Enhancing reading comprehension and environmental awareness with short stories among

seventh grade students at the Ortún Velasco Institution: An action research

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Acknowledgments

First of all, I would like to express my gratitude with God for giving me strength, intelligence and patience during all these years. For him, I could finish this process and become a teacher as I wanted. Thanks God for being the positive energy that guides my way.

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Finally, thanks to all my friends for being with me, to support me in all my decisions, to make me laugh and to show me a positive side of everything. I appreciate the moments that I could live with you. You will be always in my heart.

APPROVAL NOTE

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Practicum Committee Signature

Cooperative Teacher Signature

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General presentation

In the frame of the practicum stage of the foreign languages program at the University of Pamplona, practitioners must design a pedagogical proposal which consists of four components. In the case of this project the content is organized as follows: pedagogical component, research component, outreach component and administrative component.

First of all, the pedagogical component as its name shows contains a pedagogical research proposal essential at the moment of working as pre-service teachers in the assigned institution. In this case, Ortún Velasco Educational Institution in Cácota city. This first chapter is entitled "To enhance reading comprehension and environmental awareness with short stories among seventh grade students at Ortún Velasco Educational Institution: An action research". This proposal aims at fulfilling the expectations and necessities of seventh grade students to enhance reading comprehension.

Afterwards, the research component is entitled "The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum". This component refers to the reflexive practitioners' role and can be taken as a Macro project of the foreign languages program. The idea is to foster a reflective spirit in order to enhance teaching practices.

Then, foreign language students have to develop this outreach with primary school students, because it is framed in the large-scale project entitled "Project to raise awareness of the English language in primary schools in Colombia". The project has the following objectives: -

To attend to the training needs in English of the children of primary school in Colombia.- To integrate the foreign languages students' training of the program in foreign languages English-French to the educational reality of teaching English in primary school in Colombia.

Finally, for the administrative component, the pre-service teacher is part of the different activities stated by the institution in order to have the experience what teachers do in real context, which includes extracurricular activities and events such as teachers meeting, flag raising ceremonies, among others.

Introduction

Every day, the environmental problems are increasing because of our lack of knowledge. The preservation and enhancement of the human's environment is not only a task by some countries, it is necessary that from basic school students become aware of the existence of these problems and main habits to preserve life on this planet and reduce pollution levels.

Furthermore, reading comprehension is a fundamental skill to be able to get better results in the institutional assessments and to improve critical thinking about a specific topic. Moreover, the use of short story strengthens reading comprehension and motivates students to increase their cultural and environmental awareness.

The main purpose of this study is raising awareness using short stories among 7th grade students arousing their motivation and curiosity to read in English to then, create a magazine with the student's stories about the environment.

Justification

When learning a foreign language, it is important to enhance the four skills exposed by the Common European Framework, such as writing, reading, speaking and listening. Using non-participant observations, the pre-service teacher realized that the main problem inside the classroom is the lack of knowledge when reading a text, for this reason, the use of literature specifically short stories about an interesting topic as environment can improve reading comprehension while they develop awareness and have better results in the exams.

Therefore, the lack of reading comprehension in English was due to two factors: lack of materials and the use of the mother tongue inside the classroom. Due to these problems, it is necessary to provide them an adequate guidance to solve these deficiencies.

The main purpose of this proposal is to use environmental short stories in order to motivate students to learn more about the English language, as well as to discover about other cultures, to expand their minds and being the critical thinkers that are needed in the current society.

Objectives

General Objective

- To enhance reading skill using short stories about the environment with seventh graders at Ortún Velasco Educational Institution.

Specific objectives

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.

- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

- To serve the needs of English formation of children in primary school in Cácota.

- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary school in Cácota.

- To actively participate of all the processes and events managed by the Institution Ortún Velasco during the 8 week's period.

General conclusions

The purpose of this research was to enhance reading skill using short stories about the environment with seventh graders. This strategy provided student to learn and improve English as a foreign language in a creative and active way, at the same time, each activity aimed at increasing the language knowledge taking into account environment awareness and they gave advices to save it.

Furthermore, not only pedagogical decisions are important, being a reflective teacher is a necessity when starting the path of teaching an FL, taking into account that every day is a new opportunity to improve reflections help teachers to overcome difficulties. A reflective teacher is someone able to accept mistakes, to make decisions about it and to face new challenges without giving up.

Moreover, through the use of flashcards and Total Physical Response activities students were engaged in learning English, those activities helped learners to understand the target language and aid in long-term retention in a stress-free approach.

Taking part of the academic and cultural activities of the educational institution, was a significant traineeship for the pre-service teacher, there was the opportunity of becoming someone to look up to. It helped the pre-service teacher to get motivated to participate as their teacher does.

Institutional observation

Before to start thinking about an EFL problematic in the institution, it is necessary to have a broad perspective related to the setting where the practitioner was immersed, this step facilitates a better understanding on how the institution hierarchically organized is, and to understand and analyze several aspects that English language learners can go through. On one hand, some of the elements of the observation are related to features of the city where the students and institutions are situated. Also, the norms, guidelines and goals of them.

For this reason, an entire week was given to the pre-service teacher in order to be primarily engaged with the institution.

Topographical location of the school

Ortún Velasco is a public educational institution located in Cácota, Norte de Santander, Colombia. It offers mixed-gender education; it is remarkable to highlight that the academic school day only lasts a half-day session of work. Moreover, this institution provides the educational levels of preschool, primary and high school; the primary section is located near to the park, where there are preschool to fifth grade. It is divided into two blocks, where we can find sanitary unit for children, a computer room, the food-processing laboratory and the hall of acts that is owned by the municipality.

The high school section consists of sixth grade to eleventh grade; the institution offers a computer room, a laboratory, a library and the cafeteria. In addition, the institution objective is to offer education without any discrimination of race, culture, gender, ideology, creed, socioeconomic status, vulnerability or disability.

Institutional authorities

Table 1*: School authorities chart*

Principal	Hermes Elias Cristancho Leal
Teacher's representative	Sonia Rico
	Trinidad Acevedo Acevedo
Parents representative	Mabel Johana Berbesí
	Edna Rocío Colmenares Gauta

Identification of key aspects about the Proyecto Educativo Institucional (PEI)

This document contains the general principles that guide the Ortún Velasco Institution in its academic and social objectives. Its main purpose is to define the institutional identity and perspectives towards the current social, economic, educative and politic contexts, looking forward to raise conscious students and leaders committed to the construction of a new peaceful country.

Mission

The ORTÚN VELASCO educational institution of the Municipality of Cácota, forms autonomous, responsible and competent people through the educational service at preschool, basic and technical secondary levels, offering a comprehensive education.

Vision

By the end of the year 2020, the ORTÚN VELASCO educational institution of the Municipality of Cácota will be consolidated as an inclusive and technical institution, with management capacity, organizing the community for the improvement of its quality of life.

Institutional Principles

- The exercise of democracy and autonomy, assumed from the learning of participation.

- Interrelationship between the school and the community through dialogue and coexistence that allows the conflict resolution and compliance with established agreements.

- Appropriation, implementation and evaluation of administrative and pedagogical process.

- Recovering and valuation of the own identity while recognizing multiculturalism

- Flexibility and openness in the design and development of the PEI assumed as a research process, understanding and interpretation of the constantly growing reality.

- The playful dimension within the process must propitiate the joyful, affective, human relations, which facilitate creativity, commitment and the happiness achievement within the educational process.

Institutional objectives

- To build an innovative proposal for academic, social, cultural, economic and organizational development, supported by human talent and existing infrastructure.

- To determine different strategies for preparing and strengthening students, to respond to the challenges of internal and external evaluations, fostering excellence in educational quality.

- To promote institutional spaces for strengthening research as a pedagogical strategy.

- To ensure the students' entry and permanence within the education system.

- To promote the improvement in the quality of life of the cacoteña community through productive pedagogical projects.

- To strengthen and maintain inter-institutional agreements to continue ensuring the development and accompaniment of the project.

- To give an example of good practices of peaceful and harmonious coexistence within the formation of artistic, civic and religious values; seeking a good treatment for all.

- To improve students' learning from teacher classroom practices and strengthening their professional skills.

- To appreciate educational performances in a comprehensive way to achieve higher test results that ensure the simultaneous development of complementary actions in terms of quality and coverage.

- To enhance spaces for the use of ICT towards teaching-learning processes.

- To create ideal spaces for enriching reading and writing habits.

- To contribute to bring the educational community closer to opportunities for social development, working productivity and personal growth.

- To propose spaces for knowledge, accessing the information that society produces daily by interacting with different forms of thought to increase rich ways of learning, understanding and interpreting reality.

Main aspects of the coexistence handbook of the educational institution

The coexistence handbook of Ortún Velasco Institution aims at providing a brief overview of school policies, procedures, students' rights, duties and guarantees; regulation and application of sanctions. The interests, motivations and contributions was taking into account among the students, teachers and parents.

Some relevant students' rights are:

- To be registered in accordance with the Children and Adolescents Code.

- Children and adolescents have the right to receive a quality education. It will be a duty for the State in one year of preschool and nine years of basic education.

- Respect for and appreciation of one's and others' dignity, without discrimination on grounds of gender, sexual orientation or identity, ethnicity or physical, social or cultural status.

Some relevant students' duties are:

- To respond satisfactorily to the requirements of Ortún Velasco Educational Institution.

- To accept and obey the school activities schedule on time.

Distribution of the physical plant

Ortún Velasco is a public educational institution located in Cácota, Norte de Santander, Colombia. The primary section is located near to the park, where there are preschool to fifth grade. It is divided into two blocks, where we can find sanitary unit for children, a computer room, the food-processing laboratory and the hall of acts that is owned by the municipality. Moreover, the high school section consists of sixth grade to eleventh grade; the institution offers a computer room, a laboratory, a library and the cafeteria.

Next door is the farm, which must be repaired and maintained, because it is a physical plant that must be conserved as a property of the institution and the community of Cácota, as well as taking advantage of the land to plant crops such as vegetables, medicinal plants and ornamental plants.

Organization chart of the educational institution

In this organizational chart, it is possible to find the order of the authorities of the educational institution.

Figure 1: School Organization Chart

Institutional symbols

Institutional shield

The students from the first basic class developed the design, at that time the name of the school was Colegio Integrado Ortún Velasco, with the changes and the mergers of the primary and secondary headquarters it was born the Educational Institution Ortún Velasco. The institution has made some changes maintaining the essence in honor of the people who took the first step to consolidate the Educational Center of Cácota and in its slogan will prevail virtue, science and peace.

Figure 2 Institutional shield

Institutional Flag

It is made up of the green color that represents hope in the youth and the white for peace and

tranquility that is lived in the municipality of Cácota.
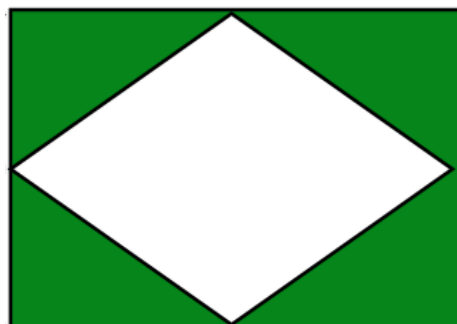
Figure 3 Institutional Flag

School Calendar

Table 2 School Calendar

SEPTEMBER	
2 al 13	Evaluations
13	Third period closure
15	Microempresarial festival
16 - 20	Recuperaciones tercer period

17	Closure of platform
18	Evalution commission
24	Bulleting delivery
27	Students' day with teachers. San Valentines 'day
	Directive board

OCTOBER	
16	Students recognition award ceremony teachers in charge: Clara, Sonia and Nelly
7 -11	Institutional development
25	Directive board meeting

NOVEMBER	
28 october to 8 de november	Fourth period evaluations
12 al 15	Recuperations Fourth period
13	Closure of platform
14	Evaluation commission: Fourth period
15	Emblem delivery: In charge: 10 and 11 teachers
18 al 22	Year recuperations
29	Closure of platform
2	Evaluation commission
29	Closure of Fourth period
22	Directive board meeting

Supervisor's academic schedule

Table 3 Supervisor's academic schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1 7:00-7:55	7th grade	6th grade	10th grade		
2 7:55-8:50	9th grade	7th grade	11th grade	6th grade	
3 8:50-9:45	9th grade		6th grade		11th grade
9:45- 10:15			**BREAK**		
4 10:15-11:10		5th grade	5th grade	4th grade	10th grade
5 11:10-12:05	4th grade	8th grade	7th grade		10th grade
6 1:05-2:00		8th grade	8th grade		9th grade
7 2:00-2:55		11th grade			

Pre-service teacher's schedule

Table 4 Pre-service teacher's schedule

		PRE-SERVICE TEACHER'S SCHEDULE			
Hour	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1 7:00-7:55	*7th grade*	*6th grade*			
2 7:55-8:50	*9th grade*	*7th grade*		*6th grade*	
3 8:50-9:45	*9th grade*		*6th grade*		
9:45- 10:15			*BREAK*		
4 10:15 -11:10		*5th grade*	*5th grade*	*4th grade*	
5 11:10-12:05	*4th grade*	*8th grade*	*7th grade*		*9th grade*
6 1:05-2:00		*8th grade*	*8th grade*		

Pedagogical aspects observed

After having observed during one week the courses assigned by the supervisor, in this case, 4th, 5th, 6th, 7th, 8th and 9th grade, the practitioner highlighted some significant aspects that characterize the teacher's pedagogical intervention, as are the following:

- The teacher facilitates the students' participation in order to improve their motivation learning a foreign language.

- After making the third period assessment, the teacher strengthens the subjects in difficulties and the unknown vocabulary.

- Most of the time the teacher speaks in Spanish because some students do not understand the vocabulary and specific commands.

- The institution does not have didactic material, for this reason; teaching a foreign language is a difficult task.

- The teacher creates the final assessment according to ICFES test; it guarantees better results in the English part.

- The teacher does not use a lesson plan, for that reason, the pre-service teacher is going to create an example to use.

Chapter I: Pedagogical Component

To enhance reading comprehension and environmental awareness with short stories among seventh grade students at Ortún Velasco Educational Institution: An action research

Introduction

Nowadays, our planet is facing serious environmental issues because of our lack of knowledge. Therefore, it is necessary that from basic school students become aware of the existence of these problems and main habits to preserve life on this planet. The reading results in ICFES exam 2010 showed that the large majority of 11th grade-student population (the last grade level in Colombian high schools) scored "average" and "poor". In order to articulate care and preservation of the environment, it is necessary to enhance reading comprehension among English learners through the use of short stories meanwhile they become aware of the environmental situation.

Moreover, education contributes strongly to sustainable development by training and expanding young minds doing research in order to find solutions to the environmental challenges. After graduation, students become leaders of tomorrow and they are dispersed from the world of higher education into their specific career. With regarding to, they take with them the green practices and approaches they were involved with at their institution (Will Toor, 2003). For this reason, the preservation and enhancement of the human's environment must be a concern of educational institutions to raise awareness among young people of how their environment actions affect our habitat and how it can be minimized to reduce the pollution levels.

