

Implementing Fables to Enhance Reading Skill in 11th Graders at a Public School in San

Fernando Bolivar

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Faculty of Education

Foreign Languages Bachelor Degree

Teaching Practicum

Pamplona, Norte de Santander

June 4th 2020

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APPROVAL NOTE

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Presentation of the project

This qualitative study is divided into four chapters, in which we can find: pedagogical, research, outreach, and administrative component that are very important in the teaching practicum of the teacher practitioners.

With respect to the first chapter, the Pedagogical Component contains the main purpose of the study which is to implement the use of narrative texts in order to enhance the reading comprehension in 11th graders.

In the second it is focused on the reflective process, we find all the aspects concerning to the description of the methodology, the strategies and the instruments that the practitioner teacher uses to evaluate their own practicums inside the classrooms and the institutions. In the same way this component includes the way the teacher develop every activity stipulated in the integral practice schedule.

The third chapter concerns to the Outreach Component. It shows the role and the strategies that pre-service teachers implement in primary schools to teach English and give the opportunity to the new generation to learn a different language and culture. For doing that, it is necessary that the teachers take into account the students' needs and the way they learn. Equally this component shows the strategy that will be guided by a practitioner teacher in The Institución Educativa Técnica Agropecuaria de San Fenando Bolivar.

Finally, in the fourth chapter that is related to the Administrative Component. We can perceive all the extracurricular activities proposed by the institution in which the practitioner

teacher has to participate in order to enrich their knowledge regarding to the activities and events that are developed within the academic community of a public school in San Fernando Bolivar.

Introduction

In contrast to other countries in terms of teaching a foreign language in public or private schools, we can find that this process mentioned above is carried out in a very pleasant way, since the commitment of the government, the students and the parents is reflected on a large scale. In the Colombian context, it is seen that the implementation of different projects that have as essential point the teaching of a foreign language, in this case English, are not implemented in a large number, since students often do not show social interest and adequate compromise at the moment to receive this type of teaching.

Taking into account that situation, the Colombian government started to look for a strategy to include English as a Foreign language in the educative system, that is why nowadays there is a program entitled “The National Bilingual that initiated by the Ministry of Education (MEN) in 2004 with the aims of providing all students in Colombia the possibility to become bilingual and to have more knowledge and opportunities to be competent in the educational fields.

The main objective of the National Bilingual Program is:

To have citizens who are capable of communicating in English, in order to be able to integrate the country within processes of universal communication, within the global economy and cultural openness, through [the adopting of] internationally comparable standards. (MEN, 2006, p. 6)

However, it is seen that this project has become a big challenge, due to the lack of teachers trained in teaching English and the students' interest for learning a second language in the school contexts. Other aspect that is important to mention is that The Ministry of Education recognizes that the level of contact with English in the primary and secondary school is often very low, often just one hour a week, which is not enough to learn a language in a big sense.

Therefore, taking as a starting point the lack of rapprochement that students have with the English language in their classrooms, the proposal: Implementing Narrative Texts to Enhance Reading Skill in 11th Graders at a Public School in San Fernando Bolivar was proposed with the aim of teaching fables as a teaching strategy for the improvement of English reading comprehension in 11th graders and to get good results in the Saber 11° test carried out by the (MEN) Ministry of Education. This project is divided into four components, each component seeks to give the student-practitioner significant learning regarding the reflection of their own teaching practice, in relation to the extracurricular activities that take place in the institution, and finally seeks to provide support in terms of the teaching of English in primary schools.

Given the problems faced by many countries in the world, including Colombia, it is necessary to highlight that the following project has undergone a series of changes in terms of execution, in consequence of the current health emergency Covid 19, which has caused the Colombian educational system to change its modality from face-to-face to virtual, taking into account the resources of each student and educational institutions.

General objective

- To implement fables to Enhance Reading in 11th Graders at a Public School in San Fernando Bolivar.

Specific objectives

- To use fables as a way to improve reading skill in 11th graders.
- To implement the reflection as a transforming tool of the pedagogical process of the practicum.
- To employ flashcards for teaching new English vocabulary to primary students.
- To be part and participate in the academic activities and cultural events organized by the Institucion Educativa Técnica Agropecuaria de San Fernando Bolívar.

General Conclusion

In conclusion, it can be said that these components put into practice throughout this project contributed in a positive way in the development of the integral practice of the practitioner teacher. Each aspect learned and each strategy implemented within each of the components made the pre-service teacher increases his knowledge regarding the management of classes, the treatment towards different types of student populations, the responsibilities that a teacher has towards their courses regarding the preparation of the topics, evaluations, workshops among other aspects that help make the teaching-learning process of a student significant.

Likewise, the development of this practical teaching course granted the pre-service teacher to create quality teaching, in which he can share appropriate techniques and strategies throughout the implementation of projects proposed for developing his critical thinking and provide a different view of the world on the English language education.

Institutional Observation

For getting a subject to carry out a proposal of a project, it was really necessary to conduct the institutional observation during two weeks, with the purpose of beginning the teaching practicum process and know general aspects of the educational establishment, recognize the way students receive English classes, the context and the activities used for the teacher in each English lesson. Hence, this section shows the important aspects of a public school in San Fernando Bolívar”, including: the historical review, location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), relevant aspects of the coexistence manual, the structure of the school, the academic calendar, the supervisor’s schedule, the pedagogical aspects, among others.

Historical Review



Figure 1. Institución Educativa Técnica Agropecuaria de San Fernando Bolívar

Ordinance No. 21 of November 26, 1,970, the Cooperative College of San Fernando, Bolívar was created; and on March 11, 1971 began academic work in a classroom of the School of Men "Francisco de Paula Santander". The idea of a high school that offered the continuation of secondary studies to the Fernandine youth and the region, was developed by The Rafael Emilio Rodríguez Garcés, Agustín Ortiz García, Federico Puello Posada, Oscar Sepúlveda Garcés and Miguel Borja Pérez, in their social gathering late-night talks at the home of Professor Marina Guzmán de Rodríguez and for this they used the good offices of Dr. Armodio Flórez Flórez, deputy at that time of the Honorable Bolivar Assembly. William Flórez Flórez, its first rector and the graduate Hilda Esther Villarruel Montenegro, the first teacher. The institution started as a Cooperative College, in the Mixed Urban School of Men, today María Auxiliadora headquarters and in the parish temple. Since 1973 the institution operates in the current headquarters. It should be noted that throughout history the institution has had the following social reasons: Departmental College of San Fernando, Cooperative College of San Fernando, Departmental College "Oscar Sepúlveda Garcés", Concentración Educativa Técnica Agropecuaria de San Fernando and finally, the Institución Educativa Técnica Agropecuaria de San Fernando, to which the following offices were attached: María Auxiliadora, Escuela Urbana Mixta N° 3, Menchiquejo, Punta de Horno, Guasimal, El Porvenir, El Gato, San Lázaro y Las Cuevas.

Characteristics of the Social Context:

The majority of the population is in socioeconomic stratum 1 (76%) and only a small proportion (12%) in stratum 2. They are young parents (almost 70%) between 270 and 40 years

old. In what has to do with the family formation 40% of the students live with their parents and grandparents, 17% only with the mother, a 4% are part of a second relationship of their parents, and in a very low percentage of 2%, they took up the upbringing. At the academic level 30% of parents have finished their baccalaureate. Employees (10%) and 90% do not receive any fixed income. The desire to emerge and the current economic conditions, makes that most students are alone in their homes in the afternoons. This generates problematic situations as the inadequate use of free time, and the little support in academic tasks and in the promotion of values, understanding that home is the first school.

Table 1.

School Authorities updated

NOMBRE Y APELLIDOS	CARGO	SEDE
LUIS GONZAGA ORTIZ RODRIGUEZ	Rector	SEDE PRINCIPAL - INSTITUCION EDUCATIVA TECNICA AGROPECUARIA DE SAN FERNANDO
EUCARIS ESTHER OBREGON ALVEAR	Coordinadora	SEDE PRINCIPAL - INSTITUCION EDUCATIVA TECNICA AGROPECUARIA DE SAN FERNANDO
ADALBERTO POMARES RANGEL	Coordinador	SEDE PRINCIPAL - INSTITUCION EDUCATIVA TECNICA AGROPECUARIA DE SAN FERNANDO
JOSE FRANCISCO PEREZ SEPULVEDA	Coordinador	SEDE PRINCIPAL - INSTITUCION EDUCATIVA TECNICA AGROPECUARIA DE SAN FERNANDO

Principles aspects of the Institutional Education Project (PEI)

As an educational establishment, The Institución Educativa Técnica Agropecuaria de San Fernando Bolivar is guided by a curricular and historical proposals that guarantee opportunities to their students. For this reason, the institution is committed to constantly configure the institutional educational project proposal (PEI); taking into account that it is a document demanded by law. Based on the aspects found in the PEI of the school in which this proposal

will be carried out, it contains many elements that allow to the students and the others members of the school to well conduct and have positive benefits to them, they are:

Philosophy:

The Institución Educativa Técnica Agropecuaria of San Fernando, conceives that true education consists of the integral formation of the person, unique and unrepeatable, responsible for his life and manager of his own future, developing all the potentialities and perfecting their faculties, advancing in knowledge and acquisition of new skills and abilities that allow it to operate effectively in society and in concordance with the environment. in that perspective, participation and accompaniment of the family is essential to support teachers in the education and training processes of children and teenagers.

Table 2.

Weekly Schedule Intensity for Each Grade

EDUCACIÓN FORMAL EN COLOMBIA	EDUCACIÓN PREESCOLAR			EDUCACIÓN BÁSICA										EDUC. MEDIA			
	Pj	Jar	0o	Primaria					Secundaria					10o	11o		
				1o	2o	3o	4o	5o	6o	7o	8o	9o					
Dimensión corporal			4														
Dimensión comunicativa			4														
Dimensión cognitiva			4														
Dimensión ética, actitudes y valores			4														
Dimensión estética			4														
Ciencias naturales y ed. ambiental				3	3	3	3	3	3	4	4	4	4	4	1	1	
Ciencias Naturales: Química															4	4	
Ciencias Naturales: Física															3	3	
Ciencias Sociales, historia, geografía, constitución política y democracia				3	3	3	3	3									
Historia									2	2	2	2					
Geografía									2	2	2	2					
Catedra para la Paz. Constitución política y democracia									1	1	1	1					
Ciencias Políticas y Económicas															1	1	
Educación artística				1	1	1	1	1	1	1	1	1	1	1	1	1	1
Educación ética y en valores humanos				1	1	1	1	1	1	1	1	1	1	1	1	1	1
Educación física, recreación y deportes				2	2	2	2	2	2	2	2	2	2	2	2	2	2
Educación Religiosa				1	1	1	1	1	1	1	1	1	1	1	1	1	1
Humanidades: Lengua Castellana				6	6	6	6	6	5	4	4	4	4	4	4	4	4
Lectura Crítica									1	1	1	1	1	1	1	1	1
Humanidades: Inglés				1	1	1	1	1	3	3	3	3	3	3	3	3	3
Matemáticas				6	6	6	6	6	5	4	4	4	4	4	4	4	4
Estadística									1	1	1	1	1	1	1	1	1
Tecnología e Informática				1	1	1	1	1	1	1	1	1	1	1	2	2	2
Agropecuaria									1	1	1	1	1	1	4	4	4
Emprendimiento									1	1	1	1	1	1	1	1	1
Filosofía															3	3	3
INTENSIDAD HORARIA SEMANAL EN BÁSICA Y MEDIA			20	25	25	25	25	25	25	30	30	30	30	30	37	37	37

Institutional Objectives

- To Maintain efficient and effective pedagogical and administrative conditions for meeting needs and solving environmental problems.
- To Strengthen the strategic direction consistent with the Institutional educational project within the current legal framework and the requirements of the MEN.
- To achieve the scope of the aims and objectives of education, based on social, economic, cultural, productive and competitive conditions and viability.

- To systematically structure the inputs and processes of the Institution, in order to obtain a correct articulation and excellent result in educational management.

Institutional Principles and Values

- Training of competent citizens in the design, planning and development of agricultural projects
- Experience of attitudes and values that favor a peaceful social coexistence
- Responsibility for duties, commitments and challenges
- Tolerance and respect for plurality and difference
- To Respect and defense of the ecological environment and the environment
- Scientific and research concern
- Sense of belonging

Table 3.

Aspects of Assistance

Nivel	Hora de inicio	Hora de Salida
Prescolar	7:00Am	11:00Am
Primaria	7:00Am	12:00 M
Secundaria	7:00Am	1:30 PM



Figure 2. High School shield



Figure 3. high school Flag

Mission

To fully train students in the appropriation and generation of basic agricultural, technological and citizen skills, in order to strengthen their agricultural, livestock, business vocation and in raising awareness towards the conservation of the environment and promotion of coexistence.

Vision

The Institución Educativa Técnica Agropecuaria de San Fernando, plans to become in 2019 a leading institution at the regional level in the Agricultural and Technological field, through the implementation of a dynamic curriculum that incorporates pedagogical, conceptual, attitudinal and procedural elements, that allow the graduate to become a protagonist of its integral development as well as that of its community.

Summary of relevant aspects of the coexistence handbook

The Coexistence Handbook is presented as an educational instrument that contains in detail the principles and criteria that guide a good process of education in a school.

The function of the Handbook is to regulate school coexistence, based on the principles, values and social precepts. Some aspects of the Institución Educativa Técnica Agropecuaria de San Fernando Bolivar handbook are:

To acquire the status of student, of the Institution. This must, Accredited the requirements demanded by the Ministry of National Education and by the Institution for the enrollment process that are:

- Civil registration for children under 7 years and Identity Card for those over 7 years.
- Medical certificate
- Certificate of previous studies.

- Two 3x4 photos
- . SISBEN photocopy updated
- Certificate of social coexistence
- SIMAT release certificate, if it comes from another institution
- To Perform the registration process with the school secretary and an interview with the rector or coordinators, to know the conditions under which the applicant arrives at the institution.
- To Have representation of a member (of legal age who is not a student of the institution) within the first or second degree of consanguinity, for situations that require it and who will sign the registration

Students have the right to:

- To enjoy the honor and good name, freedom of conscience and worship, provided they do not violate the established law and order.
- To be treated with respect, equality, understanding and justice that should be lavished on every person, without discrimination based on sex, race, language, religion, politics or philosophy among others.

- To receive from the managerial, administrative, teaching staff and colleagues, a respectful treatment and in accordance with the values promulgated by the Institution
- To receive a respectful and dignified treatment in the face of problematic situations: academic, social and behavioral, aspects that must be addressed, attending to and guaranteeing due process.
- To participate in the process of continuous learning that allows: their integral formation, to live in harmony with themselves and their surroundings, obtain a physical, mental, moral, spiritual and social development.
- To be stimulated to develop your research spirit, your individual abilities and skills.
- To present the work, research, activities or evaluations that have been made in your absence, provided that such absence is duly justified and allowed in accordance with the rules set forth in this Coexistence Manual.
- To access and use the facilities, goods and services of the Institution responsibly for the development of pedagogical processes.
- To know the evaluation and promotion system established by the Institution.

Students' Duties

- To Present a behavior in accordance with ethical and social norms, inside and outside the institution, making proper use of their individual notebook, preventing it from going against the rights of others.

- To comply with the Political Constitution, the laws of Colombia and the provisions set forth in this Coexistence Manual and in the PEI.
- To give a respectful and courteous treatment to all the people who make up the educational community, attending the observations of any teacher or employee of the Institution.
- To present written and signed justification by the parent or guardian, in case of absences or delays, within a period of 72 hours.
- Respect and comply with the regulations of the Institution's rooms such as Library, Computer Room, Laboratory and restaurant.
- Proceed sensibly, appealing to the reason for solving academic, social or behavioral difficulties, respecting the regular conduit provided in this Coexistence Manual, for the different academic, social or behavioral procedures.
- To provide elements that contribute to the solution of problematic situations.
- To use the dialogue as an element of conciliation in the resolution of conflicts, for a better social coexistence.
- To commit to the mission, vision, values and beliefs of the Institution by developing effort and efficiency knowledge and academic processes in personal training.

