

**IMPROVING WRITING SKILLS THROUGH THE USE OF FABLES WITH NINTH
GRADE STUDENTS AT “LA PRESENTACIÓN” HIGH SCHOOL**

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DEGREE IN FOREIGN LANGUAGES ENGLISH- FRENCH

PRACTICUM PROCESS

PAMPLONA

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General Presentation of the Proposal

The pedagogical intervention that was carried out in the educational institution had the purpose of mitigating flaws in the English level that the students must achieve. This proposal was divided in four components: pedagogical component, research component, outreach component and administrative component.

The pedagogical component furnishes accurate information of the proposal. It focuses on the issue to resolve, the action taken to lessen the problem; the theoretical framework, the literature review and the method of planning. Moreover, it is possible to find the research methodology which contains the descriptions and the steps to implement the proposal.

The research component takes into consideration reflective characteristics of the teacher, which guide their work beyond pedagogy, since practices arise with the purpose of generating knowledge and thinking related to social needs. This study is founded on several theories and contains instruments which were implemented by the pre-service teachers during their process.

The outreach component is related to the work made in a primary school. The intervention in this population appears significant because the practitioner could contribute in the learning of the language.

Finally, the administrative component is based on extra activities where the pre-service teacher is being part. This contains the activities made out the classroom, it concerns the events proposed in the high school.

Introduction

The process of teaching and learning a new language has become a necessity around the world. There are many reasons why society needs to learn about it, but the most important reason is that the community sees the importance to communicate and know different cultures.

Colombian schools teach English through the use of books that contain topics related to grammar, lexical and listening part, in order to develop the four skills required to speak and understand a foreign language. Hence, the objective of the pedagogical intervention is to teach the language from different ways; that means to motivate students to learn English, reinforcing the pronunciation and learning vocabulary, knowing the different grammatical structures which are used in the stipulated level for them, and they are able to use the target language.

It would be convenient to do dynamic classes, with the purpose students feel motivated. When the language is studied only extracting the information from the book, students do it by mechanization or because they must present the activity developed to the teacher, and they do it showing interest.

Therefore the use of the fables becomes an essential tool, since they are texts that present a variety of lexicon and verb tenses; moreover, in them, teachers and students can find different characters focus on animal characteristics, setting, and plot. In addition, this type of literature

provides a moral or lesson which is created with the intention readers of 9th grade analyze the information found in, and they give their own opinions regarding to the topic. This study was carried out at “La Presentación” High School in Pamplona, Colombia.

Justification

The realization of this study in the field of education, specifically in the area of English at school level in the aforementioned institution becomes relevant, considering that the implementation of the fables, not only the grammatical structures of the target language are known, but the content is exploited and it is emphasized in what the fables want to teach, since in them a moral will always be found, which helps the students to learn and use part of the vocabulary that is taught through the use of this literary form, taking into account they have a great variety of lexicon that is useful to put it into practice, not only in the educational context, but in the sociocultural one. On the other hand, with the use of this material students can be guided so that they focus their attention on giving their own opinion or perspective, thus propitiating the development of critical-analytical thinking.

This study is considered useful because with the fables, the teacher can create activities and games using the characters and setting presented in the fables, which are animals and nature, in order to draw students' attention and thus making the class a dynamic space, where students are interested on sharing ideas.

The population benefited with the implementation of this pedagogical proposal is ninth grade students from the school “La Presentación” of Pamplona, Norte de Santander, where by

using fables some values are inculcated, which could become practical in the real context they have to live.

General objective

- To encourage students to write down a moral through the implementation of fables in the teaching-learning of English at school level.

Specific objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To integrate the study of foreign languages degree English and French students to the educational reality of teaching English in primary schools in Pamplona city.
- To be part in extra-curricular activities proposed by “La presentación” High School.

Conclusions

It is important to mention that the use of fables is an appropriate material to draw the attention of students. But the most meaningful aspect is that those stories help the professor to create material with the purpose students can explore and understand the whole content, thus learning vocabulary, grammar structures and practice the written production. Moreover, it is essential to stand out the role of the teacher as a human being in this process because I learn to act according to different situations that happen not only in the classroom but in the educational institution. This integral practice promotes in practitioners the development of the reflective spirit as teachers, thus making inference in the pedagogical work.

In the practicum professors teach English in different grades for example the work in primary school is developed with children that are motivated in learning English through the use

of flashcards and worksheets that contain mechanization exercises. In this aspect of the pedagogical practice the teacher plays a very important role in motivation, since she is the promoter and the guider in the learning a foreign language. As a professor the most important of being part of an educational institution is to work and interact with others. This can be reflected in several cultural and administrative acts that are done in the high school.

Institutional Observation

It was necessary to carry out the institutional observation in order to begin the process and identify aspects of the educational establishment, recognize the rhythm, the context and the development of the classes in the classroom. Thus, this section contains the important aspects of “La Presentación” High School, including: the topographical location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), relevant aspects of the Rulebook, the structure of the school, the organizational chart, the school calendar, the supervisor’s schedule and finally the pedagogical aspects.

Topographical location of the institution

“La Presentación” High School is one of the most representative public schools in Pamplona. This institution is focusing on girls and ladies education; which means, this is a female establishment that promotes an inclusive education based on values and the pedagogy of love. This school is located in Pamplona, Norte de Santander, Colombia, in the street # 6 n° 2-99, El Carmen neighborhood. This institution was founded by the Dominican sisters in 1883.

Today, “La Presentación” High School follows the timetable A, full-time, offering to the community grades from kindergarten, primary and secondary. Also, this institution is oriented

by the educational principles of the church, under the pedagogical philosophy of Marie Poussepin, founder of the Congregation. The Political Constitution of Colombia, especially the articles related to the educational service, the General Education Act (Act 115 of February, 1994) and its Statutory right

School authorities

The authority showed by the Institutional Educational Project (PEI) is:

Table 1 School Authorities

CHARGE	NAME
Principal	Hna. Leonilde Morantes Mantilla

Nowadays, this public school has changed its authorities since the Dominican Sisters decided to give the control and responsibility in the Colombian Educational Ministry.

Table 2 School Authorities updated

CHARGE	NAME
Principal	Esp. Mireya Acevedo Mejía
Principal Academic and discipline	Esp. Martha Judith Rosas Contreras Esp.
Coordinators	Roger Yesid Bautista Rico
Supervisor teacher	Aura Veronica Rico Varela

Principles aspects of the Institutional Education Project (PEI)

Institutional horizon This segment gives the opportunity to identify how the philosophical foundation and the projection of the institution are stated; these two elements make sense and guide the plans and institutional projects.

Mission The educational institute “Technical High School “La Presentación” of Pamplona” forms girls and ladies in the different sections that conforms the School which are: kindergarten, primary, secondary and technical intermediate in “Administrative Assistance” levels, from a bio-physic-social conception, throughout the Humanistic-cognitive pedagogical model, the research and the use of technology. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promoters of a peaceful culture, respectful on human life and human, and environment dignity.

Vision For 2021 to be an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promoter of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

School shield Four elements are highlighted in the shield of “La presentación” High School: a cross, a rosary, a bee and in the top the motto of the institution “PIEDAD, SENCILLEZ Y TRABAJO”, they are showing in the figure:



Figure 1 School shield

School flag. This institution is Marian society that is why the representative colors of its flag are blue and white.

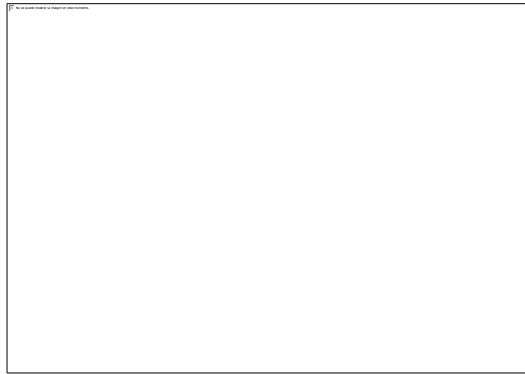


Figure2. *School flag*

Principles of the educational institution

Singularity It is the possibility of being unrepeatable, original and creative, making an own life project: that consists on developing a creative-reflective thinking; the own creativity and which she compromises her faculties of being rational, able to change and make change, showing her uniqueness of her individual. This task is irreplaceable.

Autonomy It is the capacity of self-determination in a responsible way.

Opening The person is a social being that can identify herself, self-discovery and be aware of the social and cultural sense.

These principles are evident in my proposal with the use of the morals found in the fables and the creation and writing of the reflections that the students make after the study and understanding of the literary text, thus giving their own opinions regarding to.

Objectives of the educational institution

- o To form happy people with a Christian-human profile
- o To increase the satisfaction of the parents and students with the quality of the educational system
- o To enhance the application of the specific projects
- o To guarantee the continuous improvement of the institution

Main aspects of the coexistence handbook of the educational institution

The rulebook of the educational institution “La Presentación” aims at determining the prevention procedures and the monitoring and evaluation of the scholars. Further, it pretends to encourage, guarantee and defend the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

The coexistence handbook contains seven chapters, among them:

- o **Chapter I.** Institutional identification, adoption, legal nature, generalities
- o **Chapter II.** Educational population and their instances of participation
- o **Chapter III.** School socialization
- o **Chapter IV.** Rights, duties and responsibilities of the institutional classes.
- o **Chapter V.** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

- o **Chapter VI.** From the pedagogical strategies to the solution of problems
- o **Chapter VII.** Agreements and modifications to the coexistence handbook.

