design a project that includes a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that help to guide teachers' labor. Furthermore, as an assimilation, immersion and mindful exploration exercise upon the own teachers' subjectivity by means of questioning and searching of information to solve any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to enhance educative processes in application centers where PRADO is held. It is considered that according importance to the reflection role in the teaching process is the first step to grasp the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education John Dewey, precursor in the field of reflective thinking applied to teaching, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that enable them to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents of the traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without further alteration, the teacher takes the risk of being installed in a logic of action that does not enable the pedagogical evolution and the renovation of the school culture.

A practice devoid of reflection does not lead to emerging problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the pre-service teacher encourages a critical and reflective spirit that fosters to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Foreign Languages Bachelor Degree of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

To start this study, the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and come up with proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about their work.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To have a greater degree of clarity about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution who has the function of imparting knowledge based on a science or art. But also, he/she has his/her students' comprehensive training responsibility. Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education.

So that, each teacher has to accomplish all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develops his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquired by the students but also provides teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and foresee teaching practice.

Reflection

Defining reflection implies to address 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 resulting in a cyclical process. According to Shön (1983) cited by Correa Molina *et al* (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”¹

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

¹ Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)

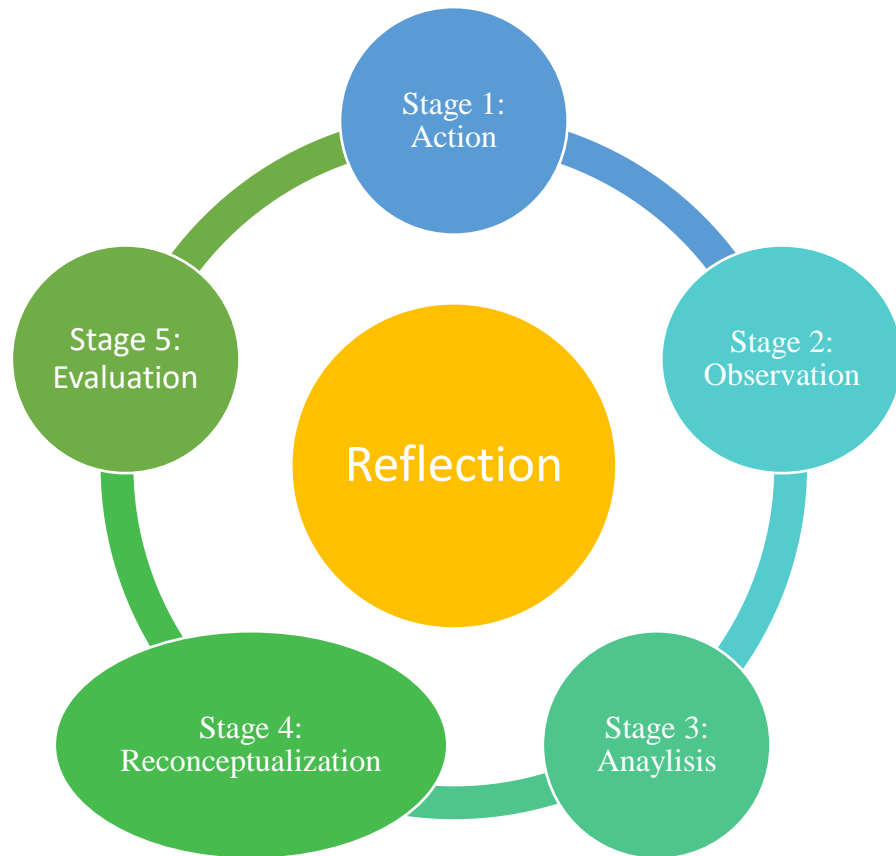


Figure A. Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet *et al* (1999) cited by Correa Molina *et al* (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of the experience. 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 which 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.

Reflective practice

Update and qualify the academic proposals in the University and guide the learners towards new ways to relate to the world.

It is needed that teachers ask themselves about their practice and the impact they are generating; they are in the capacity of objectifying their behaviors and assume the different roles in the pedagogical relationship.

The teacher takes a core role in the current educational world; he/ she acts in a complex space that is under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge with regard to changing circumstances” (Ebutt and Elliot:1986). In this context, the practice’s problems, of class space, demands a special treatment aimed at understanding and the social interaction.

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective.

This study will serve to participant teachers to think over their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

According to Van Manen (1997) it exists different levels of reflexivity, in a first level, the effective application of technical skills and knowledge is given in the classroom; the reflection is given to the selection and adequate uses of didactic strategies that teachers will use.

On a second level, the reflection brings about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the

practices are analyzed. The application of educational criteria is opted in teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort 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 fair 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 :

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

7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative is another element of reflective thinking that is included in the present study as 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 teachers' journals are placed, 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 central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principles are autonomy, planning and self-observation.

To revise the incidence of the reflective proposal about this practicum, it was carried out a process of socialization and systematization.

This study is part of a qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the pedagogical practicum.

As a volunteer participant I answered and participated in the four instruments made by the researchers. I did the two reflective workshops (See Appendix I); I answered three self-

observation sheets, I sent three class recordings and made the analysis of one classmate's video (See Appendix J) and wrote eight narratives (See Appendix K)

For collecting data, it was proposed to implement the following instruments:

Reflective workshops

The reflective workshops have a fundamental purpose for guiding students-teachers' reflective process, but at the same time to socialize and share own experiences to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution concerning the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and principals to assume their pedagogical practicum.
- To qualify, facilitate and effectively include in the school.

Self-observation sheet

The self-observation sheet has as main objective to guide the student teachers towards a self-perspective from their professional activity as teachers; and from their role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise will allow teacher students to express how their work is based on the narrative of their own teaching experiences as a way to provide meaning to their profession.

Class recordings

To have evidence of what teacher students do in the classroom allowed reflection upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices.

Context

Malaga was founded in 1542 by Captain Jeronimo de Aguayo in Santander department. Malaga was called to be the fourth city of the New Kingdom of Granada but because of a dispute between its discoverer Gonzalo Jiménez de Quesada and the legitime heir of Santa Marta's government Alonso Luis de Lugo to govern Malaga, the latter order the municipality's destruction. It was in 1691 that captains Francisco Sotomayor Fauste and Melchor de Villa Negrón asked for permission to build a parish taking this, as an opportunity to rebuild Malaga and turning it into the capital of Garcia Rovira thanks to its trade and educational centers. This study is carried out in this geographical context in an environment where actors of educational 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 living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improving their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors that may influence in a group's behavior. 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.

The school is a dependent body of the society, it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

Socialization role

Learners' values, rules, behaviors, attitudes and aptitudes focus on the dominant social culture in the political and economic context which they belong to. 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 that the globalized world demands. This implies that a higher level of culture; knowledge; values, etc. There is a greater 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 boundaries 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

Thirty one students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona constitute the total population of this study.

The direct beneficiary population:

Teachers in training, teachers supervisors, and student community of the centers of implementation of the Practice.

Indirect beneficiary population:

It is composed by the teaching community of the Foreign Languages Program, the results will feedback the program agents' vision of their practices and the collective of Practice.

Institutional dependencies linked to the Project:

Foreign Languages Program, Department of Languages and Communication and Faculty of Education.

External institutions linked to the Project:

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

Colegio Provincial San José Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Agueda Gallardo

Colegio Nuestra Señora del Rosario, in Málaga

Expected results

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify the pedagogical practice.
- Analyze the environment and the realities and social representations of the teachers training, the notions and the concepts about the school world.

