

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

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Foreign Languages program

Teaching Practicum

Pamplona

2019

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### **Dedicatory**

To my mother Susana Gelves Rincon, her advices, her patience and her unconditional love during this long but fruitful process.

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### **Acknowledgments.**

I want to express my sincere appreciation to my father who always gave me support, even in the icy stages. also, every one of the persons that provided me an aid, the different teachers that guide this path such as Maria Fernanda Padilla, Gonzalo Vargas, Mayeini Garcia, Claudia Judith Mosquera, Ivan Vargas, Favio Sarmiento, Veronica Arciniegas, Myriam Gomez and my mentor, Daniel Pedraza who always helped as a guide and friend during this final stage.

Besides, I want to express my thankfulness to my supervisor teacher Gloria Esperanza Duarte who always gave me the tools to overcome the teaching practice.

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**Approval Note**

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Practicum Committee Signature

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Mentor

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

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### **General presentation.**

This proposal aims at identifying a problem immersed in an educational setting and giving a possible pedagogical enhancement to the problem itself. Thus, this proposal starts by presenting the institutional observation that describes the setting where the problem has been sight and after that, four components or chapters: a). a pedagogical component in which it is proposed a pedagogical proposal that will be implemented in seventh grade course B at educational institute “Instituto Técnico Arquidiocesano San Francisco de Asís” in Pamplona, bearing in mind the problem observed and a perceived need during the institutional observation week. Besides, this pedagogical proposal titled *the use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training*, has different sections in which it is described the problem itself, the methodology, the procedures, the results and the conclusion; b). it describes the research component titled *the formation of reflective spirit in PLEX practitioners, training tool in order to qualify the pedagogical practice*, in which practitioners are participants, also, it is divided into sections that explain general aspects that converge in a final analysis; c). it describes the community outreach component which one is implemented in primary education titled *English language awareness project in primary schools in Colombia*, however, this project has a subproject that will be executed in first and fourth grade in the institute headquarters “Cuatro de Julio”, this way, it is important to highlight that subproject titled *nursery rhymes as a way to improve vocabulary in first and fourth grade students*, and it answers to the primary school English teaching needs in Colombia, d). as a final chapter the administrative component which describes practitioner engagement in extracurricular activities raised by the institution, in this way, it is possible to become aware of teachers’ role outdoors. At the end, it is possible to find references and appendix.

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### **Introduction.**

Nowadays, foreign language teaching has gained a great importance taking into account the complex global environment in which new generations are immersed. Then, national context requires a level of English proficiency and competence, this way, schools in Colombia face English as an innovative tool in the twenty first century, however, EFL requires new methodologies in order to improve the teaching-learning process. In this order of ideas, students enhancement in different linguistic and communicative skills is important in order to improve their foreign language apprehension and level, so, educational institution “ San Francisco de Asís” has English between its study programme, nevertheless, language skills are needy and English level management is low, essential abilities such as reading comprehension and writing need to be worked considering its importance to enhance their English level. Besides, it is important to highlight that English learners’ materials to learn or acquire a foreign language is poor due to the lack of laboratories or technological tools; also, learner’s motivation towards English learning needs an appropriate didactic material and a playful lesson plan. Thus, according to Del Toro et al (2019), students encounter many challenges when learning a language, especially when learning to read and to write since these skills require time and the use of appropriate materials and also didactic tools that match the motivation and involvement of foreign language learners. Considering that, students’ motivation and suitable materials towards English reading and writing level acquisition is really poor, it grows a need to work with short stories as a strategy that involves playful activities and vocabulary that helps to increase their level proficiency and management in a foreign language, in this case, reading comprehension. All of this by implementing a combined strategy through the use of short stories and reciprocal teaching training.

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### **Justification.**

As reading comprehension has gained an important status in teaching foreign languages, it emerges the need to apply a proposal in which learners have the possibility to enhance in a motivated and didactic way, taking into account population and setting. In this way, educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” become the educational setting in which proposal will be implemented, however, as a specific location or headquarter in “Colegio Jose Antonio Galan” that accommodates secondary and primary education, thus, English is one of the study programme and it exists the need to work with literary texts, specifically short stories which bring the opportunity to involve learners ability in reading comprehension by providing reciprocal teaching training. Besides, as a specific population will be seventh grade students group B.

Short stories implementation gives the opportunity to seventh grade learners to get some advantages and benefits such as an improvement in English as a foreign language, also, it brings the possibility to enhance their creativity towards the creation of short stories taking into account elements learnt in the classes, besides, learners can stretch their knowledge and vocabulary thanks to the diverse aspects and new words when reading a determined short story. Also, the teacher brings the advantage to interact with students in order identify possible problems and solve them together. Finally, the author shows an interest towards the application of short stories considering the institutional observation and the weak points identified, also, prior knowledge about how texts bring an aid to enhance reading comprehension, mixing comprehension-fostering strategies, and the way how short stories provide alternative ways to make classes fun and functionals.

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### **Objectives.**

#### **General objective.**

To enhance seventh grade learners English reading comprehension through reciprocal teaching training and the use of short stories at Jose Antonio Galan school.

#### **Specific objectives.**

To Implement reflection as a transformative tool of the pedagogical processes of integral practice.

To Promote in the students-practitioners the development of a critical spirit that allows them to analyze their pedagogical work

To Address the training needs in English of the children of primary school in the city of Pamplona.

To Integrate the training in foreign languages of the students of the Degree Program in English-French Foreign Languages to the educational reality of teaching English in the primary school of the city of Pamplona.

To address the English formation of the primary school children in Pamplona through the use of nursery rhymes in order to strengthen vocabulary skills.

To Engage in extracurricular activities raised by “Instituto Técnico Arquidiocesano San Francisco de Asís” in order to know teacher’s role outdoors.

### **Overall conclusions.**

This project covered up the total amount of procedures required in the teaching practice considering the different aspects of every one of the components that differ in order to give

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meaning to the different objectives proposed in each respective component. Thus, this project answered to the problem in which a teacher is immersed, as well as the setting and the different perceptions that can be achieved during the procedure in which a practitioner is immersed.

### **Institutional observation.**

The city of Pamplona has gained a lot of titles, one of those as a cultural and student town. In this order of ideas, one of the schools that made up the educational system in this city is the “Instituto Técnico Arquidiocesano San Francisco de Asís”. Thus, this institution is engaged to build permanently proposals for coexistence, in a curricular and historical way in order to guarantee an opportunity to compete with quality. Besides, this educational setting is composed of several facilities including Jose Antonio Galan School as the central. Then, it is important to underline that this chapter has as main objective to describe in a general and specific way some aspects immersed in the institutional education plan and as well as, diverse pedagogical elements observed.

### **Educational institution topographic location.**

The educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” is the official name given to this setting composed of several facilities located in the municipality of Pamplona, a city with great physical and geographical characteristics, it is important to highlight that its economy is based on gastronomic commerce, and education being recognized as the university and student city. In this order of ideas, education has played a significant role in this city, thus, the “Instituto Técnico Arquidiocesano San Francisco de Asís” is divided into several facilities, in the figure 1, it is possible to appreciate the urban location of the different headquarters that the educational institution has.



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NOMBRE DE LA SEDE	DIRECCIÓN
SAN FRANCISCO DE ASIS	Calle 3 n° 8-204. Barrio los Cerezos
CRISTO REY	Calle 5n 12-3660 Barrio Cristo Rey parte alta
JOSE ANTONIO GALAN	Carrera 6° n° 1b-61
CUATRO DE JULIO	Calle 1 n° 6-19
SANTA MARTHA	Barrio Santa Martha

*Figure 1. Urban location of facilities that compose education institution "Instituto Técnico Arquidiocesano San Francisco de Asís"*

Besides, the main facilities are located in Jose Antonio Galan school, one of the places in which will be implemented the proposal, this school was founded in 1970 and actually it offers its facilities to students from preschool until eleventh grade. Also, "Cuatro de Julio" facilities is one of the two places in which practitioner will be working in order to apply community outreach project, this headquarter was founded in 1957 and it offers education to students from preschool until fifth grade. In the figure 2, it can be appreciated a map with the urban location of the different facilities of this educational institution in the city of Pamplona.

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*Figure 2. City of Pamplona map showing different facilities including Jose Antonio Galan school.*

### **Identification of educational authorities.**

In this order of ideas, this educational setting has several authorities and also, they play an essential role as members of the institutional educational council. Thus, the main authority is the principal Bernardo Wilches Gelves, besides, some important figures such as the coordinator Olga Lucia Barajas and Mario Castellanos have a special authority in the institution. To add, as a representative of parent's council is emphasized that Luz Dary Vera plays an important role and also, Daniel Hernando Mantilla as the students representative and Andres Eduardo Santos as the student's major representative.

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### **Identification of the fundamental aspects of the institutional educational project.**

The institutional educational project (PEI) presents a wide number of aspects that build up the institution structure and organization, this way, it starts with a slogan “para una comunidad incluyente” and with a brief introduction and presentation and also, the adoption decree signed by the major authorities. Thus, it is divided into four chapters or sections: a). conceptual and contextual component; b). administrative component; c). pedagogical component and d). community aspect.

In this order of ideas, as a first section is the conceptual and contextual component “para una comunidad incluyente” which gives some institutional characteristics, also, the institution situation and some demographic and geographic elements, besides, it is described the legal parameters, facilities location in the urban zone, diverse statistical graphics that show the educational demand and the rate of enrollment. It can be appreciated the school setting explanation, the “Franciscano” student and teacher profile; throughout the pages, it is given a statistical sample about results obtained in the national exams taking into account primary, secondary and intermediate education. Also, this section explains some essential elements such as the historical overview, facilities description, stock sample, an overview by items about the projects carried out in the institution, institutional symbols (anthem, flag and coat of arms), educational setting foundations and principles, institutional project objectives, mission, vision, institution philosophy, institutional values, explanation about educational offering (figure 3), policies for inclusion, and a broad explanation about the problem of addiction to narcotic substances in the city of Pamplona and the institution and the possible solutions throughout projects to this issue.

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<b>NIVEL</b>	<b>SEDE</b>	<b>GRADOS</b>	<b>EDAD</b>
<b>PREESCOLAR</b>	<b>TODAS</b>	<b>Transición</b>	<b>5 años</b>
<b>PRIMARIA</b>	<b>TODAS</b>	<b>Primero,</b>	<b>6 años</b>
		<b>Segundo</b>	<b>7 años</b>
		<b>Tercero</b>	<b>8 años</b>
		<b>Cuarto</b>	<b>9 años</b>
		<b>Quinto</b>	<b>10 años</b>
<b>SECUNDARIA</b>	Galán, Cristo Rey y San Francisco	<b>Sexto</b>	<b>11 años</b>
		<b>Séptimo</b>	<b>12 años</b>
		<b>Octavo</b>	<b>13 años</b>
		<b>Noveno</b>	<b>14 años</b>
<b>MEDIA TÉCNICA</b>	Galán, Cristo Rey y San Francisco	<b>Décimo</b>	<b>15 años</b>
		<b>Undécimo</b>	<b>16 años</b>

*Figure 3. Educational offering in accordance with students age.*

The second section or administrative component explains the organizational structure, it means the school government and the different entities that compose it. Besides, this component gives the opportunity to learn about the services offered in the institution, the registration system, the cost of education, the management policies, the physical infrastructure, the organization to provide the educative service, resources management policies and guidelines, the budget, the several organization handbooks from the educative institution. As an administrative element, the institutional educational project makes an outreach about the organizational structure of the setting (figure 4).

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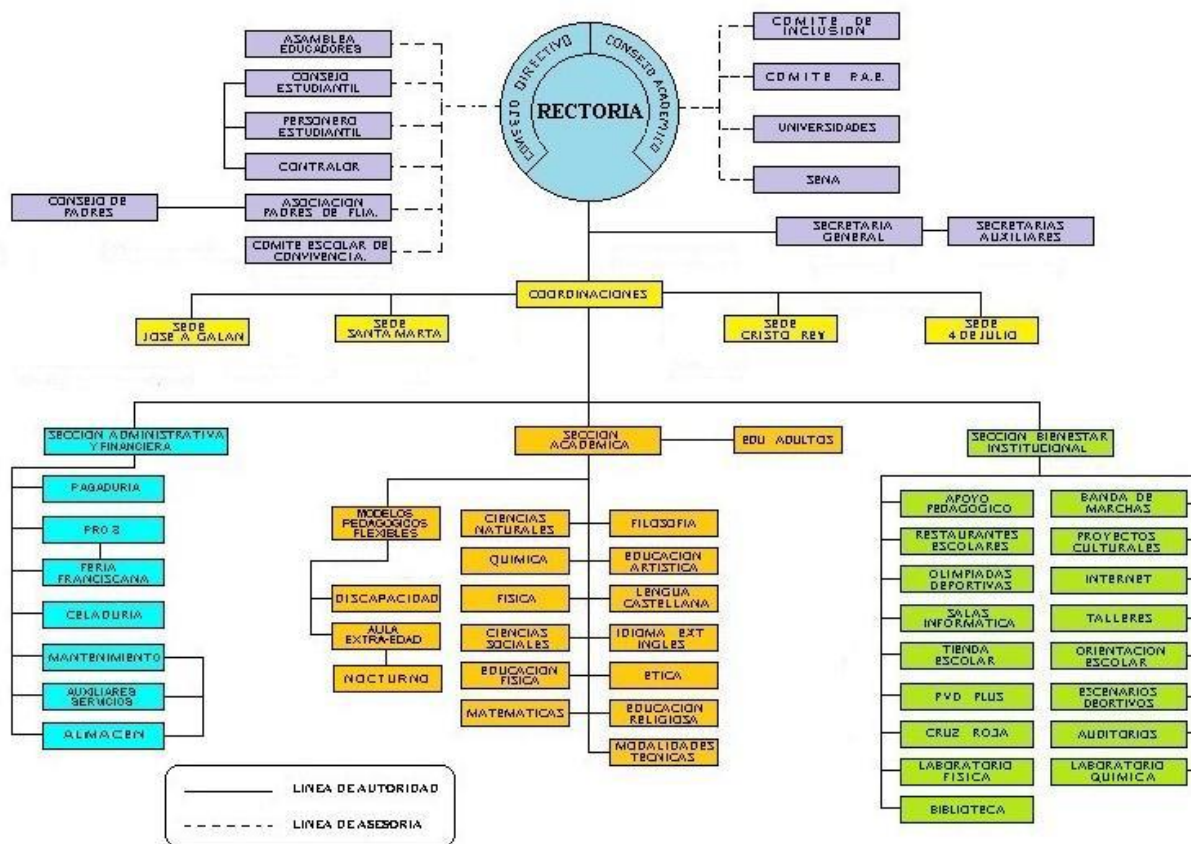


Figure 4. Educational institution organizational structure.

As a third section, it is possible to find the pedagogical component which presents a general overview about the pedagogical model based on the meaningful learning model and that explains “Franciscano” student role (figure 5); also, it is important to highlight the pedagogical approach, curriculum design, technical specialties, study programs and the pedagogical proposal as some items that build up this section. However, this section helps to know about the cross-cutting projects such as sexual education, democracy education, recreation and free time management, entrepreneurship and environmental preservation project, these projects follow up the national guidelines already established and legally proclaimed.

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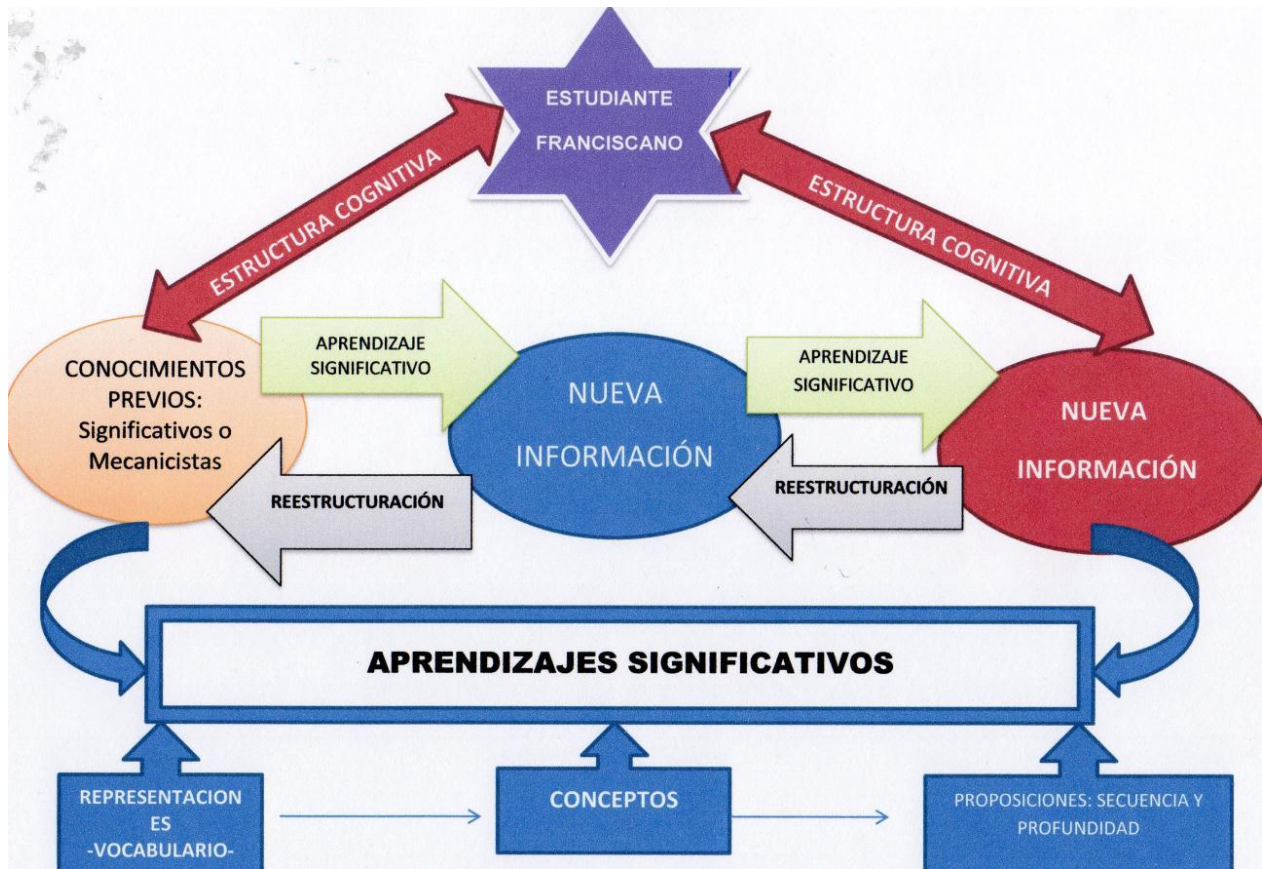


Figure 5. “Franciscano” student role in the meaningful learning model implementation: pedagogical approach.

As a final chapter, it is possible to identify the community aspects in which it is described the citizen participation in the educational setting, as well as, the participation strategies and the different procedures in order to stablish connections with other social organizations; also, community offer service and the different educational networks and alliances (figure 6) that “Instituto Técnico Arquidiocesano San Francisco de Asís” has.

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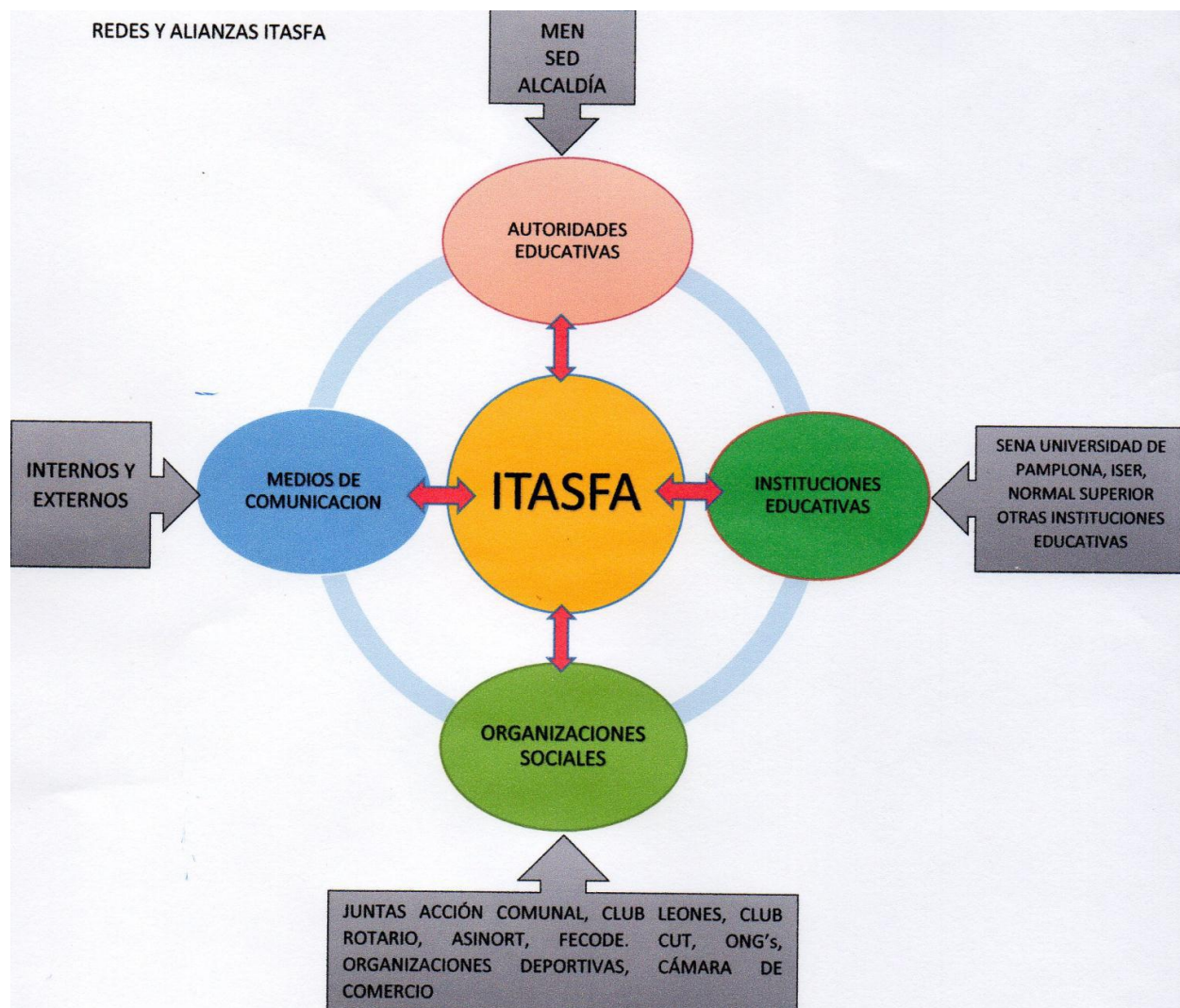


Figure 6. Educational networks and alliances.

