

The use of short stories as a tool to enhance written comprehension in eighth graders at Joel
Sierra Gonzalez school in Tame-Arauca

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FACULTY OF EDUCATION

FOREIGN LANGUAGES BACHELOR'S DEGREE

PRACTICUM

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APPROVAL NOTE

Practicum Committee Signature

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General Presentation

Education is a process in which people participate in order to be included for creating an educated society without considering this could have difficulties, as the following sentence says: “Las raíces de la educación son amargas pero la fruta es dulce” (Aristoteles) and for participating on this educational process it is necessary to think about different strategies to make students appropriate of this. The following proposal will expose to the reader an idea of pedagogical application which benefited the pedagogical practicum of tenth semester students of the foreign languages program in the University of Pamplona.

The present document is structured in four major chapters, each one describing the different components to be developed during the practicum process, so, it is important to highlight that those ones are composed of introduction, justification and some objectives, those components are: Pedagogical, Research, Community Outreach and Administrative.

The first one is the application of a pedagogical proposal in one of the courses of the institution in which they are in charge, this proposal was developed taking into account the two weeks of institutional observation, the second component consist of the practitioner’s participation in a macro-project entitled “The formation of the reflective spirit in the practitioners of PLEX a training tool to qualify the pedagogical practice”. The third one, focused on the outreach with primary students is framed from a macro-project. The final component corresponds to the participation of the practitioner in extra-curricular activities carry out by the institution through which the students would learn the role of the professor outside the classroom.

Introduction

The practicum is a process that was carried out by tenth semester students in order to give them the chance of implementing a previously or concurrently studied theory. The practitioners applied the acquired knowledge as teachers in a real context; in addition, it is a requirement that should be developed in order to get graduated, and it is important to highlight that in this way it is a form of working on autonomous learning which made possible an active participation of the practitioner in a scholar community, in the same way this practicum process allowed the student to participate in a reflection work since the last semester students should be familiarized with the context that they were going to face as soon as they finished their studies as teachers, furthermore, this process contributed to conduct a successful teaching role. It should be emphasized that during this period, the foreign languages students of the University of Pamplona should develop a macro-project which is structured into four subprojects that allowed a better understanding about the importance of the practicum process. That is why, in the following study, a pedagogical proposal focused on the use of short stories as a tool to acquire vocabulary in eighth graders at Joes Sierra Gonzalez school. Throughout the application of this project, it was discovered the benefits of using short stories for the vocabulary acquisition in eighth graders, at the same time, the students worked two competences while the process was carried out, those are reading comprehensions and written production, it is important to take into account that this project included only graders of secondary school since the practitioner should create and carried out a class idea with primary students in the same institution, it means that the student worked with the youngest children in order to generate a positive impact on them relating English learning process. In this way, the tenth semester student interacted with the entire educational community taking into account the security aspects established in the institution

because of the healthy emergency, given that the students interacted with learners and teachers using online platforms to communicate the instructions related to the English classes and the different processes develop during the practicum time.

Justification

English is a language that has become one of the most important around the world and it has been taken as a mandatory subject in Colombian schools, since this language makes development possible, as the MEN affirms, English is a language which allows Colombians participate in different research spaces, given that, the most important discoveries are explained in other languages but not in Spanish. (MEN,2020). English learning process consists of acquiring different competences such as: reading comprehension, written production, oral comprehension and oral production, so, it is important for the students to work on these ones.

This is why learning a language becomes autonomous from the beginning. The present project focuses on the use of short stories to enhance students' competences, it allows the improvement of reading and written abilities in students who are in their secondary studies while they are getting new vocabulary from the texts. Therefore, the need of using short stories help students understand the importance of identifying unknown words in a text, because identifying unknown elements in the text helps the reader to better comprehend the contents giving a chance for answering some questions about that one. That is one of the reasons for the implementation of this pedagogical proposal since, students increase their vocabulary size of English through reading comprehension/written production, Additionally, this skill is an important aspect for students taking into account that the size of vocabulary is an indirect competence that is evaluated in the language exams, because recent years have seen the development of rather more systematic and principled methods for estimating the vocabulary knowledge in foreign language allowing to focused on the importance of learning vocabulary when the students are learning a

foreign language (Milton, Alexiou ,2009). This pedagogical proposal benefited both participant teachers and students and the institution in which this was developed.

General Objective

- To develop practicum process while analyzing the impact of using short stories as a tool of written comprehension in eighth graders at Joel Sierra Gonzalez school.

Specific Objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.
- To attend the needs of the children of the primary school in a public school in the city of Tame-Arauca.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.
- To acquire knowledge about the context insertion for the development and work process in the institution during the practice period for learning the role of teachers outside the classroom.

General conclusions of the Project

Regarding the process that was developed during the proposal implementation it is necessary to divide and comment about each aspect of the project in a separate way given that each one contains information related to different needs and parts of the proposal; this proposal is structured by four major components.

Concerning the first one, the pedagogical component, it was necessary to apply different stages to carry out the proposal, the proposition of a project that would allow the students of a public institution improve their reading comprehension and vocabulary acquisition through the use of short stories, during the execution of this project it was possible to develop three worksheet proposed to promote the strategies application in this research. This process was difficult because the teacher in charge of the matter did not allow to share the material with the students because he had already stablished some topics to be carry out during the two last periods so, the practitioner should select some students as volunteers to develop the guides. Despite some students were collaborating with the process there was not a collective interest face to the methodology execution.

The second one, research component was developed taking into account the reflexive process proposed by the University of Pamplona, this component was carried out through three different strategies of reflection such as journals, self-observations and meetings, each one was very important to analyze the process and the aspects that should be improve during the practicum period. The use of these methods helped the practitioner to reflect on the process that was being executed with the students, additionally, these allowed to identify the aspects and the strategies to improve the learning process of the students in Joel Sierra institution.

The third component is related to the community outreach it consists on the execution and creation of a proposal to help primary students to participate in an English process learning. In this component it was proposed the creation of animated and didactic material to review the previous topics worked with those students and presenting new themes in English. Concerning the participation of the students it was productive because their parents were supporting them and they were very responsible with the delivery dates of the material and the organization of their answers. The population that participated in this process were third and fourth grade students of the Joel Sierra institution.

The final component, administrative refers the participation and interaction of the practitioner in different activities related to the time line created for developing the school year. Regarding the organization of these activities it was not allowed the participation of the students in those activities, so, there was not interaction or support from the practitioner to the teacher in charge of English matter. It means that the students could not participate in extracurricular activities, meetings or another activity proposed by the institution.

Institutional Observation

The Joel Sierra González school is an official institution with calendar “A” according to the Colombian government’s regulations.

In the first instance, the School began in the 90s, when a need of teaching children and youths in the rural zone in the municipality of Tame in order to generate community leaders in that zone. The main idea was generated by a community leader Joel Sierra González a farmer. That was how this institution was created in 1997.

Historical review

The community was given the task of adapting the space for the operation of the Institution, building classrooms and cleaning the grounds. During the years from 1998 to 2000, the student and teaching staff increased.

Its first rector was the Patricia Jiménez, who worked together with the teachers who were already there, the teacher Martha Lucía Contreras Parra, who would take in charge the institution as Rector in 1999. Miguel Eslava, Gustavo Arrieta and Amelia Cantor, made the concretion possible, of what until now had been a dream: A RURAL SCHOOL.

New lands were acquired, the first kiosks were built and with some grades operating in houses in the village, others in new classrooms and with a group of enterprising teachers, a project of community love and tenacity began to become a reality: LA INSTITUCIÓN EDUCATIVA AGROAMBIENTAL JOEL SIERRA GONZÁLEZ.

Between 2000 and 2001, Mr. Juan Agustín Carreño took the helm of this ship in his hands and, hand in hand with the community leaders, who never abandoned the cause, began the

dizzying management career, to continue implementing the human and material assets of this new project.

During an observation process it was possible to acquire specific information that allowed establish some main aspects before starting with the practicum process of the practitioner in Joel Sierra institution. The following aspects worked such as a line guide to carry out the practicum process.

School Educational Project

The analysis and observation of the educational project of the institution allowed to identify some main characteristics that gave us the general idea of the methodology and objectives of the institution, so, it allowed us to focus the proposal on a specific need in this school. Furthermore, it is very important to highlight that Institutional Educational Project, “Support for balance and regional sustainability” of the Joel Sierra González School, focused on five objectives, which are:

1. The first institutional objective has to do with the training, preparation and comprehensive education of children, youth, women and men of the region, as a central element that characterizes educational activities.
2. The second one, aimed at forming skills and work habits, preparing young people for their full incorporation into social life through the articulation of study with work.
3. The third institutional objective, no less important, is aimed at developing research as a basic component to really know the environment, develop sustainable activities, and achieve the integration of ancestral technologies for harmonious relationships between men and nature.

4. The fourth institutional objective corresponds to opening the school to the community and placing the available space and resources at its service, understanding that the school is the institution created by the community to solve its problems and boost the impulse of its aspirations.
5. The fifth institutional objective is pertinent with establishing optimal conditions to achieve the above objectives, for this purpose it is proposed to achieve a coordination of the regional pedagogical process by articulating the institutions of basic primary in the area of influence, coordinating with the schools of basic secondary and middle contour.

It is important to highlight that the main purpose of this School Educational Project is The conservation of water sources, the planting of trees, the replanting of native vegetation, the management of solid and liquid waste, the use of recycled materials, the elaboration of organic fertilizers, among other pedagogical strategies have achieved a high environmental spirit in students that is why its slogan is “building future hand in hand with nature”.

As an educational institution, Joel Sierra school takes into account the importance of help the students during different processes, comprehensive training continues to be a priority, clearly outlined in the Institutional mission and vision.

Mission. The Joel Sierra González Educational Institution of the village of Las Malvinas, in the municipality of Tame, Department of Arauca offers academic studies with an agri-environmental emphasis for preschool, basic and technical secondary levels, being face-to-face and mixed. For this, it trains young people with humanistic, scientific-technical foundations, political criteria, defined personality, tolerant attitude, sense of belonging, efficient and effective work and productive performance in the social context of relevance.

Vision. The Joel Sierra González Educational Institution will be projected to 2015, to be an experimental exploratory center, manager and promoter of agro-technological and eco-environmental actions, contributors to sustainable development by new generations and regional communities, within a framework of recognition of cultural tradition, with social responsibility and respect for nature.

Curriculum

Curricular Conception

The curricular conception of the Joel Sierra González School is framed in its institutional horizon. The institution focuses her attention on the ways of: teaching-learning, building-rebuilding, creating-recreating: values, customs, habits, traditions of the environment and the cultural knowledge produced by the community (understood as popular, scientific, technical, technological, artistic, etc. The actual existing curriculum will be the permanent reference, which allows feedback, reflections, systematizations and study plans, in favor of transformative pedagogical practices and projects of individual and community life.

Pedagogical Model

Joel Sierra's pedagogical practice assumes a model that guides the teaching-learning task. The form of this has depended on the answers given to the questions: what to teach (content), how to teach (methods), what and how to evaluate (evaluation and promotion).

In the pedagogical development, the vigilance and punishment of the illegal has been emphasized (exercise of institutional power); other times institutionalized disciplinary

knowledge has been highlighted; the competence to communicate that knowledge; Another emphasis has been the practice that promotes the construction of knowledge by the learner, recognizing their experience and culture. Several models or forms can be distinguished, which have guided pedagogical practice: the traditional model, the technological model, the spontaneous model and the model based on constructivism.

Handbook

The Community of the Educational Institution Joel Sierra González in the path Las Malvinas, restructured its handbook, attending to the current legal guidelines and will regulate as of January 2018. Its legal bases are based on the Political Constitution of Colombia of 1991 and the legal provisions established in the General Law of Education of 1994, with its Regulatory Decree 1860 of the same year, Law 1098 of 2006 (Childhood and Adolescence Law) and Law 1620 of 2013 (National System of School Coexistence and training for Human and Reproductive Rights) with its Regulatory Decree 1935 of the same year and in the internal agreements made by the educational community, registered in the Institutional Educational Project and the Institutional Evaluation System.

School Calendar

For the development of the school year, the school proposed a calendar with academic activities to develop during the year. The activities proposed by the institution were organized taking into account the needs of teachers and students, this chronogram was structured into

columns and queues, each column contains a month of the year while the queues contain the statement of the activities should be carry out. The statements describe the activity and, in the columns, there are the dates in which those would be develop. [APPENDIX 1](#)

Supervisor's schedule

The teacher is in charge of 6th, 7th, 8th, 9th, 10th, 11th grade, consisting of 1 course each one. Each course has three hours a week, divided into blocks of 1 to 2 hours. In addition, he works with ethics subject.

Profesor ANIBAL ACUÑA						
	1	2	3	4	5	6
Día 1	ETI SEXTO		ING DECIMO			ING SEXTO
Día 2			ETI NOVENO		ING OCTAVO	
Día 3	ING NOVENO	ING UNDECIMO			ING OCTAVO	ETI OCTAVO
Día 4	ING SEXTO		ING SEPTIMO	ETI SEPTIMO	ING DECIMO	
Día 5	ING NOVENO		ING UNDECIMO		ING SEPTIMO	

Horario generado: 21/01/2020 aSc Horarios

Figure 1 Supervisor's schedule

Methodology in the institution

The Joel Sierra González School is a rural institution which schedule was organized weekly for working with the students from 7:00 am to 1:30 pm, it means that the community was working on a classroom methodology. Nevertheless, the health emergency because of COVID-19 appears and teachers and students should change some aspects during their education process in order to complete and achieve their scholar promotion, it means that teacher should change their strategies of teaching in order to facilitate this process.

Nowadays, Joel Sierra González school is developing its educational activities through two different strategies, taking into account the needs of Joelista students; those strategies are synchronic and asynchronous activities depending on the student possibilities. Teachers use synchronic activities only with students who have internet connection also they organize meeting with the students using some online platforms, while, the students who have not the opportunity of being connected on an internet network should work through physical workshops, but it should be noted that this methodology is a teacher autonomous decision.

In regards to the methodology used by the English teacher of the institution, it was found that he works in both ways, with connected students and with who are not connected. The main platform used during English classes development is WhatsApp given that this is through which he shares the workshops with his students, on the other hand, he sends the material to the school library in order to be printed and delivered to the students who have not internet connection or technological equipment.

MEN guidelines and regulations for the health emergency

As it was mentioned before, Joel Sierra González School changed its work methodology because of the health emergency, and this change occurs at all Colombian public schools as an answer to the necessity of keeping students and educational community out of danger. The MEN developed some regulations which were created for helping institution to get over this situation without forget the importance of education in Colombian childhood, the content of this document responds to the lines of work set forth in Directives 011 of May 29 and 012 of June 2, 2020, some of these regulations are:

- Distance monitoring: pedagogical guidelines that teachers have communicated through different possible platforms.
- Alternation: it gives the option to combine educational work strategies at home with face-to-face meetings in educational establishments consented by families and students.
- Gap: It is mandatory to stablish difference in conditions to advance in development and learning experienced by groups of students compared to others and that places them in a situation of educational, social or economic inequality.
- Learning assessment: It is necessary to carry out systematic and continuous practice that accounts for how the educational process develops and integrates different factors from the student's context to stimulate meaningful learning and integral development.
- Curriculum review: It should be developed a pedagogical adaptation carried out by the management and teaching team from the Institutional Educational Project, to continue promoting the process of development and learning of students during the health emergency situation.

- Family mediation: It focused on the role played by families and caregivers to accompany and motivate the educational process of children, adolescents during educational work at home.
- Transverse projects: It is necessary to promote pedagogical initiatives developed in an articulated way by teachers integrating different disciplines to promote learning.
- Academic work at home: It consist of continuity of the provision of the educational service with flexible strategies to be developed at home.
- Progressive transition from home to educational institution: It is important to work on preparation and implementation of concrete biosecurity and school management actions by the members of the educational community to gradually resume, with the consent of families and students, the provision of the service in face-to-face mode.

Pedagogical aspects

During the observation process in the institution it was found some pedagogical aspects that have guided the development of the educational activities those are proposals totally autonomous depending on the teacher in charge of each subject, regarding the information got through a survey answered by the teacher in charge of English subject at Joel Sierra School, it was found that he is working with all secondary students at the institution using an asynchronous methodology sharing the contents using WhatsApp groups with each grade.

According with the teacher planning it was observed that he does not use a specific model of planning but he organizes the steps which are going to be develop in each class, most of his planning courses consist on the development of three main aspects: warm up, opening and development.

MEN's proposal for developing courses

As an answer to the health emergency that affects the educational process the government expose some proposals based on four stages for developing a class, taking into account the importance of it, those are:

-Analysis:

- Formation of work team
- Self-evaluation and diagnosis:
- Analysis of institutional documents
- Analysis of needs

- Familiarization with the Suggested English Curriculum

-Planning:

- Design of action plan
- Articulation of the Suggested Curriculum of English and own curriculum
- Definition of strategies to respond the needs
- Preparation of curricular documents, lesson plans and instruments of monitoring and evaluation
- Planning of the implementation of the curriculum in the classroom
- Inclusion of interdisciplinary projects

-Practicum:

- Teacher training plan
- Putting the curriculum into practice
- Collection of qualitative and quantitative information

-Evaluation:

- Global evaluation
- Preparation of improvement plan

- Curriculum adjustment

Programmatic contents

Before starting with an educational process in the institution teacher in charge of English subject at Joel Sierra School should organize the topics that were going to be implement in the classroom with the institution students, at the same way he presents the objectives of the process showing the importance of developing it in the school.

It should be noted that the teacher organized the contents to work in a very detailed form, explaining some components and giving definitions of some concepts mentioned on this, some aspects are:

-Introduction

-Justification

-General objectives

-Specific objectives

-Pedagogical strategies

-Classroom plan

-Evaluation criteria

-Improvement plan

[APPENDIX 2](#)

Supervisor's methodology and materials

Previously, it was mentioned that the teacher worked through WhatsApp platform but it is important to mention that he organized the interaction with his students taking into account their necessities face to the lack of internet connection and the opportunities that some of them have during this emergency, concerning the methodology of the teacher it was discovered that he works following two strategies, online classes and asynchronous assistance depending on the students disposition, the material is shared every two weeks.