Teacher's Rights

- To know the Philosophy, Mission and Vision of the Institution.
- To Participate in the construction, development and innovation and transformation of PEI.
- To Receive the benefits of security, training, welfare and stability, in accordance
- To be treated in accordance with the Christian spirit according to the principles and values assumed by the
- institution.
- To request and obtain permits, licenses and commissions in accordance with the legal provisions and the
- internal regulations.
- To make use of the regular conduit to solve the situations that arise.
- To enjoy freedom for teaching according to academic assignment and institutional principles.
- To exercise the democratic right to choose and / or be elected to represent their peers before.

Duties of the teacher

- To experience the ethical and moral values.
- To identify and act in accordance with the philosophy, vision and institutional mission.

- To Ensure compliance with the rules and regulations set forth in this Manual of
- Coexistence.
- To assume, develop and evaluate the PEI, actively participating in its innovation and improvement.
- To assume their labor responsibilities in accordance with the Political Constitution of Colombia, the Law
- To follow the regular conduit to resolve situations that arise with the levels of the
- community.
- To perform the work in charge with ethics and professionalism.
- To give a fair and equitable treatment to all students.

In general, the handbook contains different chapters that allow to the institution guide, educate and teach students to act in the society.

Pedagogical aspects appreciated during the observation stage

During the institutional observation, the practitioner teacher observed that the two teachers of the 11th and 8th grade did not use at all the English language in their classes, they use a variety of materials to develop their classes, they implement books, the dictionary, photocopies to guide the lessons, also it was appreciated that the teacher does not use all time a planning to have an order of the class. In relation to those main difficulties that were appreciated in the

observation, it can be said that the students are not motivated for learning English, they get distracted easily during the class, they take a lot of time to read a text in English because of the lack of vocabulary and tenses they use all the time the dictionary for translating the texts, they do not use the English to communicate their ideas orally.

In terms of discipline, the teacher in charge showed a good students' control that create a confident and agreeable environment. Generally, the teacher focuses his classes on the explanations of grammatical structures, the use of the verbs and others aspects related to the writing part. For those aspects mentioned below, the teacher took the initiative to work on reading comprehension in a didactic way to catch the student's attention.

Chapter I: Pedagogical component
Implementing Fables to Enhance Reading Skill in 11th Graders at a Public School in San
Fernando Bolivar

Introduction

English as a foreign language has become an important aspect in today's society due to the necessity that people have to communicate their feelings, thoughts and ideas with people of different cultures and countries. Learning English as a foreign language facilitates the communication in real contexts as well as knowing about other people's culture. English

language becomes a “real means of interaction and sharing among people...that prepares students to use the language in everyday life” Oxford (2001, p. 11).

Taking about the Colombian context, the Colombian government has implemented a series of projects in order to encourage the teaching and learning of English in the country, especially in the primary and high schools. Inside these initiatives we found the NPB, *Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras* (Program for Strengthening the Development of the Competences in Foreign Languages-PSDCFL), *Programa Nacional de Inglés: Colombia Very Well* (National English Program: Colombia Very WellNEP), and *Colombia Bilingüe 2014-2018* (Bilingual Colombia). Before doing that the government had to analyze in a huge aspect all the rules and the main guides that were already created to develop the same idea for after create his own proposal to teach English first of all in the educational field, to do that “they adopted the Common European Framework of Reference (CEFR) as the guiding document from which teachers and students’ levels of English proficiency were to be determined across the entire educational system” Correa & González, (2016).

As a result of all those alternatives, nowadays, teachers are applying a variety of new teaching strategies to guide students in the EFL classroom and for encouraging “citizens to be capable of communicating in English, so that they can insert the country in universal communication processes, in the global economy, and in cultural openness, with internationally comparable standards” MEN (2006, p. 6).

This study would attempt to enhance students’ reading skill in 11th graders in a public high school in San Fernando Bolivar, due to it is important for students to practice their language skills like reading, speaking, writing and listening, this purpose would help them to become a

good user of English language and to apply their knowledge in English at the moment to present the Saber 11° exam. Due to the health emergency that is presented in Colombia, they were proposed different workshops that would help the students in the future, this workshops were sent in a virtual space in order students can enter to this platform and they can develop the activities proposed there.

Statement of the problem

After having conducted the institutional observation at a public school in San Fernando Bolívar during a period of two weeks inside two English as a foreign language courses (eighth and eleventh grades) guided by two different teachers, a series of pedagogical and linguistics aspects were appreciated.

Regarding to eighth grade, this course is guided by a male teacher. In terms of his methodology, the teacher always chooses a variety of materials, like: English books, the dictionary, photocopies, the whiteboard, and markers of different colors to catch the students' attention and participation. Another aspect remarked in the observation was that the students from eighth grade have many difficulties when using the English language in the developments of their classes. Generally, the teacher focuses his classes on the explanations of grammatical structures, the use of the verbs and the tenses in English with its respective rules, with regards to the listening skill, the teacher does not work on it. In the same way, it was found that the students use all the time Spanish to talk between them, even their teacher when the class is taking place.

Talking about the classes of 11th grade students, it was observed that these courses are conducted by a female teacher. This teacher uses a different methodology, she practices all the time the grammatical structures, the tenses in English, different vocabulary, taking as a reference the structures found in the reading material of the class, she facilitates the participation of the student encouraging them to pass in front to the whiteboard and share their ideas with the rest of the class, she likes to assign challenges to them in order to develop their creativity, nevertheless Spanish is used the most of time during the class.

To sum up, it can be said that students are not motivate for learning English, they get distract easily during the class, they take a lot of time to read a text in English because of the lack of vocabulary, they use all the time the dictionary for translating the texts.

Taking into account all these situations and the big necessity that the students have for developing reading skill and presenting the exam Saber 11°, we have decided in this proposal to work with 11th students and to be centered on reading comprehension. For this purpose, the main questions that guided this project are:

- How can the implementation of narrative texts enhance reading comprehension in 11th Graders at a Public School in San Fernando Bolivar?
- How do the fables contribute to the improvement of English reading skill in 11th students at a Public School in San Fernando Bolivar?

Justification

This project is proposed with the aim of providing a help to the 11th graders at a public school in San Fernando Bolivar, who presented some difficulties in their reading comprehension and have the necessity to surpass them to present and to get good results in the Saber Pro exam. Furthermore, it is a good idea to motivate students that many times do not have the opportunity to learn English properly to enjoy and to make good use of this space to improve their skills in a foreign language, in this specific case, ICFES texts and specially fables would give to the students a great opportunity to foster reading following some stages that would let them to better understand the ideas in a text, to approach grammar and vocabulary in a specific context, to instill values since it has a great role in student's daily life at school, and to promote that they become interested for reading a different type of text. However, it is necessary to say that this proposal will not forget the other English skills, by the contrary all the work would be focused on improving each one. According to Anderson (1997, p. 34), narrative text is a piece of text tells a story that has entertains or informs the reader or listener, to change attitudes or social opinions and to show the moral values of a story, that is why this study would help students to awaken interest in reading stories that show facts that they can compare and apply with their daily life, in the same way the teacher would be benefited when students would be able to Reflect and use their critical thinking in good way when reading a narrative text.

Objectives

General objective

- To implement Narrative Texts to Enhance Reading in 11th Graders at a Public School in San Fernando Bolivar.

Specific objectives

- To use fables as a way to improve reading skill in 11th graders.
- To promote moral lessons in 11th students through the reading of fables.
- To encourage reading into 11th grade students putting in practice English as a foreign language.
- To facilitate fables reading comprehension in 11th graders through the use of technological and illustrative aids.

Theoretical framework

Because of the problem of this proposal, this pedagogical component aims at improving students reading skill, thus, it is necessary to define some concepts for a better understanding of this study, such as Receptive Skills, Reading Comprehension, Narrative texts and fables.

Receptive Skills

According to Holmes (N.d), “a receptive skill, is also known as ‘Passive Skills’, or reading and listening, they are often contrasted with productive skills (speaking and writing). When learning a language learners tend to develop their receptive skills first and then acquire productive capability”, that means that there is a complex relationship between the two skills when the learner wants to improve one of them for example, reading skills can be a supporting factor to the development of writing, whereas listening can improve speaking fluency. In the same way, Holmes (N.d) mentions that “the best way to improve receptive skills is from exposure whether from an enjoyable authentic text or a quality ESL text book” when he states that, the material that he suggests for enhancing these skills are, television, music, books and magazines in order to build vocabulary while incidentally promoting learner autonomy.

Reading Comprehension

Reading as the others skill is an important aspect in the learning of a language, due to the advantages that it gives to the people that is trying to learn a different language, it allows to students to develop their creativity, the imagination and others elements that can be used for academic purposes and also a long the people’s lifestyles.

Lopera (2012) defines reading as “an interactive process in which the writer and the reader dialog through a text” (p. 81).

Lopera (2014, p. 90) supports that the reader needs to possess certain elements in order to understand the text: linguistic knowledge, background knowledge, and cognitive processes. Linguistic knowledge involves awareness about the language, that is, recognition of vocabulary, grammar structures, and tenses. Background knowledge has to do with the knowledge that the

reader has about the topic he/she is reading. The prior knowledge of a topic helps readers understand the text. Finally, cognitive processes help readers memorize, predict, and interpret the text.

In addition, Toprak (2009, p.23) states that reading in language classrooms is an activity which is interactive and mostly it is directed by teachers. They use different techniques to make reading activity much meaningful and thus, it can be handled in three phases to manage the task in a much proper and effective way. These three phases are pre-reading, while-reading and after-reading phases.

Pre-reading activities: introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

While-reading activities: help students develop reading strategies, improve their control of the second language, and decode problematic text passages. The teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; reading for specific pieces of information; and learning to use the dictionary effectively.

Post-reading activities: first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not

to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly.

Narrative texts

Narrative texts have become an essential tool to teach the reading comprehension skill in different students' level, due to the big impact they produce in the attention of the students when they are worked in a didactic way. Yimwilai,(2009, p.8), states that “narrative text is one popular and common form of writing. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events”.

Gamble and Yates (2002, p. 20) stated that narrative text relates a sequences of event. Narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

In the same way, Mislaini (2015, p.3) said that “Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader” this author said in brief words that the main role of this type of texts is to catch the attention of the people and play with their imagination.

To better understand the meaning of this type of texts the author exposes the following features of a narrative text . Mislaini (2015, p.3)

Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up)

Generic Structure of Narrative Text

On the Narrative Text, its structure is as follows:

a. Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b. Complication or Problem

In this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished:

- Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

- Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

- Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

Linguistic Feature Narrative Text

- Using sentence patterns Simple Past Tense
- Usually begins with the adverb of time (Adverbs of Time). Such as: long time ago, once, one, once upon a time.

Using and knowing these aspects in the implementation of this proposal with the students of 11th grade, it can be easy the development of these tools for catching the attention of the students and to achieve the purpose that is to enhance the reading comprehension.

Fables

When people read a fable, they know that the main purpose of it, is to convey a moral lesson and message, Besides, fables give readers the opportunity to laugh at the follies of human beings. According to Yimwilai (2009) fables are short stories followed by an important moral point. It means when people read a kind of this texts, they are able to learn values and apply them to the daily routine.

Literature Review

To better understand this study, it is important to highlight the previous research studies on implementing narrative tests to enhance reading comprehension skill in 11th graders. This section is divided into two categories: comprehension of different narrative texts and using fables to improve reading skill.

Comprehension of different narrative texts

Mislaini, (2015), mentions that she conducted a research project in order to improve students' Reading Comprehension of Narrative Text by Using Fable at The Grade X SMAN 1

Bonai Darussalam.) she found that the students had many difficulties when reading a text in English, some of these difficulties were: Students had limited vocabulary, (b) Students' lack of interest in improving their reading ability, (c) Lack of learning support, (d) Lack of language knowledge, (e) Pronunciation difficulties, (f) Lack of knowledge of words, phrases, paragraphs, and passage or texts, (g) Lack of reading application of reading strategies and Lack of reading motivation.

During this study, the methodology that the researcher used was based on two cycles in which each cycle consists of planning, acting, observing, and reflecting. The data were collected through qualitative and quantitative data. The qualitative part refers to the analysis the field note, observation sheet and interview. By the contrary the quantitative data were obtained from the students' writing score of cycle I and cycle II.

In general, the finding of this research indicated that the implementation of Fable media was success full since there is an improvement in students' reading comprehension in narrative text. The finding showed an improvement in students' reading comprehension of narrative text from the average of reading test narrative text in cycle 1 was 60, 85 to 73,50 the average of reading comprehension in cycle 2. Based on the finding mentioned taking into account the findings, the researcher suggests that English teacher could implement Fable material in teaching reading narrative text in order to encourage students in learning English reading in narrative text. Equally, Fariduddin, Parlindungan (2018) with a different research aim at investigating if there was significant difference on the students' reading comprehension of narrative text between those who were taught through Cooperative Integrated Reading and Composition (CIRC)

method a strategy that have Three fundamental elements of CIRC include direct instruction in reading comprehension, treasures-hunt activities, and integrated language arts and writing. Treasures-hunt activities are the ones covering comprehension questions, predictions guidelines, new vocabulary to be learned, story retell, and story related writing. All activities though were conducted. The population that they studied were Forty-nine students. They employed non-randomized pre-test and post-test design. The analysis of the data showed that the students who were taught by using CIRC method statistically outperformed those who were not on their reading comprehension of narrative text. This result showed that CIRC is good strategy to teach reading comprehension, particularly on narrative text. Since this study only focused on narrative text.

In addition to these studies, Mendez (2014) presents a research project that was conducted in a public school in Colombia. The main objective of the study was to develop Reading comprehension skill through workshops based on AESOP'S fables in students of fifth grade, who have as Strengths: Association of known written words to drawings and pictures Identification of cultural elements in a written text, identification of elements in a short text. In terms of weaknesses: Lack of some basic vocabulary such as animals (wild and domestic), habitats, basic verbs and personal pronouns, lack of inference skills by means of relation between context and words known to them such as characters and places in a short text, lack of skills that help them to identify the main idea of a text and finally with regards to needs, more class sessions dedicated to the development of reading ability, development of skills that would improve their reading ability, a larger range of basic vocabulary related to animals, habitats and basic verbs, strategies to be able to relate known elements to them to a context in order to identify the main idea of a short text. For improving and helping the students, 5 different

workshops and fables were guided, the didactic way the researcher used to develop them help to student to improve their reading.

Using fables to improve reading skill

In this study, Nofitarina, (2016). showed the objective of this study that was to find out whether or not the significant difference and significant improvement on the tenth grade students' narrative reading achievement between those who are taught by using Literature Circles Strategy and those who are not of SMA N 1 Lempuing Jaya. In this study, the type of research was a quasi-experimental design. The sample of the study was taken by using selected class X MIA 1 as the control group and X MIA 3 as an experimental group in academic year 2016/2017 in total 71 students were participants. This study was conducted for about a month and a half, it was carried out fourteen meeting including pre-test and post-test. The instruments used in collecting the data were multiple choices test. The instruments were applied twice to see the advancement of the students during each lesson. Finally, the author demonstrated that students get bored easily, the strategy used by the researcher succeeded when the students could manage their role and shared the information to other member in a group based on their role. Bae, (2014) proposes an integrated instruction approach where students took into account functional differences created by a set of alternative grammatical forms, through working with authentic English texts. As a step forward to this, a functional analysis of two authentic versions of an Aesop's fable, the method they used was analyze the same fable but in two different versions, they were identical in genre and story structure but very different in terms of their grammatical choices, that allows to the students analyze each grammatical aspect and the way

the writers express their feeling through the use of the writing part. Finally, Jufri, J. (2018) in his study uses Aesop's fable to teach reading comprehension of narrative text at junior high school. Through this study he tries to show the lack of experience that the students participants have regards to the reading, especially reading narrative text. That is why the author proposes fables as an interesting way to catch the students' attention when reading, also the he says that using Aesop's fable, the students can interest and comprehending reading narrative text. The main objective of this paper was to help the students to become familiarize with narrative texts. Reading narrative text through Aesop's fable gets the students to new kind of media in teaching reading process. It would help both the teacher and students to improve the students' reading comprehension since the fables are a didactic and funny way to show the human being.