Research component chronogram

Cronograma de recolección de datos macro proyecto “La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica”

ACTIVIDAD	SOCIALIZACIÓN DE LA OBSERVACIÓN	NARRATIVAS	FICHAS DE AUTO-OBSERVACIÓN	REGISTRO DE CLASE	TALLERES DE REFLEXIÓN	LOS TUTORES VAN A HACER LA OBSERVACIÓN DE CLASE DE ESTUDIANTES DE PRÁCTICA	REUNIÓN DE COORDINADORES DE PRÁCTICA CON SUPERVISORES
SEMANAS	Deben asistir todos los estudiantes de práctica (los que están en otra ciudad se conectan por skype)	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 minutos (tratar de no enfatizar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Las estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase.	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir al tutor retroalimentación de la observación.	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores)
Lunes 6 de mayo de 2019	X 6:00 pm a 8:00 pm Lugar por confirmar						
Semana 1 13-17 mayo		X					
Semana 2 20-24 de mayo		X	X			X	
Semana 3 27 al 31 de mayo		X			X Miércoles, 29 de mayo 5:15 pm Lugar por confirmar		
Semana 4 4 al 7 de junio		X	X				X Miércoles 12 de junio, 5:15 pm Lugar por confirmar
Semana 5 10-14 de junio		X		X Plazo máximo de entrega viernes 14 de junio, sólo al correo de práctica.		X	
17 al 21 de junio					X Miércoles 19 de junio 5:15 pm Lugar por confirmar		

	los estudiantes de práctica (los que están en otra ciudad se conectan por skype)	las 6:00pm al correo de tutores con copia al correo de práctica	todas en el mismo link enviado, en cualquier día de la semana	de 30 minutos (tratar de no enfocar la cara de los estudiantes), solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase.	estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir al tutor retroalimentación de la observación.	de práctica y supervisores (por favor avisar a supervisores)
Lunes 6 de mayo de 2019	X 6:00 pm a 8:00 pm Lugar por confirmar						
Semana 1 13-17 mayo		X					
Semana 2 20-24 de mayo		X	X			X	
Semana 3 27 al 31 de mayo		X			X Miércoles, 29 de mayo 5:15 pm Lugar por confirmar		
Semana 4 4 al 7 de junio		X	X				X Miércoles 12 de junio, 5:15 pm Lugar por confirmar
Semana 5 10-14 de junio		X		X Plazo máximo de entrega viernes 14 de junio, sólo al correo de práctica.		X	
17 al 21 de junio					X Miércoles 19 de junio 5:15 pm Lugar por confirmar		

					Desarrollo de actividad con el video grabado		
25 al 28 de junio	Trabajo en la organización del proyecto final						
2 al 5 de julio	Trabajo en la organización del proyecto final						
Semana 6 8-12 de julio		X	X				
Semana 7 15 al 19 de julio		X			X Miércoles 17 de julio 5:15pm Por confirmar	X	
Semana 8 22 al 26 de julio		X	X				X Miércoles 24 de julio, 5:15 pm Lugar por confirmar

Chronogram with the activities done during the practicum process.

	May	June	July
First week	Institutional observation	Fourth narrative and self-observation sheet	
Second week	First narrative	Fifth narrative First reflection workshop	Sixth narrative Class self-observation

Third week	Second narrative and self- observation sheet	Second reflection workshop	Seventh narrative
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Four week	Third narrative	Analysis of the video	Eighth narrative
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Conclusions

During the whole practicum process were tools that helped to assess the teacher-researcher teaching process. Such as journals, self-observation sheets, narratives and reflective workshops in which s/he expressed how his/her experience was through the week allowing to reflect the teacher's performance in each class, what aspects change or keep, whether it was needed to look for another methodology to work on or activities. Since the first class of the practicum the teacher told to students that they would work on a tale to know reading strategies and with these ones improve reading comprehension. Besides, the classroom rules which allowed a good classroom environment in each English class. When giving the instructions they were given in Spanish for students had a better understanding of what they had to do and not to have misunderstandings. In each class were worked questions linked to Spirits of Place tale and I asked them first to read and answer questions or sometimes I gave them questions and then they had to look for specific information to answer them. To evaluate the whole tale understanding, students were asked to do a summary and this one was assessed through a rubric.

Chapter III: Outreach component

Awareness project to teach English language in primary schools

Presentation

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

Introduction

Participation in world trade, academic, cultural and economic policies has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country. So that all the citizens have the opportunity to participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country. With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the MEN proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global communication processes, in the global economy and in the cultural openness”. And so the MEN has been implementing a wide range of strategies in the different levels of education with regards to the

accomplishment of this goal. A clear example of that is the creation of “ Foreign Languages’ Competences Basic Standards” for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

This program has been developed all over the country in which the work of the Secretary of Education public and private universities and institutions of English work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project. With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, evaluations applied nationally are not brighter.

The University of Pamplona in Colombia as institution where professionals are trained, especially, the Foreign Languages Program has further approached to the reality that faces primary schools in Pamplona and Malaga regarding to the National Policy of Bilingualism, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English learning needs of childhood population from Pamplona and Malaga and the integration of the foreign languages training of the pre-service teachers from the Foreign Languages Program to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem, nevertheless, these needs are not completely fulfilled because of it is missing monetary support in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

Justification

The learning and acquisition of a foreign language allows being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continue constructing their competences in English in secondary, vocational and later, in higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Malaga and Pamplona contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of Foreign Languages Program of the University de Pamplona, as a way to contribute to the reinforcement of English teaching in primary level.

The fulfillment of this project will not only favor the student population of Pamplona and Malaga, but also the Program of Foreign Languages, especially, the students carrying out their practicum. This benefit results to the possibility children in primary school have to be in contact with the foreign language and in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, interfering in processes that impact in the improvement of such needs.

Objectives

Main objectives

The implementation of this outreach project, on the part of Program of Foreign Language English-French, ascribed to the University of Pamplona works towards the following objectives:

- To attend the English Teaching demands in primary school in Pamplona and Malaga.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona and Malaga.

Specific objectives

- To familiarize school children from Pamplona and Malaga with fundamental knowledge of English.
- To involve PLEX teacher students teaching processes in primary school in Pamplona and Malaga cities.
- To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona and other cities. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community of Pamplona and other cities.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the Universidad de Pamplona.

Contribution lines

- Academic training in foreign languages.
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system).
- Scholar community outreach in Foreign Languages Program.

Teaching Languages

Languages international policies:

For several years, UNESCO has been concerned about the role of languages in the global context. In its general conference in 1999, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and attention to the particular needs of culturally and linguistically distinct communities, can only be addressed through multilingual education. (Cruz, Loyo & Mendez, 2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that offer access to global communication and exchange of information. To achieve this, UNESCO suggests promoting

multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible ways, of written and visual materials in order to promote the circulation of ideas and artistic works ".

The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and awareness of peoples, says the poet; they are the best instrument for accessing other cultures, other stories, other ways of seeing and understanding the world; They erase distances and also bring us closer to science and technology (Lima,2006).

All types of learning are of vital importance for the sociability of the human being insofar as it allows it to develop properly in different contexts; the learning of a foreign language or of several languages focuses on the professional and personal life of an individual, enable them to be successful and fruitful at make and know-how.