Furthermore, the use of literature in English is beneficial not only to improve language skills but also to develop social and cultural knowledge. Short story is considered as one of the literary genres that can be used in the EFL classroom to strengthen reading comprehension and motivate students to increase their cultural and environmental awareness. Ellis and Brewster (1991) emphasize that "As stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences." (p.1-2) it means that the use of short stories inside the classroom can engage students to learn a foreign language and to become more creative.

Reading is a fundamental skill with an important role in human life. Through reading activities, an individual can develop good analytical skills, expand the vocabulary and strengthen writing ability. For that reason, the students can improve their reading skill using short stories about how to save the world as a strategy to raise awareness.

Besides, when working on reading in English as a foreign language, students can improve skills such as communication, observation and problem solving, which are very important to be academically competitive and in terms of work. It also strengthens the sense of belonging with our planet and it builds a strong relationship with nature.

The main purpose of this study is raising awareness using short stories among 7th grade students arousing their motivation and curiosity to read in English to then, create a magazine with the student's stories about the environment.

Statement of the Problem

The lack of reading comprehension in a foreign language affects students' academic results and it produces a source of frustration. Without the ability to read effectively,

opportunities for personal fulfillment and job success inevitably will be lost (Anderson, Heibert, Scott and Wilkinson, 1985). At the same time, through reading students think about the environmental issues and they can implement different activities to save the world.

After carrying out some observations at the Ortún Velasco Institution during a week, the researcher identified as the main necessity the lack of reading comprehension in a second language during the pedagogical sequences developed by the teacher in charge of 7th grade. Furthermore, the students are not acquainted with the ecosystem vocabulary. This constrains them to understand and analyze environmental text.

EFL learners must acquire adequate knowledge of vocabulary to comprehend text. EFL students who developed biases regarding reading for the foreign language tend to have many difficulties in understanding reading materials related to the language. In addition, prior knowledge helps learners to comprehend reading materials and construct meaning (Nozen et al., 2017: Vacca, 2002). Moreover, the teacher must work to improve student's reading skill using short stories according to their learning level, at the same time, it is necessary to awake their motivation and engagement with the second language.

For these reasons, the researcher aims at answering the following questions to work on this situation presented at Ortún Velasco Institution:

- How to enhance reading skill using short stories about the environment?
- What kind of technological tools can be implemented to improve reading comprehension?
- How to raise students' awareness about the planet situation?

Justification

When learning a foreign language, it is important to enhance the four skills exposed by the Common European Framework, such as writing, reading, speaking and listening. However, one of the main issues teachers have had to deal with in young students is the lack of motivation when it comes to read; partly because they do not understand the context, the vocabulary and the information presented. Using non-participant observations, the pre-service teacher realized that the main problem inside the classroom is the lack of knowledge when reading a text, for this reason, the use of literature specifically short stories about an interesting topic as environment can improve reading comprehension while they develop awareness and have better results in the exams.

Therefore, the most remarkable aspect was students' huge lack of reading comprehension in English. As much as observed from classes, this lack was due to two factors: lack of materials and the use of the mother tongue inside the classroom. The first one was evidenced when students needed to work in their books and the institution did not have enough materials and resources to bring them a support. The second one was due to their poor use of the target language inside and outside the classroom and excessive use of the mother tongue. This fact made them unable to comprehend texts and give proper answers or opinions about any topic. Due to these problems, it is necessary to provide them an adequate guidance to solve these deficiencies.

Palmer (1998) describes the importance of Environmental education, "Environmental education is a process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelationship among man and his culture" (p.7). The school focalizes not only on the knowledge transfer but also in the importance

of recycling to help with the environmental issues. Working with that topic engages students to raise awareness and it improves their motivation inside the institution.

In light of this assumption, this proposal served as a first experience when confronting the real education context by the practitioners. The main purpose of this proposal is to use short stories about environment in order to motivate them to learn more about the English language, as well as to discover about other cultures, to expand their minds and being the critical thinkers that are needed in the current society meanwhile they engage reading comprehension skill.

Objectives

General objective

- To enhance reading skill using short stories about the environment with seventh graders at Ortún Velasco Educational Institution.

Specific objectives

- To raise student's awareness about environmental issues

- To implement technological tools to raise the students' motivation on English learning.

- To create a poster with an environmental advice.

Theoretical framework

Overall, in order to understand the frame of this research project, five key concepts have to be explained: communicate competence, reading comprehension, short stories, environmental awareness and motivation.

Communicative competence

According to Hymes (1972) 'communicative competence' refers to the level of language that allows language users to convey their messages to others and to understand others' messages within specific contexts. It also implies the language learners' ability to relate what is learnt in the classroom to the outside world.

Moreover, Bachman suggests that the framework for 'Communicative Language Ability' consists of three components including 'language competence', 'strategic competence' and 'psychological mechanisms'. In the same way, communicative language is classified as: 'language competence' into 'organizational competence' and Understanding Communicative Competence –pragmatic competence'. The former includes 'grammatical competence' and 'textual competence'. (Bachman,1990, p.107).

Reading comprehension

Charles in Irawati (2005) stated that "reading is a transmitting of information process where the author tells the readers about his ideas. Such as the author is regarded as the informant, the reader is who received. During reading process, the reader interacts with the author directly". (p. 6)

Furthermore, Good (1973) declare "Reading is described as getting thought from the "Printed page" from this question the writer can comprehend further that reading is not just to say out the written words, but also to keep in mind the meaning of the words". (p. 414)

Short story

"A fictional prose tale of no specified length, but too short to be published as a volume on its own, as novellas sometimes and novels unusually are. A short story will normally concentrate

on a single event with only one or two characters, more economically than a novel's sustained exploration of social background". (Baldick, 2001, p. 236).

In addition, Abrams and Harpham (2009) state that "A short story is a brief work of prose fiction, and most of the terms for analysing the component elements, the types, and the narrative techniques of the novel are applicable to the short story as well." (p.33)

Environmental education

Environmental education in early childhood includes the development of a sense of wonder; appreciation for the beauty and mystery of the natural world; opportunities to experience the joy of closeness to nature; and respect for other creatures. It also includes the development of problem-solving skills and the development of interest and appreciation in the world around us. These goals acknowledge that learning is more than a cognitive process and that emotions play a particularly important role (Harlan and Rivkin, 2008).

Furthermore, according to the Belgrade Charter (1979), the goal of environmental education is to "Develop a world population that is aware and concerned about the environment and its associated problems The population has the knowledge, skills, attitudes, and commitment to work individually and collectively toward solutions of current problems" (pg.3).

Motivation

Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525).

On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

Literature review

In order to implement the use of short stories to enhance reading comprehension, it is important to do some research about the methodology used and the results in different stages. Therefore, three categories emerged when doing some research that was previously mentioned.

Reading comprehension and motivation

Several studies have addressed a potential relation between reading comprehension and motivation when learning foreign languages. Following this integrated vision, Meinado (2016) conducted a study aims at developing appropriate reading programs, instructional strategies, and materials for the students to enhance their ability, motivation and willingness to read. To answer the following questions: what are the metacognitive reading strategies used by the respondents when reading academic texts? What topics are the students interested in reading about? And what is their level of interest and motivation to read? The researcher used a descriptive survey as the main instrument composed of 30 questions with 43 participants. Related to the first question, the participants declare that they moderately practice metacognitive reading strategies using tables, figures and pictures to get back the concentration when it is lost. In the second question, they prefer reading about humor or comic books because these kinds of reading motivate them to keep improving in reading comprehension. Moreover, reading is important to become successful and they are engage when they read something interesting.

Similarly, Jarrah and Ismail (2018) found that EFL learners faced several reading difficulties when they read English texts. The study reveals that the major difficulty is the lack of ability to recognize the types of text or text structure they read, followed by lack of attention, word difficulty, and grammatical knowledge. It is also evident that the major difficulty faced by the EFL learners related to anxiety is feeling trouble writing answers, additionally; the main strategy used by the EFL learners is translating the meaning of word or sentence into their mother tongue to help them understand the English material. The majority of them prefer to use pictures to associate the words with the meaning. In both studies (Meinado,2016; Jarrah and Ismail, 2018) argues that reading comprehension can be improve through the use of pictures to understand the vocabulary and engage students to create reading habits to get better results.

Use of short stories

Umasugi, Hanapi and Handayani (2018) conducted an experimental design aims at improving students' reading skill by using short story. The research implemented the observation as a methodology instrument with 127 students of eleventh grade from SMA Negeri Waplau. Three specific aspects were highlighted after their interventions. First, the researchers explained the narrative text and short story to students and the researcher gave some questions to the students from the text, then, the researcher gave treatment again about short story technique and the material used. The students read the text and answer the questions too. By using short story technique 60 from 95 students improve their reading comprehension. It means that, after giving explanation and treatment namely short story technique the student assessment of reading improved.

Likewise, Krishna and Sandhya (2015) conducted an article with the objective to familiarize EFL instructors with the effectiveness of using short stories in EFL instruction.

The researchers stated that the instructors must pay attention to the level of proficiency of the students and those of the stories that play a vital role motivating students while they improve their curiosity about the principal character in the short story.

Environmental issues

Rauen, Rojas and Silva (2015) carried out a study aimed to present mechanisms that intensify environmental management, improvement and cultivation with the students. The methodological procedures were developed through bibliometric analysis on the article and content.

In this study, the researchers concluded that Higher Education Institution needs to operate in innovative projects in their day-to-day, which will allow for an open and effective involvement with the environment in the realization of positive acts that encourage reflection and for a routine shift in their daily actions, seeking viable alternatives that congregate all towards a mutual commitment.

Furthermore, it is important to note the benefits of environmental management, which are plenty. Among them, the reduction of energy, water and expedient material consumption. Therefore, the evidence of responsible practices enhances the institution's image and the generation of research opportunities.

Methodology of the pedagogical component

Firstly, this study is guided by the book "How to teach reading like a pro" presented by Pasco County Schools. According to this institution, beginner students need readings that are structurally simple and not weighed down with complex vocabulary. The idea is to work on six different strategies or steps, which are the following:

1. Warm up	2. Introduce	3. Practice
4. Practice more	5. Produce	6. Review
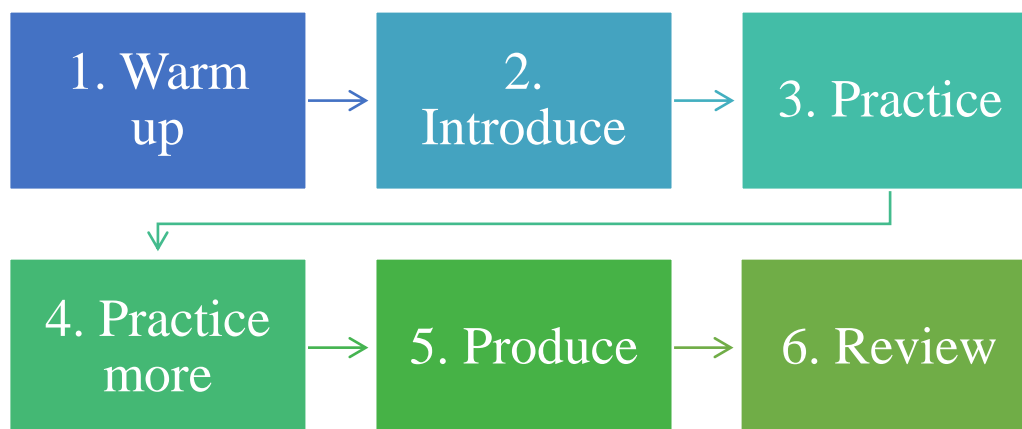
Figure 4 Methodology implementation

Warm up

In this step, the teacher is going to use ten minutes to do a warm up activity to get students moving and speaking. The purpose is to generate some interest in the reading topic so that the warm up activity flows into the plan introduction. One way to do this is to have students stand in a circle and ask them to tell you what they know about a certain topic. This can be as simple as giving you some related vocabulary. The teacher can bring didactic material as a balloons, videos or games. This is good because it actually gives students something to focus and self-confidence.

Introduce

The teacher asks students about the vocabulary to the list. Then, the teacher can distribute the reading passage and ask students to read it silently to become acquainted with the new material.

Practice

Practice reading the material aloud. To accomplish it is necessary to follow a series of steps. First, have students do some slash reading. The teacher should read the passage aloud pausing where appropriate. Have students repeat each section after you and place slashes in their text. A sample sentence might look like this "For Christmas dinner / I ate ham, / mashed potatoes, / and

green beans.//" This will help students read more naturally. Then, students can read the passage by repeating sentences after teacher and then call on students to read one sentence at a time.

Produce

The main idea behind this fourth step is to prepare some discussion questions related to the reading and some that require students to use key phrases in their answers. For beginners, discussions will be quite challenging but intermediate and advanced students will gain a lot from discussing their thoughts and opinions.

Review

In the fifth step, the teacher asks students to summarize the reading or what they learned in class and answer some questions. Next, students discuss the summary and explain why they chose certain answers.

Implementation of the proposal

Firstly, it was necessary to introduce the project to students in order to motivate them to work in some activities by using short stories about environment to engage them in the reading comprehension process. To achieve the objectives, during the second week, the teacher explained students the importance of understanding a reading text and the activities that they were going to do. Moreover, the teacher did a diagnostic test in order to know the level of the students. To develop each activity, the teacher was based on six different strategies or steps such as, warm up, introduce, practice, produce and review proposed by the book "How to teach reading like a pro" presented by Pasco County Schools.

Diagnostic reading: Sharon helps the environment

The diagnostic reading was carried out in the second week from September 23rd to September 27th. For socializing the short story, the pre-service teacher took into account the environmental problems as a topic to catch their attention and motivate them to learn more about

Figure 5: Diagnostic reading results

what was happening in the planet. In order to do that, the pre-service teacher showed a power point presentation (Annex 3) where she asked students about what they could see in the pictures. Students answered in English and Spanish, then, she translated all the text so that students could understand the main idea of the text. Finally, students answered the reading questions but they did not understand the vocabulary and the results were not good.

First reading "Rooney's Adventures: The Friendly Octopus"

The first reading was done in the fifth week from October 14th to October 18th. To carry out this process the teacher asked students to tell what they knew about how to help the environment in order to generate some interest in the reading topic, then, teacher showed a video where it was explained the story. Afterwards, the teacher practiced reading the material aloud and students asked the unknown vocabulary and solved the questions. Finally, the teacher asked students to summarize the reading or what they learned in class related to vocabulary and verbs.

