

SHORT-STORIES AS A STRATEGY TO ENHANCE READING  
COMPREHENSION AND THE ACQUISITION OF NEW VOCABULARY IN EIGHT  
GRADE STUDENTS AT GUILLERMO COTE BAUTISTA HIGH SCHOOL IN  
TOLEDO NORTE DE SANTANDER, COLOMBIA: AN ACTION RESEARCH DESIGN

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FOREIGN LANGUAGES DEGREE ENGLISH-FRENCH  
PRACTICUM  
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APPROVAL NOTE

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## Tabla de contenido

Presentation.....	12
Introduction.....	13
Justification.....	14
Objectives .....	15
General objective .....	15
Specific objectives .....	15
Conclusions.....	15
Institutional observation .....	16
History.....	16
Location.....	17
Institution Authorities .....	17
Summary of relevant aspects of the IEP .....	17
General objectives .....	17
Pedagogical component.....	18
Curricular approach.....	19
Summary of relevant aspects of the coexistence manual.....	19
Mission .....	19
Vision .....	20
Philosophy .....	20
Flag.....	20

Shield.....	21
Anthem .....	22
Institutional principles.....	22
To educate comprehensively .....	22
To educate for social responsibility .....	22
To educate for the use of communication technologies.....	22
To educate for the participation.....	22
To educate for social coexistence .....	22
Rights and duties of students .....	22
Rights and duties of teachers .....	24
Rights .....	24
Duties .....	24
Rights and duties of parents and/or legal claimants.....	25
Faults .....	26
Classification of faults .....	26
Faults type I.....	26
Faults type II.....	26
Faults type III .....	26
Evaluation system.....	27
Organization chart of the institution .....	29

Institutional schedule .....	31
Supervisor schedule .....	32
Pre-service teacher schedule .....	32
Pedagogical aspects observed .....	33
Planning.....	33
Course material support .....	34
Primary aspects.....	34
CHAPTER I.....	35
PEDAGOGICAL COMPONENT.....	35
Introduction.....	35
Justification .....	36
Problem statement .....	37
Questions .....	37
General questions.....	37
Sub questions.....	38
Objectives .....	38
General objective .....	38
Specific objectives .....	38
Theoretical framework .....	39
Communicative competence .....	39

Reading comprehension.....	40
Literature review .....	41
Benefits of using short stories for developing reading comprehension skills.....	41
Characteristics of an active reader .....	42
Methodology .....	43
Sampling .....	44
Instruments.....	45
Pedagogical methodology.....	46
Results .....	47
Conclusions.....	48
Recommendations .....	49
Development of the integral practice .....	49
Face to face integral practice.....	50
Virtual integral practice.....	50
CHAPTER II.....	51
RESEARCH COMPONENT.....	51
Introduction.....	51
Justification .....	52
Problem.....	52
Objectives .....	54

General objectives.....	54
Specific objectives .....	54
Conceptual framework .....	55
Teaching Profession.....	55
Reflection .....	56
Reflection as a process .....	56
As a thematic reflection .....	57
Reflective practice .....	57
Pedagogical practice.....	59
Academic practice.....	59
Practice of social efficiency. ....	59
Development.....	59
Social reconstruction.....	59
Generic .....	60
Activators of reflexion .....	60
Critic element on reflective thinking .....	60
Methodology .....	61
Objectives.....	62
Narrative.....	62
Context.....	63

Instructive Function .....	65
Population .....	65
The direct beneficiary population:.....	65
Institutional units linked to the project .....	66
Chronogram .....	66
Conclusions .....	67
CHAPTER III .....	73
OUTREACH COMPONENT .....	73
Presentation.....	73
Justification .....	75
Objectives .....	77
General Objectives.....	77
Specific objectives .....	77
Typology of the project .....	78
Contribution Lines.....	78
Theoretical framework .....	78
Language teaching .....	78
National Program of Bilingualism.....	80
Bilingualism .....	80
The teaching of English in primary school .....	81

Why learn LE in primary school?.....	83
Introduction.....	84
Justification .....	85
Objectives .....	86
General objective .....	86
Specific objectives .....	86
Methodology .....	86
Pre-service teacher schedule .....	87
Conclusions.....	88
Online activities.....	88
CHAPTER IV .....	90
ADMINISTRATIVE COMPONENT .....	90
Introduction.....	90
Objectives .....	90
General objective .....	90
Specific objectives .....	91
Methodology .....	91
Chronogram of institutional activities and events.....	91
Chronogram .....	92
Institutional events and activities .....	93

Interclasses.....	93
Language day.....	93
Man’s day and women’s day.....	94
Conclusion .....	94
References.....	146

### **Table of figures**

Figure 1. Institution’s Flag.....	20
Figure 2. Institution’s Shield.....	21
Figure 3. Organization chart of the institution.....	30
Figure 4. institutional schedule .....	31
Figure 5. Stages of reflection.....	56

### Table of annexes

<b>Annex A. Pedagogical component.....</b>	<b>95</b>
<b>Annex B. Research project.....</b>	<b>133</b>
<b>Annex C. Outreach component.....</b>	<b>142</b>
<b>Annex D. Administrative component.....</b>	<b>146</b>

## **Presentation**

The following proposal is divided into four different chapters: the first one refers to the pedagogical component, which aims to show the advantages or disadvantages of using certain teaching tools in the classroom. In this case the pre-service teacher aims at implementing short stories as a strategy to enhance reading comprehension skills. Likewise, to identify the outcomes related to the acquisition of new vocabulary and any other aspect that will emerge during its execution.

In addition, the second chapter is the research component which focuses on the ability of practitioners to reflect on the situations that arise during the teaching process and the improvement thereof. The pre-service teacher will reflect on the situations that will appear through its implementation through the development of reflective workshops, narratives, and self-evaluation worksheets.

Besides, the third chapter attempt to show what the English language teaching process is like in a primary school, along with the development of a project that aim at teaching vocabulary through playful games.

Finally, the fourth chapter is the administrative component which consists of a series of events held during the school year and the role of the teacher during the development of these events. As a whole, these four chapters summarize the process that pre-service teachers carry out during the teaching and learning process in an institution.

## **Introduction**

Teaching and learning English in Colombia has become a huge challenge for both teachers and students, there are many factors that affect this process such as; the lack of interest from part of students, the lack of tools or materials to make a class more attractive, the methodology implemented by the teacher, among others. All this, has made this process turn into something boring and unpleasant for students according to Valencia Giraldo, S. (2006).

The Nacional Ministry of Education (MEN) has also shown its interest on promoting the teaching of the English language, taking into account that English is one of the most widely spoken languages in the world which offers a variety of opportunities to inform us about what happens around the world and to have more opportunities to get a job, that is why some educational institutions have been provided with teaching materials such as books, exercise cards, tablets, among others, to promote their teaching, However, many of these materials are not used by teachers or students as it is the case of the Guillermo Cote Bautista High school.

During the non-participant observations carried out in the Guillermo Cote Bautista High School (COLGICOBA ) during two weeks in courses 8 A and 8 C, it was possible to identify the need of implementing other types of activities that promote a meaningful learning. In this sense, it is necessary not only to carry out new activities but also of interesting topics considering that many teachers tend to create a boring routine in the classroom.

Bearing in mind what is stated, the implementation of a new strategy becomes necessary for obtaining better results, that is why the main objective of this project is the

improvement of reading comprehension through short stories, as well as the acquisition of new vocabulary.

### **Justification**

This proposal is carried out at Guillermo Cote Bautista high school in Toledo, Norte de Santander where after four non-participant observations, it was possible to identify some factors that hinder the process of learning the English language, such as: monotonous work during the classes, lack of creativity from part of the teacher and lack of clear instructions in the development of activities, although these aspects can be improved, there are other aspects that cannot be controlled by the teacher such as the number of students which is around 30 and 35 per group and the adaptation of the setting that affect this process.

Therefore, the implementation of this proposal allows students to be motivated to learn a new language through interesting topics, linked to other activities that will help them to better understand the language. Similarly, the project that will be carried out not only in these courses but also in primary courses will allow the pre-service teacher to improve her vocational training, the use of this strategy and other strategies that promote the learning process in future classes.

The execution of this project will not only help the students during their learning process, but it will also allow the teacher to understand the causes of this phenomenon and the discovery of new findings that were not taking into account when creating this project, similarly, it will provide possible solutions for future problems regarding reading skills.

## **Objectives**

### **General objective**

- To enhance Reading comprehension and the acquisition of new vocabulary through short stories in 8<sup>th</sup> grade students at Guillermo Cote Bautista High School

### **Specific objectives**

- To Implement reflection as a transforming pedagogical tool processes of integral practice.
- To apply playful games to teach English vocabulary in primary school
- To get involved in the different events and activities prepared for the scholar year

## **Conclusions**

The execution of this educational project benefits the pre-service teacher regarding the following aspects: confidence when teaching a class, awareness of students' pace of learning and extracurricular activities that encompass the role of a teacher in an educational setting.

It is believed that, teachers are only in charge of giving a class and that may not be a wrong assumption, however teachers need to be involved in a variety of activities that help them to understand the results of the teaching and learning process of the English language.

During the implementation of this project many doubts were clarified regarding the teaching process of a second language and it is not until the end of this process when you get a clear idea about it but through its development, in which a teacher learn to understand that teaching is not just sharing information, it is also about recognizing the factors that affect students' enhancements.

### **Institutional observation**

The educational institution Guillermo Cote Bautista (COLGICوبا) is a public school located in the municipality of Toledo, Norte de Santander. This school has 3 centers, two primary centers of which one of them is out of service, because its structure is not safe for students, and a last center for the secondary students.

### **History**

The College was created by the ordinance No 15 of July 16, 1947. It began to work in 1948 under the name of SAN LUIS GONZAGA. Years later the name was changed to GONZALO RIVERA LAGUADO High School. The rapporteur and defender of the draft ordinance until its approval was the current deputy Gustavo Sánchez Chacón. The municipality adjudicates a game of \$ 11.000 and Dr. José Gabriel Carrillo acquires a land for the construction of the school. With posterity it receives the name of GUILLERMO COTE BAUTISTA.

From 1948 to 1963, the school operated in different houses of the municipality, because it did not have its own headquarters. From 1964 to date it has operated at the current headquarters owned by the department. In the year 1980 being mayor Mr. Juan Evangelista Peñalosa Mora (RIP), the municipality acquires the farm Santa Eduvigis and donates it to the school. In 1991, the school was forced to open a double day because of the number of students. In 1993 the construction of the new plant began, Mr Abelardo Sepúlveda Bohórquez being mayor, with a departure from the central government.

### **Location**

The educational institution Guillermo Cote Bautista is located in the urban area of Toledo, municipality located to the South-East of the North Department of Santander

### **Institution Authorities**

Rector	Juan Francisco Rojas Manrique
Coordinator	Cristobal Duarte Delgado
Teacher in the classroom	Miate Lorena Ochoa
Teacher of the discipline	Doris Gelvez

### **Summary of relevant aspects of the IEP**

#### **General objectives**

- To foster the spaces and environments necessary for the educational community to build,

adopt and revive values and commitments aimed at improving their individual and social quality of life

- To consolidate a curriculum that conforms to the pedagogical and technological advances of the time, and serves for the training of people suitable for work and productivity.
- Ensure the monitoring, monitoring, evaluation and enrichment of all institutional instances and processes.
- To guarantee the development of the fundamental and optional areas, the transversal axes and other pedagogical orientations proposed by the Ministry of Education and the departmental education secretariat, which must be previously planned and socialized with the educational community

### **Pedagogical component**

Daily coexistence, participatory action and the express desire to strengthen the institution combine efforts directed at:

- Constant review made by each teacher of the impact of each of the practices he carries out in the classroom.
- Guarantee research spaces for teachers and students.
- Incorporate new pedagogical knowledge and national orientations into teaching activities such as educational competences, basic learning rights, assessment standards and assimilation of new evaluation processes, following the guidance and suggestions of the PTA.

## **Curricular approach**

The curricular approach is academic, labor and organizational in terms of production aimed at providing social development. Combining this knowledge, and as a starting point, the educational institution adopts as pedagogical trends the pedagogical model COGNITIVE-SOCIAL and an approximation to the Eureka method.

## **Summary of relevant aspects of the coexistence manual**

The manual of coexistence of the educational institution Guillermo Cote Bautista consists of 11 chapters and 38 articles, in which we can find the mission, vision, philosophy and symbols of the institution, as well as the foundations, rights and duties of the students, teachers, administrators and parents or caregivers. This document also contains information about the stimulus based on the protocol to be followed by the Ministry of Education in relation to the type of offences presented in the institution and their respective care measures.

## **Mission**

The Guillermo Cote Bautista high school offers an integral formation, based on the promotion of ethical principles and values, with critical thinking, competent, innovative,

appropriate to the advances of science, technology and environmentally friendly.

### **Vision**

In 2025 the educational institution Guillermo Cote Bautista school of the municipality of Toledo, Norte de Santander., will be recognized at departmental level, as a model in integral, enterprising and inclusive training, that contributes to the improvement of the quality of life of its graduates.

### **Philosophy**

The Guillermo Cote Bautista High School of the municipality of Toledo, Norte de Santander, forms children and young people competent in the academic, social and work fields, with a sense of belonging, oriented towards becoming agents transforming the environment.

### **Flag**



*Figure 1. Institution's Flag*

Green and white in diagonal with the shield in the center.

**Shield**



*Figure 2. Institution's Shield*

Divided into two parts diagonally. At the top a torch and at the bottom an open book with the legend VIRTUE AND SCIENCE.

## **Anthem**

Composed by José Tadeo Barreto and music of Artidoro Mora. It consists of one choir and four stanzas.