National bilingualism program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national program of bilingualism launched in 2004 with three specific lines of work: institutions of primary, high school, higher education, education for work and human development; ethno-education; and flexible education models. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the expected levels by the national program of bilingualism to the year 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altavero (2005).

Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context in which the individual is. Therefore, according to how another language is used, different from the native language, these languages are considered second languages or foreign languages.

Teaching English in primary school

"The acquisition of a Foreign Language is a complex process involving multiple cognitive and affective variables inherent to the individual as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the foreign languages teacher's training and updating, among others ". In such a way, the importance of understanding how the child learns and incorporates a foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquisition of a second

language(L2) or a FL and how this process is linked with the mother tongue. From this statements, Krashen (1991) cited by Yesser A & Chacon C, (2011), he makes a difference between the terms learning and acquisitions in relation with FL “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language”.

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ “ that for the purposes of this dissertation, the terms *learn* and *acquire* indistinctly because the FL can be acquired through playful activities in an inductive and natural way that also involves learning processes”. it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state that according to Berko and Bernstein (1999), cited by Yesser A & Chacon C, (2011) “ The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches” (p. 467). Consequently, children construct through language the meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, the learning of FL should start from the previous knowledge and the mother language schemes since the representations developed in previous learning and previous experiences constitute the scaffolding to build through the FL, new mental schemes or expand the already existing”.

Yesser & Chacon (2011), cite Ausubel (1986) who stated “ the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who, in general, is more prone to emotional blockage at the time of expressing himself in another language”. "From the previous approaches, it is clear that age is a factor that affects the learning of English as FL, particularly in the acquisition of pronunciation. That is to say, the younger the age, the greater the probability of the boy or girl to develop the pronunciation of a native ”.

Why is it important to learn a FL in primary school?

Frandiño, Bermudez, & Vasquez (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance that those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, leaning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

Malaga context

Malaga has public institutions of basic and secondary education and they are:

Colegio Oficial Nuestra Señora del Rosario

Colegio Custodio Garcia Rovira

Normal Superior Francisco de Paula Santander

Colegio Instituto Técnico Industrial “Emeterio Duarte Suarez”

Instituto Politecnico “Monseñor Manuel Sorzano Gonzalez”

It is in this context that the pre-service teacher of the Foreign Languages Bachelors degree of the University of Pamplona carries out her practice making social projection in primary schools.

Scenarios proposed to carry out the activities of the project

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

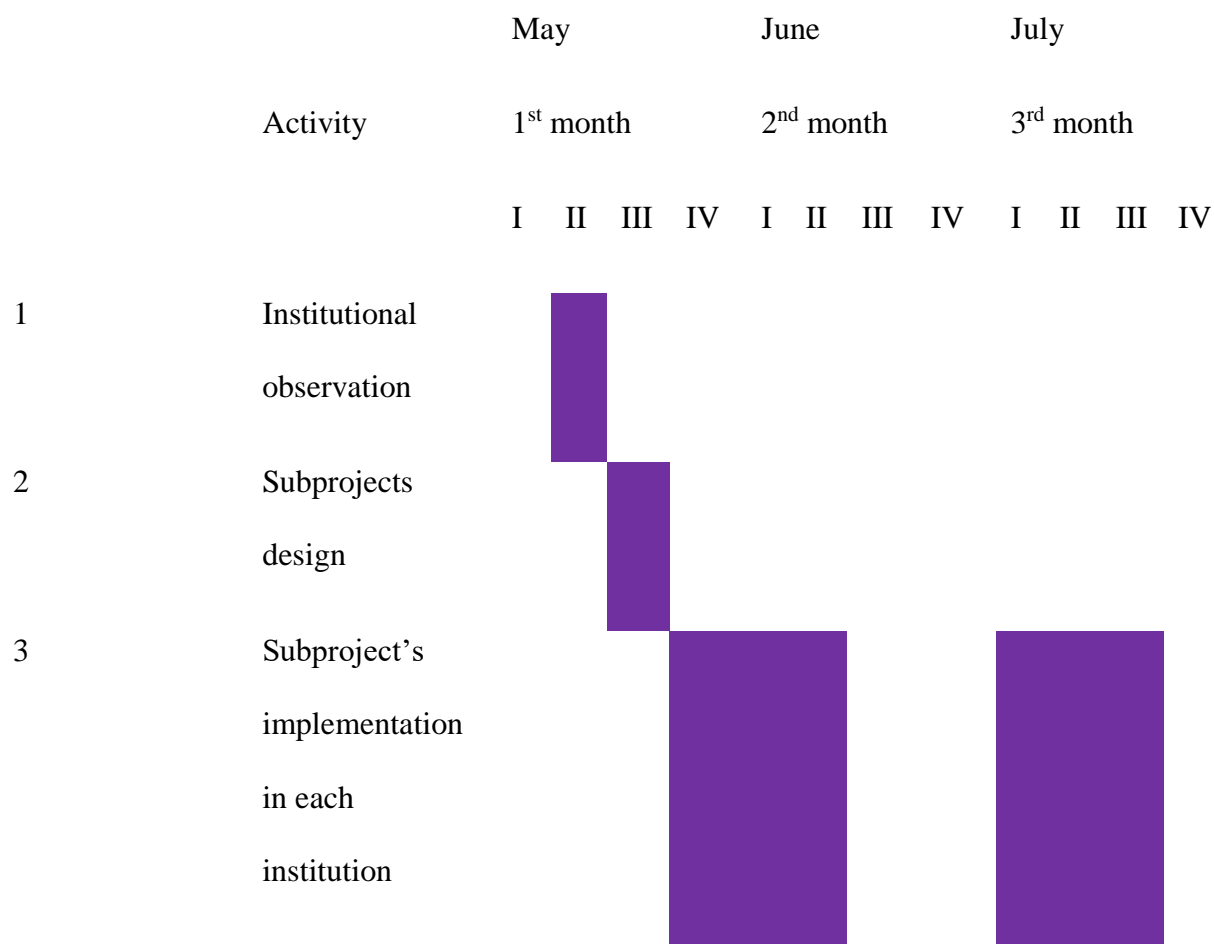
Nuestra Señora del Rosario School

Subproject Game as a tool to teach ESL in primary school

This space aims to establish a line of action for the Foreign Language Program concerning social projection. In that regard, when implementing the out-reach component to the community, each practitioner adapted the general guidelines of this proposal to the institution’s educational reality where the practicum took place.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona and other cities through the design and implementation of a project to support English training.

General schedule for the subproject



Benefited population

The direct benefited population is composed of Pamplona and Malaga's primary schools' academic student community in which the integral practicum was carried out. It was mentioned that the benefited community and the number of participants were established once the

observation period finished. The population for this project went around 50 and 60 students for each institution.

- Basic primary school students
- Language courses field teachers in basic primary
- Foreign languages students-practitioners

Indirect benefited community:

- Foreign languages community program
- Pamplona and Malaga's academic community

Institutional dependencies articulated to the project

Nuestra Señora del Rosario School

Introduction

The Colegio Nuestra Señora del Rosario School only has one campus and in this one students of primary take classes. There are more than three hundred students whose ages range from 5 to 11 in both boys and girls.

The school's physical location is central as it is very closed to the town's central park and commercial areas. Thus, allowing children from near neighborhoods be beneficiaries of this since they do not have to walk so far and do not be exposed to dangers in their way to school either.