Name: _____

Questions

1. Where did his dad get a job?
   a. In the school
   ⓐ In a factory
   c. In a bank
2. What was the name of the two fishes?
   ⓐ Gilly and Billy
   b. Pepito and Gina
   c. Victor and Paula
3. How was the beach?
   a. Clean
   b. Happy
   ⓒ Dirty
4. What was the creature that Ronnie saw in the beach?
   ⓐ An octopus
   b. A kangaroo
   c. A tiger
5. What was the colors that Ronney used to color the old boxes?
   ⓐ Green, pink and blue
   b. Black, white and yellow
   c. Red, blue and black
6. Where did Rooney put the boxes?
   ⓐ On the beach
   b. In the house
   c. In a factory
7. Did the Octopus helped Rooney to collect all the waste from the beach?
   ⓐ Yes
   b. No
   c. I don't know.

Figure 6 First reading results

Second reading: Buzz, the electric car

The second reading was done in the seventh week from October 28th to November 1st. To develop this reading activity, the pre-service teacher took into account a common subject where

everybody is in touch daily so as to create an active participation and motivation between students for learning more about the environmental topic. In order to apply it, the pre-service teacher started with a picture where students need to say what they could see, then, she showed a video about the short story. Subsequently, the teacher read the text aloud and students asked about the unknown vocabulary. Finally, students answered the questions and they did a summary of the short story in Spanish.

Warm up (4 min)	The teacher is going to ask students to stand in a circle. Then teacher is going to ask students what they know about reuse and recycle.
Introduce (5 min)	The teacher is going to show a video with the short story about the environment. Then she is going to ask students about what they learnt. Students need to say words or sentences in English in order to learn vocabulary and verbs. After that, the teacher is going to distribute the reading passage and ask students to read it silently to become acquainted with the new material.
Practice (10 min)	This stage is going to be develop into 2 main steps First: The teacher is going to read the text aloud where appropriate Second: Students have to read the passage by repeating sentences after teacher is going to call on students to read one sentence at a time, meanwhile students are reading, the teacher will correct the pronunciation of certain words. The teacher is going to ask students if they have unknown vocabulary.
Produce (15 min)	The teacher is going to ask students to answer the reading questions in order to confirm the understanding
Review (2 min)	The teacher is going to ask students to summarize the reading or what they learned in class. Then she is going to ask about the new vocabulary and verbs in order to memorize it.

Figure 7 Lesson plan reading

Research methodology

Research approach

Creswell (2007) defined qualitative approach as:

"The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting

sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes." (p. 37).

The researcher works under this type of approach mainly because in this way she can identify a problem that requires to be treated in order to help with the participants' needs. In this case, the pre-service teacher feels the necessity to work on reading comprehension skill with environmental topics, which want to do an intervention to raise awareness and have better results. Accordingly, this approach is the proper one to conduct this study.

Research design

This study is focused on a qualitative design. Most of the results regarding reading comprehension improvement are showed and analyzed with a qualitative basis.

According to Creswell (2012) action research is defined as:

Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings (p.22)

Therefore, this study has systematic procedures because in each class it is going to be implemented a plan; which is analyzed through the collection of data. The educational setting in which this study was carried out was at Ortún Velasco Institution in Cácota city.

Population

This study was carried out at Ortún Velasco Educative Institution with 7th grade. This course

count on three hours of English per week. This grade is composed of 18 students in which five

students were selected in a voluntary way as participants of this research study.

Data Collection Instruments

Having in mind the previous methodological information, it was decided to work on three

main instruments in order to collect the data needed. The instruments are questionnaire,

participant observations and interviews.

Questionnaire

According to O'Leary (2014) "Questionnaires have many uses, most notably to discover

what the masses are thinking. These include political polling, customer service feedback,

evaluations, opinion polls, and social science research" (p.9). In this research, each student

answered 2 questionnaires, one post-introductory open-ended questionnaire that allowed the

researcher to better understand the learning learners' difficulties and assumptions about their

own learning process and at the end of the process students answered one reflective

questionnaire in which students expressed their opinions about the reading topics.

Interviews

In order to collect information about participants' opinions, experiences and feelings, Hatch

(2002) stated "although researchers come to the interview with guiding questions, they are open

to following the leads of informants and probing into areas that arise during interview

interactions" (p.94). This instrument was implemented once in order to know the importance

about working short stories inside the classroom. Moreover, the use of interviews to collect data is essential to understand the research problem.

Participant Observation

Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides (DeWALT and DeWALT, 2002). In this research, the practitioner was able to interact with the population in order to understand and familiarize with their values, beliefs, and way of life the problem. The pre-service teacher had implemented 4 participant observations during the process in which she described students' attitudes, the class development, the activities and her feelings.

Ethical considerations

Taking into account that the participants are underage, it is mandatory to have a parental permission in order to access to the data gave by the students. However, students knew that their participation it is not obligatory and their identity is reserved as the information presented. (Annex 15)

Data analysis

With regards to the data analysis process, Hatch (2002) stated that analyze means organizing and interrogating data in ways in which the researchers can see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. That is to say, the data analysis process helps to assess the data collected, to answer the questions proposed in the study and verifying if the main objectives were achieved.

Moreover, Eelderink (2015) proposed some steps for analyzing qualitative data.

Step 1: Get familiar with your data, in this step, the researcher needs to read all data, notes and transcripts again, the author recommends to do this step in one day to do not forget the information. (Annex 14)

Step 2: Identify codes and themes, here the researcher divides transcripts into small segments and asks herself the question at each segment: what is this segment about? Those are going to be the themes. In this case, after an exhaustive reading, the pre-service teacher divided the data collection into 3 main categories: reading comprehension, the use of short stories and environmental awareness which are the main objectives in her research project.

For each established category, it is necessary to see the relationship between each one of them, for instance, for reading comprehension, it is relevant to mention that students did not understand the main idea and the vocabulary of the text. For this reason, this category was divided into two sub-categories such us, vocabulary acquisition and understanding the main idea in order to check reading comprehension with the activities proposed by the pre-service teacher. On the other hand, environmental awareness is one of the most important categories in this research since the institutional objective is to care the environment with simple actions as recycling and reusing objects. In consequence, this category is divided into subcategories that are related to the aspects that students have to take into account to raise environmental awareness.

Finally, for the use of short stories, it is relevant to mention aspects that were took into account inside the classroom, where the pre-service teacher could realize about the improvement of students and the different aspects related to the process, one of them is the technological tools using this process. During each reading activity, the teacher used videos and power point presentations as a warm up activity in order to keep the attention reading the text. Another aspect

to highlight is the involvement and motivation, most of the students like to participate and work in class. They learnt vocabulary about the environment situation and they tried to use it meanwhile, the teacher took advantage of it and she encouraged the participation with diverse activities.

Step 3: Coding your data and analyze the information, in this part, the researcher identifies the rest of your data and put all useful information into a coding scheme. The pre-service teacher read the data and decided to divide the categories into subcategories based on the interview, questionnaire and participant observations. For analyzing the information, it was taken into account the participant observation grid, interviews and questionnaires collected by the researcher. Therefore, the coding information was developed as follows:

Instrument	Code	Informer
Questionnaire 1	Quest 1 P1 Quest 1 P2 Quest 1 P3 Quest 1 P4 Quest 1 P5	Students
Questionnaire 2	Quest 2 P1 Quest 2 P2 Quest 2 P3 Quest 2 P4 Quest 2 P5	Students
Participant observation 1	Part-obs 1	Students/ Pre-service teacher
Participant observation 2	Part-obs 2	Students/ Pre-service teacher
Participant observation 3	Part-obs 3	Students/ Pre-service teacher
Participant observation 4	Part-obs 4	Students/ Pre-service teacher
Interview 1	Inter P1 Inter P2 Inter P3 Inter P4 Inter P5	Students/ Pre-service teacher

Table 5: Coding data

Step 4: Organize your codes and themes, here the researcher can draw mind maps of her

findings, making new tables about trends over time, histograms, Venn diagrams etcetera. This

goes beyond the thematic content analysis, which brings her other forms of analysis. In order to

analyze data, the pre-service teacher organized the codes and themes into a diagram divided into

3 main categories, the first one: The use of short stories; the second one: reading comprehension

and the third one: Environmental awareness.

The use of short stories	Reading comprehension	Environmental awareness
Involvement and motivation	Vocabulary acquisition	Knowledge about the problem
Tecnological tools	Understand the main idea	Raise students' awareness
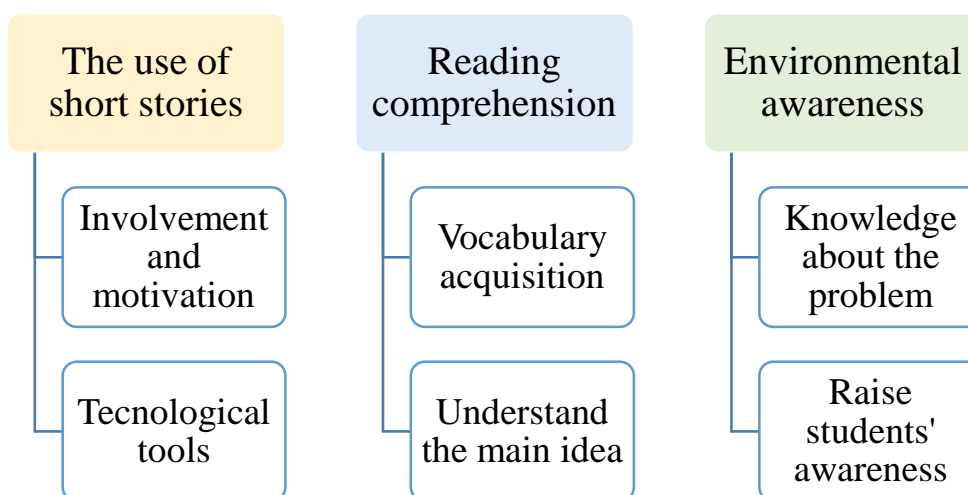
Figure 8 Categories and sub-categories

In order to analyze data, the pre-service teacher took into account some steps to organize

the instruments and participants based on the main objectives. Throughout these steps it was

possible to gather and analyse the information.

Steps	Objectives	Instruments	Participants
Implementation of the proposal	To know the reading comprehension level using short stories about the environment	• Reading comprehension activities • Questionnaire • Participant observation	Pre- service teacher Seventh graders students

Development of the proposal	To improve reading comprehension level using short stories about the environment	• Reading comprehension • Interview • Participant observation	Pre- service teacher Seventh graders students
Ending of the proposal	To create a poster with a sentence using the topics saw	• Participant observation	Seventh graders students Pre- service teacher

Table 6: Data analysis

Schedule for data collection

Weeks Instruments	1	2	3	4	5	6	7	8
Participant observation			X	X		X	X	X
Questionnaire			X				X	
Interviews				X				

Table 7 Schedule for data collection

Chronogram of activities

Week	Date	Activity	Note
1	**September 16th-** **20th**	Explanation of the research project	To engage students in the research, the pre-service teacher is going to explain the benefits about improve reading and raise awareness about environment situation.

2	**September** **23th-27th**	Diagnostic reading	The practitioner is going to apply the first diagnostic reading in order to know the students' level. The diagnostic reading activity is going to be develop in Spanish because students are not used to read in English.
3	**September 30th-** **October 4th**	First questionnaire	The pre-service teacher is going to choose the participants and they are going to complete the first questionnaire to determine if the activities are enhancing their reading comprehension.
4	**October 7th-11th**	HOLIDAYS	HOLIDAYS
5	**October 14th-** **18th**	First reading activity First interview	The teacher is going to follow the reading steps proposed by the book "how to teach reading" to develop the first reading activity about sea pollution. The teacher is going to carry out the first interview with the objective to know the perspective about the importance of reading comprehension
6	**October 21th -** **25th**	Second reading activity	The teacher is going to follow the reading steps to develop the second reading activity about air pollution. At the same time, the pre- service teacher is going to analyze the results meanwhile, she look for other activities in order to motivate students in their process.
7	**October 28th –** **November 1st**	Second questionnaire	To analyze if the short stories are improving their reading comprehension, the practitioner is going to apply a second questionnaire.
8	**November 4th-** **8th**	Final project	The teacher is going to ask students to create a reflection about how to care the environment using modal verbs.

Table 8: Chronogram of activities

Findings and discussion

As defined in the data analysis procedure, three categories emerged from all the data gathering process as follows: 1) The use of short stories. 2) Reading comprehension 3) Environmental awareness. The emergent categories are followed by some subcategories which are supported by the data units taken from the participant observations, the participants' interview and questionnaire and reading activities.

The use of short stories

The use of short stories is the main category in this research which the objective is to enhance reading skill using short stories about the environment with seventh graders at Ortún Velasco Educational Institution. In each part of the process, the teacher guided students in order to follow the correct steps to engage reading comprehension.

According to Krishna and Sandhya (2015) the instructors must pay attention to the students' proficiency level when using short stories in EFL and those of the stories play a vital role motivating students while they improve their curiosity about the main character in the short story.

Throughout the activities, most of the students liked to read short stories about the environment because it was a general and important topic, moreover, in each reading students asked the teacher about the unknown vocabulary and they wrote down the meaning in order learn it by heart. At the end, students were motivated answering the questions because they understood the general idea of the text. As their level of language is A1, the teacher read aloud the short story and students needed to follow it and pronounce new words.

This finding confirms Krishna and Sandhya (2015) theory due to students' interest and motivation to surpass their vocabulary willingness and they participated using research terms and concepts, and the use of audiovisual tools as videos and power point presentations increased their curiosity when learning a foreign language. As it was stated by the researcher in a memo during the participant observation number 2:

> Part-obs 2: Students were focused when I showed the video about the story I asked about the story and all the students answered correctly and motivated.

Moreover, the use of audiovisual tools was one of the factors that determined their motivation and participation as well as the vocabulary acquisition. According to the participants' number 1 and 3, the use of technological tools as PowerPoint presentations or pictures increased their motivation and help students to understand the main idea of the short story in English, as she affirms:

> Inter 1 P3: Sí me motivan porque ahí en los vídeos por las imágenes se puede guiar y en las diapositivas uno puede entender más o menos que se está queriendo decir. Antes utilizábamos talleres, textos pero nada tecnológico en sí.
>
> Quest 2 P4: La estrategia es buena, en el video o diapositivas comprendo la idea principal.

Reading comprehension

A lack of strong reading comprehension skill definitely affects a child's success at school as academic progress because it depends on understanding, analyzing and applying information, for this reason developing reading comprehension is considered one of the most critical skills needed for success at school that needs to be improve with activities and strategies.

Meinado, 2016; Jarrah and Ismail (2018) argue that reading comprehension can be improved through the use of pictures to understand vocabulary and engage students to create reading habits to get better results.

