

**IMPLEMENTING LITERATURE AS A TECHNIQUE TO DEVELOP LEXICAL
COMPETECE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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FACULTY OF EDUCATION
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DEGREE IN FOREIGN LANGUAGES ENGLISH- FRENCH
PRACTICUM PROCESS
PAMPLONA
2019-1**

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General presentation of the proposal

Hismanoglu (2005) mention that the use of literature as a technique for teaching basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching''(p.54). It is implemented to improve the analysis, critical thinking and the reading comprehension of students; nevertheless, it can also be a resource to improve the lexical competence of English learners. This proposal seeks to implement and analyze the influence of a literature in lexical competence taking as a basis to implement the activities, the literature book 'The mystery of Allegra' whose author is Peter Foreman, level A2/B1 from Oxford Bookworms Library. To analyze the progress of the students in the acquisition of the vocabulary, two tests will be developed: the pre-test and the post-test; in addition, students will be asked to keep the evidence of literary activities, mostly written, in a portfolio that will be delivered as a final product with the tests.

This proposal is intended to be applied and developed at La Presentación Public School in Pamplona Norte de Santander with students of seventh A grade, whose ages vary between 13 and 15 years old and their English level is A1.2. The students of this grade have a basic knowledge of this foreign language, they are able to understand easy academic texts written in a simple language; however, they have troubles at identifying the correct meaning and context of some words. It can be considered that they own some features that establish the Basic Standards of Competences in Foreign Languages of Colombia which state that students of seventh grade must demonstrate A2.2 English level.

Likewise, the school promotes the bilingualism through the establishment of scenarios and necessary resources in which Information and Communication Technologies (ICTs) are implemented as a pedagogical tool; it is worth noting that in this institution one of the English teachers developed a research 'Learn English Playing' in which she found that students show a greater participation with the use of fun activities, stating that the use of games is a significant strategy in the process of teaching and learning English.

This proposal is divided into five chapters; the first one integrates the pedagogical component in which the established proposal is described in detail, focusing on the influence of the implementation of literature within the lexical competence in high school children of a department of Norte de Santander in Pamplona. In the second chapter the research component can be found, which describes the implementation of a research project that is based on a reflexive approach to professional practice in the pedagogical field, more specifically in the area of Foreign Languages, allowing student-teachers to express the difficulties they encountered in its performance. The third chapter, the outreach component, refers to a social proposal that seeks to meet the needs of English in elementary school students; integrating this language as a central axis. The fourth chapter integrates the administrative component, it involves the participation and cooperation of the teacher in the activities, which in turn would allow it to be carried out in the institution.

Introduction

The presence of English in school curricula in Colombia has always been fundamental. Currently there are policies in all educational institutions of basic and medium level that require students to prepare and develop English as a foreign language. Since 2006, the Ministry of National Education has established certain standards for all levels of education with the aim that students in schools are prepared enough to meet the challenges that are presented in a world as changing and globalized; this is to improve their quality of life and allow the international cultural exchange.

During the last stage of the practicum in the foreign languages bachelor degree, the undergraduate must take the place of a teacher in a specific institution. After some observations that were carried out in the institutional observation week, a lexical problem could be identified; a great number of students do not have a rich lexical competence, they are unable to recognize the meaning of some infinitive and past verbs and their use in different contexts; it means, they are not able to create sentences because the lack of vocabulary. This problem can be caused because of the absence of the use of different and didactic strategies by the teacher. Din & Ghani (2018) claimed “it has been found out that poor vocabulary is one of the most important constraints in successful communication. It has aptly been said that one can survive without grammar but cannot survive without vocabulary” (p. 164), which affirms that grammar is a component that takes second place and that having a wide vocabulary is essential in the learning of a language to promote understanding and production in the different competences.

On the other hand, Literature (considered as an authentic material) has been used as strategy to develop the reading comprehension through the analysis of the main ideas and the memorization of the most important situations and characters. Arafah (2018) affirms that the use of literature as an authentic material allows the development and improvement of two important components: functional grammar and the linguistic expressions which involves vocabulary, phrases and common expression used by native speakers.

Considering the fact seventh graders have never worked with literature, this proposal attempts to implement literature as a technique to develop lexical competence, promoting the interest to participate in the activities in a didactic way. The literary book 'The mystery of Allega' will be cornerstone in the application of this practicum process. The implementation of this proposal allows the teacher to continuously work literature in the classroom; but above all, taking into account didactic activities based on writing production as an innovative method during the acquisition of vocabulary.

Justification

Salih (2015) states that vocabulary is the fundamental basis to language and it has a great significance to achieve a successful communication. He affirms that words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. However, nowadays teachers consider that the learning process of vocabulary doesn't have a lot of importance in the teaching process of a foreign language; Alpino (2017) confirms in his research "vocabulary that has been considered as the head of language is not always considered as valued when English is taught in school or other formal class". This author is focused on the idea that lexical competence is not estimated correctly within an English class; generally, teachers have another interests and priorities in this process, like teaching syntax and grammar based on pedagogical guides that lead a traditional way to teach. They are not interested in the implementation of innovative strategies for developing the acquisition of vocabulary as an essential base to improve the communicative competences of the foreign language.

The purpose of this study is to integrate literature and didactic activities to develop and improve lexical competence, motivating students to be interested for reading and writing in the foreign language and in this way literature can be understood as an ideal means to acquisition of vocabulary. Moreover, to demonstrate teachers and future teachers that the reading of literature with the application of didactic activities can result an interesting process that keeps the student

active during the development of their competences.

Objectives

General objective.

- To implement literature as a complement to develop lexical competence in teaching English as a foreign language.

Specific objectives.

- To implement reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- To serve the needs of English formation of children in primary schools in Pamplona.
- To be an active member of the events carried out in La Presentación School.

Institutional observation

Teachers must always know the school where they work, it implies the topographic location of the educational center, the educational authorities that compose it, the fundamental aspects of the Institutional Educational Project (IEP) as well as the most relevant aspects of the manual of coexistence. In addition, the fact of training and showing as a teacher always asks knowing the distribution of the physical plant, the organization chart and the institutional calendar. It should be noted that in this practicum process the student-teacher must always have

knowledge of his/hers supervisor's schedule and the detailed aspects throughout the observation week.

Topographical location of the school

The “Técnico la Presentación Pamplona” school is an institution of confessional and official Catholic nature, whose infrastructure is owned by las Hermanas Dominiccas, it was founded on February 24, 1883. This institution is located on Street 6 2-99, it works with a full-time, A calendar and offers all educational levels: Preschool-Transection, Basic and Technical Media.

Educative authorities

Table 1

School

authoritie

s updated

CHARGE	NAME
Principal	Esp. Mireya Acevedo Mejia
Principal Academic and Discipline	Esp. Martha Judith Rojas Contreras
Coordinators	Esp. Roger Yesid Bautista Rico

Fundamental aspects of “Proyecto Educativo Institucional” (PEI)

The educational service of the technical school " La Presentación " is given in a propitious sense of belonging for the integral development of all its students, based on the humanist theory from the pedagogical principles of Marie Poussepin; with a suitable and committed work team.

Mission

The educational institution of the Technical School " La Presentación " of Pamplona of an official nature, it forms integrally girls and young people in the levels of preschool, basic primary, secondary and technical media in " Administrative Assistance ", from a biological psycho-social through the pedagogical model Humanistic Cognitive, research and the incorporation of technology. With the committed participation of the educational community, it consolidates a life project with identity Presentation, construction of citizenship, social responsibility, promoters of a culture of peace, respectful of life and dignity of the person, of the environment and its diversity.

Vision

By 2021 to be an inclusive educational institution, with a pedagogy based on the humanist cognitive philosophy, promoter of the formation of integral human beings, competent and enterprising, with a deep sense of life.

Symbols of the institution

Institutional anthem

Coro

En Espíritu todas unidas

en abrazo fraterno de amor

Fresca savia de tronco robusto

Sueño azul de la Presentación.

De ideales conquista gloriosa

codiciándolo está en corazón

cual cosecha de estrellas fulgentes

y trigales en constelación.