Regarding the Rosario primary school teaching staff, there is a man and the others are women whom are able to give their students educational support and guidance in most of the subjects except for one: the English course as they are not English teachers and it is kind of

difficult to them to teach the Basic English level contents. This is why, it is meaningful for third and fourth graders to have a guide who teaches them English allowing them to grasp and produce basic utterances in the foreign language.

Justification

The lack of knowledge and teaching English as a Foreign Language in primary school could be taken as an opportunity to show, putting in practice and enhancing the teaching skills with children and it could be useful for primary teachers since this would be deemed as a temporary solution for Nuestra Señora del Rosario School teachers in primary school. Besides, it is significant to highlight that thank to all knowledge, strategies and methods given by teachers of Foreign Languages program it can be faced a real educative context and teach English in Nuestra Señora del Rosario School primary school.

General objective

- Foster basic English oral and written comprehension and production in primary school children through gamification.

Specific objectives

- Develop English comprehension in students by using games.
- Describe students' impact and advance by implementing games.
- Point out the influence of the suggested games in students.

Methodology

The outreach component requests forty hours of direct class with students of primary school. Therefore, the pre-service teacher was in charge of two groups of third and three groups of fourth in the English area. Basically, her work plan was based on a game or games per class.

With these ones, students had fun while learning the different topics and practicing the content explained. Furthermore, gamification enables students to play in groups building collaboration skills and working together toward the same objective. The teacher assistance was from May 12th to July 26th, 2019. Having a class of one hour per week with each group.

According to Blake & Pope (2008) “Learning can occur through play, formal instruction, or work between a learner and a more experienced learner” (p.63). This means as long as the game has a goal, be well explained and has a guide, the game can be taken as a learning tool. Bearing the aforementioned in mind, the use of games can be useful since children have a different conception of learning and it cannot be difficult or boring so that learning through play can be funny and unaware.

For each class, a planning was made up taking into account the subject to implement a game to practice not only the topic explained, vocabulary but phrases used daily.

Planning Model

- ❖ To start, the teacher will begin the English class greeting, asking them how they are and taking attendance.
- ❖ She will make a previous' class review throughout the assignment.
- ❖ The vocabulary will be explained by flashcards, body language and songs.
- ❖ Students will practice what was explained through exercises and games.
- ❖ At the end of the class, the teacher will explain and give the homework due for the next class.

Chronogram for primary school

Week	Date	Grade	Hours	Topics
1	May 13 th	4-2	1	(No class, Juanito el payaso show)
	May 14 th	4-3	1	In/ on prepositions and adjectives
		3-3	1	Verb <i>to be</i> in present
	May 16 th	3-2	1	Verb <i>to be</i> in present
	May 17 th	4-1	1	Wh questions
2	May 20 th	4-2	1	No class (Rosario en la capilla)
	May 21 st	4-3	1	Wh- questions
	May 23 rd	3-3	1	Language day celebration
		3-2	1	No class because of the strike
	May 24 th	4-1	1	No class (Rosario en la capilla)
3	May 27 th	4-2	1	Wh questions
		4-3	1	Review wh- questions
	May 28 th	3-3	1	(Preparación por parte del profesor para grabar video de ascensión de categoría en el escalafón docente)
	May 30 th	3-2	1	Verb to be in negative form

	May 31 st	4-1	1	No class because of the strike
	June 4 th	4-3	1	Using capital letters
4		3-3	1	A/an articles
	June 6 th	3-2	1	There is / there are
	June 7 th	4-1	1	Adjectives. Wh-questions.
	June 10 th	4-2	1	The Saxon genitive
	June 11 th	4-3	1	Verb To Have
5		3-3	1	Indefinite and definite articles
	June 13 th	3-2	1	Prepositions of Place
	June 14 th	4-1	1	Forming the possessive
	July 8 th	4-2	1	How to say your age
	July 9 th	4-3	1	How to say your age
6		3-3	1	There is /there are
	July 11 th	3-2	1	Adjectives
	July 12 th	4-1	1	No class because of parade rehearsal
	July 15 th	4-2	1	There is /There are
7	July 16 th	4-3	1	No class because of parade rehearsal
		3-3	1	There is/There are

	July 18 th	3-2	1	Reviewing prepositions of place
	July 19 th	4-1	1	No class. July 20 th parade
	July 22 nd	4-2	1	Useful expressions in English
	July 23 rd	4-3	1	Useful expressions in English
8		3-3	1	Adjectives
	July 25 th	3-2	1	Demonstrative pronouns
	July 26 th	4-1	1	No class. Foro educativo

There have been many activities and events in primary so far. So that, I could not advance with all the grades in the same way. But I explained many topics to children in a funny and interesting way, and, to practice those topics I used some games. Implementing games to teach or to practice grammar in primary has been really useful since this is a new way for children to learn while having fun and also grows team work as some of the games implemented had to be developed in groups or in pairs. So, it was interesting and challenging to give class in primary since it is not easy to manage more than 30 children but at the same time it allows that as teacher I want to look for different and catching ways of teaching because a teacher always has to innovate and keep students' motivation. I used images, games, exercises and songs to develop most of my classes achieving that at least students said some classroom useful expressions, greetings, and what I consider most important to create confidence in those students who were shy as many times teachers told me that some students only participated voluntarily in my class.

Planning example

Grade: 3-3

Date: June 4th 2019

Objective: to recognize the use of a/an articles by written.

1. The teacher greets students. (1 min)
2. The teacher implements the TPR method. (7 min)
3. The teacher gives students a welcome break by playing “Simon says” (7min)
4. The teacher writes on the whiteboard some sentences and asks students to write them on their notebooks. (7 min)
 - I saw a lion and an elephant at the zoo.
 - We stayed at a hotel.
 - I have a blue jacket and a purple sweater.
5. The teacher tells to students that they have to put *an* when the next word begins with a vowel. (3 min)
 - ✓ a, e,i,o,u ----- an
6. The teacher asks students to write on their notebooks some sentences and they have to complete them. (10 min)
 - He had ____ sandwich for lunch.
 - I saw ___shark and ___ octopus.
 - There is ____ cat in the garden.
 - I have ___ brother and ____ sister.
 - It’s raining! I need ____ umbrella.

- You have ___ big house.
 - They bought ____ car.
7. The teacher corrects the exercise, she reads each sentence and asks students to repeat to practice pronunciation. (10 min)
8. The teacher carries out the game *DIY word order*. The teacher gives to students pieces of paper with some words in it and she asks them to order them to create a sentence. They have to order the following words: (15 min)
- I am not a postman
 - You are not a lawyer
 - She is not a lifeguard
 - He is not an actor
 - We are not chefs
 - They are not actresses

Conclusions

After having faced a real educational field inside a classroom, I realized that there is a huge necessity of changing the teaching way for children since most of them learn things but sometimes as primary teachers have little knowledge about English they teach basic topics and sometimes they do not explain them well or just give students photocopies to color or word search to develop. It is good to use this material but not so frequently just to do something in the English class.

Working with primary students was a challenge since they barely know basic topics and having a big issue with pronunciation. So, what I did was talking to them in English since it is needed that they first listen to mirror how to pronounce and then with actions and images

explained them what they had to do. It was interesting for them to hear someone talking in English as they are not used to this and they wanted to know how to say many things that was why they frequently asked many questions.

