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Implementing fairy tales in multimodal workshops as a way to foster reading comprehension in 10<sup>th</sup> graders students from the Provincial School San José of Pamplona: An action research

Eduard Stevenson De la Rosa Roa

1.049.030.163

University of Pamplona  
Faculty of Education  
Foreign Languages Program  
Integral Practicum  
Pamplona



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## Table of Content

<b>Chapter 1 - General description of the project .....</b>	<b>9</b>
<b>Introduction.....</b>	<b>10</b>
<b>Justification .....</b>	<b>12</b>
<b>Objectives.....</b>	<b>13</b>
General. ....	13
Specifics. ....	13
<b>Conclusions.....</b>	<b>14</b>
<b>Chapter 2 - Institutional Observation.....</b>	<b>15</b>
<b>Administrative level .....</b>	<b>16</b>
Main aspects of the Institutional Educational Project (PEI) .....	16
Institutional horizon. ....	16
Institution Symbols .....	17
Guidelines and norms to face the health emergency.....	18
Institutional schedule and programming for the first academic trimester.....	19
<b>Pedagogical level .....</b>	<b>20</b>
Supervisor’s academic schedule.....	22
Pre-service teacher schedule .....	22
<b>Technological level .....</b>	<b>23</b>



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<b>Population.....</b>	<b>24</b>
English teachers' group.....	24
Administrative body.....	24
<b>Chapter 3 - Pedagogical and research component.....</b>	<b>26</b>
<b>Title.....</b>	<b>26</b>
<b>Introduction.....</b>	<b>26</b>
<b>Statement of the problem.....</b>	<b>28</b>
<b>Justification.....</b>	<b>29</b>
<b>Objectives.....</b>	<b>31</b>
General.....	31
Specifics.....	32
Grand tour question.....	32
Sub-question.....	32
<b>Theoretical Framework.....</b>	<b>32</b>
Fairy tales.....	32
E-learning tools.....	33
Texts.....	34
Input.....	35
Reading.....	35



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Listening.....	35
Vocabulary .....	35
<b>Literature Review .....</b>	<b>36</b>
Fairy tales influence over reading comprehension in language learning .....	36
<b>Methodology of the project .....</b>	<b>39</b>
Description of activities .....	41
Pedagogic sequences designed and Evidences.....	42
<b>Methodology of the research.....</b>	<b>42</b>
Type of research and design.....	42
<b>Techniques and instruments of data collection .....</b>	<b>43</b>
<b>Data gathered – Organization process.....</b>	<b>45</b>
<b>Designed and applied instruments .....</b>	<b>45</b>
Real Schedule of Pedagogical and Research Activities .....	45
<b>Data Analysis and data interpretation.....</b>	<b>46</b>
<b>Population and sample .....</b>	<b>46</b>
<b>Students’ work .....</b>	<b>47</b>
<b>Ethical Considerations.....</b>	<b>48</b>
<b>Implementation of the pedagogical Project.....</b>	<b>48</b>
Planning Format .....	48



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<b>Results .....</b>	<b>49</b>
<b>Conclusions.....</b>	<b>57</b>
<b>Recommendations.....</b>	<b>58</b>
<b>Chapter 4 - Community outreach component.....</b>	<b>59</b>
<b>Introduction.....</b>	<b>59</b>
<b>Justification .....</b>	<b>60</b>
<b>Objectives.....</b>	<b>61</b>
General. ....	61
Specifics. ....	61
<b>Methodology .....</b>	<b>61</b>
Timetable.....	62
Chronogram of Tutoring weeks. ....	63
<b>Description of implemented activities .....</b>	<b>64</b>
Tutoring sessions .....	64
Training for saber 11 .....	65
Designed material.....	65
Conclusions .....	66
<b>Chapter 5 - Component of intra-institutional activities .....</b>	<b>67</b>
Introduction.....	67



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<b>Justification .....</b>	<b>67</b>
<b>Objectives.....</b>	<b>68</b>
General .....	68
Specifics .....	68
<b>Methodology .....</b>	<b>68</b>
Description of intra-institutional activities.....	68
Description of Events and Activities that I have led and/or Organized .....	69
Schedule of activities – First Trimester .....	70
Conclusions .....	71
<b>Chapter 6 - Reflective approach to the Integral practice.....</b>	<b>71</b>
Conclusions .....	73
<b>Chapter 7 – Designed material .....</b>	<b>74</b>
<b>References .....</b>	<b>76</b>





### List of tables

Table 1- Instrument's implementation schedule .....	44
Table 3 – Real Schedule of pedagogical and research activities.....	46
Table 2 – Planning format.....	49
Table 4 – Tutoring and training for saber 11 schedule .....	63
Table 5 – Tutoring process.....	63
Table 6 – First Trimester Schedule .....	70



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## Chapter 1 - General description of the project

Currently, in a globalized world learning a foreign language is essential, promoting this process from an early age should be a priority in the education system of every country. Besides, the need to be bilingual is increasingly with time and it is necessary for work, study and coexistence, in this sense, promoting and implementing strategies to intensify the learning of a foreign language is a challenge that future teachers have to face.

Therefore, this study aimed to improve reading comprehension through fairy tales in 10th graders students of a public school in Colombia taking into account the virtual methodology adopted due to the current public crisis health. Likewise, in the following study you will find 4 main components: institutional observation, pedagogical-research, outreach extension and interinstitutional activities which guide this project as well

Initially, the institutional observation component is focused on the knowledge of the school, the methodology that is handled in classes and important aspects such as the PEI, coexistence manual, institutional horizon as well as the norms and guidelines adopted for the school to face the health emergency continuing with the learning and teaching process in a virtual environment.

Regarding the Pedagogical component and research, it entails the implementation of a proposal aimed at reading comprehension in 10<sup>th</sup> graders students through the implementation of fairy tales. In addition, apart from the focus on reading, vocabulary goes hand in hand with this competence in an implicit way.

Likewise, the Outreach Component was focused on guiding by giving assistance to those students who are having low performance in English and in this way reinforce the different topics of the course. In this order, a schedule was stipulated to provide under-performing students with assistance to promote, reinforce and enhancing the English knowledge.

Finally, regarding the Interinstitutional activities' component, the pre-service teacher participated in activities stated by the Institution Provincial San José in order to make part of their educative community and being committed to this practicum process.

Furthermore, concerning the Reflexive approach for the practicum stage, it entails the reflection of the whole process made by the pre-service teacher, bearing in mind the classes, implementation of the project and the work developed throughout the stage.

## Introduction

Currently, the need to learn English is a matter of importance nowadays, this is why promoting it from an early age will have a better outcome since the new generations are being trained to be bilingual in a globalized world in which knowing one or more languages provides advantages both work and personal. Besides, today due to the health emergency, schools all over the world have changed the face-to-face methodology, giving way to virtuality which is very important when learning a language and is the methodology adopted for the schools in the world. It is truly a challenge for teachers, on the one hand, to find a strategy that encourages and promotes autonomous learning and, on the other hand, updating and adapting to these new technologies to continue the academic process and to keep students' interest in learning English.

Moreover, according to the report from “portafolio” news magazine in 2019, the level of English in Colombia has reached the point of concern as it has been listed as one of the lowest in recent years. The foregoing implies the need for a change or reinforcement in the area of English in Colombian schools, for this requires trained teachers who can implement innovative didactic resources which can revolutionize how English is being taught in the country. Therefore, as future teachers of foreign languages, it is essential to contribute to this academic and virtual environment so that meaningful learning is achieved, giving support to the teacher and students. For this, this project aimed to reinforce reading and listening comprehension through workshops. The former, by means of adapting fairy tales for each topic that is stipulated in the area plan for the current school year, likewise, these workshops were designed by the pre-service teacher. The latter, using audiovisual material to provide guidance to the fairytale so that students can hear the correct pronunciation of the text and identifying the structure of sentences related to the topic.

On the one hand, to reinforce this learning process it is necessary to take into account and attend to the needs of the population, in this sense, for those students who have low academic performance a community outreach project was applied in order to set up a weekly tutoring schedule in order to provide guidance and assistance, in this way different topics were reviewed, questions were explained and clarified, thus achieving an understanding by students of the lessons set out in the area plan. On the other hand, being part of the Institution student community is essential in the practicum process of the pre-service teacher since it helps to understand the context in which the work is going to be developed. Therefore, participating in inter-institutional activities such as teacher and parent meetings in addition to the activities

proposed by the institution are useful and the pre-service teacher greatly benefited from this experience. Furthermore, Chavez et al (2017) state that English can open up job opportunities for university students, therefore, this learning process should be reinforced since there is the need to find strategies that promote interest in learning English considering that currently English is the global language.

### **Justification**

In the field of teaching English at the school level, it is necessary to start implementing new strategies and encourage the learning of this foreign language. Likewise, the pre-service teacher has witnessed through institutional observation that it is necessary to motivate students in learning English, as many prioritize other subjects and English is not given much importance. In addition, the current health emergency has negatively influenced the teaching-learning process and motivation as having no contact in a classroom to conduct classes has led to many students having low performance in different subjects and mainly English since being at home autonomy plays an essential role to continue the educational process.

Likewise, promoting and enhancing reading and listening competence is a hard work that needs to be pushed both at home and class. In this way, it is an absolute challenge to find innovative strategies to promote the learning of English focused on reading and listening since in most cases competences such as reading and listening are not prioritized in the educational field. Therefore, with 10<sup>th</sup> grade students, the idea was to motivate their learning process through the implementation of fairy tales and audiovisual material in order for students to extract information and hear the correct pronunciation) on the multimodal workshops that were planned for their development in a 15-day deadline.

Moreover, to achieve an optimal teaching learning process is important to take into account and follow up on the progress of students to identify that group of students who are underperforming and to assist them through weekly tutorials to gain an understanding of the topics that have been stipulated for the English area, besides, this process will benefit the pre-service teacher in terms of teaching-learning experience for future teaching activities.

Likewise, the participation in activities proposed by the institution such as meetings and several events might enrich the knowledge of the pre-service teacher since in this way there is an approach to the knowledge of the educational processes of an institution and at the same time a sense of commitment is acquired by belonging to the educational community.