CRESER project

It is a project of the institution; they work it all Tuesday, working on topics such as: environment, spiritual, democracy, etc. Therefore this project has a concordance with my proposal, since there are reflection themes that focus on the ethical values that students will work, thus making them aware of their personal growth and their performance as social agents for the different situations they may face in the real life.

Physical description of the institutional

“La Presentación” High School is divided into two seats. Primary and secondary locations are divided into two areas but there is a difference, primary section counts on two recreation areas open-air and the secondary and technical section has four recreation areas open-air. Besides, it is possible to find a theater.

Those headquarters have common areas, they are: Classrooms for each level: 40 classrooms, corridors, recreational patios: two in secondary, two in primary, cafeteria: one in primary, one in secondary, a radio station, a toy library, a map library, a chapel, sciences laboratory, auditory, library.

Organizational chart of the educational institution

Here you can find the order of each one of the authorities of the educational institution.

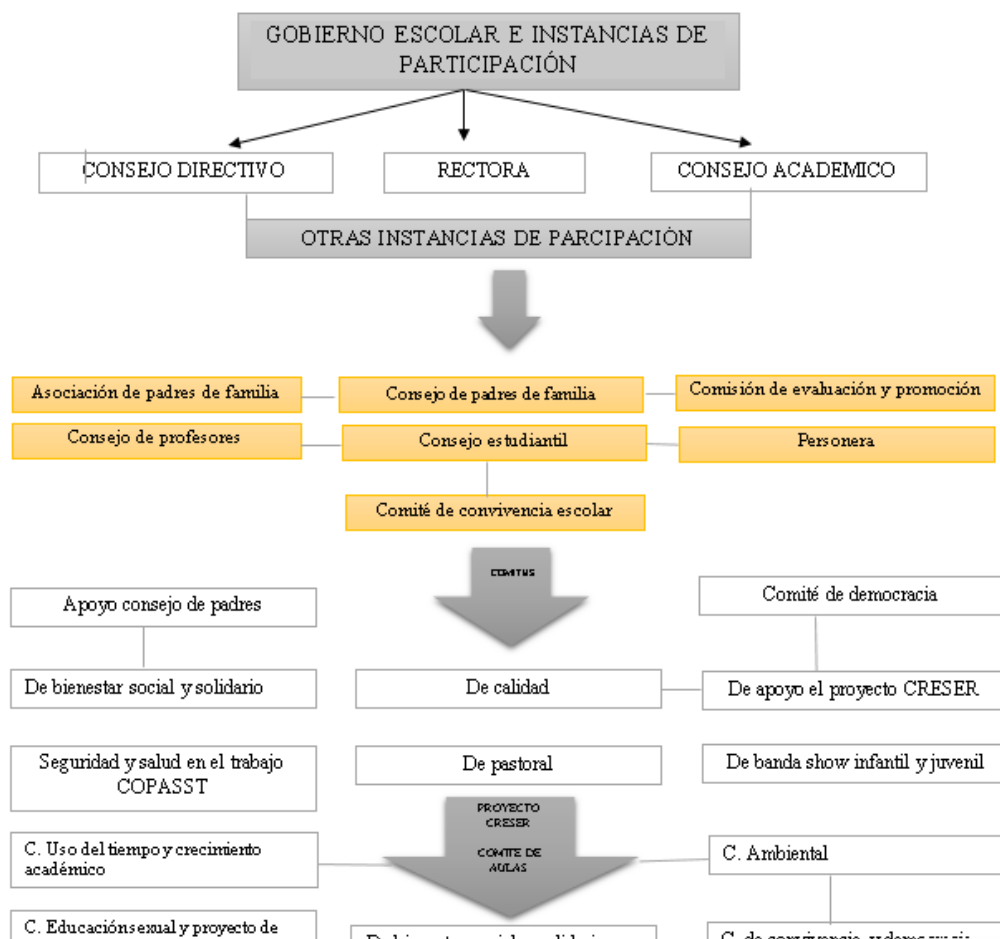


Figure 2 School organizational chart

Timetable of the educational institution

The academic calendar is based on what is proposed by the Educational secretary of the department, it generally covers 40 teaching weeks which are worked in 4 periods, 5 weeks of institutional development, 12 weeks of holidays for students and 7 weeks of holidays for teachers and directors.

Pedagogical aspects

During institutional observation, it was possible to observe the use of book for the 8th and 9th grade students which are “Way to go” and “English please”. Also, the use of the planning. English teacher plans all the classes. Which is composed by these aspects: topic, what the students will learn, performance indicator, the skills to be worked on, methodological activities, the activities used to work on the main topic, mechanization exercises where the linguistic competences are developed, transversely the relation of the subject with another , in this case the CRESER project, with the topics proposed in the book and by the teacher, evaluation how the topics seen are evaluated

English timetable of the supervisor teacher

Table 3 Supervisor's teacher schedule

HOOR	MONDAY	TUESDAY	WENSDAY	THURSDAY	FRIDAY
		CRESER			
1	7:00-7:55	9B	9 ^a	8 ^a	
2	7:55-8:50	9B	9 ^a	8 ^a	
3	8:50- 9:45		8C	8B	Emprendimiento 9C
	9:45-10:15		BREAK		
4	10:15-11:10	Emprendimiento 9C	9C	9C	8A 9C
5	11:10-12:05	8B		8C	9A
6	12:05-01:10	8B	Emprendimiento 9B	8C	9B

Chapter I: Pedagogical component

Improving Writing Skills through the use of Fables with ninth Grade Students at “La Presentación” High School

Introduction

The process of teaching and learning a new language has become a necessity around the world. There are many reasons why society needs to learn about it, but the most important reason is social, since the community sees the importance to communicate and know different cultures.

Colombian schools teach English through the use of books called “Way to go” and “English please” that contain topics related to grammar, lexical and listening part, in order to develop the four skills required to speak and understand a foreign language. Hence, the objective of the pedagogical intervention is to teach the language from different ways, reinforcing the pronunciation and teaching vocabulary, knowing the different grammatical structures through fables which are used in the stipulated level for them, so they manage to use the target language.

It would be convenient to do dynamic classes, to motivate students, since when the language is studied only extracting the information from the book, students do it by mechanization or because they must present the activity to the teacher.

Therefore the use of the fables becomes an essential tool, since they are texts that present a variety of lexicon; moreover, in them, readers can find different verb tenses. In addition this type of literature provides different characters with animal characteristics, a setting related with

the nature, and finally a moral which is created with the intention readers of 9th grade analyze the information found in, and they give their own opinions regarding to the topic.

The fables have a moral which is defined by Delgado, Pianda, & Muñoz, (2014) as an enrichment teaching in the values and spirit of the human being, since the fables focus on aspects of real life. Fables draw students' attention because they are dynamic and creative; they also help to exploit their imagination and fantasy, because within them there are human representations made by talking animals, which pretend to give a message of reflection to the reader. Méndez, (2014) states that the fables are short narrations which are used as a resource to implement strategies for developing the reading and the speaking skills in young students

Statement of the problem

After carrying out some observations in a course of 9th grade at “La Presentación” High School, it was evidenced that the traditional methodology is one of the most used in the classroom. The teacher asks the students to continue developing the exercise on the book. When there are topics related to grammar, it is taught on the board, by means of orthographic rules, giving examples and putting exercises such as sentences and students do them. The professor develops his class using the book called “English please” where there are topics related to grammar and texts that contain information about the society, environment, health, family and so on. Within the book there are exercises where student are demanded to write texts similar from the original example with the objective students use the main vocabulary learned. It was observed that several students wrote down the same texts, but they changed the characters' name, as others tried to change the whole content but preserving the global idea of the text using the main vocabulary.

Likewise, other aspects were evidenced, for example in some cases students used to translate some sentences in the mother tongue, without observing the use of English, because some of them presented difficulties to do it, perhaps there were students tried to use words and expressions in English but they were not able to speak or write using a complete structure of the foreign language. That is why; these kinds of questions have emerged:

- How can students learn to express their ideas after reading a fable?
- How are students interested on learning the foreign language through reading comprehension of this literary form?
- How does the reading comprehension of the fables help the students to improve their writing skills?
- How the use of fables motivates students to write down about the moral these contain?

Justification

Carrying out this proposal in the educational institution “La Presentación” with ninth grade students is pertinent since it is based on a communicative approach, which aims to work on reading comprehension skills and written production; thus fostering the analysis of the fable and the reflection that it gives to the reader.

The fables are a material of attraction for the reader, especially for young people, since they embody animals with human characteristics and the main thing is that they are based on the spiritual growth of the human being and the ethical values that will help in that growth, where the Human faces situations in a real context. The topics most exposed in the fables are: envy, greed, selfishness, among others. The setting where the story develops is in nature, since there is

a diversity of animals with human representations; thus giving a moral of analysis to the reader which will help him to think before acting.