The second main purpose of this research is to enhance reading comprehension on 7th graders. In the interview and participant observations, it was stated every week, teacher gave a short story, she explained the vocabulary and the main idea of the text and students needed to answer the questions according to their understanding. Although, the reading process was difficult because most of the students did not understand the vocabulary, verbs and the general information presented, for this reason the teacher emphasized on giving a continuous accompaniment saying easy instructions and solving doubts in order to increase their motivation and reading level taking into account the steps proposed by Pasco County Schools. For this reason, the researcher stated in the first participant observation the following:

Part-obs 1: After the presentation of the pictures, I decided to read aloud the text, although I translate the majority. Students understood the text but not the vocabulary.
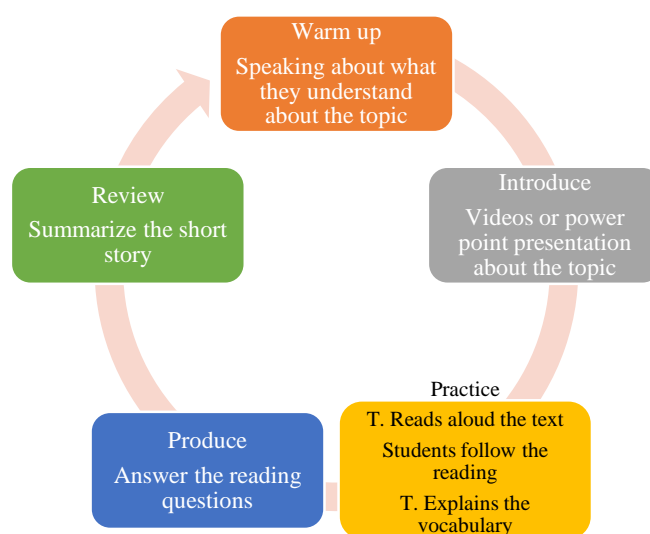
Figure 9: Steps reading comprehension

Furthermore, through the process, most of the participants affirmed that the short stories about the environment would have helped them a lot in terms of vocabulary and the understanding itself of the text. Likewise, the pre-service teacher confirmed Meinado (2016); Jarrah and Ismail (2018) theory, the participants stated that the use of pictures or videos facilitate the reading understanding that makes easier answer the questions.

> Inter 1 P5: Sí porque en el podemos encontrar mucho vocabulario y pues nos lo grabamos y aprendemos más.
>
> Inter 1 P3: Sí, puedo entender el texto porque trato de identificar las palabras que conozco y trato de armar una idea central y para responder las preguntas busco las ideas en el texto.
>
> Quest 2 P1: Lo considero muy bien porque las diapositivas usan imágenes y podemos ir comparando con la lectura.

Moreover, through the data analysis process, the pre-service teacher confirmed that all students improved their reading comprehension thanks to the steps proposed by Pasco Country Schools and through the use of pictures when reading the text. The diagnostic reading was carried out with 18 participants in which the half answered correctly the questions. The pre-service teacher realized that students did not understand the vocabulary, verbs, expressions and the questions. The next week, she decided to carry out the reading activity using the steps and the questions were designed according to the students' level. For this reason, the results were different, the 18 participants answered correctly most of the questions and at the end of the activity, the pre- service teacher asked about the reading topic and most of them described the story using the vocabulary learnt. Finally, to develop the last reading activity, the pre-service teacher used the same steps and students' results were positive as the previous reading activity.

Environmental awareness

Understanding the environment problems and try to keep the environment clean is not only a task for the biggest enterprises, it is necessary to promote environmental awareness and participate in creating a brighter future for our children inside the school.

Rauen, Rojas and Silva (2015) affirmed that the reduction of energy, water and expedient material consumption is a responsibility that enhances the image of the institution and the generation of research opportunities.

The main objective of this third category is to raise student's awareness about environmental issues. Using short stories about the environment engaged students to learn about the planet situation and how to help it with different strategies. For instance, when talking about sea pollution, some students were acquainted about the topic and they gave advices to save the environment. According to participant number 1, the influence of short stories increased her interest and awareness about the environment, as she affirms:

> Inter 1 P1: Demasiado porque ahora como está el medio ambiente, está muy mal, lo estamos acabando y me parece muy mal que estemos acabando con el medio ambiente que es lo único que nos queda en este momento, he aprendido que botar un papel en la calle no cuesta nada recogerlo, también he aprendido que hay que reutilizar, reciclar, preservar.

In order to raise awareness of the harm that persons are doing to the planet, it is necessary to look for activities that can motivate children to care the environment, for this reason, the use of short stories about environment helped students to be aware about the nature problems. The participant N1 stated that:

> Quest 2 P1: Sí porque mediante estos cuentos ella logró concientizarnos para que podamos cuidar el medio ambiente.

Additionally, the use of short stories about environment helped the pre-service teacher to realize that the main objective of the educational institution was to promote care and protection of the environment as Rauen, Rojas and Silva (2015) affirmed. During this process, students explained their opinions about how short stories contribute them to raise awareness about the planet situation, likewise, they gave advices and activities about how to save the environment. In this sense, the participant 2 argued:

Quest 2 P2: Sí, porque en aquellas lecturas nos mostraron lo mal que está nuestro planeta.

Quest 1 P2: Reciclando, no botando basura, no talando árboles, andando en bicicleta porque el humo de los carros daña nuestro ecosistema.

Finally, intending to accomplish one of the specific objectives of this proposal, students created a poster with an environmental advice using one of the topics explained by the pre-service teacher. During this activity, students were motivated and creative; however, they had doubts when writing the advice because they did not remember the grammar structure as it was stated by the researcher in the participant observation 4:

Part-obs 4: When I said that they needed to draw something about the environment, they were happy and motivated, they used colors and markers, however, when students started to write the message, they did not how to do it and I helped them giving ideas and examples.

Conclusions

The purpose of this research was to enhance reading skill using short stories about the environment with seventh graders. In order to accomplish this purpose, the specific objectives were established.

The first objective is "To raise student's awareness about environmental issues". It was successfully accomplished, through the use of short stories. Students realized that the planet is suffering because of our actions, they gave advices and they started to use correctly the recycle bins.

Moreover, another objective was proposed "To implement technological tools to raise the students' motivation on English learning". The researcher used videos and power point presentations in order to improve students' active learning. During each activity, students were attentive and they were motivated watching the videos and they participated if the researcher asked something about the reading text, they answered correctly using the vocabulary learnt during the activity.

Furthermore, in terms of the objective "To create a poster with an environmental advice", students achieved it successfully, at the end of the process, they draw an environment painting, here, the pre-service teacher realized that students raise awareness about the planet situation and they explained how to save it. In this activity, students developed their creativity, imagination and they felt motivated.

Additionally, the use of short stories not only helped students to develop reading comprehension, it helped to raise awareness about the environment situation giving advices and activities to do inside or outside the institution, likewise, they learnt vocabulary, expressions and basic verbs that were necessary to understand the main idea of the reading activity. Moreover, students were able to understand the target language and improve the pronunciation of environment vocabulary in order to get in touch with the context.

On the other hand, this action research is based on a qualitative methodology that aims at understanding and describing a specific phenomenon using different instruments as participant-observations, questionnaires and interviews that allowed the pre-service teacher to achieve the objectives of this proposal. Alike, in order to analyze data, it was followed some steps proposed by Eelderink (2015), this technique helped the pre-service teacher to gather valuable and appropriate information.

Recommendations

To whom it may concern, it is necessary to consider some facts before implementing short stories as a strategy to improve reading comprehension.

Firstly, it is necessary to take into account students' level when choosing the topics because most of the students don't recognize the vocabulary, verbs and the main idea of the text. For this reason, the pre-service teacher need to go slowly in order to keep student's attention and motivation.

Secondly, implement pictures and videos to improve reading comprehension is only effective with low groups as 6th grade or 7th grade, the students' age is an important factor to take into account because students are motivated and active learning English through animated activities on the contrary to highest groups in which the pre-service teacher need to look for other activities as Pictionary or charades to keep student's attention.

Conclusively, it is highly recommended that the pre-service teacher use the target and maternal language inside the classroom because some students felt shy at the moment when they sayd aloud the vocabulary learnt due to mockery on behalf of their partners. Moreover, they

don't understand the main instructions of the activities, for this reason it is recommend to repeat

the commands in both languages.

Chapter II – Research component

The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum

Introduction

When analyzing the context of foreign languages programs in superior education, the pre-service teachers' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education.

Although there is a stated interest facing the evident necessity of over stand and renovate the pedagogical practicum, most of the local studies are mainly focused on learning issues more than teaching problems.

It has been considered relevant to conceive a project that sets up a reflexive approach about the practicum stage as a way of objectifying knowledge, behaviors and attitudes, more than leading the teaching labor. As well as an exercise of internalization, immersion and self-conscious exploration of the teaching subjectivity, through the formulation of questions and the research of information aimed at solving problems and the self-recognition.

Justification

The design of this Project in foreign languages integral practicum context focuses on a professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the

own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In concordance with the philosopher in education John Dewey, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for them to establish a difference between the routine action and reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevails at school.

Problem

At school some core aspects about the constitution of the subjects, about institutional life itself are assumed without questioning. These aspects are seen like stamps and steady traits that play a part in the school identity and culture. When events go on without any alteration, the teacher run the risk of becoming part of a model that does not allow a pedagogical evolution, as well as the renovation of the school culture.

Furthermore, a non-reflective practicum does not allow any upcoming problematic situation; Those kind of issues are ignored and kept hidden. In this way, the pedagogical practicum is assumed from reproductive codes that place teachers in a traditional context of cultural reproduction, becoming an obstacle for the emergence of groundbreaking practicum spaces in terms of thinking and knowledge, something necessary to afford social necessities.

Given this situation, that differently affects almost teaching staff, it is necessary that the teaching training fosters their critical and reflective spirit contributing to the improvement of their pedagogical practicum. These considerations should be taken for the purpose of reaching an impact and the transformation of their personal endeavor and future professional performance.

In the case of the foreign language program at the University of Pamplona, the reflection is conceived as a basic exercise for the practicum students to achieve a high level of self-assessment and a constructive perspective about their teaching role.

Before starting this study, these guiding questions were proposed:

- How the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the development of the integral practicum?
- How does it influence the exercise of reflection in the development of the practitioners' critical spirit in the analysis of their pedagogical endeavor?

Objectives

General objectives

• To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.

• To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

Specific objectives

• To strengthen a teaching-practitioners staff with critical spirit that reflect and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.

• To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.

•   To identify and analyze the strategies that the student use throughout the pedagogical practicum.

•   To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.

•   To analyze the own beliefs regarding teachers' work and students.

Theoretical framework

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

Teaching profession: one of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical

practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

Reflection: to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process,* and *reflection as a subject.*

Reflection as a process: reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates "*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación"*. The stages of reflection as a process are shown in the following schema.

Figure 10 Reflection as a process

Reflection as a subject*:* based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience.* For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action, context, colleagues* and even *the person who reflects*.

Reflective practice: in order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation with the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum: for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

Academic practicum: it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

Social work practicum: its main goal is to accomplish an effective way of teaching through the application of educational techniques, deducted from general principles that have

been the product of pedagogical research. In this case, reflection is about taking a strategical decision: "to select the most effective one among a spectrum of available techniques". This is the way how technical rationality works.

Development practicum: teaching is based on students' interests and development and, at the same time, it considers teacher's development as a professional and as a person.

Social reconstruction: the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom's dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.

2. General pedagogical knowledge.

3. Knowledge about the curriculum (materials, programs, etc)

4. Teacher's knowledge and professional ethics.

5. Knowledge of the students and their features.

6. Knowledge of educational contexts.

7. Knowledge of foundations: philosophical, historical, and axiological.

According to Georgea Spark-Langer y Amy Colton, the narrative element is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

Methodology

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are the autonomy, the planning and the self-observation.

To check the impact of the proposal of reflection about this practicum process some stages of socialization and systematization are carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that contributes, in a high way, to the description, identification and analysis of the pedagogical practicum itself.

With regard to the data gathering process in this project, it is proposed the implementation of the following instruments:

Reflection workshops

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Objectives

•   To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.

•   To socialize insights, share ideas and guidelines to assume their pedagogical practicum.

•   To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

Sheets of self-observation

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself, but also about her role inside the classroom and the educative community setting to which he belongs.

Narratives

The exercise of reflection allows the student to express herself about her labor, starting from the narrative of her experience like a way of giving sense to the teacher's everyday life.

Class records

To have evidences of the practitioners', performances inside the classroom allow them to reflect different aspects in terms of the teaching/learning process of foreign languages. These aspects could be taken into account or not by practitioners in their training during their reflection exercise. These records allow an external and constructive insight about the pedagogical practicum.

Implementation of the Research Component
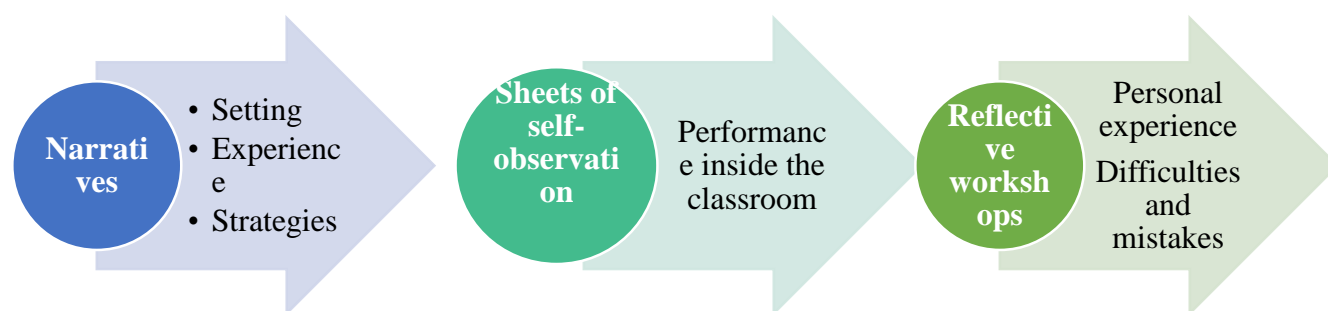
Figure 11 Implementation of the Research Component

Narratives.

The reflection exercise allowed students to express themselves about their work based on the narrative of their experience as a way to think about their mistakes and possible changes. The main objective for this aspect was to identify and to analyze the strategies that the student uses in her pedagogical practice.

Writing narratives each week helped the pre-service teacher to assess herself when being in the real role of teachers, taking into account different situations in the setting of the school such as methodology, management of the classroom, students' behavior, among others.

Moreover, the pre-service teacher has presented 10 narratives in during this process which were sent during the week. In that activity the pre-service teacher described her experience in her maternal language based on the implemented topic and students' attitudes. These reflection activities contribute to the self-reflection on pre-service teachers because it helped to understand how students learnt and the changes during her teacher's process. During this process, the pre-service teacher realized that she improved her confidence when teaching, at the beginning, she was nervous but throughout the weeks, she organized the classes and she kept the students 'attention. The narratives helped to express her feelings and changes during each class.