Chapter IV: Administrative component

This component is set so that pre-service teacher is participant in extracurricular activities established by the educative institution to her know teachers' role out of classrooms. Its purpose is that teacher obtains knowledge about the educative center in which she carried out the practicum and at the same time got into the practicum's context. This component is essential since it enables to know how the school works, its distribution, the people who are part of it, parents and others who make a significant contribution to the normal school development. Besides, as pre-service teacher, it is necessary to be part of the different events proposed by the institution to create a good environment among colleagues and become part of "la familia rosarista".

Justification

On one hand, extra-curricular activities demand time and a big effort from teachers since they are the ones who have to plan, prepare and execute different events. And in the execution they do not only have to be attentive to the activity but also to the students' behavior which could be stressful and difficult as all the students are held in one place. That is why, taking care of students takes a great effort because it turns into a double task, watching over misbehaved students and detecting and preventing unexpected situations.

On the other hand, taking part of extra-curricular activities is a good opportunity to be familiar with students, teachers and other people who conform the educative institution. This enables pre-service teacher to realize public schools' reality, how it works, its requirements and issues. Furthermore, this scenario helped not only about how to teach but also it contributed in the formation as a comprehensive English teacher.

Objectives

General Objective

- To be actively involved in administrative activities and events proposed by the school.

Specific Objectives

- To supervise students during events and breaks.
- To help in the organization of events proposed by the institution.
- To participate in the extra-curricular activities established in the institutional agenda.

Methodology

To accomplish the main objective of being actively involved in administrative activities and events proposed by the school, also it was asked to fulfill some specific functions. A week every two months it is necessary to supervise students during the break that always starts at 9:30 am. Besides, keep students' discipline in cultural and institutional events.

Have being involved in different events developed by the institution was important and stressful because all I had to do was to supervise students' behavior. Even though, I was not asked to organize and look for materials and ask students to participate in each event. I realized how difficult is to agree not only with students but with the other teachers.

The institution carried out nine events. Flag raising, parade rehearsal, “supérate” games, “Mariano” parade world environment day, a teachers’ meeting, two sport days and the July 20th parade.

I assisted to all those events except for the “Mariano” parade because I got to assist a medical appointment out of Malaga. And what I had to do in all those events was to supervise students’ behavior. Regarding the teachers meeting the two coordinators were in charge of it and they discuss and talked about six points.

1. Family day organization which will be celebrated on June 14th.
2. Jean day on June 7th to collect money to have make a mural.
3. Schedule the “sport days”.
4. “Bring a child to our school” campaign.
5. Explain what the “welfare committee” is.
6. Teachers had to send the general exam’s week to the academic coordinator.

Flag raising (8th graders)



Mariano parade rehearsal





Sport day July 9th



Sport day July 18th





July 20th parade





Chronogram: April, May, June, July

April 1 st – June 7 th	Second Academic Term	Educational community
April 29 th	Referral of cases to the <i>bienestar</i> committee	-Bienestar committee -Principal teachers
April 26 th	Children's day celebration	City hall
April 29 th	Sport Day (Special schedule)	-Educational community
April 30 th	Language Day celebration	-Spanish teachers
	Flag raising	-Grades 7.2 – 7.3 -Grades 4.2 – 4.3
May 1 st	Work day	
May 8 th	Teachers general meeting	- Head teachers and teachers
May 10 th	Sport day (Special schedule)	-Educational community
May 10 th	Pedagogical Encounter Normal Superior	-
May 14 th	Grade direction	Grade direction
May 15 th	Teacher's Day	City hall
May 16 th	Flag raising Primary	-Grades 3.2 – 3.3

May 22 nd	Parents attention	-Head teachers and teachers –
May 23 rd	Sport day (special schedule)	-Educational community
May 24 th	Family congress	-Community management
May 27 th	Referral of cases to the <i>bienestar</i> committee	-Bienestar committee -Grade directors
May 28 th	Grade direction	-Grade directors
May 29 th	Teacher’s general meeting	- Head teachers and teachers
May 30 th	Flag raising high school	-Grades 8.1 – 8.2
May 31	Día Mariano Parade	-Educational community
May 31-June 7	General exams Second term	-Teachers
June 7 th	Rosarista Family’s day celebration	Grades: 3-3;2-1;7-2 Head teachers and teachers
June 10 th – August 30 th	Third academic term	
June 12 th	World environment day celebration	Natural science
June 17 th – July 7 th	Holidays	
June 17 th – June 23 rd	Institutional development week	-Head teachers and teachers

June 24 th – July 7 th	Head teachers and teachers break	
July 8 th	Academic work restarting	
June 5 th	Teachers' general meeting	Head teachers and teachers
June 6 th	Sport Day (Special schedule)	Educational community
June 12 th -June 15 th	Institutional development week	Head teachers and teachers
July 3 rd	Evaluation commission of primary	Head teachers and teachers and parents
July 4 th	Evaluation commission of high school	Head teachers and teachers and parents
July 3 th – July 6 th	Delivery support plans second term	Teachers
July 5 th	Mass	Grades: 3-2;3-3
July 6 th	Mass	Grade: 7-3
July 9 th	Group direction	
July 10 th	Grades report second term (6:30-8:30 a.m.)	Head teachers and teachers

July 9 th -July 13 th	Second academic term resit (Special Schedule)	Head teachers and teachers
July 11 th	Sport Day (Special schedule)	Educational community
July 17 th	Teachers' general meeting	Head teachers and teachers
July 20 th	Independence Day	9 th and 8 th graders
July 24 th	Area meetings	Head teachers and teachers
July 25 th	Sport Day (Special schedule)	Educational community

Conclusions

Become a teacher is not only to teach topics to one grade or other but to know how to organize an activity or event, how to become part of an educative institution, to be aware that it is a big responsibility as it demands effort, creativeness and time. Also, that if you are not sure about any decision it is good to ask to your colleagues even sometimes could be difficult as it could create some discrepancies, at least you asked for their opinion. A teacher has to be prepared for everything since there are many activities s/he has to prepare and not only this but be attentive to students' behavior in every event or activity for this not become an inconvenient and interfere with what was planned. Sometimes this is difficult since as a teacher has to repeat many times to any student to behave properly and it is annoying not only for the teacher but for the student too.

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Appendices

Appendix A

Appendix B

Cuestionario

Improving reading comprehension in 6th graders in a public school throughout reading strategies:
An action research

Estimado estudiante, por medio de este cuestionario se pretende indagar sobre el uso de estrategias de lectura y sus respuestas tomarán un tiempo aproximado de 15 minutos. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad, lo que significa que usted como participante tendrá un seudónimo.

Fecha: 10-07-19

Estudiante:

Objetivo: Conocer el uso de las estrategias de lectura.

1. ¿Le gusta leer? Sí o no ¿Por qué?

2. Cuando está fuera del colegio ¿Lee por su propia cuenta? ¿Por qué?

3. ¿Utiliza estrategias de lectura? Sí/no. Nombre cuales utiliza.

4. Después de haber visto imágenes o títulos ¿Puede hacer predicciones sobre un texto?
(making predictions) ¿Cómo lo hace?

5. ¿Puede identificar información específica en un texto? (Scanning) ¿Cómo lo hace?

6. ¿Puede identificar las ideas generales en un texto? (Skimming) ¿De qué manera lo hace?

7. ¿Lee textos en inglés? Sí/no. ¿Por qué?

8. ¿Qué hace cuando encuentra palabras desconocidas o que no entiende en un texto en inglés?

9. ¿El utilizar estrategias de lectura como (skimming, scanning and making predictions) le ayudan a tener un mejor entendimiento del texto o lectura?

Sí/no. ¿Por qué?

