

**Improving Seventh grade learners' reading skills and vocabulary through literary texts at  
El Castillo high school**

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Teaching Practicum

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## **Dedication**

This project is dedicated to God that is my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. I also want to dedicate this work to my parents Uriel Muñoz and Celia Domínguez who have encouraged me, helped me and supported me all the way; it is important to highlight that they are my inspiration to be a better person and to be the best teacher.

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Approval Note

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Practicum Committee Signature

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## **Chapter I: General Presentation**

In order to develop the research proposal, it is important to carry out seven chapters, which are first, the general presentation component; second, the Institutional Observation and Diagnosis; third, Pedagogical and research component; fourth, the community outreach component; fifth, the intra-institutional activities or administrative component; sixth, the reflexive approach component and finally, the material designed.

In this way, these components and its generalities which are described briefly; these are: the institutional observations that presents some aspects related to the administrative level, pedagogical level, technological level and population level, each level has different aspects that describes all the school's function. Moreover, the pedagogical and research component; firstly, the pedagogical is focused on the aims, resources and strategies implemented by teachers inside the classroom with the purpose to achieve the goals of the lessons to develop, in other words, this proposal was developed taking into account the two weeks of institutional observation, also this component is developed mainly through the practice of the own classroom work, accumulating the positive experience, also catching students' attention in order to create a good relation between teacher and students; in this way, the knowledge acquisition and the objectives could be developed positively; secondly, the research component, in which the author highlights the importance to develop the project taking into account the teaching role and its evolution, so this component is based on qualified practitioners, and own experiences in the teaching field, for this process it is necessary to carry out the objectives, instruments or materials, activities, techniques, allowing the teacher to encourage constructive criticism that could help to make better decisions during the learning- teaching process.

In contrast, this consists of the practitioner's participation in macro-project entitled "The formation of the reflective spirit in the practitioners of PLEX a training tool to qualify the pedagogical practice".

The outreach component that shows how the teacher searches the way to make a contribution in a specific grade, promoting the importance to learn a foreign language; so, in this way the teacher motivates students to study and to have a contact with the language through different techniques, strategies, resources that help to motivate them. This component is framed in the macro project of the Program called "Awareness to the English language in primary schools in Colombia". The objectives are oriented to the needs in the English language in primary school in Colombia.

Also, the administrative or intra-institutional component that takes place in the contact between the practitioner and the academic staff of the School where the practitioner's participation is the key; taking the role of a guide in the classroom, at the same time having a big responsibility in different activities proposed, such as meetings, students' day, teachers' day, language day, the delivery of grades and all related to the scholar life. It is necessary that the practitioners can participate in extra-curricular and administrative activities exposed in the institution's schedule, in this way the pre-service teachers can have an approach in the administrative field.

The reflexive approach component that shows a brief description about the practicum process and the reflection by using the narrative journal as an important tool in a qualitative study. Finally, the material designed component in which the practitioner exposes all the

materials proposed at the end of the practicum process, these will be used by the teacher in charge of each course.

## **Introduction**

The education in Colombia is measured as an important process that includes some factors, such as personal, social learning and culture; these are based on a comprehensive understanding of the people, adding their rights, dignity, and duties. In this sense, it is important that students must be prepared by teachers, giving a contribution in their development, but the most important thing in the learning process is to learn a second language, in this case, English that helps to form competent citizens capable of creating an interaction with different cultures from Colombia.

Regarding recent studies, they state that English has been considered the language of greatest use in the world; in this way, many educational institutions integrate it into their curriculum. Talking about learning English as a foreign language refers to learn another language different from the mother tongue which is not used commonly in the student's life (Mai 2008). The learning process of English takes place within the classroom through different activities, using entertainment resources such as songs, manuals, movies, interaction, and educational web pages that allow developing and having an approach with the English language.

On the other hand, The National Ministry of Education in Colombia (MEN) stated the importance to have an educational plan, taking into account the academic needs in English



teaching; for this reason, the Colombia government attempted to implement in 2004 the program called The Colombian National Bilingual Education that aims at contributing to students in the education system, improving the English learning as a foreign language in different levels of schooling. Furthermore, the levels of language proficiency in this Bilingual plan are taken according to the Common European Framework of Reference for Languages (CEFR), these are six levels, firstly “A levels, English Basic User” English A1 (beginner) and English A2 (Elementary English); secondly, “B levels, English Independent User”, which are B1 (intermediate English) and B2 (upper-intermediate); thirdly, “C levels, proficient English user”, English C1 (Advanced English) and C2 (Proficiency). Having this plan, Colombian teachers and students can access scholarships and meet a need from the conditions in which a foreign language is taught, allowing students to become more proficient in English. (MEN 2016).

In other matters, English language skills are divided into four, which are: reading, writing, listening, and speaking; teachers use several techniques or methods that develop communicative teaching to promote the knowledge of each skill; also, the components such as grammar, vocabulary to improve communication skill. Even though, a study carried out by Graham & Bellert (2009) argued that reading in English has become a difficult skill, due to different problems experienced by students, such as vocabulary knowledge, the complexity of the text, strategy use and metacognitive skills, fluency, and differences in common text structures; but the major problem is the unfamiliar words that block students and consequently, they cannot understand the reading.

Without doubts, reading is one of the most useful skills that allows students to develop their critical thinking which comprises ideas, points of view, opinions, applying them to real

situations. Being linked with vocabulary, identify unknown words through a text, is one important step when working on reading abilities due to the relation between the reading and the vocabulary exposed to it. Horst, Cobb, and Meara (1998) claimed that extensive reading students can “enrich their knowledge of the words they already know, increase lexical access speeds, build network linkages between words, and...a few words will be acquired” (p. 221), in other words, the vocabulary acquisition in English, through readings has a big purpose that is to know words, rather than focus on building new vocabulary. Being important to English apprentices have a vocabulary level in order to reach not only the objectives, but face different situations presented in their daily routine. Krashen (1994) points one important thing in an extensive reading that is to read for pleasure, which will hopefully translate into general language improvement and a boost in reading motivation; in other words, it is important to generate a connection between the reader and the text in order to make a hypothesis that help to have a better understanding.

Thus, educators who teach English as a foreign language, they seek techniques that help to lead the class and to develop the skills mentioned before; also, these strategies allow teacher to have a contact positively with students, making dynamic learning environments in school context. It is for this reason that this project has the purpose of to improve Seventh grade learners’ reading skills and vocabulary through literary texts at El Castillo high school, allowing students to make interpretations of a text and to get a wide vocabulary rank that can be useful at the moment of coding a text.

## **Problem**

According to the studies, English is an important course in the education system in Colombia, due to the impact that that language has in the entire world. Even though, many studies showed that the English proficiency is low in the different skills, taking into account this problem, encouraging students to have an approach in the language and the reading skills, through literary texts seems to be efficient for the English proficiency in Colombia, pointing out the vocabulary acquisition that helps the development of the communication skills (reading, writing, speaking, listening), in this way students can access easily in educational tools such as papers, articles, books and others which are written in English.

It is for this reason that through a non-participating observation carried out at El Castillo high school during one week, it was evident the need to implement reading activities, in this case using literary texts, for undertaking vocabulary and having an approach with the language in order to increase the rank of that ability inside and outside the classroom. Moreover, the major problem of students is in reading skills, due to the unknown vocabulary, expressions that hinder in both a good interpretation and the analysis of the text, these invite the researcher to be aware of the rank of vocabulary acquisition, students' perceptions to reading skill and activities that affect their performances.

In this sense, by implementing literary texts as a strategy to improve reading skills in students during their learning process can be motivate to learn the language, making students feel involved in the real context.

## **Justification**

In today's global world, the importance of learning English cannot be ignored, meanwhile it became as the greatest common language spoken universally according to Nishanthi (2018). However, the process of acquiring and learning the English in different institutions or schools has become a major challenge, since teachers search the way to teach a foreign language and the way to transfer their knowledge, including methods or techniques.

Also, it is important to highlight that acquire a second language is not only to understand the concept, the meaning or format of that language, but being able to put in practice the skills, in other words reading, writing, speaking and listening, making these fluently, this is acquire the language (Dong & Ren, 2013). Furthermore, teaching English as a foreign language helps students to have a contact with the culture, linguistic components, structure of the language, but the most important is to meet people and to stablish new relationships, maybe this is a key, due to the students' needs at the moment to interact in English with other people and to be fostered by raising the students' awareness and making sure that the language should be mastered by them.

Therefore, the implementation of this proposal that has as a strategy the implementation of literary texts to improve reading skills and vocabulary acquisition can help students to learn English; also, to develop their critical thinking taking into account the text proposed by the practitioner. Likewise, this allows for a creative and participatory environment among all students, having an approach with the language and its culture.

Taking into consideration one of the four core abilities defined by the CEFR (Common European Framework) as reading; this is worked at the moment of learning English and defined by Bojovic (2010) as a cognitive ability which a person can use when interacting with the written text.

On the other hand, this proposal not only concerns secondary school students, but also allows the practitioner to find and to implement strategies that aims to overcome the low accuracy and reading proficiency in English, guiding in their learning process more dynamically.

## Objectives

### *General objective.*

- To improve seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school.

### *Specific objectives.*

- To catch student's attention in English learning through literary texts.
- To improve students reading comprehension.
- To enable learners to analyze literate texts.
- To interpret the literary text through daily life situations.

## **Conclusion**

The role as teacher in the practicum process is a very important experience for each student who confront the education field, sharing and reinforcing his/ her knowledge about the language, the theories learned during all semesters. It is an opportunity to contribute the students' learning process in their basic primary or high school, applying different methods and projects that help to achieve the goals.

On the other hand, the implementation of the project and the components developed and mentioned in this work, it is necessary to conclude that it is a great importance to carry out the proposal in both stages high school and primary school. In this way, the observation and diagnosis was an important aspect that allowed the practitioner to know some aspects such: administrative level, in which the practitioner could know the different events, celebrations, meeting, among other things that all institution developed during the scholar year; pedagogical level, that means the resources, the methods/ methodology; technological tools, the way to teach and to help students in their learning process taking into consideration the current worldwide health emergency related to COVID-19 and population level.

The implementation of the project focused on the improvement of reading skills and vocabulary acquisition in seventh grade students exposed in the pedagogical and research component and the community outreach component focused on the project for the vocabulary acquisition through audio visual aids in fifth grade students; it is necessary to mention that not only were they contributing their learning process, but also their personal, educational and social life. In this sense, this project brought positive results in the students reading comprehension, their critical thinking through different events, situations presented in the literary texts and

activities proposed in the synchronic meetings, which allowed them to share their perceptions, point of views and opinions about the situations showed and their experiences in their daily life. In this way. The project promoted, firstly, an active participation that allowed participants to become more interested in the reading and vocabulary acquisition process, making it as an important aspect for learning a foreign language as English; secondly, a high level of autonomous work, since some exercises would not develop in the hours of the synchronic meetings, most of them for the discussion or a conversation training taking into account the last questions of the pedagogical sequence.

Also, in the interinstitutional activities, not only was the practitioner taking control of the whole classroom, but the teacher had an active participation in activities proposed by the institution apart from the classes. It was in this space where students were guided and the values were essential to make a good contribution in their integral process as people in the educative life.

As the reflective part of the practicum process, the practitioner could determine the strengths, the weaknesses, her methodology, the different situations that can be presented inside a classroom and the possible solutions, allowing her to search new techniques and to improve her weaknesses. Also, this process brought a great advantage for a future teacher, improving the professional growth of the practitioner, changing perceptions and creating good visions towards the education field and teaching capacity that is necessary to be strengthened over time.



## **Chapter II: The institutional observation and diagnosis**

### **Administrative Level**

#### **Institutional Observation**

“El Castillo” school is an official institution according to the Colombian government’s regulations. In the first instance, the School appeared in the 60s due to the need of teaching children and youths in Barrancabermeja City to generate community leaders there. The main idea was generated by a religious community in that year.

In this sense, important aspects concerning the institution will be presented, such as: topographical location, historical review, school educational project (SEP), the mission and vision, pedagogical model, curriculum, the educational authorities that represent the institution; the coexistence handbook, MEN guidelines and regulations for the health emergency, workday, school calendar. Pedagogical level, (methodology in the institution, English plan, methodology and materials, modalities to accompaniment, MEN guideline standards, supervisor schedule; Technological level, connectivity, platforms, types of meetings; Population and Information Level, supervisor methodology and materials (population, direct beneficiary population, indirect beneficiary population), practitioner’s schedule, administration, and finally, observed pedagogical aspects.

### Topographical School's location.

Firstly, El Castillo high school is located in “El Cerro” neighborhood at street 30 N° 52-21 in Barrancabermeja, Santander. The school's foundation was officially known in November 15<sup>th</sup>, 1968, under the decree 039 of 1968, which provided the community education in Pre-school, primary and secondary education.



El Castillo high school has four campuses focused on Primary Basic Education, which are:

- El Castillo, seat B located in “Ciudadela El Cincuentenario” neighborhood.
- El Castillo, seat C “Las Nieves”
- El Castillo, seat D “El Palmar”
- El Castillo, seat E “Mis Primeras Letras”, Buena Vista neighborhood.

## **Historical Review.**

At the beginning “El Castillo” high school was a disciplinary concentration led by the religious community called “Las Hermanas Laura” and then, it grew up due to the economic situation, they decided to create a high school in order to help students who were studying their fifth grade, in this way they did not have to go to continue their studies in other schools that were located so far from the neighborhood.

Thus, The Mother Superior, Blanca Toro Vallejo who represented the religious community; also, Luis Carlos Arbelaez who was the priest, the neighborhood’s parish priest and the assembly made a decision to create an academic and an administrative structure for the proper functioning of the school. In this way, The Mother Superior, Blanca Toro Vallejo founded it in 1968, this educational school was the first mixed education center at the high school level.

Regarding the history of the school, these were the rectors: Mother Blanca Toro Vallejo.

- Gabriel Ojeda Niño, between 1976 – 1980
- Ramio Reyes Quiñónez 1981 - 1984
- Luz Mireya Herrera Restrepo, between 1985-1993
- Cesar Lanziano Bohórquez, between 1993 - 1994
- The economist Fernando José Mosquera Zúñiga, between 1995 - 2002
- The specialist, Gabriela Aristizabal de Díaz
- The specialist, José Etáldes Guerra from 2003-2004
- Hernán Feria Morón who is the current rector of the institution.

## School Educational Project - (SEP).

### *School Shield*



*Figure 1. school shield*

The school educational project of “El Castillo” school is divided into seventh chapters, which are:

- CHAPTER I: Institutional identification/ profile, technical administrative component.
- CHAPTER II: Teleological component.
- CHAPTER III: Conceptual component, institutional philosophy.
- CHAPTER IV: Basic aspects, rules.
- CHAPTER V: Pedagogical and technical component.
- CHAPTER VI: Evaluation system.

- CHAPTER VII: Pedagogical projects.

Nevertheless, it is necessary to highlight important aspects about the SEP, in the following way:

Firstly, “El Castillo” school is an official school that offers education from zero to eleventh grade, during the daytime and education by courses at evening time. The school population is mixed, with the main campus and four pre-school and primary schools. This school had some recognitions about a high level in academic, sports and cultural activities in the city. The teaching staff is accredited professionals, most of them with specializations or masters.

“El Castillo” promotes some values and principles, which are:

- ✓ The values, such as respect, responsibility, tolerance, honesty, solidarity.
- ✓ The principles are Justice, truthfulness, human dignity, leadership.

For that reason, the school motto is “we form comprehensive leaders for a territory of peace” and the purpose “we educate ourselves for life, as human beings with a social progressive attitude”.

Furthermore, they have some principles about the institutional quality with the purpose of reinforcing all the philosophical foundations of the campus, there are:

- ✓ The current regulations in educational matters.
- ✓ The control and monitoring of plans.
- ✓ Cooperative work
- ✓ Harmonious and peaceful rapports.
- ✓ Leadership in community members.

- ✓ Justice as a fundamental value.
- ✓ Respect for dignity and other human values.
- ✓ The exaltation of truth.
- ✓ Planning, programs and strategies.
- ✓ The excellent service to users.

The Educational Institution "El Castillo" is committed to offer high-quality education that is oriented to the improvement that satisfies the students' expectations, also it is focused on the use and the appropriation of ITC; likewise, the development of human talent, institutional values, and principles and finally the achievement of mission and vision.

The institution will promote personal growth within the cultural framework, the students' key, but as an object of innovation and sources of new experiences.

Talking about teaching methods, the SIP stands out that for boosting the learning strategy, it is necessary the develop cognition, communication, the effective and attitudinal dimension, biophysical development, and motor skills or abilities. These could be developed through methods such as deduction, induction, analysis, synthesis, and observation. In this way, they created a curriculum for pre-school, primary, and high school.

"El Castillo" school is focused on the pedagogical model that establishes a philosophy with permanent contact with the context, based on its insights: Natural Sciences / Environment and Tourism. So, the tenth and eleventh-grade students of environmental education will develop this work, while the tourism student will do it through a proposal, as promoters and tourist guides, or they can do it through different centers or enterprises, such "Cruz Roja", "Defensa Civil" and "Transito & Transporte".

On the other hand, in this school, there are strategies that allow the research course, which is: research in the classroom, seedbeds, groups, projects, and lines of research. In this way, they consider that the research in the classroom is a pedagogical strategy that integrates the functions of teaching, promoting critical and autonomous thinking.

There are some institutional objectives, such as:

- ✓ To develop an institutional policy that tends to achieve the quality goals.
- ✓ To execute the Institutional Improvement Plan according to the improvement plan.
- ✓ To direct all educational action based on curricular reforms, in consideration of the pedagogical model and quality, also the coverage, efficiency and relevance policies.
- ✓ To promote the disciplines a training oriented to integral leadership with social projection and community service.
- ✓ To encourage the school population in the discovery of science through research.
- ✓ To generate processes of interdisciplinary cohesion, transversality to the consolidation of pedagogical processes that allow the achievement of the mission and vision.
- ✓ To be the axis of social, cultural, sports and technical upgrade, based on an axiological humanization and based on institutional principles and values.
- ✓ To develop pedagogical meetings to make a reflection on pedagogical strategies, techniques.
- ✓ To strive the strengthening of campus through agreements and actions that allow having a relationship between the theory and the practice.
- ✓ To implement mechanisms for the curriculum in the theories that support it, in the pedagogical, model, strategy and evaluation system.

- ✓ To apply an institutional policy for the use of ITC.
- ✓ To accomplish the Quality Management System.

### ***General objective***

- ✓ To articulate the educational actions of the Institution with other organizations and Institutions for the quality in students' profile through community sensitization processes, taking into account an environmental culture, as autonomous leaders for the territory of peace, facing the needs, interests and problems, they plan and execute plans aimed at personal improvement and their environment.

### ***Specific objectives***

- ✓ To encourage the practice of work and the use of free time for personal dignity and improvement of the community's standard of living, through the inculturation of an environmental policy.
- ✓ To strengthen the values promoted by the educational Institution, through participation in projects.
- ✓ To promote educational actions aimed at strengthening the spirit of community service.
- ✓ To raise awareness in the community about the prevention and conservation of the environment.
- ✓ To encourage students about the development of an environmental culture at the social and municipal level in different places.



### *Mission*

- The educational institution "El Castillo" trains men and women, as integral leaders who generate transformation processes in the natural sciences field, the environmental management, the chemical analysis and agro-industrial processes, committed to the institutional values, principles and the academic development exposed in the MEN's standards.

### *Vision*

- ✓ At the end of 2023, El Castillo school will be recognized at the regional level as integral leaders, focus on the natural sciences area, environmental management, chemical analysis and agro-industrial processes.

### *Pedagogical Model*

The pedagogical model is based on the historical, social, cultural aspects created by Vygotsky, with elements from Ausubel. Also, talking about learning, Carl Rogers stated learner-centered teaching, and pedagogy for peace. Vygotsky's historical-social (cultural) model believes that learning precedes development in two categories:

- ✓ Real development: the student has to do things autonomously, without external mediators, it would be represented by everything that the individual has internalized in the context.
- ✓ Potential development: Students will be able to do things with the help of other people or the external mediators.

Also, this pedagogical model aims to prepare students with labor abilities, to integrate them into the productive world in different fields, such as the scientific, technological, social, and cultural. Regarding the anthropological scientific perspective, the students at "El Castillo" school will be educated by processes of enculturation and transculturation, through their vision, taking into consideration their thoughts, feelings, and actions with the purpose to produce culture, according to the social relations in different contexts. Also, the teacher will transmit an integrative vision of the world, developing in students the cognitive, the logical, the descriptive, and the productive; likewise, they will use deductive and inductive methods that students can be oriented in a didactic way.

Moreover, the teacher applies cognitive activities that help in the analysis development, creating a synthesis, hypothesis formulation, experiments. For this process, it is necessary to promote active methods inside the classroom: round tables, dialogues, interviews, games,

dynamics, dramatizations, conferences, direct experience. Also, activities with didactic materials such as mind maps, concept maps, synoptic tables, among others.

### ***Curriculum***

The curricular design is created thanks to a problematizing conception towards a social reconstruction process. The curriculum is aimed at the students who are trained on the campus, developing autonomy, taking into account the principles of justice, truthfulness, and human dignity.

The curriculum gives knowledge and develops important skills, attitudes, values; also, it reinforces previous knowledge that allows students to have high-quality performances with the purpose to be formed as democratic people. In this way, students will be able of thinking about their context, discovering and orienting their potential development. In this sense, learning is showed by themselves at the moment of solving a problem.

*The educational authorities*

The main authorities at El Castillo school are shown in the next chart:

<b>N°</b>	<b>Full Name</b>	<b>Hierarchy</b>	<b>Degree in</b>	<b>Charge</b>
<b>1</b>	Hernan Feria Morón	14	-Maths-Physic  -Spe.University teaching.	Rector
<b>2</b>	Monica Vera	14	-Spe.Chemistry	Coordinator-Morning Shift.
<b>3</b>	Rocio Martinez Salazar	2C	-Science  -Spe. IT management	Coordinator- Afternoon Shift  Night Shift
<b>4</b>	Claudia Serrano	2A	-Psychology  -Spe. ITC Education	Coordinator  Campus B-D- Pre- school and Primary.
<b>5</b>	Alberto Prada Galvis	14	-Spanish  -M. in Education.	Coordinator A,B,D,E  Pre-school and Primary.

*Table 1. School authorities*

The School Government is composed of the following bodies: The rector who faces to the educational authorities and he makes decisions in school government; also, the managing board, the academic council, the representative bodies are elected for annually; they must continue in their functions until they are replaced.

✓ Institution's Staff :

- A rector
- Four coordinators (Two- high school and night shift) (Two- primary school)
- Two psycho-counselors
- A psychologist
- Full-time teachers Morning session
- Full-time teachers Afternoon session
- Teachers evening session: hours 9
- Teachers at "El Cincuentario" Campus B: 6
- Teachers at "Las Nieves" Campus C: 8
- Teachers at "El Palmar" Campus D: 10
- Teachers "Mis Primeras Letras" Campus E:6

✓ Administrative and Services staff:

- An academic secretary: 1
- A qualified secretary-paying: 1
- 3 assistant secretaries: 3
- A typing secretary (Academic accounting): One eventually for service provision
- A librarian: 1

- A storekeeper: 1
- ✓ Cleaning and guarding staff are assigned eventually.

***Institutional Organization (organigram)***

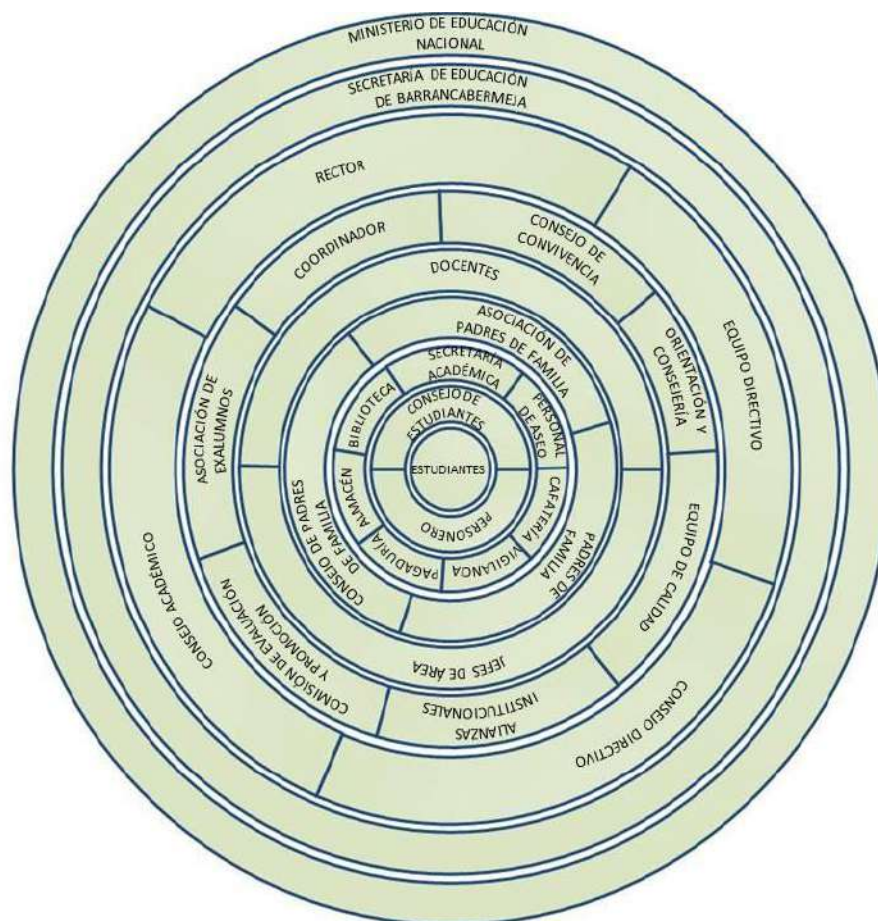


Figure 2. "El Castillo" school. Institutional Organization

## **The coexistence handbook**

The members of the board at "EL CASTILLO" school conferred its legal attributions by the law 115 of 1994. Consequently, considering that:

1. Article 73, Law 115 of 1994 and Article 14 of Decree 1860-1994 establish that the institution's SIP must contain the coexistence manual.
2. Article 23. Decree 1860- 1994 assigns the members board have to adopt the coexistence manual.
3. It is necessary to regulate the current coexistence manual to legal regulations.

The handbook is composed by ten chapters, which are:

### **CHAPTER I: THE INSTITUTION**

- ARTICLE 1. Characterization.
- ARTICLE 2. Organization.
- ARTICLE 3. School governance.
- ARTICLE 4. Instances of participation.

### **CHAPTER II: REGISTRATION, ADMISSIONS AND ENROLMENT**

- ARTICLE 5. Registration.
- ARTICLE 6. Admission.
- ARTICLE 7. Enrolment.
- ARTICLE 8. Registration or registration's renovation process and its requirements.
- ARTICLE 9. Enrollment process.

### CHAPTER III: RIGHTS, DUTIES AND THE STUDENTS' ENCOURAGEMENTS

- ARTICLE 10. Students' rights.
- ARTICLE 11. Students' duties.
- ARTICLE 12. Stimulus.

### CHAPTER IV: RIGHTS AND DUTIES OF THE STUDENT'S PARENTS

- ARTICLE 13. The rights.
- ARTICLE 14. The duties and commitments.

### CHAPTER V. THE TEACHER'S COMMITMENTS

- ARTICLE 15. Regarding the students' training process.

### CHAPTER VI: THE STUDENTS' UNIFORM

- ARTICLE 16. Uniform.
- ARTICLE 17. Formal uniform.
- ARTICLE 18. Sport uniform.

### CHAPTER VII: EVALUATION AND GRADUATION

- ARTICLE 19. Evaluation and graduation.
- ARTICLE 20. Graduation.

### CHAPTER VIII: COEXISTENCE RULES

- ARTICLE 21. Qualification of the foul.
- ARTICLE 22. Minor fouls.



- ARTICLE 23. Serious fouls.
- ARTICLE 24. The most serious fouls.
- ARTICLE 25. Attenuating circumstances.
- ARTICLE 26. Aggravating circumstances.
- ARTICLE 27. Preventive action.
- ARTICLE 28. The treatment or procedures of minor fouls.
- ARTICLE 29. The treatment or procedures of serious fouls.
- ARTICLE 30. The treatment or procedures of the most serious fouls.
- ARTICLE 31. The enrollment cancellation.
- ARTICLE 32. Penalty and disciplinary investigation.

#### CHAPTER IX. THE SCHOOL COEXISTENCE ROUTE AND ITS PROTOCOLS

- ARTICLE 33. The integral care routes.
- ARTICLE 34. Conflicts that affect coexistence.
- ARTICLE 35. Service protocol.

#### CHAPTER X. SOCIALIZATION, APPLICABILITY AND REFORM.

- ARTICLE 36. Socialization and application.
- ARTICLE 37. Reform.

Regarding the handbook, it is considered as the axis of rapports that each person implies in the institution. In this way, it recognizes the other as a subject of duties and rights, understanding that “I offer the best of myself, I can receive from others a similar attitude”. At “El Castillo” school, there are three basic aspects that students have to recognize:

**1) *Rights as a student.***

- THE RIGHTS, DUTIES AND ENCOURAGES OF STUDENTS
- ARTICLE 10. THE RIGHTS OF STUDENTS. This is composed by 35 rights.

**2) *Duties as a student.***

- Article 11. ON THE DUTIES OF THE STUDENTS. This is composed by 40 duties.

**3) *Fouls and penalties.***

- FAULTS OF DUTIES
- Article 21. THE QUALIFICATION OF THE FOUL
- Article 22. MINOR FOULS. Composed by 18 fouls.
- Article 23. SERIOUS FOULS. Composed by 40 fouls.
- Article 24. THE MOST SERIOUS FOULS. Composed by 11 fouls.

## **MEN guidelines and regulations for the health emergency**

Regarding the health emergency (COVID-19), the MEN set out some regulations to guide the educational activities and to guarantee the educational public service in different institutions in Colombia (pre-school, primary, secondary, universities, etc). This document sends out important information through circulars such as 019 of March 14, 020 of March 16 and 021 of March 17, 2020, and the 05 Directives of March 25 and 09 of April 7, 2020. These regulations are:

- Guidelines to continue academic work at home: MEN updated a set of educational resources for the educational service; also, it consists of the use of guides, textbooks, educational model materials, some media such as radio and television, and digital media (Learning digital and transmedia resources).

- The use of the interactive and educational platform to have distance monitoring during the teaching-learning process.

- A systematic and continuous practice.

- The gap: it consists of the students' conditions in a real context, taking into account the social, economic, and educational inequality that most students live in the country.

- The family intervention: this factor is considered important in students' process in the current problem, in this way the family's role can motivate them, also children and adolescents can be under observation during their work at home.

- Curriculum: The institutions must develop pedagogical adaptations for the teaching training in a virtual process, taking into account the Institutional Educational Project for promoting the teaching-learning process during the health emergency.

-Possible alternation: to have possible face-to-face meetings in the educational establishment with a certain number of students, taking into account the health protocols.

- Projects: To promote pedagogical projects in order to integrate the disciplines in the learning process.

- Biosecurity resources: To have a progressive transition from students' home to educational institution and school management actions proposed by the administrative community of each institution, taking in consideration an informed consent from the families and students in the face-to-face mode.

### ***MEN's proposal for developing courses***

This proposal was taken by the institution "El Castillo" to develop the classes, this is due to the health emergency that has been affecting the educational process. In this way, they created some important stages, these are:

1. Analysis: in this stage, the institution and its members have to develop a good work team, also self-evaluation, and diagnosis; they have to analyze institutional documents and institutional needs. Moreover, the familiarization of Suggested English Curriculum.
2. The planning: in this stage, they have to design an action plan, articulate the Suggested Curriculum of English and their curriculum, define strategies for the institutional needs,

prepare curricular documents, instruments, lesson plans, evaluations, and finally, the inclusion of interdisciplinary projects.

3. The practicum: some important aspects for this stage, such as the teacher training plan, the curriculum, and the data collection may be qualitative or quantitative information during this process.
4. The evaluation: they have to develop a global evaluation to improve the plan and to make adjustments in the Curriculum.

### **Workday**

El Castillo school has three types of school day, in the morning, in the afternoon and the evening session. So, in this opportunity the practitioner will be part of this community and will carry out this proposal in the afternoon shift that has a total of six hours per day from 12:00pm to 6:00pm.

### **School calendar- Chronogram**

Taking into account that each year most of the schools have different activities, it is necessary to know the calendar with all activities organized by the institution. Even though the chronogram of activities is organized by term. The following chronogram exposes the activities that should be carry out during the first, second, third and fourth term in 2021. [APPENDIX 1](#)

## **Pedagogical level**

### ***Methodology in the institution***

“El Castillo” school is an official institution located in the urban zone, which has three different sessions, morning, afternoon, and evening. In the morning session, they work from 6.am to 12:00 pm; the afternoon session from 12:10 to 6:00pm and the evening session from 6:10 to 10:00 pm. Even though, the methodology changed due to the health emergency (COVID-19), so teachers have to create guides and expose them through educational platforms (Google classroom, Edmodo, etc), also, teachers have to create a meet through Zoom or Meet to explain the topic and to solve doubts, questions, etc, in other words, they have to create synchronic and asynchronous activities, because there are students who have internet connection problems or they do not have technological equipment. It is necessary to highlight is that teachers have to search for different strategies to facilitate the teaching-learning process and to achieve the goals.

### ***English plan and syllabus.***

It is necessary to highpoint that all teachers created an English plan, they worked on it since 2016, for this process it was necessary to create the syllabus for each grade. The teacher in charge of each grade has to take into account the dimensions, the fundamentals, the purpose, the methodological strategies, the evaluation strategies, and the curriculum map, also the topics according to the level or the grade that they have. In this format are presented all the topics according to the grade, thoughts process, research process, competencies, performance, and performance levels. So, they must take into consideration those aspects in the teaching field and the strategies to be implemented in the classroom with students. [APPENDIX 2](#)

### ***Methodology and Materials Design.***

The teacher works with students, using two different platforms for the synchronic meetings and activities, for this process the teacher organizes the material to be shared with the class; also, he creates the synchronic meeting through the Zoom platform, in which students has access, using a code. In this way, the teacher explains the topic by using the guide or the worksheet, then he exposes the material in Edmodo English page, which means he use to share the material used for the class, also a task or the workshop to be sent with a specific date and gave some instructions. It is important to say that each group has a total of 40 or 45 students, but only 20 to 26 have access to the internet, taking into this problem, the teacher has to send the material to the school's coordinator who is in charge to spread out the workshops to the group of students who do not have the opportunity to take the class online. In this way, he uses some videos, images, educational web pages for extra information according to the topic. Also the teacher prepares the guides and teaches the topic according to the book proposed by MEN "Esquema Curricular Sugerido-Inglés"; this book is fundamental to organize the class and to explain the topic. One important thing that I noticed during the observation is that the teacher had to use both languages due to the lack of knowledge in English, also the guides or workshops are created for each grade in order to work during each term. [APPENDIX 3](#)

### *Modalities of accompaniment to learning process*

Taking into account the current situation (COVID-19), the teacher had to create some communication strategies to help students in their learning process, so the teacher used platforms such as Edmodo to publish the activities, also to answer doubts, questions about the topic. On the other hand, he had to give his telephone number or WhatsApp to send information, such the connectivity problems, health problems, also to bring important information, among others that were able to influence the teaching and learning process.

### *MEN's guideline (standards)*

A standard allows to judge if a student, an institution, or the educational system achieve quality expectations; it expresses the desired situation in terms of the students learning expectations, in each course throughout their Basic and Secondary Education, (1 to 3, 4 to 5, 6 to 7, 8 to 9, and 10 to 11) the level of quality to be achieved.

Also, the standards in English as a foreign language proposed by MEN (2006), constitute “Clear and public criteria that allow establishing which are the basic levels of quality as right of Colombian children”. In this way, they presented standards that are articulated with goals, so students must be able to develop and demonstrate B1 level in English proficiency, by the end of eleventh grade. So, this is presented by MEN:

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1		B 1.2 Pre intermedio 2
Octavo a Noverio			B 1.1 Pre intermedio 1
Sexto a Séptimo	A2		A 2.2 Básico 2
Cuarto a Quinto			A 2.1 Básico 1
Primero a Tercero	A1	A1	Principiante


*Figure 3. Grades- English levels in Colombia, Educational Institutions*




On the other hand, it is expected to develop communicative competence that includes linguistic competence, pragmatic competence and socio linguistic competence that allow students to act in different real contexts.

### *Supervisor schedule (Courses)*

The teacher is in charge of all sixth grade (6°1 , 6°2 , 6°3 ), all seventh grade (7°1 , 7°2 , 7°3 )and one group of eight (8°1) grade. Each course has two hours a week.

 <b>HORARIO PROVISIONAL VIRTUAL 2021</b> <b>ALVARADO AMADOR AGUSTIN</b> Colegio el Castillo, Cl 30 52-21, Barranca								
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	12:00 01:00PM	01:00 02:00PM	02:00 03:00PM	03:00 04:00PM	04:00 05:00PM	05:00 06:00PM	02:00 02:45PM	03:00 03:45PM
<b>LUNES</b>	Reunion D/C	INGLES 7.2	INGLES 7.3	INGLES 6.1	APadres	Planeación	Asignación de actividades	Revisión de trabajos
<b>MARTES</b>	Reunion D/C	INGLES 6.2	Asignación de actividades	INGLES 7.1	INGLES 6.3	Asignación de actividades	Revisión de trabajos	Asignación de actividades
<b>MIERCOLES</b>	Reunion D/C	INGLES 7.3	INGLES 7.2	APadres	INGLES 8.1	Planeación	Revisión de trabajos	Planeación
<b>JUEVES</b>	Reunion D/C	INGLES 6.3	Planeación	INGLES 6.2	Revisión de trabajos	Asignación de actividades	Asignación de actividades	Revisión de trabajos
<b>VIERNES</b>	AInglès	INGLES 8.1	INGLES 7.1	INGLES 6.1	Planeación	Revisión de trabajos	Planeación	Asignación de actividades

It is necessary to mention that this schedule was modified at the beginning of the second term for all sixth grade (6°1 , 6°2 , 6°3 ), all seventh grade (7°1 , 7°2 , 7°3 )and eight grade (8°1).



**HORARIO PROVISIONAL VIRTUAL 2021**  
**ALVARADO AMADOR AGUSTIN**  
 Colegio el Castillo, CI 30 52-21, Barranca

	<b>1</b> 12:00 01:00PM	<b>2</b> 01:00 02:00PM	<b>3</b> 02:00 03:00PM	<b>4</b> 03:00 04:00PM	<b>5</b> 04:00 05:00PM	<b>6</b> 05:00 06:00PM	<b>7</b> 02:00 02:45PM	<b>8</b> 03:00 03:45PM
<b>LUNES</b>	Reunion D/C	INGLES 7.3	INGLES 7.2	INGLES 6.3	APadres			
<b>MARTES</b>	Reunion D/C	INGLES 7.1		INGLES 8.1	INGLES 6.2	INGLES 6.1		
<b>MIERCOLES</b>	Reunion D/C		INGLES 7.3	INGLES 6.3				
<b>JUEVES</b>	Reunion D/C	INGLES 7.2	INGLES 8.1	INGLES 7.1		APadres		
<b>VIERNES</b>	Anglès	INGLES 6.2		INGLES 6.1				

Horario generado: 8/04/2021 aSc Horarios

*Figure 4. Supervisor schedule*

## **Technological level**

### ***Connectivity***

During the meetings, it is necessary to say that most of the students had connectivity problems, in this case, they had to go to a friends' house for taking the classes. Also, the teaching-learning process could be affected by the interferences.

### ***Platforms***

The institution decided to be more flexible at the moment to use a platform, so the teacher uses Edmodo for the assignments, tasks, evaluations, also to bring information; also, he uses Zoom platform for the meetings and for the Evaluation, the institution decided that the teacher used Edmodo and Quizziz.

### ***Type of meetings***

The teaching and learning process takes place in two options, synchronic meetings in which teachers and students work during the schedule stipulated, these meetings are developed in Zoom platform, also students have to work on the activities or workshops proposed by the teacher, these are the asynchrony activities, in which students have to do the tasks or activities at home and they have to send them via Edmodo according to the time given by the teacher.

## **Population and Information level**

### ***Population***

The population of “El Castillo” school is composed by students from 5<sup>th</sup> grade to 11<sup>th</sup> grade, each grade has around 40 to 45 mixed students (girls and boys). The courses taken by the teacher and the practitioner are students of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, each one has around 40 students.

### ***Direct beneficiary population***

In this process, the direct population are the pre-service teachers, the supervisor and the student from the educational institution for the teaching practicum.

### ***Indirect beneficiary population***

This population comprises the teacher group of the bachelor in Foreign Languages degree at the moment to get the feedback about the teaching practicum process and the results of this.

### ***Teachers***

Taking into account that El Castillo has different campuses, the number of teachers:

- Teachers at “El Castillo” Campus A (principal): 50 (divided into 3 sessions (morning, afternoon and evening)).
- Teachers at “El Cincuentario” Campus B: 6
- Teachers at “Las Nieves” Campus C: 8
- Teachers at “El Palmar” Campus D: 10
- Teachers “Mis Primeras Letras” Campus E:6

This is showed through the following list:

SEDE	APELLIDOS	NOMBRE	CORREO ELECTRÓNICO	CARGO
Sede A	Alvarado Amador	Agustín Anibal	aganalan1120@yahoo.com	Docente
Sede A	Amaya Dominguez	Eliott	elamdo@hotmail.com	Docente
Sede D	Anzola Vasquez	Yamile	yanvas@hotmail.com	Docente
Sede A	Arteaga Castillo	Yolanda	yola1208@hotmail.com	Docente
Sede B	Avendaño Roldan	Gloria Ines	gloriaineda@hotmail.com	Docente
Sede A	Ayala Prados	Heiner	heinerayalap@hotmail.com	Docente
Sede A	Bastidas Orozco	Dellys Maria	dellysbastidaso@hotmail.com	Docente
Sede A	Berrio Hermosa	Raul	raulberrio95@hotmail.com	Docente
Sede B	Camacho Ardila	Zenaida	rozenjei@hotmail.com	Docente
Sede E	Cantillo Bermudes	Carolina	cacaber_@hotmail.com	Docente
Sede A	Cantillo Valdes	Edna Margarita	melinaroro@hotmail.com	Docente
Sede A	Carcamo Coronado	Carlos Julio	carlos2carcamo@gmail.com	Docente
Sede A	Carraño Meneses	Nelson Antonio	neancome85@gmail.com	Docente
Sede A	Carvajal Morales	Matilde	matycar26@hotmail.com	Docente
Sede A	Castellanos Garcia	Julio	my.santafe@hotmail.com	Docente
Sede A	Castro Bayona	Santiago	licsantiagoc@hotmail.com	Docente
Sede A	Castro Torres	Yarledys	yarledyscastro@hotmail.com	Docente
Sede A	Centeno Moncada	Esmith	esmithcm@gmail.com	Docente
Sede C	Chinchilla Jaimés	Gladys	g.chinchilla03@hotmail.com	Docente
Sede A	Cortés Rubio	Robinson	robicortes@hotmail.com	Docente
Sede A	De la Torre Mejía	Heberto	bpd38a@gmail.com	Docente
Sede A	Delgado Trigos	Torcoroma	miscorazon.es.juan80@hotmail.com	Docente
Sede A	Díaz Oviedo	Maria Esther	sterdiaz@yahoo.es	Docente
Castillo	Feria Morón	Hernán	hernanferia18@hotmail.com	Rector
Sede E	Figueroa Mora	Maria Cristina	Cris.fmora@gmail.com	Docente
Sede D	García Ayala	Eddy Meiker	maiker58@gmail.com	Docente
Sede A	García Centeno	Luis Francisco	luisfrank4@hotmail.com	Docente
Sede D	Gomez Joya	Nelly Luz	nellyluzgomez@yahoo.com	Docente
Sede D	Granda Garavito	Gloria Maria	nizae1208@hotmail.com	Docente
Sede A	Guerra Torrejano	Benjamin	bguerrato@hotmail.com	Docente
Sede C	Hernandez Estevez	Olga Lucia	olgahdez1626@hotmail.com	Docente
Sede E	Higuera	Maria Lucia	marialucia.higuera@hotmail.com	Docente
Sede C	Lengua Quiroga	Maribys Isabel	maribyslenq@hotmail.com	Docente
Sede A	Lopez Florez	Liz Magda	lizmagdalopezflorez@hotmail.com	Docente
Sede B	Marquez Carvajal	Norma Judith	yarimanorma@hotmail.com	Docente
Sede C	Martínez Navarro	Judith	jumarna67@hotmail.com	Docente
Sede A	Martínez Salazar	Rocio	rochi5868@hotmail.com	Coordinadora
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Sede B	Meza Campo	Leonilde	leonildemezcampo@hotmail.com	Docente
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Sede A	Monsalve Ramirez	Mayra Renata	renattamonsalve@gmail.com	Docente
Sede C	Moreno Sepulveda	Ledys	ledysmoreno@hotmail.com	Docente
Sede A	Navaja Acosta	Nancy	nancynavaja01@outlook.com	Psicorientadora
Sede A	Navarro Duran	Maritza	manadu0324@hotmail.com	Docente
Sede A	Ojeda Villamizar	Edilberto	edilojv@hotmail.com	Docente
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Sede A	Ospina Madrid	Francisco	FraOspina@hotmail.com	Docente
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Sede A	Parra Villalobos	Juan Carlos	cjvilla2014@gmail.com	Docente
Sede A	Peluffo Suarez	Gladys	peluffo.gladys@gmail.com	Docente
Sede A	Pinzon Puerto	Edgar de Jesus	ejpinzonp@outlook.es	Docente
Sede A	Pinzon Rios	Claudia Milena	cmpinzon1108@hotmail.com	Docente
Sede A	Pinzon Rios	Claudia Milena	empinzon1108@hotmail.com	Docente
Sede D	Prada Galvis	Alberto	albertopraga08@gmail.com	Coordinador
Sede E	Preclado Arias	Wendy	wendypreclado@hotmail.com	Docente
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Sede A	Valencia Mejia	Silvia	silvame1965@hotmail.com	Docente
Sede A	Vega Sarmiento	Susana	susyvegas@hotmail.com	Psicorientadora
Sede A	Velasquez Rodriguez	Rafael Antonio	rivero94@yahoo.es	Docente
Sede A	Vera Jimenez	Monica Andrea	mavj15@yahoo.es	Coordinadora
Sede A	Villamil Castro	Bianca Myriam	blamy20@hotmail.com	Docente

Figure 5. List of teachers at El Castillo and its campuses

### *Administration*

- ✓ Administrative and Services staff:
  - An academic secretary: 1
  - A qualified secretary-paying: 1
  - 3 assistant secretaries: 3
  - A typing secretary (Academic accounting): One eventually for service provision
  - A librarian: 1
  - A storekeeper: 1

On the other hand, the administrative of “El Castillo” campus A is presented in the following chart :

DIRECTORIO DE CONTACTOS AREA ADMINISTRATIVA					
Sede	Nombre	Apellidos	Dirección de correo electrónico	Cargo	Teléfono del trabajo
Sede A	Susana Marcela	Fernandez Rueda	<a href="mailto:sfernandezrueda2@hotmail.com">sfernandezrueda2@hotmail.com</a>	Aux. Pagaduria	6105831
	Doris Maria	Lerma Guevara	<a href="mailto:lermadoris64@hotmail.com">lermadoris64@hotmail.com</a>	Almacenista	6028418
	Lesly Elizabeth	Mazzeo Meneses	<a href="mailto:leslyemazzeo2009@hotmail.com">leslyemazzeo2009@hotmail.com</a>	Bibliotecaria	6105831
	Ledis Stella	Padilla Gil	<a href="mailto:lespagil7@hotmail.com">lespagil7@hotmail.com</a>	Sec. Academica	6105831
	Eldreth Yessid	Vergara Perez	<a href="mailto:chaca826@hotmail.com">chaca826@hotmail.com</a>	Aux. Almacen	6028418

*Figure 6. List of Administrative staff at El Castillo “A”.*

***Practitioner's schedule***

The practitioner will work with 3 grades, each one is divided into three groups, even though, she will work in two 6<sup>th</sup> groups, (6<sup>th</sup>1 and 6<sup>th</sup>2), all seventh grade (7<sup>th</sup> 1 , 7<sup>th</sup>2 , 7<sup>th</sup> 3 )and one group of eight (8<sup>th</sup>1) grade.

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 12:00pm- 1:00pm	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)
<b>2</b> 1:00pm- 2:00pm	7 <sup>th</sup> 2	6 <sup>th</sup> 2	7 <sup>th</sup> 3	6 <sup>th</sup> 3	8 <sup>th</sup> 1
<b>3</b> 2:00pm- 3:00pm	7 <sup>th</sup> 3		7 <sup>th</sup> 2		7 <sup>th</sup> 1
<b>4</b> 3:00pm- 4:00pm	6 <sup>th</sup> 1	7 <sup>th</sup> 1		6 <sup>th</sup> 2	6 <sup>th</sup> 1
<b>5</b> 4:00pm- 5:00pmm		6 <sup>th</sup> 3	8 <sup>th</sup> 1		
<b>6</b> 5:00pm- 6:00pm					

Taking into account the modification of the supervisor's schedule, it was too necessary to modify the practitioner's schedule for the grades in charge.

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 12:00pm- 1:00pm	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)
<b>2</b> 1:00pm- 2:00pm	7 <sup>th</sup> 3	7 <sup>th</sup> 1		7 <sup>th</sup> 2	6 <sup>th</sup> 2
<b>3</b> 2:00pm- 3:00pm	7 <sup>th</sup> 2		7 <sup>th</sup> 3	8 <sup>th</sup> 1	
<b>4</b> 3:00pm- 4:00pm	6 <sup>th</sup> 3	8 <sup>th</sup> 1	6 <sup>th</sup> 3	7 <sup>th</sup> 1	6 <sup>th</sup> 1
<b>5</b> 4:00pm- 5:00pmm		6 <sup>th</sup> 2			
<b>6</b> 5:00pm- 6:00pm		6 <sup>th</sup> 1			

*Table 2. Practitioner schedule*



### *Observed pedagogical aspects*

During one week of non-participant observations at “El Castillo” high school, more specifically in the sixth, seventh and eighth grades. I could notice there were different problems in English proficiency; in other words, the needs of strategies were reflected in different ways; in terms of student’s behavior because of the deficit of students’ attention, also problems at the moment to read maybe because of good pronunciation, the lack of vocabulary acquisition that block the comprehension or the interpretation of the text; also, the grammar structure that they are not able to remember terms worked in the classroom.

Regarding the teacher methodology, he always demonstrated the preparation of the classes through the materials and the way he carried out each session. In this case, the teacher used the target language or Spanish language to explain the activities or to give the instructions; likewise, to clarify doubts or solve problems. Nevertheless, the virtual modality is necessary to highlight active participation during synchronic meetings.

On the other hand, the teacher proposed to students’ different forms for the evaluation, so he prepared questions to evaluated them through a conversation, also he prepared some activities through the “Quizizz” page, in this way all students had the opportunity to learn, understand and pass the course.

Finally, the teacher explained to the practicum student how to have control in the classroom, also; the way to evaluate them; he gave some instructions at the moment of developing the class, in the same way, each activity, evaluation, or quiz that should be developed by the students, also all students have to paste each material in their notebook to have a control and an organization during the period.

### **Chapter III: Pedagogical and Research Component**

#### **Title**

Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school

#### **Introduction**

Learning a foreign language is considered an engagement, in which learners develop the linguistic acquisition in order to foster language skills such: reading, writing, listening, and speaking; considering that it allows students to understand each situation in a real context. Teaching and Learning a world language as English has become to be part of a globalization process where people want to connect everything, being the communication as a fundamental feature of humanity due to the need for information transmission. In this way, teaching English is considered a topic of constant reflection, taking into account the implementation of methods and approaches that allow the development of students' skills.

Regarding the purpose of the National Bilingual Program created by the Ministry of National Education (MEN) that is to “orient to educate citizens who are able to communicate into English and may contribute to incorporate the country into the processes of universal communication, global economy, and cultural aperture, with internationally comparable standards” (Ministerio de Educación, 2006c, p. 6). It is necessary to provide learners with opportunities to increase the English level proficiency in Colombia due to the country has a low level in the language, as expressed by the Semana Magazine (2020) “Colombia ranked 68th on

the list, then this year it ranked 77th globally, among the 100 countries evaluated” (Dinero Magazine. 2019).

Teachers must teach English creatively, involving students’ vision towards the language. For this reason, when using readings as a tool to promote that skill, it is possible to motivate the students to learn the language; although, not only can they know the new vocabulary, expressions, or grammar through a text, but they can also know another culture in a different way than the traditional one; so, one important thing is the vocabulary acquisition that helps to analyze and to interpret a piece of information given, in this process, they also develop their critical thinking inside or outside of the educational background.

In order to accomplish this goal, it is important that teacher uses different resources that allow students to be motivated, to be open-minded towards English, considering that language is an important foreign language in this globalized world.

## **Statement of the problem**

Taking into account the observation carried out during one week at “El Castillo” high school in Barrancabermeja city. It was evident the need to foster the English abilities. The reading skill is considered as one of the difficult skills, so most of the students do not know the language in a correct way because of the expressions, grammar structures, and the most important the vocabulary that blocks the reader, consequently it affects the interpretation and the analysis of the text.

Otherwise, reading is one important ability that all people must develop and this is the reason why teachers must promote it in the institutions or universities, motivating them through literary texts where students can open their mind and imagine while they read a story, this kind of material help students to exercise the brain because they collect information, also unknown words, expressions and allow students to have an approach with the language and its culture that is so important for the learning process.

According to Hasbun (2006) “teachers need to find ways to present words or word combination in clear and varied contexts, to practice them in a number of ways, to create task in which the learners need to wrestle with the word and do interesting things with them [...] Learners need to take responsibility for their own learning and become fully aware of the importance of recording, sorting and using word” (pg.39); in other words, reading requires the personal investment or personal process, responsibility, cognitive engagement, metacognitive awareness when learning new words; also, students need to become active collectors of words, they need to read a lot.

For this reason, it is necessary to work on reading comprehension at “El Castillo” high school where students increase the level in English and solving problems in interpretation due to the lack of vocabulary, which is the principal problem in students’ learning process.

On the other hand, it is necessary to set out the following questions that will be answered through the implementation of this proposal:

***General Question***

- How literary texts contribute to enhance students’ language skills in seventh grade at “El Castillo” high school?

***Sub question***

- How do literary texts enrich the learners’ overall learning experience?
- How do students develop their critical thinking through different literary texts?

## **Justification**

Firstly, this proposal conducted during the practicum process carried out by the tenth-semester students of the Foreign Languages program at the University of Pamplona, seeks the fulfillment of the institution's need in which the practitioner is developing the practicum.

This project is based on improving reading skills through literary texts where vocabulary acquisition is one important step when learning a language, helping them to have a better understanding while reading a text and making an accurate interpretation and analysis of the whole information. It is important to mention that literary texts should be adapted to the students' contexts, also to start this reading process according to their language level.

Taking into account the observations, certain situations were evidenced in students' learning process; specifically, the reading due to the unknown vocabulary that makes the process so difficult for them. For this reason, it is necessary to work on vocabulary acquisition through readings such as literary texts to encourage the use of these materials as a key strategy for their vocabulary and their approach to the language, creating solid bases that can make a good contribution to their educational needs.

Furthermore, the reading skills development in students by adapting the material to the students' needs is essential for their requirements in terms of interpretation, allowing them significant knowledge and answering the questions set out in this pedagogical and research proposal.

## Objectives

### *General*

- To understand how seventh grade students at El Castillo school literary develop their reading skill and vocabulary through the use of literary texts.

### *Specific*

- To implement literary texts as an essential tool to acquire new vocabulary.
- To integrate all students through different reading exercises or workshops that promote the interpretation and critical thinking.
- To provide students a variety of useful vocabulary to help to understand the main context of a text.
- To identify strategies used by students for the reading comprehension process and the vocabulary acquisition.

## **Theoretical Framework**

In order to set out this proposal, it is necessary to present important series of concepts that will be useful to support this study, making it understandable for the researcher and the reader. These are reading, reading skills, reading comprehension, literary texts, task-based learning, vocabulary and critical thinking.

### ***Reading***

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency.

Reading can be considered as a cognitive process that involves coding symbols in order to create meaning of words in a language; also, reading is an activity that implies correct pronunciation of the words. According to Bojovic (2010), reading is a complex activity that takes time; even though the readers have to take control of the flow of information at a rate, making connections and inferences which are vital to the comprehension, the interaction, these are due to the speed that must be developed by readers. Moreover, one important aspect of being a reader is the interaction with the written text as well as the interaction of many skills that work together during the process, making good use of information from their knowledge.



Moreover, Ducher (1990) in a study highlight a concept given by Michigan Department of Education that “reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation”, in other words, this definition emphasize the combination between the language and the skills models that are important for an interactive model of reading. Likewise, this author gives different factors that a reader must address at the moment of instruction and assessment, these are summarized:

1. The influence of readers’ knowledge in the reading process.
2. How readers structure their knowledge.
3. The strategies to construct meanings.
4. The readers’ skills for a reading task.
5. The methods, the materials, and the setting when reading.

These factors are considered a way to motivate students in the learning process, also they underline the importance of the strategies, skills in order to have a better comprehension and to create meanings.

### ***Reading skill***

According to Bojovic (2010) the reading skill “is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others”. Moreover, this author gives this author highlights some taxonomies given by different authors about reading skills that includes:

1. Davies (1968) indicates that reading skills involve “identifying word meaning, drawing inferences, identifying writer’s technique, recognizing mood of passage, finding answers to questions”.
2. Munby (1978) reading skills include “ recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts”.
3. Lunzer, Waite and Dolan (1979) highlight reading skills are as follows: “Word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments”.
4. Grabe (1971) suggests reading skills as “automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring.”

The reading skills mentioned before seem more complete than others, these are important for the interpretation and analysis of a text. In this way the person has the ability to read, to interpret a decode written or a text, at the same time to help readers to acquire vocabulary and strategies in order to have a better comprehension of a text.

### ***Reading comprehension***

According to Reading Study Group (RAND) (2002) stated that comprehension is “the process eliciting and making meaning through interaction and involvement with written language”, taking into account this concept, McNamara and Magliano (2009) considered that this process is an engagement of the reader and the text factors that can be presented in a social context.

Regarding the definition given by Snow (2002), he states reading comprehension as a constructing meaning through the interaction of the reader and the written text. In this sense, the reading comprehension is getting the main idea of the text, for this process the reader must be active in that skill. In this way the Comprehension entails three elements:

- ✓ The reader who is doing the comprehending
- ✓ The text that is to be comprehended
- ✓ The activity in which comprehension is a part.

Furthermore, Doyle (2004) considers the comprehension is a progressive skill in which it is necessary to attach meaning in an entire reading; also, the author emphasizes that many teachers are focused on the definition and explanation of a text, for this process they use to ask students about the text given, in order to motivate them and have a participation in class.

### *Literature*

Literature is considered as a part of a culture, so it promotes students' second language vocabulary or lexical knowledge, also phrases and fixed expressions. Literature aimed at developing the skills and offering the kind of reading experience that most of informational texts cannot provide (Kramsch, 2000).

On the other hand, Duff and Maley (1990: 6) underline different criteria about the importance to use literature in the language classroom, these are:

1. Linguistic criterion. The author pointed out the literature deals that has a language types, expressions and varieties in subject matters. Van (2009) said that literature involves a big range of vocabulary, dialogues and prose that motivate students to work with literary texts.
2. Methodological criterion. The author stated the multiple interpretation and opinions that are generated by the literary texts. Kern (2002) explained that literature transmits information and meaning contribution. Talking about literature-based classrooms, it is necessary that students can talk in English and be active, autonomous and central in his/her own learning process. (Brumfit & Carter, 1986. Pg.15). Meanwhile, the teacher is

considered as a facilitator in the students' learning process, allowing students to discover the main idea or the meaning of the text; even though, the students are the protagonist about their own learning process, so it is necessary that literature be an essential tool in their process, it brings a numerous activity that help to develop the communication skills such writing, reading, speaking, listening. (Belcher, 2000, Erkaya, 2005, Nasr, 2001).

3. Motivational criterion. The author is focused on the adequacy of literary texts, in which students can make the exploration about their feelings and increase their motivation which is provided by authenticity and meaningful contexts (Van, 2009, Ghosn, 2002). Also, the author said that students used to get engaged in the plot of an specific story, feeling close to their preferences about the characters of the story given.

### ***Literary texts***

Working with literary texts is “to teach the necessary strategies and study habits to enable them to undergo highly demanding reading requirements in most tertiary level courses” (Gilroy-Scott, 1983). So, students are exposed to real language originally, allowing them to become familiar with the second language and the linguistic structure or forms, also the communicative functions, so the literary texts such as novels, plays, short stories, poems, among others, boost the understanding of the communication processes. Also, Lazar (1993) said that they help “to stimulate the imagination of students, to develop their critical abilities, and to increase their emotional awareness” (pg.19); in other words, these kinds of texts describe settings, imaginary worlds and lead readers to discovers the character's personalities, strong feelings, allowing students to have different visions or points of views towards the way of living into the societies.

For this reason, Floris (2004) highlights that learners become aware of the cultural, social, religious, historical, political events or situations that are always presented in a particular society.

### ***Vocabulary***

It is necessary to know different viewpoints in order to have a better understanding; actually, for the learning process of words, it is necessary to make a list that could be in alphabetical order with a definition, in this way the reader can understand as a deep way, giving the context of the words and producing coherent information.

In Webster Dictionary (1985:1073), vocabulary is defined as “a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc”. In other words, vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity (the vocabulary of science).

On the other hand, vocabulary is an essential part of learning a foreign language; in this sense, it is one of the big knowledge areas in a language, because it plays an important role for learners who acquire a new language. (Cameron, 2001). Also, authors such as Harmon, Wood, & Keser, (2009) as well as Linse (2005) state that “learners’ vocabulary development is an important aspect of their language development”.

Moreover, the vocabulary has been considered as a critical tool in a second language, because it requires successful communication and here, it can be the reason of the importance to

acquire vocabulary; in this way, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55).

### ***Task-Based Learning***

Task based learning is a different way to teach languages. Ellis, R. (2006) proposes a TBL methodology, in which the teacher must follow an order at the moment of developing a lesson, in this way it is important to mention that by implementing the sequence given by the author, the teaching and learning process will be conducted in didactic and creative way.

### ***Critical thinking***

According to Richards and Schmidt (2010), critical thinking is the ability to ask and to evaluate what the person is reading or listening. Karbalaei (2012), pointed out that critical thinking is a way of thinking regarding a topic, content, or problem, where the person enhances the quality of his or her thinking by being aware of the way he or she thinks, and by imposing intellectual standards upon it. Additionally, Abrami et al. (2014), claimed that critical thinking is a purposeful and self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanations of the considerations on which that judgment is based. In that sense, critical thinking is an ability that could be developed with practice using different materials, in this case, reading which readers have a big possibility of analyzing and decide in what believe or not and that's depends on the kind of readings, in this case, it is important to know the concepts about literary texts that were presented before.

## **Literature review**

This section shows a general overview of some studies conducted by different authors regarding the use of literary texts as tools to improve reading comprehension. In this manner, it will be presented into two major categories that support this pedagogical proposal, these are: Firstly, using literary texts to improve reading skills in EFL and secondly, providing rich, and authentic vocabulary through readings.

### ***Using literary texts to improve reading skills in EFL***

Izadi and Zare (2016) carried out a study entitled “Coupling Reading Strategies and Literary Texts: An Approach to Improving Reading”. The purpose of this research was to explore the effect of reading comprehension strategy use and literature on the improvement of the reading ability of Iranian EFL learners. Talking about the methodology of this study, the researchers decided to conduct a Classroom Action Research which is defined by Burns (2010) as a reflective process that helps to solve a teaching or learning problem identified, applying two cycles and six meetings were done to collect data from 28 ESL learners. Also, this research was teacher participant and student participant, in this sense, the participants were undergraduate males and females who were between 19 and 23 years old. Likewise, they adopted qualitative and quantitative methods; in this way for the data collection, the researchers used a writing test for quantitative and diary notes, an observation, an interview sheet for qualitative data.

During the procedure, they use two types of comprehension strategies which are: firstly, SQR3 stands for survey, question, read, recite and review and secondly, TPS stands for Think-pair-share activities, so this one urges learners to think individually about the title of the text or the question posed by the teacher; regarding these strategies, the researchers decided to divide



the participants of the study into four groups: SQR3, TPS, Control Group 1, and Control Group 2. Also, the purpose of dividing the group of participants was to know the effectiveness and the differences in comprehension strategy use, comprehension strategy used in a literature-based class, and literature-based readings. It is necessary to say that the researchers asked participants permission before implementing the treatments, to have sufficient data and to make a comparison of the learners' pre and post-test performances. So the instruments for this process were Reading materials Modern Short Stories in English by Robert J; Reading comprehension test (IELTS Test), ANOVA test, Reading Test, Language proficiency test (Nelson English Language Test) by Fowler and Coe (1976).