Institución Educativa Ortún Velasco

Paula Andrea Díaz Ferrer

Semana 7- Narrativa 7

En esta semana de clases, me sentí tranquila al momento de dictar las clases, hice repaso de los temas de la evaluación, implementé juegos y flashcards con primaria y preparé a los niños de 7mo para hacer el proyecto final. Sin embargo, tuve algunos inconvenientes con una estudiante del grado 8vo por faltarme el respeto.

Con el grado 4to, vimos los miembros de la familia, para hacer esta explicación utilicé flashcards, las pegué en el tablero y luego expliqué los términos, algunos estudiantes hicieron desorden y querían desconcentrar al resto. Con el grado 5to hicimos el repaso de las partes del cuerpo, para esto utilicé la canción "Head-Shoulder-Knees and Toes". Los estudiantes vieron el video y luego imitaron los gestos y movimientos según el ritmo de la canción. Los estudiantes estuvieron activos y se organizaron de la manera adecuada para hacer las actividades propuestas.

Con el grado 6to repasamos las preposiciones de lugar, hicimos diferentes actividades como juegos, fichas pedagógicas y canciones. Los estudiantes hicieron silencio y estuvieron activos durante toda la semana. El grado 7mo es un grupo participativo, activo con el que me gusta implementar todas las actividades, durante esta semana expliqué el verbo to be, los estudiantes preguntaron si tenían dudas y anotaron todo lo que decía. Ellos me hacen sentir segura y hacen que ame mi profesión.

Por el contrario con el grado octavo, tuve un inconveniente con una estudiante puesto que me dijo "Uy no, muy malita profe" sentí mucha rabia en ese momento y le llamé la atención y luego la anoté en el observador por irrespeto al docente. Eso me hizo sentir un poco incomoda puesto que nunca había tenido que pasar por esa situación y no sabía cómo actuar. El grado 9no, es un grupo irrespetuoso que no le gusta aprender ni estudiar así que esta semana decidí explicar los temas por última vez y colocar un taller con el objetivo de comprobar si aprendieron o no el tema.

Figure 12: Narratives

Sheets of self-observation.

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself, but also about her role inside the classroom and the educative community setting to which she belongs.

In order to achieve more reflective and autonomous spirit, practitioners are called to self-evaluate their practices. One self-observation checklist has been fulfilled until now, this activity allowed the pre-service teacher to reflect about the development of the classes, materials implemented as videos, games and worksheets, plan organization and the motivation and interaction that students have with the pre-service teacher. One of the most relevant aspects is the reflection about the environment inside the classroom and students' motivation. When teaching English, it is necessary to look for activities that can engage students to learn English as a foreign language in order to motivate them and improve the interaction between the students and the pre-service teacher. If the teacher encourages participation and she implements different activities, students will be attentive during the classes.

That self-observation sheet was really useful when assessing practitioners' performances. In my view, this was an opportunity to focus on specific aspects in order to prepare, perform and evaluate the classes. This activity improves the pre-service teacher's role and prepares us to be better teachers in the future.

Figure 13: Sheets of self-observation

Reflective workshops.

Reflective workshops were designed to serve as a space in which the practitioners had the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool.

During this process, two reflective workshops were carried out, in which the practitioners talked about the difficulties and advantages found during their training based on some questions that the teacher in charge asked. In addition, they could explain some particularities about their assigned educative establishments, most of them were working on elementary and high school focused institutions.

Moreover, when talking with other partners, they expressed that being a teacher is not an easy task and they need to be an authority to gain respect from students. In those activities they gave advice and they shared the experience. Although, due to an unexpected inconvenient in the

first reflective workshop with regard to the university strike, the reflective workshop could not be completed, instead to the second reflective workshop that was developed perfectly normal.

Class recordings

Having evidence of what student-practitioners did in the classroom allowed the pre-service teacher to reflect on different aspects when teaching a foreign language that may have been taken into account in the reflection process. These records allowed an external and constructive view at their pedagogical practices.

The class recording was carried out at the end of the practicum process with the objective to give advices following an assessment grid. By doing so, it was necessary to take into account the essential parts in a class such as warm up, opening, explanation, producing activities and assessment. Thanks to this activity, the pre-service teacher reflected about her methodology, activities, classroom management, time for each activity and attitudes.

Analyzing the first class recording, the pre-service teacher could realize that she had more confidence when teaching. Moreover, the activities prepared were appropriate to students' level. However, the class was developed in Spanish because they did not understand the instructions or commands that the pre-service teacher gave during each class. Concerning to the interaction, the pre-service teacher asked some questions about the topic and students answered actively, she listened carefully the doubts and she focused on students' learning. Due to the time, the pre-service teacher could not do group activities, for this reason she could not analyze that interaction.

Figure 14 Class recording

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Paula Díaz Ferrer

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Nathalia Franco Villarreal

TIEMPO DE CLASE OBSERVADA: 40 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSTIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas		Muy buen manejo del tiempo en cada actividad, lo que le da un equilibrio a la clase.	
Qué habilidad se trabajó más			
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	La docente en formación utiliza juegos como apertura de clase para recordar el tema anterior, son didácticos y atractivos ya que los estudiantes se ven animados	Los juegos ayudan a activar el ánimo y el interés de los estudiantes a cualquier edad y es interesante que mantuvieron la compostura.	
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	La docente en formación trabajó objetivos lingüísticos y socioculturales.	A través del tema hizo comparación de culturas, habló de habilidades y explicó gramática implicitamente, donde el estudiante construyó el mismo el conocimiento.	Con el propósito de desarrollar el objetivo comunicativo la docente puede implementar juegos de interacción oral para motivar al estudiante a tener una comunicación con sus compañeros.
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos	La docente en formación implementó una actividad donde los estudiantes debían crear	La mayoría de los estudiantes participaron activamente y respetaron a sus compañeros al	

Práctica Integral

Figure 15: Class recording grid

Data collection timetable

	1	2	3	4	5	6	7	8
Weeks	**September 16th- 20th**	**September 23th-27th**	**September 30th-October 4th**	**October 7th-11th**	**October 14th-18th**	**October 21th -25th**	**October 28th – November 1st**	**November 4th- 8th**
Narratives report	X	X	X	X	X	X	X	X
Self-evaluation checklist		X						
Reflective workshop				X				
Class recording			X			X		

Table 9: Research data collection timetable

Conclusions

The use of reflective tools changes the way that the teachers facilitate knowledge because it implies thinking back about the course of learning processes in order to enable better behavior and actions in the future. Moreover, learning is more effective if the student is able to learn from her own mistakes and difficulties, for this reason, the use of diverse instruments is successful during the reflective process.

Having a reflective spirit is a remarkable feature that all teachers must highlight. Narratives are not only related to research. Teachers can use them as a mirror in order to see what is not right. Using this instrument, the pre-service teacher could state how she felt during the classes, the activities implemented and students' attitudes that helped her to improve her teaching process.

Furthermore, the sheet of self-observation allowed the pre-service teacher to think about the relevant aspects inside the classroom as the motivation, lesson plan, and the interaction between the teacher and student order to improve the classes and motivation when learning a foreign language.

In addition, the reflective workshops allowed the pre-service teacher to recognize her strengths and weaknesses, also, it helped to understand other experiences and it developed the ability to give advice in order to help the classroom management.

Moreover, the class recordings let the pre-service teacher to analyze her methodology, her activities and class management. Moreover, she followed the peer's advice to improve her classes according to the lesson plan.

Finally, the process of reflection and critical analysis are required to become exceptional teachers because it helps to make important decisions taking into account students' needs and improve the pre-service teacher critical thinking.

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Chapter III: Outreach Component

Introduction

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

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

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

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

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

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

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that

becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ✓ To serve the needs of English formation of children in primary school in Cácota.
- ✓ To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary school in Cácota.

Specific objectives

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

- ✓ To familiarize children from primary schools in Cácota with the essential foundations in English.

✔ To engage students from the foreign languages program English and French in the teaching English processes in primary school in Cácota.

✔ To design strategies that incorporate the application of the Total Physical Response Method, PURF and didactic activities to enhance the acquisition of English language.

Typology of the project

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

Contribution lines

Contribution to the academicals formation in the foreign languages areas.

✔ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)

✔ Outreach towards the educational community in terms of University and program.

Methodology

To implement the Outreach component, the pre-service teacher is going to follow two methods: Total Physical Response and Flashcards.

Total Physical Response

The communicative competence in listening skills engages a voluntary process of concentration, in which the stimulus is auditory and sonorous; In the case of the Total Physical Response method is associated with the physical language to comprehension of the language. The Total Physical Response Method to teach English as a foreign language was created by James Asher, a psychology professor from San José state University in 1977. Asher arrived to the conclusion that memory increases when it is stimulated in association with a motor activity, it means, the foreign language learning process is developed properly when it is correlated with a physical activity.

Likewise, Asher stated that foreign language learning was developed as the mother tongue learning process: first of all, before talking children must be built up the listening skill through stimulation with physical responses that are seen as movements. In the same way, the author pretended create an unstressed method in which students could learn in a conscience and opened way. For those reasons, the Total Physical Response Methods results being very effective in elementary levels, as the population it is aimed to work.

Flashcards

For the implementation of the outreach component the pre-service teacher used flashcards as a strategy and a ludic way in order to improve English pronunciation and vocabulary. Gelfgren (2012) states "Flashcards are clear and colorful, and they can have a positive effect on the visual learning process of the students" (p.1) According with Gelfgren (2012) there are many types of flashcards: quiz cards, role-play cards, flashcards with association, synonym, and opposite, flashcards about numbers and times and flashcards for dictation and reading.

Development of the Outreach Component

The purpose of this project is to serve the needs of English formation of children from 4th and 5th grade in Cácota through the use of flashcards and Total Physical Response (TPR). During the practicum process with primary students, the use of those instruments was effective to learn vocabulary. Despite the teacher's effort to teach English, students needed different strategies as games, songs, and flashcards to learn new vocabulary. The implementation of this process was characterized by multiple activities that allowed students to be more motivated to learn the target language and put it into practice, although it was difficult to gain the attention because students were tired.

In order to follow the chronogram of activities, the topics were taught using songs and flashcards. Firstly, in order to learn the family members, the pre-service teacher used the song "Baby Shark", the pre-service teacher asked about what vocabulary they knew about the family, then, she wrote the lyrics on the board and students asked about the unknown words. Afterwards, students started to sing and learn the vocabulary. Another activity is the use of flashcards in order to practice pronunciation, acquisition of new vocabulary, and the meaning of words. The pre-service teacher showed some flashcards about food and places in the city and students needed to repeat the word and write it on their notebooks, then, the teacher gave them a worksheet to verify learning. During this process, the pre-service teacher realized that students learned in a slow mode, for this reason the same topic was treated during two weeks.

To explain prepositions of place, the pre-service teacher implemented flashcards to recognize the vocabulary and learn the objects location. The teacher showed the flashcards and students needed to repeat it in order to learn it by heart. Then, she wrote on the board the

prepositions and students copied on their notebooks. Finally, the pre- service teacher gave a worksheet in order to confirm their knowledge.

Aiming at improve gestures and movements when learning a foreign language, the pre-service teacher used Total Physical Response (TPR) to motivate students. To teach the body parts, students played "Touch the ball", the pre-service teacher said some body parts and students touched it, that activity helped to improve motivation and concentration. Students associated easily the vocabulary with their bodies.

Figure 16: Outreach activities

Outreach Timetable

In order to accomplish the objectives established the pre-service teacher asked primary education teacher of courses 4th and 5th for their permission to carry out the outreach component.

The following timetable illustrates the schedule in which the pre-service teacher conducted the classes with primary students.

Table 10: Outreach Timetable

Conclusions

In the educational Institution Ortún Velasco, primary students have knowledge gaps

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1 7:00-7:55					
2 7:55-8:50					
3 8:50-9:45					
4 9:45- 10:15		5th grade	5th grade	4th grade	
5 11:10-12:05					
6 1:05-2:00	4th grade				
7 2:00-2:55					

related to different topics and issues in the pronunciation of words. Through the use of flashcards

and Total Physical Response activities students were engaged in learning English. Moreover,

those activities helped learners to understand the target language and aid in long-term retention

in a stress-free approach. Using those strategies helped not only improving the vocabulary

difficulties in primary school, but also helped in the practicum, because the pre-service teacher

understood the students' learning styles, in order to implement best practice strategies that can

benefit both students and teacher.

Chapter IV: Administrative component

Introduction

Being a pre-service teacher implies a huge responsibility and duties with the institution. From this view, that is why this stage requires an engagement with all the processes involved during the academic semester related to several kind of events such as cultural, academic, religious and institutional meetings without getting away of all the academic obligations calendar.

As part of the practicum process, the pre-service teacher must attend to all the extra-curricular activities proposed by the school in order to complement and fill the teachers' work. During the 8 weeks' period, the practitioner's role is assumed as the role of any another teacher in the school who has to be part of the events, and extra-curricular that helps to become a better teacher.

In this last component are presented the different activities proposed by the institution's time table referring all the academic and non-academic fourth period of this year, in which is required the pre-service teacher participation.

Objectives

General objective

- To actively participate of all the processes and events managed by the Institution Ortún Velasco during the 8 week's period.

Specific objectives

- To attend to all the events responsibly and according to procedure established by the educational institution.

- To help teachers and students to organize an event during the academic period.

- To help teachers with discipline when they require.

Methodology

As a pre-service teacher, it is important to participate in all the extra-curricular activities. Those events give sense to the different aspects of the individual's life and engage them to be part of all the institutional calendar activities. This institution has some important cultural events for the students as well as for the institution itself such as: Students' day, San Valentines' day, microempresarial festival and Students recognition award ceremony.

Keeping this in mind, the pre-service teacher had to make part of those essential events and celebrations with all the respect and responsibility required to be accepted by the community and the educational society that integrate this institution.

Firstly, the main objective of the administrative component is to actively participate of all the processes and events managed by the Ortún Velasco Institution during the 8 week's period. Since the practicum process started, the pre-service teacher made part of the school community and its academic activities. That's to say, that the pre-service teacher attended to all the extra-curricular activities proposed by the school in order to complement and fill the teachers' work. During this period of time, 2 main activities were carried out by the whole school community: teachers, students and administrative participated in those events. There were the bulletins day and the science and creativity festival.

The first activity was carried out September 24th, 2019 aimed at presenting the students' grades to their mothers and fathers. Moreover, the director presented key points about the institution development and the pre-service teachers were presented during this introductory activity, then, each teacher handed over the bulletins and they gave advice in order to improve the results. During this activity, the pre-service teacher realized that the institutional members are an aid and students needed to follow advices in order to get good grades.

Figure 17: Bulletins day

The second activity was carried out 2nd October, for this activity, students needed to present their science projects. The teacher in charge chose the pre-service teacher to be one of the juries. It was a difficult task because all the projects were creative and well done. Thanks to the festival, the pre-service teacher learnt about the importance of making good decisions following some parameters and rules.