### Relevant aspects of the coexistence handbook.

In accordance with the foundations and previsions of law 001620 of 2013, the educational community adopt the institutional coexistence handbook that implies a wide range of items linked to a utopic harmony indoors, thus, it is important to highlight the identification of new alternatives to encourage and strengthen the exercise of responsible human behavior. Also, this handbook defines students' rights and obligations and each of the members of the educational community, too. Nevertheless, it exists some conditions of interaction and coexistence between

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them and indicates the process that must be followed in case of breach of it. As a final characteristic, it is a tool built, evaluated and adjusted by the educational community, with the active participation of students, parents, authorities in the educational institution and the major council.

### **Infrastructure and facilities distribution.**

Taking into account the diverse facilities and headquarters that “Instituto Técnico Arquidiocesano San Francisco de Asís” has, the administration of the educational institution has provided for the rational use of existing resources in each of the headquarters having developed several processes. Then, each physical stock is available to the educational community, however, the main facilities located in the Jose Antonio Galan school has a great number of available infrastructures correctly distributed (figure 7).

SEDE	AULAS	INFORMÁTICA	DEPENDENCIAS ADMINISTRATIVAS	OTRAS DEPENDENCIAS	UNIDADES SANITARIAS	ESPACIOS DEPORTIVOS y RECREATIVOS
GALÁN	30	Dos Aulas de informática PVDPlus: 6 con dependencias	Rectoría Secretaría rectoría Secretaría general 2 coordinaciones 1 orientación 1 apoyo especializado	Sala profesores Cruz roja Almacenamiento Tienda escolar Banda infantil Educación física	69	1 cancha cubierta 1 cancha polifuncional descubierta Zonas verdes kiosco

*Figure 7. Jose Antonio Galan high school available infrastructure.*

### **Institutional organizational chart.**

Organizational structure in the educational setting in which practitioner is immersed in present a school government divided into functional branches: steering committee consisting of institution principal, two teachers representatives’, a student’s representative, a parents committee representative, a graduated representative, a productive sector representative, coordinators, a representative of the administrative field, the student official and the student comptroller.



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Besides, it exists an academic council consisting of different authorities, and also, several entities that help to build each one of the committees in the institution.

### **School calendar.**

The working day of teachers and administrative staff is developed in accordance with the provisions of decree 1075 of 2015, the guidelines of the Departmental Education office, the Institutional Educational Project, the manual of functions and working hours issued by the Rector. In this way, the school calendar for the respective institution in the period 2019 starts on Monday the 7<sup>th</sup> and finishes December the 31<sup>st</sup>. Thus, on table A is described each academic period bearing in mind the school year 2019.

*Table 1. Academic year 2019 schedule projected*

Academic period	weeks	Date
First period	Fourteen (14)	From January 21 <sup>st</sup> to May the 3 <sup>rd</sup>
Second period	Fourteen (14)	From May the 6 <sup>th</sup> to August the 30 <sup>th</sup>
Third period	Twelve (12)	From September the 2 <sup>nd</sup> to November the 29 <sup>th</sup> .

### **Supervisor teacher schedule of classes.**

Teacher Gloria Esperanza Duarte has under her control English classes in sixth and seventh grade at Jose Antonio Galan school. Thus, in the table B it is possible to appreciate the different classes that supervisor teacher has.

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Table 2. Supervisor teacher schedule. Group marked with an asterisk doesn't correspond to practitioner schedule.

	1	2	3	BREAK	4	5	6
	7:00 – 7:55	7:55 – 8:50	8:50 – 9:45	9:45 – 10:15	10:15 – 11:10	11:10 – 12:00	12:00 – 12:50
<b>MONDAY</b>		<b>SIXTH A (6 A)</b>				<b>SEVENTH B (7 B)</b>	
<b>TUESDAY</b>					<b>SIXTH B (6 B)</b>		
<b>WEDNESDAY</b>		<b>SIXTH B (6 B)</b>			<b>SIXTH C (6 C) *</b>	<b>SEVENTH A (7 A)</b>	
<b>THURSDAY</b>	<b>SIXTH C (6 C) *</b>						
<b>FRIDAY</b>	<b>SEVENTH B (7 B)</b>	<b>SIXTH A (6 A)</b>					<b>SEVENTH A (7 A)</b>

### Pedagogical aspects observed.

Pedagogical and didactic materials help in order to complement and make classes fun and functional in order to transfer information and help to enhance linguistic abilities when learning a foreign language. In this order of ideas, elements observed and studied by the practitioner were huge, however, planning development follows a sequence in which teacher starts with a reading and throughout this element, they reflect about values and behaviorism. During observation week, teacher worked one specific theme “comparatives and superlatives”; thus, she implemented playful activities in which learners had the possibility to solve either a word search or a

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crossword bearing in mind grammar and explanation given by the teacher. When teaching “comparatives and superlatives” to sixth grade was respected their level and the different learning styles, and with seventh grade, she developed this topic in a complex way taking into account that their English level proficiency is higher.

Observation forms bring an enormous guide considering that it describes different steps of a class development such as the interaction, the communicative competences, and it evaluates to the different actors immersed in the educational setting such as the teacher with its class management, distribution and language mastery; and the student who participates in different steps of the class and its engagement level towards the class and the topic.

Finally, support material and explanation about the topic worked is fantastic considering that these kinds of elements attract student’s attention and their motivation towards English foreign language learning can increase; also, teacher tried to correct learners’ errors and she gives instructions in a clear way. However, it is observed that some students with special needs must have a different treatment when trying to give them instructions of foundations about a topic. Teacher commands were poor and it is observed that mother tongue used is high and the level of foreign language is needy in order to improve their linguistic and communicative skills.

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## **Chapter I: Pedagogical component.**

### **Title.**

*The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training.*

### **Introduction.**

Nowadays, teaching-learning process has become overvalued considering the complexity when trying to encourage students in a determined educational setting, in this way, English as a foreign language enhancement throughout several materials and activities in order to improve linguistic abilities. Thus, literary texts have gained a great importance when teaching a second language considering its huge aid at the moment of strengthening four skills: reading, listening, writing and speaking. In this order of ideas, Pardede (2011) affirms that short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as discussions, written exercises, playful reading activities and acting out dialogues. Considering that short texts or stories are a mean in order to reinforce language abilities, it exists the need to enhance reading comprehension throughout support materials and a pedagogical proposal in which learners have the possibility to interact with teacher as an actor immersed in the educational procedure, so, it emerges the reciprocal teaching as a scaffolded strategy that gives meaning to the short stories as an aid to reinforce reading comprehension, thus, Kingston and Fahim (2015) state the goal is about to teach to students what good readers do automatically, reciprocal teaching strategies “the fab 4” provide a support when developing comprehensive skills.

### **Problem.**

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The need to reinforce seventh grade learners' reading comprehension through reciprocal teaching strategies training and short stories, considering patterns observed into the classroom as well as, the lack of English language level use towards this competence. Besides, it exists the possibility to stablish a free pedagogical proposal, in this way, short stories as a motivational and didactic issue considering the complexity and efficiency at the moment of implementing a class with this population. Also, it is important to highlight that students age range is between twelve (12) and sixteen (16); considering this, learners' behavior and attachment to the pedagogical development is linked to an elementary involvement.

### **Problem questions.**

However, it is necessary to propose some questions in order to conduct the data collection process which is linked to the problem itself:

- Why reciprocal teaching training and the use of short stories enable an opportunity to reinforce reading comprehension?
- How the use of short stories as an effective and fun strategy can provide an aid in order to improve reading comprehension in seventh grade students at Jose Antonio Galan school?
- What elements fortify the combined work between short stories and reciprocal teaching in the ESL environment?
- Why reciprocal teaching training work with short stories when developing comprehensive skills?

### **Justification.**

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Comprehension constitutes one of the important aspects when learning a language considering that reading and listening are the main elements that according to different sources offer an aid in order to build up the second language. In this way, reading comprehension converges as one of the most necessary elements that a learner should develop at elementary stages; however, when the classroom time arrives reading comprehension only gains an importance in the assessment part, but the need to focus on its structure and training is dismissed. Thus, it emerges the need to enhance reading comprehension throughout a determined pedagogical strategy; hence, short stories provide an aid in order to strengthen comprehension and reciprocal teaching training of the comprehension-fostering strategies establish a powerful tool which gives a possibility of instructing learners in comprehension strategies.

In this order of ideas, the combining strategy between the use of short stories and reciprocal teaching training in comprehension-fostering strategies offer a way in order to enhance reading comprehension considering its functionality described in previous studies and also, the opportunity of working jointly in the seventh-grade students at “Instituto Técnico Arquidiocesano San Francisco de Asís”: Jose Antonio Galan school facilities.

To add, pedagogy plays an important role in the scholastic environment in which students learn throughout a determined pedagogical model, then, this educational setting offers a model based on meaningful learning with a wide range of concepts, representations and propositions. Therefore, methodology based on meaningful learning and knowledge linked to concepts construction and development help to build up English indoors in order to improve and foster language skills, in this case, reading comprehension ability, short stories and reciprocal teaching

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training as a strategy to work along with institution pedagogical model bearing in mind the specific competence that need a reinforcement.

## **Objectives**

**General Objective.** To enhance seventh grade learners English reading comprehension through reciprocal teaching training and the use of short stories at Jose Antonio Galan school.

### **Specific Objectives.**

To implement activities linked to the short stories in order to make classes a motivational and functional environment.

To provide training concerning reciprocal teaching mechanics as a strategy that helps to increase comprehension.

To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in the ESL learners.

## **Theoretical Framework.**

Considering the different aspects established under the assumption of this project, it is essential to set up some important concepts that offer a possibility to support the steps raised along the process. These concepts are: reading comprehension, short stories and reciprocal teaching.

**Reading comprehension.** Reading is one of the most important activities in the ESL classroom taking into account its complexity and extent to gain information or verify existing knowledge, thus, Alyousef (2006) defines reading comprehension as a combination of identification and interpretation skills. However, it is significant to underline the assumptions

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based on the common European framework of reference for the languages in accordance with this language usage in which de l'Europe, Trim and North (2001) stated that in the overall reading comprehension learners can understand very short, simple texts a singles phrase at a time, picking up familiar names, words and basic phrases and rereading as required at A1 level (p.78).

Hence, students have the possibility to enhance their understanding concerning the second language structure by building comprehensive patterns; besides, when reading a determined text, trainees can develop other branches linked to the linguistic abilities presented in English as a foreign language, as Alyousef (2006) affirms bearing in mind that readers can improve reading comprehension by expanding their vocabularies and also, by gaining knowledge over complex syntactic structures. Then, reading comprehension encompass a lot of key aspects in order to develop other abilities such as writing, speaking, or even vocabulary acquisition, furthermore, the reading process includes other aspects that helps not only the comprehension but also an enormous language acquisition, then, Perdila, Ash and Abadi (2018) affirm that reading texts offer an opportunity to study language such as vocabulary, grammar, punctuation and the way how we construct sentences or paragraphs. Consequently, these skills have an essential role at any educational level when studying a second language, that way, Hart and Speece (1998) said that one of the greater demands on students attending any school or institution level is the comprehension of many texts either difficult or easy.

To add, reading comprehension instruction does not have a determined space in the classroom time since schools only dedicate these spaces on assessing students' comprehension but not giving training through a specific strategy in order to enhance reading comprehension,



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Ahmadi and Gilakjani (2012) declare that explicit instruction in reading comprehension strategies is an effective means for improving reading comprehension in adults.

**Short stories.** The literature is an element immersed in the short stories, this way, it is a material that works when developing language skills, considering Arias (2017) that affirmed through short stories have the opportunity to be in contact with real language in consideration of the knowledge and language acquisition, and also as a totally recognized material in the EFL effectiveness taking into account Pardede (2010) that found in his research that short stories are a fun, motivational and effective source to achieve a better proficiency in the development of language skills. Besides, short stories are a tool that can be easily linked to the reading ability as Pourkalthor (2013) mentions in the advantages in which they make students' reading task easier.

As the short stories are appropriated to strengthen a foreign language, also, they should be selected bearing in mind the setting and the population in which it will be implemented since some factors can get in a great value, thus, according to Hismanoglu (2005) cited by Arias (2017) "when selecting literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students" (p.57). Likewise, short stories offer a motivational elements in the foreign languages learners because they are not complex and also, these have some features that help to get trainees attention making it an effective material, as well as Erkaya (2005) affirms since short stories have a beginning, a middle and an end, providing an encouragement in order to continue reading until the end to find out how the conflict is resolved.

**Reciprocal teaching.** The lack of classroom reading comprehension is one of the problems educational setting faces at the moment of identifying and assessing students' English

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proficiency considering the huge variety of texts presented in the exams. However, reciprocal teaching as a strategy that allows to reinforce reading comprehension through its comprehension-fostering strategies or activities. Thus, Kingston and Fahim (2015) say that reciprocal teaching consists of instructing learners in four reading comprehension strategies such as summarizing, questioning, predicting and clarifying. Moreover, reciprocal teaching strategy provides an option of establishing a junction point with the meaningful learning approach since Carter (1997) discusses about reciprocal teaching as a new definition of interaction with any kind of texts, in which readers have the alternative of being connected with the text as their prior knowledge is activated.

As reciprocal teaching is a structured combination of critical analysis over the text and a new path of learning, there is no suitable definition but Palincsar and Brown (1984) reported that reciprocal teaching may be an instructional procedure in which small groups of students learn to improve their reading comprehension through comprehension-monitoring or comprehension-fostering strategies. Hence, this strategy sets up as a main goal the development of skills that help to strengthen comprehension patterns in literature texts, as Ahmadi and Gilakjani (2012) expose considering the reciprocal teaching main's goal, the students' instruction with particular strategies that it is possible to apply to new texts.

To add, reciprocal teaching as a scaffolded technique that integrates four strategies, that according to Perdila, Ash and Abadi (2018):

Predicting, a prediction is as good guess about what you think you will find out about or what will happen next in a text. Questioning is asking question about a text help you have purpose or reason for reading and deepens your understanding. Clarifying means making the

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meaning of the text clearer. Clarifying helps you recognize when you don't understand parts of a text. Summarizing is a text means picking out the main ideas and leaving out anything that is not essential. (p,29)

Besides of having an improvement of the reading comprehension thanks to this technique, it also exists other purposes that according to Perdila, Ash and Abadi (2018) are "to strengthen instruction in a variety of classroom settings and to be a part of comprehension strategies that comprises previewing, self-questioning, knowing how words work, monitoring and summarizing".(p, 30) To finish, supportive prompting or bookmarks in reciprocal teaching are a suitable tool in order to develop the comprehension-fostering and also, it brings a support during the procedure.

### **Literature review.**

Thus, short stories as a strategy to enhance four skills has gained a great interest considering its extensive number of studies in which literary texts are immersed in order to research about its impact in a foreign language context. Then, previous studies concerning short stories as a part of literature with the aim of solve a determined problem in an educational setting in which linguistic abilities must have a reinforcement. This way, Kaya (2014) conducted a study whereby tries to remind the reasons and methods of using literary resources, specially short stories as a tool in a second language teaching and learning environment in order to provide a model with the story, besides, author purpose is about recognize an impact when using short stories in EFL classes and present a case study of a selected short story. To add, Kaya (2014) reached that short stories are perfect examples to work with different abilities in students,

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besides, findings show that students may be more creative in the learning process since it is possible to reach advanced levels.

However, when talking about English teaching, instructor plays an essential role bearing in mind that its attempts to bring certain knowledge can vary depending on the strategy or the way how teacher helps students to communicate fluently and with accuracy in the target language, in this way, Pardede (2011) carried out an study in which provides different elements and aspects taking into account the objective in the EFL teaching environment, moreover, the author stated that throughout short stories, learners can get several benefits when using a foreign language since abilities have proved an enhancement according to its selection depending on the course objective and the creation of a meaningful context. Also, literature patterns include a motivational section considering that students think that short stories and materials linked to texts use in the classroom help since classes are fun and present good examples, nevertheless, students consider literature and short stories as difficult, boring and unnecessary; furthermore, reading comprehension has also gained a great importance when developing a study due to its approach and the poor comprehending that can be presented at any learning stage, Alyousef (2006) conducted a theoretical research in which it is possible to find definitions and reading or reading comprehension background. Comprehension skills, in this case, reading comprehension also occupy an extensive endowment and there are a lot of studies that center its composition towards the methodology that reading has indoors, Khamraeva (2016) executed an article that deals with the implementation or benefits of using pre-, while and post reading activities in language learning.

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Nevertheless, reciprocal teaching as a scaffolded strategy bring the possibility to know different perceptions according to previous studies that superimpose reading comprehension and this technique as key aspects in a wide range of research papers, hence, one of the studies that stands out is Okkinga et al. (2018) that carried out a study with reading comprehension of low-achieving adolescents and how reciprocal teaching training and intervention can help in order to improve this ability lack by giving extensive training over the course of 1 year to 10 experimental teachers and 10 control teachers used their regular method, after that, they provided instruction to 369 students concerning this technique, as a result, authors found that reciprocal teaching contributes to adolescent low achievers' reading comprehension only when the teachers who were taught with reciprocal teaching receive a high-quality strategy training.

Consequently, reciprocal teaching can have positive or negative effects depending on the study that has been conducted, in this case, it helps to enhance reading comprehension by giving training of strategies that provide a support in order to work this ability indoors, thus, Perdila, Ash and Abadi (2018) implemented a study at Junior High School 13 Sarolangun with the purpose of determining whether or not there was a significant effect when using reciprocal teaching technique on reading comprehension by stablishing a comparison with those techniques who are not linked to reciprocal teaching, at the end, results indicated that there was an important effect of using RT (reciprocal teaching) strategy on students reading comprehension.

## **Methodology.**

**Research methodology. *Research design and approach.*** This proposal is framed under the patterns stablished in an action research design considering that it is important to seek a solution to a specific problem in a specific population. Thus, according to Mills (2011) action

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research is a systematic procedure done by teachers in order to gather information and consequently, improve the way how a specific educational setting operates on the basis of teaching-learning process. This way, this study is addressed as an action research design since it is essential to solve a specific educational problem; as a specific aspect, teacher wants to give an improvement in the classroom performance throughout the involvement of individuals, focusing on environment development and student learning, the implementation of a plan of action and the teacher's role as researcher, in this order of ideas, Schmuck (1997) argues that practical action research allows to research a specific school with a view toward improving practice. Moreover, this study is classified under a qualitative approach considering the issue that it focuses its inquiry under a social phenomenon within a natural setting.

***Data collection instruments and techniques.*** Taking into account Cresswell (2002) one of the steps that are marked by its importance is the data collection implementation considering that it takes time and it is primary to keep an accurate record of the information collected. Thus, in this proposal, several instruments were implemented in order to build an excellent procedure; a questionnaire and its respective description (appendix 1), an audio-recorded structured or formal interview and its respective transcription (appendix 2) and five workshops (plan of action) with its respective journal (appendix 3) which describes process carried out and it helps to know and reflect about the pedagogical events experienced in the classroom in accordance with the proposal objectives, hence, as the action research data collection techniques in order to gather an appropriate data that consequently, it will have an interpretation and analysis process.

***Data analysis and interpretation.*** In order to make analysis clear and easy, triangulation emerges as effective and methodical way of providing meaning to the data collected thanks to

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extent that it provides through several instruments, thus, in this proposal, triangulation serves as a support in order to create validity to the data taking into account that Thurmond (2001) stated that triangulation might enhance the completeness and confirmation of data in research findings of qualitative research approach. Thus, during this analysis process the information validation is linked to the existence theory about a determined topic and the data gathered, from this data rises some categories with its respective subcategories and the theoretical description that support the information collected by the researcher, as the Table C affirms the emerging categories and the theoretical aid. To add, different matrix was developed for analyzing classroom research data (appendix 4).

*Table 3. Emerging categories data analysis triangulation procedure and validity.*

<b><i>Categories</i></b>	<b><i>Subcategories</i></b>	<b><i>Theoretical description</i></b>
<b><i>Short stories</i></b>	<b><i>Students' motivation</i></b>	As they have a beginning, a middle and an end, it provides a possibility of encouraging learners in order to continue reading until the end to find out how the conflict is resolved.
	<b><i>Material effectiveness</i></b>	Short stories are a fun, motivational and effective source to achieve a better proficiency in the

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		development of English skills
<b><i>Reading comprehension in reciprocal teaching training</i></b>	<b><i>Other abilities linking</i></b>	Reading texts offer an option to study other foreign languages abilities such as vocabulary, grammar, pronunciation, punctuation and sentences construction.
<b><i>Reciprocal teaching comprehension-fostering strategies</i></b>	<b><i>Predicting</i></b>	It goes beyond guessing and it helps to preview what is going to happen in the text by anticipating the events taking into account the different clues immersed in such as pictures, known words, etc.
	<b><i>Questioning</i></b>	Generate questions about texts main idea and important details, and also, it takes into account the different elements that a



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		determined text or story includes to ask about its procedures
	<i>Clarifying</i>	Figuring out difficult words in a text, besides, it implies problem solving since students clarify unknown words or confusing points of the text, becoming the reader a strategic trainee
	<i>Summarizing</i>	Essential elements or main ideas that a text has providing the possibility to know about a story or text through simple sentences that summarize its core.
	<i>Strategy effects</i>	Significant effect of reciprocal teaching when improving reading comprehension in comparison with other

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		comprehension strategies developed indoors.
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**Chronogram.** To add, in the table 4 is described the chronogram established in order to conduct the different instruments applied along this process with the questionnaire, interview and workshops with its journal (didactic sequences).

*Table 4. Instruments schedule.*

Activities	September	October	November
Workshop 1: “Identifying reciprocal teaching foundations” Journal 1.	Thursday, September 26 <sup>th</sup>		
Workshop 2: “Analyzing the short story as a literary text that establishes a junction point with reciprocal teaching” Journal 2.		Thursday, October the 3 <sup>rd</sup>	
Workshop 3: “Upgrading the knowledge concerning		Thursday, October 17 <sup>th</sup>	

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reciprocal teaching through short stories” Journal 3.			
Workshop 4:” Developing specific training about reciprocal teaching” Journal 4.		Thursday, October 24 <sup>th</sup>	
Workshop 5:” Assessing learners reading comprehension taking into account knowledge acquired” Journal 5.			Thursday, November 7 <sup>th</sup>
Questionnaire #1			Tuesday, November the 5 <sup>th</sup>
Audio-recorded Structured interview #1			November 12 <sup>th</sup>

**Setting and Sample.** The city of Pamplona offers a great number of schools, thus, educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” is composed by a large number of facilities among which it is possible identify Jose Antonio Galan school; researcher have the opportunity to work with sixth and seventh grade students, however, as a

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specific sample, seventh grade group B learners with a age range from twelve (12) to sixteen (16) and more specific sample of 8 participants chosen randomly.