Nuestras alumnas cual linfa bullente

sean cáliz de todo sabor

ritmo alegre y eterno que late

al latir de la Presentación.

Juventud animad nuestro brazo

nuestro pecho se enciende en ardor

y marchemos todas unidas

como hermana y hermano de Dios.

Coro

En panales de amor librar puedan
corazones de puedan y virtud
cuando poseen su planta en el mundo
en sus huellas florezca la luz.

Toda alumna entronice en su vida
está sola palabra de verdad
sencillez el crisol de sus obras
y el camino de su integridad.

Del deber en el yunque sagrado
el trabajo también redentor
puede hacer nuestra vida fecunda
para darla y servir la hizo Dios.

Tras las huellas que suben al templo
coloquemos del alma una flor
ella guía, modelo y ejemplo
y tras ella la Presentación.

Letra: Hna. Camila de la Merced

Música: Hna San Pedro

Institutional Flag



The presentation is an essentially MARIAN community, hence the white and blue colors of its flag. White means: loyalty that makes the person great; transparency made of truth, simplicity, sincerity; Purity is cleansing of the soul and body, taste for the spiritual; Peace that is harmony, charity, tenderness, tolerance and forgiveness. Blue means: depth, absence of superficiality; inferiority, interior and exterior silence.

Institutional shield



On the shield you can see the cross, the rosary beads and in the central part the bee that highlights the LEMA: " Piety, Simplicity and Work ". The cross: it means love to Jesus Christ and the Gospel. The Rosary: Symbolizes piety and for the student Presentation means: to like and love the things of God and his church; follow Maria's footsteps and place herself under her protection; charity manifested in a commitment of solidarity with the most needy; love of the Blessed Virgin as model of girl and woman.

The bee symbolizes work and it means: industriousness, love of a serious and responsible work; perseverance in the study and intellectual discipline; valuation and good use of time with the consent of eternity; constant improvement "always the best"; Honesty, honesty and justice with himself and with others in the realization of any activity.

Main aspects of the rulebook

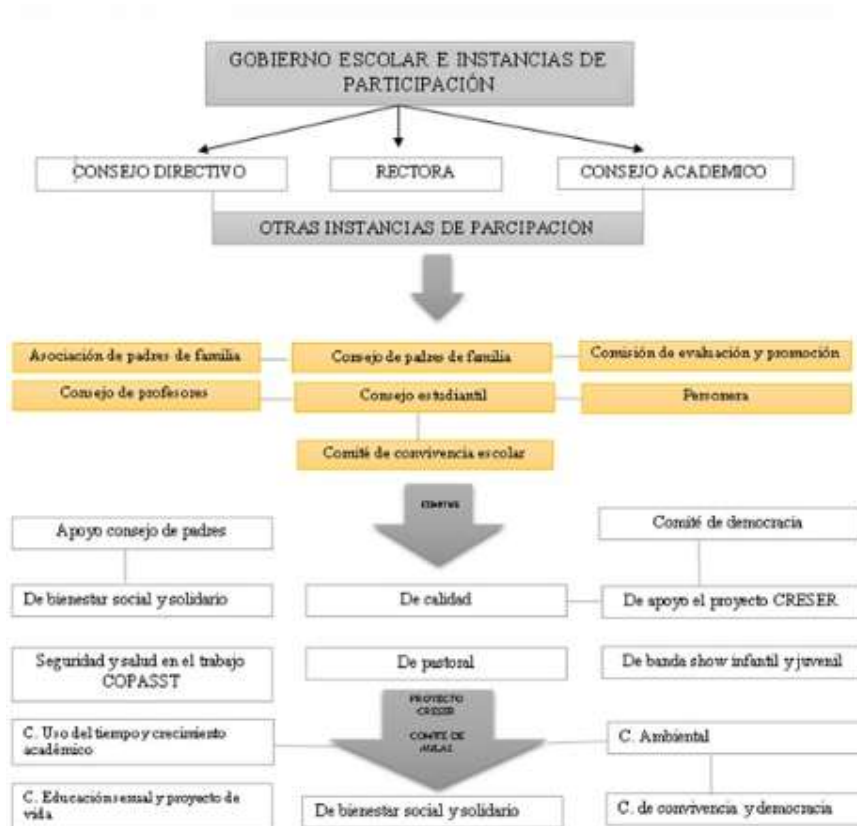
According to the article 003 of November 30, 2006 the institution " La Presentación " has adopted the coexistence handbook, functions and procedures in the educational community. Through this, the rights, duties and way of relating to the whole community are established; training students in the respect of human rights, peace, democracy, the practice of work and recreation for the scientific and technological cultural improvement and the protection of the environment, justice and freedom. This coexistence handbook presents certain rules of conduct,

criteria of behavior, guidelines of behavior, personal presentation guidelines, corrective in view of personal growth, criteria for the election of the different representatives of the school government and the conditions for the use of the services that the school lends. In the same way, in this are mentioned the serious faults and the corrections to each of them.

Physical distribution

“La Presentación” school try to respond to the students’ needs as well as the teachers and administrative managers, among others. This institution has two headquarters: the first one is constituted sixth grade until eleventh grade, the institution has a photocopy room, a cafeteria, classrooms for each course, a chapel, an auditory, a smart classroom to English classes, an art room, a children’s play-center, a nursing room, a living room, a theatre, a meeting room, a science lab, three computer rooms, bathrooms for girls and teachers, a radio station, a library and three open areas to practice sports. The second headquarter includes pre-school until fifth grade and it has two outdoor recreation areas.

Institutional organization structures



School calendar

Table 2

DATE	EVENT
Jean Day Banda Show	May 10th
Bingo Bazar Banda COLPRE	May 12th
Mariana Day Eucharist	May 13th
Congregational moment	May 14th
Meeting of the environment	May 22
Flag raising	May 28
Teachers and students training	May 29

Supervisor's schedule

Supervisor: Liliana Parada

Table 3

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
7:00 - 7:55			7°C		
7:55 - 8:50			7°C		
8:50 - 9:45	7°D	7°A			
9:45 - 10:15					

Pedagogical aspects observed.

During the institutional observation week a series of aspects could be observed, which influence in the methodology and strategies that the teacher uses at the moment of teaching at the four groups of seventh grade. Some of these aspects are the classroom organization which always keeps in a traditional, the students are always organized; to develop her classes the teacher has as a guide the book granted by the Ministry of Education of the Colombia bilingual program (Way to go 6th, 7th, 8th), teacher controls the discipline of students taking notes in a spotter in which she registers date, name and the indiscipline situation that was presented that day. Some problems of language could been analyzed, students do not have a good level of English, they participate but do not have many vocabulary and they hardly develop oral production which could be the cause of their low level of vocabulary.

CHAPTER I

Pedagogical Component

Implementing Literature as a Technique to Develop Lexical Competence in Teaching

English as a Foreign Language

Introduction

Learning English over time increasingly becomes a necessity, as well as constantly changing the teaching methodology of foreign languages. According to Babae, Roselezam, & Wan (2014) “literature has been considered as an influential tool and trend in foreign language teaching. Literature plays a significant role in language curriculum and teaching”. However, some teachers do not implement this kind of authentic materials in their lesson plans because they have the belief that this results difficult for English learners. Literature resources have been denied to some students which has prevented not only the teaching and learning of literature but also the development of the English language in the classrooms (Ihejirika, Literature and English Language Teaching and Learning: A Symbiotic Relationship, 2014).

Otherwise, teachers implement literature to improve communicative competences such as: comprehension and production skills, but it is important to highlight that the use of literature in the process of teaching a language allows the enrichment of the lexical component; Choudhary (2016) mentions in his study “reading of literature introduces a profound range of vocabulary, dialogue, and prose. In addition to developing students’ English language skills, teaching literature also exposes them to the practical use of language”. It is shown that the use of literature contributes to an essential component of foreign language learning, such as the lexical component. Therefore the application of educational activities that complement the use of reading literature in the process of teaching a foreign language, facilitates the acquisition of vocabulary in students.