Figure 18: Science and creativity festival

Following with the activities, on November 15th, the emblem delivery was carried out with all students and teachers. Here the main idea was to deliver the institutional symbols to 10th grade students in order to promote justice and equality fighting for a better world. Students had to wear elegant. During this activity, the teachers perform the last Christmas novena and students presented songs, dancing and couplet. At the end of the activity, it took place a mass in order to commemorate students' appreciation. The role of the pre-service teacher was to make part of the Christmas novena being Maria and she was attentive during this activity.

Figure 19: Emblem delivery

Finally, the last activity in which the practitioner made part of was an evaluative meeting

that was carried out on November 18th. The principal, teachers and pre-service teachers were

presented during this activity. Here the main idea was to grade students based on academic

results and their behavior during the 4th period. During this activity, the teachers took into

account the pre-service teachers' perceptions to grade each student. The role of the pre- service

teacher was to give her opinion about the students' attitudes during her classes.
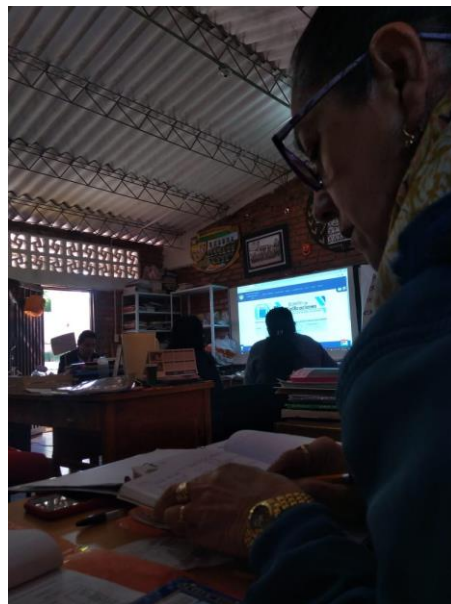
Figure 20: Evaluative meeting

Administrative component timetable

Table 11 Administrative component timetable

MONTH	ACTIVITY
SEPTEMBER	**15.** Micro-empresarial festival
	27. San Valentine's day
OCTOBER	**16.** Students recognition award ceremony.
NOVEMBER	**15.** Emblem delivery
	18. Evaluative meeting

Conclusions

After having experienced the practicum stages in the Ortún Velasco Educational Institution, the researcher could frankly state that teaching is not an easy job. The importance of this component is to find out, immersed in a real context, how difficult teaching is. Being teacher is not only about going to a class and following a course book, the teacher needs to participate in curricular activities that can help to understand the institutional development and can be the first step in order to encourage the pre-service teacher' sense of belonging.

As pre-service teachers, there is the opportunity of becoming someone to look up to. If we take part in the events and activities that the institution offers, the students probably get motivated to participate as their teacher does.

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Annexes

Pedagogical Component
Annex 1 : Participant observations

Participant observer: Paula Andrea Díaz Ferrer

Date: 24th September

Level of language of students: A1

General objective: To analyze student's reading level using a diagnostic reading.

- To start, I decided to use a power point presentation with some pictures about the story. I asked students about what they could see and they said words in Spanish and English. I realized that they liked the pictures and they were motivated.

- After the presentation of the pictures, I decided to read aloud the text, although I translate the majority. Students understood the text but not the vocabulary.

- Most of the students did not know a single word in the text, so the role of the teacher was to understand it, because most of the students are not used to carry out a dictionary with them.

- When they tried to answer the questions, they did not understand the vocabulary and WH questions. For this reason I tried to explain the answer using the mother tongue.

- All the time, students were attentive and they asked if they had doubts

Participant observation 2

Participant observer: Paula Andrea Díaz Ferrer

Date: 24th September

Level of language of students: A1

General objective: To analyze a short story and understand the main idea

- I decided to follow the steps proposed in the book "How to teach reading effectively"

- As a warm up, I asked students about their knowledge in sea pollution, students started to say words in English and I wrote it on the board

- I played the short story video as an introductory activity, as the teachers don't use technological tools during their classes, this activity called their attention and all students were motivated watching the video (Students were focused when I showed the video about the story. I asked about the story and all the students answered correctly and motivated)

- I gave students the reading worksheet and I started to read aloud, first in English then in Spanish, during this process I asked them if they have unknown vocabulary and I wrote it in a specific part of the board.

- As soon as I finished, students answered the questions in a correct way

- Finally I asked them about what was the story about and students answered in Spanish but the main idea of the story was correct, then I asked about the meaning of some verbs and vocabulary and they answered correctly.

Participant observation 3

Level of language of students: A1

General objective: To analyze a short story and understand the main idea

- To start the class I decided to use a picture about air pollution in which each student needed to say words in English, I realized that most of the students used the maternal language to express their ideas.

- I followed the same steps as the previous reading, but the students were tired and they didn't want to pay attention to me, for this reason I showed an animated video about the short story.

- I read the text aloud and students followed the reading. Some of them were tired and they wanted to encourage distractions.

- I thought that the time won't be enough to develop all the activities.

- Students answered the questions quickly

- At the end of the activity, I asked students about what was the topic about and they answered in Spanish buy the general idea was clear

- The results were good as the previous reading, I could confirm the reading steps effectiveness.

Participant observation 4

General objective: To create an environment poster with an advice

- I started the class asking students to create a poster about the environment, they were motivated and they thought about an idea to draw

- When I said that they needed to draw something about the environment, they were happy and motivated, they used colors and markers, however, when students started to write the message, they did not how to do it and I helped them giving ideas and examples.

- During the class, I checked students understanding and I helped them to correct the advices.

- At the end of the class, I took a picture with their final projects. They told me that they will miss me the next year, I felt a little bit sad.

Annexe 1: Participant observations

Annex 2: Reading Planning

First reading plan

Warm up (4 min)	The teacher is going to ask students to stand in a circle. Then teacher is going to ask students what they know about reuse and recycle.
Introduce (5 min)	The teacher is going to show a video with the short story about the environment. Then she is going to ask students about what they learnt. Students need to say words or sentences in English in order to learn vocabulary and verbs. After that, the teacher is going to distribute the reading passage and ask students to read it silently to become acquainted with the new material.
Practice (10 min)	This stage is going to be develop into 2 main steps First: The teacher is going to read the text aloud where appropriate Second: Students have to read the passage by repeating sentences after teacher is going to call on students to read one sentence at a time, meanwhile students are reading, the teacher will correct the pronunciation of

	certain words. The teacher is going to ask students if they have unknown vocabulary.
Produce (15 min)	The teacher is going to ask students to answer the reading questions in order to confirm the understanding
Review (2 min)	The teacher is going to ask students to summarize the reading or what they learned in class. Then she is going to ask about the new vocabulary and verbs in order to memorize it.

Annexe 2 Reading planning

Annex 3: Power point presentation diagnostic reading

Annexe 3 Powerpoint presentation diagnostic reading

Annex 4 : Diagnostic reading: Sharon finds the environment

Annexe 4: Diagnostic reading: Sharon finds the environment

Annex 5: Questions diagnostic reading

When she got out of bed, she decided to look under her bed. It was dusty under there. But where was the environment?

1. **What did say Miss Clark to Sharon about the environment?**
   a. People need to keep the environment clean
   b. People need to save the planet
   c. People need to recycle paper and glass

2. **Where did Sharon look for the environment?**
   a. In the Kitchen
   b. Under the bed
   c. In the bedroom

3. **Who was Herman?**
   a. A cat
   b. A dog
   c. A squirrel

4. **Where is the environment according to Herman?**
   a. In the space
   b. The environment seems to be everywhere we go
   c. In his house

5. **The environment can help make us strong and healthy. But sometimes it can make us _____**
   a. Sick
   b. Happy
   c. Sad

6. **What object give us Vitamin D?**
   a. Stars
   b. Sun
   c. Moon

7. **What happen if you can get too much sun?**
   a. You can die
   b. You can get a sunburn
   c. You can smile

8. **How can Sharon save the environment?**
   a. washing our hands before we eat
   b. using things over and recycling newspapers and paper bags
   c. all of the above.

Annexe 5: Questions diagnostic reading

Annex 6: Results diagnostic reading

Institución Educativa Ortún Velasco
Departamento Norte de Santander

Diagnostic Reading: Sharon helps the environment.

NAME: _____ DATE: 24-09-2019

1. What did say Miss Clark to Sharon about the environment?
   a. People need to keep the environment clean ✓
   b. People need to save the planet
   c. People need to recycle paper and glass

2. Where did Sharon look for the environment?
   a. In the Kitchen
   b. Under the bed ?
   c. In the bedroom

3. Who was Herman?
   a. A cat
   b. A dog ✓
   c. A squirrel

4. Where is the environment according to Herman?
   a. In the space
   b. The environment seems to be everywhere we go
   c. In his house

5. The environment can help make us strong and healthy. But sometimes it can make us
   _____
   a. Sick
   b. Happy ✗
   c. Sad

6. What object give us Vitamin D?
   a. Stars
   b. Sun ✓
   c. Moon

7. What happen if you can get too much sun?
   a. You can die
   b. You can get a sunburn ✓
   c. You can smile

8. How can Sharon save the environment?
   a. washing our hands before we eat
   b. using things over and recycling newspapers and paper bags ✗
   c. all of the above.

Institución Educativa Ortún Velasco
Departamento Norte de Santander

Diagnostic Reading: Sharon helps the environment.

N: _____ DATE: 24-09-19

1. What did say Miss Clark to Sharon about the environment?
   (a) People need to keep the environment clean
   b. People need to save the planet ✓
   c. People need to recycle paper and glass

2. Where did Sharon look for the environment?
   a. In the Kitchen
   b. Under the bed +
   (c) In the bedroom

3. Who was Herman?
   a. A cat
   b. A dog ✓
   (c) A squirrel

4. Where is the environment according to Herman?
   (a) In the space
   b. The environment seems to be everywhere we go +
   c. In his house

5. The environment can help make us strong and healthy. But sometimes it can make us
   _____
   a. Sick
   (b) Happy +
   c. Sad

6. What object give us Vitamin D?
   a. Stars
   (b) Sun ✓
   c. Moon

7. What happen if you can get too much sun?
   (a) You can die +
   b. You can get a sunburn
   c. You can smile   3/8

8. How can Sharon save the environment?
   (a) washing our hands before we eat
   b. using things over and recycling newspapers and paper bags +
   c. all of the above.

Annexe 6: Results diagnostic reading

Annex 7: Video First reading

Annexe 7: Video First reading

Annex 8: First reading: Rooney's Adventures: The Friendly Octopus

Rooney's Adventures: The Friendly Octopus

Rooney along with his family moved to a small town near the beach when his father got a job in a factory that made chocolates and ice-cream.

Rooney was sad as he missed his friends in the city. At the same time he was also excited about swimming at the beach whenever he wished to. Every evening, Rooney played in the sand at the beach. While swimming in the water he met two fishes. Gilly and Billy who became his new friends

One day, he noticed that the beach was very dirty. There were lots of chocolate and ice-cream wrappers lying all around. Rooney was

#SustainableDevelopment #EarlyChildhoodEducation
Environment Cleanliness Kids | Short Story | Rooney's Adventures: The Friendly Octopus | Story #4
64.815 visualizaciones • 1 jul. 2016

worried but he was more interested in playing with his friends. He ignored all the dirt on the beach.

A few days passed by and the beach was more dirty now. Ronnie had come to play with his friends. But both Billy and Gilly had fallen sick due to the dirt on the beach

Rooney decided to help his friends by cleaning the beach, but first, he must find out the cause for all the dirt, Rooney look around the beach and came across and eight legged creature eating ice cream and chocolates. He was scared. He had never seen a creature in his entire life.

It was an octopus that lived in the shallow water at the beach. The octopus was throwing the wrappers of the chocolates and ice-cream at the beach.

Rooney was determined to help his fish friends, he was scared, and he went closer and requested the octopus to keep the beach clean. He explain to the octopus that the fished were falling sick because of the waste thrown the beach.

To his surprise, the octopus was friendly and showed concern for the fishes.

Rooney decided to use some old boxes and colored then in green, pink and blue. Rooney put all those boxes on the beach and he asked the octopus to always throw the wrappers in those boxes

The Octopus helped Rooney to collect all the waste from the beach.

Annexe 8: First reading: Rooney's Adventures: The Friendly Octopus

Annex 9: First reading: Questions

Name:

_____

Questions

1. Where did his dad get a job?
   a. In the school
   b. In a factory
   c. In a bank
2. What was the name of the two fishes?
   a. Gilly and Billy
   b. Pepito and Gina
   c. Victor and Paula
3. How was the beach?
   a. Clean
   b. Happy
   c. Dirty
4. What was the creature that Ronnie saw in the beach?
   a. An octopus
   b. A kangaroo
   c. A tiger
5. What was the colors that Ronney used to color the old boxes?
   a. Green, pink and blue
   b. Black, white and yellow
   c. Red, blue and black
6. Where did Rooney put the boxes?
   a. On the beach
   b. In the house
   c. In a factory
7. Did the Octopus helped Rooney to collect all the waste from the beach?
   a. Yes
   b. No
   c. I don't know.

Annexe 9: First reading: Questions

Annex 10: First reading questions results

Annexe 10: First reading questions results

Name: Jonathan Numahei Fletes

Questions

1. Where did his dad get a job?
   a. In the school
   b. In a factory
   c. In a bank
2. What was the name of the two fishes?
   a. Gilly and Billy
   b. Pepito and Gina
   c. Victor and Paula
3. How was the beach?
   a. Clean
   b. Happy
   c. Dirty
4. What was the creature that Ronnie saw in the beach?
   a. An octopus
   b. A kangaroo
   c. A tiger
5. What was the colors that Ronney used to color the old boxes?
   a. Green, pink and blue
   b. Black, white and yellow
   c. Red, blue and black
6. Where did Rooney put the boxes?
   a. On the beach
   b. In the house
   c. In a factory
7. Did the Octopus helped Rooney to collect all the waste from the beach?
   a. Yes
   b. No
   c. I don't know.

Name: Hamely Viriwal Becerra

Questions

1. Where did his dad get a job?
   a. In the school
   b. In a factory
   c. In a bank
2. What was the name of the two fishes?
   a. Gilly and Billy
   b. Pepito and Gina
   c. Victor and Paula
3. How was the beach?
   a. Clean
   b. Happy
   c. Dirty
4. What was the creature that Ronnie saw in the beach?
   a. An octopus
   b. A kangaroo
   c. A tiger
5. What was the colors that Ronney used to color the old boxes?
   a. Green, pink and blue
   b. Black, white and yellow
   c. Red, blue and black
6. Where did Rooney put the boxes?
   a. On the beach
   b. In the house
   c. In a factory
7. Did the Octopus helped Rooney to collect all the waste from the beach?
   a. Yes
   b. No
   c. I don't know.