10. ¿Le gusta leer cuentos? Sí/no. ¿Por qué?

Appendix C

Improving reading comprehension in 6th graders in a public school throughout reading strategies:
An action research

Estimado estudiante, por medio de este cuestionario se pretende indagar sobre el uso de estrategias de lectura y sus respuestas tomarán un tiempo aproximado de 10 minutos. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad, lo que significa que usted como participante tendrá un seudónimo.

Fecha: 23-07-19

Estudiante: 6

Objetivo: Conocer el uso de las estrategias de lectura.

1. El cuento “Spirits of Place” le pareció interesante? Sí/no. ¿Por qué?

Sí porque fue divertido.

2. La estrategia de lectura (making predictions) ¿Le pareció útil? Sí/no ¿Por qué?

Sí me ayudó a entender el texto.

3. ¿Le pareció útil responder preguntas específicas durante la lectura del cuento (scanning)?

¿Por qué?

Sí me explicaron cómo eran los personajes.

4. ¿Le fue útil sacar ideas generales después de haber leído una página o una hoja del cuento (skimming)? Sí/no ¿Por qué?

Sí porque así era más fácil de asimilar.

5. Utilizaría las tres estrategias de lectura trabajadas en clase (making predictions, skimming and scanning) para las otras asignaturas u otras lecturas que haga? Sí/no ¿Por qué?

Sí son más fáciles de entender las ideas.

Appendix D

Entrevista #1

Improving reading comprehension in 6th graders in a public school throughout reading strategies:
An action research

Estimado estudiante, por medio de esta entrevista se pretende indagar sobre el uso de estrategias de lectura. Esta entrevista tomará un tiempo aproximado de 15 minutos y será grabada solamente su voz. Cabe mencionar que toda la información será analizada e interpretada guardando su privacidad y se le dará un seudónimo a cada participante.

Fecha: Junio 4 de 2019

E: entrevistador Jennifer Rocío Cordon Solano

Persona a entrevistar: estudiante de sexto grado.

Objetivo: Obtener información sobre el uso de las estrategias de lectura.

1. ¿Le gusta la lectura? Sí/no ¿Por qué?
2. ¿Sabe qué son las estrategias de lectura? Si, sí ¿cuáles utiliza?
3. Cuando lee algún texto ¿Lo comprende? En su totalidad – Algunos aspectos – Nada. ¿Por qué?
4. ¿Utiliza la lectura en voz alta? Si / No. ¿Por qué?
5. ¿Utiliza la lectura en silencio, es decir, mentalmente? Si / No ¿Por qué?
6. ¿Suele subrayar palabras o frases en el texto que lee? Si / No ¿Por qué?
7. Cuando lee un texto ¿Lo lee todo de una vez o hace pausas? Explique el porqué de su elección.
8. Cuando lee un texto en inglés y encuentra palabras desconocidas o que no entiende ¿Qué hace?
9. Al momento de leer un texto en inglés ¿Trata de relacionar palabras o frases con el español?
10. Cuando lee un texto en inglés ¿Es capaz de visualizar o imaginar la información que está leyendo?
11. ¿Le gustan los cuentos? Sí/no. ¿Por qué? En caso de ser afirmativa su respuesta, mencione el tipo de cuentos que le gustan (ciencia ficción, de hadas, entre otros)

Appendix E

Third journal

Date: May 27th to 30th

My supervisor and I got into a big room where there were 8 windows, one whiteboard, a TV, a teacher desk and 33 students. I started the class by implementing the TPR method and then I evaluated it. The students looked excited because they quickly grasped the actions they had to learn and almost all of them wanted to participate but I told them that only 7 students could

participate and they made a sad face. Then, I handed out the tales and I asked them to write down on their notebooks some questions related to the tale and with the aid of the tale answer them, after read a page of the tale and tell me the main idea of it (skimming). I saw that students were concentrated and trying their best to grasp the main idea of the tale and they tried to look for the information to answer the questions, sometimes when they did not understand a question or some words they asked for help and call me. Some of the students said words or phrases or talked in Spanish to orally express their viewpoints or ideas of the page read. I considered this as a good activity because students read silently, then answer some questions, we all correct them and they have a better understanding of what they read because they have to look by their own the answers and they practice not only the reading skill but also writing. Students looked excited when they found the answer and asked if there was another question I told then of course, and they wrote it and did the same. Also, as they had to look for specific information some of them read at once but other struggle a little and reread the paragraph. In this week I felt that students felt more comfortable and had a better idea of what the tale is about.

In this week not only developed my classes but interviewed the six participants. I found out that students are aware of what they are reading because they already have general and specific information of the tale so they feel more confident and respond faster the questions. In one class I asked them to imagine and draw the main characters of the tale, this activity was different and they looked happy but when I asked them to go in front of the class and tell some characteristics of the characters they looked nervous so I told them that if they mispronounced any word it was ok that we all can make mistakes and the most important is to try.

On the other hand, when asking and recording the 6th graders participants, all of them asked me if they had to answer in English so, I told them that they had to answer in Spanish, it was a big relief for them, then I explained them each question and finally we recorded the questions and answers. Most of them felt confident and gave good answers but others did not.

Appendix F

Written production rubric assessment “Spirits of Place” tale by Peter Foreman

Student: _____

Respect of the instruction

0 1.0 2.0 3.0 4.0

Can write a short summary.

Can present the characters who belong to the tale.

0 1.5 2.5 3.5

Can respect the length of the indicated instruction.

0 1.5 2.5

Ability to present facts

0 1.5 2.5 3.5

Can describe in very simple language a situation.

Can present orderly the situations presented in the book.

0 1.5 2.5

Lexicon

Can use phrases and words taking into account the reading made.

0 1.5 2.5 3.5

Morphosyntax/ orthography

0 1.5 2.5 3.5

Can use simple and limited grammatical structures.

Coherence and cohesion

Can connect words and phrases with simple connectives like “and”, “but” “because”.

0 1.5 2.5 3.5

Can write a simple and coherent text.

0 1.5 2.5 3.5

TOTAL: ___/ 25

Lexicon**Morphosyntax****Positive aspects****Aspects to improve**

Appendix G

Rubric to assess the comic strip

Student: _____

Respect of the instruction

0 1.0 2.0 3.0 4.0

Can follow the structure of a comic.

Can create short sentences.

0 1.5 2.5 3.0

Can respect the directions given by the teacher.

0 1.5 2.5

Ability to present facts

0 1.5 2.5 3.0

Can describe in very simple language a situation.

Can make a relation with the speech bubbles and the picture made. The pictures reflect a degree of student creativity.

0 1.5 2.5

Lexicon

Can use phrases and words taking into account the reading made.

0 1.5 2.5 3.5

Morphosyntax/ orthography

Can use simple and limited grammatical structures.