Statement of the problem

Currently, English literature is not used as much in the process of teaching foreign languages in middle school, teachers are limited to using this material and they are focused on using the workbook proposed by the Ministry of Education¹, either for strengthen the communicative skills of the foreign language, to teach grammar or to teach vocabulary. Teaching vocabulary is considered an essential step for the learning and development of a foreign language; that is why teachers must take into account the use of new didactic activities integrated with literature, since this also creates in them the habit of writing and reading. In order to know the influence of the implementation of literature in the lexical competence and achieve the proposed objectives, two questions have been established:

- What is the influence of literature in lexical competence?
- How literature can seem funny within the acquisition process of vocabulary in seventh graders?
- What kind of activities can be integrated with literature in order to develop lexical competence?

Justification

The development of lexical competence has not always been taken into account during English classes in high school; the acquisition of vocabulary is a component that teachers give little importance, however, this is considered by many researchers as one of the most important factors when learning a language. Alpino (2017) states that “vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language,

¹ See page of the Ministry of Education in the Colombia Bilingual program, teacher materials.
<https://aprende.colombiaaprende.edu.co/colombiabilingue/94009>

impedes successful communication’’, therefore, teaching vocabulary through the literature offers teachers the benefit of the enrichment of the lexical component, as well as improvement of the different communicative competences.

Based on the non-participative observations in seventh grade during the two first weeks of practicum process, the lack of vocabulary and the use of words in different contexts has been identified; for instance, students’ participation is poor in the classroom. The English teacher of this grade affirmed that students have never read a literature book, which allows the implementation of literature as an innovative strategy for the development of students' lexical competence.

Objectives

General Objective

- To implement literature as a complement to develop lexical competence in teaching English as a foreign language.

Specific Objectives

- To analyze the role of literature in the development of the EFL learners’ lexical competence.
- To apply different literature activities based on writing production in order to improve the vocabulary acquisition of EFL through the use of European language portfolio.
- To examine the amount of EFL learners’ vocabulary obtained through tests.

Theoretical Framework

In this section, the key concepts that allow a better understanding regarding the research topic are addressed.

Literature

According to Onuekwusi (2013) states that “literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience”, this author mentions literature as the main entity when providing education, which guarantees that it can be used in different educational contexts, adapting it to different purposes. Literature is considered as an authentic material because of its rich potential to provide language use, for instance integrate literature in an EFL class is a necessity (Rakhees, 2014).

Reading skill

Reading skill is one of the competences students develop in the learning process of a foreign language. Bojovic (2017) defines reading skill as “a cognitive ability which a person is able to use when interacting with the written text”. It is consider a very important competence due to it improves reading comprehension, therefore, it must be implied in the learning process of any topic. Küçüköglü (2013) mentions that reading skill is one of the most difficult areas in the education system, but it is considered a lifelong skill that will result very useful throughout life; on the other hand, Gilakjani (2016) affirms that reading skill is an interactive process that also allows readers construct a meaningful representation of a text, which with the use of

effective reading strategies promotes development of the lexical competence. These two authors give a significant place to reading skill, not only in improving the analytical capacity but improving the student's relation with vocabulary and its context. The two authors leave in evidence that reading can be defined as a complete skill that can influence positively in all communicative competences.

Writing skill

Writing is an important part of language and communication, improving this skills is an essential feature that show everybody the capacity to communicate clear messages. Pratama (2015) pointed out writing skill is “a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective”. It must be developed throughout life, in all social contexts; since this skill is carried out daily, its communicative and informative function makes it necessary in the social being. Rao (2018) in its study mentions that writing is very important due to, usually, communication is transmitted more through writing than any other type of media. For instance, it is important that students develop and improve their witing skill to accomplish with their academic needs. It si the responsibility of the teacher create strategies that motivate learners in their wirtten production.

Lexical competence

Lexical competence is one of the most important aspects in language. It is defined by The Council of Europe (2002) as “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements”; that is to say, that this ability refers to the acquisition of some words and their use in different contexts. This concept also concerns lexical size and depth allowing the appropriation to the communicative purpose, the interlocutor and the social context (Caro & Rosado Mendinueta, 2017)

Literature Review

The implementation of literature as a didactic strategy for the development of the lexical component has become a challenge for foreign language teachers; Many times the idea of implementing this type of authentic material may seem boring for high school students. Some studies related to the teaching of English through literature have been found in order to support the aforementioned judgment.

Muñoz Obando & Vistoso Donoso (2011) state that the correct literary book, adapted to the necessities, level of students the integration of didactic tasks and activities can facilitate to students the acquisition of vocabulary in a foreign language. These researchers have worked with the literary book *The Catcher in the Rye* (1951) as an instrument of their research, with the purpose of implement strategies that allow students to use new vocabulary generating a connection between student’s language and the register used in the novel. Consequently, they find that “Incidental learning and independent strategy development help students to appreciate the new lexicon as a way of improving communication in the target language by using all the elements exposed in literary text and other authentic materials” (Muñoz Obando & Vistoso

Donoso, 2011, p.77). These authors state that literature is a new way to motivate students who are first encountering the language in real communicative situations; however it is important to integrate different strategies and authentic materials that contribute to the development of this ability. Through this study, researchers could realize that students controlled their anxiety levels since they could feel comfortable perceived the English language as a means of communicating because of the creation of a good atmosphere, because the teachers always applied strategies in which the apprentices could acquire the vocabulary in a natural way, integrating all the communicative competences.

On the other hand, Ihejirika (2014) focuses on their study of the influence that literature has when learning and teaching a language. Within his study, this author mentions literature in high school as an important factor for students' English proficiency. Ihejirika (2014) also considers that literature should always be integrated with the English language, that is, they should be mutually compatible, he affirmed “if this relationship is well harnessed in the teaching and learning of Literature and English Language at the secondary school level, it would go a long way in addressing lack of proficiency in English”.

Otherwise, Dimitrova-Gjuzeleva (2015) mentions that unfortunately the literary texts are not taken into account as a significant method for discussion or any other sort of communicative activities in the classroom; however, recently many foreign languages teachers as effective stimuli for students to practise and develop their communicative skills in an integrated way. The researcher states that working with literature in the teaching of a foreign language allows the student a close relationship with the language, Dimitrova-Gjuzeleva (2015) states that “literary texts serving as a springboard for discussion and expression of personal opinion, and eventually even provoking learners' own imagination and leading them to linguistic creativity, improving

the communicative skills of students ” it means, literary texts help to develop communicative competence. It is important to mention that according to the author of this study, when English is taught through literature, it creates the power of self-belief in influences learner's behaviours, motivation and attitudes towards English language learning.

Hişmanoğlu (2005) emphasizes the problems that the teaching of a foreign language encompasses through literature. The author emphasizes that teaching English through literature is not an easy task as there are few appropriate pedagogically designed materials that can be used by language teachers, although many teachers try to integrate literature into their classes without clear objectives that define the role of literature in EFL. However, the researcher notes that the use of literary texts allows the learning of the target language and allows the development of written production in a more creative way. “Literature provides students with an incomparably rich source of authentic material over a wide range of registers” (Hişmanoğlu, 2005).

In addition, literature is considered by (Mohammad & Amir Hossein, 2012) as a teaching material that broadens the knowledge of the language of the language to be acquired. Enriching communicative competence from the use of language in real contexts, allowing students to experience through the world of reading. “In the literature-based classroom, literature can be the primary material of teaching the target language, providing authentic and real contexts of communicative situations” (Mohammad & Amir Hossein, 2012).

Through the development of these studies it has been possible to verify that the lack of vocabulary is one of the most frequent problems when developing the communicative competences of a foreign language; the reading skill through literature can be a new technique for many teachers who have not experimented different methods to teach English but they are always based on the traditional method and a guide book. For instance, these researches arise

some key issues, as the fact to motivate and awaken in the learners the desire to learn English and be involved not only in the language but also in the culture. These authors have been able to verify that literature plays a very important role in the development of production and comprehension skills but also in the enrichment of the lexical component, as long as it is complemented with activities that are striking for students in the classroom lessons.