Annexe 11: Second reading "Buz the electric car"

Buzz, the electric car

Buzz was a little electric car, he lives In Hopetown with his electric car friends, every day after school they played at the park, they were always careful not to hurt the trees and flowers and they never frightened the birds and animals. During A game of hide and seek Buzz hid behind some trees. He discovered a tunnel there. At the end of the tunnel he found a stranger land, the trees were dead, the grass and flowers were withered. He saw some cars playing. He had

never seen car like them before. One of the cars said "Hello" to Buzz "My name is Vroom, come and play with us". Buzz and Vroom had a great fun race. Buzz said "I wish I could make big noises and blow smoke like you, but I can't. Vroom invited Buzz to see the Doctor Grimes. Doctor Grimes was and old pickup truck. He told Buzz that he was an electric car, for this reason he could make noises. Buzz wanted to be as his new friends. Buzz decided to change his engine but he heard a strange sound "Bruuum" Vroom said his engine would not go any more. Buzz though that the environment was contaminated due to the sounds and smoke that the cars produce. Buzz said goodbye and set off home. His friends wanted that Buzz stayed in the city but Buzz said "I think that all this smoke and oil is bad, the birds don't have clear air to breathe and the trees can grow in oil". His friends visited Buzz city and they decided to clean and plant trees and flowers.

Annexe 11: Second reading "Buz the electric car"

Annexe 12: Second reading questions

Name: _____

Questions

1. Who was Buzz?
   a. A flower
   b. A car
   c. An animal
2. Where lived Buzz?
   a. In a school
   b. In Hopetown
   c. In an office

3. What was the name of Buzz's friend?
    a. Vroom
    b. Jaime
    c. Tomás
4. The environment was contaminated due to_____
    a. the sounds and smoke that the cars produce
    b. the work
    c. the school
5. "I think that all this smoke and oil is_____ "
    a. Sad
    b. Happy
    c. Bad
6. How his friends decided to help the environment?
    a. Doing their homework
    b. Clean and plant trees and flowers.
    c. Sleep all day

Annexe 12: Second reading questions

Annexe 13: Planning second reading

Warm up (4 min)	The teacher is going to show two pictures about air pollution and students need to say words about what they can see in the pictures.
Introduce (5 min)	The teacher is going to show a video with the short story about the air pollution. Then she is going to ask students about what they learnt. Students need to say words or sentences in English in order to learn vocabulary and verbs. After that, the teacher is going to distribute the reading passage and ask students to read it quickly and silently to become acquainted with the new material.
Practice (10 min)	This stage is going to be develop into 2 main steps First: The teacher is going to read the text aloud where students will appropriate the reading Second: Students have to follow the reading and the teacher is going to ask students about a new word and they will pronounce it and teacher is going to correct the pronunciation of certain words. The teacher is going to ask students if they have unknown vocabulary.

Produce (15 min)	The teacher is going to ask students to answer the reading questions in order to confirm the understanding
Review (2 min)	The teacher is going to ask students to summarize the reading or what they learned in class. Then she is going to ask about the new vocabulary and verbs in order to memorize it.

Annexe 13: Planning second reading

Annexe 14: Answers second reading

Name. _____ ____

Questions

6/6

1. Who was Buzz?
   a. A flower
   b. A car
   c. An animal
2. Where lived Buzz?
   a. In a school
   b. In Hopetown
   c. In an office
3. What was the name of Buzz's friend?
   a. Vroom
   b. Jaime
   c. Tomás
4. The environment was contaminated due to_____
   a. the sounds and smoke that the cars produce
   b. the work
   c. the school
5. "I think that all this smoke and oil is_____ "
   a. Sad
   b. Happy
   c. Bad
6. How his friends decided to help the environment?
   a. Doing their homework
   b. Clean and plant trees and flowers.
   c. Sleep all day

Annexe 14: Answers second reading

Annex 15: Permission letter

Cácota de Velasco, 23 Septiembre 2019

Estimados,
PADRES DE FAMILIA, Séptimo grado

Cordial saludo,

Yo **Paula Andrea Díaz Ferrer**, identificada con C.C **1.094.281.215** de Pamplona, estudiante- practicante del programa en Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 4°- 5°- 6°-7°- 8°- 9°, acompañada de la supervisión de la docente Nelly Esperanza Cuy. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica integral llamado "To enhance reading comprehension and environmental awareness with short stories among seventh grade students at the Ortún Velasco Educational Institution". (Mejorar la comprensión lectora y la consciencia ambiental a través de cuentos con los estudiantes de séptimo grado en la Institución Educativa Ortún Velasco). Ésta autorización se presenta a usted puesto que para una de las etapas de mi proyecto, los estudiantes deberán ser entrevistados y observados. Es importante mencionar que la información suministrada por los estudiantes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención

Cordialmente,

Paula Díaz Ferrer

Paula Andrea Díaz Ferrer
CC 1.094.281.215
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

Annexe 15: Permission letter

Annex 16: First questionnaire

Cuestionario diagnóstico

Objetivo: Este cuestionario diagnóstico tiene el objetivo de conocer la perspectiva de los estudiantes de séptimo grado de la institución Educativa Ortún Velasco con respecto al aprendizaje del inglés y la importancia de la lectura en inglés como lengua extranjera, así mismo, conocer las estrategias que utilizan los estudiantes para ayudar al medio ambiente.

1. ¿Cree usted importante aprender inglés? Si o no ¿por qué?

   _____

   _____

   _____

2. ¿Se le facilita el aprendizaje del inglés? si la respuesta es afirmativa ¿Qué estrategia utiliza? Y si es negativa ¿Qué metodología le parecería interesante para aprender?

   _____

   _____

   _____

3. ¿Le gusta leer? Si o no. Si la respuesta es afirmativa ¿Qué tipo de textos le interesan?

   _____

   _____

   _____

4. ¿Cómo aprende vocabulario en inglés?

   _____

   _____

   _____

5. ¿Considera que el cuidado del medio ambiente es importante? Si o no ¿por qué?

6. Por medio de que actividades o comportamientos demuestra usted su cuidado hacia el medio ambiente

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Cuestionario diagnóstico

Objetivo: Este cuestionario diagnóstico tiene el objetivo de conocer la perspectiva de los estudiantes de séptimo grado de la institución Educativa Ortún Velasco con respecto al aprendizaje del inglés y la importancia de la lectura en inglés como lengua extranjera, así mismo, conocer las estrategias que utilizan los estudiantes para ayudar al medio ambiente.

1. ¿Cree usted importante aprender inglés? Si o no ¿por qué?

Si porque podemos comunicarnos de otra forma que no sea el español y cuando estemos en otro Pais que hablan ingles uno le responde en ingles

2. ¿Se le facilita el aprendizaje del inglés? si la respuesta es afirmativa ¿Qué estrategia utiliza? Y si es negativa ¿Qué metodología le parecería interesante para aprender?

Si yo utiliza solo mente con ver el cuaderno me aprenda unas cosas y algunas veces repasando solo 5 veces

3. ¿Le gusta leer? Si o no. Si la respuesta es afirmativa ¿Qué tipo de textos le interesan?

Si me interesa sobre la estrellas sobre los experimentos y las cosas que y todo lo que sea de investigar

4. ¿Cómo aprende vocabulario en inglés?

escribiendolo y leyendolo y memorizando

5. ¿Considera que el cuidado del medio ambiente es importante? Si o no ¿por qué?

Si Porque el medio ambiente como los arbles nos da oxigeno y sin ellos no respiramos

6. Por medio de que actividades o comportamientos demuestra usted su cuidado hacia el medio ambiente

Si no votando basura a los arboles y reciclando no talando

Annexe 16: First questionnaire

Annexe 17 : First quetionnaire transcription

Pregunta	P1	P2	P3	P4	P5

1. 1. ¿Cree usted importante aprender inglés? Si o no ¿por qué?	Sí porque algún día se nos ofrece ir a otro país donde hablen inglés y así podemos comunicarnos bien.	Sí porque cualquier día se nos ofrece ir a otro país donde hablen inglés y nosotros sabemos algo de esa área.	Si porque es muy importante aprender diferentes tipos de idiomas, diferentes al español.	Mucho porque cuando uno va a otra parte hay que hablar su idioma inglés y si uno no sabe, no entenderemos.	Si para tener más oportunidades de empleo o de viajar a otros países
2. 2¿Se le facilita el aprendizaje del inglés? si la respuesta es afirmativa ¿Qué estrategia utiliza? Y si es negativa ¿Qué metodología le parecería interesante para aprender?	Sí, poner atención, estar atenta y escuchar las palabras.	Sí, se me facilitaría aprender gracias a las profesoras. La estrategia que utilizo es poniendo mucha atención a la explicación del docente.	No, los videos	Se me facilita algo pero no mucho pero yo colocaría mucha atención, leer más, ver más películas documentales., historias en inglés, reforzar mucho nuestro vocabulario es muy importante.	Si, estudio en la noche diciendo frases.
3. ¿Le gusta leer? Si o no. Si la respuesta es afirmativa ¿Qué tipo de textos le interesan?	Sí, me gusta leer historias, cuentos, investigación sobre el mundo.	Si, cuentos cortos, novelas, fábulas etc.	Sí, de todos	Si me gusta mucho, historias de investigación, cultura general.	Sí, leo los texto como cómics de comedia
4. ¿Cómo aprende vocabulario en inglés?	La profe nos explica las palabras que no sabemos y así nosotros aprendemos.	Buscando palabra en el diccionario o le preguntamos a la profe y ella nos dice el significado de las palabras y con ella aprendemos muchas que no sabemos	Por medio de videos y repasando	Escribiendo mucho y repasando	Buscando el significado y repasándolo.
5. ¿Considera que el cuidado del medio ambiente es importante? Si o no ¿por qué?	Sí por así nosotros tenemos más aire puro y si cuidamos ya no estaremos dañando a los animalitos con tanta basura.	Sí porque sin el medio ambiente no podremos vivir ni respirar y se acabaría en agua, el planeta de	Si porque es el futuro que dejamos a las personas que próximamente habitarán en este planeta.	Es muy importante ya que nuestro medio ambiente es muy importante y hay que cuidarlo y amarlo porque es lo que nos queda.	Sí, para respirar aire puro y tener más tiempo de vida en este planeta

		dañaría, tenemos que cuidar nuestro planeta porque es nuestra vida.			
6. Por medio de cuales actividades o comportamientos demuestra usted su cuidado hacia el medio ambiente	Sí, mediante cuidados, no botando basura, comportándome como lo debe hacer una persona normal, no debemos botar basura ni talar arboles	Reciclando, no botando basura, no talando árboles, andando en bicicleta porque el humo de los carros daña nuestro ecosistema.	Reciclando, reducir, reusar	Recogiendo al menos un papel. Botar los desechos a la caneca y no gastando tanta agua.	No tirando basuras y cuando van a tirarlas que no lo hagan.

Annexe 17: First quetionnaire transcription

Annexe 18: Reflective questionnaire

Nombre: _____

Cuestionario reflexivo

Objetivo: Este cuestionario reflexivo tiene el objetivo de conocer su perspectiva como estudiante de séptimo grado de la Institución Educativa Ortún Velasco con respecto al uso de los cuentos para mejorar la lectura en lengua extranjera (Inglés) y al mismo tiempo conocer el impacto que esta herramienta tuvo para concientizarlo sobre los problemas del medio ambiente.

1. **¿Cómo califica su nivel de comprensión lectora a través de los cuentos trabajados en clase? Excelente Bueno Regular Malo ¿Por qué?**

2. **¿Piensa usted que los cuentos fueron una herramienta para motivarlo a leer en inglés? Excelente Buena Regular Mala ¿Por qué?**

_____

_____

_____

3. **¿Cómo considera usted que el uso de herramientas tecnológicas como videos y diapositivas le ayudaron a comprender la idea principal del cuento?**

_____

_____

4. **¿Los cuentos le ayudaron a ser consciente de los problemas ambientales que existen? Sí___ No__ ¿Por qué?**

_____

_____

_____

5. **¿Qué consejo le daría a la sociedad para ayudar a cuidar el medio ambiente?**

_____

_____

Annexe 18: Reflective questionnaire

Annexe 19: Answers reflective questionnaire

Nombre: _____

Cuestionario reflexivo

Objetivo: Este cuestionario reflexivo tiene el objetivo de conocer su perspectiva como estudiante de séptimo grado de la Institución Educativa Ortún Velasco con respecto al uso de los cuentos para mejorar la lectura en lengua extranjera (Inglés) y al mismo tiempo conocer el impacto que esta herramienta tuvo para concientizarlo sobre los problemas del medio ambiente.

1. ¿Cómo califica su nivel de comprensión lectora a través de los cuentos trabajados en clase? Excelente Bueno Regular Malo ¿Por qué?

   Bueno, porque entiendo mas o menos lo que dice y porque la profe nos enseñó vocabulario.

2. ¿Piensa usted que los cuentos fueron una herramienta para motivarlo a leer en inglés? Excelente Buena Regular Mala ¿Por qué?

   Excelente porque (mediante) estos cuentos nos llamaron la atención y hací leímos.

3. ¿Cómo considera usted que el uso de herramientas tecnológicas como videos y diapositivas le ayudaron a comprender la idea principal del cuento?

   lo considero muy bien porque las diapositivas usan imagenes y podemos ir comparando con la lectura.

4. ¿Los cuentos le ayudaron a ser consciente de los problemas ambientales que existen? Sí _X_ No___ ¿Por qué?

   Si, porque mediante estos cuentos ella logro consientizarnos para que podamos cuidar el medio ambiente.

5. ¿Qué consejo le daría a la sociedad para ayudar a cuidar el medio ambiente?

   Mi consejo seri que aprovechemos el medio ambiente que es tan bonito y que lo cuidemos.