The implemented material consists of workshops about the topic previously established on the study program, it should be noted that the teacher uses both languages in order to explain the topic without forgetting the importance of English language, also, the teacher uses as a guide some books but the names are unknown, moreover, he uses web pages and videos to explain to the students the topics.

Population

The benefited population of Joel Sierra school is composed by students from 6th grade to 11th grade, and it is a mixed population given that there are girls and boys who participate in the process, even the number of students is inexact it could be said that the number oscillates from 1 to 180 students, it was found that there are two kinds of population:

Direct beneficiary population

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this will provide a useful feedback for the view of the program members about their practice as the Practicum group.

Practitioner's schedule

As a new teacher in the Joel Sierra González school the practitioner should create a schedule that allows the students to continue participating on the educational process without interrupt the work methodology that has been previous established, that it why the table below contains the schedule work that will be follow by the practitioner during her practicum process:

COURSES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Eighth		From 7:30 am to 1:30 pm	From 7:30 am to 1:30 pm		

Nineth		From 7:30 am to 1:30 pm	From 7:30 am to 1:30 pm		
Tenth	From 7:30 am to 1:30 pm		From 7:30 am to 1:30 pm		
Eleventh					From 7:30 am to 1:30 pm

Figure 2 Practitioner Schedule

Chapter I: Pedagogical Component

Title

The use of short stories as a tool of written comprehension in eighth graders at Joel Sierra Gonzalez school in Tame

Introduction

Learning a foreign language has become in a very important process every day, since development of countries and countries taking into account that communication is the most relevant activity on people because of the need of participating in evolution process around the world. It is why the importance of learning English is generated.

This process of language acquisition consists of learner because he should master himself in four necessary skills of language: oral comprehension, written comprehension, oral production and written production. Additionally, it is very important to highlight that each ability will allow the student to understand information in a formal or informal context.

In Colombia, the Ministry of National Education proposes the National Bilingual Program, so that Colombia is a Bilingual country by 2025. (MEN, 2020. P.68). However, the country still has a very low level of English and continues to decline, as expressed by the Dinero magazine (2019): “The country occupies the 68th position, among 100 countries, and its cities have a command of English between low and very low”

Taking into account the prior information it is observed that it is necessary to work with the institutions in order to increase the level of English in the country, starting from the elementary schools and rural areas of the country.

With regard to written comprehension, and written production it is necessary to continue working with students in order to improve their reading skill, this process was developed using different kinds of texts as tools for enhancing student's participation on this, since, reading is an exercise which could help learners to acquire vocabulary depending of the context, given that learning a new word is not only knowing the translation but identifying this one in a context. In other words, the reader must practice and maintain this activity to achieve an efficient vocabulary acquisition in order to improve his reading comprehension (Siqueira, 2019)

Statement of the problem

Learning a foreign language such as English requires mastery of four basic skills: oral comprehension, written comprehension, oral production and written production. However, in recent years the level of English in Colombia is not the best.

Reading is an activity that must be promoted in all the schools around the country because it has many advantages. It is a way to acquire knowledge, give way to imagination and inspiration, and it allows the exercise of the brain. In addition, reading is essential for vocabulary acquisition while helping communication and entertainment (Gomez,2018). Therefore, it is crucial for teachers and students to know how acquire vocabulary from reading and how take advantage of

new words for the comprehension of texts, since, the text is structured by many words and each word represents a new concept that will be included in student's lexicon. (Gomez,2008).

At Joel Sierra González School, 8th grade students should work reading comprehension in order to participate in a process of vocabulary acquisition, this one, was developed through the use of short stories. In addition, through non-participatory observations, it was evident that some of them do not understand at all the texts that were worked in class. Therefore, the purpose of this research was to help eighth students to add new words to their lexicon and understanding these for facilitating their reading comprehension and in this way, they improved their language level. Through the implementation of a pedagogical proposal, the following research questions will be answered:

General Question

1. How does the use of short stories improve written comprehension and vocabulary acquisition in eighth graders?

Sub question

1. How is the process of acquiring unknown vocabulary from a text with eighth graders?
2. How do students feel during the process of acquiring vocabulary from a text?
3. What are the best strategies for providing students new vocabulary through reading exercises?

Justification

The presentation of this pedagogical proposal within the practicum process carried out by the tenth semester students of the Foreign Languages program at the University of Pamplona, focused on the necessity to cover a need in the institution in which the practitioner is developing his/her practicum. This process allowed the student to build knowledge from a direct experience, putting into practice different pedagogical aspects previously acquired for teaching and promote the use of English in high school students.

On the other hand, this was developed, taking into account the importance of allowing the eighth-grade student to explore their skills and aspects to improve their competences about text comprehension and lexicon. Despite, vocabulary is not considerate as an important aspect when learning a language, it is one factor that makes possible the development of written comprehension, because lexicon allows readers understand the context and the content of one text. (Gomez,2008).

Finally, this pedagogical application would allow students to appreciate the word from different perspectives through reading exercise, at the same time they would acquire new vocabulary to expose to the people their ideas about any subject that could be identify in the context around them, as Torres and Constain (2009) affirm on their study, the reading comprehension is developed with the help of the context in which students live.

Objectives

General

- To analyze the impact of using short stories as a tool of written comprehension in eighth graders at Joel Sierra Gonzalez school.

Specifics

- To organize and implement strategies to help students acquire new English vocabulary through a reading process.
- To provide students with new vocabulary through reading exercises.
- To show reading strategies in order to help students understand the main aspects of a text.

Theoretical Framework

Below it is presented a series of concepts and ideas that helped during the structuration process of this research in order to make the study understandable for the reader and achievable for the researcher.

“The theoretical framework is the “blueprint” for the entire dissertation inquiry. It serves as the guide on which to build and support your study, and also provides the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole” (Grant, Osanloo,2014, P.12).

Reading comprehension

Learning another language requires autonomous or directed learning and the practice of four essential skills: Oral and written comprehension; and, oral and written production. Each one of them is necessary to master a language; however, for the purpose of the project, and according to the needs of the students, reading comprehension will be given more importance. In order to master the ability of reading, it is mandatory to comprehend different types of information so that there is an effective process of reading comprehension. According to Kirby (2017) Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input. The author established the idea that it is the ability to understand input that comes through different sources.

Vocabulary

At first, it is necessary to know the correct definition of the term vocabulary, taking into account that there are many definitions from different viewpoints. However, there is a general definition that shows vocabulary as the knowledge of words and word meanings but it could be understood as a list of words in an alphabetical order with a definition. Actually, a word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. (Academia dictionary, 2020)

Additionally, it is necessary to say that this concept is not too complex in comparison with the real meaning of vocabulary given that this word can be found in different forms, vocabulary could be identified in an oral form such as those used in listening and speaking exercises, or those could be identify in reading and writing exercises, but the real knowledge of a word occurs in two ways, the receptive one and the productive one. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. (Branch, 2016)

Short stories

Historically, nevertheless, short fictional narrative has been seen as secondary to the novel—which has been generally considered as the dominant genre, the legitimate and more refined literary form, more ‘serious’ in scope and intentions. Thus, in the literary theoretical studies, the novel has always received extensive critical attention.

“It is not until 1901, when Brander Matthews wrote his first full-length analysis of short fiction, that the unique art of short stories, as particularly distinct from the one employed by novels, was the subject of extensive study” (Tucan,2014, P.02).

In addition, Blurb magazine (2020) define a short story as a work of prose fiction that can be read in one sitting, also, it is consider a piece of fiction and should be shorter than thousand words. These texts are structured by different characteristics such as:

-Setting

-Main character

-Plot

-Central theme

Strategies of reading

According to Torres and Constain (2009) explain that understanding a text is a complex process that begins before children can read, when they see a picture book. For example, they listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.

In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below:

- Using Prior Knowledge/Previewing

It occurs when the reader previews the text, it means that he puts in practice what he already knows and it will help the students to understand the text he is reading, in other words this previous knowledge will provide a framework about the new information he is reading.

Predicting

It refers the fact that the reader could make predictions about what information he is going to find in the text, it means that the student could express expectations based on his prior knowledge about similar topics. That is that as he reads, he gains new information.

Identifying the Main Idea and Summarization

It consists of a process in which the reader should decide what information is the most important and he summarizes it putting the ideas in an organized way but using his own words. This process is developed in order to understand the author's purpose in the text.

Questioning

This step focuses on a questioning process about the content of the text, this strategy helps the students to better understand the meaning of the it, teachers can participate in this process acting as a moderator that question the students in order to makes him find the answers in the text.

Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

Visualizing

In this step, the reader visualizes while he is reading and he takes advantage of the illustration that are shown in the text, in this way the student could create his own mental images when reading without illustrations

Strategies vocabulary acquisition

Mattison (2010) explain that there are some vocabulary strategies based on the necessities of the students, those ones should be known by the students but it is not enough because they should master on them in order to better complete a process of vocabulary acquisition, those strategies are:

-The first one is planning vocabulary learning; it means that students should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals, in other words the learner should choose the words he wants to learn.

-The second vocabulary learning strategy is sources; it focuses on the process in which learners are able to obtain information about the words and analyze their parts, seeing connections between them, and knowing the meaning of each one of them.

The third vocabulary learning strategy is processes; It consist of stablishing vocabulary knowledge; it means that the students should search different ways of remembering vocabulary and making it available for use it in a real context.

Literature Review

This section shows a review of some studies that have been conducted over the past years regarding the use of short stories as a tool of reading comprehension for acquiring vocabulary. In order to better organize prior studies in a specific category, it will present two major categories that will support this pedagogical proposal, those are: Short stories as a tool for vocabulary acquisition and short stories as a tool of reading comprehension improvement.

Short stories as a tool for vocabulary acquisition

Haddag (2015) developed a study entitled “The Effect of Reading Short Stories on Improving Students’ Vocabulary Acquisition”, this research took place at L arbi Ben M’hidi University- Oum El bouaghi where all the participants were chosen randomly and subdivided into two groups. This research aimed to examine the effectiveness of reading short stories on improving students’ vocabulary acquisition. After analyzing and discussing the results of the investigation it was found that reading short stories by EFL learners make possible the improvement and development of their vocabulary knowledge. Moreover, the author stated that the use of short stories helps the learner not only for acquiring vocabulary but also for developing other languages skills such as speaking, writing and listening. Additionally, he affirms that those ones work as a motivational technique or EFL learners and those help students learn about other cultures.

Besides, Ghoorchaei (2016), presents a research entitled “The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners” This is a quasi-experimental pretest-posttest study which was carried out with two groups of 25 students, one group was named control group

and the second one was considered as the experimental group. This study aims to come up with new methods of enhancing learners' vocabulary which enable both teachers and students to better cope with language learning and teaching. The author explains that after the data analysis of a previous diagnostic, it was no significant difference between two groups, but after developing the treatment period the researcher found that there was a significant difference between those. So, the author explained that this change can be attributed to the effect of using short stories on improving vocabulary performance of learners.

Short stories as a tool for reading comprehension improvement

Umasugi, Hanapi, Handayani (2018) presented their study entitled "The short story implementation to improve students' reading skill" which aims to improve students' reading skill by using short story. The population who participate in this study was a group of 32 students of class XI IPA 1 of SMA Negeri Waplau. In order to discover the impact of using short stories the researchers used pre-test and post-test and after analyzing the result of the tests they came to the following conclusion:

1. The use of Short story in teaching reading improved the students reading skill.
2. Based on the result of questionnaire, there are 100% of students' that interest in learning reading by using short story technique.

Additionally, a study developed by Frimasary (2018) focuses on knowing the differences in students score and also to know whether the student's interest was improved or not, after did a treatment using short story and handbook. This research was carried out in SMPN2 Kota Bengkulu school, using the questionnaire as the main instrument of the research

The researcher chose SMPN2 Kota Bengkulu to be a sample because as we know that SMPN2 is one of the favorite schools in Kota Bengkulu beside SMPN1 and SMPN4. Finally, after the questionnaire application and the analysis of the answers the author explains that it was found that short story can improve reading comprehension of the students', also, it could make students interested and encourage other students to participate in.

Finally, Muztafa (2015) shows his research project titled "improving reading comprehension by using short story to the tenth grade of SMA negeri 1 BULUKUMBA (a classroom action research at the first year of SMAN 1 BULUKUMBA)" that was developed with a population of 30 people 20 females and 10 males, it is very important to highlight that the author explains that this process was carried out through two cycles and each one of them consists of three meetings; this project aimed at finding out the improvement of students' reading comprehension by using short story. As soon as the process of application finished, the author established as a result that the use of short story can improve reading comprehension ability of the students, additionally, it was found that students' participation, interest, and motivation during teaching and learning process after applying short story technique in reading comprehension has also improved, because it was noticed that they were more motivated to read and involved actively.

Pedagogical Proposal Methodology

Before starting with the implementation of this proposal it was established some aspects that were taken into account in order to make this process a successful and productive experience for the practitioners and participants of the study. Below there are described the steps

that were considered before create the material and applicate the activities proposed during the project development.

Reading comprehension

When students are working on the development of reading comprehension skills it should be noticed that it is a process which demands effort and responsibility from students and teachers, that is why it represents a challenge for teachers work on it and for students participate on it. So, it is important to recognize that reading is an exercise that should be developing taking into account some steps as Gulchekhra (2016) suggested, those are:

Pre-reading stage

— By pre-reading activities, we mean tasks/activities that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Pre-reading activities contain: Predicting based on the title and Predicting based on vocabulary.

While-reading stages

- these include activities that a learner engages in while reading the text and the purpose of these activities would be to enable students to achieve the lesson aims by handling the text in different ways. Reading discussion, Answering the questions and predicting what is next.

Post-Reading Stage

— the purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage.

Teaching vocabulary

The relevance of vocabulary knowledge to reading has been recognized for decades. Additionally, some years of research and theory have given rather clear guidance about direct instruction for working on teaching vocabulary. According to Marzano (2012) there exist six steps when teaching vocabulary, those are:

-Step 1: Explain—Provide a student-friendly description, explanation, or example of the new term.

-Step 2: Restate—Ask students to restate the description, explanation, or example in their own words.

-Step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term.

-Step 4: Discuss—Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.

-Step 5: Refine and reflect—Periodically ask students to return to their notebooks to discuss and refine entries.

-Step 6: Apply in Learning Games—Involve students periodically in games that allow them to play with terms.

Activities

It was created a format that allowed to organize the worksheet that was going to be share with the students, each activity was focused on a specific category and the activities proposed in the format would allow to reach the research objectives, it means that each activity was structured

taking into account the need of teaching and helping the students to improve their reading comprehension skills and their vocabulary acquisition through reading.

During the practicum process there were develop three activities (worksheets) given that the institution organized its chronogram to work fortnightly with students, it generated a change in the practitioner chronogram, additionally, the teacher in charge of the matter did not allow to share the material with the students because he had already stablished some topics to be carry out during the two last periods so, the practitioner should select some students as volunteers to develop the guides. In spite of those difficulties, the researcher created a plan which allowed to organize all the activities that were carried out during the process.

First Activity Planning

<p>Joel Sierra González School. Practicum process English course Grade 8th</p> <p><u>PEDAGOGICAL PROPOSAL</u> The use of short stories as a tool to enhance written comprehension in eighth graders at Joel Sierra Gonzalez school in Tame</p>	<p>Date: October 5th, 2020</p> <p>Objectives</p> <ul style="list-style-type: none"> - Linguistic: To identify the future simple structure in a text - Communicative: To create a plan party for his/her birthday - Cultural: To know a planning birthday in a foreign country <p>Topic: Future simple will/going to</p> <p>Teachers:</p> <ul style="list-style-type: none"> - Anibal Acuña - Ingrid Briyith Castillo
<p>Methodology</p>	<p>Description</p>

<p>Pre-reading</p> <ul style="list-style-type: none"> - Previewing - Predicting - Making Inferences 	<p>Before starting with the reading exercise the teacher will present a question to the students in which she will ask the student to associate the title of the text with the image which most fixes with it. They should guess the meaning of the words that will be in the title.</p> <p>Then, the teacher will present an exercise in which the students are going to organize a series of imagines which are going to predict the order of the events that will be presented in the text. <i>(This exercise will be developed by students taking into account their personal experiences related to the text topic)</i></p>
<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Step 1 Explain - Step 2 Restate - Step 3 Show 	<p>Additionally, the worksheet will contain some images that will illustrate the meaning of some words that will appear in the text, then they are going to show through a drawing the meaning of four words they are going to search related to the topic.</p>
<p>While-reading</p> <ul style="list-style-type: none"> - Visualizing - Identifying the Main Idea and Summarization - Work on vocabulary - Questioning 	<p>The teacher will present the text and the students are going to begin with the reading exercise in order to know the real topic of the text. During the reading process, they are going to see the images that will help the reader to better understand the content of the statement. After finishing the reading exercise the teacher will present a short questionnaire about the text topic, in order to know if the students have understood the main idea of it.</p>

<p>Post-reading</p> <ul style="list-style-type: none"> - Evaluation <p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Step 4 Discuss - Step 5 Refine and reflect - Step 6 Apply in learning games 	<p>Finally, the students should develop an activity in which they are going to write the unknown word that were found in the text and they should create five-word cards with images that represents the word (the teacher will give an example).</p> <p>As a final activity the students are going to create a short text in which they are going to explain some plans about their birthday celebration using the vocabulary that they have learnt.</p>
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Second Activity Planning

<p>Joel Sierra González School.</p> <p>Practicum process</p> <p>English course</p> <p>Grade 8th</p> <p><u>PEDAGOGICAL PROPOSAL</u></p> <p>The use of short stories as a tool to enhance written comprehension in eighth graders at Joel Sierra Gonzalez school in Tame</p>	<p>Date: October 26th, 2020</p> <p>Objectives</p> <ul style="list-style-type: none"> - Linguistic: To identify the name of the family members in a text - Communicative: To create a description of the family members <p>Topic: Family members</p> <p>Teachers:</p> <ul style="list-style-type: none"> - Anibal Acuña - Ingrid Briyith Castillo
<p>Methodology</p>	<p>Description</p>

<p>Pre-reading</p> <ul style="list-style-type: none"> - Previewing - Predicting - Making Inferences 	<p>Before starting with the reading exercise the teacher will present an exercise in which the students should write the name of the member of their families using a structure proposed by the professor. The students will test their vocabulary size when talking about the family members.</p> <p>Then, the teacher will present some images that contains a list of names to talk about the family, these words will be complemented with some images that make reference to the word that is show in the table. The table shows some family members that are not mention in the image.</p>
<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Step 1 Explain - Step 2 Restate - Step 3 Show - Step 4 Discuss - Step 5 Refine and reflect - Step 6 Apply in learning games - 	<p>Additionally, the worksheet will contain an activity in which the students should search some words in a wordsearch, this activity contains vocabulary related to the text that will be worked in the next stage of the workshop. At the end of the wordsearch there is a table that shows the translation of that words that were searched during the activity.</p>
<p>While-reading</p> <ul style="list-style-type: none"> - Visualizing - Identifying the Main Idea and Summarization - Work on vocabulary 	<p>The teacher will present the text and the students are going to begin with the reading exercise in order to know the real topic of the text. During the reading process, they are going to see the images that will help the reader to better understand the content of the statement. After finishing the reading exercise the teacher will present a table in which</p>

<ul style="list-style-type: none">- Questioning	the reader should organize a list of unknown words from the text.
<p>Post-reading</p> <ul style="list-style-type: none">- Evaluation	Finally, the students should develop an activity in which there is a questionnaire about the text topic, in order to know if the students have understood the main idea of it. Then, they are going to write a short text in which they are going to do a description about their family and some of its main characteristics using the vocabulary that they have learnt.