## **Institutional principles**

To educate comprehensively
To educate for social responsibility
To educate for the use of communication technologies
To educate for the participation
To educate for social coexistence

## **Rights and duties of students**

<b>Rights</b>	<b>Duties</b>
<ul style="list-style-type: none"><li>• To receive a comprehensive quality training according to the standards established by the MEN.</li><li>• To receive guidance at different levels of</li></ul>	<ul style="list-style-type: none"><li>• To comply with the rules, regulations, provisions or orders established by the institution.</li><li>• To comply with the provisions of the</li></ul>

<p>training for the exercise of human rights, sexuality education, prevention and mitigation of school violence.</p> <ul style="list-style-type: none"> <li>• To be treated with respect by all members of the educational community in their physical, moral and social integrity.</li> <li>• That all the rights provided for in the Code of Childhood and Adolescence, Decrees 1620 and 1965, the Colombian Political Constitution and other norms that guarantee due process are respected. <ul style="list-style-type: none"> <li>• To freely express his opinion, to present respectful petitions and complaints directly or through his parents or through his attendants following the regular channel of the institution.</li> <li>• To make use of your right to defense.</li> <li>• To be respected in their religious and/or political ideology.</li> <li>• To be respected and protected by its Sexual Orientation and Sexual Identity that has children and adolescents according to *Judgment T = 478 of 2015 file 4734501</li> </ul> </li> </ul>	<p>Coexistence Manual and the Constitution and laws.</p> <ul style="list-style-type: none"> <li>• To avoid improper forms of expression against teachers, colleagues, administrators, managers and other staff of the institution.</li> <li>• To attend classes and participate actively in them, respecting the rights of others.</li> <li>• To maintain a proper personal presentation, appropriate haircut, no dyes that blur the student presentation (inappropriate colors), avoid use of piercing, threads, earrings in men, visible tattoos, correctly wear the respective uniforms inside and outside the institution.</li> <li>-To stay in the school during the study day; you can only leave with the prior permission of the coordinator or coordinator with the physical presence of the parents, attendants or legal representatives.</li> </ul>
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<p>(Sergio Urrego) of the Constitutional Court.</p> <ul style="list-style-type: none"> <li>• To be heard when he has committed a misdemeanor and then to take corrective action in the case, in accordance with the regular procedure established by the Institution.</li> </ul>	
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### **Rights and duties of teachers**

<b>Rights</b>	<b>Duties</b>
<ul style="list-style-type: none"> <li>• To be treated with respect and consideration by all members of the educational community.</li> <li>• Being heard as a mediator of teaching-learning processes and in the behavior of students.</li> <li>• To propose initiatives that contribute to the improvement of the integral formation of students and to the human development of the people associated with the institution.</li> <li>• To benefit from training and social welfare program.</li> </ul>	<p>To comply with the agreements of the Board of Directors, Academic Council and Evaluation Commissions.</p> <ul style="list-style-type: none"> <li>• To resolve complaints within its jurisdiction.</li> <li>• To participate in the activities programmed by the institution.</li> <li>• To keep confidentiality about the institution's own situations.</li> </ul>

<p>Duties</p> <ul style="list-style-type: none"> <li>• To comply with the agreements of the Board of Directors, Academic Council and Evaluation Commissions.</li> <li>• To comply with the decisions and recommendations of the Rectory.</li> </ul>	
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**Rights and duties of parents and/or legal claimants**

<b>Rights</b>	<b>Duties</b>
<ul style="list-style-type: none"> <li>• To be informed of the educational project, plans, strategies and activities programmed by the Institution.</li> <li>• To be promptly informed of the achievements and difficulties presented by your child or student in your care.</li> <li>• To be informed immediately in case of accident or illness of his representative.</li> <li>• Receive periodic evaluation reports.</li> </ul>	<ul style="list-style-type: none"> <li>• To attend punctually and with pleasure the meetings promoted by the College.</li> <li>• To ensure the hygiene and good personal presentation of your children.</li> <li>• Timely attendance at the institution when required by teachers or teaching managers.</li> <li>• To use the regular channel for any situation that warrants it (Professor, Holder, Director, Coordinator, Rector, Board of Directors).</li> </ul>

## Faults

<b>Classification of faults</b>
<p><b>Faults type I</b></p> <p>They are those that correspond to conflicts that are inadequately managed and those that are sporadic, that have a negative impact on the school climate and that in no case cause damage to the body or health</p> <p>Care protocol for type I situations.</p> <p>Any member of the Educational Community must be in a position to attend to a type I situation immediately, if this is the case, he or she will ask the classroom teacher for help, who will act immediately with the parties involved in the conflict.</p>
<p><b>Faults type II.</b></p> <p>They are those that correspond to situations of school aggression, whether it is the first time they occur, that cause damage to the body, to the physical or mental health of those affected, but do not give rise to disabilities of any kind or which do not have the characteristics of the commission of an offence or which are presented in a repetitive or systematic manner.</p> <p>Care protocol for type II situations.</p> <p>Immediate care if there is injury or bodily harm and referral to the hospital.</p> <p>To report the case to coordination, psych orientation, parents and competent entities.</p>
<p><b>Faults type III.</b></p>

These are situations of school aggression constituting alleged offences against freedom, integrity or any other offence established in the Constitution and the Children and Adolescents Act, and Colombian penal law in force. They require that care be provided by entities outside the educational establishment as Commissioner of Family, Police of Childhood and Adolescence, ICBF, Health Sector.

### **Evaluation system**

The educational institution Guillermo Cote Bautista has adopted an evaluation system consisting of a scale of zero (0) to fifty (50) points for each subject of the school year.

The criteria for such a score are explained in the following table

National scale	Institutional scale	Institutional criteria for evaluation
Superior	4.6 - 5.0	The competences and learning that are evaluated are always evident in the actions and contexts of the learner's performance observed and

		verified by the evaluator. Percentage of performance achieved between 90 and 100 %.
High	4.0 – 4-5	The competencies and learning that are the subject of evaluation are frequently evidenced (almost always) in the actions and contexts of the learner’s performance observed and verified by the evaluator. Percentage of achievement between 80 and 89%.
Basic	3.0 – 3.9	The skills and learning to be assessed are occasionally evidenced (sometimes) in the learner’s actions and contexts observed and verified by the assessor. Percentage of achievement between 60 and 79%.
Low	0.0 – 2.9	The skills and learning to be assessed are very rarely evidenced (almost never or never) in the learner’s actions and contexts observed and verified by the assessor. Percentage of achievement between 1 and 59%.

**Organization chart of the institution**

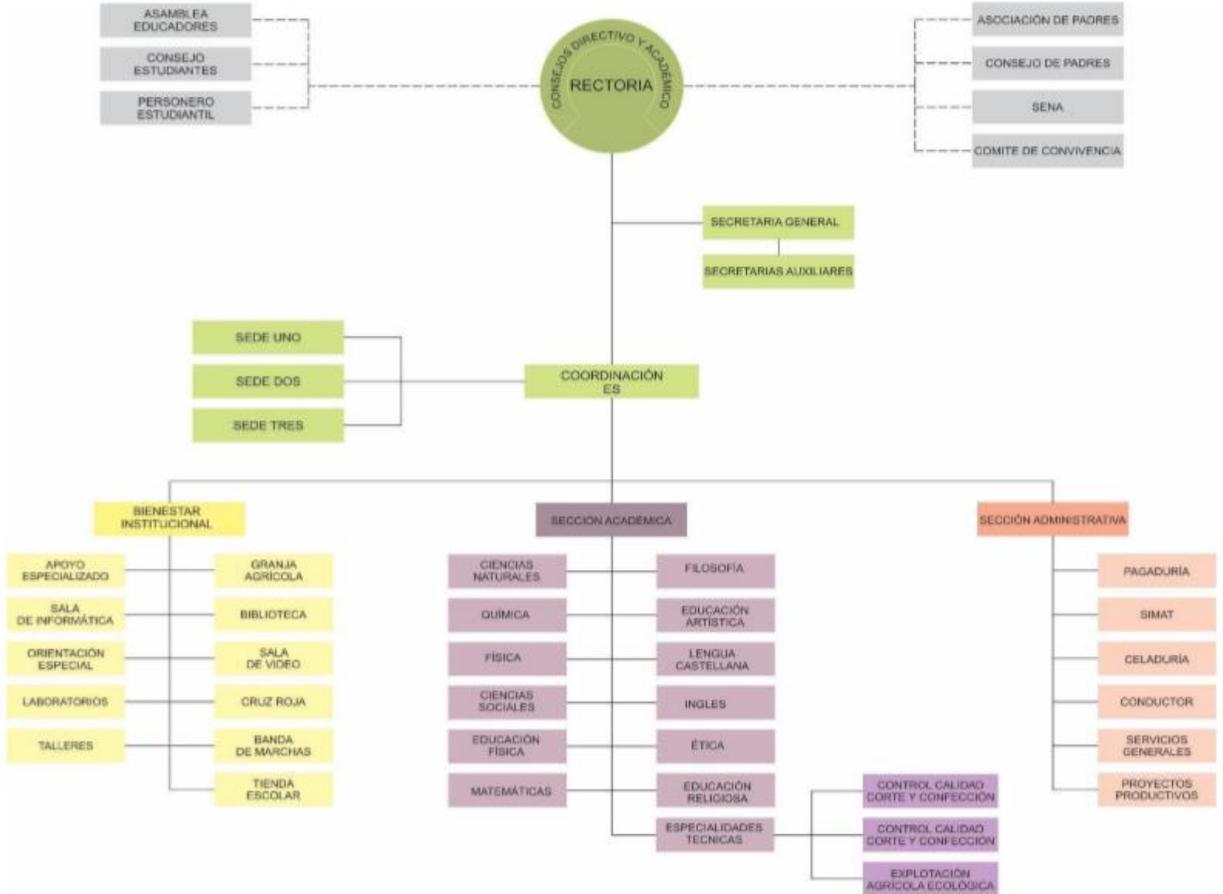


Figure 3. Organization chart of the institution

## Institutional schedule

1ª Semana de desarrollo Institucional	Enero 12 a enero 15
Primer Periodo Académico	Enero 18 a Abril 1
Semana de Receso Estudiantil	Marzo 22 a Marzo 25
2ª Semana de desarrollo Institucional	Marzo 22 a Marzo 25
Segundo Periodo Académico	Abril 4 a Junio 10
Vacaciones para los estudiantes	Junio 13 a Julio 1
3ª Semana de Desarrollo Institucional	Junio 13 a Junio 17
Vacaciones para Docentes	Junio 20 a Julio 1
Tercer Periodo Académico	Julio 4 a Septiembre 9
Semana de Receso Estudiantil	Octubre 10 a Octubre 14
4ª Semana de Desarrollo Institucional	Octubre 10 a Octubre 14
Cuanto periodo Académico	Septiembre 12 a Noviembre 25
5ª Semana de desarrollo Institucional	Noviembre 28 a Diciembre 2
Vacaciones para estudiantes	A partir del 28 de Noviembre
Vacaciones para Docentes	A partir del 6 de Diciembre

*Figure 4. institutional schedule*

### Supervisor schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6.30-7.30am	9A	8C	9B	9A	9D
7.30-8.30am	8A	8A			9B
8.30-9.30	9C	9D	9C	9B	8A
9.30-10am	Break				
10-11am	9B		8C	9C	9A
11-12pm			9D	8C	9C
12-12.40pm	8C	9A	8A	9D	

### Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6.30-7.30am	9A	8C		9A	
7.30-8.30am	8A	8A			
8.30-9.30					8A
9.30-10am	Break				
10-11am			8C		9A

11-12pm	8C		
12-12.40pm	8C	9A	8A

### **Pedagogical aspects observed**

During the two weeks of observation carried out in the institution, the pre-service teacher had the opportunity to learn more about the functioning of the institution through the reading of documents such as the coexistence manual, the institutional educational project, the assessment system, as well as the access to materials used for teaching the English language. In addition, during these two weeks, it was possible to recognize the different locations of the institution and to interact with teachers, administrators and other staff who are part of the institution.

### **Planning**

In terms of the planning used by the teacher, it is based on the plan proposed by the ministry of education MEN, However, the planning created by the teacher are not fully implemented due to the lack of tools for their implementation, the lack of interest of the students, the lack of time, among others. This means that there is not a depth feedback in the topics taught in the classroom, which causes low results in the exams.

### **Course material support**

Regarding the material or tools for teaching the English language, the institution is equipped with a set of books entitled way to learn which consists of , one book for the teacher and one book of exercises for the students, as well as computers and a video beam in each classroom, however during the observations, it was possible to notice that these tools are not used by the teacher, instead, she uses worksheets or texts that are given to the students to translate during the class. On the other hand, it is necessary to clarify that the material available in the institution (books, dictionaries) is in the library, but most of the time it is closed and only teachers have access to this material.

### **Primary aspects**

During the institutional observations, it was also necessary to observe primary grades, in order to know what aspects should be improved. As it is well known in public institutions in Colombia a single teacher is in charge of teaching all areas including the English area, of which the latter is the one teacher struggle the most.

In addition, the material used by the teachers is limited, they only use basic English books and word translation, which generates an impasse in the learning process, that is why it is necessary to implement new strategies and new teaching material to motivate students to learn.

# **CHAPTER I**

## **PEDAGOGICAL COMPONENT**

### **SHORT-STORIES AS A STRATEGY TO ENHANCE READING COMPREHENSION AND THE ACQUISITION OF NEW VOCABULARY IN EIGHT GRADE STUDENTS AT GUILLERMO COTE BAUTISTA HIGH SCHOOL IN TOLEDO NORTE DE SANTANDER, COLOMBIA: AN ACTION RESEARCH DESIGN**

#### **Introduction**

Learning the English language in Colombia has become an essential requirement for people in order to have more job opportunities; according to Carvajal & Sanchez (2015) in their analysis of the English programs in Colombia (Colombia very well and Colombia bilingual), it was concluded that learning a foreign language not only benefit people from getting a job but also to have more opportunities to prepare themselves for the working life.

This has led the Ministry of National Education to show its interest in helping people to achieve this goal, as well as to take advantage of the skills they have.