***Ethical considerations.*** During this process carried out was necessary to consider ethical aspects when developing a social study in which participants are immersed, in this way, researcher took into account that participants were not at a legal age, for this reason, they were under parents monitoring. An informed consent helped to established an authorization by the parents in order to know if they agreed with the assumption that the students had the possibility to engage in the workshops developed in extracurricular hours and the permission of being part as an active participant of this project, then, as a tenth semester practitioner a letter was sent in order to know their consent to realize the activities and instruments (appendix 5).

**Pedagogical methodology.** According to Mesquita and Teodoro (2004) a pedagogical methodology is a set of procedures that a teacher can develop in order to help all students learn. Thus, it involves a series of plans and method that are linked to the educational setting needs and the pedagogical model presented in the institution and described along the educational institutional project, this model or theory takes into account meaningful learning that considering Ausubel (1968) individuals must relate new knowledge to relevant concepts they already know. By doing so, this proposal is based on the characteristics that current pedagogy involves in order to create a meaningful environment, then, EFL classes have the need to implement materials and pedagogical guidelines in order to provoke an enhancement in reading comprehension since short stories and reciprocal teaching serve as a support in order to carry out the procedures. The principles of organization are autonomy, planning and self-observation.

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In this manner, the implementation of five workshops (sample appendix 6) directed to the seventh graders with the purpose of providing training in reciprocal teaching comprehension-fostering and monitoring strategies by using short stories, besides, it is important to highlight a procedure established by Kingston and Fahim (2015) in which teacher starts giving direct strategy training and after that, the teacher introduces and defines the four emerging strategies which are summarizing, predicting, questioning and clarifying; thus, this protocol was taken into account at the moment of implementing the workshops starting from general items and finishing with a specific instruction of every step. In the table 5, the workshops developed with its respective names, objective and description

*Table 5. Workshops description.*

Activities	Date	Objective	Description
Workshop 1: “Identifying reciprocal teaching foundations”	Thursday, September 26 <sup>th</sup>	To provide training concerning reciprocal teaching mechanics as a strategy that helps to increase comprehension	This workshop gives and overall explanation of reciprocal teaching and why it is useful indoors when enhancing comprehensive skills, more specifically, reading comprehension.

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<p>Workshop 2: “Analyzing the short story as a literary text that establishes a junction point with reciprocal teaching”</p>	<p>Thursday, October the 3<sup>rd</sup></p>	<p>To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in the ESL learners.</p>	<p>The use short stories with pictures and a motivational plot and how these literary texts can be combined with reciprocal teaching strategies to improve indirectly, the reading comprehension.</p>
<p>Workshop 3: “Upgrading the knowledge concerning reciprocal teaching through short stories”</p>	<p>Thursday, October 17<sup>th</sup></p>	<p>To implement activities linked to the short stories in order to make classes a motivational and functional environment.</p>	<p>Short stories can be motivational and effective, along this workshop, teacher tried to explain the above here statement by explaining some facts, within the classroom environment.</p>

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<p>Workshop 4:” Developing specific training about reciprocal teaching”</p>	<p>Thursday, October 24<sup>th</sup></p>	<p>To provide training concerning reciprocal teaching mechanics as a strategy that helps to increase comprehension</p>	<p>More explanation concerning reciprocal teaching, and the way how it is difficult to implement.</p>
<p>Workshop 5:” Assessing learners reading comprehension taking into account knowledge acquired”</p>	<p>Thursday, November 7<sup>th</sup></p>	<p>To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in the ESL learners.</p>	<p>This workshops finished with the process conducted, learners were evaluated in order to know if the knowledge they have acquired has been helpful.</p>

**Results.**

In this way, pedagogical research carried out delivered some findings in accordance with the process evinced in the workshops as a plan of action, the questionnaire and the structured interview which were built in order to give answer to objectives presented in the proposal and at the same time, instruments wanted to respond to the characteristic procedure from the workshops. Hence, researcher considers important to make an analysis and after that, the project results

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taking into account the emerging categories: short stories, reading comprehension in the reciprocal teaching training and reciprocal teaching comprehension-fostering strategies.

**Short stories.** This category encompasses one of the main assumptions under the proposal statement. At this stage, it emerged two subcategories: students' motivation and material effectiveness.

***Students' motivation.*** According to the theory, short stories bring the possibility to make classes fun and motivational considering its structure, thus, it was evinced that short stories are considered as a motivational strategy due to its support indoors when strengthening English proficiency, as one of the participants affirmed:

"I think it is a good strategy, because through short stories as a fun material, and classes and workshops help us to improve English because we are interested in the stories to improve classes..." (Participant #3, translated structured interview)

Besides, it is highlighted students' attention towards the elements that a short story has, and the fact they include fantasy or characters that most of time are favorite in the trainees:

"...the pre-service teacher attracted their attention when he started to talk about fairy tales and science fiction short stories..." (Journal #1)

And considering the questionnaire findings according to the rating scale of the statement that short stories are motivational and functional even when trying to enhance reading comprehension:

"Most of participants agree with this statement and 3 out of 8 strongly agree."

(Questionnaire description #1)



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**Material effectiveness.** Most of time participants think short stories can be effective in the classroom environment thanks to its feasibility taking into account comprehension skills or ESL development:

“...effective since it can help us to understand more and develop a more comprehension”

(Translated structured interview #1, participant 7)

However, short stories as a one of the main aspects of the proposal accompanied by the reciprocal teaching did not gained a high percent of effectiveness considering the journal number 5 related to the final workshop which set up as a goal to assess students:

：“... learners’ effectiveness was of 50 % taking into account the reciprocal teaching training and the use of the short stories as a motivational and effective material in the ESL environment, in this case, reading comprehension. Besides, the remaining half presented no effectiveness.” (Journal #5)

**Reading comprehension in the reciprocal teaching training.** As a second category, it emerges the reading comprehension which is the main ability in order to collect answers in this proposal taking into account the method implemented. One subcategory within this category is: other abilities linking.

**Other abilities linking.** Considering that reading texts in reciprocal teaching offer an option of improving English language, participants agree with this statement since:

“...it can help us to translate an entire text, find out the vocabulary and unfamiliar words you do not understand to translate the short story in a better way, and also to speak English”

(participant #1, translated structured interview)

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Moreover, perceptions about the reciprocal teaching in reading comprehension conceive that most of time, new words or new structures of the foreign language are gained due to the way how reading emerges in order to provide new elements immersed in a determined text as participants stated:

“Because we know how to have a better result with the texts in the classroom and also it allows a better reading comprehension in the exams we have and then, we complete with an extensive vocabulary” (Participant #2, Questionnaire description)

**Reciprocal teaching comprehension-fostering strategies.** As a third category, it arises the significance that reciprocal teaching training in the four comprehension-fostering strategies achieve in the educational setting in order to instruct students on how to enhance reading comprehension, then, perceptions and results from instruments highlight three five subcategories within it: predicting, questioning, clarifying, summarizing and strategy effect.

***Predicting.*** Since predicting is one of the scaffolded strategies, participants agree that this step of the strategy is functional and also, they have a clear knowledge about what it is about:

” ... predicting because we predict what is going to happen in the text with drawings or any word you know.” (Participant 4, translated structured interview)

In addition, students answer taking into account a rating scale from 1 to 5 in the questionnaire to the statement in which reciprocal teaching strategies with the predicting among them is effective at the moment of improving reading comprehension, the level acceptance was great considering:

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“Participants agree and strongly agree with the reciprocal teaching statement.”

(Questionnaire description)

**Questioning.** When asking about which one of the four strategies from reciprocal teaching is considered as the most effective, just one of the participants answered that asking questions since:

“Questioning, because it's about to comprehend in a deeper manner of the text and ask questions about the text, and then, answer them and that improves comprehension.” (Participant # 6, translated structured interview)

Hence, the level of acceptance of this step is low due to the lack that participants have when building interrogative sentences:

“...it is hard to understand and sometimes makes it difficult to understand for us.” (Participant 7, translated structured interview)

**Clarifying.** Nevertheless, participants consider that this stage of the strategy is fun, functional and motivational because they can acquire new vocabulary and also, when clarifying some doubts about the text, they feel more comfortable at the moment of reading a text since:

” ... when clarifying step arrived, they had to search for new words and then, acquire vocabulary concerning the short story” (Journal #3)

“...it's clarifying because it helps us know what we are reading, helps us understand more vocabulary...” (Participant #5, translated structured interview)

As the participants perceptions declare:

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“Because we clarify the doubts and questions we have, and also, we improve the vocabulary” (Participant #6, questionnaire description)

**Summarizing.** As some of the participants affirm that the step that helps to build up in a better way this strategy is to summarize, the act of creating main ideas from the text, then, summarizing helps to know with simple ideas from the short story, what means that when reading essential ideas are the most important, such as students perceptions say:

“...when we summarize something, we can understand better and we don't have to read a text entirely, but if we summarize, we're going to do it better because it would be like something shorter.” (Participant #3, translated structured interview)

” Summarizing, because in that way we write what we have left or what we understood from the text you were reading.” (Participant #8, translated structured interview)

But also, summarizing evinces that learners have improved not only the focus ability which is reading comprehension, they also enhanced indirectly some skills such as writing, as:

” ...and at the end throughout the summarizing step, they identified main ideas and also it helped to improve writing abilities...” (Journal #1)

**Strategy effect.** The last subcategory emerges from the need of knowing whether reciprocal teaching training helps in order to increase reading comprehension in readers, that way, researcher considers a 50% effectiveness level in the students taking into account:

” .... learners' effectiveness was of 50 % taking into account the reciprocal teaching training and the use of the short stories as a motivational and effective material in the ESL

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environment, in this case, reading comprehension. Besides, the remaining half presented no effectiveness.” (Journal #5)

In comparison with the middle of the process in which it is evinced a lower percent, what demonstrates that participants achieved an enhancement in the ability:

” ...evaluated on a 1-4 rating scale in which 2 of them got a 4, one of the participants got 3 points and the remaining participants failed obtaining just 1 point of the rating scale, what means that 37,5 % of the participants have obtained an improvement.” (Journal #3)

In this order of ideas, effects can vary from positive until negative, but according to participants perceptions of the major problems that characterizes this strategy and its effect in order to gain a high percent of success is the complexity and the difficulty it has:

“...it is hard to understand and sometimes makes it difficult to understand for us.”  
(Participant #7, translated structured interview)

“...some students reaffirmed the difficulty that this strategy has.” (Journal #5)

## **Discussion.**

Emerging results evinced that reciprocal teaching as a strategy combined with the short stories has a 50 % of effectiveness, what means that only half of the students have acquired an improvement in the reading comprehension ability, however, students perceptions about this strategy state that not only reading comprehension is enhanced by means of RT and short stories, also, the vocabulary and the pronunciation since they have the opportunity of clarifying some words that are unknown for them.

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These perceptions or impressions allow to the researcher knowing that participants feel this strategy also contributes in the classroom in order to strengthen English proficiency due to the complexity and that most of time, they are facing exams with texts that are difficult to understand because of the lack of instruction concerning the reading comprehension, in addition, learners consider that comprehension strategies should be worked in the classroom occupying an important part of the classes procedure, what also allows a thinking skills improvement.

### **Conclusion.**

In this way, teaching proposal in order to increase reading comprehension as a need factor indoors, includes the implementation or a reciprocal teaching training combining the short stories as a functional material; thus, achievement percent suggests that this proposal does not work at all, considering some aspects such as the complexity and difficulty level that participants found when learning every one of the comprehension-fostering strategies linked to the RT, and the employed time in order to specific instruction about this technique bearing in mind that previous studies suggest an extent and intensive process. However, reciprocal teaching training in the four scaffolded strategies has gained the attention of the students taking into account the big amount of texts presented in exams with a low-reading comprehension instruction indoors. Then, the strategies such as predicting and clarifying are a sample of the success that RT can achieve since participants found motivational and fun the way how clarifying works when achieving new words and the functionality that predicting has at the moment of creating thinking and creative skills. Besides, the short stories converge as a suitable material in order to gain motivation in the trainees when developing reading activities in the ESL environment.

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## **Chapter II: Research component.**

*“The formation of reflective spirit in PLEX practitioners, training tool in order to qualify the pedagogical practice”*

### **Introduction.**

In the context of training in the PLEX, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to study and document for the improvement of teaching-learning processes, since it exists the qualification of education. While there is a clear interest in the obvious need to understand and transform pedagogical practice, also, a good part of local studies focuses especially on the problem of learning rather than that of teaching.

It has been considered pertinent to formulate a project that establishes a reflective approach concerning practice as a way to objectify knowledge, behaviors and attitudes that guide the teaching work; also as an exercise of internalization, immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and information search for problem solving and for self-recognition.

### **Justification.**

This project proposal in the context of the Comprehensive Practice of the students of Languages, is part of the professionalizing conception of the practice as a spearhead to improve the educational processes in the application centers where the teaching practice is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the

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knowledge of the models and approaches to address a problematic situation and establish a look Analytical about the fact.

In accordance with what was stated by education philosopher Jhon Dewey, a forerunner in the field of reflective thinking applied to teaching, it is justified the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between Routine action and reflexive action. Moreover, it is believed that a reflective approach protects the different agents immersed in the traditional context of inertia and authority that permeates the school.

## **Objectives.**

### **General Objectives.**

To implement reflection as a transformative tool of the pedagogical processes of integral practice.

To promote in the Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific Objectives.**

To strengthen a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.

To socialize criteria, share ideas and guidelines to assume their pedagogical practice and being immersed effectively into the institution.

To identify and analyze the strategies that the student uses in his pedagogical practice.



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To implement reflection and development workshops about didactic units that guide the reflection of Student-Practitioners.

To analyze own beliefs about teaching work and about students' patterns.

### **Theoretical Framework.**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. To have a greater degree of clarity on the concepts covered, in close relation to this research project, it is presented an approach to each of them.

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

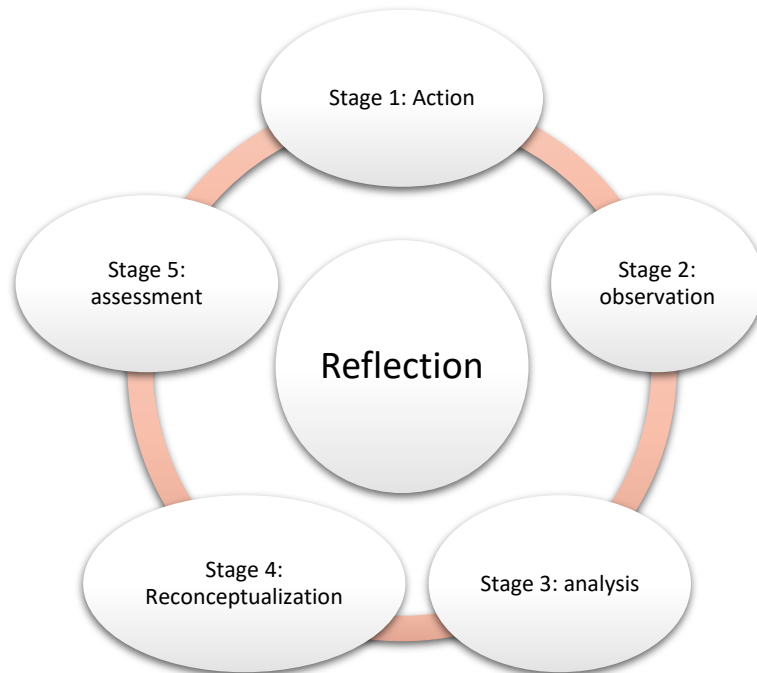
The teaching profession demands a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how it is possible to find that every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

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

**Reflection as a process.** The reflection is made from a series of stages resulting cyclically in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies “a type of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would allow extracting a new structuring of the situation”.

The stages of the reflection process as a process are evidenced in the figure 8:



*Figure 8. Stages on reflection process*

**Reflection as thematic.** The conception of reflection is based on a theme that is related to that concept. To do this and taking as reference to Grimmet et al (1999) cited by Correa Molina et

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al (2010), reflection is based on three perspectives: *reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience*. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflection; and contextual aspects, which allows the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; In the first instance it is possible to reach *the action, the context, the colleagues and the same person who reflects*.

**Reflective practice.** Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question their own practice and the impact it has generated; that is able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

The teacher occupies a central role in the current educational world; It acts in a complex space under constant change determined by 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 problems of practice, of class space require a particular treatment oriented towards social understanding and interaction.

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

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

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According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge.; The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use. On a second level, reflection reflects on the budgets implicit in the specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. SE then opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes an exercise of critical reflection; at this level, it formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

**Pedagogical practice.** For the analysis and reflection on the practice it is considered appropriate to use methodologically a conceptual operation of classification of the practice; to this end, Zeichner's proposal is assumed, who has established several Modalities of practice as follows:

**Academic Practice.** It is aimed at preparing teachers capable of reflecting on the courses they teach, so that they transform them into understandable structures for students.

**Social Efficiency Practice.** It is about achieving effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, the reflection consists of a strategic decision: «select from the range of available techniques the one considered most effective». This is the way of proceeding from technical rationality.

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

**Social reconstruction.** The purpose of the reflection is the social, economic and political context, so as to promote really democratic relations in the classroom, and egalitarian and fair in the social field.

**Generic.** The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect or the strategies to encourage reflexive learning.

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

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

These authors established some classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curriculum knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional configuration

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5. Knowledge of the students 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 of the elements of reflective thinking that is included in the present study as an instrument This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they present under many forms and fulfill diverse functions in subjectivity, and in the subjectivity constitution. In this component are the educational journals in which the writing triggers the elaboration of the reflective thinking of the teacher, about his experiences of practice, in an objective, subjective and intersubjective way.

### **Methodology.**

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the holding of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation. To review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of the same will take place.

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

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Reflective process encompasses a huge number of elements inside the teaching practice, that is why, this research component frames some instruments which aims at giving meaning to the objectives. For the collection of data in this project, the application of the following instruments was proposed:

**Reflection workshops.** The reflection workshops had the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices. The number of reflective workshops was two (2), trainee teachers have learned during this process how the educational setting has changed and the elements linked to the education, also, the perceptions that practitioners have in according with pedagogy and their students' behavior and attention.

**Self-observation forms.** The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he was a part. The number of self-observation forms was (4), this have helped to get aware of the educational process and the different misconceptions. (appendix 7)

**Narrative.** The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life. The number is about eight (8), teacher considered that narratives as a journal of the activities and the process carried out during the week provided a different perspective of the educational procedure carried with the students, also, took part of the reflection about the misconceptions or aspects in order to improve in the teacher-related actions. (appendix 8)

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**Class records.** Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects of the process of teaching / learning foreign languages that may or may not have been taken into account by the teacher in training in their exercise of reflection. These records allowed an external and constructive look at their pedagogical practices bearing in mind the analysis carried out by one of the practitioners of the class. (appendix 9)

**Chronogram.**

In the table 6, it is possible to appreciate the different activities that constitute the research component, besides, there are instruments that have suffered an application.

*Table 6. Application of the research component instruments or activities.*

Activities	Reflection workshop	Self-observation forms	Narratives	Class records
Week 1 (16-20 September)				
Week 2 (23-27 September)		X	X	
Week 3 (30 September-4 October)		X	X	X
Week 4 (7-11 October)	X		X	
Week 5 (15-18 October)		X		



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Week 6 (21-25 October)			X	
Week 7 (28 October-1 November)			X	
Week 8 (5-8 November)	X	X	X	
Week 9 (12-15 November)			X	
Week 10 (18-22 November)		X	X	
Week 11 (25-29 November)			X	
Week 12 (2-6 December)	X			

### **Conclusions.**

Reflection as a transformative tool gave to trainee teachers the possibility to change certain patterns and misconceptions in the classroom about the teaching practice, this way, the implementation of different activities or instruments provide the awareness in order to behave in a suitable way indoors. Practitioner aspects consider that mostly the educational setting have the resources to be a good professional, those factors are ranged under a paradigm.

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Considering the pedagogical approach “meaningful learning”, and the different steps indoors, it is possible to observe that trainee teacher methodology includes a great variety of elements that compare previous knowledge of the topic with new ones that students have already acquired, hence, pre-service teacher methodology is divided into three moments: warm-up presentation of the class, explanation and practice activity and a final part with an evaluation and a meaningful homework.

**Planning.** The planning process takes into account the pedagogical project and the schedule established for the classes, however, it existed some limitations since this pedagogical project must involve concepts that are out of the programme already established for this subject, then, trainee teacher seeks for a solution implementing separated workshops with the target population, also, the classes are designed in a flexible way in order to make an easy and motivational environment.

**Teacher – students’ interaction.** Pre-service teacher tried to arrange the classes in order that the interaction with the learners have a same organization, nevertheless, it exists moments in which students and teacher interaction turns away from the protocols since it emerges questions that implies the personal environment, the teacher used some elements in order to get the students back to the classroom reality.

**Content presentation.** Trainee teacher provided a junction point between previous knowledge concerning a topic or a content and the new ones; sometimes, teacher fails when trying to organize classes environment in order to give a general vision about each topic, but it changes with the knowledge acquisition when content is facilitated through clarifying questions

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and several examples and pictures with the purpose of present the information in a visual and systematic way.

**Indoors activities.** Thanks to the variety of activities, students' attention has change since at the beginning teacher started with a traditional methodology where the instruments and instructional activities were limited, after that, the approach suffered an alteration and learners see English learning as a fun and attractive subject. The work by groups or individually has been divided up with a percent of collaborative learning inside the classes.

**Materials and organization.** As someone aware of the different treatments that an innovative class should have nowadays, practitioner implements interactive materials and worksheets that helps to improve learners' English proficiency.

**Students' homework training and explanation.** Concerning the instruction and students' guidance towards their homework development, pre-service teacher clarifies and give some examples about the task they have to realize, notwithstanding, teacher does not provide search information sources or problems broaching.

**Classroom climate.** As a trainee teacher, the connection established with learners was weak, it is important to follow working in order to strengthen the bonds, sometimes students do not show respect towards class development what makes difficult to establish an effortless climate.

**Teaching – learning process monitoring.** Worksheets, activities or assessment forms are constantly evaluated by the practitioner, students receive a monitoring in their learning process; but it exists some limitations that converge with trainees' irresponsibility when developing a determined activity and the lack of time in order to follow their procedures.

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**Diversity attention.** Indoors, there are some learners with intellectual disabilities, in this case the pre-service teacher tries to give special monitoring when explaining a topic, however, these scholars does not obtain the level because teacher is limited in the knowledge, he has with the purpose to deal with this diversity and its particular attention.