However, in the field of education, it becomes a very valuable material for learning the foreign language, since students can learn a variety of vocabulary, such as nature, animals, values, and expressions for learning to give their opinions. On the other hand, this literary text presents grammatical structures that can be taught through this material.

General objective

To analyze the students reading comprehension and the improvement of writing skills through the use of the fables

Specific objectives

- To examine the interest of students in learning English through the use of fables
- To motivate the students through the contribution of activities for the exploration of the fable with the purpose they improve their English level.
- To analyze the impact of the fables in students at the moment they develop writing skills

Theoretical framework

Taking into account that the proposal is based on Improving writing skills through the use of fables is considerable giving information about the theories that carry out this study to give a detailed idea what the researcher investigates, thus explaining the follow aspects: fables in the teaching-learning process of a language, communicative approach, reading comprehension, written production, and learning vocabulary. Moreover it is essential to define the type of texts will be worked so much as to read and write: narrative text and argumentative text.

Fables in the teaching-learning process of a language

A fable is short story with a valuable moral. As Abrar (2016) affirms this is a short story that tells us how to behave or that teaches us a lesson. Usually, fables are stories about animals that talk like people. The lesson that a fable teaches us is called a moral. This kind of text is used in learning and teaching a foreign language because in this the different grammatical structures of the language can be studied. Moreover Abrar (2016) states that by working those texts students will increase their vocabulary and reading comprehension skills, learn lessons about ethics, become familiar with the key elements and parts of a story. This is why, the fables are beneficial in this process, since there are key integrated aspects to work the foreign language, considering the skills to be developed such as reading comprehension and writing production, and the learning of vocabulary.

Communicative approach

The communicative approach realizes a lot of modification concerning practices teacher. The communicative approach gives the opportunity to learn to communicate in a foreign language. This approach is developed with authentic materials in order to work real situations. Four components allow developing a communicative competence (Cuq, 2005, p. 266):

- o ***Linguistic component.*** To know the rulers, grammar structures, vocabulary, etc. This component is necessary but not essential for talking a foreign language.
- o ***Socio-linguistic component.*** It refers the knowledge of the culture and employing the language with some linguistics rulers.
- o ***Reflective component.*** It is cohesion and coherence of the speaking at the moment of communicating in a foreign language.

- o ***Strategic component.*** It is the capacity to work and use the verbal and non-verbal strategies in order to make a sentence.

This approach is essential in this study because it guides the procedure to follow when working the skills of a foreign language, in this case the reading comprehension of the fables with the purpose to improve the writing skills through the use of the material mentioned.

Reading comprehension

Reading comprehension is a mental process made by the reader. Oostendorp & Goldman (1998) express that “when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text” .

Conforming to Duke (2003) “comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text”. That means that the main purpose of developing this skills is that readers make connection between the text and their imagination.

Effective strategies for reading comprehension

These strategies will be presented to students in order they take into account at the moment of reading the fables. These strategies are presented by (Anderson & Pearson, 1984):

Activating and Using Background Knowledge:

Readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals’ experiences with the world

together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed.

Generating and Asking Questions:

Readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text.

Making Inferences Readers assess or draw conclusions from information in a text:

In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge.

Predicting:

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about.

Summarizing:

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other.

Visualizing:

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image.

Comprehension Monitoring:

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read.

Written production

This theoretical part is important for this proposal because the students will present their written productions giving their point of view about the topics and morals read in the fables writing products are often the result of thinking, drafting and revising procedures that students exhibit a number of different styles and preferences in their composing process.

Types of classroom writing performance (Brown, 2007)*Imitative, or writing down:*

Students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

Intensive, or controlled:

This intensive writing typically appears in controlled, written grammar exercises.

Self-writing:

The most salient instance of this category in classroom is note taking, where students take notes during a lecture for the purpose of the later recall. Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to.

It is vital to mention that two of these three types of writing performance will be used for students write down their opinions, since this process consists of doing controlled revision of the productions so that the students improve their writing skills. These are: intensive or controlled and self-writing.

Learning Vocabulary

Vocabulary is the essential part of a language, and to learn a variety of this, allows someone to give a good repertoire so that the receiver, who must also learn it, understands the general idea of the message or the text .Therefore as Linse (2005) mentions, “Vocabulary is the collection of words that an individual knows”. Hatch & Brown (1995) define that “vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use”; therefore vocabulary is considerate one of the important factors in all language teaching; since students must continually learn words as they learn structure and as they practice sound system.

For this proposal the learning of vocabulary is necessary when reading a text, in this case the fables since it is intended that the student or reader understands what he reads, thus allowing them to learn valuable lessons about ethics and behavior.

Narrative text

This kind of text is advisable for the study because it shows the structure or how is composed a narration, in this case the fables, since they are considered narrations. Therefore this text consists of retelling a story, which is composed by a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure

Argumentative text

This kind of text in this proposal is appropriate because it reflects how the students are going to be conducted to write the reflection giving their own opinions of the moral found in the fable. Hence this text consists of writing opinion pieces in which the writer introduces the topic or names the book he is writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure.

Literature review

It consists on showing the structure and steps to follow at the time of implementing the fable in the teaching of English to improve the writing skills of students at school. This section is focused on: using fables in teaching and learning of a language, reading and writing skills and teaching- learning vocabulary and analytical- critical thinking.

Using fables in teaching and learning of a language.

The fable is the essential material of this study that focuses on the qualities it has for the teaching- learning of a foreign language, since with it readers learn grammatical structures, vocabulary, and the most essential thing is that it give a teaching for life. So The fable has been used as a strategy, to carry out the process of reading comprehension, which is defined by (Delgado, Pianda, & Muñoz, 2014) as a “short story written in prose or verse, where the

protagonists are talking animals, they are made with the purpose of educating, using a moral that normally appears at the end, at the beginning or does not appear because it is in the whole text”.

Characteristics of the fables:

The fable is a short written, in which there is personification that means animals acting like people showing some negative feelings such as: envy, greed, arrogance, and lies among other; moreover it contains a moral or a lesson focusing on values and behavior.

Structure of the fables

(Delgado, Pianda, & Muñoz, 2014) states that the fables can be written in verses or in prose, they are usually very brief stories, their structure is simple, they begin with an initial situation, then a problem arises that may or may not have a solution, and always ends with a moral.

It is essential to mention that the intention of each fable is to criticize certain behaviors and attitudes that are disguised with the use of humanized characters. Méndez (2014) defines the moral message as a tip or a pattern of behavior, and this can be a phrase or a stanza and its structure is: *Initial situation, then, presents a problem and finally ends with the moral or lesson.*

Reading skills

Reading is useful for language acquisition since it provide students more understand what they read, the better they get it. Reading text also provide good models for English writing, developing this competence, we can encourage students to focus on vocabulary, grammar or punctuation.

Reading principles (Harmer, 2013)

- o Encourage students to read as often and as much as possible: the more students read the better.
- o Students need to be engaged with what they are reading.
- o Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- o Prediction is major factor in reading.

Writing skills

It is important to develop this competence since the students will be demanded to do it, after having read the fable, and thus extracting information from this material as support when giving the opinion regarding they read. Also some stages are presented in this part which can guide the written productions of students.

Sekhar (2018) states that “writing is for conveying thoughts ideas and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels”. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. According to Sangamitra & Hameed (2016), Process Approach involves eight stages: Brainstorming, Planning/Structuring, Mind mapping, writing the first draft, Peer feedback, Editing, Final draft and Evaluation and teachers’ feedback.

Writing stages

Stage-1: Ideas are generated by brain storming and discussion.

Stage-2: Learners extend their ideas into a note form and judge quality and usefulness of ideas.

Stage-3: This stage helps learners make the relationship of ideas understandable-organizing their ideas into mind map or linear form.

Stage-4: In this stage, students prepare first draft in the classroom usually in pairs or groups.

Stage-5: Then drafts are exchanged for students' reading and responding from each other's works. In this way, students develop an awareness of the fact.

Stage-6: Considering the feedback of other students, drafts are improved with necessary changes.

Stage-7: Finally, students prepare the final draft with necessary changes.

In Stage-8, the final draft is evaluated by the teachers providing a feedback on it.

In addition, writing is an aid that learners need at the moment to develop the critical thinking and evaluate the great information. Also, Writing is a process that connects members of the academy community "Writing also can be best means to help students to know more about the way they think. It can be harden ideas and thoughts for reflecting on them better than if the ideas remained evolving in their head" (Rahmawati, 2014).

Teaching- learning vocabulary

Learning vocabulary through the fable is essential since it focuses on human being issues and the social-emotional context that surrounds him, thus focusing on the different problems he

can face, and having knowledge of the foreign language that he is studying to be able to use it at the time of writing or publicizing his point of view regarding the main topic.

According to Alqahtani (2015), vocabulary is the most required skill when learning a foreign language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and developed. That is why, it is important to learn new words with the aim of understanding and speaking in the foreign language studied.

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. Fortes (2007) claims that vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. It is important to high light that in the process of learning and teaching vocabulary, it should use definitional information and contextual information about word meanings.