Third Activity Planning

<p>Joel Sierra González School. Practicum process English course Grade 8th</p> <p><u>PEDAGOGICAL PROPOSAL</u></p> <p>The use of short stories as a tool to enhance written comprehension in eighth graders at Joel Sierra Gonzalez school in Tame</p>	<p>Date: November 16th, 2020</p> <p>Objectives</p> <ul style="list-style-type: none"> - Linguistic: To identify conditional structures in a written context - Communicative: To create sentences using conditionals <p>Topic: Conditionals</p> <p>Teachers:</p> <ul style="list-style-type: none"> - Anibal Acuña - Ingrid Briyith Castillo
<p>Methodology</p>	<p>Description</p>
<p>Pre-reading</p> <ul style="list-style-type: none"> - Previewing - Predicting - Making Inferences 	<p>Before starting with the reading exercise the teacher will present an exercise to the students in which she will ask the student to create a sentence using conditionals while the learner tries to guess the topic of the text. It means that the students should create a sentence and associate it with the title of the text.</p> <p>Then, the teacher will present an exercise in which the students are going to select an image that makes reference to the title of the text. The activity consists on looking three images and choose one that best fixes with the idea of the reaging.</p>
<p>Vocabulary acquisition</p> <ul style="list-style-type: none"> - Step 1 Explain - Step 2 Restate - Step 3 Show 	<p>In this part the worksheet will contain table that is completed with some words and the meaning of each one. The vocabulary presented in the table is structured taking into account the information presented in the text, it means</p>

<ul style="list-style-type: none"> - Step 4 Discuss - Step 5 Refine and reflect - Step 6 Apply in learning games - 	<p>that these words will be found in the text. The teachers present this vocabulary in order to help the learner better understand the idea of the text.</p> <p>Then, the students is going to create some word cards for the words that they will not know the meaning and the teacher did not give a description.</p>
<p>While-reading</p> <ul style="list-style-type: none"> - Visualizing - Identifying the Main Idea and Summarization - Work on vocabulary - Questioning 	<p>The teacher will present the text and the students are going to begin with the reading exercise in order to know the real topic of the text. During the reading process, they are going to see the images that will help the reader to better understand the content of the statement. After finishing the reading exercise the teacher will present a short questionnaire about the text topic, it consists on identifying if the statements are false or true, the sentences of this exercise have been taken from the main text.</p>
<p>Post-reading</p> <ul style="list-style-type: none"> - Evaluation 	<p>Finally, the students should develop an activity in which there is a questionnaire about the text topic, in order to know if the students have understood the main idea of it. Then, they are going to write short sentences in its main characteristics is to use the vocabulary that they have learnt.</p>

Worksheets

The worksheets were created taking into account the topics proposed by the teacher in charge and each one contained a structure that allowed the students acquire new vocabulary and

knowing new information about a specific topic. Each one contained different exercises such as reading, writing, drawing, matching and multiple-choice questions. [APPENDIX 3](#)

Chronogram

The following timeline contains the information related to the application of the activities create for implementing the pedagogical proposal proposed in this research.

CHRONOGRAM OF PEDAGOGICAL METHODOLOGY APPLICATION												
	OCTOBER				NOVEMBER				DECEMBER			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
ACTIVITIES	WEEKS				WEEKS				WEEKS			
First activity												
Second activity												
Third activity												

The following table presents the order of the activities that were carried out for the implementation of the pedagogical proposal. This process begins in September and ends with final presentation in December

	September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities	Weeks				Weeks				Weeks				Weeks			

Proposal															
Proposal's presentation															
Execution															
Instuments application															
Data Analysis															
Final presentation															

Research Methodology

This is a qualitative research design study since, according to Boeree (2015), this consist on the analysis of data without involving measurement or statistics, taking into account that the data collection was developed through observation and the result analysis was through a reflective process.

As stated by Boeree (2015), the main idea of the process is to understand and look for a phenomenon; in this case, the main problem to be overcome is the vocabulary acquisition and reading comprehension improvement with eighth graders.

The present study is an action research taking into account that some strategies for reading comprehension and vocabulary acquisition were implemented with the population, As Richard (2020) affirmed that it is known as an action research when the researcher has established a direct contact with the participants, allowing them to examine their own educational practice.

Setting

The following study took place at Joel Sierra González school, a public and rural school situated in the municipality of Tame, department of Arauca in the path of Malvinas (Colombia).

Participants

This study was implemented with eighth grade students at Joel Sierra School. Taking into account that this is a rural school it only has 1 eighth-grade classroom which group is composed by 29 students where 17 students are females and 12 students are males which ages oscillate from 13 to 16.

Data Gathering Instruments

This research was carried out using different strategies taking into account some aspects that helped the correct structuration of the project, one of the most important aspects were the instruments that were used for acquiring the information that made possible the organization of the results of this study, at the same time it allowed to answer the previous question proposed as guide of the investigation. The main instruments used for gathering data were:

Semi -structured Interviews

Magaldi, Berler (2015) explain that the semi-structured interview is an exploratory interview used most often in the social sciences for qualitative research purposes or for getting data. The semi-structured interview also allows for discovery, with space to follow topical trajectories as the conversation. It should be noticed that these instruments was used in this

research project taking into account that this is a qualitative research and the researcher gathered information to better understand how the use of short stories help the student to improve their reading comprehension and vocabulary acquisition. [APPENDIX 4](#)

Journal

stated “A journal is a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. This method is used most to document spontaneously occurring events”. It means that this instrument helped the investigator to analyze and reflect on the aspects that he or she should improve to better carry out the processes of teaching and learning during a research process.

The researcher used the journal as a data collection instrument since through it the practitioner carried out a record of the evolutionary process of the research, in the same way, this allowed the researcher to reflect on the situations and experiences that the practitioner lived during her period of practice. This instrument was organized on a website in a book format on a platform called *Voicethread*.

The use of a journal as an instrument during the investigation process allow the research to understand the manner of working of the students, it also made possible to reflect on the different aspects in order to improve her participation in the process and continue working on the material that should be share with the student.



Data analysis

Data analysis is a process in which the investigator should bring order, structure and meaning for the information gathered during the instrument's application, this one is describe as a messy, ambiguous and time-consuming activity given that the researcher should be creative while participate in this fascinating process. Finally, data analysis is a process of interpretation and theorization of the information collected during the research development. (Creswell,2005, P. 355)

During this research development, it was collected information from the participants through some instruments proposed, each instrument focused on answering different questions which point to complete the structuration of the categories that were established as a guide for analyzing the information in order to show and organize the results of the research. The categories presented as guides were proposed taking into account the methodology and questions of the investigation. Those categories were organized focusing on the competence that the student was going to practice in the material share with them, the main category is reading comprehension, from his one it was possible to stablish a series of subcategories which are comprehension, vocabulary acquisition, written production and motivation. It means that each worksheet created as a tool for developing the project is structured with this format.

The following table shows us the categories selected for the development of the project and the questions established for each one. Observing the categories selected and established for the structuration of the data and information to establish the results of the research, it was found that each question points to obtaining specific data to answer the established research question.

PROJECT BASE CATEGORIES

**THE USE OF SHORT STORIES AS A TOOL TO ENHANCE WRITTEN
COMPREHENSION IN EIGHTH GRADERS AT JOEL SIERRA GONZALEZ
SCHOOL IN TAME**

General objective:

- To analyze the impact of using short stories as a tool of written comprehension in eighth graders at Joel Sierra Gonzalez school.

Specific objectives:

- To create strategies to help students acquire new English vocabulary through a reading process.
- To provide students with new vocabulary through reading exercises.
- To organize and implement reading strategies in order to help students understand the main aspects of a text.

General Category	Subcategories	Theoretical description	Questions
Reading comprehension	Comprehension	<p>Taking into account the information presented by CEFR it was found that comprehension depends on the learner and the competences were organized as follow:</p> <p>A1: The student can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. Additionally, it is important to highlight that A1</p>	<p>Before starting to read the texts of the work guides, a series of unknown words in English with their respective meaning was presented.</p> <p>Do you consider it important to know some words in English related to the text you are going to read in order to improve your text comprehension?</p>

		<p>level learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <p>A2: Firstly, the student can read very short, simple text. The students can find specific, predictable information in simple everyday material such as advertisement, prospectuses, menus and timetables and he/she can understand short simple personal letters. Secondly, can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items and can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p>	<p>Once you have understood the meaning of some words in English, do you think it was easier to understand the text presented?</p>
	<p>Vocabulary acquisition</p>	<p>Taking into account the information presented by CEFR it was found that vocabulary acquisition focuses on the learner in order to develop students' capacities as follows:</p> <p>A1: The student has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. Additionally, CEFR explain that the learner in this period has a basic vocabulary</p>	<p>When you want to know different new words in English, what strategy do you usually use to memorize those ones?</p>

		<p>repertoire of isolated words and phrases related to particular concrete situations.</p> <p>A2: Uses basic sentences patterns with memorized phrases, groups of a few words and formulate in order to communicate limited information in simple everyday situations.</p> <p>Moreover, it was found that learner should have a sufficient vocabulary for the expression of basic communicative needs, students have a sufficient vocabulary for coping with simple survival needs and the students have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	
	<p>Motivation</p>	<p>Mondal (2011) explain:</p> <p>“The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and to facilitate learning activity, Learning is an active process that needs to be motivated and guided toward desirable ends.”</p> <p>It means that the teacher should be focus on the creation of activities that could improve the student’s motivation and it allows a better comprehension and</p>	<p>How did you feel while developing the guidelines that were proposed?</p>

		production in the learner's school activities.	
	Written production	<p>Taking into account the information presented by CEFR it was found that written production depends on the learner capacities and the competences were organized as follow:</p> <p>A1: The student can write a short, simple postcard, for example sending holiday greetings. He/she can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p> <p>A2: The student can write short, simple notes and messages relating to matters in areas of immediate need. The learner can write a very simple personal letters, for example thanking someone for something.</p> <p>In addition to this, it was found that the production process involves two components:</p> <ul style="list-style-type: none"> - <i>The formulation component</i> takes the output from the planning component 	Regarding the work methodology presented in the guide, do you consider that the guide was organized and understandable taking into account your level of English language?

		<p>and assembles it into linguistic form. This involves lexical, grammatical, phonological (and in the case of writing, orthographic) processes which are distinguishable and appear (e.g. in cases of dysphasia) to have some degree of independence but whose exact interrelation is not fully understood.</p> <ul style="list-style-type: none"> - <i>The articulation component</i> organizes the motor innervation of the vocal apparatus to convert the output of the phonological processes into coordinated movements of the speech organs to produce a train of speech waves constituting the spoken utterance, or alternatively the motor innervation of the musculature of the hand to produce handwritten or typewritten text. 	
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Concerning the information Analysis, it was created a matrix to organize the answers and opinions of the participants, data was structured in order to better stablish the results of the research and the answer to the question that guide the investigation. This matrix contains the

information collected organize by categories, it means that each answer or opinion given by the participant is write in the category that was established for that information.

resul	Questions	Student 1	Student 2	Student 3	Student 4	Student
Comprehension	<p>Before starting to read the texts of the work guides, a series of unknown words in English with their respective meaning was presented. Do you consider it important to know some words in English related to the text you are going to read in order to improve your text comprehension?</p> <p>Once you have understood the meaning of some words in English, do you think it was easier to understand the text presented?</p>	<p>“Si, porque en el texto puede que haya palabras que uno desconoce, por eso es importante o bueno que coloquen algunas de las palabras que creen los profesores que los estudiantes no saben el significado”</p>	<p>“Si, porque estas palabras dan una idea general del contenido del texto, lo que facilita su interpretación”</p>	<p>“Si, porque sabiendo ya el significado de estas, nos damos una idea más precisa de lo que nos quiere dar a entender el texto y así relacionamos conceptos”</p>	<p>“Si, porque hay palabras que no entendemos y con las palabras traducidas entendía mejor lo que había que realizar y la lectura se me facilitaba”</p>	<p>“Si, poro puedo en el tema y una resp</p>
Vocabulary acquisition	<p>When you want to know different new words in English, what</p>	<p>“La busco en el diccionario y la escribo muchas veces y la</p>	<p>“Por lo general escucho canciones en inglés e intento</p>	<p>“Simplemente la anoto y también anoto la traducción para cuando no me</p>	<p>“Veo películas con subtítulos en español, también escucho</p>	<p>“Investi, significa estas pal lo trascr cuaderno repaso p</p>

	strategy do you usually use to memorize those ones?	utilizo para hablar. la busco en el diccionario porque ahí si aparece la respuesta correcta.”	entender sus letras buscando sus significados.”	acuerde reviso y así memorizó varias palabras”	música en inglés y me aprendo la pronunciación y así memorizo las palabras”	poder memoriz
Motivation	How did you feel while developing the guidelines that were proposed?	“Pues muy normal en algunos puntos no entendía y me estresaba pues no entendía, pero gracias a los miles de explicaciones que me daba la profesora podía llevar a cabo mi trabajo”	“Me sentí súper bien, pues las guías eran dinámicas y no eran aburridas muy divertidas y lo mejor de todo es que entendí todos los temas.”	“Me sentí cómodo, porque la materia fue fácil de interpretar y las actividades fueron variadas, y las dudas que se me presentaron durante el desarrollo de las guías, fueron resueltas por la profesora.”	“Me sentí a gusto con el material propuesto por el docente ya que las actividades fueron fáciles de comprender y analizar”	“Pues m bien hac las guías con un p inconven pero con de los m podía desarroll
Written production	Regarding the work methodology presented in the guide, do you consider that the guide was organized and understandable taking into account your level of English language?	“Si, Por que primero colocaban los textos explicando cómo iba a ser todo el taller o los ejercicios y luego algunos ejemplos y pues uno de ay se guiaba.”	“Si, Si como lo describo anteriormente eran fáciles y se entendía muy bien el tema y lo que había que realizar”	“Si, Porque usa vocabulario conocido acompañado de imágenes que ilustran su significado lo que facilita su interpretación y comprensión”	“Si, Porque la guía va acompañada de argumentos e imágenes que sirven como guía para la fácil comprensión y entendimiento de los temas”	“Si, poro estuviero organiza compreh para el n inglés qu tenemos

Results

The results of this research were structured taking into account the categories established for the analysis of the information collected with the instruments (interview and journal), the information provided by the participants was organized in an analysis matrix that contains the categories that guide the research, through this analysis it was possible to establish answers to the research questions posed at the beginning of the project. The first category **comprehension** allowed to the investigator collected information through some questions

- Before starting to read the texts of the work guides, a series of unknown words in English with their respective meaning was presented. Do you consider it important to know some words in English related to the text you are going to read in order to improve your text comprehension?
- Once you have understood the meaning of some words in English, do you think it was easier to understand the text presented?

Those questions provided information from the participants and that is why it was possible to discover that it is better to present vocabulary meaning before starting with a reading process, taking into account that those words could help the student to understand the information presented in the text, additionally, the learner could comprehend the instruction for developing the activities proposed in the material. Furthermore, the presentation of unknown word before reading, help the students to develop the material in an organize way and it allows the reader to analyze the content of the dMOtivationocument.

Student # 1 *“Si, porque en el texto puede que haya palabras que uno desconoce, por eso es importante o bueno que coloquen algunas de las palabras que creen los profesores que los estudiantes no saben el significado”*

Student # 2 *“Si, porque estas palabras dan una idea general del contenido del texto, lo que facilita su interpretación”*

Student # 3 *“Si, porque sabiendo ya el significado de estas, nos damos una idea mas precisa de lo que nos quiere dar a entender el texto y así relacionamos conceptos”*

Student # 4 *“Si, porque hay palabras que no entendemos y con las palabras traducidas entendía mejor lo que había que realizar y la lectura se me facilitaba”*

Student # 5 *“Si, porque puedo entender el tema y dar una respuesta”*

Finally, it was found that students could better understand the meaning of the text and getting a general idea of the text when it is showed vocabulary before the reading exercise, besides, it helps the students to understand the meaning of it.