Pedagogical Methodology

The present study is focused on the use of fables to enhance reading skill in 11th graders of a public institution at San Fernando Bolivar. For this pedagogical component, it is necessary to implement different strategies in order to collect information, and to apply several strategies each week through the use of reading fables for improving this skill in 11th graders.

Along the road of this process, the practitioner teacher would employ two types of planning. First of all, one for the classes that would be developed each week and the other planning would serve for the organizations of the workshops were the students would study the fables to enhance their reading skill.

Class design

This study implemented the class stages recommended by McMullin (1992) when teaching an English lesson, the lesson is composed of five stages:

The practitioner teacher told the students that along the normal English classes where the fables were not worked, he was going to follow a planning that allowed them to better understand the topic to be developed in order to give them the opportunity to recognize, analyze and practice the exercises proposed for the teacher along the classes. In these classes, grammar and tenses were guided to improve all the competences on them.

During the execution of those English classes, the pre-service teacher followed a “Warm-up/Review” because it encouraged students to use what they had been taught before starting the class, Then, the pre-service teacher implemented a second part “Introduction to a new lesson” in this stage, the pre-service teacher centered the students’ attention on the objective of the new lesson immediately, the pre-service teacher made the “Presentation of the topic” in which he introduced new information, analyzed students’ comprehension of the new material, and guided the activities that the students had to develop in the practice stage.

In the same way, the pre-service teacher gave students the “Practice Activity” in order to provide them opportunities to apply the new information they learned before this activity part. In this stage, students worked using English as a foreign language and developing different exercises such as matching activities, oral presentations, reading comprehensions, filling the gaps, exercises about the implementation of grammatical structures, role plays, among others, all

those activities were conducted during a period of two weeks that was the time in which the pre-service teacher took his role as teacher inside the classroom.

Finally, in the “Evaluation stage” the practitioner teacher guided a review about the topic taking into account the structure and grammar rules and then, he worked on the respective evaluation. These evaluations were created following the topics that were taught in the lessons guided by the practitioner teacher. These planning models were the ones that were in mind to guide all the meetings with the students. But It should be noted that this class model was only implemented for two weeks in which the practitioner teacher had the opportunity to be in person with their students in charge, as a consequence of the health emergency that the country and the entire world is facing, the Covid 19 pandemic.

Activities developed in face-to face practice:

Regarding to the implementation of the pedagogical component, the practitioner teacher only had the opportunity to conduct a workshop in person with the students considered population and sample of the project, consequently to the pandemic that the country is currently facing. ([Appendix 1. evidences of first workshop](#))

Within the meeting and the development of the first workshop of the mentioned component, the practitioner carried out the following activities: The presentation of the pre-service teacher project, the presentation of the definition of fable and its characteristics with the help of a video about aesop’s fables, and the application of a diagnostic test. These activities were developed with twenty-two 11th graders. ([Appendix 2. planning of the first workshop](#))

Table 4.*Activities developed in the first workshop*

Type of activities	Short description of the activity	Topic	Course in which it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	¿ Was it delivered and developed by the students?
First workshop	In this encounter the teacher guided a class where he made a presentation of the project, a presentation of the definition of fable and its characteristics with the help of a video about aesop's fables, and the application of a diagnostic test..	Introduction of the project	11°	This planning was approved and reviewed by my practice tutor	all the activities were developed by students during a time of two hours

The Covid 19 was presented in Colombian society and to avoid contagion from all kinds of population, schools had to change their way of working adapting to new ones within which they are: the use of virtual classrooms, the use of printed workshops, the use of the media television and radio, among others. Given this problem, this pedagogical component underwent changes regarding the way in which the workshops would be implemented.

Workshop Design

Due to the change in the modality of study from face-to-face to virtual, the pre-service teacher made three planning with different reading strategies and following the stages proposed by Toprak (2009), these planning and proposed activities will be uploaded and left to provision in a virtual google classroom (pedagogicalcomponent@gmail.com, Password: universityofpamplona) designed by the practitioner teacher, so that in the future someone interested in the same subject of the project proposed above can access to them and thus put them into practice with a population at their disposal. ([Appendix 3. planning of the future workshops](#)).



Figure 4. google classroom

Table 5.

Schedule proposed for the workshops

Activity/week	1	2	3	4	5	6	7	8	9	10	11	12
Introduction of the project	X											
Implementation of the first fable			X									
Implementation of the second fable					X							

Implementation of the third fable							X					
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Table 6.

Planning of the workshops

Type of activities	Short description of the activity	Topic
Planning of the second workshop	This planning shows the strategies that can be used by a future applicator of this didactic sequence, in the same way the pedagogical sheets and the worksheets that must be developed during the application of this workshop are shown, finally a brief explanation of each activity is shown.	First fable: The Fox and the Crow (Esopo)
Planning of the third workshop	This planning shows the strategies that can be used by a future applicator of this didactic sequence, in the same way the pedagogical sheets and the worksheets that must be developed during the application of this workshop are shown, finally a brief explanation of each activity is shown.	Second fable: The Lion and the Mouse (Esopo)
Planning of the fourth workshop	This planning shows the strategies that can be used by a future applicator of this didactic sequence, in the same way the pedagogical sheets and the worksheets that must be	Third fable: The Tortoise and the Eagle (Esopo)

	developed during the application of this workshop are shown, finally a brief explanation of each activity is shown.	
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Development of integral practice

Face-to face work

The integral practice is a process in which the practitioner teacher tests their knowledge acquired during five years of professional career in an educational environment with populations belonging to secondary and primary. All this effort is accompanied by dedication, responsibility, dedication and passion for what is done.

As a part of the work done during this practice exercise, the teacher in charge of this project only had the opportunity to work in person within the classroom for two weeks.

[\(Appendix 4. *development of English classes*\)](#)

In these weeks he carried out different activities with his students in charge, such as: explanations of verb tenses, revision of grammatical structures, application of a workshop belonging to the pedagogical component, evaluations, development of mechanization exercises, among others. Likewise, within this face-to-face space, institutional events were held in which the teacher showed his participation and collaboration with the activities proposed in them.

[\(Appendix 5. *example of planning used for the classes*\)](#)

Development of integral practice in virtual mode

When the period of the two worked weeks finished, the pre service teacher had to settled down at home due to the emergency that actually is presented in many countries of the world, he had to adapt his way of working following the instructions given by the principal of the institution and also the professors in charge of the English classes.

Regarding the activities created to continue with the student learning process, from the direction of the institution an agreement was reached to work with the students through workshops, in which there would be an explanation of the topic to be proposed, examples of how use the topic and at the end of these place 3 to 4 application exercises to measure if the student understand what it was proposed in the primers.

The practitioner teacher created different workshops and explanatory videos related to topics such as: the use of the simple present, the simple past, the perfect present, the past perfect, the use of there is and there are, the progressive present, adverbs of frequency, possessive adjectives, colors in English, the elements of a classroom, fruits among other topics. These workshops were designed for all grades of the institution from sixth grade to eleventh grade. The activities and the work made by the practitioner teacher from April 20th until May 29th are exposed in the following table.



Figure 5. Example of the videos

Table 7.

Report of Activities

Links of the workshops: https://drive.google.com/open?id=1tdMFUKy5hd-RGszqo9dgAo4DPkIHp6iM - https://drive.google.com/open?id=1B5-AbfkR_x31a0qHZs9cAQv3ijyX4Kur					
Type of material	short description of the material	Topic	Course in which it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	¿ Was it delivered and developed by the students?
Workshops	This material is designed in order to students understand and carry out exercises related to the verb tenses that they were studying inside each course before the situation presented, each workshop has four to five exercises as well as a definition and the corresponding rules for every time to facilitate the understanding of the	Use of TO-be and personal pronouns # 1 Use of the verb to have #2	Seventh grade	Each workshop has the advantage of being reviewed by the teachers in charge of the institution's English area since they were carried out jointly.	These workshops are being delivered to each student with the help of the coordinators and the principal of the institution.

	students				
Workshops	There are explanations of the rules and the use of this tense, in the same way the students can find application exercises.	Present simple #1 Possessive adjectives #2 reading comprehension #3 Adverbs of frequency #4	Eighth grade	Each Workshop is approved by teachers	the workshops have been delivered to students as a notebook to develop at home
Workshops	In these workshops, it is given an explanation and small definitions of the simple past tense, as well as various application and practice exercises.	Past simple #1 reading comprehension #2 The present progressive #3	Ninth grade	These workshop were designed and approved with the professor in charge of the course and myself	these workshops are being delivered to students every week
Workshops	In these workshops it is given an explanation and small definitions of the every topic plus several mechanization exercises.	Past simple#1 Future simple #2	Tenth grade	This workshop was designed and approved with the professor in charge of the course and myself	these workshops are being delivered to students every week

Workshops	Within these workshops students will find an explanation regarding the topic to be treated, as well as completing exercises, exercises of translation, pronunciation and comprehension of texts.	present perfect #1 past perfect #2 review of structures #3 there is- there are #4	Eleventh grade	This workshop was designed and approved with the teacher in charge of the course and my help was also required.	these workshops are being delivered to students every week
Workshops	Within these workshops students will find an explanation regarding the topic to be treated, as well as completing exercises, exercises of translation, pronunciation and comprehension of texts.	the conditional zero the genitive Saxon	Eleventh and ninth grade	This workshop was designed and approved with the teacher in charge of the course and my help was also required.	these workshops are being delivered to students every week

Table 8.

Extra activities carried out by the practitioner

Type of activities	Short description of the activity	Topic	Course in which it was implemented or will be	Was it reviewed by a tutor or supervisor?	¿ Was it delivered and developed by the students?

			impleme nted		
<p>adaptation of two planning</p> <p>https://drive.google.com/file/d/1Fb_-qs5fwLPY8G4Vmo2i52j31iP4-vHH/view</p> <p>https://drive.google.com/open?id=1VnqdPy9tG5956Js_7QrhL1a-Uzycv4P7</p>	these sheets contain the topics the competences to be developed with students through the workshops	Present simple and present perfect	11°-10°	these sheets were adapted for these grades with the help of my practice supervisors	This work is only for teachers in the English area to have a guide of what they wanted to work with these two courses
<p>explanatory videos</p> <p>https://youtu.be/6oA9kVaPNFw</p> <p>https://youtu.be/EIvN3JV50Eg</p> <p>https://youtu.be/JkLe4wIwg88</p> <p>https://youtu.be/jRZ7_eG4mIs</p>	These videos were created following the explanation that was found in the workshops that were proposed to the students, this in order to show and summarize the information that was in the document.	present perfect, past perfect, possessive adjectives, present simple	8°, 9°, 10°, 11°	these videos were approved by my supervisor	the videos were delivered to the students through a link that made them open it on youtube

Research Methodology

It is necessary to mention that this part of the methodology could not be developed due to the lack of meetings with students and the health emergency that Colombia and the world in general are facing.

Type of research approach

This study follows the parameters of an *Action Research* and a *qualitative research*.

According to Watts (1985, p. 118), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Thus, Winter (1996, p.13–14) mentions six key principles of action research:

- reflexive critique, which is the process of becoming aware of our own perceptual biases.
- dialectical critique, which is a way of understanding the relationships between the elements that make up various phenomena in our context.
- collaboration, which is intended to mean that everyone's view is taken as a contribution to understanding the situation.
- risking disturbance, which is an understanding of our own taken-for-granted processes and willingness to submit them to critique.
- creating plural structures, which involves developing various accounts and critiques, rather than a single authoritative interpretation.
- theory and practice internalized, which is seeing theory and practice as two interdependent yet complementary phases of the change process.

Qualitative research

Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3).

Population

This study was carried out at “The Institución Educativa Técnica Agropecuaria de San Fernando Bolivar” located in San Fernando, Bolivar with the participation of 11th graders, aged around 17 to 18 years old, with an amount of 22 students each of them. These students were chosen taking into account the learning process observed in the institutional observation.

Sample

Given the current situation of our country, the sample that the practitioner wanted to study only had one meeting with him to develop a workshop. The participants that were studied during the development of one workshop of this qualitative research was a number of 22 of 11th graders of a public in San Fernando Bolivar, they have an age between 16 and 18 years old.

Instruments and techniques to collect data

In order to develop this action research and collect the data, four different techniques were proposed: non-participant observation, participant observation, journals, and questionnaires. But only two of them were used for only one time, the journal that allowed the pre-service teacher to think out about the implementation of the first workshop and a questionnaire that was applied in order to know the knowledge that students had in connection with the terms of fable, and its uses in English.

Non-participation Observation is defined by Williams (2008) as a “relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants... Non-participant observation may be cover or overt, occurring in public or private settings” (p.561). the objective of this instrument inside the development of the project was to know significant information about the methodology, the strategies, the materials, the use of English as a foreign language in the classes and others aspects that allowed the preservice teacher to analyze the viability of the project.

(Appendix 6. non participant observation)

Mainly, during this study they would be applied five participative observations with the aim of observing the atmosphere, the setting, the behavior and the domain of each activity proposed during each workshop of the project.

Participant observation

Schensul, Schensul & Lecompte (1999, p.91) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". Through this process, the researcher will take an active role in the teaching process while observing what is happening inside the classroom.

Additionally, the researcher would have the opportunity to check for non-verbal expression of feelings, determine who interacts with whom, how participants communicate with each other, among other aspects.

Schensul, Schensul, and Lecompte (1999) list the following reasons for using participant observation in research:

- to identify and guide relationships with informants;
- to help the researcher get the feel for how things are organized and prioritized, how people interrelate, and what are the cultural parameters;
- to show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction, and taboos;
- to help the researcher become known to the cultural members, thereby easing facilitation of the research process; and
- to provide the researcher with a source of questions to be addressed with participants (p.91).

Journal

According with Wiegerová (2013) “a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events” (p.239).

Additionally, Wiegerová affirms that the journal as a research instrument is one of the methods used to ensure validity in qualitative researches triangulation. It is also necessary to view the issue from different perspectives. From a research perspective, journals are used with three purposes:

- In the first phase the teachers recorded freely their feelings from school and teacher work.
- In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.
- The third phase of the phase is still open. It should be focused on summary reflexing of each teacher.

With the implementation of this data collection instrument, the practitioner was able to reflect on each moment lived during the start-up of the first workshop, in the same way it allowed to analyze if the proposed activities were interesting, understood and well guided for the teacher towards his chosen participants.

In the same way, this instrument also served to see the viability of the project, the interest of the participants towards it, the knowledge that they had regarding the topics that would be covered in future workshops, also this allowed to analyze if the proposed activities were of the Participants liked, if they did not feel bored, if the atmosphere was pleasant. All those aspects, allowed the participant to evaluate their own teaching practice ([Appendix 7. *journal of the practitioner teacher*](#))

Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson

& McLean, 1994). So, this instrument was used to analyze the previous knowledge that students had regarding to the fables and they objectives in general.

it is necessary to point out that this instrument was only applied once and it was conducted in Spanish, since it was wanted to know what was the opinion of the students with respect to the implementation of a project that would help them improve their reading comprehension with the help of English fables. so that in the future when they take the Saber 11 state exam, it will be made a little easier for them when developing the English module. ([Appendix 8. questionnaire n°1](#))

General analysis of the questionnaire

Regarding the responses obtained by the participants, most of them stated that they had rarely been given a fable in English to work on reading comprehension. In the same way it was evident in the answers, that the students are clear about the concepts related to the subject of fables, they know about the characters, they express that most of the time they are animals, that there is a moral, that what they are trying to show or transmitting a fable is a comparison of human behavior through the actions of animals.