After analyzing and discussing the results, they indicated that *surveying* the short stories, questioning the different scenes, reciting and reviewing the stories helped learners become proficient in the reading skills, also surveying allowed participants to become familiar with the words, expressions, passages, and the characters and to get a better comprehension of the main points and construct meaning as they were reading. Moreover, *questioning* activated the background knowledge of the learners and aroused their curiosity, and the last step that they used about *viewing* improved the students' comprehension by recalling and reinforcing their memory. Also, the results revealed that SQR3 and TPS groups outperformed the learners who did not receive any treatment; consequently, it indicated the implementation of strategies in reading short stories are significantly improved the learners' comprehension level; also, It denoted that there was an enhancement of the learners' reading comprehension, using the TPS as a strategy.

One important aspect about this process is that the author took into consideration the effect of teaching literature defined by Povey (1967) as nurturing all language skills, the

awareness of second language culture, the awareness of self and creativity, taking these aspects as a key to creating opportunities for discussion about the literature benefits in learners.

Besides, Varita (2017) conducted an Experimental research method entitled “Improving Reading Comprehension Through Literature Circles” with the purpose of the study was to find out if the use of Literature could improve the students’ reading comprehension more than the teacher-centered (Reading-Aloud) approach. This research was conducted at Islamic Senior High School at Cot Gue in Aceh Besar District. The samples were two classes of 20 students selected randomly. In this way, the researcher got information about participants through the sample applied before conducting the experimental study, so the sample used in the interview with their English teacher had the similar ability at reading, but they did not take any special English courses outside the school’s activities.

For the data collection, the researcher used two instruments; first, a pre-test that was administered to the experimental group (EG) using Literature Circles, this kind of material was implemented according to Lin (2004) that explains their procedure for implementing literature circles, which includes: reading material selection, community building, the number of students in each circle, preparation for the discussions plus sharing and discussions, while the control group (CG) using the teacher-centered (reading aloud) approach. So, this pre-test had around 20 multiple choice questions that students had to answer; second, a post-test was given to both groups after the treatment in reading comprehension and after the application of the literature circles techniques. Both the pre-test and the post-test had the same questions.

On the other hand, the findings of this study reflected there was a significant positive difference between the results from the students who worked with literature circles techniques and the students who were with the standard teacher centered approach (reading aloud), it can be considered that the literature circles were effective to increase student's ability in reading comprehension.

The authors pointed out through their studies that reading materials are important to stimulate the learning vocabulary and to check basis reading comprehension activities; also, something similar in these studies is the use of the test at the moment of collecting the data and making the procedure. In this way, in their study, they invite learners to use literary texts and literature circles, making an appealing to use these kinds of authentic materials that could encourage them to become critical readers and have a better comprehension, also it can contribute to the improvement of reading and speaking skills while encouraging learners to become reflective and critical during communicative transactions and the classroom.

***Providing rich and authentic vocabulary through readings.***

Jenkins, J., Stein, M., & Wysocki, K. (1984) conducted a study called "Learning Vocabulary Through Reading". This research examined that vocabulary knowledge can be acquired through the learning of words meaning from a different context.

The researchers conducted this study with students who were chosen randomly, assigning different numbers of context presentations: 0, 2, 6, or 10 passages read over several days. So, half of the unfamiliar words were informally taught before their appearance in the passages, but

word meanings were learned from context, and more frequent presentation in context increased learning. Also, vocabulary effects were observed on a measure of reading comprehension. Taking into account this study, students read stories or read them aloud, they could build up a relationship between the printed word and its meaning.

Besides, Diakidoy, (1998) presents research entitled “The role of reading comprehension in word meaning acquisition during reading” with the purpose to explore the influence of reading comprehension on the acquisition of word meanings from context and to compare it to the effects of local context characteristics, such as proximity and directness of context clues.

The researcher examined some effects of the prior topic and enabling concept knowledge. The participants were sixth-grade students who pretested their knowledge of target vocabulary from two expository passages appropriate for their grade and reading level. It is necessary to say that students were familiarized with selected main concepts from one passage and, subsequently, read both experimental passages. In this case, the target words appeared in an informative context, while the rest appeared in a less-informative context.

Moreover, the author indicated that reading comprehension level and prior main concept knowledge facilitated vocabulary learning from context. In comparison, the effect of presence or absence of informative context clues was not significant.

After analyzing, the author found the need for a reconceptualization of context to take into account the mental representation that readers constructed in addition to the printed text that surrounds an unfamiliar word.

## **Pedagogical Proposal Methodology**

On the other hand, it is necessary to know some steps before creating the materials used during the development of this proposal, these were related to the reading comprehension and the vocabulary acquisition process which were the principal objectives.

Firstly, for this process it was necessary to take into consideration the actional perspective proposed by Puren (2014a), this orientation has been described in the CEFR since the beginning of the 1970s; this considers language learning as preparation in active use of the language to communicate.

On the other hand, "Task-based learning" is naturally a strong and growing trend in the context of the communicative approach. Regarding the advantages in the use of TBL, it is necessary to highlight one important advantage in the use of TBL is that students use their skills at their current level, also where oral communication is so necessary for doing a task. This method of sequence focuses on the students and their role toward achieving a goal, where the English language becomes a tool and also a necessity. Also, Ellis, R. (2006) presents three stages focusing on real-world activities, situations that demand learner to process the language in a different context, these are:

**Pre- task:** it raises to introduce the topic, the subject, or the task, through the use of pictures, posters, demonstrations.

**During task:** the use of target language in different activities, such group work, pair work, information gap activities gradual, increasing the importance of planning, a report or a presentation.

**Post task:** In this final task, it is important to select, to identify and to classify words, phrases that allow students to practice the language inside the classroom, at the same time they can build their personal dictionaries.

**Table 1. A framework for designing task-based lessons (Ellis, 2003)**

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

*Figure 7. Task based learning (Ellis 2003)*

### **Actional analysis by Puren (2004)**

On the other hand, it is important to follow the stages proposed by Puren (2004), which allow teacher expected results or final products that would be analyzed in order to verify the progress and viability of this project, also this kind of approach helps students to develop their reading skill and also their critical thinking through the different activities proposed in this stage, this is why the practitioner decided to implement the actional analysis for the literary texts, those are:

## ***1. Paraphrase***

This stage consists of the explanation of the literal meaning of the text by reformulating it.

- The teacher's objectives: 1) To manipulate the structures about the grammatical training of the text; 2) To explain the literal meaning of a difficult passage or a part of the text; 3) To introduce other tasks such as analyze, interpret, etc. about the text.
- The student's objectives: 1) To show that he/ she uses correctly the language structures (example: indirect style passages); 2) the students have to show that he/ she understood the literal meaning; 3) To do other tasks.

Examples: About a specific situation for a basic conversation. 1. "What does the postman ask every morning?" 2. "What does that mean "he found his mailbox empty each morning"?" 3. "Do you remember what he notices every morning? (possible paraphrasing "...that nobody wrote to him") →" Why does nobody write to him? / What does he think about it? " (following sequence with an interpretation task).

## ***2. Analyze***

The teacher "explains" the texts by themselves, taking into account different elements of the text.

- The teacher's objectives: to train the students' abilities to analyze and synthesize a text.
- The student's objectives: to show that he/she can speak about relevant information of a text to form a single rational use of its internal construction.

Examples: "summarize the anecdote or the text"; "Make the list about strong situations that appear in this story, and show that there is a progression."

### **3. Interpret**

The educator explains the text by appealing to extratextual information that students must know, also it could be provided by the textbook or the teacher.

- The teacher's objectives: to provide extratextual knowledge.
- The student's objectives: to show their language knowledge and what they acquired about cultural aspects.

Examples: "pick out the characteristics of the story" "How does this text reflect the political division in that time"?

### **4. Extrapolate**

We explain the text by clarifying how and to what the elements are in representation about the extratextual realities.

- The teacher's objectives: to use the text as a support for cultural teaching.
- The student's objectives: To enrich his/her knowledge and to understand the foreign language and its culture by reading a text.

Examples: "To characterize the psychology of the decades (60<sup>th</sup>, 70<sup>th</sup>, 80<sup>th</sup>). "Show how these words reveal the geography and the history of the country".



### **5. Compare**

The teacher explains the texts as a reader by establishing correspondences between extratextual foreign data interpreted or extrapolated from the text and the data that is available in the same foreign language, also in the mother's culture and in the personal experience.

- The teacher's objectives: To use the students' knowledge and skills, making them aware of foreign realities and aware of their own culture.
- The student's objectives: To show their abilities to compare their own culture and the foreign culture.

Examples: "Based on the documents you have analyzed, make a discussion about the similarities or differences between the way to celebrate Nice's celebrations and Italy's celebrations."

### **6. React**

The teacher explains the text as a reader by explaining his/her reactions, impressions, judgments about the text.

- The teacher's objectives: To make an appeal to the subjectivity of the students as readers also reacting taking into account the extratextual realities and according to their external and internal point of view.
- The student's objectives: to show their interest in the corresponding textual or extratextual realities, showing their reactions, impressions, and reflections.

Example: "Taking into account the situation and the observations about the character. Do they seem measured, excessive or modern?"

## ***7. Transpose***

The guider explains his/her own reading by transposing it into their own's cultural reference.

- The teacher's objectives: to motivate students to tell situations or talk about realities that are relevant to them.
- The student's objectives: to show his/her reactions related to his culture or his personal experience.

Examples: "The same situation would have happened in your country"; "how would you react?"; "Have you experienced unusual situations?"; "Could you imagine a similar scene in your country? How?"

### ***Reading comprehension***

Reading comprehension is an important process in any language; although it is not only a source of information or pleasurable activity, also it is an essential part of language in each level. Talking about the implementation of readings in a class, it can be considered a skill in which teachers and students have a complex mental process because they have to make a relationship between the previous knowledge and the information exposed in a text for building a sense. For this reason, Gulchekhra (2016) proposed three major stages to have a better comprehension of the text, such as:

1. *Pre-reading*: this first stage consists on the predicting activities, that means task or activities that students have to do before to read and the teacher prepare them, also they have to take into account the title, the images presented in the cover page of the book, the

characters, etc. to put in context the topic. The author gives some activities such as:

“Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming”.

2. *While- reading*: Here students have to read the text and to do all exercises proposed by teachers, such as discussion, open questions about what they have read, make predictions about the rest of the text, the activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Even though, in this stage, the author suggests activities such as “Reading discussion, Answering the questions, predicting what is next, Matching, Jigsaw reading, Reading puzzles, True/ False activities are while-reading activities”.
3. *Post- reading*: in this stage, students show what they learned from the text; in other words, what they acquired, making use keywords, extracts that help to summarize the story or the main idea. In this stage, the author highlights some useful and interesting activities, as “Retelling, Reporting, Discussion, writing a paragraph, Role play, Gap-filling, Summarizing”. So, these activities provide the students with opportunities to relate what they have read to what they already know or what they feel.

### *Vocabulary acquisition*

Promoting vocabulary from a text, Marzano (2004) proposed six important steps that teacher could implement for their vocabulary lessons, they are:

- ✓ First step: Explain. the teacher provides a description, explanation or example of the new term.
- ✓ Second step: Restate. The students have to restate the description, explanation or give examples, but in their own words.
- ✓ Third step: Nonlinguistic. The students have to present the words through images, symbols, graphics or act out the term, the most important is that these representations help students to their process.
- ✓ Fourth step: The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms. Making discussions about the vocabulary about their knowledge and the concepts they have in the notebooks.
- ✓ Fifth step: Students have to return to their books in order to have a discussion and refine and reflect the entries.
- ✓ Sixth step: Applying games that facilitate students to share their vocabulary and to play with the concepts.

## Research Methodology

For this pedagogical proposal, it is necessary to say that was a qualitative research design, according to Cresswell (2003) stated that "a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" also, he exposed some characteristics that researchers must take into consideration before to choose the design, these are:

- An exploratory and Descriptive focus
- Emergent Design
- Data Collection in the natural setting
- Emphasis on 'human-as-instrument'
- Qualitative methods of data collection
- Early and On-going inductive analysis

Moreover, it was necessary to implement an action research design that was defined by Action research involved a self-reflective, systematic and critical approach to enquiry by participants who were at the same time members of the research community or that teachers undertook of their own practice. In this sense, Altricher, Posh and Smoekh (1993) exposed thorough some schemes about the stages of an action research and the steps of action and reflection that researchers have to take into account. This are showed:

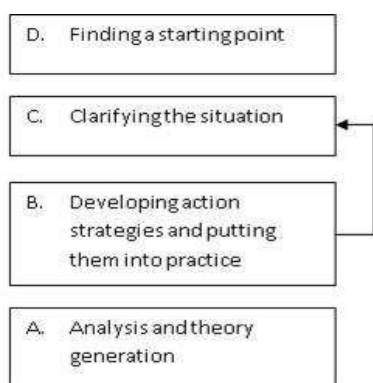


Figure 1: Stages of action research process  
(Altrichter, Posch and Somekh, 1993, p.7)

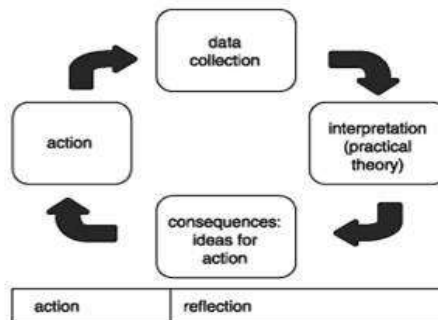


Figure 2: The circle of action and reflection  
(Altrichter, Posch and Somekh, 2007, p.8)

### *Figure 8. Action Research*

Burns (1999) considered that action research aims to identify problematic situations or issues considered by the participants of an investigation to bring about critically informed changes in practice. In the same way, the purpose of improving reading skills and acquiring vocabulary through literary texts was based on the teaching method “teaching with style”, taking into account some aspects given by Grasha (1996), such firstly, direct instruction, that take place through master classes, lectures, and teacher-led demonstrations; secondly, inquiry based-learning that is focused on the student research, also the teacher is a guide, a facilitator during the learning process and thirdly, cooperative learning, this type stresses the group work and fosters students’ academic and their social growth.

## Setting

This project took place at “El Castillo” high school located in Barrancabermeja, Santander (Colombia).

## Participants

This study conducted to eight participants who were in 7<sup>th</sup> grade, they were selected under a voluntary basis to take part of this pedagogical projects. It was important to have a permission from the principal and students in order to carry out the project in a good way and then, explaining the results. The participants’ information was collected through an online document.

<b>STUDENT/ PARTICIPANT</b>	<b>AGE</b>	<b>GRADE</b>
<b>A</b>	<b>12</b>	<b>7°3</b>
<b>B</b>	<b>13</b>	<b>7°2</b>
<b>C</b>	<b>11</b>	<b>7°1</b>
<b>D</b>	<b>11</b>	<b>7°1</b>
<b>E</b>	<b>12</b>	<b>7°2</b>
<b>F</b>	<b>12</b>	<b>7°2</b>
<b>G</b>	<b>13</b>	<b>7°2</b>
<b>H</b>	<b>12</b>	<b>7°3</b>
<b>I</b>	<b>12</b>	<b>7°3</b>

*Table 3. participants*

## **Data Gathering instruments**

In order to collect students' data and to support the results of the project, a series of gathering data instruments, the practitioner applied:

### ***Semi -structured Interviews***

In qualitative research, the semi-structured interviews are an exploratory interview used in studies in order to get the data. (Magaldi, Berler, 2015). It allows researchers in the discovery to follow topical trajectories as the conversation. This instrument was used in this research project taking into account that was a qualitative research and the researcher wanted to gather information for a better understanding about the impact of the implementation of literary texts to improve students' reading skills and vocabulary acquisition.

### ***Questionnaires***

According to Mcleod (2018) a questionnaire consists of a number of questions for the purpose of gathering information of a specific population, it can be considered as a kind of written interview that the questioner can use through different vias (telephone, internet, face to face, etc).

1. Exploratory questionnaire (qualitative): researchers use it to collect qualitative data which is information that can be observed and recorded but is not numerical in nature.

Taking into account the types mentioned before, they are different question types that can be used, such as: open ended questions, multiple choice questions, dichotomous questions, scaled questions, and pictorial questions.



### ***Reading comprehension workshop***

This instrument allowed students to perceive every possible meaning contained in a text; so, the action practical worked about the different literary text with the purpose of providing and fostering reading skills and vocabulary acquisition. For this process, it was necessary to apply the sept stages proposed by Puren (2004) that englobed all aspects for the analysis of a text.

### **Data analysis**

For this pedagogical proposal, it was essential to use a particular method to analyze data. Taking into account the purpose of the project, the analysis method was the typological described by Le Compte & Preissle (1993) as “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” (p. 257). Typologies are generated from theory, common sense, and/or research objectives, and initial data, processing facts within those typological groupings. Also, Hatch (2002) highlights some steps in typological analysis process, such as:

1. Identify typologies to be analyzed.
2. Read the data, marking entries related to your typologies.
3. Read entries by typology, recording the main ideas in entries on a summary sheet.
4. Look for patterns, relationships, themes within typologies.
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns.
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns.

7. Look for relationships among the patterns identified.
8. Write your patterns as one-sentence generalizations.
9. Select data excerpts that support your generalizations.

This type of method allows researchers to know and to underline relevant aspects from the implementation of each instrument and using it. The researcher used a Software (MAXQDA) in order to organize the information and to create some codes for the possible results of this pedagogical research.

### Chronogram

The application of the activities for this pedagogical proposal was exposed in the following provisional timeline:

	PROVISIONAL CHRONOGRAM OF PEDAGOGICAL METHODOLOGY APPLICATION															
	MARCH				APRIL				MAY				JUNE			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
ACTIVITIES	WEEKS				WEEKS				WEEKS				WEEKS			
First activity																
Second activity																
Third activity																
Fourth activity																

*Table 4. Provisional chronogram of pedagogical methodology application*

On the other hand, it was necessary to reorganize the chronogram for developing the activities; also, one important change was the omission of last activity or workshop, because it was essential to extend the time for the development of each activity due to the number (maximum 20 exercises) proposed in each one.

	<b>ORIGINAL CHRONOGRAM OF PEDAGOGICAL METHODOLOGY APPLICATION</b>															
	<b>MARCH</b>				<b>APRIL</b>				<b>MAY</b>				<b>JUNE</b>			
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>ACTIVITIES</b>	<b>WEEKS</b>				<b>WEEKS</b>				<b>WEEKS</b>				<b>WEEKS</b>			
First activity																
Second activity																
Third activity																

*Table 5. Original chronogram of pedagogical methodology application*

In order to carry out the activities related to the proposal process; it was necessary to establish the following chronogram:

	MARCH				APRIL				MAY				JUNE			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities	Weeks				Weeks				Weeks				Weeks			
<b>Institutional observation and diagnosis, Proposal</b>																
<b>Proposal's presentation</b>																
<b>Execution</b>																
<b>Instruments application</b>																
<b>Data Analysis</b>																
<b>Final presentation</b>																

*Table 6. General activities chronogram of the proposal*

### Development of the Practicum (REPORT)

The practice process consists mainly of conducting virtual classes, activities, workshops, tasks, among others with high school students. Therefore, since the third week of March, the preservice teacher and the supervisor continue to use different platforms for the classes or carry out online activities with students; although, in the first week of April, the practitioner will introduce the proposal and all related about it; also, it was necessary to explain the methodology and the way the possible participants will develop the activities.

Before to know the first part of the development of this proposal, it is necessary to take into consideration the modification about the schedule, proposed at the end of the first term, in this way the practitioner organized the schedule in this way, in order to complete the hours per week.

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 12:00pm- 1:00pm	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)	Meeting (direction)
<b>2</b> 1:00pm- 2:00pm	7 <sup>th</sup> 3	7 <sup>th</sup> 1		7 <sup>th</sup> 2	6 <sup>th</sup> 2
<b>3</b> 2:00pm- 3:00pm	7 <sup>th</sup> 2		7 <sup>th</sup> 3	8 <sup>th</sup> 1	
<b>4</b> 3:00pm- 4:00pm	6 <sup>th</sup> 3	8 <sup>th</sup> 1	6 <sup>th</sup> 3	7 <sup>th</sup> 1	6 <sup>th</sup> 1

<b>5</b> 4:00pm- 5:00pmm		<b>6<sup>th</sup> 2</b>			
<b>6</b> 5:00pm- 6:00pm		<b>6<sup>th</sup> 1</b>			

*Table 7. Practitioner schedule*

### **Virtual practicum**

The modality for the scholar period of the current year (2021) became virtual; even it was necessary to create two different oriented guides but with the same topics, one for students who were taking the classes online and the other one for the students who had problems and consequently, did not take the classes in that way, for this information the practitioner had the list of the students of each group and grade. Regarding the first term, the practitioner had to take into consideration some topics that students worked, in order to see the oriented guides for students that take class online and students who work only with guides, you can go [APPENDIX 3](#)

On the other hand, it is necessary to mention that the teacher and the practitioner had some meetings before starting the second term; this meeting was essential at the moment to create the oriented guides for the development of the classes, also for students who were working with guides; likewise, at the beginning of this term, the supervisor sent the list of students per group according to the grade in charge [APPENDIX 4](#).

The oriented guide and all the activities were created, taking into consideration the previous topics, vocabulary in order to have a review about them.

Also, there were some aspects that the practitioner had to know and follow for the teaching process, as an example of the oriented guide for seventh grade students who take classes online:

1. **Goal:** to propose actions for getting along in the classroom.

2. **Feedback – themes/activities**

- Simple tenses verb to be ( 3 forms )- review yourself
- Present simple tense – 3 forms / past simple tense ( 3 forms ) – review yourself.
- Verb list and verb conjugation in simple tenses studied ( 3 forms ) – review yourself.
- Yes/no questions-using tenses studied
- Adjectives demonstratives ( this/that – these/those ) – review yourself
- Singular and plural of nouns -grammar
- Adverbs of frequency (always, never, sometimes, usually, seldom times, often )- review yourself.
- Modal- can
- Imperatives: for advices or suggestions.
- Present of like ( 3 forms )
- W.H question forms ( what, where, who, which, why, when, what for )

3. **Vocabulary**

- The alphabet
- Greetings
- Colors

- Animals
- Fruit
- Cardinal - ordinal number and quantities

#### ***4. Oral activities***

- Role plays
- Spelling activities ( using vocabulary studied )
- How do you say.....in English ?
- How do you spell .....in English ?


At the moment of making the explanation of the topics, it was necessary to use slides and funny activities where students could participate actively; also, to attract the attention of students so that there was meaningful learning.

For the creation of the pedagogical sequence, it was important to use a format proposed by the institution, in this case “El Castillo” school. Also, the practitioner had to teach the classes taking into account the aspects or moments exposed in this format; first, the exploration (investigation); second, the organization, practice, execution (conceptualization); third, the transfer, assessment (application); fourth, observations, here students can solve problems, doubts by asking the teacher.

As a demonstration of the format used for the activities sequence, it is important to mention that the format used is in Spanish language; here the explanation about each section:



- Firstly, the teacher must take into consideration the schools' template.

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			<b>PERÍODO --</b>
	SEDE:	JORNADA:	FECHA:	
<b>GUIA DE APRENDIZAJE ORIENTADA</b>				GUIA No. -

- Second, the teacher must write information related to the group, the topic, etc.

#### IDENTIFICACIÓN DE LA GUÍA

Asignatura	<i>The course, in this case English</i>
Nombre del estudiante	<i>Student's name</i>
Grado	<i>Grade in charge</i>
Docente	<i>Name of the teacher in charge</i>
Practicante	<i>Name of the practitioner</i>
Tema	<i>The topic</i>
Aprendizajes esperados	<i>What we want that students learn</i>
Tiempo de ejecución	<i>Term</i>
Puntos asignados	<i>The quantity of points to achieve in the activities: 60</i>

- Third, the teacher adds the different activities taking into account the spaces, here the explanation of each moment.

#### 1. EXPLORACION (INDAGACIÓN):

*This first section is related to the Recognition of the student's pre-knowledge to start the process and achieve the learning goal proposed by the teacher. The activity must be specified.*

## 2. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

*The second section that is about all activities sequence to be developed during class that students to achieve the goals. The pedagogical model and the theorists of the course guide in the teaching process that should be approached.*

## 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN) :

*The third section, How the students show what they learned in different contexts, also in different activities, showing that they can do.*

*The formative evaluation must be done throughout the process and implies the summative and qualitative evaluation and must be carried out through activities that allow the student to highlight their learning.*

*Teachers have the option to use a rubric, keep in mind the pedagogical model and the SEP.*

## 4. OBSERVACIONES

*The final section that is related to the resources used by students at the moment of developing the activity; such web.graphy, bibliography, audiovisual material, educational pages, etc.*

*General orientation about the material given.*

So, during the virtual modality, it was important to carry out:

- Pedagogical sequence or oriented guide.

- Making material (slides, activities)

Regarding the English class, the pre-service teacher participated in the synchronic class in two last weeks of the first term (before holy week), in order to know the students, also, the way that teacher worked with students and the platforms for teaching the classes. In this sense, the virtual classes were carried out through Zoom platform. In addition, workshops or assessments were sometimes assigned through Edmodo platform of each group.

At the moment of starting with the implementation of the proposal, it is important to highlight that all the material, slides, workshops and classes were supervised by the English teacher. Online classes and the presentation of the proposal began the first week of April (5<sup>TH</sup> to 9<sup>th</sup>) during the virtual class with seventh grade courses. (7<sup>o</sup>1, 7<sup>o</sup>2, 7<sup>o</sup>3).

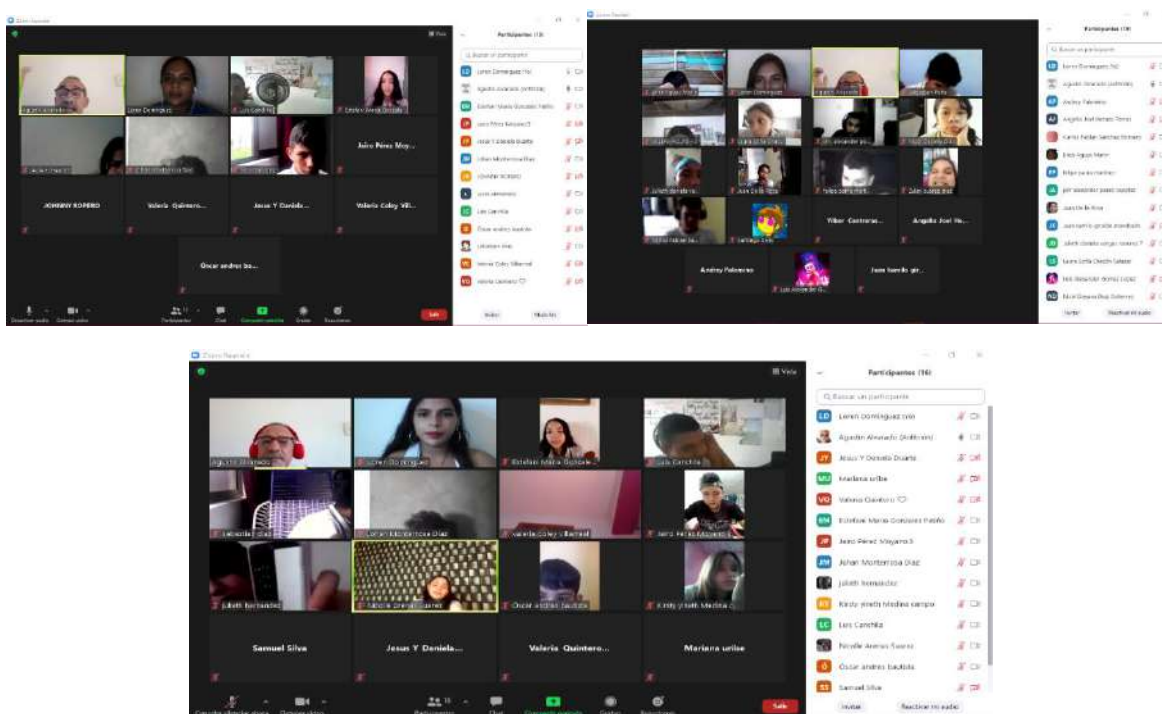


Figure 9. Virtual class-presentation of the proposal

Talking about the implementation of the instruments proposed in this proposal, it is important to mention that the practitioner decided to implement the workshop as first instance, following the steps for the reading and vocabulary acquisition.

### Activities

In order to develop the workshop as an instrument of this proposal. The first activity was developed through one type of literary texts, that was a fable. For this process it was necessary to have a sequence that includes the stages, the steps proposed for each author in order to work on reading and vocabulary. [APPENDIX 5](#)

<p><b>El Castillo School.</b>  <b>Practicum process</b>  <b>English course</b>  <b>Grade 7<sup>th</sup></b></p> <p><b><u>PEDAGOGICAL PROPOSAL</u></b></p> <p><b>Improving seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school</b></p>	<p><b>Date: APRIL 22<sup>nd</sup> , 2021</b></p> <p><b>Objectives</b></p> <p><b>-Communicative objective:</b> To express perceptions, ideas, opinions about the values presented in the story.</p> <p><b>-Sociocultural objective:</b> To compare the solidarity actions that make people in Colombia and in France.</p> <p><b>-Linguistic objective:</b> To identify verbs in simple past tense</p> <p><b>-Type of literary text:</b> Fable</p> <p><b>-Fable:</b> The lion and The Mouse</p> <p><b>-Topic:</b> Simple past</p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Loren Lisbeth Muñoz Domínguez</li> <li>- Agustín Anibal Alvarado</li> </ul>
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Methodology	Description
<p><b>Pre-Task/ Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Previewing</li> <li>- Predicting</li> </ul> <p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 1</b> Explain</li> <li>- <b>Step 2</b> Restate</li> <li>- <b>Step 3</b> Show</li> </ul> <p>Actional Analysis by Puren (2004).</p> <p><b>1<sup>st</sup> page.</b></p>	<p>Before starting with the reading exercise and doing the worksheet, the teacher will show some slides, the first one contains different pictures with some animals, but there is one animal that is too repetitive, so she will ask “what is the name of the animal that is presented in all pictures?” so they have to say the name, in the second one, she will show other pictures but, in this case, there is an animal that only appears in one image, so they will say the name. In the third slide, they will see the image of the text’s characters, so the teacher will ask to predict the title of the story.</p> <p>After that, the teacher will send a handout, in which the students will find some images that illustrate the meaning of some words that will appear in the text, so teacher will explain those words.</p> <p>Then, the teacher will give the student’s worksheet of the (actional analysis by Puren). In the first page, the students will answer some questions related to the author of the story “The lion and the Mouse” by Jerry Pinkney and adapted by Aesop’s Fables in order to put in context.</p>

<p><b>During task /While-reading</b></p> <ul style="list-style-type: none"> <li>- Visualizing</li> <li>- Work on vocabulary</li> </ul> <p>Actional analysis by Puren</p> <p>Paraphrase</p> <p>Analyze</p> <p>Interpret</p> <p>Extrapolate</p> <p>Compare</p>	<p>The teacher will present the story, so she will ask students to do a global reading in order to practice the pronunciation, then students will find a list about unknown vocabulary to have a better understanding of the story and the main idea. Although, teacher will ask students to write the words that they do not know. It is important to mention that during the reading process, the teacher will present the images according to the order and the situation. After finishing the reading, teacher will ask students to do some activities that teacher created according to the stages.</p> <p>In the fourth activity, students will find different questions related to the story, so they will paraphrase.</p> <p>The activities from 6 to 12, they will find questions in order to analyze the situations present in the story.</p> <p>The activities from 13 to 15, they will interpret, also, the questions 16<sup>th</sup> and 17<sup>th</sup> they will find questions related to the story and the real life extrapolate and the activities from 18<sup>th</sup> to 20<sup>th</sup> are related to behaviors which students have to compare according to images and the situations.</p> <p>This activity was created in order to know if the students have understood the main idea of story.</p>
<p><b>Post- task/ post-reading</b></p> <p>Actional analysis by Puren</p> <ul style="list-style-type: none"> <li>-Evaluation</li> <li>-React</li> <li>-Transpose</li> </ul>	<p>In order to evaluate students, teacher will use the last part of the guide that applies the react stage and the transpose, in these stages' students will put in practice the vocabulary learned, will give their options perceptions about behaviors, values; also, they will show through a draw real social situations that influence in the society in a bad way.</p>

<p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 4</b> Discuss</li> <li>- <b>Step 5</b> Refine and reflect</li> <li>- <b>Step 6</b> Apply</li> </ul>	<p>The transpose stage will be focused on the student's experience about strong situations, taking into account the story and the question exposed in this part of the activity, in this case we will discuss it in the synchronic meeting.</p>
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In order to starting with the implementation of the proposal, it was necessary to do a meeting with the participants and their parents in order to explain all the process and the importance of this project, also, the type of activities, but one important aspect that the practitioner took into consideration was the documents in order to get the permission about the participation of the students, for this process their parents read those letters, then they agreed about the practitioner explained. The meeting was carried out with them in April 16<sup>TH</sup> (Friday) at 2:00pm through the Meet platform; likewise, for collecting data about personal information the practitioner created a document in Google form; so, at the end of the document the participant and his/her parents agreed or disagreed about the process, in this way the practitioner could get the permission. Once the practitioner got the permission, this first sequence was applied from 22 April, in which the practitioner presented the first narrative literary text that was fable. The participants developed the guide according to the time established. [APPENDIX 6](#)

Moreover, one important aspect for the development of the workshop was that the practitioner and the participants agreed a schedule for the synchronic meetings.

DAYS	HOUR	PLATFORM
<b>THURSDAY AND FRIDAY</b>	From 10: 00am to 11:30am	Google Meet Link: READING-7TH GRADE <a href="https://meet.google.com/fwd-erbu-btp">https://meet.google.com/fwd-erbu-btp</a>

*Table 8. Schedule of meetings*

For the second workshop it was necessary to create the following planning in order to develop the sequence. Also, the material used for this process was created taking into consideration the steps of the reading, the vocabulary and the analysis of a text. Moreover, in order to develop this second sequence, the teacher proposed to send the documents before the synchronic meeting. So, for the development of the activities, the teacher and students divided into two sessions; the first one, it was on Thursday 6<sup>th</sup> may at 3:00pm, the teacher introduced the reading through some slides and activities, participants had the opportunity to work on the vocabulary. The second session, it was on Friday 7<sup>th</sup> may at 3:00pm, although the participants worked on the author activity and some activities related to the story, from 4<sup>th</sup> activity to 11<sup>th</sup> activity and the rest of the activities, it was necessary to socialize them on Thursday 13<sup>th</sup> may. Also, it is important to say that due to the national strike, it was important to have a permission from the coordinator and the supervisor in order to follow the implementation of these instruments: second and third pedagogical sequence, the interview and the questionnaire. See all documents [APPENDIX 7](#)



<p>El Castillo School. Practicum process English course Grade 7<sup>th</sup></p> <p><b><u>PEDAGOGICAL PROPOSAL</u></b></p> <p><b>Improving seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school</b></p>	<p><b>Date:</b> MAY 6<sup>th</sup>, 2021</p> <p><b>Objectives</b></p> <p><b>Communicative objective:</b> To express perceptions, ideas, opinions about central message or lesson and supporting details in the fable.</p> <p><b>Linguistic objective:</b></p> <ul style="list-style-type: none"> <li>• To identify grammar structures in different tenses presented in the text.</li> <li>• To identify in the text's prepositions.</li> <li>• To describe the characters by using adjectives.</li> </ul> <p><b>-Type of literary text:</b> Fable</p> <p><b>-Fable:</b> The tortoise and the hare</p> <p><b>-Topic:</b> Simple past, prepositions, adjectives</p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Loren Lisbeth Muñoz Domínguez</li> <li>- Agustin Anibal Alvarado</li> </ul>
<p><b>Methodology</b></p>	<p><b>Description</b></p>
<p><b>Pre-Task/ Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Previewing</li> <li>- Predicting</li> </ul>	<p>At the beginning of the lesson, the teacher will start showing the slider, in which she will present two images related to the characters of the reading, also some animals' names, so the students will say the correct name of each</p>

<p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 1</b> Explain</li> <li>- <b>Step 2</b> Restate</li> <li>- <b>Step 3</b> Show</li> </ul> <p>Actional Analysis by Puren (2004). <b>1<sup>st</sup> page.</b></p>	<p>animal, this exercise will be developed in order to predict the title of the reading, also she will do an activity about the sequence of the events by showing some pictures and they will predict the order about the story.</p> <p>Also, it is necessary that students can know the vocabulary before reading, in this way the teacher will show and send a handout, then she will explain each word by showing the image, then she will ask students randomly, they will have the opportunity to explain in their words the vocabulary.</p> <p>Then, the teacher will give the student's worksheet of the (actional analysis by Puren). In the first page, the students will answer some questions related to Aesop's fable.</p>
<p><b>During task /While-reading</b></p> <ul style="list-style-type: none"> <li>- Visualizing</li> <li>- Work on vocabulary</li> </ul>	<p>The teacher will present the story, so she will ask students to do a global reading in order to practice the pronunciation, also students will have a better comprehension about the reading because the vocabulary is already explained.</p> <p>In order to understand the story and to achieve the objectives of this lessons, teacher will give the sequence</p>

<p>Actional analysis by Puren</p> <p>Paraphrase</p> <p>Analyze</p> <p>Interpret</p> <p>Extrapolate</p> <p>Compare</p>	<p>that is composed by a number of activities, taking into account the seven steps for the actional analysis.</p> <p>Firstly, the activity 5 is composed by 3 questions of multiple choice, in which the students will paraphrase the information about the story.</p> <p>Activities from 6 to 9, they will find questions in order to analyze the situations present in the story. For the interpretation students will develop activities 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>.</p> <p>The extrapolate's activities are composed by questions with relations between the reading and real situations. from 13 to 15.</p> <p>In order to compare, the questions 15<sup>th</sup> and 16<sup>th</sup> they will find questions in which students will make comparisons about the characters.</p>
<p><b>Post- task/ Post-reading</b></p> <p>Actional analysis by Puren</p> <p>-Evaluation</p> <p>-React</p> <p>-Transpose</p> <p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 4</b> Discuss</li> <li>- <b>Step 5</b> Refine and reflect</li> <li>- <b>Step 6</b> Apply</li> </ul>	<p>In order to finish the activity, students will have the opportunity to react, taking into account the questions 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> about the behaviors of the characters and also, they will illustrate through a drawing a negative adjective that is present in people's society. In order to put in practice, the vocabulary, students will share the drawing with the partners and teacher will apply a game with the students in order to know if they have learnt about the information presented by the teacher during the lesson and the classmates, also teacher will ask the final activity (20) of the sequence that is focused on applying the moral of that story in a similar situation between two classmates of the school.</p>

For the third pedagogical sequence, it was necessary to create the following planning in order to develop the sequence. Also, the material used for this process was created taking into consideration the steps of the reading, the vocabulary and the analysis of a text. For the development of this sequence, the teacher decided to carry out the first part on Friday, may 14<sup>th</sup>, this class was focused on the vocabulary, she sent the handout and an activity, in which all participants had the opportunity to learn new words and to know the correct pronunciation. On Thursday, 20<sup>th</sup> may the teacher introduce the reading and all participants started to develop the activities presented in the sequence. Also 27<sup>th</sup> and 28<sup>th</sup> may they socialized and they gave their point of view according to the situation presented in the story and their real life. [APPENDIX 8](#)

<p><b>El Castillo School.</b>  <b>Practicum process</b>  <b>English course</b>  <b>Grade 7<sup>th</sup></b></p> <p><b><u>PEDAGOGICAL PROPOSAL</u></b></p> <p><b>Improving seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school</b></p>	<p><b>Date: MAY 20<sup>th</sup>, 2021</b></p> <p><b>Objectives</b></p> <p><b>Communicative objective:</b> To express perceptions, ideas, opinions about the situation exposed in the story.</p> <p><b>Linguistic objective:</b></p> <p>To identify grammar structures in different tenses presented in the text.</p> <p><b>-Type of literary text:</b> Traditional story</p> <p><b>-Title:</b> The sneaky rabbit</p> <p><b>-Topic:</b> Simple tenses</p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Loren Lisbeth Muñoz Domínguez</li> <li>- Agustín Anibal Alvarado</li> </ul>
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Methodology	Description
<p><b>Pre-Task/ Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Previewing</li> <li>- Predicting</li> </ul> <p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 1</b> Explain</li> <li>- <b>Step 2</b> Restate</li> <li>- <b>Step 3</b> Show</li> </ul> <p>Actional Analysis by Puren (2004). <b>1<sup>st</sup> page.</b></p>	<p>At the beginning of the lesson, the teacher will start showing the slider, in which she will ask participant to listen the song of an animal, so they have to say the name. In the next slide, the students have to say the correct name of the animal that the practitioner presents. In this way, the participants will know the name of the story that will be carry out.</p> <p>Moreover, the students will do an activity in order to work on vocabulary that appears in the text, so they will search the meaning through the internet, then they will match the word with the image present. After that, the teacher will ask students to explain in their own words the word and show the picture.</p> <p>Once, they finish the activity, the teacher will introduce the sequence with the stages proposed by Puren. Then, students will start the activity with an exercise related to the author.</p>
<p><b>During task /While-reading</b></p> <ul style="list-style-type: none"> <li>- Visualizing</li> <li>- Work on vocabulary</li> </ul>	<p>The teacher will present the story, so she will ask students to do a global reading in order to practice the pronunciation, also she will ask students about unknow words in order to understand the story.</p>

<p>Actional analysis by Puren</p> <p>Paraphrase</p> <p>Analyze</p> <p>Interpret</p> <p>Extrapolate</p> <p>Compare</p>	<p>At the moment to develop the activities, it is necessary to mention its parts and the quantity of exercises for each stage. So, the paraphrase stage, they will answer some questions related to the characters, the places and expressions. Second, the analyze stage consist of the character's behaviors, the order of the events according to the story and true or false exercise. Also, there are two exercises for interpretation about the situation presented in the story and how they can be described.</p> <p>Activities related to extrapolate stage are focused on the characters behaviors and the real situations. Also, they will draw the character according to their role in the story and they will make a comparison through one word.</p>
<p><b>Post- task/ Post-reading</b></p> <p>Actional analysis by Puren</p> <p>-Evaluation</p> <p>-React</p> <p>-Transpose</p> <p><b>Vocabulary acquisition</b></p> <ul style="list-style-type: none"> <li>- <b>Step 4</b> Discuss</li> <li>- <b>Step 5</b> Refine and reflect</li> <li>- <b>Step 6</b> Apply</li> </ul>	<p>At the end of the sequence, teacher will explain the methodology in order to know their points of view, opinions or perceptions about the story, the characters actions; in this way, the students will have the opportunity to react, taking into account the questions 15<sup>th</sup> and 16<sup>th</sup> . In order to make the transpose's activity, teacher will ask the 17<sup>th</sup> question and also, they will have to imagine the possible solution of the tiger. For this process, it is important that they could apply the vocabulary learnt.</p>

Also, the other instruments such the interview and the questionnaire were applied in May, in order to ask information about what they learned and related to the process, also the questions were created taking into consideration the objectives and questions of the current proposal. So, in order to apply the interview, the teacher and the participant agreed a specific schedule, the first part was interviewed on Tuesday, 25<sup>th</sup> may and the second part on Wednesday, 26<sup>th</sup> may. The schedule was organized in this way:

<b>INTERVIEW- TUESDAY 25<sup>TH</sup> MAY- 2021</b>	
<b>PARTICIPANT</b>	<b>HOOR</b>
A	2:00PM
J	2:30PM
I	3:00PM
H	3:30PM
D	4:00PM
<b>INTERVIEW- WEDNESDAY, 26<sup>TH</sup> MAY-2021</b>	
<b>PARTICIPANT</b>	<b>HOOR</b>
C	10:30AM
B	11:00AM
G	3:00PM
F	4:00PM
E	4:30PM

*Table 9. Schedule for applying interview*

It is important to highlight that at the moment of applying the interview each participant gave his/her permission. This instrument was composed by ten open questions, also the time for this interview was around 10 minutes as maximum. Also, it was necessary to do the transcript, because it allowed to analyze the data and to get the results. Moreover, the researcher applied a questionnaire about the process of this proposal, it was composed by ten questions which participant had to choose according to the frequency each aspect was presented during the meetings and the implementation of literary text for the contribution on reading skills and

vocabulary acquisition, this questionnaire was exposed through a Google forms format in order to get the results organized. [APPENDIX 9](#)

On the other hand, to develop the classes for the courses in charged, it was necessary to create different materials and activities for the topics proposed for the second term; also, each course had a space in Edmodo platform where the practitioner had the opportunity to share with all groups the activities as extra activities with a total of 20 points according to the evaluation and activities format proposed by the institution. Regarding the complete material and the development of them, it is necessary to see [APPENDIX 10](#)

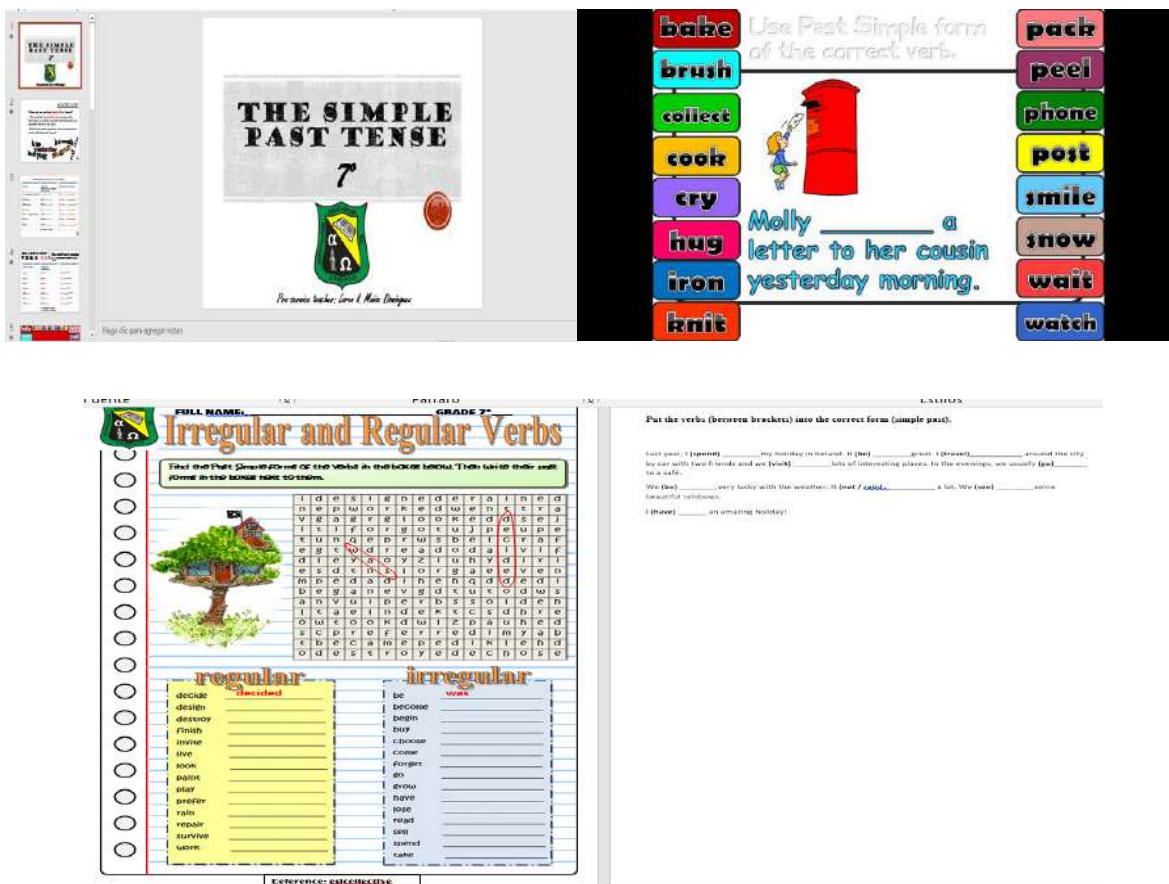


Figure 10. Example of the materials (Slides, Exercise, Worksheet)



The screenshot displays the Edmodo platform interface. At the top, there is a navigation bar with the Edmodo logo and icons for Inicio, Clases, Calendario, Descargas, and Mensajes. A search bar is located on the right side of the navigation bar. Below the navigation bar, there are three tabs: Gestión de Clase, Por Entregar, and Progreso. The main content area is titled "Mis Clases" and features a grid of eight class cards. Each card displays a class name and the teacher's name, "agustin anibal alvarado amador • Español". The classes are:

- 6th. Grade 1 2021
- 6th. Grade 2 2021
- 6th. Grade 3 2021
- Grados septimo 1 Jornada Tarde 2021
- grado septimo 2 2021
- Grado Septimo 3 2021
- Grado 8o. 1 2021
- grado 7o.2

On the right side, there is a sidebar with a "Calendario" section for "lunes, abril 5º". It includes a "Crear" button, a "Nuevo" agenda button, and options to "Programar Agenda" and "Programar Evento". A "Ver Calendario Entero" link is also present.

Figure 11. Edmodo Platform

## **Analysis method- procedure**

### **Code system**

For the coding process, the researcher used "MAXQDA" software that allowed her to analyze the data collection got through the interviews. So, before starting the process, the researcher already had some categories, then it was necessary to organize them taking into account the research questions. The categories and subcategories were:

#### **1. English learning process**

- English student's performance
- English student's experience

#### **2. Implementation of literary text**

- The importance of applying literary text
- Improve the vocabulary acquisition through literary texts
- Improve the reading skills through literary texts

#### **3. Participant's perception**

- Literary text promoting critical thinking
- Literary text promoting interpretation of real-life situations.

#### **4. Strategies for the vocabulary acquisition- reading comprehension**

- Use of ICT
- Cognitive strategies
- Metacognitive strategies.

### Coding process according to the typological method

In the first place, it was important to identify the typologies taking into account the research questions/ objectives, for each code the researcher created subcodes that had relationships between them; in this way, nine interviews were encoded. To support each code and sub-code, the segments showing the relevant aspects of this study were underlined and presented in the box below:

<b>CODE</b>	<b>SUBCODE</b>	<b>NUMBER OF SEGMENTS ENCODED</b>
<b>English learning process</b>	English student's performance	11
	English student's experience	9
<b>Implementation of literary text</b>	The importance	28
	Improve the vocabulary acquisition	20
	Improve the reading skills	18
<b>Participant's perception</b>	Literary text promoting critical thinking	30
	Literary text promoting interpretation of real-life situations	30
<b>Strategies for the vocabulary acquisition-reading comprehension</b>	Use of ICT	10
	Cognitive strategies	12
	Metacognitive strategies	4
<b>TOTAL</b>		<b>172</b>

*Table 10. Coding process- CODE-SUBCODE-SEGMENTS*

In order to visualize all the information encoded, the researcher created the following code Matrix browser:

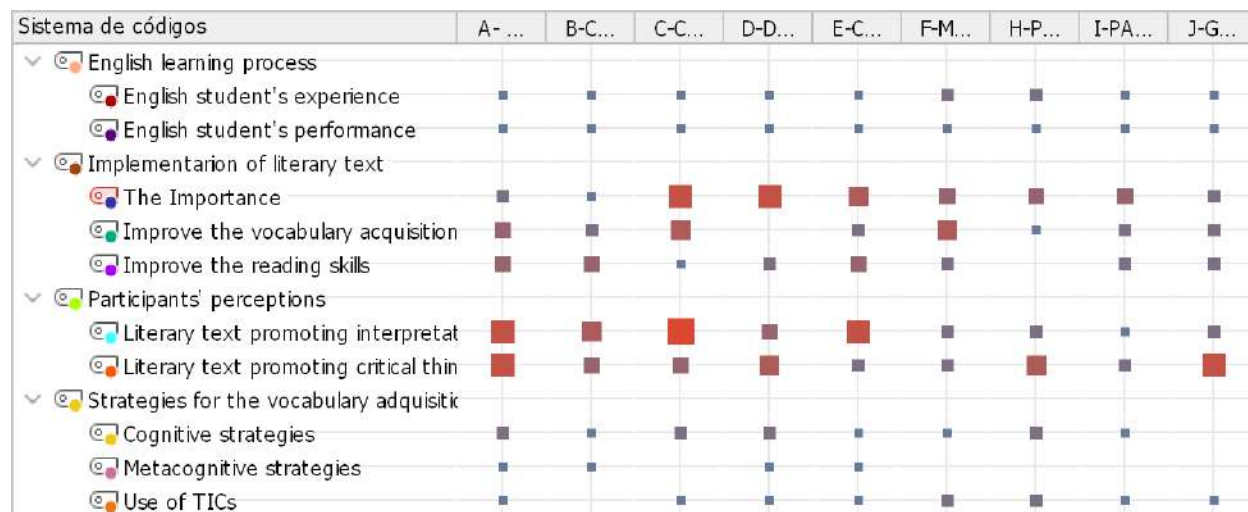


Figure 12. Code Matrix browser

### Pattern identification

After coding all the data, it was necessary to identify the pattern; Therefore, for this process, the researcher made statistics by code group, in order to know which was the most frequent and remarkable code according to each category. Then, according to the information coded, they can be shown through the following table:

CODE	PATTERN	FREQUENCY
<b>English learning process</b>	English student's performance	11
<b>Implementation of literary text</b>	The importance	28
<b>Participant's perception</b>	Literary text promoting critical thinking	30

	Literary text promoting interpretation of real-life situations	30
<b>Strategies for the vocabulary acquisition-reading comprehension</b>	Cognitive strategies	12

*Table 11. Pattern identification*

Summaries were made by pattern to confirm the veracity of the information that was recorded in each of the codes. See [APPENDIX SUMMARY-PATTERNS](#).

### **Identification of typologies**

In the first place, the typologies were generated from the objectives of the study, including also from all the information collected, so it was necessary to relate the data collected with research questions. So, it can be showed in this way:

#### Research questions

- How do literary texts enrich the learners' overall learning experience?

Typology: English- student's learning experience.

- How do students develop their critical thinking through different literary texts?
- Typology: Participants' perceptions

*(Literary text promoting interpretation of real-life situations, literary text promoting critical thinking).*

#### Research objectives

- To implement literary texts as an essential tool to acquire new vocabulary.

Typology: Implementation of literary text.

- To integrate all students through different reading exercises or workshops that promote the interpretation and critical thinking.

Typology: Participants' perceptions

(literary text promoting interpretation of real-life situations, literary text promoting critical thinking).

- To identify strategies used by students for the reading comprehension process and the vocabulary acquisition.

Typology: for the vocabulary acquisition- reading comprehension.

### **Semantic relationships**

Regarding the analysis process, it was necessary to choose different semantic relationship which are proposed by Hatch (2000); so, this process was carried out according to each objective/ question of the current proposal; in this way, the research made some generalizations, taking into account the type of semantic relationship of each question, they were:

- How do literary texts enrich the learners' overall learning experience?

**Generalization:** The reason of the student's English learning process are: 1) Student's English experience; 2) Student's performance.

**Semantic relationship:** rational

- How do students develop their critical thinking through different literary texts?

**Generalization:** The participant's perceptions towards literary texts are acquired through two main aspects: 1) literary text promoting interpretation of real-life situations; 2) literary text promoting critical thinking.

**Semantic relationship:** means-end

- To implement literary texts as an essential tool to acquire new vocabulary.

**Generalization:** The positive points of the implementation of literary texts are: 1) the importance; 2) improving the vocabulary acquisition; 2) improving the reading skills.

**Semantic relationship:** strict inclusion

- To integrate all students through different reading exercises or workshops that promote the interpretation and critical thinking.

**Generalization:** The participant's perceptions towards literary texts are acquired through two main aspects: 1) literary text promoting interpretation of real-life situations; 2) literary text promoting critical thinking.

**Semantic relationship:** means-end.

- To identify strategies used by students for the reading comprehension process and the vocabulary acquisition.

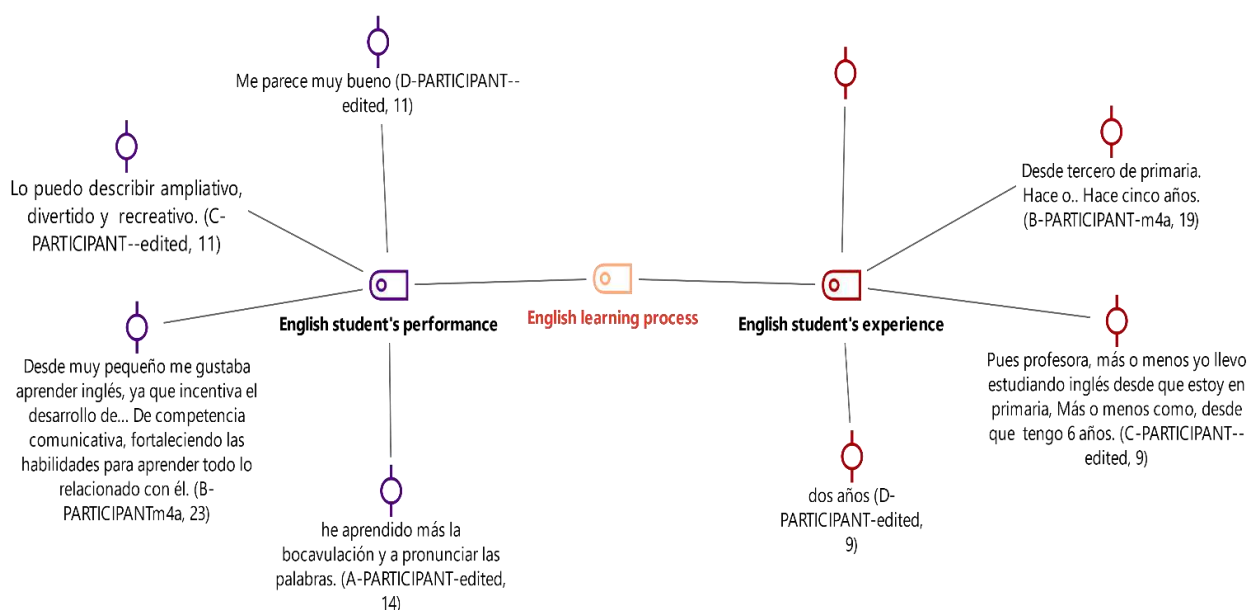
**Generalization:** For improving the reading comprehension and vocabulary acquisition, the students use strategies, such: 1) the cognitive strategies; 2) the use of ICT; 3) the metacognitive strategies.

**Semantic relationship:** means-end.

On the other hand, the researcher created the following semantic maps which highlights the code, sub-codes and segments such as support of the information given by the participants, these were:

**CODE:** English learning process. [Go to the image](#)

## CODE-SUBCODE-SEGMENTS MODEL



*Figure 13. Semantic map: English learning process*



CODE: Implementation of literary texts. [Go to the image](#)

## CODE-SUBCODE-SEGMENTS MODEL

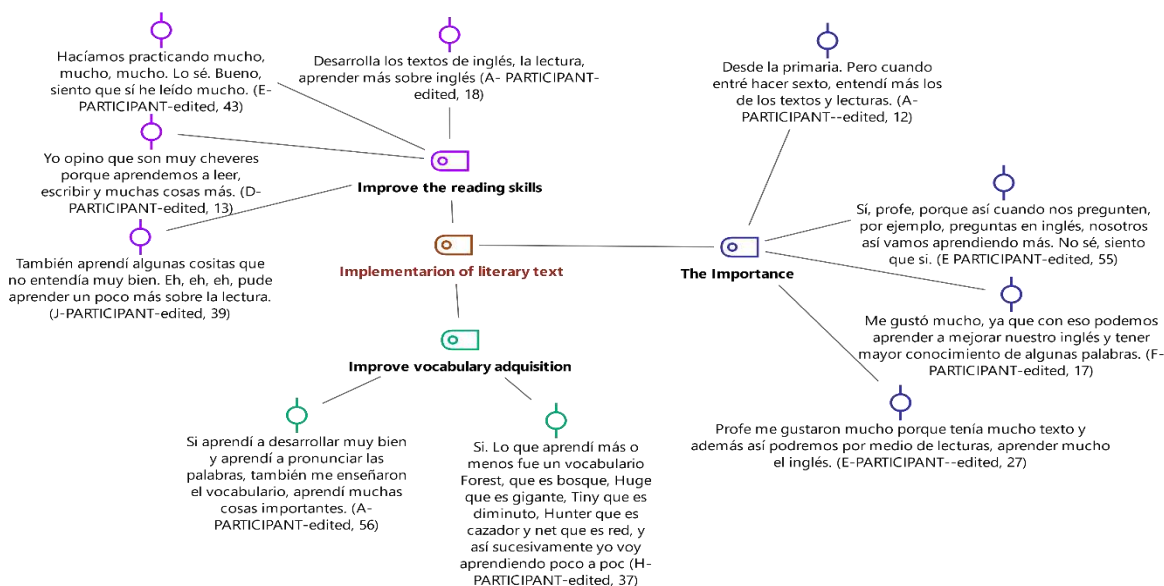


Figure 14. Semantic map- Implementation of literary text

CODE: Participants' perceptions. [Go to the image](#)

## CODE-SUBCODE-SEGMENTS MODEL

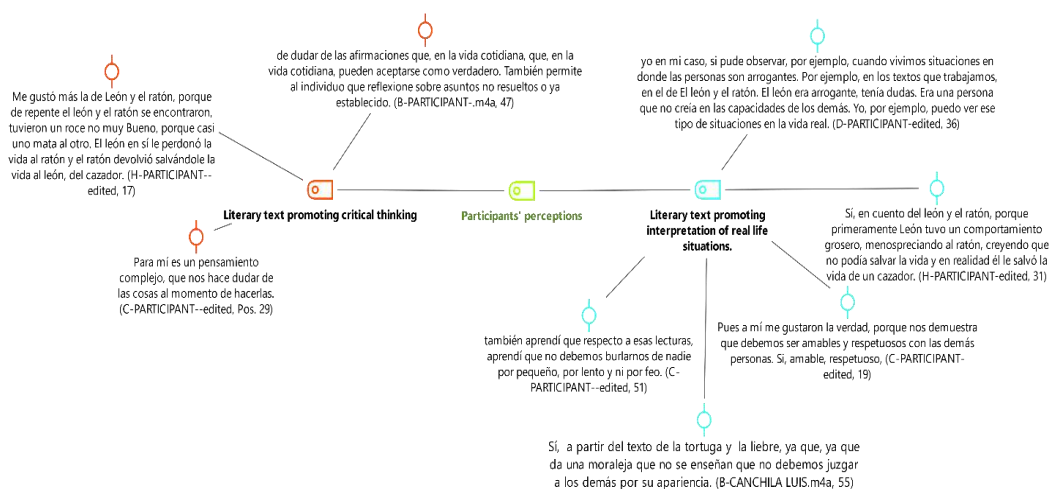


Figure 15. Semantic map- Participants' perceptions

CODE: Strategies for the vocabulary acquisition- reading comprehension. [Go to the](#)

[image](#)

## CODE-SUBCODE-SEGMENTS MODEL

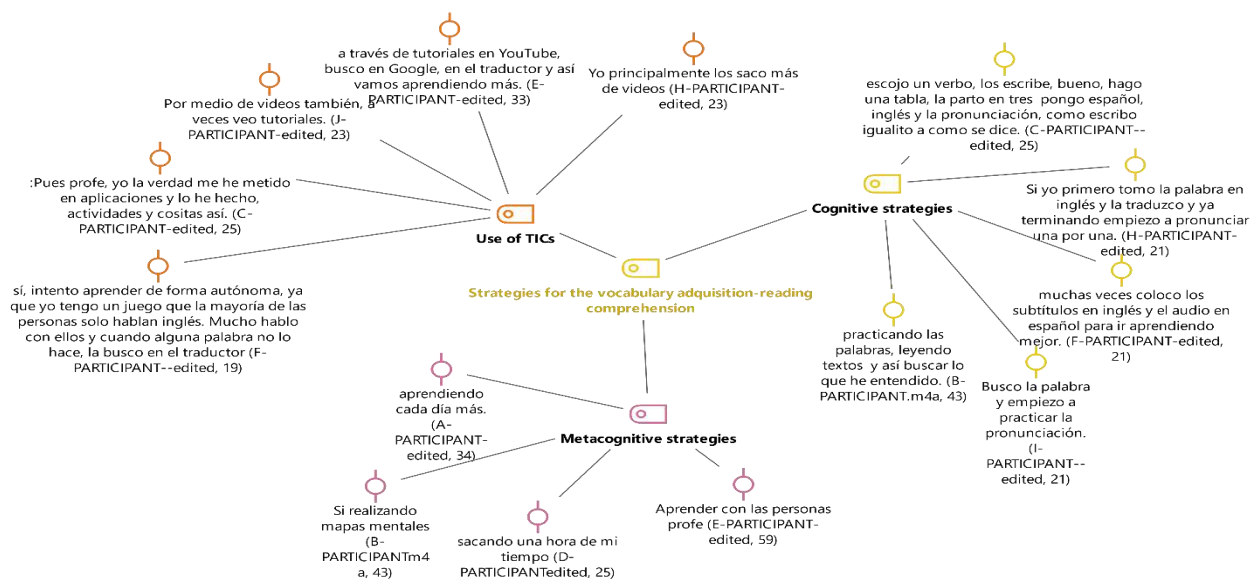


Figure 16. Semantic map- Strategies for the vocabulary acquisition-reading comprehension

## Results

The ability to put in practice the own process and to carry out the proposal reflects a significant improvement, allowing the practitioner to realize some aspects, such as weaknesses and how we as teachers can improve little by little, transforming them into strengths. Due to the reflective ability, the practitioner not only improved her methodology but adapts and restructures all knowledge and strategies to the needs at “El Castillo” high school.