Methodology

This is focused on implementing literature in order to develop lexical competence, through the use of a novel called "The mystery of Allegra" whose level is A2 / B1. To carry out this proposal it is necessary to see the curriculum of the school and the contents of the guide established by the Ministry of Education; in this way making a relationship between the thematic axes of the course and the literature book that is going to work. This project is developed along with two people who guide the performance of the pre-service teacher; they are the tutor of the University of Pamplona and the supervisor teacher of La Presentación School. The literary text chosen to implement literature in English class, aims to strengthen communication skills but above all develop lexical competence.

Development

The pre-service teacher observed that the seventh graders have the desire to participate in the classroom and activities proposed by the teacher; nevertheless, they do not own the enough vocabulary to develop their communicative competences, they had to participate using Spanish, On the other hand, they do not practice reading skill, although the guide book have some short

texts. After observing these aspects, the pre-service teacher has decided to implement literature as a new technique for the acquisition of vocabulary in seventh grade, taking out the unknown verbs from each chapter, promoting their use in all the activities proposed during the class. However, first of all, before implementing literature in classes with the objective to have knowledge about the vocabulary level of students, a pre-test will be developed, by the same token, a post-test will be executed with the aim to note the advancement of students in this process. Each activity developed by the student will be saved in a portfolio and this will be taken as a final product.

Research methodology

This study focuses on the qualitative approach that is defined by Cropley (2019) as a study in which a descriptive analysis of data is developed. In this study the researcher is interested in analyzing the construction of the reality and describing in detail a particular group within a specific situation, interpreting people in the course of their everyday lives. Christensen & Johnson (2014) mention that a researcher in a qualitative research constructs knowledge and grounded theory from data collected during fieldwork.

Action Oriented Approach

According to Common European framework of Reference for Languages (CEFR, 2002) the action oriented approach within the English teaching processes “names to students as a ‘social actors’, who have tasks to complete in a given set of circumstances, in a specific

environment and within a particular field of action’’. The action oriented approach is focused on directly engaging students with the language, allowing them to learn a language through its use, with the goal that they can be the authors of their learning and present a greater level of motivation in Foreign Languages classes.

Population

With the aim of developing this proposal, the researcher has chosen the seventh grade group at “La Presentación” High School, the students have ages between 13 and 14 years old. They take the course with a weekly intensity of three hours. Considering that the Common European Framework of Reference for Languages (CEFR) has established six levels for accomplishing with a successfully English learning process, which are: A1, A2. B1, B2. C1, C2; the students of this course are considered to have A1.2 level in learning English as a foreign language.

Instruments

The researcher take one instruments in order to develop the data collection taking into account the proposed objectives. This instruments allow the analysis of the group that intends to study.

Participant Observation

According to Dahlke, Hall, & Phinney (2015) participant observation is the process that inform theory development, providing researchers understanding about behavior, context and

activities of studied people, not only through observation but through the participation of activities. This instrument results very useful in this research due to the researcher takes the role as a teacher with the objective of intervening in the behavior of students. Likewise, Lopez-Dicastillo & Belintxon (2014) stated that existe a series of challenges to be faced during the development of the participant observation which include the access to the participants, obtaining informed consents and the role to be adopted during data collection by the researcher, establishing a trusting relationship with the participants. The researcher seeks to relate with the community to observe it, in this case the seventh graders La Presentación School also participating in their daily activities, influencing each of them in order to promote their vocabulary acquisition to achieve the objectives proposed within the research. On top of that, participant observation is considered a specific technique as a means of attempting to make sense of and contextualize observed data that allow us learning to live in society. (Sandiford, 2015)

Portfolio

According to framework European reference languages (CEFR) would make it possible for learners to document their progress towards plurilingual competence by recording learning experiences. This instrument, becomes an important tool in this research due to this will allow the students to have a record of all the activities they will do for the development of the lexical competence including the performance of the tests.

Tests

David (2017) defines the tests as a useful tool for data collection in a research. The author states pre-test and post-test is an essential design to measure the performance of participants in some specific situations. This instrument allows the analysis of the knowledge of participants

before the development of the research (Pre-test) and after the development of this (Post-test).

For instance, its implementation results valuable in the collection of information to know what is the level of knowledge of students in terms of the lexicon based on verbs.

Schedule of data collection

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Application of the test	8	9 Activities based on literature	10	11
12	13	14 Activities based on literature	15	16 Activities based on literature	17	18
19	20	21 Activities based on literature	22	23 Activities based on literature	24	24
26	27	28 Activities based on literature	29	30 Activities based on literature	31	

JUN

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Activities based on literature	5	6 Activities based on literature	7	8
9	10	11 Activities based on literature	12	13 Activities based on literature	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 Activities based on literature	10	11 Activities based on literature	12	13

14	15	16 Activities based on literature	17	18 Activities based on literature	19	20
21	22	23 Activities based on literature	24	25 Application of the post-test	26	27
28	29	30	31			

Methodological Intervention

To start with the implementation of the proposal was a slow process. This not had a big advancement due to students had to know some topics before reading a literary book and this took a lot of time. Students did not know regular and irregular verbs, and also they did not know to write short sentences in simple past; therefore, the pre-service teacher had to prepare students

before starting to read a story which was in simple past tense. To start with the implementation of literature in classes and familiarize them with the vocabulary, the teacher in training taught students some regular verbs through flashcards and slides. Furthermore, she gave them a list of regular, irregular verbs and nouns that were extracted from the book. On May 28, the researcher applied a pre-test that had as main objective to identify how many verbs students knew and were able to translate into Spanish. On June 10, was the first day in which the pre-service teacher could develop the planning based on the proposal (**Appendix 1**), for this, she gave students a short text (**Appendix 2**) about the literary book with a general idea to draw their attention. At the beginning with the reading of the short text, students looked motivated by the plot of the story, they were excited due to the book is based on mystery. The pre-service teacher asked questions about the text and students were excited to participate, nevertheless they did it in Spanish since they hardly spoke English.

With the aim of achieving that students practice written production with short sentences, the pre-service teacher developed some exercises with them, however they had a lot of mistakes, they were not able to do sentences by themselves, it was necessary to give them the sentences in Spanish and even so, they asked to the pre-service teacher for some words. Likewise, it is worth noting that students were not use to carry dictionary to the English class, for instance written activities are more difficult for them. During the reading of the first chapter of the book ‘The mystery of Allegra’ It was possible to identify that some students recognized some regular and irregular verbs in present and in past with its respective translation into Spanish.

As recommended by the supervisor, half of each chapter had been taken to develop the class. In the first planning, they had to read the short text about the plot of the story and after that

to listen to the audiobook, making a silent reading; then, they read the text with the help of the pre-service teacher to understand the paragraphs in Spanish. It was difficult for students to understand the story, considering they did not have a lot of vocabulary and they did not study the verbs. Furthermore, this kind of activity took too much time to be developed in class and some students demonstrate that this was boring for them. Nevertheless, the practitioner noticed that some students felt motivated to participate in classes by translating vocabulary into Spanish, they answered the questions asked to be developed in class (**Appendix 3**). On June 14, the pre-service teacher had the possibility to continuous working with the book, in this opportunity students looked bored because of the reading strategy that was implemented; due to, it was not the most funny, all the same, the planning was carried out, students completed the activity and they did the homework stablished by the pre-service teacher.

At the end of the reading of the first chapter, the pre-service teacher developed an evaluation in which the knowledge about what students had read and some vocabulary was evaluated. Unfortunately, the most of the students lost the evaluation, it was evident that they did not study; consequently, the supervisor asked students to develop a recovery of the evaluation, but this time, it was modified in order not to seem as complicated as the previous one. On July 24, the practitioner implemented a different reading strategy in the lesson plan, in this time, students formed teams from six to seven students, each team had to read a different paragraph from the second chapter; in view of the fact that students did not bring the dictionary to the classes, the pre-service teacher stick on the board a poster with unknown vocabulary from the paragraphs proposed to read; also, the pre-service teacher asked students to use the list of verbs given before starting to read the book. At the end of the team reading, a brainstorming was developed in order to listen what students had understood about the story, they shared their ideas

in Spanish with the aim of constructing a short paragraph which they had to translate into English. On July 25, the researcher carried out the post-test in order to know how many verbs students could learn throughout the implementation of the literary book as a technique to develop lexical component.