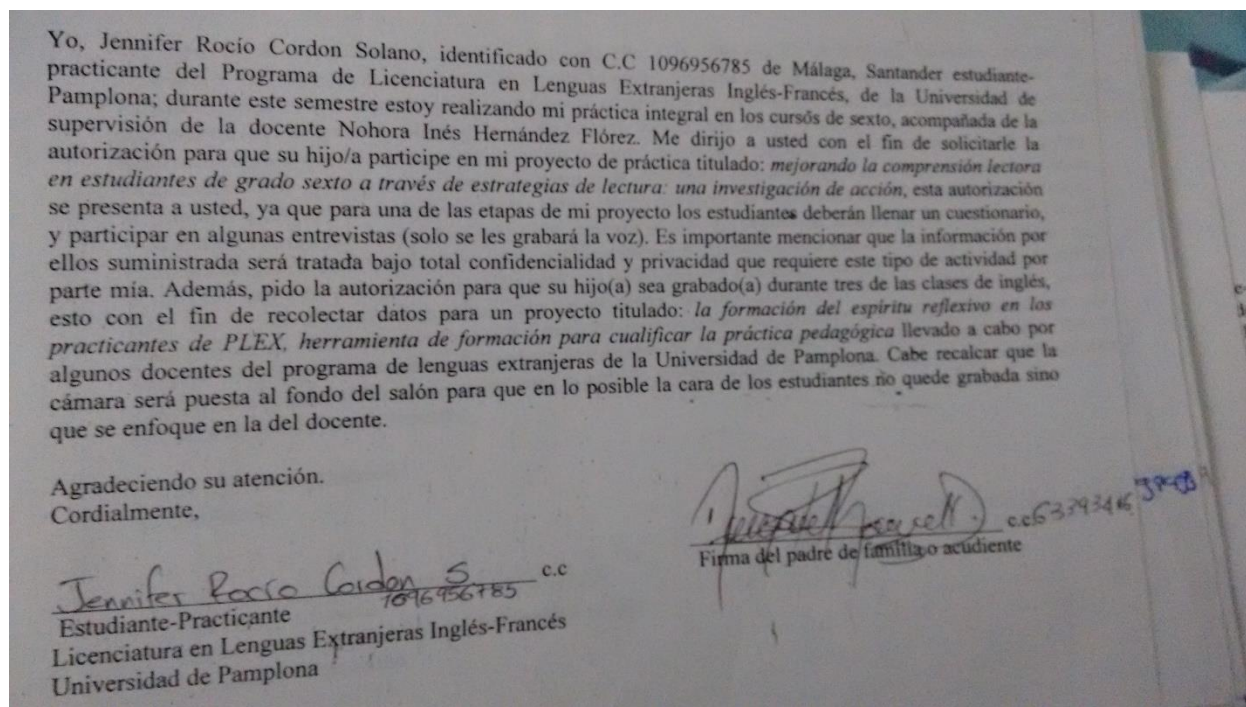
0 1.5 2.5 3.0

Coherence and cohesion

Can connect words and phrases with simple connectives like “and”, “but” “because”.

0 1.5 2.5 3.5

Appendix H



Appendix I

SEGUNDO TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Jennifer Rocío Cordon Solano

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Colegio Nuestra Señora del Rosario

CIUDAD: Málaga

DEPARTAMENTO: Santander

1. Responda las siguientes preguntas:

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias en el contexto educativo? ¿Cuáles son? y ¿Qué consecuencias genera?

Estamos viviendo un cambio muy acelerado y a veces hasta descuidado de la educación en la familia lo que hace que los chicos de ahora sean más débiles emocionalmente, no se les exija y además no sientan un apoyo por parte de sus padres o acudientes y debido a esto los niños no quieren hacer caso ni en sus casas ni en el colegio. Además, los chicos están muy

interesados en mantenerse conectados casi todo el tiempo en las redes sociales y poco en la vida real por lo que se crean inconvenientes de atención y motivación en el aula de clase.

2. ¿En qué medida ayudan o perjudican dichos cambios?

A pesar de que hoy en día se les da más libertad a los chicos para que desarrollen su personalidad estos no saben manejarla con responsabilidad ya que muchas veces las decisiones que hacen no son las apropiadas para alguna situación que deban enfrentar.

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

Que los chicos se sientan bien en el aula de clase ya que esto les permite arriesgarse y participar en las diferentes actividades.

Incentivar el trabajo autónomo dándoles herramientas como actividades para hacer en casa, páginas de internet y diciéndoles que ellos pueden esforzarse un poco para tratar de entender y buscar información sobre algún tema que no entendieron.

Explicar el tema de la clase a través de actividades interesantes y juegos para que los no vean la explicación como algo tedioso y monótono.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

Cada uno de mis estudiantes merecen de mi atención y esfuerzo pero aquellos que lo merecen más son aquellos llamados “estudiantes problemas” y aquellos que no les gusta la materia y buscar una solución o estrategia para cambiar esto.

5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?

Su comportamiento en el salón y hacia la vida ya que muchos de ellos no se les ve ganas de nada es como si todo les diera pereza y además si se les pregunta qué tienen algunos tienden a responder de manera grosera. Me preocupa que los chicos no tengan una perspectiva hacia el futuro y quieran vivir con la ética existencialista.

VIDEOS:

Visualice los videos del link y escriba una conclusión por cada uno

<https://www.youtube.com/watch?v=tju95fjc9GA>

Vamos a encontrar muchos alumnos que no van a querer aprender nada, que no quieren que “los molesten” ni intervengan en su libre desarrollo, pero hay otros que sí quieren aprender y convertirse en profesionales por lo que se debe enseñar a todos de la misma manera ya que no se sabe quién va a ser parte del 5% que harán parte de un buen cambio social.

<https://www.youtube.com/watch?v=9ebzEMjWLPM>

En Colombia, el ser docente es una aventura ya que uno no sabe a qué y a quiénes se va a enfrentar, cómo manejar situaciones que usted jamás pensó que debía manejar porque es algo que la teoría no enseña. Nos dicen que debemos ser objetivos pero a veces es difícil porque estamos tratando es con personas.

Appendix J

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Yohan Agudelo

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Jennifer Cordon

TIEMPO DE CLASE OBSERVADA: 39 minutos

**CRITERIO A
OBSERVAR**

**COMENTARIOS DE
LOS ASPECTOS
OBSERVADOS DE
LA CLASE**

**ASPECTOS
POSITIVOS**

**ASPECTOS POR
MEJORAR**

METODOLOGÍA

Número de actividades implementadas	2	El utilizar the “hot potatoe” game estuvo bien ya que es una manera diferente y atrayente para los estudiantes para repasar un tema anterior y además los estudiantes parecían interesados en la actividad.	Dar instrucciones más claras de las actividades a realizar.
Qué habilidad se trabajó más	Speaking	En la implementación del “memory game” los estudiantes parecían interesados y animados.	Corregir inmediatamente las palabras mal pronunciadas por los estudiantes.
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase.		Los estudiantes trataban de responder a lo que el docente preguntaba sabiendo que de pronto su pronunciación no era la correcta. La paciencia que tuvo el docente fue muy notoria a pesar de la indisciplina de unos pocos estudiantes.	Cuando el estudiante responda bien a una pregunta felicitarlo con palabras tales como: Great! Good job! y palabras relacionadas a estas para motivarlos a que participen más.
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural.		El profesor tenía claro cada aspecto a tratar y en qué orden. Utilizó actividad de apertura pero faltó la de cierre. Hay una evidencia del objetivo lingüístico ya que el docente trabajó vocabulario relacionado con las profesiones y del	

Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural.	Aunque hay chicos que van a estar distraídos y que no participan en clase no se debería preguntar de una vez al que esté molestando y si no responde dejar que los otros compañeros se burlen de este ya que esto puede generar en el estudiante un sentimiento negativo hacia la materia y el profesor.	objetivo comunicativo porque los estudiantes debían decir de manera oral ejemplos relacionados con el tema: “ to be” verb. No se evidenció el sociocultural. Se desarrollaron actividades en las que se trabajaron los objetivos lingüístico y comunicativo. Quedando faltante el sociocultural.	Tratar de que todos los estudiantes estén atentos a la explicación del tema y participen en las actividades.
Desarrolla las competencias subyacentes (fonética, sintaxis, etc.).	Sí las desarrolla ya que cuando habla en inglés se evidencia.	Al momento de pronunciar en inglés vocalizó muy bien lo que hizo que los estudiantes escucharan y repitieran muy bien lo que el docente decía.	
Utiliza variedad de material didáctico.	Sí utiliza.	Utilizó unas imágenes y debajo escribió en inglés algunas profesiones para explicarlas y repasarlas. Esto está bien ya que hace más fácil la relación del tema a exponer con su escritura.	Las imágenes hubiesen podido ser un poco más grandes para mejor percepción visual.
Emplea material auténtico.	No se evidenció en la grabación de esta clase.		