Unfortunately, the objective of the MEN has not yet been achieved due to different shortcomings in this process, especially in institutions where teaching must be more precise bearing in mind that there occurs the first contact with the English. Solarte & Guerrero. (2008) carried out a study in which they analyzed the shortcomings of one of the programs created by the Ministry of Education (in this case Colombia bilingual) from which they concluded that, the government is only focusing on the quality of teachers and materials

and not on students, which leads to regular results because not all students learn the same way and not everyone has access to these institutions, and social and emotional factors are not taken into account.

According to the above, it is important that teachers become aware that some students do not achieve the objectives stated during the school year, due to the teaching process they have had, which makes relevant the implementation of new strategies that not only help students to achieve their goals, but also to motivate them to continue the learning process.

To sum up, the implementation of any project that aims at improving any skill of the English language should be considered as an essential tool during the teaching and learning process, not only inside the classroom but also in other settings as it is currently occurring due to the health emergency (Covid19) that the whole world is facing, which sent students to study from home.

### **Justification**

This project seeks to innovate the way teachers teach a class through the implementation of a new tool that draws students' attention. The learning process of any subject at school should be an attractive setting for students in which they enjoy learning and to promote their interest in learning more about it, encouraging in this way an autonomous work.

Fisher, R, (2005) states that "The need to put teaching of thinking at the heart of education has become a common vision in schools, educational communities and organizations" (p.7). However, most of the institutions fail when attempting to promote it, not only because of the methodology but because changing students' minds is a long

process that requires the creation of new habits that won't happen just in a day and teachers are not willing to be part of such a long process.

### **Problem statement**

Based on the observations made during the two first weeks in the educational institution, it was possible to observe that students are guided through a traditional model, which makes the learning process less attractive avoiding in this way its progress. Besides, most of the students expressed the lack of interest, regarding the learning of a new language.

Additionally, these events also generate a low academic performance during the class, students do not go far beyond their academic requirements, they just answer what they are asked for, creating at the same time a boring environment.

Taking into account the above, the implementation of new strategies becomes necessary in order to develop students' strengths or to overcome students' weaknesses concerning some skills of the English language. That is why, this proposal aims at studying the use of short stories to enhance reading comprehension taking into account that when developing this skill, students face several problems such as lack of vocabulary, wrong pronunciation and intonation, lack of motivation, among others. Thus, to implement this strategy there is a set of questions that must be answered in order to better understand this phenomenon.

### **Questions**

#### **General questions**

- How do short stories enhance reading comprehension skills and the acquisition of new vocabulary in 8<sup>th</sup> grade students at Guillermo Cote Bautista High School?

### **Sub questions**

- What are the outcomes of using short stories as a strategy to enhance reading comprehension skills?
- What are the weaknesses and strengths students present when using short stories as a strategy to enhance reading comprehension skills?
- How does short stories help students to acquire new vocabulary?

### **Objectives**

#### **General objective**

- To examine how the use of short stories enhance reading comprehension skills and the acquisition of new vocabulary in 8<sup>th</sup> grade students at Guillermo Cote Bautista High School

#### **Specific objectives**

- To recognize the outcomes of using short stories as a strategy to enhance reading comprehension skills
- To identify weaknesses and strengths students present when using short stories to enhance reading comprehension skills
- To analyze how the implementation of short stories help the students to acquire new vocabulary

## **Theoretical framework**

Reading comprehension is one of the most significant skills when learning a L2, and depends on the accurate implementation of some strategies, its acquisition will be guaranteed and its communication will be effective. In this part, theoretical foundations are presented in order to support this study. These are some definitions and approaches such as communicative competence and reading comprehension that will help to understand the basis of this project.

### **Short stories**

Creating reading habits in younger students becomes into a challenge for teachers, students are not used to read frequently and when this task appears the results turn into a big problem. According to Pardede, P. (2011) short stories should be the first option to start reading, bearing in mind that students may feel familiar with it. This information relies on the previous knowledge that students have acquired during their school life which is not directly linked to the English language but it will add some missing parts during the learning process.

### **Communicative competence**

Canale and Swain (1980) define communicative competences as the ability to use language to convey and interpret meaning. They divide communicative competences into four separate components: grammatical competences (related to the learner's knowledge of the vocabulary, phonology and rules of the language), discourse competence (related to learner's ability to connect utterances into a meaningful whole), sociolinguistics competence (related to the learner's ability to use language appropriately and strategy

competence (related to learner's ability to employ strategies to compensate for imperfect knowledge).

Being reading an input skill and therefore part of communicative competences, Patten & Benoit (2010) state: "Language input has also been considered to be a major source of data for language learners to construct their competence or mental representation of the language" (p.4). This has led teachers to seek for different strategies in order to promote reading in students and in this way to improve this skill, being one of them short stories which engage the students when the reading happens.

### **Reading comprehension**

Reading comprehension is not an easy skill to instruct, and teachers use to teach this inappropriately leaving their students to practice this skill on their own with any direction. Notwithstanding, theory and practice are significant in this field, that is why is necessary to introduce new strategies which cover a process to teach reading skills.

Kumar, S. R. (2012) defined reading comprehension as "an essential factor to success in learning a new language" (p.52) The previous information indicates that reading comprehension is one of the most important but complex skills when learning a language; therefore, it needs to be taught in a better way taking into account a great variety of sources which represent a development not only the listening skills but also the communicative competences.

Hsueh-Chao, M. H., & Nation, P. (2000). stated that reading comprehension is an outcome of previous knowledge and vocabulary knowledge, which lead us to comprehend

some failures during the improvement of reading skills. That is to say, that reading comprehension is not only about giving clear instructions or easy tasks, is also about what the students already know and about what else they need to know in order to achieve their goals.

### **Literature review**

This study is grounded in the use of short stories to enhance reading comprehension skills, thus the development of it needs to be guided according to some authors that have studied this phenomenon before. That is why, it is important to mention the most significant aspects of their studies in order to fully understand the advantages or disadvantages when applying this strategy. In the following part, those aspects were divided into two main categories that support this study.

#### **Benefits of using short stories for developing reading comprehension skills**

Saricoban & Kucukoglu. (2011) points out that the use of short stories during the class keeps students' attention on a high level due to their characteristics like, the setting, characters and the plot. Besides it brings out motivational and cultural benefits. Similarly, Erkaya. (2005) states that, through short stories students start thinking critically, which

means that they not only improve their linguistic reading skills but also other areas of the learning process that are essential when learning a new language, because it will help the learners to understand the meaning behind the words.

On the other hand, to deeply understand a text, it appears that vocabulary helps students to recognize the message and to create an idea of it, nevertheless the acquisition of vocabulary happens during the reading process. According to this information we can say that, for having a good reading comprehension, a range of words will significantly benefit students during this process, not only to understand the text but to expand their vocabulary knowledge.

### **Characteristics of an active reader**

Ramadhani & Harputra (2016) states that an active reader is a person that understand the complete meaning behind the words. Furthermore, Hasbaini & A. Manan (2017) argues that, when reading happens, pronunciation and intonation are important but understanding the information from the text is essential. Thereby, to promote reading comprehension in schools turns into a challenge due to the process students have been immerses, in which they are taught to translate every single word separately without understanding what the information is about, which provoke a lack of motivation from part of the students to read a text.

That is why, some authors have suggested the use of short stories as a tool to motivate students to read, taking into account that this type of text are more attractive for them rather than long texts in which students only try to find the most relevant aspects, it becomes a significant element during this process because most of the students have not yet developed the reading habits not even in their mother tongue.

## **Methodology**

The methodology that is presented below could not be carried out as it was stated at the beginning, bearing in mind the currently health emergency that the whole world is facing (Covid19), this methodology was adopted to be applied in a classroom during face to face classes. Nonetheless, since the students were sent to study from home it is not possible to affirm that it can be used during its development.

To develop this study, a qualitative design will be adopted, which allows to describe and analyze this phenomenon related to the improvement of reading skills. The method that will help to understand the phenomenon is an action research, which is defined in Mills, (2011) as systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.

An action research will be implemented for the development of this project given that the pre-service teacher will take part directly of the study.

There exist two types of action research, practical action research and participatory action research. Given that this study aims to describe a phenomenon in an educational setting as the use of short stories as a strategy to enhance reading comprehension, the type of action research for this study is a practical action research. Creswell points out that, "action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students" (2020, p. 576)

Furthermore, the implementation of this methodology will allow the pre-service teacher to interact with the participants and to take advantage of such relation to analyze their process.

### **Sampling**

In order to understand the phenomenon, some steps must be carried out. “In qualitative research, you select people or sites that can best help you understand the central phenomenon. This understanding emerges through a detailed understanding of the people or site” (Creswell, 2012, p. 206).

Regarding to the purposeful sampling, Patton, 1990 (as cited in Creswell 2012) asserted, “Researchers intentionally select individuals and sites to learn or understand the central phenomenon” (p.169). However, some strategies arise depending when the participants’ selection occurs, this could be at the beginning of the study or after the data collection starts. That is why, given that the participants’ selection will occur after the data collection starts, an opportunistic sampling will be conducted.

“Opportunistic sampling is purposeful sampling undertaken after the research begins, to take advantage of unfolding events that will help answer research questions” (Creswell, 2012. P.209). The participants for this study will be selected according to the results of the first workshop. In this step, the pre-service teacher will select five participants who obtain the higher grades and had a high level of participation during this workshop.

## **Instruments**

In order to collect the information, the pre-service teacher will base on the multiple forms of collecting data such participant- observations, and non-participant observations, interviews and questionnaires with open- ended questions.

### *Participant observations*

According to Creswell (2012) participant observation is when the researcher engages in the setting taking part of the activities in order to understand the phenomenon. Besides, Hatch (2002) asserted that in participant observations “the researcher acts as a participant at some level in the settings he or she is studying” (p.91). This instrument will be applied during better understand the use of short stories when learning a language.

### *Interview*

Interviews are defined as when the researcher determines a setting where the interview will be carried out and asks questions in order to be close with the participant and to go in-depth in the information related to the study. this is defined by Creswell as: “a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time” (2012, p.218)}. The implementation of this instrument will allow the pre-service teacher to go beyond the participants’ answers and to know their perspectives after developing the different workshops.

### *Reflective journal*

Reflective journal is a dairy used to talk about the experiences, ideas, mistakes, fears, confusions, hindrances, advances that arise during the research study. Given its reflective nature, the pre-service teacher can take advantage of using it as a place to talk

himself about how things are going on (Hatch, 2002). Regarding this project, the reflecting journals will benefit the pre-service teacher to analyze the process they are working on and to find possible solutions for future problems inside and outside the classroom.

### **Pedagogical methodology**

This pedagogical study aims to enhance learners' reading comprehension skills through short stories. To reach the objectives of this project this is how it will be implemented.

Saricoban , A. (2002) highly recommend the use of pre-reading, while-reading and post-reading activities as a way to obtain accurate results after conducting a study in which the author compare a student that uses this strategy and another that did not do it. It seems that this strategy helps students to higher comprehend a text, due to the process they follow, it means they first familiarize with the text by finding new words, then read the text and finally they demonstrate how much they understand from it.

On the other hand, teachers must be careful on how they select the material, Squire, J. R. (1964). suggested the following guidelines, before selecting any short story the teacher need to know the population, what they like, what they know, what they do not know and their English level. Based on those aspects, the characteristics of a short story should be related to the participants experiences, lack of familiarity, complexity level and capacity of producing a variety of responses.

According to the information above, those aspects were taken into account when selecting the short stories of this research project.

## Results

In the following section the possible results are presented according to the questions stated at the beginning of this project.

### *Outcomes when using short stories to enhance reading skills*

The first question of this study focuses on the outcomes of using short stories as a strategy to enhance reading skills. Through the workshops' analysis that will be carried out during the study the researcher (pre-service teacher) will be able to identify the following aspects: *improvement of reading skills, strategies applied when using short stories and acquisition of new vocabulary*

### *Improvement of reading skills*

Concerning the first aspect, *improvement of their reading skills*, it can be found that their reading comprehension will improve due to the different activities they developed and the different topics they will work on.

### *Students' strategies when using video clips and audio files*

The second question of this project focuses on how students use short stories to improve their reading skills. According to the analysis of the different instruments such as the semi structured interview that the pre-service teacher will conduct, their reflective journals, and workshops the following aspect may appear: *a) strategies applied when using short stories*

### *strategies applied when using short stories*

With regards to the strategies applied when using short stories, two categories may emerge: *images* and *translation*

The use of these two strategies will help the participants to better understand the texts they are going to read. First of all, *images* will become a significant tool during this process, it will give them an idea about the topic or actions in the story. Similarly, *translation* will help them to compare their ideas with the real meaning of the text.

#### *Acquisition of new vocabulary*

Similarly, from the workshop analysis, two aspects may appear such as the acquisition of new vocabulary. It will be possible to identify that when using short stories students not only acquire new vocabulary but also motivate them to keep working with this strategy.

### **Conclusions**

The currently situation that the whole world is facing (Covid 19) had affected the educational institutions in many different ways, one of them and the most important was the modality adopted (virtual modality) in order to complete the objectives of the school year.

As it was mentioned above, the educational institutions were affected, it includes schools and universities, taking into account those aspects, it is important to clarify that the objectives stated at the beginning of this project could not be reached, it was not possible to

apply any of the material created for its development, thus the data analysis could not be carried out.

Nevertheless, all the items that belong to this project were upload on a virtual platform (google classroom) in order to be developed by other teacher or even by students that are interested on this topic.

### **Recommendations**

The development of this project was designed to be applied in a virtual mode, however, taking into account that through the virtual modality it is not possible to verify the reliability of the data collected, it is suggested to divide the project into two parts and increase the number of workshops, the first part would be the one that is reflected in this project and a second part that would occur in a face-to-face mode in which it is recommended to change the type of questions of the final activity (post Reading), that is to say, they would no longer be open questions but multiple-choice questions.

Taking into account the above, it would be possible not only to compare the two modalities, but also to analyze in which type of questions they were most successful and thus to adapt the activities for the development of future workshops.

### **Development of the integral practice**

The development of the integral practice had a drastic change due to the health emergency that is currently occurring all over the world (Covid19), the educational institutions were closed, therefore the modality was changed to a virtual modality.