Data Analysis

In this section the researcher describes in a detailed way the analysis of the categories that lead to the results of the research. These categories are: literature, reading skill, writing skill and lexical component, which were obtained from the information generated through the use of the different instruments and the data collect process.

Literature:

Through the development of this proposal the researcher has realized that a great number of students do not like to work and read literary texts. It is important to mention that in the presentation of the book, students felt attracted by the plot of the story; however, while the reading, the most of them were not motivated, they looked bored, disinterested and apathetic. This situation can be arise by the activities stablished in the classroom, due to, by the supervisor's orders, students should read some pages of the book with the audiobook in the classroom and the pre-service teacher had to translate into Spanish everything what students had read Although the reading strategies in the classroom were not the most fun, certainly, it was clear that students could learn some verbs through reading and the development of each activity related with the first chapter of the literary book "*The Mystery of Allegra*". Literature can be considered boring for high school students and reading strategies in the classroom are usually monotonous and become somewhat tedious; however, it should be noted that reading is a fundamental basis in vocabulary learning, especially when the story is hilarious for students.

Reading skill:

On the other hand, the development of reading skill in the classroom was a bit

difficult to carry out because students did not have the habit of carrying the dictionary to the classes. With the objective that the students knew the verbs to work on reading the literary book before starting to read it, the pre-service teacher gave them a worksheet with the vocabulary, the most relevant and the most used in the story. To develop the reading, the supervisor asked the pre-service teacher to translate orally into Spanish each paragraph read by the students; nevertheless, it was evident that this kind of activity was boring for them due to it took much time and the class became monotonous. With the aim of changing the dynamic of the reading activity, the pre-service teacher started the second chapter with a different activity. Students divided into six groups, each group had to read a paragraph from the second chapter; on account of the fact that students do not carry the dictionary for the classes, the pre-service teacher carry a piece of card with some vocabulary in English and Spanish, she also asked them to use the list of verbs and nouns she gave them before starting to read the book. At the end of the reading each paragraph, a brainstorming in Spanish was carried out for writing a small summary and ask students to translate the paragraph into English. This activity was more entertaining for students and students could learn vocabulary by themselves. During the development of the reading, the students could also learn the pronunciation of many words that were unknown for them.

Writing skill:

It is important to mention that, although the students' writing skill was a bit insufficient, since they were not able to construct simple sentences in the simple past it was difficult to develop written productions in which the vocabulary of the story from the literary

book was practiced. Taking advantage of the fact that the subject that was being taught was the simple past, the researcher chose to develop simple activities in which students had to transform some verbs in present to the past, taking as a reference paragraphs of the book that was being read. Besides this, the researcher established different questions of the story as a way of practicing the verbs, as a homework the pre-service teacher asked students to draw a part of the story, they liked the most with a simple sentence in simple past making use of the verbs. Consequently, the researcher developed activities with Wh questions which motivate students to construct long sentences in simple past according to the '*Mystery of Allegra*'. As a final activity about the first chapter of the story, the pre-service teacher developed a first evaluation that a great number of the students lost, therefore it was necessary to develop a recovery of it, which the most of students win. Finally, as a first and last activity from the second chapter, the researcher developed a brainstorming with students with the aim of writing a short summary in Spanish about the first three pages, this with the objective of students could translate the summary in English. All these activities, although they did not allow a complete development of the written production, allowed the students to carry out the practice of the vocabulary found in the story, especially the use of verbs, learning their meaning in Spanish and the context in which each one of them can be used.

Lexica Component:

During the implementation of the proposal, two tests could be developed to identify the level of student lexical competence. At the beginning of the classes and before the reading of the literary book chosen for the development of the research, the researcher

applied the pre-test which was included in an evaluation of regular verbs. This test was composed by five points, four in which students should translate the verbs into Spanish and one point in which students should write in English the verbs they remember but do not were mention in the test. The main objective of this instrument was to know how many verbs that were in the story “*The mystery of Allegra*” they know. From the first test (**Appendix 4**) it was observed that most of the seventh grade students did not know enough English-Spanish verbs, their lexical competence was based on basic vocabulary, normally used in simple contexts of daily life; verbs like: play, love, cook and work were the most approved by the students. In the last week of the practice, the development of the post-test (**Appendix 5**) was carried out, there it could be reflected that after the implementation of the activities based on literature, and unlike the first test developed, the students were able to enrich their vocabulary, learning verbs that they did not know before since they used them very little during the classes. Through the use of tests, it was evident that there was an increase in the learning of verbs, that is, that the practice of verbs in the activities developed in class were useful for students in the development of their lexical component.

Findings

- What is the influence of literature in lexical competence?

Based on the objectives proposed in this component, this project was focused on implementing literature for developing the lexical component. As a result, with the implementation of literature in English classes, students had the possibility to enrich their

vocabulary and to know the use of the verbs in different contexts. It is important to highlight that the enrichment of the lexical component through literary texts is due to the constant repetition of vocabulary throughout the reading; considering that each story is interesting for students. The book '*The mystery of Allegra*' became hilarious for students, a story based on mystery which works with basic grammar structures; it must be said that this kind of literature positively influences the enrichment of the lexical component of students, since it stimulates their imagination by increasing their interest in knowing the translation of each paragraph to know what it says there; allowing knowledge of unknown vocabulary. From the research carried out with seventh grade students, it is observed that literature manages to involve students, immerse them in a story that can be motivating, who will try to understand what the literary book is about. During the process of implementing literature, the pre-service teacher could not develop various reading strategies, because of the recommendations of the supervisor who stated that it was necessary to translate the texts from English to Spanish in front of all the students in order for them to learn new vocabulary.

From the above it can be considered that, although reading control in a literary book is usually boring for students, it is important to carry it out; however, the fact of allowing students to try to identify verbs and nouns to later make sense of the story, that they translate the texts themselves and then take this process to a socialization is more motivating and effective, cannot be ignored for its lexical development.

- **How literature can seem funny within the acquisition process of vocabulary in seventh graders?**

It was difficult to carry out different and didactic activities that allow an interesting, motivating and fascinating reading for students. The recommendations from the supervisor did not allow a development of activities in which students could learn the vocabulary by themselves. One of the aspects that avoided the implementation of funny activities to develop reading and understanding some paragraphs of the literary book individually or in a group, was the absence of supporting material like dictionaries which was not requirement to be in English classes. Although the pre-service teacher asked students to bring the dictionary to the classes in order to continuous with the reading and to promote autonomous learning through vocabulary research, the most of students did not obey to the previous order. Furthermore, the size of the room was not very large, so forming small reading groups encouraged indiscipline and whispers during class. Even so, the practitioner could carry out a different reading strategy for students, in which they had to read different paragraphs divided in small groups, this activity was well received by students who looked motivated to look for unknown vocabulary in the material given by the pre-service teacher.

Literature can seem funny within the acquisition process of vocabulary if teachers allow students to be autonomous, promoting reading under control and supervision and encouraging students to look for the vocabulary by themselves, it can be teamwork or an individual work in which students develop their abilities and feel able to interact directly with the language through literary, through this research it can be identified that this kind of activities motivate students who felt able to translate simple texts.

- **What kind of activities can be integrated with literature in order to develop lexical competence?**

During the process of developing the proposal, the use of dynamic strategies or activities that were fun for the students could not be carried out, due to, according to the supervisor this would generate indiscipline; on the other hand, written production were; on the other hand, few written productions were developed since few students knew how to write sentences and had a very limited vocabulary. Nevertheless, the pre-service teacher was able to develop activities that encouraged student participation and also enriched the vocabulary of each of them. In order to develop lexical competence through literature, it is necessary to carry out team or individual activities that result interesting for students such as: translation of paragraphs from English to Spanish or from Spanish to English; brainstorm to build brief summaries by chapters; open and closed questions; construction of summaries from images that refer to the story and hot potato game including questions about the chapter read. Given these activities, the activity the most appreciated by the students, were: the hot potato game with questions about the story, this created in students a feeling of anxiety to answer the questions raised; the brainstorming to create summaries and translate them into English under the supervision of the teacher, allowed students to feel them able to understand the language, the looked motivated and happy because they were able to translate words, sentences and paragraphs.