**Discipline control methodology.** One of the strong points is the management that teacher had in order to control discipline, as a trainee teacher, students answer very well to teacher reaction when a learner wants to exceed classroom protocols; in this way, teacher responds with different strategies to manage the behavior, or ultimately, the use of the onlooker book.

**Students' need analysis.** Students' linguistic need are huge considering the lack of English management and the existence of great number of learners that fail when overcoming English in the educational setting, that is why, trainee teacher works with the specific purpose to upgrade the linguistic skills, specifically, reading comprehension. Moreover, trainees have the probability to face texts in future exams, these texts will measure their comprehension skills.

**Students' applied assessment.** Criteria implemented with the purpose to attend to students' knowledge in a balanced way trying to give meaning to the understanding acquired, besides, trainee teacher considers that this stage have problems due to the lack of means to report householder about the assessment process that learners have by the moment.

**Trainee teacher communicative competences.** To involve several competences in which the main characters of the pedagogical procedure get information and share it, realizing a communicative schema, this way, practitioner considers that this step can be reinforced with a continuous enhancement and implementation of activities indoors.

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Hence, reflection about different patterns or elements immersed in the pedagogical teaching practice help to change some common mistakes at the moment of giving a class or being a teacher; besides, this process of becoming reflective gives the opportunity to transform some aspects that have been directed in a misleading path

### **Chapter III: Community outreach component sensitization to the English language in primary.**

#### **Introduction.**

The Colombian national government implement the foreign languages teaching addressed to the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allows getting to the equals conditions face to the individual and social development of the country, to promote the English language learning in Colombia, to be more competitive citizens, the ministry of national education implemented the National Plan of English, Colombia very well 2015 which aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening’.

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

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

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

### **Justification.**

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

This project aims at raising awareness of the English teaching in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary

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and primordial at these levels. For this reason, it is carried out as part of the outreach component by pre-service teachers of the foreign language degree of University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary school.

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

## **Objectives.**

### **General objectives.**

To address the English formation of the primary school children in Pamplona through the use of nursery rhymes in order to strengthen vocabulary skills.

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

### **Specific objectives.**

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

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

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

## **Methodology.**

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This community outreach component aimed at contributing to the English learning-teaching process by means of nursery rhymes in first and fourth graders students at “Cuatro de Julio” facilities of educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” in the city of Pamplona in order to enhance their English vocabulary according with their stipulated English level in the national guidelines.

That way, the section describes the progress concerning the outreach component in the primary school “Cuatro de Julio” in order to strengthen vocabulary skills through nursery rhymes in first fourth graders. It is significant to underline the methodology based on the TPR (Total Physical Response), since nursery rhymes are motivational and fun for graders at beginners’ levels, in accordance with Sayakhan and Bradley (2019) that stated they are fun for word play and also, they extend and enrich students’ vocabulary. Thus, pre-service teacher implemented in the planning and sequence a great number of activities with 40 hours as a total amount of time during 10 weeks.

**Planning and sequence.** In pursuit of accomplish with the objectives, trainee teacher implemented a didactic sequence with several activities in order to make classes a motivational and pedagogical environment, this way, a nursery rhyme with topics linked to vocabulary was presented in the planning or sequence (appendix 10), it is important to define that primary scholars were totally motivated towards the activities executed by the practitioner. As first graders worked effectively thanks to the functionality that this didactic material has, vocabulary topics such as days of the week, body parts, means of transport and animals of the farm were presented during these weeks in the English schedule, hence, teacher posed some nursery rhymes



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which were studied with the students and they used total physical response in order to learn about the vocabulary learned in the song.

To add, fourth graders enjoyed of the vocabulary related to the environment, besides, planning execution was always presented in order to answer to curricular guidelines proposed by the ministry of education in according with the unit number four “my global village”, a unit totally designed to answer to environment issues. Then, as a final product, on Thursday 17<sup>th</sup>, learners presented a nursery rhyme called “mother earth” in the cultural event about “Día de la Raza”, this song was prepared in the classroom, and they learned the vocabulary and pronunciation through drilling techniques (appendix 11).

**Chronogram.** In the table 7, is scheduled the activities and planning sequencing taking into account the project development in primary levels through the implementation of nursery rhymes, hence, it is possible to evince that practitioner amount of time worked was less than expected bearing in mind that two last weeks the work was compressed only stablishing a teaching practice performance with fourth grade.

*Table 7. Community outreach schedule.*

Level and Day	First grade (Monday and Thursday)	Fourth grade (Thursday)
Week 1 (16-20 September)	X	X
Week 2 (23-27 September)	X	X

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Week 3 (30 September-4 October)	X	X
Week 4 (7-11 October)		
Week 5 (15-18 October)		
Week 6 (21-25 October)	X	X
Week 7 (28 October-1 November)		
Week 8 (4-8 November)		X
Week 9 (11-15 November)		X

**Conclusion.**

The nursery rhymes implementation in primary levels helped to face other perspectives about the education since beginners' levels learn in a different way how secondary school trainees learn. This way, as practitioner could have the opportunity to know different perceptions about education, also, nursery rhymes teaching activities provided an aid in order to learn English in a different manner since learners will absorb information thanks to their capacity of

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discovering. Then, teacher perceptions and the process carried out can help to transform the teaching monitoring and assessment. Besides, as well as the objectives presented, trainee teacher considers that activities and process in the “Cuatro de Julio” headquarters have benefited the previously named goals accomplishment, since learners have shown an enhancement and a major motivation thanks to final product perception.

## **Chapter IV: Administrative component.**

### **Introduction.**

As a final chapter the administrative component which describes practitioner engagement in extracurricular activities raised by the institution, in this way, it is possible to become aware of teachers’ role outdoors. Thus, the educational setting in which practitioner was immersed in, is the “Instituto Técnico Arquidiocesano San Francisco de Asís”, during the scholastic year, this institution implements several activities that involves the school community such as teachers and students, then, pre-service teacher is aware of the different foundations that integrates a determined educational institution.

Moreover, the administrative component constitutes one of the essential elements that help to build up practitioner awareness about internal situations in the institution, since a wide range of experiences will allow to share perspectives and thoughts in a human and social way with different organizational entities inside school arrangement.

### **Objectives.**

#### **General objectives.**

To engage in several extra-curricular activities enacted by educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” at Jose Antonio Galan school.

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### **Specific objectives.**

To acquire knowledge about institution and different perspectives that make up this educational setting foundations.

To get a complex relationship with others teachers and with students.

To take part of the different meetings or activities such as ceremonies, cultural events, among others.

To contribute as a member of the educational staff to arrange and plan the different activities.

### **Methodology.**

Extracurricular activities at an institution help to build the identity and particular characteristics inside an academic environment, for this reason, practitioner is immersed in the various activities that are developed inside Jose Antonio Galan school: a “Instituto Técnico Arquidiocesano San Francisco de Asís” headquarters. This way, pre-service teacher is invited to engage in the variety of meetings, celebrations, cultural events, raising flags, exams week, teacher and parents’ meetings and the various transversal cross-sectional projects raised by local governments.

However, in the institutional project facilitated by Jose Antonio Galan school was not explained in a specific way the different activities concerning the third period of the academic year 2019, taking into account this problem, it emerges as a limitation at the moment to assist to these extra-curricular activities, notwithstanding, supervisor teacher will keep an eye on the issue, and at the moment, that practitioner had the responsibility to participate in a particular activity, supervisor teacher anticipates him to take part either a meeting, a ceremony, a cultural

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programme or any other event. Besides, pre-service teacher is invited to the final ceremonies at the end of the academic year in which students par excellence receive an honorary prize and eleventh grade students finish their stage at the secondary school level.

Then, it is significant to demonstrate that pre-service teachers have not taken part of a great variety of extracurricular events or meetings enacted by the educational institution “Instituto Tecnico Arquidiocesano San Francisco de Asís”, however, there were some events in which the practitioner contributed and engaged as an observer (appendix 12):

**“Formaciones: Cuatro de Julio”.** In this section can be identified two (2) “Formaciones” in which the practitioner was just an observer, these took part in primary headquarters and they were enacted with the purpose of offer a pray in order to pay tribute to someone beloved in the educational institution (Date: 26<sup>th</sup> September and 3<sup>rd</sup> October)

**Activity significant experience “Semilleros de Paz y bien” pedagogical project.** This project aims at give meaning to the values and the respect of human integrity; besides, it is important to highlight that it took place at “Club Santander” (Date: 24<sup>th</sup> September).

**Cultural event.** At the morning, a cultural event with the children of “Cuatro de Julio” carried out; it was about several cross-sectional projects from pre-scholar until fifth grade, these were linked to the citizenship and the environment, besides, as a pre-service teacher contributed to the development of one of the points with the nursery rhyme about the environment by fourth graders (Date: 17<sup>th</sup> October).

**Raising of the flag: inclusion, environmental values and Discovery of America.** This cultural event was developed in the morning, and join forces with the different groups of artistic and cultural expression (Date: 25<sup>th</sup> October).

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**Halloween activity at Club Santander.** Cultural event in order to celebrate with children from sixth grade the Halloween day, different activities during the morning were developed and sixth full professors were presented. Besides, as a pre-service teacher, it was important to contribute with this celebration. Students were in disguise taking into account different characters (Date: 31<sup>st</sup> October).

**Meeting with secondary students.** Educational community meet at the meeting place in order to give some information concerning to the year; principal Bernardo Wilches gave some advices and also, he exploited the opportunity to congratulate eleventh grade learners who had obtained excellent results in the national exams, as well as some students and teachers that had achieved some goals in the sports (Date: 12<sup>th</sup> November)

**Final raising of the flag: eleventh learners grade achievement and symbols.** As a last activity in which the practitioner was immersed is the raising of the flag that celebrates eleventh graders success in national exams and also, they got graduated by the name of “promoción Guadalupana 2019”. Tenth grade students received the different institutional symbols, as well as they promised to be a better generation for the class 2020 (Date: 28<sup>th</sup> November)

### **Chronogram.**

In the table 8, are defined the different events and extracurricular activities in which pre-service teacher was presented in order to accomplish with requirements of the administrative component.

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*Table 8. Administrative component schedule.*

Extracurricular activity and Day	Formaciones: Cuatro de Julio	Raising of the flag	Cultural event	Pedagogical project “Semillero de Paz y bien”	Meeting with secondary students.	Halloween activity at Club Santander
Week 1 (16-20 September)						
Week 2 (23-27 September)	X			X		
Week 3 (30 September-4 October)	X					
Week 4 (7-11 October)						
Week 5 (14-18 October)			X			
Week 6 (21-25 October)		X				
Week 7 (28 October-1 November)						X

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Week 7 (28 October-1 November)						
Week 8 (4-8 November)						
Week 9 (11-15 November)					X	
Week 10 (18- 22 November)						
Week 11 (25- 29 November)		X				

**Conclusion.**

In according with the administrative component, pre-service teacher did not take part of all the extracurricular activities, nevertheless, it is possible to highlight some of them in which practitioner was given a role of observer in order to being part of the school development in several activities; thus, these wide variety of activities developed and that allowed to the foreign languages trainee to know about the situations, meetings, protocols and performances in which an educational community is immersed. This experience brought the possibility to expand knowledge concerning a school functioning.

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## **Appendix.**

### **Appendix 1. Questionnaire # 1**

*Questionnaire # 1.* The use of short stories as a strategy to enhance Reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan School.

**Problem statement:** The need to reinforce Reading comprehension through reciprocal teaching strategies instruction and short stories.

**Objectives:** this survey will cover and validate the general objective and one of the specific objectives proposed in this action research.

- To enhance seventh grade learners English Reading comprehension through reciprocal teaching instruction and the use of short stories at Jose Antonio Galan school.
- To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in ESL learners.

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Moreover, this survey sets up as a goal the opportunity to confirm the process established along the workshops.

**Instructions**

Please answer with an (X) these questions on a 1-5 rating scale in which:

1. Strongly agree.
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Each question has a space in order to complete if you have any comments or observations concerning the respective question.

At the end of this survey, you will find an open question which has as goal to know the perceptions in according to the instruction carried out about reciprocal teaching and its comprehension-fostering strategies which helped to improve English level, more specifically, reading comprehension.

QUESTION	1	2	3	4	5	COMMENTS
Do short stories give essential elements in order to improve English skills, in this case, reading comprehension?						

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Do comprehension skills need a specific instruction indoors?						
Do comprehension strategies should be an important factor when developing second language classes?						
Are short stories a motivational and functional material when trying to enhance the reading comprehension ability?						
Are short stories fun and helpful at the moment of learning English as a second language?						
Are the reciprocal teaching strategies <sup>1</sup> effective considering its instruction and the way how this work?						
Do short stories and reciprocal teaching instruction in the four-reading comprehension provide a path to develop skills in an effective way?						

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Does reciprocal teaching bookmark give the opportunity to match efficiently the short stories and the scaffolded strategies?						
Should these comprehension-fostering strategies be taught in the classroom and developed as a manner to improve reading comprehension?						

- Why reciprocal teaching instruction and the use of short stories enable an opportunity to reinforce reading comprehension?

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**Questionnaire description.** In this questionnaire number 1, the researcher starts giving the pedagogical research title which has as name “The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: a classroom action research at the seventh-grade students of Jose Antonio Galan School”

In this order of ideas, the problem statement which is the need to reinforce reading comprehension through reciprocal teaching strategies training and the short stories. Besides, this questionnaire was conducted in order to validate the general objective (to enhance seventh-grade learners English reading comprehension through reciprocal teaching training and the use of short stories at Jose Antonio Galan School) and one of the specific objectives (to analyze the way how short stories and reciprocal teaching work when developing comprehension skills in ESL

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learners). Moreover, this survey sets up as a goal the opportunity to confirm the process established along the four workshops.

Thus, the questionnaire instructions clearly stated about mark with an X the statements presented in the chart taking into account on a 1-5 rating scale in which: 1. Strongly agree, 2. Disagree, 3. Neutral, 4. Agree and 5. Strongly agree. This way, each statement had a space in order to complete if the participant had any comment or observation concerning the respective statement. At the end of the questionnaire participants had an open question in which main goal is to know the perceptions in according to the training carried out about reciprocal teaching and its comprehension-fostering strategies which helped to improve English level, more specifically, reading comprehension.

### **Procedure.**

Seventh grade learners had a grid divided into 3 sections: statement, 1-5 rating scale and comments. These statements and its corresponding results were:

1. First statement: The short stories as learning tool provide essential elements such as vocabulary acquisition or a specified structure (beginning, development and end) in order to improve English skills, in this case, reading comprehension.

Bearing in mind the previously named rating scale, most of the students agree with this statement and two out of the eight participants strongly agree with this assertion.

Besides, some of the participant comments were:

- “Because we can acquire more vocabulary knowledge and also, we learn to interpret texts and to clarify doubts.”

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2. Second statement: The comprehension skills such as reading comprehension or listening comprehension need a specific training indoors.

Hence, half of the learners remain neutral according to this statement, 3 out of 8 agree and one of the participants strongly agree; this statement has no comments.

3. Third statement: Comprehension strategies should be an important factor when developing second language classes.

According to this assertion, 5 out of the 8 students agree and 3 out of the 8 strongly agree, with a comment which says:

- “Yes, because we could clarify and analyze the texts through the pictures and the vocabulary we know.”

4. Fourth statement: short stories are a motivational and functional material even when trying to enhance the reading comprehension ability.

Most of participants agree with this statement and 3 out of 8 strongly agree.

5. Fifth statement: short stories are fun and helpful at the moment of learning English as a second language.

Half of students agree with the idea proposed in this statement and the remaining half strongly agree. Some comments are:

- “for me it is a helpful way of teaching the English language or another one”



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6. Sixth statement: The reciprocal teaching strategies such as predicting, questioning, clarifying and summarizing, are effective considering its training and the way how this work.

Participants agree and strongly agree with the reciprocal teaching statement. Besides, some comments from the participants such as:

- “Yes, because it gives us a better understanding of another kind of language”
- “Because we clarify the doubts and questions we have, and also, we improve the vocabulary”

7. Seventh statement: Short stories and reciprocal teaching training in the four-reading comprehension-fostering strategies provide a path to develop skills in an effective way. 2 out of the 8 participants remain neutral taking into account the above statement, half of them agree and 2 out of 8 strongly agree. Some comments are:

- “it helps us to comprehend more about the story or the text and also it clarifies more the topic”

8. Eighth statement: Reciprocal teaching bookmark give the opportunity to match efficiently the short stories and the comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing.

3 out of 8 learners strongly agree, 3 out of 8 agree and the two of them consider their perception as neutral. Some comments are:

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- “Because it is an aid for us in order to guide our process, and also, to perform the activities easily”

9. Ninth statement: Comprehension-fostering strategies (predicting, questioning, clarifying and summarizing) and its bookmark should be taught in the classroom and developed as a manner to reinforce reading comprehension.

Considering the previous assertion or statement 5 participants agree with this idea and 3 of them strongly agree; this section presents no comments.

At the end, the researcher presents an open question with a determined goal which wants to know students’ perceptions in accordance to the workshops carried out until now.

- Why reciprocal teaching training and the use of short stories enable an opportunity to reinforce reading comprehension?

Then, learners’ answers were:

- “so that, it is not difficult to learn English as a very important second language”
- “Because we know how to have a better result with the texts in the classroom and also it allows a better reading comprehension in the exams we have and then, we complete with an extensive vocabulary”
- “it facilitates to us an understanding of the stories or texts in English. Also, it strengthens English language and it is easier to comprehend in a better way”

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- “because it helps us to comprehend and deepen the texts in order to understand the short stories, and having more everyday vocabulary to use in a near future”
- “because it enhances the understanding way of the texts making the comprehension deeper with vocabulary and other things that normally, we don’t learn”
- “because it eases the way how we comprehend another language, not only English”
- “because it helps to boost a lot the pronouncing manner and how we read a text or story”
- “because they ease to us the path at the moment of analyzing and comprehending either books, texts and stories that we have to read”

## **Appendix 2.**

*Structured interview # 1.* The use of short stories as a strategy to enhance Reading comprehension through reciprocal teaching instruction: A classroom action research at the seventh-grade students of Jose Antonio Galan School.

**Problem statement:** The need to reinforce Reading comprehension through reciprocal teaching strategies instruction and short stories.

**Objectives:** this semi-structured interview tries to give answer to the three (3) specific objectives established in the main action research design proposal.

- To implement activities linked to the short stories in order to make classes a motivational and functional environment.
- To give instruction concerning reciprocal teaching mechanics as a scaffolded strategy that helps to increase comprehension.

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- To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in the ESL learners.

### **Instructions**

This interview is designed in order to give answer to specific objectives and also, it matches learners' perceptions in according with workshops developed. As a structured or formal interview, you are only allowed to answer following the question requirements, that means, you cannot deviate from the interview schedule or probe beyond the answers that are given.

Besides, this interview will be audio-recorded in order to maintain in a better way viability and reliability of the answers that researcher wants to reach; the information collected in this semi-structured interview will be just for academic purposes and the confidentiality of the participant or interviewee will be maintain in secret.

### **Questions.**

1. What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process (workshops, classes)?
2. How reciprocal teaching instruction can help to increase the reading comprehension in the ESL environment?
3. Which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?
4. What is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

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5. What are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

*Interview transcription (translation from the original).*

**Interviewer:** Good morning, today we are here with the participants. Ehh ... structured interview number 1, which is named by the same name of the project which is the use of short stories as a strategy to improve reading comprehension through reciprocal teaching training, an action research in the classroom with students from seventh grade of the José Antonio Galan School. Well ..., the specifications very well say that this interview is designed in order to give response to the specific objectives, and also it combines the students' perceptions under developed workshops, considering that this interview is considered as structured or formally it is only allowed to answer the requirements of the question, just what the question asks, which means that you cannot deviate from the program of the interview or test beyond the answers that are given, this interview will be recorded on audio in order to maintain the viability and feasibility of the answers the researcher wants to achieve. It is important to note that the information provided will be treated under full confidentiality and privacy that brings together this type of activity on my own, and this will remain only for academic purposes.

Interview Participant 1.

**Interviewer:** We are here with the number Participant 1, and question number 1. What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

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**Interviewee:** it helps us to translate almost everything, a long text to improve, and it also helps us to improve the English.

**Interviewer:** ok, question 2. How reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** We can to better understanding of the English and each ... and some students that have bad results in English can improve with the English as a second language...

**Interviewer:** Well, third question. Which one of the four strategies of the reciprocal teaching such as predicting, clarifying, questioning or summarizing, consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** Well ... yes, because ...

**Interviewer:** Which one? Which one? Which one of the strategies?

**Interviewee:** Predicting, because it helps us to predict what is happening in the text, what is the problem and at the end, translate it in a better way.

**Interviewer:** Okay, fourth. What is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, it can help us to translate an entire text, find out the vocabulary and unfamiliar words you do not understand to translate the short story in a better way, and also to speak English and so on

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**Interviewer:** Last question, fifth and final question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** Well, it can help in many things, such as to be able to translate a long or short text, also in unfamiliar vocabulary, unfamiliar words you can search.

**Interviewer:** ok, very well, and we must remind the participant confidentiality and that all this information collected will be saved in privacy and will remain for academic purposes.

### **Interview Participant 2**

**Interviewer:** We are here with the participant number 2. Ehh ..., we proceed with the questions. Question number 1 says: What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** Well, it is good to use these implementations, so..., that young people can understand more about a foreign language.

**Interviewer:** Okay, second question. How reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** Well, that having these points in mind, one can have a better understanding about stories teachers are implementing.

**Interviewer:** okay, which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

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**Interviewee:** Predicting, since it is ..., you think about what will happen in the text, why and how it will end.

**Interviewer:** Fourth, what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, that teachers do a good job giving us the tools to know these strengthening in order to understand more the second language.

**Interviewer:** All right, fifth question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** Its effects are good and we are learning to translate better and it will be easier to understand the second language.

### **Interview Participant 3**

**Interviewer:** We are here with the participant number 3 and it starts with question number 1. What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** ehh, I think it is a good strategy, because through short stories as a fun material, and classes and workshops help us to improve English because we are interested in the stories to improve classes and as well, we can have a better vocabulary for English because for example we can present the opportunity to travel abroad and therefore, through this we can as ..., that is to have a better guide for speak English.



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**Interviewer:** okay, fine. How reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** Well, this reciprocal teaching helps us because through the four steps we saw such as predicting, clarifying, ask questions and summarize help us because through these four steps, we can understand more depth texts and understand them in a better way depending on what it is asked.

**Interviewer:** Okay, third question. Which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** Well, for me summarizing, ehh, because when we summarize something, we can understand better and we don't have to read a text entirely, but if we summarize, we're going to do it better because it would be like something shorter.