The second category **Vocabulary acquisition** was structured from the following question:

- When you want to know different new words in English, what strategy do you usually use to memorize those ones?

This question allows to the researcher identify different strategies used by the students when learning new vocabulary and the importance of it when the learner is reading, it was found that the students use different ways to learn vocabulary such as listening to music, reading a text or

searching on a dictionary, using internet as a tool to search new words meaning and writing texts in their notebooks.

Student # 1 *“La busco en el diccionario y la escribo muchas veces y la utilizo para hablar.*

la busco en el diccionario porque ahí si aparece la respuesta correcta.”

Student #2 *“Por lo general escucho canciones en inglés e intento entender sus letras buscando sus significados.”*

Student # 3 *“Simplemente la anoto y también anoto la traducción para cuando no me acuerde reviso y así memorizó varias palabras”*

Student #4 *“Veo películas con subtítulos en español, también escucho música en inglés y me aprendo la pronunciación y así memorizo las palabras”*

Student #5 *“Investigo el significado de estas palabras y lo transcribo al cuaderno y las repaso para poder memorizarlas”*

Finally, it was found that most of students use as strategy for memorizing new words the reading exercise, given that it does not matter if they write from a dictionary, a web page, a book or a song, they read the texts to learn and memorize them.

Concerning the third category **Motivation** was organize taking into account the question:

- How did you feel while developing the guidelines that were proposed?

This one, allowed the researcher to discover that students felt very confidence and sure while they were developing the guides because it contains explanations and comprehensible vocabulary, also they felt very comfortable when the information is organized in a didactic way.

It means that students felt better if the material consists on the organization and explanation of the topics using simple vocabulary and images to make the guide didactic and animated.

Student #1 *“Pues muy normal en algunos puntos no entendía y me estresaba pues no entendía, pero gracias a los miles de explicaciones que me daba la profesora podía llevar a cabo mi trabajo”*

Student #2 *“Me sentí súper bien, pues las guías eran dinámicas y no eran aburridas muy divertidas y lo mejor de todo es que entendí todos los temas.”*

Student #3 *“Me sentí cómodo, porque la materia fue fácil de interpretar y las actividades fueron variadas, y las dudas que se me presentaron durante el desarrollo de las guías, fueron resueltas por la profesora.”*

Student #4 *“Me sentí a gusto con el material propuesto por el docente ya que las actividades fueron fáciles de comprender y analizar”*

Student #5 *“Pues me sentí bien haciendo las guías, pues con un poco de inconvenientes, pero con ayuda de los maestros podía desarrollarlas”*

All in all, it was found that the presentation of vocabulary before starting a reading exercise help the students to better develop the activities and comprehend the contents of the text analyzing and interpreting the main idea of it, additionally, it allows to develop the activities in a motivated way, finally it was found that the most of the students acquire vocabulary reading a text without taking into account the source of the information.

Conclusions

Regarding the information collected from the participants of the research, it was found that the use of short stories for improving reading comprehension in secondary students is a productive strategy given that the learners can enhance different skills face to the English learning process. Through the present study it was established that students can improve their vocabulary acquisition process, motivation, reading comprehension and written production throughout the reading, additionally it was discovered that students learning process is better when the teacher create animated material and offer didactic activities in order to reinforce students learning.

Finally, it was stated through the results of this research that the use of short stories work as a strategy that allows the student to enhance different skills when the learner is learning English language.

Recommendations

Once this process of research and application of knowledge in the field of education has been concluded, it is recommended to:

- Create new strategies in which the use of short stories is the main tool for teaching.
- Search studies and theories which focuses on the vocabulary acquisition of secondary students.
- Analyze the impact that could generate the model and structure of worksheets in learners
- Extend the studies exposed in this project to contribute to the process of teaching a foreign language

Ethical considerations

Taking into account that the research participants are underage students, it was necessary to create a clarified consent letter and a letter requesting permission for the application of the instruments, in these documents was specified the information of the project that would be developed with the students in order to show the parents of the participants that the information collected would be handled and studied only by the researcher in charge of the project and their participation was going to be anonymous. As the authors Bryman and Bell (2007) explain that the most important principles related to the ethical consideration consist on the respect of participants dignity asking for a consent before starting with any research, offering the protection of their identities and maintaining a confidentiality behavior during the research process.

[APPENDIX 5](#)

Chapter II: Research Component

Introduction

In the Bachelor of Arts in Foreign Languages degree context of training, pre-service teachers' practicum is defined as one of the focal points of interest and updating to study, and document for the improvement of the teaching-learning processes, for the qualification of education.

Besides the clear interest in the need to understand and transform the teaching practice, many local studies also focus especially on the learning issue rather than teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum as a way to objectify knowledge, behaviors, and attitudes that guide the teaching

process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

Justification

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a

reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

Statement of the problem

Schools assume core aspects of individuals' training and institutional life without questioning that are seen as imprints, stable, and invariable traits that are part of the school identity and culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, such as cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, it is necessary for the process of teacher training to encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices so as to become essential elements that influence and transform their work and future professional performance.

In the case of the Bachelors of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, in order for them to self-evaluate and look critically and constructively at their work in the teaching role.

To initiate this study, the following guiding questions are asked:

How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?

How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?

General objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

Theoretical Framework

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

The teaching profession

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

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

The reflection

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

The reflection as a process

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

The stages of the reflection process as a process are evidenced in the following scheme:

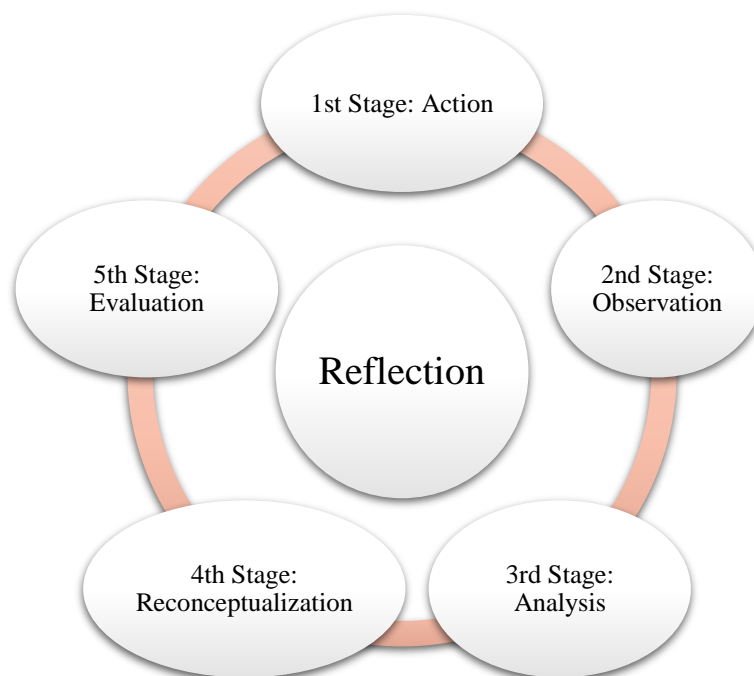


Figure 3 Reflection as a Process

The reflection as a thematic

The conception of reflection is based on a theme that is related to that concept. For this and taking as reference to Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives:

Reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and contextual aspects, which allows the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be

executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

The reflective practice

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

The teacher occupies a central role in the current educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt y Elliot: 1986). In this context, the problem of practice, and class space, require a particular treatment oriented towards social understanding and interaction.

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

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

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

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

The pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to methodologically use a conceptual operation of classification of the practice; to this end, the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

Academic practice:

It is focused on the training of teachers who are able to reflect on the courses they work in so that they transform them into understandable structures for the students.

Social efficiency practice:

It is about a way to achieve an effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, reflection consists of a strategic decision: “To select among a range of available techniques, the one which is considered the most effective”.

This is the way of proceeding from the technical rationality:

Developmental

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

Social Reconstruction

The object of reflection is social, economic, and political context so as to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

Generic

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

Reflection Activators

According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs in order to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thinking relates to “moral and ethical aspects of compassion and social justice” as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

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

According to Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher's narrative in order to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher's reflective thought, about objective and subjective or intersubjective practice experiences.

Methodology

The central axis of the methodology proposed is a process of constant reflection while it also includes the carrying out of meeting that allow the strengthening of the practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles are: autonomy, planning and self-observation.

In order to review the importance of this proposal on reflection for the practicum process, a set of “socialization” and systematization of the process itself will be done.

This study falls within the qualitative research approach, taking as starting point the perspective of reflecting as a professional space that will contribute greatly to the description, identification and analysis of the teachers’ own pedagogical practicum. According to Creswell:

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher’s biases and thoughts” (2002, p.626).

In the process of gathering data for this research, the following instruments are used:

Reflection workshops

The main purpose of the reflection workshops is to guide the process of reflection carried out by the practitioner teachers. In addition, it is also about sharing and communicating experiences that are an intrinsic part of their professional activities. The idea behind this is that they get to enrich their process and to implement new tools that will allow them to transform their pedagogical practicum. There are a total of 3 reflection workshops that took place during the semester and throughout the practicum. Students in Pamplona must attend in person, while those outside the city must complete a written assignment.

During the workshop's development the practitioner could reflect on different aspects that were present in the practicum process, those were, the motivation of the teacher, the activities implemented during the teaching of English, the participation of the students in the classes and the strategies use for teaching. This instrument of reflection helps the practitioner to analyze the situations lived by the teacher and organize the strategies necessities to improve the process of learning and allow the students to enhance their linguistic skills. Additionally, through these workshops the practitioner could listen opinions and advices from her or his partners that were working with students too, implementing their own strategies and ideas to carry out the teaching process in a school.

Objectives

- To strengthen the organization of teachers and practitioner teachers to as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.
- To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.
- To qualify students for them to effectively join the educational establishment.

Self-observation sheets

Self-observation sheets main aim is to guide the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included. It was proposed that this activity should be done weekly. It means that once finished each week of practice, the student must make a reflective

process about the own classes, and complete the form that must be sent every Monday through the Google Forms platform.

Personally, this process was very difficult because sometimes the internet network did not work so it was not possible to develop those self-observation sheets, despite those difficulties I developed some activities and it helped me to reflect on the different circumstances of the class in order to improve my practicum process. These observations were developed through some questions proposed by the teachers in charge of this project, while I was answering those questions, I was remembering the activities and exercises presented in my classes.

Narrative journal

The reflection exercise will allow the student to express themselves about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life. Once the student begins with the planning and execution of the classes, he must send a narrative to the corresponding tutor.

The journal worked as a diary during my practicum process, because there, I organized the ideas describing my experiences as teachers and commenting how I was developing my class planning, at the same time I use the journal to write about the emotions and feelings I felt during the practicum. Finally, I used this journal a notebook, because I wrote about the participation and responsibility of the students, it means that the journal worked as a reflective tool that allowed me to analyze and generate new ideas for improving this teaching process.

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located on "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion

throughout its history. It fostered different religious communities, such as: “La comunidad de franciscanos”, “Las hermanas clarisas”, “Los hermanos de San Juan de Dios”, “La compañía de Jesús”, “La comunidad la Sallista”, as well as religious female communities: “ Hermanas de la presentación”, “Hermanas bethlemitas”, among others. The acceptance of these communities in the city lead to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools is where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

Socialization function

This function is connected to the learning of values, rules, behaviors, attitudes and aptitudes that focuses on social culture in the politic and economic context they belong to. This function embraces every socialization process involving the school members.

Instructional function

The instructional function uses two more functions. It optimizes the spontaneous processes of socialization, in order to guarantee the training of human capital that is required for the good functioning of labor market. This function attempts thus to provide a higher level of culture, knowledge and values, among others, and to produce a higher possibility of adaptation.

Educational function

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

Participants in this study are 30 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

Direct beneficiary population

- Pre-service teachers.
- Supervisor teachers.

- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this will provide a useful feedback for the view of the program members about their practice as the Practicum group.

Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.

External institutions linked to the project

- José Antonio Galán School
- Brighton School
- La Presentación School
- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional
- Joel Sierra González

Expected results

Expected results are derived from the aforementioned proposed objectives, as follows:

- Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree as a training tool to qualify the practicum stage.

- Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.

Conclusions

The researcher used the journal as a data collection instrument since through it he carried out a record of the evolutionary process of the research, in the same way, this allowed the researcher to reflect on the situations and experiences that the practitioner lived during her period of practice. This instrument was organized on a website in a book format on a platform called *Voicethread*.

The use of a journal as an instrument during the investigation process allow the research to understand the manner of working of the students, it also made possible to reflect on the different aspects in order to improve her participation in the process and continue working on the material that should be share with the student.

This reflective process helps the practitioner to discover different felling such as happiness when the students were working and sadness when the students did not deliver the material on time, additionally, through this reflective process it was possible to identify some failures in the creations of the material, given that if the reflection mentioned that one activity was difficult it allows to create a new strategy to improve the explanation of the topics to make the information comprehensible.

Chapter III: Community Outreach Component

Project to raise linguistic awareness of the English language in primary schools in Pamplona

Presentation

In this proposal, the reader will find a twofold objective: to organize the social impact of the Languages Program in a project from the implementation of the outreach component to the community of Practicum; and, to raise elementary school students' awareness to the basics of the foreign language, English.

In the first instance, it contains the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

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

Introduction

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

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

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities and language institutes. However, the results obtained so far have not been very heartening since many of educational institutions of the nation have not yet been touched by it. With regards to primary education, the Government is advocating the coverage extension of English language education for boys and girls, since many of these educational establishments sometimes do not have an

English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the preparation needs of the primary sector.

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

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

Justification

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

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

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

General objectives

The development of this social extension project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

Specific Objectives

Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:

- To familiarize the child of the primary school of Tame with basic knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Tame
- To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

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

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community at the university and program levels

Theoretical framework

Language teaching

International Linguistic Policies

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

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all

possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

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

The following table shows the levels sought by the national bilingual program for 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 4 Niveles de Lengua en el PNB

Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different level of control by which an individual communicates in more than one language and culture. This level depends mainly on the context in which the individual is. Therefore, according to how another language is used, different from the native one, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in

children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

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

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

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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why learn LE in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.

- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

Pamplona's context

Pamplona's city, has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

- **Escuela Normal Superior**, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.
- **Colegio Provincial San José**, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- **Colegio Águeda Gallardo de Villamizar**, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- **Institución Educativa San Francisco de Asís**: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

- **Colegio Técnico la Presentación**
- **Institución Educativa Joel Sierra Gonzalez**

In this context where the students of Foreign Languages program of the University of Pamplona carry out their integral practice, and doing social projection in primary schools.

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

Subprojects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each practitioner adapted the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.

Benefited population

It is composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below, the number of participants will be defined once the observation period ends. It is estimated a population that can range between 50 and 60 students per institution.

- Elementary students
- Teachers of the courses of the Primary elementary language area
- Students-Practitioners of the Foreign Languages Program

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Department

External institutions linked to the Project

- Colegio José Antonio Galán
- Normal Superior Pamplona
- Colegio Técnico La Presentación
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey

- Institución Educativa Brighton Bethlemitas
- Joel Sierra Gonzalez

Subproject: The use of animated English material through ICT (Information and communication technologies) for improving the educational process with third and fourth grade students at Joel Sierra González school.

Justification

This social work service was carried out to gain experience interacting with primary school students, putting into practice and reinforce the use of English with fourth grade students of Joel Sierra González school, since it is vitally important that the level of English be increased in the cycle of Basic Primary. This exercise is not only a positive factor for the groups, but also for the tenth semester student and the University in general because it allowed the practitioners to create new strategies to work with children and youths.

For the development of the classes, the space of four hours was requested to the teacher who is in charge of those groups. In this way, every week students took English class for four hours. They would benefit in various aspects: first, new language themes could be learned; on the other hand, those who already have some knowledge can reinforce them. Finally, this learning will be useful in daily life.

General Objective

- To strengthen the English knowledge and skills in third and fourth grade students of Joel Sierra González School by using animated and didactic material.

Specific Objectives

- To reinforce English topics learned in the previous year.
- To improve students' knowledge through creative and didactic activities.
- To use ITC (Information and Communication Technologies) as main tool for creating the material.

Need

This proposal arises from the need to increase the level of English in elementary students, since it is a sector in which the language is poorly taught; therefore, students have a low level. That is why, it is necessary to create reinforcement activities that strengthen knowledge in the language in order to obtain better personal and institutional results in the English domain.

Theoretical Framework

Teaching English as a second language demands looking for certain methodologies that could supply the new changes in the educational environment. For that reason this project encloses the using of the ICT on the English course for creating animated material, The ICT is considered one of the most innovated tools inside the process of learning and teaching English since some important technological devices could be handled easily and interactively, that allows students to

keep in touch with an enormous quantity of information that enables the students to focus on the topic, enhances memorization and comprehension of a text.

Following the possible scope of the ICT, this project points out authentic material aiming to furnish students with original input, that's how the implementation of videos and cartoons were selected. Videos spark motivation when learners are studying the target language, facilitating the acquisition of new lexical knowledge, likewise, the understanding and teaching process has one notoriously improvement in its development (Kabooha,R. & Elyas, T, 2015).

Additionally, videos provide several advantages to taking into consideration, they offer images while the students listening words, it means the association of a mental meaning with the phonetic register of each word, so, when these videos display subtitles, they have the opportunity to integrate different items in order to acquire long vocabulary retention since it is teste (Sydorenko, 2010).

Bearing in mind that affective filter it one of the crucial aspects that teachers have to take into account during the teaching practice, the employment of cartoons is a successful tool to elicit English vocabulary even more with children and youths are considered as public, hence, when teachers achieve to enroll the attention of the students they could carry out their classes efficiently, this implies that the application of this strategy eases the process of acquisition of vocabulary and the identification of a context where the cartoons are depicted (Hayati & Mohammadi, 2009).