The characteristics and important aspects of each modality are presented below

### **Face to face integral practice**

The face-to-face practice lasted 3 weeks, a week of observation and two weeks of teaching, in which the pre-service teachers had the opportunity to guide the students regarding some topics of the English language, besides they became members of the educational institution and participated in school meeting and important events that help us to understand deeper the role of being a teacher. Unfortunately, this process could not be continued due to the aspects mentioned above which lead the institutions to change its modality to the virtual mode in order to accomplish the objectives stated at the beginning of this process.

### **Virtual integral practice**

The virtual integral practice was a change that none of the pre-service teachers expected, which avoid the implementation of the different projects, However, these projects have been kept on a virtual platform in order to be applied by another teacher in a public institution.

On the one hand, the University of Pamplona restructured the activities proposed during the practice process and adapted them to the virtual modality, first of all, the pre-service teachers continued delivering their narratives and created a space for virtual workshops on the use of technological tools, basic rights of primary and secondary learning, also the delivery of material created during this modality. (workshops, worksheets, videos)

Likewise, the institutions continued working to achieve the objectives proposed for the school year and sought for new tools and strategies, first of all an analysis was made in order to know how many students had internet access and how many students had electronic devices such as computer or cellphone. After this analysis, the institution decided to start working through the following platforms, WhatsApp and zoom.

Regarding the English subject, along with the supervisor it was decided to work through WhatsApp by creating a group for each grade (eighth and ninth grade) and sending a video and two activities per week; concerning the primary grades (third and fourth grade) it was stated to work on worksheets and short videos weekly.

## **CHAPTER II**

### **RESEARCH COMPONENT**

#### **Introduction**

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

### **Justification**

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a analytical gaze about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

### **Problem**

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of

the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

*How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?*

*How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?*

## **Objectives**

### **General objectives**

- Implement reflection as a transforming pedagogical tool processes of integral practice.
- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

### **Specific objectives**

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- Identify and analyze the strategies that students used in their pedagogical practice.
- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.

- Analyze the beliefs that have on the work teacher and student questions.

### **Conceptual framework**

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

### **Teaching Profession**

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, i.e. teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

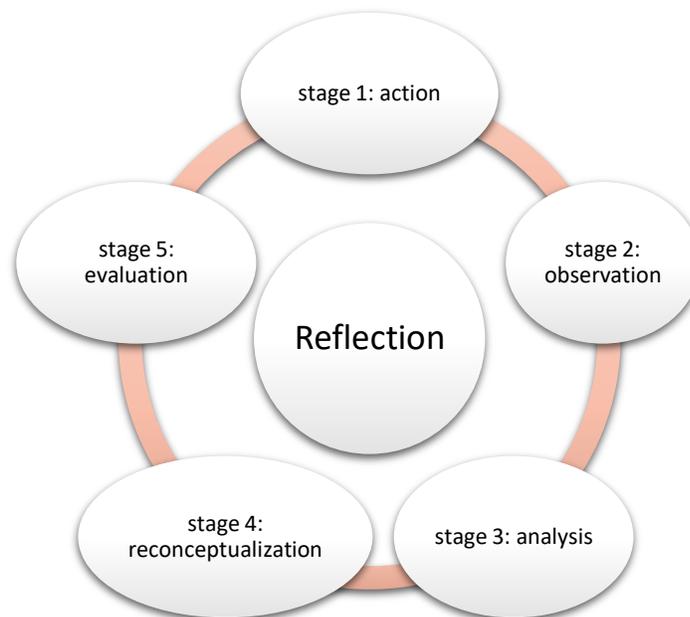
## Reflection

Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

### Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructura de la situación".

The steps of the reflection process as the process appears at the following scheme:



*Figure 5. Stages of reflection*

### **As a thematic reflection**

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

### **Reflective practice**

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999)

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

On a second level, porta reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed ..

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

## **Pedagogical practice**

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

### **Academic practice**

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

### **Practice of social efficiency.**

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

### **Development**

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

### **Social reconstruction**

Reflexion objective aims at the social, economic and politic contex; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

## **Generic**

Programs refer to a generic reflexion, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

## **Activators of reflexion**

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

## **Critic element on reflective thinking**

This element of the reflective thinking makes reference to “all moral and ethical aspects of the compassion and social justice” such as Sparks-Langer and Colton 1991:39 suggest.

These authors established knowledge classification categories

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

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking included in the present study as an instrument This relates to

the narrations of the teacher, to encourage the stories of their experiences in the classroom that are pursued in many forms and fulfil diverse functions in subjectivity, and in the construction of subjectivity. This component includes teaching journals in which writing triggers the development of the teacher's reflective thought, about his or her practical, objective, subjective and intersubjective experiences.

## **Methodology**

The main thrust of the proposed methodological strategy is continuous reflection, which also includes the holding of meetings to strengthen the practice community as an initial forum for addressing educational and labour issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

For the collection of data in this project, the following instruments are proposed:

### **Workshops of reflection**

The workshops of reflection have as fundamental purpose to guide the process of reflection of the students-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

### **Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives for solving the educational problems of their teaching practice.
- Socialize criteria, share ideas and guidelines to take on their pedagogical practice.
- Effectively qualify, facilitate and insert the educational institution.

### **Data sheet for self-observation**

The purpose of the self-observation card is to guide the student-practitioner towards a perspective proper to his/her practice as a teacher and his/her role in the classroom and in the environment of the educational community of which he/she is a part.

### **Narrative**

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

### **Records of the class**

Have evidence of student-practitioner performances in the classroom, it will allow reflection on different aspects of the process of teaching/learning foreign languages which

may or may not have been taken into account by the teacher in training in his or her reflective exercise. These records will allow an external and constructive look at their pedagogical practices.

### **Context**

The city of Pamplona, founded in 1549, is the oldest city in the North Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities during the colonial period, it has been the center of confluences and religious influences throughout its history it welcomed a large number of religious communities, among which we can mention:

the Franciscan community, las hermanas clarisas; los hermanos de san Juan de Dios, la compañía de Jesús, la comunidad la sallista , likewise, female religious communities : hermanas de la presentación, hermanas bethlemitas, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values . It is in this geographical context that this study is located, which has the school as an agency in which school actors develop: PLEX practitioners.

The school is understood as a specific educational community that as an organ is responsible for the institutionalized education, that is, the school is the place where the education is carried out, where the education is carried out and where the education is ordered.

Today, the school is considered the way of life of the community, that is to say, the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their skills for the benefit of both society and their own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school itself takes its organization.

School is an organ of society, a social institution designed, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfils specific functions, including:

#### Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

### **Instructive Function**

The instructional function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which is required for the functioning of the labour market. It tries to ensure that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

#### Educational function

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks down the barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

### **Population**

The total population of this study is made up of thirteen students in the tenth semester, trainees in the English French Foreign Language Program of the University of Pamplona.

#### **The direct beneficiary population:**

Teachers in training, Professors Supervisors, Student Community of the Integral Practice Implementation Centers

#### **indirect beneficiary population**

It is composed of the teaching community of the Foreign Languages Programme,



*Recordings*: another important instrument was to record forty-five minutes of a class in which the cooperative teacher will analyze the elements presented on it and will give a feedback about how to enhance some aspects of the teaching process. Unfortunately, this instrument could not be carried out taking into account that the pre-service teacher was no longer teaching in an educational setting.

### **Conclusions**

The following conclusions will be divided into two different parts. Firstly, we will answer the following question: How does the implementation of the reflection contribute to the transformation of your practice? then, we will focus on the reflection workshops, the narratives and the self-observation sheets, finally I will present a reflection about the teaching experience. (face to face classes and online classes)

#### **PART I**

The practice process is not only about sharing our knowledge in a classroom, it goes beyond of a grammar or a vocabulary lesson, it is about understanding what happens not only inside the classroom but also outside the classroom, besides this process requires to face several challenges in order to learn certain things that we will not learn in a theoretical way.

During the practice process, we as pre-service teachers confront a variety of unknown challenges for which we still do not know how to react, that is why sometimes we become self-conscious to carry out certain activities due to the negative results that we have had on certain occasions or the bad reception by some students; occasionally, this decision makes our life easier but what we do not know is that through these situations we can enhance our

abilities as a future teachers. These factors make the practice a tedious process but at the same time a great learning process, bearing in mind that through all these situations we can find solutions by analyzing what causes this problem.

Now, on the one hand, the implementation of reflection has not only made us learn how to improve our skills but has also made us face in a different way the situations that we live with every day in a classroom. It is precisely at that moment when we understand a little more deeply the characteristics of being teacher and the true role of them in an educational setting.

On the other hand, the development of these activities has allowed us to focus not only on teaching certain subject but also on the factors that avoid achieving the class objectives, some factors such as, lack of motivation, personal problems, indiscipline, emotional problems and all that little pieces that we often believe are not linked to the learning process.

Following a timeline, we will emphasis on the different aspects related to the teaching process in both ways. (face-to-face and online way)

As many of us are already aware, teaching and learning a second language in a public school Is not an easy task to do, for several years there have been a variety of shortcomings which have not been removed from the educational setting and which avoid students to achieve the goals of the school year. All this information that was previously known could be confirmed when I first started the practice, specifically during the two weeks of institutional observation in which, aspects such as methodology, planning, language level, materials and everything else that involves the teaching process were observed.

First of all, it was hard to adapt our methodology to the students' learning style, we as students of the University of Pamplona had a learning process in which we were taught different ways of teaching a class but none of them matched to the one of the educational institution in which I am developing the practice process; the students of this institution do not use the second language to communicate and therefore do not understand when the teacher uses it, for this reason the development of the class occurs 80% in the mother tongue and 20% in the second language, which is basically greeting in English, prayers and some commands already memorized by them; however, this is not enough because they are conditioned to not use the second language so, when a teacher uses the second language to explain an activity, they do not understand, just like it happened in my first class when I asked the students to introduce themselves (name and age), many of them did not know how to say their age in English and others chose to say that they did not want to do it; being this the simplest activity, I knew that I could not realize everything I had thought for this practice process.

considering the above, it is important to mention that interaction with students occurs only in Spanish, they do not understand the instructions given in English and neither do they ask in English, which has been even more frustrating because as future English teachers we want to use the English language in the classroom.

Continuing with this brief description about the school environment, we can move on to the methodology; in a public school any class lasts around 55 minutes, a time that we would think is enough to teach a verbal time, vocabulary or to develop a sequence in which we can have a warm up, an opening, a main activity, a closing activity and a task but

unfortunately it does not happen. We as pre-service teacher have to plan different classes, in which we place all the elements mentioned above which have never been developed in a single class. According to the experience during the first classes it was necessary to make some adjustments to the planning as follows: dividing one planning for two classes in order to complete a sequence, it means in one class there was a warm up and a main activity, then in a second class we complete the planning with a practice activity and an evaluation, however implementing this strategy sometimes was not enough, usually because a lot of time is spent at the beginning of the class in the following way, first of all a prayer is carried by the teacher, then the teacher takes the attendance and check if all the students brought the English dictionary for the development of the activities, this takes about 15 minutes without leaving aside the indiscipline that is generated during this process, that is to say, the class has to be developed in approximately 40 minutes. All these aspects give us an idea about why the majority of students finish their school process without achieving the objectives stipulated by the Ministry of Education regarding the learning of a second language.

It is also important to highlight that the institution is equipped with a variety materials for the development of the classes, nevertheless this material is often not used by the teachers and neither by the students, the educational institution has a library in which students can find books, (English please) English dictionaries and samples of different books that have been donated to the institution, likewise each classroom has a video beam.

The problem of using some of these tools is that they generate a type of indiscipline in the classroom and make the activity you want to do take longer than it was planned, that is

why teachers usually decide to work with small groups to develop certain activity or they just give them photocopies with some texts related to the topic they are learning.

In general, the experience of teaching face to face was very enriching and helped me to understand deeply this profession; unfortunately, it was a process that could not be fully implemented due to the emergency (covid-19) we are currently facing, which led us to change from face to face classes to online classes.

## PART II

In the next chapter we will find everything related to the changes that have been presented since online classes started.

firstly, it is important to talk about the economic situation of many students who belong to this educational institution, most of them come from low-income families, who do not have an extra budget to acquire the essential elements to take online classes, such as a computer or smartphone and internet access to receive and send their homework, there are some students that have electronic devices but no internet access, besides some students live in rural areas and do not have access to the material they have to develop, which delays them in their learning process.

In addition, ever since the online classes started, it was recommended to be flexible when grading the students (academic flexibility) taking into account the different factors mentioned above; notwithstanding some teachers do not follow those suggestions causing low results for some students.

On the other side, we find teachers challenges, many teachers in public schools do not have enough knowledge to use the online platforms that are booming today, which has caused them to increase their work by researching how to use them and be able to offer a class to their students. In the same sense, we find another challenge and it is the credibility of the students' work, both students and parents want to get good results and choose to look for help on the internet or help from a person who have knowledge of the subject and so do the homework correctly for them, I think there is nothing wrong with looking for this kind of help, the problem is that students do not study the information, they just write exactly what they found on the internet or write what other people tell them without having understood the topic at all, all this can be evidenced through a comparison between their results in the face to face classes with the results of the online classes.

All the information is based on the experience I have had during the last 3 weeks of online classes, which has also been a challenge for the pre-service teachers because, many of us do not know exactly how to use the different platforms that are being adopted by the institution. Nonetheless, teaching an online class through platforms such as Google meet or zoom has not yet been possible due to the elements mentioned above such as lack of electronic devices or internet access. Therefore, the administrative staff decided to work through phone calls and WhatsApp; in the last, teachers send workshops, videos and any other information that will help the students to understand a new topic, after that students develop their homework at home, take a picture of it and send it to their teachers.

## **CHAPTER III**

### **OUTREACH COMPONENT**

#### **AWARENESS OF THE ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN THE CITY OF PAMPLONA**

##### **Presentation**

When reading this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of Integral Practice, and to sensitize students of the elementary school to the basics of the foreign language, English.