Therefore, Susanto (2017) presents some techniques that have been designed at the moment of teaching and learning vocabulary:

“Repetition is an important technique in learning vocabulary. In order for the words to be kept as long as possible in the memory”

“Another important technique is using the newly learn words. In this case, the teachers’ role is also valuable. In the classroom, teachers should insist on praising the news vocabulary by encouraging students to speak as much as possible and by designing vocabulary-centered activities and games”

“Practicing vocabulary is strongly connected to applying vocabulary to students’ real life events. Learners will acquire vocabulary easily if they practice it by associating words with events from their daily life”

“Students will easily learn new words if they are taught to associate them with their picture”

Critical and analytical thinking are key concepts in this proposal, since in the fables situations of negative feelings are presented. These are situations that students confront in real life, that is why, it is pertinent to show how part of the development of this type of thinking could be worked on.

Critical thinking

Ennis, (2011) claims that “Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do”. According to Doyle, (2019) this process consists on analyzing the information obtained with the purpose to make a comprehensible judgment, where the critical person studies with detail the situation exposed. To emphasize in this ability the student should be involved in different facts that help him to develop this skill, to help him to become a good critical thinker having the ability to choose between what she/he considers appropriate and inappropriate to make a decision.

It is essential to stand out that this process is achieved following this balance presented by Doyle (2019) which the students have to take into account at the moment of giving a good critic. It indicates the analysis, communication, open-minded, creativity and problem solving.

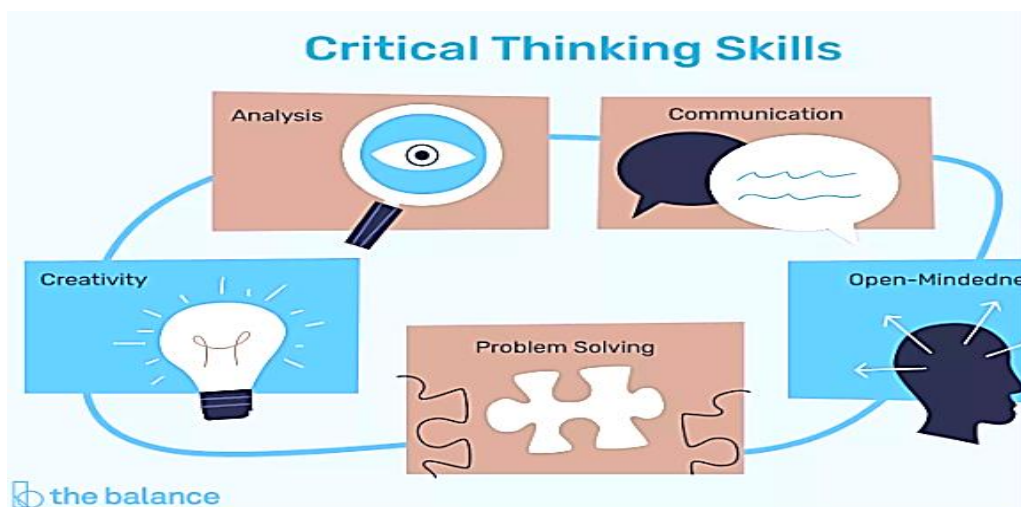


Figure 3 critical thinking skill

These skills could be developed in the following way:

Analysis: It is the study of the text for better understanding. This is done by teaching the vocabulary and grammar that is implicit in the fable, which can be used by the student when writing his reflection.

Opened-minded: This operation is done when the students share general ideas, and some of them can serve the listener for the construction of his reflection.

Creativity: a brainstorming is done where the students expose possible solutions to the situation exposed in the fable.

Communication: This skill is worked through writing, using the vocabulary learned, either expressions to give a point of view, or the one that the reader finds in the fable, nature, animals, values and behaviors.

Problem-solving: Through the analysis made to the narrative text, the student takes the role of how he would act to resolve that situation. In this case the teacher asks specific questions

to guide the student to construct more detailed information, thus generating an analysis and criticism of the moral presented in the fable. For example: *why was the tiger furious and why do you consider it acted in this way?*

Moreover, Wade, Wolanin, & McGaughey, (2015) aim that critical thinking is a useful component that must be worked and developed in children; and the opportunity to do it, it is in the education. In their study those authors realized that the most prominent skills acquired by students at the moment of developing critical thinking are: “gathering and organizing information, considering ideas from different points of view, making connections, students explaining or elaborating on their thinking” (p. 50).

Analytical thinking

Doyle (2019) “Analytical skills refer to the ability to collect and analyze information, problem-solve, and make decisions. People with analytical skills can examine information, and then understand what it means, and what it represents” (p.2). Sternberg, (cited in Chadwick, 2016) affirms that the teaching with the objective of developing analytical thinking means encouraging students to analyze, critique, judge, compare and evaluate the situations presented.

The purpose of developing analytical skill in the field of education is that students are encouraged to think before acting to solve a problem. This competence is a powerful thinking tool for understanding the parts of the situations. Amer (2005) defines it in his study as the ability to scrutinize and break down facts and thoughts into their strengths and weaknesses; in other words that consists on developing the capacity to think thoughtful.

Pedagogical methodology

Principles of planning

Planning is considered as a tool that serves as an instrument of research. Creating a planning implies taking into account the criteria and general steps to develop for the formulation “Introduction, main activity and closure/conclusion” (El-Tigi1999, p.34)

In order to develop a lesson plan, it is important take into account three essential aspects (Milkova, 2016):

- o Objectives for student learning
- o Teaching/learning activities
- o Strategies to check student understanding” (p. 37)

Methodology to accomplish the pedagogical component

This pedagogical project has the purpose of motivating the students to read, to make an analysis of the text. Firstly, extracting the main vocabulary that could help them understand the general idea of the fable, and sharing ideas with the whole class about the text, making questions and activities about the fable and at the moment of writing they can use the vocabulary learned, both from how to give an opinion or present the point of view, such as the characters presented, the setting, the values and the moral, thus giving way to the writing of reflection with the aim of improving their written production, thus having as a product the different redactions of the population.

On the other hand, all the classes follow the communicative approach method with the purpose students express their thoughts and feelings using the target language. Teacher takes into

account this method because it allows the integration of skills proposed for this study which make reference to read and write, in order students have a progress in the learning language.

The professor works on the use of fables Fridays with students of 9th grade, with the objective students can work on the written of the reflections and the professor can guide them, thus overcoming their difficulties. This process will be worked in this way: For the implementation of the fable in class, first the teacher teaches the vocabulary of the fable, so that students have an idea of what it is when they read the text. Some mechanization exercises about grammar and vocabulary will be done. The teacher gives each student a photocopy which contains the fable in order the whole class read it. The teacher will ask questions about the title, the characters, the setting, and then questions using “*WH Questions*” to ask specific and detailed questions about the actions of the characters.

The selection of these texts is done taking into account the grammatical topics or CRESER project of the institution, thus making cross-cutting or contrast with contents stipulated by the institution under the supervision of the professor.

The writing will be guided taking into account some stages mentioned in the literary revision and other stipulated by the teacher such as:

Stage-1: Ideas are generated by brain storming and discussion.

Stage-2: Learners extend their ideas into a note form and judge quality and usefulness of ideas.

Stage-3: This stage helps learners make the relationship of ideas understandable-organizing their ideas into mind map or linear form.

Stage-4: In this stage, students prepare first draft in the classroom

Stage-5: Then drafts are given to the professor

Stage-6: Considering the feedback of the professor, drafts are improved with necessary changes

Stage-7: Finally, students prepare the final draft with necessary changes.

In Stage-8, the final draft is evaluated by the teachers providing a feedback on it.

The type of text to be written is the argumentative one, since it focuses on writing opinion pieces in which the writer introduces the topic or names the book he is writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure.

Table 4 Fables

Date	Grade	Fable
May 20th	9 A	<i>The boy who cried wolf</i>
May 31st	9 A	<i>The goose and the golden eggs</i>
June 7th	9A	<i>The dog in the manger</i>

Class plans: the class plan is created with the objective to propose activities according to the themes that are intended to be developed during the class, taking into account time management.

Appendix A *planning fable.*

Material and activities

The creation of material and activities that have been presented for the development of the classes, have been done always thinking about the interaction between students, which arouse their interest trying to keep their attention active in the learning of the target language.

Through the presentation of the fable, visual material has been created to maintain the interest of the students. Large posters have been created, which allow the exploration of the text, thus using images in order to teach the most relevant vocabulary; which allows understanding the content that the fable tries to teach, so that the global idea and the moral are understood by the readers.

Encouraging students to learn English through the implementation of the fable has been a significant aspect, since a variety of activities and flash cards have been created to integrate the students in the participation of the class, thus allowing the exploration of the fable and the writing by the students giving their own opinion about the moral.

Methodology of the Research

Research approach

This project is a qualitative research because the researcher has the possibility to interact with people knowing their behaviors, feelings, etc (Creswell J. , 2011). Thus, this research allows a qualitative description of data through observations, documents analysis and planning. The qualitative research refers of concepts, definitions, characteristics, metaphors, symbols and a description of things (Berg, 2007).