## Objectives

### General.

- To develop the teaching practicum through pedagogical-research, community outreach and interinstitutional components.
- To provide pre-service teachers with the opportunity to teach in a virtual context by using different useful platforms.

### Specifics.

- To enhance student's reading through the implementation of fairy tales and audiovisual material in the multimodal workshops.
- To participate actively on inter-institutional activities proposed by the School.
- To supply 9<sup>th</sup> 10<sup>th</sup> and 11<sup>th</sup> graders' needs by providing training for the underperforming students through weekly tutoring schedule.

## Conclusions

In general, the pedagogical research component was developed within the framework of the execution of what could be implemented, likewise it is important to mention that students were receptive to the implementation of fairy tales and it can be affirmed that it is a resource to improve reading as well as to capture the attention of students through this type of texts.

On the other hand, despite the fact that the tutoring for low-performing students were not many, being this the community outreach component, the meetings executed for this purpose served as a support and fundamental resource for solving doubts, reviewing topics and practicing the English language, topics and grammatical elements as well as a tool for students to appreciate different ways of learning English, in this case songs and movies. In addition, attendance at these meetings was pleasantly significant as much as the feedback provided by the students afterwards.

Likewise, the component of intra-institutional activities contributed to the teaching identity of the pre-service teacher, since by participating in these academic spaces the institutional processes were acknowledge along with how they are executed, and, even though the pre-service teacher was not allowed to attend the teachers' meetings, the English teacher in charge always reported what was discussed in these meetings.

## Chapter 2 - Institutional Observation

### • Topographic location of the institution.

The Institution Provincial San José is a public school whose main campus is located in the city of Pamplona, specifically near the Almeyda square, the central area of the city of Pamplona in the department of North of Santander. In addition, the institution Provincial San José school is characterized by having 4 headquarters in addition to the main one, likewise, something important to emphasize is that the other campuses are mostly close to the main headquarters and are easily accessible to all students and parents.

The headquarters of the Institution Provincial San José are:

- ◇ Headquarters “La Salle”
- ◇ Headquarters “Santa Cruz”
- ◇ Headquarters “Gabriela Mistral”
- ◇ Headquarters “José Rafael Faría Bermúdez”

## Administrative level

### Main aspects of the Institutional Educational Project (PEI)

The PEI of the Institution Provincial San José aims at looking for the adequate way to face the challenges of the new era as well as providing background information about how the school is being directed.

Likewise, with the PEI, the Provincial San José school highlights inclusion as a major priority as well as strengthening and developing different environments that can promote the philosophy of the institution as well as enriching the process of formation and teaching of students of integrity and of peace. In addition, the institution through the PEI has the opportunity to determine and redefine perspectives or objectives that will mark a path that leads to reaching optimal levels of quality and excellence.

### Institutional horizon.

**Mission.** The educational institution Provincial San José of Pamplona, as an official character, guarantees the service of education at the preschool, basic and secondary level, with the purpose of forming wholeness, competent beings, with an investigative spirit and citizens of peace, in a society pluralist and globalized in permanent change, respectful of human rights, individual freedoms and the values of human dignity, based on Santander and Lasallian principles: honor, science, and virtue.

**Vision.** The educational Institution Provincial San José de Pamplona, by 2020 will continue to be recognized for offering a quality educational service, based on humanistic principles, pluralist, in the healthy coexistence and in constant updating of their pedagogical



and research practices, in response to the challenges of the present time, the demands of the environment and the commitment to the construction of peace.

## **Institution Symbols**

### ○ ***Institutional Shield***

It represents the institutional image and identity of the Institution Provincial San José. In addition, the institutional shield is a wooden carved shield which was used by the Christian brothers when they headed the college. Likewise, the shield is composed of a cross at the top, a five-pointed star in the center which represents man and the elements of nature air, fire, earth, water and the predominance of the spirit at each of its points.

### ○ ***Corporate image***

It identifies the San José Provincial School in front of the community, a symbol formed by a white five-pointed star with a black border is used as a corporate image within a circle with the colors red and green in which the name of the Institution stands out and is used on the uniform.

### ○ ***Institutional pet***

The institutional mascot is a caricatured eagle called "*aguilucho*" which identifies the educational community of the Provincial College as leaders with effectiveness, efficiency and productivity, promotes creativity and the greatness of new ideals.

### ○ ***Institutional motto***

*“¡Aguiluchos!: ¡A las cumbres!”*

## Guidelines and norms to face the health emergency

Due to the health emergency, specifically the current pandemic, therefore, educational institutions around the world have been forced to change their methodology in favor of education, focusing on virtual teaching and adopting different strategies to promote in the same way learning for the student community.

On the one hand, the Ministry of National Education issued measures to continue with the educational process from home and established different resolutions for the adequacy of the provision of the educational service, for example, resolution 385 of March 12, 2020, which together with Resolution 844 of May 26, 2020, led to the declaration of an economic, social and ecological emergency. In this way, it was sought from the beginning to adapt to the new virtual modality and implement different aspects such as:

- ❖ Accompaniment at home.
- ❖ Academic work at home.
- ❖ Progressive transition home-educational institution.
- ❖ Curriculum review.
- ❖ Mediation of families.

On the other hand, the San José Provincial Educational Institution together with the President of the Academic Council through resolution No. 003485 of November 11, 2020, issued pedagogical circular No. 001 2021 addressed to the general and student community where they set out guidelines for adapting in a more organized way the virtual educational process of the students of the institution. For this, aspects such as:

1. Induction week
2. Workshop Protocol
3. Institutional communication
4. Virtual encounters
5. Hours of attention to students and parents
6. Welcome videos for teachers and directors
7. Survey to collect information and create databases

The foregoing was stipulated in order to promote and continue learning under the virtual modality and above all by following and adapting to the regulations issued by the Ministry of National Education. Likewise, the San José Provincial College and its headquarters are characterized by managing an academic calendar adapted to the daytime session.

**Institutional schedule and programming for the first academic trimester**

Activity	February				March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Delivery of physical and virtual workshops		X			X		X			X						
Teachers' meeting				X												
Meeting with parents whose children are having low performance							X									
Elections of the student community					X	X		X								

Reception of workshops on the platforms				X			X			X			X		
Holy week								X	X						
Evaluation boards/meetings														X	

### Pedagogical level

An institutional observation was carried out during a week in order to discern the key aspects of the school and to examine the pedagogical aspects considered by the teacher in the classroom. This to ensure that the teacher in training was completely immersed in this virtual educational context where he developed as a real teacher for ten weeks.

On the one hand, the development of the planning of the area was made by the English teachers in charge of the different grades of primary and secondary education, there the importance of improving the oral production of students, the curricular standards are stipulated and emphasized. Basic Learning Rights (DBA), communication skills, structure, philosophy, and values of the area as well as the contribution to the student's profile. Likewise, the objective of this planning is the promotion, development, and understanding of English at different levels.

On the other hand, due to the health emergency, the 7 English teachers as a whole team were influenced to temporarily adjust the thematic axes stipulated for the academic process, therefore, the topic emphasis was made on the appropriate area to learning at home. It explains different parameters to take into account, ranging from promoting autonomy in parents and the student, accompaniment to the learning process from home, innovative

strategies, and the commitment to work on the guides and workshops planned by the teachers, also respecting the special cases of students who do not have the relevant resources for this virtual learning.

Likewise, the aforementioned is the result of the collective work of the 7 English teachers of the school in their respective headquarters where this cooperative work promotes the deepening of learning, which decisively favors meaningful and lasting learning. As communities and technologies constantly evolve, concerning the pedagogical aspects and resources that can be found inside this virtual environment it is possible to identify the use of guides and multimodal workshops that pave the way of the learning process and various of them are accompanied of images with the purpose of motivating the students to learn. Besides, teachers are including virtual platforms such as google meet and zoom to perform the different synchronic meetings along the academic period.

Moreover, the Institution Provincial San José together with the teachers have adopted a virtual methodology taking into account a variety of aspects such as the delivery of a multimodal workshop, which is designed according to the DBA and the curricular standards for students from 1<sup>st</sup> grade to 11<sup>th</sup> grade, in a deadline of 15 days for the students to deliver it as well as one synchronic meeting, which takes place over the morning, after the delivery so that the teacher in charge can explain the guide to develop, the date of deadlines and students can ask if any doubts. Likewise, for the purpose of evaluating the student's knowledge, teachers design a complementary workshop or exam in any platform in order to verify the autonomous work of students, this exam takes place over 5 days that are inside the 15-days

deadline. Likewise, the second multimodal workshop guide was taken into account for the design of the following workshops. ([see appendix 1](#))

In addition, together with the workshops and synchronic meetings and to promote teacher-students interaction and communication regarding the virtual method, teachers make use of platforms to hold tutorials for students which are stipulated for the afternoon according to the academic schedule.

### Supervisor's academic schedule

SUPERVISOR'S ACADEMIC SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00	Headteacher duties		Parents assistance		Parents assistance
8:00-9:00		11°			10°
9:00-10:00		10°		9-03	11°
10:00-11:00	9-02			9-02	Teachers meeting
11:00-12:00	9-03				Teachers meeting

### Pre-service teacher schedule

PRE-SERVICE TEACHER ACADEMIC SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00					
8:00-9:00		11°			10°

9:00-10:00		10°		9-03	11°
10:00-11:00	9-02			9-02	Training for saber 11
11:00-12:00	9-03			Training for saber 11	
3:00-4:00			Tutorials		
4:00-5:00			Tutorials		

### Technological level

From the institutional observation made in the first week of the practice process, it was remarkable the importance of having a good internet connection by both the teacher and the students since it allows a pertinent and effective communication which leads to a meaningful learning where students can ask if any doubts and teachers solve them.

Moreover, for this purpose of virtual encounters and academic process, the use platforms are really useful, that is the reason why teachers are using *google meet* to perform the different meetings as well as *WhatsApp* to create a group to contact students and share ideas and the links of the meetings. In this order, synchronic meetings are held every 15 days twice a week per group in google meet, these encounters last 1 hour per group and they are not mandatory because not all students have the technological resources to be connected, in the meeting the english teacher explains the workshop step by step, promoting student's participation throughout the meeting as well as clarifying the distinct topics and the explanation of the evaluation and grades that were taken from the multimodal guide.