It presents in the first instance, the justification, the objectives of the project, its characterization and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the population to be benefited, the timetable and the budget estimate table to be prepared by each participant are presented below.

Participating in world policies in the academic, cultural and economic fields, motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions for the personal and social development of the country.

In the basis of promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004. The main objective of which is to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening. This is how the Ministry has been implementing a wide range of strategies at the various levels of education with a view to achieving this goal, a clear example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities and language centers. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

Regarding the primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, seen as a public training institution for trainers and more specifically the Bachelor's Degree Program in Foreign Languages English-French, has come close to the reality facing the primary school in the city of

Pamplona as regards the National Bilingual Policy. Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

Recognizing this reality and the problems it generates, the present proposal of social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the English-French Foreign Language Degree Program into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

Government policies identify the problem, but their attention is not covered by legislation, effective support is needed, for the specific case, by trainers in the area of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

### **Justification**

The learning and acquisition of a foreign language, allows to be at the forefront of the own needs nowadays the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's schooling so that when they complete their basic education cycle they have a basis for continuing this learning in secondary education, vocational secondary and higher education, so as to more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

The realization of this project benefit both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university training process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

## **Objectives**

### **General Objectives**

The implementation of this social extension project by the Bachelor's Degree Program in English-French Foreign Languages of the University of Pamplona is aimed at the following objectives:

- To meet the needs of the children of the primary school in the city of Pamplona.
- To integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona.

### **Specific objectives**

In order to have a better understanding the issues raised above, this proposal will seek to:

- To familiarize the child of the primary school of Pamplona with fundamental knowledge of English.
- To involve students of the Degree Program in Foreign Languages English-French in the processes of teaching English in the primary school of the city of Pamplona.
- To link the training of students of the Bachelor's Degree Program in Foreign Languages English-French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

## **Typology of the project**

This is a formative project, disciplined in the area of curriculum; open to institutions where the Integral practice is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

## **Contribution Lines**

- Contribution to academic training in the field of foreign languages.
- Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)
- Projection to the school community at university and program level

## **Theoretical framework**

### **Language teaching**

International linguistic policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly in different contexts. The learning of a foreign

language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

### **National Program of Bilingualism**

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

### **Bilingualism**

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

## **The teaching of English in primary school**

According to Yesser A, & Chacon C, (2011) The acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual, as well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions, is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences

constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

### **Why learn LE in primary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and McLaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start foreign language study at school tend to achieve more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.

- Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of each individual. Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

### **Introduction**

This project aims at implementing playful games inside and outside the classroom as a strategy to teach elementary vocabulary, then using a variety of games promotes the use of the language in different contexts before, during and after the activity (Wright, Betteridge, & Buckby, 2005).

Besides, the acquisition of new vocabulary is linked to other skills such as speaking, listening, reading and writing. Thus, the implementation of playful games will enhance students' English level due to the different ways in which they can be worked. It is important to mention that the development of linguistic and communicative competences

will increase at the same time bearing in mind that the use of playful games for language teaching arouse students' interest to some topics that they might not find very attractive. In the same sense Hanghøj, T. (2011) states that through games students improve social, communicative and scenarios competence, which means that, students will actively participate during the class and improve their English vocabulary.

### **Justification**

Nowadays in Colombia, public educational institutions in primary education do not have a teacher to guide the learning of the English language, this is why many students struggle a lot when they are in higher grades. In primary school occurs first contact with the English language, that is why its teaching must be even more appropriate, because this will be the main basis of its development

According to the observation made, it is necessary to state that in primary schools it is necessary to have a teacher who knows this language and how to teach it, as it is well known that the teacher who teaches English in these schools, is the same teacher who teaches mathematics, Spanish, sports, biology and other subjects that are stipulated for the school year.

On the other hand, we must not underestimate the hard work that a primary teacher does, regrettably the knowledge of the English language is very low due to the lack of preparation, For this reason it is important that there be a change in relation to the process that is taking place.

## **Objectives**

### **General objective**

- To implement playful games to teach English vocabulary in primary school

### **Specific objectives**

- To design didactic and colorful material to encourage students to practice English as a foreign language.
- To encourage students to practice English vocabulary through playful games

## **Methodology**

The execution of the workshops proposed for primary grades at Guillermo Cote Bautista high school could not be implemented because of the changes caused by the health emergency (covid19), being the most significant the shift if modality, that is why both methodologies will be explained.

During the first two weeks of face to face classes the pre-service teacher had the opportunity to work with third and fourth grade students regarding the topics of the first period of the school year. Through this classes the pre-service teacher and students worked on videos, a workshop and a final test of the topics.

Regarding virtual classes the pre-service teacher was in charge of creating some worksheets and videos to learn the different topics; for its development a WhatsApp group was created to send the information and to receive students' homework as well as to clarify students' doubts.

### Pre-service teacher schedule

#### *Face to face classes*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12.30-1.20pm					
1.20-2.10pm		3 <sup>a</sup>			
2.10-3pm					
3-30pm	Break				
3.30-4.20pm		3C		3B	
4.20-5.10pm	4A				

## Conclusions

The teaching process of the English language in primary public schools has been affected by the lack of an English teacher in the classroom, nowadays there is only one teacher in the classroom who is in charge of teaching every single subject during the whole year including the English language, those primary teachers have been teaching the English language for a long time and during this process many questions and doubts emerge and sometimes many of them are not clarified by the teacher which provoke the creation of wrong definitions or wrong conclusions related to certain topics of the English language.

We as pre-service teachers could evince how wrong previous knowledge affect the learning process of the English language, most of the students do not have clear definitions about certain rules or sometimes they just simplify the information creating misunderstandings which make the process even harder. Based on that it is highly important to be aware about the process they have had and create strategies to remove false conclusions along with new concepts related to the use of the English language.

## Online activities

Type of material	Description	Topic	Course	Link
Workshop	Vocabulary about the alphabet	The alphabet	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1CIyR5Y">https://drive.google.com/open?id=1CIyR5Y</a>

Workshop	Activities about numbers from 1 to 100	The numbers	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1PCF">https://drive.google.com/open?id=1PCF</a>
Workshop	Vocabulary about classroom objects	Classroom objects	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1GmI">https://drive.google.com/open?id=1GmI</a>
Workshop	Activity about family members	Family members	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1mhM">https://drive.google.com/open?id=1mhM</a>
Workshops	Activity about emotions	Emotions	4th grade A	<a href="https://drive.google.com/open?id=147rG">https://drive.google.com/open?id=147rG</a>

## **CHAPTER IV**

### **ADMINISTRATIVE COMPONENT**

#### **Introduction**

Being a teacher requires a set of characteristics in both, the educational field and out of it, that is to say that the teacher not only shares his knowledge on a subject, but also becomes a guide to the daily situations that happen in the institution, solving problems between students, personal problems, family problems that affect the learning process of the student.

That is why, one of the duties of the practitioners is to remain in the institution, as well as an opportunity to interact with the different administrators and teachers of the institution. The Guillermo Cote Bautista High School during its scholar year, has prepared a series of events focused on enriching students' learning, events related to the environment, the use of new technologies, languages, science, among others of which, the practitioner will have the opportunity to help during its development.

#### **Objectives**

##### **General objective**

- To get involved in the different events and activities prepared for the scholar year

### **Specific objectives**

- To be part of the activities proposed during the school year
- To support teachers and students during the creation and development of events

### **Methodology**

The educational institution has created a series of events and activities for the scholar year, from which the pre-service teacher will have the opportunity to participate, contributing with his knowledge and ideas for its development. On the other hand, she will have the duty to grade the assessments, notebooks and homework, as well as the availability to give tutoring when she is not in the classroom, which means that he or she must remain in the institution throughout the whole day (6.30 am-12.40pm)

### **Chronogram of institutional activities and events**



### Chronogram

The following chart contains the activities in which the pre-service teacher took part

Activity	Purpose	Date	Evidences
Academic meeting	To give a feedback about teachers' performance during the first week of the school year		No photos

Interclases	To promote sport activities		Photo
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## **Institutional events and activities**

### **Interclases**

This event is held every year in order to promote sport and physical activity, as well as the inclusion of another relevant topic, this year teachers decided to work with a theme related to Greek mythology. The methodology to carry out this event is the following: each grade of the educational institution both primary and secondary will represent a country with the purpose of playing a football tournament, besides each group has to choose a man and a woman to represent its team during the opening event, such representation must be linked to a god or goddess of the Greek mythology. After the inauguration, three different categories will be created so that everyone is at the same level of abilities, at the end of the tournament there will be one champion and one runner-up per category.

### **Language day**

During this event, students of the educational institution make presentations related to the use of the Spanish language, such as history, important characters, performances, as well as the presentation of stories written by themselves.

The people in charge of this event are Spanish teachers, who decide which activities or

presentations should be presented that day, however, it is important to clarify that the rest of the teachers are also part of this event and their collaboration is very valuable.

### **Man's day and women's day**

these events are held on different days, but their methodology is the same, for example, on Women's Day a recognition is made to all women on behalf of men, they bring a small gift, and women do exactly the same.

### **Conclusion**

According to the events in which the pre-service teacher had the opportunity to participate such as, flag-raising and interclasses. It is possible to conclude that not all the events are perceived as significant as they seem, that is to say that some teachers do not get involved as they should in all the events stated during the school year. Based on the participation during these three events it was possible to conclude that teachers are not interested on extracurricular activities, they prefer to invest their time grading homework, preparing classes, some of them just choose to not be part of an event which make us realize that sometimes this type of events are not essential.

Nevertheless, there are some extra activities like academic meetings or teachers' meetings in which the participants expose problematics or situations that disturb the learning and teaching process, sometimes those meetings aim at sharing important information regarding the educational setting and so on.

To sum up, extracurricular activities should not be mandatory in some cases, such as celebrations or special days of the year, instead the educational institution should create their own special days linked to their requirements.

## Annex

### Annex A. Pedagogical component

#### Workshops

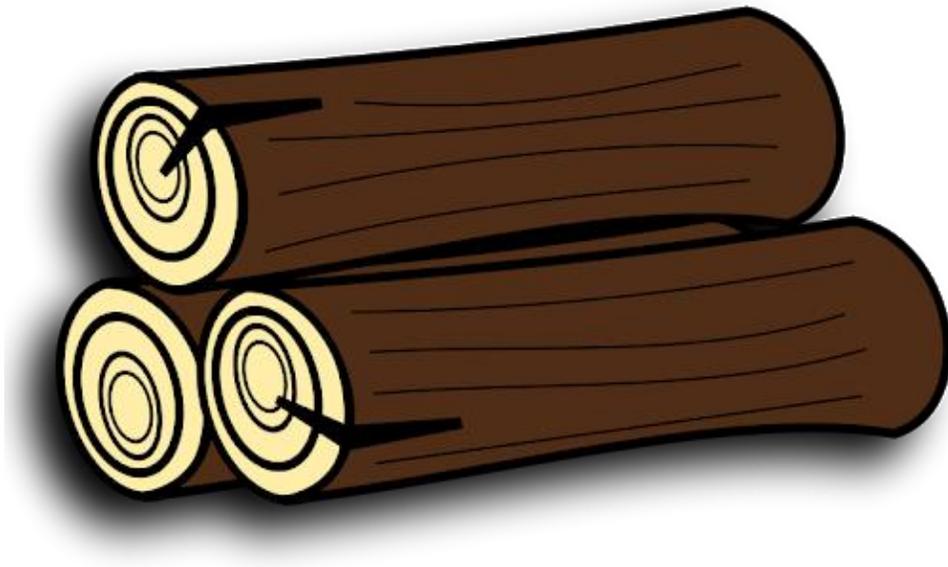
<b>GROUP</b>	<b>LEVEL</b>	<b>DATE</b>
8.C	A.2	
<b>LINGUISTIC OBJECTIVE</b>	<b>COMMUNICATIVE OBJECTIVE</b>	<b>SOCIOCULTURAL OBJECTIVE</b>
To learn the use of simple past  To learn the irregular and irregular verbs	To talk about their childhood	To talk about typical activities people do in their free time
<b>TASK</b>	<b>MATERIALS</b>	<b>TOPIC</b>
	Board  Markers  Images  Text  Worksheet	Past simple  Regular and irregular verbs

<b>STAGES</b>	<b>SKILLS</b>	<b>DESCRIPTION</b>
<b>Introduction of the project</b>		<p>The teacher is going to greet the students, she will start to explain that they are going to work on a research project that aims at enhancing reading comprehension through short stories as well as the acquisition of new vocabulary. Then, the teacher is going to mention that she is going to work with all the students but she needs a specific sample to gather data. Finally, she will ask the students if they want to know something else about the project.</p>
<b>Pre reading activity</b>		<p>The teacher is going to paste on the board a set of images that are linked to the story they are about to read to read, she will ask the student to imagine what is happening according to the images, it means, to imagine what is going on with the characters, what are they doing? What will be the possible ending in the story and</p>

		so on. After that, they are going to write down they unknow words. ( <i>annex 1</i> )
<b>While reading activity</b>	Reading	Students are going to work on a short story entitle <b>growing up</b> in which they have to fill the gaps using past verbs (regular and irregular), in order to complete and understand what the story is about. ( <i>annex 2</i> )
<b>Post reading activity</b>		in this part, students are going to answer some personal questions about their childhood, similar to the information they found in the text ( <i>annex 3</i> )



**Wood, fire**



**Wood**



**Tent, friends, bag pack, trees, camping, grill**



## Lake, fish, fishing

### Growing up

Growing up, my brother and I \_\_\_\_\_(be) together all the time, but when we \_\_\_\_\_(grow) up, the only time we \_\_\_\_\_(have) time for each other was when \_\_\_\_\_(go) camping. We \_\_\_\_\_(drive) for miles into the woods. We \_\_\_\_\_(wear) our walking shoes and jeans. My oldest brother \_\_\_\_\_(take) us down the path, where we \_\_\_\_\_(run) down to a place by the lake. We \_\_\_\_\_(put) up the tent and \_\_\_\_\_(go) down to the lake. We \_\_\_\_\_(swim) and \_\_\_\_\_(catch) fish for dinner. As soon as we

got back to camp, we \_\_\_\_\_(make) a fire. My eldest brother \_\_\_\_\_(teach) me how to start a fire when I was twelve.