**Interviewer:** clever, very well. What is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, my view is that through these strategies as students can focus more entertaining as it seems to them the use of short stories, and through the steps about to pay more attention and understand more.

**Interviewer:** Okay, fifth and final question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

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**Interviewee:** Well I think it's a very positive thing because through reciprocal teaching, we can have a better vocabulary, and also to understand the stories and through these stories, we can have a deeper understanding of the texts, thanks.

**Interviewer:** Well, very well, and we must remind the participant confidentiality and that all such information collected by me will be saved in privacy and will remain for academic purposes.

#### **Participant number 4**

**Interviewer:** Well, good morning, we are here with the participant number 4. Question number 1 says: What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** Well, they help us to improve vocabulary and understand the texts for better a reading comprehension.

**Interviewer:** Okay, second question, how reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** ehh, because through this, it is possible to improve vocabulary and solve some doubts we have about the text.

**Interviewer:** Third question, which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** ehh, predicting because we predict what is going to happen in the text with drawings or any word you know.

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**Interviewer:** Okay, fourth question, what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, with this we have an easier and clearer development to having activities in the classroom

**Interviewer:** Fifth question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** ehh, positive aspects taking into account that as one of the strategies would clarify some doubts and strengthen our vocabulary.

#### **Participant number 5**

**Interviewer:** Very good morning, we are here with the participant number 5, and start with question number 1 What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** ehh, for me, it seems very easy because it helps us to understand English very well through classes and workshops.

**Interviewer:** how reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** it helps us to understand the vocabulary in a better way, it helps us in order to learn verbs and we can have a better understanding and easier short stories, since we are learning English.

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**Interviewer:** which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** Well, I think it's clarifying because it helps us know what we are reading, helps us understand more vocabulary and helps us for a better English comprehension.

**Interviewer:** Fourth question, what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, it sounds good because it helps to comprehend English, helps us to express ourselves better if we will speak in that language, and helps us in order to learn more easily

**Interviewer:** Fifth question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** Well, it helps us to create a way to sum up in a better way, and understand at the moment when we are reading something, it helps us to make it easier when talking about workshops.

**Interviewer:** Okay, thank you very much to the participant number 5

### **Participant number 6**

**Interviewer:** Good morning, we are here with the participant number 6. Well, we start with the question # 1. What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

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**Interviewee:** Well, it's quite interesting and also it helps us a lot to comprehend more complex and more advanced texts. It helps a lot with the vocabulary and enhance reading comprehension, also improve pronunciation.

**Interviewer:** how reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** Well, um, reading English texts and stories helps us with the understanding as well as the vocabulary, the comprehension, and pronunciation; all these things and it's like a complex teaching strategy for teaching English

**Interviewer:** Third, which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** Questioning, because it's about to comprehend in a deeper manner of the text and ask questions about the text, and then, answer them and that improves comprehension.

**Interviewer:** Okay, fourth, what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** it improves the comprehension, also as they are short stories and texts is less boring and easier to understand.

**Interviewer:** Okay, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** As one positive is that it extends our English and one negative is that reciprocal teaching training is quite complicated and more extensive.

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### **Participant number 7**

**Interviewer:** Good morning, question 1, What are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** ehh, effective since it can help us to understand more and develop a more comprehension, and entertains a lot considering it is funny because reading it and predict well

**Interviewer:** Okay, question 2, how reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** Well, it can help a lot in pronunciation, and more knowledge and to acquire unfamiliar words and so on.

**Interviewer:** Okay, question number 3, which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** predict since we can mostly understand the text and then we will go foretelling taking into account the image or what will happen in the story.

**Interviewer:** Fourth, what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** Well, it would be so effective, ehh, and it amazes me a lot in order to know that it can help us too much with the knowledge and to comprehend the text we are reading.

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**Interviewer:** what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** something positive would be that it helps a lot with the knowledge and that, and as a negative, it is hard to understand and sometimes makes it difficult to understand for us.

### **Participant Number 8**

**Interviewer:** Question number 1, what are your comments or considerations in according with the use of the short stories as a motivational, fun and effective material throughout the process such as workshops or classes?

**Interviewee:** Well, I think it is an interesting technique because it can be so fun with those who are studying, and help them for a better understanding of the texts and expand their vocabulary.

**Interviewer:** question 2, how reciprocal teaching training can help to increase the reading comprehension in the ESL environment?

**Interviewee:** It can help us both to learn something about what we are giving or to get information where it is believed there is not such as short texts or short phrases that mean a lot.

**Interviewer:** Third question, which one of the four strategies of the reciprocal teaching consider as the most important step in order to recognize a text in a meaningful way? Why?

**Interviewee:** Summarizing, because in that way we write what we have left or what we understood from the text you were reading.

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**Interviewer:** what is your perception considering the use of short stories and teaching comprehension-fostering reading strategies when developing reading comprehension in the ESL classroom?

**Interviewee:** I think it's a good way to nurture knowledge of English, and also to speak it fluently and master it.

**Interviewer:** Okay, fifth and last question, what are the effects caused by this strategy at the moment of building a better reading comprehension of the short stories?

**Interviewee:** They help us to understand what we are saying or what we are writing, but also, it can be bad because sometimes it costs a lot to understand this technique and if we are doing a step in a wrong way, there is nothing left from the text.

**Interviewer:** Thank you.

### **Appendix 3.**

**University of Pamplona**

**Teaching practice**

**Journal: identifying reciprocal teaching foundations.**

**Educational setting: colegio Jose Antonio Galan**

**The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training**

Date: 26<sup>th</sup> September





The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

Population: Jose Antonio Galan school seventh grade learners.

Number of students: 8

The first workshop started at 3:10 pm, with assistance of 8 students from seventh grade group B, at the beginning, students did not show respect towards the workshop development, since they were talking about other topic, the pre-service teacher attracted their attention when he started to talk about fairy tales and science fiction short stories, as the workshop was developed, trainees started to show motivation towards the topic considering that the teacher implemented some pictures that attracted their attention again.

The practitioner gave specific and direct instruction concerning what a short story is, and the different elements that constitute its structure such as parts, characters, plot, climax and main events; in this order of ideas, teacher identified that learners were interested about learning the short story foundations.

After that, teacher gave an explanation about reciprocal teaching, students started to show disrespect towards the class, and the topic that teacher should demonstrate, however, teacher was constantly asking for silence in the classroom, the teacher continued giving meaning to the reciprocal teaching , and explained the fab four which consists of a reading comprehension strategies:

- Predicting
- Clarifying
- Questioning
- Summarizing

They copied on their notebooks the information about the fab 4, hence, the pre-service teacher observed that motivation came back sometimes and students behavior towards the topic

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.


was managed by including certain games that help to manage de classroom environment, some of the learners see this strategy as an opportunity to get new knowledge since most of the exams include texts, and this technique provided some elements to make texts fun and functional. In this way, teacher showed on the board some bookmarks concerning the four strategies, the teacher said that when they wanted write a sentence, they just have to start with one of these bookmarks. To finish, teacher identified that when he gave to students the short story, they could perceive some clues in order to predict such as the word “cat”, the picture, the word “missing” and the word “police”, these elements provided enough instruction in order to know what the short story will be about, then, teacher requested to trainees about search on the short story some unknown words and he asked them about where these words can be classified, they answered that they can be classified in the “clarifying” category, this action allows to the teacher to analyze that they have understood the mechanics of reciprocal teaching, but they have some mistakes when talking about the “summarizing” section since the learners have problems at the moment of building a sentence, they do not recognize the due structure. It is important to explore these disadvantages on the next workshop in order to heal these limitations that can arise during a workshop implementation. At the end, students acquired an idea concerning the fab 4 and the stages when improving reading comprehension thanks to the support of the short stories as a literary text.

In this order of ideas, the teacher gave to the participants a grid designed according to Palincsar and Brown theory (1984), this grid helped in order to introduce them the reciprocal teaching methodology and how the four stages can be functional in the educational environment when trying to answer to the lack of comprehension. Some participants productions were quite difficult to understand due to their inexperience concerning this kind of activities, also, through

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

these grids can be reflected the first workshops development which was an introduction to what reciprocal teaching is and the different comprehension-fostering strategies that made it up.

#1 taller  
Identifying reciprocal teaching foundations



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TEACHING PRACTICE

26/09

Name: Mauricio Gonzalez Date: 26/09/2019

<p><b>Predicting</b> (Before you begin to read)</p> <p>I think that the short story is about a woman that missed her cat and she's nervous for it.</p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p> <p>What happened with the Mrs. Brown's cat?</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <ul style="list-style-type: none"> <li>- billboard</li> <li>- bell went off</li> <li>- blow up</li> <li>- whiz by</li> <li>- an 8" x 11"</li> </ul>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>This story is about a missing cat and his owner was so sad for her cat.</p>

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TEACHING PRACTICE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Predicting</b> (Before you begin to read)</p> <p>I think that the short story is going to be about you're supposed to report missing persons not missing cats</p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <p>woner missing woman lunch</p>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>Is it missing cat and employer search for cat</p>



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TEACHING PRACTICE

Name: Avaiso Julian molina Date: 27-09-19

<p><b>Predicting</b> (Before you begin to read)</p> <p><del>at</del> <del>go</del> <del>to</del> <del>the</del> <del>place</del> <del>you</del> <del>are</del> <del>at</del> <del>the</del> <del>cat</del> <del>what</del> <del>if</del> <del>think</del> <del>that</del> cat missing at she owner nervous for it</p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p> <p>what happened with the Mrs. Brown's cat?</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <p>missing, Asking, owner</p>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>the cat missing at owner nervous for it.</p>

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Name: marly leal Date: 26-09-19

<p><b>Predicting</b> (Before you begin to read)</p> <p>I think that the story is going to be about <del>the</del> <sup>it</sup></p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p> <p>what happend with the Mrs. Brown's cat?</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <p>answer, asking, badly, trailer suspiciously,</p>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>A: missing cat</p>



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Name: Diego Alejandro P. Date: 26-09-19

<p><b>Predicting</b> (Before you begin to read)</p> <p>I think that the short story is going to be about a missing car</p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p> <p>who is Mr. Brown</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <p>asked money describe</p>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>this is about a missing cat</p>

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TEACHING PRACTICE

Jajaj

Name: Soley Saiz Date: 26/09/19

<p><b>Predicting</b> (Before you begin to read)</p> <p>I think that the short story is going to be about a woman or a missing cat.</p>	<p><b>Questioning (Make questions)</b> (Create some questions taking into account main ideas)</p> <p>What did Mrs. Brown do to find her cat?</p>
<p><b>Clarifying</b> (words or phrases that are unclear)</p> <p>either, empty, suspiciously</p>	<p><b>Summarizing</b> (Identify main ideas and write sentences)</p> <p>This is about a missing cat</p>

As described before, these productions taking into the strategies or phases of reciprocal teaching, learners answered in a correct way since it helped not only to face a problem in everyday education, also it allowed an indirect enhancement taking into account the vocabulary acquisition, and at the end throughout the summarizing step, they identified main ideas and also it helped to improve writing abilities. However, learners did not answer correctly to the combined strategy which is the use of short stories and reciprocal teaching because it is quite hard to understand and apply to the reading comprehension schema, but it is something to throughout next workshops.

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## **University of Pamplona**

### **Teaching practice**

**Journal: analyzing the short story as a literary text that establishes a junction point with reciprocal teaching**

**Educational setting: colegio Jose Antonio Galan**

**The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training**



Date: 3<sup>rd</sup> October

Population: Jose Antonio Galan school seventh grade learners.

Number of students: 8

Second workshop started at 3 pm and it finished at 4:10 pm; during this workshop the main purpose was about stablish a junction point between the short stories and the reciprocal teaching training that practitioner had been carrying out along these workshops. It is important to define that at the beginning of the workshop, learners did not want to collaborate with the class procedure and their motivation was focused towards other elements, however, teacher engaged their attention and the class followed-up correctly until the end.

The class started with an explanation about short stories such as elements and how a short story can be a motivational tool in the classroom at the moment of learning English since it could help a lot, besides, teacher reminded to the students a word search they developed in the classes about the short story and the different elements it is possible to find immersed in, as well as the short story steps such as beginning, development and end.

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After that, teacher requested to students about make groups of 2 and complete a worksheet with the reciprocal teaching bookmark in which they had the task of gluing in the correct space the sentences that help to start in the reciprocal teaching according to the stages (predicting, questioning, clarifying and summarizing). Moreover, they received specific teacher instruction about they should do, at the end, teacher socialized the worksheet and give a grade on a 1-5 rating scale in order to know students' cognition in accordance with what they have learned thanks to the workshops.



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TEACHING PRACTICE

Name: Johan Riven Villamizar A Date: 03/03/19 2/5

PREDICT	QUESTION
<p>MAKE A PREDICTION WHEN (HACER UNA PREDICCIÓN CUANDO):</p> <ul style="list-style-type: none"> <li>Look for the topic sentence</li> <li>Look for who, what, when, where, why, and how</li> </ul>	<p>STATEMENTS TO ASK (DECLARACIONES PARA PREGUNTAR):</p> <ul style="list-style-type: none"> <li>Who is ___?</li> <li>What is/does ___?</li> <li>When/where is ___?</li> <li>Why is ___ significant?</li> <li>Why does ___ happen?</li> <li>What are the parts of ___?</li> <li>How is ___ an example of ___?</li> <li>How do ___ and ___ compare?</li> <li>How are ___ and ___ different?</li> <li>What is most important ___?</li> <li>What is your opinion of ___?</li> </ul>
<p>PREDICTION STEMS (ENCABEZADOS PARA HACER UNA PREDICCIÓN):</p> <ul style="list-style-type: none"> <li>Based on the title, I predict this is going to be about...</li> <li>I already know these things about the topic/story...</li> <li>I think the next chapter or section will be about...</li> <li>Based on... (a clue), I predict...</li> <li>Based on what ___ said/did, I predict...</li> </ul>	
<p>CLARIFY</p> <p>CLARIFY HARD PARTS WHEN (CLARIFICAR PARTES DIFÍCILES CUANDO):</p> <ul style="list-style-type: none"> <li>A title is given</li> <li>Headings are provided</li> <li>The author poses a question in the text</li> <li>The text suggests what will be discussed next</li> </ul>	<p>SUMMARIZE</p> <p>HOW TO DO A SUMMARY (COMO HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>I don't really understand ...</li> <li>A question I have is ...</li> <li>A question I'd like answered by the author is ...</li> <li>One word/phrase I do not understand is ...</li> </ul> <p>SUMMARY STEMS (ENCABEZADOS PARA HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>You don't understand</li> <li>You can't follow the text</li> <li>You don't know what a word means</li> </ul>
<p>CLARIFYING STEMS (ENCABEZADOS PARA CLARIFICAR):</p> <ul style="list-style-type: none"> <li>This text is mostly about ...</li> <li>The topic sentence is ...</li> <li>The author is trying to tell me...</li> </ul>	

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Name: Mauricio González, Samuel Date: 03/10/2019 3/5

PREDICT	QUESTION
<p>MAKE A PREDICTION WHEN (HACER UNA PREDICCIÓN CUANDO):</p> <ul style="list-style-type: none"> <li>Look for the topic sentence</li> <li>Look for who, what, when, where, why, and how</li> </ul>	<p>STATEMENTS TO ASK (DECLARACIONES PARA PREGUNTAR):</p> <ul style="list-style-type: none"> <li>Who is ___?</li> <li>What is/does ___?</li> <li>When/where is ___?</li> <li>Why is ___ significant?</li> <li>Why does ___ happen?</li> <li>What are the parts of ___?</li> <li>How is ___ an example of ___?</li> <li>How do ___ and ___ compare?</li> <li>How are ___ and ___ different?</li> <li>What is most important ___?</li> <li>What is your opinion of ___?</li> </ul>
<p>PREDICTION STEMS (ENCABEZADOS PARA HACER UNA PREDICCIÓN):</p> <ul style="list-style-type: none"> <li>Based on the title, I predict this is going to be about...</li> <li>I already know these things about the topic/story...</li> <li>I think the next chapter or section will be about...</li> <li>Based on... (a clue), I predict...</li> <li>Based on what ___ said/did, I predict...</li> </ul>	
<p>CLARIFY</p> <p>CLARIFY HARD PARTS WHEN (CLARIFICAR PARTES DIFÍCILES CUANDO):</p> <ul style="list-style-type: none"> <li>I don't really understand ...</li> <li>A question I have is ...</li> <li>A question I'd like answered by the author is ...</li> <li>One word/phrase I do not understand is ...</li> </ul>	<p>SUMMARIZE</p> <p>HOW TO DO A SUMMARY (COMO HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>A title is given</li> <li>Headings are provided</li> <li>The author poses a question in the text</li> <li>The text suggests what will be discussed next</li> </ul> <p>SUMMARY STEMS (ENCABEZADOS PARA HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>You don't understand</li> <li>You can't follow the text</li> <li>You don't know what a word means</li> </ul>
<p>CLARIFYING STEMS (ENCABEZADOS PARA CLARIFICAR):</p> <ul style="list-style-type: none"> <li>This text is mostly about ...</li> <li>The topic sentence is ...</li> <li>The author is trying to tell me...</li> </ul>	

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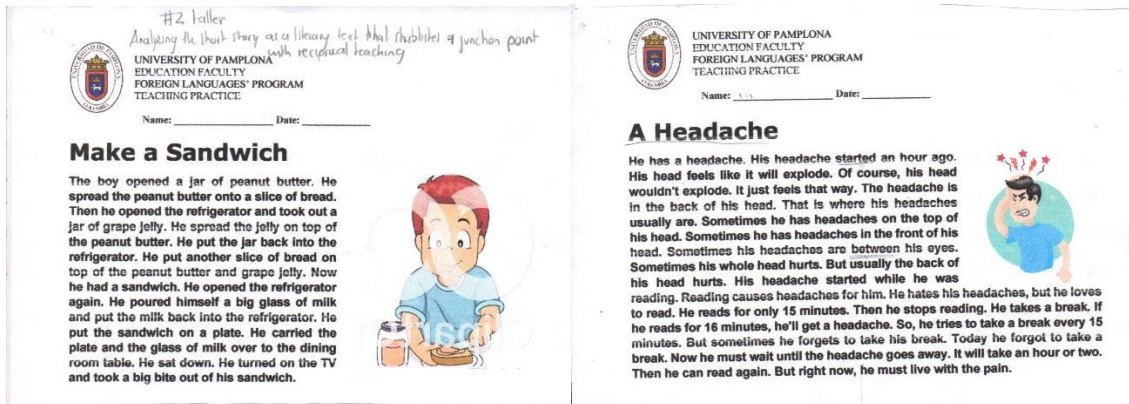
Name: Alvaro Montoya Date: 3-10-19 2/5

PREDICT	QUESTION
<p>MAKE A PREDICTION WHEN (HACER UNA PREDICCIÓN CUANDO):</p> <ul style="list-style-type: none"> <li>Look for the topic sentence</li> <li>Look for who, what, when, where, why, and how</li> </ul>	<p>STATEMENTS TO ASK (DECLARACIONES PARA PREGUNTAR):</p> <ul style="list-style-type: none"> <li>Who is ___?</li> <li>What is/does ___?</li> <li>When/where is ___?</li> <li>Why is ___ significant?</li> <li>Why does ___ happen?</li> <li>What are the parts of ___?</li> <li>How is ___ an example of ___?</li> <li>How do ___ and ___ compare?</li> <li>How are ___ and ___ different?</li> <li>What is most important ___?</li> <li>What is your opinion of ___?</li> </ul>
<p>PREDICTION STEMS (ENCABEZADOS PARA HACER UNA PREDICCIÓN):</p> <ul style="list-style-type: none"> <li>Based on the title, I predict this is going to be about...</li> <li>I already know these things about the topic/story...</li> <li>I think the next chapter or section will be about...</li> <li>Based on... (a clue), I predict...</li> <li>Based on what ___ said/did, I predict...</li> </ul>	
<p>CLARIFY</p> <p>CLARIFY HARD PARTS WHEN (CLARIFICAR PARTES DIFÍCILES CUANDO):</p> <ul style="list-style-type: none"> <li>A title is given</li> <li>Headings are provided</li> <li>The author poses a question in the text</li> <li>The text suggests what will be discussed next</li> </ul>	<p>SUMMARIZE</p> <p>HOW TO DO A SUMMARY (COMO HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>I don't really understand ...</li> <li>A question I have is ...</li> <li>A question I'd like answered by the author is ...</li> <li>One word/phrase I do not understand is ...</li> </ul> <p>SUMMARY STEMS (ENCABEZADOS PARA HACER UN RESUMEN):</p> <ul style="list-style-type: none"> <li>You don't understand</li> <li>You can't follow the text</li> <li>You don't know what a word means</li> </ul>
<p>CLARIFYING STEMS (ENCABEZADOS PARA CLARIFICAR):</p> <ul style="list-style-type: none"> <li>This text is mostly about ...</li> <li>The topic sentence is ...</li> <li>The author is trying to tell me...</li> </ul>	

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According to the activity, 4 out of 8 participants had 2 points about the process and the remaining half had 3 points.

To finish, the teacher linked the short story with the reciprocal teaching by making groups of 4 and giving to each participant a role, for example, student 1 would be the one in charged of the clarify step and so on; then, teacher gave to the students a short story by group and a grid design based on the theory and guidelines by Oczkus (2010). Thus, students had the dictionary help in order to search unknown words and in comparison, with the previous workshop in which they were working individually, this time by groups, they were often encouraged to make a good work.




And the grid in which it is possible to analyze the successful work made by teams, and the structure that every sentence had taking into account that by means of this stage, they also improve their writing skills. Besides, the short stories were not difficult since they were from a A1 level considering the CEFR and ministry of education guidelines, also, students have learned to use the bookmark or the prompts that were previously explained in order to build up a sentence to the different stages of this reading comprehension-fostering strategy, these sentences could be, for example, "I think that the text is about..."; "Who...?"; "When...?"; "Based on the title..."; "I don't really understand these words...".



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TEACHING PRACTICE

Name: Mauricio Gonzalez Date: \_\_\_\_\_  
*Sally Smith*

**Prediction:** Before you begin to read the selection, look at the main title, scan the pages to read major headings, and look at any illustrations. Write down your prediction about what the short story will be about.