Developing an action research

This proposal adopts an action research design. This design gives the opportunity to know the needs of the researchers, taking into account the action place and noting a process in order to inspect to the objectives. Thanks to the personal reflection that this design has, the researcher can be aware of his process because he can analyze and evaluate the phenomenon, the way of teaching and learning and action made in class.

So, the action research follows five steps that can help in the process Susman (1983):

1. Diagnostic: To identify or define the problem
2. Action plan: To consider a lot of action plans
3. Be about: To select an action plan
4. Evaluate: To study the consequences of an action
5. Specification: To identify the generals conclusions (Findings)

Table 5 Timeline of the steps carried out in the process

Diagnostic	May 20 Monday-May 31 Friday-June 7 Friday.
Action plan	Use fables like “ <i>The boy who cried wolf</i> ” “ <i>The goose and the golden eggs</i> ”, “ <i>The dog in the manger</i> ”. Students read each one and follow a sequence of the reading guided by the teacher taking into account the structures of this kind of text for a better comprehension.
Evaluate	Data collection: analyzing the information gathered from the sample. <i>Written productions:</i> May 31- June 7- July 26 <i>Survey:</i> July 23.

Specification	Writing of the results: study the relevance of the proposal and how it contributes to the educational context in the study of a foreign language.					
	July-August 2019					
	27	28	29	30	31	1

Ethical considerations

According to Martineau (2007) ethics is a subject that requires rules of conduct. Responsibility plays an important role in the information gathered in the investigation; that is to say, it is important that the researcher informs the participants about the purpose of the study and data collection for analysis, maintaining the confidentiality of all the results obtained in the study and the anonymity of the participants. That is why, the researcher has written a consent letter to collect the information required for the study.

Participants

This study is carried out at “La Presentación high School” located in Pamplona, Norte de Santander with the participation of ninth grade B students, this group was composed of 36 students approximately aged around 13 to 14 years. These students are chosen taking into account the difficulties observed at the moment of learning English, in order to analyze their process since the beginning until the end.

Methods to collect data

To obtain the information in order to give a specific result of the study, the researcher is going to implement these instruments: non-participant observation, participant observation, and document analysis.

Non-participants observation.

"Observation is the action of carefully watching the facts to study, understand, analyze them" Albarello (2011). This is a way to collect data by promoting the study of some situations or facts that need to be analyzed. According to Bonnemian, Perrot, & Kostulski (2015)

"Observation is a practical, methodological and theoretical question that cannot be overlooked in the field of work analysis or more broadly in the human sciences". This means that observation is one of the main instruments used in the qualitative study to develop data collection in relation to the study of behaviors, interactions or attitudes in a natural environment such as the classroom.

This instrument is relevant in this research because first the researcher analyzes the field of study, observes phenomena that could be investigated without making interventions in the classroom in order to keep the natural behavior or attitudes of students, and the development of the class.

Participant observation

This tool gives the possibility to have an interaction between the researcher and the participants. In this process the researcher collect the data in a systematic way. The observers are part of the participants' lives, sharing experiences (Bogdan & Taylor, ntrouction to Qualitative Research Method, the Search for Meaning., 1984).

This instrument is relevant to this proposal, since the observer is the same one who implements the research and acts on it according to the collection of information, analyzing their

participation in the study and how the population serves to analyze the results of the phenomenon.

Document analysis

According to Bowen (2009) the document analysis allow researcher give voice and meaning around the assessment topic, making an interpretation. In fact, this tool is used in order to analyze the writing production, taking into account the knowledge acquire during the process: orthographic, vocabulary, grammar and another elements. The kind of text students are going to write down is the argumentative one. Teacher presents students the structure of it, making examples. Hence this text consists of writing opinion pieces in which the writer introduces the topic or names the book he is writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure. **Appendix B** *Document Analysis*

Survey

According to Kitchenham & Pfleeger, (2002) survey is a procedure within the designs of a descriptive investigation in which the researcher collects data through a previously designed questionnaire, without modifying the environment or the phenomenon where the information is collected. **Appendix C** *survey*

Journal

Baribeau (2004) refers to the journal as a tool for collecting data that consists of written traces by a researcher whose content concerns the narration of events, ideas, emotions, thoughts, decisions, facts, quotes or descriptions of things seen. On the other hand, it is also written comments on contextualized events such as time, people or places. The purpose of the journal is

mainly to remember the events, facts or details that have been analyzed and that are important for the conduct of the investigation. **Appendix D** *journal*

Timeline to implement the instruments

Table 6 Data collection timetable- Pedagogical component

WEEK	Institutional observation	1	2	3	4	5	6	7	8
INSTRUMENT									
Non-participant observation	o o o o								
Participant observation		o	o	o	o	o	o	o	o
Journal		o	o	o	o	o	o	o	o
Document analysis							o	o	o
Survey									o

Data analysis

Hatch (2002) confirms that the process of analyzing data consists of “Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories”. Thanks to this process, the researcher is capable to understand if the students’ problems improved to the implemented strategy, by organizing and comprehending the information.

Interpretive method

The researcher has chosen this method because it gives the opportunity to make inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons when the process finish (Hatch, 2002). When the researcher collected the information, what he must do is understand it and to check if the problem improved. It is essential to write conclusions about the information collected from the strategy, to look for the advantages, the disadvantages, and the recommendations for further researches.

Table 7 Categories of the Project

BASE CATEGORIES OF THE PROJECT			
General objective:			
- To analyze the students reading comprehension and the improvement of writing skills through the use of the fables.			
Specific objectives:			
- To examine the interest of students in learning English through the use of fables			
- To motivate the students through the contribution of activities for the exploration of the fable with the purpose they improve their English level.			
- To analyze the impact of the fables in students at the moment they develop writing skills			
Categories	Subcategories	Description	Other comments
F	LEF		
Fables	Learning English through fables	Learning the main structures of the target language through the use of fables. Moreover readers can learn vocabulary.	The use of fables in the learning of English is essential because students analyze the message or moral which presents real situations students could face in a moment of their life. They can express their thoughts writing in English using the values and the vocabulary learnt from the fable.

<p>EF Explore the fable</p>	<p>M-A Material- activities</p>	<p>Materials and activities are useful tools to explore the fable, because students are attentive to learn and understand the main topic and the general idea.</p>	<p>The fable is explored using material and activities that draw the attention of the readers. In this part the vocabulary is presented with images in order students relate the image with the word and know the meaning, it is made with the purpose students understand the story at the moment of reading the fable. There are several materials and activities worked in class and students participate giving ideas</p>
<p>RC Reading comprehension</p>	<p>AT Analytical thinking</p>	<p>The use of texts in the study of a foreign language allows students developing the analytical and critical thinking since readers try to understand the idea that the text pretends to teach.</p>	<p>The use of the fables is an important material to develop the analytical thinking. First of all the fable presents real situations that make students think of it. Moreover these texts have morals that increase the curiosity of the students and focus students to make an analysis about it.</p>
<p>WP Writing production</p>	<p>G- V Grammar structure Vocabulary</p>	<p>At the moment of writing a paragraph, students should take into account the</p>	<p>When students must write, they question the grammatical structure of the foreign</p>

grammar structure of the language. After making a reading comprehension or reasoning about the text worked, the readers try to express what they understood about the literary form used.

language.

Writing about the moral of the fable students learn to use the basic structures of the language and part of the vocabulary. Moreover, In this part students express their thoughts and ideas about the lesson which are real situations. They feel familiar and this is a reason for them to write what they want to express at the moment of writing their production.

Results

Students learn to express their ideas after reading a fable

This process is achieved when students write their own opinions taking into account the moral of the fable since it exposes topics of real situations. It has been possible to observe that the fable is an interesting material for the students, since the text presents a moral that generates a reflection from the situations of real life. As Abrar, (2016) aims that fables are human representations made by animals where the whole scene occurs in nature; therefore this relationship and the structure of this type of text has served to draw the interest of the students, since not only the stories are worked, but the reflective message, thus encouraging the writing of what the students think or deduce of what they read.

Students are interested on learning the foreign language through reading comprehension

Students are interested on learning aspects of English such as vocabulary and grammar structures when they read the fable because these short texts have a lesson for them, also when the professor presents activities and materials to develop in class that draw their attention.

The role of the professor takes an important place at the moment of creating and presenting material to explore the text and how the students are guided in the process of understanding the story and studying the grammar structures contained in the fable. It is valuable to stand out that the material and different activities used to work on the fable has become a useful strategy because students are attentive.

Reading comprehension of the fables helps the students to improve their writing skills

Students improve their writing skills when they express their thoughts about the theme exposed in the fable using the vocabulary and practice the grammar structures extracted from the text. It is essential to mention that firstly to understand the text the professor asks questions to the class about the main characters, the setting where story takes place, and the global idea of it, taking into account the steps suggested by (Delgado, Pianda, & Muñoz, 2014) in order to develop a class with fables and in this way students are able to write expressing the ideas.

The use of fables motivates students to write down about the moral

The professor selects the fables that contain a message that can be related with young people to motivate them to write down about social and personal issues. Moreover this kind of

text invites students to analyze and criticize the situation and take position about it and students think about it, organize their ideas and finally they write the points of view.