We\_\_\_\_(put) the fish on a grill on the fire and then \_\_\_\_\_ (sit) around it to keep warm. We \_\_\_\_\_(tell) jokes and \_\_\_\_\_ (speak) about all the things we did when\_\_\_\_\_(be) children.

When the fish\_\_\_\_\_(be) cooked. We\_\_\_\_\_(stand) and \_\_\_\_\_(get) a plate. We\_\_\_\_\_(eat) the fish and \_\_\_\_\_(drink)the Pepsi, we \_\_\_\_\_ (bring) with us. After dinner, we \_\_\_\_\_ (throw) more wood on the fire.

## 1. Questions

1. When they grew up, they\_\_\_\_\_
  - a. moved to another city
  - b. watched TV together
  - c. went camping
  
2. when they went to the lake, they\_\_\_\_\_
  - a. swam together
  
  - b. swam and caught fish for dinner
  
  - c. swim and catch fish together
  
3. when he learnt how to start a fire, \_\_\_\_\_
  - a. he has twelve years old
  - b. he was twelve years old
  - c. he had twelve years old
  
4. after camping, they ate \_\_\_\_\_

5. what did you like most about the story? (¿qué fue lo que más te gustó de la historia? Escriba al menos tres renglones)

<b>GROUP</b> 8.C	<b>LEVEL</b> A.2	<b>DATE</b>
<b>LINGUISTIC OBJECTIVE</b> To learn how to use the modal verb <b>might</b>	<b>COMMUNICATIVE OBJECTIVE</b> To talk about their free time activities	<b>SOCIOCULTURAL OBJECTIVE</b> To talk about typical activities people do in their free time
<b>TASK</b>	<b>MATERIALS</b> Board Markers Images Text Worksheet	<b>TOPIC</b> Modal verb: <b>might</b>

<b>STAGES</b>	<b>SKILLS</b>	<b>DESCRIPTION</b>
		The teacher is going to greet the students, she is going to ask them to work

		in pairs in order to practice the modal verb might
<b>Pre reading activity</b>		The teacher is going to paste on the board a set of images that are linked to the story they are about to read, she will ask the student to describe or to guess the action in each picture. ( <i>annex 1</i> )
<b>While reading activity</b>	Reading	Students are going to work on a short story entitle <b>sleepy cat</b> in which they have to identify the modal verb might, then they have to translate the story. ( <i>annex 2</i> )
<b>Post reading activity</b>		in this part, students are going to answer some questions about the story ( <i>annex 3</i> )

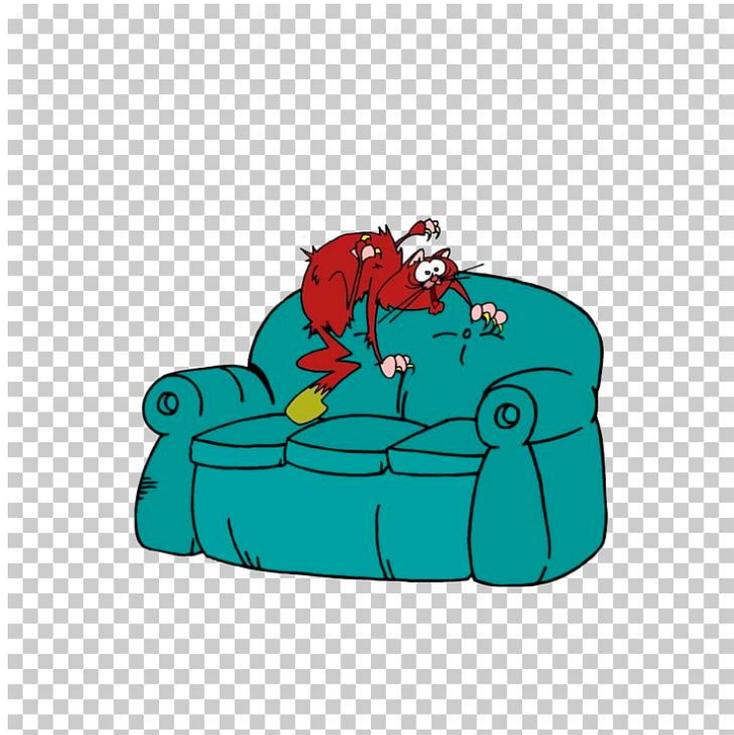
**What is the cat doing?**



What is the cat doing?



What is the cat doing?



### What is the cat doing?



### Sleepy cat

Chris and Jean are at home relaxing on the front porch.

“Have you seen the cat?” asks Jen, looking around.

“No, I don’t know where he is!” replies Chris. “He might be eating his food.”

“No,” says Jen, “I checked in the kitchen. I guess he might be in the living room playing”

Chris jumps up from his chair. “Oh, no!” she shouts. “Then he may be scratching the furniture! He might ruin the couch!”

“well, I don’t hear him scratching anything,” says Jen. “He might not feel like staying in the house now. He might be having an adventure out in the yard, exploring!”

“Oh, look!” says Chris. “I’ve found him curled up on our new pillow! He might be having an adventure all right, but only in his dreams!”

### Questions

1. who are Chris and Jean?
2. What is happening in the story?
3. What was the cat doing?
4. Rewrite the story changing the affirmative sentences into negative sentences (might not)

<p><b>GROUP</b></p> <p>8.C</p>	<p><b>LEVEL</b></p> <p>A.2</p>	<p><b>DATE</b></p>
<p><b>LINGUISTIC</b></p> <p><b>OBJECTIVE</b></p> <p>To practice the use of regular and irregular verbs</p> <p>To practice the modal verb could</p>	<p><b>COMMUNICATIVE</b></p> <p><b>OBJECTIVE</b></p> <p>To talk about abilities</p>	<p><b>SOCIOCULTURAL</b></p> <p><b>OBJECTIVE</b></p> <p>To talk about famous athletes</p>
<p><b>TASK</b></p>	<p><b>MATERIALS</b></p> <p>Board</p> <p>Markers</p> <p>Images</p> <p>Text</p> <p>Worksheet</p>	<p><b>TOPIC</b></p> <p>Past simple</p> <p>Regular and irregular verbs</p> <p>Modal verb: <b>could</b></p>

STAGES	SKILLS	DESCRIPTION
<b>Pre reading activity</b>		The teacher is going to paste on the board some pictures of the characters of the story. They are going to describe each of them by telling their abilities ( <i>annex 1</i> )
<b>While reading activity</b>	Reading	Students are going to work on a short story entitle. <b>The tortoise and the hare</b> , they have to read it and highlight the regular and irregular verbs and the modal verbs they find.  ( <i>annex 2</i> )
<b>Post reading activity</b>		in this part, students are going to answer a set of questions according to the story they read. ( <i>annex 3</i> )

### **The tortoise and the hare**

Once upon a time, there was a tortoise that enjoys taking walks around the lake. While walking one day, the tortoise met a speedy rabbit. “I think slow-movers should not use the road” said the rabbit laughing” “the road is for everyone” said the tortoise. “I’ll tell you what” challenged the rabbit “let’s have a race” the tortoise agreed and they decided to run to the other side of the forest.

The next day, all the animals gathered to watch the race, the race started and the rabbit ran ahead...

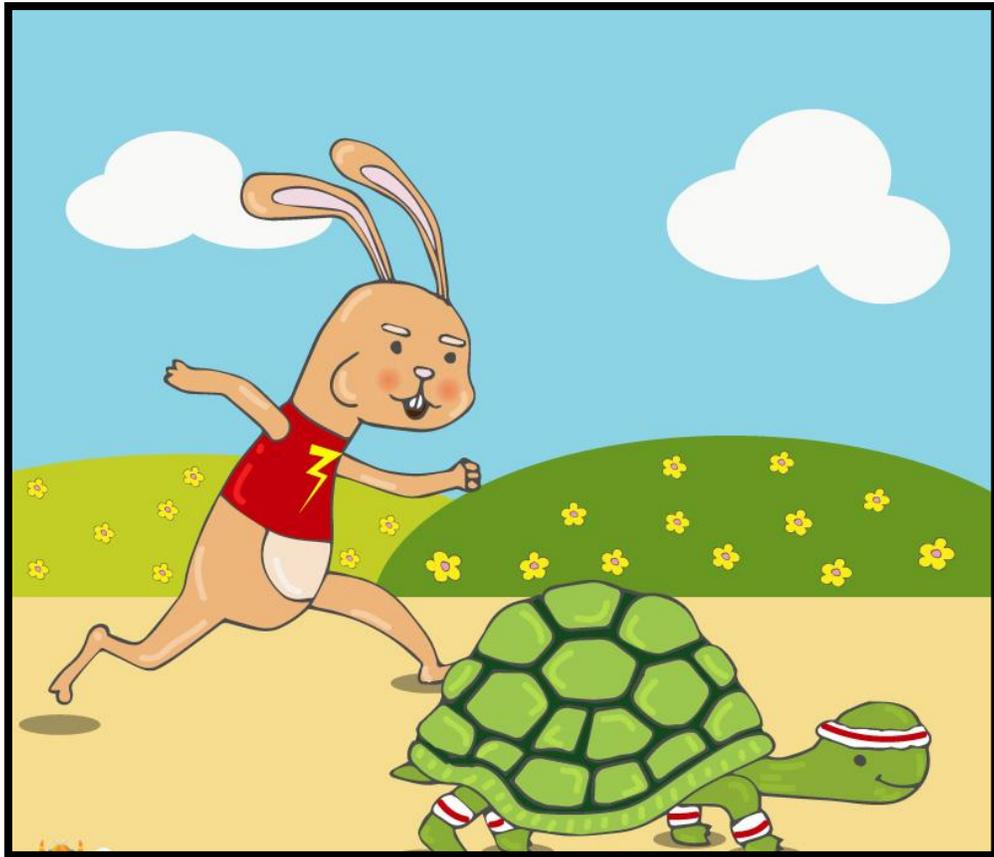
After running for a while, the rabbit noticed carrots beside the road. “Oh, my favorite, I didn’t have breakfast today” said the rabbit. After eating the carrots, the rabbit felt full and sleepy. “I am going to have some rest; the tortoise is still too far from me” said the rabbit.

Meanwhile, the tortoise was focusing on the road, he never stopped. Sometime later the hare awoke from his sleep. He decided to run again. He started to skip, jump and dance.

Suddenly, he stopped and couldn’t believe his eyes: the tortoise was almost at the finish line! “That’s impossible!” cried the rabbit. He tried to run but couldn’t because he was full and couldn’t go so fast. The tortoise crossed the finish line and won the race. The tortoise

looked at the rabbit and said: “slow but steady wins the race”







### Questions

1. Describe the main characters of the story
2. Write three abilities for each character
3. What happened at the beginning of the story?
4. Explain what was the rabbit doing during the race
5. Do you think it was fair that the winner was the turtle? Why?

### Planning

	<b>INSTITUCION</b>  <b>EDUCATIVA</b>  <b>GUILLERMO COTE</b>  <b>BAUTISTA</b>  <b>TOLEDO N. S.</b>  <i>Resolución de</i>  <i>aprobación No.</i>	<b>AREA:</b> <u>HUMANIDADES</u> <b>ASIGNATURA:</b> <u>INGLÉS</u> <b>GRADO: _8AC PERIODO _1_ AÑO 2020</b> <b>FECHA DE INICIO</b>  <b>DOCENTE: <u>Claudia</u></b> <u>Patricia Suárez Acevedo</u>

	<p>04978 de nov 14 de 2018</p> <p>DANE 15482000011 NIT. 890505188-3</p>	
	<p><b>PLAN DE AULA</b> versión 2020</p>	

1. EJE TEMATICO: **FUTURE WILL/GOING TO TENSES**
2. **OBJETIVO Reconocer las estructuras de los tiempos futuros para describir acciones que sucederán en un futuro.**
3. REFERENTES DE CALIDAD

<b>MATRIZ DE REFERENCIA</b>	<b>DERECHOS BASICOS</b>	<b>COMPETENCIA</b>	<b>ESTANDAR BASICO</b>	<b>TRANSVERSALIDAD</b>	<b>LOGRO PROMOCIONAL</b>
	Solicita y brinda información sobre experiencias y planes de manera clara y breve.	Comunicativa: lingüística, pragmática y sociolingüística	Escribo narraciones sobre experiencias personales y hechos a mi alrededor.	Expresar mediante una historia corta las acciones futuras que realizará a largo y corto plazo.	Comprende de adecuadamente los tiempos futuros en todas sus formas para describir

					planes o acciones futuras.  Lee y comprende textos cortos utilizando el tiempo futuro.  Emplea las expresiones de tiempo en el tiempo futuro.
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4. ACCIONES DENTRO DEL AULA

<b>CONTENIDO TEMATICO</b>	<b>ACTIVIDADES PEDAGOGICAS</b>	<b>TIEMPO</b>	<b>RECURSOS</b>	<b>SEGUIMIENTO Y ESTRATEGIAS</b>
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				<b>DE EVALUACION</b>
<b>FUTURE SIMPLE (WILL) TIME EXPRESSIONS</b>	<p>Se realiza el saludo, oración, toma de asistencia e información general.</p> <p>Se muestra un video en el cual se exponen diferentes situaciones cotidianas que desencadenan un resultado, los resultados de estas situaciones se mostrarán al final de la actividad, los estudiantes tendrán que</p>		<p>Tablero.</p> <p>Cuaderno de apuntes.</p> <p>Videos imágenes lecturas</p> <p>Diccionario</p> <p>s</p> <p>Guías de trabajo</p>	<p>Participación en clase.</p> <p>Desarrollo de actividades.</p> <p>Trabajo en clase y participación.</p> <p>Desarrollo de las actividades de clase.</p> <p>Responsabilidad con el desarrollo de actividades y trabajos en los tiempos estipulados.</p> <p>Desarrollo de competencias.</p>