Conclusion

Through this project the students from seventh grade of La Presentación high school had the opportunity to enrich their lexical component through the use of authentic material such as literature. The pre-service teacher realized that, although one of the reading strategies did not result interesting for students, the story raised in the book generated intrigue, interest and desire to continue reading; all this contributed to the learning process of vocabulary in which students achieved a higher level of verb knowledge. It must be mentioned that one of the factors that allowed the learning verbs in a practical way was the constant repetition of the verbs along the story.

Suggestions

Certainly, the use of literature in high school grades is not an easy task, due to the most of students are not interested or they are not used to have reading as a habit, therefore these skills are boring for them even if the teacher try to carry out strategies that awaken their motivation. Nevertheless, the inclusion of literature, which is interesting for students, which is carried out in the classroom by implementing different reading strategies mostly individual in which the use of support material and the work of Autonomous reading would encourage students the self-confidence necessary to believe that they are able to understand, learn and use English. Their knowledge would go beyond knowing grammatical structures only in sentences; they will feel able to understand a paragraph or a whole story.

Chapter II: Research Component

The training of reflective spirit in PLEX practitioners, Training tool to qualify pedagogical practice

Introduction

In the context of training in PLEX, the novice teachers' pedagogical practicums are recognized as one of the relevant aspects and updating to document in order to improve the teaching-learning processes and the education assessment.

Even though, there is a manifested interest regarding the necessity of comprehending and transform the pedagogical practice also it is certain that the majority of local studies focus mainly on learning than teaching issues.

It has been considered relevant to formulate a project that encompass a reflective approach about the professional practicum as a way to achieve knowledge, behaviors and attitudes that guide the teacher practice; also as an exercise of internalization, immersion and a consistent exploration of the teacher's own subjectivity. Through the formulation of questions and searching of information in order to solve problems and self-recognition.

Statement of the problem

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture. When the events are developed without major alteration, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture. A practice lacking of reflection does not

encourage the emergence of problematic situations; those realities are ignored, they are invisible. Taking that into account, the pedagogical practicum is assumed since repetitive codes that place the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs.

As a solution to that situation, it is necessary that the process of forming educators encourage the teachers' reflective spirit that contributes to improve their pedagogical practices that at the same time might be essential elements that transform their job and professional life.

Regards to the bachelor in foreign languages of the University of Pamplona, the reflection is seen as a fundamental exercise to students develop their practicum, self-assessing and being critics about their teaching practices.

Justification

The formulation of this project in the context of the Integral professional practicum of foreign language students, is part of the professional conception of practice as a spearhead to improve educational processes in the application centers where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look on the fact. According to the postulation of the educational philosopher Jhon Dewey, pioneer of the reflective thought field applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Objectives

General Objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems 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 analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.
- To analyze one's own beliefs about teaching work and about students.

Theoretical Framework

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a clearer view about the encompassed concepts, closely related to this research project, an approximation of each one of them is presented hereafter.

The teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

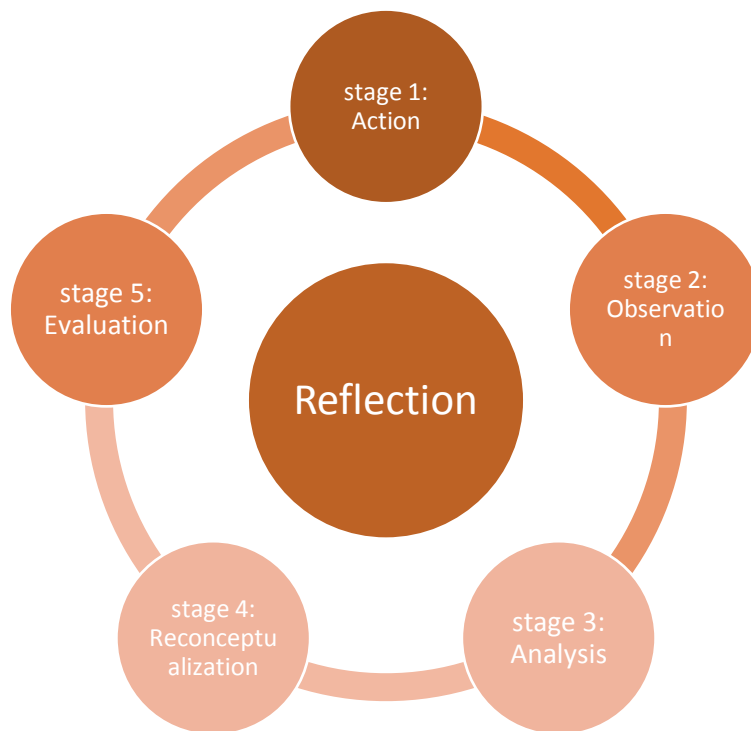
The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students, but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

The reflection

Talking about reflection, implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

The Reflection as a Process

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The stages of the process of reflection as a process are evidenced in the following scheme:



The reflection as a theme

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

The teaching reflection

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT: 1986). In this context, the problem of practice and class space demands a particular treatment oriented towards understanding and social interaction.

The need of articulating the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention.

(Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. the reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practicum

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

Academic Practicum

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

Social Efficiency Practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

The teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person

Social reconstruction

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Activators of reflection

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

Critic element of the reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

Based on Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which the writing triggers the elaboration of

reflective thinking of the teacher, on their experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy proposed has as a central axis the continuous reflection that additionally contains some meetings to strength the practicum as an initial space to aboard the teaching and labor problematic. The principles of organization are the autonomy, planning and self-observation.

This study is developed under a qualitative approach, from the reflective perspective as a professional space that will contribute widely to the description, identification and analysis of the own pedagogical didactic. This concept is back up by Cottrel 2011, who states that the reflective perspective refers to “the active, persistent and careful consideration of any belief form of knowledge in the light of the grounds that support it”

To collect the data in this study, some instruments will be applied.

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

Objectives

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist

The main objective of the self-observation checklist proposed is to guide the student-practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative

The reflection exercise will allow students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Development

Through the process of practice, diverse reflections were developed which allowed the personal analysis of the performance and the reflective spirit of the pre-service teacher. This research component allowed the conscious being about the aspects to improve and to carry out the development of a class, taking into account the strategies and pedagogical activities as well as the discipline, behavior, attitude and the way in which the students receive the topics taught. Throughout of this professional practice, the pre-service teacher realized that there are many differences between her way of teaching and the way of teaching of the supervisor; likewise, it is important to mention that the advices and recommendations of the supervisor were received and resulted very useful to the professional development of the practitioner.

Therefore, this process has awoken in the future professor the critical thinking about the possible answers or solutions to problems that are presented during the development of the classes; such as the implementation of new didactic strategies that promoting the reading comprehension in classroom, due to, for students it is considered one of the most boring skills in English class. In addition, it was recognized that students have a low level of English compared to the level demanded by the Ministry of Education in their Colombia Blingue program. All this generated an analysis of the professional's performance in education, the strategies and the way of teaching; as well as in the learning strategies employed by the student, who in turn often shows little interest when learning English. On the other hand the fact of try to use different ways to control discipline as one of the most difficult aspects to solve in a new generation submerged and influenced by social networks and out of control fashions, which do not go hand in hand with good culture and education.

Conclusion

The development of the research component, allow the implementation of reflections which transform some perceptions of the pre-service teacher about the way of teaching, the use of different strategies that can result appropriate or inappropriate for a students of primary and high school. The analysis of the narratives leads to the learning process of different theories and educative aspects that can be evidenced just when the teacher have the opportunity exercise his/her profession, aspect and facts that show the reality of this job and that hardly could be changed although it is desired. The implementation of this research component is enriching, it improves the aspects in which the practitioner is failing and allows the grow personally and professionally to achieve a better performance in the workplace.