Also in this questionnaire, it was analyzed that students have very little vocabulary, which sometimes makes it difficult for them to try to understand the message that a text wants to convey or the idea that it wants to show. Without vocabulary, they find it a little difficult to answer and interpret the questions that are asked in relation to the topic.

Finally, they stated that the implementation of this type of project would enrich the reading comprehension in them and would allow them to increase their vocabulary a little, so that when they take the Saber Pro exam, it would not be difficult for them. In the same sense they would be a little prepared for life taking as meaningful learning what the morals of the fables to implement would teach them. ([Appendix 9, answers of the students regarding to the questionnaire](#))

Expected results

As possible results of this pedagogical component, it is expected that through the activities proposed in each workshop, students will be able to improve reading comprehension with the help of narrative texts specifically with the fables of the famous writer Aesop, who in each fable presents different adventures that the characters have and tries to illustrate the situations of human beings in society.

Using this type of narrative texts, students will be able to show their interest in reading since, through the observations made in the courses in charge, it was possible to conclude that students are impressed by the type of situations that Fables try to illustrate using animals as main characters since they provide teachings that they can apply in their daily life in a community.

In the same way, it is expected that through the readings proposed in the project, the student prepares so that a future can have experience solving reading comprehensions in the tests that the ministry of education proposes to measure the knowledge of the students who already finish the secondary education cycle. Especially in the area of English as a foreign language.

Conclusions

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Antoni (2010: p 41), This means that reading is an important competence that the human being develops as he becomes interested in trying to understand what a text and the writer wants to convey. After having designed each didactic sequence referring to workshops that had different fables from Aesop as their main theme, it is concluded that this type of planned tools can encourage future participants of this component to develop a critical and reflective spirit into the reading comprehension of narrative texts in English. As Mislani (2015) said, the indicators of reading comprehension in narrative texts by using Fable are: 1. Discovering main idea 2. Identifying detail 3. Understanding vocabulary 4. Summarizing concepts, Each workshop is designed taking into account the aforementioned aspects, so that future implementers of this learning strategy can achieve a fairly broad and positive development in terms of understanding English fables of future participants and these same Strategies acquired through the workshops will help them in the future when they must present the Saber 11th exam that is applied to each high school student to measure their general knowledge of all areas of knowledge. With those strategies, the students also will get a lot of vocabulary and they will be good reader of English fables and narratives texts that have many aspects in common.

Recommendations

Thought-out the implementation of my teaching practicum, it was noticed that if you work with reading comprehension it is really necessary to include written productions, since both will allow students to express their opinion in a more structured way. Also you have to create and propose activities that are dynamic and with the aim of motivating your students to participate actively during all your workshops, so that they can understand the importance that reading has in the people lifestyle.

Chapter II: Research component

Macro- project

The Training of the reflexive spirit on Pre-service teacher from FLP, Training tool to qualify the pedagogical practice

Introduction

According to the context related to the training of the Foreign Language program (FLP) , the teacher pedagogical practices in training are based on one of the focuses of the interest and the update to study and documenting in order to enhance the teaching-learning process to qualify education.

Although it is considered to evident the necessity to comprehend and transform the pedagogical practice, because there exist local studies, which are especially more focused in the learning problem than teaching.

Moreover, it is essential to formulate a project that is focused on a reflexive approach links with the practicum as a way to place knowledge, behaviors and the attitudes that guide the teaching process. Furthermore, as an inwardness exercise, immersion and conscious exploration of own subjectivity as a teacher through asking questions and looking for information to solve problems and self-recognition.

Statement of the problema

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and the school culture. When the events are developed without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical practice and the evolution school culture renovation. A practice where is a lack of reflection does not allow the emergence of problematic situations; those realities are ignored and become visible. In this way, the pedagogical practice is assumed from reproductive codes that fit the teachers into a traditional way of doing, of cultural reproduction becoming a barrier for the appearance of emerging practices that conduct to generate transformations of thought and knowledge, to respond to social necessities.

For that reason, it is essential that the teaching training process promotes on the future Pre-service teacher a critical and reflective spirit that contributes to the improvement of the

pedagogical practices to be significant elements that produce and transform the work and the professional performance in the future with regards foreign languages bachelor's degree of the University of Pamplona. The reflection is conceived as a main exercise for the students when doing their practicum, to self-evaluate, to fix a critical and a constructive view about their work as teachers, therefore, this study is carried out by some guiding questions:

- How does the implementation of the reflection contribute to the changes of the own pedagogical process of the practicum?
- How do the reflection exercise influence on the development of the critical spirit of the Pre-Service teachers into the analysis of their pedagogical work?

Justification

The formulation of this project is addressed to the professional idea of enhancing the educative processes into the settings when foreign languages students get involved during their practicum. The significant role of reflection is considered as the first step to understand the difficulties of the profession into the teaching process and the actions, the interest towards the knowledge of the approaches in order to face a difficult situation and provide analytic view about the event. According to John Dewey a precursor to the reflection thinking through the teaching, the need of this project is to provide the students the tools of analysis and the self- observation, which allow them to distinguish between the daily, and the reflective work. Nevertheless, the

reflective approach considered an aid to protect the agents of the traditional context and the authority in the school.

Objectives

General Objectives

- To implement the reflection as a transforming tool of the pedagogical process of the practicum.
- To promote in the Pre-service teacher, the development of the critical spirit in order for them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers and Pre-service teacher with critical spirit that reflects and presents project and alternative solutions for overcoming the difficulty in the practicum.
- To socialize criteria, share ideas and guidelines to carry out the pedagogical practicum and get involved effectively into the institution
- To identify and analyze the strategies used by students during the pedagogical practicum
- To implement reflection workshops and development of teaching units that guide the reflection of the Pre-service teacher
- To analyze the beliefs about the teaching work and the students

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice constitute the theoretical framework of this current study. In order to clarify those concepts, we attempt to describe each of them.

Teaching profession

One of the main members of the educative institution is the teacher who is in charge of sharing knowledge addressed to a determined science or art, but also the teacher is responsible to the integral formation of the students.

The teaching profession requires a series of competences that constitute currently a way to plan and to use humans' resources to carry easily out the administration, work and education. Therefore, it is found that each teacher has to carry out some competences in order for him to master the knowledge and the skills of the specific subject because the main intellectual requirement is to provide a high level to develop his task. Likewise, the teacher must have the competences related to the organization of contents but the teaching conditions inside or outside the educational field; the main objective of a teacher is to design the teaching practice.

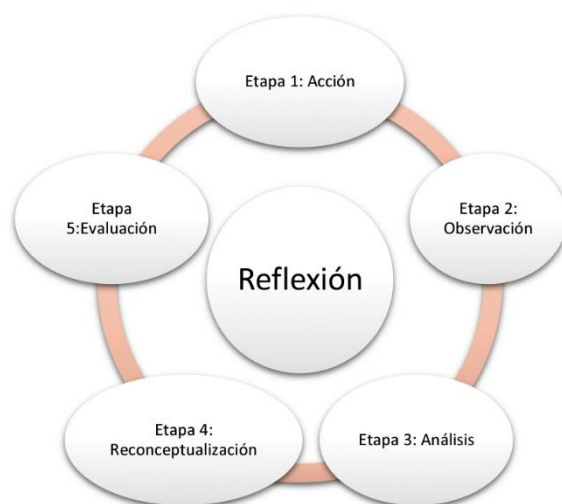
Reflection

Reflection involves several definitions that describe it, for that reason, two aspects are taken into account to deeper understand what reflection is about such as reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is carried out from a series of steps cyclically that giving a process as a result, according to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience involves "a kind of reflective dialogue with the situation, where language would facilitate the access to individual's experiences that provides a new change of the situation"

The stages of the reflection process are highlighted in the following scheme (**Figure 2**)



Reflection as thematic

The reflection conception is based on a subject that is related to this concept. For doing so and being taken as reference Grimmet *et al* (1999) cited by Correa *et al* (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of experience. The external aspects, the source of knowledge that lets reflecting; and the contextual aspects on the first two perspectives is which

allows reflecting in the third perspective. In this way, these perspectives have mediators, so that this process is executed; in the first instance, the action, the context, the colleagues and the same person who reflects are found.

Reflective practice

Update and qualify the academic projects at the university and guiding the students to new ways of getting involved to the world, it is essential that teacher wonder about his own practice and the impact produced in order for him to be able to identify his behavior, and taking different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; it acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge related to changeable circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice, class spaces require a particular focus aimed at understanding and social interaction.

With regards Van Manen (1997) pointed out three different levels of reflexivity, firstly, reflection is essential to select the teaching strategies that the teacher will use. Secondly, implementing educative criteria to the teaching practice to make pedagogical decisions adopted to the reality and the contexts, and thirdly, an elaborated reflection of questioning of ethics, normative and morals criteria directly or indirectly related to the classroom.

Pedagogical practice

It is considered to establish a methodological conceptual operation of classification of the practicum to analyze and reflecting about the practicum, for that reason Zeichner (1987) who pointed out some practice modalities such as Academic practice and Social practice efficiency.

Academic practice

It is addressed of training teachers who are able to reflect about the courses taught in order to change them in comprehensible structures for the students.

Social efficiency practice.

The aim is to achieve an effective teaching through the application of didactic techniques that are deducted from general principles to which has reached the pedagogical research. In this case, reflection consists of a strategic decision: “To select between the ranges of available techniques of what are considered the more effective”. This is the way to proceed in the technical rationality.

Developing

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

Social reconstruction

The aim of reflection is the social, economic and political context in order to implement democratic relationships into the classroom, and those must be equals and fairs in the social context.

Generic

Programs refer to reflection in a generic way; but they do not specify clearly the pretensions of programs and even the contents about what to reflect or the strategies to promote reflective learning

Reflective activators

Teacher about life into the classroom; they compose the element of reflective thinking that provides an aid to the teacher's knowledge in order for him to take decisions in the classroom.

Critical element of the reflective thinking

With regards Sparks-Langer y Colton (1991:39) pointed out that, this element of the reflective thinking is based on "the morals and ethics aspects of the compassion and the social. Justice". It is to say the interest that concerns the social justice and the ethic into the education.

Methodology

The methodological strategy is based on the continuous reflection as the focus that is comprised of doing meetings to strengthen the collective of the practicum as initial space, which relates to the educative and working issue; the organization principles are autonomy, planning and self-observation.

In order to review the effect of the project based on reflection of this practicum process. It will be socialized and will take systematization. Additionally, this study focuses on the

qualitative research approach from the reflection perspective as professional field, which will contribute highly to the description, identification and the analysis of the pedagogical practice.

This project will be administered some instruments to gather data:

Reflection Workshops

The reflection workshops guide the reflective process of the Pre-service teacher however, they will be able to socialize and sharing experiences of their work to enrich their process and add new tools that changing their pedagogical practices.

In terms of reflection workshops, only one was developed so, this workshop was designed to share the experience that we had with respect to institutional observation and some challenges that education system has had today.

These spaces help the student to feel advised regarding their teaching practice, since the opinions of others are shared in a positive way and at the same time it allow the practitioner to observe the shortcomings that he have to improve for better guide his students inside a classroom. In conclusion, these reflective workshops are a very useful tool for the development of the integral practice of each student since through these, the practitioner can analyze and self-evaluate his own practicum developed in an educational environment. ([Appendix 10. example of reflection workshop](#))

Self- observation sheet

The self-evaluation sheet aims to guide the Pre-service teacher towards his/her own view of the exercise of the role as a teacher into the classroom and the setting of the educative community where the teacher belongs.

During all this time, the self-observations made by the practitioner was only one, in which there was the opportunity to analyze the pedagogical practice carried out during the weeks developed in the classroom with the students in charge. Some of the topics to reflect on were: the planning of the classes, the development of the lessons, the activities taken into account to carry out in the classroom, the resources used for the students and the teacher in the classroom, the atmosphere managed in the classroom, the preparation that the pre-service teacher had regarding the cases of people with some cognitive, motor or psychological difficulty and finally how was the evaluation process that was taken into account to measure the knowledge acquired.

All these aspects helped the teacher in training to reflect on his own methodology for the classes and the way he was prepared to guide the different lessons. ([Appendix 11. self-observation sheet](#))

Narrative

The reflection exercise allows the student to express about his/her work through the narrative of his/her experience as a way to make sense to the daily life of the teacher.

Currently only five narratives have been developed, which have been sent to our practice tutors, within these writing exercises, the student practitioner was able to express and give their opinion regarding the topics exposed in each one: such as learning styles of the students with whom the practitioner is involved in their teaching, the current problems that the country is experiencing with the Covid 19 pandemic, the challenges of the educational system regarding the change of study modality, among others. so, all these spaces for reflection contribute to the improvement of the teaching practices of each student in training. ([Appendix 12. Narrative models](#))

Classes recording

It would be essential to take evidences from the Pre-service teacher actions into the classroom to reflect about different aspects that the Pre-service teacher maybe or not took into account through the reflection exercise, those classes recording aim to allow an external and constructivist view of their pedagogical practices.

In terms of class recordings, it is necessary to clarify that these could not be carried out given the current situation of the country with respect to the pandemic that threatens the world.

Population

This study would be focused on thirty students of tenth semester, Pre-service teachers of the foreign languages program English and French of the University of Pamplona while the first academic semester of the year 2020.

Direct beneficiary population

Pre-service teachers

Supervisor teachers

Student community to develop the practicum

Indirect beneficiary population

It is composed by the program of foreign languages teachers. The results will provide the view of the agents of the program about their collective practices of the practicum

Institutional agencies joined to the project

Foreign languages program

Communication and languages department

Education faculty

External institutions involved with the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La Presentación

Normal Superior de Pamplona

Colegio Provincial San Jose

Colegio Jose Rafael Faria Bermudez

Institución Educativa Cristo Rey

Institución Educativa Técnica Agropecuaria de San Fernando Bolívar

Table 9.

research component timetable

	March				April				May			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4
Activities												
Reflective Workshops				X								
Narratives		X	X						X		X	X
Self-observation sheets			X									

Reflection

Being a teacher today is one of the best opportunities that many of us have in society, since the fact of transmitting knowledge to other people is a job that requires passion, patience preparation, and dedication. Planning classes, sharing a space with students, guiding them and putting ourselves in their shoes makes us second parents to them. Today education has changed a bit thanks to the resources that the national government, other important entities in the country and parents make so that their children receive a quality education, the teachers' routine is difficult because behind that hour that they impart knowledge in their classrooms, there is a lot of time of preparation, in terms of searching for suitable topics for the students, the creation of didactic material, the creation of evaluations, all those elements that make a class very interesting.

Today education is going through an emergency situation where classes have gone from being face-to-face to be virtual, the teachers in training have had to work many hours so that the

learning that took place at one time in the classrooms was not lost, that is why most have had to adopt different learning strategies. Some of them develop workshops, others use virtual tools to continue teaching their lessons, others use social networks to send material. All this has made us aware that when we have things we often do not take full advantage of them, otherwise we complain. That is why parents, students and teachers must take education as something fundamental in the life, take advantage of every moment, every learning space to form ourselves and be someone with principles and values for contributing to the society.

During the experience that the teacher in training has had during the execution of his professional practice, he has been involved in the control of the discipline, the transmission of knowledge to his students, in many activities that have made his experience as a teacher in the scope of primary and secondary education increases. His role in the institution lately was the design of workshops where topics such as the use of verb tenses, grammatical structures, and tutorial videos were explained so that the topics were clear to his students. The support in terms of virtual tutorials for the clarification of doubts regarding the topics, all these aspects have become part of the integral practice that the practitioner has developed.

In the same way, using this new modality that the institution adopted, the work has been more virtual than face-to-face, the students receive the material and carry out the activities that the teacher proposes to them in a booklet containing various workshops, these booklets are distributed in each municipality to each student in order not to crowd many people since they are the indications that the national government issued to avoid the spread of Covid 19.