## Population

Regarding the population, the Institution Provincial San José in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade counts with approximately 155 students who have an age range between 14-19 years whose language level according to the English teacher in charge is A1, maximum A2. Nevertheless, according to the Common European Framework of Reference for languages (CEFR), secondary school students who graduate should have a B1 level. Given the above, it is absolutely necessary to encourage the learning of English in high school students as well as finding innovative strategies to encourage this process.

### English teachers' group

English Teachers	
Blanca Azucena Villamizar Villamizar	Maria De Los Ángeles Eugenio Lopez
Blanca Nubia Suarez Jaimes	Marta Elena Guerrero
Esperanza Pabon Villamizar	Sandra Lucía Castellanos Bautista.
Gloria Marina Sierra Romano	

### Administrative body

Charge	Name
Rector	Pastor Piñeres Velandia
Coordinator	Martin Omaro Cuy Esteban
Coordinator	Jose Antonio Cabeza Rodriguez
Coordinator Headquarters Rafael Faría	Eufemia Carrillo vera



Administrative auxiliar Rector's secretary	Ludin Rosario Delgado Hurtado
Administrative auxiliar Payer	Maria Marbella Linares Toloza
Administrative auxiliar Coordination secretary	Myrian Nayibe Sandoval Mendoza
Administrative auxiliar Librarian	Eumelina Soledad Suescún
Security guard	Pedro Nel Buitrago Ortiz
Guiding	Dora Elvira Rodriguez borras
Secretary General secretary	Rosa Patricia Acevedo Cala

In regards to the community of Parents, the institution Provincial San José is characterized by the understanding with parents in terms of academic accompaniment over the performance of their children, for this reason, in favor of the virtuality a space has been given for assistance of parents, where this space has a specific time in every teacher schedule.

### Chapter 3 - Pedagogical and research component

#### Title

Implementing fairy tales in multimodal workshops as a way to foster reading comprehension in 10<sup>th</sup> graders students from the Provincial School San José of Pamplona: An action research

#### Introduction

Nowadays, we find ourselves in an era of globalization where learning a foreign language becomes a matter of importance and main focus since it provides benefits in different fields such as engineering, education, medicine, science, technology, among others. In addition, it is estimated that English will predominate as a global language in a few years, that is the reason why encouraging teaching and learning from an early age becomes a primary need in the education of non-English-speaking countries. The foregoing provides benefits for both students, opening doors at international levels and for the country, enriching its educational system and training. In this sense, the Colombian Ministry of Education (MEN) in 2004 proposed the National Bilingualism Program (NBP) that was designed with the purpose of involving Colombians in learning English for multicultural purposes such as business, education, technology, among others, this being a program that plays an essential role for the long-term development of the country, following the standards proposed by the Common European Framework of Reference for Languages (CEFR) in order to assess language proficiency.

Therefore, it was expected that through this program, high school students upon graduation had a remarkable command of English, that is to say, that they were able to understand complex texts that are within their area of knowledge and can handle a considerable English fluency. On the contrary, despite this effort, the level of improvement of students in general has not been remarkable over the years, that is the reason why it is necessary to find innovative strategies that can change new generation's thinking regarding this learning process since many times the concept that is had and the interest towards English in high school is not very noticeable. As a consequence, our duty as pre-service teachers and future teachers is to analyze the context and implement these engaging strategies that can motivate students, providing assistance and guidance to achieve meaningful and lasting learning.

Likewise, and due to the current emergency health and following the guidelines of the MEN concerning the adaptation for home-education and digital environments to perform the classes, that is why this methodology predominated throughout the project. Chhabra (2012) defines this virtual learning as "e-learning" which plays an important role to adapt to the new technological era since it provides unthinkable opportunities and benefits for the educational field which can be used by creative and capable teachers as a mean to improve this English language teaching (ELT) using "e-learning tools" and virtual environments which can be motivating stimuli to make learning a more interesting process.

In this sense, this project seeks to implement fairy tales to improve reading comprehension, since they are an effective and educational tool that catches learners' attention through their images and magical stories and experience that might involve the

reader in the text. Besides, this reading was accompanied by audiovisual material with which students can learn the correct pronunciation of the words that can be found in the tales.

### Statement of the problem

To achieve proficiency in English, it is essential to be competent in the 4 skills that make up the command of a language; listening, reading, writing, and speaking. Educating and innovating in the educational field is an important issue that evolves, adapting new methodologies in order not to remain traditional. However, this has not been enough since in recent years Colombia has presented low results in terms of the level of English in the country's schools, why does this happen? There are different opinions about the subject but the aspects that stand out the most is the lack of interest on the part of the students in learning English in addition to the fact that many teachers are behind and manage the traditional method, teaching subjects through a book without accompanying them with present-day activities and 21st-century methodologies from which a teacher can obtain many benefits and serve as support when planning and developing a class. Furthermore, the classes should be guided towards topics of students' interest as well as proposing real-situation readings, in this way the vocabulary that they learn can be used daily which would contribute to their fluency since learning vocabulary in acquiring a language is a base or pillar within this process. Furthermore, Chavez et al (2017) asserts that English is of vital importance and should be a priority from the primary levels of education to its point in higher education, where knowing English can open up job opportunities for university students, as well, the authors affirm that English as a subject in the curriculum does not solve the current need to make an incursion into foreign languages and globalization as this learning should be intensified and it is

indispensable to find strategies that promote interest in learning English considering that speaking the global language can provide personal and work benefits to the future of a person.

Likewise, through the institutional observation the pre-service teacher has witnessed the low level of English of the students, this is one of the main reasons why this project is proposed to attend the need to strengthen the vocabulary of students in addition to finding the new and different methodologies for this purpose. Therefore, in regard of the virtual methodology being handled in the current school year, the use of platforms and e-learning tools are paramount for this purpose, in this way, audios or videos are an innovative strategy to present the topics of the area plan supported fairy tales in which students were able to appreciate the correct pronunciation and follow the reading texts in a didactic way.

In light of the above, this study proposed the implementation of fairy tales and audiovisual material either recorded by the pre-service teacher or looked for on internet in order to follow the reading texts which were introduced through the multimodal workshops to improve listening and reading of 10th grade students of the Provincial San José School in Colombia. This Inquiry seeks to improve reading comprehension by means of fairy tales and audiovisual material in the guidelines stipulated for the area plan. In this way, students are expected to be more autonomous, committed, motivated, and interested in learning English through virtual work at home to maintain the safety and health.

## Justification

In the field of school education at the school level, there has recently been a tendency to decrease the level of English over the years, likewise, the pre-service teacher has noticed that it is necessary to intensify and promote this learning as many times it stipulated in schools is

not enough to generate lasting and meaningful learning. In addition, due to the health emergency of 2020, education has undergone a resounding change since there is no teacher-student contact within a classroom, but this had to be adapted to a virtual education where the use of the internet is a priority for be able to continue with the student training process, this suggests a great commitment on both sides, teacher and student, since the student in this way must be more autonomous in favor of their learning at home, and the teacher must adapt to the new technologies which entails implementing platforms for the realization of synchronous meetings and virtual workshops that students can develop and send within a stipulated deadline.

As a consequence, the use of technological resources is the basis to give rise to a "temporary" education until the health emergency passes and the educational community can return to the institution and classrooms normally. Therefore, teachers have a great commitment to innovate in the way they teach, since, if keeping students attentive to class in a classroom was already difficult, in a virtual environment it is even more challenging. In light of the above, on the one hand Posey et al (2010) state that virtual classroom and distance learning have the time factor that interrupts the well development of meetings as well as the lack of face-to-face interaction since students have the tendency to expect a simultaneous feedback from the teacher, which commonly they do not get online because of the time that have to be used to explain workshops, tasks, etc.

Likewise, students develop a procrastination behavior which affects negatively the learning process, development of tasks and performance, not to mention that sometimes it leads to withdrawing of distance courses. On the other hand, the authors assert that there are

some benefits of virtual teaching as well such as providing help to better organize the classes by instructor or teachers just like the creation of a specific area in any platform where students can reach the documents, assignments and in this way locate them easier for both teacher and student. Besides, the information that is saved from a class, and all types of educational document when uploaded to the internet or platform is available 24 hours a day for the student to have access to it.

Therefore, in addition to the multimodal workshops designed for this purpose, it is important to emphasize the importance of the 4 competencies, listening, speaking, writing and reading, since they can be negatively affected by not having contact with the language within a classroom where the teacher can notice their students' progress. Besides, skills such as reading and listening are often left behind, so this project seeks to motivate and improve the two aforementioned competencies through fairy tales which contribute to facilitate vocabulary learning process, in addition, the employment of this project meets the current needs of a globalized world in which the English Language plays an important role in different fields, for this reason, English provides benefits for both parties, the pre-service and the students as well as the institution since it is an enriching experience and method of innovation for future aspects to take into account when planning an English class.

## Objectives

### General.

- To implement fairy tales as reinforcement tools to enhance 10<sup>th</sup> graders' reading comprehension.

### Specifics.

- To design a series of multimodal workshops following the three moments stipulated by the teacher in charge and implement fairy tales that allow students to improve their reading comprehension.
- To employ educative online tools to innovate english vocabulary learning on students.
- To ascertain the way in which fairy tales and audiovisual material motivate students in the english learning process.

### Grand tour question

- How the implementation of fairy tales can enhance reading comprehension on 10<sup>th</sup> graders students?

### Sub-question

- What is the influence of fairy tales in reading comprehension?

## Theoretical Framework

In order to theoretically support this project, the following section presents key theoretical constructs that are the fundamental axis of this pedagogical-research component.