Annexe 19: Answers reflective questionnaire

Annexe 20 : Transcription reflective questionnaire

| Pregunta	P1	P2	P3	P4	P5
1. ¿Cómo califica su nivel de comprensión lectora a través de los cuentos trabajados en clase? Excelente Bueno Regular Malo ¿Por qué?	Bueno porque entiendo más o menos lo que dice y porque la profe nos enseñó vocabulario	Bueno porque gracias a la profe Paula estoy mejor en lectura	Excelente, hemos leído muchos cuentos y comprendemos las cosas.	Regular porque a veces no entiendo algunas palabras.	Bueno por la manera como nos explica.
2. ¿Piensa usted que los cuentos fueron una herramienta para motivarlo a leer en inglés? Excelente Buena Regular Mala ¿Por qué?	Excelente porque estos cuentos nos llamaron la atención y así leíamos	Buena, porque fue muy buena herramienta para nuestra lectura.	Excelente porque uno se motiva a leer.	Buena, solo me llama la atención leer y saber inglés porque me gusta esta lengua.	Excelente, nos motiva para aprender más vocabulario.
3. ¿Cómo considera usted que el uso de herramientas tecnológicas como videos y diapositivas le ayudaron a comprender la idea principal del cuento?	Lo considero muy bien porque las diapositivas usan imágenes y podemos ir comparando con la lectura.	Muy bueno, porque nos ayudó a sacar la idea principal de los cuentos o lecturas.	Buena, porque uno comprende más.	Buena, en el video o diapositivas comprendo la idea principal.	Buena, con varios métodos se aprende mejor.
4. ¿Los cuentos le ayudaron a ser consciente de los problemas ambientales que existen? Sí___ No__ ¿Por qué?	Sí porque mediante estos cuentos ella logró concientizarnos para que podamos cuidar el medio ambiente.	Sí, porque en aquellas lecturas nos mostraron lo mal que está nuestro planeta.	Sí, había.	Sí porque cada cuento dice la verdad y lo que está pasando en nuestro planeta.	Sí por la triste realidad.
5. ¿Qué consejo le daría a la sociedad para ayudar a cuidar el medio ambiente?	Mi consejo sería que aprovechemos el medio ambiente que es tan bonito y que lo cuidemos.	No botando papeles, cuidando la naturaleza, no talando árboles.	Que se concienticen, el medio ambiente es para todos.	Que amen, que cuiden, limpien nuestro planeta que es lo único que nos queda y es hermoso.	Tener más cultura y más conciencia.

Annexe 20: Transcription reflective questionnaire

Annexe 21 : Analysis Reflective Questionnaire
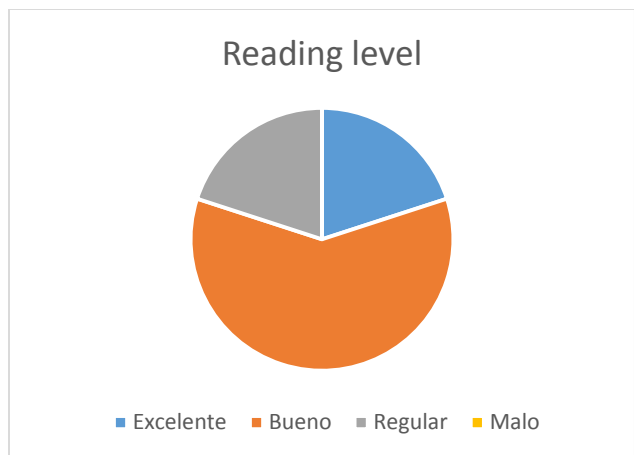
Reading level

P1: "*Bueno porque entiendo más o menos lo que dice y porque la profe nos enseñó vocabulario*"

2.

Short stories to improve motivation

P1: "*Excelente porque estos cuentos nos llamaron la atención y así leíamos*"

Use of tecnological tools

3.
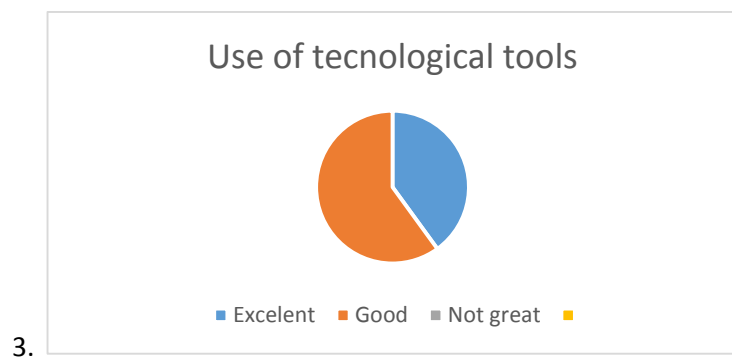
P2: "*Muy bueno, porque nos ayudó a sacar la idea principal de los cuentos o lecturas.*"

P2: "*Sí, porque en aquellas lecturas nos mostraron lo mal que está nuestro planeta.*"

Annexe 21: Analysis Reflective Questionnaire

Annex 22: Interview

Entrevista 1

Buenos días, mi nombre es Paula Andrea Díaz Ferrer, estudiante/ practicante de la Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona. El objetivo de esta entrevista es conocer su perspectiva como estudiante de séptimo grado de la institución Educativa Ortún Velasco frente a la importancia de la lectura para mejorar el vocabulario y así mismo adquirir la lengua extranjera (inglés). Para llevar a cabo este proceso, yo haré uso de un dispositivo electrónico con el fin de grabar sus respuestas. Al ser menores de edad, sus padres fueron informados anteriormente y dieron su consentimiento por medio de una carta que contiene la firma de ellos como acudientes y la firma de la docente/practicante. El tiempo predeterminado para realizar esta entrevista es de 10 minutos por cada participante. Es necesario destacar que esta información será manejada con total confidencialidad y sólo será usada con fines académicos relacionados con el proyecto denominado "To enhance reading comprehension and environmental awareness with short stories among seventh grade students at the Ortún Velasco Educational Institution". (Mejorar la comprensión lectora y la consciencia ambiental a través de cuentos con los estudiantes de séptimo grado en la Institución Educativa Ortún Velasco)

El día de hoy 16 de octubre de 2019, me encuentro con el participante ____

1. ¿Considera usted importante leer en un segundo idioma? Sí __ No ___ ¿Por qué?
2. ¿Siente que ha aprendido más vocabulario en inglés a través de los cuentos trabajados en clase? Sí __ No ___ ¿Por qué?
3. ¿Considera usted que el uso de las herramientas tecnológicas tales como videos y diapositivas le motivan a aprender inglés? Sí __ No ___ ¿Por qué?
4. ¿Considera usted que el uso de los cuentos es una buena estrategia para aprender inglés? Sí __ No ___ ¿Por qué?
5. ¿Se siente capaz de leer un texto en inglés y entender la idea principal? Si __ No ___ ¿Por qué? Si la respuesta es negativa, ¿Qué propone usted para mejorar la comprensión de textos?
6. ¿Considera usted que los cuentos le han ayudado a concientizarse sobre los problemas del medio ambiente? Sí __ No ___ ¿Por qué?

Annexe 22: Interview

Annex 23: Transcriptions of the interview

Pregunta	P1	P2	P3	P4	P5
¿Considera usted importante leer en un segundo idioma? Sí __ No ___ ¿Por qué?	Sí porque… ir a alguna parte que nosotros no hablemos el mismo idioma que ellos hablan no vamos a saber qué es lo que están diciendo y tenemos que aprender	Sí porque si algún día se nos ofrece salir a otro país, podemos hablar y entender lo que dicen	Sí porque uno se puede comunicar con otras personas y entender diferentes textos que no estén el idioma español.	Sí porque algún día se nos ofrece visitar un país de urgencia y así podemos comunicarnos	Sí claro, importante porque aprendiendo un segundo idioma ya sea inglés u otro idioma tenemos más oportunidades de trabajo, tenemos más oportunidades de entrar a universidades a empresas extranjeras
¿Siente que ha aprendido más vocabulario en inglés a través de los cuentos trabajados en clase? Sí __ No ___ ¿Por qué?	Sí porque aquí siempre trabajamos y algunas partes se nos quedan y así aprendemos **¿Qué tipo de vocabulario ha aprendido?** Sobre el medio ambiente	Sí, porque he aprendido en las historias sobre el medio ambiente	Sí porque hay palabras que uno no conocía no entendía, entonces uno las puede aprender y memorizar **¿Qué tipo de vocabulario ha aprendido?**	Sí porque el vocabulario que no conocemos e lo preguntamos y usted nos lo enseña. **¿Qué tipo de vocabulario ha aprendido?** Sobre el medio ambiente y verbos	Sí porque nos trae nuevo vocabulario y palabras que no sabemos y entonces buscando las palabras que no conocemos y tenemos más vocabulario **¿Qué tipo de vocabulario ha aprendido?**

			Sobre vocabulario de protección del medio ambiente, algunos verbos que no conocía		Nuevos verbos, verbos modales que son importantes para aprender la idea general del texto
¿Considera usted que el uso de las herramientas tecnológicas tales como videos y diapositivas le motivan a aprender inglés? Sí ___ No ___ ¿Por qué?	Sí me motivan porque en esos vídeos o en esos cuentos podemos ver y aprender muchas cosas de ello y sí me gusta ese método **¿Lo han utilizado antes? No, me ha servido como una estrategia**	Sí porque ahí aprendemos más vocabulario	Sí me motivan porque ahí en los vídeos por las imágenes se puede guiar y en las diapositivas uno puede entender más o menos que se está queriendo decir. Antes Utilizábamos talleres, textos pero nada tecnológico en sí	Sí porque es un método nuevo y así aprendemos mejor mediante las imágenes y los textos	Sí señora, importantísimo porque a partir de ellos podemos encontrar más vocabulario y estas herramientas nos facilitan más el aprendizaje del inglés u otro idioma. Antes utilizábamos talleres y texto, cuentos y eso no, nada de esto.
¿Considera usted que el uso de los cuentos es una buena estrategia para aprender inglés? Sí ___ No ___ ¿Por qué?	Si porque es bonito es leer en inglés aunque no entendamos todavía y me gusta	Sí porque ahí aprendemos más vocabulario, más cosas	Sí porque uno ahí aprende más vocabulario y se desenvuelve más en el inglés	Sí porque antes sólo hacíamos talleres y textos	Sí porque en el podemos encontrar mucho vocabulario y pues nos lo grabamos y aprendemos más
¿Se siente capaz de leer un texto en inglés y entender la idea principal? Sí ___ No ___ ¿Por qué? Si la respuesta es negativa, ¿Qué propone usted para mejorar la comprensión de textos?	Sí, por el vocabulario que me sé Mejorar: Escuchar y leer mucho en inglés, alguna palabra que no sé la busco	Sí	Sí, trato de identificar las palabras que conozco y trato de armar una idea central y para responder las preguntas busco la ideas en el texto	Sí, pues mirando las palabras que ya sabemos y buscándole el sentido	Sí gracias a los vernos modales y los vernos que usted nos ha enseñado Mejorar: Pues así como vamos con los cuentos y los talleres cada clase, hemos aprendido mucho más.
¿Considera usted que los cuentos le han ayudado a concientizarse sobre	Demasiado porque ahora como está el medio ambiente, está muy mal, lo estamos acabando	Sí, me han ayudado a aprender cómo proteger el	Sí, porque los textos se tratan sobre el medio ambiente entonces nos	Sí porque así aprendemos a no botar basura y a cuidar mejor nuestro entorno	Sí porque entendiendo la idea general del texto podemos entender todas las dificultades ya en este caso es el medio

| los problemas del medio ambiente? Sí ___ No ___ ¿Por qué? | y me parece muy mal que estemos acabando con el medio ambiente que es lo único que nos queda en este momento. He aprendido que botar un papel en la calle no cuesta nada recogerlo, también he aprendido que hay que reutilizar, reciclar, preservar | planeta reciclando | concientiza mucho sobre este tema | | ambiente y pues nos concientizamos más de esto. |

Annexe 23: Transcriptions of the interview

Annexe 24 : Final project

Annexe 24: Final project

Annexe 25: Seventh grade students

Annexe 25: Seventh grade students

Research component
Annex 26: Narratives

Institución Educativa Ortún Velasco

Paula Andrea Díaz Ferrer

Semana 5- Narrativa 5

En esta 5 semana las clases transcurrieron con tranquilidad, los niños estuvieron atentos durante mis clases, participaron y preguntaron si tuvieron dudas. De la misma manera, apliqué mi primera entrevista con el grado 7mo para poder recolectar datos para mi proyecto.

Con el grado 6to abordé un nuevo tema llamado "prepositions of place". Para hacer la explicación utilicé objetos reales con el objetivo de motivarlos y aumentar su curiosidad. Después les coloqué una canción con el objetivo de identificar las preposiciones que entendieran. Me di cuenta que comprendieron el significado, sin embargo, se les hace difícil aprenderlas. Con el grado 7mo, me sentí muy contenta y segura. A los estudiantes les gusta participar y preguntar si tienen dudas, el día miércoles apliqué la encuesta con mis 6 participantes, respondieron de la manera activa aunque estaban nerviosos.

Institución Educativa Ortún Velasco

Paula Andrea Díaz Ferrer

Semana 4- Narrativa 4

Educativa Ortún Velasco, los estudiantes tuvieron vacaciones, p... de viajar y encontrarme con ellos. Sin embargo, el día lunes 7 d... cuentro de auto reflexión en el colegio Nuestra señora del Rosa... eriencias de acuerdo a ciertas preguntas propuestas por las doc...

...lución Educativa Ortún Velasco

Paula Andrea Díaz Ferrer

Narrativa 3- Semana 3

...sentí más cómoda y segura de mí misma di... ...iciparon activamente en mis clases. El día m... ...ncia de la institución, nunca había hecho ese... ...to que todos los trabajos fueron hechos cor... ...ue no todos los estudiantes estaban conten... ...rios de mal gusto.

...con el grado 7mo y apliqué mi primer cuesti... ...ón de manera correcta y me sentí feliz explic... "can". Es necesario decir que los estudiantes son participativos y les gusta aprend... grado 6to tiene muchas dificultades como la falta de atención al momento de ap... esta semana vimos los lugares de la ciudad, para este tema les propuse una activ... debían asociar los lugares con el nombre correspondiente y luego crear una sopa... esas palabras, sin embargo se les dificultaba escribirlas y pronunciarlas.

Esta semana el grado noveno estuvo atento y participativo, para mi clase decidí h... charades y hangman para aprender los deportes, con estas actividades me pude... ellos aprendieron el vocabulario y yo me sentí más segura de mis conocimientos. trabajar con el grado 8vo fue...

Institución Educativa Ortún Velasco

Narrativa 2 Semana 2

Annexe 26: Narratives

Annex 27: Shelf of self-observation

Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

Autoevaluación

* 0 puntos

Annexe 27: Shelf of self-observation

Outreach component
Annex 28: Primary plan

	Strategy	Time
Warm up	Students are going to play "hot seat". To do that, teacher is going to play a song and students need to walk around the seat, when the teacher stops the music, students need to seat on a chair, the student without a seat is going to answer a question about the class topic.	6 min
Vocabulary introduction	Teacher is going to show flashcards about the body parts. Teacher is going to say the word and students need to repeat and copy on their notebooks. Then, teacher is going to pass the flashcards to students in order to assimilate the vocabulary and the image.	9 min
Vocabulary activity	In order to learn the vocabulary, students are going to play "touch the ball", Teacher is going to ask students to look for a partner and they she is	15 min

	going to say a part of the body and students need to touch it first than the partner. Then, teacher is going to say "stop" and students need to touch the ball, the first one that touch the ball is going to win a point.	
Vocabulary activity	Teacher is going to give a worksheet with the parts of the body and students need to color it and answer the questions.	15 min

Topic: Parts of the body

Objective: To learn body parts vocabulary

Annexe 28: Primary plan