Conclusions

It is important to point out that having had the opportunity to reflect on my teaching practices would help me to create a positive impact on both the students and my experience as a guide teacher and provider of learning spaces. Each critical analysis of my own practicum encouraged every day more that desire to do a good job and share the knowledge that I once had the happiness to acquire during a long process of learning foreign languages.

The fact of being a teacher does not only imply knowing the area of knowledge that we are in charge of, it implies dedication, group management, discipline, to know the school environment, the opinions of the students, it requires long hours of work planning for that a class does not become just something monotonous, on the contrary, it is a space that motivates students to be someone of good for society. Likewise, this experience opens the practitioner teacher mind to receive constructive comments to enhance his methods when teaching.

Chapter III: Outreach Component Macro-project

Introduction

The participation in global policies in the academic, cultural and economic fields motivated the Colombian Government to promote the foreign language learning process in different education sectors in the country, so that citizens have the opportunity to participate in cultural exchanges to enable them to access to conditions more equitable regarding the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, the Ministry of National Education presented in 2004 its policy of bilingualism pointing at *"having citizens able to communicate in English with internationally comparable standards that place the country in universal communication processes, in global economy and in cultural openness"*. Thus, this Ministry has been implementing a wide variety of strategies at different levels of education towards the achievement of this goal; a clear example of it is the creation of English quality standards for primary and secondary education, the definition of a solid and coherent assessment system and the development of training plans.

This program has been developed in the whole country and it has integrated the work done by the education's secretaries, public and private universities and language schools. Nevertheless, the results obtained now have not been very encouraging since this program has not included many of the educational establishments of the nation.

Regarding primary school, the National Government tends to the extension of the coverage of English learning to children, since many of these educational establishments do not

have an English teacher who orientates teaching-learning processes and thereby the results of the applied national evaluations are not very favorable.

The University of Pamplona, in its public institution capacity, forming trainers of trainers and more specifically the Foreign Languages English-French Program, has approached to the reality facing that the primary school faces in the city with regards to the National Bilingualism Policy. Many of the educational institutions of this city do not have an English teacher to meet the training needs of the primary sector.

Recognizing this reality and the problems that it generates, this proposal aims at meeting primary children's needs and integrating the formation of foreign language program French-English pre- service teachers to the educational reality of this sector to reduce the gap generated between public and private schools in the area of foreign language.

Governmental policies identify the problematic, however the attention of them is not regulated, and it needs effective support, for the concrete case, foreign languages teachers in order that student's exams and tests results are in agreement with the proposals of "*Colombia la más educada*".

Justification

The learning and acquisition of a foreign language, allows to be to the forefront of the own needs that nowadays the world demands. It is therefore that the mentioned process needs to be implemented and worked from the beginnings of children education so that at the end of their basic education, they have bases allowing them to continue with the learning process in the

secondary education, vocational average and in higher education, aiming at achieving more trained people in this area.

This project aims at creating an awareness of teaching English in primary schools in Pamplona city, contributing to the foreign language basic formation, which is essential in this globalized world. Consequently, it is carried out as part of the outreach component developed by pre- service teachers of the Foreign Languages degree at the University of Pamplona, as a way of contributing the strengthening of English teaching in the primary education field.

The development of this project enhances in a high level both the institutions and the students of the city, and the Foreign Languages Program and the pre-service teacher who carry out practicum. This benefit results in the possibility that primary school students have to get a contact with the foreign language and in the same way, for students who are on the point of completing their training program allowing them to know the reality and the educational needs to contribute in the processes of improvement of those needs.

Objectives

General Objectives

- To address the English formation needs of primary school children in Pamplona.
- To integrate foreign language student/teachers training of the foreign language degree English-French, to the educational reality of the teaching process in the primary school in Pamplona.

Specific objectives

- To encourage 1st and 2nd grades students to acquire English vocabulary through the implementation of short stories.
- To enhance the students' creativity stimulating their love of reading through the implementation of short stories
- To implement short stories in order to improve students' oral and written skills.
- To recognize the main aspects of a short story
- To make the primary school children become familiar with Basic English knowledge.
- To involve students in the English teaching process in the primary school in Pamplona.
- To articulate the formation of pre-service teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Typology of the project

This is a formative project, belonging to the area of curriculum; opened to the institutions in which the Integral practicum is carried out and the basic primary training is offered in Pamplona city. This study takes part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to social projection; it goes beyond to the institutional space and makes possible the joint of foreign language degree to the Pamplona's community. The main

pedagogic and communicative aim places inside the institutional lines of projection and extension to the community of the University and of the degree.

Contribution lines

- Contribution to the academic formation in Foreign Languages.
- Citizen training (attention to problems of the educational environment tending to diminish the inequity of the educational system).
- Projection of the school Community to University and Program level

Theoretical framework

Teaching languages

Languages international policies

The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to refer to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood through the multilingual education. (Cruz M, Loyo G, & Mendez E, 2011).

The UNESCO considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESCO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is important, but always taking into account the cultures, they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program

Colombia, as other countries in Latin-American and the world, has adopted academics policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human-development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

The follow chart shows the levels to be reached by the National bilingual program to the year 2019:

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

Fuente: Adaptado de Altablero (2005).

Figure 6. Expected levels in the target language

Bilingualism

Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary School

According to Yesser A, & Chacon C, (2011) ‘the process of acquiring a foreign language is a complex process in which there are cognitive and affective factors from the learner, in the same manner there are some sociocultural and educational factors including the curriculum, the methodology and the formation of the foreign language teacher’. In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement, Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE, “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua”

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ in saying that the terms ‘learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production

Is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore, at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production

In this phase, one or two words/ phrases are said. It recommends to focus on the meaning omitting grammatical mistakes.

Extended speech

In this period, the child is able to say complete phrases and to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language

Yesser A and Chacon C, (2011) cite Ausubel (1986), who state that in terms of the cognitive psychology there are many differences among the cognitive skills of children and adults. In relation to the cognition and affectivity, which are presented in motivation, creativity, spontaneity and flexibility that differentiate children from adults. Generally, adults have more problems when talking in a foreign language, consequently, it is possible to say that the age is a factor that affects learning English as FL.

Why to learn a foreign language in primary School?

Madrid and McLaren (1981) who state that there are different type of reasons that justify learning a foreign language in the school. Pointing that the real reasons are pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.
- Children show not only a special capacity of imitating colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.
- Children not only tend to be scare of making mistakes but also acquire and transmit this meaning through gestures and pantomime.
- Children are in a stage of their life in which plasticity of their brains allow them to learn languages. (Cited by Frandiño Y, Bermudez J and Vasquez V, 2012)

To conclude, the learning process of the human being is in function of experiences in the closer context, influenced by the predominant culture and identify their idiosyncrasy and autonomy; especially in the young population in the vital cycle of childhood, where from a great number of theories from the physiological and sociological area. It is stated that learning emerges through the observation and listening to some sounds that give primordial attention to the senses of every individual. Emphasizing that the cognitive process from the mental process address and take a successful conclusion a significant learning in children that are beginning their learning processes especially of a foreign language.

School context

The place where the outreach component will be carried out is “The Institución Educativa Tecnica Agropecuaria de San Fernando Bolivar more specifically the headquarters that are located in different villages of this municipality.

Beneficiary population

Students from 5th grades of two headquarters of the institution mentioned below and at the same time, their two teachers who will adopt some new ideas and strategies to teach English to this population.

Indirected beneficiary population

- Foreign languages program

- Academic community of Pamplona

Institutional dependencies articulated to the project: “The Institución Educativa Técnica Agropecuaria de San Fernando Bolívar”

Micro-project

Flashcard as a tool to practice English vocabulary in 5th grade students at the headquarters of the Institución Educativa técnica Agropecuaria de San Fernando, Bolívar

Introduction and justification

Learning English as a foreign language has become a necessity in Colombia due to the importance of it at the moment of communicating with people from different nationalities and in this way to establish cultural, academic and professional exchanges. The Ministry of Education in Colombia has planned different strategies in order to prepare Colombian citizens to this challenge and the universities that educate the future foreign language teachers are not the exception. One of those strategies is the well-known “National Bilingualism Project” focused mainly on the secondary students, nevertheless it is necessary to think of primary students too, that is the reason why the University of Pamplona has created its own project in order to have a solution to this necessity just as we have seen in the section above.

As we know children have a facility to learn a foreign language and the execution of this proposal will be a great opportunity for primary students of Institución Educativa técnica Agropecuaria to initiate the learning of English as a foreign language using a didactic strategy

because these students do not have an English teacher and their first team say that they do not have the competence to teach this language. In this particular case, we are going to use flashcards for motivating students to learn English since the association between words and images facilitates the memorization. Gardner (1998) encourages the use of this kind of tool thanks to its effectiveness for children because flashcards are not only attractive and colorful but also have a considerable impact, largely related to visual intelligence.

In this order of ideas, the objectives of this component are:

General objective

- To employ flashcards as a tool for teaching English vocabulary to primary students of the Institución Educativa técnica Agropecuaria de San Fernando, Bolívar.

Specific objectives

- To teach English to the 5th grade students of the Institución Educativa técnica Agropecuaria de San Fernando, Bolívar in a didactic way.
- To associate images and words for facilitating the learning of English vocabulary.
- To motivate primary students to learn English as a foreign language.

Methodology

In order to accomplish the objectives of this component, we would teach vocabulary using flashcards to two groups of two headquarters the Institución Educativa técnica Agropecuaria de San Fernando, Bolívar. Each week, we proposed to work during two hours with

each group and we wanted to teach each week a specific vocabulary. For developing the classes, we wanted to follow the 5 stages proposed by McMullin (1992) which include warm- up, introduction to a new lesson, presentation of the topic, practice activity and evaluation.

Due to the current situation that is presented in our society nowadays, it could not be possible to implement the planned classes with the topics discussed below with the students, on the contrary, a work strategy was adopted to develop printers at home, these printers are made up with several subjects, among them is English. These English workshops were designed by the teachers in charge of the primary. The work that the practitioner has been carrying out has been related to tutoring the children and parents who accompany them for the development of exercises that are sometimes not understood by them.

This has been a very rigorous process since the agglomeration of people is prohibited, for that reason when the child needs advice it is necessary for his parents to write to the student practitioner on his WhatsApp to let him know of the tutoring, he chooses an hour and meets with the child, it is explained to him and he develops the workshop. ([Appendix 13: tutoring with the students](#))

This developed work has allowed the pre-service teacher to collaborate and make his knowledge available to the student community. In the same way, this has helped him in his practice to adapt to different populations, in this case the children who need a little more support in terms of explanations and accompaniment in the teaching-learning process.

To conclude, it is necessary to make clear that at the beginning of the practice, the use of flashcards was the strategy that the pre-service teacher wanted to use to teach English in primary school with the fifth grade, but given the health emergency, this project could not be put into

practice, on the contrary, the need of elementary students to want to learn English was met by putting into practice tutorials in which a topic was explained and mechanization exercises were carried out so that the learning acquired there was meaningful.

Table 8

Timetable proposed for the outreach component

Week	Population	Topic	Hours
1	San Fernando headquarters, 5 th graders	Greetings	4h
2	San Fernando headquarters, 5 th graders	The Colors	4h
3	San Fernando headquarters, 5 th graders	The animals	4h
4	San Fernando headquarters, 5 th graders	The numbers	4h
5	San Fernando	The Days of the	4h

	headquarters, 5 th graders	week	
6	San Fernando headquarters, 5 th graders	The months of the year	4h
7	San Fernando headquarters, 5 th graders	The fruits	4h
8	San Fernando headquarters, 5 th graders	Members of the Family	4h
9	San Fernando headquarters, 5 th graders	Feelings and Emotions	4h
10	San Fernando headquarters, 5 th graders	The clothes	4h
11	San Fernando headquarters, 5 th graders	The parts of the body	4h
12	San Fernando headquarters, 5 th	The classroom	4h

	graders		
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Conclusions

Working with elementary students has contributed in a positive way to the teaching practicum, since thanks to the development of some tutorials spaces during the health emergency it can be shown that students at this stage really have the desire to learn something new for them as it is to learn a foreign language, the ability to acquire and analyze vocabulary, simple grammar structures and aspects of the language becomes for them a funny opportunity of learning. Likewise, this meaningful learning spaces motivated that the students could arrive with more knowledge to secondary which, facilitated the acquisition of knowledge in the English language and it would be easier to interact and develop the activities proposed by their future teachers. In the same way these students will become motivated to learn another language to accomplish their dreams, it could be to travel abroad and know different cultures to increase their knowledge in terms of learning languages.

Chapter IV: Administrative component

Introduction

During the teaching practicum and as a pre-service teacher in different school settings, we become an important member of these establishments that is the reason why we as participants have to be immersed in every activity or event developed. This essential part of the process allows us to learn, to share ideas, to have big responsibilities, to be in deep into the educational field and to contribute to the improvement of each public institution.

When we participate actively for instance in parent's meetings, cultural events, supervision of students, going to the catholic activities, and controlling student's discipline, we take an important role within the institution since these aspects become our daily routine and for that reason we must always have positive aptitude and be prepared to conduct them. Furthermore, when this component is put into practice, the pre- service teacher gains experience and benefits for his future professional career in the educational fields, it means when the teacher arrives to a new educational context, he will have the experience for facing educational challenges.

To sum up, this fundamental space allows to a teacher to express and demonstrate what he has learnt along the road in terms of pedagogy, didactic, linguistic and cultural aspects.

General objective

- To be part and participate in the academic activities and cultural events organized by the Institución Educativa Técnica Agropecuaria de San Fernando Bolivar.

Specific objectives

- To support the members of the institution when developing academic and cultural activities.
- To participate actively in the activities required by the institution.
- To provide the experiences as a foreign language student at the moment of organizing or executing institutional activities.

Methodology

When we become a teacher of an institution, it is necessary to keep in mind that we have to take part in some of the activities proposed by the same for a specific period of time; for doing that it is essential that the teacher has a good motivation when collaborating in extracurricular activities because they will allow to him to use better strategies and apply what he knows with regards to the organization of events in the educative institution. In this way, practitioner teacher has to show his talent doing and organizing this kind of activities in order of becoming an active member of the academic community.

The following schedule shows the series of activities in which the practitioner teacher took part within the public institution in San Fernando Bolivar.

Table 11.