### Fairy tales

Fairy tales can be defined as narratives that contain improbable events, scenes, and characters and that often convey a satirical, whimsical, or moralistic theme. These texts are usually written or told to amuse children and have the ability to make readers imagine and feel emotions, reflecting on the origin of social practices and even debate the decision-making of characters. Likewise, Handayani (2013) highlighted that fairy tales are beneficial to enhance reading comprehension and enrich their vocabulary mastery, besides, reading children short



stories can be a good learning material since it is considered to be adequate for the learners from all levels because of how easier is for them to follow the storyline which catches young learners' attention. Moreover, Lepin (2012) affirms that there are two types of reading when referring to fairy tales, intensive and extensive reading.

On the one hand, intensive includes reading aloud which is the common way for people to begin learning a language. It is suggested to read texts aloud as you begin the reading experience and become familiar with the texts. However, it is emphasized that this type of reading should only be used in the first stage of reading development since its most notable disadvantage is that there is only one active participant at a time. Likewise, intensive reading involves classroom work following a guide book as well as a close and careful reading to gain a wide understanding of as much information as possible which usually means reading the text over and over again.

On the other hand, extensive reading is often used in everyday life since this is a fluent and faster type of long reading texts for entertainment, pleasure and overall understanding without being emphasized that much on the details. The more students read, the more vocabulary, grammar and items they pick up from every text, in this sense, this has a powerful effect on language learning.

### **E-learning tools**

E-learning tools are defined as a learning system based on formalized teaching but with the help of electronic resources. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. Chhabra (2012) suggests that the appropriate way to adapt to the current technological era of the 21st century

is through e-learning tools since it is an opportunity to take advantage of technological resources for academic purposes. Therefore, the author asserts that educational institutions can not stay in the past and it is time to start implementing and benefiting from them, so the current need is to guide teaching towards these modern technologies that make this process more interesting, motivating and catching from the students' perception.

## Texts

In its most basic form, Nordquist (2019) state that text is generally understood to be a piece of written or spoken content. A text can be as simple as 1-2 words (such as a stop sign) or as complex as a book. As a result, any set of related sentences can be called a text.

Moreover, within the framework of texts, Sarkar (2017) affirms that there are three types of text which are:

- **Descriptive Text:** This type of text is perception based, in this way it helps creating a huge picture of characters, events, objects and places which are often found in narratives texts such as novels and short stories.
- **Narrative Text:** As well as the descriptive text, narrative is based on perception, but it focuses on time perception, that is the reason why it narrates the succession of events in a chronological order, for instance, fairy stories, fables, myths and legends, among others.
- **Expository Text:** This type of text seeks to explain the cognitive analysis and subsequent syntheses of complex facts, for instance, an essay.

## Input

Rhalmi (2019) defines input as the exposure students have towards receptive skills such as listening or reading. Likewise, this element is influenced by the atmosphere and may come from several sources including the instructor, the external environment, and even the students themselves. In the same way, the input is equivalent to intake, which is input that is then taken in and internalized by the student.

## Reading

Reading comprehension is the ability to read texts, processing them, and understanding its meaning. An individual's ability to understand text is influenced by their traits and abilities, one of which is the ability to make inferences. Besides, Weiser (2013) underlines the close relationship between vocabulary knowledge and reading comprehension, as students need to understand the meaning of key words for there to be comprehension.

## Listening

Nadig (2013) declares that listening comprehension encloses different processes which refer to make sense of spoken language and understanding of it. Likewise, this skill recognizes speech patterns, comprehend the context of individual words, and the grammar of sentences in which they are presented, not to mention the complementary aspect which is the prosody in which utterances are spoken as well as the inference of contextual information based on meaning, real-world experience, and speaker-specific characteristics.

## Vocabulary

Is the basic important and base aspect of language learning. By mastering this aspect, students are able to communicate both orally and written, likewise, in this way learners are

hoped to master the 4 english skills; speaking, writing, listening and reading. Likewise, Nordquist (2019) defines vocabulary as all the language words in a language that are understood by a group of people or a particular person. The author affirms that there are two types of vocabulary:

- **Active:** Refers to the terms we understand and use in daily speech and writing.
- **Passive:** Refers to made up words that we can remember but don't usually use in everyday conversation.

### Literature Review

In order to provide an overview of the topic, it is proposed to do a review of preliminary studies which support the topic as well as guiding the way of the proposal. In this sense, the following category is presented:

#### **Fairy tales influence over reading comprehension in language learning**

It is no secret to anyone that the first approaches to learning a language for every person comes through texts or short stories that are accompanied by drawings that attract the attention of any child. These stories or tales are told by our parents in order to entertain us as well as teach us aspects of life. In this sense, Rivera Pinzón (2016) affirms that telling stories is a strategy to motivate the learning of a language at the same time as improving reading comprehension, since the fact that many are accompanied by images is very useful since it facilitates reading and understanding. In addition, the author suggests reading aloud as support since this allows the development of listening due to the repetition of words which

helps to improve pronunciation even when the meaning of the word is not known, as well as encouraging the imagination of children.

Likewise, Lepin (2012) asserts that fairy tales are a useful resource in English classes. The language used in children's stories is close to that used in poetic and literary texts and the reading process is meaningful and enjoyable. Besides, Also, the short stories accompanied by pictures are fun and the texts are not that complex for a young population, not to mention that fairy tales are a great source of vocabulary and grammar structure of language.

Moreover, Mashtaler (2020) states that Fairy tales are considered as a potential supplementary material for English language learners since this type of text have the characteristic of involving the reader into the story and magic it brings. In addition, the author affirms that storytelling is the perfect introduction to foreign languages, since these allow to enrich the vocabulary and at the same time provide a context with which the reader can become familiar, not to mention that through reading from fairy tales you can appreciate the culture and ideology of different countries, in this regard, important points about fairy tales are highlighted:

- Fairy tales are short and familiar.
- Fairy tales are less complex grammatically and syntactically speaking than many other forms of literature.
- They can help building reading comprehension and speaking skills.
- Fairy tales are fun, interesting and appeal to the imagination of virtually all readers.
- Offer knowledge of life from the inside.

- Correspond to children's thinking and experience.
- Powerful and valuable source for English teaching.
- Help children to project, thus fostering their development.

In light of the above, the author claims that telling stories is an example of input, on the one hand, this language input is given through listening and reading, and in this way, children activate and develop their own mechanisms, on the other hand, the main condition for acquisition process to take place is that neither the input should be that easy to produce the boring feeling in learners because they wouldn't learn something new.

Moreover, since this project has the special characteristic of including audiovisual material as a companion to the readings, Mashtaler (2020) affirms that listening to stories contributes to the development of children's listening in addition to concentration skills, which facilitates reading comprehension and motivates students to learn languages.

In addition, vocabulary has an important place in the learning of a foreign language, therefore this is a challenge for students and teachers when finding a strategy that is effective and useful to encourage students to learn it. Ghazal (2007) highlights that vocabulary is the central axis when making an incursion into languages as well as an effective strategy to achieve learning it. Therefore, teachers must decide which strategies they should implement according to their context, population and level, for example brainstorming can be worked collectively to discuss unknown words or even the appropriate strategies that catch the most learners' attention.

Furthermore, Romdanih & Yuningsih (2021) state that implementing Fairy tales does catch students' interest since they are exciting for young learners since they promote imagination and are influenced by affective and cognitive factors. In this sense, fairy tales are proven as an educative tool that interest students in reading as it brings uncommon situation which promotes creativity experimenting the story's experience as well.

### **Methodology of the project**

Bearing in mind that this project is focused on reading, for the implementation of fairy tales, 3 phases were considered when applying them into the multimodal workshops:

Toprak & Almacioğlu (2009) declare that there are 3 phases when working on an effective strategy in the reading of foreign languages so that students can interpret and understand English in written form. In light of the above, the 3 phases are pre-reading, while-reading, and post-reading.

Firstly, the *pre-reading* phase (before reading) consists of suggesting activities to present or introduce the text by providing context information. With this in mind, exercises such as brainstorming and warm-ups exercises are important for students to arouse their interest as well as exploring the story's main theme on their own considering illustration and titles.

Secondly, the *while-reading* phase (through reading) is emphasized on assisting the students to develop strategies to better comprehend the text by means of the exercises proposed by the teacher which are related to guess the vocabulary meaning by using context clues.

Thirdly, the *post-reading* phase (follow up or beyond reading) checks the knowledge acquired by students which leads to a deeper understanding. In this sense, students can develop activities proposed by the teacher such as reporting, writing, summarizing, retelling new endings or even discussing the main theme of the story.

Moreover, for the organization of the foregoing phases, the ESA method was taken into account, ESA stands for engage, study and activate, which according to Harmer (1998) affirms that these are elements that are found in all or almost all classes or teaching sequences and are used to guide the student toward an effective learning. In light of the above, ESA can be applied to all levels of students as well as to any of the 4 competences (reading, writing, speaking and listening). In this case, as this project is focused on reading this is the competence that was supported by this method.

E stands for Engage, which is the stage in which teachers need to prompt learner's curiosity, participation, attentiveness, feelings as well as arousing students' interest through music, dramatic stories, stimulating picture or audio recording. With this in mind, this stage seeks to engage students with the topic.

S stands for Study, in this stage the proposed activities seek to focus in language or information and how it is constructed. In this sense, the main focus is the construction of language with topics such as words or sounds. Likewise, students can study language evidence to discover grammar for themselves and they can work in groups studying a reading text or vocabulary.



A stands for Activate, this stage entails the different activities or exercises which are designed to get students using language as freely and communicatively as they can. Therefore, students are asked to use their acquired knowledge into discussions, storytelling, role-plays, summarizing, among others.

### Description of activities

The project was focused on the use of fairy tales to improve the reading comprehension in English of 10th grade students, to achieve this objective 2 sequences or “multimodal workshops” as the teacher named them were designed and only 1 was implemented due to sudden changes in the school schedule. Likewise, the planning format to implement the first fairy tale in the multimodal workshop #4 was developed. ([see appendix 2](#))

### Multimodal workshop #4

For the design of this workshop different instructions by the teacher in charge were taken into account, for example, the sequences were divided into 3 parts (prior knowledge, presentation of the topic, and application activities) which give a follow-up to the topics and exercises. This is the reason why, when implementing the fairy tale *"Little red riding hood"* the questions or exercises were related to the topic of the workshop, in this case the future simple. It is important to mention that in this workshop the stages before mentioned (ESA method) was not applied neither explained at all, since this workshop had to be designed in advance for its early development, that is why, the methodology will be appreciated from workshop 5 onwards.