	<p>deducir el desenlace de cada situación, es decir, predecir un final que luego será comparado con el final del video. El propósito de esta actividad es introducir el futuro simple de materia implícita.</p> <p>Se realiza una dinámica corta para hacer un repaso de los verbos que se han trabajado hasta el momento</p>			<p>Autoevaluación</p> <p>.</p> <p>Cumplimiento del pacto de aula.</p> <p>Evaluación escrita del tema</p>
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	<p>Se presenta la temática del futuro simple con sus usos, estructuras y ejemplos.</p> <p>Se desarrolla un taller en el cual los estudiantes practicarán las diferentes formas del futuro simple (positiva, negativa interrogativa)</p> <p>Se emplea una serie de imágenes para introducir las expresiones de tiempo que se usan cuando hablamos de</p>			
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	<p>acciones futuras, para el desarrollo de esta actividad, los estudiantes trabajaran en pequeños grupos, cada grupo tendrá imágenes diferentes que luego serán presentadas al resto de la clase, explicando el uso de cada una de estas.</p> <p>Se realiza una actividad de escucha usando un video sobre el futuro simple y las expresiones de</p>			
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	<p>tiempo, los estudiantes tendrán que responder una serie de preguntas de respuesta múltiple de acuerdo a la información que ellos escuchen.</p> <p>Se desarrolla diferentes actividades de lecturas cortas sobre situaciones actuales tales como, la salud, el medio ambiente, la educación entre otros. Así mismo, el desarrollo de</p>			
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	<p>actividades de escritura.</p> <p>Se realiza quiz del tema.</p>			
<p>FUTURE SIMPLE (GOING TO)</p>	<p>Se realiza el saludo, oración, toma de asistencia e información general.</p> <p>Se muestran un video sobre los participios pasados de los verbos como repaso para este tema. Además, se muestra un video sobre la estructuración del tema de pasado perfecto.</p>	<p>15 horas</p>	<p>Tablero.</p> <p>Cuaderno de apuntes.</p> <p>Videos</p> <p>Libros</p> <p>English please</p> <p>9</p> <p>Diccionario</p> <p>s</p> <p>Guías de trabajo</p>	<p>Participación en clase.</p> <p>Desarrollo de actividades.</p> <p>Trabajo en clase y participación.</p> <p>Desarrollo de las actividades de clase.</p> <p>Responsabilidad con el desarrollo de actividades y trabajos en los tiempos estipulados.</p>

	<p>Se presenta la temática del pasado perfecto con sus usos, estructuras y ejemplos. Se realiza ejemplificaciones con la ayuda de los estudiantes.</p> <p>Se desarrollan actividades sobre el tema usando talleres y guías de trabajo individuales y grupales.</p> <p>Comprensiones de lectura, organización de oraciones,</p>			<p>Desarrollo de competencias.</p> <p>Autoevaluación .</p> <p>Cumplimiento del pacto de aula.</p> <p>Evaluación oral del tema.</p>
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	actividades del libro de trabajo english please entre otras.  Se realiza un quiz participativo del tema.			
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OBSERVACIONES

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DOCENTE

COORDINADOR

Report of the practicum activities (virtual modality)

Type Of Material	Description	Topic	Course	revised	Delivered	Link
Planning second period	This document contains a brief description about the activities that will be developed during the second period of the school year.	Future (Will/Going to)  Prepositions  Time expressions  Wh questions	8th grade	Yes	No	<a href="https://drive.google.com/open?id=1zS798Br7Jq1iNMcRNgrSDcQIv3QgdiDy">https:// drive.go ogle.com /open?id =1zS798 Br7Jq1i NMcRN grSDcQI v3QgdiD y</a>
Reading #1	This document contains four different reading exercise to practice	Past simple	8th grade	Yes	Yes	<a href="https://drive.google.com/open?id">https:// drive.go ogle.com /open?id</a>

	reading comprehensi on skills	Regular and irregular verbs				<a href="#">=1JY3Q</a> <a href="#">EH5IidD</a> <a href="#">W2LgS</a> <a href="#">XFr-</a> <a href="#">UstPD</a> <a href="#">mrBapF</a>
Reading #1	This document contains four different reading exercise to practice reading comprehensi on skills	Past simple  Regular and irregular verbs	9th grade	Si	Si	<a href="https://drive.google.com/open?id=1K7IZdO5Vjxai5C_lf1A4yzyxMW-KRhts">https:// drive.go ogle.com /open?id =1K7IZd O5Vjxai 5C_lf1A 4yzyxMW - KRhts</a>
Reading #2	This document contains four different reading exercise to	Prepositio ns  Past simple sentences	8th grade	Si	Si	<a href="https://drive.google.com/open?id=1ARyz2kTVLW_9rMj">https:// drive.go ogle.com /open?id =1ARyz 2kTVL W_9rMj</a>

	practice reading comprehension skills	Adjectives				<a href="#">ToO-UF22bMUrAbLn</a>
Reading #2	En este documento se encuentran 4 lecturas con preguntas de respuesta múltiple	Past simple sentences  Irregular verbs  Dates	9th grade	Si	Si	<a href="https://drive.google.com/open?id=1J5QxF4gEqjf0XBkq1kpiLcuSmwWVK2NX">https://drive.google.com/open?id=1J5QxF4gEqjf0XBkq1kpiLcuSmwWVK2NX</a>
Workshop	In this document we can find a set of activities related to the topics of the first period.	Simple past  Modal verbs  Can Must May	8 <sup>th</sup> grade	Yes	Yes	<a href="https://drive.google.com/open?id=1tSpJa7u25WGCg-9GpPgO">https://drive.google.com/open?id=1tSpJa7u25WGCg-9GpPgO</a>

	The purpose of this workshop is to prepare the students for their final exam.					<a href="#">won2fFf</a> <a href="#">qr3Xy</a>
Workshop	In this document we can find a set of activities related to the topics of the first period. The purpose of this workshop is to prepare the students	Regular and irregular verbs  Present, past and future simple  Present, past and future progressive	9th grade	Yes	Yes	<a href="https://drive.google.com/open?id=1XhM ONBkxk Zs6cU3 DLzTKJ BpeeMtn dE59">https://drive.google.com/open?id=1XhM ONBkxk Zs6cU3 DLzTKJ BpeeMtn dE59</a>

	for their final exam.					
8 <sup>th</sup> grade exam	Final exam  First period	Simple past  Modal verbs  Can  Must  May	8th grade	Yes	Yes	<a href="https://drive.google.com/open?id=1EI3tk6293NZiH3sZLcAeDtsYDHEdUBW2">https:// drive.go ogle.com /open?id =1EI3tk6 293NZi H3sZLc AeDtsY DHEdU BW2</a>
9 <sup>th</sup> grade exam	Final exam  First period	Present, past and future simple  Present, past and future progressive	9th grade	Yes	Yes	<a href="https://drive.google.com/open?id=14QjfgmzwgcqPs-gpK4ku6CacpnLQOqK0">https:// drive.go ogle.com /open?id =14Qjfg mzwgcq Ps- gpK4ku6 CacpnL QOqK0</a>

Workshop Special needs	this document contains a set of activities related to the topics of the first period accordin g to the needs of the students	Present, past and future simple  Vocabulary	9th grade	Yes	Yes	<a href="https://drive.google.com/open?id=1u-VqUcI24Cu0mw0R_c6ebSPMPI_Y_6B">https:// /drive.go ogle.com /open?id =1u- VqUcI 24Cu0m w0R_c6e bSPMPI Y_6B</a>
Exam 2	This document contains a set of activities related to the topics studied	Simple past  Modal verbs Can Must May	8 <sup>th</sup> grade	Yes	Yes	<a href="https://drive.google.com/open?id=1anakCINRAsogUE7Qtflii15A9S5vRLRg">https:// /drive.go ogle.com /open?id =1anakC INRAsog UE7Qtfli i15A9S5 vRLRg</a>

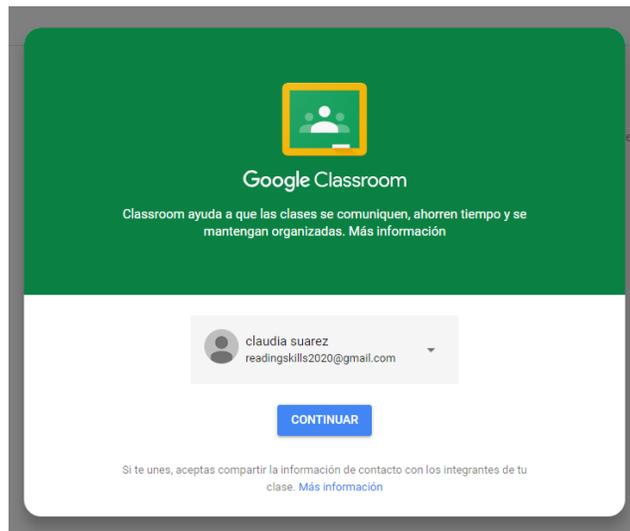
	<p>during the first period.</p> <p>The students that did not pass their final test will develop this activity</p>					
Exam 2	<p>This document contains a set of activities related to the topics studied during the first period.</p> <p>The students that did not pass their final</p>	<p>Present, past and future simple</p> <p>Present, past and future progressive</p>	9 <sup>TH</sup> grade	Yes	Yes	<a href="https://drive.google.com/open?id=1hwTs46tZzUSWatI1-qXKaAjlIEdwWTQ">https://drive.google.com/open?id=1hwTs46tZzUSWatI1-qXKaAjlIEdwWTQ</a>

	test will develop this activity					
Future simple Video	In this video we can find everything related to the future simple (structure, time expression, verbs) There is an activity at the end of the video.	Future simple Will  Time expressions	8 <sup>th</sup> grade	Yes	Yes	<a href="https://drive.google.com/open?id=1YUv_xvRm5BzmOo6c0hxNvtwMzBwrl79l">https:// /drive.go ogle.com /open?id =1YUv_ xvRm5B zmOo6c 0hxNvtw MzBwrl 79l</a>
Present perfect Video	In this video we can find everything related to	Present perfect	9 <sup>th</sup> grade	Yes	Yes	<a href="https://drive.google.com/open?id=1zxggr">https:// /drive.go ogle.com /open?id =1zxggr</a>

	<p>the present perfect .</p> <p>There is an activity at the end of the video</p>					<a href="#">dTX5dH</a> <a href="#">FNin8hf</a> <a href="#">zndDaM</a> <a href="#">mEBu9Z</a> <a href="#">nc</a>
<p>Future going to video</p>	<p>In this video we can find everything related to the future (going to)</p> <p>There is an activity at the end of the video</p>	<p>Future Going to</p>	<p>8<sup>th</sup> grade</p>	<p>Yes</p>	<p>Yes</p>	<a href="https://drive.google.com/open?id=1GZrEjJYJqmjF-M08O-4f9n0RWvX9XJbs">https://drive.google.com/open?id=1GZrEjJYJqmjF-M08O-4f9n0RWvX9XJbs</a>
<p>Past perfect video</p>	<p>In this video we can find everything related to</p>	<p>Past perfect</p>	<p>9<sup>th</sup> grade</p>	<p>Yes</p>	<p>Yes</p>	<a href="https://drive.google.com/open?id=1faMngIVQCpn">https://drive.google.com/open?id=1faMngIVQCpn</a>

	<p>the past</p> <p>perfect.</p> <p>There is</p> <p>an activity</p> <p>at the end of</p> <p>the video</p>					<p><a href="#">AM Qp</a></p> <p><a href="#">dW-</a></p> <p><a href="#">XFWOT</a></p> <p><a href="#">hCaWw0</a></p> <p><a href="#">OO</a></p>
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Google classroom



E-mail : [readingskills2020@gmail.com](mailto:readingskills2020@gmail.com)

Password: practica2020

This is our first workshop!

Este es nuestro primer taller  
leer las indicaciones y desarrollar las actividades que están al final de documento



**First workshop.docx**  
Word



Agregar un comentario de la clase...



**claudia suarez**  
16:45



question of the day:

what do you think short stories are ?



Agregar un comentario de la clase...



**claudia suarez**

### Students samples

 <p>1 They <sup>are</sup> <del>going to</del> <b>take</b> the bus.</p>	 <p>2 She <sup>is</sup> <del>going to</del> <b>make</b> a speech.</p>	 <p>3 They <sup>are</sup> <del>going to</del> <b>travel</b> by plane.</p>
 <p>4 She <sup>is</sup> <del>going to</del> <b>see</b> a film.</p>	 <p>5 She <sup>is</sup> <del>going to</del> <b>drink</b> some coffee.</p>	 <p>6 They <sup>are</sup> <del>going to</del> <b>have</b> a baby.</p>
 <p>7 He <sup>is</sup> <del>going to</del> <b>buy</b> a new tie.</p>	 <p>8 They <sup>are</sup> <del>going to</del> <b>be</b> rich.</p>	 <p>9 He <sup>is</sup> <del>going to</del> <b>score</b> a goal.</p>
 <p>10 He <sup>is</sup> <del>going to</del> <b>win</b> the race.</p>	 <p>11 They <sup>are</sup> <del>going to</del> <b>play</b> basketball.</p>	 <p>12 They <sup>are</sup> <del>going to</del> <b>get</b> married.</p>

van a tomar el bus	5 Ella va a tomar café
va a dar un discurso	6 Ellos van a tener
van a viajar en avión	7 El va a comprar
van en avión	8 Ellos van a ser



## Annex B. Research project

### Narratives

#### Narrative 1

Durante la primera semana (marzo 2- marzo 6, 2020) en la institución educativa colegio Guillermo Cote Bautista Toledo, Norte de Santander, en mi rol como practicante en el área

de inglés tuve la oportunidad de evidenciar algunos factores que evitan el buen desarrollo de la clase y de los cuales no tenía conocimiento.