On the other hand, the process of analysis’ data of this study was collected by the implementation of different instruments; firstly the workshops that were created taking into account the stages presented by Puren, in this way it is necessary to highlight that the formats, the activities were useful for the students learning process; in this case, all the exercises proposed in the three sequences were adapted to their level; composed by multiple choice-questions, in order to make the process easier and to have a better understanding. Moreover, during the process there were some questions related to the author in order to have an approach not only with the language, but also with the culture and all information about the reading text proposed, some important stages such as “extrapolate” in which the participants had the opportunity to share their perceptions about the moral given by a story, “react” which allowed them to think and to imagine the same situation presented in a story and “transpose” it into the real-life, this kind of stages were so important, because they allowed students to develop their critical thinking and to interpret all the story in a real situation through questions, as examples: “ How does this fable reflect the value of solidarity?”, “Do you think that the values are considered important in today’s society?”, “Have you experienced any bad situation in your family, social or academy context?” so, these types of questions allowed the researcher to know their perceptions, opinions, and points of views, also to achieve to identify the different objectives of the proposal.

In this way, the analysis of data allowed the researcher to understand the positive impact of the implementation of literary texts in seventh- grade students at “El Castillo” school, the participants who were part of this whole process felt really comfortable being part of the activities carried out during the development of the project itself. In this way, four main categories emerged: the English student’s learning process; the implementation of literary texts; the participants’ perceptions towards literary texts; and the strategies for the reading comprehension and vocabulary acquisition.

### ***The English students’ learning process***

Taking into account the analysis data acquired through the interview, this category is based on two main sub categories; the first one, the students’ English experience and the second one, the students’ English performance.

The students’ English experience.

Stating what the researcher found through the interview, it is important to say that the big part of the participants started to study English through primary school what allowed them to have an approach with the language and to understand basic words and grammatical structures. They were expressed: “ *Since third grade of primary school... more or less five years ago*” (Participant B, interview ); “*I’ve been seven years ago, that means since primary school*” (Participant F, interview).

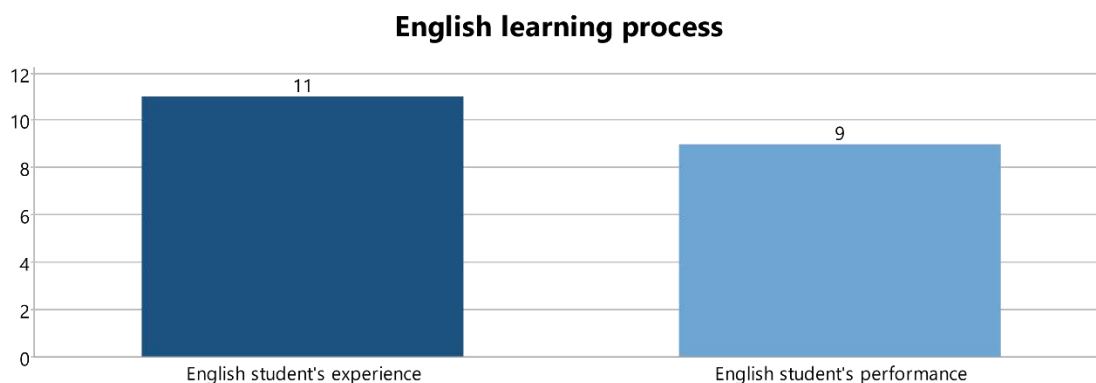
Other participants who expressed that they had a short time, studying English; in other words, since they started high school. Some of them said: “*Since two years ago*” (Participant D, interview). “*Two years ago*” (Participant E, interview).

The students' English performance.

Taking into account that the participants expressed that they did not have a big experience studying English, they expressed their performance level in the language, most of them considered to have a good level. They manifested it in this way: *"I can describe it comprehensive, fun and recreational."* (Participant C, interview); also, *"I considered that I have a good level"* (Participant F, interview); although each participant has their own way or rhythm to learn a new language, *"Very well. Little by little... I have been learning more and implementing a little more"* (Participant J, interview).

Also, two participants expressed their interest at the moment of learning English and the importance that the language gives for a future. *"When I was a child, I liked to learn English, since it encourages the development of communicative competence, strengthening the skills to learn everything related to it"* (Participant B, interview); As we know, English have been considered so important in different fields and also, it is already a universal language, it is so important that the students or young people understand the importance of learning English by using their own strategies and resources. *"It is good, also, because it helps us in a future"* (Participant D, interview).

On the other hand, thanks to the analysis of the interview, it was possible to establish a graphic that highlights the aspect more important for them, also most of their answers were focused on their experience studying English, also the importance to learn it.



*Figure 17. English learning process- results*

Regarding this first finding highlights the English learning process and the importance of the comprehension of a foreign language in their academic lives. During the implementation of activities, it was very evident that their ideas either in the target language were not the factor obstructing their performance. In this way, the students' self-concept and experience were a key for the self-confidence and to know their bank level in the vocabulary; but also, the lack of knowledge about pronunciation. Moreover, it is necessary to conclude that learners' previous experiences with the language played an important role in their motivation, and thus, in their performance in English. In this way, students expressed that they had an approach since the primary basic success in the language when they were in high school; although, they are still experiencing difficulties in the current scholar year. On the other hand, the implementation of the proposal was a good idea to know in a deeper way their thoughts, their way to react and to answer taking into consideration different situations, in this way everything that they had learned could be reflected through their learning experience. Also, their views about what the English learning process was, and the way it took place in students was important to determine students to learn English.

### *The implementation of literary texts*

In order to develop this category, it was important to carry out the following subcategories that allowed to understand the importance to boost reading skills; these are: the importance of applying literary texts; improving the vocabulary acquisition through literary texts; improving the reading skills through literary texts.

The importance of applying literary texts.

With regards to this subcategory, it is considered as an innovative way to work, to learn and to have an approach with English as a foreign language, allowing students to understand that it is a new way to learn, changing the traditional methods by enjoying the process since they are going to work on stories, topics, activities according to their interests or what they love.

Furthermore, the implementation of some literary texts were considered so important for their personal and academic level and based on the students' answers, it is possible to state that:

*“They are good, because the fables or the stories allow us to think about the situations and to be better humans” (Participant C, interview);* other participants focused on their English proficiency or level, *“I like it, because it helped me to improve my English level and to learn more” (Participant C, interview).*

One important aspect that they said was that they did not know how to start to read a text or the aspects that they had to take into account; one participant expressed:

*“ I have never seen that kind of text in English and I did not know to read them. But with this implementation, the vocabulary, the steps, I can know how to read a story and all about it” ( Participant D, interview).*

Also, they considered it so important, because that kind of texts allow them to spread their knowledge and to react in different situations in a future, also the literary text chosen during the classes, can be adapted to any academic situation, although that depends of the lessons' objectives and what the teacher want to transfer. This was expressed by one participant "*When someone asks us in English, we can answer and it can help us to learn more*" (Participant E, interview).

#### Improving the vocabulary acquisition through literary texts.

Compassing this subcategory, it was evident that the use of literary text and the material proposed in the classes caught student's attention making them to search, to know unknown words in order to increase their English proficiency or their vocabulary bank. To better illustrate the information, participants stated that: "*I like it because I think I improve my vocabulary in English*" (Participant B, interview); also, participants said different words that they could learn in the process, "*I like it because I could know new vocabulary, for example: huge, tiny, forest, net, hunter*" (Participant C, interview).

Other participants expressed their development of the vocabulary by implementing literary texts, especially in fables; such the lion and the mouse, they said that: "*I learnt vocabulary for example huge, forest and other words that I can learn little by little*" (Participant H, interview).; instead, one participant remained the importance to learn vocabulary about animals through the literary texts, "*I could learn vocabulary of the animals through those fables*" (Participant E, interview).



According to some participants, it can say that all along the process they comprehend new words which were helpful in their academic daily life and at the moment to read a text. Also, based on the perceptions gathered by the researcher it is possible to affirm that work on literary texts have benefits at moment of improving vocabulary in fact that to understand a fable or short stories, it is important to understand the meaning of the unknown words and to discuss with the teacher or the classmates, stated that *“I like because I could improve my vocabulary bank” (Participant B, interview).*

Improving the reading skills through literary texts.

The importance of having good material at the time to reinforce a skill is crucial in the development of the process, expecting good results at the end of it. Reading skills and reading comprehension were not the exception, because around eight participants expressed their positive impact in the reading process, helping them to increase their motivation to learn English and to improve that skill, stated *“I can develop the English text, also improve the reading and learn more about English” (Participant A, interview);* also, it was important that students could participate during the texts and the activities proposed, *“They caught my attention at the moment of reading those texts” (Participant D, interview).*

Without doubts, for a good reading process, it was necessary to follow the stages of reading and the task based learning at the moment to carry out the pedagogical sequences, pre-reading- pre- task; while reading- during the task; post reading- post task; so, those stages allowed to student to understand each text and all activities proposed, *“In my opinion, they are so interesting, because we can read, write, discuss, and do other things” (Participant D, interview).* ; also, they allowed teacher to facilitate the evaluation process at the end of meetings,

in this case the correct way used in the workshop was the activities proposed in the stage “post reading- post task”, in which the students had to discuss or read an extract of the text and then explain in their own words, also some students said that the methodology to carry out the literary texts proposed during the classes were effective, stated that “ *the reading process is so good, also the texts give some morals and the methodology used is easy and effective*” (Participant I, interview).

On the other hand, according to the questions proposed in the interview about this category, most of the students focused on the importance of the literary texts’ implementation in order to improve their reading comprehension and vocabulary acquisition, so it is showed in the following statistic:

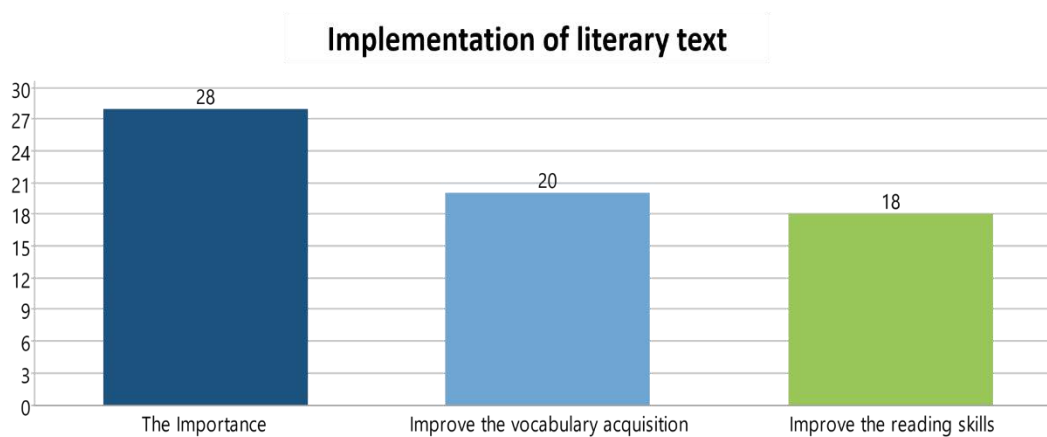


Figure 18. Implementation of literary text- results.

This second results show the importance to apply the literary text for learning a foreign language, also the importance to improve the vocabulary that is one of the students' main weakness; in this way, it is necessary to mention their need to learn vocabulary in order to understand the texts when reading.

On the other hand, the importance to improve the reading skills or the reading comprehension in English that help to know the language structures such as syntax that allowed learners to understand the relationships between sentences and ideas. Also, it is necessary to mention that the use of literary text is as authentic material when focusing on the vocabulary acquisition process, in this way students have the opportunity to appropriate assessment, making the acquisition process more interesting for them, since they face a text that can have different situations in a specific context that could not be necessarily the pedagogical one.

In this sense, author Lazar (2002) stated the importance of using literary text for language activities that can offer a wide range of styles and registers, bringing a variety of interpretations in a reading comprehension process and providing an excellent opportunity the vocabulary acquisition that could be considered a key for classroom discussions. Moreover, apart from providing the context to introduce and to know a bank of vocabulary, the author stated that literary text leads students to achieve their objectives of a foreign language, in this case, English, in order to communicate in that language in an effective way.

### *The participants' perceptions towards literary texts*

In order to know the perceptions about the influence of the literary text in their process, it was so important to create some questions in the interview related to two important aspects which are the current subcategories; firstly; literary text promoting interpretation of real-life situations; secondly, literary text promoting critical thinking.

Literary text promoting interpretation of real-life situations.

According to the interview carried out with the participants, they expressed their perceptions about the reflection of different situations presented in a story which most of them are presented in their real- life too. In this way, the events exposed in different literary texts worked during the classes were a key in the interpretation of factors, actions, behaviors, but the most important the moral, also values that all people have to preserve in order to be better human beings, this last aspect was expressed by all participants, “ *To learn to respect all other people and to value*” (Participant A, interview). “*Those texts help us to learn different situations presented on it and also they can be presented in the daily life*” (Participant B, interview). “*I really like it, because they show us that we must be polite, respectful with other people*” (Participant B, interview).

Moreover, some of them said that the text proposed was important at the moment of growing with an integral development; this is stated “*In my case, there are so interesting, because they help us to learn more for different situations in our lives*” (Participant D, interview). “*The texts make me to analyze, to think about the situations in my life*” (Participant E, interview). “*The literary texts give us the capability to think and to analyze events presented in the society and also to have good thoughts*” (Participant F). Also, some students highlighted

the fable of “the lion and the mouse” at the moment of telling some behaviors that those characters show during the story, “*From the text of the lion and the mouse, I can learn that I can not be a greedy person, also we have to accomplish promises and to feel sympathy with other people*” (Participant I, interview). “*In the fable of the lion and the mouse, I could say that the lion had a rude behavior, looking down on the mouse and thinking that it could not save his life, but at the end of the story the mouse saves his life from the hunter*” (Participant H, interview).

On the other hand, it can be deduced that the participants obtained useful lessons from each text proposed, also the situations that most of them remind a different context, such as academic and social life, they stated: “*there are people in the society who discriminate against small people or tall people*” (Participant A, interview). “*Many people judge other people about their appearance*” (Participant B, interview). “*There are people who think they are the best than other people, but they are not; also, they like to ride roughshod over them*” (Participant D, interview). “*At the beginning of the friendship, people consider other people as enemies, but after a favor, they consider them as a friend*” (Participant F, interview).

Also, two participants expressed some examples or situations that can be presented in their academic life, they stated “*I can see those events when a classmate fights with another or say bad and impolite words*” (Participant C, interview). “*There are attitudes in my classmates that can be presented in the classes or in the daily life*” (Participant J, interview). So, after reading the student’s perceptions, it can be concluded that 100% of them got a teaching lesson or moral lesson that help to improve and to interpret their actions, behaviors in their real-life. In the same way, students can share those lessons with their classmates, friends, family and all the society.

Literary text promoting critical thinking.

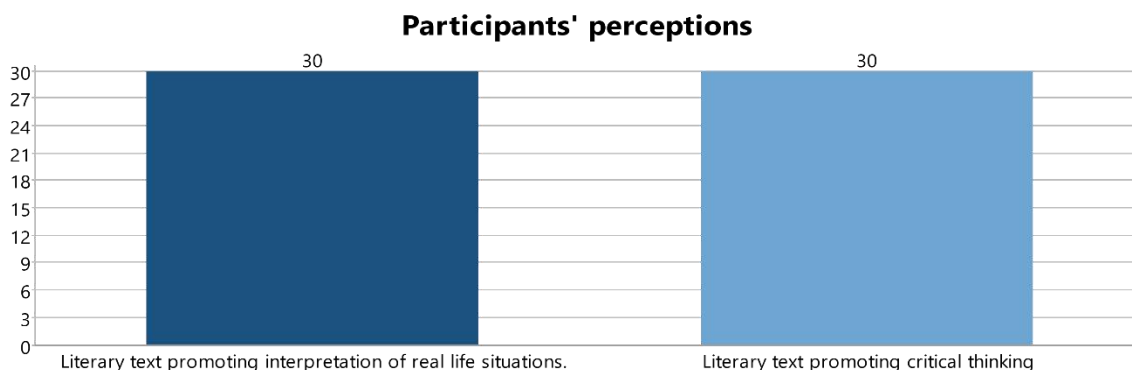
Without doubts, the implementation of fables as one type of literary text, the participants could develop their critical thinking thanks to the different questions proposed at the end of the sequences which they have to compare, to react, to image, to transpose the situation into the real life; in this way, statistically the 100% of the participants experimented an adequate level of situations in order to boost their critical thinking, providing in that way the positive effect of the implementation of literary texts.

Although it was important to know their perceptions about critical thinking and how the implementation of literary text allows them to develop it, so they expressed their ideas about critical thinking was, they stated *“analyze behaviors” (Participant A, interview)*. *“to doubt the statements, events, affirmations that in everyday life, can be accepted as true. The critical thinking also allows the individual to reflect on unresolved or established issues” (Participant B, interview)*. *“In my case, it is a complex thought, which makes us to doubt about things when doing them” (Participant C, interview)*. *“The capability to analyze, to evaluate the reasons” (Participant D, interview)*. *“The critical thinking for me is to give my opinion about something or about someone” (Participant F)*. Concluding the meaning of critical thinking, it is a way to analyze, to interpret, to give opinions, to doubt about the situations, the statements, stated *“the critical thinking is to compare from my point of view what it is real or what it is untrue” (Participant H, interview)*.

On the other hand, the events presented in the literary texts allowed students to interpret, to analyze and to react about situations; also, the behaviors of the characters as a start point in their critical thinking development, the participants stated *“In the fable of “the hare and the*

*tortoise”, because the tortoise walk so slowly and the hare so fast, so, the hare though that it was better than the tortoise” (Participant A, interview). “Those literary texts are important, I already lived those situations, but they helped me to be a good person” (Participant B, interview). “In the fable the lion and the mouse, the lion said bad words, making feel the mouse sad” (Participant C, interview). “According to the situations presented in the reading texts, I think they allowed me to make good decisions, to think before doing the things” (Participant H, interview). Also, the participants said that literary text is a way to promote critical thinking, because it is a process which they can think, analyze and discuss what they believe, in this way, this can be supported what they manifested “the texts help us to identify, to analyze and also they bring us a lesson” (Participant I, interview). Although, the answers of some participants throughout the different oral exercises proposed in the pedagogical sequence demonstrated the evolution that some participants had at the moment of analyzing and answer correctly and critically to some open questions.*

Once analyzed those subcategories, it is important to highlight that all participants expressed that literary text have a great influence in the interpretation of real-life situations and the critical thinking development, the balance of their perceptions about these aspects had the same level.



*Figure 19. Participants' perceptions- results*

This finding indicates that students have positive perceptions towards the literary text promoting both aspects, interpretation of real-life situations and critical thinking, due to the contribution that literary text has to the learners' language development. Also, the data showed that learners have developed a sense of awareness about their own process in the interpretation and critical thinking through a literary text, giving them the opportunity to discuss, analyze, share opinions, and gain knowledge not only about their classmates' experiences but also the stories events, connecting and contrasting them with their own; in this sense, they can understand themselves and other people through literary texts that allow them to provoke a critical thinking process.

This is supported with the argument of different authors, such Hussein (2007, p.115, as cited in Wasti, 2016) which pointed out that the experience while reading literary texts strains an own react from the learners, encouraging them to draw their own experiences, interpretation and critical thinking. Moreover, a similar argument was given by Wasti (2016) who stated about the learners' personal responses to the literary texts as a part of personal, intellectual, critical and emotional aspects of growth.



### ***The strategies for the vocabulary acquisition- reading comprehension***

In relation to literary texts, it is important that students are not only able to use them, but also know how they are doing it in order to improve their reading skills and vocabulary. In this sense, it is necessary to show the strategies that students used to improve the aspects mentioned before and also, to improve their academic level. Then, it was found that the strategies that students use to increase their vocabulary bank and to improve reading skills were: Cognitive strategies, the use of ICT and metacognitive strategies.

Cognitive strategies.

Taking into consideration the answers of the participants, it was found that the cognitive strategies were directly related to foreign language learning, but also the reading comprehension and vocabulary acquisition. In this way, it is necessary to mention that these strategies are the mental or technical processes that students acquire to increase their knowledge, not only for their academic performance but also for focusing their attention on the main objective (academic life) by arranging the assignments and improve their reading skills and vocabulary.

Therefore, Oxford (1990) points out that cognitive strategies facilitate the processing of linguistic information and the production of speech (through repetition, the analysis of new expressions or the taking of notes). Regarding the author's report, the participants mentioned the importance to learn vocabulary through a text, by heart by repetition process, they stated "*I read and read, then I pronounce the words*" (Participant A, interview); "*I review the pronunciation of*

words, also I read texts and thus looking for new vocabulary and what I have understood from that text” (Participant B, interview).

Moreover, it is necessary to mention that each participant learns in a different way the words; in this sense, one of them expressed her learning process for acquiring new vocabulary and learning them by heart, she stated “I choose a word or a verb, then I write them, then I use to do a table, I divide it into three, so I write them in Spanish, English and the pronunciation but I write the same as I say those words” (Participant C, interview).

The use of ICT.

In terms of strategies, this subcategory focuses on the individual differences that are presented in learners when using the technology as a learning strategy that allows them to improve their skills in a foreign language as English, but also to search through different web pages vocabulary that helps them to increase their vocabulary level. So, thanks to the interviews, it is necessary to mention that the students took information and communications technology (ICT) in their learning process, in this way they used to use webpages or interactive pages, the online memos, for reminding them the homework, activities, among other things, also to have an organization.

Moreover, the participants search different pages order to learn vocabulary in English, they stated “I learn vocabulary through tutorials on YouTube, I search in Google, in the translator , so in this way we learn” ( Participant E, interview). Even though, around 80% of the participants expressed that they prefer to watch videos or films for learning English or acquiring vocabulary, this was mentioned “I learn through videos or tutorials” (Participant J, interview). “I learn watching videos” (Participant I, interview). “I acquire more vocabulary through

videos” (Participant H, interview). “I use to search on internet videos to learn vocabulary” (Participant A, interview). Also the use of tv or computers in order to search what they want to watch “I watch films through Netflix” (Participant F, interview).

On the other hand, some participants said that they preferred to learn vocabulary by playing games “I use to learn some words in a game that I always play” (Participant H, interview). “I try to learn autonomously, so I have a game that most people only speak English. I talk a lot with them, but if I do not understand a word, I look for it in the translator” (Participant F, interview). Also, one student said one strategy that most learners use at the moment to learn a new language that is music; it is known that there are songs that are composed by using a complex vocabulary, expressions, but most of them are informal; although the big part of students prefer to listen to different genres of music, it is stated “I like listening music and I can learn words” (Participant D, interview). In addition, it is clear that most of the participants do not use ICT as a way of distraction or spending time, one participant stated “teacher, I have a mobile app in which I can learn words and do some activities” (Participant C, interview).

Metacognitive strategies.

Starting from the point of view that students need to organize their activities, the metacognitive strategies applied by students play an important role; without doubt, these types of strategies allow students to increase the organization of their assessments. On the other hand, Oxford (1990) emphasizes metacognitive strategies that it is necessary to apply them to manage the learning process (find opportunities to use the language, etc.).

On the other hand, the use of metacognitive strategies is undoubtedly the key to organizing, learning and planning each activity, so this type of strategy is not directly linked to the foreign language, but it is essential to help the vocabulary learning process. In this sense, the organization of time is important for the students' activities, it can be seen this statement through the following information expressed by the participants: *"I use to take one hour of my schedule for practicing on vocabulary and write the words many times"* (Participant D, interview).

On the other hand, it is important to mention that around 30% of the participant use this type of strategy; also, one of them expressed the way he learnt vocabulary and also to have a better understanding about a text, so he stated *"I also use to do mind maps to summarize what I understood"* (Participant B, interview).

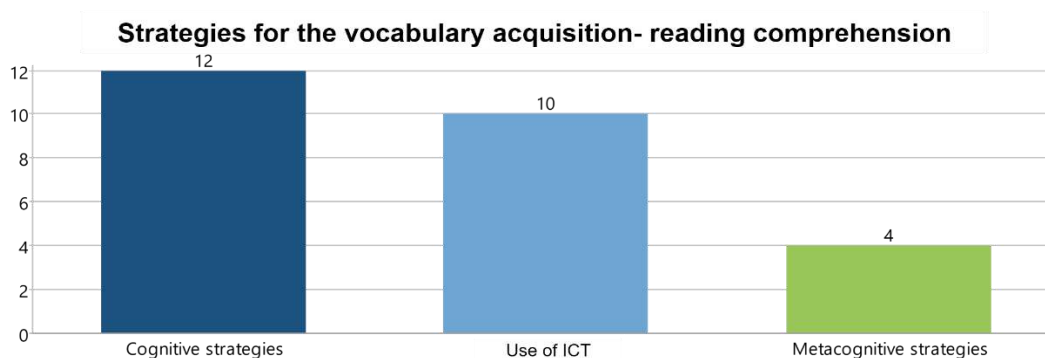


Figure 20. Strategies for the vocabulary acquisition-reading comprehension- results

On the whole, the strategies that students used to acquire their English vocabulary and reading comprehension focused primarily on two types; firstly, cognitive strategies, such as the authors Oxford (1990) and Zimmerman (1989) cited by Cohen & Macaro (2007) who presented

similar arguments regarding cognitive and metacognitive strategies, considering these strategies as a set of works that the student use to memorize information.

Also, these authors said that the use of strategies must be strengthened and the academic performance must be increased. Emphasizing that the use of cognitive strategies implied the direct manipulation of linguistic material, improving vocabulary acquisition in a new language; Therefore, the use of this strategy allowed each student to have the opportunity to perform exercises, to take notes, to do exercises, having a strong motivation when learning.

Secondly, metacognitive strategies allowed the students to reflect on acquired learning (autonomous way), these strategies helped to understand how to organize their time in order to improve their language, to acquire their vocabulary bank and to do all activities and also to self-correct and self-evaluate that was stated by Zimmerman (1989) cited by (Cohen & Macaro, 2007) who pointed out that the self-management as a process that students develop behaviors, cognitions and emotions focused on the academic achievement.

Even though, the use of ICT had a big influence for the vocabulary acquisition, in which students had the opportunity to use it as a strategy process to know new words through video games by using mobile applications, the use of tv or cellphones to research videos and to take notes while learning; so, technology also influenced the way students performed their academic work. Also, it was essential to discover a need, trying to solve that problem that they had during their vocabulary and reading comprehension in a foreign language as English.

On the other hand, the results got through the questionnaire were essential to evaluate not only the process of the implementation of literary texts, but also the students' process, in this

way it was important to divided into two sections, the teacher's process when implementing the literary text and the students process when learning through literary texts.

*The teacher's process when implementing the literary texts*

Regarding the questions exposed in the questionnaire, the question from one to five were focused on the implementation of the readings and the way that the teacher applied them. In the following results, the big part of students stated about the implementation of resources at the moment of carrying out the sequences, in this way it was necessary to mention that teacher used slides, handout for the vocabulary acquisition, the literary texts, the pedagogical sequences composed by the seventh steps proposed by Puren.

1. La docente implementó recursos, materiales necesarios para la explicación y el desarrollo de las actividades.

9 respuestas

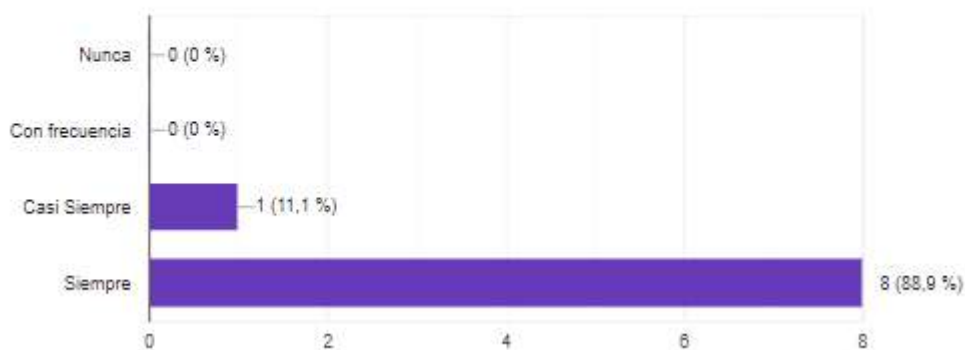


Figure 21. question 1- questionnaire results.

The second question was focused on the vocabulary handout that students used before reading, it was evident that the use of this material was essential for the better understanding of the literary text.

2. La ficha de vocabulario permitió comprender mejor los textos propuestos por la docente en clases de inglés.

9 respuestas

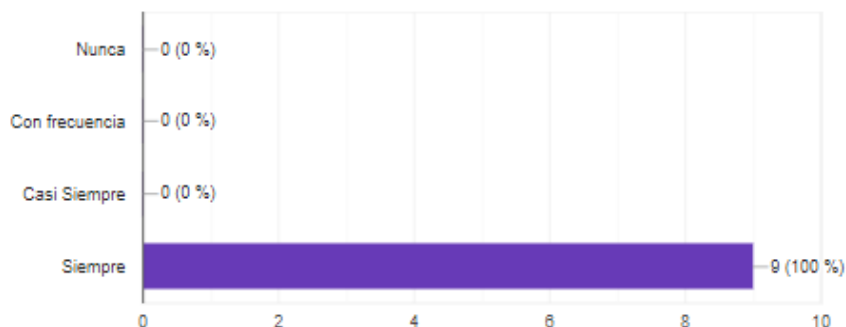


Figure 22. question 2- questionnaire results.

The third questions focused on promoting strategies to students for learning strategies; although, it is necessary to say that the purpose of this process was that students could use the literary text as the main strategy of vocabulary acquisition, also the big part of the learning way was individual and autonomous.

3. La docente proporciono estrategias para el aprendizaje de vocabulario en inglés.

9 respuestas

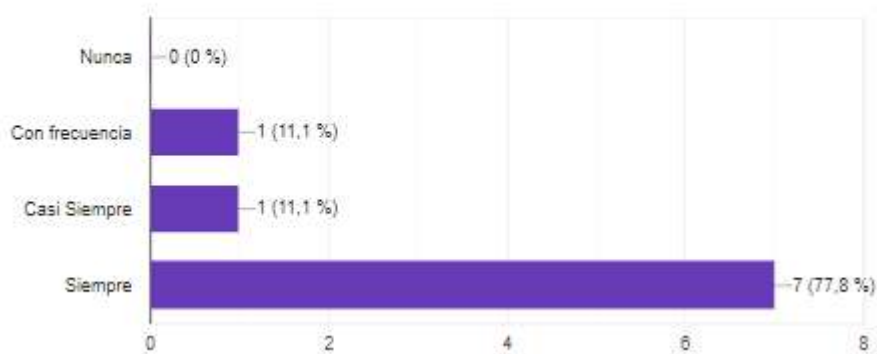


Figure 23. question 3- questionnaire results.

The fourth question was necessary to answer one of the objectives of the current proposal that is focused on the interpretation of real-life situations through the different literary texts. In

the following graphic shows that participants could achieve this goal and also developing it by sharing their own experiences with the classmates and comparing them with stories' events.

4. Las lecturas trabajadas en clase de inglés reflejaron diferentes situaciones de la vida real.

9 respuestas

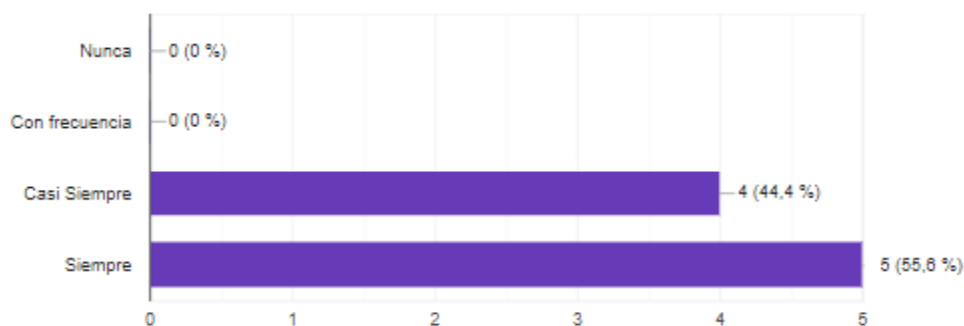


Figure 24. question 4- questionnaire results.

The fifth question was essential for the implementation of the pedagogical sequences as one of instrument of this proposal which were created taking into account the Puren's stages and also, it was necessary to follow the steps for the vocabulary acquisition. In this way, seven participants stated that the questions helped them for the interpretation, analysis and comprehension of the reading, but only two students gave a different answer.

5. Las preguntas de la secuencia pedagógica contribuyeron en la comprensión, la interpretación y análisis de la lectura.

9 respuestas



Figure 25. question 5- questionnaire results.



The sixth question focused on the development of the critical thinking through the literary texts; although the big part stated their progress.

6. Los eventos y situaciones presentadas en las lecturas trabajadas en clases permitieron desarrollar el pensamiento crítico.

9 respuestas

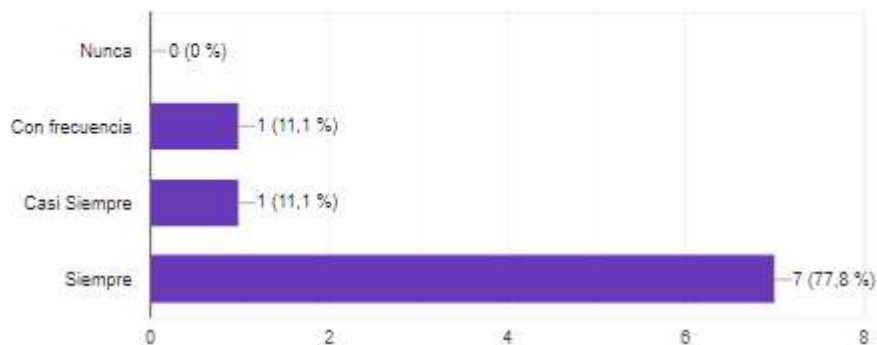


Figure 26. question 6- questionnaire results.

The seventh question was related to their participation during the process, this was a key for their development of their critical thinking, due to their interpretation, analysis process that could be transposed by their opinions, points of views, etc.

7. En los encuentros sincrónicos compartí con los compañeros y docentes mis puntos de vista, percepciones, ideas de acuerdo a la lectura dada.

9 respuestas

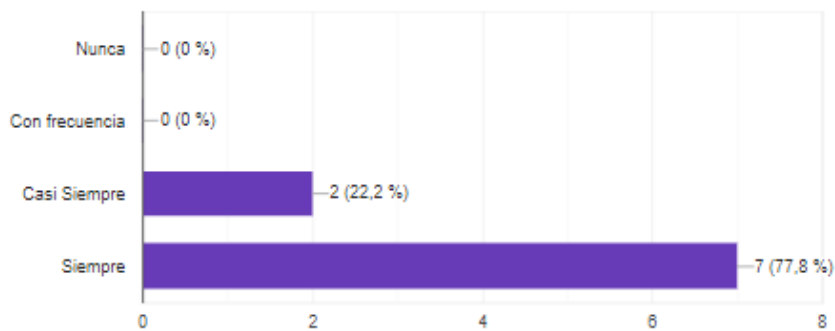


Figure 27. question 7- questionnaire results.

The eighth question, the students had to think about their strategies for the vocabulary acquisition; in this way, it is necessary to say that the autonomous work played an important role here due to the way of learning of each participant.

8. Dentro de su trabajo autónomo, propuso sus propias estrategias para facilitar el proceso de aprendizaje de vocabulario.

9 respuestas

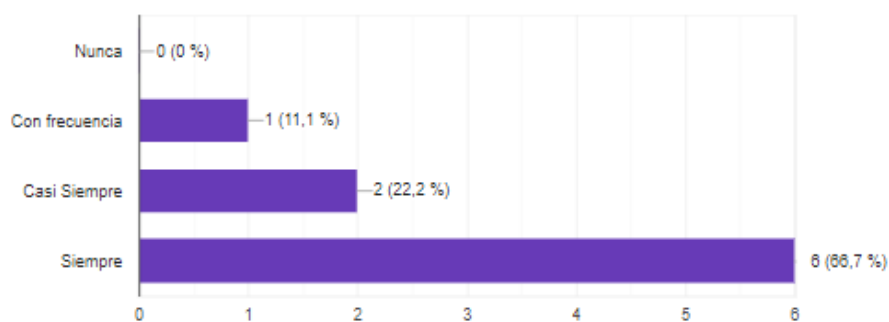


Figure 28. question 8- questionnaire results.

The ninth question was focused on the use of images and the observation process of them and how students could understand through this material the vocabulary and the reading sequence.

9. En su área de desempeño la observación/ lectura de imágenes promovió y contribuyó en sus niveles de comprensión lectora.

9 respuestas

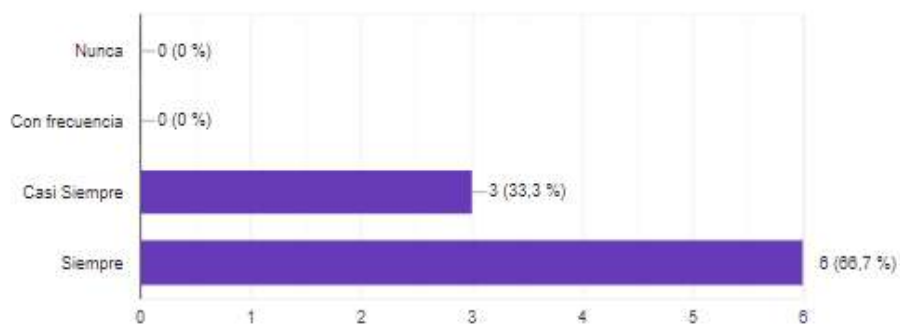


Figure 29. question 9- questionnaire results.

The tenth question was essential to answer an important objective of this proposal that was the implementation of the literary text to improve the vocabulary and the reading comprehension that were the principal aspects.

10. Los talleres implementados en cada encuentro ayudaron a mejorar las habilidades de lectura y aprendizaje de vocabulario.

9 respuestas

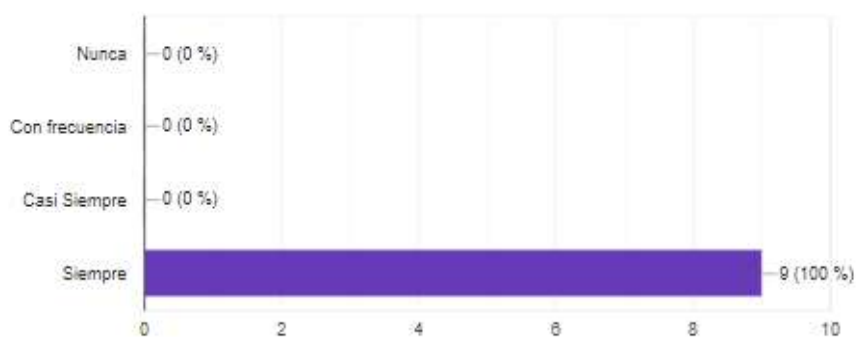


Figure 30. question 10- questionnaire results.

## Conclusions

Regarding the main objective of this proposal, the seventh-grade students improved their vocabulary bank and reading skills through the implementation of literary text as a tool at the moment of encouraging reading comprehension and helping students in the learning process, allowing students to engage them with a foreign language as English, taking into consideration that it can go deeper at the moment to analyze, to interpret, to have a better comprehension about the text reading; even, not only can they improve their reading comprehension and vocabulary acquisition, but they can also be more critical when analyzing different situations presented in a story and be better social beings because each story gives us a moral which allow us to change some negative perceptions, ideas or actions.

Moreover, literary texts respond to social beings needs and responding to one of the skills required in the learning process of a language. Also, it can be concluded then that literary text as a tool to learn English and improve reading skills is the fundamental basis of the school and allows students to improve their ability to understand.

Without doubts, this study shows a great improvement not only in the skill discussed in this study; likewise, it shows positive viability due to the different needs of the current education system, the participants of this research, the methodology implemented, among others. It is necessary that teachers can adapt different literary texts, proving their positive effects, benefits in the learning of a foreign language, in reading skills and vocabulary as great support.

## **Recommendations**

Firstly, it is suggested to the supervising teacher to apply this project since 6<sup>th</sup> grade due to the deeper process that students have in high school, also this project applied in all grades will be essential in 11<sup>th</sup> grade in which students have to present a strong exam, “ICFES”, as we know this is a complex exam that requires a high level of reading comprehension.

Also, it is essential that the teacher applies the steps proposed by authors at the moment to carry out the reading and vocabulary acquisition, that means it is necessary to take into consideration the steps, pre-reading, while reading and post-reading, for having an organized process can be seen and progress is made by the students. It is also important that the instructions are followed, in this way students follow the activities; also, it is important to motive them in order to have active participation.

## **Chapter IV: Community Outreach Component**

### **Subproject**

#### **Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school**

##### **Introduction**

This proposal will be developed at El Castillo school, with the aim of implementing audio visual aids with fifth grade students in order to promote students' vocabulary and to motivate them to learn English.

Learning English as a new language, not only involves linguistic competences, but also communicative which are important for the students' performance in speaking, listening, reading and writing. In this sense, learners must store in their mind a number of words which should use them in a correct way.

Taking into account the health emergency (Covid-19) and the virtual mode, students can learn and practice the language through the use of videos, songs, images with sounds and other audiovisual materials, promoting the use of the language in different context. According to Lee, & VanPatten (1995), the acquisition of new vocabulary is always linked to different skills may be, listening, reading and writing. Thus, the implementation of audio-visual aids could enhance student's English vocabulary level and make a contribution in the development of linguistic and communicative competences due to the topics and its vocabulary that are presented in different videos.

**Justification**

This subproject is carried out to gain experience interacting with fifth grade of primary school at “El Castillo” school that aims at raising awareness of English teaching in the cycle of basic primary by incorporating audio visual aids as tool to extend students’ vocabulary and to motivate them to learn English, since it is totally important that the English level be increased in this cycle. This social work service is not only a positive factor for basic primary students, but also for the practitioners who are in tenth semester of the Foreign Language Bachelor degree, because it allows them to search teaching methods, activities, strategies that can help in the process and get a good work with children.

For the development of this project, it is necessary that the teacher who is in charge of fifth grade of the groups gives a permission in order to develop some English classes every week. This process would benefit not only the communicative skills, but also new topics which requires an adequate number of words, it’s evident that is a process that takes time, for this reason learners have to use them in their daily life.

**General Objective**

- To strengthen the vocabulary acquisition in English in fifth grade students at El Castillo school by implementing audio visual aids as learning strategy.

**Specific Objectives**

- To reinforce English topics already worked.
- To encourage students to learn English vocabulary through audio visual aids.
- To improve students' knowledge through creative activities.
- To use ITC (Information and Communication Technologies) as main tool to search materials.



## **Need**

The insistency to achieve the National ministry of education (MEN) goals in the teaching- learning process, which highlights the importance of having a high-quality English teaching searching an accurate language performance level. In this way, this proposal arises the need to increase the English level in primary basic students who does not have an adequate level and consequently, they are unable to communicate basic information; that is why the students must learn vocabulary and improve their knowledge in English through a daily context.

## **Theoretical framework**

### **Audio visual aids in foreign language learning and the vocabulary acquisition**

Firstly, the teaching process in English as a foreign language requires an adequate number of methods and strategies that could supply the new changes and meet a need in the education field. In this way, it is evident that the big part of students are visuals learners; in other words, they feel more comfortable to learn a new language or in this case English, when it is contextualized through videos, images or pictures graphs, flashcards, diagrams, and charts; this kind of material allow students to remember vocabulary, also videos as an audio visual aid allows them to enjoy when learning a language, as well as, to use their imagination and to make a series of repetition of the words presented and the pronunciation of them, this one is a relevant point that is the improvement of speaking skills at the moment of practicing vocabulary, it is very important the link between the foreign language and the students' environment, "strategies and techniques made the scholars feel pleased because there were taking into account their interests" (Franco, 2012, p. 7).

Taking into account the information given before, this project points out the authentic material that aims to furnish student with the language and to know how the implementation of audio-visual aids such as videos, images, slides could spark motivation when learners are studying a new language, promoting a new lexical knowledge and an evident teaching process.

On the other hand, Daniel (2013) carried out a research focus on the audio-visual aids in teaching English at Bharath Institute of Science and Technology in India, in which he highlights the importance of this material that is given by main purposes which are summarize in terms of use and practice English as foreign language, also context and use of accurate concepts and

words, here the author stated that the audio visual aids is a helpful source to reinforce students' knowledge, to motivate them and to show different experiences to learners.

Additionally, the use of posters, slides or presentations are resources that most of teachers shows in a lesson plan in order to help students learn and to process new information. Another audio-visual aids as flashcards presented through a platform, in which learners can find the image, the word and the sound of it, this material is indispensable for beginner and elementary levels, as at these stages the students are just beginning to develop their vocabulary. (Ortega et al 2016).

Talking about vocabulary, Nation and Waring (1997) stated three main statements to settle the importance of vocabulary in the foreign language learning, these are: firstly, "How many words are there in the target language?"(p. 6); this question states that vocabulary is not only words that learners find in a book, in a dictionary or a text, because words or new words can appear along the language life and people take "old words" for different uses; in other sense, the language's evolution is constantly, for this reason, foreign language students bear in mind the different possibilities a word can give it to language.

Secondly, "How many words do native speakers know?"(p. 6), this one relates the quantity of words a native person use in the development of the language and how the learners of English as a second language have a huge difference in vocabulary than native speakers.

Thirdly, "How many words are needed to do the things that a language user needs to do?"(p. 6) this statement points out the quantity of useful vocabulary a second language student and the importance of a word in a language; in this way, Nation and Warning said "how often the words occurs in normal use of the language" (p. 8) which refers that learners must take into

account the words used in a common development of the language and the comprehension that these words could lead in the foreign language.

Finally, with the purpose of following modern methods teaching, one audio visual aid was shortlisted in order to develop this project, Videos has considered as the main audio-visual, it is important to recognize the important to use videos in an EFL. Regarding the book “Video in Language Teaching” written by Jack Lonergan (1984) stated that “video in the classroom offers exciting possibilities for language teaching and learning” (p. 1), in other words, this is a very useful tool that brings a way to practice and learn a foreign language. Moreover, Lonergan (1984) defines “video” in language teaching field “for some, it means no more than replaying television programs on a video recorder, for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language” (p. 1).

## **Methodology**

This outreach component aims at contributing the English learning vocabulary acquisition in fifth grade students throughout the implementation of audio-visual aids such videos, images with sounds, etc. at El Castillo school, taking advantage of virtual education, in which students can use the ICT (Information and communication technologies) as a way to learn English through the videos proposed by the teacher; in this way learners can create a fun environment at the moment of working on the material. In this sense, Lopez et al. (2019) points out that the learning process will be considered easier for basic primary through the use of audio-visual aids, since at this stage learners are more focused on colorful things or just watching images, videos and it is fun to learn in this way, because children can memorize faster and have fun watching different objects with attractive colors, making students would be more interested when they learn through videos of songs or audios.

Considering that the target population will be primary education were children have A1 level according to Common European Framework of Reference (CEFR), it is necessary to increase the lexical knowledge in order to improve their English proficiency.

According to the time of the implementation of the project; the first stage consists of uploading videos or images with sounds in English weekly. It is necessary to highlight that the videos proposed for each session will contain subtitles for have a better understanding.

In other to develop the class, each topic will be divided in two sessions, in which in one session a video related to the topic that will be explained and in the second session an extra activity related to the topic presented in the video, so students will reflect and write the words or the vocabulary presented on it. It would help the students during the guide development. Also, it

is necessary to highlight that most of the activities will be created for this component and will be asked by the teacher in charge of the course and following the curriculum established for the primary school.

These hours allow practitioner for implementing all the capacities to make the students get involved in this learning atmosphere, creating a comfortable environment during the meets, also catching the students' attention in order to achieve the goals established giving them a significant learning.

### ***Participants***

This subproject will be conducted with fifth grade students at El Castillo school, the groups have a number of 40 students. So, all the activities will be proposed and established in the schedule with those students.

### ***Setting***

This project will be carried out with students who are in fifth grade at El Castillo in the afternoon session, that is located in the main campus, so it is an official institution, founded in 1968 and whose objective is to educate students and ourselves for life, as human beings with a social progressive attitude. El Castillo school is located in Barrancabermeja, Santander.

## Schedule

It's important to establish a schedule in order to carry out this project, in which the practitioner will develop the lessons and activities in each grade. For this process, the teacher aimed to achieve the purpose of this project and to solve some issues throughout the teaching- learning process. Thereby it is the schedule in which the pre-service teacher developed this outreach project.

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 12:00pm- 1:00pm			5 <sup>th</sup> 2		
<b>2</b> 1:00pm- 2:00pm			5 <sup>th</sup> 2		
<b>3</b> 2:00pm- 3:00pm			5 <sup>th</sup> 1		
<b>4</b> 3:00pm- 4:00pm			5 <sup>th</sup> 1		
<b>5</b> 4:00pm- 5:00pmm					
<b>6</b> 5:00pm- 6:00pm					

*Table 12. schedule for primary students*

## Activities' Chronogram

ACTIVITIES	PRACTICUM WEEKS										
	1	2	3	4	5	6	7	8	9	10	11
<b>A. Sport</b>		x									
<b>B. Clothing</b>			x								
<b>HOLY WEEK</b>											
<b>C. Daily routine</b>					X						
<b>D. Emotions /Feelings</b>						X					
<b>E. Animals /demonstratives adjectives</b>							X				
<b>F. Job, occupations- want to be...</b>								X			
<b>G. Action verbs</b>									X		
ACTIVITIES	RESOURCES					DESCRIPTION OF THE ACTIVITY					
<b>A</b>	Presentation in Power Point, images, video, Educaplay, worksheet.					Students will watch a video about sports in order to contextualize them with the topic, then teacher will show some slides with sport vocabulary, she will reproduce the audio for each picture, in this way students can listen. Then students will work in an activity in Educaplay platform, in which they have to make a relationship with the word and the picture, then the					



		teacher will give a worksheet in order to work the topic.
<b>B</b>	Presentation in Power Point, images, video, Educaplay, worksheet.	Students will watch a funny video about clothing vocabulary, then teacher will ask to write down in their homework what they can watch. After that teacher will show some slides with the vocabulary and she will say the pronunciation of each word, then she will ask students to repeat. Students will work in an activity in Educaplay platform, in which they have to search the vocabulary in a puzzle, then the teacher will give a worksheet in order to work the topic.
<b>C</b>	Presentation in Power Point, images, video, song, worksheet.	Teacher and students will work on a video that is a song about the daily routine. after that teacher will ask students to repeat the movements according to the word, then, students will write the vocabulary. the teacher will show through the slides the guide according to the topic, after that they will work on some exercises.
<b>D</b>	Presentation in Power Point, images, video, song, worksheet.	The teacher will present the vocabulary about Emotions, feelings. At this point, the teacher will say some situations, then she will present the word by making gestures. Then teacher will show the video and the song about emotions/ feeling vocabulary, then they will do the guide. At the end, they will sing the son “if you are happy..”

<b>E</b>	Presentation in Power Point, images, video, song, worksheet.	The teacher is going to ask their students “Do you like animals?” So the teacher will wait for the student’s response. Therefore, the teacher pointing out a student and saying his/her name, will ask another question: “What is your favorite animal?” and at the end, the teacher will thank for the participation. Then students will watch a video about demonstrative adjectives and she will make a relationship between the topic and vocabulary, she will show the slides, then they will do some exercises.
<b>F</b>	Presentation in Power Point, images, video, song, worksheet.	Teacher will reproduce a video about a song related to the occupations, so students will take notes about the jobs they can find. Then, the teacher will give some examples by using the expression “I want to be...”, in order to complete it with the occupation’s vocabulary. So, for this process, the teacher will use some slides and they will do some activities.
<b>G</b>	Presentation in Power Point, images, video, worksheet.	The teacher will explain the topic by using some slides and a video, then the teacher will show a video about “learn verbs”, so, students will watch it and they must take notes, then the teacher will explain and will give some activities in order to put in practice the topic. At the end the teacher will give the name of a song and they will repeat the movements.

Taking into account the provisional chronogram, it was necessary to remove the first and the second activity (a and b) due to the time; also, because it was important to start in the second period.

### **Typology of the project**

This is a project that follows an educational and a disciplinary line, taking into account the curriculum area of the institution, in which the practicum will be developed. This project is an important part of teaching training plan of the Foreign Language program of the University of Pamplona. Moreover, this outreach project was connected with social projections, facilitating the articulation of the program to the community. The main purpose is to create a pedagogical and communicative level within the institutional lines and the outreach of the University and the Foreign Language program.

### **Methodology**

The application of some materials such videos, songs, worksheets were considered an essential for this process. Videos as the main audio-visual aids allowed students to understand the topic proposed for each lesson, also to make relationship between the vocabulary and the image presented. It was necessary to say that the material proposed was created focusing on different aspects such as: the students' need, the level, their knowledge, their ages; even though there were some topics that was already explained by the teacher in charge of the grade; so, all the activities were created, using information or words presented on the video. So, it was necessary to follow some stages in order to achieve the lesson's goal, as:

Firstly, the pre- service teacher and students created activities in order to review the last topic and catch students' attention.

Secondly, the practitioner sometimes asked questions related to the topic, images, slides that could facilitate the development of the lesson.

Thirdly, the practitioner showed a video or a song related to the topic, asking about the vocabulary presented, this activity helped students to participate and to make relationship between the song, the word and the image presented.

Fourthly, it was necessary to share with the learners a worksheet, the practitioner had to explain it and give instructions about each point and the time to develop it. At the end, it was important to give a feedback in order to correct mistakes and also to ask the topic for clarifying doubts.

## Results

The outreach component of this research was focused on the English language proficiency, allowing the practitioner to have a contact with the cycle of primary in a specific school, providing an atmosphere of language awareness. Also, the use of a main guide book and based on it the teacher and the practitioner worked on the activities, taking into account the topics and the units to develop during each term of the year. So, the practitioner used the information of that guide book in order to organize the class, the activities and to look for videos as the main audio-visual aid of this outreach proposal; also, to prepare the rest of materials such: images, slides, songs, worksheet, etc. These ones allowed practitioner in the teaching process, also it was a great strategy for catching students' attention and for motivating them in the language learning.

Finally, a positive and important aspect was the articulation of vocabulary or new word through the audio-visual materials, allowing practitioner to accomplish the goal of this outreach project, these materials were essential for the linguistic and communicative component in the students' process.

## **Conclusion**

The implementation of this outreach proposal in a basic community with English language is considered fundamental for the language learning in children and their level. So, the process in primary school brought significant results thanks to the use of audio-visual aids that could facilitate the acquisition of vocabulary that students want to learn, also this process took into consideration the need of this basic community, in order to develop the lessons and the activities appropriately. Also, the teacher in charge of each grade and all students expressed their gratitude for the teaching- learning contribution in English since the first contact, likewise, due to the current fact about Covid-19, they did not have English pre-service teachers in primary school that could support them in the process. Thus, contributing not only to the education community while complying with the 4 hours per week of direct contact required by the practice committee as requirement in the practicum.

On the other hand, it is important to mention that the students improved their English level proficiency since the implementation of audio-visual aids, such as videos, songs, images with sound, etc. that helped in their vocabulary acquisition, also the motivation to learn this language and the creation of a comfortable atmosphere in each synchronic meet.

### **Development of the subproject (REPORT)**

The pre-service teacher in charge of two groups of fifth grade had the opportunity to develop the second term. So, it was necessary to organize the material taking into account the topics proposed for the development of the second term; in this way, it was important to create the oriented guides with the activities and the topics. Moreover, for the explanation, the teacher proposed videos, some of them was presented at the beginning of the class in order to put in context the topic, also songs to reinforce the topic at the end of the class.

On the other hand, it is important to mention that the format for the pedagogical sequences is the same oriented guide used for each grade, this format is proposed by the same institution, in this case “El Castillo” School, keep in mind each moment of the class; first, the exploration (investigation); second, the organization, practice, execution (conceptualization); third, the transfer, assessment (application); forth, observations, here students can solve problems, doubts by asking the teacher.

Taking into account that the second term began after holy week, so the practitioner started to implement the subproject on April 14<sup>th</sup> (Wednesday) that was the first class; for this process it was necessary to carry out the first guide prepared by the teachers and the practitioner for the second term; also, the audio-visual aids, in this case, videos, songs for the vocabulary activities were according to the topic proposed in the oriented guide. The second guide and the activities, videos were developed in April 21<sup>st</sup> and the rest were developed taking into account the activities chronogram.

During the second, the third and the fourth week of April, the practitioner explained and implemented the proposal according to the topics proposed the activities’ chronogram for 5<sup>th</sup>

grade, groups (5°1 and 5°2), process of the vocabulary acquisition has been efficient through the use of videos. In this way, in the following appendix, it is necessary to present the oriented guides, in which the practitioner applied with useful materials. [APPENDIX 11](#)



## **Chapter V: Intra-institutional activities or Administrative Component**

### **Introduction**

This component focuses on the administrative and pedagogical activities conducted by teachers at El Castillo school that gets access to a formal education. In order to achieve the educative goals, the school implements several activities during the scholar academic period, involving the teachers and the students who are part of the educational community, in this way the purpose of this component is allowing preservice teachers to be contextualized in different extra- curricular activities proposed by the school maybe inside and outside the classroom, so the practitioner can have a big possibility to learn more about the role of a teacher outside the classroom, taking control in different possible situations in the education field.

Although, it is necessary to mention that the extracurricular activities that would be carried out during the school period are no longer considered viable due to the health emergency, also most of them are focused in a face-to-face modality, as consequence these kinds of activities have been suspended or canceled until new order. Nowadays, the institution is working through different platform for the synchronic classes, such Google Meet and Zoom, also teacher expose the materials, workshops, task, etc. in platform such Edmodo, Google Classroom.

**Justification**

El Castillo school proposes several activities during the scholar academic period that involve the educative community; in other words, teachers and students. Although, it is necessary to highlight that most of the activities had been canceled until a new order, this is due to the health emergency (Covid-19), that has affected the education field.

On the other hand, the administrative component is very helpful and necessary for each practitioner at the moment of having a contact with the institution; in this way, it can be considered important that the practitioner can be part of the meetings proposed by the institution, in which the practitioner can give opinions and collaborate in different future plans, making her feel at home and giving her responsibilities that help to form as a future great educator, also this is a process that allow practitioner to learn more from each person and situations and reflect on her own process.

## **Objectives**

### **General**

- To acquire knowledge about the teacher's role through the different extracurricular activities and events outside the classroom which are organized by El Castillo high school.

### **Specifics**

- To be part in the educational community as first contact as practitioner.
- To participate and to collaborate in the organization of activities proposed by the institution.
- To create a comfortable atmosphere and good relationship with students inside and outside the classroom.

## **Methodology**

Firstly, in the institution there are some important activities which must be developed during each term of the year. In this way, the practitioner during the integral practice played an active role in those activities proposed by the institution; some activities such as: the delivery of notes, students' day, the water's day, language day, interclasses, among others. These kinds of activities allowed practitioner to improve the learning methodology for the future role as a teacher, also to accomplish the function exposed in the commitments of the pre-service that belong to the educational community where the integral practice took place.

## Chronogram (Activities)

The institutional activities are organized by terms, the following chronogram includes all events or activities that must be developed during the scholar year. Go to [APPENDIX 1](#) to see the whole chronogram.

INSTITUCIÓN EDUCATIVA EL CASTILLO	
CRONOGRAMA DE ACTIVIDADES 2021	
ENERO	
FECHA	ACTIVIDAD
Martes 12	✓ Reunión general bienvenida 2021
Miércoles 13 al 22	✓ Trabajo de áreas: Planeamiento
Viernes 22	✓ Entrega de guías primer periodo a coordinación
Lunes 25	✓ Entrada de los estudiantes: Primaria, 6 grado y 11 ✓ INICIO DEL PRIMER PERIODO
Martes 26	✓ Entrada de los estudiantes: 10 y 7 ✓ Trabajo de refuerzos con 11 y 6. ✓ Inducción y reinducción estudiantes de primaria.
Miércoles 27	✓ Entrada de los estudiantes: 9 y 8 ✓ Trabajo de refuerzos con 11, 6 y primaria.
Jueves 28	✓ Trabajo de refuerzos con 11, 6 y primaria.
Viernes 29	✓ Inducción y reinducción con todos los estudiantes por jornada. ✓ Reunión de padres de familia primaria
FEBRERO	
Lunes 01 al 05	✓ Reunión padres de familia secundaria ✓ Entrega de guías a los estudiantes ✓ Elección del Consejo de Padres y representantes del PAE
Miércoles 03	✓ Día E ✓ Elección docente COPASST
Martes 23	✓ Elección del Gobierno Escolar
MARZO	
Lunes 15 al 19	✓ Acumulativas áreas de segundo nivel ✓ Apertura de plataforma ✓ Entrega de guías a coordinación del segundo periodo ✓ Entrega de guías por parte de los estudiantes a la Institución (Primer periodo). ✓ Izada de bandera virtual 11 y quinto grado
Viernes 19	✓ Proyecto "El agua: oro líquido"
Martes 23 al 26	✓ Acumulativas áreas de primer nivel
Lunes 29 al 02 de abril	✓ RECESO DE SEMANA SANTA ✓ Actividades de desarrollo institucional
ABRIL	
Lunes 05 al 09	✓ Semana de cierre
Viernes 09	✓ Cierre de primer periodo

## Results

Taking into account the extracurricular activities proposed by the institution, such as interclasses, celebrations about the language, the students day among other activities; it is necessary to mention that it was not possible to develop them in face way. Although, the practitoner could participate in meetings, as group management training, evaluation design and others that are important for the performance as teachers. Also, the pre-service noticed some necessary strategies that allow to achieve the educational goals, implementing them into the community. Likewise, the participation of the pre-service teacher was important at the moment to give opinions about the topics developed in each meeting.

## **Conclusion**

This section related to the administrative activities, since the first observation the pre-service teacher realized that they were helpful at the moment of engage her role; also, these kinds of activities are important to maintain a harmonious environment in the educational institution. Moreover, the practitioner could realize that most of extracurricular activities which are develop during the year were not possible, because of the pandemic or the covid-19 that is affecting the educational settings and all the community; in this way, most of teacher must make to fulfill their duties in educational activities, searching strategies but in a virtual way. Taking into account this last factor, the practitioner could have a direct and indirect participation during meetings for the educational improvement and searching strategies for possible activities in a future.

### **Development of intra-institutional activities (REPORT)**

During the development of the integral practice, the practitioner had an active role in terms of administrative activities proposed by “El Castillo” school; this process was done thanks to the permission of the rector, coordinator and the supervisor who considered very important the participation of the practitioner during the meetings with the other teachers; meetings with the group’s director and students; likewise, different celebrations that the institution proposed for each term.

On the other hand, it is necessary to mention that the practitioner had the first contact in one of the intra-institutional activities at the end the first term; this allowed the practitioner to know the way to carry an event with all students of the afternoon session; the first activity in which the practitioner participated was “Proyecto. El Agua: Oro Liquido”, this event had a chronogram in the afternoon session, so it consisted on some aspects related to the water, for example: the pollution of the water, how to take care this liquid; also, different students of each grade presented some videos that pointed out the preventive measures in the use of the water that is the principal objective of this project. Other activities, such as Eucharist, the delivery of notes about first term, for this process it was necessary a meeting with the students, the parents, the supervisor who is the 7°1 group’s director and the practitioner, this process allowed the practitioner how to bring the information exposed on the report book, the aspects that must develop; also, to have an approach with the parents; moreover, the practitioner participated in the student recognition award ceremony in which all the students of the afternoon session assisted, this process was through Zoom platform. In order to return the classes after a period of the national strike , it was necessary to have some meetings about the end of the second term, this



meeting was carried out by the coordinator of the afternoon session and she sent all teachers and students the information and the chronogram. This kind of activities were captured. [APPENDIX](#)

[12](#)

## **Chapter VI : Reflexive approach in the Practicum process**

### **Introduction**

Firstly, the teacher's practicum is an important process in the bachelor of Foreign Language degree, in which the pre-service teacher has the opportunity to put into practice everything what he/ she learned and to improve the teaching-learning process in order to qualify the education field. In this way, it is necessary not only to the teaching process, but also to carry out a project that demands and establishes a reflexive approach while implementing it. Also, the reflective approach in the practicum process is a way to achieve objectives related to attitudes, behaviors, experiences, situations that could be presented in the teaching process; in this way, these kinds of situations open different ways to a conscious internalization, an exploration step about the teacher's subjectivity, formulating a number of questions with the purpose to solve a specific phenomenon and to achieve the objectives or the goals.

### **The reflexive approach in the practicum time**

The practitioner's reflection is an important role and it is also considered as the first step to professional affairs, identifying issues and analyzing own actions that can be addressed in the problematic situation that demands an analytical perspective towards the event. In this sense, it was so important that the practitioner takes into consideration the reflection as an essential exercise when carrying out her practicum, in order to self-evaluate, to look critically and constructively towards the teaching role in the practicum process.

From a personal experience in this process, it is necessary to mention that all the time the teaching process demands a great series of competencies that help at the moment of working on the planning and the resources management inside an institution, facilitating the articulation process in the education field and the work time in the institution.

### **The reflection by using narratives as tool**

The reflection implies a number of conceptions that allow the practitioner to create a dialogue, overtaking different and important stages, such as the situation or actions presented in a specific environment, the observation, the analysis, the reconceptualization and the evaluation. (Correa Molina et al, 2010)).