In addition, this fairy tale was used as an introductory strategy to the reading of this type of texts, since as it is a well-known fairy tale its understanding and association would be given in a better way. It should be added that students have been receptive to this type of text and have expressed their opinion that it catches their attention.

### **Pedagogic sequences designed and Evidences**

Two sequences for the six courses have been designed over 5 weeks, however only one was implemented ([see appendix 3](#)– [see appendix 4](#)), in this case the multimodal workshop 4, from which teacher gets 3 grades, the first one concerns the evidence of the exercises developed on the notebook, the second one is a complementary activity ([see appendix 5](#)) to review the topic of the workshop and finally a quiz of verbs ([see appendix 6](#)). The fifth multimodal hasn't been implemented since the date of departure had to be rescheduled due to internal changes in the school schedule and academic affairs.

Furthermore, students developed the fourth multimodal workshop and got good grades, which, according to them is due to the reading comprehension given by the fairy tale implemented in this multimodal sequence. ([see appendix 7](#) – [see appendix 8](#) – [see appendix 9](#))

### **Methodology of the research**

#### **Type of research and design**

On the one hand, this inquiry adopted a qualitative approach since according to Denzin and Lincoln (2000) qualitative research requires a naturalistic and interpretive approach, in which researchers examine phenomena in their natural setting in order to comprehend or interpret their significance.

On the other hand, this project applied an action research design since Coghlan & Shani (2005) assert that action research is about undertaking action and observing it as it occurs not to mention that in this design researchers engage themselves in action to influence outcomes, which lead them to reflect on the process. Likewise, this research design allow to take action at the time the project is being implemented, permitting the researcher to adapt to any situation that may occur according to its progress.

Moreover, in order to introduce the project to the students, a PowerPoint presentation and a plan were designed and performed to 10<sup>th</sup> grade in which they were explained the whole methodology of the project and the implementation of fairy tales in their multimodal workshops. ([See appendix 10](#)) ([see appendix 11](#))

### **Techniques and instruments of data collection**

To gain a better insight into this project about enhancing reading comprehension on 10<sup>th</sup> grade students, virtual *semi-structured interviews* were implemented. It is distinguished by the fact that it allows giving individuals enough confidence to express their ideas the best way possible, Moreover, Adams (2015) asserts that semi-structured interviews allow researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions.

Similarly, throughout the school period the pre-service teacher designed different multimodal workshops in which fairy tales were implemented, in this way, at the end of the academic calendar for the pedagogical practicum, the *work done by the students* throughout the trimester as well as *the results of the work* itself served to complete field journals or diary in order to contribute to the data collection to be analyzed and subsequently interpreted, which

generates insight into the student's thinking and allow the researcher to appreciate learners' progress. As for the instrument derived from the tasks submitted by students, the first field journal was designed as well as the second field journal concerning the results from students in the workshop. Martinez (2007) emphasizes that through the field journal the theoretical-practical relationship is enriched in addition to the systematization and constant monitoring of the research process.

Furthermore, one 15-20-minute meeting was conducted with the four-10th graders, and the initial interview questions were icebreaker questions which were followed for the essential ones concerning the fairy tales. Therefore, interview questions were validated and later performed, likewise, interviews were recorded and then transcribed into a word document.

(see appendix 12) (see appendix 13)

Instruments	April				May				June			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Field diary			X				X					
Semi-structured interviews										X	X	
Tasks submitted by students		X										

*Table 1- Instrument's implementation schedule*

### Data gathered – Organization process

For the process of data analysis and organization, a matrix format was established, in which the main categories and subcategories to be taken into account when structuring the information collected were designated. ([see appendix 14](#))

In addition, these base categories of the project gave light to the creation of the questions for the design and execution of the semi-structured interview ([see appendix 15](#)). Likewise, at the moment of analyzing the data collected, they served as crucial support in light of the possible results.

### Designed and applied instruments

As mentioned before, the field journal is one of the instruments that was planned to be implemented for this project, in this case, there are two field journals regarding the work submitted by the students and its results, which describes experiences and feelings as well as the perception of the work of the 10th graders. For this reason, the first field diary corresponds to the evidence from the multimodal workshop 4 and the second to the results from the students of this workshop. ([see appendix 16](#)– [see appendix 17](#))

### Real Schedule of Pedagogical and Research Activities

Activities	March	April				May				June			
	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Design of multimodal workshops #4 – Fairy tales in 10 <sup>th</sup> grade	X												
Synchronic meetings to explain the workshop #4 and the		X	X										

fairy tale													
Field journal				X									
Semi-structured interviews										X	X		

*Table 3 – Real Schedule of pedagogical and research activities*

**Data Analysis and data interpretation.**

In the process of analyzing and interpreting the qualitative data, semi-structured interviews were recorded, likewise, field diaries were developed through a format made by the researcher and tasks were received in order to appreciate students’ progress and results. For this process, this inquiry adopted an inductive analysis, which according to Thomas (2003) this method of analysis intends to aid an understanding of meaning in complex data and its findings are determined and derived by the research objectives and multiple readings and interpretations and the possible findings arise directly from the analysis of the raw data.

**Population and sample**

The target population chosen to study and develop this project was the students belonging to the 10th grade of the Provincial San José School of Pamplona. The sample were four 10<sup>th</sup> grade learners from both courses, 10-1 and 10-2 (60 students approximately) in which several students showed their interest in learning English and commitment in the development of the workshops. Moreover, purposive sampling criteria was implemented, Etikan et al (2016) state that this method consists of the researcher deciding what needs to be known and setting out to find people who can and are willing to provide the information by virtue of knowledge or experience.



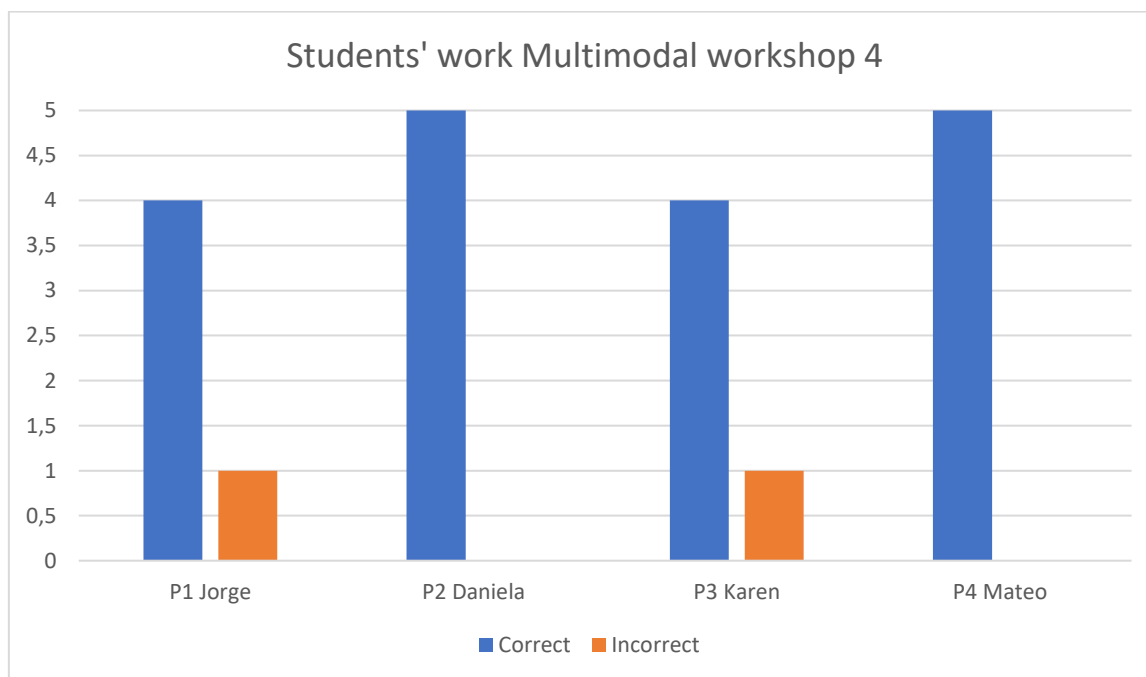
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Furthermore, the data collection process was made possible thanks to 4 participants, tenth grade students who contributed with essential information for this project. Besides, both the semi-structured interview and the field journal were implemented with them based on their work. These students are 2 males and 2 females with pseudonyms (Jorge, Daniela, Karen and Mateo).

### Students' work



The students' work is the most important aspect of a project, since it reflects what the students have learned and how they applied it, likewise, this resource is fundamental when analyzing the impact of fairy tales on the students, therefore, according to the previous graph it can be inferred that the students had a positive performance in the development of the reading text, in this case the fairy tale entitled “little red riding hood” and its questions, so this type of texts provides vocabulary and images that are of interest to the students. From the

above, it can be seen that only 2 of the 4 students committed a mistake, which is important to mention that the error was not related to the story but to the use of the simple future tense auxiliary, likewise, the reading was understood globally and therefore the answers were coherent with both the story and the topic explained in the multimodal workshop.

### **Ethical Considerations**

Following the approach protocol and ethical considerations, at the beginning of the practicum stage participants were presented with an informed consent letter stating that they would be participating in a project and that all information would be treated with confidentiality and privacy, adding pseudonyms to their interventions ([see appendix 18](#)). Likewise, since the students were minors, permission was requested from their parents, where they were informed about the project and that their children would be participating with their permission in an interview of no more than 30 minutes. ([see appendix 19](#)– [see appendix 20](#))

## **Implementation of the pedagogical Project**

### **Planning Format**

To plan the sequence or multimodal workshop, it was taken into account Toprak & Almacioğlu (2009) phases when working on an effective strategy when reading in a foreign language, these strategies are *pre-reading*, *while-reading* and *post-reading*, however, Harmer (1998) *ESA (Engage, Study, Activate)* method paved the way of the structure of it since it was adapted to the phases. This is the reason why the following planning format was built from Toprak & Almacioğlu theory as well as Harmer's.