Administrative project timetable

CRONOGRAMA ACADÉMICO 2020			COMISIONES DE EVALUACIÓN Y PROMOCIÓN		ENTREGA DE INFORMES A PADRES	
SEMANA DE INDUCCIÓN BIENVENIDA A ESTUDIANTES: ENERO 7 AL 13			PERIODO I MARZO 24 AL 27	ABRIL 2	JULIO 10	
I ENERO 13 A MARZO 20	HASTA MARZO 20	HASTA MARZO 28	PERIODO II JUNIO 15 AL 20	SEPTIEMBRE 25	SEPTIEMBRE 25	
II MARZO 20 A JUNIO 12	HASTA JUNIO 12	HASTA JUNIO 20	PERIODO III SEPTIEMBRE 14 AL 18	PERIODO IV COMISIONES DE PROMOCIÓN NOVIEMBRE 20 AL 29	CLAUSURA: NOVIEMBRE 29 GRADOS: NOVIEMBRE 29	
EXAMEN SEMESTRAL ES JUNIO 8 AL 12	HASTA JUNIO 12	HASTA JUNIO 25	SEMANAS DE DESARROLLO INSTITUCIONAL			
FINALIZACIÓN DE SEMESTRE, RECESO ESCOLAR DESDE JUNIO 17 HASTA JULIO 7			PRIMERA	6 AL 12 DE ENERO		
III JULIO 6 A SEPTIEMBRE 11	HASTA SEPTIEMBRE 11	HASTA SEPTIEMBRE 16	SEGUNDA	6 AL 12 DE ABRIL		
IV SEPTIEMBRE 14 A NOVIEMBRE 20	HASTA NOVIEMBRE 20	HASTA NOVIEMBRE 20	TERCERA	15 AL 21 DE JUNIO		
			CUARTA	5 AL 11 DE OCTUBRE		
			QUINTO	22 AL 29 DE NOVIEMBRE		
			SEMANAS DE DESARROLLO INSTITUCIONAL			
			ENERO			
			1ª SEMANA DE DESARROLLO INSTITUCIONAL			
			ELECCIÓN DE REPRESENTANTES DE LOS DOCENTES AL CONSEJO DIRECTIVO Y ACADÉMICO			
			FEBRERO			
			ELECCIÓN DE Y CONFORMACION DEL GOBIERNO ESCOLAR			
			CARNAVAL ESCOLAR			
			MARZO			
			DÍA DE LA TIERRA			
			DÍA DE LA INSTITUCIÓN			
			DÍA DE LA MUJER			
			ELECCIÓN DE PERSONERO ESTUDIANTIL			
			ABRIL			
			INAUGURACIÓN DE JUEGOS INTERCURSO			
			VÍA CRUCIS Y FESTIVAL DEL DULCE			
			SEMANA SANTA			
			3ª SEMANA DE DESARROLLO INSTITUCIONAL			
			ENTREGA DE INFORMES ACADÉMICOS Y CONVIVENCIALES A PADRES DE FAMILIA			
			DÍA DEL IDIOMA			
			DÍA DEL NIÑO			
			MAYO			
			FIESTAS PATRONALES			
			DÍA DE LA FAMILIA			
			JUNIO			
			DÍA DEL ESTUDIANTE			
			EXAMEN SEMESTRALES			
			RECESO ESTUDIANTIL			
			4ª SEMANA DE DESARROLLO INSTITUCIONAL			

Estimado Docente Recuerde: Al inicio de cada Período debe presentar a los estudiantes los Objetivos, Desempeños, Metodología y Criterios de Evaluación. Realizar Evaluación dialógica participativa y formativa, con registro y evidencia del proceso.

During the time worked in the institution, the pre-service teacher had the great opportunity to participate in several extracurricular activities that were developed throughout that time. Some of them were: the carnival of the institution which took place on February 19, 2020, the election of the school government which took place on February 14, 2020, the birthday of the institution and in advance the Earth Day that took place on March 11, 2020. All these activities were developed on the enclosure of the main headquarter of the school. In the same way, it can be said that through the development of these activities, the student-practitioner learned to share responsibilities regarding the organization of some materials for using the respective days of the

events and the discipline management of some courses that participated in the development of these extracurricular activities. the teacher learned how important these activities are for students sometimes, since they are spaces that make them work in groups, share their creativity, give their opinion. The fact of guiding a course requires a lot of responsibility to work with them overtime so that what you want to present is good and they feel comfortable and committed with the activity.

Some of the activities in which the practitioner teacher participated within the institution were: the institution's carnival, the institution's birthday, Earth Day celebration and finally the election of the school government.

the institution's carnival

The first activity was "the institution's carnival", in which all grades participated. In this event the students showed their talents in terms of dance, creativity, and singing. During this event, I had the opportunity to be part of the jury in charge of choosing the best dance and also choose the queen who would represent the institution in the municipal carnival.

The following pictures evidence the event:



Figure 7. the institution's carnival

The institution's birthday and Earth Day celebration.

In this activity, all members of the school attended a mass in which the institution was blessed and his birthday was sung, in the same way there was a small conference for the students by a graduate of the institution, on this same day, the Earth day was celebrated in advance, where each grade had to show alluding posters to this day, my role as a teacher was to be in charge of eleventh graders.



Figure 8. The institution's birthday and Earth Day celebration.

Election of the school government

During this activity, the student practitioner had the opportunity to be presented to the parents of the students belonging to all the courses, then each parent went to the corresponding course of their child where the choice of government would take place.



Figure 9. Election of the school government.

Conclusions

At the beginning of a pre service teacher practicum, almost all teachers of the assigned institution treated the practitioner teacher as one more teacher. It is a pleasure to be able to participate in a process in which all the members of the institution become one, to meet objectives that seek the personal benefit and growth of students. Along this process, the practitioner teacher was able to recognize how the educational institution organizes, prepares and develops different activities that allow the interaction of all the students, educators and administrators, as well as external people. In brief summary the school is not only a place where students go to study, but the contrary there they can also learn how to be part of diverse and large society. Equally this educational spaces provide to the pre-service teacher an opportunity to grow his knowledge in terms of responsibilities and creativity to organize activities.

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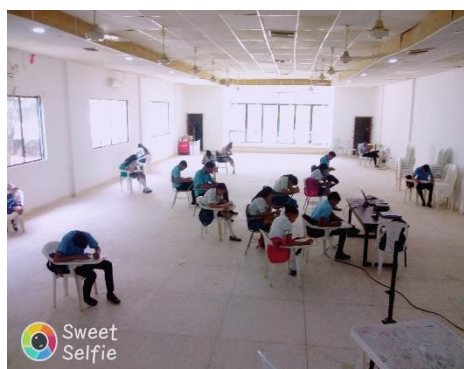
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APPENDICES

[Appendix 1. Evidences of first workshop](#)



Appendix 2. Planning of the first workshop

GROUP: Eleventh graders	LEVEL: B1	DATE: 10th-13th Mars
<p>LINGUISTIC OBJECTIVE:</p> <p>To familiarize students with the vocabulary related to the fables and its characteristics.</p>	<p>COMMUNICATIVE OBJECTIVE:</p> <p>To know what is the practitioner project about and express in a simple way, the previous knowledge about fables and its characteristics.</p>	<p>SOCIO-CULTURAL OBJECTIVE:</p> <p>To distinguish the most common fables that are really known in Colombia</p>
<p>MATERIALS:</p> <p>Computer, projector, slides, speakers, the whiteboard and</p>		<p>TOPIC:</p> <ul style="list-style-type: none"> • Presentation of the project • Knowing main concepts about fables

STAGES	DESCRIPTION OF THE ACTIVITY
<p>INTRODUCTION (5min)</p>	<p>At the beginning of the class the teacher is going to greet the students, and he will ask to them ¿how are you? if they are fine, sad, or happy, after doing that, the teacher will say to the 11th graders the sequence that the class will follow: The presentation of the pre-service teacher project, the presentation of the definition of fable and its characteristics with the help of a video about <i>aesop's fables</i>, and the application of a diagnostic test. Afterward the teacher will start the class.</p>
<p>EXPLICATION(1h30min)</p>	<p>In order to start the presentation of the pedagogical component of the practitioner project to the students, the teacher is going to use some slides APPENDIX 1 that will show them the title, the justification, the objectives, the methodology, the chronogram of the workshops and some strategies that he will follow to put into practice the project inside the students' lessons.</p> <p>During this part, the pre-service teacher will try to clarify all the aspects that he will take into account while conducting this pedagogical project along the academic calendar. When the teacher finishes the explanation, he will ask to the graders if they have questions about the methodology that the practitioner will employ through this process, if students have doubts the teacher will try to solve them with his knowledge regarding to this component.</p> <p>When the project is explained and equally understood, the teacher will continuous with the next activity that will be the explanation of the term “<i>Fable</i>”, its characteristics, its functions and also what a moral is In order to graders better understand this topic, the teacher will project some slides APPENDIX 2 that will allow to them to take notes and appreciate the different definitions of the key aspects of a fable. In addition to that, the teacher will implement some colorful cards APPENDIX 3 with some important words in English and its meaning in Spanish, for instance: Fable, animals, main characters, moral, story, lesson, message, Personify, and convey, those words can be useful to the students understand the topic in a general way. Furthermore, with the help of a short video APPENDIX 4 about an aesop's fable, the teacher will analyze if the students understood the topic explained by the pre-service teacher. This video shows a famous fable entitle “<i>the wolf and the crane</i>” written by Aesop, so the idea is that the teacher will play the video without sound in order to catch the students' attention, and then, he</p>

will ask questions like:

- What was the story about?
- Who was the main character?
- What was the situation presented in the fable?
- where the fable was developed?

Thereafter, the teacher will play the video again but this time he will put the sound for students listening the voice of the characters playing in the fable. And then the practitioner will ask the same questions in order to analyze if they caught something more after listening the voice and the conversations, this activity will allow to the teacher to do a comparison between the two exercises that will be carried out.

EVALUATION(25min)

When finishing all planned activities, the teacher will give to the students a short test took of a ICFES format [APPENDIX 5](#) and he will ask to students to be separate and autonomously answer the test, in order to him evaluate the previous knowledge that students have regarding to the reading comprehension.

[Appendix 3. Planning of the future workshops](#)

Workshop #1

GROUP :Eleventh graders	LEVEL: A1	University of Pamplona
LEXICAL OBJECTIVE: To identify the unknown vocabulary that can be found in a fable.	COMMUNICATIVE OBJECTIVE: To describe the main information related to the facts that appear in the fable.	SOCIO-CULTURAL OBJECTIVE: To distinguish the most common fables in Colombia written in a different language (English)
TYPE OF MATERIALS: Fable, worksheets, video		TOPIC: The Fox and the Crow (Esopo)
SKILLS	STAGE	DESCRIPTION OF THE ACTIVITY

	<p>Post reading:</p>	<p>to play a video ANNEXE 3 of this narration in order to have a significant reading and the students have to pay attention and try to repeat this in this way the students will know and become familiar with the pronunciation of the words. Next, the teacher will give each student a worksheet ANNEXE 4 that contains different global and detailed questions they have to answer individually; so, the teacher will ask the students to answer those questions. Before the students begin to read, the teacher will read and explain each question so that the students understand very well what they should do.</p> <p>After the students have answered the questions, the teacher will make a socialization of the answers. For this, she will select different students at random which will tell their answers, if these are not correct among the whole group he will give the correct answer. Finally, when this activity has been finished the teacher is going to propose a worksheet ANNEXE 5 to the student to change the end of the fable using their own creativity and afterwards he is going to select some of them to read what they did. To evaluate the shorts writing that the students will bring to the teacher, he is going to evaluate them with the help of a writing rubric. ANNEXE 6</p>
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Workshop #2

GROUP :Eleventh
graders

LEVEL: A1

University of Pamplona

	<p>Post reading:</p>	<p>After the students have answered the questions, the teacher will make a socialization of the answers. The teacher is going to ask student if they lived it, if they have questions about something related to the fable, also how did they feel after reading?</p> <p>When this activity has been finished the teacher is going to give the student a worksheet ANNEXE 4 that contains only the moral of the fable. In this way, the students should explain with their own words what they think that moral means and also how they can apply it in their daily life. To evaluate the shorts writing that the students will bring to the teacher, he is going to evaluate them with the help of a writing rubric. ANNEXE 5</p>
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Workshop #3

GROUP :Eleventh graders	LEVEL: A1	University of Pamplona
<p>LEXICAL OBJECTIVE:</p> <p>To recognize the grammatical tenses in English through the forms</p>	<p>COMMUNICATIVE OBJECTIVE:</p> <p>To describe the characteristics of the main characters in a narration .</p>	<p>SOCIO-CULTURAL OBJECTIVE:</p> <p>To know some details about the fable through the use of questioning.</p>

of the verb.		
TYPE OF MATERIALS: Fable, worksheets, video		TOPIC: The Tortoise and the Eagle (Esopo)
SKILLS	STAGE	DESCRIPTION OF THE ACTIVITY
Reading Comprehension	Pre-reading:	<p>Before start with the reading, the teacher is going to say the student that they are going to read a Aesop's Fable but before doing that, the teacher will give them a worksheet ANNEXE 1 that will allow to familiarize the students with the verbs that they are going to find at the moment to read the fable proposed for the reading comprehension that will be developed. This didactic material will allow them to classify for better understanding the reading, because it is a worksheet that allow the students to remember some grammatical tenses that are important when learning English as a Foreign Language.</p>
	While reading:	<p>Afterwards, when the students have finished the exercise, the pre-service teacher is going to ask some students to read and share with the class the way they classified the verbs.</p> <p>When the teacher has finished with the exercise, the teacher will give to the students another colorful worksheet ANNEXE 2 with the fable that they are going to read “The Tortoise and the Eagle”. To read the fable, the teacher is going to ask the student, to do it individually and if they have questions they can ask to him. Thereafter the reading, the teacher will give each student a worksheet ANNEXE 3 that contains some images about the main character of the fable, in order to students describe the characteristics of each one and the role they have in the narration.</p>

Post reading:

After the students have answered the questions, the teacher will make a socialization of the information required and after that he is going to propose to student to write in worksheet [ANNEXE 4](#) some possible questions they would like to ask to the writer of the fable. In order to know more specific details, they want to know about the manner the author wrote this fable. In the same way, to evaluate the shorts writing that the students will bring to the teacher, he is going to evaluate them with the help of a writing rubric. [ANNEXE 5](#)

Appendix 4. development of the English classes



Appendix 5. Example of planning used for the classes

Institution : IETASF

Supervisor: Aldo Jaider Pupo Rodriguez

Practitioner teacher : Heiner Torres

Course: 11°

Topic: Present perfect

Foreign Language Program

LINGUISTIC OBJECTIVE

To learn the rules, the structures required to use the perfect present tense in simple sentences.

COMMUNICATIVE OBJECTIVE

To describe the actions that one of your classmates has been doing in the classroom during the development of the class.

Date: 02/03/2020

Homework

Students have to look for information about the use the past perfect.

Stages

Description of the activity

Time (min)

<p>Warm up</p>	<p>To start the class, the teacher will greet the students using English to contextualize the students with this language, then the teacher will write on the board the date corresponding to the day of the class. Immediately the teacher with the help of some pedagogical cards, will make a brief introduction to the topic in order for the students to participate and deduce themselves which topic they will see in the class. For this activity the students will have some didactic cards where they must put together taking into account their knowledge a sentence that is in the present perfect, the students must take into account the grammatical structure to form the sentence, since this topic will be a review that they will have.</p>	<p>10 minutes</p>
<p>Introduction of the topic</p>	<p>To introduce the topic the teacher will write many sentences on the board with the help of various colors of markers, so that the students can identify the elements that a perfect present sentence must have, then the teacher with the help of the students will begin to explain all the elements that the sentence has so that the students realize the aspects that are important in the sentence of this type.</p>	<p>10 minutes</p>
<p>Presentation of the topic</p>	<p>To continue learning more about the present perfect, the teacher with the help of a</p>	<p>20 minutes</p>

grammar book, will begin to explain how this time is used, what it is used for, and then write on the board the respective rules that the student must take into account for learn this topic and the structure it must follow to form sentences. When this has happened, the teacher will ask the students if they have any questions about the topic or if they understood what was explained. This activity will be carried out collaboratively since the students already know a little about the subject.

Practice activity

Linguistic activity: the teacher will give the students a copy where they must put the verbs that are in the parentheses in the past participle and must take into account the pronoun to put if it is has or have inside the text. 20 minutes

Communicative Activity: the teacher will give the students a time of 5 minutes for them to make sentences using the perfect present, taking into account the actions that their classmates carry out in the classroom.

Appendix 6. Non-participant observation

NON- PARTICIPANT OBSERVATION

Supervisor: Aldo Jaider Pupo Rodriguez

Date: 10/02/2020

Grade: Eleventh grade 1

High School: Institución Educativa Técnica Agropecuaria de San Fernando Bolivar


Observer (Pre-service teacher): Heiner José Torres

ITEMS OBSERVABLES		OBSERVATION
TEACHING STYLE	Organization and Method	The teacher uses the Grammar-Translation method during class execution
	Classroom Management	When the students talk a lot and are distracted, the teacher gets up from her chair and starts asking questions on any topic to see how focused the students are.
	Participation	Students answer the teacher's questions when they understand the topic and are sure of what they are going to say.
	Teaching Strategies	The teacher uses the board as a strategy for her students to understand everything, she also uses a book and the dictionary to guide the class.
	Use of the Mother Tongue	The teacher uses Spanish too many times to give instructions, sometimes to explain the topic
	Use of the Foreign Language	The teacher uses English to say good morning, sometimes to pronounce some words that the students ask her and also to read some examples that she gives during the class.
PERSONAL COMMUNICATION	Verbal and Non-Verbal Teacher Behavior	Volume of Speech, Rhythm of Speech The teacher has a high tone of voice, always opts for all the students to listen to what she is saying. She speaks in a slow and understandable way.