Moreover, the impact of the use of fables on students at the time they develop their written production has been positive, because the important thing is that they learn to write in the foreign language, and the strategy of the fables has served to understand the text. 100% of the participants who have been surveyed state that the moral of the fable motivates them to write situations they have had to face at any time.

Conclusions

The use of fables is an appropriate material to draw the attention of students. But the most meaningful is that those stories help the professor to create material for students can explore and understand the whole content and they have an idea about what they want to express in their written production taking into account some values presented by the professor. Students present some difficulties at the moment of writing, but a previous work is made by the teacher, that consists on teaching the structure of the sentences presenting the tenses, with the idea students are able to write down from the simplest to the compound sentences.

Suggestions

To carry out the development of the fable it is important to take into account the population to whom it is addressed, in order to design the material that allows the exploration of this literary form and in this way students can understand the story and the moral of this type of text. It is also important to ask specific questions where the students respond according to what

they understood and teacher can verify the understanding of the story and the teaching that it leaves to the readers, so that they can express their ideas in the written productions.

Chapter II: Research component

The training of reflective spirit in PLEX practitioners, Training tool to qualify pedagogical practice

Introduction

In the context of training in PLEX, the professional practicum of teachers in training are emerging as one of the focuses of interest and update to study and document for the improvement of teaching-learning processes, for the qualification of education.

Even though, there is a clear interest in the evident need to understand and to transform the pedagogical professional practicums, so is it a fact that a good part of the local studies focus especially on the problematic of learning more than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach about professional practicums as a way to objectify knowledge, behaviors and attitudes over guiding the teaching work; also, as an internalization exercise of immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information for the solution of problems and for self-recognition.

Justification

This project in the context of the Integral professional practicum of foreign language students is part of the professional conception of practice as a spearhead to improve educational processes in the application centers where the professional practicum is executed. It is considered

that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look on the fact.

In accordance with the statement by the philosopher of education Jhon Dewey, a forerunner in the field of reflective thought applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Problem

At the school, fundamental aspects of the constitution of the subjects, of the institutional life without questioning are assumed they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher is at risk of settling in logic of action that does not allow the pedagogical evolution and the renovation of the school culture.

A practice lacking of reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier for the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way

of cultural reproduction becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge, to take care of the social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training, encourage in the teacher in training, in the future teacher, a critical spirit and reflection that contributes to the improvement of their pedagogical practicum, for these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their integral practice, to self-assess and to install a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

How does the implementation of reflection contribute to the transformation of the proper pedagogical processes of the development of integral practicum?

How does the exercise of reflection influence the development of the critical spirit of the students-practitioners in the analysis of their pedagogical work?

General objectives

- o To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- o To promote in student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- o To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- o To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- o To identify and analyze the strategies that the student uses in his / her pedagogical practice.
- o To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
- o To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

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

The Teaching profession

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

The teaching profession requires 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 competencies 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 in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students, but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

Reflection

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

Reflection as a process

The reflection is made based on 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 kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The

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

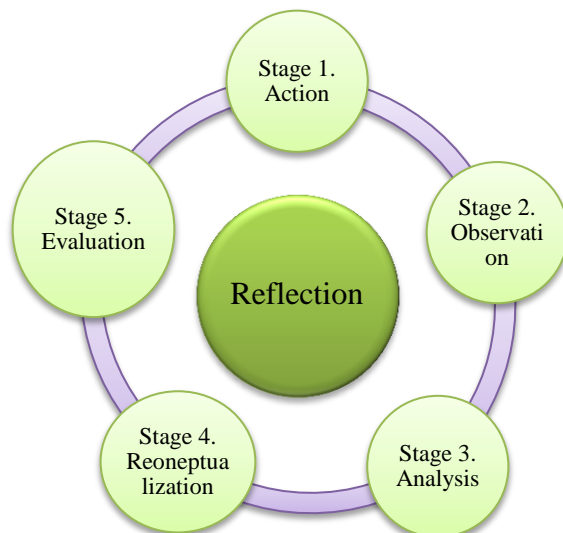


Figure 4 . Reflection as a process schedule

Reflection as a theme

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference 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 reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting and the contextual aspects that allow 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 practicum

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions

himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

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

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

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

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 selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. It is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate

reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, the Zeichner's proposal is assumed since has established several modalities of practicum as follows:

Academic practicum

It is guided for preparing teachers who are able to reflect upon the courses they teach, so that they transform them into understandable structures for the students.

Social practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Development

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

Social reconstruction

The object of reflection is to impact the social, economic and political context thus, fostering reliable democratic relations in the classroom, in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Activators of Reflection

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

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education

These authors established classification categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts

Methodology

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process, a process of socialization and systematization of the same will take place.

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

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

Reflection workshops

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

Objectives

- To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, facilitate and effectively insert the educational center.

Self-observation card

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

Narrative

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

Class records

Having evidence of the actions of student-practitioners in the classroom, will allow reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practicum.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a center of confluences and religious influences throughout its history; It welcomed a large number of religious communities among which we can mention: the community was Franciscans, the Clarisas sisters; the Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista, likewise, female religious communities: Sisters of the Presentation, Bethlemite Sisters, among others; The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors develop: PLEX Practitioners.

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

At present, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

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

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

The school as an educational institution fulfills specific functions, among which are:

Socializing Function

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

Instructional Function

The instructive function uses two functions, the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labor market. Tries a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

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

Population

The total population of the present study is constituted by thirteen students of tenth semester, practitioners of the Program of Foreign Languages French French of the University of Pamplona.

The direct beneficiary population:

Teachers in training

Supervising Teachers

Student community of the Integral Practice implementation centers.

The indirect population benefited:

It is composed of the teaching community of the Foreign Languages Program; the results will feedback the vision of the agents of the Program on their collective practices of Integral Practicum

Institutional dependencies linked to the Project

- ❖ Foreign Language Program Department of Languages and Communication Faculty of Education
- ❖ External institutions linked to the Project
- ❖ José Antonio Galán School
- ❖ Brighton School
- ❖ La Normal high school
- ❖ La Presentation High school of Pamplona
- ❖ José Rafael Faría School
- ❖ Cristo Rey Educational Institution

Data collection timetable

Table 8 Timetable, the implementation of the instruments

DESCRIPTION	DATE	
Classroom observation	29 th – 3 rd May	
Narratives	13 th May	8 th July
	20 May	15 th July
	27 th May	22 July
	3 rd June	
	10 June	
Reflective Workshops	31 May	
	8 th July	
Self-observation card	9 July	
	6 July	
	19 July	

Conclusions

Training teacher methodology

The exercise of the reflective spirit as a teacher is useful for my process as professional because I analyze if I am doing correctly my performance in this practice which will help me to get experience. In this part I analyze the whole environment of the class to look for the strategy that can overcome the aspects that need to be improved. Moreover, the role of the teacher as a human being is the most important because I learn to act according to different situations that happen not only in the classroom but in the educational institution. This integral practice promotes in practitioners the development of the reflective spirit as teachers, thus making inference in the pedagogical work. Always when a class finishes, I think of the activities and the topics taught to analyze if those were well presented and if those drew the attention of students. For me it is essential to keep students active during the class, with the purpose they interact

among them, for that reason it is useful present a variety of activities and material. Those reflection workshops have helped me in other aspects such as the strategy to keep the discipline in the class.

Planning

The classes are developed according to the planning designed a week before. It consists on teaching topics related to vocabulary, grammar and general knowledge of the target language, all aspects integrating the use of the foreign language. Professor presents several activities with the purpose students participate in the class. Each activity has a time to work on, and in this way the professor control the time to develop the activities proposed in the plan.

Interaction with students

When students are apathetic in the class, I look for the way to approach them and calmly I begin to explain the subject. I have seen that this technique works, since now students participate in class, in the same way I tell them that it does not matter if they say a word incorrectly, because the important thing is to use the target language and participate since from mistakes people learn.

Presentation of content to students (activities)

Before developing a class, the professor presents the topics students are going to learn and they have to write down them in their notebook. The class is developed with the use of images, worksheets, games and with the creation of material where students have to pass in front of the class and make the activity, or there are games where students have to say a complete sentence using the word found in a paper, moreover with the use of PowerPoint professor presents vocabulary and a game about it.

Attention to diversity

During this practice as teacher, I learn different aspects about it, for example to work with special students, so I have to create new material for those students and explain the things or what they should do in a different way, here I have learned to be very patient and explain calmly.

Methodologies to control discipline

I have learnt that it is not sufficient to tell students that is necessary be quiet, or tell them “silent please”. At the beginning they were paying attention but after it was difficult to continue using the same commands, thus I think about their grade, and I decide to write a big five on the whiteboard, and this grade decline when students are undisciplined. I realize this strategy has worked.

Analysis of student needs

At the beginning of the practice I worked following the themes of the book and I created several activities, games, exercises to those contained on the book, in order to change the dynamic and the environment of the class and this last part has worked because students are participative. But I have realized that not all the topics on the book are clear for students, thus now I have decided to emphasis on the topics that students really have certain degree of difficulty which is an obstacle to continue with the process of learning/teaching the foreign language creating mechanization exercises and preparing students for evaluation. They are always notified when they will be evaluated; in the same way they are informed of the topics they should study.