On the one hand, for the planning of the presentation of the project a plan format was also followed, in this case this one was provided by the tutor. ([see appendix 21](#))

<b>Date:</b>			
<b>Grade:</b>			
<b>Objectives:</b>			
<b>Communicative:</b>			
<b>Linguistic:</b>			
<b>Sociolinguistic</b>			
<b>Stages</b>	<b>Description</b>	<b>Time</b>	<b>Materials</b>
<b>Engage:</b> <i>Pre-reading:</i>			
<b>Study:</b> <i>While-reading:</i>			
<b>Activate:</b> <i>Post-reading:</i>			
<b>Evaluation</b>			

*Table 2 – Planning format*

## Results

As aforementioned, for the data collection process 3 main categories or basis of the project emerged: a) Reading comprehension, b) Linkage between reading comprehension and written production and c) Fairy tales. These categories are the pillars that contribute and underpin the subcategories established in light of the instruments applied for the data

collection process such as field journal and semi-structured interview. Besides, the results of the research were obtained as a consequence of the implementation of the pedagogical project that intended to enhance reading comprehension in 10<sup>th</sup> grade students through the implementation of Fairy tales at Provincial San José School. In addition, it is important to mention that the following results will be shown with interventions of Participants using codes such as P1, P2, P3, P4 depending on the participant accompanied by its pseudonyms; on the other hand, the data was interpreted taking into account the inductive method with the organized information into two formats, one for the field journals and the other one for the phrases of participants in the semi-structured interview. ([see appendix 22](#)– [see appendix 23](#))

### **Reading comprehension**

According to Duke (2003), comprehension is a process in which readers make sense of written texts by interacting with them using a combination of previous knowledge and experience, information in the text, and readers' perspectives on the text. In this sense, this category is the main pillar of the project since it is focused on the comprehension of reading texts. Therefore, When the students were told to read fairy tales, they had to not only read it but also understand it, taking into account aspects such as verbal tenses and vocabulary in order to later solve the exercises based on the text. For this reason, it was decisive to establish 2 complementary and fundamental subcategories for this reading comprehension to exist: Understanding and Vocabulary.

### ***Understanding***

This project aimed to improve reading comprehension skill through the use of fairy tales, students who participated in the development of it are 10<sup>th</sup> graders whose English level is A2 according to the teacher in charge. Subsequently, according to the Common European Framework of references for languages, students with A2 level can read very short and simple texts such a short text or simple personal letters. They can also find specific and predictable information in simple, everyday writing, such as advertisements, menus and timetables. In light of the above, understanding texts in reading comprehension is crucial as it increases the effectiveness of reading and helps students to be able to express their ideas concerning a reading text, thus, students must be able to not only understand written texts but also to interpret them.

Based on students' opinion, it was possible to appreciate that the fairy tale implemented in workshop 4 was easy to understand as it was known and it involves the reader in its plot and captures their attention, *P4 Mateo "it helps us to understand, this type of readings that are in the fairytales and that, besides, I felt like in the main character's shoes and that helps us to understand the story much more"* suggests that the degree of comprehension was high because the reader imagines what happens in the text and is interested in it, which leads to a better understanding of the fairy tale. Likewise, it could be evidenced that this type of texts promotes the interest of students to look for vocabulary in order to better understand the story of the fairy tale. *P2 Daniela "in my case, I have rarely read stories in English, but it helped me a lot because it encourages researching unknown words, so that helped me to understand the story a lot more and to be interested in reading more"* asserts that despite not reading fairy tales in English, reading and being interested in looking up the words she did not know, led

her to understand the meaning of them, which subsequently suggest an optimal understanding of the overall text, and thus she was able to fully comprehend it.

### ***Vocabulary***

Llach, M (2017) asserts that vocabulary learning or lexical skill development is an essential task in foreign language (FL) learning. Moreover, vocabulary is the basic linguistic element at different levels since words are the first items to be learned and their use is fundamental to initiate the syntactic development that leads to FL acquisition. Therefore, good vocabulary knowledge contributes positively to academic achievement and foreign language acquisition.

In light of the above, according to the tasks submitted by students, *second field Journal #2* “students learned vocabulary through the identification of unknown vocabulary as well as the use of the vocabulary table which served as a support for the global comprehension of the text” suggests that the little box of unknown words played a fundamental role in the understanding of the text, because thanks to it the students were able to better interpret the text. Moreover, *P3 Karen* “when you want to start a conversation, or write a text or anything in English, you will resort to what you have learned in the fairy tale, which as I said are words as a basis to be able to speak in English” and *P1 Jorge* “vocabulary is not difficult for me, so I kind of already knew some words, but I still think that it is the most essential thing to understand the texts” thus stating that vocabulary is a crucial pillar in learning English, since it is not only a useful resource when reading but also when engaging in a conversation or writing a text in this language.

## Linkage between reading comprehension and written production

Applying what is being learned is vital in language learning, in this sense, when students read the instructions that accompany the fairy tale, the objective is not only to understand the text globally but also to read well the instruction and answer the exercises based on this text, for this purpose, written production is the key because, by knowing what to do, identifying verb tenses and grammatical structures, the development of the exercises is given in a better way and the answers are going to be coherent related to the topic, this is the reason why this aspect was appreciated in the results of the students.

### *Work, understanding and application of grammar rules through fairy tales*

In light of the above, students through fairy tales have the ability to identify structures and verb tenses. Therefore, it is essential that the student understands the indications as well as the reading text, in this case the fairy tale, and applies the acquired knowledge taking into account these grammatical elements and thus correctly answer the exercises to be developed in the multimodal workshop.

In the workshops submitted by students and also its results, on the one hand, *P2 Daniela* “*The instructions and questions help a lot because they help us to remember what happened in the text and then, seeing the questions and the example, one becomes more interested in reading the text, understanding it and answering*” and *P4 Mateo* “*the instructions help to understand the text, a lot, as it gives you a great idea of what the story is about as well as using the theme and structures*” They state that the questions and instructions are of great importance when it comes to reading in English, since reading the instructions makes it clear

what to do and thus use what they have learned in the story using the theme of the workshop. On the other hand, P1 Jorge *“For example, I would read the questions, I would go to the text and when I found the part of the question, I would try to understand it so that it would be easier for me to answer the questions”* and P3 Karen *“we cannot answer the questions without reading them first, so it is important to have that order to better understand in general and obviously using the topic of the workshop.”* claims that the strategy that worked best for them when answering was to read the questions first and then the text, since it was easier for them to answer part by part and thus not to reread the whole text each time they had to answer a question, and it was also easier for them to use the workshop topic in this way. Furthermore, second field journal #2 *“The use of grammar and its implicit rules in the text was appreciated, since thanks to the identification of tenses and grammatical structure the students answered the exercises correctly and coherently”* affirms that in fact the students showed good performance thanks to the correct grammatical use of the topic explained in the workshop, which suggested good grades in outcome.

## Fairy tales

Fairy tales are a helpful resource for English learning as well as a tool for motivating language acquisition while also boosting reading comprehension because they are entertaining and the words are simple enough for a young audience, not to mention that fairy tales are an excellent source of vocabulary and grammar structure which makes reading and understanding easier. In this regard, two subcategories were determined as they are important factors to bear in mind when achieving the goal to learn through fairy tales: motivation and interest.

## **Motivation**

Restrepo et al (2020) declares that one of the most significant components in the enjoyment and success of learning, particularly when learning a foreign language is motivation. In this sense, it is important to keep the student motivated as this influences the student's results. On the one hand, if the student feels motivated, he/she will do things with more enthusiasm and will have a good performance. On the other hand, if he/she is not motivated or is not interested in learning English, his/her results will probably be negative.

Throughout the implementation of the project, participants showed a high expectation and motivation towards fairy tales in English. In this sense, *P2 Daniela* “*it motivates me to read more in English because each time you read the text you understand more and more, so with time it will not be difficult to read a text in English, but it will become a routine and you will learn more.*” declares that this type of reading text evokes her motivation as it helps her to be familiarized with English more at the point of becoming a learning routine. Likewise, *P3 Karen* “*at least with these stories, sometimes you know the story so you look more at what it's like in English, not so much what happens in the story, but just reading, obviously it attracts and motivates because they are quite short but very cool to read.*” Affirms that despite of the fact that the fairy tale was a well-known tale, it caught her attention as it was in English, which she had never seen, and also this type of text motivates her because of the length of the text as well as how involving and appealing they are. *P1 Jorge* also suggested that “*I consider it motivates me because I believe that what helps me the most is vocabulary, because even if you know vocabulary you always learn new words in a text*” thus giving an essential role to

vocabulary, as fairy tales are a useful resource for learning vocabulary and highlighting the motivating factor behind it.

### ***Interest***

Asgari et al (2019) declares that interest is a crucial factor in education, especially when learning a foreign language. Likewise, it is outlined as "the increased attention and emotional involvement that occurs when it exists a pleasant interaction with a task or topic". In this sense, promoting students' interest is a challenge that teachers have to face in school by looking for strategies that can be of interest of the student.

According to the above, the students were very interested when knowing that a fairy tale would be implemented in their workshops, since this type of text is characterized by its ability to make the reader feel like the main character of the story, in addition to promoting the reader's creativity and imagination, which leads to a better understanding of the text.

For instance, *P2 Daniela* "Personally, I like fantasy stories, and the fact of having a reading on that topic makes my interest in reading become greater and thus I am promoting reading comprehension, vocabulary, pronunciation and new knowledge." and *P1 Jorge* "to me it sounds like it would be more interesting to read a fairy text to learn English than to read an instructional text to learn the rules in English." Affirms that fairy tales are of their interest as it is more appealing to students and promotes their imagination as they are learning English vocabulary, pronunciation and reading comprehension.