 I think that the text is about a boy making a sandwich  
I think that the boy is using grape jelly to do the sandwich

Summarize 	Generate Questions 
As you finish reading the short story, write 3 main ideas that help to summarize the text.	For each main idea, write one question that the main idea will answer include words like who, what, where, when, and how.
<ul style="list-style-type: none"> <li>Main Idea #1 The boy make a sandwich with peanut butter and grape jelly</li> </ul>	<ul style="list-style-type: none"> <li>Question #1 Who makes a sandwich?</li> </ul>
<ul style="list-style-type: none"> <li>Main Idea #2 When he finished the sandwich he bit the sandwich and saw it</li> </ul>	<ul style="list-style-type: none"> <li>Question #2 When the boy makes a sandwich?</li> </ul>


 **Clarifying:** Copy down any words, phrases, or sentences in the passage that are unclear.



- Spread = *esparcir* I don't really understand this words.  
- Poured = *servir* - Carried = *llevar*  
- Sat down = *sentar*


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TEACHING PRACTICE

Name: Alvaro Julian Date: \_\_\_\_\_  
*Yeferson Becerra*

**Prediction:** Before you begin to read the selection, look at the main title, scan the pages to read major headings, and look at any illustrations. Write down your prediction about what the short story will be about.

 Based on the title I predict this is going to be about a headache.  
Based on the picture we predict that is going to be about disease

Summarize 	Generate Questions 
As you finish reading the short story, write 3 main ideas that help to summarize the text.	For each main idea, write one question that the main idea will answer include words like who, what, where, when, and how.
<ul style="list-style-type: none"> <li>Main Idea #1 He reads too much for a that reason has Headaches</li> </ul>	<ul style="list-style-type: none"> <li>Question #1 what is the title: A Headache</li> </ul>
<ul style="list-style-type: none"> <li>Main Idea #2 The text is about a man who has a problem, a Headaches</li> </ul>	<ul style="list-style-type: none"> <li>Question #2 what does he love?</li> </ul>

 **Clarifying:** Copy down any words, phrases, or sentences in the passage that are unclear.

I don't really understand these words A headache dolor cabeza, started emperado forgot a ciudad  
explode = *explotar* *hustir* *duele*

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

**University of Pamplona**

**Teaching practice**

**Journal: upgrading the knowledge concerning reciprocal teaching through short stories**

**Educational setting: colegio Jose Antonio Galan**

**The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training**



Date: 17th October

Population: Jose Antonio Galan school seventh grade learners.

Number of students: 8

The third workshop was developed in order to upgrade knowledge about reciprocal teaching through short stories, in this way, students could have the opportunity to enhance their cognition concerning the main topic of these workshops. Besides, teacher started by giving a specific explanation about reciprocal teaching strategies, and he pasted some images on the board.



These images had the goal to lead students through a more direct instruction, and also, they wanted to introduce learners to a new chart of possibilities around predicting, questioning, clarifying and summarizing. Participants were not attentive to the explanation, however, some of them showed motivation towards what teacher explained throughout the pictures on the board.

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

After that teacher draw a reciprocal teaching grid on the board at he gave a sheet to the students, they will follow to the teacher at every one of the steps, teacher gave them a short story “the bee”, too.

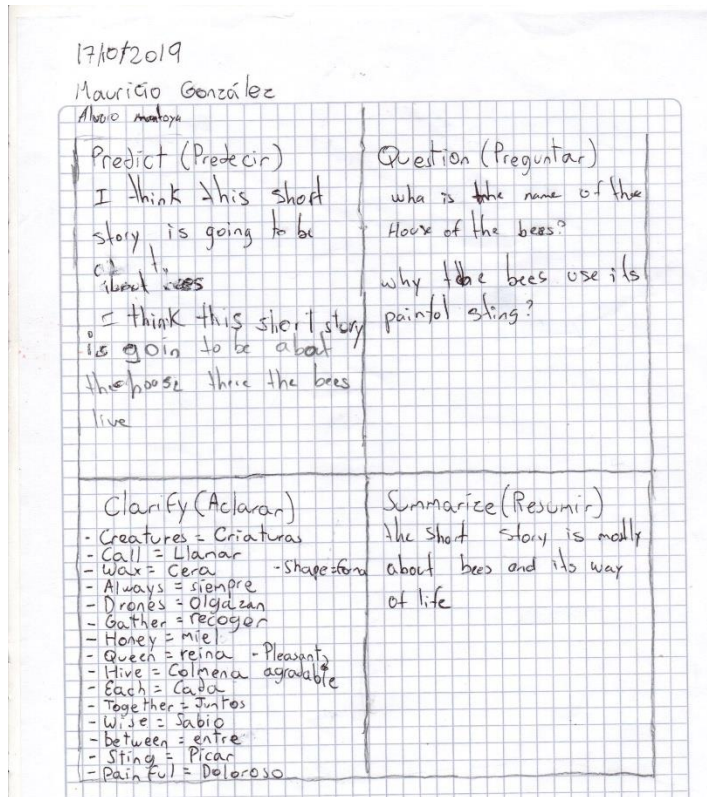
As teacher developed the grid on the board, students had the responsibility to classify the sentences out of the grid in its respective category, this methodology worked since the effectiveness and the way how learners were motivated in order to fill in the blanks of the grid, however, when clarifying step arrived they had to search for new words and then, acquire vocabulary concerning the short story; at the end, students developed a well-structured grid with the fab 4 and the different sentences teacher gave and the vocabulary they had to find out.

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

Yohan Steven Villamizar Anteliz  
 Yamilé Yoriely Cruz A  
 Oct/17/19

Predict (Predecir)	Question (preguntar)
<ul style="list-style-type: none"> <li>I think this short story is going to be about bees.</li> </ul>	<ul style="list-style-type: none"> <li>What is the name of the bees?</li> <li>Why the bees use its painful sting?</li> </ul>
Clarify (Aclarar)	Summarize (Resumir)
<ul style="list-style-type: none"> <li>* creature: animal</li> <li>* call: llamar</li> <li>* wax: cera</li> <li>* always: siempre</li> <li>* drone: Zumbido</li> <li>* hive: habey</li> <li>* each: cada</li> <li>* together: juntamente</li> <li>* wise: sabio</li> <li>* between: en medio de</li> <li>* gather: Recoger</li> <li>* Honey: dulce</li> <li>* sting: Picadura</li> <li>* shape</li> <li>* pleasant</li> <li>* painful</li> <li>* queen</li> </ul>	<ul style="list-style-type: none"> <li>The short story is mostly about bees and its way of life.</li> </ul>


The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.



To finish, teacher evaluated participants reading comprehension according with what they have written and learned during the class or workshop. This assessment was evaluated on a 1-4 rating scale in which 2 of them got a 4, one of the participants got 3 points and the remaining participants failed obtaining just 1 point of the rating scale, what means that 37,5 % of the participants have obtained an improvement. This short story was the same they took into account to develop the previous activity with the teacher, besides, something that was evinced is that through drilling techniques they had the possibility to reinforce the pronunciation of the unknown vocabulary that was learned thanks to this short story and activity.

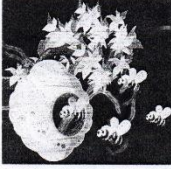
The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES



• Read the short story and answer each question (Lee la historia corta y responde cada pregunta)

**The Bee**  
Bees live in a house that is called a hive. There are three kinds of bees: workers, drones, and queens. Only one queen bee can live in each hive. If she is lost or dead, the other bees will stop their work. Bees are very wise and busy little creatures. They all join together to build cells of wax for their honey. Each bee takes its proper place and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive. The cells which they build are all of one shape and size, and no room is left between them. The cells are not round. They have six sides. Did you ever look into a glass hive to see the bees while at work? It is pleasant to see how busy they always are. But the drones do not work. Before winter comes, all the drones are driven from the hive so that they don't eat the honey which they did not gather. It is not safe for children to handle bees. Bees have a painful sting that they use in their defense.




1. How many sides does a cell in the hive have?  
a. Three  
b. Four  
c. Six ✓  
d. Seven

2. What happens to the drones in the winter?  
a. They sleep.  
b. They find a new hive.  
c. They are driven out. ✓ 4/4  
d. They repair the hive.

3. Which is not a kind of bee?  
a. Workers  
b. Kings ✓ 5.0  
c. Queens  
d. Drones


4. Which word best describes bees?  
a. Hard-working ✓  
b. Lazy  
c. Stupid  
d. Cuddly

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TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES



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a. They sleep.  
b. They find a new hive.  
c. They are driven out. ✓ 3/4  
d. They repair the hive.

3. Which is not a kind of bee?  
a. Workers  
b. Kings ✓ 3,7  
c. Queens  
d. Drones

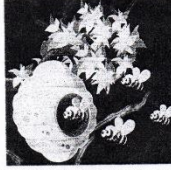
4. Which word best describes bees?  
a. Hard-working  
b. Lazy  
c. Stupid X  
d. Cuddly

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TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES



• Read the short story and answer each question (Lee la historia corta y responde cada pregunta)

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1. How many sides does a cell in the hive have?  
a. Three X  
b. Four  
c. Six  
d. Seven

2. What happens to the drones in the winter?  
a. They sleep.  
b. They find a new hive. ✓ 1/4  
c. They are driven out.  
d. They repair the hive.

3. Which is not a kind of bee?  
a. Workers X  
b. Kings  
c. Queens  
d. Drones 1,2

4. Which word best describes bees?  
a. Hard-working  
b. Lazy X  
c. Stupid  
d. Cuddly



The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

**University of Pamplona**

**Teaching practice**

**Journal: developing specific training about reciprocal teaching**

**Educational setting: colegio Jose Antonio Galan**

**The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training**



Date: 24<sup>th</sup> October

Population: Jose Antonio Galan school seventh grade learners.

Number of students: 8

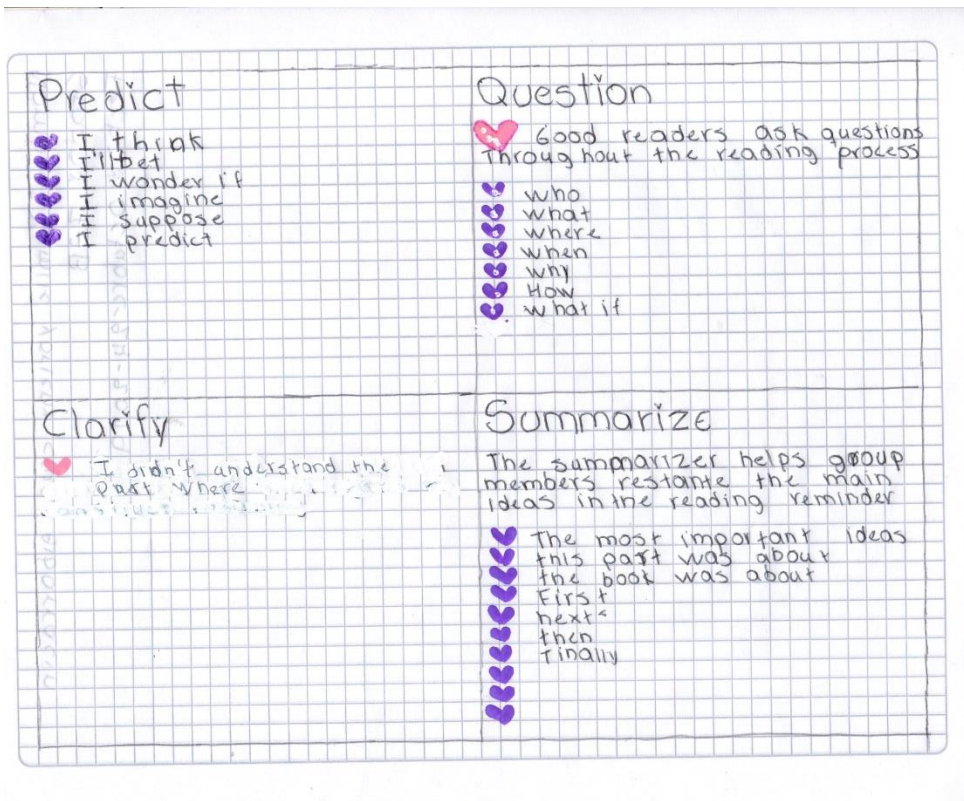
The fourth workshop was carried out in order to give to the trainees a specific training concerning reciprocal teaching and its comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing. Then, practitioner showed some slides with information about reciprocal teaching, these slides were explaining in a deeper way this reading comprehension method, however, students thought it was quite hard due to the complexity of understanding entirely the English language from the slides, but at the same time, teacher had to explain what the slides wanted to say. To continue, teacher gave them a blank sheet and they had to copy the theory they consider as the most important for each of the steps; then, some participants consider that predicting is reviewing the text to anticipate what might happen next, or questioning is the way how as students it is possible to generate questions about determined text in which most of the time the language of questioning is use such as the wh questions, or clarifying helps students to identify new words and also comprehending parts of the text it is

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

tough to identify, or summarizing helps to the group members restate the main ideas in the reading either a text, short story, etc.

<p><b>Predicting</b></p> <p>Madam, the powerful predictor</p> <ul style="list-style-type: none"> <li>• Previewing the text to anticipate what might happen next</li> <li>• I think</li> <li>• I'll bet</li> <li>• I wonder if</li> <li>• I imagine</li> <li>• I suppose</li> <li>• I predict</li> </ul>	<p><b>Questioning</b></p> <p>Quincy, the Quizzical Questioner</p> <ul style="list-style-type: none"> <li>• students learn to generate questions about a text's main idea, important details and textual inferences</li> </ul> <p>Language of Questioning</p> <ul style="list-style-type: none"> <li>• who?</li> <li>• what?</li> <li>• where?</li> <li>• when?</li> <li>• why?</li> <li>• how?</li> <li>• what if?</li> </ul>
<p><b>Clarifying</b></p> <p>Clara, the careful clarifier</p> <ul style="list-style-type: none"> <li>• clarifying helps students monitor their own comprehension as they identify problems that they are having comprehending parts of the text.</li> </ul> <p>Language of Clarifying:</p> <ul style="list-style-type: none"> <li>• I didn't understand the part where</li> <li>• This sentence, paragraph, graph, etc. is not clear</li> <li>• I can't figure out...</li> <li>• This is a tricky word because</li> </ul>	<p><b>Summarizing</b></p> <p>The Summarizer helps group members restate the main ideas in the reading.</p> <p>The language of summarizing</p> <ul style="list-style-type: none"> <li>• The most important ideas in this text are</li> <li>• This part was about</li> <li>• The book was about</li> <li>• First • Next • Then • Finally</li> <li>• The story takes place</li> <li>• The main characters are</li> <li>• A problem occurs when</li> </ul>

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.



Besides, the students also classified the reciprocal teaching bookmark, the key aspects to start a sentence in accordance to the fab 4 and the theory. These prompts or bookmark can helpful since it helps to enhance the written competence in the second language and it helps reading comprehension taking into account the most important elements it is possible to find in a short story or determined text.

Thus, students' understanding was evaluated at the end in order to know if they had got information concerning the reciprocal teaching and the fab 4, also, the short stories aspects that were worked on previous workshops, this assessment consisted of 9 points in which the total number of participants were 8, hence:

- 2 out of 8 participants got 5 with a 25 % of effectiveness
- 1 of the participants got 4 points with 12,5 %

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

- 1 of the participants got 3 points with 12,5 %
- 3 out of 8 got 2 points with 37,5 %
- 1 of the participants got 1 of the participants got 1 point with 12,5 %

*Soley Suarez*

UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Match the column A with column B taking into account terminology about reciprocal teaching and short stories (Une la columna A con la columna B tomando en cuenta la terminología acerca de "reciprocal teaching" y las historias cortas).

COLUMN A	COLUMN B
❖ Predicting	❖ Questioning
❖ Questioning	❖ Retelling important events in a short story
❖ Clarifying	❖ Summarizing
❖ This (word, phrase, sentence) is not clear.	❖ Prior knowledge and text clues (titles, pictures, etc.) to guess what will happen in the story.
❖ Summarizing	❖ Identifying confusing words or sentences and seeking meaning.
❖ Short story	❖ Text-based questions requiring "yes" or "no" or short answers.
❖ What? Who? When? Where? Why? How?	❖ Clarifying
❖ I think..., I imagine..., I predict...	❖ A story with a fully developed theme but significantly shorter and less elaborated (elements: characters, plot, theme, setting, conflict).

5/9

*Miguel Julian Maldonado Acevedo*

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TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Match the column A with column B taking into account terminology about reciprocal teaching and short stories (Une la columna A con la columna B tomando en cuenta la terminología acerca de "reciprocal teaching" y las historias cortas).

COLUMN A	COLUMN B
❖ Predicting	❖ Questioning
❖ Questioning	❖ Retelling important events in a short story
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❖ This (word, phrase, sentence) is not clear.	❖ Prior knowledge and text clues (titles, pictures, etc.) to guess what will happen in the story.
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❖ What? Who? When? Where? Why? How?	❖ Clarifying
❖ I think..., I imagine..., I predict...	❖ A story with a fully developed theme but significantly shorter and less elaborated (elements: characters, plot, theme, setting, conflict).

4/9

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

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TEACHING PRACTICE  
READING COMPREHENSION WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Match the column A with column B taking into account terminology about reciprocal teaching and short stories (Une la columna A con la columna B tomando en cuenta la terminología acerca de "reciprocal teaching" y las historias cortas).

COLUMN A

- ❖ Predicting
- ❖ Questioning
- ❖ Clarifying
- ❖ This (word, phrase, sentence) is not clear.
- ❖ Summarizing
- ❖ Short story
- ❖ What? Who? When? Where? Why? How?
- ❖ I think..., I imagine..., I predict...

COLUMN B

- ❖ Questioning
- ❖ Retelling important events in a short story
- ❖ Summarizing
- ❖ Prior knowledge and text clues (titles, pictures, etc.) to guess what will happen in the story.
- ❖ Identifying confusing words or sentences and seeking meaning.
- ❖ Text-based questions requiring "yes" or "no" or short answers.
- ❖ Clarifying
- ❖ A story with a fully developed theme but significantly shorter and less elaborated (elements: characters, plot, theme, setting, conflict)

2/9

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

**University of Pamplona**

**Teaching practice**

**Journal: assessing learners reading comprehension taking into account knowledge acquired**

**Educational setting: colegio Jose Antonio Galan**

**The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training**



Date: 7<sup>th</sup> November

Population: Jose Antonio Galan school seventh grade learners.

Number of students: 8


Finally, the fifth and final workshop started by dividing the group of 8 participants into 2 groups, every participant had a responsibility or role, for example, participant 1 (predicting), participant 2 (summarizing) and so on; this workshop viability depended on the work and the comprehension students had according to the practice and the combined strategy learned through the process.

Then, teacher give to each group a short story, the first group had “the princess and the dragon” and the second group “the greedy hippo”, afterwards, teacher showed an animated video telling the short story, in this way, they had the opportunity to listen and train the pronunciation. Each video was played three times and by groups they had the opportunity to watch the video and follow the story that also was given in a sheet. After that, each group received a bookmark or some prompts with the key aspects to start a sentence according to the reciprocal teaching stage, and also, a grid designed based on the model by Palincsar and Brown (1984), it had the fab 4

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

stages. This time, they did not receive a continuous aid from the teacher or guide, and bearing in mind everyone role they developed and discussed about the story in order to complete the grid.

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TEACHING PRACTICE  
RECIPROCAL TEACHING PROMPTS  
(BOOKMARK)  
EDUCATIONAL SETTING: COLEGIO JOSE  
ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO  
ENHANCE READING COMPREHENSION  
THROUGH SHORT STORIES



**PREDICT:**

“I THINK THIS SHORT STORY IS  
GOING TO BE ABOUT...”

“I CONSIDER THIS SHORT STORY...”

**CLARIFY:**

“I DON’T UNDERSTAND THESE  
WORDS OR PHRASES....”

“I DON’T REALLY GET THIS WORD...”

**QUESTION:**

WHO? WHAT? WHEN? WHERE? WHY?  
HOW?

**SUMMARIZE:**

“THIS SHORT STORY IS ABOUT...”

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TEACHING PRACTICE  
RECIPROCAL TEACHING WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Prediction:** Before you begin to read the selection, look at the main title, scan the pages to read major headings, and look at any illustrations. Write down your prediction about what the short story will be about.

I think this short story is going to be about: a princess and the dragon save a princess from the ogre

Summarize	Generate Questions
<p>As you finish reading the short story, write 3 main ideas that help to summarize the text.</p> <ul style="list-style-type: none"> <li>Main Idea #1 This short story is about a princess that was kidnapped by an ogre</li> <li>Main Idea #2 The short story is about a king that was worried because his daughter has been kidnapped.</li> </ul>	<p>For each main idea, write one question that the main idea will answer include words like who, what, where, when, and how.</p> <ul style="list-style-type: none"> <li>Question #1 What happens to the princess - she gets kidnapped by the ogre</li> <li>Question #2 Who rescued her? - a dragon</li> </ul>

**Clarifying:** Copy down any words, phrases, or sentences in the passage that are unclear.

daughter, rescue, knights, saving, scared, out, flew, towards, by, - rescator, caballeros, salvar, a, abusado, vicio, animo, away, - pleasure, friendly, lived, mountains, promised, rejas, placer, amistosa, vivio, montañas, prometio

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TEACHING PRACTICE  
RECIPROCAL TEACHING WORKSHEET  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Prediction:** Before you begin to read the selection, look at the main title, scan the pages to read major headings, and look at any illustrations. Write down your prediction about what the short story will be about.

I think this short story is going to be about the hippo and hippo something bad

Summarize	Generate Questions
<p>As you finish reading the short story, write 3 main ideas that help to summarize the text.</p> <ul style="list-style-type: none"> <li>Main Idea #1 This short story is about a hippo that ate the food of his friends, the cat, the dog, the cow.</li> <li>Main Idea #2 This short story is about a hippo greedy that don't care his friends.</li> </ul>	<p>For each main idea, write one question that the main idea will answer include words like who, what, where, when, and how.</p> <ul style="list-style-type: none"> <li>Question #1 who helps the hippo? - the cat, cow, and dog</li> <li>Question #2 why they are angry the animals? because hippo <del>some</del> eat food</li> </ul>

**Clarifying:** Copy down any words, phrases, or sentences in the passage that are unclear.

I don't understand these words or phrases: greedy, ~~retrospect~~ first, ~~abate~~ tummy, la, ~~crisis~~, made, ~~barba~~, ~~surillar~~, ~~tegar~~, ~~Alucin~~, ~~Sapicando~~

Then, students used the prompts and the they have learned and extensive vocabulary considering the short stories, moreover, its level was A1 according to the CEFR and the educative guidelines. To add, the sentences composition is really good and taking into account this aspect they have improved their writing skill, however, some students reaffirmed the difficulty that this strategy has.

At the end, teacher evaluated students by giving to each group a worksheet with a first point in accordance with vocabulary and a second point in order to know their reading comprehension about the text and also, it helped to assess their understanding concerning the knowledge acquired. It is important to highlight that each student had a worksheet in line the short story they had.