Para contextualizarlos un poco, estoy a cargo de tres diferentes grados (8.A, 8.C & 9.A), en los cuales se ha trabajado actividades de lectura y escritura, al igual que ejercicios de gramática. Desafortunadamente, el desarrollo de estas actividades la mayoría del tiempo quedan incompletas, debido al ritmo de trabajo de los estudiantes; hasta el momento no he podido desarrollar todas las actividades que propongo en un planeador, es decir la actividad de inicio, la actividad durante la clase, la actividad final, tareas, entre otros. Por lo general se ha trabajado de la siguiente manera: una actividad o dinámica al inicio de la clase, luego la actividad central y finalmente un trabajo para reforzar el tema que se está estudiando, sin embargo, para que esto suceda es necesario estar todo el tiempo pasando por los puestos recordándoles que deben terminar en determinado tiempo, así mismo, controlando la disciplina teniendo en cuenta que los estudiantes se distraen con gran facilidad y muchas no terminan las actividades.

Por otra parte, es necesario aclarar que, en las clases el uso de la lengua inglesa se limita a un 30%, lo cual ha sido un poco frustrante, generalmente solo se saluda en inglés y se dan algunos comandos que los estudiantes ya se han aprendido de memoria, el resto de la clase se hace alternando los dos idiomas. Esto ocurre debido a la falta de trabajo en las habilidades de escucha y habla, que son difíciles de aplicar en este contexto y por lo tanto los docentes solo trabajan en las otras dos habilidades, todo esto se ha evidenciado en el desarrollo de las clases, en las cuales la mayoría de los estudiantes pronuncian incorrectamente palabras básicas que uno como practicante asume que ya lo deben saber.

Para finalizar, me gustaría mencionar que a pesar de todo lo mencionado anteriormente, hay aspectos positivos que motivan a continuar con este proceso, es decir estudiantes que se interesan en el tema e investigan y que muestran buenos resultados, lo cual da a entender que lo que uno hace es valorado y de ayuda para quienes realmente se interesan en aprender.

## Narrative 2

Durante la segunda semana (marzo 9-marzo 13, 2020) en la institución educativa colegio Guillermo Cote Bautista Toledo, Norte de Santander, en mi rol de practicante tuve la oportunidad de llevar a cabo diferentes actividades con los estudiantes, así como la participación en actividades extracurriculares de la institución.

Por una parte, esta semana los estudiantes trabajaron arduamente teniendo en cuenta que la próxima semana serán los exámenes, para esto se trabajó en diferentes talleres tales como: taller sobre el pasado simple, taller de algunos verbos modales y un taller de palabras de pregunta, al final de la semana se hizo un pequeño quiz para saber cuáles eran las falencias de los estudiantes y de esta manera elaborar un taller de refuerzo.

Por otra parte, durante esta semana se celebró el día de la mujer, para esto los representantes de cada salón recolectaron dinero para dar un pequeño detalle a sus compañeras, igualmente el rector organizó un almuerzo para todos los docentes de la institución (docentes de primaria y secundaria).

Finalmente, esta semana se realizó la inauguración de las interclases, las cuales se llevaron a cabo el día viernes 13 de marzo en horas de la noche, durante este evento cada

representante de grupo escogía una balota que contenía el nombre de un equipo y un deporte el cual usarán para el desarrollado de las actividades de las interclases.

Narrative 3

**Rol de docente, estudiante, padres de familia en tiempos de pandemia, transición de las clases presenciales a las virtuales, utilizaciones de herramientas virtuales y tecnológicas en tiempos de pandemia en el contexto escolar, diseño, ejecución, evaluación de material etc.**

El covid-19 ha cambiado drásticamente el estilo de vida de la sociedad, no solamente en el ámbito económico, laboral, social sino también en el ámbito educativo; tanto docentes, estudiantes y padres de familia se han enfrentado a una serie de desafíos tratando de sobrellevar esta situación y así cumplir con los objetivos propuestos durante el año escolar en las instituciones educativas.

El cambio de modalidad ha afectado el proceso de enseñanza-aprendizaje no solamente por la falta de recursos tecnológicos sino también por la falta de manejo de estos mismos, los cuales han truncado de cierta manera este proceso. Por un lado, la mayoría de docentes de los colegios públicos no cuentan con el conocimiento suficiente sobre el manejo de las nuevas herramientas tecnológicas, por otra parte, los estudiantes de los colegios públicos no cuentan con computadores o acceso a internet para poder interactuar y enterarse sobre los nuevos temas, si bien se busca la manera de que la información llegue a todos no siempre ocurre en igualdad de condiciones. Hay estudiantes que están constantemente navegando en la red, investigando nuevos temas y recibiendo información al instante, pero también, hay otros que tienen que hacer muchos sacrificios para acceder a dicha información.

Por una parte, las clases virtuales carecen de calidad y en cierta parte de honestidad por parte de los estudiantes y padres de familia que queriendo obtener buenos resultados para sus hijos optan por el camino más fácil, es decir tareas o evaluaciones hechas por otras personas que tienen más conocimiento del tema o basados en lo que encuentran en internet, especialmente en el área de inglés en la cual los estudiantes siempre resuelven los trabajos usando algún traductor, toda esta información basada en las calificaciones de los diferentes talleres y evaluaciones que se han realizado durante las últimas semanas.

Por otra parte, la flexibilidad académica creada con el objetivo de estar en igualdad de condiciones generará un rendimiento bajo en los próximos años escolares, teniendo en cuenta que los estudiantes han perdido la rutina y el interés por aprender. A pesar de que se ha creado gran variedad de material que se ajuste a las necesidades de los estudiantes, el trabajo de los docentes ha aumentado debido a que los estudiantes constantemente presentan dudas y no resuelven adecuadamente los talleres.

Finalmente, es necesario preguntarnos si estas medidas son efectivas para aprobar la promoción de un año escolar o si es necesario tomar una pausa con el fin de tener educación de calidad.

Narrative 4

### **Rol de docentes, estudiantes y padres de familia en tiempos de pandemia**

El covid-19 ha cambiado drásticamente el proceso de enseñanza en los colegios públicos, las instituciones tuvieron que realizar una variedad de cambios para cumplir con los objetivos propuestos para el año escolar en los diferentes grados.

Estos cambios y nuevas metodologías son empleadas tanto por los profesores y estudiantes como por los padres de familia. Por una parte, los docentes han tenido que buscar nuevas estrategias para explicar y evaluar las temáticas de cada periodo, así como estar disponibles a cualquier inquietud de los estudiantes o padres de familia, incluso cuando no están en su horario de trabajo. Todo esto ha hecho que el trabajo de los docentes aumente, debido a que en su labor diaria ellos tienen como propósito facilitar a los estudiantes cualquier información necesaria para entender un tema, igualmente realizar procesos de retroalimentación o nuevas explicaciones cuando el estudiante no entienda.

Por otra parte, están los estudiantes y padres de familia que se convierten en un solo equipo para cumplir con los deberes escolares, si bien es cierto los padres de familia siempre quieren los mejores resultados para sus hijos aunque muchas veces toman decisiones equivocadas, es decir buscan ayuda de personas que tengan conocimiento en el tema o simplemente buscan en internet para poder desarrollar algún taller o evaluación sin estudiar la información o entender el tema, todo esto arroja buenos resultados para los estudiantes, quienes siempre quedan muy satisfechos con sus notas sin embargo, es posible predecir que la mayoría de ellos no tendrán los mismos resultados cuando vuelvan a la modalidad presencial, incluso van a tener que estudiar el doble para poder entender los temas que ya habían estudiado y los nuevos temas que van a estudiar; cuando este cambio se ejecute, los padres de familia tendrán que entender que todo eso es un resultado de las malas decisiones que se tomaron y de la falta de honestidad durante el desarrollo de las actividades, las cuales muchas veces fueron o han sido desarrollados no precisamente por el estudiante.

Para finalizar, es importante aclarar que tanto profesores como padres de familia y estudiantes tendrán que ser muy pacientes durante todo este proceso y prepararse para el

regreso a los establecimientos educativos, un proceso que será aún más difícil teniendo en cuenta todos los aspectos mencionados anteriormente.

Mayo 22/2020

Claudia Patricia Suárez Acevedo

Narrative 5

**Enseñanza-aprendizaje a través del uso de herramientas virtuales y tecnológicas en el contexto escolar, diseño, ejecución y evaluación de material**

La enseñanza de una segunda lengua a través de plataformas virtuales en una institución educativa pública no ha sido muy bien recibida por parte de los docentes, si bien es la única forma que existe actualmente para cumplir con los objetivos de cada periodo establecido para el año escolar, el trabajo para los docentes ha aumentado y los resultados de los estudiantes son satisfactorios pero carecen de honestidad, es decir los docentes durante su labor logran conocer el rendimiento académico de la mayoría de estudiantes y su ritmo de trabajo el cual no ha sido el mismo desde que inicio la modalidad virtual. La mayoría de estudiantes han obtenido resultados muy buenos incluso aquellos quienes sus resultados antes eran muy bajos y es ahí donde los docentes se cuestionan si los estudiantes en realidad han mejorado o si tan solo se han limitado a usar otros medios para cumplir con la entrega de trabajos y evaluaciones.

Por otra parte, el desarrollo de talleres y evaluaciones se ha convertido en una labor extenuante y de mucha flexibilidad, algunas veces los talleres incluyen explicaciones o ejemplos que se ilustran a través de videos o explicaciones virtuales para las cuales algunos estudiantes no cuentan con acceso a internet o el horario de conexión no coincide. Todo esto hace que los docentes deban extender el plazo de entrega de trabajos y dar una nueva explicación a aquellos estudiantes que no tuvieron acceso durante la clase aumentando de esta manera su horario laboral.

Para finalizar, es importante aclarar que no todos los docentes cumplen con esta flexibilidad académica, algunos de ellos se limitan a enviar talleres extensos con explicaciones escritas que muchas veces no son bien recibidas por los estudiantes pero que tienen que ser desarrolladas para obtener una nota.

Claudia Patricia Suárez Acevedo

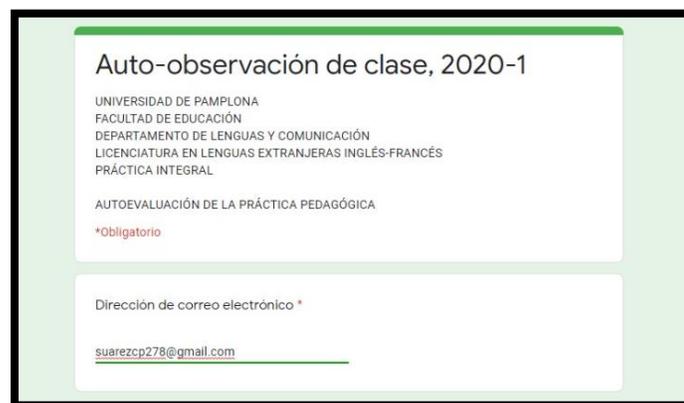
1094370210

#### Taller 1 : Enfoque reflexivo

1. ¿Puede señalar algunos de los cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? ¿Cuáles y qué consecuencias?

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.
3. Explicitar al menos cuatro de las finalidades que como educador tiene cuando
4. ¿Qué alumnos cree que merece su atención y todo el esfuerzo que pone?
5. ¿Qué cosas le preocupan además de que sus alumnos acaben sabiendo contenidos académicos y cómo lo trabaja?

### Self-evaluation



The image shows a screenshot of a self-evaluation form. The form has a light green background with a white central area. The title is 'Auto-observación de clase, 2020-1'. Below the title, the university and faculty information is listed: 'UNIVERSIDAD DE PAMPLONA', 'FACULTAD DE EDUCACIÓN', 'DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN', 'LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS', and 'PRÁCTICA INTEGRAL'. The course name is 'AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA'. A red asterisk indicates that the form is mandatory. There is a field for the email address, labeled 'Dirección de correo electrónico \*', with the example email 'suarezcp278@gmail.com' entered and underlined.

Auto-observación de clase, 2020-1

UNIVERSIDAD DE PAMPLONA  
FACULTAD DE EDUCACIÓN  
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS  
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

\*Obligatorio

Dirección de correo electrónico \*

suarezcp278@gmail.com

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área \* 8 puntos

1 2 3 4 5 6 7 8 9

Siempre

---

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. \* 3 puntos

1 2 3 4

---

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. \* 3 puntos

1 2 3 4

### Annex C. Outreach component

Virtual material

Type of material	Description	Topic	Course	Link
Workshop	Vocabulary about the alphabet	The alphabet	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1CIyR5Y">https://drive.google.com/open?id=1CIyR5Y</a>
Workshop	Activities about numbers from 1 to 100	The numbers	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1PCF">https://drive.google.com/open?id=1PCF</a>
Workshop	Vocabulary about classroom objects	Classroom objects	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1GmIF">https://drive.google.com/open?id=1GmIF</a>

Workshop	Activity about family members	Family members	3rd grade A-B-C	<a href="https://drive.google.com/open?id=1mhM">https://drive.google.com/open?id=1mhM</a>
Workshops	Activity about emotions	Emotions	4th grade A	<a href="https://drive.google.com/open?id=147rG">https://drive.google.com/open?id=147rG</a>

Students samples

1. Completa con el nombre correcto escoge las palabras de la caja y colorea las imágenes.

1. Banana	4. Orange	7. Pear
2. Watermelon	5. Strawberry	8. Grapes
3. Peach	6. Pineapple	9. Apple



Manzana-Apple



Pera-pear



strawberry-frase



Pineapple-Pina



Watermelon-candia



Orange-naranja



Banana-Banana



grapes-uvas



Peach-Durazno

**Nombre:** Andres Jose Parada

**♥ Firma del acudiente**

Nelva Tarazona.

# Crazy words



escrib  
Pencil  
Lápiz



rahoi  
Chair  
Silla



burbre  
Rubber  
borrador



lurre  
Ruler  
Regla



otib  
table  
Mesa



onod  
book  
Libro



Siscoros  
scissors  
Tijera



mpacture  
Computer  
Computador

**Nombre:** Andres Jose Parada

**Firma del acudiente**

Nelva Tarazona.

Organiza las palabras y busca su significado en español

## **Annex D. Administrative component**

interclases



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