Additionally, I have noticed that when I present variety of activities and games the students are active and the interaction in the class is notable. When they are afraid to participate, I always tell them that it does not matter if they make mistakes because that is part of the process and the important thing is to overcome these obstacles, and they participate.

Implementation of reflection and critical analysis of pedagogical practice

The implementation of the reflection contributes to the transformation of my practice positively since it is about the aspects that should be improved to continue emphasizing in those that are relevant for students in this teaching / learning process. Reflection always helps to create tips for improvement.

Chapter III: Outreach component

“Awareness raising project to English language in primary schools in Pamplona, Colombia”

Presentation

When reading the project, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools’ students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

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

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

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

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

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

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

Justification

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

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

General objectives

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

- o To teach English to the students in primary schools in Pamplona city.
- o To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

Specific objectives

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

- o Familiarizing children from primary schools in Pamplona with the essential foundations in English

- o Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- o Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Schedule

The table below shows the schedule which is implemented to carry out this component. The outreach component, as the pedagogical one, lasts 8 weeks: from May 13th to July 27th, working students from 4th grade.

Table 9 Primary school schedule

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7:00-7:50		4 ^a		
2	7:50-8:40		4B	9 ^o A -9 ^o B	
3	8:40- 9:35				
	9:35-10:10	BREAK			
4	10:10-11:00	4C			
5	11:00-12:00				

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French. This proposal is

articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

- Contribution to the academic formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

Theoretical framework

Teaching languages

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

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural

dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

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

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

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

Teaching English in primary School According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua” “Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ in saying that the terms ‘learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore, at this stage it is advisable to implement the Total Physical Response (TPR)

method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society.

Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

Methodology

Given that students in 4th grade at “La Presentación” primary school do not have a teacher dedicated just to English area and with only an hour per week, for that reason, it is decided to begin from the very basic vocabulary in an easy and innovative way. The plan of action of this

component is based on the lexical approach proposed by Michael Lewis in 1990, this method states an important part of learning language that consists of being able to understand and produce lexical phrases as chunks. Teachers at the primary school asked to work especially on vocabulary for this reason this component is based on it. This process will be taught through the use of flashcards with the aim to draw students' attention.

According to the topics established by the institution, the percentage achieved of chronogram activities was about ninety five percent where the themes studied were: verbs where students make the action, common expressions, demonstrative adjectives, indefinite articles, possessive adjectives, vocabulary related to objects, animals, verb to be, vocabulary about people exactly professions, *wh* questions, (*when where who what*) making drawing that refer to a quarter, places people, people and things, in order make inference in *wh questions*. Verbs about daily routine, make the action for students learn to identify those verbs, this topic is developed using a word search. Vocabulary about food and objects are presented with flashcards.

Through the use of flashcards and worksheets several themes of grammar have been developed and taught. Supplying this need has helped me to interact with a totally different and very interesting population, since children are more attentive than young people, and it is gratifying to see how children try to use more words in English. Therefore, these aspects help the student-practitioner to create a new learning environment where the interest of the children should be kept awake so that they do not get distracted easily. With this population the teacher must interact more and present a lot of teaching material to draw the attention of the students.

Appendix E *Primary School teaching process.*

Chart of activities in primary school

Table 10 Topics for fourth grade

Week	Topics using flashcards
1	Reinforce : alphabet, numbers and professions
2	Reinforce: body parts and colors
3	Teach: seasons objects to go to the beach
4	regular and irregular nouns
5	defined and undefined articles
6	demonstrative adjectives
7	possessive adjectives
8	description adjectives- personal pronouns

Conclusions

Children are motivated in learning English through the use of flashcards and worksheets that contain mechanization exercises. In this aspect of the pedagogical practice the teacher plays a very important role in motivation, since she is the promoter and the guider in the learning a foreign language.

This process has contributed significantly to my pedagogical practice since I have been working with different populations, in terms of age and learning. The teaching pace is different for each population; therefore the search of strategies for teaching a foreign language is important because the selection of the material is done into account the population.

Chapter IV: Administrative component

Introduction

As pre-service teacher, the most important responsibility for a member of an educative community is to always participate and make part of the most relevant decisions of the school, fostering a culture of belonging to the place we work and interact with other. This can be reflected in several cultural and administrative acts that are done in the high school such as rising flag events, teachers and parents' reunions and even non-scheduled meetings the institution may organize. It is important to remark that some high schools in Colombia follow a religious educative character which can be interference to the teacher that is not a follower of these beliefs. However, it is a fundamental attitude for a teacher to be respectful of the different beliefs that people have no matter what rare they can seem to him. In this case, to attend to Masses and other religious ceremonies is a responsibility for the teacher and to demonstrate some respect for it. Taking into account this, a qualified and remarkable teacher is the one that shows interest for his work, for his profession and for his passion.

Justification

The educational community develops the pedagogical events in order to increase a dimensional process where different areas need to be integrated to contribute to the progress for the institution. For this reason, Pre-service Teacher takes part in the different academic tasks as in extracurricular activities that the school encourages such as theatre meeting, the celebration of the 136 years of foundation, and other events that are important for "La Presentation's" family. Also, it is important to participate in those events in an active, enthusiastic and responsible way. This component aims at offering several services as pre-service teacher in which, professor

offers his/her English knowledge in order to help students to represent very well the institution in the activities organized among other institutions.

General objective

- o To be part in extra-curricular activities proposed by “La presentación” High School.

Specific objectives

- o To collaborate with the organization, and the appropriated environment to carry out the events created by the establishment.
- o To encourage students to be part actively in the extra-activities

Methodology

As a teacher is important to be responsible inside and outside the classroom in order to accomplish the objective that is to be responsible with our students. In this component pre-service teacher is ready for all the events in order to have the whole disposition to teach, direct and prepare students to make a presentation with a specific purpose.

Table 11 timeline extracurricular activities

Abril	
Lunes 29	Inicio 2° trimestre- eucaristía
Martes 30	Izada de bandera
	Implementación proyecto CRESER
	Comisiones de evaluación 2:30 pm
Mayo	

Lunes 13	Día Mariana
Martes 15	Día del maestro
Lunes 27	Izada de bandera
Junio	
Viernes 7	Concurso de vocabulario en inglés

The extracurricular activities that have taken place in the institution in which I have participated are: flag-raising, meetings related to conferences for students, accompaniment in masses and developing classes such as the case of “*titulatura*” and “*emprendimiento*” where I have led workshops on social relations and teamwork. **Appendix F** *Participations in events*

The accompaniment in the institutional events is done in order to help in discipline control. In the case of participation in “*titulatura*” students are guided in the development of situations based on real life, which can help them to grow personally.

Conclusions

Being part of an educational institution is to work and interact with others. This can be reflected in several cultural and administrative acts that are done in the high school such as: meetings, events, masses and projects. Professor takes an important role in the institution respecting beliefs that people have, showing interest in each activity stipulated by the institution.

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Appendixes

Appendix A. Plan fable3 “The Dog in the Manger”

FECHA		# DE HORAS				TEMATICA	INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLÓGICAS	TRANSVERSALIDAD	EVALUACION
A	B	C	D							
07/07/2019		1				Fable “ <i>The dog in the manger</i> ”.	Be able to understand the story and the moral Be able to express the ideas using the information of the fable and the moral.	The professor mentions the topic to work on. “the fable” The professor shows the images related to the vocabulary and teaches it. Professor shows a big poster which contains the fable. Students and teacher read it. The professor gives students the documents to work on. The first one is about a word search with the vocabulary and students	Social issues, values and real situations	Ability to understand information and write about it.
								work on it. After students obtain another worksheet in which they are going to select the synonyms about some values that the fable can teach us such as “ <i>Friendly, considerate, respectful and tolerant</i> ”. Finally the last document is about open-close questions about the fable and the moral. Total time: 55 minutes		

Appendix B Document Analysis

Document analysis (written Production)			
Categories	Subcategories	Description	Error analysis (Written productions)
Written production	Grammar	Use some simple structures correctly,	Production #1 “ <i>the boy who cried wolf</i> ”

but keep making basic mistakes systematically; for example, it tends to confuse tenses and forgets to keep the agreement; however, it is usually clear what try to say.

Participant #1

Production # 2 “*the goose and the golden eggs*”

Participant # 1

And as the saying goes one does not know what he has.

Participant #5

*It is all have us.
Taking care of ourselves is of great importance.*

Production #3 “*the dog in the manger*”

Participant #1

I like them to know that they can count with me

Participant #3 *That help will pay us with a good reward. We did a very good for another person.*

Participant # 4

We don't doubt is to expect others help.

Participant #5

If you need help for something bad or hurt another person it would not help but.

Vocabulary

Have a basic repertoire of isolated words and phrases related to specific situations. Have a limited repertoire related to specific and quotidian needs.

Production #1 “*the boy who cried wolf*”

Participant #1

*Peel: fight.
a person who does not tell lies is sincere and his life*

participant #2

wich : which it helps us to better people: it helps to be better people.