Likewise, *P4 Mateo* "the truth is that I am interested in this type of text because it is very interesting and always because of the structure and the fantasy or science fiction themes that I



like.” Suggest that the topics that Fairy tale contains are of his interest as they are captivating and topics of interest for most of students. In addition, the pre-service teacher in the *first field journal #1* “in the synchronous meeting of explanation of the workshop the students were happy and receptive to see this fairy tale, so they began to ask questions...” and *second field journal #2* “I saw that they were really so interested and committed that in the workshops delivered they made everything very decorated and beautiful” this declaring that students were engaged with fairy tales as it promotes their imagination and are appealing to them to the point of preferring a fairy tale to an argumentative or explanatory text.

## Conclusions

The aim of this project was to foster reading comprehension through the implementation of fairy tales in 10<sup>th</sup> grader students of the San José Provincial School of Pamplona. Therefore, it can be affirmed that fairy tales are of high interest for the student community, and they can be used as an effective and useful educational resource for teaching English and improving reading comprehension and even vocabulary, in addition, it is important to highlight that students found Fairy tales easy to understand as it was of their liking and the development of the workshop submitted has served as proof to expose their performance as well as the results from the participants. Likewise, the key to achieving an optimal process is vocabulary learning, which is why the Fairy tale was accompanied with a box where they found unknown words. In fact, students even wrote the story in their notebooks and also the vocabulary box, which showed their commitment to learning the English language and of course to its learning process. In this sense, fairy tales can improve students’ reading comprehension as the stories are not so long and also deal with fantasy themes and images

that serve as an attractive resource for them, and as a consequence, it will increase students' English vocabulary knowledge which is the basis to learn a foreign language.

### Recommendations

Furthermore, to provide a compelling argument as to the importance of implementing fairy tales to foster reading comprehension in foreign language learning process, this inquiry recommends for further research to consider aspects such as finding ways to implement this type of texts in different resources and not only limit them to multimodal sequences or workshops, implementing different instruments such as in-class observation, more semi structured-interviews with a wide population. Likewise, choosing a sample teacher whose experience is significant to interview in order to acknowledge their opinion regarding the implementation of fairy tales in students learning process and how it may influence their performance. In light of the above, bearing in mind these aspects can also contribute to better understand the role of fairy tales in students' reading comprehension. Besides, the public crisis health and virtual methodology perhaps could have influenced in a certain way the results of this research.

## Chapter 4 - Community outreach component

### Reinforcement for high school students with under-performance through tutorials

This component aimed to provide tutoring for high school students who were underperforming or wanted to improve their English. Likewise, following the instructions of the teacher in charge and to comply with the stipulated 4 hours per week, 2 hours were set up for tutorials in grades 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> on Wednesdays, and the other 2 hours were divided over Thursday and Friday to provide assistance concerning the training for “*pruebas saber 11*” for 11<sup>th</sup> grade.

### Introduction

Participating in the academic environment and process of students as well as being interested in it is essential for teachers to have a follow-up of the progress they made. Besides, Colombian National Government needs to promote foreign languages learning in the different educational sectors of the country, in this way there will be an equal opportunity to participate in different exchanges that can permit them to contribute and to be part of a better social and development of the country.

By recognizing the progress of students, it was possible to both congratulate those students who have high academic performance as well as identifying low-performing students who need a little more assistance. Therefore, it was necessary to find a strategy that could benefit this population of students who were having low grades and were struggling with understanding the topics planned for the English area.

Therefore, implementing tutorials for high school students became a priority when it comes to reinforcing knowledge and understanding of the topics, for this reason, the tutorials were a pedagogical resource that allowed guidance to the student in order to achieve significant learning and a meaningful understanding of the academic contents.

## Justification

Mastering and learning a foreign language gives us the ability to keep up with the needs of today's world. As an outcome, it is important to start working towards a meaningful learning from the beginning of secondary schools, so that when students are graduated, they can have a B1 level as suggested by the Common European Framework of Reference for teaching of the languages (CEFR).

On the other hand, Tafur (2015) affirms that tutorials play an essential role in improving the interaction and quality of a class, since the teacher adopts the role of bridge to the culture and language of a foreign country at the time of prepare and guide a class. In this sense, this method is focused on the needs of the student, allowing solving doubts and at the same time promoting the improvement of skills. However, an aspect to take into account in this virtuality process as disadvantage is the commitment on the part of the student, since sometimes they do not assume virtual tutoring as a real tutoring that is normally planned in person.

For this reason, the main purpose of this outreach project was providing a hand to high school students by establishing tutoring spaces where issues and doubts that are difficult for them are discussed. Likewise, this project might benefit both the practitioner and students, the former, who benefits from this experience for their profile as a teacher, the latter, who benefited from receiving extra help to understand the topics.

## Objectives

### General.

By conducting this outreach project, from the Provincial San José School of Pamplona, the main objectives to carry it out are the following:

- To address the English needs of the high school student community of the Provincial San José secondary school in the city of Pamplona.
- To provide high school students with the pertinent knowledge training to achieve functional proficiency in listening, speaking, reading, and writing in English.

### Specifics.

- To engage and motivate students in learning English through personalized tutoring.
- To develop a series of workshops in which each of the four competencies will be worked according to the difficulty of the student.
- To provide assistance to 11<sup>th</sup> graders for the “*pruebas saber 11*” test.

## Methodology

Tutorials were a space that was provided to students as a space for learning, reviewing and improving English, that is the reason why the topics were always related to the workshops. This was done through different resources, for instance, songs and a movie were useful audiovisual resources that captured the attention of students.

Therefore, at the beginning of each tutoring, the students were greeted and they waited 5 minutes for more colleagues to connect. Later, the agenda to follow during this 2-hour period was explained, as well as listening to the questions and doubts that students had either

because they did not understand a topic or were confused. In addition, having 9th, 10th and 11th grade students, the explanations served for everyone both as a review and a topic that they will soon see, in this way you get a mutual learning and makes everyone feel included.

At the end of the explanation regarding the topics, which were explained through the same workshop, a review was made and later an activity was performed depending on what was planned for the tutorial which is the basis for solving exercises and reviewing the topics. This with the purpose to motivate and encourage learning and at the same time solving the doubts that the students may had, likewise, the pre-service teacher has provided vocabulary for the students to practice what was discussed in the tutoring session.

Likewise, these meetings took place on the platform of Google meet and attendance at these meetings was taken by the pre-service teacher through a browser extension of Google Chrome which allowed to take assistance from participants who were connected. ([see appendix 24](#))

**Timetable**

TUTORING AND TRAINING FOR SABER 11 SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00-11:00 p.m.					X
11:00-12:00 p.m				X	

3:00-5:00 p.m.			X		
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*Table 4 – Tutoring and training for saber 11 schedule*

The table below shows the schedule that was implemented to carry out this component. The outreach component was planned to last 10 weeks which were from May 23<sup>rd</sup> to June 4<sup>th</sup>, working with 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students.

**Chronogram of Tutoring weeks.**

Activity	April				May				June			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Tutorials for underperforming high school students of 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade as well as training for saber 11 for 11 <sup>th</sup> grade.	X	X	X	X	X							

*Table 5 – Tutoring process*

According to the previously established schedule, 12 meetings of tutoring and training for saber 11 were held according to the schedule. In this sense, the information provided in tutoring to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students was directly related to the topics found on the workshops and in the case of 11<sup>th</sup> graders, the different parts that can be found on their “*pruebas saber 11 test*” were explained and accompanied by “*simulacros*” or drills so that it is practiced and the students can become familiar with this test.

## Description of implemented activities

### Tutoring sessions

**First tutoring:** Tutoring began with the welcome to this learning space where a table of contents showed the agenda that was going to be developed. Therefore, a space was given to solve doubts and subsequently a song was planned to explain the topics and identify different aspects such as *verbs*, tenses, structures, adjectives, among other grammatical elements. In addition, at the end of the tutoring students suggested sending an audio where they would sing a part of a song so that the teacher-in-training could appreciate their pronunciation and give them feedback in this way. ([see appendix 25](#))

**Second tutoring:** Tutoring began with the welcome to this learning space where a table of contents showed the agenda that was going to be developed. Therefore, a space is given to solve doubts and subsequently a movie was presented to be watched during the tutoring, in which at the end only half of it was played. Likewise, based on this half of the movie, different questions were answered in *present simple* in addition to verbs, adjectives and other grammatical elements that were identified. ([see appendix 26](#))

**Third tutoring:** Tutoring began with the welcome to this learning space where a table of contents showed the agenda that was going to be developed. Therefore, a space is given to solve doubts and subsequently the second half of the movie was presented, however, at the end of it different questions were answered in *future simple* in addition to verbs, adjectives and other grammatical elements that were identified. Not to mention that there was a discussion about the whole movie in which students shared their thoughts. ([see appendix 27](#))



**Fourth Tutoring:** Due to some changes in the academic schedule for the quarter, not to mention an activity that had not been completed and students were missing for their grade, 2 weeks of leveling were established, therefore, this fourth meeting aimed at finishing this activity so that all students could get their grade.

### Training for saber 11

Following the indications of the teacher in charge, the teacher in training is in charge of providing the 11th grade students with the knowledge related to the different parts that they can find in the booklet of the 11 tests which are presented at the end of the high school. With this in mind, drills and explanations of parts 5 and 6 of the “saber 11 test” have been implemented in order to familiarize students with the above. For this purpose, slides and google forms questionnaires (drills) were designed as well. ([see appendix 28](#)– [see appendix 29](#)– [see appendix 30](#))

### Designed material

The material was designed in such a way that during the meetings the different parts of the saber 11 test were explained, for instance, part, 4, 5, 6 and even 7 were explained and a drill was done. The aforementioned were designed based on resources provided by Colombia Aprende and also from a book that belonged to the teacher in charge where you can find tips or advice to solve each part. Likewise, it was crucial to plan every tutoring space for its better development, that is why a format was followed to better organize each tutoring. ([see appendix 31](#)– [see appendix 32](#)– [see appendix 33](#))

## Conclusions

In general, weekly tutorials were of great help to students, they felt more relaxed, less shy and had the opportunity to feel comfortable and participate much more, in addition to the fact that the pedagogical strategies used were not traditional and therefore were much more interested. Being in an academic environment, where there is mutual learning and that they feel free to participate has given positive results in the performance of students attending. In addition, the process of planning the activities for this 2-hour space took into account aspects such as being as innovative as possible, for example, the creation of some slides similar to the Netflix platform when the main theme was to work with a film.