Chapter III: Outreach component

Awareness raising project to English language in primary schools in Pamplona, Colombia”

Introduction

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area. This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

The implementation of this outreach project, from the foreign language degree English

and French of the University of Pamplona seeks:

- To serve the needs of English formation of children in primary schools in Pamplona.
- Integrating the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

- Contribution to the academics formation in the foreign languages areas.

- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

The Implementation of Didactic Activities in the Learning English in Transition

Children

Identification of the need

In the curriculum of the La Presentación educational institution, the teaching of the English area is established in all grades from transition to the most advanced grades. However, because there is only one teacher for each group of the transition degree, it is very complicated to prepare a comprehensive class that contains varied topics that address all areas of education, in addition, the institution does not have a specialized teacher to guide the teaching-learning process of the area of English in the transition degree therefore students have not acquired the basic vocabulary of English that is learned at this age since in these ages is where children memorize the vocabulary quickly. On the other hand, despite the fact that each classroom has ICTs, these are not fully exploited since, in general, teachers work with color cards or limit learning to only use ICTs to project cartoons since children develop cards is for this reason that it is necessary to implement teaching strategies that motivate children to learn, so they will not see it as an obligation to attend school, but instead, have fun and learn to work as a team.

Justification

The teaching of English at early ages is considered an indispensable aspect to take into account in the intellectual development of children; since at that age the brain is very moldable and susceptible to new learning. It is important to bear in mind that learning a new language generates numerous benefits by improving communication skills, facilitating a globalized education promoting interculturality and fostering knowledge in sociocultural aspects of the language being studied. Educational institutions at pre-school levels must offer children the teaching of English in a natural way, interiorizing structures and rules unconsciously; through activities and didactic materials that motivate them to learn avoiding monotonous and uninteractive classes. Some of these activities such as games, songs, rhymes, flashcards and use of technology will provide children with efficient support during the process of teaching and learning English; as well as, they will become a vehicle which will allow them to become familiar with the foreign language in a fun, fun and spontaneous manner, encouraging them to participate in the classes and to develop meaningful learning.

Overall objective

Familiarize children with the English language through didactic activities that allow them to acquire basic knowledge of the language.

Specific objectives

- Develop in children the motivation to learn English through games.
- Encourage the learning of vocabulary with the help of drawings and flashcards.
- Encourage children to take the initiative to learn English through songs.

Social proposal

To carry out the implementation of the established proposal, I took as an initiative to develop some activities and educational games that will motivate students to learn the vocabulary that the teacher had set, allowing also the free expression of children under a discipline environment. To carry out each game or activity, it was necessary to show the teacher a class plan so that she was informed of the development of the class. The most popular and commonly called game: hot potato was implemented for learning the vocabulary of fruits; in this game, they would pass a small ball, to whom it corresponded, would show him an image of a fruit and the student would have to say the name in English; the children reflected enthusiasm to continue participating in the activity and tended to memorize the names of the fruits in a faster way. Other didactic games were proposed for the development of the classes such as: snakes and ladders, mimics, search of objects in the classroom, games with dice, among others; but the teacher did not allow them to develop. For your preference there were coloring cards, videos and songs in English. During each class, I showed them music videos related to the vocabulary to learn or that had already been taught, this aroused the desire to learn the foreign language, many of them hummed the songs and others asked me to sing with them.

Results

Working with transitional children can be considered a difficult task because they are just beginning to discover the world of letters, education, and culture. In addition, your desires do not go beyond having fun and find everything you do fun. Doing social work in this school was very pleasing to me; However, many of the activities that I had planned to develop to carry out the proposed proposal, were not accepted by the teacher, as she stated that this would generate much indiscipline and children would not be able to learn the vocabulary taught. Therefore, he always

requested the use of tabs or videos with which they could entertain themselves and not stand up during the class.

Development

The social interaction allows articulating the students of the foreign language program in different projects related to the teaching of the language to populations in need. This is the case of primary schools that do not have a specialized teacher in the area; therefore the work that is carried out is significant for the students since they approach to the target language. In the development of this component, the student practitioner has worked as a teacher in the primary schools in order to meet the educational needs in the development of English classes. Basically, education in public primary schools has been characterized by being composed of teachers who do not have much knowledge in the area of English, but even so, they are responsible for assuming the task of teaching this language.

That is why the pre-service teacher must assume this role in order to contribute part of her knowledge to the community that needs it. In the same way, through the development of the classes in primary school the teacher in training has been able to verify that the classes are usually traditional and the students have little knowledge about basic subjects, so the implementation of flashcards and worksheets is curious and interesting for each one of them. In addition to the implementation of educational games such as 'Hot Potato' and 'Duck, duck, goose' which have been adapted to the topics seen during the classes and serve as support to practice vocabulary and grammatical structures developing the competence of oral production in students.

Conclusion

To work with primary school seems to me a beautiful job, students from nine to eleven years old are more grateful and they have a great desire to learn. Because at their age they are full of energy, it is a bit complicated to develop funny activities with them, since they all want to participate and this leads to indiscipline. Considering that indiscipline can also be the product of the number of students that exist in a classroom, it is necessary to implement fun strategies but most of them that can be worked individually in order to have a better control of student behavior. This was an enriching experience which allows professional development and be prepared for the different challenges demanded by this profession.

CHAPTER IV

Administrative Component

Introduction

This component shows the interest of pre-service teacher for taking part in the administrative activities of the institution which are also important to the development and the reach of the institutional goals. La Presentación School develops a great variety of events throughout the year, with the aim of integrating the entire community of students, administrators and teachers; considering that this is an institution of Catholic character every week a Eucharist is celebrated in which all the members of COLPRE participate. It is important and necessary for the trainer teacher to be involved in the events held during his practice period since this is part of his professional training and his role as a teacher.

Justification

Teachers of an institution as members, example and central axis in the training of young people, have duties that should always be present. The Foreign Language Teacher in training of the University of Pamplona, must appropriate the role that plays during their practices, since this strengthens their sense of cooperation, patience and teamwork which are essential characteristics in their professional life.

Objectives:

General objective

To be an active member of the events carried out in La Presentación School.

Specific objective

To take into account the importance of what is important to the institution in different tasks.

To involve in all the activities during established in the academic school.

To stimulate and support students' participation in each activity developed.

Methodology

The teacher of English as a foreign language in training, has the responsibility to know the activities organized in the school , at the same time, to attend and get involved in each one of those events in a participatory way if possible and if the supervisor allows it. The pre-service teacher must be present in each activity organized by the administrative staff in order to take part in the educational community, in the cultural and social aspects of the COLPRE institution.

Institutional schedule of activities

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Marian Eucharist Day	14 Congregational Moment	15 Teacher's Day	16	17	18
19	20	21	22 Environment Meeting	23	24	24
26	27	28 Flag raising	29 Teachers and students	30	31	

				training				
--	--	--	--	----------	--	--	--	--

Development

Being an active member of the school activities allows the student-teacher to be close to the teachers and students, to know deeper the interests of the institution and to gain confidence and esteem from the principal and every member of it. With this in mind, I recognize that to participate in those activities has allowed me to create a relationship with other teachers, not only with my supervisor but also with teachers from other areas. Moreover, the fact of involving in each activity developed at the institution brought a degree of knowledge to the pre-service teacher about the life and work of the founder of the institution and the values that stand out within the school which each student of ‘La presentación’.

Throughout of this practice, some events have been developed such as the day of the ‘Tapatón’ a day to collect caps with the aim of giving them to a foundation that works for the well-being of children with cancer. It was also celebrated the teacher's day that lasted almost a week, of which two days of celebration were developed in the institution and others were taken as days off.

Some Eucharist and ‘Minuto congregaional’ took place during some days of the week in primary and high school; educational talk meetings for teenagers; formations in the courtyard to draw attention to students for different aspects that are not accepted in the institution); formation because of the celebration of the international day of physical activity that was developed the same day at the park where the pre-service teacher had to do accompaniment to the seventh graders.