Finally, with the purpose of following modern methods teaching, one worldwide network was shortlisted in order to develop this project, Facebook has considered the most popular social media around the world with more than 2.2 active users, It is an important network that boasts

with different options to interact with the member of a group. It fosters student's participation without stress or anxiety. (Rodelo, 2016).

Methodology

This project was based on learning which aims to teach vocabulary through videos and cartoons creating animated and didactic material by taking advantage of social media as an imperative tool in contemporary times, when virtual and interactive education is more than one option, taking into account the necessity of looking for a funny way to learn English which its standards of effect will be considerable, working with videos and cartoons provides many advantages during the current world problems and lockdown. For example, this process could enrich the social and mental students' development, enables the withholding of information and reinforces memorization. Also, these appealing audiovisual tools strengthen the students' capabilities to establish brain links which are essential to keep easily the storing of vocabulary Dale, (1969).

Regarding that they would enjoy the process of learning, it takes the affective approach touching the emotional field what it is important to learners win confidence, (Krashen, 1982) likewise, these videos offer original input which it is crucial to practice the listening skill in order to perceive the correct pronunciation, intonation and the context where the world is displayed, beyond that, the images help to connect the meaning of a word with one action or mental description, and even more when the videos offer the opportunity to see the written text, it becomes in a complete task to teach vocabulary.

Considering the existing challenges in the educational Colombia's system nowadays, the target population will be high school children and youths with A1-A2 level according to the Common European Framework of Reference (CEFR) who wants to improve his/her lexical knowledge competence in the English language.

The first stage consists of uploading videos or cartoons in English weekly. Those, will not be extensive and each one will contain English subtitles in compliance with a determinate thematic that will be explained in a short description of the posting, giving some time to reflect and watching several times the videos. It would help the students during the guide development given that the information presented would give a general idea about the topic that is worked in the worksheet.

Participants

This study was implemented with third and fourth grade students at Joel Sierra González School. Each group consist of 14 student and the teacher in charge, it is important to highlight Activities were carried out with all of them within the classes which were already scheduled with the teacher in charge of each course.

Setting

The project was carried out with students who are in third and fourth grade at Joel Sierra González School of Tame. It is an official institution, founded in 1997 and whose objective is Support for balance and regional sustainability. The school is located in the path Malvinas of the city of Tame (Arauca).

Timeline

Date	Activities related to the topic	Resources	Hours of interaction
September 21 th – October 4 th	Body Parts	Worksheets, videos, songs.	8 hour 4 hours weekly
October 4 th – 19 th	Clothes	Worksheets, videos, songs.	8 hour 4 hours weekly
October 19 th – November 2 th	Food and Time	Worksheets, videos, songs.	8 hour 4 hours weekly
November 2 th – 16 th	Demonstratives	Worksheets, videos, songs.	8 hour 4 hours weekly

Figure 5 Timeline of the Practicum in Primary

Methodology Implemented

This process was developed through the application of some animated and didactic worksheets, it was proposed the use of videos for helping the students to better understand the topics proposed on the guides, but taking into account the difficulties that learners had to obtain network connection to communicate with the teachers, it was necessary to work only with the worksheets that were created. The material established as guide were share with the students through the librarian of the school, it means that there was not a direct communication with the

participants. In spite of, the students worked the material and were responsible while developing the guides.

The guides proposed were created focusing on the need of the students and their ages, it means that the material contained topics previously proposed by the teacher in charge of the learners, moreover, the material was created using animated images and didactic activities, the structuration of each worksheet was the following:

First stage, consisted on an exercise that allowed the students remember the last topic worked, in this stage the teacher proposed creative activities in order to catch the learner attention.

Second stage, focused on the presentation of a new topic with examples, it was structures using images and animated examples to guarantee the learning process of the children.

Third stage, referred the exercises to practice what the students had learned, the activities were different for each worksheet, it means that each one contained a variety of activities that allowed the students develop different exercises in a didactic way. [APPENDIX 6](#)

Conclusions

The development of didactic and animated worksheets with the elementary school children of the Joel Sierra Gonzales served as a motivation for the children to want to learn English and become interested in the language. Observing the guides developed and the work contributed by the children, it is possible to establish that the use of animated and educational material serves to promote the learning of the English language and motivate them to develop

activities. The evidence provided at the end of the document shows that the children developed the guides in an orderly and complete manner, showing their creativity while developing the activities proposed in the guides.

On the other hand, all the material that this population needs have to be eye-catching since children learn better when they associate the information with appealing details. In the view of the above, the implementation of didactic worksheets served to students to memorize in a better way the lexical and grammar contents thought in every class, furthermore the creation of animated worksheets enhanced children comprehension and motivation to learn English.

Finally, it was found that the material proposed could not be totally implemented because there was not a complete connection between the teachers and the students, in spite of that difficulties it was possible to develop the worksheets proposed given that the institution had created a communication manner through the librarian of the school. Nevertheless, the students and parents were working on the material proposed and they showed interest during the process.

Chapter IV: Administrative Component

Introduction

Taking into account the health emergency the face-to-face educational activities in this institution have been suspended and the extracurricular activities have been canceled.

Nevertheless, the institution had organized a chronogram of activities that were going to be developed during the scholar year. Nowadays, the institution is working through two methodologies; in a synchronous way, with students who have internet connection because teachers are working through WhatsApp and Facebook; in an asynchronous way, with students who do not have internet connection, teachers are working through the use of workshops that they leave with the librarian and she sends the material to the teachers.

In the following part of the document there is some aspects that could have been developed if the emergency had not appeared.

Objectives

General

- ✚ To acquire knowledge and to generate context insertion about the development and work process in the institution during the practice in order to learn the role of teachers outside the classroom.

Specifics

- ✚ To help in the establishment of schedules for the development of extracurricular activities
- ✚ To collaborate in the process of organization of events such as flag raising, games, celebrations, among others.
- ✚ To actively participate in institutional activities proposed by the institution

Conclusions

Regarding the administrative component, it is necessary to say that it was a really hard process since the practitioner was not allowed to participate in activities related to the operation of the institution such as meetings activity planning among others.

Personally, I would have liked

I personally would have liked to participate in some activities of administrative nature of the institution, since, I consider that I would have learned different things related to the management and organization of extra-curricular activities that may be presented in my professional field, I also think that, if I had participated in activities such as the Meetings of the institution's teachers I would have learned about how to develop multidisciplinary strategies in the subject, given that this is one of the institution's approaches of the institution. All in all, I did not have an active participation in the institution during my practicum process due to the exclusion that the institution maintained from my participation as a teacher.

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APPENDIX

APPENDIX 1

ACTIVIDADES	ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO	JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DICIEMBRE
Planeación institucional	7-18			15-21		25-29				14-18		2-7
Periodos académicos	21		→ 29	1		→ 14	8		→ 13			→ 1
DIA E				12					16			
Evaluación de comportamiento			27			12			11		27	
Planillas en plataforma				5		21			20		29	
Jornadas pedagógicas	31	5 12 19	4 18	1 22	6 20	3	8 22	5 19	2 16 30	14 28	11	25
Reunión consejo directivo	29	4	3	7	5	2	7	4	1	13	3	3
Proyectos decimo					8							
Proyectos grado 11°			15/20av ance		23 avance		19 avance		27 documento	23 Entrega y sustentación comité	16 Socialización	
Asambleas padres de familia		14		17			10		25			4
Recesos escolares				6-10		16	→ 5			5-9	30	
Comité de evaluación padres de familia			30			6			16		23	
Nivelaciones			30 al 3 abril			6 al 10			16 al 20		23 al 27	
Izadas de banderas		13 11°	13 10°	23 9°	22 8°	12. 7°	24. 6°	14. 2°	18. 3° y 4°	23. 1°	13. 0°	

								y 5°				
Vacaciones docentes						22	→ 3				7	
Aniversario institucional								27-29				
Elecciones estudiantiles		26										
Organización liderazgo - campaña estudiantil		10 al 25										
Grados												1
Clausura												4
Fechas especiales			13 - día Mujer	Niño Idioma Integra ción institu cional		12 familia		Festiva l institu cional	Amistad Estudiante		20 Despedida grado undecimo	

APPENDIX 2

PLAN DE ESTUDIOS DEL AREA DE LENGUA EXTRANJERA- INGLÉS PERIODO LECTIVO 2.017

DOCENTE: ANIBAL ALFONSO ACUÑA ACUÑA

INSTITUCIÓN EDUCATIVA JOEL SIERRA GONZALEZ
Tame, Enero de 2017

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1. INTRODUCCIÓN

El presente documento tiene como finalidad plantear el derrotero a seguir en el Plan de Área de Lengua Extranjera en la asignatura de inglés. Para su elaboración se ha atendido a lo estipulado por el Ministerio de Educación Nacional (M.E.N) en la Ley 115 de Febrero de 1.994 (Ley General de Educación), así como los lineamientos curriculares para los idiomas extranjeros de 1.999 y, por último, en los estándares básicos de competencias en lenguas extranjeras emanados por el M.E.N. en el año 2.007.

3

2. JUSTIFICACIÓN

Dada la importancia que ha adquirido el inglés en el mundo globalizado, el M.E.N., a través del Programa Nacional de Bilingüismo, impulsa políticas educativas, para fomentar el aprendizaje de dicho idioma. Según el M.E.N. “el bilingüismo, se refiere a los diferentes grados de dominio con los que un individuo logra comunicarse en más de una lengua y una cultura”. (Formar en Lenguas Extranjeras: El reto. Pág. 5). Con esto, se buscará que los estudiantes entren en un proceso de aprendizaje del idioma Inglés, que involucre los cinco componentes (escucha, lectura, escritura, monologo, conversación) comenzando desde la escuela primaria llevándolos poco a poco a un nivel de desempeño pre-intermedio, al finalizar su bachillerato. Para lograr esto se necesita un alto grado de compromiso de los tres estamentos educativos: Maestro-Estudiante-Padre de Familia además de un gran apoyo por parte de las directivas de la institución sin lo cual no se podrá brindar un programa acorde con las aspiraciones planteadas. El énfasis de la institución se podrá visualizar en el plan de estudios de la lengua extranjera, inglés, a través de todos los contenidos que se enseñaran desde la educación básica primaria hasta la educación media.

Por otro lado, se pretenderá que los estudiantes demuestren un buen desempeño en las Pruebas de Estado, por ello en los últimos grados se hará énfasis en la parte de comprensión de textos y entrenamiento en Pruebas de Estado.

Finalmente, es necesario incentivar en los estudiantes un gran deseo en la adquisición del idioma ya que su aprendizaje les abrirá, con más facilidad, las puertas para un mejor desempeño tanto en la parte de la educación como en la parte laboral.

4

3. OBJETIVOS GENERALES

- ✓ Desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente.
- ✓ Propiciar el conocimiento y comprensión de la realidad nacional para consolidar los valores propios de la nacionalidad colombiana tales como la solidaridad, la tolerancia, la democracia, la justicia, la convivencia social, la cooperación y la ayuda mutua.
- ✓ Propiciar la formación social, ética y moral y demás valores del desarrollo humano.
- ✓ Motivar a una conciencia ecológica que promueva el respeto y el cuidado del medio ambiente.

5

4. OBJETIVOS ESPECÍFICOS DEL ÁREA EN LOS CICLOS DE PRIMARIA Y SECUNDARIA

- El desarrollo de la capacidad para apreciar y utilizar la lengua como medio de expresión estética;
- La formación para la participación y organización infantil y la utilización adecuada del tiempo libre;
- El desarrollo de valores civiles, éticos y morales, de organización social y de convivencia humana;
- La formación artística mediante la expresión corporal, la representación, la música, la plástica y la literatura;
- La adquisición de elementos de conversación y de la lectura al menos en una lengua extranjera;

La meta principal en la Institución Educativa Joel Sierra González en el área de humanidades, asignatura: Inglés será la de incentivar en cada uno de nuestros estudiantes el deseo de aprender una lengua extranjera propi cuando el desarrollo de habilidades comunicativas para leer, comprender, escribir, escuchar y hablar en inglés de acuerdo con su nivel de desempeño. Para avanzar en el logro de esta meta se debe partir del conocimiento de nuestras fortalezas así como de nuestras debilidades. Nuestra principal fortaleza es el personal humano con el que contamos pero así mismo contamos con algunas debilidades como es la falta de una mayor capacitación de los

docentes. Los docentes deberíamos tener por lo menos una actualización al año. También es importante mejorar nuestros equipos de audio (grabadoras) y en un futuro, ojalá cercano, poder contar con un laboratorio de idiomas.

Metas Corto Plazo:

1. Para el año lectivo 2.017 mejorar nuestro nivel en las pruebas ICFES.
2. Que el inglés sea visto por estudiantes y directivos como una materia básica e importante en nuestra institución.
3. Mejorar el nivel de competencia comunicativa.

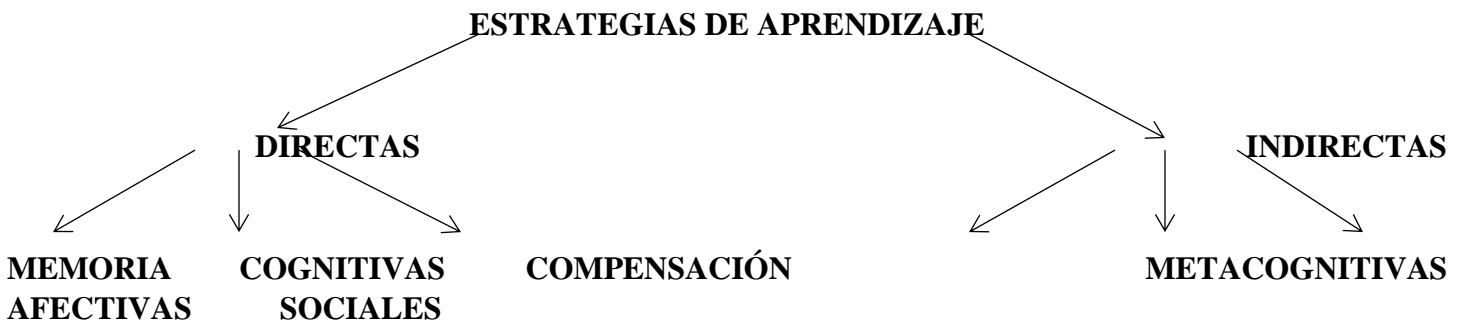
Mediano Plazo:

Para dentro de cinco años los estudiantes que salgan de once deben estar alcanzando el nivel pre-intermedio (B1) propuesto por el M.E.N.

6



La competencia en el lenguaje incluye dos tipos de habilidades: la competencia organizativa que es el dominio de la estructura formal de la lengua (lo que tiene que ver con la gramática) y el conocimiento del discurso (competencia textual). En la competencia pragmática se refiere al uso funcional del lenguaje en una situación real el cual nos sirve para expresar ideas, sentimientos, situaciones, etc. (competencia ilocutiva). El lenguaje se expresa según el hablante pertenezca a por a y situación social.



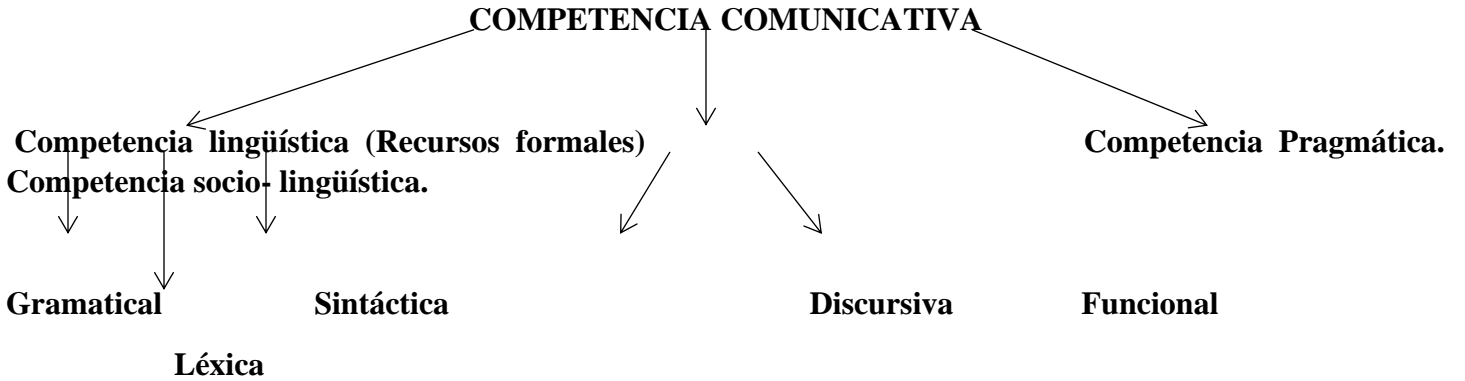
Las estrategias son procesos pedagógicos que brindan al estudiante algún tipo de orientación para facilitar el desarrollo de su competencia comunicativa. Las estrategias de memoria ayudan a los estudiante aumentar su vocabulario, a la unión de imagen y sonido, etc. Las estrategias cognitivas nos permiten comunicarnos a pesar de las limitaciones en el conocimiento del idioma. Las estrategias de compensación hacen posible la comunicación por el uso de signos, de claves no lingüísticos, de diferencia, etc.

7

Las estrategias metacognitivas se refieren al control del propio aprendizaje mediante la concentración de la atención, la planeación del aprendizaje, y la evaluación del propio aprendizaje (automonitoreo). Las estrategias afectivas ayudan a los estudiantes y los motivan hacia el aprendizaje (escuchar canciones, hacer dramatizados, conversaciones, expresar emociones mediante mímica, etc). Las sociales apoyan al estudiante en la interacción con sus compañeros.