Regarding this study, it is important to highlight that it is a qualitative research design, in this way many of the studies use a narrative element as an instrument in order to report in detail views and situations presented in different settings. In this way, the teacher's narrative was conducted in during the practicum process in order to encourage our experiences inside or maybe outside the classroom, fulfilling functions in subjectivity approach; also, this kind of element contributes to the identification, the description when analyzing the own pedagogical practicum having the role as a teacher. According to Creswell:

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

### **Description of the narrative journal's process**

Regarding the practicum process that took place in the institution “El Castillo” high school, in Barrancabermeja city; firstly, it was important to carry out some observations in the courses in charge of the supervisor; also, to know the material, the way to evaluate them, the formats, etc. but the most important aspect to know the students that were in the different groups. In this sense, my reflections about the pedagogical and research component were focused on different situations presented through the synchronic meetings, such, the improvement of the methodology, as we know each teacher has his/her own way of teaching, so it was a challenge for the practitioner to take the whole class into a new environment and way of learning, for this process it was essential to search new material and to teach the lessons by using different resources in order to catch the students’ attention; in this way, the practitioner thought the best way to implement the proposal exposed in this component, taking into account the instruments and the steps proposed by different authors in order to carry out in a good way the reading and the vocabulary acquisition.

Also, each reflection through the narratives expressed the wish to be a great teacher, being able to carry out the profession in a positive way, motivating the students not only to learn a foreign language, but also to train them as integral people; also, it was so important to think and to highlight the values, the attitudes and positive aptitudes to face different situations no matter the bad actions of the other people or the whole society.

In the process, the practitioner had to remind all good or bad situations presented during the week in order to make firstly a brainstorming in a notebook, this was a good strategy at the moment of organizing the ideas and starting the writing; then, it was flashy to search a phrase

written by an author that could encompass the whole narrative or the main idea; from some of them starting the reflection; in this sense, the practitioner used to organize the ideas, describing the experience as teacher, the methods, the resources or material applied during the lessons, emphasizing how the pre-service teacher developed the class, the planning applied; likewise, it was an essential tool to express how the practitioner felt when teaching the lessons or maybe in the whole practicum process, in other words, the emotions or feelings, at the end of the process the practitioner used to send it to the tutor on Monday, that means after each practicum's week .

## **Conclusions about the development of the components**

The institutional observation component was reflected in the narratives when the practitioner could know about the school educational project; also, the different teachers that worked in the afternoon sessions, but the most important thing the practitioner could know the students of the different groups in charge, their behaviors and the schedule of each course in order to carry out the classes.

Talking about the pedagogical and research component, the practitioner highlighted through the reflections the development of the proposal with the seventh grade, expressing different situations, such the positive behaviors, the participation, the way of how students used to learn vocabulary in English; also, it was a great opportunity to share with them the material in order to achieve the objectives of the proposal which were focused on the improvement of reading skills and vocabulary acquisition; although, the practitioner always mentioned the importance to make a contribution in their learning process and also to develop their critical thinking from different situations that they could find in the reading text proposed and their daily life. Also, the narratives allowed the practitioner to improve write about how the proposal was developing; how the health emergency COVID-19 influenced in a bad way in the teaching-learning process and how the national strike could affect the development of the implementation of the instrument; although, this last aspect, the practitioner had the opportunity to think about in a deeper way in order to have a good solution and finish the project and as the narrative expressed “my supervisor gave me the permission to carry out the activities of the project”; it is considered as a great sign, due to the current situation. In conclusion, the practitioner had the

opportunity to express all feelings and to report her development while implementing the proposal.

In order to conclude, the reflections carried out in different narratives and focused on the development of the outreach component was essential for the practitioner, because this kind of exercise allowed her to think about the level, the population, in this case, the practitioner had the opportunity to work on fifth grade, in which it was important to create a good environment with children and to apply flashy material in order to motivate them to have active participation, so the practitioner came to the conclusion that teaching in primary basic, it is essential to be more didactic, creative, having a good organization in a possible way, so that the students work and fulfill each of the assignments in class, having fun; in this sense, the practitioner expressed what she could share with them during the lessons and how they react at the moment of asking about the topic or the video proposed, it was too necessary to think about the material and the methodology.

On the other hand, from the reflections about the administrative activities and the experience got, the practitioner could conclude that it allowed her to have a reflection about the organization and some events that require the full attention of all students and members of the institution; also, the series of experiences that allowed her to learn more about the teacher's role. From a personal point of view, this process brought a personal satisfaction in order to grow not only as teacher, but also as a good person, having an adequate action towards different situations, events, meetings, among others that help in training and enrich through the experience.

To conclude all this process, it is necessary to say that the teaching and the learning process happens in every place maybe inside the institution or outside where a non-academic



event can contribute in a good way in the students' social and academic live, changing their perceptions, opinions or visions towards the events presented in society.

## Chapter VII : Material designed

In order to complete the practicum process in a satisfactory way, it was necessary to create some material for the different courses in charge, for this process the supervisor in charge of the grades in high school gave some guidelines about the topics, the material, the number of exercises or pages and everything that can be applied before to finish the second term; also, the teachers in charge of the groups fifth grade decided to applied the fourth and fifth pedagogical sequence, also, the practitioner designed material for reviewing the topics explained in some previous classes. In this way, it was necessary to share the material with the tutor before sending them to the institution.

### Material designed for the grades in charge in high school

Type of material	Grade	Topics	Description of the material	Objective to achieve with this material	Appendix/ Link
Review workshop	7° (7°1,7°2, 7°3)	Simple tenses verb to be  Present simple tense  Adjectives demonstratives ( this/that – these/those )  Adverbs of frequency (always, never, sometimes, usually, seldom, often)	This material is composed by nine pages, each page in which exposes the different activities according to the topic and the order of the list.	To review the topics, the simple tenses and vocabulary learned in previews classes.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EeLJ82hVCkxQtq_6TQkfSyABdtE-NhFoFaaq2vsOtKwPgg?e=qiw4Sv">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EeLJ82hVCkxQtq_6TQkfSyABdtE-NhFoFaaq2vsOtKwPgg?e=qiw4Sv</a>

		<p>Modal- Can</p> <p>Imperatives</p> <p>Present of Like</p> <p>Wh question forms ( what, where, who, which, why, when)</p>			
Evaluation-second term	7° (7°1,7°2, 7°3)	All topics	This evaluation is composed by twenty questions, each one has one point, there are only multiple-choice questions.	To evaluate the different topics and tenses taught.	<a href="https://uniplonaeducmy.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_educo/Ee072ij0s11Kj4063x5eBgMBWIN2JV6B6ZNmTesXkr5DTA?e=G8jmeC">https://uniplonaeducmy.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_educo/Ee072ij0s11Kj4063x5eBgMBWIN2JV6B6ZNmTesXkr5DTA?e=G8jmeC</a>
Review workshop	8°	<p>Present simple tense</p> <p>Past simple tense</p> <p>Present perfect</p> <p>Adjectives demonstratives ( this/that – these/those )</p> <p>Adverbs of frequency (always, never, sometimes, usually,</p>	This workshop contains different activities according to each topic, one page for each one.	To reinforce the student's knowledge about the different topic and tenses learned.	<a href="https://uniplonaeducmy.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_educo/EaKySQJd8TVNpXG0KMnM7-sBdlf1eTSe5shBMnIAjpVcHw?e=TIZpqa">https://uniplonaeducmy.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_educo/EaKySQJd8TVNpXG0KMnM7-sBdlf1eTSe5shBMnIAjpVcHw?e=TIZpqa</a>

		<p>seldom times, often)</p> <p>Adjectives possessives: her, his, my, their, your, our.</p> <p>Wh question forms ( what, where, who, which, why, when)</p> <p>Imperatives</p>			
Evaluation-second term	8°	All topics	This is an evaluation, its total score is twenty points, so there are 20 multiple questions, about the topics explained in previous classes.	To evaluate the topics and tenses through different exercises.	<a href="https://uniplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_edu_co/ES6r8oyu8h5JiurXh-A1LdkBX26IcWYw3PTv9EtK_cu85w?e=Sh59Ia">https://uniplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_uniplona_edu_co/ES6r8oyu8h5JiurXh-A1LdkBX26IcWYw3PTv9EtK_cu85w?e=Sh59Ia</a>

*Table 13. Material designed grades in high school*

### Material designed for the grades in primary school

Type of material	Grade	Topics	Description of the material	Objective to achieve with this material	
4 <sup>th</sup> Guide	5 <sup>o</sup> 1-5 <sup>o</sup> 2	Jobs and occupations. I want to be	There are five activities that are exposed according to the stage of the format guide.	To express short sentences about their professions when growing up.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/EWtL2mCX07hDnJxEEWgvgpUBwv5IsljksyTcP8iTyLqqYg?e=dE9hAI">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/EWtL2mCX07hDnJxEEWgvgpUBwv5IsljksyTcP8iTyLqqYg?e=dE9hAI</a>
5 <sup>th</sup> Guide	5 <sup>o</sup> 1-5 <sup>o</sup> 2	Actions verbs	There are eight exercises divided into the four stages of the pedagogical guide.	To learn some actions verbs to talk about their actions.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/EZTLfJQNMM9BtF7g6V0d9XwBDxVsuuFdfNkYErTCsu2oA?e=xrluXh">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/EZTLfJQNMM9BtF7g6V0d9XwBDxVsuuFdfNkYErTCsu2oA?e=xrluXh</a>
Review Workshop	5 <sup>o</sup> 1-5 <sup>o</sup> 2	Animals	There are five activities in which students will	To review animals' vocabulary .	<a href="https://unipamplonaedu-my.sharep">https://unipamplonaedu-my.sharep</a>

			review the vocabulary related to animals.		oint.com/: b:/g/personal/loren_munoz_unipamplona_edu_co/EaDJcKKiWklNm28nWvuwbDgBiN72_q6YG-KAIAv9Cq bvHw?e=M2ClwQ
Review Workshop	5°1-5°2	Clothes	There are four exercise and a video in order to review the vocabulary about the clothe that a person can wear.	To put in practice the vocabulary about the clothes	https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/E SAhN4EPba5Nn0u54-MxVI0BUn2DiQiHoTgqhBWzr38HsA?e=wsOR1R
Review Workshop	5°1-5°2	Family members	The material exposes different activities and a video to reinforce the vocabulary and the pronunciation about the family members.	To review the family members by doing some writing exercises.	https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/Ecx3NLgG75pAqT9z6X78B00

					BG_I8Nat YvWyyLe sQRmao7 g?e=QhID wu
Review Worksh op	5°1- 5°2	Fruits	There are some images and activities to work on the fruits, their name and a video to work on pronunciation and catch student's attention.	To put in practice their knowledge about the vocabulary related to fruits.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ea1WIsfh3-xEpusSUYs0uTYBgZxxmT2x55gWMcortDZkjA?e=EkmbKB4">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ea1WIsfh3-xEpusSUYs0uTYBgZxxmT2x55gWMcortDZkjA?e=EkmbKB4</a>
Review Worksh op	5°1- 5°2	Objects of the house	The material shows some pictures and the name of each one, in which the students can read, learn and review some of the house's objects	To review vocabulary about the objects of the house.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ec478LbXA_ZLi4wPtxJv5XUBki1ZLTF9BESC5h55JVUJRA?e=4tLa8t">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ec478LbXA_ZLi4wPtxJv5XUBki1ZLTF9BESC5h55JVUJRA?e=4tLa8t</a>
Review Worksh op	5°1- 5°2	Occupations	There are some activities that will help to	To review vocabulary about the occupation	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ea1WIsfh3-xEpusSUYs0uTYBgZxxmT2x55gWMcortDZkjA?e=EkmbKB4">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/lorenmunoz_unipamplona_edu_co/Ea1WIsfh3-xEpusSUYs0uTYBgZxxmT2x55gWMcortDZkjA?e=EkmbKB4</a>

			students to review the topic learned in the fourth pedagogical guide.	s by doing some exercises and drawing.	oint.com/: b:/g/personal/loren_munoz_unipamplona_edu_co/EWcuzoH2htRKvgeFg4UgFc0B88uliRiYjaPKO6rCQxu93w?e=CokV5D
Handout	5°1-5°2	All topics	In this handout, the student will find a summary about the topics, the vocabulary in order to review the most important of each one.	To review the topics.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EZHcV3aYwABNqrxasO1lA5kBlhuxKDsclvzA-KmDyArQVQ?e=ikudYO">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EZHcV3aYwABNqrxasO1lA5kBlhuxKDsclvzA-KmDyArQVQ?e=ikudYO</a>
Evaluation	5°1-5°2	All topics	There are eight activities, there are multiple choice questions, matching exercise, true or false questions.	To evaluate the topics learned during the second period.	<a href="https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EajdUmsqHShBi0XmtsONZd4B OCxK8dK">https://unipamplonaedu-my.sharepoint.com/:b:/g/personal/loren_munoz_unipamplona_edu_co/EajdUmsqHShBi0XmtsONZd4B OCxK8dK</a>



					vKa3LmJ7 HAtvJtQ? e=YyRgF V
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*Table 14. Material designed grades in primary school*

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## APPENDIX

APPENDIX 1**CHRONOGRAM OF ACTIVITIES (1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, 4<sup>TH</sup> TERM).**

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>				
	<i>"AÑO DEL RESPETO, LA ESPERANZA Y LA EXCELENCIA CASTILLISTA"</i>				
	<b>SEDE:</b> Todas	<b>JORNADA:</b> Todas	<b>FECHA:</b> Febrero 01/2021	CRONOGRAMA DE ACTIVIDADES 2021	

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<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>	
<b>CRONOGRAMA DE ACTIVIDADES 2021</b>	
<b>ENERO</b>	
<b>FECHA</b>	<b>ACTIVIDAD</b>
Martes 12	✓ Reunión general bienvenida 2021
Miércoles 13 al 22	✓ Trabajo de áreas: Planeamiento
Viernes 22	✓ Entrega de guías primer periodo a coordinación
Lunes 25	✓ Entrada de los estudiantes: Primaria, 6 grado y 11 ✓ INICIO DEL PRIMER PERIODO
Martes 26	✓ Entrada de los estudiantes: 10 y 7 ✓ Trabajo de refuerzos con 11 y 6. ✓ Inducción y reinducción estudiantes de primaria.
Miércoles 27	✓ Entrada de los estudiantes: 9 y 8 ✓ Trabajo de refuerzos con 11, 6 y primaria.
Jueves 28	✓ Trabajo de refuerzos con 11, 6 y primaria.
Viernes 29	✓ Inducción y reinducción con todos los estudiantes por jornada. ✓ Reunión de padres de familia primaria
<b>FEBRERO</b>	
Lunes 01 al 05	✓ Reunión padres de familia secundaria ✓ Entrega de guías a los estudiantes ✓ Elección del Consejo de Padres y representantes del PAE
Miércoles 24	✓ Día E ✓ Elección docente COPASST
<b>MARZO</b>	
Viernes 05	✓ Día de elecciones del gobierno escolar
<b>SABADO 06</b>	✓ DIA COMPENSADO SEMANA SANTA(SISTEMA DE EVALUACION)
<b>LUNES 08</b>	✓ IZADA DE BANDERA VIRTUAL 11, QUINTO GRADO, CICLO V
Lunes 15 al 19	✓ Acumulativas áreas de segundo nivel – primer periodo ✓ Apertura de plataforma ✓ Entrega de guías a coordinación del segundo periodo ✓ Entrega de guías por parte de los estudiantes a la Institución (Primer periodo).
Viernes 19	✓ Proyecto ‘‘El agua: oro líquido’’
Martes 23 al 26	✓ Acumulativas áreas de primer nivel – primer periodo
Lunes 29 al 02 de abril	✓ RECESO DE SEMANA SANTA ✓ Actividades de desarrollo institucional
<b>ABRIL</b>	


Lunes 05 al 09	✓ Semana de cierre
Viernes 09	✓ Cierre de primer periodo
Lunes 12	✓ INICIO SEGUNDO PERIODO ✓ Entrega de guías segundo periodo a los estudiantes
Miércoles 14	✓ Cierre de plataforma
Viernes 16	✓ Comité de evaluación – primer periodo
Martes 20	✓ Reunión con padres de familia: Entrega de boletines
Viernes 23	✓ Día del idioma ✓ Día internacional del liderazgo (Abril 24) ✓ IZADA DE BANDERAS VIRTUAL 9, CUARTO DE PRIMARIA Y CI ✓ CUATRO
<b>MAYO</b>	
Viernes 14	✓ Día del maestro (15 de junio) ✓ IZADA DE BANDERA VIRTUAL 8, QUINTO DE PRIMARIA Y ✓ CICLO TRES
Lunes 24 al 28	✓ Acumulativas áreas de segundo nivel – segundo periodo ✓ Apertura de plataforma ✓ Entrega de guías por parte de los estudiantes a la Institución (Segundo periodo). ✓ Entrega de guías a coordinación del tercer periodo
Lunes 31 al 04 de junio	✓ Acumulativas áreas de primer nivel – segundo periodo
<b>JUNIO</b>	
Martes 08 al 11	✓ Semana de cierre – segundo periodo
Viernes 11	✓ Cierre del segundo periodo
Lunes 14 al 04 de julio	✓ Vacaciones estudiantes
Lunes 14 al 20 de junio	✓ Actividades de desarrollo institucional
Miércoles 16	✓ Cierre de plataforma
Viernes 18	✓ Comité de evaluación – segundo periodo
Lunes 21 al 04 de julio	✓ Vacaciones docentes
<b>JULIO</b>	
Martes 06	✓ Reinicio de actividades académicas ✓ INICIO DEL TERCER PERIODO ✓ Entrega de guías tercer periodo a los estudiantes
Jueves 8	✓ Reunión padres de familia: Entrega de boletines
<b>MIÉRCOLES 21</b>	✓ IZADA DE BANDERA VIRTUAL 7, CUARTO DE PRIMARIA Y ✓ CICLO TRES
<b>AGOSTO</b>	
Lunes 23 al 27	✓ Acumulativas áreas de segundo nivel – tercer periodo ✓ Entrega de guías a coordinación del cuarto periodo ✓ Entrega de guías por parte de los estudiantes a la Institución (Tercer periodo) ✓ Apertura de plataforma

Lunes 30 al 03 de sept	✓ Acumulativas áreas de primer nivel – tercer periodo
Miércoles 26	✓ Apertura plataforma
<b>SEPTIEMBRE</b>	
Lunes 06 al 10	✓ Semana de cierre
Viernes 10	✓ Cierre del tercer periodo
Lunes 13	✓ INICIA CUARTO PERIODO ✓ Entrega de guías a los estudiantes – cuarto periodo
	✓
Miércoles 15	✓ Cierre de plataforma
<b>JUEVES 16</b>	✓ IZADA DE BANDERA VIRTUAL 6, CUARTO DE PRIMARIA, Y ✓ CICLO CUATRO
Viernes 17	✓ Comité de evaluación – tercer periodo
Miércoles 22	✓ Reunión de padres de familia: Entrega de boletines
<b>OCTUBRE</b>	
Lunes 11 al 17	✓ Receso estudiantil – actividades de desarrollo institucional
Viernes 22	✓ Proyecto ‘‘Los científicos vuelven a la escuela’’
<b>NOVIEMBRE</b>	
Martes 02 al 05	✓ Acumulativas áreas de segundo nivel – cuarto periodo ✓ Entrega de guías por parte de los estudiantes a la Institución (Cuarto periodo) ✓ Apertura de plataforma
Lunes 08 al 12	✓ Acumulativas áreas de primer nivel – cuarto periodo
Lunes 16 al 19	✓ Semana de cierre
Viernes 19	✓ Cierre cuarto periodo ✓ IZADA DE BANDERA VIRTUAL GRADO DECIMO, GRADO QUINTO ✓ Y CICLO SEIS
Martes 23	✓ Cierre de plataforma ✓
Miércoles 24	✓ Comité de evaluación – cuarto periodo- informe académico y de nivelaciones a los estudiantes
Jueves 25	✓ Nivelaciones
Viernes 26	✓ Nivelaciones
Lunes 29	✓ Comité de promoción – entrega carga académica 2021
Lunes 29 a enero 09 2022	✓ Vacaciones estudiantes
<b>DICIEMBRE</b>	
Miércoles 01	✓ Entrega de boletines finales
Jueves 02	✓ Ceremonia de graduación
Viernes 03	✓ Autoevaluación institucional
Lunes 06 a 09 de enero 2022	✓ Vacaciones docentes

**Hernán Feria Morón**  
Rector


## APPENDIX 2 ENGLISH PLAN AND SYLLABUS

 <b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b> PLANEAMIENTO PEDAGÓGICO CURRICULAR POR ÁREAS			
AREA:	INGLES	AÑO	2016
PROFESORES RESPONSABLES:	LIZMAGDA LOPEZ- AGUSTIN ALVARADO- ABIMAELO OSPINO- MARIA ESTHER DIAZ – ESMITH CENTENO MONCADA (jefe de área)		
PLAN DE ESTUDIOS	FUNDAMENTOS	PROPOSITOS	
<p><b>PRE-ESCOLAR (GRADO 0):</b> -Dimensión comunicativa: 1 Hora Escuchar y hablar</p> <p><b>1º a 3º</b> -Dimensión comunicativa: 1 Hora Escuchar, hablar, leer y escribir</p> <p><b>4º a 5º</b> -Dimensión comunicativa: 1 Hora Escuchar, hablar, leer y escribir</p> <p><b>6º a 7º</b> -Dimensión comunicativa: 3 Horas Escuchar, hablar, leer y escribir</p> <p><b>8º a 9º</b> -Dimensión comunicativa: 3 Horas Escuchar, hablar, leer y escribir</p> <p><b>10º a 11º</b> -Dimensión comunicativa: 2 Horas Escuchar, hablar, leer y escribir.</p>	<p><b>FUNDAMENTOS EPISTEMOLOGICOS:</b> Para lograr una buena comunicación es importante el manejo de las cuatro habilidades: escuchar, hablar, leer y escribir.</p> <p><b>FUNDAMENTOS FILOSOFICOS:</b> <b>Según Lev Semionovich Vigotsky</b> el lenguaje es un instrumento imprescindible para el desarrollo cognitivo del niño, posteriormente la conciencia progresiva que va adquiriendo el niño le proporciona un control comunicativo, además el desarrollo lingüístico es independiente del desarrollo del pensamiento.</p> <p><b>FUNDAMENTO SOCIOLOGICO:</b> El lenguaje le permite al hombre relacionarse para crear la cultura. Por medio del lenguaje, el niño se apropia fácilmente de su entorno.</p> <p><b>FUNDAMENTO SOCIOLOGICO Y PEDAGOGICO:</b> -Según Noam Chomsky, el ser humano está predispuesto para aprender otro idioma, descubrir lo que es diferente y tomar conciencia de cómo funciona su lengua y transformarla. -La teoría de Piaget mantiene que los niños pasan a través de etapas específicas conforme su intelecto y capacidad para percibir las relaciones.</p>	<p><b>GENERALES</b></p> <p>-Desarrollar las habilidades lingüísticas de niños/as y jóvenes, para que cuenten con las competencias comunicativas necesarias que les permitan utilizar adecuadamente el idioma inglés en contextos de formación académica superior, contacto directo con hablantes nativos y en experiencias socio-culturales que les corresponda abordar.</p> <p>- Incentivar la utilización de la segunda lengua como un medio para valorar y respetar la diversidad lingüística en un mundo globalmente comunicado.</p> <p>-Motivar la utilización de estrategias de aprendizaje que permitan a los alumnos/as ampliar cada vez más su dominio comunicativo.</p> <p><b>ESPECIFICOS</b></p> <p>-Desarrollar la habilidad auditiva para recibir y comprender mensajes orales emitidos en inglés y poder dar respuestas significativas. -Desarrollar la habilidad de la lectura para comprender diferentes textos. -Desarrollar la habilidad de expresión y producción oral para sostener interacciones significativas en contextos diversos. -Desarrollar la expresión escrita utilizando distintos tipos de textos y estilos comunicativos.</p> <p>-Motivar el uso del idioma inglés respetando el registro y el género lingüístico apropiado, teniendo claridad de la audiencia, el propósito y el contexto de la experiencia comunicativa.</p>	

 <b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b> PLANEAMIENTO PEDAGÓGICO CURRICULAR POR ÁREAS			
AREA:		AÑO : 2016	
PROFESORES RESPONSABLES:			
ESTRATEGIAS METODOLOGICAS	ESTRATEGIAS DE EVALUACION	MALLA CURRICULAR	
<p><b>TPR: TOTAL PHYSICAL RESPONSE (Asher)</b></p> <p>El lenguaje es internalizado a través de un proceso de romper un código similar al primer desarrollo del lenguaje y que el proceso permite un periodo de tiempo de la escucha y el desarrollo de la comprensión antes de la producción. Los estudiantes responden a los comandos que requieren el movimiento físico.</p> <p><b>COMMUNICATIVE APROACH (R. Langs)</b></p> <p>También se le conoce como "enfoque comunicativo a la enseñanza de lenguas extranjeras", o simplemente el "enfoque comunicativo", tomo como punto de referencia la interacción como los medios y el objetivo final de aprender un idioma.</p> <p>Juego de roles Entrevistas Juegos Diálogos Intercambio de información Encuestas Trabajo en grupos</p> <p><b>DISCOVERING GRAMMAR (Cystal)</b> Orientar al estudiante hacia el descubrimiento de las reglas gramaticales para desarrollar el pensamiento crítico y análisis textual.</p> <p><b>PAPRENDIZAJE SIGNIFICATIVO (Ausubel)</b> Básicamente está referido a utilizar los conocimientos previos del alumno para construir un nuevo aprendizaje. El maestro se convierte sólo en el mediador entre los conocimientos y los</p>	<p>Previas acumulativa como prueba tipo ICSES Quiz</p> <p>Trabajo de grupo: talleres en clase</p> <p>Exposiciones sobre temas vistos a manera de refuerzo</p> <p>Elaboración de proyectos individuales con incorporación de las herramientas TIC</p> <p>Realización y entrega oportuna de tareas y trabajos</p> <p>Participación en actividades del área a nivel interno o externo cuando lo amerite(concursos)</p> <p>Acompañamiento del padre y/o madre de familia o Acudiente.</p> <p>Comportamiento y participación activa del estudiante en la clase</p> <p>Co-evaluación.</p> <p>Auto-evaluación</p> <p>Esfuerzo personal</p> <p>Visión del docente</p> <p><b>Para preparar clases con la incorporación de las TAC (TECNOLOGIAS DEL APRENDIZAJE Y CONOCIMIENTO)</b></p>	<p><b>O a PRIMER GRADO:</b></p> <p>I. Greeting and farewells II. Commands III. School supplies IV. Primary Colors V. My school VI. My classroom VII. My family VIII. My body</p> <p><b>SEGUNDO GRADO Y TERCER GRADO</b></p> <p>I. My school, colors, numbers and the ABC II. My family III. My house IV. My toys V. My body</p> <p><b>CUARTO Y QUINTO GRADO</b></p> <p>I. The schoolyard, school day II. My family and occupations III. My neighborhood IV. The weather</p> <p><b>SEXTO GRADO</b></p> <p>I. Review: ABC, colors and numbers, days of the week, months of the year, school objects and commands. II. Personal information and things for teens III. Location: things and people IV. Countries and nationalities V. Family members and physical description VI. Likes and dislikes</p>	



<p>alumnos, ya no es él el que simplemente los imparte, sino que los alumnos participan en lo que aprenden, pero para lograr la participación del alumno se deben crear estrategias que permitan que el alumno se halle dispuesto y motivado para aprender. Entre estas están: Mapas conceptuales , línea de tiempo y mentefactos.</p> <p><b>PROJECT WORK</b> los estudiantes planean, implementan y evalúan proyectos que tienen aplicación en el mundo real más allá del aula de clase, es decir usan el idioma aprendido para hablar de su vida y sus experiencias adaptándolo a su nivel de comprensión y aprendizaje. Las unidades temáticas ofrecen la oportunidad del trabajo por proyecto.</p> <p><b>INCORPORACION DE HERRAMIENTAS WEB</b> El concepto de aprendizaje invisible (Cobo y Moravec, 2011) según el cual las tecnologías digitales resultan “imperceptible[s] en términos de innovación” (p. 38) para quienes nacieron con ellas, y por ello la educación debería generar prácticas adecuadas en torno a su uso teniendo en cuenta que “además de conocer la funcionalidad instrumental de un software o dispositivo, se requiere ser capaz de aplicar el pensamiento complejo para resolver problemas de diversas maneras. Es decir, invisibilizar las tecnologías en sí y ser capaz de generar, conectar y diseminar el conocimiento creado.” (p. 37)</p>	<ul style="list-style-type: none"> <li>● sitios con material didáctico;</li> <li>● diccionarios en línea, monolingües y bilingües;</li> <li>● material de referencia sobre temas de gramática, vocabulario, colocación y otros;</li> <li>● los exploradores de Internet ayudan a resolver dudas sobre cualquier aspecto de la lengua.</li> </ul>	<p><b>SEPTIMO GRADO</b></p> <ol style="list-style-type: none"> <li>I. Abilities and clock times</li> <li>II. Daily routine</li> <li>III. Places in a town or city- leisure activities</li> <li>IV. Activities at home and at school</li> <li>V. Past events</li> <li>VI. Famous People from the past</li> </ol> <p><b>OCTAVO GRADO</b></p> <ol style="list-style-type: none"> <li>I. Describe people's personality</li> <li>II. Food for various meals</li> <li>III. Shopping at the supermarket</li> <li>IV. Sports and activities</li> <li>V. Classroom activities</li> <li>VI. Clothes</li> </ol> <p><b>NOVENO Y DECIMO GRADO</b></p> <ol style="list-style-type: none"> <li>I. Describe events in the past</li> <li>II. Past habits</li> <li>III. The weather &amp; past activities</li> <li>IV. Preferences</li> <li>V. Express decisions</li> <li>VI. Summer plans</li> </ol> <p><b>DECIMO Y UNDÉCIMO GRADO</b></p> <ol style="list-style-type: none"> <li>I. Teen activities</li> <li>II. Suggestions &amp; preferences</li> <li>III. Household chores and rules</li> <li>IV. Future plans</li> <li>V. Order food and drinks</li> <li>VI. Offer help</li> </ol>
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 <b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b> PLANEAMIENTO PEDAGÓGICO CURRICULAR POR ÁREAS						
<b>ASIGNATURA:</b>		<b>IDIOMA EXTRANJERO- INGLES</b>			<b>AÑO</b>	<b>2016</b>
<b>PROFESORES RESPONSABLES:</b>		<b>ESMITH CENTENO- LIZMAGDA LOPEZ –AGUSTIN ALVARADO- MARIA ESTHER DIAZ</b>				
GRADOS	PROCESOS DE PENSAMIENTO	PROCESOS DE INVESTIGACION	COMPETENCIAS	DESEMPEÑOS	NIVELES DE DESEMPEÑOS	
SEXTO	<b>Taxonomía de Bloom:</b> Conocer Comprender Aplicar Analizar  Sintetizar Evaluar	<b>USO DE TAC EN EL APRENDIZAJE DEL INGLES: Tecnologías del Aprendizaje y el Conocimiento:</b> Lozano (2011) dice sobre las TAC: "Se trata en definitiva de conocer y de explorar los posibles usos didácticos  las TIC tienen para el aprendizaje y la docencia.  decir, las TAC van más allá de aprender meramente a usar las TIC y apuestan por explorar estas herramientas tecnológicas al servicio del aprendizaje y de la adquisición de conocimiento."	<b>COMUNICATIVA LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA</b>	-Comprender situaciones específicas de su entorno.  -Identificar información sencilla a partir de la lectura de textos. -Escribir textos breves relacionados con su entorno y hechos que le son familiares.  -Comunicar ideas sencillas por medio de situaciones cotidianas.	<b>SUPERIOR:</b> Se comunica en forma oral y escrita empleando vocabulario básico y hecho de su cotidianidad. <b>ALTO:</b> Comprende situaciones cotidianas y se da a entender empleando un vocabulario básico. <b>BÁSICO:</b> Identifica por medio de gráficas y de herramientas un vocabulario básico. <b>BAJO:</b> Se le dificulta emplear vocabulario de su entorno y expresarse en situaciones cotidianas.	
SEPTIMO			<b>COMUNICATIVA LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA</b>	-Interpretar información sencilla e interacciones cotidianas tomadas de la vida real para realizar diversas actividades. -Realizar gráficas sencillas a partir de la información proporcionada en textos comparativos y contrastivos acerca de la vida cotidiana. -Redactar textos de carácter narrativo y descriptivo teniendo en cuenta vocabulario y estructuras gramaticales. -Dramatizar conversaciones o diálogos seleccionados sobre temas académicos y de su interés.	<b>SUPERIOR:</b> Dramatiza situaciones a partir de la información obtenida en textos de la vida cotidiana que él completa en forma adecuada. <b>ALTO:</b> Comprende situaciones cotidianas y se da a entender empleando un vocabulario básico. <b>BÁSICO:</b> Identifica en gráficas temas relacionados con la vida cotidiana. <b>BAJO:</b> Se le dificulta comprender y expresarse en situaciones cotidianas.	



OCTAVO			<b>COMUNICATIVA LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA</b>	<p>-Emplea expresiones diarias y frases básicas para la satisfacción de necesidades de tipo concreto.</p> <p>-Se presenta dando a conocer detalles personales tales como: dónde vive, la gente</p>	<p><b>SUPERIOR:</b> Pregunta y responde interactuando en situaciones acerca de detalles personales.</p> <p><b>ALTO:</b> Muestra control en algunas estructuras gramaticales básicas acerca de detalles</p>
				<p>que conoce y las cosas que tiene.</p> <p>-Interactúa de una manera sencilla con otra persona hablando en forma lenta y clara sobre temas que le son familiares.</p> <p>-Escribir textos cortos relacionados con temas personales y de su entorno.</p>	<p>personales.</p> <p><b>BÁSICO:</b> Tiene un repertorio básico de palabras y de frases sencillas relacionadas con detalles personales y situaciones particulares.</p> <p><b>BAJO:</b> Se le dificulta emplear estructuras gramaticales básicas en la descripción de detalles personales.</p>
NOVENO Y DECIMO			<b>COMUNICATIVA LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA</b>	<ul style="list-style-type: none"> <li>• <i>Puede entender temas relacionados con situaciones cotidianas a partir de textos escuchados o escritos.</i></li> <li>• <i>Produce textos sencillos relacionados con temas de interés personal o grupal a partir de las orientaciones dadas en clase en forma oral y / o escrita.</i></li> <li>• <i>Usa los patrones gramaticales estudiados de acuerdo al contexto o situación comunicativa.</i></li> </ul>	<p><b>SUPERIOR</b> <i>Responde en forma correcta a las actividades relacionadas con situaciones cotidianas a partir de textos escuchados o escritos y maneja satisfactoriamente los patrones gramaticales estudiados.</i></p> <p><b>ALTO</b> <i>Responde a las actividades con errores ocasionales en el uso de patrones gramaticales que no</i></p>

					<p>limitan la comunicación a partir de textos escuchados o escritos en las actividades relacionados con situaciones cotidianas</p> <p><b>BASICO</b> Su comprensión y producción muestra un nivel aceptable en el uso del idioma en forma oral y escrito aún cuando presenta errores en el uso de patrones gramaticales.</p> <p><b>BAJO</b> Debido a su bajo desempeño requiere de mayor orientación y de refuerzo para alcanzar nivel aceptable y satisfactorio en el desarrollo de las habilidades comunicativas en el idioma.</p>
UNDECIMO			COMUNICATIVA LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA	<ul style="list-style-type: none"> <li>• Puede entender temas relacionados con situaciones cotidianas a partir de textos escuchados o escritos.</li> </ul>	<p><b>SUPERIOR</b> Responde en forma correcta a las actividades relacionados con</p>
				<ul style="list-style-type: none"> <li>• Produce textos sencillos relacionados con temas de interés personal o grupal a partir de las orientaciones dadas en clase en forma oral y /o escrita.</li> <li>• Usa los patrones gramaticales estudiados de acuerdo al contexto o situación comunicativa.</li> </ul>	<p>situaciones cotidianas a partir de textos escuchados o escritos y maneja satisfactoriamente los patrones gramaticales estudiados.</p> <p><b>ALTO</b> Responde a las actividades con errores ocasionales en el uso de patrones gramaticales que no limitan la comunicación a partir de textos escuchados o escritos en las actividades relacionados con situaciones cotidianas</p> <p><b>BASICO</b> Su comprensión y producción muestra un nivel aceptable en el uso del idioma en forma oral y escrito aún cuando presenta errores en el uso de patrones</p>

					gramaticales.
					<p><b>BAJO</b> Debido a su bajo desempeño requiere de mayor orientación y de refuerzo para alcanzar nivel aceptable y satisfactorio en el desarrollo de las habilidades comunicativas en el idioma.</p>
<b>BIBLIOGRAFÍA BÁSICA</b>			<b>TICs</b>		
<p>• Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.</p> <p>• Lozano, Roser. "De las TIC a las TAC: tecnologías del aprendizaje y del conocimiento". Anuario ThinkEPI, 2011, v. 5, pp. 45-47. - See more at: <a href="http://www.thinkepi.net/las-tic-tac-de-las-tecnologias-de-la-informacion-y-comunicacion-a-las-tecnologias-del-aprendizaje-y-del-conocimiento#sthash.VmfrZoyG.dpuf">http://www.thinkepi.net/las-tic-tac-de-las-tecnologias-de-la-informacion-y-comunicacion-a-las-tecnologias-del-aprendizaje-y-del-conocimiento#sthash.VmfrZoyG.dpuf</a></p>			<p>• <a href="http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/numero-9/el-uso-de-las-herramientas-tecnologicas-en-clase-analisis-del-empleo-de-las-tac-en-las-clases-de-la-seccion-de-cursos-especiales-de-la-escuela-de-lenguas">http://www.puertasabiertas.fahce.unlp.edu.ar/numeros/numero-9/el-uso-de-las-herramientas-tecnologicas-en-clase-analisis-del-empleo-de-las-tac-en-las-clases-de-la-seccion-de-cursos-especiales-de-la-escuela-de-lenguas</a></p> <p>• <b>PLATAFORMA EDMODO</b></p> <p>• Prensky, M. (2001) "Nativos digitales, inmigrantes digitales" MCB University Press. Consultado marzo 21, 2014 en <a href="http://issuu.com/aprenderapensar/docs/nativos_digitales_1">http://issuu.com/aprenderapensar/docs/nativos_digitales_1</a></p>		

## APPENDIX 3 : FIRST TERM

### FIRST TERM

#### SIXTH GRADE

GUIDE ORIENTED FOR STUDENTS WHO TAKE CLASS ONLINE AND FOR STUDENTS WHO WORK ONLY WITH GUIDES.

#### FIRST ( 1st. ) TERM ENGLISH ACTIVITIES

##### 6th. GRADES

**GOAL:** Recognize self as an individual and member of the class.

##### FEEDBACK AND ACTIVITIES

- PERSONAL PRONOUNS
- SIMPLE TENSES VERB TO BE ( 3 FORMS )
- PRESENT SIMPLE TENSE -Grammar- 3 forms
- YES/NO QUESTIONS
- ADJECTIVES DEMONSTRATIVES ( THIS/THAT – THESE/THOSE )
- SINGULAR AND PLURAL OF NOUNS -Grammar
- ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )
- VOCABULARY
- THE ALPHABET
- GREETINGS – Role play
- COLORS
- ANIMALS
- FRUIT
- CARDINAL NUMBER AND QUANTITIES
- ORAL ACTIVITIES
- ROLE PLAYS
- SPELLING ACTIVITIES ( using vocabulary studied )
- GREETINGS



## INSTITUCIÓN EDUCATIVA EL CASTILLO

**SEDE: JORNADA: FECHA:**

**PERÍODO 1**

**GUIA DE APRENDIZAJE ORIENTADA**

**GUIA No. 1**

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	INGLES
<b>Nombre del estudiante</b>	
<b>Grado</b>	6 os.
<b>Docente</b>	Agustín Alvarado Amador
<b>Tema</b>	TIEMPO PRESENTE SIMPLE VERBO TO BE
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PRESENTE SIMPLE VERBO TO BE
<b>Tiempo de ejecución</b>	1er. PERIODO
<b>Puntos asignados</b>	60

#### **5. EXPLORACION (INDAGACIÓN):**

Tiene conocimiento de los pronombres personales y la conjugación simple verbo Ser o Estar en su lengua materna.

#### **6. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):**

Lea las siguientes. Orientaciones, sobre el Tiempo Presente Simple Verbo To Be, en sus 3 formas.

**AFFIRMATIVE FORM**

I am (I'm) soy, estoy  
 you are (you're) tú eres, estás  
 he is (he's) él es, está  
 She is (she's) ella es, está  
 It is (it's) esto es, eso está  
 we are (we're) nosotros somos, estamos  
 you are (you're) ustedes son, están  
 they are (they're) ellos son, están

**INTERROGATIVE FORM**

Am I? ¿soy yo?, ¿estoy yo?  
 Are you? ¿eres tú?, ¿estás tú?  
 Is he? ¿es él?, ¿está él?  
 Is she? ¿es ella?, ¿está ella?  
 Is it? ¿es esto?, ¿está eso?  
 Are we? ¿somos nosotros?, ¿estamos nosotros?  
 Are you? ¿son ustedes?, ¿están ustedes?  
 Are they? ¿son ellos?, ¿están ellos?

I am not (I'm not) no soy, no estoy  
 you are not (you aren't) tú no eres, no estás  
 he is not (he isn't) él no es, no está  
 She is not (she isn't) ella no es, no está  
 It is not (it isn't) esto no es, eso no está  
 we are not (we aren't) no somos, no estamos  
 you are not (you aren't) no sois, no están  
 they are not (they aren't) ellos no son, no están

**NEGATIVE FORM**

**7. TRANSFERENCIA- VALORACIÓN(APLICACIÓN) :**  
 Realiza los siguientes ejercicios , siguiendo las instrucciones

THE WORKBANK

am fine thanks - where are - is - your - are - I am -

Mary: Hello. My Name \_\_\_\_\_ (1) Mary.

Mary: What's \_\_\_\_\_ (2) name? My name's Peter.

Peter: How \_\_\_\_\_ (3) you?

Mary: I \_\_\_\_\_ (4) and you?


Peter: Ok, \_\_\_\_\_ (5) you from?

Mary: \_\_\_\_\_ (6) from Ireland.

**Nota :** Chicos 1 cuadro es una guía del verbo to be/ is are am. Ejercicio # 2 se realiza con las palabras en el cuadro llamado WORKBANK importante utilizar DICCIONARIO para traducir los textos.

**EXERCISE # 3 COMPLETE THE FOLLOWING SENTENCES WITH THE VERB 'TO BE' See**  
**EXERCISE # 1 (am/ am not/ are/ aren't/ is / isn't)**

1. I \_\_\_\_\_ a student. 2. They \_\_\_\_\_ from Mexico.  
 3. She \_\_\_\_\_ form China. 4. We \_\_\_\_\_ classmates.  
 5. He \_\_\_\_\_ a teacher. 6. The students \_\_\_\_\_ from Cuba.  
 7. Sarah and Fred \_\_\_\_\_ doctors. 8. They \_\_\_\_\_ married.  
 9. Diana \_\_\_\_\_ single. 10. Michael and Ted \_\_\_\_\_ brothers.



II Complete the sentences with the correct forms of the verb *be*. Use contractions when possible.

1. I (*negative form*) am not fifteen years old.  
I \_\_\_\_\_ twelve years old.
2. They (*negative form*) \_\_\_\_\_ in my high school. They \_\_\_\_\_ in your high school.
3. You (*negative form*) \_\_\_\_\_ from Mexico.  
You \_\_\_\_\_ from Brazil.
4. He (*negative form*) \_\_\_\_\_ outgoing. He \_\_\_\_\_ shy.
5. Her hair (*negative form*) \_\_\_\_\_ brown.  
Her hair \_\_\_\_\_ blonde.
6. We (*negative form*) \_\_\_\_\_ always serious.  
Sometimes we \_\_\_\_\_ funny.
7. I \_\_\_\_\_ in high school. I (*negative form*) \_\_\_\_\_ in college.
8. She \_\_\_\_\_ on the soccer team. She (*negative form*) \_\_\_\_\_ on the volleyball team.



VI Complete Sofia's e-mail with the correct forms of the verb *be*. Use contractions when possible.

Hi, Emily,

My name is (1) Sofia. I am (2) fifteen years old. I am (3) in the ninth grade at Wheeler High School in Queens, New York. I am (4) friendly and very competitive. I have long, brown hair and blue eyes. I wear glasses. There are five people in my family: my father, my mother, my brother, my sister, and I. My father's name is (5) Juan. He is (6) a salesman for a computer company. My mother's name is (7) Rosa. She is (8) a teacher. My sister's name is (9) Linda; she is (10) sixteen years old. My brother, Juan, is (11) nineteen years old. He is (12) in college. My sister and brother are (13) cool!

My best friend at school is (14) Barbara. We love basketball. We are (15) on the girls' basketball team. We are (16) (*not*) the best players, but we have a lot of fun playing. You are (17) my new e-mail friend, so please write me soon. Tell me about yourself and your family.  
Sofia

Escaneado con CamScanner

## 8. OBSERVACIONES

Para resolver dudas o inquietudes consultar con el docente del área



## SEVENTH GRADE

### FIRST ( 1st. ) TERM ENGLISH ACTIVITIES

#### 7th. GRADES

**GOAL:** Define activities for integral personal care at the physical ( body ), intellectual ( mind ), emotional ( psychological ), spiritual ( beliefs ) level.

#### FEEDBACK AND ACTIVITIES

- PERSONAL PRONOUNS- FEEDBACK
- SIMPLE TENSES VERB TO BE ( 3 FORMS )- FEEDBACK
- PRESENT SIMPLE TENSE -Grammar- 3 forms- FEEDBACK
- YES/NO QUESTIONS-using tenses studied
- ADJECTIVES DEMONSTRATIVES ( THIS/THAT – THESE/THOSE )
- SINGULAR AND PLURAL OF NOUNS -Grammar
- ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )
- MODAL- Can
- Present of LIKE ( 3 forms )
- W.H Question Forms ( What, Where, Who, Which, Why, When, What for )
- VOCABULARY
- THE ALPHABET
- GREETINGS – Role play
- COLORS
- ANIMALS
- FRUIT
- CARDINAL - ORDINAL NUMBER AND QUANTITIES
- ORAL ACTIVITIES
- ROLE PLAYS
- SPELLING ACTIVITIES ( using vocabulary studied )
- GREETING



## INSTITUCIÓN EDUCATIVA EL CASTILLO

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**PERÍODO 1**

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<b>Docente</b>	Agustín Alvarado Amador
<b>Tema</b>	TIEMPO PRESENTE SIMPLE
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PRESENTE SIMPLE EN SUS TRES FORMAS
<b>Tiempo de ejecución</b>	1er. PERIODO
<b>Puntos asignados</b>	60

#### 9. EXPLORACION (INDAGACIÓN):

Conoce la conjugación tiempo presente simple (En sus tres formas). Actividad previamente desarrollada

#### 10. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

Lea las siguientes. Orientaciones, sobre el Tiempo Presente Simple, en sus 3 formas.

## THE PRESENT SIMPLE TENSE

### Usos

El *presente simple* se utiliza en inglés para expresar:

- situaciones que se producen de forma regular o habitual, que se suelen acompañar de marcadores temporales (always, never, rarely, often);

*Ejemplo:*

He plays football every Tuesday.

- acciones que se suceden;

*Ejemplo:*

After school Colin goes home, packs his bag, puts on his football shirt and then he goes to football training.

- situaciones de validez general;

*Ejemplo:*

A forward tries to score goals for his team.

- actividades futuras que forman parte de un programa u horario;

*Ejemplo:*

The bus leaves at half past four.

His training starts at five o'clock.

- oraciones que expresan situaciones estables o de validez permanente o que contienen verbos relacionados con el pensamiento o la memoria.

*Ejemplo:*

Colin likes football.

He is a forward.

### Conjugación

La conjugación de un verbo en *present simple* es diferente en las oraciones afirmativas, negativas o interrogativas. La tabla resumen los tres casos.

En las oraciones afirmativas, el verbo se mantiene invariable en infinitivo en todas las personas excepto en la tercera persona singular, para la que es necesario añadir una *-s*.

Las oraciones negativas e interrogativas en presente se forman con el verbo auxiliar *do*, manteniendo invariable el verbo principal. En estos casos, es el verbo auxiliar el que refleja la marca de tercera persona singular: *does*.

Ejemplo con el verbo *speak*

	afirmativa	negativa	Interrogativa
I, you, we, they	I speak	I <u>do</u> not speak	<u>Do</u> I speak?
he/she/it	he <u>speaks</u>	he <u>does</u> not speak	<u>Does</u> he speak?

### Reglas de ortografía

Para conjugar la tercera persona del singular tan solo hay que añadir una *-s*. Sin embargo, existen algunas excepciones a esta regla:

- con los verbos acabados en *o, ch, sh* se añade *-es*;

*Ejemplo:*

do – he does

wash – she washes

- con los verbos acabados en consonante + *y*, esta última se transforma en *ie* antes de añadir la *-s*. Si el verbo termina en vocal + *y*, se puede añadir la *-s* sin necesidad de transformarlo;

*Ejemplo:*

worry – he worries

(sin embargo: play – he plays)

- a los verbos modales, como *can, may, might o must*, nunca se les añade una *-s*. Se mantienen invariables en todas sus formas.

*Ejemplo:*

he can swim

she must go

#### Activity at home:

1. Fill in the blank with the appropriate form of the verb (affirmative statements).

Anne (work) \_\_\_\_\_ in a language school.

She (be) \_\_\_\_\_ a teacher.

She (teach) \_\_\_\_\_ English.


Her students (come) \_\_\_\_\_ from all over the world.

### 11. TRANSFERENCIA- VALORACIÓN(APLICACIÓN) :

Realiza los siguientes ejercicios, empleando el presente simple en sus tres formas. Seleccione 12 palabras de este vocabulario.

**EXERCISE 7: FIND THE WORDS INTO THE CROSSWORD.**

**THE FAMILY**



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


1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. \_\_\_\_\_ 11. \_\_\_\_\_ 14. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. \_\_\_\_\_ 12. \_\_\_\_\_ 15. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_ 10. \_\_\_\_\_ 13. \_\_\_\_\_ 16. \_\_\_\_\_

**EXERCISE 8: MATCH: (aparear) Family Members COLUMN A TO COLUMN B .**

<p style="text-align: center;"><b>A</b></p> <ol style="list-style-type: none"> <li>1. Step – mother</li> <li>2. Brother-in-law</li> <li>3. Parents</li> <li>4. Son-in-law</li> <li>5. Nephew</li> <li>6. Sister</li> <li>7. Daughter</li> <li>8. Aunt</li> <li>9. Niece</li> <li>10. Twins</li> </ol>	<p style="text-align: center;"><b>B</b></p> <ol style="list-style-type: none"> <li>_____ Gemelos</li> <li>_____ Hija</li> <li>_____ Tia</li> <li>_____ Madrastra</li> <li>_____ Sobrina</li> <li>_____ Padres</li> <li>_____ Yerno</li> <li>_____ Cuñada</li> <li>_____ Hermana</li> <li>_____ Sobrino</li> </ol>
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**EXERCISE # 9: FIND THE WORDS INTO THE CROSSWORD.**

<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>N</td><td>H</td><td>L</td><td>A</td><td>W</td><td>Y</td><td>E</td><td>R</td></tr> <tr><td>U</td><td>O</td><td>N</td><td>R</td><td>N</td><td>P</td><td>N</td><td>E</td></tr> <tr><td>R</td><td>U</td><td>T</td><td>T</td><td>P</td><td>W</td><td>G</td><td>P</td></tr> <tr><td>S</td><td>S</td><td>E</td><td>I</td><td>O</td><td>A</td><td>I</td><td>O</td></tr> <tr><td>E</td><td>E</td><td>A</td><td>S</td><td>L</td><td>I</td><td>N</td><td>R</td></tr> <tr><td>N</td><td>W</td><td>C</td><td>T</td><td>I</td><td>T</td><td>E</td><td>T</td></tr> <tr><td>P</td><td>I</td><td>H</td><td>N</td><td>C</td><td>E</td><td>E</td><td>E</td></tr> <tr><td>I</td><td>F</td><td>E</td><td>P</td><td>E</td><td>R</td><td>R</td><td>R</td></tr> <tr><td>L</td><td>E</td><td>R</td><td>B</td><td>A</td><td>K</td><td>E</td><td>R</td></tr> <tr><td>O</td><td>N</td><td>D</td><td>O</td><td>C</td><td>T</td><td>O</td><td>R</td></tr> <tr><td>T</td><td>P</td><td>V</td><td>E</td><td>T</td><td>N</td><td>N</td><td>N</td></tr> <tr><td>N</td><td>S</td><td>I</td><td>N</td><td>G</td><td>E</td><td>R</td><td>W</td></tr> <tr><td>F</td><td>A</td><td>R</td><td>M</td><td>E</td><td>R</td><td>N</td><td>O</td></tr> <tr><td>D</td><td>R</td><td>I</td><td>V</td><td>E</td><td>R</td><td>P</td><td>L</td></tr> <tr><td>M</td><td>E</td><td>C</td><td>H</td><td>A</td><td>N</td><td>I</td><td>C</td></tr> </table>	N	H	L	A	W	Y	E	R	U	O	N	R	N	P	N	E	R	U	T	T	P	W	G	P	S	S	E	I	O	A	I	O	E	E	A	S	L	I	N	R	N	W	C	T	I	T	E	T	P	I	H	N	C	E	E	E	I	F	E	P	E	R	R	R	L	E	R	B	A	K	E	R	O	N	D	O	C	T	O	R	T	P	V	E	T	N	N	N	N	S	I	N	G	E	R	W	F	A	R	M	E	R	N	O	D	R	I	V	E	R	P	L	M	E	C	H	A	N	I	C	<p style="text-align: center;"><b>OCCUPATIONS</b></p> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 33%;">1. _____</td> <td style="width: 33%;">7. _____</td> <td style="width: 33%;">13. _____</td> </tr> <tr> <td>2. _____</td> <td>8. _____</td> <td>14. _____</td> </tr> <tr> <td>3. _____</td> <td>9. _____</td> <td>15. _____</td> </tr> <tr> <td>4. _____</td> <td>10. _____</td> <td>16. _____</td> </tr> <tr> <td>5. _____</td> <td>11. _____</td> <td>17. _____</td> </tr> <tr> <td>6. _____</td> <td>12. _____</td> <td>18. _____</td> </tr> </table>	1. _____	7. _____	13. _____	2. _____	8. _____	14. _____	3. _____	9. _____	15. _____	4. _____	10. _____	16. _____	5. _____	11. _____	17. _____	6. _____	12. _____	18. _____
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### 12. OBSERVACIONES

Para resolver dudas o inquietudes consultar con el docente del área

## FIRST ( 1st. ) TERM ENGLISH ACTIVITIES

### 8th. GRADE 1

**GOAL:** Formulate initiative for the prevention of eating disorders.

#### FEEDBACK AND ACTIVITIES

##### PERSONAL PRONOUNS- FEEDBACK by yourself

- SIMPLE TENSES VERB TO BE ( 3 FORMS )- FEEDBACK by yourself
- PRESENT SIMPLE TENSE -Grammar- 3 forms- FEEDBACK by yourself
- PAST SIMPLE TENSE – 3 Forms – Grammar – feedback
- YES/NO QUESTIONS-using tenses studied
- ADJECTIVES DEMONSTRATIVES ( THIS/THAT – THESE/THOSE ) by yourself
- SINGULAR AND PLURAL OF NOUNS -Grammar
- ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )- Feedback by yourself.
- ADJECTIVES POSSESSIVES : Her,His, My, Their, Your, Our.
- W.H Question Forms ( What, Where, Who, Which, Why, When, What for )
- VOCABULARY
- THE ALPHABET
- GREETINGS – Role plays
- COLORS
- ANIMALS
- FRUIT
- CARDINAL - ORDINAL NUMBER AND QUANTITIES
- ORAL ACTIVITIES
- ROLE PLAYS
- SPELLING ACTIVITIES ( using vocabulary studied )
- GREETINGS
- READING ACTIVITIES – Short Reading texts


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**GUIA No. 1**
**IDENTIFICACIÓN DE LA GUÍA**

<b>Asignatura</b>	INGLES
<b>Nombre del estudiante</b>	
<b>Grado</b>	8o.1
<b>Docente</b>	Agustín Alvarado Amador
<b>Tema</b>	TIEMPO PRESENTE PERFECTO
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PRESENTE PERFECTO EN SUS TRES FORMAS
<b>Tiempo de ejecución</b>	1er. PERIODO
<b>Puntos asignados</b>	60

**13. EXPLORACION (INDAGACIÓN):**

Conoce el tiempo presente simple, pasado simple. Con base en estos tiempos, se le facilitara aprender el tiempo presente perfecto (En sus tres formas).

**14. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):**

Lea las siguientes. Orientaciones, sobre el Tiempo Presente perfecto, en sus 3 formas.



Escaneado con CamScanner

## Present Perfect: Indefinite Past

### What's new on "Feldstein"?

Tune in Channel 4 tonight at 8:00 and find out!



#### CHECK POINT

Check the correct answer.

The "Feldstein" cast is talking about things of importance to them

- now.
- in the past.

#### CHART CHECK 1

Circle T (True) or F (False).

**T F** You can use the present perfect without mentioning a specific time.

STATEMENTS				
SUBJECT	HAVE	(NOT)	PAST PARTICIPLE	
They	have		appeared	on TV.
It	has	(not)	been	

For a complete presentation of present perfect forms, see Unit 11, pages 46-47.

#### CHART CHECK 2

Check the correct answer.

**Never and just come:**  
 before the past participle  
 at the end of the statement

STATEMENTS WITH ADVERBS					
SUBJECT	HAVE (NOT)	ADVERB	PAST PARTICIPLE		ADVERB
They	have	never	appeared		
It	has	just	been	on TV.	
They	have (not)		appeared		
It	has (not)		been	on TV	lately, recently.

#### CHART CHECK 3

Circle T (True) or F (False).

**T F** Ever has to be used in yes/no questions.

YES/NO QUESTIONS				SHORT ANSWERS			
HAVE	SUBJECT	(EVER)	PAST PARTICIPLE	AFFIRMATIVE		NEGATIVE	
Have	they	(ever)	acted?	Yes, they have.	No, they haven't.		
Has	she		won?	Yes, she has.	No, she hasn't.		

WH- QUESTIONS				
WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How often	have	they	acted	on this show?
Why	has	it	won	an award?

#### EXPRESS CHECK

Unscramble these words to form a question. Answer the question.

you • watched • Have • "The Simpsons" • ever

#### Grammar Explanations

#### Examples

1. Use the **present perfect** to talk about things that happened at an **indefinite time in the past**. You can use the present perfect when you don't know when something happened or when the specific time is not important.

- They've **won** several awards.
- I've **interviewed** the whole cast.
- She's **been** in a Hollywood movie.
- I've **seen** his show many times.

2. You can use **ever** with the **present perfect** to ask questions. It means at *any time up until now*. Use **never** to answer negatively.

- A:** Have you **won** an award?  
OR  
Have you **ever won** an award?  
**B:** No, I've **never won** one.  
OR  
No, **never**.

3. Use the **present perfect** with **just**, **recently**, or **lately** to talk about events in the **very recent past**.

**USAGE NOTE:** In spoken American English people often use **just** and **recently** with the simple past tense to talk about indefinite time.

- We've **just gotten** back from Los Angeles.
- I've **recently signed** a contract to write a book.
- He **hasn't had time lately**.
- We **just got** back from Los Angeles.

► **Be CAREFUL!** Do not use **just**, **recently**, or **lately** with the present perfect and a specific past time expression.

- I've **recently gotten** back from Los Angeles. ~~Nor I've recently gotten back from Los Angeles last Monday.~~

Escaneado con CamScanner

## 15. TRANSFERENCIA- VALORACIÓN (APLICACIÓN):

Realiza los siguientes ejercicios, empleando el presente simple en sus tres formas. Selecciona 12 palabras de este vocabulario.

.....

**1 IDENTIFY** • Professor Green is attending a conference this week. Read her conversation with Professor Russ. Underline all the verbs that refer to the future.

**RUSS:** Ellen! It's nice to see you. Are you presenting a paper this week?

**GREEN:** Hi, Rick. Yes. In fact, my talk starts at two o'clock.

**RUSS:** Oh, maybe I'll go. What are you going to talk about? Robots?

**GREEN:** Yes. I'm focusing on personal robots for household work.

**RUSS:** I'd like one of those! Where's your son, by the way? Is he here with you?

**GREEN:** No. Tony stays in Denver with his grandparents in the summer. I'm going to visit him after the conference. So, what are you working on these days?

**RUSS:** I'm still with the Mars Association. In fact, we're going to be holding a news conference next month about the Mars shuttle launch.

**GREEN:** That's exciting. Maybe I'll see you there.

**RUSS:** Great. The conference begins at noon on the tenth.

**2 CHOOSE** • Circle the most appropriate words to complete these conversations.

1. **GREEN:** Which project do you work / are you going to work on next?  
**RUSS:** I haven't decided for sure. Probably the Spacemobile.

2. **RUSS:** Look at those dark clouds!  
**GREEN:** Yes. It looks like it's raining / it's going to rain any minute.

3. **GREEN:** I'd better get back to my hotel room before the storm.  
**RUSS:** OK. I'm seeing / I'll see you later.

4. **DESK:** Professor Green, your son just called.  
**GREEN:** Oh, good. I'll call / I'm calling him back right away.

5. **GREEN:** Hi, honey. How's it going?  
**TONY:** Great. I go / I'm going fishing with Grandpa tomorrow.

6. **GREEN:** Have fun, but don't forget. You still have to finish that paper.  
**TONY:** I know, Mom. I mail / I'm mailing it tomorrow. I already have the envelope.

7. **TONY:** How's the conference?  
**GREEN:** Good. I'm giving / I'll give a talk this afternoon.

8. **TONY:** Good luck. When are you / will you be here?  
**GREEN:** Tomorrow. My plane lands / will land at 7:00, so I see / I'll see you about 8:00.

Escaneado con CamScanner

3

**COMPLETE** • Read these conversations. Complete them with an appropriate form of the verbs in parentheses. (There is more than one correct answer for some items.)

1. A: Hurry up! The shuttle leaves (leave) in just a few minutes.  
B: Oh, I'm sure they wait (wait) for us.
2. A: Look at those storm clouds! Do you think it will rain (rain)?  
B: I don't know. I will check (check) the weather forecast.
3. A: When will we board (board) the shuttle?  
B: We will fly (fly) first class, so we should be among the first to board.
4. A: Wow! This suitcase is heavy.  
B: I will carry (carry) it for you. Give it to me.
5. A: What time will we land (land) on Mars?  
B: According to the schedule, at 9:00 A.M., but I think we will be (be) a little late.
6. A: I'm hungry. I hope we will get (get) some food soon.  
B: Me too. I will have (have) the seafood special. I ordered it in advance.
7. A: Look! The flight attendant is getting ready to announce something.  
B: Great. That means we will start (start) boarding soon.

4

**EDIT** • Read this flight announcement on the shuttle to Mars. Find and correct seven mistakes in the use of the future. The first mistake is already corrected. (There is often more than one way to correct a mistake).

"Good evening, ladies and gentlemen. This ~~will be~~ <sup>is</sup> your captain speaking. We be going to leave the Earth's gravity field in about fifteen minutes. At that time, you are able to unbuckle your seat belts and float around the cabin. Host robots take orders for dinner soon. After these storm clouds, we are having a smooth trip. The shuttle arrives on Mars tomorrow at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. By tomorrow morning the temperature is 18 degrees, but it is feeling more like 28 degrees. Enjoy your flight."