The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

The first point was about drawing a line in order to match the picture and the word; hence, it is considered the vocabulary of the short story. This point was rated on a 1-12 rating scale:

- 3 out of 8 participants got 12 with a 37,5 % population effectiveness
- 2 out of 8 participants got 10 with a 25 %
- 1 participant got 9 with 12,5 %
- 2 out of 8 got 4 with 25 %

And the second point which was for the first group about watching the sentences and put the story in order and the second group was about circle true or false for the sentences. Thereby, it helped to evaluate their reading comprehension of the previous short story, with a 1-8 rating scale in which:

- 1 of the participants got 8 with a 12,5 % of effectiveness
- 1 of the participants got 7 with a 12,5 %
- 1 of the participants got 6 with a 12,5 %
- 2 out of 8 got 4 with 25 %
- 1 of the participants got 3 with 12,5 %
- 1 of the participants got 2 with 12,5 %
- 1 of the participants got 1 with 12,5 %

In this way, learners' effectiveness was of 50 % taking into account the reciprocal teaching training and the use of the short stories as a motivational and effective material in the ESL environment, in this case, reading comprehension. Besides, the remaining half presented no effectiveness.

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

Ambar Ruiz Willemzer 07-11-2019 #5 taller

UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
READING COMPREHENSION ASSESSMENT  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

assessing learner's reading comprehension taking into account knowledge acquired

1. Draw a line to match the picture and the Word (Dibuja una linea para unir la imagen con la palabra)

4/12

2. Watch the sentences and put the story in order

3 X Now Hippo he was selfish. He ate everybody's food.

6 V 'Thanks,' he said, 'I'll eat it now. I've nothing else to do.'

1 V There was a greedy hippo. He ate everything in sight.

2 X The animals all pulled and pulled, as hard as they were able.

5 X Hippo learned his lesson. It was the end of all their troubles.

8 X They made a pie from fish and soap to make old Hippo sick.

4 X One morning after breakfast, he jumped into the lake.

7 V Now he had a tummy ache as the cooks looked on with pride.

3/8

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TEACHING PRACTICE  
READING COMPREHENSION ASSESSMENT  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

Diego Alejandro Prieto Novos 7-nov-2019

1. Draw a line to match the picture and the Word (Dibuja una linea para unir la imagen con la palabra)

10/12

2. Watch the sentences and put the story in order

7 X Now Hippo he was selfish. He ate everybody's food.

4 X 'Thanks,' he said, 'I'll eat it now. I've nothing else to do.'

1 V There was a greedy hippo. He ate everything in sight.

3 X The animals all pulled and pulled, as hard as they were able.

8 X Hippo learned his lesson. It was the end of all their troubles.

6 X They made a pie from fish and soap to make old Hippo sick.

2 X One morning after breakfast, he jumped into the lake.

5 X Now he had a tummy ache as the cooks looked on with pride.

1/8

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

Yohan Steven Villanar Infante

UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
READING COMPREHENSION ASSESSMENT  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

1. Draw a line to match the picture and the Word (Dibuja una línea para unir la imagen con la palabra) 9/12


hippo    cheese    peas    chips    cake    lake  
shout    pull    pie    fish    soap    tummy ache

2. Watch the sentences and put the story in order 4/8 13

6	Now Hippo he was selfish. He ate everybody's food.
5	'Thanks,' he said, 'I'll eat it now. I've nothing else to do.'
1	There was a greedy hippo. He ate everything in sight.
4	The animals all pulled and pulled, as hard as they were able.
2	Hippo learned his lesson. It was the end of all their troubles.
8	They made a pie from fish and soap to make old Hippo sick.
3	One morning after breakfast, he jumped into the lake.
7	Now he had a tummy ache as the cooks looked on with pride.

Soley Soledad Bañiga / 07/11/19

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TEACHING PRACTICE  
READING COMPREHENSION ASSESSMENT  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

1. Write the word under the pictures (Escribe las palabras debajo de las imágenes) 12/12

king	queen	castle	ogre	princess	tower
gold	knight	dragon	mountain	ocean	cave

queen    king    princess    knight    dragon    gold  
ogre    ocean    mountain    cave    tower    castle

2. Circle true or false for these sentences (Rodea con un círculo ya sea verdadero o falsas) 6/8

- Once upon a time there was a king and queen who lived in a golden castle. true ✓ false
- One night an ugly ogre captured the beautiful princess. true ✓ false
- The king and queen were very happy. true ✓ false
- All the dragons in the land wanted to rescue the princess. true ✓ false
- The ugly ogre roared with anger when he saw the knights. true ✓ false
- They rode away as slowly as they could. true X false
- One day a friendly dragon was flying over the ogre's tower. true ✓ false
- The dragon rescued the princess from the castle. true X false

Alvaro Julia Manayo Acaredo 07-11-19 7=8

UNIVERSITY OF PAMPLONA  
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1. Write the word under the pictures (Escribe las palabras debajo de las imágenes) 12/12

king	queen	castle	ogre	princess	tower
gold	knight	dragon	mountain	ocean	cave

queen    king    princess    knight    dragon    gold  
ogre    ocean    mountain    cave    tower    castle

2. Circle true or false for these sentences (Rodea con un círculo ya sea verdadero o falsas) 7/8

- Once upon a time there was a king and queen who lived in a golden castle. true ✓ false
- One night an ugly ogre captured the beautiful princess. true ✓ false
- The king and queen were very happy. true ✓ false
- All the dragons in the land wanted to rescue the princess. true ✓ false
- The ugly ogre roared with anger when he saw the knights. true ✓ false
- They rode away as slowly as they could. true X false
- One day a friendly dragon was flying over the ogre's tower. true ✓ false
- The dragon rescued the princess from the castle. true ✓ false

Mauricio González 07/11/2019

UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
READING COMPREHENSION ASSESSMENT  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF RECIPROCAL TEACHING TO ENHANCE  
READING COMPREHENSION THROUGH SHORT STORIES

1. Write the word under the pictures (Escribe las palabras debajo de las imágenes) 12/12

king	queen	castle	ogre	princess	tower
gold	knight	dragon	mountain	ocean	cave

queen    king    princess    knight    dragon    gold  
ogre    ocean    mountain    cave    tower    castle

2. Circle true or false for these sentences (Rodea con un círculo ya sea verdadero o falsas) 8/8

- Once upon a time there was a king and queen who lived in a golden castle. true ✓ false
- One night an ugly ogre captured the beautiful princess. true ✓ false
- The king and queen were very happy. true ✓ false
- All the dragons in the land wanted to rescue the princess. true ✓ false
- The ugly ogre roared with anger when he saw the knights. true ✓ false
- They rode away as slowly as they could. true ✓ false
- One day a friendly dragon was flying over the ogre's tower. true ✓ false
- The dragon rescued the princess from the castle. true ✓ false

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

**Appendix 4.**

Data analysis, questionnaire analysis			
<b>Category</b>	<b>Subcategories</b>	<b>Theoretical description</b>	<b>Verbatim phrases from interview transcription from the participants</b>
<b>Short stories</b>	<b>Students' motivation</b>	As they have a beginning, a middle and an end, it provides a possibility of encouraging learners in order to continue reading until the end to find out how the conflict is resolved.	
	<b>Material effectiveness</b>	Short stories are a fun. Motivational and effective source to achieve	<b>Participant 1:</b> "...Because we can acquire more vocabulary knowledge and also, we learn to

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		a better proficiency in the development of English skills	interpret texts and to clarify doubts”  Participant 3: “for me it is a helpful way of teaching the English language or another one”
Reading comprehension in reciprocal teaching training	Other abilities linking	Reading texts offer an option to study other foreign languages abilities such as vocabulary, grammar, pronunciation, punctuation and sentences construction.	Participant 5: “Yes, because we could clarify and analyze the texts through the pictures and the vocabulary we know.”  Participant 2: “Because we know how to have a better result with the texts in the classroom and also it allows a better reading comprehension in the exams we have and then, we complete with an extensive vocabulary”

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			Participant 8: "...boost a lot the pronouncing manner and how we read a text or story."
Reciprocal teaching comprehension-fostering strategies	Predicting	It goes beyond guessing and it helps to preview what is going to happen in the text by anticipating the events taking into account the different clues immersed in such as pictures, known words, etc.	Participant 5: "Yes, because we could clarify and analyze the texts through the pictures and the vocabulary we know." Participant 3: "...it helps us to comprehend more about the story or the text and also it clarifies more the topic" Participant 7: "because they ease to us the path at the moment of analyzing and comprehending either books, texts and stories that we have to read"
	Questioning	Generate questions about texts main idea and important	Participant 6: "Because we clarify the doubts and questions we have, and also, we improve the vocabulary"

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

		<p>details, and also, it takes into account the different elements that a determined text or story includes to ask about its procedures.</p>	<p>Participant 3: "...it helps us to comprehend more about the story or the text and also it clarifies more the topic"</p> <p>Participant 7: "because they ease to us the path at the moment of analyzing and comprehending either books, texts and stories that we have to read"</p>
	Clarifying	<p>Figuring out difficult words in a text, besides, it implies problem solving since students clarify unknown words or confusing points of the text, becoming the</p>	<p>Participant 5: "Yes, because we could clarify and analyze the texts through the pictures and the vocabulary we know."</p> <p>Participant 6: "Because we clarify the doubts and questions we have, and also, we improve the vocabulary"</p> <p>Participant 3: "...it helps us to comprehend more about the</p>

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

		reader a strategic trainee	story or the text and also it clarifies more the topic” Participant 7: “because they ease to us the path at the moment of analyzing and comprehending either books, texts and stories that we have to read”
	Summarizing	Essential elements or main ideas that a text has providing the possibility to know about a story or text through simple sentences that summarize its core.	Participant 3: “... it helps us to comprehend more about the story or the text and also it clarifies more the topic” Participant 7: “because they ease to us the path at the moment of analyzing and comprehending either books, texts and stories that we have to read”
	Strategy effect	Significant effect of reciprocal	Participant 2:” ... Because it is an aid for us in order to guide



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		teaching when improving reading comprehension in comparison with other comprehension strategies developed indoors.	our process, and also, to perform the activities easily” Participant 5: “...because it enhances the understanding way of the texts making the comprehension deeper with vocabulary and other things that normally, we don’t learn”
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Data analysis, interview analysis			
Category	Subcategories	Theoretical description	Verbatim phrases from interview transcription from the participants
Short stories	Students’ motivation	As they have a beginning, a middle and an end, it provides a possibility of encouraging learners in order	Participant 2: “...it is good to use these implementations, so..., that young people can understand more about a foreign language...”

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

		<p>to continue reading until the end to find out how the conflict is resolved.</p>	<p>Participant 3:” I think it is a good strategy, because through short stories as a fun material, and classes and workshops help us to improve English because we are interested in the stories to improve classes...”</p> <p><b>Participant 7:</b> “...and entertains a lot considering it is funny because reading it and predict well.”</p> <p>Participant 8: “Well, I think it is an interesting technique because it can be so fun with whose are studying...”</p>
	<p><b>Material effectiveness</b></p>	<p>Short stories are a fun. Motivational and effective source to achieve a better</p>	<p>Participant 1: “it helps us to translate almost everything, a long text to improve, and it also helps us to improve the English”</p>

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

		<p>proficiency in the development of English skills</p>	<p>Participant 4: "...they help us to improve vocabulary and understand the texts for better a reading comprehension."</p> <p>Participant 6: "it's quite interesting and also it helps us a lot to comprehend more complex and more advanced texts..."</p> <p>Participant 7: "...effective since it can help us to understand more and develop a more comprehension"</p> <p>Participant 3: "...understand the stories and through these stories, we can have a deeper understanding of the texts"</p>
<p>Reading comprehension in</p>	<p>Other abilities linking</p>	<p>Reading texts offer an option to</p>	<p>Participant 1: "...it can help us to translate an entire text, find</p>

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<p>reciprocal teaching training</p>		<p>study other foreign languages abilities such as vocabulary, grammar, pronunciation, punctuation and sentences construction.</p>	<p>out the vocabulary and unfamiliar words you do not understand to translate the short story in a better way, and also to speak English”</p> <p>Participant 3: “...we can have a better vocabulary, and also to understand...”</p> <p>Participant 6:” ... helps a lot with the vocabulary and enhance reading comprehension, also it is linked for improving pronunciation”</p>
<p>Reciprocal teaching comprehension-fostering strategies</p>	<p>Predicting</p>	<p>It goes beyond guessing and it helps to preview what is going to happen in the text by anticipating</p>	<p>Participant 1:” ... Predicting, because it helps us to predict what is happening in the text, what is the problem and at the end, translate it in a better way.”</p>

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		<p>the events taking into account the different clues immersed in such as pictures, known words, etc.</p>	<p>Participant 2: “Predicting, since it is ..., you think about what will happen in the text, why and how it will end.”</p> <p>Participant 3: “...reciprocal teaching helps us because through the four steps we saw such as predicting, clarifying, ask questions and summarize help us because through these four steps, we can understand more depth texts and understand them in a better way depending on what it is asked.”</p> <p>Participant 4:” ... predicting because we predict what is going to happen in the text with drawings or any word you know.”</p>
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The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			Participant 7: "...it is hard to understand and sometimes makes it difficult to understand for us."
	Questioning	Generate questions about texts main idea and important details, and also, it takes into account the different elements that a determined text or story includes to ask about its procedures.	Participant 3: "...reciprocal teaching helps us because through the four steps we saw such as predicting, clarifying, ask questions and summarize help us because through these four steps, we can understand more depth texts and understand them in a better way depending on what it is asked."  Participant 6: "Questioning, because it's about to comprehend in a deeper manner of the text and ask questions about the text, and then, answer them and that improves comprehension."

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			Participant 7: "...it is hard to understand and sometimes makes it difficult to understand for us."
	Clarifying	Figuring out difficult words in a text, besides, it implies problem solving since students clarify unknown words or confusing points of the text, becoming the reader a strategic trainee	Participant 3: "...reciprocal teaching helps us because through the four steps we saw such as predicting, clarifying, ask questions and summarize help us because through these four steps, we can understand more depth texts and understand them in a better way depending on what it is asked."  Participant 5: "...it's clarifying because it helps us know what we are reading, helps us understand more vocabulary..."

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			Participant 7: "...it is hard to understand and sometimes makes it difficult to understand for us."
	Summarizing	Essential elements or main ideas that a text has providing the possibility to know about a story or text through simple sentences that summarize its core.	Participant 3: "...reciprocal teaching helps us because through the four steps we saw such as predicting, clarifying, ask questions and summarize help us because through these four steps, we can understand more depth texts and understand them in a better way depending on what it is asked."  Participant 3: "...when we summarize something, we can understand better and we don't have to read a text entirely, but if we summarize, we're going to do



The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			<p>it better because it would be like something shorter.”</p> <p>Participant 8:” Summarizing, because in that way we write what we have left or what we understood from the text you were reading.”</p>
	Strategy effect	<p>Significant effect of reciprocal teaching when improving reading comprehension in comparison with other comprehension strategies developed indoors.</p>	<p>Participant 7: “...it is hard to understand and sometimes makes it difficult to understand for us.”</p> <p>Participant 2: “...we are learning to translate better and it will be easier to understand the second language.”</p> <p>Participant 3:” ... through reciprocal teaching, we can have a better vocabulary...”</p>

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			Participant 6:” ... reciprocal teaching training is quite complicated and more extensive.”
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Data analysis, questionnaire analysis			
Category	Subcategories	Theoretical description	Verbatim phrases from interview transcription from the participants
Short stories	Students’ motivation	As they have a beginning, a middle and an end, it provides a possibility of encouraging learners in order to continue reading until the end to find out how the conflict is resolved.	<p><b>Journal 1:</b> “...the pre-service teacher attracted their attention when he started to talk about fairy tales and science fiction short stories...”</p> <p><b>Journal 1:</b> “...teacher identified that learners were interested about learning the short story foundations....”</p>

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			<p><b>Journal 2:</b> "...their motivation was focused towards other elements; however, teacher engaged their attention and the class followed-up correctly until the end."</p> <p>Journal 2: "...explanation about short stories such as elements and how a short story can be a motivational tool in the classroom at the moment of learning English since it could help a lot..."</p> <p>Journal 2: "...short story and the different elements it is possible to find immersed in, as well as the short story steps such as beginning, development and end."</p> <p>Journal 5:" ... teacher showed an animated video telling the short story..."</p>
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The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

	<b>Material effectiveness</b>	Short stories are a fun. Motivational and effective source to achieve a better proficiency in the development of English skills	Journal 3:” ...this methodology worked since the effectiveness and the way how learners were motivated in order to fill in the blanks of the grid...” Journal 5:” .... learners’ effectiveness was of 50 % taking into account the reciprocal teaching training and the use of the short stories as a motivational and effective material in the ESL environment, in this case, reading comprehension. Besides, the remaining half presented no effectiveness.”
Reading comprehension in	Other abilities linking	Reading texts offer an option to study other	Journal 1:” ... it allowed an indirect enhancement taking into

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<p>reciprocal teaching training</p>		<p>foreign languages abilities such as vocabulary, grammar, pronunciation, punctuation and sentences construction.</p>	<p>account the vocabulary acquisition...” Journal 1:” ...and at the end throughout the summarizing step, they identified main ideas and also it helped to improve writing abilities...” Journal 2: “...that by means of this stage, they also improve their writing skills.” Journal 3: “... something that was evinced is that through drilling techniques they had the possibility to reinforce the pronunciation of the unknown vocabulary...” Journal 5: “...students used the prompts and the they have learned and extensive vocabulary considering the short stories”</p>
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The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

<p>Reciprocal teaching comprehension-fostering strategies</p>	<p>Predicting</p>	<p>It goes beyond guessing and it helps to preview what is going to happen in the text by anticipating the events taking into account the different clues immersed in such as pictures, known words, etc.</p>	<p>Journal 4: “Fourth workshop was carried out in order to give to the trainees a specific training concerning reciprocal teaching and it comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing.”</p>
	<p>Questioning</p>	<p>Generate questions about texts main idea and important details, and also, it takes into account the different elements that a determined</p>	<p>Journal 4: “Fourth workshop was carried out in order to give to the trainees a specific training concerning reciprocal teaching and it comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing.”</p>

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

		text or story includes to ask about its procedures.	
	Clarifying	Figuring out difficult words in a text, besides, it implies problem solving since students clarify unknown words or confusing points of the text, becoming the reader a strategic trainee	Journal 3:” ... when clarifying step arrived, they had to search for new words and then, acquire vocabulary concerning the short story” Journal 4: “Fourth workshop was carried out in order to give to the trainees a specific training concerning reciprocal teaching and it comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing.”
	Summarizing	Essential elements or main ideas that a text has	Journal 1:” ... when talking about the “summarizing” section since the learners have problems

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		<p>providing the possibility to know about a story or text through simple sentences that summarize its core.</p>	<p>at the moment of building a sentence, they do not recognize the due structure”</p> <p>Journal 1:” ...and at the end throughout the summarizing step, they identified main ideas and also it helped to improve writing abilities...”</p> <p>Journal 4: “Fourth workshop was carried out in order to give to the trainees a specific training concerning reciprocal teaching and its comprehension-fostering strategies such as predicting, clarifying, questioning and summarizing.”</p>
	<p>Strategy effect</p>	<p>Significant effect of reciprocal teaching when improving reading comprehension in</p>	<p>Journal 1: “...this technique provided some elements to make texts fun and functional.”</p> <p>Journal 2:” According to the activity, 4 out of 8 participants</p>



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		<p>comparison with other comprehension strategies developed indoors.</p>	<p>had 2 points about the process and the remaining half had 3 points.”</p> <p>Journal 3:” ...evaluated on a 1-4 rating scale in which 2 of them got a 4, one of the participants got 3 points and the remaining participants failed obtaining just 1 point of the rating scale, what means that 37,5 % of the participants have obtained an improvement.”</p> <p>Journal 4: “...assessment consisted of 9 points in which the total number of participants were 8, hence: 2 out of 8 participants got 5 with a 25 % of effectiveness, 1 of the participants got 4 points with 12,5 %, 1 of the participants got 3 points with 12,5 %, 3 out of 8 got 2 points with 37,5 %, 1 of</p>
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The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

			<p>the participants got 1 of the participants got 1 point with 12,5 %”</p> <p>Journal 5: “...some students reaffirmed the difficulty that this strategy has.”</p> <p>Journal 5:” .... learners’ effectiveness was of 50 % taking into account the reciprocal teaching training and the use of the short stories as a motivational and effective material in the ESL environment, in this case, reading comprehension.</p> <p>Besides, the remaining half presented no effectiveness.”</p>
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The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

Appendix 5.



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Pamplona, septiembre 26 de 2019

Padre de familia  
Instituto técnico Arquidiocesano San Francisco de Asís

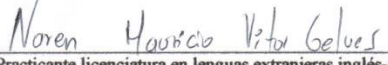
Cordial saludo,

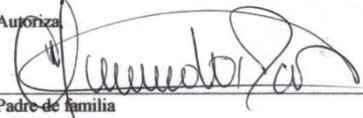
Tengo el agrado de dirigirme a usted como practicante de la licenciatura en lenguas extranjeras inglés-francés de la Universidad de Pamplona para solicitarle muy comedidamente autorice a el estudiante **Diego Prieto Navas** asistir a tutorías y seguimiento los días jueves a las 3 pm en la biblioteca de la institución educativa concernientes a la propuesta pedagógica en el área de inglés, y la cual lleva como nombre **"The use of reciprocal teaching through short stories to enhance Reading comprehension"** o **"El uso de la enseñanza reciproca a través de historias cortas para mejorar la comprensión lectora"**, esto considerando que el estudiante es uno de los ocho participantes activos de este proyecto pedagógico e investigativo el cual está diseñado y direccionado al mejoramiento del inglés como segunda lengua, en este caso, la comprensión lectora.





Igualmente, quiero manifestarle que el tiempo que el estudiante estará presente en la institución será de al menos una hora y media, tiempo en el que se estarán realizando actividades ligadas a la propuesta pedagógica en lenguas extranjeras anteriormente nombrada y a su vez servirá para el mejoramiento de la capacidad lingüística relacionada con la lectura del estudiante.

Agradeciendo su atención, se despide de usted,

Atentamente,

  
Noreen Havnico Vitor Gelves  
Practicante licenciatura en lenguas extranjeras inglés-francés  
Decimo semestre

Autoriza  
  
Padre de familia

Formando líderes para la construcción de un nuevo país en paz

3

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

## Appendix 6.

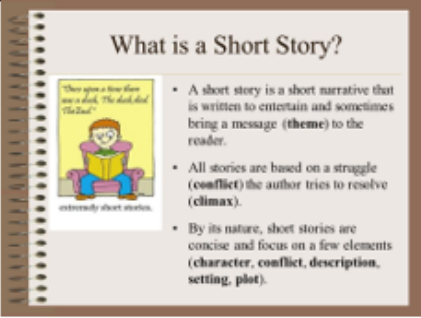
UNIVERSITY OF PAMPLONA  
TEACHING PRACTICE  
WORKSHOP 1  
EDUCATIONAL SETTING: COLEGIO JOSE ANTONIO GALAN  
THE USE OF SHORT STORIES TO ENHANCE READING  
COMPREHENSION THROUGH RECIPROCAL TEACHING.