Tiene en cuenta los diferentes estilos de aprendizaje.	La explicación y las actividades las hizo de la misma manera para todos los estudiantes por lo que no se evidenció que hubiera algún estudiante que necesitara del PIAR.	Estuvo pendiente de que los estudiantes estuvieran atentos a la explicación del tema y cuando estos no lo estaban de manera respetuosa les pedía que hicieran silencio para seguir con el desarrollo de la clase.
Centra el desarrollo de la clase en sí mismo.	No lo centró en sí mismo ya que pidió a los estudiantes responder a diferentes preguntas y formular ejemplos.	El pedir a los estudiantes que hagan sus propios ejemplos está bien porque hace que estos estén más conscientes de su aprendizaje y se esfuercen por crear su propio conocimiento.
Centra el desarrollo de la clase en los estudiantes.	Tiene muy en cuenta la participación del estudiante.	El pedir a los estudiantes que hagan sus propios ejemplos está bien porque hace que estos estén más conscientes de su aprendizaje y se esfuercen por crear su propio conocimiento.
Tipos de actividades desarrolladas en la clase.	De memoria y de interacción.	El utilizar juegos con imágenes para trabajar la memoria fue acertado porque los estudiantes recordaron muy bien las profesiones tratadas en esa clase.

INTERACCIÓN

Facilita la participación de los estudiantes.	El docente preguntó quién quería participar	El preguntar por participación voluntaria a veces es	Incentivar la participación de otros estudiantes.
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	no le pidió a alguien en específico.	bueno pero otras no ya que la mayoría de veces van a participar los mismos estudiantes.	
Da instrucciones precisas a los estudiantes.	Aunque da las instrucciones en español algunas de ellas no son muy claras y esto se pudo evidenciar en el desarrollo de las actividades.	Dio las instrucciones en español para mayor comprensión de la actividad a realizar.	Ser más específico en las instrucciones a dar en cada una de las actividades.
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas.	El tiempo dado para las respuestas de las actividades es suficiente.	El docente se muestra tranquilo y paciente a la espera de las respuestas de los chicos de sexto grado.	
Propicia actividades que involucran el trabajo en grupo. Orienta el trabajo de los estudiantes (individual y grupal).	Este aspecto no se evidenció en la grabación de esta clase. Sí lo orienta ya que pasa por cada uno de los puestos revisando y aclarando dudas que tienen los estudiantes.	El pasar por cada uno de los puestos de los estudiantes fue acertado ya que a algunos les da pena preguntar de manera general y cuando el docente se acerca ellos se sienten con más confianza para preguntar.	
Corrige los errores de los estudiantes.	A veces corrige al oral los errores de los estudiantes.		Corregir los errores de pronunciación generales e individuales ya sea al oral o escrito.
Refuerza continuamente el aprendizaje de los estudiantes.	En las actividades que realizó recordaba y repasaba el tema que explicó al principio de la clase.	Cuando algún estudiante no hablaba fuerte el docente se le acercaba y repetía fuertemente lo que el estudiante le decía.	
Circula por el aula atendiendo las	Pasa por cada uno de los puestos revisando y	El pasar por cada uno de los puestos de	

necesidades de los estudiantes.	aclarando dudas que tienen los estudiantes.	los estudiantes fue acertado ya que a algunos les da pena preguntar de manera general y cuando el docente se acerca ellos se sienten con más confianza para preguntar.	
Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes.	Hablar un poco más fuerte no solo cuando se esté llamando la atención a algún estudiante sino en toda la clase.	El tono de voz fue el adecuado ya que no sonaba ni monótono ni lineal.	Se deberían utilizar comandos en inglés y si los estudiantes no los entienden de una vez utilizar el cuerpo para darse a entender mejor.

COMPETENCIAS COMUNICATIVAS

Domina los contenidos trabajados durante la clase. Se expresa correctamente en forma oral o escrita en la lengua extranjera.	Demostró dominio del tema que explicó. A pesar de que no utilizó mucho el inglés al oral cuando lo hizo se evidenció un buen manejo de este. No se pudo evidenciar de manera escrita ya que no se puede ver muy bien al tablero.	Se evidencia seguridad al momento de explicar el tema. Buena pronunciación y discurso en el tema a explicar y al momento de interactuar con los estudiantes.	
Alterna el uso de la lengua materna y la extranjera.	Alterna el uso del español y el inglés.	Alternó la lengua materna y extranjera para que los estudiantes tuvieran más claro lo que debían hacer y también la utilizó para ayudar a traducir a los estudiantes algunas de las profesiones.	

EL ESTUDIANTE

Participa individual o grupalmente de forma activa durante la clase.	Algunos estudiantes alzaban la mano para participar.	El docente no ejercía presión en los estudiantes que participaban de	
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Participa activamente en actividades orales o escritas.	Esto solo se evidenció cuando algunos estudiantes participaron diciendo ejemplos de oraciones del verbo “to be”.	manera voluntaria a pesar de que algunos de ellos se demoraban y pronunciaban mal algunas palabras en inglés. En chicos de sexto, es algo difícil que participen por ellos mismos por lo que se deben buscar estrategias para incentivar este aspecto.	Buscar estrategias para la participación activa de los estudiantes.
Sigue las instrucciones del profesor. Muestra respeto y disciplina hacia el profesor y sus compañeros.	Sí las sigue.	El profesor de manera respetuosa pidió a los estudiantes que estaban formando desorden de quedarse en silencio.	Poner más atención a los estudiantes que hacen desorden, si se puede llamarlos por aparte y preguntarles si no les interesa la clase o cuál es el motivo de su indisciplina.
ASPECTOS EMERGENTES Aspectos que influyeron en el desarrollo de la clase.	La seriedad y la alegría del docente.	Al dar una clase se debe mantener la seriedad pero también debe haber momentos de risa ya que esto genera algo de confianza en el aula de clase. Y esto lo supo hacer muy bien el profesor.	
Otros aspectos a mencionar que no están contemplados en la parte superior.	Ninguno		

Sexta narrativa

Esta semana me sentí muy relajada, segura y muy a gusto dando mis clases ya que no se presentó ningún inconveniente ni con los estudiantes ni con mi supervisora. Los chicos se portaron bien, la gran mayoría hizo la tarea que se les había dejado para vacaciones, se les calificó y se les dio una nota. Creo que tengo un mejor *classroom management*, he notado que los estudiantes ya no tienen tanta pena por participar, preguntar lo que no saben o dar su punto de vista sobre el cuento que estamos trabajando. Pero debo seguir trabajando en buscar estrategias para utilizar con los chicos y seguir teniendo su atención.