	Vocabulary	When the students want to know a new word, the teacher tells them to look it up in the dictionary or if she knows it, she writes it on the board and pronounces it.	
	Gestures	The teacher uses many gestures with her body to give directions and explain the topics.	
	Interaction with the Student	Respect for the Student	The teacher speaks to students respectfully and calls them by name at all times
		Accessibility	The teacher answers the doubts, concerns and questions of the students regarding the topic that is being developed
		Feedback Request	The teacher makes the respective feedback so that the students identify where they failed and do not make the same mistake.
USE OF TEACHING MATERIALS AND RESOURCES	Use of the Board	The teacher uses the board to explain the topic with its corresponding examples.	
	Use of Teaching Materials	The teacher leads guides, individual and group workshops, and adeas evaluation always requires the use of the dictionary to work the guides.	

Appendix 7. Journal of the practitioner teacher


<https://drive.google.com/open?id=1KLTdheXOtwghi1rPuLGjUNMZWYNFHOT6>

Implementing narratives to enhance reading skill in 11th graders at a public School in San Fernando Bolívar		
General objective •To implement Narrative Texts to Enhance Reading in 11th Graders at a Public School in San Fernando Bolívar.		Practitioner teacher: Heiner José Torres Álvarez
Specific objectives <ul style="list-style-type: none"> • To use fables as a way to improve reading skill in 11th graders. • To implement the reflection as a transforming tool of the pedagogical process of the practicum. • To employ flashcards for teaching new English vocabulary to primary students. • To be part and participate in the academic activities and cultural events organized by the Institución Educativa Técnica Agropecuaria de San Fernando Bolívar. 		
Date	Activities	Reflection
10th-13th Mars	During the development of this first workshop, the cooperative teacher had an order with regards the activities he wanted to conduct in this encounter with his participants of the project. The agenda was organized into four stages: The presentation of the pre-service teacher project, the presentation of the definition of fable and its characteristics with the help of a video about <i>aesop's fables</i> , and the application of a diagnostic test. All those activities took two hours to be well guided.	This first workshop in which the project was presented to the eleventh graders, it was a grateful time since the atmosphere was quite good the students were interested in each topic that the teacher was explaining, the participants had many knowledge in terms of narratives texts, they knew a lot about the fables and this allowed that the explanation was interactive. They ask questions about the importance of the project, they said that this was a great opportunity for them to increase a little about what they know in terms of English as a foreign language. When they started to listen to me talking in English about the project they ask questions about how can be possible to

		<p>talk in that way in another language, it was the moment in which the conversation became fun, because they never had listen to a person to talk in English during a long period of time.</p> <p>The explanation continued, and it was noticed that they liked the way I explained the project using slides with pictures, shorts paragraphs and tables, they told me that they did not have the opportunity to use that resources in their classes.</p> <p>On the other hand, when the explanation of the definition of a fable started, they took notes in their notebooks and immediately they remembered that those concepts were taught by their teacher of Spanish and literature, so that allowed them to do comparisons between the concept that I was giving them and the concept that they had learnt with their other teacher.</p> <p>They always maintained a smile in their faces because the fable is a topic that they love a lot, they like the way animals talks and act, the way it compares the human being and the animal actions, the manner it gives a moral among others elements that they consider are very important nowadays in life.</p> <p>In the same way, when I played the video in English they recognized immediately the fable, because they had watched it, in a television program "Cuentos de los hermanos green" so that make me feel happy, because they were showing me their interest toward the project.</p> <p>But when I carried out the diagnostic test, I could appreciate that they did not like this type of activities, because they feel nervous and they feel that they are going to get bad results, that's why I started to motivate them using my knowledge and my experience. When</p>
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[Appendix 8. Questionnaire N°1](#)

https://drive.google.com/open?id=1NnVbN0_yJ7BxYSAGHWrs6UnLcFn-Eu0C

<p>Project: <i>Implementing Fables to Enhance Reading Skill in 11th Graders at a Public School in San Fernando Bolivar.</i></p> <p>Questionario N°1</p>	
<p>Nombre:</p>	
<p>Curso:</p>	

a. **Conteste el siguiente cuestionario usando sus propias palabras.**

1. **¿has leído alguna vez fábulas o cuentos infantiles en inglés?**

Sí _____ No _____

2. **¿Te han dejado alguna experiencia al intentar leer textos narrativos en inglés?**

Sí _____ No _____ ¿Cuál?

3. **¿piensas que tu vocabulario te ha servido de base para tratar de entender la idea central de una fábula en inglés?**

Sí _____ No _____ ¿Por qué?

4. **Define con tus palabras ¿Qué es una fábula?**

5. **¿puedes tu identificar los aspectos principales en una fábula, tales como: ¿los personajes, la estructura, etc.?**

Sí _____ No _____ ¿Por qué?

Appendix 9. Answer of the student regarding to the questionnaire

1) ¿Has leído alguna vez fábulas o cuentos infantiles en inglés?
 Si NO

2) ¿Te han dejado alguna experiencia al intentar leer textos narrativos en inglés? Si NO ¿Cuál? ¿Puede desarrollar y ampliar mi vocabulario para adquirir un mayor conocimiento y comprender mejor la lectura?
 Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

3) ¿Crees que tu vocabulario te ha servido de base para tratar de entender la idea central de una fábula en inglés? Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

4) Define con tus propias palabras que es una fábula.
 Es una figura literaria interpretada por animales que da una enseñanza o moraleja y por lo general es ficticia.

5) ¿Crees que puedes identificar los personajes de una fábula en inglés?
 Si NO ¿Cómo? Si, porque a través de mismo vocabulario puedo identificar los personajes que están y así comprender quienes son y hacer que sean en.

6) ¿Puede una fábula en inglés dejarte una enseñanza en tu vida personal?
 Si NO ¿Por qué? Si, porque las fábulas siempre dejan una moraleja que sirve para replicarla a nuestra vida.

7) ¿De que manera le gustaría abordar las fábulas como instrumento de lectura podrían ser de forma oral, también dramatizadas que ayude al aprendizaje de una forma divertida y más fácil.

8) ¿Consideras que la práctica de la comprensión lectora de las fábulas pueden fortalecer para la presentación de las pruebas Saber 11?
 Si NO ¿Por qué? Porque vamos fortaleciendo y ampliando el vocabulario de una forma divertida.

Preguntas

1) ¿Has leído alguna vez fábulas o cuentos infantiles en inglés? Si NO

2) ¿Te han dejado alguna experiencia al intentar leer textos narrativos en inglés? Si NO ¿Cuál? ¿Puede desarrollar y ampliar mi vocabulario para adquirir un mayor conocimiento y comprender mejor la lectura?
 Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

3) ¿Crees que tu vocabulario te ha servido de base para tratar de entender la idea central de una fábula en inglés? Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

4) Define con tus propias palabras que es una fábula.
 Es una figura literaria interpretada por animales que da una enseñanza o moraleja y por lo general es ficticia.

5) ¿Crees que puedes identificar los personajes de una fábula en inglés?
 Si NO ¿Cómo? Si, porque a través de mismo vocabulario puedo identificar los personajes que están y así comprender quienes son y hacer que sean en.

6) ¿Puede una fábula en inglés dejarte una enseñanza en tu vida personal?
 Si NO ¿Por qué? Si, porque las fábulas siempre dejan una moraleja que sirve para replicarla a nuestra vida.

7) ¿De que manera le gustaría abordar las fábulas como instrumento de lectura podrían ser de forma oral, también dramatizadas que ayude al aprendizaje de una forma divertida y más fácil.

8) ¿Consideras que la práctica de la comprensión lectora de las fábulas pueden fortalecer para la presentación de las pruebas Saber 11?
 Si NO ¿Por qué? Porque vamos fortaleciendo y ampliando el vocabulario de una forma divertida.

Preguntas

1) ¿Has leído alguna vez fábulas o cuentos infantiles en inglés? Si NO

2) ¿Te han dejado alguna experiencia al intentar leer textos narrativos en inglés? Si NO ¿Cuál? ¿Puede desarrollar y ampliar mi vocabulario para adquirir un mayor conocimiento y comprender mejor la lectura?
 Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

3) ¿Crees que tu vocabulario te ha servido de base para tratar de entender la idea central de una fábula en inglés? Si NO ¿Por qué? Si, por que voy aprendiendo de las palabras conocidas y así ir comprendiendo sobre qué trata el texto e ir avanzando.

4) Define con tus propias palabras que es una fábula.
 Es una figura literaria interpretada por animales que da una enseñanza o moraleja y por lo general es ficticia.

5) ¿Crees que puedes identificar los personajes de una fábula en inglés?
 Si NO ¿Cómo? Si, porque a través de mismo vocabulario puedo identificar los personajes que están y así comprender quienes son y hacer que sean en.

6) ¿Puede una fábula en inglés dejarte una enseñanza en tu vida personal?
 Si NO ¿Por qué? Si, porque las fábulas siempre dejan una moraleja que sirve para replicarla a nuestra vida.

7) ¿De que manera le gustaría abordar las fábulas como instrumento de lectura podrían ser de forma oral, también dramatizadas que ayude al aprendizaje de una forma divertida y más fácil.

8) ¿Consideras que la práctica de la comprensión lectora de las fábulas pueden fortalecer para la presentación de las pruebas Saber 11?
 Si NO ¿Por qué? Porque vamos fortaleciendo y ampliando el vocabulario de una forma divertida.

Appendix 10. Example of reflection workshop

PRIMER TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Heiner José Torres Álvarez
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Institución Educativa Técnica Agropecuaria de San Fernando Bolívar.
CIUDAD: San Fernando Bolívar
DEPARTAMENTO: Bolívar

- **Responda las siguientes preguntas:**

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

- **¿Qué aprendió durante la semana de la observación institucional?**

R: Durante la observación institucional aprendí muchos aspectos generales que maneja la institución en la que me encuentro haciendo mi práctica, tales como: los deberes de los estudiantes, los derechos de los estudiantes, el cuerpo docente que está disponible para guiar cada asignatura, las directrices que rigen en la institución, algunos aspectos metodológicos usados por los profesores de inglés en sus clases diariamente, de la manera la cual la disciplina es puesta en práctica por parte de los estudiantes y docentes, de igual forma aprendí un poco acerca de la historia de cuando nació el colegio, de cuantas sedes tiene este, los horarios de las

diferentes jornadas académicas, de igual forma aprendí a manejar algunos formatos que son indispensables para la buena ejecución de las clases, tales como actas, listas de estudiantes etc.

- **¿Por qué considera importante el desarrollo de la semana de observación institucional?**

R: estas semanas son indispensable en nuestra práctica, ya que a partir de estas es que nosotros los practicantes tenemos la oportunidad de conocer a profundidad aspectos que la institución maneja para su buen funcionamiento, en este mismo orden de ideas se hace necesario la implementación de dicha observación para que los estudiantes que están a punto de realizar su práctica tengan en cuenta cuales son las falencias y ventajas que maneja la institución en cuanto al área de inglés, cuales son las metodologías de los profesores para dictar sus clases, cuales son los materiales que se utilizan, como se maneja el curso, la disciplina, el tiempo, los diferentes ritmos de aprendizaje. Todos estos elementos antes mencionados le facilitan al docente en formación plantear la propuesta de proyecto que enfocado a esas debilidades y esas fortalezas observadas darán resultado al final de dicho proyecto.

- **¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?**

R: Considero que es importante la socialización con los demás compañeros ya que de esta manera exponemos y damos a conocer nuestros trabajos realizados en las instituciones, también de esta forma le estamos permitiendo a nuestros compañeros que conozcan cual es la realidad educativa que enfrentan las diferentes escuelas públicas en el país.

- **¿Qué se puede aprender mediante dicha socialización?**

R: se puede aprender cuales son las metodologías utilizadas por los colegios para enseñar el idioma inglés, los recursos que cada institución maneja para la enseñanza de esta lengua, dar a conocer algunas instituciones que muchas veces no son tan reconocidas por lo que quedan aisladas de la ciudad y se encuentran más que todo en la zona rural del país.

PRÁCTICA PEDAGÓGICA EN EL AULA:

- **Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?**

R: hoy en día la falta de acompañamiento de los padres en el desarrollo de un niño como ser educado para la sociedad hace falta, los compromisos por parte de estos se están viendo muy aislados y esto hace que los niños y jóvenes no se sientan completos en su entorno. Muchas veces la falta de afecto hace que los niños desvíen su camino y desvíen su camino hacia acciones indebidas. La falta de empleo para los miembros de la familia hace que algunas ves los niños sean los paganos de esto y como una consecuencia se le priva el derecho a la educación por no contar con los recursos necesarios para mandarlos y brindarles un espacio educativo. De igual forma la falta de personas formadas y capacitada para dar una educación de calidad a las personas que se están formando para la sociedad.

- **¿En qué medida ayudan o perjudican dichos cambios?**

R: Estos cambios hacen que los niños y jóvenes muchas veces no se tomen la educación como algo importante para su formación personal por lo contrario estos se ven obligados a realizar actividades que no les dejan buenas enseñanzas, por otra parte, el hecho de no tener personas capacitadas muchas veces hace que los jóvenes y niños no les interesen las clases ni mucho menos los saberes que se les son facilitados.

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

R:

- proporcionar los recursos adecuados para guiar el proceso de enseñanza aprendizaje de los estudiantes en las aulas de clase.
- -adaptar la metodología teniendo en cuenta los estilos de aprendizaje de los estudiantes.
- -ser un guiador y facilitador de conocimiento que sirva para la vida en la sociedad.
- -la comunicación como eje central en el salón de clases.
- **¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?**

R: desde mi punto de vista creo que todos los estudiantes deben tener un acceso a ser educados y merecen mi atención como docente ya que nosotros somos formados para educar a la sociedad sin tener preferencias y sin excluir a nadie.

- **¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?**

R: me preocupa que estén preparados para enfrentar las situaciones diarias que se presentan en nuestra sociedad, de la misma manera me interesa que se formen con un pensamiento crítico para que sus argumentos no sean mediocres ante otros, me preocupa que salgan sabiendo que seguirán formándose y adquiriendo conocimiento para así tener un futuro asegurado y en buenas condiciones.

VIDEOS:

Visualice el siguiente video del link y escriba tres conclusiones

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

Primera conclusión: Muchas veces nosotros como docentes preparamos nuestras clases teniendo en cuenta las necesidades de todos los estudiantes, pero no encontramos en todos ellos el mismo interés por ser parte de la clase, ni por participar en la misma.

Segunda conclusión: Muchas veces los estudiantes pensamos que el perjudicado es el profesor por no prestarle atención en clases, pero no nos damos cuenta que el verdadero daño nos lo hacemos nosotros porque la oportunidad de aprender y estar preparados para la sociedad la estamos dejando a un lado.

Tercera conclusión: No solo el 5% de los estudiantes de un salón debe ser el interesado por ser alguien en la vida, debemos dejar ese pensamiento mediocre a un lado y exigir que toda persona

debe estar capacitada para enfrentar un futuro con buenas bases educativas. Cuando entras a un salón de clases te comprometes a recibir y adquirir el mayor grado de conocimiento que un docente te puede proporcionar.