<b>INSTITUTION</b>  Jose Antonio Galan school	<b>SUPERVISOR TEACHER</b>  Gloria Esperanza Duarte	<b>PRACTITIONER</b>  Naren Mauricio Vita Gelves
<b>POPULATION</b>  Seventh grade learners	<b>PEDAGOGICAL PROJECT</b>  The use of short stories to enhance reading comprehension through reciprocal teaching.	<b>WORKSHOP 1</b>  Identifying reciprocal teaching foundations
<b>GENERAL OBJECTIVE:</b>  To enhance seventh grade learners English reading comprehension through reciprocal teaching and the use of short stories at Jose Antonio Galan school.	<b>SPECIFIC OBJECTIVES:</b>  To implement activities linked to the short stories in order to make classes a motivational and functional environment.  To give instruction concerning reciprocal teaching mechanics as a scaffolded strategy that helps to increase comprehension.  To analyze the way how short stories and reciprocal teaching work when developing comprehension skills in the ESL learners.	
<b>DATE:</b> 26 <sup>th</sup> September	<b>MATERIALS:</b> Board, photocopies, markers	<b>HOOR:</b> 3 o'clock
<b>TOPICS:</b> Reciprocal teaching foundations, short story foundations.		

STAGE	DESCRIPTION	TIME	MATERIALS
<b>WARM-UP ACTIVITY</b>	Teacher will start by greeting students and also, he will ask to students if they have brought the permission letters signed by the respective householder. After that, teacher will ask to students what is their favorite short story about fairy tales or other they like and know. Subsequently, learners will tell to other classmate about the short story (the beginning, the middle and the end).	10 min	
<b>PRESENTATON OF THE TOPICS</b>	In this order of ideas, teacher will present the topic related to the short stories and the reciprocal teaching, in this way, the previous activity in the warm up helped to know students' knowledge about different short stories and its parts (beginning, middle, end), as well as the characters and main events in a short story; besides, teacher will say to students that today they will learn about something else that is "reciprocal teaching" which is a strategy that integrates other four strategies with the purpose of strengthen reading comprehension.	5 min	
<b>WHAT IS A SHORT STORY?</b>	Teacher will paste on the board a picture in which is described what a short story is, and the elements that can be identified at the moment of making comprehensible reading of a short story.	20 min	Board Pictures

The use of short stories as a strategy to enhance reading comprehension through reciprocal teaching training: A classroom action research at the seventh-grade students of Jose Antonio Galan school.

	 <p>The teacher will explain that a short story is on the basis of literature and the different immersed on it:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Conflict</li> <li>• Climax</li> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> </ul>		
<p><b>WHAT IS RECIPROCAL TEACHING?</b></p>	<p>After the explanation of short story, teacher will start by explaining what reciprocal teaching is. Thus, teacher will provide direct strategy instruction: what is reciprocal teaching? Subsequently, it will help to introduce and define the four strategies or steps in reciprocal teaching: summarizing, predicting, questioning and clarifying.</p> <p>At the end, teacher will write on the board some bookmarks that help to build sentences in every step:</p> <ol style="list-style-type: none"> <li>1. Predicting: "I think the short story is about ..."</li> <li>2. Questioning: "What? Who? Where? When?"</li> </ol>	<p>30 min</p>	<p>Photocopies Board</p>
	<ol style="list-style-type: none"> <li>3. Clarifying: "I really don't understand these words:"</li> <li>4. Summarizing: "This short story is about..."</li> </ol> <p>Students will use these bookmarks later on to write their own and simple sentences taking into account a short story <u>elements</u>.</p> <p>At the end, teacher will give to students a card that contains an explanation with the bookmarks concerning the FAB 4, or reciprocal teaching. <i>Appendix 1</i></p>		
<p><b>PRACTICE ACTIVITY: THE FAB 4 GRID.</b></p>	<p>Teacher will give to students a short story called "a missing cat". <i>Appendix 2</i></p> <p>They will underline the unknown words in the text, and they will read once about the text, teacher will give them another piece of paper, it is a fab 4 grid worksheet divided into 4 sections with the strategies, teacher and students will complete it together, first table, he will request to learners about identify elements that help to predict what the short will be about and write on the grid, after that, put in the "clarifying section" the words or phrases without meaning, next, they will make just a question bearing in mind one of the events or elements of the short story and finally, the summarizing section in which using the bookmark "this short story is about...", students will complete properly. <i>Appendix 3</i></p>	<p>20 min</p>	<p>Photocopies</p>

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## Appendix 7.

# Auto-observación de clase, 2019-2

Puntos totales **0/59** ?

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico \*

vitagelves.mauricio22@gmail.com

Puntuación de la sección **0/59**

Autoevaluación

## **Appendix 8.**

### **Narrativa semanal – semana 1 (16 al 20 de septiembre)**

#### **Naren Mauricio Vita Gelves**

El programa de lenguas extranjeras dentro de su protocolo y margen de prácticas ofrece en decimo semestre la estancia en aras de desarrollar una práctica de carácter pedagógico en la cual se ven inmersos diversos elementos y actores para un buen funcionamiento y desempeño en el proceso de enseñanza-aprendizaje. Por lo tanto, considero que es pertinente hablar acerca de las diferentes vivencias, limitaciones, aspectos positivos, aspectos por mejorar, contexto y actores, todo aquello que se vio involucrado durante la primera semana de práctica docente dentro del área de lenguas extranjeras. Además, es importante señalar que se hará una descripción específica y detallada de los estilos y modelos de aprendizaje implementados durante esta primera semana.

Así, me permito escribir y comenzar considerando el contexto educativo el cual es la institución educativa instituto arquidiocesano San Francisco de Asís, y en este caso sus respectivas sedes el colegio José Antonio Galán y la escuela Cuatro de Julio; en este orden de ideas, los actores involucrados incluyendo estudiantes de diversas edades (Primero, Cuarto, Sexto, Séptimo) y por consiguiente el profesor o practicante (Naren Mauricio Vita Gelves). Por este motivo considero razonable dividir esta descripción o reflexión acerca de mi estadía como profesor en el área de inglés, en las distintas etapas en las cuales yo me veo involucrado y también, la secuencia pedagógica y estructura implementada para tener en cuenta un buen desarrollo de clase

Al comenzar fue un poco duro ya que emergen distintos sentimientos que se entrelazan tales como nervios, responsabilidad, respeto, compromiso, entusiasmo, energía; ante todo la energía ya que es amplio el nivel de este elemento que los estudiantes consumen para lograr que el mensaje sea

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captado y hacer de las clases más divertidas y motivacionales. Por lo general, los estudiantes de básica secundaria comienzan su jornada escolar a las 7 am y termina a las 12:50 m, por este motivo, su calendario académico está sujeto a una rigurosidad horaria de los niños de básica primaria quienes comienzan a las 7 am y finalizan a las 12 m. así, los estudiantes de sexto grado tuvieron como objetivo lingüístico “aprender el uso y estructura del presente and past continuous”, con un objetivo comunicativo donde los estudiantes expresarían ideas u oraciones haciendo uso del “present continuous”, un uso intensivo del tablero y de hojas de trabajo educativas que ayudaron a los estudiantes a construir su conocimiento respecto al tema visto y desarrollado durante la clase. Los estudiantes de séptimo grado comenzaron con un repaso concerniente al “verbo to be” y al “there is” y “there are”, se realizó una explicación más detallada del último tema en el que los estudiantes siguieron una serie de actividades como ejercicios, prácticas en clase, ejemplos, sopas de letras para explicar de una manera didáctica la temática, además, se toca con los estudiantes la “short story” o cuento corto inmersa dentro de la propuesta pedagógica promulgada por el profesor o practicante docente. Para añadir, en los estudiantes de básica primaria se trabajaron temas relacionados a su mejoramiento del vocabulario por medio de canciones infantiles haciendo empleo de los días de la semana y vocabulario relacionado al medio ambiente como parte del módulo 4 estipulado por los lineamientos nacionales para la educación donde se incluyen proyectos de distinta índole.

Para finalizar, es importante señalar que existe una amplia gama de aspectos positivos tales como el dominio de tema de clase, los materiales de enseñanza y aprendizaje, la puntualidad a todas las clases y la implementación de estrategias prácticas para la enseñanza del inglés; sin embargo, considero importante nombrar varios aspectos por mejorar tales como el manejo del tablero, un buen manejo de clase, control de los estudiantes, a la hora de explicar la temática distribuir muy



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bien la información en el tablero para que el mensaje sea más comprensible y atractivo, uso de evaluaciones para que el conocimiento de los estudiantes sea valorado; las anteriores fueron aspectos sugeridos por parte de la supervisora quien cree conveniente hacer un énfasis en estos elementos para así mejorar la estabilidad y el mantenimiento de procedimientos dentro del aula de clase. De esta manera, a lo largo de la semana se realizó una mejoría en los distintos aspectos que necesitaban una mejora, así el rol del estudiante como actor inmerso dentro del contexto educativo se ve reflejado en su forma de actuar ya que muchas veces la participación en clase era notoria y el nivel de atracción hacia el inglés también. Creo conveniente hacer un énfasis en diferentes patrones que permitan que el rol del profesor sea un motor de cambio y mejora en los estudiantes ya que hay muchos errores que se han cometido, pero que tienen un remedio y pueden sufrir una mejora para que la armonía, el respeto, el compromiso y mejoramiento de la lengua inglesa tengan un refuerzo esperado.

## **Appendix 9.**

### **FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE**

**NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE:** NAREN MAURICIO VITA GELVES

**NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO:** MARIA ANGÉLICA MORALES RODRIGUEZ

**TIEMPO DE CLASE OBSERVADA:** 34 minutos 24 segundos

<b>CRITERIO A OBSERVAR</b>	<b>COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE</b>	<b>ASPECTOS POSITIVOS</b>	<b>ASPECTOS POR MEJORAR</b>
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<b>METODOLOGÍA</b>			
Número de actividades implementadas	<b>En el video se observa que el docente utilizó dos actividades, si la lección es de solo una hora, considero que ese número de actividades es suficiente.</b>		
Qué habilidad se trabajó más	<b>El docente se enfocó más en que los estudiantes escucharan y reprodujeran la correcta pronunciación de la gramática y de las palabras de la lección.</b>	<b>El docente utiliza ejemplos acordes a la edad de los estudiantes lo cual hace divertida la clase.</b>	<b>Se sugiere que el docente le pregunte a los estudiantes cómo se pronuncia la palabra, de esta los estudiantes darán varias opciones de pronunciación (lo cual permitirá que los estudiantes hagan parte activa de la clase) y seguidamente el</b>

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			<b>docente procederá a pronunciar la palabra correctamente.</b>
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	<b>El docente utiliza dos actividades para llevar a cabo la apertura de la clase. También se evidencia una estructuración para la explicación del tema, para la mecanización y para la evaluación.</b>	<b>El docente es organizado con cada actividad a realizar.</b>	<b>Se sugiere que el docente haga introducción al tema, si la lección es continuación de la clase pasada, después de la apertura será necesario hacer una introducción al tema. Esto podría hacerse preguntando a los estudiantes cuantos tableros hay en el salón, o cuantos marcadores tiene el profesor en su mano. Con esto, los</b>

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			<p><b>estudiantes</b></p> <p><b>recordarán el tema y se iniciará de una mejor manera la explicación del tema.</b></p>
<p>La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural</p>	<p><b>Objetivos lingüísticos</b></p> <p><b>- ampliar el vocabulario y mejorar la pronunciación de algunas palabras</b></p>	<p><b>El profesor demuestra entrega para que los estudiantes pronuncien correctamente las palabras que él indica.</b></p>	<p><b>Se sugiere que el docente se cerciore de los estudiantes del fondo del salón participen de su actividad de pronunciación. Para esto es necesario que diga el nombre de alguno de estos estudiantes, si no lo sabe preguntar “What’s your name?” y pedirle que pronuncie la palabra que él le indique)</b></p>

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<p>Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural</p>	<p><b>Objetivos lingüísticos</b></p> <p>- <b>El docente utiliza flashcards y dibujos hechos por él para señalarlas en el momento que él les pida pronunciar cada palabra.</b></p>	<p><b>El docente tiene organizado el material didáctico que va a utilizar para el desarrollo de su actividad.</b></p>	<p><b>Se sugiere demostrar más energía al momento de pedir repetición de las palabras.</b></p>
<p>Desarrolla las competencias subyacentes (fonética, sintáxis, etc)</p>	<p><b>Al explicar gramática el docente permite que sean los estudiantes quienes digan la estructura de cada frase.</b></p>	<p><b>El profesor utiliza letra legible y de tamaño adecuado al escribir en el tablero.</b></p>	<p><b>Se sugiere que el docente no utilice mucho tiempo el tablero. También que el docente no hable cuando esté escribiendo en el tablero sino siempre dirigiéndose a los estudiantes.</b></p>
<p>Utiliza variedad de material didáctico</p>	<p><b>En el video se evidencia que el docente utiliza dos</b></p>		

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	<b>worksheets, una para mecanización y otra para evaluación.</b>		
Emplea material auténtico			
Tiene en cuenta los diferentes estilos de aprendizaje			
Centra el desarrollo de la clase en sí mismo	<b>Durante el video se aprecia que el docente se mantiene en el mismo lugar, es decir junto al tablero.</b>		<b>Se sugiere que el docente recorra el aula de clase al hablar o al explicar.</b>
Centra el desarrollo de la clase en los estudiantes	<b>Los estudiantes hacen parte activa de la clase exponiendo las posibles respuestas a las preguntas del docente.</b>	<b>Se observa que los estudiantes son bastante activos y entregados al aprendizaje.</b>	<b>Se sugiere que el docente preste atención al estudiante que le pida que se acerque.</b>
Tipos de actividades	<b>El docente utiliza flashcards de manera interactiva para</b>	<b>El docente desarrolla cada actividad con buen</b>	<b>Se aconseja que el docente recorra todo el salón al explicar el</b>

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desarrollas en la clase	<b>repasar los temas que saldrán en la evaluación.</b>	<b>tono de voz, respeta la participación de los estudiantes y corrige los posibles errores de pronunciación.</b>	<b>tema o al hacer preguntas de interacción. También, que el docente se cerciore de que los estudiantes del fondo del salón participen de su clase.</b>
<b>INTERACCIÓN</b>			
Facilita la participación de los estudiantes	<b>El docente hace preguntas del tema y permite que cualquier estudiante responda.</b>	<b>El docente no centra la atención de los estudiantes en él, sino invita a varios estudiantes a participar.</b>	<b>Se sugiere tener en cuenta a los estudiantes que están en las últimas filas, de esa manera podrá notar si todos están conectados en la clase.</b>
Da instrucciones precisas a los estudiantes	<b>En el video no se evidencia la instrucción para el</b>		

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	<b>desarrollo de las worksheets.</b>		
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas	<b>El docente permite que los estudiantes analicen la guía de trabajo y que se tomen su tiempo para desarrollarla.</b>	<b>El docente recorre el salón de clase de manera que los estudiantes puedan mostrarle su progreso y ser corregidos y es necesario.</b>	<b>Se aconseja que el docente le informe a los estudiantes el tiempo que tendrán para resolver cada actividad que proponga.</b>
Propicia actividades que involucran el trabajo en grupo	<b>En efecto durante el video se evidencia una actividad que se desarrolla de manera grupal.</b>	<b>El docente tiene buen control del grupo al realizar actividades grupales.</b>	<b>Se aconseja que se propongan actividades en grupo sólo si la actividad lo amerita. Así, si la actividad es sencilla no será necesario juntar a dos estudiantes y en cambio, se evaluará de manera más</b>



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			<b>puntual el aprendizaje de cada estudiante.</b>
Orienta el trabajo de los estudiantes (individual y grupal)	<b>El docente recorre el salón recordándoles a los estudiantes las instrucciones para resolver la actividad.</b>		<b>Se sugiere que el docente dedique un poco más de tiempo para resolver las dudas que los estudiantes le manifiesten.</b>
Corrige los errores de los estudiantes			
Refuerza continuamente el aprendizaje de los estudiantes	<b>Se evidencia que el docente hace uso de varios ejercicios con el fin de que los estudiantes mecanicen la estructura y las características gramaticales del tema.</b>	<b>El docente se cerciora de que los estudiantes comprendan las diferencias que existen en cuanto a tiempos verbales y demás expresiones presentes en el tema que explica.</b>	<b>Se aconseja que el docente utilice ejercicios que los estudiantes puedan resolver por ellos mismos, explicar algunos en el tablero y proponer una actividad donde los estudiantes</b>

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			<b>demuestren su aprendizaje.</b>
Circula por el aula atendiendo las necesidades de los estudiantes	<b>Sí</b>		<b>Se aconseja que el docente le preste atención a cada uno de los estudiantes que tengan una inquietud respecto al tema. Así mismo, se aconseja que el docente exija respeto a los estudiantes y no permitirles chiflarle para llamar su atención.</b>
Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes	<b>El docente utiliza la expresión corporal al referirse a tiempos verbales. Y a los números.</b>		<b>Se sugiere que el docente utilice más expresiones y palabras en inglés, de esta manera podrá usar más su</b>

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			<p><b>expresión corporal para que los estudiantes descifren por ellos mismos el significado en español.</b></p>
<b>COMPETENCIAS COMUNICATIVAS</b>			
<p>Domina los contenidos trabajados durante la clase</p>	<p><b>Sí</b></p>		<p><b>Se sugiere que el docente no dé por sentado el conocimiento de los estudiantes, sino que haga un repaso rápido al principio de la clase. Si no es posible usar una diapositiva, plasmar en una cartelera el tiempo que se esté estudiando con sus respectivas formas. Así, se ahorrará</b></p>

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			<b>mucho tiempo y tendrá espacio para proponer actividades de mecanización.</b>
Se expresa correctamente en forma oral o escrita en la lengua extranjera	<b>Sí</b>		
Alterna el uso de la lengua materna y la extranjera	<b>Se evidencia que el docente usa en mayor medida la lengua materna.</b>		<b>Se sugiere al docente que utilice el idioma extranjero con palabras y expresiones claves en el tema que está enseñando. Con esto se busca que los estudiantes se familiaricen mejor con el idioma.</b>
<b>EL ESTUDIANTE</b>			

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Participa individual o grupalmente de forma activa durante la clase	<b>Los estudiantes de las primeras filas son los que lideran la participación.</b>	<b>A pesar de que los estudiantes de las últimas filas no participan activamente, se preocupan por tomar apuntes de la tablero.</b>	<b>Se sugiere que el docente le dé la palabra a un estudiante en específico de las últimas filas.</b>
Participa activamente en actividades orales o escritas	<b>Los estudiantes muestran disposición al momento de desarrollar las actividades propuestas por el docente.</b>		
Sigue las instrucciones del profesor	<b>Sí</b>		
Muestra respeto y disciplina hacia el profesor y sus compañeros	<b>En efecto, de manera general los estudiantes muestran disciplina durante la clase</b>		<b>Se sugiere que el docente establezca reglas de comportamiento al</b>

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			<b>principio. De esta manera se evitarán conductas tales como chiflar, gritar en clase o llamar al docente por el nombre.</b>
<b>ASPECTOS EMERGENTES</b>			
Aspectos que influyeron en el desarrollo de la clase			<b>Se sugiere que el docente mejore su postura al usar el tablero, ya que considero que darle la espalda a los estudiantes fomenta el desorden y la distracción.</b>
Otros aspectos a mencionar que no están contemplados en la parte superior			<b>Se sugiere que el docente represente la universidad de alguna manera.</b>

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			<p><b>Durante la grabación del video no hizo uso del uniforme ni del carné de la universidad.</b></p>
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### Appendix 10.

<b>INSTITUTION:</b> Cuatro de Julio School	<b>SUPERVISOR TEACHER:</b> Gloria Esperanza Duarte	<b>PRACTITIONER:</b> Naren Mauricio Vita Gelves
<b>GRADE:</b> Fourth grade	<b>TOPIC:</b> <ul style="list-style-type: none"> <li>Vocabulary about environment</li> <li>Present continuous</li> </ul>	<b>PROGRAM:</b> Foreign languages
<b>LINGUISTIC OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To learn present continuous form and use</li> </ul>	<b>COMMUNICATIVE OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To express ideas about environment using present continuous tense</li> </ul>	<b>SOCIO-CULTURAL OBJECTIVE:</b>
<b>DATE:</b> 19 <sup>th</sup> September	<b>HOMEWORK:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>OBSERVATIONS:</b>

→

TWO HOURS CLASS				
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIALS
<b>Warm-up</b>	In order to start the class, the teacher greets the students. Consequently, teacher writes on the board the date and today's topic. After that, teacher will invite students to stand up and make a little circle, afterwards, teacher will tell to students that they will play "Teacher says" a game adapted from "Simon says", at the beginning, it will be in Spanish and teacher will write on the board the different commands such as jump, sit down on the floor, run or hug a classmate and others. Thus, teacher will give the commands "teacher says Jump three times" and learners will answer to teacher commands, this activity will be made twice, in Spanish in first place and using English in second place.	15 min	Listening Speaking	Board markers

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<b>Introduction to a lesson</b>	Teacher will introduce next topic by using Spanish, in this way, teacher will show some images and he will ask to students about what characters on the images are doing, it will help to introduce present continuous tense and also images are linked to actions taking into account cross-sectional project global village/aldeas globales and the environment. During the class, teacher will implement some classroom management techniques.	10 min	Speaking	
<b>Presentation of the topic</b>	Teacher will explain present continuous structure and use. Also, he will explain the way how we can form it. Besides, teacher will explain some vocabulary concerning environment throughout some slides. Teacher will implement drilling techniques. <i>Appendix 1</i>	25 min	Writing Reading Listening	board
<b>Practice activity</b>	Teacher will past some images in the class, students must rely on the picture with the name in english, for example,  pollution Then, they will take into account vocabulary concerning global village or environment. <i>Appendix 2</i>			
<b>Activity (Nursery Rhyme)</b>	Teacher will use a nursery rhyme which is a song or poem designed especially for children in order to create awareness of the pollution that it is created and makes us ill, this nursery rhyme name is "green <del>green</del> trees". Also, it touches vocabulary previously learned concerning environmental issues and the global village. <i>Appendix 3</i>	20 min	listening	
<b>Closure/ homework/ assignment</b>	Teacher will give to students a worksheet in which they must complete with present continuous tense. In this worksheet, students must match the picture with the sentence. <i>Appendix 4</i>	10 min		

Appendix 11.





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## Appendix 12.



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