NORMAS TÉCNICAS

Los estándares en inglés tienen su eje central en la parte comunicativa, es decir, en lo que hace referencia a lo que los niños(as) están en capacidad de saber y saber hacer en contexto inglés en los diferentes niveles. Lo anterior lo podríamos resumir en el siguiente mapa conceptual.

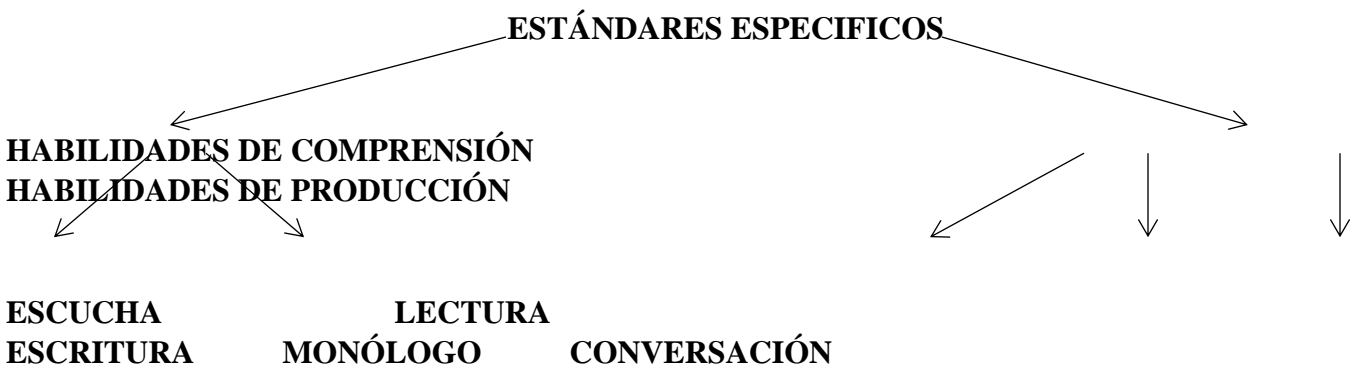


En la propuesta presentada ahora por el M.E.N. se privilegia ahora la parte comunicativa, la lengua en un contexto de uso y no la parte lingüística- gramatical aunque tampoco lo excluye. Los estándares básicos de competencias en Lenguas Extranjeras se agrupan en conjuntos de grados, así:

GRADOS:

- Primero a tercero..... Principiante.....A.1.
- Cuarto a Quinto.....Básico.....A.2.1.
- Sexto a Séptimo.....Básico II.....A.2.2.
- Octavo a Noveno.....pre-intermedio I.....B.1.1.
- Decimo a undécimo.....pre-inermiedioII.....B.1.2.

En los estándares hay uno general que define el nivel de desempeño de cada grupo de grados. Y unos específicos que están clasificados en:



ESTRATEGIAS PEDAGÓGICAS

Para desarrollar los contenidos del área y asegurar su asimilación en un alto grado por parte de las estudiantes, se propone la siguiente metodología:

- Cada estrategia estará enfocada al desarrollo de competencias sociales dando más importancia a la metodología inductiva.

- Se buscará el desarrollo de la conciencia lingüística a través del monitoreo del proceso de aprendizaje de la lengua y los aspectos culturales propios de ella.
- Teniendo en cuenta el énfasis de nuestra institución en el manejo ambiental, en cada grado se presentarán temáticas que abarcan este énfasis y que serán más significativas a través de actividades lúdicas.
- El aprendizaje cooperativo es muy importante para fortalecer la comunicación.
- La evaluación es continua teniendo en cuenta todos los aspectos del desarrollo humano, la participación en clase usando la lengua extranjera, el correcto uso de ella según los desempeños exigidos para cada nivel.

11

METAS DE CALIDAD E INDICADORES

El plan de área tiene como meta aumentar los niveles de desempeño en el idioma inglés a través de las diferentes etapas del proceso educativo. El M.E.N. escogió el Marco Común Europeo de referencia para Lenguas: Aprendizaje, Enseñanza y Evaluación, estableciendo los niveles así:

NIVELES SEGÚN EL MARCO COMUN EUROPEO	NOMBRE COMUN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA
A1	PRINCIPIANTE	GRADOS 1° A 3°
A2	BASICO	GRADOS 4° A 5°
B1	PRE-INTERMEDIO	GRADOS 8° A 11°

La I.E. Joel Sierra González busca aumentar los niveles obtenidos en años anteriores en pruebas externas, desarrollando estrategias de participación en el aula, organizando diferentes materiales de apoyo relacionado con las distintas áreas del conocimiento para mejorar la lectura comprensiva y aumentando el uso de las TIC's como forma de apoyo en la parte fonológica, de producción oral y conocimiento de la cultura anglosajona.

12

CRITERIOS DE EVALUACIÓN Y EVALUACIÓN INSTITUCIONAL

ESTÁNDARES BÁSICOS DE COMPETENCIAS PARA EL ÁREA DE IDIOMA EXTRANJERO, INGLÉS.

El Ministerio de Educación Nacional, a través de la LEY GENERAL DE LA EDUCACIÓN, Ley 115, establece que la estructura curricular del ÁREA DE IDIOMA EXTRANJERO, INGLÉS y su respectiva evaluación, deben estar articuladas a partir de estándares generales que hacen referencia a aquello que los niños, niñas y jóvenes deben saber y saber hacer al finalizar un conjunto de grados. Dichos estándares generales son:

1° A 3°	<ul style="list-style-type: none"> • Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. • Entiendo cuando me saludan y se despiden de mí. • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. • Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. • Identifico a las personas que participan en una conversación. • Sigo la secuencia de un cuento corto apoyado en imágenes. • Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. • Comprendo secuencias relacionadas con hábitos y rutinas. • Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. • Relaciono ilustraciones con oraciones simples. • Reconozco y sigo instrucciones sencillas, si están ilustradas. • Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. • Sigo la secuencia de una historia sencilla. • Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. • Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase. • Escribo el nombre de lugares y elementos que reconozco en una ilustración. • Respondo brevemente a las preguntas “qué, quién, cuándo y dónde”, si se refieren a mi familia, mis amigos o mi colegio. • Escribo información personal en formatos sencillos. • Escribo mensajes de invitación y felicitación usando formatos sencillos. • Demuestro conocimiento de las estructuras básicas del inglés. • Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuados. • Expreso mis sentimientos y estados de ánimo. • Menciono lo que me
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	<p>gusta y lo que no me gusta. • Describo lo que estoy haciendo. • Nombro algunas cosas que puedo hacer y que no puedo hacer. • Describo lo que hacen algunos miembros de mi comunidad. • Uso gestos y movimientos corporales para hacerme entender mejor. • Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. • Participo en representaciones cortas; memorizo y comprendo los parlamentos de Conversación • Respondo a saludos y a despedidas. • Respondo a preguntas sobre cómo me siento. • Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. • Expreso e indico necesidades personales básicas relacionadas con el aula. • Respondo a preguntas sobre personas, objetos y lugares de mi entorno. • Pido que me repitan el mensaje cuando no lo comprendo. • Participo activamente en juegos de palabras y rondas. • Refuerzo con gestos lo que digo para hacerme entender.</p>
4° A 5°	<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Participo en juegos y actividades siguiendo instrucciones simples. • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. • Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. • Identifico de quién me hablan a partir de su descripción física. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. • Memorizo y sigo el ritmo de canciones populares de países angloparlantes. • Asocio un dibujo con su descripción escrita. • Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. • Ubico en un texto corto los lugares y momentos en que suceden las acciones. • Identifico las acciones en una secuencia corta de eventos. • Utilizo gráficas para representar la información más relevante de un texto. • Utilizo el diccionario como apoyo a la comprensión de textos. • Identifico elementos culturales como nombres propios y lugares, en textos sencillos. • Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. • Participo en juegos de búsqueda de palabras desconocidas. • Escribo sobre temas de mi interés. • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Escribo tarjetas con mensajes cortos de felicitación o invitación. • Describo los rasgos personales de gente de mi entorno. • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. • Verifico la ortografía de las palabras que escribo con frecuencia. • Escribo pequeñas historias que me imagino. • Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. • Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas. • Expreso en una palabra o frase corta, cómo me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. • Hablo de las actividades que realizo habitualmente. • Puedo hablar de cantidades y contar objetos hasta mil. • Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. • Pido y acepto disculpas de forma simple y cortés. • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. • Pregunto y respondo sobre las características físicas de objetos familiares. • Respondo preguntas sobre mis gustos y preferencias. • Puedo cortésmente llamar la atención de mi profesor con una frase corta.
	<ul style="list-style-type: none"> • Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. • Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. • Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. • Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. • Comprendo una descripción oral sobre una situación, persona, lugar u objeto. • Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. • Comprendo la idea general en una descripción y en una narración. • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. • Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. • Comprendo relaciones establecidas por palabras como and (adición), but (contraste), first, second... (orden temporal),

6° A 7°	<p>en enunciados sencillos. • Valoro la lectura como un hábito importante de enriquecimiento personal y académico. • Identifico el significado adecuado de las palabras en el diccionario según el contexto. • Aplico estrategias de lectura relacionadas con el propósito de la misma. • Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. • Identifico la acción, los personajes y el entorno en textos narrativos. • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. • Completo información personal básica en formatos y documentos sencillos. • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. • Utilizo vocabulario adecuado para darle coherencia a mis escritos. • Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. • Establezco comparaciones entre personajes, lugares y objetos. • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. • Narro o describo de forma sencilla hechos y actividades que me son familiares. • Hago exposiciones muy breves, de contenido predecible y aprendido. • Describo con oraciones simples mi rutina diaria y la de otras personas. • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. • Utilizo códigos no verbales como gestos y entonación, entre otros. • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.</p>
8° A 9°	<p>• Sigo las instrucciones dadas en clase para realizar actividades académicas. • Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. • Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. • Reconozco los elementos de enlace de un texto oral para identificar su secuencia. • Muestro una actitud respetuosa y tolerante al escuchar a otros. • Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Infiero información específica a partir de un texto oral. • Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. • Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase. • Identifico iniciación, nudo y desenlace en una narración. • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. • Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. • Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. • Identifico la recurrencia de ideas en un mismo texto. • Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. • Represento, en forma gráficas, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. • Valoro la lectura como una actividad importante para todas las áreas de mi vida. • Comprendo la información implícita en textos relacionados con temas de mi interés. • Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos. • Identifico elementos culturales presentes en textos sencillos. • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. • Escribo mensajes en diferentes formatos sobre temas de mi interés. • Diligencio efectivamente formatos con información personal. • Contesto, en forma escrita, preguntas relacionadas con textos que he leído. • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. • Parafraseo información que leo como parte de mis actividades académicas. • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. • Uso planes representados en mapas o diagramas para desarrollar mis escritos. • Ejemplifico mis puntos de vista sobre los temas que escribo. • Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. • Narro historias cortas enlazando mis ideas de manera apropiada. • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. • Explico y justifico brevemente mis planes y acciones. • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. • Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. • Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. • Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. • Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. • Me apoyo en mis conocimientos generales del mundo para participar</p>

	<p>en una conversación. • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. • Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad. • Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.</p>
10° a 11°	<p>• Entiendo instrucciones para ejecutar acciones cotidianas. • Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifico conectores en una situación de habla para comprender su sentido. • Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. • Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor. • Asumo una posición crítica frente al punto de vista del autor. • Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto. • En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante. • Comprendo variedad de textos informativos provenientes de diferentes fuentes. • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Expreso valores de mi cultura a través de los textos que escribo. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. • Escribo textos expositivos sobre temas de mi interés. • Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos. • Uso estrategias como el parafraseo para compensar dificultades en la comunicación. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados. • Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Uso mis conocimientos previos para participar en una conversación. • Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural.</p>

EVALUACIÓN A NIVEL INSTITUCIONAL

La evaluación en el área de IDIOMA EXTRANJERO, INGLÉS, se realiza de manera continua e integral, teniendo en cuenta el desarrollo de la Competencia comunicativa que incluye Marco Común Europeo de Referencia para Lenguas: Aprendizaje, Enseñanza y Evaluación, el cual fue adoptado por el Programa Nacional de Bilingüismo e incluye:

- Competencia lingüística. Se refiere al conocimiento de los recursos formales de la lengua
- Competencia pragmática. Se relaciona con el uso funcional de los recursos.
- Competencia sociolingüística. Se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.
- Conocimientos declarativos. Son los derivados, por una parte de la experiencia y, por otra, del aprendizaje formal.

- Destrezas y habilidades. Incluyen, por una parte, las destrezas y habilidades prácticas (vitales, profesionales, deportivas; gustos, aficiones, artes) y, por otra parte, las interculturales, como la capacidad de relacionarse, la sensibilidad, la posibilidad de superar las relaciones estereotipadas, etc.
- Conocimiento personal. Abarca la suma de las características individuales, los rasgos y las actitudes que conforman la personalidad y que influyen en la imagen que tenemos sobre nosotros mismos y sobre los demás. Así mismo, se refiere a la voluntad de entablar relaciones con otras personas e incluye, por lo tanto, motivaciones, actitudes, valores, creencias y factores de personalidad, entre otros.
- Habilidad para aprender. Se concibe como la predisposición o la habilidad para descubrir lo que es diferente, bien sea que se trate de otra lengua o cultura, de otras personas o de nuevas áreas de conocimiento. Incluye también la conciencia sobre cómo funcionan la lengua.

PLAN DE MEJORAMIENTO

El plan de mejoramiento que se propone para este periodo lectivo en el área de IDIOMA EXTRANJERO, INGLES, contempla las siguientes fases:

- Análisis de las evaluaciones de PRUEBA SABER grado 11°
- Análisis de las calificaciones de los estudiantes cada periodo para visualizar los temas de mayor dificultad.
- Apoyo a los grupos de básica primaria en el área con estudiantes de Labor Social
- Actividades especiales de refuerzo en jornada contraria.

ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION
<ul style="list-style-type: none"> • Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. • Entiendo cuando me saludan y se despiden de mí. • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. • Comprendo canciones, rimas y rondas infantiles y lo demuestro con gestos y movimientos. • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. • Identifico a las personas que participan en una conversación. 	<ul style="list-style-type: none"> • Identifico palabras relacionadas entre sí sobre temas que son familiares. • Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. • Relaciono ilustraciones con oraciones simples. • Reconozco y sigo instrucciones sencillas, si están ilustradas. • Puedo predecir una historia a partir del título, las ilustraciones y las palabras claves. • Sigo la secuencia de una historia sencilla. • Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. • Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo. 	<ul style="list-style-type: none"> • Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase. • Escribo el nombre de lugares y elementos que reconozco en una ilustración. • Respondo brevemente a las preguntas “que, quien, cuando y donde”, si se refieren a mi familia, mis amigos o mi colegio. • Escribo información personal en formatos sencillos. • Escribo mensajes de invitación y felicitación usando formatos sencillos. • Demuestro conocimiento de las estructuras básicas de inglés. 	<ul style="list-style-type: none"> • Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuados. • Expreso mis sentimientos y estados de ánimo. • Menciono lo que me gusta y lo que no me gusta. • Describo lo que estoy haciendo. • Nombro algunas cosas que puedo hacer y que no puedo hacer. • Describo lo que hacen algunos miembros de mi comunidad. • Uso gestos y movimientos corporales para hacerme entender mejor. • Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. • Participo en representaciones cortas, 	<ul style="list-style-type: none"> • Respondo a saludos y a despedidas. • Respondo a preguntas sobre cómo me siento. • Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. • Expreso e indico necesidades personales básicas relacionadas con el aula. • Respondo a preguntas sobre personas, objetos y lugares de mi entorno. • Pido que me repitan el mensaje cuando no lo comprendo. • Refuerzo con gestos lo que digo para hacerme entender.

<ul style="list-style-type: none">• Sigo la secuencia de un cuento corto apoyado en imágenes.• Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz.• Reconozco que hay otras personas como yo que se comunican en inglés.• Comprendo secuencias relacionadas con hábitos y rutinas.			memorizo y comprendo los parlamentos.	
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GRADOS 1° A 3° BASICA PRIMARIA (PRINCIPIANTE)

GRADOS 4° A 5° BASICA PRIMARIA. (BASICO I)

ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION
<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Participo en juegos y actividades siguiendo instrucciones simples. • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. • Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o una grabación. 	<ul style="list-style-type: none"> • Asocio un dibujo con su descripción escrita. • Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. • Ubico en un texto corto los lugares y momentos en que suceden las acciones. • Identifico las acciones en una secuencia corta de eventos. • Utilizo gráficas para representar la información más relevante de un texto. • Utilizo el diccionario como apoyo a la comprensión de textos. • Identifico elementos culturales como nombres propios y lugares, en textos sencillos. • Leo y entiendo textos auténticos 	<ul style="list-style-type: none"> • Escribo sobre temas de mi interés. • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Escribo tarjetas con mensajes cortos de felicitación o invitación. • Describo los rasgos personales de gente de mi entorno. • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 	<ul style="list-style-type: none"> • Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. • Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas. • Expreso en una palabra o frase corta, como me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. • Describo con oraciones simples el clima y determino la ropa. • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 	<ul style="list-style-type: none"> • Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. • Pido y acepto disculpas de forma simple y cortés. • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. • Pregunto y respondo sobre las

<ul style="list-style-type: none"> • Identifico de quien me hablan a partir de su descripción física. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. • Memorizo y sigo el ritmo de canciones populares de países angloparlantes. 	<p>y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco.</p> <ul style="list-style-type: none"> • Reconozco, en un texto narrativo corto, aspectos como que, quien, cuando y donde. • Participo en juegos de búsqueda de palabras desconocidas. 	<ul style="list-style-type: none"> • Verifico la ortografía de las palabras que escribo con frecuencia. • Escribo pequeñas historias que me imagino. 	<ul style="list-style-type: none"> • Hablo de las actividades que realizo habitualmente. • Busco oportunidades para usar lo que se en inglés. • Puedo hablar de cantidades y contar objetos hasta mil. 	<p>características físicas de objetos familiares.</p>
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GRADOS 6° A 7° BASICA SECUNDARIA (BASICO 2)

ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION
<ul style="list-style-type: none"> • Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. • Comprendo preguntas y expresiones orales que se refieren a mí, mi familia, mis amigos y mi entorno. • Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. • Comprendo y sigo instrucciones puntuales cuando estas se presentan en forma clara y con vocabulario conocido. • Comprendo una descripción oral sobre una situación, persona, lugar u objeto. 	<ul style="list-style-type: none"> • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas personales y académicas. • Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. • Comprendo relaciones establecidas por palabras como and (adición), but (contraste), first, second... (orden temporal), en enunciados sencillos. • Valoro la lectura como un hábito importante de enriquecimiento 	<ul style="list-style-type: none"> • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. • Escribo mensajes que me son familiares. • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. • Completo información personal básica en formatos y documentos sencillos. • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o 	<ul style="list-style-type: none"> • Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. • Establezco comparaciones entre personajes, lugares y objetos. • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. • Narro o describo de forma sencilla hechos y actividades que me son familiares. • Hago exposiciones muy breves, de contenido predecible y aprendido. 	<ul style="list-style-type: none"> • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y en mi entorno cercano. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. • Utilizo códigos no verbales como gestos y entonación, entre otros. • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. • Hago protestas a mis compañeros sobre qué hacer, donde, cuando o como. • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.