CS Escaneado con CamScanner

## 16. OBSERVACIONES


Para resolver dudas o inquietudes consultar con el docente del área



APPENDIX 4: SECOND TERM


LIST OF STUDENTS (AROUND 20 TAKE CLASS ONLINE, THE OTHERS WORK ON GUIDES)

GRADE 7<sup>o</sup>1

INSTITUCIÓN EDUCATIVA EL CASTILLO		SEDE	JORNADA												
DOCENTE		A	TARDE												
ASIGNATURA / AREA		PERIODO		1968 - 2021 53 AÑOS											
DAVALMEL ANTONIO VELASQUEZ RODRIGUEZ		1													
LISTA AUXILIAR DE CLASE		CURSO	AÑO												
		7.1	2021												
ESTUDIANTE	PUNTOS PERIODO				ACTIVIDADES EN CLASE 40 PUNTOS	COMPTENC. Y DESEM. 40 PUNTOS	ACTIVIDADES EXTRA CLASE 50 PUNTOS	ACTITUDINAL 10 PUNTOS	TOTALES				DEFINITIVA		
	1	2	3	4					TOT.	AC	CD	AE		ACT	
1 AGUIAS MARIN ERICK DAMIAN	0				3	2	5								
2 ANGARITA PEDRAZA RAYCHAEL VANESSA	0				3		5								
3 BARROSO PEREZ JULIAN	0				3		5								
4 CALLE SALAZAR ALGER ALBERTO	0				3		5								
5 CARDONA MORA VALENTINA ANDREA	0				3		5								
6 CELIS PEDROZO SANTIAGO	0				3		5								
7 CHACON SALZAR LAURA SOFIA	0				3	2	5								
8 CONTRERAS MARTINEZ YILBER	0				3		5								
9 CRISTIANO MONTALVO SAIVIN ANDREY	0				3		5								
10 DE LA ROSA RINCÓN JUAN CAMILO	0				3	2	7								
11 DIAZ GUTIERREZ NICOL DAYANA	0				3	2	7								
12 ESCANO DIAZ DANNA CAROLINA	0				3		5								
13 GARCIA GUTIERREZ SARETH HANNAN	0				3		5								
14 GARCIA RAMIREZ ZAHIR ANDRES	0				3		5								
15 GIRALDO MANSBACH JUAN KAMIL	0				3	2	7								
16 GOMEZ LOPEZ LUIS ALEXANDER	0				3	2	7								
17 GOMEZ LOPEZ LUIS ALEXANDER	0				3		5								
18 GONZALEZ DUARTE EL KING ENRIQUE	0				3	2	5								
19 HERRAZO TORRES ANGELO JOEL	0				3		5								
20 LEAL ARDILA KAREN ANDREA	0				3		5								
21 LEGUIZAMO CELIS JULARY ESTHEFANI	0				3	2	5								
22 LUZARAZO VILLA LAURA SOFIA	0				3		5								
23 MAFFIOL JIMENEZ ANDRES FELIPE	0				3		5								
24 MENDOZA RODRIGUEZ NIKOLL VIVIANA	0				3		5								
25 MONSALVE VESGA JUSTIN ENRIQUE	0				3		5								
26 PABON CAMARGO YERITH ANGELINA	0				3	2	5								
27 PALOMINO DUSAN ANDREY STEVEN	0				3	2	5								
28 PARRA MARTINEZ LUIS FELIPE	0				3		5								
29 PEDRAZA ARDILA KAROL YIBETH	0				3		5								
30 PEDROZO MARTINEZ FREHIMAN DAVID	0				3	2	5								
31 PENA CASTRO SEBASTIAN ALBERTO	0				3	2	5								
32 PEREZ CAPATAZ JERR ALEXANDER	0				3	3	5								
33 PICON SALAS HEINETH ERNESTO	0				3		5								
34 RINCÓN MATEO FRANCO	0				3		5								
35 ROJAS BECERRA VALERY SOFIA	0				3		5								
36 SANCHEZ ROMERO CARLOS FABIAN	0				3		5								
37 SILVA LOPEZ CRISTIAN CAMILO	0				3	2	5								
38 SOLANO PIANO HELLER DAYANA	0				3		5								
39 SUAREZ DIAZ ZAULAY STEFANY	0				3	2	5								
40 TRIANA RODRIGUEZ JUAN JOSE	0				3	2	5								
41 VARGAS RAMIREZ JULIETH DANIELA	0				3	2	5								

ANSION  
"La Institución Educativa El Castillo forma hombres y mujeres ídeas íntegras que generan procesos de transformación en su entorno, competentes en el campo de las ciencias naturales, el medio ambiente y el turismo, comprometidos con el ejercicio de los valores y principios institucionales."

¡SOMOS LOS MEJORES!	NIVELES DE DESEMPEÑO			
	SUPERIOR	95 - 100	BÁSICO	70 - 79
	ALTO	80 - 94	BAJO	1 - 69


INSTITUCIÓN EDUCATIVA EL CASTILLO										SEDE	JORNADA						
DOCENTE										A	TARDE						
AGUSTIN ANIBAL ALVARADO AMADOR										PERIODO							
LISTA AUXILIAR DE CLASE										1							
										CURSO	AÑO	1968 - 2021					
										7.2	2021	53 AÑOS					
Nº	ESTUDIANTE	PUNTOS PERIODO					ACTIVIDADES EN CLASE		COMPETENC. Y DESEMPEÑO	ACTIVIDADES EXTRA CLASE	ACTITUDINAL	TOTALES				DEFINITIVA	
		1	2	3	4	TOT	30 PUNTOS	40 PUNTOS	50 PUNTOS	50 PUNTOS	AC	CD	AE	ACT	100 PUNTOS		
1	ALVAREZ BARAJAS JHOAN SEBASTIAN	0				0											
2	ARDILA CAMPO YAISLEETH CAMILA	0				0											
3	ARENAS SUAREZ NICOLLE VALENTINA ✓	0				3	3	1	5								
4	BAUTISTA RENTERIA OSCAR ANDRES ✓	0				3	3	1	5								
5	BELLEÑO HERNANDEZ LUZ DANNYS	0				0											
6	BETANCUR AYALA MAIK ALEJANDRO ✓	0				3	3	11	7								
7	CANCHILA SARMIENTO LUIS DAVID ✓	0				3	3	1	5								
8	CERDAS SAMACA DIANA MARCELA	0				0											
9	COLEY VILCARREAL VALERIA ✓	0				3	3	1	5								
10	CURE BRACHE ATALI ANYELINE	0				0											
11	DAZ BADILO SEBASTIAN ANDRES ✓	0				3	3	1									
12	DAZ CHAVEZ LAURA MILENA	0				0											
13	DUARTE BECERRA DANIELA ✓	0				3	3		5								
14	DULCEY MEJIA LEINER DAVID	0				0											
15	GONZALEZ PATIÑO ESTEFANI MARIA ✓	0				3	3	1	5								
16	HERNANDEZ QUELLAR LAURA JULIETH ✓	0				3	3	1	5								
17	MEDINA CAMPO KIRSTY YINETH ✓	0				3	3	1	5								
18	MEZA PINILLA TALIANA MAYERLIS ✓	0				0											
19	MONTERROSA DIAZ JOHAN ✓	0				3	3	3	5								
20	MURILLO LUNA JAVIER	0				0											
21	ORTIZ CALDERON ADRIAN FERNANDO	0				0											
22	PATERNINA GIRALDO JOSEPH ANDRES	0				0											
23	PEREZ MOYANO JAIRO JULIO ✓	0				0											
24	PINEDA ZAPATA JULIAN FELIPE	0				0											
25	QUINTERO MERCADO VALERIA MARIA	0				0											
26	RAD LUGO YULEISI	0				0											
27	RODRIGUEZ SUAZA MELANI YARLD	0				0											
28	ROPERO PALOMINO JOHNNY ALEXANDER ✓	0				0											
29	SALAMANCA ROBLES JOHN ALEXANDER	0				0											
30	SALAS GUERRA SANTIAGO ALEJANDRO	0				0											
31	SILVA AHUMADA HARWIL SAMUEL ✓	0				3	3	1	5								
32	TORRES RENTERIA EMANUEL ✓	0				3	3	3	7								
33	TOSCANO LAGARES JHON JAIRO	0				0			5								
34	URIBE SILVA MARIANA ✓	0				0											
35	VARGAS AVILA ANDRES FELIPE	0				0											
36	VIDAL SEBERICHE ANA MARIA ✓	0				0											

MISION  
 "La Institución Educativa El Castillo forma hombres y mujeres líderes integrales que generan procesos de transformación en su entorno, competentes en el campo de las ciencias naturales, el medio ambiente y el turismo, comprometidos con el ejercicio de los valores y principios institucionales."

¡SOMOS LOS MEJORES!	NIVELES DE DESEMPEÑO			
	SUPERIOR	95 - 100	BÁSICO	70 - 79
	ALTO	80 - 94	BAJO	1 - 69

3 - 5 2 - 30 alumnos



<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>				SEDE <b>A</b>	JORNADA <b>TARDE</b>	 1968 - 2021 53 AÑOS
DOCENTE <b>EDILBERTO OJEDA VILLAMIZAR</b>		ASIGNATURA / AREA		PERIODO <b>I</b>		
<b>LISTA AUXILIAR DE CLASE</b>				CURSO <b>7.3</b>	AÑO <b>2021</b>	

Nº	ESTUDIANTE	PUNTOS PERIODO					ACTIVIDADES EN CLASE 40 PUNTOS	COMPETENC. Y DESEMP. 40 PUNTOS	ACTIVIDADES EXTRA CLASE 5 620 PUNTOS	ACTITUDINAL 10 PUNTOS	TOTALES			DEFINITIVA 100 PUNTOS
		1	2	3	4	TOT					AC	CD	A3	
1	ARRIETA VALLECILLO KEVIN ENMAUEL	0	0	0	0	0					0	0	0	0
2	ATENCIA SOSA YESID SANTIAGO	0	0	0	0	0					0	0	0	0
3	AVILA HERNANDEZ JAVIER RICARDO	0	0	0	0	0					0	0	0	0
4	BALDOVINO CASTILLO JULIAN DAVID	0	0	0	0	0					0	0	0	0
5	BALDOVINO RODRIGUEZ LISANDRO	0	0	0	0	0		5	7		0	0	0	0
6	BEJELVAS OROZCO MARIA ALEJANDRA	0	0	0	0	0					0	0	0	0
7	CALDERON ARDILA ASLHY DANIELA	0	0	0	0	0					0	0	0	0
8	CALUSIL PARRA SAHRA KATHERINE	0	0	0	0	0		5	7		0	0	0	0
9	DAZ CHAVEZ WENDY VIVIANA	0	0	0	0	0					0	0	0	0
10	DAZGRANADOS GALVAN RIVALDO	0	0	0	0	0					0	0	0	0
11	DIARTE TORRES JESUS DAVID	0	0	0	0	0					0	0	0	0
12	GALVIS PONTON RAQUEL SOFIA	0	0	0	0	0		5	7		0	0	0	0
13	GOMEZ CARDENAS BRAYAN ERNESTO	0	0	0	0	0					0	0	0	0
14	GUARIN GUAPACHA SHARITH TATIANA	0	0	0	0	0		7	7		0	0	0	0
15	HÓYOS SANCHEZ EMMANUEL	0	0	0	0	0		7	7		0	0	0	0
16	JAIMES MANTILLA REY ALEXANDER	0	0	0	0	0		7	5		0	0	0	0
17	NIEVES HERNANDEZ JUAN MANUEL	0	0	0	0	0					0	0	0	0
18	ORTIZ SERPA JOEL ALFONSO	0	0	0	0	0					0	0	0	0
19	PABON QUIJANO JHOJAN SEBASTIAN	0	0	0	0	0		5	7		0	0	0	0
20	PAEZ DUARTE SARA MICHEL	0	0	0	0	0					0	0	0	0
21	PERA NAVARRO KEISY DANIELA	0	0	0	0	0					0	0	0	0
22	PEREZ OSPINA EDWIN ALEJANDRO	0	0	0	0	0		5	7		0	0	0	0
23	PICCIOTI GIRALDO LUISA LISNEY	0	0	0	0	0		7	7		0	0	0	0
24	POLANCO MURDOZ SARA ALEJANDRA	0	0	0	0	0					0	0	0	0
25	PRECIADO ARBOLEDA HARRINSON	0	0	0	0	0					0	0	0	0
26	PULGARIN ESCALANTE ERIC STIVEN	0	0	0	0	0			7		0	0	0	0
27	QUINCHIA SEPLIVEDA DANIEL SEBASTIAN	0	0	0	0	0					0	0	0	0
28	RINCON CHOSER AMEENE SHARIN	0	0	0	0	0					0	0	0	0
29	ROJAS CASTILLO ASHLY LIZZETH	0	0	0	0	0					0	0	0	0
30	ROJAS GARCIA KEYNER RAUL	0	0	0	0	0					0	0	0	0
31	RUBIANO CARDENAS JOHAN ANDREY	0	0	0	0	0		5			0	0	0	0
32	RUEDA SANCHEZ LUCAS SANTIAGO	0	0	0	0	0					0	0	0	0
33	SALAMANCA LEON YULI STEFANNY	0	0	0	0	0		7			0	0	0	0
34	SOTO ANAYA JUAN DAVID	0	0	0	0	0		5	7		0	0	0	0
35	TORRES HERNANDE SHARON ANDREA	0	0	0	0	0					0	0	0	0
36		0	0	0	0	0					0	0	0	0
37		0	0	0	0	0					0	0	0	0
38		0	0	0	0	0					0	0	0	0

**MISION**

*"La Institución Educativa El Castillo forma hombres y mujeres líderes integrales que generan procesos de transformación en su entorno, competentes en el campo de las ciencias naturales, el medio ambiente y el turismo, comprometidos con el ejercicio de los valores y principios institucionales."*

<b>¡SOMOS LOS MEJORES!</b>	<b>NIVELES DE DESEMPEÑO</b>			
	SUPERIOR	95 - 100	BÁSICO	70 - 79
	ALTO	80 - 94	BAJO	1 - 69

INSTITUCIÓN EDUCATIVA EL CASTILLO				SEDE	JORNADA	PERIODO	1	1968 - 2021 53 AÑOS											
DOCENTE				ASIGNATURA / AREA	TARDE														
EDGAR DE JESUS PINZON PUERTO				CURSO	ANO														
LISTA AUXILIAR DE CLASE				8.1	2021														
Nº	ESTUDIANTE	PUNTOS PERIODO					ACTIVIDADES EN CLASE	COMPETENC. Y DESEMP.	ACTITUDES EXTRA CLASE	ACTITUDINAL	TOTALES			DEFINITIVA					
		1	2	3	4	TOT					30 PUNTOS	40 PUNTOS	50 PUNTOS		10 PUNTOS	AC	CD	AI	ACT
1	ANDRADE NIZ ANDREA SARAY	0																	
2	ARRIETA SUAREZ MIGUEL ANGEL	0								3	3								
3	BARBOSA PONTÓN ANGI DANIELA	0								3	3								
4	BERNAL CABALLERO NICOLE	0																	
5	CARABALLO CAÑAS NICOL CAMILA	0								3	3								
6	CARCAMO PAYARES MALENA ISABEL	0				3	3			5	7	3							
7	CARRILLO JAIMES ANDRÉS FELIPE	0								5	7	3							
8	CASTAÑEDA NARVAEZ CHRISTIAN C	0								5	7	3							
9	CASTRO SERRANO HARKLESS SAED	0								5	7	3							
10	CAVADIA GALVIS JUAN PABLO	0								5	7	3							
11	DÍAZ DIAZ JEFFRI DAVID	0								5	7	3							
12	DUARTE TORRES JUAN SEBASTIAN	0								5	7	3							
13	EMIDIO RUEDA JUAN DAVID	0				3	3			5	7	3							
14	FANDIÑO HOLGUIN SAMUEL SAHIR	0								5	7	3							
15	FILLIPPO TORRES ANDRÉS	0								5	7	3							
16	GÓMEZ BARROS RAMFIS STEVEN	0								5	7	3							
17	GÓMEZ RUEDA KORY LINETH	0				3													
18	GÓMEZ SARMIENTO ASLI MILENA	0								1	3								
19	GONZALEZ LOBO NICKOLE SHARITH	0								5	7	3							
20	HERNÁNDEZ ALFONSO GERMAN A	0								5	7	3							
21	HERNÁNDEZ SÁNCHEZ VITALIANO E	0																	
22	LÓPEZ BARROS GINNY ZANETH	0								5	7	3							
23	LÓPEZ MORENO JUAN SEBASTIÁN	0				3				5	7	3							
24	LUGO ARENAS LUHS SEBASTIAN	0								5	7	3							
25	LUNA CRUZ MIGUEL ANGEL	0								5	7	3							
26	MEZA ANAYA JUAN JOSÉ	0								5	7	3							
27	MEZA RODRIGUEZ JULIÁN IGNACIO	0								5	7	3							
28	MILKE CABRERA VALERY JIRETH	0								5	7	3							
29	MORENO CENTENO KEYNER LEONARD	0								5	7	3							
30	MORENO SÁNCHEZ FREDY JOEL	0				3				5	7	3							
31	ORTIZ ARDILA MARLON DAVID	0								5	7	3							
32	PANESSO MESA VALENTINA	0				3	3			5	7	3							
33	PEREZ MARIN JUAN CAMILO	0				1	3			5	7	3							
34	PEREZ SALAS RUTH KAMILA	0								5	7	3							
35	PINZÓN CARRERO DANNA SOFÍA	0				3				5	7	3							
36	PINZÓN DÍAZ VALENTINA	0								5	7	3							
37	PINZÓN NORIEGA GABRIELA	0				3	3			5	7	3							
38	RANGEL ROBLES LINDA DEL MAR	0								5	7	3							
39	RAVELO SUAREZ MARIA VALENTINA	0								5	7	3							
40	RESTREPO ROMERO GUILLERMO A	0								5	7	3							
41	RIVERA MARÍNEZ KAREN DAYANA	0				3				5	7	3							
42	ROSADO ESCOBAR ANDRÉS FELIPE	0								5	7	3							
43	SIERRA MORALES DANIEL JESÚS	0								5	7	3							
44	SUÁREZ USA GEIDYS DAYANA	0								5	7	3							
45	SUAZA GÓMEZ KEYNER DUVAN	0								5	7	3							
46	TURIZO MENDEZ PAULA XIMENAS	0				3	3			5	7	3							
47	VALERO VILLAMIL JUAN CAMILO	0								5	7	3							
48	VARGAS RUEDA MILLER ANDREY	0				3	3			5	7	3							
49	VERO FORERO CAROL LICETH	0								5	7	3							
50	ZARATE ALVAREZ KEINER FABIÁN	0								5	7	3							

**MISION**  
"La Institución Educativa El Castillo forma hombres y mujeres líderes integrales que generan procesos de transformación en su entorno, competentes en el campo de las ciencias naturales, el medio ambiente y el turismo, comprometidos con el ejercicio de los valores y principios institucionales."

<b>¡SOMOS LOS MEJORES!</b>	NIVELES DE DESEMPEÑO			
	SUPERIOR ALTO	95 - 100 80 - 94	BÁSICO BAJO	70 - 79 1 - 69

## SECOND TERM

GUIDES FOR STUDENTS WHO TAKE CLASSES ONLINE AND STUDENTS WHO  
WORK ONLY WITH GUIDES.

### SIXTH GRADE

SECOND TERM ( 2nd. ) TERM ENGLISH ACTIVITIES

#### 6th. GRADES

**GOAL:** Establish a physical care routine.

FEEDBACK - Themes/activities.

-PERSONAL PRONOUNS

-SIMPLE TENSES VERB TO BE ( 3 FORMS )

-Prepositions of Place : On, under, behind, over, above, between, a long, among, out of, in front of, next to, across, in.

-Present Simple Tense ( Grammar – 3 forms )

-Verb List.

-YES/NO QUESTIONS : Using tenses studied

-ADJECTIVES DEMONSTRATIVES ( THIS/THAT – THESE/THOSE )

-SINGULAR AND PLURAL OF NOUNS -Grammar

-ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )

VOCABULARY : ( Learn them by heart ! ) – REVIEW AND PRACTICING :

-THE ALPHABET

-GREETINGS – Hello, Good morning, Good afternoon, Good evening, Good night, Good bye, Bye bye! , Hi !

-COLORS



-ANIMALS

-FRUIT

-CARDINAL NUMBER AND QUANTITIES

## ORAL ACTIVITIES

ROLE PLAY :

### MY PERSONAL INTRODUCTION

- Hello, Good afternoon
- My name is.....
- I come from.....
- I was born in.....
- I'm living in.....
- I live in.....neighborhood
- I'm a student.
- I study at .....
- I'm in 6th. Grade .....
- I'm glad to be here !

SPELLING ACTIVITIES ( using vocabulary studied )

HOW DO YOU SPELL.....IN ENGLISH ?

HOW DO YOU SAY .....IN ENGLISH ?

GREETING – Short role play :

A : Hello, Good afternoon.

B: Hello, teacher, Good afternoon.

A : How are you ?

B : I'm fine thank you and you ?

A : I'm fine, thanks.



## INSTITUCIÓN EDUCATIVA EL CASTILLO

**SEDE: JORNADA: FECHA:**

**PERÍODO 2**

**GUIA DE APRENDIZAJE ORIENTADA**

**GUIA No. 2**

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	INGLES
<b>Nombre del estudiante</b>	
<b>Grado</b>	6 os.
<b>Docente</b>	Agustín Alvarado Amador
<b>Practicante</b>	Loren Lisbeth Muñoz Domínguez
<b>Tema</b>	TIEMPO PASADO SIMPLE VERBO TO BE
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PASADO SIMPLE VERBO TO BE
<b>Tiempo de ejecución</b>	2o. PERIODO
<b>Puntos asignados</b>	60

#### **17. EXPLORACION (INDAGACIÓN):**

Tiene conocimiento de los pronombres personales y la conjugación simple verbo Ser o Estar en su lengua materna, en los tiempos simples.

#### **18. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):**

Lea las siguientes. Orientaciones, sobre el Tiempo Pasado Simple Agustín Verbo To Be, en sus 3 formas.

## Grammar Rule

### Examples

*I **was** at my Gran's house yesterday.*  
*You **were** late for school this morning.*  
*She **was** with her friends last Saturday.*  
*We **were** tired yesterday.*

### Remember!

*I **was***  
*you **were***  
*She **was***  
*He **was***  
*It **was***  
*We **were***  
*They **were***

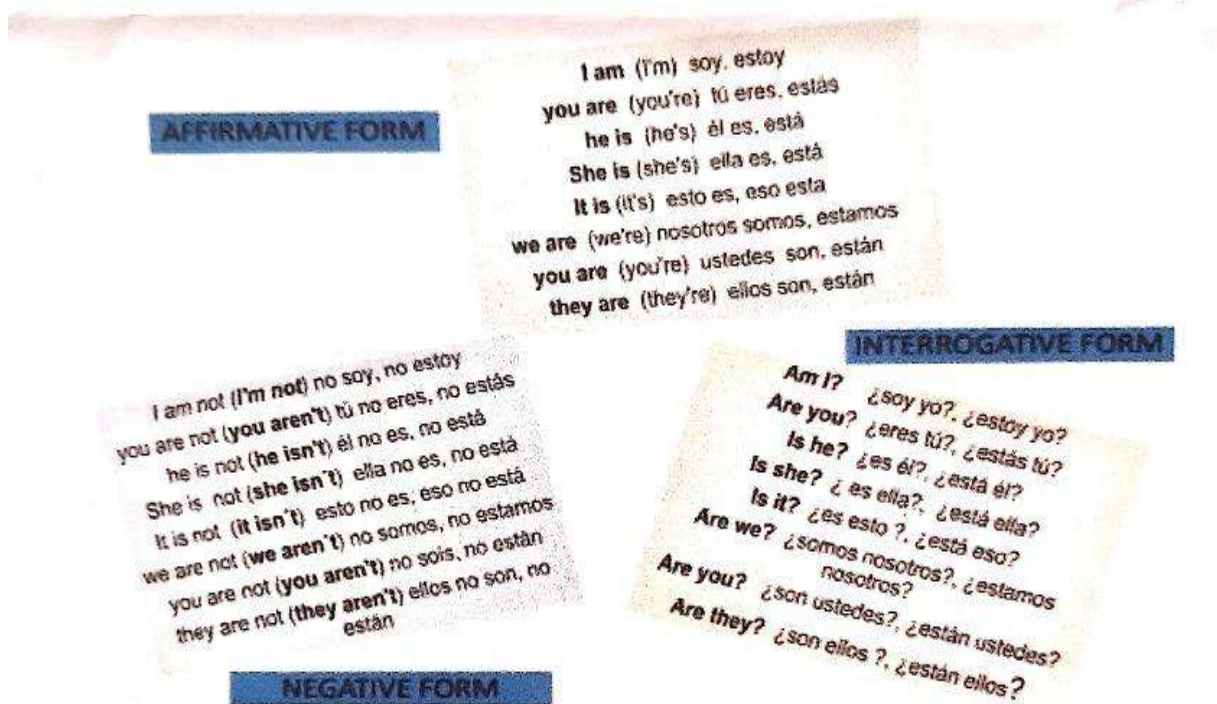
### Be careful!

For negatives add 'n't' or 'not'.  
*I **wasn't** late for school this morning.*  
*I **was not** late for school this morning.*  
*She **wasn't** with her friends last Saturday.*  
*She **was not** with her friends last Saturday.*  
*We **weren't** tired yesterday.*  
*We **were not** tired yesterday.*

### We say... We don't say...

*Were you late for school today? Yes, I was. (NOT You were late for school today? Yes I was.)*  
*Was she with her friends last Saturday? No, she wasn't. (NOT She was with her friends last Saturday? No, she wasn't.)*  
*Was he tired yesterday? Yes, he was. (NOT He was tired yesterday? Yes, he was.)*  
 (For a normal question we use **was** + **pronoun**. To show surprise you can use **pronoun** + **was**.)

## Conjugacion del Tiempo Presente Simple Verbo To en sus 3 formas ( Retr-alimentacion )



## 19. TRANSFERENCIA- VALORACIÓN(APLICACIÓN) :

Realiza los siguientes ejercicios , siguiendo las instrucciones



# was/were/wasn't/weren't

## 1) WRITE THE SENTENCES IN THE PAST SIMPLE

- 1.-The giraffe is very small.
- 2.-My cats aren't Chinese.
- 3.-Yolanda isn't your best friend.
- 4.-Julian and his sister are very intelligent.
- 5.-The trees are very high.
- 6.-My English teacher isn't Scottish.
- 7.-Diana's parents are on holiday in Belgium.
- 8.-Those documentaries aren't interesting.

## 2) COMPLETE THE SENTENCES WITH PAST SIMPLE

- 1.-Lorena ..... (be) the best in her class.
- 2.-Kevin .....(not be) very friendly.
- 3.- Her friends ..... (be) really funny.
- 4.-The movie ..... (not be) very long.
- 5.-My watch ..... (be) fashionable.
- 6.-Her toys ..... (not be) modern at all.
- 7.-My kite ..... (be) from China.
- 8.-Miriam ..... ( be) my first love at school.



## COMPLETE THE SENTENCES WITH PAST TENSE : was/were/wasn't/weren't

- 1.- Where ..... your mother yesterday?  
I think she ..... at the cinema with friends.
- 2.- What time ..... the football match last night?  
I think it ..... At 8.00pm
- 3.- Who ..... with you last Saturday at the disco?
- 4.-I liked the girls who ..... at the party.
- 5.-My girlfriend ..... at the school. She ..... ill.
- 6.-The meeting ..... At Hyde Park corner.
- 7.-All the students ..... very kind with me.
- 8.- Dorothy ..... In love with Stephen.

## WRITE THE QUESTIONS FOR THE ANSWERS

- 1.-.....  
Martha was fifteen years old.
- 2.-.....  
No, The teacher wasn't Italian.
- 3.-.....  
Yes, Lorenzo was in hospital.
- 4.-.....  
The girls were in the garden
- 5.-.....  
Yes, her husband was a doctor.





# Was or Were

Name \_\_\_\_\_

No \_\_\_ Class \_\_\_ Date \_\_\_/\_\_\_/\_\_\_

1 Complete the sentences using **was or were**.

1. She \_\_\_\_\_ very pretty.
2. They \_\_\_\_\_ at school.
3. He \_\_\_\_\_ at home last night.
4. I \_\_\_\_\_ very naughty.
5. We \_\_\_\_\_ in London last week.
6. They \_\_\_\_\_ good friends.
7. It \_\_\_\_\_ sunny yesterday.
8. I \_\_\_\_\_ at the cinema yesterday.
9. Lucy and Mary \_\_\_\_\_ good students.
10. We \_\_\_\_\_ single last year.



2 Fill in the blanks with the right form of the verb "to be" in the past simple.

1. \_\_\_\_\_ Mary a singer?
2. \_\_\_\_\_ the door open ?
3. \_\_\_\_\_ your sister a nurse?
4. \_\_\_\_\_ the boys at home?
5. \_\_\_\_\_ you at the cinema?
6. \_\_\_\_\_ the book interesting ?
7. \_\_\_\_\_ your father an actor?
8. \_\_\_\_\_ your parents happy?

3 Put these sentences into negative form.

1. I was John's wife.  
\_\_\_\_\_
2. My grandparents were poor.  
\_\_\_\_\_
3. Susan was a fat girl.  
\_\_\_\_\_
4. My hair was short.  
\_\_\_\_\_
5. We were artists.  
\_\_\_\_\_
6. They were husband and wife.  
\_\_\_\_\_



4 Answer the questions using short form:

1. Was Mr. Smith a mechanic? No, \_\_\_\_\_.
2. Were you ill ? No, \_\_\_\_\_.
3. Was I right ? Yes, \_\_\_\_\_.
4. Was your father at home? No, \_\_\_\_\_.
5. Was it expensive? Yes, \_\_\_\_\_.
6. Was your mother a doctor? Yes, \_\_\_\_\_.
7. Were the children naughty? No, \_\_\_\_\_.
8. Was Sheila angry? No, \_\_\_\_\_.
9. Was I tall? Yes, \_\_\_\_\_.
10. Was the dog on the tree? Yes, \_\_\_\_\_.

THE WORKBANK

am fine thanks -      where are -      is -      your -      are -      I am -

Mary: Hello. My Name \_\_\_\_\_ (1) Mary.

Mary: What's \_\_\_\_\_ (2) name? My name's Peter.

Peter: How \_\_\_\_\_ (3) you?

Mary: I \_\_\_\_\_ (4) and you?

Peter: Ok, \_\_\_\_\_ (5) you from?

Mary: \_\_\_\_\_ (6) from Ireland.

**Nota : Chicos 1 cuadro es una guía del verbo to be/ is are am. Ejercicio # 2 se realiza con las palabras en el cuadro llamado WORKBANK importante utilizar DICCIONARIO para traducir los textos.**

**EXERCISE # 3 COMPLETE THE FOLLOWING SENTENCES WITH THE VERB 'TO BE' See EXERCISE # 1 (am/ am not/ are/ aren't/ is / isn't)**



1. I \_\_\_\_\_ a student. 2. They \_\_\_\_\_ from Mexico.

3. She \_\_\_\_\_ from China. 4. We \_\_\_\_\_ classmates.

5. He \_\_\_\_\_ a teacher. 6. The students \_\_\_\_\_ from Cuba.

7. Sarah and Fred \_\_\_\_\_ doctors. 8. They \_\_\_\_\_ married.

9. Diana \_\_\_\_\_ single. 10. Michael and Ted \_\_\_\_\_ brothers.

**Trabajar los anteriores ejercicios empleando el Pasado Simple del Verbo To Be ( Re-escribirlos, empleando tiempo Pasado Simple . Ej. I was a student )**

## 20. OBSERVACIONES

Para resolver dudas o inquietudes consultar con el docente del área

## SEVENTH GRADE

### SECOND ( 2nd. ) TERM ENGLISH ACTIVITIES

#### 7th. GRADES

**GOAL:** Propose actions for getting along and inclusion in the classroom.

FEEDBACK – Themes/activities

SIMPLE TENSES VERB TO BE ( 3 FORMS )- Review yourself

- PRESENT SIMPLE TENSE – 3 forms / PAST SIMPLE TENSE ( 3 forms ) – Review yourself.
- VERB LIST and VERB CONJUGATION IN SIMPLE TENSES STUDIED ( 3 forms ) – Review yourself.
- YES/NO QUESTIONS-using tenses studied
- ADJECTIVES DEMONSTRATIVES ( THIS/THAT – THESE/THOSE ) – Review yourself
- SINGULAR AND PLURAL OF NOUNS -Grammar
- ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )- Review yourself.
- MODAL- Can
- IMPERATIVES : for advices or suggestions.
- Present of LIKE ( 3 forms )
- W.H Question Forms ( What, Where, Who, Which, Why, When, What for )
- VOCABULARY
- THE ALPHABET
- GREETINGS
- COLORS
- ANIMALS
- FRUIT
- CARDINAL - ORDINAL NUMBER AND QUANTITIES
- ORAL ACTIVITIES
- ROLE PLAYS
- SPELLING ACTIVITIES ( using vocabulary studied )
- HOW DO YOU SAY .....IN ENGLISH ?
- HOW DO YOU SPELL .....IN ENGLISH?




**INSTITUCIÓN EDUCATIVA EL CASTILLO**
**SEDE: JORNADA: FECHA:**
**PERÍODO 2**
**GUIA DE APRENDIZAJE ORIENTADA**
**GUIA No. 2**
**IDENTIFICACIÓN DE LA GUÍA**

<b>Asignatura</b>	INGLES
<b>Nombre del estudiante</b>	
<b>Grado</b>	7 os.
<b>Docente</b>	Agustín Alvarado Amador
<b>Practicante</b>	Loren Lisbeth Muñoz Domínguez
<b>Tema</b>	TIEMPO PASADO SIMPLE
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PASADO SIMPLE EN SUS TRES FORMAS
<b>Tiempo de ejecución</b>	2do. PERIODO
<b>Puntos asignados</b>	60

**21. EXPLORACION (INDAGACIÓN):**

Conoce la conjugación tiempo pasado simple (En sus tres formas). Actividad previamente desarrollada

**22. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):**

Lea las siguientes. Orientaciones, sobre el Tiempo Pasado Simple, en sus 3 formas.

Para formar el Pasado Simple de un verbo Regular, solo en la forma afirmativa, debo tener en cuenta la siguiente orientación : Si el verbo termina en consonante , le agrego ED , si el verbo termina en vocal E, solo le agrego la D. Ej. El jugo ayer : He played yesterday. Rosa bailo anoche : Rosa danced last night.  
Los verbos Irregulares, cambian en su forma afirmativa. Ej. El presente simple del verbo comer : EAT, su pasado simple, es ATE.

**Past simple** (designed by: S. Pourtahiji, sam\_lahiji@yahoo.com)

**1. Write the questions in the correct order.**  
Example: night? / meet/ did/ you/ them/ last  
Did you meet them last night?

- Film? / like / you / did / the / \_\_\_\_\_
- You / many / did / ask? / How/ people  
\_\_\_\_\_
- a / have / time? / they / Did / good /  
\_\_\_\_\_
- did / weekend? / the / What / do / we / at  
\_\_\_\_\_
- she / DVD? / Where / that / did / buy /  
\_\_\_\_\_
- did / yesterday? / Who / you / see /  
\_\_\_\_\_

**1. Write the past simple of these verbs.**  
Example: Walk: walked

- Copy \_\_\_\_\_
- Revise \_\_\_\_\_
- Cycle \_\_\_\_\_
- Listen \_\_\_\_\_
- Practice \_\_\_\_\_
- Play \_\_\_\_\_
- Like \_\_\_\_\_
- Move \_\_\_\_\_
- Shout \_\_\_\_\_
- Start \_\_\_\_\_

**3. Complete the sentences.**

- On Saturday I \_\_\_\_\_ (play) computer games with my cousins.
- My mum \_\_\_\_\_ (not cook) dinner last night.
- I \_\_\_\_\_ (walk) to school because there weren't any buses.
- They \_\_\_\_\_ (not dance) at the party.
- My brother \_\_\_\_\_ (travel) to Ireland last summer.

**4. Correct the sentences.**

Who do you met on Saturday morning? X  
Who did you meet on Saturday morning?

- Did he went to school yesterday?  
.....
- Why did you to go home early?  
.....
- Where you did learn English?  
.....
- Did she works today?  
.....
- What do you this yesterday?  
.....
- Did they last night phone you?  
.....

# GRAMMAR WORKSHEET

## PAST SIMPLE: Irregular



I		
You		
He		
She	ate	dinner.
It		
We		
They		

I			
You			
He			
She	didn't	eat	dinner.
It			
We			
They			

didn't = did not

	I		
	you		
	he		
Did	she	eat	dinner?
	it		
	we		
	they		

Yes,		No,	
I		I	
you		you	
he		he	
she	did.	she	didn't.
it		it	
we		we	
they		they	

- Fill in the blanks below to complete the sentences. Study the boxes above.

- I (eat) ate dinner at six o'clock yesterday.
- A: \_\_\_\_\_ Helen (drive) \_\_\_\_\_ to work? B: Yes, she \_\_\_\_\_.
- My neighbor (buy) \_\_\_\_\_ a new car last week.
- They (go) \_\_\_\_\_ to Italy on their last summer holiday.
- A: \_\_\_\_\_ they (swim) \_\_\_\_\_ at the beach? B: No, they \_\_\_\_\_.
- My family and I (see) \_\_\_\_\_ a comedy movie last night.
- First, we (do) \_\_\_\_\_ exercise, and then we (drink) \_\_\_\_\_ some water.
- Suddenly, the animal jumped and (bite) \_\_\_\_\_ my hand.
- What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
- The Wright brothers (fly) \_\_\_\_\_ the first airplane in 1903.
- I think I (hear) \_\_\_\_\_ a strange sound outside the door one minute ago.
- When I was ten years old, I (break) \_\_\_\_\_ my arm. It really (hurt) \_\_\_\_\_.
- The police (catch) \_\_\_\_\_ all three of the bank robbers last week.
- How many times (do) \_\_\_\_\_ you (read) \_\_\_\_\_ that book?
- Unfortunately, I (forget) \_\_\_\_\_ to (bring) \_\_\_\_\_ my money.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# GRAMMAR WORKSHEET

## PAST SIMPLE: Regular



I		
You		
He		
She	played	tennis.
It		
We		
They		

I			
You			
He			
She	didn't	play	tennis.
It			
We			
They			

didn't = did not

	I		
	you		
	he		
Did	she	play	tennis?
	it		
	we		
	they		

	Yes,	No,	
I		I	
you		you	
he		he	
she	did.	she	didn't.
it		it	
we		we	
they		they	

- Fill in the blanks below to complete the sentences. Study the boxes above.

- I (wait) waited ten minutes for the bus.
- He usually walks to work, but he (not / walk) \_\_\_\_\_ to work yesterday.
- I was really (surprise) \_\_\_\_\_ when my friend (cook) \_\_\_\_\_ dinner.
- A: \_\_\_\_\_ you (order) \_\_\_\_\_ your food? B: Yes, we \_\_\_\_\_.
- My friends (not / play) \_\_\_\_\_ tennis because it was too hot outside.
- Troy (want) \_\_\_\_\_ to (study) \_\_\_\_\_ for the final exam.
- First, we (boil) \_\_\_\_\_ the water, and then we (pour) \_\_\_\_\_ it into a cup.
- A: \_\_\_\_\_ they (laugh) \_\_\_\_\_ at your joke? B: No, they \_\_\_\_\_.
- What time (do) \_\_\_\_\_ you (arrive) \_\_\_\_\_ at school this morning?
- Neil Armstrong and Buzz Aldrin (land) \_\_\_\_\_ on the moon in July, 1969.
- What \_\_\_\_\_ you (do) \_\_\_\_\_ last Saturday?
- When I was a baby, I (cry) \_\_\_\_\_ a lot.
- A: \_\_\_\_\_ you (fix) \_\_\_\_\_ your bicycle? B: No, I \_\_\_\_\_.
- The bag was very heavy, so I didn't (carry) \_\_\_\_\_ it to the truck.
- How many times (do) \_\_\_\_\_ you (text) \_\_\_\_\_ your friend yesterday?

**23. TRANSFERENCIA- VALORACIÓN(APLICACIÓN) :**

Realiza los siguientes ejercicios, empleando el Pasado simple en sus tres formas. Escoger 10 verbos :  
5 Verbos Regulares y 5 Verbos Irregulares.

**24. OBSERVACIONES**

Para resolver dudas o inquietudes consultar con el docente del área

## **EIGHT GRADE**

### SECOND ( 2nd. ) TERM ENGLISH ACTIVITIES

#### **8th. GRADE 1**

**GOAL:** Formulate initiative for the prevention of eating disorders.

**FEEDBACK** – Themes / Activities.

- PRESENT PERFECT – 3 forms – Review by yourself.
- PRESENT SIMPLE TENSE - 3 forms- Review by yourself.
- PAST SIMPLE TENSE – 3 Forms – Review by yourself.
- VERB LIST – VERB CONJUGATIONS ( 3 forms ) using the tenses studied.
- YES/NO QUESTIONS-using tenses studied.
- ADJECTIVES DEMOSTRATIVES ( THIS/THAT – THEESE/THOSE ) Review by yourself
- SINGULAR AND PLURAL OF NOUNS -Grammar
- ADVERBS OF FREQUENCY ( Always, Never, Sometimes, Usually, Seldomtimes, Often )- Review by yourself.
- ADJECTIVES POSSESSIVES : Her,His, My, Their, Your, Our.
- W.H Question Forms ( What, Where, Who, Which, Why, When, What for )-
- IMPERATIVES : Take..... - drink..... - don't.....
- VOCABULARY :
- THE ALPHABET
- GREETINGS
- COLORS
- ANIMALS
- FRUIT
- CARDINAL - ORDINAL NUMBER AND QUANTITIES
- ORAL ACTIVITIES :
- ROLE PLAYS :
  - My Personal Introduction.
  - Meeting to someone.
- SPELLING ACTIVITIES ( using vocabulary studied ) :
- HOW DO YOU SAY .....IN ENGLISH ?
- HOW DO YOU SPELL.....IN ENGLISH ?
- READING and COMPREHENSION ACTIVITIES – Short Reading texts.





## INSTITUCIÓN EDUCATIVA EL CASTILLO

**SEDE: JORNADA: FECHA:**

**PERÍODO 2**

**GUIA DE APRENDIZAJE ORIENTADA**

**GUIA No. 2**

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	INGLES
<b>Nombre del estudiante</b>	
<b>Grado</b>	8o.1
<b>Docente</b>	Agustín Alvarado Amador
<b>Practicante</b>	Loren Lisbeth Muñoz Domínguez
<b>Tema</b>	TIEMPO PRESENTE PERFECTO Y PASADO SIMPLE
<b>Aprendizajes esperados</b>	CONSTRUCCION DE ORACIONES TIEMPO PRESENTE PERFECTO Y PASADO SIMPLE EN SUS TRES FORMAS
<b>Tiempo de ejecución</b>	2do.. PERIODO
<b>Puntos asignados</b>	60

#### 25. EXPLORACION (INDAGACIÓN):

Conoce el tiempo presente simple, pasado simple. Con base en estos tiempos, se le facilitara aprender y desarrollar ejercicios, tiempo presente perfecto (En sus tres formas).

#### 26. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

Lea las siguientes. Orientaciones, sobre el Tiempo Presente perfecto, en sus 3 formas.

CS escaneado con CamScanner

## Present Perfect: Indefinite Past

**What's new on "Feldstein"?**  
Tune in Channel 4 tonight  
at 8:00 and find out!



### CHECK POINT

Check the correct answer.

The "Feldstein" cast is talking about things of importance to them

- now.  
 in the past.

### CHART CHECK 1

Circle T (True) or F (False).

**T F** You can use the present perfect without mentioning a specific time.

STATEMENTS				
SUBJECT	HAVE (NOT)	ADVERB	PAST PARTICIPLE	
They	have	(not)	appeared	on TV.
It	has		been	

For a complete presentation of present perfect forms, see Unit 11, pages 46-47.

### CHART CHECK 2

Check the correct answer.

**Never and just** come:

- before the past participle  
 at the end of the statement

STATEMENTS WITH ADVERBS					
SUBJECT	HAVE (NOT)	ADVERB	PAST PARTICIPLE		ADVERB
They	have	never	appeared	on TV.	
It	has	just	been		
They	have (not)	recently	appeared	on TV.	lately.
It	has (not)		been		recently.

### CHART CHECK 3

Circle T (True) or F (False).

**T F** Ever has to be used in yes/no questions.

YES/NO QUESTIONS				SHORT ANSWERS			
HAVE	SUBJECT	(EVER)	PAST PARTICIPLE	AFFIRMATIVE		NEGATIVE	
Have	they	(ever)	acted?	Yes,	they have.	No,	they haven't.
Has	she		won?		she has.		she hasn't.

WH- QUESTIONS				
WH- WORD	HAVE	SUBJECT	PAST PARTICIPLE	
How often	have	they	acted	on this show?
Why	has	it	won	an award?

### EXPRESS CHECK

Unscramble these words to form a question. Answer the question.

you • watched • Have • "The Simpsons" • ever

\_\_\_\_\_ ? \_\_\_\_\_

### Grammar Explanations

### Examples

1. Use the **present perfect** to talk about things that happened at an **indefinite time in the past**. You can use the present perfect when you don't know when something happened or when the specific time is not important.

- They've **won** several awards.
- I've **interviewed** the whole cast.
- She's **been** in a Hollywood movie.
- I've **seen** his show many times.

2. You can use **ever** with the **present perfect** to ask questions. It means at any time up until now.

Use **never** to answer negatively.

- A:** Have you **won** an award?  
OR  
Have you **ever won** an award?  
**B:** No, I've **never won** one.  
OR  
No, **never**.

3. Use the **present perfect** with **just**, **recently**, or **lately** to talk about events in the **very recent past**.

**USAGE NOTE:** In spoken American English people often use **just** and **recently** with the simple past tense to talk about indefinite time.

► **BE CAREFUL!** Do not use **just**, **recently**, or **lately** with the present perfect and a specific past time expression.

- We've **just gotten** back from Los Angeles.
- I've **recently signed** a contract to write a book.
- He **hasn't had time lately**.
- We **just got** back from Los Angeles.
- I've **recently gotten** back from Los Angeles.  
Not: I've recently gotten back from Los Angeles last Monday.



## TRANSFERENCIA- VALORACIÓN( APLICACIÓN ) :

Realiza los siguientes ejercicios, siguiendo las instrucciones.

### GRAMMAR WORKSHEET

## PAST SIMPLE: Irregular



I		
You		
He		
She	ate	dinner.
It		
We		
They		

I		
You		
He		
She	didn't	eat dinner.
It		
We		
They		

didn't = did not

Did	I you he she it we they	eat	dinner?
-----	---	-----	---------

Yes,	No,
I you he she it we they	I you he she it we they
did.	didn't.

- Fill in the blanks below to complete the sentences. Study the boxes above.

- I (eat) ate dinner at six o'clock yesterday.
- A: \_\_\_\_\_ Helen (drive) \_\_\_\_\_ to work? B: Yes, she \_\_\_\_\_.
- My neighbor (buy) \_\_\_\_\_ a new car last week.
- They (go) \_\_\_\_\_ to Italy on their last summer holiday.
- A: \_\_\_\_\_ they (swim) \_\_\_\_\_ at the beach? B: No, they \_\_\_\_\_.
- My family and I (see) \_\_\_\_\_ a comedy movie last night.
- First, we (do) \_\_\_\_\_ exercise, and then we (drink) \_\_\_\_\_ some water.
- Suddenly, the animal jumped and (bite) \_\_\_\_\_ my hand.
- What time (do) \_\_\_\_\_ you (get up) \_\_\_\_\_ this morning?
- The Wright brothers (fly) \_\_\_\_\_ the first airplane in 1903.
- I think I (hear) \_\_\_\_\_ a strange sound outside the door one minute ago.
- When I was ten years old, I (break) \_\_\_\_\_ my arm. It really (hurt) \_\_\_\_\_.
- The police (catch) \_\_\_\_\_ all three of the bank robbers last week.
- How many times (do) \_\_\_\_\_ you (read) \_\_\_\_\_ that book?
- Unfortunately, I (forget) \_\_\_\_\_ to (bring) \_\_\_\_\_ my money.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET

**PAST SIMPLE****Positives, Negatives and Questions**

- Write the sentences below in the past simple.

1. He goes to bed early. He went to bed early.
2. We don't like onions. We didn't like onions.
3. Stewart lives in Vancouver. \_\_\_\_\_
4. Does she exercise? \_\_\_\_\_
5. I hate cooking. \_\_\_\_\_
6. They play video games. \_\_\_\_\_
7. He knows the answer. \_\_\_\_\_
8. I forget his name. \_\_\_\_\_
9. They don't study history. \_\_\_\_\_
10. Do they drive? \_\_\_\_\_
11. Jenny works at a hotel. \_\_\_\_\_
12. Do you swim? \_\_\_\_\_
13. We don't like the movie. \_\_\_\_\_
14. Where do you live? \_\_\_\_\_
15. They don't drink tea. \_\_\_\_\_
16. They start class at 8:00. \_\_\_\_\_
17. Does he eat breakfast? \_\_\_\_\_
18. I don't run fast. \_\_\_\_\_
19. He has a car. \_\_\_\_\_
20. Do you enjoy sports? \_\_\_\_\_



## Present perfect tense

Grade 4 Verbs Worksheet

Rewrite the sentences in the present perfect tense.

1. He goes to the party.  
\_\_\_\_\_
2. She eats dinner.  
\_\_\_\_\_
3. Oscar likes to play soccer.  
\_\_\_\_\_
4. Four of us play the drums.  
\_\_\_\_\_
5. Melanie sleeps for eight hours.  
\_\_\_\_\_
6. Ryan has six cats and four dogs.  
\_\_\_\_\_
7. My parents think France is the most beautiful country.  
\_\_\_\_\_
8. The policemen arrest the criminals.  
\_\_\_\_\_

Present tense:  
*I play tennis.*

Present perfect tense:  
*I have played tennis.*



Now try on your own:

1. Write a sentence using the **present** tense.  
\_\_\_\_\_
2. Write the same sentence using the **present perfect** tense.  
\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# GRAMMAR WORKSHEET

## PRESENT PERFECT



I	<b>have</b>	eaten.
You	<b>have</b>	
He	<b>has</b>	
She	<b>has</b>	
It	<b>has</b>	
We	<b>have</b>	
They	<b>have</b>	

I	<b>have</b>	not eaten.
You	<b>have</b>	
He	<b>has</b>	
She	<b>has</b>	
It	<b>has</b>	
We	<b>have</b>	
They	<b>have</b>	

have not = haven't  
has not = hasn't



<b>Have</b>	I	eaten?
<b>Have</b>	you	
<b>Has</b>	he	
<b>Has</b>	she	
<b>Has</b>	it	
<b>Have</b>	we	
<b>Have</b>	they	

Yes,		No,		not.
I	<b>have.</b>	I	<b>have</b>	
you	<b>have.</b>	you	<b>have</b>	
he	<b>has.</b>	he	<b>has</b>	
she	<b>has.</b>	she	<b>has</b>	
it	<b>has.</b>	it	<b>has</b>	
we	<b>have.</b>	we	<b>have</b>	
they	<b>have.</b>	they	<b>have</b>	

- Complete the sentences below. Use 'haven't' or 'hasn't' for negative sentences.

- I'm really hungry because I (eat) haven't eaten.
- A: \_\_\_\_\_ Mary (do) \_\_\_\_\_ her homework?  
B: Yes, she \_\_\_\_\_.
- \_\_\_\_\_ we (see) \_\_\_\_\_ that movie? I can't remember.
- Oh no! I (lose) \_\_\_\_\_ my cell phone!
- No, Pat and Sue (arrive) \_\_\_\_\_. They're not here.
- \_\_\_\_\_ Mr. Smith (have) \_\_\_\_\_ breakfast?
- I'm nervous. I (fly) \_\_\_\_\_ in a plane before!
- A: \_\_\_\_\_ he (call) \_\_\_\_\_? B: No, he \_\_\_\_\_.
- \_\_\_\_\_ you ever (write) \_\_\_\_\_ a poem?
- I'm not happy. I still (find) \_\_\_\_\_ my cell phone.
- \_\_\_\_\_ you (decided) \_\_\_\_\_ what food you want to order?
- \_\_\_\_\_ Sarah (read) \_\_\_\_\_ the magazine I gave to her?
- \_\_\_\_\_ you (put) \_\_\_\_\_ all your toys away?
- It (rain) \_\_\_\_\_ for a very long time.
- I think I (forget) \_\_\_\_\_ to buy some bread.

**27. OBSERVACIONES**

Para resolver dudas o inquietudes consultar con el docente del área

**All the evidences are in the following folder. Link:**

<https://unipamplonaedu->

[my.sharepoint.com/:f:/g/personal/loren\\_munoz\\_unipamplona\\_edu\\_co/EuFhECsLXTBAuohTWPkHtLYBD7tKVYY5ZGX3alAabSaC0w?e=vwHhP3](https://my.sharepoint.com/:f:/g/personal/loren_munoz_unipamplona_edu_co/EuFhECsLXTBAuohTWPkHtLYBD7tKVYY5ZGX3alAabSaC0w?e=vwHhP3)

## **APPENDIX 5 FIRST PEDAGOGICAL SEQUENCE**

### **SLIDES**

1

2

3

4

5

**Improving Seventh grade learners' reading skills and  
vocabulary through literary texts at El Castillo high school**

**Practitioner**  
Loren Lisbeth Muñoz Domínguez


**Fable**  
**The Lion and The Mouse**

**By: Jerry Pinkney**  
**Adapted by: Aesop's Fables**

EDUCATIVA  
INSTITUCION  
CASILLLO

UNIVERSIDAD DE PAMPLONA  
COLOMBIA










HANDOUT

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	GRADE	7TH	HANDOUT	DATE:
FULL NAME:			READING	FABLE

**HANDOUT**

## Vocabulary

## Fable: The Lion and the Mouse

<b>FOREST</b> 	<b>PAWS</b> 	<b>HUGE</b> 
<b>TINY</b> 	<b>HUNTER</b> 	<b>NET</b> 
<b>TIMID</b> 	<b>KINDNESS</b> 	<b>ROPE</b> 

## FIRST SEQUENCE WITH THE STAGES PROPOSED BY PUREN (2004)

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	GRADE	7TH	PEGAGOGICAL SEQUENCE	DATE:
FULL NAME:			SCORE	

### THE LION AND THE MOUSE

**Author:** Jerry Pinkney

**Adapted by:** Aesop's Fables

**Publication date:** September 1<sup>st</sup>, 2009

**Level:** A1-A2 (CEFR)

**Objectives:**

**Communicative objective:** To express perceptions, ideas, opinions about the values presented in the story.

**Linguistic objective:** To identify verbs in simple past tense in the text

**Resources:** The Lion and the mouse story, worksheet.

**Synopsis:** The lion can't do everything, but the rat can do everything. So, should we take care of the weaker or the stronger?

**Importance:** This fable underlines the solidarity as important value that must be indispensable in each person, it makes people capable of understanding others without judgments. This is why the story reflects the morality and also, it tells us the need and the help given by someone smaller person. Even, the animals' king can be saved by a little mouse!



## STUDENT'S WORKSHEET

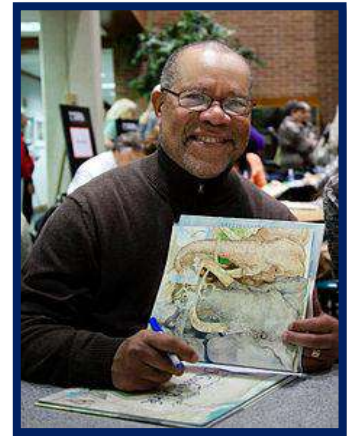
### *The Lion and The Mouse*

**Activity 1.** Have you ever heard something about this fable?

YES \_\_\_\_ NOT \_\_\_\_

**Activity 2.** Read the text and answer the information about Jerry Pinkney who is the author of this fable.

Jerry Pinkney is an American illustrator and writer of children's books. Pinkney has illustrated over 100 books since 1964, including picture books, nonfiction titles and novels. Pinkney was born in the Germantown section of the city of Philadelphia on December 22, 1939 to Willie Mae and James Pinkney. About his early life, Pinkney was the middle child in a family of five siblings. Pinkney struggled in school due to dyslexia, but excelled at drawing, even at a young age. During Pinkney's youth, his mother encouraged him to develop his skills by enrolling him in art classes, but Pinkney's father didn't consider art a sustainable career until Pinkney grew older.



*Retrieved from: Norman Rockwell Museum*

A. *Who is he?*

---

B. *Where was he born?*

---

C. *Write three important aspects about his early life*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Activity 3.** Read the fable “*The Lion and The Mouse*” adapted by Aesop’s Fables

A Lion lay asleep in the **forest**, his great head resting on his **paws**. A timid little Mouse came upon him **unexpectedly**, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his **huge** paw angrily on the **tiny** creature to kill her.

"**Spare** me!" begged the poor Mouse. "Please let me go and someday I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his **prey** in the forest, the Lion was caught in the tangles of a **hunter's** net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the **net**. Running to one of the great ropes that bound him, she gnawed it until it **split** apart, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

A kindness is never wasted.



*Why does the Lion think the mouse cannot repay him?*

*What is a fable? A fable is a short story, usually involving two main characters.*

*Which are the main characters in this fable?*

- A. *The lion and the turtle.*
- B. *The lion and the giraffe.*
- C. *The lion and the Mouse*

## Paraphrase

**Activity 4.** According to the story, answer the following question

**A.** What is the story about?

---

---

**B.** Where did the story take place?

- a.** In a market
- b.** In a forest
- c.** In a hospital

**C.** What was the characters' role?

The Lion:

---

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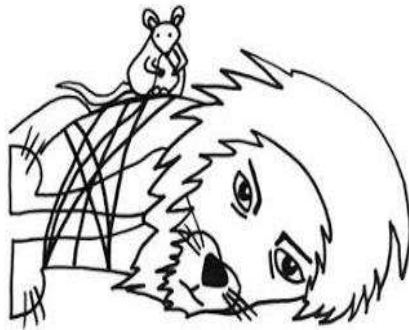
The Mouse:

**D.** According to the context, what is the synonym of the expression “spare me!” presented on the 4<sup>th</sup> line?

- a.** Forgive me
- b.** Punish me
- c.** Call me

## Analyze

**Activity 6.** Search on internet the book cover and choose the correct image.



A: \_\_\_\_\_



B: \_\_\_\_\_

**Activity 7.** According to the book cover, do you think that that image represents the story?

Yes \_\_\_\_\_ not \_\_\_\_\_

**Activity 8.** What kind of relationship can you find between the book cover and the title?

---

**Activity 9.** Regarding the lion's situation. What is the principal problem?

- a. The lion's happiness
- b. The lions' doubts towards the mouse
- c. The food

**Activity 10.** Put the sentences in order, taking into account the events of the story.

- a.) *The lion asleep in the forest (1)*
- b) This lion was caught in nets (\_\_\_)
- c) The king noticed that the mouse saved him (\_\_\_)
- d) The mouse listened the lion's voice (\_\_\_)
- e) Between the paws of a lion, a rat came out of the ground quite stunned (\_\_\_)

**Activity 11.** True or False? Choose the correct option.

Statement	True	False
The lion was caught in a net		
The rat is considered as the king of animals.		
Patience is not essential		
Everyone has their qualities and brings something to others		
The lion had his doubts about the mouse's help.		

**Activity 12.** Find and make a relationship between the animal and its characteristics.

Big

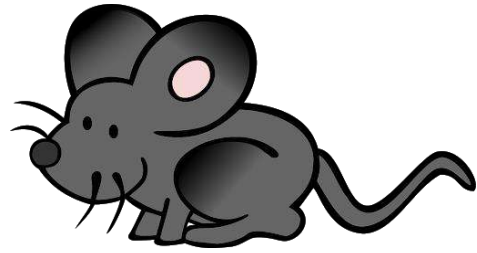
Timid

Frightened

Fast

Angry

Kind



**Activity 13.** Look at the following picture and imagine a situation, then write it down through a short dialogue, highlighting the friendship between the lion and the mouse.



---

---

---

---

---

---

---

**Activity 14.** Do you think the story would be different if the mouse had not helped the lion?  
Yes\_\_\_Not\_\_\_ Why?

---

---

---

**Activity 15.** How does this story reflect people's behavior?

---

---



**Activity 16.** How does this fable reflect the value of solidarity? (Share your perceptions with a classmate orally).

- A. The mouse's help
- B. The lion's arrogance
- C. The bad actions

**Activity 17.** Do you think that the values are considered important in today's society?

Yes\_\_\_Not\_\_\_ Why?

---

---

---



**Activity 18.** Regarding the lion’s behaviors, read the words and put them in the correct box. Make the comparison.

Furious	Happy	Violent	Grateful
Friendly	Angry	Pleased	Hesitant

(BEFORE)	(AFTER)

**Activity 19.** Regarding the story, think about the weaker (the mouse) and the stronger (the lion).

*What is more important?*

- A. To be big, beauty and arrogant.
- B. To be small, ugly and kind person.
- C. To be big and unfriendly.

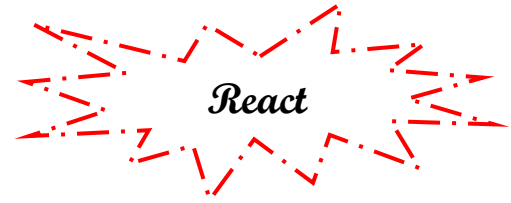
**Activity 20.** Look the pictures and compare by writing one word.




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**Activity 21.** If you were the mouse, would you have helped the lion?

Yes\_\_\_Not\_\_\_ Why?

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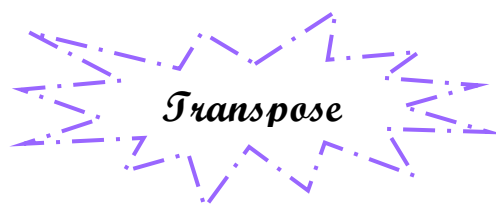
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**Activity 22.** Mark (x) the types of bad behaviors that are presented between the students inside the classroom.

	Bad words
	Troubles between the classmates
	The respect with the teacher
	The good attention
	The indiscipline in the classroom

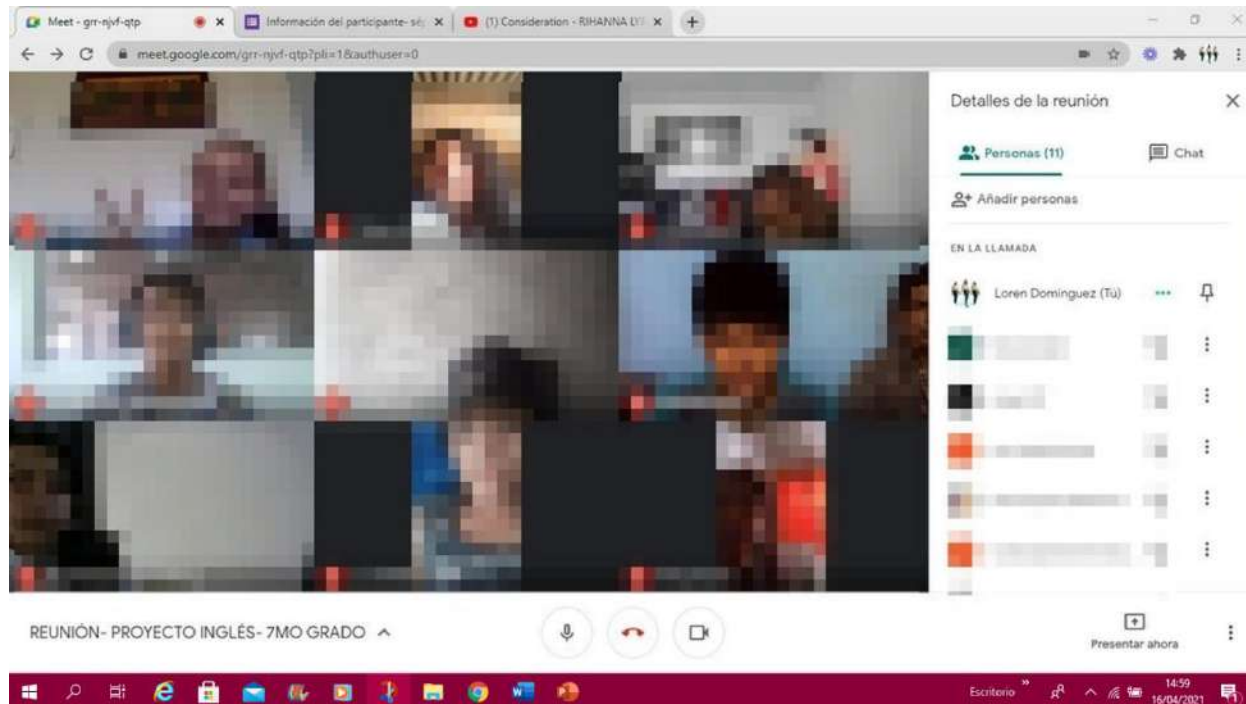
**Activity 23.** Draw a situation or search on internet an image that represents people's bad actions or behaviors.





**Activity 24.** Have you experienced any bad situation in your family, social or academy context? Share your experience with a classmate.

## APPENDIX 6: MEETING- PARTICIPANTS AND PARENTS



## LETTER- STUDENTS OR PARTICIPANTS



Barrancabermeja, 16 de abril del 2021

Estimados,  
Estudiantes  
Séptimo grado  
Institución Educativa Colegio El Castillo

Cordial saludo,

Yo, Loren Lisbeth Muñoz Domínguez, identificado con C.C 1096243390 de Barrancabermeja, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión del docente Agustín Ambal Alvarado, me dirijo a Usted con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado "Mejorar las habilidades de lectura y el vocabulario de los estudiantes de séptimo grado a través de textos literarios en la escuela secundaria El Castillo" que tiene como objetivo mejorar las habilidades de lectura y el vocabulario de los estudiantes por medio de textos literarios. Por tal razón, dentro de las clases (sincrónicas o asincrónicas, por medio de talleres, actividades, etc.) se propondrá algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades etc. por ustedes suministrados será



tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

Agradeciendo su atención.

Cordialmente,  
Loren Lisbeth Muñoz Domínguez c.c.1096243390  
Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-francés  
Universidad de Pamplona

## PERSONAL INFORMATION-GOOGLE FORMS

### Información del participante- séptimo grado

Los participantes del proyecto deberán llenar el siguiente formulario con los datos personales.