Conclusion

The development of this professional practice, allowed the practitioner to get involved as a teacher in the institution, having the opportunity to attend and being an aid in the events developed during the practice time: Besides this, these types of activities allow the teacher to live the experience of knowing more about his/her institution, the students that compose it and the teachers or colleagues who work there; because through them you can achieve a stronger relationship with each one of them. Participating in this activity made me realize that working in an institution is also working as a team, promoting not only student learning, but also autonomous knowledge as an educator.

General conclusion about the project

The development of the integral practice taking into account proposals designed by the practitioners, allows to know and modify the way in which he or she carries out his work as an educator, learning from teachers who have more experience and exploring teaching strategies that are very efficient and motivating to students. These strategies can be a main key in the professional performance of the future teacher who in turn will choose to carry out activities that promote the motivation of foreign language class learning.

On the other hand, it can be affirmed that the teacher's work goes beyond educating; since this professional role is also manifested in being an emotional support for the student; due to, many times his/her academic performance is affected by unfortunate situations within his home. In addition, teaching is manifested as a teamwork that desire to teach beyond the assignment in charge. Through this practice process the pre-service teacher is exposed to the reality that will live in the future; In fact, the practitioner is not exposed to all the situations that may face, however all this allows a connection with his/her profession and the fact that these professionals must be willing to modify their beliefs and prejudices against teaching if they are wrong.

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Annexes

Appendix 1

First lesson plan implementing the proposal



PLANNING

AREA: ENGLISH

COURSE: SEVENTH

SECOND QUARTER

IHS TRES

DATE	HOUR	THEMATIC AREA	PERFORMANCE INDICATOR	METHODOLOGICAL ACTIVITIES	TRANSVERSALITY	EVALUATION	OBSERVATION
10/06/2019	7A/7B/7C/7D	Interrogative, affirmative and negative simple past sentences	The student will be able to answer questions according to their reading comprehension.	<p>WARM UP: The pre-service teacher will work with the literary book "The mystery of Allegra". First of all she is going to show students some flashcards with some vocabulary (nouns) that are in text. (10 minutes)</p>	The student will understand literary texts and will answer simple past question about the topic.		
				<p>The pre-service teacher will give students a little piece of paper with a short text of the novel 'The mystery of Allegra' this with the objective of drawing their attention in reading the book. The teacher will read with students and will ask some questions. (Appendix 2)</p> <ul style="list-style-type: none"> - What do you think about the story? - What would be the surprise of the Allegra's mom? - Who could be Allegra? Is she a strange 			

				<p>girl? - What is its main topic? (15 minutes)</p>			
				<p>After that, the pre-service teacher will play the audiobook and she will ask students to make a silent reading while they listen two pages from the book. Continuously, she will read again the text with the aim students can understand it. (15 minutes)</p>			<p>The pre-service teacher will translate unknown vocabulary into Spanish with the aim students can understand the story.</p>
				<p>Teacher will ask students by the main and secondary characters of the story. She will show them in images and she will explain them the role of each one. (4 minutes)</p>			
				<p>HOMEWORK: The pre-service teacher will write on the board some simple questions about the read text. Students should answer in affirmative or negative form depending on their reading comprehension.</p> <ul style="list-style-type: none"> -Did Adrian arrive to Villa Henderson? - Did Adrian and his parents stay in Villa Henderson? - Did Adrian and his parents travel to France? - Did Chiara Henderson have a daughter? - Was Adrian Angry with Allegra? - Did Allegra appear in Adrian's room? - Did Allegra have dark eyes? - Did Allegra speak French? - Did Allegra want Adrian to take her to her mother? <p>(5 minutes)</p>			
				48 minutes			

Appendix 2

Introduction to the literary book

THE MYSTERY OF ALLEGRA

Adrian is on holiday, traveling in Italy with his parents. Late one evening they find the Villa Henderson and decide to take rooms there for the night. But Adrian wakes in the middle of the night to find Allegra in his room, with her blue big eyes and cold little hands. At first Adrian is very surprised, then he remembers that Chiara Henderson said she had a little daughter. But why does Allegra say that her mother is a long way away? And Adrian's bedroom door is locked, so how did Allegra get into his room?

Adrian does not understand. He decides to ask Allegra's mother in the morning. But in the morning he has a very big surprise...

Allegra is an unusual name. It means 'Happy' in Italian. But the little girl in this story is sometimes very sad. She is only five years old, but she tells Adrian, that she is going to die soon. How does she know? And who is the other Allegra? The girl with golden hair and big blue eyes, who comes only at night.... Let's find out!

Appendix 3

Questions about the story

HOMEWORK

- What are the characters of the story?
- Where does the story take place?
- What is the genre of the story? Horror, comedy, romantic etc.
- Did Adrian arrive to Villa Henderson?
- Did Adrian and his parents stay in Villa Henderson?
- Did Adrian and his parents travel to France?
- Did Chiara Henderson have a daughter?
- Did Adrian sleep well?

Appendix48
Pre-test

3. Fill the simple past of verbs and translate them to Spanish.

Infinitive	Simple Past	Spanish
Walk	Walked	Caminar
Look		
Knock		
Talk		
Copy		
Touch		
Call		

4. Associate the verbs with their translation into Spanish

- | | |
|----------|-------------|
| • Be | - Responder |
| • Begin | - Parar |
| • Come | - Tocar |
| • Drink | - Ser/Estar |
| • Find | - Empezar |
| • Touch | - Beber |
| • Show | - Venir |
| • Answer | - Encontrar |
| • Stop | - Mostrar |
-

5. Circle the correct translation of each verb.

- | | | | |
|--------------|----------------|-----------|------------|
| a. Seem | - Comer | b. Arrive | - Perdonar |
| | - Llegar | | - Llegar |
| | Parecer | | - Olvidar |
| c. Try | - Intentar | c. Cry | - Dormir |
| | - Beber | | - Llorar |
| | - Encontrar | | - Llamar |
| d. Disappear | - Desaparecer | d. Die | - Caminar |
| | - Correr | | - Ver |
| | - Conocer | | - Morir |

6. En este espacio escriba los verbos que recuerde pero que NO ESTÉN MENCIONADOS anteriormente.

Appendix 5
Post-test



Name _____ Course _____ Date _____

Vocabulary Test

1. Traduzca los siguientes verbos a español

- a) Cry _____
- b) Die _____
- c) Try _____
- d) Arrive _____
- e) Drink _____
- f) Drive _____
- g) Go _____
- h) Appear _____
- i) Walk _____
- j) Visit _____

2. Encierre la traducción correcta del verbo

- | | | | | | |
|---------------------|--|-------------------|--|------------------|--|
| a. Find: | - Encontrar
- Aparecer
- Parar | b. Touch: | -Golpear la puerta
- Conocer
- Tocar | c. Take: | - Agarrar/tomar
- Encontrar
- Buscar |
| d. Disappear | - Desaparecer
- Correr
- Conocer | e. Come | - Ver
- Llamar
- Venir | f. Feel | - Venir
- Decir
- Sentir |
| g. Give | - Ir
- Beber
- Dar | h. Have | - Tener
- Ser/estar
- Caminar | i. Think | - Conocer
- Saber
- Pensar |
| j. Be | - Ser/Estar
- Tener
- Ir | k. Believe | - Creer
- Dar
- Saber | l. Return | - Regresar
- Girar
- Abrir |
| m. Stay | - Conducir
- Quedarse
- Regresar | n. Dream | - Desaparecer
- Morir
- Soñar | ñ. Smile | - Parar
- Sonreír
- Soñar |

3. Elija y escriba en el espacio a traducción correcta de cada verbo

- Seem _____
- Stop _____
- Show _____
- Begin _____
- Drink _____
- Touch _____
- Arrive _____

- Llegar
- Beber
- Tocar
- Mostar
- Empezar
- Parecer
- Parar

4. En este espacio escriba los verbos que recuerde que NO estén mencionados anteriormente.