<ul style="list-style-type: none"> • Identifico el tema general y los detalles relevantes en conversaciones, informaciones radicales o exposiciones orales. • Comprendo la idea general en una descripción y en una narración. 	<p>personal y académico.</p> <ul style="list-style-type: none"> • Identifico el significado adecuado de las palabras en el diccionario según el contexto. • Aplico estrategias de lectura relacionadas con el propósito de la misma. • Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. • Identifico la acción, los personajes y el entorno en textos narrativos. 	<p>sobre hechos que me son familiares.</p> <ul style="list-style-type: none"> • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 	<ul style="list-style-type: none"> • Describo con oraciones simples mi rutina diaria y la de otras personas. 	
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GRADOS 8° A 9° BASICA SECUNDARIA (INTERMEDIARIO 1)

ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION
	<ul style="list-style-type: none"> • Identifico iniciación, nudo 	<ul style="list-style-type: none"> • Escribo narraciones sobre 	<ul style="list-style-type: none"> • Hago presentaciones cortas y 	<ul style="list-style-type: none"> • Participo en una conversación cuando mi interlocutor me

<ul style="list-style-type: none"> • Sigo las instrucciones dadas en clase para realizar actividades académicas. • Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. • Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. • Reconozco los elementos de enlace de un texto oral para identificar su secuencia. • Muestro una actitud respetuosa y tolerante al escuchar a otros. • Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. 	<p>y desenlace en una narración.</p> <ul style="list-style-type: none"> • Reconozco el propósito de una descripción en textos narrativos de mediana extensión. • Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. • Comprendo relaciones de adición, contraste, orden temporal y espacial y causa – efecto entre enunciados sencillos. • Identifico la recurrencia de ideas en un mismo texto. • Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. • Represento en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. 	<p>experiencias personales y hechos a mi alrededor.</p> <ul style="list-style-type: none"> • Escribo mensajes en diferentes formatos sobre temas de mi interés. • Diligencio efectivamente formatos con información personal. • Contesto, en forma escrita, preguntas relacionadas con datos que he leído. • Deduzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. • Deletreo información que obtengo como parte de mis actividades académicas. • Organizo párrafos coherentes cortos, teniendo en cuenta elementos 	<p>ensayadas sobre temas cotidianos y personales.</p> <ul style="list-style-type: none"> • Narro historias cortas enlazando mis ideas de manera apropiada. • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. • Explico y justifico brevemente mis planes y acciones. • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. • Hago explicaciones ensayadas y breves sobre algún tema académico de mi interés. • Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. • Uso un plan para exponer temas relacionados con el entorno 	<p>da el tiempo para pensar mis respuestas.</p> <ul style="list-style-type: none"> • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Interactuó con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. • Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad.
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<ul style="list-style-type: none"> • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. • Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase. 	<ul style="list-style-type: none"> • Comprendo la información implícita en textos relacionados con temas de mi interés. • Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos. • Identifico elementos culturales presentes en textos sencillos. 	<p>formales del lenguaje como ortografía y puntuación.</p> <ul style="list-style-type: none"> • Expreso planes representados en mapas o diagramas para desarrollar mis escritos. • Ejemplifico más puntos de vista sobre los temas que escribo. 	académico de otras asignaturas.	
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GRADOS 10° A 11° MEDIA (INTERMEDIO 2)

ESCUCHA	LECTURA	ESCRITURA	MONOLOGOS	CONVERSACION
<ul style="list-style-type: none"> • Entiendo instrucciones para ejecutar acciones cotidianas. • Identifico la idea principal de un texto oral cuando tengo conocimiento 	<ul style="list-style-type: none"> • Identifico palabras claves del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor. • Asumo una posición crítica 	<ul style="list-style-type: none"> • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la 	<ul style="list-style-type: none"> • Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Hago presentaciones orales sobre 	<ul style="list-style-type: none"> • Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi

<p>previo del tema.</p> <ul style="list-style-type: none"> • Identifico conectores en una situación de habla para comprender su sentido. • Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. • Me apoyo en el lenguaje 	<p>frente al punto de vista del autor.</p> <ul style="list-style-type: none"> • Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto. • En un texto identifico los elementos que me permiten apreciar los 	<p>coherencia y la cohesión.</p> <ul style="list-style-type: none"> • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y el profesor. • Expreso valores de mi cultura a través de los textos que escribo. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla: (cartas, notas, mensajes, correos electrónicos). • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quien soy y que sé del mundo. 	<p>temas de mi interés y relacionados con el currículo escolar.</p> <ul style="list-style-type: none"> • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propias de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos. • Uso estrategias como el parafraseo para compensar dificultades en la comunicación. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados. 	<p>interlocutor y el contexto.</p> <ul style="list-style-type: none"> • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Uso mis conocimientos previos para participar en una conversación. • Describo en forma oral mis ambiciones, sueños y esperanzas utilizando el lenguaje claro y sencillo. • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural
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<p>corporal y gestual del hablante para comprender mejor lo que dice.</p> <ul style="list-style-type: none"> • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. 	<p>valores de la cultura angloparlante.</p> <ul style="list-style-type: none"> • Comprendo variedad de textos informativos provenientes de diferentes fuentes. 	<ul style="list-style-type: none"> • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 		
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APPENDIX 3

INSTITUCION EDUCATIVA AGROAMBIENTAL JOEL SIERRA GONZALEZ.

NIT: 834000905-6



GUIDE # 12: 8th and 9th grades

TOPIC: Future Simple will/going to

Delivery date: October 23TH, 2020

Name _____

Learning Objectives

- **Linguistic:** To identify the future simple structure in a text
- **Communicative:** To create a plan party for his/her birthday
- **Cultural:** To know a planning birthday in a foreign country

Let's see how much have you learned from the last lesson? Look at the title of the text and try to associate it with one of the images below.

Veamos cuánto has aprendido de la última lección. Mire el título del texto e intente asociarlo con una de las imágenes a continuación.

1. The text's titled "Katie's birthday" Now look for the image that fits the best with the statement.



A



B



C

2. Now, let's test your creativity, look at the images, and try to organize them, keeping in mind that it is the order of the events that will be develop.

Ahora, probemos tu creatividad, miremos las imágenes y tratemos de organizarlas, teniendo en cuenta que es el orden de los eventos que se van a desarrollar.



3. Now, we are going to learn something new. look at the following images for knowing the meaning of each word, then you should do a draw which will represent the words located in the white squares (use dictionary).

Ahora vamos a aprender algo nuevo. mire las siguientes imágenes para conocer el significado de cada palabra, luego debe hacer un dibujo que represente las palabras ubicadas en los cuadrados blancos. (use diccionario)



NOON



FUN



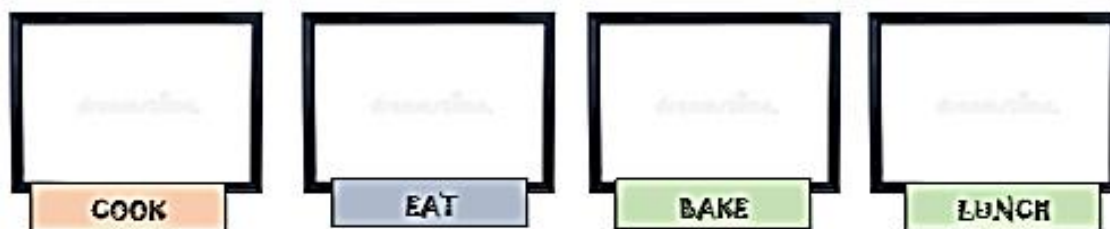
ICE-CREAM



CAKE



PRESENT



4. Read the text below and see the images as help for understanding the content of the reading.
Lea el texto a continuación y vea las imágenes como ayuda para comprender el contenido de la lectura.

Katie's birthday



**Who is she? What will she do?
 What is going to happen?**

On Saturday, Katie will be one year old. Katie's parents are going to have a birthday party. The party is going to begin at noon on Saturday. Many people will be at the party. Katie will have so much fun!

Katie's dad is going to cook hamburgers. Katie's grandmother is going to bring ice-cream. Katie's aunt is going to bake a cake. It will be a chocolate cake. Katie will love her cake!

All of Katie's relatives will bring presents. Katie is going to open her presents after lunch. Then, everyone will eat cake and ice-cream. Katie is going to have a good first birthday!

5. Now, let's see; what we have understood from the text. Read the following questions, answer it, taking into account your previous knowledge.

Ahora, veamos ; qué hemos entendido del texto. Lea las siguientes preguntas, respóndolas teniendo en cuenta sus conocimientos previos.

- A. Chose the statement that best summarizes the prior text
- Katie is going to celebrate her birthday only with her parents and grandparents.
 - Katie is going to celebrate her birthday on Saturday with her relatives. she is going to share hamburgers and some snacks.
- B. When Katie's parents are going to celebrate her birthday?
- They are going to celebrate it on Sunday
 - They are going to celebrate it on Friday
 - They are going to celebrate it on Saturday
- C. Who is going to do hamburgers and the cake?
- Katie parents
 - Katie grandparents
 - Katie's grandmother and Katie's father
- D. When is Katie going to open her presents?
- After dinner
 - After lunch
 - After breakfast
- E. This is _____ Katie's birthday celebration
- The first
 - The third
 - The fourth
6. Now taking into account the previous topic, you are going to create a plan birthday using the words that you have learned

Ahora teniendo en cuenta el tema anterior, vas a crear un plan de cumpleaños usando las palabras que has aprendido

*The future belongs to those who believe in
the beauty of their dreams*

*El futuro pertenece a aquellos que creen en la belleza de sus
sueños*

INSTITUCION EDUCATIVA AGROAMBIENTAL JOEL SIERRA GONZALEZ.

NIT: 834000905-6

GUIDE: 8th and 9th grades

TOPIC: Family Members

Name _____

Learning Objectives

- **Linguistic:** To identify the name of the family members in a text
- **Communicative:** To create a description of the family members

1. Before starting with this wonderful reading you are going to write how many family members you have at home.

Antes de iniciar con esta asombrosa lectura, vas a escribir cuantos familiares viven en tu casa

Example:

 In my house there are relatives, they are:

In my house there are 8 relatives, they are:

- *My mother*
- *My grandmother*
- *My sister*
- *My daughter*
- *My niece*
- *My brother*
- *My brother-in-law*

2. Now it is time of learning some family member names

Ahora es hora de aprender los nombres de algunos miembros de la familia



English	Spanish	English	Spanish
Mother	Mamá	Father	Papá
Grandmother	Abuela	Grandfather	Abuelo
Daughter	Hija	Son	Hijo
Sister	Hermana	Brother	Hermano
Aunt	Tía	Uncle	Tío
Niece	Sobrina	Nephew	Sobrino
Cousin	Prima	Cousin	Primo
Sister-in-law	Cuñada	Brother-in-law	Cuñado
Mother-in-law	Suegra	Father-in-law	Suegro
Parents	Padres	Grandparents	Abuelos
Children	Hijos	Grandchildren	Nietos
Siblings	Hermanos	Only child	Hijo(a) único(a)
Girlfriend	Novia	Boyfriend	Novio
Wife	Esposa	Husband	Esposo

3. Let's see the following wordsearch and try to find these words.

Veamos la siguiente sopa de letras y trata de encontrar estas palabras

R E C G V N R T D I C E
 N E R V O U S Y V I O T
 W U L O K R T L I I V D
 E S T F Y S A I R N K W
 E N O R W E L M Q K Q S
 K I U N F Y Q A T V W M
 E A W Q P J Q F W F N W
 N T A E C K P Y Y K O H
 D N L P T O D W A V K M
 S U K I W O U J R R U E
 L O D N D C V J T H S G
 B M D G U T E A C H I T

1. MOUNTAINS
2. WEEKENDS
3. NERVOUS
4. FAMILY
5. NURSE
6. TEACH
7. COOK
8. WALK

1. Montañas
2. Fin De Semana
3. Nervioso
4. Familia
5. Enfermera
6. Enseñar
7. Cocinar
8. Caminar

4. Read the text below and use the prior vocabulary to understand the main idea of it.

My Wonderful Family (A1)

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

5. Now, you are going to create you own dictionary with unknown words that you will find in the text.

Ahora, vas a crear tu propio diccionario con las palabras desconocidas que vas a encontrar en el texto

(You should organize your dictionary only using those words that you do not know)

EXAMPLE

LETTER (A, B, C, D...)	WORD	MEANING
B	BROTHER	HERMANO
B	BUT	PERO

6. Taking into account the text information, you are going to fill the squares to complete the sentences information.

Teniendo en cuenta la información del texto, vas a rellenar los cuadros para completar la información de las oraciones

1) My mother is a...

- a) Doctor
 b) Nurse
 c) Writer
 d) Waitress

2) My house is near the...

- a) City
 b) Monastery
 c) Mountains
 d) Italy

3) How old was I when my grandmother came?

- a) Three years old
 b) Just born
 c) Ten years old
 d) Two years old

4) On the weekends, we...

- a) Play board games together
 b) Go to a movie
 c) Clean the house
 d) Cook pasta

5) My sister is kind, but also...

- a) Mean
 b) Quiet
 c) Nervous
 d) Strong

7. It is time for creating, you are going to write a short description of your family using the previous acquired knowledge

Es hora de crear, vas a escribir una descripción corta de tu familia usando el conocimiento previo adquirido

INSTITUCION EDUCATIVA AGROAMBIENTAL JOEL SIERRA GONZALEZ.

NIT: 834000905-6

GUIDE: 8th and 9th grades

TOPIC: CONDITIONALS

Name _____

Learning Objectives

- **Linguistic:** To identify conditional structures in a written context
- **Communicative:** To create sentences using conditionals

Let's see how much have you learned from the last lesson? Look at the title of the text "*The mystery of the red truck*" Now, you will try to create a sentence related to the title using conditionals.

Veamos cuánto has aprendido de la última lección. Mire el título del texto "*El misterio del camión rojo*" Ahora, trataras de crear una oración relacionada con el título usando los condicionales.

1. The text's titled "*The mystery of the red truck*" could be related to one of the following images. Now you are going to choose the image that fixes the best with the title.



2. Now we are going to learn some words that could help you during the reading process. Let's see.

WORD	MEANING	WORD	MEANING
Street	Calle	To solve	Resolver
Footage	Grabación	Worry	Preocupación
Neighborhood	Vecindario	To share	Compartir
To concern	Preocuparse	Town	Pueblo
Witness	Testigo	Driver	Conductor

3. Read the text below and see the images as help for understanding the content of the reading.

The mystery of the Red Truck



By Sally Nicholls, a local reporter

It has been confirmed that late on the night of the sixth of July, a large red truck ran into the bakery on Maryland Street. After an initial investigation by police, it is now clear that the truck had no driver at all. The locals are asking a simple question: "Where was the driver?" If the police want to solve this mystery, they will need the CCTV footage from the street. One of the locals said: "We're all quite

worried about a truck with no driver. This truck has never been seen in the neighbourhood before. If we'd seen that truck before, we'd solve this mystery now." Many locals share the same concerns. They want to know what's happening in their town.


A witness at the crime scene told police: "There was a loud noise coming from the truck while it was going towards the building and its speed.... it was unbelievable. If it had been going slower, I would've had a chance to see the driver. But all I saw was the truck speeding into the bakery as fast as it could."

The police have already spoken with eleven other residents but no one knows any further details about the incident. Superintendent Amanda Slippers remarked: "This is a tough case. The truck licence plate belongs to this town, but nobody has seen it here. According to the town records, the owner of the truck moved away from here years ago. No one knows where to. If we located the owner, we'd probably solve this mystery."

If a truck moves, then it has a driver. Well, maybe we should change this basic assumption on account of this mysterious red truck.

4. Now, you are going to write five unknown words from the text and you should search it meaning creating a flashcard as follow.

Ahora, va a escribir cinco palabras desconocidas del texto y debe buscarlo, lo que significa crear una tarjeta de memoria flash de la siguiente manera.

TRUCK  CAMIÓN				
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5. It is time of testing what you have understood from the text, decide if the statement are **true** or **false** according to the information.

Es hora de evaluar lo que has entendido del texto, decide si las afirmaciones son verdaderas o falsas

1. The locals knew that the red truck had an old driver. _____
2. The police have investigated all the people in the town. _____
3. The CCTV footage of the street will help the police. _____
4. The locals haven't seen the truck in the town before. _____
5. The truck ran into the building very slowly. _____

6. Taking into account the text information, you are going to answer the following questions.

Teniendo en cuenta la información del texto, vas a responder las siguientes preguntas.