**\*Obligatorio**

**NOMBRE Y APELLIDOS COMPLETOS \***

Tu respuesta \_\_\_\_\_

**NÚMERO DE DOCUMENTO DE IDENTIDAD \***

Tu respuesta \_\_\_\_\_

**TIPO DE DOCUMENTO \***

Tarjeta de Identidad

Otro: \_\_\_\_\_

**EDAD DEL ESTUDIANTE**

Tu respuesta \_\_\_\_\_

**GRADO \***

7<sup>o</sup>1

7<sup>o</sup>2

7<sup>o</sup>3

**DIRECCIÓN Y BARRIO \***

Tu respuesta \_\_\_\_\_

**ESTRATO \***

Tu respuesta \_\_\_\_\_

**NÚMERO DE CELULAR \***

Tu respuesta \_\_\_\_\_

**NOMBRE DEL ACUÑENTE \***

Tu respuesta \_\_\_\_\_

**¿ESTÁ LISTO ENTERADO Y DE ACUERDO EN EL DESARROLLO DE LAS ACTIVIDADES RELACIONADAS AL PROYECTO PARA MEJORAR LA LECTURA Y LA ADQUISICIÓN DE VOCABULARIO EN INGLÉS? \***

Sí

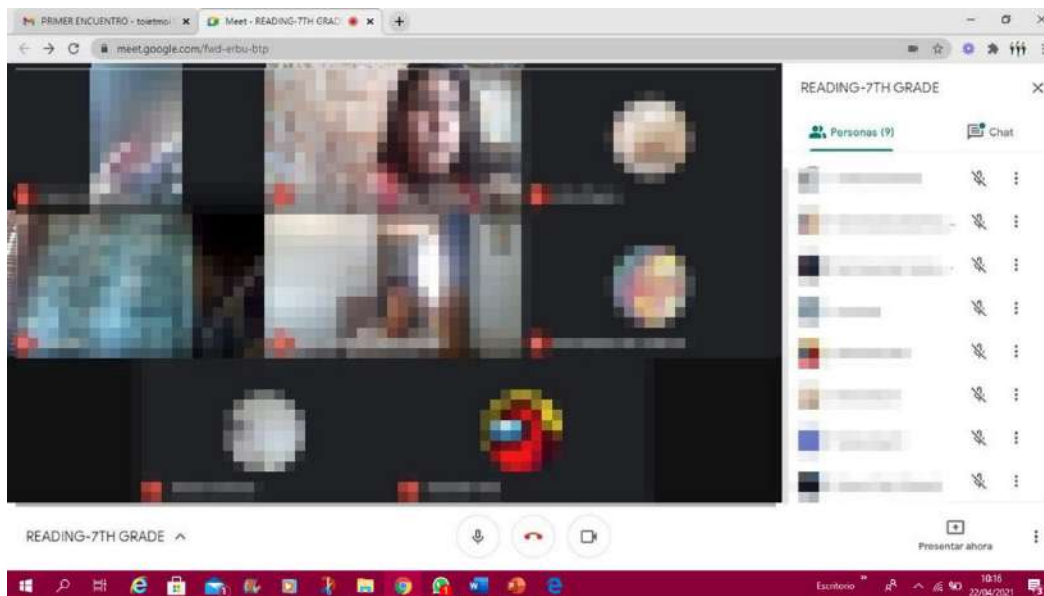
No

Otro: \_\_\_\_\_

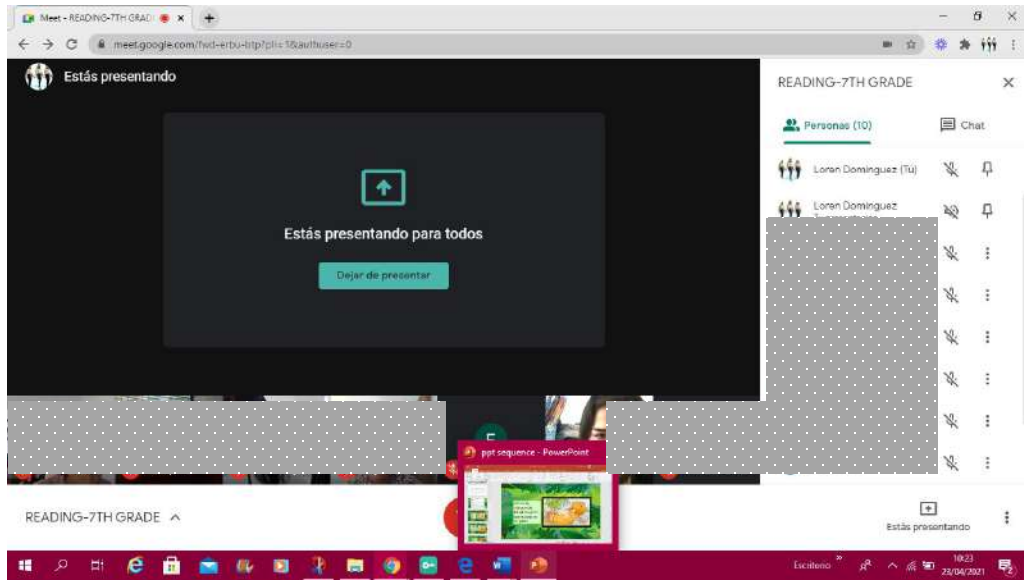
**Enviar**

## **IMPLEMENTATION OF THE FIRST SEQUENCE.**

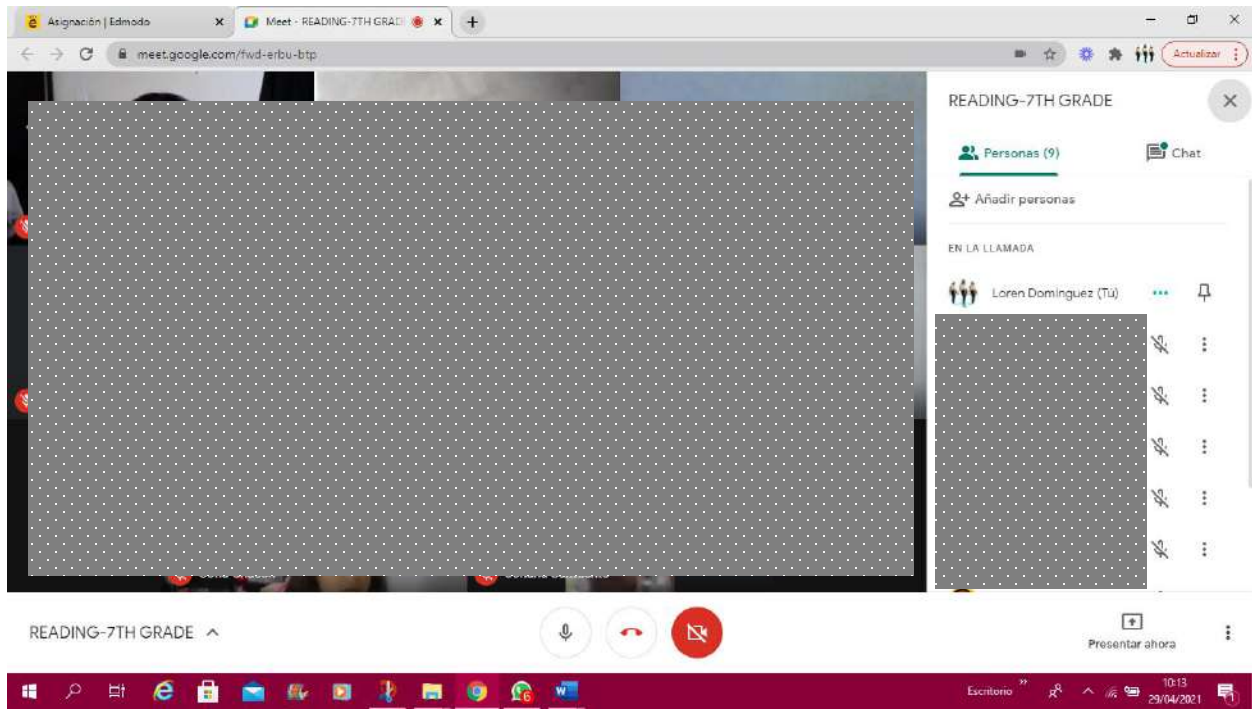
**22TH APRIL 2021**



23TH APRIL 2021

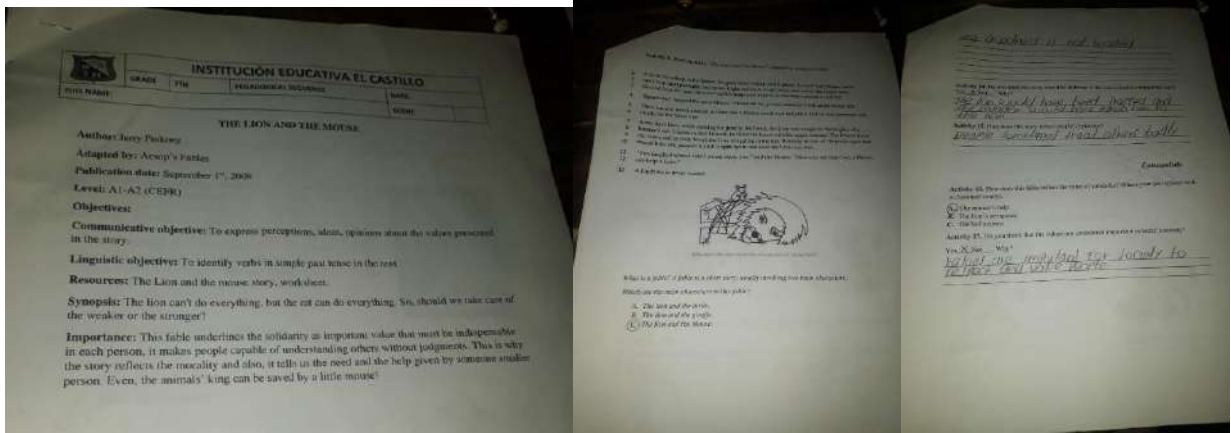


29TH APRIL 2021

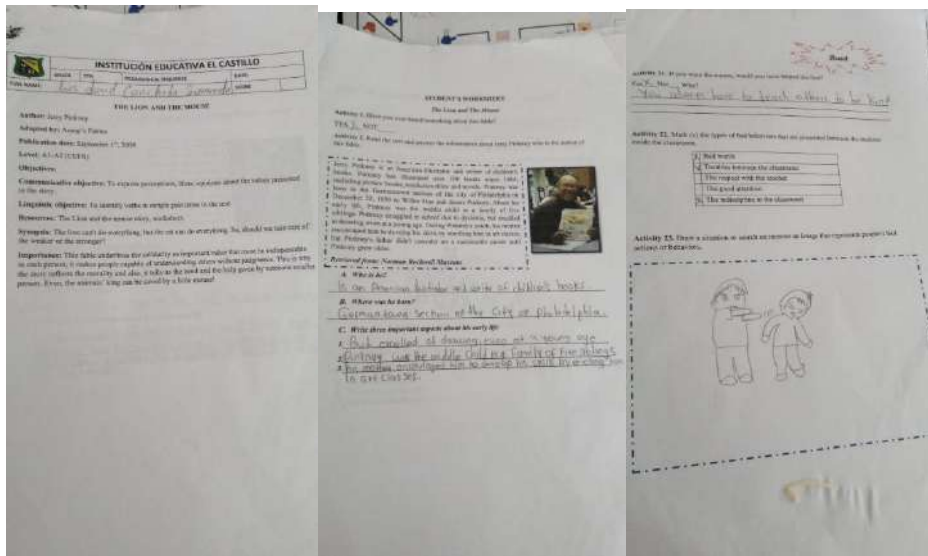


# DEVELOPMENT OF FIRST SEQUENCE- STUDENTS

## STUDENT A. SEE ALL THE SEQUENCE



## STUDENT B. SEE ALL THE SEQUENCE




**STUDENT C. SEE ALL THE SEQUENCE**

Español	Inglés	Pronunciación
Bosque	Forest	Fors
Garra o pata	Paws	Pow
Enorme	Huge	Hiuge
Pequeño	Tiny	Tainy
Cazador	Hunter	Hanter
Red	Net	Net
Timida	Timid	Tainid
Amabilidad	Kindness	Kaindness
Cuerda	Rope	Rob

**Activity 3. Read the text "The Lion and The Mouse" adapted by George A. Fisher**

- A Lion lay asleep in the forest. His great head resting on his paws. A small little Mouse came upon him unexpectedly, and he was frightened and tried to get away. But across the Lion's nose.
- Heard him he says, the Lion had his huge paw gently on the tiny creature to hold him.
- "Speak now!" begged the poor Mouse. "Please let me go and I will surely repay you."
- The Lion was much surprised to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.
- Some days later, while walking to prey in the forest, the Lion was caught in the tangle of a hunter's net. Unable to free himself, he called the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion trapped in the net. Working because of the great ropes that bound him, the ground it was I split apart, and once the Lion was free.
- "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."
- A happy mouse word!



**Activity 14. Do you think the story would be different if the mouse had not helped the lion? Yes, No. Why?**  
 Because if the mouse had not helped the lion the lion would have died.

**Activity 15. How does this story reflect people's behavior? Negative Peoples Behaviors: selfish, rude and impulsive. Positive Peoples Behaviors: Nice, solidary, tolerant and generous. Extrapolate**

**Activity 16. How does this fable reflect the value of solidarity? (Share your perceptions with a classmate orally).**  
 A. The mouse's help  
 B. The lion's response  
 C. The bad actions

**Activity 17. Do you think that the values are considered important in today's society? Yes, No. Why?**  
 Because values identify us as people

**STUDENT D. SEE ALL THE SEQUENCE**

**Activity 4. According to the story, answer the following question.**


A. What is the story about?  
 It is about the lion and mouse

B. Where did the story take place?  
 In a forest  
 In a market  
 In a hospital

C. What was the characters' role?  
 The Lion: WAS incredulous  
 The Mouse: weak and kind

D. According to the context, what is the synonym of the expression "agrazar" presented on the 4<sup>th</sup> line?  
 Forgive me  
 Forgive me  
 Call me

**Activity 6. Search on internet the book cover and choose the correct image.**



**Activity 7. According to the book cover, do you think that that image represents the story?**

**Activity 9. Regarding the lion's situation. What is the principal problem?**  
 The lion's happiness  
 The lion's doubts towards the mouse  
 The food

**Activity 10. Put the sentences in order, taking into account the events of the story.**  
 a.) The lion is sleep in the forest (1)  
 b.) This lion was caught in nets (3)  
 c.) The king noticed that the mouse saved him (5)  
 d.) The mouse listened the lion's voice (4)  
 e.) Between the paws of a lion, a rat came out of the ground quite stunned (2)

**Activity 11. True or False? Choose the correct option.**

Statement	True	False
The lion was caught in a net	✓	
The rat is considered as the king of animals		✗
Patience is not essential	✓	
Everyone has their qualities and brings something to others	✓	
The lion had his doubts about the mouse's help.	✓	



**STUDENT E. SEE ALL THE SEQUENCE**

**INSTITUCIÓN EDUCATIVA EL CASTILLO**  
 Author: Jury Perkins  
 Adapted by: Nancy's English  
 Publication date: September 17, 2010  
 Level: A1-A2 (CEFR)

**THE LION AND THE MOUSE**

**Communicative objective:** To express perceptions, ideas, opinions about the values presented in the story.

**Linguistic objective:** To identify verbs in simple past tense in the text.

**Resources:** The Lion and the mouse story, worksheets.

**Keywords:** The lion can't do everything, but the rat can do everything. So should we take care of the weaker or the stronger?

**Importance:** This fable underlines the equality in important values that need to be valued in each person. It makes people capable of understanding others without judgments. This is why the story reflects the morality and also it tells us the need and the help given by someone weaker person. Even the animals' 'Lion' can be saved by a little mouse!

**Activity 1:** According to the story, choose the following words:  
 a. aggressive the lion and mouse  
 b. injured  
 c. in a forest  
 d. in a hospital

**Activity 2:** Mark (x) for the type of verb behavior that are presented between the words:  
 a. aggressive and injured  
 b. in a forest and in a hospital

**Activity 3:** Search on Internet the book cover and choose the correct image.

**Activity 4:** According to the book cover, do you think that image represents the story?  
 Yes no

**Activity 5:** What kind of relationship can you find between the book cover and the title?  
It is found in the title and in the book the same two characters

**Activity 6:** If you were the mouse, would you prefer to help the lion or the mouse?  
 Because we should not depend with the same person and we should be free.

**Activity 7:** Draw a situation in which you prefer to help the weaker people or the stronger of all of them.

**STUDENT F. SEE ALL THE SEQUENCE**

**1. Actividad 1**

**2. Actividad 2**

**A.** who is he? is an illustration and children's book writer.

**B.** where was he born? was born in Germany of the city of Philadelphia on December 22, 1959

**C.**

1 his mother encouraged him to develop  
 2 pike had trouble at school due to obesity  
 3 the father did not consider that art

**3. Actividad 3**

A the lion and the turtle  
 B the lion and the mouse  
 C the lion and the mouse

**Actividad 4**

**A.** What is the story about? It is about the lion and mouse

**B.** Where did the story take place?  
 a in a market  
 b in a forest  
 c in a hospital

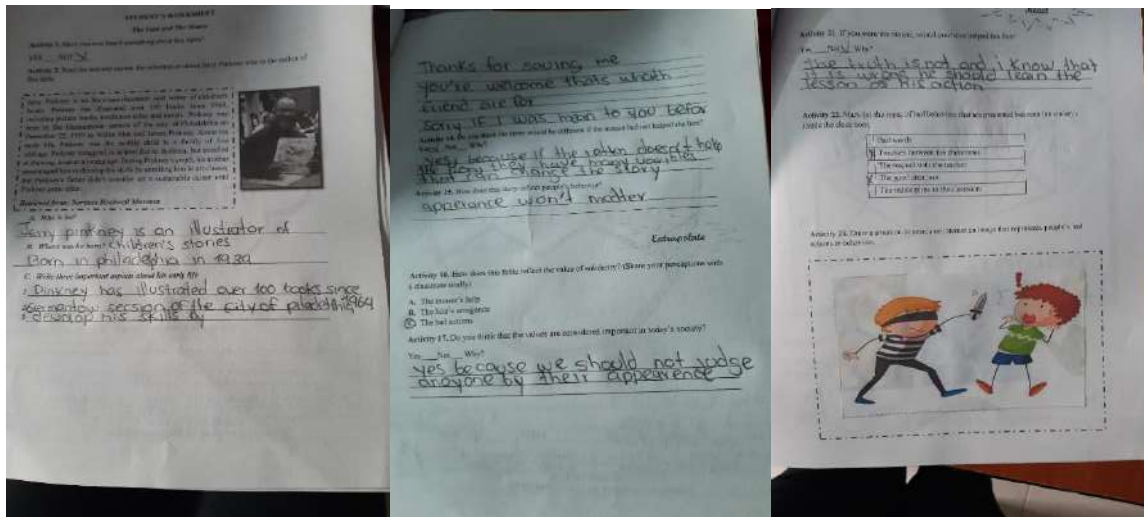
**C.** What was the characters' role  
 The lion was premeditated  
 The mouse was weak and kind

**D.** according to the context what is the synonym of the expression "spare me" presented on the 4<sup>th</sup> line  
 a forgive me  
 b punish me  
 c call me

**Actividad 5**

Search on Internet the book cover and choose

**STUDENT G. SEE ALL THE SEQUENCE**



**STUDENT H. SEE ALL THE SEQUENCE**

INSTITUCIÓN EDUCATIVA EL CASTILLO			
	GRADE	PEGAGOGICAL SEQUENCE	DATE: 29/06/2021
FULL NAME:	Sebastian Alberto Peña Castro		SCORE

STUDENT'S WORKSHEET

The Lion and The Mouse Activity 1. Have you ever heard something about this fable?

YES:  NOT:

Activity 2. Read the text and answer the information about Jerry Pinkney who is the author of this fable.

Jerry Pinkney is an American illustrator and writer of children's books. Pinkney has illustrated over 100 books since 1954, including picture books, nonfiction titles and novels. Pinkney was born in the Germantown section of the city of Philadelphia on December 22, 1935 to Willie Mae and James Pinkney. About his early life, Pinkney was the middle child in a family of five siblings. Pinkney struggled in school due to dyslexia, but excelled at drawing, even at a young age. During Pinkney's youth, his mother encouraged him to develop his skills by enrolling him in art classes, but Pinkney's father didn't consider art a sustainable career until Pinkney grew older. Retrieved from Norman Rockwell Museum



Jerry Pinkney is an American writer and illustrator for children.

- Where was he born?
- Pinkney was born in the Germantown section of Philadelphia
- Write three important aspects about his early life
  - he was the middle child in a family of five siblings
  - Pinkney two problems in a escuela debido a la dislexia
  - excelled in drawing, even at a young age.

- What was the characters' role?

The Lion:

the lion played the role of the victim because he was caught by the hunter's net.

The Mouse:

the mouse was tasked with helping the lion cut the hunter's net.

- According to the context, what is the synonym of the expression "sparmol" presented on the 4<sup>th</sup> line?

Forgive me.

- Activity 6. Search on internet the book cover and choose the correct image.



- Activity 7. According to the book cover, do you think that that image represents the story?

the mouse is removing the net from the lion

- Activity 8. What kind of relationship can you find between the book cover and the title?

A friendship relationship is created after the mouse saves the life of the hunters lion.

- Activity 9. Regarding the lion's situation. What is the principal problem?

The lions' doubts towards the mouse



**STUDENT I. SEE ALL THE SEQUENCE**

Activity 12. Find and make a relationship between the animal and its characteristics.

Big  
Timid  
Frightened  
Fast  
Angry  
Kind

Interpret

Activity 13. Look at the following picture and imagine a situation, then write it down through a short dialogue, highlighting the friendship between the lion and the mouse.

Make the comparison.

Furious	Happy	Violent	Calm
Friendly	Angry	Placid	Hesitant

BEFORE	AFTER
angry	desire
Furious	friendly
angry	happy
violent	calm
hesitant	

Activity 19. Regarding the story, think about the weaker (the mouse) and the stronger (the lion).

What is more important?

A. To be big, heavy and arrogant.  
B. To be small, ugly and kind person.  
C. To be big and unfriendly.

Activity 20. Look the pictures and compare by writing one word.

nice                      arrogant

## APPENDIX 7

### **LETTER OF PERMISSION- COORDINATOR AND SUPERVISOR (TEACHER)-SEE DOCUMENT**

Barrancabermeja, 03 de mayo del 2021

Señoras,  
Rocío Martínez  
Coordinadora-Jornada tarde  
Agustín Alvarado  
Docente de inglés-Supervisor  
Institución Educativa Colegio El Castillo

Cordial saludo,

Yo, Loren Lisbeth Muñoz Domínguez, identificado con C.C 1096243390 de Barrancabermeja, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos séptimo (7<sup>o</sup>1, 7<sup>o</sup>2, 7<sup>o</sup>3) acompañado de la supervisión del docente Agustín Aníbal Alvarado, me dirijo a Usted con el fin de solicitarle su autorización para que los participantes (7<sup>o</sup>) del proyecto puedan responder a la segunda y tercera secuencia pedagógica y al finalizar el proceso un cuestionario y una entrevista, esto que se hará vía telefónica, Zoom, Meet o Teams los cuales son instrumentos de esta propuesta, que tiene como objetivo recolectar información relacionada con el desarrollo de las secuencias pedagógicas aplicadas y el proyecto del cual estaban siendo participe estos estudiantes, denominado "Mejorar las habilidades de lectura y el vocabulario de los estudiantes de séptimo grado a través de textos literarios en la Institución Educativa Colegio



ACREDITACIÓN INSTITUCIONAL  
*Avanzamos. Por nuestra calidad.*



El Castillo (secundaria)", el cual se desarrolló dentro de los espacios horarios estipulados. Es importante mencionar que debido al cese de actividades es necesario seguir los protocolos para la aplicación de estos instrumentos y continuación del proyecto, para que de esta forma no se tenga inconvenientes a futuro; así mismo, la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,

Loren Lisbeth Muñoz Domínguez c.c.1096243390

Estudiante-Practicante  
Licenciatura en Lenguas Extranjeras Inglés-Francés  
Universidad de Pamplona

VoBo. Coordinadora

VoBo. Docente-supervisor

## SECOND PEDAGOGICAL SEQUENCE

### SLIDES

1

2

3

4

5



\*

Improving seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school


Practitioner  
Loren Lisbeth Muñoz Domínguez

Fable  
The tortoise and the hare

Aesop's Fables



**HANDOUT**

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>				
	GRADE	7TH	HANDOUT	DATE:	
FULL NAME:				READING	FABLE

**HANDOUT**

**Vocabulary**

**Fable: The tortoise and the hare**

<b>TIRED</b> 	<b>SLOW</b> 	<b>STEADY</b> 
<b>RACE</b> 	<b>CRY OUT</b> 	<b>ASLEEP</b> 
<b>YAWN</b> 	<b>BRAG</b> 	<b>ROAD</b> 

## SECOND SEQUENCE WITH THE STAGES PROPOSED BY PUREN (2004)

	INSTITUCIÓN EDUCATIVA EL CASTILLO			
	GRADE	7TH	2 <sup>nd</sup> PEGAGOGICAL SEQUENCE	DATE:
FULL NAME:				SCORE



**Adapted by:** Aesop's Fables

**Level:** A1-A2 (CEFR)

**Objectives:**

**Communicative objective:** To express perceptions, ideas, opinions about central message or lesson and supporting details in the fable.

**Linguistic objective:**

To identify grammar structures in different tenses presented in the text.

To identify in the text's prepositions.

To describe the characters by using adjectives.

**Resources:** The tortoise and the hare, worksheet.

**Importance:** this is a shorth story that teaches a lesson, it is one well-known fables whose moral is "slow and steady wins the race". Each fable has a moral to be learned from the tale.

## STUDENT'S WORKSHEET

**Activity 1.** This short story has many versions. Have you ever heard one?

Yes\_\_\_\_ Not\_\_\_\_

**Activity 2.** Have you seen a tortoise or a hare?

Yes\_\_\_\_ Not\_\_\_\_

**Activity 3.** Read the text about the Aesop's fable and answer the following questions.

**1. What is the Aesop?**

- a. A collection of legends.
- b. A master of fables.
- c. A short story

**2. Where was Aesop a slave?**

- a. In ancient Egypt
- b. In German
- c. In ancient Greece

**3. Write three characteristics about Aesop's fables.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

### Aesop's Fables

A **fable** is a short story that teaches a lesson or conveys a **moral**. Often, the characters are animals that act and talk like animals.

Aesop is the master of fables. "**The Tortoise and the Hare**" is one of his well-known fables whose moral is "**Slow and steady wins the race.**"

Aesop was a slave in ancient Greece. He was a keen observer of both animals and people. Most of the characters in his stories are animals, some of which take on human ways of speech and emotions. However, the majority of his characters keep their genuine qualities; tortoises are slow, hares are quick, tigers eat bird, etc. Aesop uses these qualities and natural tendencies of animals to focus on human traits and wisdom. Each fable has a moral to be learned from the tale.

**Activity 4.** Read the fable "*The tortoise and the hare*" by Aesop's Fables

There once was a speedy hare who bragged about how fast he could run. **Tired** of hearing him boast, **Slow and Steady**, the tortoise, challenged him to a running **race** to decide who was better. All the animals in the forest came together to watch.

Hare ran down the **road** for a while and then paused to rest. He looked back at Slow and Steady Tortoise and **cried out**, "How do you expect to win this race when you are walking along so slowly?"

Hare laid down by the road, thinking, "There is plenty of time to relax." A moment later he fell **asleep**.

Slow and Steady just walked and walked. He never, ever stopped until he came to the finish line.

The animals who were watching cheered so loudly for Tortoise, they woke up Hare.

Hare stretched and **yawned** and began to run again, but it was too late. Tortoise was over the finish line.

After that, Hare always reminded himself, "Don't **brag** about your fast pace, for Slow and Steady won the race!"

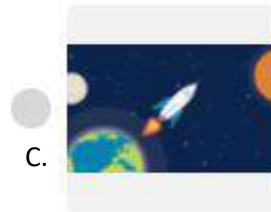
**Activity 5.** According to the story, answer the questions.



**1. Who are the main characters of the story?**

- a. The tortoise and the lion.
- b. The hare and the tiger.
- c. The tortoise and the hare.

**2. Where did the story take place?**



- a. In the road of a forest
- b. In the road of a beach
- c. In the space

**3. The expression “plenty of time” presented in the 7<sup>th</sup> line could be replaced by:**

- a. Much time
- b. Few time
- c. Less time

**Activity 6.** Taking into account the events of the story. Which character does not give up?



**Activity 7.** From your point of view. Do you think that the hare deserved to win the race?

Yes\_\_\_\_ Not\_\_\_\_

Why? \_\_\_\_\_

**Activity 8.** Why did the hare decide to take a nap?

- a. Because he was sleepy
- b. Because he thought he had plenty of time to rest since the tortoise was so far behind.
- c. Because he did not like to run around the forest.



**Activity 9.** True or False? Choose the correct option.

Statement	True	False
The tortoise and the hare were friends		
The hare won the race		
The tortoise did not accept the challenge		
The hare was slower than the tortoise		
The tortoise was arrogant		

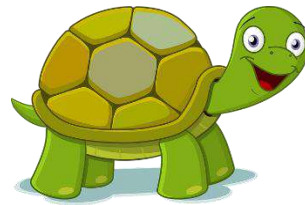
*Interpret*

**Activity 10.** Do you think the story would be different if the hare had won the race?

Yes \_\_\_\_\_ Not \_\_\_\_\_

**Activity 11.** Look at the picture and select the aspects that this image reflects

- Angry
- Happy
- Peace
- Sad
- Persistence
- Optimist
- Arrogant



**Activity 12.** Observe the picture and a short advice from the tortoise to the hare.



The tortoise:

\_\_\_\_\_

*Extrapolate*

**Activity 13.** Do you think that it is necessary to persevere in strong situations?

Yes \_\_\_\_\_ Not \_\_\_\_\_

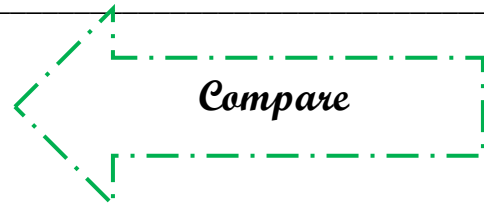
Why? \_\_\_\_\_  
\_\_\_\_\_

**Activity 14.** How does the hare's arrogance is reflected in today's society?

---



---



**Activity 15.** Regarding the characters' behaviors, compare them by writing in each character's box the adjectives.

Furious	Happy	Clever	Confident
Steady	Angry	Pleased	Arrogant
The tortoise		The hare	

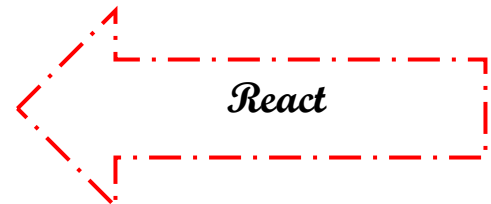
**Activity 16.** Look the images and describe them by using a word for each one.




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**Activity 17.** If you were the tortoise, would you have accepted the race?

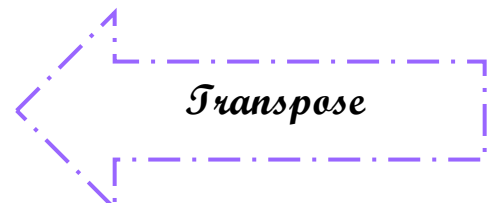
Yes \_\_\_\_\_ Not \_\_\_\_\_

**Activity 18.** Read the lines from 4 to 6. Do you think that the hare's attitude was the correct? Share your answer with your partners.

Yes\_\_\_\_\_Not\_\_\_\_\_

**Activity 19.** Choose a negative adjective of the hare and present it through a drawing.

-Negative adjective: \_\_\_\_\_



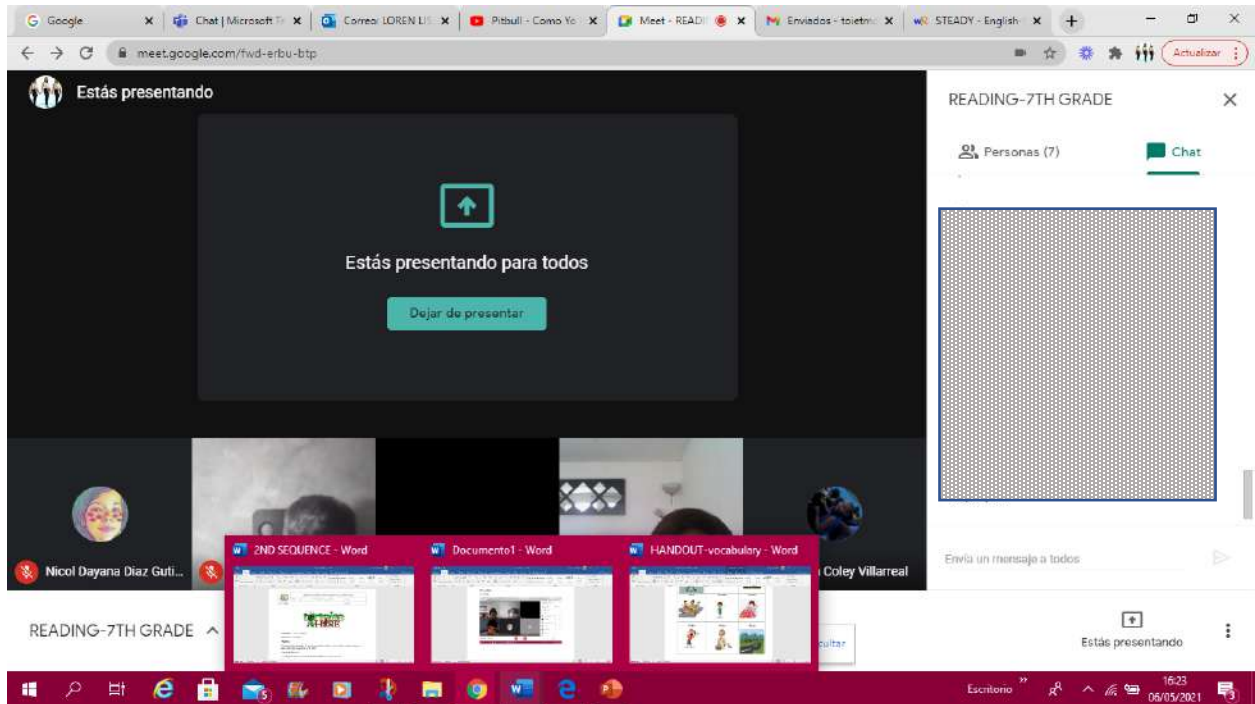
**Activity 20.** Could you imagine a similar situation between two classmates of your school? How could you apply the moral of this story in that situation? Share with your partners.

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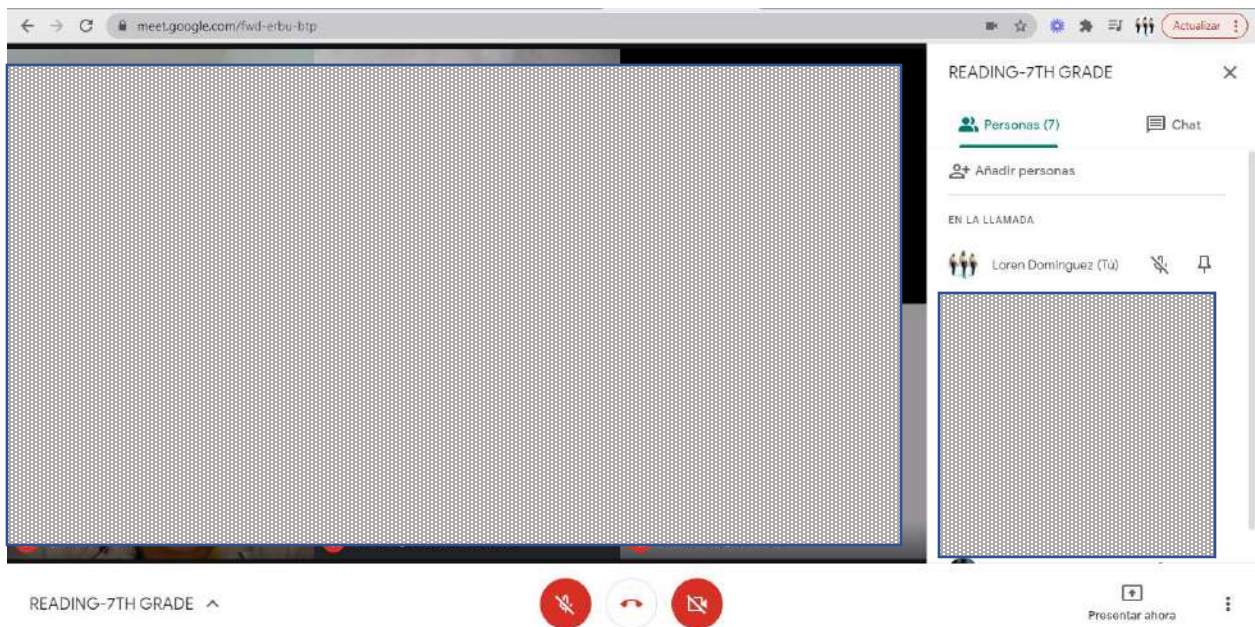
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### 6<sup>TH</sup> MAY 2021- SYNCHRONIC MEETING



### 7<sup>TH</sup> MAY 2021



13<sup>TH</sup> MAY 2021

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READING-7TH GRADE X

(9)

READING-7TH GRADE

Presentar ahora

Escritorio 09:57 13/05/2021

STUDENT A. [SEE ALL THE SEQUENCE](#)

Activity 5. According to the story, answer the questions.

1. Who are the main characters of the story?

- The tortoise and the hare.
- The hare and the tiger.
- The tortoise and the hare.

2. Where did the story take place?

- In the road of a forest.
- In the road of a beach.
- In the space.

3. The expression "plenty of time" presented in the 7<sup>th</sup> line could be replaced by:

- much time.
- Few time.
- Less time.

Activity 6. Taking into account the events of the story, which character does not give up?

- A.
- B.

Paraphrase

Activity 7. From your point of view, do you think that the hare deserved to win the race?

Yes \_\_\_ No X

Why? because he had very tired himself because she had the animal and he had himself and she had the animal

Activity 8. Why did the hare decide to take a nap?

- Because he was sleepy.
- Because he thought he had plenty of time to rest since the tortoise was so far behind.
- Because he did not like to run around the forest.

Analyze

**STUDENT B. SEE ALL THE SEQUENCE**

Luis David Canchela 7 ÷ 2.

**STUDENT'S WORKSHEET**

Activity 1. This short story has many versions. Have you ever heard one?  
Yes  No

Activity 2. Have you seen a tortoise or a hare?  
Yes  No

Activity 3. Read the text about the Aesop's fable and answer the following questions.

**1. What is the Aesop?**  
 a. A collection of legends.  
 b.  A master of fables.  
 c. A short story.

**2. Where was Aesop a slave?**  
 a. In ancient Egypt  
 b. In German  
 c.  In ancient Greece

**3. Write three characteristics about Aesop's fables.**  
 1. It is a type of popular character  
 2. contains a moral  
 3. his character are animals

**Aesop Fables**

A fable is a short story that teaches a lesson or conveys a moral. Often, the characters are animals that act much like humans.

Aesop is the master of fables. "The Tortoise and the Hare" is one of his well-known fables whose moral is "Slow and steady wins the race."

Aesop was a slave in ancient Greece. He was a born storyteller of Greek animals and people. Most of the characters in his stories are animals, some of which take on human traits of speech and emotions. However, the majority of his popularity came from fables in which tortoise and hare were the main characters. Aesop also wrote many other fables and legends, including the story of the blind men and an elephant. Each fable has a moral to be learned from the tale.

**STUDENT C. SEE ALL THE SEQUENCE**

Write three characteristics about Aesop's fables.

Aesop is the master of fables.

Aesop was a slave in ancient Greece.

Aesop was a great storyteller of both animals and people.

**Activity 4. Read the fable "The Tortoise and the Hare" by Aesop's Fables.**

1. There once was a speedy hare who bragged about how fast he could run. **Tired** of hearing him boast, Slow and Steady, the tortoise, challenged him to a racing race to finish who was better.

2. All the animals in the forest came together to watch.

3. Hare ran across the road for a while and then decided to rest. He looked back at Slow and Steady Tortoise and cried out, "How do you expect to win this race when you are walking along so slowly?"

4. Hare hid down by the road, thinking, "There is plenty of time to relax." A moment later he fell asleep.

5. Slow and Steady just walked and walked. He never even stopped until he came to the finish line.

6. The animals who were watching cheered so loudly for Tortoise, they woke up Hare.

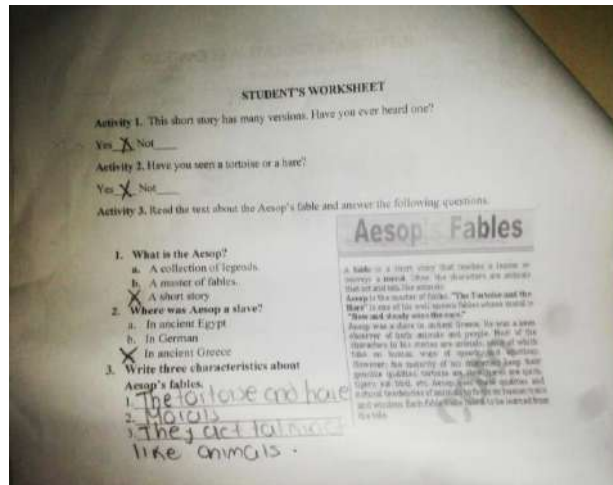
7. Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the finish line.

8. After that, Hare always reminded himself, "It's best being about your feet pace. The Slow and Steady wins the race!"

**STUDENT D. SEE ALL THE SEQUENCE**



**STUDENT E. SEE ALL THE SEQUENCE**




**STUDENT F. SEE ALL THE SEQUENCE**

**Activity 5.** According to the story, answer the questions.


**1. Who are the main characters of the story?**

- The tortoise and the lion.
- The hare and the tiger.
- The tortoise and the hare.


**2. Where did the story take place?**



A



B




C

- In the road of a forest.
- In the road of a beach.
- In the space.


**3. The expression "plenty of time" presented in the 7<sup>th</sup> line could be replaced by:**

- Much time.
- Few time.
- Less time.

**Activity 6.** Taking into account the events of the story. Which character does not give up?



A



B

**Activity 7.** From your point of view. Do you think that the hare deserved to win the race?

Yes  Not

Why? Because tortoise and hare are sport does not leads to ending good

**Activity 8.** Why did the hare decide to take a nap?

- Because he was sleepy.
- Because he thought he had plenty of time to rest since the tortoise was so far behind.
- Because he did not like to run around the forest.


**STUDENT G. SEE ALL THE SEQUENCE**

**Activity 5.** According to the story, answer the questions.


**1. Who are the main characters of the story?**

- The tortoise and the lion.
- The hare and the tiger.
- The tortoise and the hare.


**2. Where did the story take place?**



A



B




C

- In the road of a forest.
- In the road of a beach.
- In the space.


**3. The expression "plenty of time" presented in the 7<sup>th</sup> line could be replaced by:**

- Much time.
- Few time.
- Less time.

**Activity 6.** Taking into account the events of the story. Which character does not give up?



A



B

**Activity 7.** From your point of view. Do you think that the hare deserved to win the race?

Yes  Not

Why? Because he had a lot of advantage on the turtle

**Activity 8.** Why did the hare decide to take a nap?

- Because he was sleepy.
- Because he thought he had plenty of time to rest since the tortoise was so far behind.
- Because he did not like to run around the forest.



**STUDENT H. SEE ALL THE SEQUENCE**

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	GRADE	7TH	2 <sup>nd</sup> PEGAGOGICAL SEQUENCE	DATE: 12/05/2021
FULL NAME:	Sebastián Alberto Peña Castro		SCORE	



**STUDENT'S WORKSHEET**

**Activity 1.** This short story has many versions. Have you ever heard one?

Yes  Not

**Activity 2.** Have you seen a tortoise or a hare?

Yes  Not

**Activity 3.** Read the text about the Aesop's fable and answer the following questions.




**STUDENT I. SEE ALL THE SEQUENCE**

Activity 5. According to the story, answer the questions.

1. Who are the main characters of the story?

- The tortoise and the lion.
- The hare and the tiger.
- The tortoise and the hare.



2. Where did the story take place?

-  In the road of a forest
-  In the road of a beach
-  In the space

3. The expression "plenty of time" presented in the 7<sup>th</sup> line could be replaced by:

- Much time
- Few time
- Less time

Activity 6. Taking into account the events of the story, which character does not give up?

-  A.
-  B.

Activity 7. From your point of view, do you think that the hare deserved to win the race?

Yes  Not

Why? The hare did not take advantage in the race

Activity 8. Why did the hare decide to take a nap?

- Because he was sleepy
- Because he thought he had plenty of time to rest since the tortoise was so far behind.
- Because he did not like to run around the forest.

*Paraphrase*

*Analyze*

## 8 THIRD PEDAGOGICAL SEQUENCE

### SLIDES

**Improving seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**

**Practitioner**  
Loren Lisbeth Muñoz Domínguez

**Traditional story**  
The sneaky rabbit

### ACTIVITY-VOCABULARY


INSTITUCIÓN EDUCATIVA EL CASTILLO					
STUDENT NAME:	GRADE:	YTH:	HANDOUT:	DATE:	STORY:

**ACTIVITY**  
**Vocabulary**  
**Traditional story: The sneaky rabbit**

1. Search the meaning of the following words, then matching the word and the correct image.

moon	
pond	
scared	
sky	
soup	
lump	
cheese	
lips	
foot	
stone	

### THIRD PEDAGOGICAL SEQUENCE

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	GRADE	7TH	2 <sup>nd</sup> PEGAGOGICAL SEQUENCE	DATE:
FULL NAME:			SCORE	

**Adapted by:** Melvyn Hayes

**Level:** A1-A2 (CEFR)

**Objectives:**

**Communicative objective:** To express perceptions, ideas, opinions about the situation exposed in the story.

**Linguistic objective:**

To identify grammar structures in different tenses presented in the text.

**Resources:** The sneaky rabbit, workshop.

**STUDENT'S WORKSHEET**

**Activity 1.** Have you ever heard a version about the sneaky rabbit?

Yes \_\_\_\_ Not \_\_\_\_

**Activity 2.** This traditional story was narrated by Melvyn Hayes in a video, read some information about him and answer the questions.

**4. Who is he?**

- d. A painter.
- e. An actor.
- f. A police man.

**5. Is the actor married?**

YES \_\_\_\_ NOT \_\_\_\_

**6. Write two names of his works.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Melvyn Hayes is a British actor and voice performer. He was born on January 11, 1935 in London, England as Melvyn Hyams. He is known for his work on "It Ain't Half Hot Mum" (1974), La maldición de Frankenstein (1957) and El clan de los pilluelos (1970). He has been married to Jayne Male since 2010. They have one child. He was previously married to Wendy Padbury and Rosalind Allan.

**Activity 4.** Read the fable “*Sneaky rabbit*” Narrated by Melvyn Hayes.

One night, when the **moon** was very bright, Rabbit was resting near a **pond**. He was very tired and wanted to go to sleep, but he was **scared** the tiger was going to eat him up. Rabbit tried and tried to stay awake. He looked up at the **sky** and started to count the stars. Soon Rabbit was fast asleep.

Suddenly, a loud, booming voice woke him up. It was Tiger! ‘Aha! Now I’ve got you, little Rabbit! You’ll be perfect in my **soup**!’

Rabbit was very frightened, but he had an idea. He looked in the water and saw the reflection of the moon. It looked like a big **lump** of **cheese**. He moved his mouth, pretending to eat, and said, ‘Mmm yum yum yum yum. Ah, Tiger. I’m happy to see you. Yum yum yum. Come and share this delicious white cheese with me. Yum yum yum. I’m keeping it fresh for you in the pond.’

Tiger loved white cheese. He licked his **lips**. ‘Mmm yum. I can see the cheese, but how do you get it out of the pond?’ he asked.

‘Easy,’ said Rabbit. ‘I tie this stone around my **foot** and jump in. Do you want to try?’

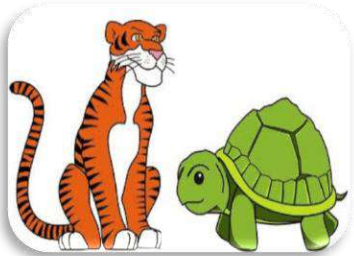
Tiger tied the **stone** around his foot and jumped into the pond. Splash! Rabbit ran away, saying, ‘Ha ha! Now you’re the one in the soup!’

And I’ve heard that Tiger is still trying to get out of the pond.

**Activity 5.** According to the story, answer the questions.

**4. Observe the following pictures and answer.**

**Who are characters of the story?**



**A.**



**B.**



**C.**

**5. Where was the rabbit resting?**

- d. Near the sea
- e. Near a pond
- f. Near the forest

**6. The expression “Yum yum yum” presented in the 9<sup>th</sup> line wants to say that:**

- d. The character is sleeping
- e. The character is jumping
- f. The character is eating

**Activity 6.** Taking into account the events of the story. Which is clever?



**A.**



**B.**

*Analyze*

**Activity 7.** Why did the rabbit decide to trick the tiger?

- d. Because the tiger wanted to play with him.
- e. Because the rabbit was hungry.
- f. Because the tiger want to eat him.

**Activity 8.** What is the order of the story?

Tiger wanted to put Rabbit in his soup. (\_\_\_)

He told Tiger that the moon was white cheese. (\_\_\_)

Rabbit was resting near a pond. (\_\_\_)

Tiger jumped in the pond and Rabbit ran away. (\_\_\_)

Suddenly, a loud voice woke him up.(\_\_\_)

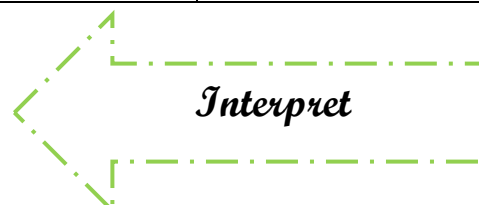
Rabbit told Tiger to tie a stone around his foot and jump in the pond. (\_\_\_)

Tiger wanted to know how to get the cheese out of the pond. (\_\_\_)

Rabbit saw the moon in the pond.(\_\_\_)

**Activity 9.** True or False? Choose the correct option.

Statement	True	False
The rabbit was sleeping in a mountain		
The story was developed at night.		
The tiger want to catch the rabbit for a soup.		
The rabbit had a great idea.		
The sun was reflected in a pond.		



**Activity 10.** Do you think the story would be different if the rabbit hadn't had an idea for going out?

Yes\_\_\_\_\_Not\_\_\_\_\_

**Activity 11.** According to the story and this image select the aspects that the rabbit reflects.

- Hungry
- Scared
- Clever
- Funny
- Sad
- Furious





**Activity 12.** Do you think that it is necessary to have a solution quickly for a strong situation?

Yes\_\_\_\_\_Not\_\_\_\_\_

Why?\_\_\_\_\_

**Activity 13.** How does the tiger’s wickedness is reflected in today’s society?

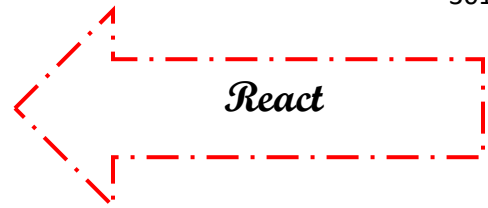
\_\_\_\_\_



**Activity 14.** Regarding the characters’ behaviors, compare them through a draw and write a word that represents the picture.

THE RABBIT	THE TIGER





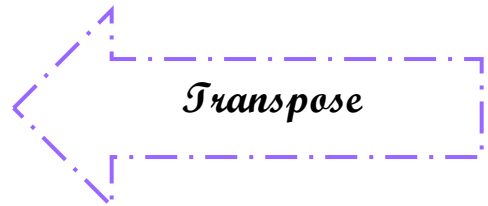
**Activity 15.** If you were the rabbit, what would be your idea for that situation?

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**Activity 16.** Read the 6<sup>th</sup> line. Do you think that those words and the possible tiger's actions are correct? *Share your answer with your partners.*

Yes \_\_\_\_\_ Not \_\_\_\_\_



**Activity 17.** If you were in a desert without something to eat. What would you do? *Share your answer with your partners.*

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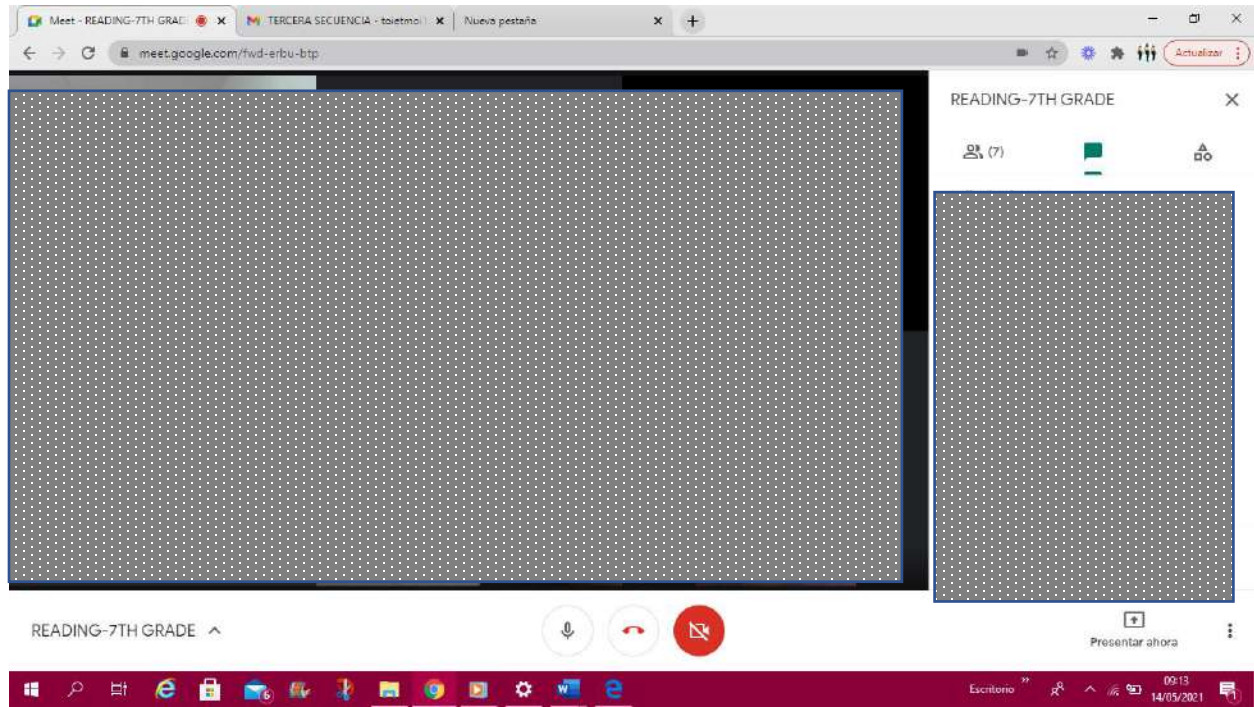
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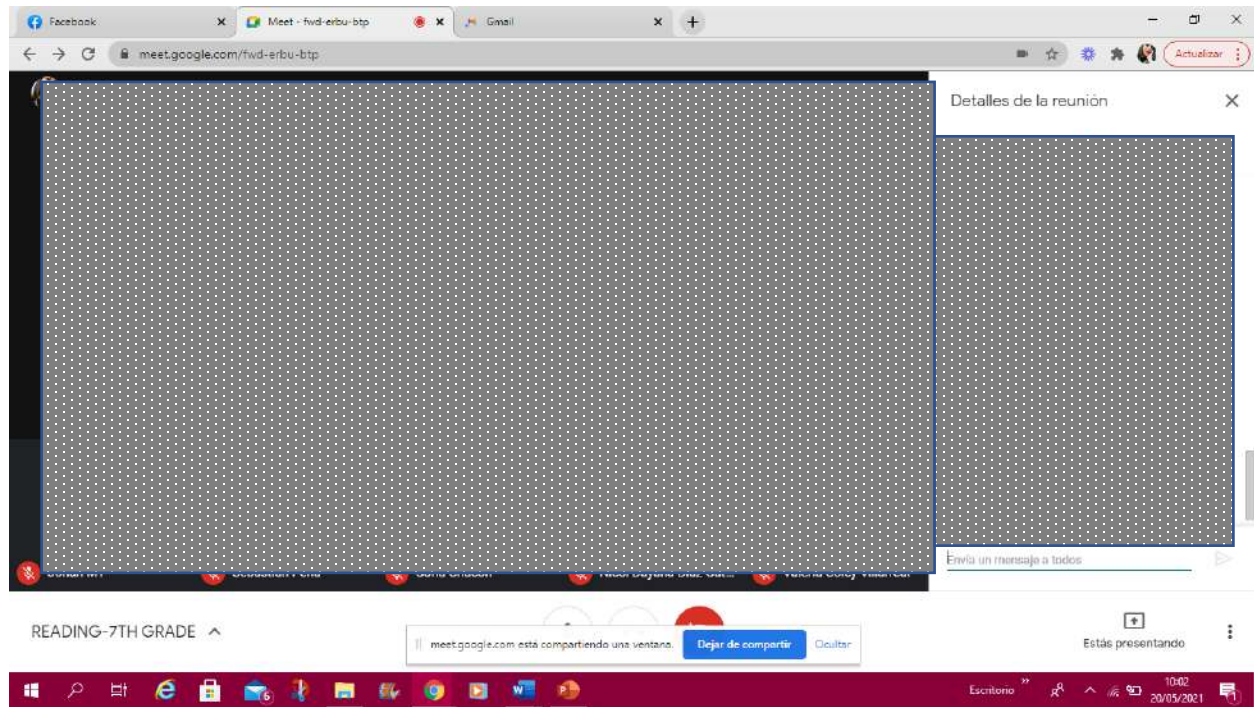
**Activity 18.** How can Tiger get out of the pond? Imagine how he does it. Draw a picture and write about it!

A large, empty rectangular box with a thin blue border, intended for drawing and writing.

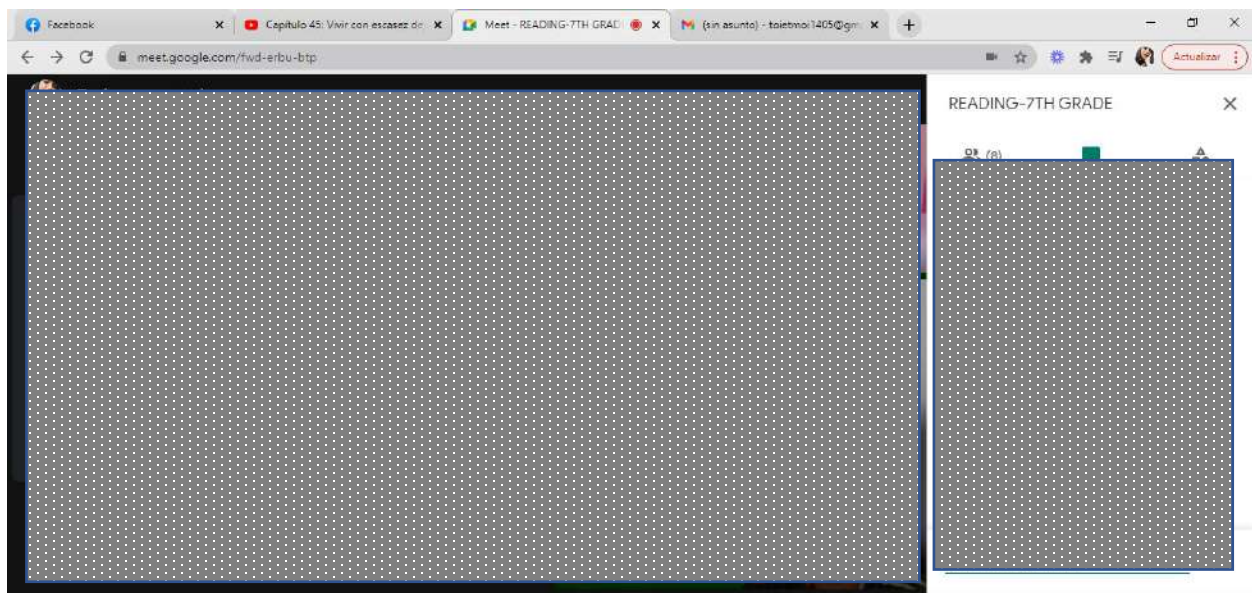
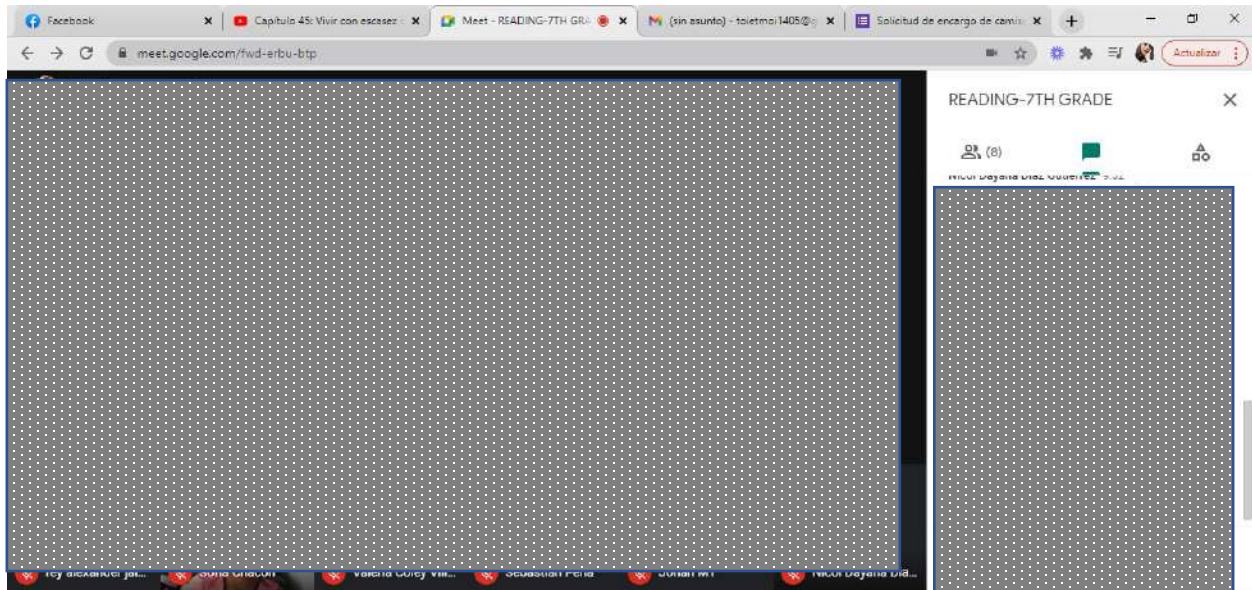
14<sup>TH</sup> MAY 2021



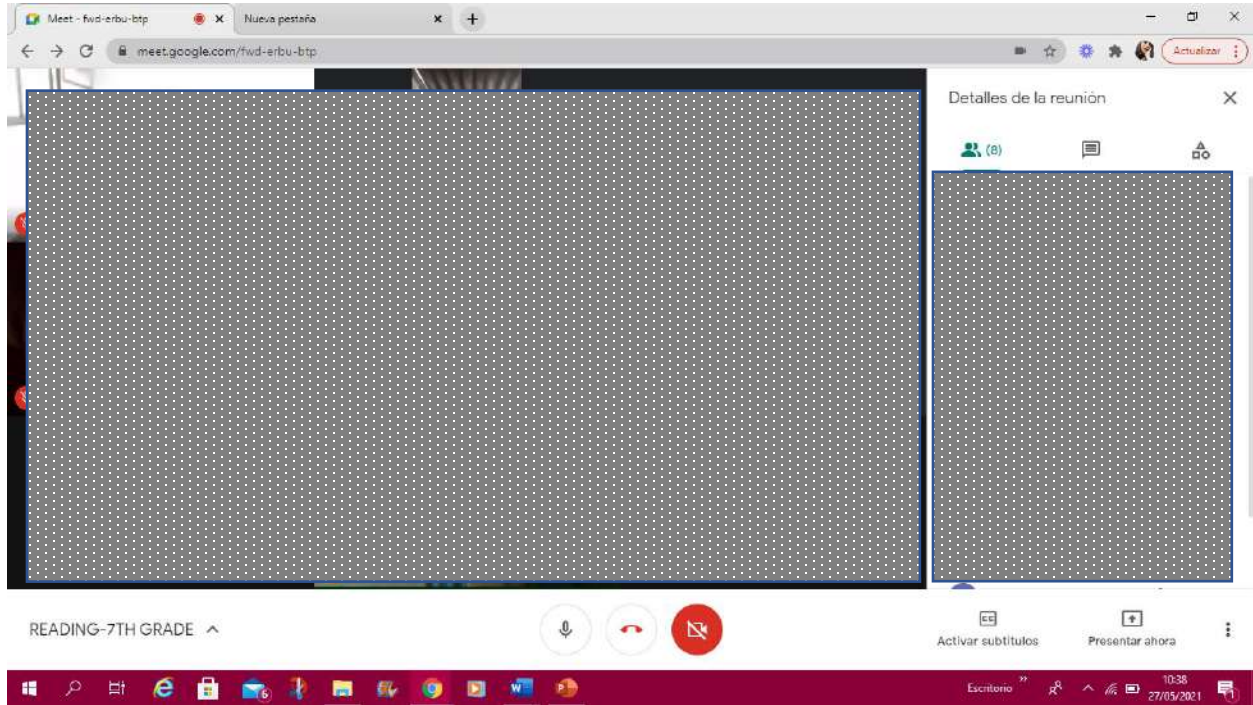
20<sup>TH</sup> MAY, 2021



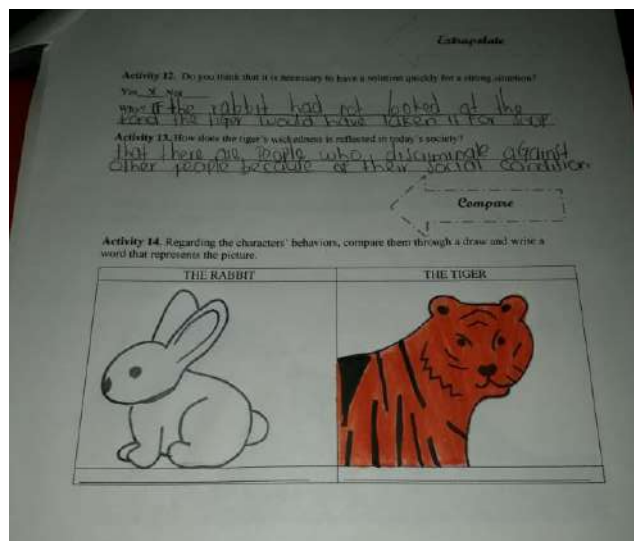
21<sup>ST</sup> MAY, 2021



27<sup>TH</sup> MAY, 2021



STUDENT A. [SEE ALL THE SEQUENCE](#)




**STUDENT B. SEE ALL THE SEQUENCE**

Activity 5. According to the story, answer the questions.