GRADO DE AVANCE DEL COMPONENTE PEDAGÓGICO:

- **¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.**

R: En cuanto a las intervenciones relacionadas con el proyecto en el aula de clase, puedo decir que ya tuve la oportunidad de tener el primer taller de presentación de este mismo con los estudiantes que serán beneficiados, de igual forma ya aplique un cuestionario para saber los conocimientos previos que estos estudiantes poseen en cuanto a la comprensión lectora de fabulas en inglés y español, durante este primer taller se observó el interés que tiene los estudiantes por participar en el estudio, el buen manejo de conceptos relacionados con el tema central del proyecto en este caso las fabulas, gran conocimientos de fabulas en español, a los estudiantes les gusto la metodología implementada durante este taller ya que esta se salió un poco de la monotonía trabajada al interior del salen de clases, en este taller tuve la oportunidad de mostrar diapositivas de conceptos y el proyecto como tal, de igual forma utilicé fabulas en un video animado con el fin de captar la atención de los estudiantes, del mismo modo se utilizaron fichas de vocabulario para presentarles el vocabulario que debe ser empleado en los talleres para su mejor desarrollo. Por otro lado, algo que puede ser una desventaja para mi proyecto podría ser la falta de interés por parte de dos estudiantes las cuales se caracterizan por no prestar atención en clases y por no desarrollar las actividades propuestas por mi supervisor. Del resto hasta ahora todo ha marchado de una manera positiva y ha generado un impacto en los estudiantes ya que este se muestra cuando el profesor encargado entra al salón de clases y pregunta que si la clase será normal con temas de gramática o se llevará a cabo un taller referente a las fabulas.

Appendix 11. Self-observation sheet

Auto-observación de clase, 2020-1

Total de puntos 0/59 ?

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

einejot@gmail.com

Autoevaluación

Appendix 12. Narrative models

Narrative #1

Ser docente requiere de mucha paciencia, preparación, responsabilidad y dedicación hoy en día, estos han sido los aspectos que más me ha tocado poner en práctica durante mi experiencia como docente en la institución en donde me encuentro desarrollando mi práctica integral. Cada día existe un nuevo reto al momento de querer transmitir conocimientos a los estudiantes que están bajo nuestro cargo académico. La metodología, la pedagogía, la planeación, la didáctica y la planeación se convierten en nuestras armas más poderosas para afrontar y saber actuar en un ámbito educativo.

Partiendo de mi primera experiencia como docente durante esta primera semana ya culminada y trabajada con dos grados diferentes en estilos de aprendizaje e intereses educativos,

puedo deducir que el ambiente que se maneja al interior de un salón de clases, depende de las actividades, la planeación y la capacidad que tiene el docente para manejar el curso y llevar a cabo diferentes estrategias para captar la atención de los estudiantes. Está visto que la metodología que se implementa debe ir enfocada en los diferentes estilos de aprendizaje que el profesor encuentra en el salón ya que, si esto no se hace, el docente en formación se verá envuelto en una serie de problemas tales como: el entendimiento del tema por parte de algunos estudiantes, el trabajo autónomo no será reflejado en una grande escala, esto hace que muchas veces los estudiantes se desinteresen y no le tomen aprecio a la clase ni al profesor. Teniendo como punto de referencia mi intervención en las clases puedo decir que el uso de un planning en clase nos facilita a nosotros como docente la puesta en marca de cada actividad y este no va permitir que el docente se vea perdido y sin una preparación anticipada de los temas a explicar, todo lo aprendido en el contexto universitario aunque no creamos, al momento de enfrentarnos con espacios educativos reales estos conocimientos previos nos sirven de mucha ayuda para saber cómo manejar cada caso y cómo actuar frente a las situaciones que pueden ser presentadas en los colegios. Hasta este momento se ve que el trabajo que preparo cada día y que pongo en práctica con estudiantes es bastante apreciado por ellos, ya que no había habido quejas, reclamos o sugerencias por parte de ellos o mis supervisores dentro del salón de clases. Esta bastante confirmado que las clases dinámicas y salidas un poco de la tradicionalidad de solo ir a escribir ,traducir una copia, captan mucho la atención de los estudiantes ya que ellos no se sienten tan obligados a solo asistir por obtener una nota , a lo contrario ellos asisten porque les nace y porque en verdad quieren aprender una nueva lengua, A pesar que en esta institución donde me encuentro los recursos tecnológicos, didácticos entre otros son pocos, se trata de aprovechar lo poco que hay para lograr en el estudiante un aprendizaje significativo y colaborativo.

De esta experiencia obtenida hasta este momento puedo decir que: logre captar la atención de los estudiantes con mi manera de trabajar, logre que se viera un compromiso en cuanto a la parte de responsabilidades de los estudiantes con tareas, trabajos y evaluaciones. En cuanto a algunas falencias puedo decir que el hecho de ser una persona conocida por algunos estudiantes me dificulta un poco el que me llamen profesor, pero esto poco a poco y durante la semana se ha ido cambiando porque ya los estudiantes empiezan a diferenciar el contexto educativo al contexto de la sociedad. EN cuanto a lo más importante puedo decir que es mantener la atención de los estudiantes para que los buenos resultados se ven reflejados no a largo plazo si no en poco tiempo dentro del proceso que se lleva. Todos estos análisis que se hacen nos sirven a nosotros como futuros docentes para estar más preparados en cuanto a la exigencia y al conocimiento que se requiere para ser docente.

Narrative #2

El ser docente implica una preparación rigurosa y extensa en nuestras vidas, ya que cada día adquirimos conocimientos nuevos que nos pueden servir de base para guiar a nuestros alumnos dentro de un salón de clase. Durante esta segunda semana de experiencia como docente de inglés en la institución donde me encuentro, muchas situaciones se presentaron las cuales en su gran mayoría eran algo muy complejas por el grado de atención que se necesitaba para poderlas resolver. A lo largo de esta práctica muchas veces nos encontramos estudiantes que no tienen el mismo interés por el estudio como otros lo expresan, sino que por el contrario expresan sus opiniones y sus puntos de vista de una manera un poco agresiva que en algunos casos nosotros los docentes en formación no sabemos cómo manejar este tipo de situaciones. Durante

esta semana tuve la oportunidad de presenciar como dos estudiantes que son un poco desaplicados en las clases no solo de inglés, querían levantarme la voz por el hecho de ser descubiertos haciendo copia en un examen que se les realizó para ver cuáles eran los conocimientos sobre un tema que ya había sido explicado en temas anteriores, al principio no sabía cómo actuar, pero luego ya respirando y pensando y buscando los argumentos necesarios para hacerles el llamado de atención entendí, que debemos estar preparados para cualquier situación, preparados en el sentido de cómo me voy a dirigir a los estudiantes para resolver la problemática, las palabras que voy a utilizar, el tipo de seguimiento que le debo hacer para que esto no siga pasando y que se den cuenta de que el mal no es para nosotros los docentes si no para ellos que están aprendiendo cosas nuevas que más adelante así ellos no lo crean les servirán para su diario vivir. Lo más importante en estos casos es guardar la calma y poner en práctica a comunicación para que más adelante no halla confusiones ni problemas, cuando se ponen estos elementos en marcha, la situación sale a flote sin tener que pasar a medidas más drásticas. Esto nos sirve en un futuro para saber manejar problemas actitudinales que la mayoría de los días se ven reflejados en los colegios, del resto en cuanto a las actividades que se han desarrollado en las diferentes clases, se puede decir que el trabajo ha sido bueno los estudiantes acatan las indicaciones, la metodología que se ha empleado para hacer del curso algo un poco menos monótono ha funcionado en un buen grado, los estudiantes son atentos, participan en clase, ellos son el centro yo aprendo de ellos como ellos de mí, las estrategias usadas tales como los warm up para cada inicio de clase hacen que los estudiantes se integren más y quieran aprender lo que se les prepara, está comprobado que el estudiante de esta institución responde de manera positiva si el docente los pone como el centro de la clase, si el docente es innovador ellos son responsables y atentos a todo, hasta ahora se puede mencionar que el proceso de práctica ha sido

un poco arduo pero ha dado buenos resultados hasta este momento en cuanto al aprendizaje de los estudiantes.

Narrative #3

Durante casi dos meses el país y la educación se ha visto envuelta en una situación desagradable en lo que refiere a la salud de los colombianos, ya que una pandemia llamada Covid 19 está arrasando con millones de vidas tanto a nivel mundial como a nivel nacional. Esta problemática ha hecho que la educación y otros elementos fundamentales en una sociedad se vean muy afectadas, tal es el caso de la educación la cual hoy en día ha cambiado de ser presencial a pasar a ser virtual, una modalidad a la cual no todos los estudiantes tienen acceso, es por eso que dicho campo se ha visto envuelto en una serie de retos los cuales con la ayuda de entes territoriales y con la entrega de recursos financieros y materiales por parte del gobierno esta se ha sabido manejar. A raíz de esto, muchos niños se ven obligados a dejar a un lado sus cuadernos para adaptarse a las herramientas virtuales que se encuentran en el medio que los rodea, muchos padres de familia a veces no cuentan con la ayuda necesaria y los materiales adecuados para que sus hijos reciban este tipo de clases y se ven en la necesidad de protestar para que su derecho a la educación no se vea vulnerado. Todo lo que está pasando actualmente nos desconcierta a todos los encargados de la educación de los niños, adolescentes etc., visto que en algunas ocasiones no estamos preparados ni mucho menos capacitados para afrontar estos problemas que pensamos que en ningún momento nos van a afectar a nosotros. Es muy difícil preparar una clase y adaptar el material para que virtualmente se desarrolle, ya que la población a cuál nosotros los practicantes estamos dirigidos muchas veces no entienden y el desarrollo de las

clases se vuelve algo tedioso, visto que nos toca analizar si los temas quedan claros, si los niños son capaces de desarrollar actividades solo viendo y teniendo como referencia un video, una guía pedagógica que este diseñada para clases interactivas y virtuales. Esta pandemia ha hecho que nosotros tomemos conciencia de las cosas que a veces tenemos porque nunca sabemos si las vamos a volver a ver o estar rodeados de ellas, hoy en día nuestro aprendizaje es incierto, no sabemos si nos volveremos a encontrar en las aulas como antes, es por eso que nosotros como futuros docentes nos estamos preparando ante este tipo de falencias que nos encontramos en el camino. es por esta razón que nuestro rol docente debe intensificarse para que el aprendizaje significativo que se trasmite en las aulas de clase no se pierda por el hecho de estar encerrados en casa y luchando por no contagiarnos, padres de familia, docentes, estudiantes, el gobierno debemos estar comprometidos para que la educación crezca de manera positiva en los hogares colombianos. hoy en día si no estudias no tienes futuro laboral, debemos aprovechar cada situación para sacarle provecho y afrontarla con la frente en alto.

Narrative #4

A lo largo de esta práctica integral, nosotros los docentes en formación nos hemos visto enfrentados a unas situaciones que nos han hecho enriquecer nuestra experiencia en la docencia desde otros campos, tales como la virtualidad, y el diseño de material adecuado para suplir las necesidades educativas de los estudiantes de cada institución educativa. Todos estos aspectos han hecho de que nosotros tomemos un rol en el cual estemos dispuesto a tener paciencia, ponernos en los zapatos de los estudiantes que algunas veces no cuentan con los recursos necesarios para recibir este tipo de asesoramientos y así de esta forma no se pierda el hilo que se traía. Partiendo desde el trabajo que he realizado, ha sido un poco duro el tener que diseñar talleres, evaluaciones, videos entre otras cosas visto que la falta de conectividad para buscar materiales,

temas adecuados a los planes de área de cada curso han hecho que el trabajo sea un poco lento tanto para los docentes como para los estudiantes. De igual forma es necesario mencionar que el método utilizado por la institución donde me encuentro ejerciendo mi rol como docente practicante es el método de cartillas para aprender en casa. Se tomó esta decisión porque muchos estudiantes no tenían acceso a un computador ni mucho menos a Internet para poder desarrollar clases virtuales en el caso de que así lo fueran. Este proceso se ha visto un poco afectado ya que los docentes realizamos el material, luego se envía por correo y se hace la revisión pertinente del material para adecuarlo al modelo de la cartilla que se manda a imprimir, este proceso de impresión demora un poco ya que estas son impresas en una ciudad diferente a la donde se encuentra la institución, es por eso que se debe esperar que se impriman y luego se desinfecten para de esta manera elegir un solo día por cada municipio para hacer la entrega de estas a cada estudiante. Los padres cumplen un rol importante en este ejercicio ya que ellos son los responsables de que sus hijos realicen los ejercicios de las cartillas proporcionadas. Ellos las reclaman y de inmediato se les dan los números telefónicos de cada profesor a cargo de su estudiante o hijo para que si este necesita de asesoría con respecto al material. se tenga un medio telefónico para poder comunicarse con él.

Para evitar que se estén imprimiendo a cada rato cartillas diferentes, a nosotros los docentes se nos pide que realicemos varios talleres de cada área para hacer una sola impresión y así de esta manera halla bastante material para que los estudiantes trabajen en casa por un buen tiempo. luego de esto se le dice a los estudiantes y a los padres que las cartillas deben ser llevadas a las instalaciones de la institución teniendo en cuenta el pico y cedula establecido por el municipio para evitar aglomeraciones. Todo este trabajo requiere de mucho tiempo ya que las condiciones no se prestan para que el desarrollo de estas sea rápido y tengan resultados de inmediato. La interacción que existe entre el docente y estudiante es muy notoria e cuanto a las tutorías, asesorías. En conclusión, el proceso que se ha venido desarrollando en mi practica ha tenido momentos de ardua labor y momentos que han sido mucho más cautelosos dado a cada actividad que se ha realizado a lo largo de la situación que enfrenta actualmente el país.

Narrativa #5

El proceso educativo de cada niño en la sociedad se ha visto afectado directamente por la pandemia que se encuentra en nuestro país. Esto en el sentido de que los niños han tenido que cambiar sus estilos de aprendizaje adaptándolos a nuevas herramientas que pocos de ellos tienen, tales como las herramientas tecnológicas la cual ha sido el gran reto para Colombia hoy en día muchos estudiantes se ven afectados al momento de recibir sus clases por el hecho de no tener este tipo de recursos, e incluso muchos han dejado de recibir sus clases por falta de recursos.

La educación rural es la que más se ha visto afectada ya que los materiales entregados demoran mucho para llegar a los hogares de todos los niños dado a las restricciones puestas por el presidente de la república. De igual manera la comunicación entre el estudiante y el docente también se ha visto un poco limitada ya que muchos estudiantes no tienen los canales adecuados para entablar conversaciones con los docentes, tales que teléfonos, celulares, computadores, entre otros, todo esto ha hecho que el proceso de aprendizaje se lleve a cabo de una manera más lenta. Antes de empezar la pandemia el ambiente de las clases era algo muy interesante ya que se veía las ganas que tenían los estudiantes por aprender cosas nuevas del idioma inglés y de una manera mucho más didáctica, las clases eran muy participativas, el estudiante mostraba que era capaz de ir más allá de la simple teoría que recibían, esto contribuía a que el proceso fue algo muy bonito y significativo para la vida de cada estudiante, lastimosamente hoy en día eso se ha visto opacado por la situación actual que afronta el país, son pocos los encuentros ya sean virtuales o por medio de tutorías que se llevan a cabo.

La vida estudiantil ha cambiado mucho y para los estudiantes esto ha sido un choque bastante grande, a veces muchos quieren darse por vencidos y no seguir por la falta de recursos ya sean materiales, de acompañamiento o conectividad a internet. Pero gracias a la organización de cada institución nosotros como docentes no hemos dejado que los estudiantes se den por vencidos, a lo contrario hemos servido como guías y motivadores durante todo este proceso que se ha desarrollado desde que empezamos a trabajar de esta forma.

Todo mi proceso como docente ha sido muy enriquecedor en cuanto a la experiencia que me deja cada actividad, cada momento vivido en el ámbito de la educación, cada día me motivo más a ser alguien de bien para que los que ven un ejemplo a seguir en mí sean cada vez mejores y luchan por sus sueños, la vida se va a encargar siempre de ponernos retos, pero nosotros con

nuestras propias capacidades podemos superarlos e ir siempre obteniendo éxitos a lo largo de todo este camino.

Appendix 13. Tutoring with primary students