A. Where is the name of the street in which the red truck has appeared?

- a. Oxford Street
- b. Maryland Street
- c. Destination Street

B. What is the name of the truck driver?

- a. Nicolas White
- b. Alan Poe
- c. It does not appear

C. What will need the police if they want to solve the mystery?

- a. A journal reports
- b. A footage from the street
- c. Nothing

D. Where belong the truck license?

- a. It belongs to that town
- b. It belongs to Miami
- c. It belongs to Mexico

E. What is the reporter name?

- a. Abraham Lincoln
- b. Henry Cavill
- c. Salle Nicolls

7. Using what you have learned you should write a sentence using four conditionals

0 _____

1 _____

2 _____

3 _____

APPENDIX 4

Malvinas - Tame 18 de noviembre de 2020

Institución Educativa Colegio Agroambiental Joel Sierra

Universidad de Pamplona

Investigador: Ingrid Briyith Castillo Solano

El uso de cuentos como herramienta para mejorar la comprensión escrita en estudiantes de octavo grado en la escuela Joel Sierra González en Tame

En el presente documento encontrará algunas preguntas que nos permitirán analizar diferentes aspectos de las guías de ingles que se trabajaron con usted durante el tercer y cuarto periodo las cuales responden a la metodología de implementación del proyecto pedagógico “El uso de cuentos como herramienta para mejorar la comprensión escrita en estudiantes de octavo grado en la escuela Joel Sierra González en Tame”. Antes de proceder con el desarrollo del cuestionario es importante recordar que la información aquí presentada en ámbito de repuesta será manejada de forma anónima, es decir que solo el investigador tendrá acceso a esta.

Responda las siguientes preguntas teniendo en cuenta su experiencia durante el desarrollo de las guías trabajadas durante estos periodos

1. ¿Como se sintió mientras desarrollaba las guías que fueron propuestas? ¿Por qué?

2. Antes de iniciar con la lectura de los textos de las guías de trabajo se presentó una serie de palabras desconocidas en ingles con su respectivo significado ¿Considera usted que es importante conocer algunas palabras en ingles relacionadas con el texto que va a leer para mejorar la comprensión de este?

si__ no__

¿por qué?

3. Una vez comprendido el significado de algunas palabras en ingles ¿Considera usted que fue más sencilla la comprensión del texto presentado?

si___ no___

¿por qué?

4. Cuando usted quiere conocer diferentes palabras en ingles ¿Que estrategia usa habitualmente para memorizar las palabras nuevas?

¿cuál y por qué?

5. En cuanto a la metodología de trabajo presentada en la guía ¿Considera usted que la guía estuvo organizada y comprensible teniendo en cuenta su nivel de lengua en Ingles?

si___ no___

¿por qué?

6. Tomando como referencia su experiencia durante el desarrollo de las actividades ¿Cree usted que hay aspectos a mejorar en la metodología de la misma?

si___ no___

¿cuáles? _____

_____.

APPENDIX 5



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Pamplona, 06 de noviembre de 2020

Estimados,

Padres de familia

Octavo Grado

Institución Educativa Joel Sierra González

Cordial saludo,

Yo, **Ingrid Briyith Castillo Solano**, identificado con C.C 1094277652 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la **Universidad de Pamplona**; durante este semestre estoy realizando mi práctica integral en los cursos **octavo, noveno decimo y once**, acompañado de la supervisión del docente Anibal Acuña, me dirijo a Usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará a través de un documento Word en el cual el/ ella responderá, esta tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo **Marjory Dayana Daza Zubieta** el cual se desarrolló dentro de las clases de inglés en los últimos meses.

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.



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Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

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APPENDIX 6



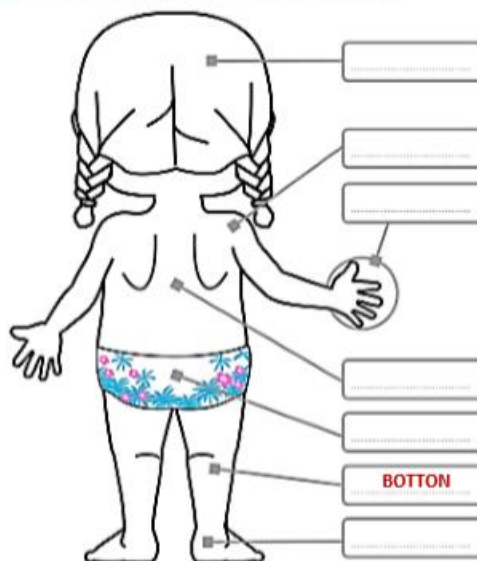
CLOTHES

Ropa o vestuario



¡AHORA VEAMOS QUE APRENDIMOS !

Escribe los nombres de las partes del cuerpo en ingles

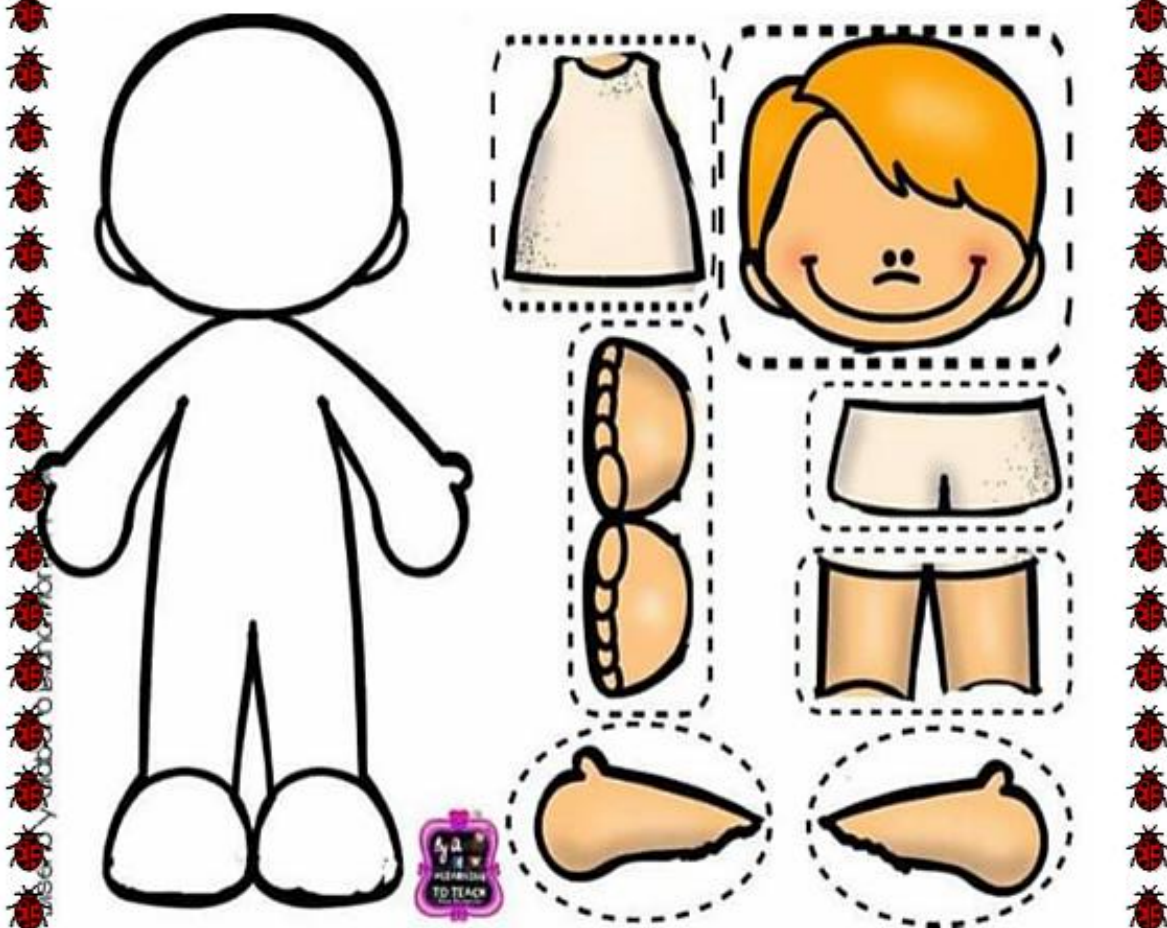


REVIEWING ABOUT MY BODY

Recordando sobre mi cuerpo

Now, in a carton base you are going to paste the body of the boy and his parts then you are going to write the name of the parts in a creative way.

Ahora, en una base de cartón vas a pegar el cuerpo del niño y sus partes, después vas a escribir el nombre correcto de cada parte de forma creativa.



VAMOS HACER ESTO JUNTOS !

FOOD AND TIME

Comida y hora

Now, let's learn about food

When we talk about food we can learn about vegetables and fruits. Let's see.

Ahora, aprendamos sobre comida

Cuando hablamos sobre comida podemos aprender sobre vegetales y frutas. Veamos.

Now, let's learn about time

When we talk about time, we can learn how to tell the hour but in English. Let's see.

Ahora aprendamos sobre el tiempo

Cuando hablamos de tiempo, podemos aprender cómo decir la hora, pero en inglés. Veamos.

FOOD (Comida)



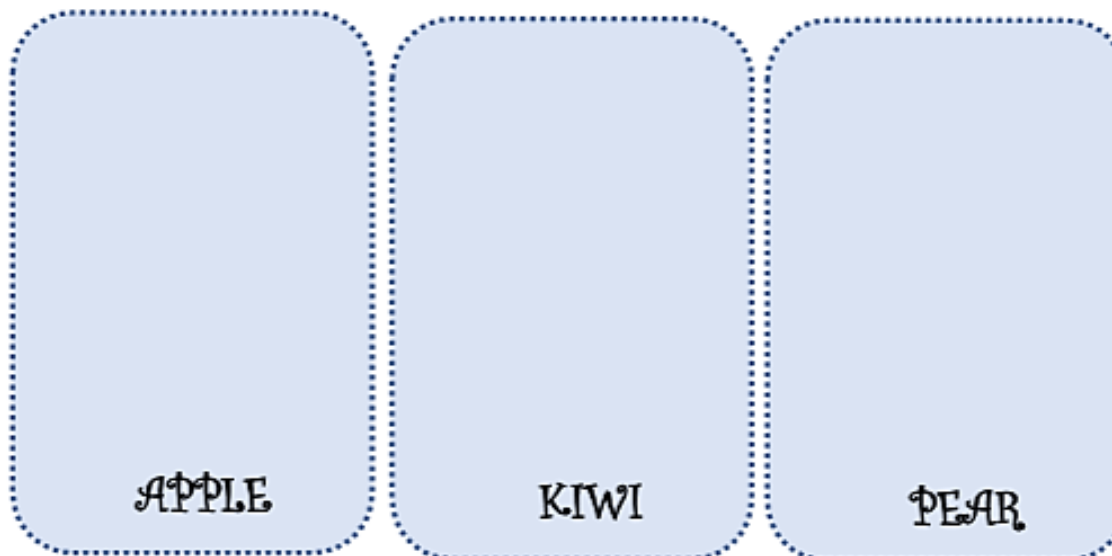
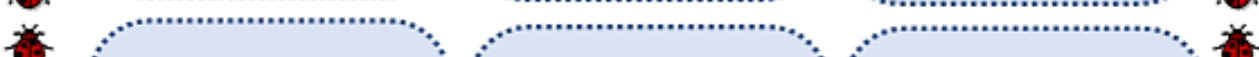
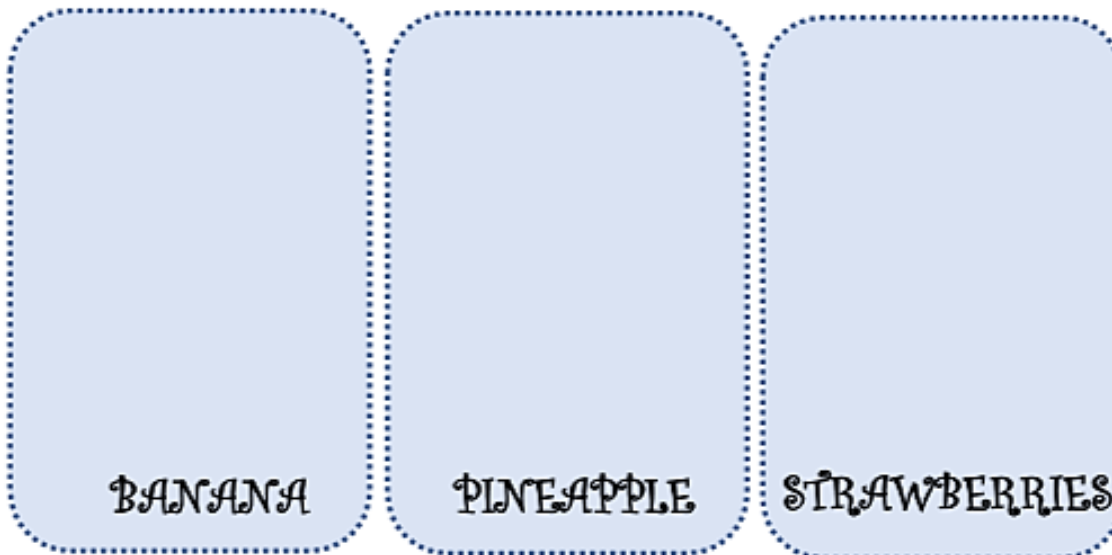
TIME (Hora)





Now, it is time of drawing, you are going to draw a fruit taking into account the name presented in the card then you should color it.

Ahora, es tiempo de dibujar, vas a dibujar una fruta teniendo en cuenta el nombre presentado en la tarjeta y después debes colorear los dibujos.



Now, for practicing how to say the time in English, you are going to create a watch with carton and you are going to write the time in English.

Ahora para practicar como decir la hora en inglés, vas a hacer un reloj con cartón y vas a escribir la hora en inglés alrededor del reloj.

VEAMOS ESTE EJEMPLO



VAMOS A TRABAJAR JUNTOS

Knowing a new aspect in English

Aprendiendo algo nuevo en Ingles

Hello kids, today we are going to learn something new, today we will know the demonstrative family, those are used to show where an object, event, or person is in relation to the speaker. They can refer to a physical or a psychological closeness or distance.

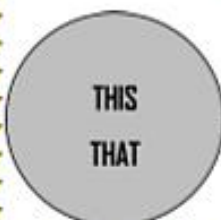
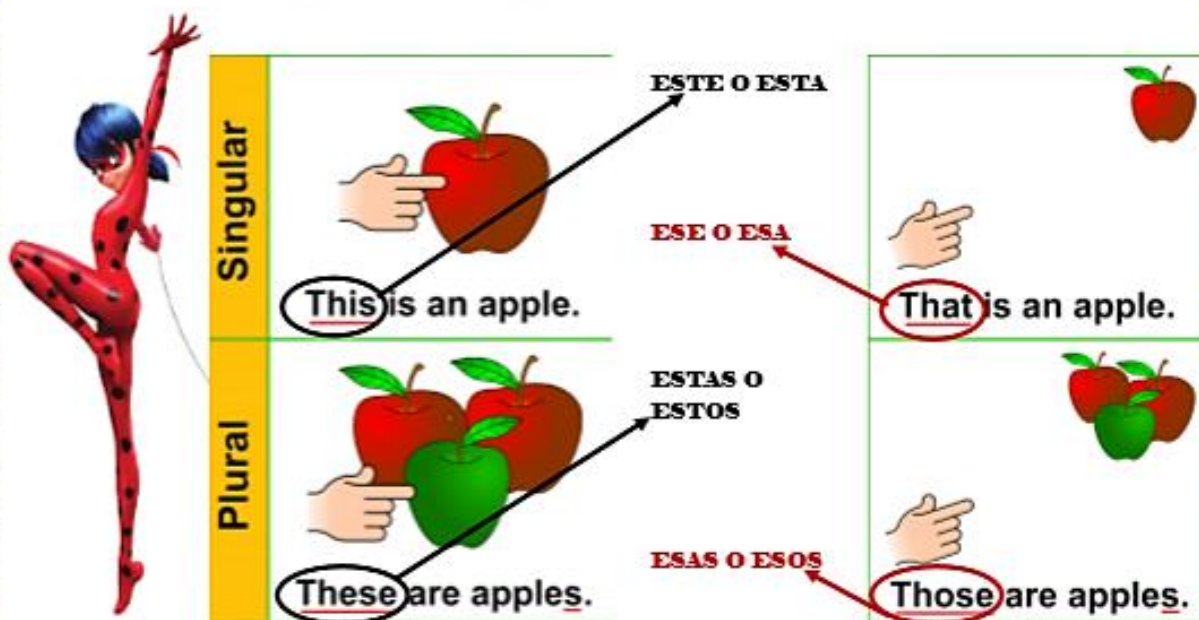
Let's see an example through this image



Hola niños, hoy vamos aprender algo nuevo, hoy conoceremos la familia de los demostrativos, que son usados para mostrar donde un objeto, evento y persona se encuentra en relación a la persona que habla. Estos pueden referirse a una distancia física o psicológica.

Veamos un ejemplo en esta imagen

VEAMOS LA SIGUIENTE IMAGE Y DESCUBRAMOS DE QUE SE TRATA



IS



ARE



Now, we Will practice this topic.

Ahora practiquemos este tema

Match the sentences with the correct images (Une las oraciones con las imagenes correctas)

1. Those are watches.

2. These are my new CDs.

3. That is Alan's house.

4. This is Jame's new mp3 player.

5. Those are beautiful flowers.

6. That is a beautiful flower.





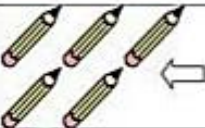
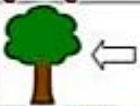



7. These are mobile phones.



Now, complete the following sentences using the previous information

Ahora, complete las siguientes oraciones usando la información anterior

this that these those

 ←	What is
 ←	What is
 ←	What are
 ←	What are
 ←	What are
 ←	What is
 ←	What are
 ←	What is
 ←	What are



1.  are rulers.

2.  is a guitar.

3.  is a box.

4.  are my father's hats.

Now, write the correct demonstrative.

Ahora escribe el demostrativo correcto