1. Observe the following pictures and answer.

Who are characters of the story?




2. Where was the rabbit resting?

a. Near the sea  
 b. Near a pond  
 c. Near the forest

3. The expression "Yam yam yum" presented in the 9<sup>th</sup> line wants to say that:

a. The character is sleeping  
 b. The character is jumping  
 c. The character is eating

Activity 6. Taking into account the events of the story, which is clever?



Activity 7. Why did the rabbit decide to trick the tiger?

a. Because the tiger wanted to play with him.  
 b. Because the rabbit was hungry.  
 c. Because the tiger want to eat him.

*Paraphrase*

*Analyses*

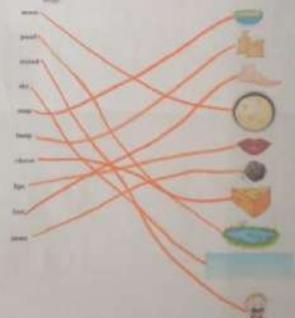
**STUDENT C. SEE ALL THE SEQUENCE**

INSTITUCIÓN EDUCATIVA EL CASTILLO

ACTIVIDAD

Resolución

1. Search the meaning of the following words, then matching the word with the correct image.



**STUDENT D. SEE ALL THE SEQUENCE**

... Tiger told him that the mouse was a great thief. (2)

He told Tiger that the mouse was a great thief. (2)

Rabbit was reading near a pond. (2)

Tiger jumped in the pond and Rabbit ran away. (2)

Suddenly, a loud noise woke him up. (2)

Rabbit told Tiger to sit a stone around his feet and jump in the pond. (2)

Tiger wanted to know how to get the cheese out of the pond. (2)

Rabbit ate the mouse in the pond. (2)

**Activity 9. True or False? Choose the correct option.**


Statement	True	False
The rabbit was sleeping in a mountain.		<input checked="" type="checkbox"/>
The story was developed in night.	<input checked="" type="checkbox"/>	
The tiger went to catch the rabbit for a jump.	<input checked="" type="checkbox"/>	
The rabbit had a great idea.	<input checked="" type="checkbox"/>	
The sun was reflected in a pond.		<input checked="" type="checkbox"/>

**Interpret**

**Activity 10.** Do you think the story would be different if the rabbit had a hat on when he going out?  
 Yes  No

**Activity 11.** According to the story and this image select the aspects that the rabbit reflects.

- Hungry
- Clever
- Brave
- Funny
- Sad
- Furious




**STUDENT E. SEE ALL THE SEQUENCE**

\*TITTY\*  
 Vocabulary  
 Traditional story: The sneaky rabbit

1. Search the meaning of the following words, then matching the word and the correct image.

- mouse
- pond
- scared
- sky
- soup
- lamp
- cheese
- lip
- foot
- stone



## STUDENT F. SEE ALL THE SEQUENCE

**STUDENT'S WORKSHEET**

**Activity 1.** Have you ever heard a version about the sneaky rabbit?  
Yes Yes / No     

**Activity 2.** This traditional story was narrated by Melvyn Hayes in a video, read some information about him and answer the questions.

Melvyn Hayes is a British actor and voice performer. He was born on January 11, 1935 in London, England as Melvyn Hyams. He is known for his work on "3 Act 1 Half The Moon" (1974), La maliciosa de Frankenstein (1957) and El clan de los pollos (1970). He has been married to Joyce Maile since 2010. They have one child. He was previously married to Wendy Padbury and Rosalind Allan.

- Who is he?  
a. A prince  
 b. An actor  
c. A police man
- Is the actor married?  
YES Yes / NO
- Write two names of his works.
  - La maliciosa de Frankenstein
  - El clan de los pollos

**Activity 4.** Read the fable "Sneaky rabbit" Narrated by Melvyn Hayes.

- One night, when the moon was very bright, Rabbit was resting near a pond. He was very tired and wanted to go to sleep, but he was worried the tiger was going to eat him up. Rabbit tried and tried to stay awake. He looked up at the sky and started to count the stars. When Rabbit was five stars...
- Suddenly, a loud, sneezing voice woke him up. It was Tiger! "Ah! How I've got you, little Rabbit! You're so peaceful in my snore!"
- Rabbit was very frightened, but he had an idea. He looked at the water and saw the reflection of the moon. It looked like a big lamp of cheese. He moved his mouth, pretending to eat, and said, "Sweet snore your stars star. Ah, Tiger. I'm happy to eat you. Your stars star, come and share the deliciousness with cheese with me. Your stars star. You're sleeping. It looks so good, eat!"
- Tiger loved white cheese. He looked for lips. "Sweet star, I see see the cheese, but then do you get it out of the pond?" he asked.
- "Tiger," said Rabbit. "In this state, neither my feet nor joints fit. Do you want to eat?"
- Tiger said the cheese seemed too hot and jumped into the pond. Splashed Rabbit, too angry, saying, "He had better jump in the sea or the sea!"

## STUDENT H. SEE ALL THE SEQUENCE

 <b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
GRADE	7TH	2 <sup>nd</sup> PEDAGOGICAL SEQUENCE	DATE: 28/05/2022
FULL NAME:		Sobotán Alberto Peña Castro	SCORE:

### STUDENT'S WORKSHEET

**Activity 1.** Have you ever heard a version about the sneaky rabbit?

Yes Yes / No     

**Activity 2.** This traditional story was narrated by Melvyn Hayes in a video, read some information about him and answer the questions.

- Who is he?  
a. An actor.  
 b. An actor  
c. A police man
- Is the actor married?  
YES Yes / NO
- Write two names of his works.
  - El clan de los pollos (1970)
  - La maliciosa de Frankenstein (1957)

Melvyn Hayes is a British actor and voice performer. He was born on January 11, 1935 in London, England as Melvyn Hyams. He is known for his work on "3 Act 1 Half The Moon" (1974), La maliciosa de Frankenstein (1957) and El clan de los pollos (1970). He has been married to Joyce Maile since 2010. They have one child. He was previously married to Wendy Padbury and Rosalind Allan.

**Activity 4.** Read the fable "Sneaky rabbit" Narrated by Melvyn Hayes.

One night, when the moon was very bright, Rabbit was resting near a pond. He was very tired and wanted to go to sleep, but he was worried the tiger was going to eat him up. Rabbit tried and

**STUDENT I. SEE ALL THE SEQUENCE**

**Activity 8.** What is the order of the story?

Tiger wanted to put Rabbit in his soup. **3**

He told Tiger that the moon was white cheese. **5**

Rabbit was resting near a pond. **1**

Tiger jumped in the pond and Rabbit ran away. **8**

Suddenly, a loud voice woke him up. **2**

Rabbit told Tiger to tie a stone around his foot and jump in the pond. **7**

Tiger wanted to know how to get the cheese out of the pond. **6**

Rabbit saw the moon in the pond. **4**

**Activity 9.** True or False? Choose the correct option.


Statement	True	False
The rabbit was sleeping in a mountain.		<input checked="" type="checkbox"/>
The story was developed at night.	<input checked="" type="checkbox"/>	
The tiger want to catch the rabbit for a soup.	<input checked="" type="checkbox"/>	
The rabbit had a great idea.	<input checked="" type="checkbox"/>	
The sun was reflected in a pond.		<input checked="" type="checkbox"/>

*Intersect*

**Activity 10.** Do you think the story would be different if the rabbit hadn't had an idea for going out?  
 Yes  Not

**Activity 11.** According to the story and this image select the aspects that the rabbit reflects.

- Hungry
- Scared
- Clever
- Funny
- Sad
- Furtious





## APPENDIX 9

### INTERVIEW- QUESTIONS- SEE DOCUMENT



ACREDITACIÓN INSTITUCIONAL  
*Avanzamos... ¡Es nuestro objetivo!*



#### Semi-structured Interview

Con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista.

¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar.

1. ¿Cuánto tiempo lleva estudiando inglés?
2. ¿Cómo puede describir su proceso de aprendizaje en el área de inglés?
3. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos (lo que trabajó) en las clases de inglés?
4. Algunos textos literarios cortos como "el león y el ratón", "la tortuga y la liebre" y "el conejo astuto", los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.  
...¿Por qué le gustaron?
5. ¿Intenta aprender de forma autónoma vocabulario? ¿Si sí cómo lo realiza?
6. ¿Qué es para usted el pensamiento crítico?

**TRANSCRIPT OF THE INTERVIEWS- PARTICIPANTS**  
**SEMI-INTERVIEW**  
**PARTICIPANT A**

**Transcript**

00:00:02

**Loren:** Buenas tardes.

00:00:04

**Participant A:** Buenas tardes.

00:00:05

**Loren:** ¿Cómo se encuentra?

00:00:07

**Participant A:** Bien profe y ¿usted?

00:00:09

**Loren:** Muy bien, Gracias. Bueno, en el día de hoy nos encontramos con una de las participantes del proyecto. Este. Este.. con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mí, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:33

**Participant A:** Si señora.

00:01:36

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:02:02

**Participant A:** Desde la primaria. Pero cuando entré hacer sexto, entendí más los de los textos y lecturas.

00:02:12

**Loren:** Bien, segunda pregunta ¿cómo puede describir su proceso de aprendizaje en el área inglés?

00:02:20

**Participant A:** Pues ee he aprendido más la bocavulación y a pronunciar las palabras.

00:02:30

**Loren:** ¿Qué opina de la implementación de textos literarios como fábulas y cuentos, o más bien lo que se ha trabajado en clases de inglés?

00:02:40

**Participant A:** ¿Por qué? Muy bueno, porque le enseñan a uno cómo pronunciar y a desarrollar

00:02:46

**Loren:** que.. cuando hablas de desarrollar, a qué te refieres?

00:02:51

**Participant A:** Desarrolla los textos de inglés, la lectura, aprender más sobre inglés.

00:02:59

**Loren:** Es decir, puedes desarrollar la comprensión lectora, muy bien.

00:03:06

**Participant A:** Si señora.

00:03:07

**Loren:** La cuarta pregunta. Algunos textos literarios cortos como “el león y el ratón”, “la tortuga y la liebre” y “el conejo astuto”, los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:29

**Participant A:** Porqué los cuentos nos enseñan moraleja y aprender a respetar a las personas.

00:03:36

**Loren:** ¿Y qué más nos puede decir sobre esas esas actividades?

00:03:43

**Participant A:** lo que hay en el cuento, dice que porque, como la tortuga era más lenta y el conejo..la liebre más rápida, entonces ya que se creía más que la tortuga.

00:03:56

**Loren:** Ah, muy bien, pero le ... hasta el momento, ¿le ha gustado? ¿Le ha gustado el trabajo, las actividades?

00:04:03

**Participant A:** Sí, señora.

00:04:05

**Loren:** ¿Y por qué?

00:04:08

**Participant A:** Porque nos han enseñado y también hemos desarrollado la lectura y hemos aprendido a pronunciar las palabras.

00:04:18

**Loren:** Bien. Quinta pregunta, ¿intenta aprender de forma autónoma vocabulario?

00:04:25

**Participant A:** Si eeh primero se lee y luego uno lo practica.

00:04:32

**Loren:** En este caso usted y decir eh, como trabajo autónomo, aprende vocabulario y ¿cómo realiza eso?

00:04:45

**Participant A:** Pues profe, yo no leo, lo leo y luego lo pronuncio.

00:04:53

**Loren:** Bien, y a través de qué? De simplemente lecturas o busca videos y de ahí saca vocabulario

00:05:04

**Participant A:** Busco, videos de vocabulario y voy aprendiendo cada día más.

00:05:09

**Loren:** bien, sexta pregunta, ¿qué es para usted el pensamiento crítico?

00:05:16

**Participant A:** Pues eeh..Aprender y aprender y respetar mucho las personas y valorar

00:05:26

**Loren:** el pensamiento crítico. ¿Como una vez lo hablamos es de analizar, cierto?

00:05:34

**Participant A:** si profe analizar los comportamientos

00:05:38

**Loren:** bien, la séptima. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico?

00:05:49

**Participant A:** Sí.

00:05:50

**Loren:** ¿Por qué?

00:05:52

**Participant A:** Porque nos enseñan. Y también porque nos da más sabiduría y entendemos más fácilmente las palabras.

00:06:02

**Loren:** Y también puede ser la situación cierta, nos da la oportunidad de reflexionar. Sí. Octava pregunta ¿Observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:06:21

**Participant A:** Sí, porque hay personas que discriminan a las demás por ser bajita o algunas por ser altas.

00:06:28

**Loren:** por ejemplo, ¿qué?

00:06:29

**Participant A:** Por el color de piel

00:06:30

**Loren:** muy bien. Y por ejemplo, que... ¿qué texto?, ¿qué texto refleja más eso que dices?

00:06:38

**Participant A:** El bullying.

00:06:38

**Loren:** Pero qué texto literario del que trabajamos. ¿Cuál de esos textos?

00:06:46

**Participant A:** Pues eh, el del león y el ratón.

00:06:52

**Loren:** Muy bien. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros?

00:07:01

**Participant A:** Sí, señora.

00:07:03

**Loren:** ¿Por qué?

00:07:05

**Participant A:** Porque nos enseñan y aprendemos más sobre inglés.

00:07:10

**Loren:** Bien. Décima. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso? Es decir, lo que hemos trabajado en las clases sincrónicas.

00:07:24

**Participant A:** Si aprendí a desarrollar muy bien y aprendí a pronunciar las palabras, también me

enseñaron el vocabulario, aprendí muchas cosas importantes. Los textos también fueron importantes porque aprendimos moralejas y a valorar y respetar a las personas.

00:07:47

*Loren:* Muy bien. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:07:54

*Participant A:* Bueno, si señora.

## SEMI-INTERVIEW

### PARTICIPANT B

#### Transcript

00.02.09

*Loren:* Buenas tardes

00:04.40

*Participant B:* Buenas tardes.

00:05.96

*Loren:* ¿Cómo está?

00:08.63

*Participant B:* Bien, gracias a Dios y usted profesora?

00:11.06

*Loren:* Muy bien, muy bien. Gracias. Bueno, en el día de hoy nos encontramos con un participante del proyecto. Hoy vamos a aplicar una entrevista con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, Loren Lisbeth Muñoz Domínguez quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes

de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI o NO

01:32.45

**Participant B:** Sí, señora.

01:34.10

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

01:57.68

**Participant B:** Desde tercero de primaria. Hace o.. Hace cinco años.

02:04.04

**Loren:** Muy bien. Segunda pregunta. ¿Cómo puede describir su proceso de aprendizaje en el área inglés?

02:14.00

**Participant B:** Desde muy pequeño me gustaba aprender inglés, ya que incentiva el desarrollo de... De competencia comunicativa, fortaleciendo las habilidades para aprender todo lo relacionado con él.

02:33.24

**Loren:** Tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se ha trabajado en la clase de inglés?

02:43.47

**Participant B:** Muy importante, ya que en esos textos, nos ayuda a aprender de diferentes situaciones que se presenta y que pueden ser también en la vida cotidiana.

02:57.57

**Loren:** Ah, muy bien. Y qué otros aspectos, por ejemplo, ¿mejoró mejorar la lectura o o adquirir vocabulario? ¿Qué más? ¿Qué puedo decir de eso?

03:09.92

**Participant B:** Mejore mucho más. Bueno, mucha lectura, tantas cosas. Aprendí muchas cosas también.

03:17.55

**Loren:** ¿Qué cosas?

03:20.44

**Participant B:** No, se cómo explicarle. Era no sé de vocabulario, cosas así.

03:26.61

**Loren:** Bien. Cuarta pregunta. Algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés. ¿Qué puede decir usted de esto?

03:50.40

**Participant B:** Me gustó mucho porque mejore el vocabulario y la escritura y todas esas cosas profesora

04:00.39

**Loren:** Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario?

04:09.00

**Participant B:** Si realizando mapas mentales, practicando las palabras, leyendo textos y así buscar lo que he entendido.

04:14.02

**Loren:** Sexta pregunta. ¿Qué es para usted el pensamiento crítico?

04:25.62

**Participant B:** Es el proceso de...de dudar de las afirmaciones que, en la vida cotidiana, que, en la vida cotidiana, pueden aceptarse como verdadero. También permite al individuo que reflexione sobre asuntos no resueltos o ya establecido.

04:47.94

**Loren:** Muy bien. Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si- No. ¿Por qué?

05:02.47

**Participant B:** Sí, me parece importante, ya que yo he pasado por eso y me sirve para mejorar como persona.

05:09.27



**Loren:** Octava pregunta. ¿Observó situaciones de la vida cotidiana en los textos trabajados en clases?

05:02.47

**Participant B:** Sí, a partir del texto de la tortuga y la liebre, ya que, ya que da una moraleja que no se enseñan que no debemos juzgar a los demás por su apariencia.

05:38.55

**Loren:** Muy bien. ¿Y qué situaciones de su vida real o en los diferentes contextos, qué situaciones ha podido observar?

05:49.62

**Participant B:** Si nos sirve para reforzar las lecturas

05:54.00

**Loren:** Sí, pero, por ejemplo, eso de la liebre y la tortuga, sobre las apariencias. ¿Usted cómo puede mirar eso en su sociedad? O por ejemplo, en el salón de clases? ¿O En qué momentos usted puede observar ese tipo de situaciones?

06:14.22

**Participant B:** No sé, cuando estamos estudiando aquí en grupo y todas esas cosas, que nos toca hacer talleres en grupo

06:23.31

**Loren:** Sí. ¿Y qué sucede? Algún niño. ¿Cómo sería el comportamiento?

06:30.78

**Participant B:** No sé, yo como me comporto bien y no le falto el respeto a nadie

06:38.98

**Loren:** Ok, novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? sí o no?

06:51.46

**Participant B:** Sí, nos sirve para reforzar la lectura

07:00.09

**Loren:** Y ¿qué otro aspecto le podría servir?

07:03.59

**Participant B:** La escritura, la comprensión.

07:10.89

**Loren:** Muy bien. Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

07:23.41

**Participant B:** Pues todo esto nos ayuda mucho a tener memoria para subir de todo lo que hablamos, ya que me interesa aprender con un poco de lo que han dicho y que a muchas personas no les parece importante, ya que vemos que se preocupan mucho para que les vaya bien y podemos aprender de todo.

07:54.130

**Loren:**Ok. Y por ejemplo, el vocabulario, ¿que aprendió en las clases?

08:06.25

**Participant B:** ¿Cómo? ¿Cómo así profesora? Me puede repetir la pregunta

08:23.41

**Loren:**Qué aprendió de las clases. Es decir, el vocabulario, de las palabras que aprendió, por ejemplo

08:56.94

**Participant B:** No sé cómo responderle profesora.

08:57.25

**Loren:**Es decir, ¿qué, cuáles palabras se aprendió? ¿O el vocabulario que se trató en las clases?

08:58.32

**Participant B:** ¿Responderle con una palabra?

08:58.35

**Loren:** Sí, puede ser.

08:58.40

**Participant B:** ¿Cómo qué palabra?

08:58.46

**Loren:**Por ejemplo, en las que tomamos en la del león y el ratón

08:58.53

**Participant B:** No sé cómo responderle

08:59.22

**Loren:** Bueno, entonces lo importante fue que aprendió, ¿cierto?

08:59.60

**Participant B:** Sí señora.

08:59.63

**Loren:** Le gustó el proceso.

08:59.63

**Participant B:** Sí señora.

09:11.88

**Loren:** Bueno, entonces muchas gracias por la participación. Les daremos informando de los resultados.

09:21.75

**Participant B:** Bueno.

**SEMI-INTERVIEW****PARTICIPANT C****Transcript**

00:00:02

*Loren:* Buenos días.

00:00:05

*Participant C:* Buenos días. ¿Cómo está profesora?

00:00:11

*Loren:* Muy bien, gracias. Bueno, en el día hoy nos encontramos con una de las participantes del proyecto. En el día de hoy vamos a realizar una entrevista con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO.

00:01:33

*Participant C:* Sí.

00:01:35

*Loren:* Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:01:58

*Participant C:* Pues profesora, más o menos yo llevo estudiando inglés desde que estoy en primaria, Más o menos como, desde que tengo 6 años.

00:02:06

*Loren:* Bien. Segunda pregunta. ¿Cómo puede describir su proceso de aprendizaje en el área de inglés?

00:02:16

**Participant C:** Lo puedo describir ampliativo, divertido y recreativo.

00:02:22

**Loren:** Muy bien. Tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se ha trabajado en las clases de inglés?

00:02:35

**Participant C:** Me parece bien porque de acuerdo con esas fabulas y cuentos, podemos reflexionar y ser mejores personas.

00:02:42

**Loren:** Y aparte, ¿qué más puede decir? ¿O sea, en que pueda ayudarle a usted?

00:02:51

**Participant C:** A ser solidarios,

00:02:55

**Loren:** bien y ¿en el vocabulario o en la lectura?

00:03:00

**Participant C:** Me puede ayudar a reforzar el manejo de inglés, aprender hacer más oraciones cositas así.

00:03:08

**Loren:** Ah, muy bien. Cuarta pregunta. Algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:31

**Participant C:** Pues a mí me gustaron la verdad, porque nos demuestra que debemos ser amables y respetuosos con las demás personas. Si, amable, respetuoso,

00:03:46

**Loren:** es decir que le da una reflexión, una moraleja. Y las clases. Porque le ha gustado las clases.

00:03:58

**Participant C:** Me han gustado las clases porque nos ayudan a ampliar nuestra inglés a...aprender más.

00:04:12

**Loren:** Muy bien. Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario?

00:04:22

**Participant C:** Sí.

00:04:23

**Loren:** Y ¿de qué forma? ¿Por medio de qué?

00:04:27

**Participant C:** Pues profe, yo la verdad me he metido en aplicaciones y lo he hecho, actividades y cositas así. Y pues, escojo un verbo, los escribe, bueno, hago una tabla, la parto en tres pongo español, inglés y la pronunciación, como escribo igualito a como se dice.

00:04:47

**Loren:** ¿Y las palabras las toma de dónde? ¿Un libro? ¿De un video?

00:04:55

**Participant C:** Las tomo de libros.

00:04:57

**Loren:** Ah, muy bien. Bueno, ahora pasemos a la sexta pregunta. ¿Qué es para usted el pensamiento crítico?

00:05:09

**Participant C:** Para mí es un pensamiento complejo, que nos hace dudar de las cosas al momento de hacerlas.

00:05:23

**Loren:** Muy bien. ¿Y eso nos ayuda a qué? A reflexionar. ¿O en tu caso, ese pensamiento crítico te hace que?

00:05:35

**Participant C:** Me hacen.

00:05:42

**Loren:** Analizar, interpretar.

00:05:47

**Participant C:** Me hace analizar, interpretar.

00:05:52

**Loren:** Bien. Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si -no, ¿por qué?

00:06:06

**Participant C:** Sí, porque nos ayuda a no dudar al decir las cosas.

00:06:14

**Loren:** ¿Y nos ayuda a qué?

00:06:17

**Participant C:** Nos ayuda a interpretar mejor.

00:06:20

**Loren:** Ah, muy bien. Octava pregunta, ¿observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:06:31

**Participant C:** Si. Sí, señora.

00:06:36

**Loren:** ¿y qué tipo de situaciones?

00:06:39

**Participant C:** Eh pues en el león y el ratón, el león se burlaba del ratón, decía muchas cosas que hacía sentir mal al ratón .

00:06:51

**Loren:** Muy bien. Y en la vida real, ¿usted qué puede decir? ¿Cómo puede reflejar ese tipo de texto? ¿Cómo lo puede ver? ¿Pero en la vida real, en qué situaciones?

00:07:05

**Participant C:** Lo puedo ver en una situación de que digamos que un compañero peleó al otro compañero porque es bajito.

00:07:16

**Loren:** Ah, muy bien, muy bien. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? Si- no, ¿por qué?

00:07:30

**Participant C:** Sí, porque son necesarias para ayudarnos a reflexionar y no burlarnos de las demás personas.

00:07:39

**Loren:** ¿Y qué más podría hacer? ¿Para qué?

00:07:43

**Participant C:** Pues para ser tolerantes, solidarios.

00:07:47

**Loren:** ¿y también ayudaría en su aprendizaje del inglés?

00:07:53

**Participant C:** Sí, también me ayudaría a desarrollar más mi inglés, el vocabulario.

00:07:59

**Loren:** Muy bien. Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:08:11

**Participant C:** Lo que aprendí yo es este.. Respecto la lectura de las fábulas aprendí mejor mi

vocabulario, la desarrollé más y también aprendí que respecto a esas lecturas, aprendí que no debemos burlarnos de nadie por pequeño, por lento y ni por feo.

00:08:37

**Loren:** Muy bien. ¿Y qué tipo de vocabulario, si te acuerdas de alguno? ¿Y me puedes dar un ejemplo?

00:08:51

**Participant C:** Este.. le digo una oración

00:08:55

**Loren:** puede ser o en sí una palabra, si se acuerda de las palabras que se vieron en los encuentros y que estaban ahí en los textos. Puede decir cualquier cosa.

00:09:12

**Participant C:** A sí, este.. Huge, tiny, forest, net, hunter

00:09:32

**Loren:** Bueno, está muy bien, muy, muy bien. Lo importante es que hayan aprendido y que se hayan interesado en participar en este proyecto y en todos los talleres, pero en general, ¿cómo le pareció?

00:09:52

**Participant C:** Me pareció muy bien, muy divertido a la vez

00:09:57

**Loren:** Ah, bueno. Bueno, eso es todo por hoy. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:10:07

**Participant C:** Bueno, sí señora.



**SEMI-INTERVIEW****PARTICIPANT D****Transcript**

00:00:00

**Loren:** Buenas tardes.

00:00:04

**Participant D:** Buenas tardes.

00:00:06

**Loren:** Bueno, en el día hoy nos encontramos con una de las participantes del proyecto. Esta entrevista se hizo con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI O NO

00:01:19

**Participant D:** Sí

00:01:21

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:01:35

**Participant D:** dos años

00:01:37

**Loren:** Segunda. ¿Cómo puede describir su proceso de aprendizaje en el área inglés?

00:01:54

**Participant D:** Me parece muy bueno porque nos sirve para un futuro.

00:01:59

**Loren:** Tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se ha trabajado en clases de inglés?

00:02:10

**Participant D:** Yo opino que son muy chéveres porque aprendemos a leer, escribir y muchas cosas más.

00:02:16

**Loren:** Cuarta pregunta. Algunos textos literarios como el león, el ratón, la tortuga y la liebre, el conejo astuto, los cuales se han trabajado en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:02:40

**Participant D:** Son muy buenas.

00:02:42

**Loren:** ¿Por qué son muy buenas?

00:02:46

**Participant D:** porque nos enseña a no ser arrogantes y no ser como la tortuga, la liebre, ni el ratón, ni el conejo astuto.

00:02:58

**Loren:** ¿Y qué puede destacar de esas historias?

00:03:03

**Participant D:** Pues el león era muy grosero con el ratón. La liebre se creía la gran cosa y la tortuga le terminó ganando y el conejo astuto le gustaba hacerle trampa a la gente.

00:03:15

**Loren:** Muy bien, entonces. ¿En este caso le han gustado las actividades desarrolladas?

00:03:23

**Participant D:** Sí, señora.

00:03:25

**Loren:** Bueno. Quinta pregunta. Intenta aprender de forma autónoma. ¿Vocabulario?

00:03:35

**Participant D:** Sí, señora.

00:03:36

**Loren:** ¿Cómo lo realiza?

00:03:39

**Participant D:** Bueno, ¿aprende realizando planar o juego sacando una hora de mi tiempo?

00:03:45

**Loren:** Ah, muy bien. Y que de otra forma. ¿Qué material? Por ejemplo, vídeos o simplemente lecturas. ¿Qué otra cosa puedo utilizar para aprender vocabulario?

00:04:00

**Participant D:** Eh, eh? Jugando, escuchando vídeos, música, canciones.

00:04:11

**Loren:** Muy bien. Sexta pregunta. ¿Qué es para usted el pensamiento crítico?

00:04:17

**Participant D:** La capacidad de analizar y evaluar la conciencia de los razonamientos.

00:04:24

**Loren:** Muy bien. Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si-no, ¿por qué?

00:04:37

**Participant D:** Sí, porque consiste en identificar y comprender los componentes que integran el texto.

00:04:44

**Loren:** Muy bien. octavo. ¿Observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:04:58

**Participant D:** No, señora.

00:05:00

**Loren:** ¿No pudo observar ninguna situación?

00:05:04

**Participant D:** Pues no!

00:05:07

**Loren:** Por ejemplo, yo en mi caso, si pude observar, por ejemplo, cuando vivimos situaciones en donde las personas son arrogantes. Por ejemplo, en los textos que trabajamos, en el de El león y el ratón. El león era arrogante, tenía dudas. Era una persona que no creía en las capacidades de los demás. Yo, por ejemplo, puedo ver ese tipo de situaciones en la vida real. ¿Tú no? ¿tú no observaste en este caso nada?

00:05:50

**Participant D:** Aaa pues sí.

00:05:51

**Loren:** Ah okay. Entonces, ¿Qué dices de esa parte?

00:05:55

**Participant D:** Que la tortuga y la liebre se creían la gran cosa, la desafiaron y la Tortuga la venció.

00:06:05

**Loren:** Y ¿cómo podemos identificar eso en la vida cotidiana? Pues, ¿tú cómo puedes identificarlo?

00:06:14

**Participant D:** Que hay personas que se creen lo máximo, pero no lo son. Que les gusta pisotear a la gente.

00:06:21

**Loren:** Muy bien. Novena pregunta. ¿cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? Si- no, ¿por qué?

00:06:33

**Participant D:** Sí, porque así aprendemos más y nos sabemos desenvolver en el futuro.

00:06:41

**Loren:** Décima pregunta. ¿podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:06:49

**Participant D:** Me ha parecido muy interesante, el cual nos ayuda a aprender más para nuestra vida diaria.

00:06:55

**Loren:** Y qué he aprendido, por ejemplo, ¿del vocabulario o de los textos que se han implementado? ¿Usted qué aprendió o que se le quedó, así como la mente o qué le llamó la atención?

00:07:11

**Participant D:** Me llamó mucho la atención al leer los textos, porque yo nunca...ósea... sí había visto textos en inglés, pero no sabía cómo se leían. Y pues a medida del vocabulario y los paso a paso. Pues ya sabemos cómo se lee y todo eso.

00:07:32

**Loren:** Muy bien. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:07:39

**Participant D:** Bueno, gracias a ustedes por la entrevista.

**SEMI-INTERVIEW****PARTICIPANT E****Transcript**

00:00:01

**Loren:** Buenas tardes.

00:00:04

**Participant E:** Buenas tardes, profe.

00:00:07

**Loren:** ¿Cómo se encuentra?

00:00:10

**Participant E:** Muy bien. ¿Y usted?

00:00:12

**Loren:** Muy bien. Bueno, en el día de hoy nos encontramos con una participante del proyecto, quién va a responder una serie de preguntas a la siguiente entrevista que he realizada con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:38

**Participant E:** Sí, señora.

00:01:41

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. Primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:02:04

**Participant E:** Dos años.

00:02:07

**Loren:** Segunda pregunta. ¿Cómo puede describir su proceso de aprendizaje en el área inglés?

00:02:16

**Participant E:** Ehh

00:02:20

**Loren:** Buena, mala, regular.

00:02:24

**Participant E:** Buena... no, profe, regular.

00:02:30

**Loren:** Tercera pregunta. ¿Qué opina de la implementación del de textos literarios como fábulas y cuentos o lo que se ha trabajado en las clases de inglés?

00:02:37

**Participant E:** Bueno.

00:02:41

**Loren:** ¿Por qué?

00:02:48

**Participant E:** Porque he aprendido mucho, eh casi no no eran antes que lo interpretaba. O sea, no. No sé cómo explicarle, pero antes casi no aprendía, pero en este caso sí.

00:03:06

**Loren:** Y ¿qué aprendió?, por ejemplo, comprensión o ¿qué fue lo que aprendió en este caso?

00:03:13

**Participant E:** Comprensión sí.

00:03:15

**Loren:** Comprensión lectora y ¿qué más?

00:03:19

**Participant E:** Y aprender inglés. Y sabe distinguir las cosas

00:03:26

**Loren:** ¿y el vocabulario?

00:03:29

**Participant E:** Si, también profe.

00:03:31

**Loren:** Bueno. Cuarta pregunta. Algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:54

**Participant E:** Profe me gustaron mucho porque tenía mucho texto y además así podremos por medio de lecturas, aprender mucho el inglés.

00:04:05

**Loren:** Bien. Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario?

00:04:15

**Participant E:** Si profe, más o menos.

00:04:17

**Loren:** Y ¿cómo lo realiza? ¿Por medio de qué?

00:04:21

**Participant E:** De actividades, cuentos ee la tarea que nos dejan así.

00:04:33

**Loren:** ¿Y a través de videos y música?

00:04:36

**Participant E:** profe, a través de tutoriales en YouTube, busco en Google, en el traductor y así vamos aprendiendo más.

00:04:44

**Loren:** sexta pregunta. ¿Qué es para usted el pensamiento crítico?

00:04:50

**Participant E:** El pensamiento crítico es como no sé

00:05:03

**Loren:** Qué opina. Bueno, ¿qué? ¿Qué piensa usted cuando se habla o no o se expresa la palabra “pensamiento”?

00:05:15

**Participant E:** proceso como innovaciones.

00:05:19

**Loren:** Va más allá de que de un análisis, de una interpretación. Bueno, séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si no, ¿por qué?

00:05:46

**Participant E:** Si profe, porque por medio de esas lecturas nosotros vamos aprendiendo mucho. Nosotros no.. O sea, en la mente queda todo grabado. Y así vamos aprendiendo más palabras, ya que usted cuando dice algo de inglés, usted nos lo va traduciendo y así vamos entendiendo más.

00:06:05

**Loren:** Y por ejemplo ¿esos textos literarios a usted la hacen reflexionar o analizar?

00:06:14

**Participant E:** Profe, las dos cosas, sí.

00:06:17

**Loren:** Y ¿qué más hace esos textos? Desde su punto de vista.

00:06:23

**Participant E:** Pues no sé. Hacíamos practicando mucho, mucho, mucho. Lo sé. Bueno, siento que sí he leído mucho.

00:06:33

**Loren:** Bueno, octava pregunta. ¿Observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:06:44

**Participant E:** Sí profe.

00:06:46

**Loren:** ¿Como qué situaciones?

00:06:52

**Participant E:** peleas amor

00:06:55

**Loren:** Hágame un ejemplo del texto del león y el ratón.

00:07:03

**Participant E:** Profe la pelea ellos y aprender a convivir entre ellos dos.

00:07:08

**Loren:** Ok. ¿Y eso cómo lo podemos observar? O ¿usted cómo lo puedo observar en su vida social o en el colegio?

00:07:18

**Participant E:** Profe que uno debe aprender a confiar en las personas y uno debe aprender a experimentar muchas cosas con ellas dos.

00:07:31

**Loren:** Ok. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? Sí o no.

00:07:42

**Participant E:** Sí, profe.

00:07:44

**Loren:** ¿Por qué?



00:07:46

**Participant E:** Sí, profe, porque así cuando nos pregunten, por ejemplo, preguntas en inglés, nosotros así vamos aprendiendo más. No sé, siento que sí.

00:07:59

**Loren:** Décima pregunta. ¿podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:08:07

**Participant E:** Profe, el hablado en inglés.

00:08:12

**Loren:** Si qué más?

00:08:17

**Participant E:** No sé, pero siento que el eh...¿Cómo es que se dice eso, eh? Aprender con las personas profe

00:08:26

**Loren:** el trabajo colectivo. Participación, no sé.

00:08:33

**Participant E:** ¿profe, es esto lo del saludo o “Hello what is your name?”

00:08:42

**Loren:** Así, si estamos hablando de preguntas para interactuar bueno o perder información bueno. Y sobre los textos literarios, por ejemplo. ¿Qué tipo de vocabulario? ¿Si se acuerda del vocabulario?

00:09:01

**Participant E:** Si profe más o menos, pero es un poquito

00:09:06

**Loren:** bueno, y qué? ¿Qué palabra se acuerda de algún texto?

00:09:11

**Participant E:** Can. Lo conocimos practicando del CAN.

00:09:20

**Loren:** Bueno, pero de los textos, por ejemplo, de León, del ratón o de la tortuga y la liebre, sí se acuerda al vocabulario que trabajamos. Por ejemplo, el del Leon Y el Ratón, por ejemplo: net, hunter que es cazador, forest que es bosque. Todo eso es vocabulario.

00:09:49

**Participant E:** ¡Ay sí profe!

00:09:51

**Loren:** ese es el vocabulario.

00:09:54

**Participant E:** Sí lo que trabajamos en la primera guía,

00:09:59

**Loren:** Sí señorita. Bueno, entonces lo importante es que aprendió. ¿Cierto?

00:10:03

**Participant E:** Sí, señora.

00:10:05

**Loren:** ¿Se sintió bien?

00:10:09

**Participant E:** Sí profe, estuvimos aprendiendo mucho, lo que fueron los animales, cómo se diría, por ejemplo, pensado así.

00:10:19

**Loren:** Ah, muy bien. Vocabulario, listo. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:10:29

**Participant E:** Ok, sí, señora.

**SEMI-INTERVIEW****PARTICIPANT F****Transcript**

00:00:01

*Loren:* Buenas tardes.

00:00:04

*Participant F:* Buenas tardes, profesora.

00:00:06

*Loren:* Cómo está?

00:00:09

*Participant F:* Bien, gracias a Dios.

00:00:11

*Loren:* Muy bien, gracias. Bueno, en el día hoy nos encontramos con un participante del proyecto. Quién va a responder una serie de preguntas a la siguiente entrevista que se realizará con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:32

*Participant F:* Sí estoy de acuerdo

00:01:35

*Loren:* Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:01:59

*Participant F:* Llevo siete años desde primero de primaria.

00:02:03

**Loren:** Segunda pregunta. ¿Cómo puede describir su proceso de aprendizaje en el área en inglés?

00:02:11

**Participant F:** Yo considero muy bueno. Desde secundaria, porque en primaria venía un inglés muy básico y repetitivo.

00:02:18

**Loren:** Tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se trabajó en las clases de inglés?

00:02:29

**Participant F:** La verdad muy buena, ya que con los cuentos y las fabulas podemos mejorar nuestro vocabulario y nuestra comprensión de lectura.

00:02:38

**Loren:** Cuarta pregunta, algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales se trabajaron en las clases virtuales. Mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:00

**Participant F:** Me gustó mucho, ya que con eso podemos aprender a mejorar nuestro inglés y tener mayor conocimiento de algunas palabras.

00:03:08

**Loren:** Muy bien. Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario?

00:03:16

**Participant F:** sí, intento aprender de forma autónoma, ya que yo tengo un juego que la mayoría de las personas solo hablan inglés. Mucho hablo con ellos y cuando alguna palabra no lo hace, la busco en el traductor.

00:03:30

**Loren:** ¿Y que otro medio vídeos, música?

00:03:33

**Participant F:** Por Netflix, muchas veces coloco los subtítulos en inglés y el audio en español para ir aprendiendo mejor.

00:03:43

**Loren:** Muy bien. Bueno, sexta pregunta, ¿qué es para usted el pensamiento crítico?

00:03:52

**Participant F:** Para mí el pensamiento crítico es dar mi opinión personal a alguna persona o cosa

00:04:00

**Loren:** Muy bien. Séptima pregunta, ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si-no, por qué?

00:04:15

**Participant F:** Sí, porque con los textos literarios, Podemos mejorar nuestra capacidad de lectura y vocabulario.

00:04:22

**Loren:** Y qué más puede hacer los textos?. Es decir, le da la capacidad, por ejemplo, ¿de analizar, de interpretar?

00:04:35

**Participant F:** Nos da la capacidad también de analizar mucho y tener buenos pensamientos.

00:04:41

**Loren:** Muy bien, octava, pregunta, ¿observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:04:51

**Participant F:** Sí observe situaciones como el león y el ratón, como muchas veces la Amistad al principio es mi enemigo, luego necesitan que uno lo ayude en algo y pasa a ser mi amigo.

00:05:05

**Loren:** Muy bien. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? Sí o no.

00:05:18

**Participant F:** Sí, porque uno se divierte mucho y aprende el inglés más fluido y más rápido.

00:05:25

**Loren:** Okay. Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:05:36

**Participant F:** Yo en el proceso aprendí CAN, CAN'T, los imperativos y aprendí también a leer más fluido y palabras para mi vocabulario.

00:05:44

**Loren:** ¿Se acuerda de algunas palabras o el vocabulario de las lecturas, por ejemplo?

00:05:51

**Participant F:** Eh? I can

00:05:57

**Loren:** Y de vocabulario del texto, león y el ratón, se acuerda, por ejemplo Hunter que es cazador, net.

00:06:13

**Participant F:** Sí, señora.

00:06:14

**Loren:** ¿Qué otra palabra puedes decir?

00:06:17

**Participant F:** Race, road, cry out

00:06:23

**Loren:** Okay. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:06:31

**Participant F:** Listo, si señora, muchas gracias a usted.

## SEMI-INTERVIEW

### PARTICIPANT H

#### Transcript

00:00:02

**Loren:** Buenas tardes. En el día de hoy nos encontramos con un participante del proyecto. ¿Cómo se encuentra?

00:00:13

**Participant H:** *bien.*

00:00:15

**Loren:** Bueno, esta entrevista se hizo con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mi, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:26

**Participant H:** Sí, si estoy de acuerdo.

00:01:30

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:01:53

**Participant H:** Lo que llevamos el año escolar hasta el momento.

00:01:58

**Loren:** es decir, ¿desde séptimo o desde sexto o desde toda su primaria?

00:02:07

**Participant H:** No, desde desde séptimo.

00:02:10

**Loren:** Ok, segunda pregunta. ¿Cómo puede describir su proceso de aprendizaje en el área inglés?

00:02:20

**Participant H:** Muy bueno, porque aprendo temas, los puedo expandir y luego intento practicar lo que aprendí en clase.

00:02:29

**Loren:** Tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se trabajó en las clases de inglés?

00:02:39

**Participant H:** Bueno, porque puedo expandir mi vocabulario, también me atrevo a pronunciar correctamente y reforzar algunos temas.

00:02:50

**Loren:** Cuarta pregunta, algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales se trabajaron en las clases virtuales, mencioné por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:10

**Participant H:** Me gustó más la de León y el ratón, porque de repente el león y el ratón se encontraron, tuvieron un roce no muy Bueno, porque casi uno mata al otro. El león en sí le perdonó la vida al ratón y el ratón devolvió salvándole la vida al león, del cazador.

00:03:38

**Loren:** Pero en general, ¿Cuál sería su opinión sobre todas las actividades?

00:03:48

**Participant H:** Bien. Por qué trabaja temas distintos.

00:03:51

**Loren:** Ah, muy bien. Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario?

00:03:59

**Participant H:** Si yo primero tomo la palabra en inglés y la traduzco y ya terminando empiezo a pronunciar una por una.

00:04:08

**Loren:** Muy bien. ¿Y ese vocabulario lo saca de dónde? ¿Solamente de lecturas o de videos? ¿Cómo lo hace?

00:04:18

**Participant H:** Yo principalmente los saco más de videos y lecturas y un poquito de los juegos que yo tomo.

00:04:28

**Loren:** sexta pregunta. ¿Qué es para usted el pensamiento crítico?

00:04:33

**Participant H:** Para mí, el pensamiento crítico me ayuda a diferenciar qué es verdadero o falso, desde mi punto de vista.

00:04:43

**Loren:** Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si no, ¿por qué?

00:04:55

**Participant H:** Sí, porque me favorece tener un pensamiento más serio y concreto.

00:05:00

**Loren:** Y aparte de eso, ¿en qué lo ayudaría?

00:05:06

**Participant H:** Me ayuda tener buenas decisiones, saber que lo que voy hacer primero tengo que pensar.

00:05:14

**Loren:** Muy bien. Octava pregunta. ¿Observó situaciones de la vida cotidiana en los textos trabajados en clase?

00:05:23

**Participant H:** Sí, en cuento del león y el ratón, porque primeramente León tuvo un comportamiento grosero, menospreciando al ratón, creyendo que no podía salvar la vida y en realidad él le salvó la vida de un cazador.



00:05:37

**Loren:** Muy bien. Y ¿cómo o qué situaciones de su vida personal y qué situaciones usted puede resaltar? Y ¿que tenga relacionase historia?

00:05:51

**Participant H:** Yo en sí he menospreciado a mi mamá por una razón que no voy a decir.

00:05:58

**Loren:** Ah, muy bien. Listo. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros?

00:06:10

**Participant H:** Sí, para tener un mayor desarrollo en inglés

00:06:14

**Loren:** Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:06:23

**Participant H:** Si. Lo que aprendí más o menos fue un vocabulario Forest, que es bosque, Huga que es gigante, Tiny que es diminuto, Hunter que es cazador y net que es red, y así sucesivamente yo voy aprendiendo poco a poco.

00:06:44

**Loren:** Muy bien, muy, muy bien. Listo. Muchas gracias por su participación. Le estaremos informando de los resultados.

00:06:47

**Participant H:** Bueno

**SEMI-INTERVIEW****PARTICIPANT I****Transcript**

00:00:01

**Loren:** Buenas tardes. En el día de hoy nos encontramos con una de las participantes del proyecto. ¿Cómo se encuentra?

00:00:11

**Participant I:** Muy bien.

00:00:14

**Loren:** Esta entrevista se hizo con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mí, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:28

**Participant I:** Sí, estoy de acuerdo

00:01:32

**Loren:** Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:01:40

**Participant I:** desde primaria, pero en sexto y séptimo he estado más avanzada.

00:02:05

**Loren:** segunda pregunta. ¿cómo puede describir su proceso de aprendizaje en el área de inglés?

00:02:13

**Participant I:** Muy bien.

00:02:15

**Loren:** Bueno, tercera pregunta. ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se ha trabajado en clase inglés?

00:02:30

**Participant I:** Muy bueno, más entendible.

00:02:32

**Loren:** Y ¿por qué dices que es muy Bueno?

00:02:37

**Participant I:** porque trabajan lectura y pronunciación.

00:02:43

**Loren:** Cuarta pregunta. Algunos textos literarios cortos como el león y el ratón, la tortuga y la liebre y el conejo astuto, los cuales trabajaron en las clases virtuales, mencione por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés. ¿Qué opinión tiene usted de acuerdo a las actividades?

00:03:11

**Participant I:** que están muy buena, dejan enseñanza y la metodología que se trabaja es muy fácil, muy eficaz.

00:03:23

**Loren:** Muy bien. Quinta pregunta, ¿Intenta aprender de forma autónoma vocabulario?

00:03:32

**Participant I:** Sí, señora.

00:03:33

**Loren:** Y ¿cómo lo realiza?

00:03:36

**Participant I:** Busco la palabra y empiezo a practicar la pronunciación.

00:03:43

**Loren:** Y de qué forma adquiere vocabulario? Es decir ¿por medio de videos o solamente lecturas, canciones?

00:03:51

**Participant I:** Por vídeos.

00:03:56

**Loren:** Muy bien, sexta pregunta. ¿Qué es para usted el pensamiento crítico?

00:04:04

**Participant I:** El pensamiento crítico, pues.. buscar, analizar y evaluar.

00:04:13

**Loren:** Muy bien. Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si- no, ¿por qué?

00:04:28

**Participant I:** Sí, porque los textos nos ayudan a identificar y analizar y dejan una enseñanza.

00:04:35

**Loren:** Muy bien. Octava pregunta. ¿Observó situaciones de la vida cotidiana en los textos trabajados en clase? en cuáles por ejemplo?

00:04:51

**Participant I:** Sí, el del león y el ratón, a no ser envidioso, a a cumplir promesas y a tener compasión.

00:05:01

**Loren:** Muy bien. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? Si- no, ¿por qué?

00:05:12

**Participant I:** Sí, porque los textos y la implementación es muy buena para poder aprender inglés más rápido.

00:05:22

**Loren:** Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:05:32

**Participant I:** Un poquito de vocabulario, tired, slow, steady y race.

00:05:45

**Loren:** Ah, muy bien, vocabulario de acuerdo a la lectura que se trabajó y ¿qué otro aspecto? aparte del vocabulario.

00:05:55

**Participant I:** Ya.. el vocabulario.

00:05:58

**Loren:** Ah, muy bien. ¿Y qué puede decir de la lectura?

00:06:03

**Participant I:** Que es muy buena.

00:06:05

**Loren:** Muy bien. Listo. Muchas gracias por su participación. Le estaremos informando de los resultados.

**SEMI-INTERVIEW****PARTICIPANT J****Transcript**

00:00:01

*Loren:* Buenas tardes.

00:00:04

*Participant J:* Buenas tardes.

00:00:06

*Loren:* Bueno, en el día hoy nos encontramos con una de las participantes del proyecto. ¿Cómo se encuentra hoy día?

00:00:10

*Participant J:* *Muy bien, gracias a Dios.*

00:00:13

*Loren:* Bueno, esta entrevista se hizo con el fin de dar cumplimiento a uno de los objetivos fundamentales del curso "Práctica integral y sistematización", le agradecemos muy comedidamente su participación activa en los talleres propuestos; así mismo en la siguiente entrevista dirigida por mí, **Loren Lisbeth Muñoz Domínguez** quien desarrolla la propuesta pedagógica titulada "**Improving Seventh grade learners' reading skills and vocabulary through literary texts at El Castillo high school**". Esta entrevista se realizará principalmente con el objetivo de dar respuesta a los objetivos/ preguntas del proyecto, los cuales se enfocan en la implementación de textos literarios para el mejoramiento de las habilidades de lectura y la adquisición de vocabulario. Además, es importante resaltar que se guardará el anonimato de los participantes; sin embargo, es necesario responder a la siguiente pregunta antes de llevar a cabo la entrevista. ¿Está usted de acuerdo en dar su consentimiento/ autorización para la aplicación y grabación de la misma? SI-NO

00:01:33

*Participant J:* *Sí.*

00:01:35

*Loren:* Con el anterior consentimiento y autorización del participante, procedemos con la ejecución de la entrevista la cual está compuesta por diez preguntas abiertas acerca de temas del desarrollo de la propuesta pedagógica aplicada en un lapso de tiempo del año escolar. primera pregunta. ¿Cuánto tiempo lleva estudiando inglés?

00:02:03

*Participant J:* Desde que inicie secundaria.

00:02:07

*Loren:* Segunda, ¿cómo puede describir su proceso de aprendizaje en el área inglés?

00:02:15

**Participant J:** Muy bien. Poco a poco he ido aprendiendo más e implementando un poco más.

00:02:21

**Loren:** ¿Qué opina de la implementación de textos literarios como fábulas y cuentos o lo que se ha venido trabajando en las clases de inglés?

00:02:32

**Participant J:** Bueno, muy interesante.

00:02:35

**Loren:** ¿Por qué interesante?

00:02:37

**Participant J:** Porque nos ayuda, como a reforzar un poco más sobre la lectura y el vocabulario.

00:02:46

**Loren:** Muy bien. Cuarta pregunta. Algunos textos literarios cortos como el león y el ratón, la tortuga, la liebre y el conejo astuto, los cuales trabajaron en las clases virtuales. Mencioné por favor su opinión acerca de estas actividades desarrolladas en las clases de inglés.

00:03:11

**Participant J:** Me gustó mucho, me pareció muy divertido. También tiene cosas para reflexionar

00:03:18

**Loren:** y ¿qué más le llamó la atención?

00:03:26

**Participant J:** A mí me llamó la atención que hay actitudes que aparecen en los textos y que al final del dialogo mejoran, dejarían algo, que también me parece interesante, que aparece, en alguno de los textos.

00:03:46

**Loren:** Bien. Quinta pregunta. ¿Intenta aprender de forma autónoma vocabulario? Repito, ¿Intenta aprender de forma autónoma vocabulario? ¿Cómo aprende? ¿Cómo lo realiza, por medio de qué?

00:04:14

**Participant J:** Por medio de videos también, a veces veo tutoriales.

00:04:22

**Loren:** Muy bien. Sexta pregunta ¿Qué es para usted el pensamiento crítico?

00:04:31

**Participant J:** El pensamiento crítico es como una opinión.

00:04:38

**Loren:** Una opinión. ¿Qué más puede decir sobre el pensamiento crítico?

00:04:48

**Participant J:** También el pensamiento crítico, nos permite reflexionar

00:04:56

**Loren:** Muy bien, reflexionar. Séptima pregunta. ¿Considera usted importante la implementación de textos literarios para su desarrollo del pensamiento crítico? Si- no, ¿por qué?

00:05:12

**Participant J:** Sí, Porque tiene actitudes que nos permitieron reflexionar.

00:05:18

**Loren:** Octava pregunta. ¿Observó situaciones de la vida real o la vida cotidiana en los textos trabajados en clase? ¿Cómo pudo hacer esa observación o cómo se dio cuenta?

00:05:37

**Participant J:** En el león y el ratón

00:05:40

**Loren:** Sí. Y en. ¿De qué forma? ¿Qué pudo encontrar? ¿qué interpretó ese texto? ¿O qué refleja ese texto?

00:05:53

**Participant J:** De que hay actitudes que se ven en clase o en la vida cotidiana.

00:05:59

**Loren:** Muy bien. Novena pregunta. ¿Cree usted que este tipo de talleres se deben seguir implementando en los cursos futuros? ¿Por qué?

00:06:14

**Participant J:** Porque ayuda a fomentar la lectura y el vocabulario.

00:06:20

**Loren:** Bien. Décima pregunta. ¿Podría por favor compartir un poco sobre lo aprendido durante el proceso?

00:06:31

**Participant J:** Reforcé el vocabulario

00:06:35

**Loren:** ¿y qué otro aspecto puede compartírnos?

00:06:40

**Participant J:** También aprendí algunas cositas que no entendía muy bien. Eh, eh, eh, pude aprender un poco más sobre la lectura.

00:06:54

**Loren:** Muy bien. Listo. Muchas gracias por su participación. Le estaremos informando de los resultados.

**QUESTIONNAIRE- INSTRUMENT****Link:**

<https://forms.gle/piXenNTVF6qBbxRD6>

**DOCUMENT- WORD FORMAT.****CUESTIONARIO**

El presente cuestionario forma parte de la propuesta titulada “Improving Seventh grade learners’ reading skills and vocabulary through literary texts at El Castillo high school”. Este instrumento se aplicará con el objetivo de analizar el impacto de los textos literarios en el desarrollo de la lectura y el vocabulario.

Es importante resaltar que se guardará el anonimato; así mismo, la información registrada por usted será de carácter confidencial y reservada, ya que los resultados serán manejados solo para la investigación.

A continuación, se presentarán diez preguntas que deberá seleccionar la respuesta que más se acerca a su modo de pensar. Para este cuestionario usted tendrá como máximo 15 minutos. Sin embargo, es importante obtener su permiso/ consentimiento antes de la aplicación del mismo.

Agradezco anticipadamente su colaboración.

¿Está usted de acuerdo en dar su consentimiento/ permiso para la aplicación del siguiente cuestionario?

- Sí
- No

**Información del participante**

Indique su respuesta

EDAD

\_\_\_\_\_



**SEXO**

- Masculino
- Femenino

**GRADO \***

- 7°1
- 7°2
- 7°3

**Cuestionario**

A continuación, se presentarán diez preguntas que deberá seleccionar la respuesta que más se acerca a su modo de pensar. Para este cuestionario usted tendrá como máximo 15 minutos.

1. La docente implementó recursos, materiales necesarios para la explicación y el desarrollo de las actividades.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

2. La ficha de vocabulario permitió comprender mejor los textos propuestos por la docente en clases de inglés.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

3. La docente proporciono estrategias para el aprendizaje de vocabulario en inglés.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

4. Las lecturas trabajadas en clase de inglés reflejaron diferentes situaciones de la vida real.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

5. Las preguntas de la secuencia pedagógica contribuyeron en la comprensión, la interpretación y análisis de la lectura.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

6. Los eventos y situaciones presentadas en las lecturas trabajadas en clases permitieron desarrollar el pensamiento crítico.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

7. En los encuentros sincrónicos compartí con los compañeros y docentes mis puntos de vista, percepciones, ideas de acuerdo a la lectura dada.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

8. Dentro de su trabajo autónomo, propuso sus propias estrategias para facilitar el proceso de aprendizaje de vocabulario.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

9. En su área de desempeño la observación/ lectura de imágenes promovió y contribuyó en sus niveles de comprensión lectora.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre


10. Los talleres implementados en cada encuentro ayudaron a mejorar las habilidades de lectura y aprendizaje de vocabulario.

- Nunca
- Con frecuencia
- Casi Siempre
- Siempre

APPENDIX 10

## MATERIALS-SECOND TERM-SEVENTH GRADE

## FORMAT POINTS-ACADEMIC ACTIVITIES

		<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>		
		<b>ORGANIZADOR DE ACTIVIDADES ACADÉMICAS II PERÍODO 2021</b>		
<b>DOCENTE</b> :		Agustin Anibal Alvarado Amador	<b>GRADO(S):</b> 6os., 7os., 8º.1.	
<b>ASIGNATURA:</b>		<b>INGLES</b>		
<b>ELEMENTOS DE LA ESCALA</b>	<b>PUNTAJE</b>	<b>ACTIVIDAD A REALIZAR</b>	<b>FECHA (SEMANA)</b>	<b>PUNTOS</b>
<b>ACTIVIDADES EN CLASE VIRTUAL</b>	40 PUNTOS	Participación – Interacción Español – inglés. (Alumnos – Docente)		
		Interacción Docente – alumno (Ingles-Ingles)		
		Interacción Alumno – Alumno (Ingles – Ingles). Sustentación actividades escritas desarrolladas (Alumnos ).		40
		TODAS ESTAS ACTIVIDADES SON ORALES		
			<b>TOTAL</b>	<b>40</b>
<b>DESARROLLO DE COMPETENCIAS Y DESEMPEÑOS</b>	30 PUNTOS	ACUMULATIVA		20
		Prueba Externa ( Retos - Martes de Prueba )		10
			<b>TOTAL</b>	<b>30</b>
<b>ACTIVIDADES EXTRA CLASE</b>	20 PUNTOS	Actividades Talleres – Desarrollo Guías – Ejercicios y/o actividades escritas, para resolver y enviar por plataforma Edmodo		20
			<b>TOTAL</b>	<b>20</b>
<b>ACTITUDINAL</b>	10 PUNTOS	Acompañamiento Padres de familia y/o Acudiente.	Todo el periodo	3
		Actitud y asistencia en las actividades-virtuales.		3
		Responsabilidad y cumplimiento de compromisos académicos		2
		Visión del Docente		2
			<b>TOTAL</b>	<b>10</b>
FIRMA DOCENTE: Agustin Anibal Alvarado Amador.				

VoBo Coordinador : ROCIO MARTINEZ

FECHA: Enero 20- 2021.

## SEVENTH GRADE

### PICTURES-EVIDENCES-SEVENTH GRADE. GROUPS 7°1,2,3

## TOPICS- SECOND TERM

### SLIDES

# THE SIMPLE PAST TENSE

7°



*Pre-service teacher: Loren I. Muñoz Domínguez*

---

ACTIVITY

**FULL NAME:** \_\_\_\_\_ **GRADE 7<sup>th</sup>**

## Irregular and Regular Verbs

Find the Past Simple forms of the verbs in the boxes below. Then write their past forms in the boxes next to them.



I	d	e	s	i	g	n	e	d	e	r	a	i	s	e	d
v	e	d	o	r	r	e	d	w	a	t	e	r	a		
t	e	f	o	r	g	e	s	i	d	e	d	e			
e	u	n	d	e	r	w	s	b	e	i	c	t	a	f	
e	w	r	e	f	a	d	o	d	a	i	v	i	f		
d	e	f	e	o	r	y	e	i	n	y	d	e			
e	s	t	i	o	f	a	d	e	y	o	d				
m	a	n	a	n	d	e	d	u	n	d	e	d			
b	e	g	a	n	e	v	e	d	u	n	d	e			
a	n	v	u	i	d	e	d	e	s	o	i	d	e	n	
i	c	a	n	d	e	k	c	s	i	d	e	d			
o	u	t	o	k	e	d	u	n	d	e	d				
s	c	r	e	f	e	r	e	d	i	m	a	d			
c	b	e	a	m	e	d	e	d	i	a	n	d			
o	d	e	s	e	r	v	e	d	e	c	h	o	s	e	

regular	decided
decide	_____
design	_____
decide	_____
draw	_____
write	_____
live	_____
look	_____
make	_____
play	_____
prefer	_____
right	_____
manage	_____
arrive	_____
work	_____

irregular	was
be	_____
become	_____
begin	_____
buy	_____
choose	_____
come	_____
forget	_____
go	_____
grow	_____
have	_____
lose	_____
read	_____
sit	_____
stand	_____
take	_____

SLIDES

# English grammar

## can / can't


### Modal verb ability







*Pre-service teacher: Lorea l. Muñoz Domínguez*









ACTIVITY

 EL CASTILLO SCHOOL

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

1- Look at the pictures.

 HELEN	 KATE	 JOHN	 ALICE
 TOM AND JIM	 BEN	 PETER	 JOE AND MEG

1.1- Write what people can or can't do.

PLAY FOOTBALL- SWIM- RUN FAST - ROLLERSKATE  
PLAY CHESS -PLAY THE GUITAR - DRAW -- RIDE A BIKE

- Helen can play football. \_\_\_\_\_ (Helen)
- \_\_\_\_\_ (Kate)
- \_\_\_\_\_ (John)
- \_\_\_\_\_ (Alice)
- \_\_\_\_\_ (Tom and Jim)
- \_\_\_\_\_ (Ben)
- \_\_\_\_\_ (Peter)
- \_\_\_\_\_ (Joe and Meg)

SLIDES





# IMPERATIVES



*Pre-service teacher: Loren I. Muñoz Domínguez*



GAME

# Imperatives

**Complete the situations using negatives or affirmatives.**

**Use negatives when you see this sign** 

ACTIVITY- GAME

 NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**IMPERATIVES**

*Match the signs with the following commands.*

Switch off your mobile phone! – Look at the blackboard! – Open your books! –  
 Sign your name here! – Close the door! – Be careful! – Don't make a noise! – Don't enter! –  
 Don't smoke! – Don't cheer! – Don't cross the road! – Don't park your car here!

 .....	 .....	 .....
 .....	 .....	 .....
 .....	 .....	 .....
 .....	 .....	 .....



**GAME WITH IMPERATIVES**

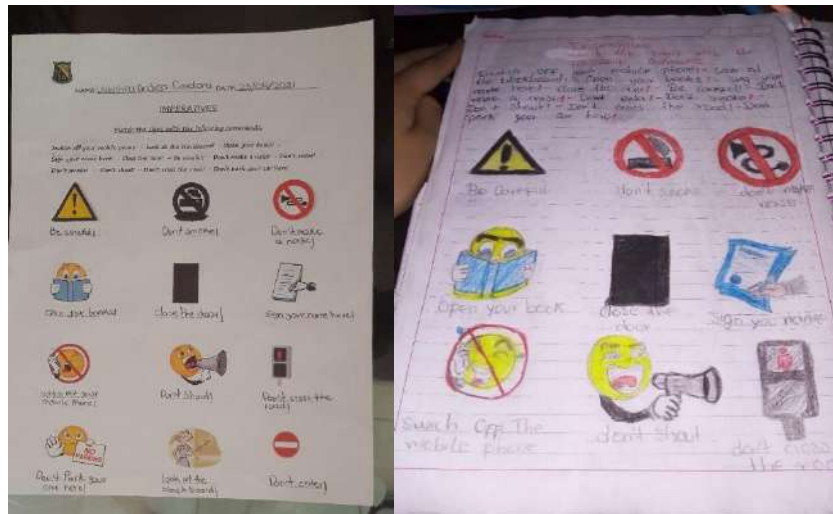
Divide the class into two teams. Go through the commands you think are appropriate for your level (or all of them if you like!), explaining what they mean and showing them what they have to do. Decide which team goes first, then you can start the game!

1) Give a command to the first team. If at least two people do what you asked them to, give the team a point. If they don't, no points! Then move on to the next team. Repeat the same commands more than once, and if you see they are good at it, go faster and faster.

2) Start giving them TWO commands at the same time (ex. "Close your eyes and touch your left ear with your left hand).

3) Include some negative commands as well ( ex. "Don't close your eyes" )!