Participant #3*speakin: speaking***Participant #4***Respect full: respectful***Participant #5***teell: tell* **Production****# 2** *“the goose and the golden eggs”***Participant # 1***Thigs: things***Participant #2***Hass: has***Production #3** *“the**dog in the manger”***Participant #1** *They**will find that help in**my***Participant #2***It is an important as**when we.***Participant #4***Supportive does not**mean giving why I**have to give***Participant #5***For something food***Appendix C survey****Encuesta**

Teniendo en cuenta la propuesta pedagógica que tiene por título “Mejorar la Producción Escrita a través del Uso de Fábulas en la Enseñanza/Aprendizaje del Inglés”, se ha creado la siguiente encuesta con el objetivo de analizar la pertinencia de las fábulas en el aprendizaje de este idioma. Por lo tanto, es de gran importancia su participación, respondiendo la siguiente encuesta que contiene diferentes aspectos que hacen referencia al estudio del idioma extranjero.

Marque con una X, SI o NO a las siguientes preguntas:

1. ¿cuáles de los siguientes materiales te ayudaron a entender la historia y la moraleja de la fábula?

Respuesta opción múltiple

- a- El poster grande
- b- Las imágenes
- c- Las fichas para el aprendizaje del vocabulario
- d- Las preguntas

2. ¿El material y las actividades implementadas en la clase de la fábula llaman tu atención, te motivan a aprender inglés?

SI - NO

3. ¿Consideras que a través de la fábula y el material utilizado para entender la historia contenida en el texto, aprendes los siguientes aspectos de la lengua extranjera?

Marque **SI** o **NO** en cada aspecto.

Vocabulario	SI	NO
Estructuras gramaticales	SI	NO
Comprensión lectora	SI	NO
Producción escrita	SI	NO

4. ¿La moraleja o la enseñanza que presenta la fábula te ayuda a analizar situaciones de la vida real?
¿La siguiente moraleja te hace pensar en alguna situación de la vida real?

Ejemplo de una moraleja: “la avaricia rompe el saco”

SI- NO

Justifica tu respuesta:

5. ¿La moraleja o la enseñanza que presenta la fábula te motiva a escribir acerca de una situación similar por la que tú hayas pasado?

Ejemplo de una moraleja: “Sí dices la verdad desde un principio siempre te van a creer, pero sí mientes las personas no creerán en ti”

SI –NO

6. ¿Consideras que el uso de las fábulas te ayuda a mejorar la competencia de la producción escrita?

SI- NO

¿Por qué?

Appendix D journal

Journal #1

Professor presents in a big poster the fable “*the boy who cried wolf*”. With the use of some images, she presents the characters and objects that are part of the story. This vocabulary is practiced and students write on their notebooks. The students receive a sheet, where they must fill in the gap with the missing words of the vocabulary seen. One student asks: “*teacher today*”

will we work on the fable? It is better because the book bores us; the other teacher always works the book. We already missed this kind of material". So the teacher asks students: "*with this kind of material can you learn English easily?*" The vast majority of students answer "yes" and one of them says "*I feel motivated to learn things about English*" Later a competition is made by rows. The board is divided into 4 parts each one represented by a letter of the alphabet i.e. Row A-B-C-D. In this game the last five girls from each row participate. The game starts like this: one student from each row passes to the front of the board, when the first girls are placed in front, representing their team either A, B, C, or D; the teacher pronounces a word and the student who first finishes and writes correctly will get 3 points for her group. They cannot open the notebook to see the vocabulary.

Then the professor explains the grammar topic presented in the fable that refers to the past simple, so the professor shows the structure to make sentences using this tense. She writes on the board the title of the fable making reference to the verb that is in the past, "*the boy who cried wolf*", and in this way she starts explaining the topic that is about past simple. When she finishes explaining this topic, she presents the structure of the fable. Then we start with the controlled reading of the fable. The fable is shown on a large piece of paper, which is stuck on the board. The teacher begins the reading and then indicates which student continues reading. One of the students says: "*teacher what says in this part, I don't understand*"; and a large part of the students support their classmate's comment, so when the students do not understand some phrases of the fable, the teacher shows them the images or uses synonyms, but when the students do not really understand, the teacher speaks in the mother tongue. At the end the teacher read the whole fable to emphasize on the pronunciation. The next activity is about values. Teacher shows

some values that the moral can teach us. *Respect, sincerity, loyalty. Fidelity - self-love - responsibility.*

Finally the next exercise is to answer 6 close- open questions. The last two of these students develop at home and she says that the next class, students can bring it. In this part students ask a question: *“Teacher do we have to write in these questions?”* The teacher tells them *“yes, where are the spaces you should write their opinions but the other questions are multiple choices”*

Students say: *“Teacher but we don't know how to write well in English”*

The teacher answers: *“what you say is right but I am going to remind you something: do you remember the grammar topics that we have been studying in the other classes where we do not develop the fable class?”* The students answer *“yes”* and the teacher asks: *“what topics have we seen?”* Students respond by saying them. The teacher adds another comment saying: *“also keep in mind that many of these topics we have been studying since 8 grade”* and the supervisor adds another comment *“yes those topics are (recorderis)”* and students answer *“yes”* then the professor says: *“we will answer those questions by implementing those grammar topics and part of the vocabulary seen, it could be the values or the words that are in the story and the worksheets”* The professor explains once again the grammatical rules and makes an example how students can write or answer the questions taking into account the aspects of the fable, moreover she praises their students to do it.

Table 12 matrix survey

Survey Data Analysis			
Categories	Subcategories	Description	Comments
F	LEF		
Fables	Learning English through fables	Learning the main structures of the target	The participants select the option (yes) in

		language through the use of fables. Moreover readers can learn vocabulary.	relation to the material and activities implemented which draw their attention and motivate them in learning English. They work (vocabulary, grammar structures, reading comprehension and written production)
EF Explore the fable	M-A Material- activities	Materials and activities are useful tools to explore the fable, because students are attentive to learn and understand the main topic and the general idea.	The participants affirm that all the materials implemented help to understand the story of the fable.
RC Reading comprehension	AT Analytical thinking	The use of texts in the study of a foreign language allows students developing the analytical and critical thinking since readers try to understand the idea that the text pretends to teach.	The participants select the option (yes) to the use of the moral as an aid to the analysis of real life situations. Comments of the participants: Participant 1: <i>“yes because we cannot have everything that we want since we won't always achieve it”</i>
WP Writing production	G- V Grammar structure Vocabulary	At the moment of writing a paragraph, students should take into account the grammar structure of the language. After making a reading comprehension or reasoning about the	The participants select the option (yes), where it is asked if the moral of the fable motivates them to write down about a similar situation they have been through at any time.

	text worked, the readers try to express what they understood about the literary form used.	The participants select the option (yes) justifying the question where their opinions are required regarding the use of fables as an aspect that helps improve the competence of written production. Comments of the participants: Participant 1: <i>“yes because at the moment we answer the question we work in the written production”</i>
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Table 13 matrix journal

Journal Data Analysis			
Categories	Subcategories	Description	Comments
F Fables	LEF Learning English through fables	Learning the main structures of the target language through the use of fables. Moreover readers can learn vocabulary.	The teacher asks students: <i>“with this kind of material can you learn English easily?”</i> The vast majority of students answer “yes” and one of them says <i>“I feel motivated to learn things about English”</i> Several students say: <i>“Teacher we don't know how to write well in English”</i>
EF Explore the fable	M-A Material- activities	Materials and activities are useful tools to explore the	<i>“Teacher today will we work on the fable? It is better because the</i>

		fable, because students are attentive to learn and understand the main topic and the general idea.	<i>book bores us; the other teacher always works on the book. We already missed this kind of material”.</i>
RC Reading comprehension	AT Analytical thinking	The use of texts in the study of a foreign language allows students developing the analytical and critical thinking since readers try to understand the idea that the text pretends to teach.	Teacher says: <i>“after reading the fable we are going to answer the questions. If we understand the story, we can answer all questions, whether closed or open questions. Did you understand the fable?”</i> some students say “no”, and the vast majority of the class says “yes”, students who answer yes, tell their other classmates that it is very easy, and try to explain it in Spanish, but the teacher makes an intervention asking to the students : <i>“who understood the text to tell it in English”</i> . A student is encouraged to explain the story and when she feels that she is not able to continue speaking in English, the teacher helps her in the construction of the story by pointing out the images in order the student uses the words and thus finishes telling what happens in the fable and the

		other classmates congratulate her classmate.	
WP Writing production	G- V Grammar structure Vocabulary	At the moment of writing a paragraph, students should take into account the grammar structure of the language. After making a reading comprehension or reasoning about the text worked, the readers try to express what they understood about the literary form used.	The students ask a question: <i>“Teacher do we have to write in these questions?”</i> The teacher tells them <i>“yes, where are the spaces you should write their opinions. Students say: “Teacher but we don't know how to write well in English”</i> The teacher answers: <i>“do you remember the grammar topics that we have been studying in the other classes where we do not develop the fable class?”</i> The students answer <i>“yes”</i> and the teacher asks: <i>“what topics have we seen?”</i> Students respond by saying them. Then the professor says: <i>“we will answer those questions by implementing those grammar topics and part of the vocabulary seen, it could be the values or the words that are in the story and the worksheets”</i> she makes an example.



Appendix F participations in events