In this way, the key to achieving the objectives proposed above was to continue practicing and improving with this beautiful process that is to contribute with assistance to these students who have low academic performance or are simply interested in improving their English.

In light of the above, this tutorial space was essential for the review and use of what was learned in the different virtual meetings, in addition, it was a unique resource since the topics were taught and reviewed in a different way than the traditional, whose purpose was to promote interest in learning the English language and also to present the different ways that exist to learn a language. Therefore, at the end of each tutorial, a short space for reflection was established where students shared their opinions regarding this space and the way it was developed, as well as suggestions for its improvement. In this sense, the students were interested and excited in each tutorial, since, according to their opinions, this space was a way to be "out of the traditional or academic" and it was rather a way to learn without having the

pressure of getting a grade or having an evaluation, besides, when implementing songs and movies, they were delighted by the use of this resource where after developing, different grammatical aspects were discussed such as verb tenses, structures, grammar and likewise verbs and unknown vocabulary.

## Chapter 5 - Component of intra-institutional activities

### Introduction

As for the teaching process of the pre-service teacher, participating in inter-institutional activities is essential in order to understand the academic and administrative context of the institution. Likewise, this process contributed to achieve the objectives set by the pre-service teacher as well as providing experience in terms of teaching in a virtual environment assuming the role of being a teacher in charge of a course.

In light of the above, the Institution Provincial San José has arranged different activities that were performed throughout the current academic school year calendar, this permits to well organize the events adjusting the dates according to the body of administrative authorities bearing in mind the schedule of teachers which give an idea to the pre-service teacher to follow the procedure as well.

### Justification

Participating on inter-institutional events and activities bearing in mind the context of practicum is a matter of importance that the pre-service teacher is going to benefit from since it provides educative experience and support the way in which the teacher appreciates the different procedures that are planned for the academic calendar. Likewise, due to the health

emergency, the whole methodology that was being managed to an international level is virtual, that is the reason why these events were taking place over different virtual environments such as google meet, zoom, among others. Following the protocols issued by the government will benefit the education field to continue with the different academic processes that are arranged to promote meaningful learning among the schools as well as the pre-service teacher experience of being part of this educative community.

## Objectives

### General

- To participate in the academic and intra-institutional activities arranged by the Institution Provincial San José throughout the current school year to learn of the different events that are executed.

### Specifics

- To supply the pre-service teacher with enough school information to contribute not only in the English classes but also on its professional profile.
- To comprehend how the different procedures of an institution are executed.

## Methodology

### Description of intra-institutional activities

The pre-service teacher did not participate in many intra-institutional meetings, since in the main headquarters of the school the meetings take place from 10 to 12 p.m. on Fridays, and from 10-11 a.m. the reinforcement for the saber 11 test is being provided. Therefore, my

supervisor is the one who kept me informed of what happened in these ones, which were usually private and the pre-service teacher was not allowed to be part of them.

However, I had the opportunity to participate in the election of representatives of the course in which the teacher is the headteacher. ([see appendix 34](#)) which aimed to elect the representative, the comptroller and the student representative. With this in mind, an agenda was followed and students through slides showed their candidacy and proposals to be elected.

Likewise, the language day (23<sup>rd</sup> April) at the Provincial San José School was carried out through a YouTube video compilation with the participation of students from primary and high school. In this video they recited poems, stories and even dance. ([see appendix 35](#)– [see appendix 36](#)).

### **Description of Events and Activities that I have led and/or Organized**

The pre-service teacher did not have the opportunity to organize an event for the school since the activities were directly organized from the administrative body of the School. However, the pre-service teacher was going to have the opportunity to lead an English event but due to the unexpected strike at a national level this space could not take place within the framework of the calendar designated for the development of the practicum stage.

**Schedule of activities – First Trimester**

Activity	February				March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Teachers' meeting				X		X		X			X			X		
Election of parent representatives						X										
Meeting with parents whose children are having low performance							X									
Elections of representatives					X											
Language day											X					
Evaluation boards/meetings														X		

*Table 6 – First Trimester Schedule*

## Conclusions

Participating in institutional activities and in these spaces established by a school were of total importance in the process of integral practice, since we as pre-service teachers can feel part of the school. Despite not having participated in many activities, I have felt like a member of this student community. In addition, through the few spaces I have had the honor to participate in, it was noticeable the organization behind these as well as the way in which procedures are taken into account for these spaces. In light of the above, these spaces provided an idea to the pre-service teacher to notice how the procedures were followed by the institution and even how they were adapting to this virtual methodology, in fact, as the supervisor participated in meetings, she contributed to this process by furnishing the pre-service teacher with crucial information discussed in teachers' meeting concerning the academic development and processes of the School which served as a resource to adapt to the way the school was working as well as to implement what was suggested from these meetings.

## Chapter 6 - Reflective approach to the Integral practice

Weekly narratives journals have been a resource that has contributed greatly to our process of integral practicum stage since through this we could reflect on the different aspects and phenomena that happen in each of the weeks that go by. ([see appendix 37](#) – [see appendix 38](#) - [see appendix 39](#) - [see appendix 40](#) - [see appendix 41](#) - [see appendix 42](#))

Firstly, the beginning of this stage was a mixture of incredible emotions, as it was our first experience in an academic context of this magnitude, nerves were present for most of the first week, because this one consisted in introducing us to the different courses, and for example,

in my case, there are 6 groups, 2 of each grade (9th, 10th, and 11th grade). Likewise, as time went by, not only a relationship of respect with the students and the supervisor was established, but also a much more comfortable environment in which I left my nerves aside.

In addition, the feedback and positive performance of students at each of the meetings and activities enrich my process as a teacher in training. With this in mind, academic spaces such as weekly advisories where they feel more relaxed and free to participate as virtual meetings of explanation or development of activities have greatly contributed to my identity as a future teacher, as I have been committed to this process in the design and implementation of activities.

On the one hand, the grading process is a time-consuming, hard job, yet I haven't felt pressured by this, since I have experience in this field since my dad is a teacher and in previous years, I used to help him with it, so I could say that I am used to it. And now, being virtual, I have found enough resources for grading students' tasks, and I can even say that this procedure is easier and more efficient.

On the other hand, students finding themselves in virtuality have carried some surprises with the different methodologies for doing fraud and with the low grades they get, and this is something I have noticed as I have been grading since they have devised strategies to do fraud that as a student I had never seen. This phenomenon is increasingly due to the confinement caused by the current emergency health crisis of Covid-19, where students being at home have the thought that the most important thing is their grades and not what they learn.



This has made me reflect on my process and whether or not I want to be a teacher in the future, because despite of feeling good designing the different activities, sometimes I feel that students just don't want to learn or have other priorities; When I talk about this phenomenon I am not generalizing, it is only a part of the student community in which this phenomenon occurs.

Finally, as a foreign language student, and as a possible future teacher, the purpose was to innovate with the pedagogical strategies that were applied in the meetings and intended that students became much more interested in learning and motivate them to continue this process autonomously in their homes.

## Conclusions

This experience was a total rollercoaster of feelings, these weeks of integral practicum contributed to the process of reflection, to our teacher identity, and to the commitment that is behind being a teacher in training that goes beyond teaching academic content, since the role of the teacher sometimes can be undervalued work in the eyes of the world.

Likewise, the impact that teachers have on students is directly related to the commitment and strategies that are implemented for the development of different activities. In addition, as individuals and teachers, it is crucial to identify the different phenomena that can be presented in a group of students, reflecting in both fields personal and professional growth while we contribute

Therefore, as future teachers, it is necessary and essential to motivate them to learn and also to feel committed to their process and in this way achieve meaningful and comfortable learning so that they perform in the best possible way.

On the one hand, the feeling of not having implemented what was thought from the beginning was a bit demotivating, because despite having designed the multimodal workshops, only one of them could be implemented due to the unexpected strike as well as the flexibility of the school. On the other hand, the tutoring space with the students in the outreach component was a process that contributed greatly to the identity of the teacher and the important role that it plays in a group of students.

### Chapter 7 – Designed material

This section is focused on the design of material required by the supervisors to continue the future learning process of the students; therefore, the following table gives evidence of this process: ([see appendix 43](#))

Type of Material	Topics	Brief description of the content	Objective to be accomplished with the material
<b>Slides (for Workshop 5 and 6)</b>	-First conditional -Simple past	They are slides where the topics are	Accompany the development of the

	<p>- Verb to be</p> <p>Interrogative form</p> <p>-Second conditional</p> <p>-Simple past (affirmative only)</p> <p>-Countable nouns</p>	<p>explained, with their grammatical structure, uses, examples and are accompanied by an activity to be carried out.</p>	<p>sequences through slides that provide more examples, concise explanation in order for the student to better understand the topics.</p>
<p><b>Multimodal Workshop 6 (3 sequences)</b></p>	<p>-Countable nouns</p> <p>-Simple past (affirmative form)</p> <p>-Second conditional</p>	<p>Multimodal guides or sequences which contains the explanation of the topic, structures, uses and exercises that make part of the learning process stipulated for students in grades 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup></p>	<p>Promote student learning through sequences designed for the benefit of the student community, addressing previously established topics of interest.</p>
<p><b>Slides for the training saber 11</b></p>	<p>-Part 4</p> <p>-Part 7</p>	<p>Explanation, tips and example of the different parts that can be found on the</p>	<p>Have a guide or support in which tips, steps or advice to keep in mind when</p>

		“pruebas saber 11”.	developing that part.  In addition, these slides illustrate with examples each part and the way in which it should be answered.
<b>Complementary activities for the T6 (Multimodal workshop #6)</b>	-Countable nouns  -Simple past (affirmative form)  -Second conditional	Activities designed in Educaplay, Wordwall and Quizziz concerning the topics of the multimodal workshop #6	evaluate the knowledge acquired in the multimodal workshop #6

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