- 1) Close your eyes
- 2) Smile with your eyes closed
- 3) Touch your left/right ear
- 4) Wiggle your fingers
- 5) Shake your body
- 6) Raise your right/left hand
- 7) Say "Hooray!"
- 8) Clap your hands two/three/four times
- 9) Stand up (Sit down)
- 10) Shake hands with the person on your right/left
- 11) Touch your nose with your right/left hand
- 12) Touch your left/right eye with your left/right hand
- 13) Say your name
- 14) Open/Close your English book
- 15) Take a pen with your right/left hand
- 16) Put your hands on your head
- 17) Don't move
- 18) Laugh
- 19) Cry like a baby
- 20) Say "hello" to the person sitting next to you.
- 21) Sing a song
- 22) Make a funny face.
- 23) Sneeze
- 24) Make circles in the air with your hands.
- 25) Point to the blackboard
- 26) Point to your teacher





**ACTIVITIES DEVELOPED BY SEVENTH STUDENTS (SEE)**

<input type="checkbox"/>	Nombre del Estudiante	Entrega	Calificar
<input checked="" type="checkbox"/>	Erick Aguas Marin	15 de abr. de 2021 - 18:15	5 / 7
<input type="checkbox"/>	Julian Barroso perez	15 de abr. de 2021 - 19:01	5 / 7
<input type="checkbox"/>	Laura Sofia Chacon Salazar	15 de abr. de 2021 - 15:38	5 / 7
<input type="checkbox"/>	JUAN CAMILO DE LA ROSA RINCÓN	15 de abr. de 2021 - 18:19	7 / 7
<input type="checkbox"/>	Nicol Diaz 7-1 ♥♥	14 de abr. de 2021 - 12:20	7 / 7
<input type="checkbox"/>	DANIELA DUARTE BECERRA	15 de abr. de 2021 - 14:50	5 / 7

EL CASTILLO SCHOOL

Name: Erica Torres Date: 15/04/2021

1- Look at the pictures.

HELEN KATE JOHN ALICE  
TOM AND JIM BEN PETER JOE AND MEG

1.1- Write what people can or can't do.

PLAY FOOTBALL - SWIM - RUN FAST - ROLLERSKATE  
PLAY CHESS - PLAY THE GUITAR - DRAW - RIDE A BIKE

- Helen can play football. (Helen)
- Kate can swim. (Kate)
- John can't run fast. (John)
- Alice can't roller skate. (Alice)
- Tom and Jim play chess. (Tom and Jim)
- Ben can't play the guitar. (Ben)
- Peter can draw. (Peter)
- Joe and Meg can ride a bike. (Joe and Meg)

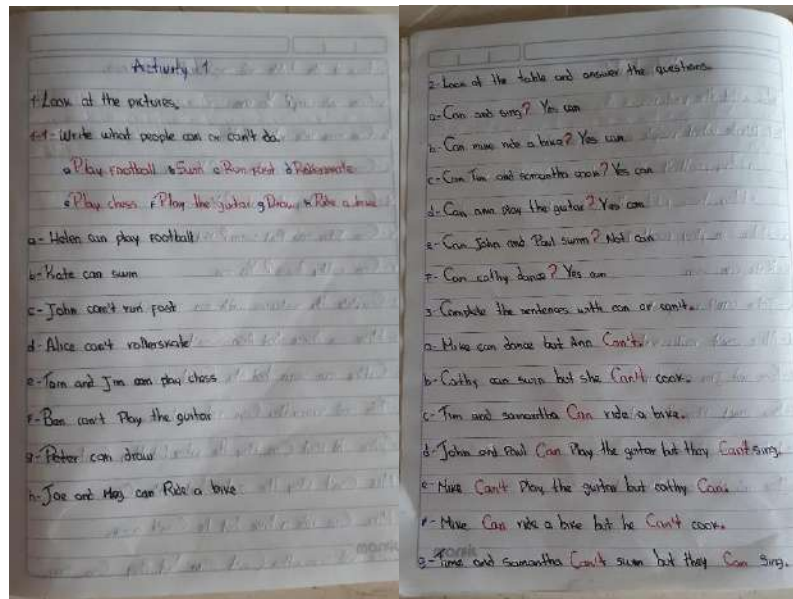
2- Look at the table and answer the questions.

Ann	✓	✓	✓	✓	✓	✓	✓	✓
Mike	✓	✓	✓	✓	✓	✓	✓	✓
Tim and Samantha	✓	✓	✓	✓	✓	✓	✓	✓
Cathy	✓	✓	✓	✓	✓	✓	✓	✓
John and Paul	✓	✓	✓	✓	✓	✓	✓	✓

- Can Ann sing? Yes, Ann can sing.
- Can Mike ride a bike? Yes, Mike can ride a bike.
- Can Tim and Samantha cook? Yes, Tim and Samantha can cook.
- Can Ann play the guitar? Yes, Ann can play the guitar.
- Can John and Paul swim? Yes, John and Paul can swim.
- Can Cathy dance? Yes, Cathy can dance.

3. Complete the sentences with CAN or CAN'T.

- Mike can dance but Ann can't.
- Cathy can swim but she can't cook.
- Tim and Samantha can ride a bike.
- John and Paul can play the guitar but they can't sing.
- Mike can't play the guitar but Cathy can.
- Mike can ride a bike but he can't cook.
- Tim and Samantha can't swim but they can sing.



grado septimo 2 2021  
Profesor  
abr 22 3:57 PM



#### IMPERATIVES-ACTIVITY

9 Entregas

Fecha y hora límite de entrega 04/26, 11:59 PM

- 1-HACER LA SIGUIENTE ACTIVIDAD
  - 2-TOMAR FOTO.
- NO OLVIDEN CONTACTAR A UN COMPAÑERO PARA QUE PUEDAN PRESENTAR EL DIALOGO SOBRE EL MODAL VERB "CAN" SE SOCIALIZARÁ LA PRÓXIMA CLASE.**



IMPERATIVE-ACTY-GAME - copia.pdf



#### ACTIVITY 1

26 Entregas

Fecha y hora límite de entrega 04/20, 11:59 PM

Good afternoon students,

Here you can find the first activity, the instructions are:

1. In the first activity you will see some pictures, so you have to write a sentence according to the name of each person and the action showed in the picture (the verbs are exposed in the table). Also, you will find on the top of each picture "una manita arriba y una manita abajo":  
-"La manita arriba" indicates that the sentence must be affirmative.



ACTIVITY-EDMODO CAN.pdf

## INFORMATION- IMPERATIVES

### USE OF IMPERATIVES

Simple Definition of imperative: a command, rule, duty, etc., that is very important or necessary

Grammar: the imperative: the form that a verb or sentence for expressing a command in a forceful and confident way

We can use the imperative to give a direct order.

1. Stand up straight.
2. Give me the details.

We can use the imperative to give instructions:

1. Open your books.
2. Take two tablets every evening.

We can use the imperative to make an invitation:

1. Come in and sit down. Make yourself at home.
2. Please start without me. I'll be there shortly.

We can use the imperative on signs and notices:

1. Push.
2. Do not use.

We can use the imperative to give friendly informal advice:

1. Speak to him. Tell him how you feel.
2. Have a quiet word with her about it.

We can make the imperative 'more polite' by adding 'do'.

- Do be quiet.
- Do come.



### USE OF IMPERATIVES

Exercise:

1- Re-write the sentences in positive or negative.

0) Write a poem! = **Don't write a poem!**

2) Write your address! = **do not write your address**

3) Sit quietly! = **don't sit quietly**

4) Wash your face! = **don't wash your face**

5) Drink Lipton tea! = **don't drink Lipton**

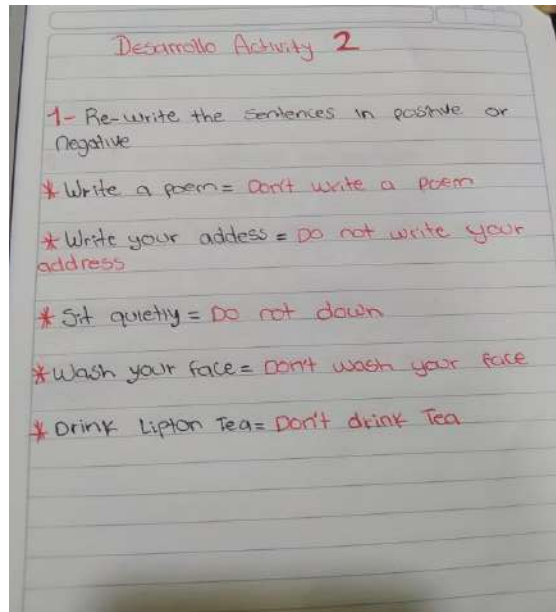
6) Don't eat fried chicken! = **Eat fried chicken!**

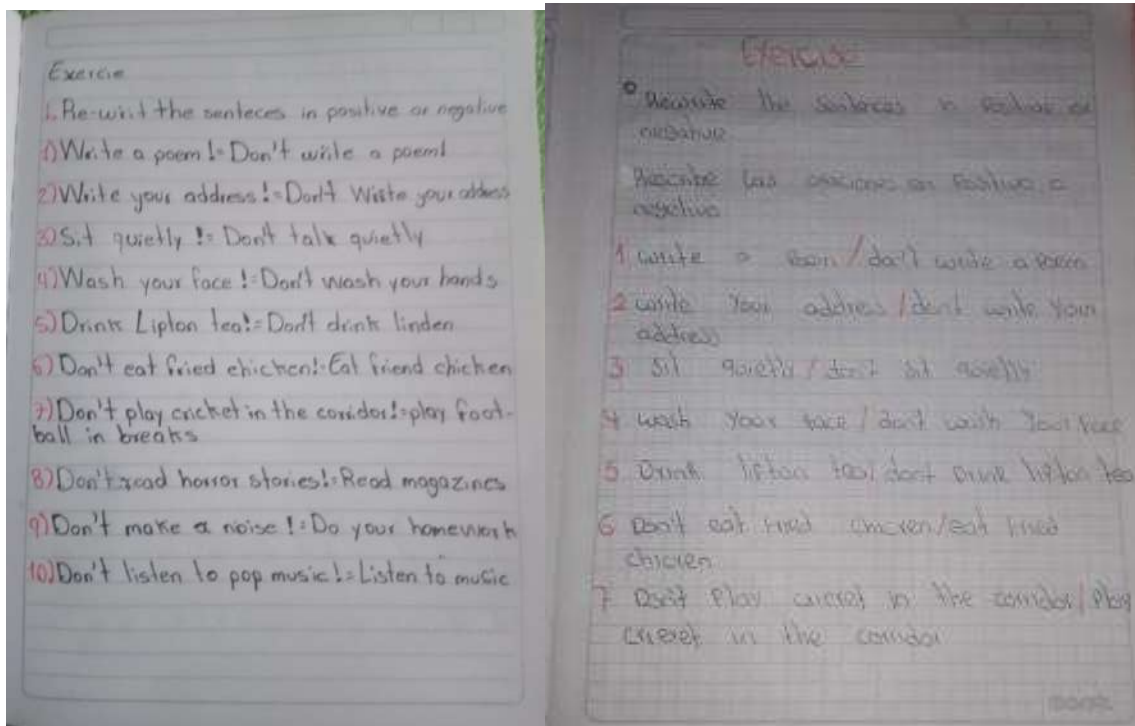
7) Don't play cricket in the corridor! = **play cricket in the hallway**

8) Don't read horror stories! = **read horror stories**

9) Don't make a noise! = **make noise**

10) Don't listen to pop music! = **listen to pop music**





**HOMEWORK**


 FULL NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# IMPERATIVES

**A) Rewrite the sentences "positive" or "negative"**

- 1) Sing a song ! = \_\_\_\_\_
- 2) Write your name ! = \_\_\_\_\_
- 3) Talk quietly ! = \_\_\_\_\_
- 4) Wash your hands ! = \_\_\_\_\_
- 5) Drink linden tea ! = \_\_\_\_\_
- 6) Don't eat junk food ! = \_\_\_\_\_
- 7) Don't play football in breakat = \_\_\_\_\_
- 8) Don't read magazines ! = \_\_\_\_\_
- 9) Don't do your homework ! = \_\_\_\_\_
- 10) Don't listen to music ! = \_\_\_\_\_

**B) Rewrite the sentences in order.**

- 1) Noise- don't- make
- 2) Hands- clap- your
- 3) the police - call- don't
- 4) Say- again- the chant
- 5) to - the teacher -listen
- 6) the classroom- keep- tidy
- 7) play - games - don't
- 8) your - do - homework
- 9) a - circle - form

**C) The rules of the classroom. True (T) or False (F)?**

- 1) Run in the classroom! \_\_\_\_\_
- 2) Listen to the teacher! \_\_\_\_\_
- 3) Be late for the lessons! \_\_\_\_\_
- 4) Be quiet! \_\_\_\_\_
- 5) Fight! \_\_\_\_\_
- 6) Keep the classroom clean! \_\_\_\_\_
- 7) Raise your hand before talking! \_\_\_\_\_
- 8) Cheat in the exams! \_\_\_\_\_
- 9) Don't talk loudly! \_\_\_\_\_

# NEW VOCABULARY

## VERB TO LIKE

### SLIDES

Portapapeles: 75 | Diapositivas | Fuente | Párrafo | Dibujo | Edición

1 Present of Like

2 LIKE - LIKES  
DON'T LIKE - DOESN'T LIKE

3 Present Simple

4 LIKE LIKES DON'T LIKE DOESN'T LIKE  
I like chocolate.  
You like flowers.  
He likes computers.  
They like books.

5 LIKE LIKES DON'T LIKE DOESN'T LIKE  
I like chocolate.  
You like flowers.  
He likes computers.  
They like books.

6 Present Simple

# Present of Like

70

Pre-service teacher: Loren L. Maxiz Domínguez

Diapositiva 1 de 18 | Inglés (Estados Unidos) | Notas | Comentarios | 12%

## ONLINE ACTIVITIES

14 LIKE LIKES DON'T LIKE DOESN'T LIKE  
Do you like chocolate?  
Do you like flowers?  
Does he like computers?  
Do they like books?

15 LIKE LIKES DON'T LIKE DOESN'T LIKE  
Do you like chocolate?  
Do you like flowers?  
Does he like computers?  
Do they like books?

16 LIKE LIKES DON'T LIKE DOESN'T LIKE  
Do you like chocolate?  
Do you like flowers?  
Does he like computers?  
Do they like books?

17

18 ACTIVITIES

# ACTIVITIES

<https://www.youtube.com/watch?v=s2sG4zK3PYo>

<https://www.toleamenglish.com/exercises/exercise-english-2/exercise-english-12147.php>



**EXERCISE**


FULL NAME: \_\_\_\_\_ GRADE 7: \_\_\_\_\_

# What do they like?

COMPLETE THE SENTENCES ABOUT WHAT THESE PEOPLE LIKE OR DON'T LIKE ACCORDING TO THE CHART BELOW. USE THE LIST OF HOBBIES.

**Hobbies**

1. riding a bike
2. playing chess
3. cooking
4. watching films
5. going shopping
6. reading comics
7. gardening
8. phoning friends
9. surfing the net
10. travelling abroad



**Eva Tom Joe Tina Miss Tate**

Complete with **like, likes, don't like** or **doesn't like** according to the chart.

**like**     **likes**     **don't like**     **doesn't like**

	Eva	Tom	Joe	Tina	Miss Tate
1.	✓	✗	✓	✓	✓
2.	✗	✓	✗	✗	✓
3.	✗	✗	✓	✗	✗
4.	✓	✓	✗	✓	✓
5.	✓	✗	✓	✓	✓
6.	✓	✗	✗	✗	✗
7.	✗	✓	✓	✗	✓
8.	✗	✗	✓	✗	✓
9.	✓	✓	✓	✗	✓
10.	✓	✗	✓	✓	✓

- a) Eva \_\_\_\_\_ phoning friends.
- b) Tom and Joe \_\_\_\_\_ gardening.
- c) Miss Tate \_\_\_\_\_ playing chess.
- d) Tina \_\_\_\_\_ surfing a net.
- e) Eva and Tina \_\_\_\_\_ cooking.
- f) Tom \_\_\_\_\_ reading comics.
- g) Miss Tate and Tina \_\_\_\_\_ shopping.
- h) \_\_\_\_\_ doesn't like going shopping.
- i) \_\_\_\_\_ and \_\_\_\_\_ like chess.
- j) \_\_\_\_\_ doesn't like surfing the net.
- k) \_\_\_\_\_ doesn't like watching films.
- l) \_\_\_\_\_ and \_\_\_\_\_ like comics.
- m) \_\_\_\_\_ doesn't like travelling abroad.
- n) \_\_\_\_\_ doesn't like riding a bike.
- o) \_\_\_\_\_ likes cooking.

2. Write (a) sentences with the verb **like** in its 3 forms (AFFIRMATIVE, NEGATIVE, QUESTION).

Example: I like hot dogs.  
I don't like hot dogs.  
Do you like hot dogs?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EIGHT GRADE – SECOND TERM

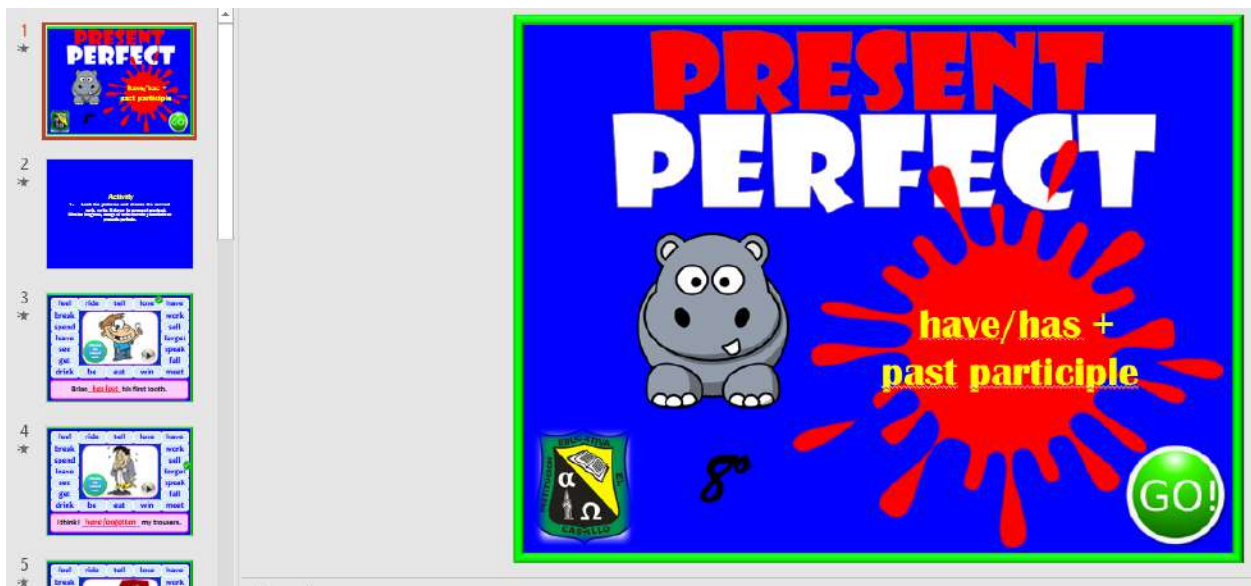
## PICTURES-EVIDENCES-EIGHT GRADE 8<sup>o</sup>1

### PRESENT PERFECT

#### SLIDES



#### ACTIVITY- SLIDES



## PAST PERFECT

### SLIDES

**The Past Perfect Tense**

8º

INSTITUCION EDUCATIVA CASTILLO

Pre-service teacher: Lorea E. Maniz Domínguez

1 The Past Perfect Tense

2 ADAPT PERFECT FORM

3 FORM

4 ADAPT PERFECT TENSE CONSTRUCTION

5

6

## POSSESSIVE ADJECTIVES-WH QUESTIONS

**Possessive Adjective**

8º

INSTITUCION EDUCATIVA CASTILLO

Pre-service teacher: Lorea E. Maniz Domínguez

1 Possessive Adjective

2

3


4




## ACTIVITIES POSSESSIVE ADJECTIVES

### ACTIVITY 1


#### POSSESSIVE PRONOUNS AND POSSESSIVE ADJECTIVES



That book belongs to him. It's **his**.



This umbrella belongs to me. It's **mine**.



This spooky house belongs to the Smiths. It's **theirs**.

Mine, his, theirs are **POSSESSIVE PRONOUNS**.

This is **my** umbrella.  
That's **his** book.  
The house at the corner is **their** house.

**My, his, their** are **POSSESSIVE ADJECTIVES**.

**Remember!**


It is **my** house.      It is **mine**.

adjective + noun                          pronoun

Possessive Adjectives are followed by a noun.  
Possessive Pronouns are used without a noun.

Personal Pronouns	Possessive Adjectives	Possessive Pronouns
I you he she it we they	my your his her it our their	mine yours his hers its ours theirs

I have got a cat. It's **my** cat. It's **mine**.  
We have got nice house. It's **our** house. It's **ours**.  
She has got a new watch. It's **her** watch. It's **hers**.  
You have got a phone. It's **your** phone. It's **yours**.



You can say:  
a friend of mine,  
some friends of yours.


WELL DONE!

© COLLECTIVE
© COLLECTIVE

I Use possessive adjectives or possessive pronouns in these sentences:


Example : The red coat belongs to me. It's **my** coat. It's **mine**.

- That big modern camera belongs to Jim. It's **HIS** camera. It's **HIS**.
- The car in front of the house belongs to the Browns. It's **HIS** car. It's **HIS**.
- The watch on the shelf belongs to Betty. It's **HER** watch. It's **HERS**.
- This record belongs to us. It's **OUR** record. It's **OURS**.
- That bike belongs to you, Mark. It's **HIS** bike. It's **HIS**.




II Choose the right word.

- Is this **your** / **you're** book ?
- It's **their** / **there's** problem, not **our** / **ours**.
- Are these **your** / **you're** shoes ?
- Is this camera **your** / **you're** ?
- That's not **my** / **mine** umbrella. **My** / **Mine** is yellow.
- They know **our** / **our's** address but we don't know **their** / **theirs**.



III Put in the missing possessive pronoun or adjective:

- Is that the Taylors' house? Yes, it's **HIS**.
- This is **MY** ball. It belongs to me.
- Betty has bought that cassette. It's **HERS**.
- The bag on the chair is **YOURS**. It belongs to you.
- Is that Fred's watch? Yes, it's **HIS**.
- That camera belongs to Glen. It's **HERS** camera.
- We live here and we like **OUR** new home very much.
- Give the bird **ITS** food.



## ACTIVITY 2

HANDOUT

NAME _____	CLASS _____
DATE _____	

### POSSESSIVE ADJECTIVES

A. COMPLETE THE TABLE.


PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	
YOU	
HE	
SHE	
IT	
WE	
YOU	
THEY	

C. COMPLETE WITH THE POSSESSIVE ADJECTIVE.

- He is my friend. \_\_\_\_\_ name is Brian.
- Susan has got a new car. \_\_\_\_\_ car is very nice.
- Lagos is a lovely city. \_\_\_\_\_ avenue is great for walking.
- They don't like fish. \_\_\_\_\_ favourite food is steak.
- This is my brother. \_\_\_\_\_ name is Nick.
- It's \_\_\_\_\_ birthday today. I'm 14.
- That is my cousin. \_\_\_\_\_ name is Maggie.
- Manuel has got two daughters. They are \_\_\_\_\_ daughters.
- Kate and Gerry have got a new house. It's \_\_\_\_\_ house.
- He is my brother. \_\_\_\_\_ name is Jason.
- This is my bike. \_\_\_\_\_ bike is new.
- \_\_\_\_\_ names are Kay and Steven.
- My dog is black. \_\_\_\_\_ name is ~~John~~.
- My father is 37 years old. \_\_\_\_\_ birthday is on 24<sup>th</sup> May.
- My brother is at home. Where is \_\_\_\_\_ brother, John?
- I love my children. \_\_\_\_\_ names are William and ~~Maria~~.
- Margaret, where is \_\_\_\_\_ sister?
- My grandmother is very nice. \_\_\_\_\_ name is Janet.
- I have got a cat. \_\_\_\_\_ name is Mike.
- We have got two children. \_\_\_\_\_ children are in London.
- Paul and Mike are in Lisbon. \_\_\_\_\_ family is there, too.
- My sister is at this school. \_\_\_\_\_ birthday is tomorrow.
- He is in America. \_\_\_\_\_ family is in Portugal.
- Jessica is my neighbour. \_\_\_\_\_ house is ~~big~~.
- Jim has got a nice boat. \_\_\_\_\_ boat is very big.
- You are at work. \_\_\_\_\_ work is near home.
- She has got nice parents. \_\_\_\_\_ parents are in Scotland.
- Lisbon is a big city. \_\_\_\_\_ buildings are high.
- Richard is 10 years old. \_\_\_\_\_ birthday is on the 3<sup>rd</sup> March.
- She is my mother. \_\_\_\_\_ name is Maria.















## WH QUESTIONS

## ACTIVITY 1

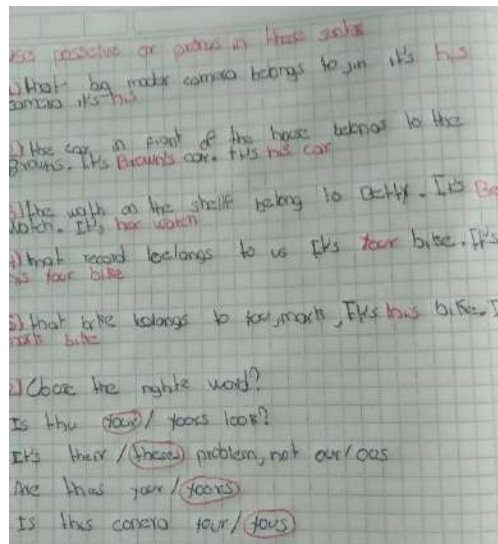
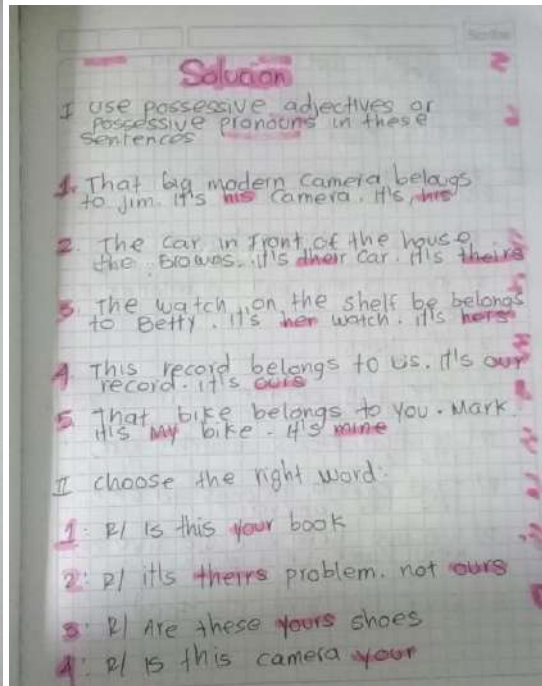
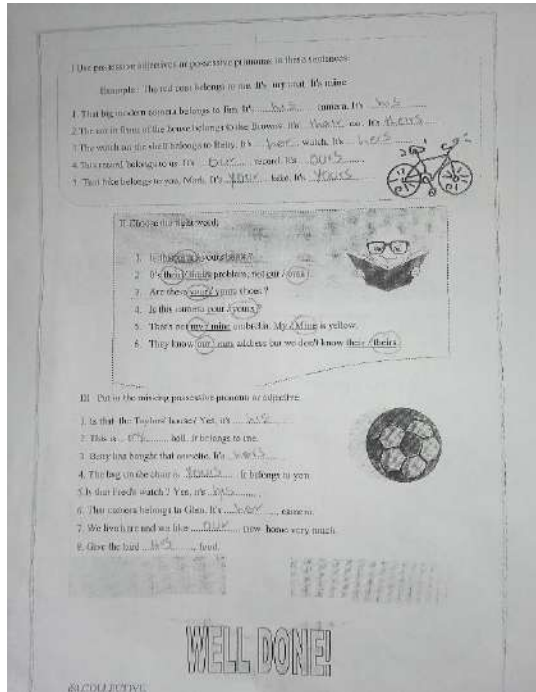


### Wh- Questions

Fill in the spaces with What, What time, Who, Where, How, How old, How many or When. Then match each sentence to the right picture.

	1- _____ is she? She is a girl.	
	2- _____ is it? It's five to three.	
	3- _____ are they? They are in the school bus.	
	4- _____ is it? It's a famous museum.	
	5- _____ is Christmas? It's on 25 <sup>th</sup> December.	
	6- _____ is he? He is nine years old.	
	7- _____ are they? They are best friends.	
	8- _____ is he? He is a judge.	
	9- _____ is she? She is at school.	
	10- _____ is he? He is an actor.	
	11- _____ are you going? I'm going to the cinema.	
	12- _____ are you? I'm sick.	
	13- _____ people are there in the picture? Nine.	
	14- _____ is he doing? He is writing.	
	15- _____ is she doing? She is painting.	
	16- _____ is he? He is at the zoo.	
	17- _____ is it? It's a lamp.	

**ACTIVITIES DEVELOPED BY EIGHT STUDENTS (SEE)**



## APPENDIX- SUMMARY BY PATTERNS

### STUDENT A. SEE ALL THE SUMMARY

#### LITERARY TEXT-LOREN

Desde la primaria. Pero cuando entré hacer sexto, entendí más los de los textos y lecturas.

Código: ● English learning process > English student's experience Peso: 0  
A- GUARIN--edited, Pos. 12

he aprendido más la bocavulación y a pronunciar las palabras.

Código: ● English learning process > English student's performance Peso: 0  
A- GUARIN--edited, Pos. 14

Muy bueno,

Código: ● Implementarion of literary text > The Importance Peso: 0  
A- GUARIN--edited, Pos. 16

Muy bueno, porque le enseñan a uno cómo pronunciar y a desarrollar

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0  
A- GUARIN--edited, Pos. 16

Desarrolla los textos de inglés, la lectura, aprender más sobre inglés

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0  
A- GUARIN--edited, Pos. 18

Porqué los cuentos nos enseñan moraleja y aprender a respetar a las personas.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
A- GUARIN--edited, Pos. 22

: lo que hay en el cuento, dice que porque, como la tortuga era más lenta y el conejo..la liebre más rápida, entonces ya que se creía más que la tortuga.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
A- GUARIN--edited, Pos. 24

Porque nos han enseñado y también hemos desarrollado la lectura

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0

A- GUARIN--edited, Pos. 28

hemos aprendido a pronunciar las palabras.

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

A- GUARIN--edited, Pos. 28

primero se lee y luego uno lo practica.

**STUDENT B. [SEE ALL THE SUMMARY](#)**

## LITERARY TEXT-LOREN

Desde tercero de primaria. Hace o.. Hace cinco años.

Código: ● English learning process > English student's experience Peso: 0

B-CANCHILA LUIS.m4a, Pos. 19

Desde muy pequeño me gustaba aprender inglés, ya que incentiva el desarrollo de... De competencia comunicativa, fortaleciendo las habilidades para aprender todo lo relacionado con él.

Código: ● English learning process > English student's performance Peso: 0

B-CANCHILA LUIS.m4a, Pos. 23

Muy importante,

Código: ● Implementarion of literary text > The Importance Peso: 0

B-CANCHILA LUIS.m4a, Pos. 27

nos ayuda a aprender de diferentes situaciones que se presenta y que pueden ser también en la vida cotidiana.

Código: ● Participants' perceptions > Literary text promoting interpretation of real life situations. Peso: 0

B-CANCHILA LUIS.m4a, Pos. 27

Mejore mucho más. Bueno, mucha lectura

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0

B-CANCHILA LUIS.m4a, Pos. 31

No, se cómo explicarle. Eea no sé vocabulario, cosas así.

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

B-CANCHILA LUIS.m4a, Pos. 35

Me gustó mucho porque mejore el vocabulario

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

B-CANCHILA LUIS.m4a, Pos. 39

Si realizando mapas mentales

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Metacognitive strategies Peso: 0

B-CANCHILA LUIS.m4a, Pos. 43

practicando las palabras, leyendo textos y así buscar lo que he entendido.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Cognitive strategies Peso: 0

B-CANCHILA LUIS.m4a, Pos. 43

de dudar de las afirmaciones que, en la vida cotidiana, que, en la vida cotidiana, pueden aceptarse como verdadero. También permite al individuo que reflexione sobre asuntos no resueltos o ya establecido.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0

B-CANCHILA LUIS.m4a, Pos. 47

**STUDENT C. [SEE ALL THE SUMMARY](#)**

## LITERARY TEXT-LOREN

Pues profesora, más o menos yo llevo estudiando inglés desde que estoy en primaria, Más o menos como, desde que tengo 6 años.

Código: ● English learning process > English student's experience Peso: 0

C-CHACÓN SOFIA--edited, Pos. 9

Lo puedo describir ampliativo, divertido y recreativo.

Código: ● English learning process > English student's performance Peso: 0

C-CHACÓN SOFIA--edited, Pos. 11

Me parece bien porque de acuerdo con esas fabulas y cuentos, podemos reflexionar y ser mejores personas.

Código: ● Implementarion of literary text > The Importance Peso: 0

C-CHACÓN SOFIA--edited, Pos. 13

A ser solidarios,

Código: ● Participants' perceptions > Literary text promoting interpretation of real life situations. Peso: 0

C-CHACÓN SOFIA--edited, Pos. 15

Me puede ayudar a reforzar el manejo de inglés, aprender hacer más oraciones cositas así.

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

C-CHACÓN SOFIA--edited, Pos. 17

Pues a mí me gustaron la verdad, porque nos demuestra que debemos ser amables y respetuosos con las demás personas. Si, amable, respetuoso,

Código: ● Participants' perceptions > Literary text promoting interpretation of real life situations. Peso: 0

C-CHACÓN SOFIA--edited, Pos. 19

Me han gustado las clases porque nos ayudan a ampliar nuestra inglés a...aprender más.

Código: ● Implementarion of literary text > The Importance Peso: 0

C-CHACÓN SOFIA--edited, Pos. 21

:Pues profe, yo la verdad me he metido en aplicaciones y lo he hecho, actividades y cositas así.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Use of TICs Peso: 0

C-CHACÓN SOFIA--edited, Pos. 25

escojo un verbo, los escribe, bueno, hago una tabla, la parto en tres pongo español, inglés y la pronunciación, como escribo igualito a como se dice.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Cognitive strategies Peso: 0

**STUDENT D. [SEE ALL THE SUMMARY](#)**

**LITERARY TEXT-LOREN**

*dos años*

Código: ● English learning process > English student's experience Peso: 0  
D-DIAZ NICOL--edited, Pos. 9

Me parece muy bueno

Código: ● English learning process > English student's performance Peso: 0  
D-DIAZ NICOL--edited, Pos. 11

bueno porque nos sirve para un futuro

Código: ● Implementarion of literary text > The Importance Peso: 0  
D-DIAZ NICOL--edited, Pos. 11

Yo opino que son muy cheveres porque aprendemos a leer, escribir y muchas cosas más.

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0  
D-DIAZ NICOL--edited, Pos. 13

Son muy buenas.

Código: ● Implementarion of literary text > The Importance Peso: 0  
D-DIAZ NICOL--edited, Pos. 15

porque nos enseña a no ser arrogantes y no ser como la tortuga, la liebre, ni el ratón, ni el conejo astuto.

Código: ● Implementarion of literary text > The Importance Peso: 0  
D-DIAZ NICOL--edited, Pos. 17

Pues el león era muy grosero con el ratón. La liebre se creía la gran cosa y la tortuga le terminó ganando y el conejo astuto le gustaba hacerle trampa a la gente.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
D-DIAZ NICOL--edited, Pos. 19

aprende realizando planar o juego

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Cognitive strategies Peso: 0  
D-DIAZ NICOL--edited, Pos. 25



acando una hora de mi tiempo

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Metacognitive strategies Peso: 0  
D-DIAZ NICOL--edited, Pos. 25

**STUDENT E.** [SEE ALL THE SUMMARY](#)

## LITERARY TEXT-LOREN

Dos años.

Código: ● English learning process > English student's experience Peso: 0  
E-COLEY VALERIA--edited, Pos. 11

no, profe, regular.

Código: ● English learning process > English student's performance Peso: 0  
E-COLEY VALERIA--edited, Pos. 15

Bueno.

Código: ● Implementarion of literary text > The Importance Peso: 0  
E-COLEY VALERIA--edited, Pos. 17

Porque he aprendido mucho, eh casi no no eran antes que lo interpretaba. O sea, no. No sé cómo explicarle, pero antes casi no aprendía, pero en este caso sí.

Código: ● Implementarion of literary text > The Importance Peso: 0  
E-COLEY VALERIA--edited, Pos. 19

Comprensión sí.

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0  
E-COLEY VALERIA--edited, Pos. 21

Y aprender inglés. Y sabe distinguir las cosas

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0  
E-COLEY VALERIA--edited, Pos. 23

Profe me gustaron mucho porque tenía mucho texto y además así podremos por medio de lecturas, aprender mucho el inglés.

Código: ● Implementarion of literary text > The Importance Peso: 0  
E-COLEY VALERIA--edited, Pos. 27

De actividades, cuentos ee la tarea que nos dejan así.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Cognitive strategies Peso: 0  
E-COLEY VALERIA--edited, Pos. 31

a través de tutoriales en YouTube, busco en Google, en el traductor y así vamos aprendiendo más.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Use of TICs Peso: 0  
E-COLEY VALERIA--edited, Pos. 33

**STUDENT F. [SEE ALL THE SUMMARY](#)**

## LITERARY TEXT-LOREN

Llevo siete años desde primero de primaria.

Código: ● English learning process > English student's experience Peso: 0  
F-MONTERROSA JOHAN--edited, Pos. 11

Yo considero muy bueno. Desde secundaria, porque en primaria venía un inglés muy básico y repetitivo.

Código: ● English learning process > English student's performance Peso: 0  
F-MONTERROSA JOHAN--edited, Pos. 13

Desde secundaria, porque en primaria venía un inglés muy básico y repetitivo.

Código: ● English learning process > English student's experience Peso: 0  
F-MONTERROSA JOHAN--edited, Pos. 13

La verdad muy bueno

Código: ● Implementarion of literary text > The Importance Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 15

ya que con los cuentos y las fabulas podemos mejorar nuestro vocabulario

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 15

y nuestra comprensión de lectura.

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 15

Me gustó mucho, ya que con eso podemos aprender a mejorar nuestro inglés y tener mayor conocimiento de algunas palabras.

Código: ● Implementarion of literary text > The Importance Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 17

sí, intento aprender de forma autónoma, ya que yo tengo un juego que la mayoría de las personas solo hablan inglés. Mucho hablo con ellos y cuando alguna palabra no lo hace, la busco en el traductor

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Use of TICs Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 19

Por Netflix

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Use of TICs Peso: 0

F-MONTERROSA JOHAN--edited, Pos. 21

## STUDENT H. [SEE ALL THE SUMMARY](#)

### LITERARY TEXT-LOREN

Lo que llevamos el año escolar hasta el momento.

Código: ● English learning process > English student's experience Peso: 0  
H-PEÑA SEBAS--edited, Pos. 9

desde desde séptimo.

Código: ● English learning process > English student's experience Peso: 0  
H-PEÑA SEBAS--edited, Pos. 11

Muy bueno, porque aprendo temas, los puedo expandir y luego intento practicar lo que aprendí en clase.

Código: ● English learning process > English student's performance Peso: 0  
H-PEÑA SEBAS--edited, Pos. 13

Bueno, porque puedo expandir mi vocabulario, también me atrevo a pronunciar correctamente y reforzar algunos temas.

Código: ● Implementarion of literary text > The Importance Peso: 0  
H-PEÑA SEBAS--edited, Pos. 15

Me gustó más la de León y el ratón, porque de repente el león y el ratón se encontraron, tuvieron un roce no muy Bueno, porque casi uno mata al otro. El león en sí le perdonó la vida al ratón y el ratón devolvió salvándole la vida al león, del cazador.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
H-PEÑA SEBAS--edited, Pos. 17

Bien. Por qué trabaja temas distintos.

Código: ● Implementarion of literary text > The Importance Peso: 0  
H-PEÑA SEBAS--edited, Pos. 19

Si yo primero tomo la palabra en inglés y la traduzco y ya terminando empiezo a pronunciar una por una.

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Cognitive strategies Peso: 0  
H-PEÑA SEBAS--edited, Pos. 21

Yo principalmente los saco más de videos

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Use of TICs Peso: 0  
H-PEÑA SEBAS--edited, Pos. 23

lecturas

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Cognitive strategies Peso: 0

**STUDENT I. [SEE ALL THE SUMMARY](#)**

## LITERARY TEXT-LOREN

desde primaria, pero en sexto y séptimo he estado más avanzada.

Código: ● English learning process > English student's experience Peso: 0  
I-PAEZ SARA--edited, Pos. 9

Muy bien.

Código: ● English learning process > English student's performance Peso: 0  
I-PAEZ SARA--edited, Pos. 11

Muy bueno, más entendible.

Código: ● Implementarion of literary text > The Importance Peso: 0  
I-PAEZ SARA--edited, Pos. 13

porque trabajan lectura y pronunciación.

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0  
I-PAEZ SARA--edited, Pos. 15

que están muy buena , dejan enseñanza y la metodología que se trabaja es muy fácil, muy eficaz.

Código: ● Implementarion of literary text > The Importance Peso: 0  
I-PAEZ SARA--edited, Pos. 17

Busco la palabra y empiezo a practicar la pronunciación.

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Cognitive strategies Peso: 0  
I-PAEZ SARA--edited, Pos. 21

Por vídeos

Código: ● Strategies for the vocabulary acquisition-reading comprehension > Use of TICs Peso: 0  
I-PAEZ SARA--edited, Pos. 23

El pensamiento crítico, pues.. buscar, analizar y evaluar.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
I-PAEZ SARA--edited, Pos. 25

Sí, porque los textos nos ayudan a identificar y analizar y dejan una enseñanza.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0  
I-PAEZ SARA--edited, Pos. 27

Sí, el del león y el ratón, a no ser envidioso, a a cumplir promesas y a tener compasión.

**STUDENT J. [SEE ALL THE SUMMARY](#)**

## LITERARY TEXT-LOREN

Desde que inicie secundaria.

Código: ● English learning process > English student's experience Peso: 0  
J-GONZALEZ ESTEFA--edited, Pos. 11

Muy bien. Poco a poco he ido aprendiendo más e implementando un poco más.

Código: ● English learning process > English student's performance Peso: 0  
J-GONZALEZ ESTEFA--edited, Pos. 13

Bueno, muy interesante.

Código: ● Implementarion of literary text > The Importance Peso: 0  
J-GONZALEZ ESTEFA--edited, Pos. 15

Porque nos ayuda, como a reforzar un poco más sobre la lectura

Código: ● Implementarion of literary text > Improve the reading skills Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 17

y el vocabulario.

Código: ● Implementarion of literary text > Improve the vocabulary acquisition Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 17

*Me gustó mucho, me pareció muy divertido. También tiene cosas para reflexionar*

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 19

*A mí me llamó la atención que hay actitudes que aparecen en los textos y que al final del dialogo mejoran, dejarían algo, que también me parece interesante, que aparece, en alguno de los textos.*

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 21

Por medio de videos también, a veces veo tutoriales.

Código: ● Strategies for the vocabulary adquisition-reading comprehension > Use of TICs Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 23

El pensamiento crítico es como una opinion.

Código: ● Participants' perceptions > Literary text promoting critical thinking Peso: 0

J-GONZALEZ ESTEFA--edited, Pos. 25

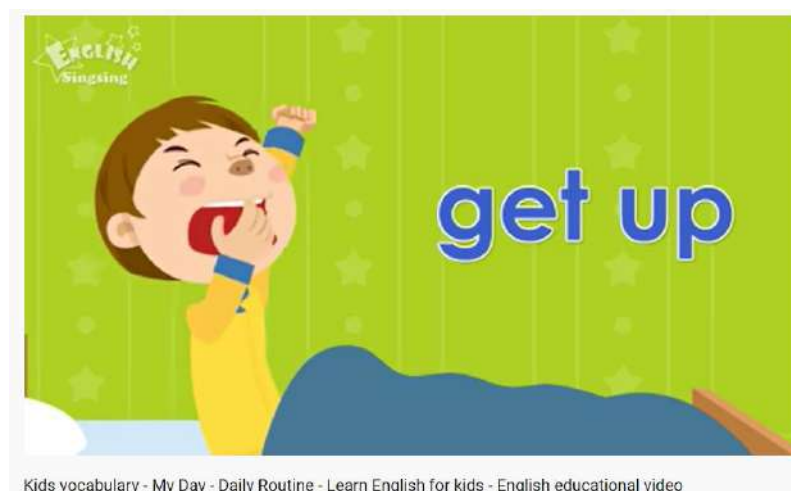
**APPENDIX 11 MATERIALS SECOND TERM- FIFTH GRADE (5°1-5°2)**

- GUIDE 1 [SLIDES](#)
- GUIDE 2 [SLIDES](#)
- GUIDE 3 [SLIDES](#)
- GUIDE 4 [SLIDES](#)
- GUIDE 5 [SLIDES](#)

Here, the evidences about the online classes: [DOCUMENT \(WORD\)- PICTURES-GROUPS 5°1 AND 5°2](#)

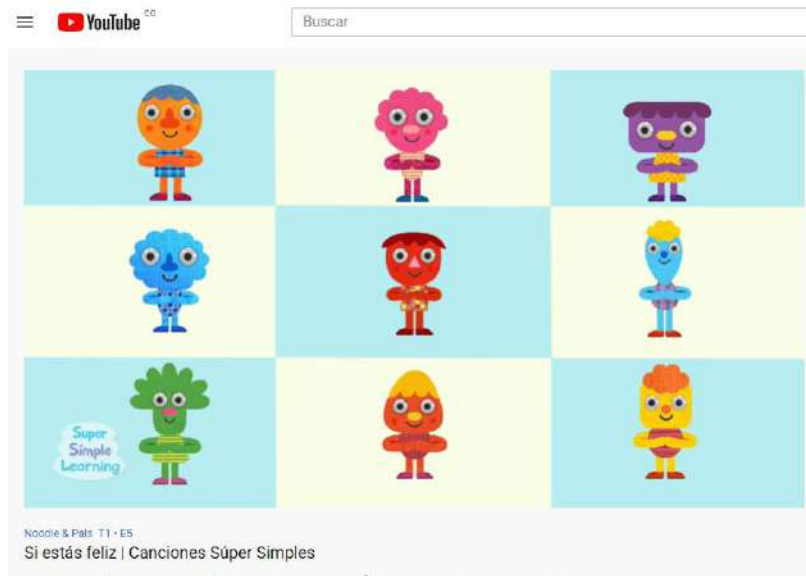
**GUIDES****FIFTH GRADE- SECOND TERM****GUIDE 1****AUDIOVISUAL AIDS- VIDEOS**


[Kids vocabulary - My Day - Daily Routine - Learn English for kids - English educational video - YouTube](#)





[If You're Happy | Super Simple Songs - YouTube](#)



	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>		
	<b>SEDE:</b> A	<b>JORNADA: T</b>	<b>FECHA:</b>
<b>GUIA DE APRENDIZAJE ORIENTADA</b>			<b>GUIA No. 1</b>

<b>Asignatura</b>	IDIOMA EXTRANJERO
<b>Nombre del estudiante</b>	
<b>Grado</b>	QUINTO
<b>Docente</b>	NOHORA BASTOS – CARLOS CÁRCAMO
<b>Practicante</b>	LOREN MUÑOZ
<b>Subproyecto-Practicante</b>	Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school
<b>Tema</b>	Emotions – How do you feel today?
<b>Aprendizajes esperados</b>	Adquirir nuevo vocabulario con el que pueda expresar su estado de ánimo a través de frases sencillas.
<b>Tiempo de ejecución</b>	
<b>Puntos asignados</b>	12 puntos

## IDENTIFICACIÓN DE LA GUÍA

### 1. EXPLORACION (INDAGACIÓN):

1. observa el siguiente video y repasa el vocabulario trabajado acerca de la rutina diaria [Kids vocabulary - My Day - Daily Routine - Learn English for kids - English educational video - YouTube](#)

2. Escribe en inglés las siguientes rutinas (dayli routines):

Levantarse \_\_\_\_\_

lavarse la cara: \_\_\_\_\_

Cepillarse los dientes \_\_\_\_\_

Desayunar: \_\_\_\_\_

Bañarse: \_\_\_\_\_

Vestirse: \_\_\_\_\_

Ir a la escuela: \_\_\_\_\_

Hacer la tarea: \_\_\_\_\_

## 2. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

# How do they feel?



Si ocurre algo bueno para nosotros sentimos alegría y felicidad.



Si ocurre algo malo sentimos tristeza o pena.



Si es una injusticia sentimos enfado.



Y si es algo inesperado sentimos sorpresa.

Vamos a aprender algunas palabras en inglés que nos sirven para expresar cómo nos sentimos. Practica con la ayuda del docente y luego realízalas en tu cuaderno.



Recuerda que al expresar emociones utilizamos los pronombres personales

Conjugación		Significado
I am	I'm	Yo soy
You are	You're	Tu eres
She is	She's	Ella es
He is	He's	El es
It is	It's	Eso es
We are	We're	Nosotros somos
You are	You're	Ustedes son
They are	They're	Ellos son

## 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN):

1. observa las imágenes. Luego completa y escribe la oración acorde a cada una: **happy, sad, hot, cold, scare, angry, hungry, sleepy, thisty sick**



- a. He is **hot** \_\_\_\_\_ b. She is \_\_\_\_\_ c. She is \_\_\_\_\_  
 d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
 g. He is \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_  
 j. He is \_\_\_\_\_

2. Relaciona con color la palabra y la imagen.

	<b>sad</b>	
	<b>cross</b>	
	<b>scared</b>	
	<b>hot</b>	
	<b>hungry</b>	
	<b>cold</b>	
	<b>sleepy</b>	
	<b>dizzy</b>	
	<b>happy</b>	
	<b>thirsty</b>	
	<b>bored</b>	

3. Escribe en cada círculo el número que corresponde

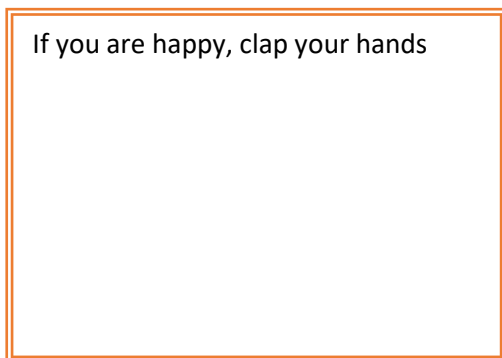
angry  
 cold  
 exhausted  
 frustrated  
 happy  
 hungry  
 in love  
 sad  
 scared  
 surprised  
 shy  
 tired

4. Lee cada oración y utilizando emojis representala.

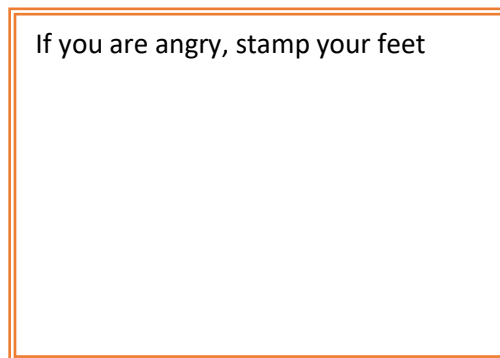
I am <b>in love</b>	You are <b>sad</b>	He is <b>scared</b>	She is <b>hungry</b>
They are <b>sleepy</b>	We are <b>happy</b>	You are <b>cold</b>	I am <b>surprised</b>

5. escucha, realiza los movimientos y luego dibuja cada emoción que se menciona en la canción [If You're Happy | Super Simple Songs - YouTube](#)

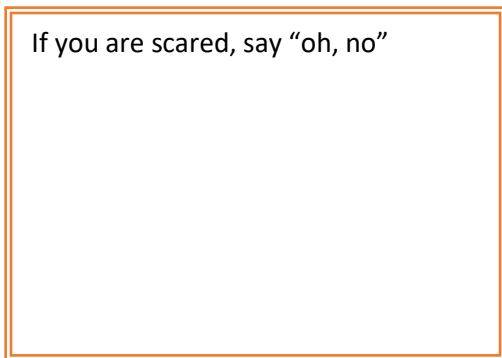
If you are happy, clap your hands



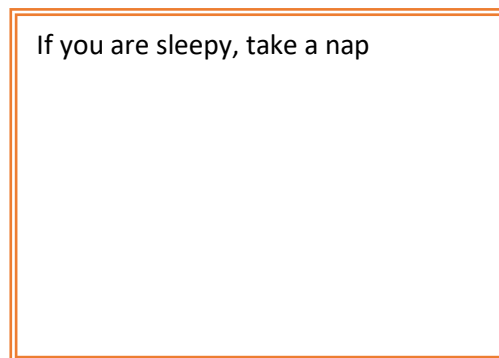
If you are angry, stamp your feet



If you are scared, say "oh, no"



If you are sleepy, take a nap



#### 4. OBSERVACIONES

1. puedes imprimir o copiar la guía en el cuaderno del área.
2. lee cuidadosamente cada parte de la guía y la explicación del tema.
3. realiza con lápiz los ejercicios
4. recuerda que el orden, la letra y la presentación de la guía son importantes



**ACTIVITIES DEVELOPED BY FIFTH STUDENTS (SEE)**

**INSTITUCIÓN EDUCATIVA EL CASTILLO**

SECC. A: B. C. JORNADA: M. T. FECHA: PERIODO 2

**GUIA DE APRENDIZAJE ORIENTADA** GUÍA No. 1

**IDENTIFICACIÓN DE LA GUÍA**

Asignatura	INGLÉS EXTRANJERO
Nombre del estudiante	Melany Lizeth Alvarez Encalada
Grado	QUINTO
Docente	ELIZABETH CARLOS VIVILLOCA- NOHORA BASTOS - CARLOS CAICANO - GISELLY CABRERA
Tema	Emotions - How do you feel today?
Aprendizajes esperados	Adquirir nuevo vocabulario sobre el que pueda expresar su estado de ánimo a través de frases sencillas.
Tiempo de ejecución	
Puntos asignados	12 puntos

**1. EXPLORACIÓN (INDAGACIÓN):**

1. Observa el siguiente video y realiza el vocabulario trabajado acerca de la rutina diaria <https://www.youtube.com/watch?v=0Wv...>

2. Escribe en inglés las siguientes acciones *do they* routine:

Levantarse *Get up*  
 Lavarse la cara *wash my face*  
 Cepillarse los dientes *brush my teeth*  
 Desayunar *have breakfast*  
 Bañarse *take a shower*  
 Vestirse *get dressed*  
 Ir a la escuela *go to school*  
 Hacer la tarea *do my homework*

**2. ESTRUCTURACIÓN - PRÁCTICA - EJECUCIÓN (CONCEPTUALIZACIÓN)**

**How do they feel?**

Emoción	Spanish
Happy	feliz
Yummy	delicioso
Silly	locos
Meat	carne
Big	grande
Wash	lavar
Yummy	delicioso
Blue	azul

**3. TRANSFERENCIA - VALORACIÓN (APLICACIÓN)**

1. Observa las emociones, su significado y color y escribe el español de cada una: happy, sad, hot, cold, sore, angry, hungry, thirsty, heavy, sick.

2. Relaciona con una línea los pares de palabras y dibujos.

3. Escribe en cada dibujo el nombre que corresponde.

4. Lee cada emoción y elíjalo emoji apropiado.

1. I am in love. You are love. He is scared. She is happy.

They are sleepy. We are angry. You are sad. I am surprised.

5. Iméntate, realiza los movimientos y luego dibuja cada emoción que se menciona en la canción *if you're happy*.

if you are happy, clap your hands

if you are angry, stamp your feet

if you are scared, say "oh, no"

if you are sleepy, take a nap

**4. OBSERVACIONES**

1. Quejas internas a cada día de la guía en el cuaderno del área.

2. Se cumplió correctamente cada parte de la guía y la explicación del tema.

3. Realizó con gusto los ejercicios.

4. Reclamó que se arden la letra y la presentación de la guía son importantes.

**GUIDE 2**

**AUDIOVISUAL AIDS- VIDEOS**

[ACTIONS CAN - YouTube](#) –




ACTIONS CAN

[Yes, I Can! | Animal Song For Children | Super Simple Songs - YouTube](#)



Super Simple Songs - Animals T1 • E7  
Yes, I Can! | Animal Song For Children | Super Simple Songs

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>		
	<b>SEDE:</b> A	<b>JORNADA:</b> T	<b>FECHA:</b>
<b>GUIA DE APRENDIZAJE ORIENTADA</b>			<b>GUIA No. 2</b>

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	IDIOMA EXTRANJERO
<b>Nombre del estudiante</b>	
<b>Grado</b>	QUINTO
<b>Docente</b>	NOHORA BASTOS – CARLOS CÁRCAMO
<b>Practicante</b>	LOREN MUÑOZ
<b>Subproyecto-Practicante</b>	Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school
<b>Tema</b>	CAN – CAN'T
<b>Aprendizajes esperados</b>	Nombra algunas cosas que puede o no puede hacer en inglés utilizando el vocabulario y la estructura correcta
<b>Tiempo de ejecución</b>	
<b>Puntos asignados</b>	12 puntos

#### 1. EXPLORACION (INDAGACIÓN):

1. realiza la siguiente actividad lúdica con tu docente. Escucha la palabra que él dice, luego debes decir una palabra que inicie con la última letra de la palabra dicha. Ejemplo: si tu docente dice “arroz” la última letra de esa palabra es la **z**; entonces debes decir una palabra que empiece por la letra z, ejemplo: zorro. El siguiente debe decir una palabra que inicie por **o** y así sucesivamente.

2. observa el siguiente video con atención acerca del uso de **can / can't** [ACTIONS CAN - YouTube - Yes, I Can! | Animal Song For Children | Super Simple Songs - YouTube](#)

#### 2. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

**CAN / CAN'T:**  
**expressing ability**

Esta expresión en inglés la utilizamos para indicar una habilidad o capacidad que tenemos. Ejemplo:

I **can** swim

I **can't** run for two hours





### 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN):

1. observa cada oración y completa con la palabra **can** / **can't**. usa el diccionario para buscar las palabras desconocidas



I'm a parrot. I \_\_\_\_\_ talk,  
but I \_\_\_\_\_ swim.



I'm a snail. I \_\_\_\_\_ run,  
but I \_\_\_\_\_ crawl.



I'm an owl. I \_\_\_\_\_ sing,  
but I \_\_\_\_\_ see in the dark.



I'm a seal. I \_\_\_\_\_ swim,  
but I \_\_\_\_\_ fly.



I'm a fish. I \_\_\_\_\_ swim,  
but I \_\_\_\_\_ run.



I'm a penguin. I \_\_\_\_\_ swim,  
but I \_\_\_\_\_ fly.



I'm a koala. I \_\_\_\_\_ climb,  
but I \_\_\_\_\_ jump.



I'm a kangaroo. I \_\_\_\_\_ jump,  
but I \_\_\_\_\_ climb.



I'm a wolf. I \_\_\_\_\_ run  
and I \_\_\_\_\_ jump.



I'm a bee. I \_\_\_\_\_ fly,  
but I \_\_\_\_\_ swim.

2. observa la carita y luego escribe la oración utilizando **i can** / **i can't**

swim





Play guitar





Ride a horse





3. escribe sobre la línea **i can / i can't** según puedas o no realizar esa actividad



1) \_\_\_\_\_ swim.



2) \_\_\_\_\_ climb a tree.



3) \_\_\_\_\_ fly a kite.



4) \_\_\_\_\_ ride a bicycle.



5) \_\_\_\_\_ bake a cake.



6) \_\_\_\_\_ use a computer.

4. observa las imágenes y relacionala con la oración correcta. Escribe la letra donde corresponde. Recuerda usar el diccionario cada vez que sea necesario



- a) Sam can't drive a car
- b) Mark and Paul can play basketball.
- c) Little bird can't fly.
- d) Nancy can draw clouds.
- e) Steve can read and write.
- f) Greg can roller-skate.

5. observa las imágenes y escribe las oraciones para indicar lo que pueden o no pueden hacer estas personas. Utiliza los siguientes verbos **dance, swim, cook, sing, drive, run, ski, play the piano, ride a horse, paint**



- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Sarah and Tom <u>can dance.</u> ☺ | 2. Mary _____ ☺              |
| 3. Tony <u>can't sing.</u> ☹         | 4. That man _____ ☹          |
| 5. Granny _____ ☹                    | 6. She _____ the marathon. ☹ |
| 7. They _____ ☹                      | 8. Tina _____ ☺              |
| 9. He _____ ☹                        | 10. Mr Smith _____ ☹         |

#### 4. OBSERVACIONES


1. puedes imprimir o copiar la guía en el cuaderno del área.
2. lee cuidadosamente cada parte de la guía y la explicación del tema.
3. realiza con lápiz los ejercicios
4. recuerda que el orden, la letra y la presentación de la guía son importantes

**GUIDE 3****AUDIOVISUAL AIDS- VIDEOS**

[DEMOSTRATIVOS this that these those en INGLÉS para niños - YouTube](#)



DEMOSTRATIVOS this that these those en INGLÉS para niños

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>		
	<b>SEDE:</b> A	<b>JORNADA:</b> T	<b>FECHA:</b>
<b>GUIA DE APRENDIZAJE ORIENTADA</b>			<b>GUIA No. 3</b>

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	IDIOMA EXTRANJERO
<b>Nombre del estudiante</b>	
<b>Grado</b>	QUINTO
<b>Docente</b>	NOHORA BASTOS – CARLOS CÁRCAMO
<b>Practicante</b>	LOREN MUÑOZ
<b>Subproyecto-Practicante</b>	Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school
<b>Tema</b>	Demonstrative adjectives
<b>Aprendizajes esperados</b>	Expresa la posición en la que se encuentra un objeto empleando los adjetivos demostrativos en inglés
<b>Tiempo de ejecución</b>	
<b>Puntos asignados</b>	12 puntos

### 1. EXPLORACION (INDAGACIÓN):

1. lee el siguiente poema con la ayuda del docente. Luego da algunas ideas acerca de lo que crees que trata. Transcríbelo en el cuadro

#### I'm a Little Penguin

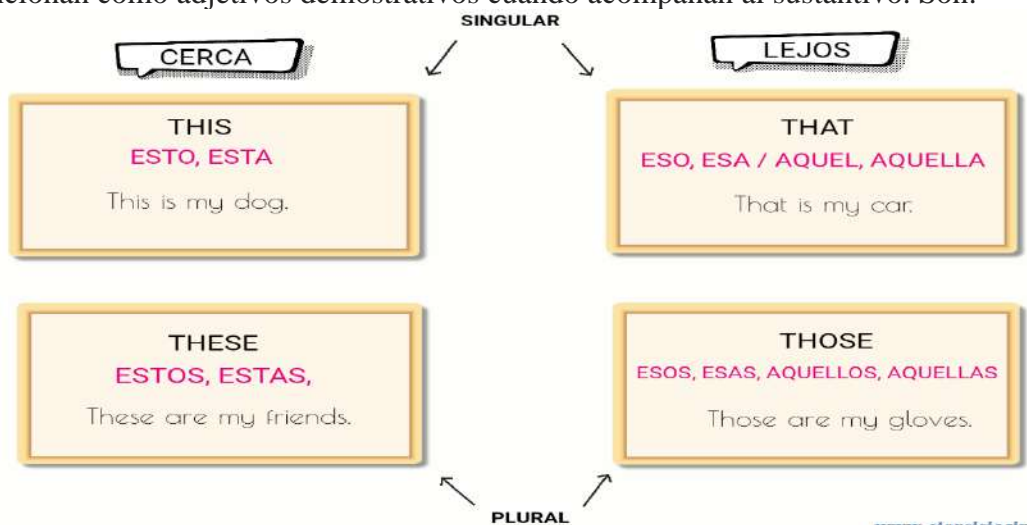
I'm a little penguin  
in the snow  
I slide on my tummy  
to and fro  
I eat the fish  
from the deep  
blue sea  
I'm black and  
white  
as you can see.






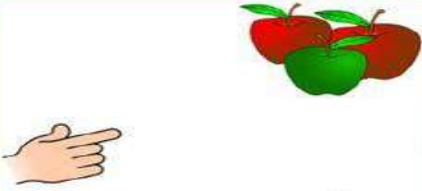
2. observa el siguiente video con relación al tema que vamos a trabajar en esta guía [DEMOSTRATIVOS this that these those en INGLÉS para niños - YouTube](#)

## 2. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

Los adjetivos demostrativos (demonstrative adjectives) sirven para determinar la posición de las personas o cosas. Funcionan como adjetivos demostrativos cuando acompañan al sustantivo. Son:






















Observa en la siguiente imagen un ejemplo de cómo se construyen oraciones en inglés empleando los adjetivos demostrativos

<b>Singular</b>	 <p><b><u>This</u> is an apple.</b></p>	 <p><b><u>That</u> is an apple.</b></p>
<b>Plural</b>	 <p><b><u>These</u> are apples.</b></p>	 <p><b><u>Those</u> are apples.</b></p>












### 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN):

1. completa las oraciones utilizando **that, this, these, those** según corresponda

- 1) \_\_\_\_\_ is a computer game.  
- 2) \_\_\_\_\_ are lorries.  
- 3) \_\_\_\_\_ is a camera.  
- 4) \_\_\_\_\_ is a kite.  
- 5) \_\_\_\_\_ are balls.  
- 6) \_\_\_\_\_ are watches.  
- 7) \_\_\_\_\_ is a \_\_\_\_\_  
- 8) \_\_\_\_\_ is a \_\_\_\_\_  
- 9) \_\_\_\_\_ are \_\_\_\_\_  
- 

2. completa la pregunta. Luego escribe la respuesta en inglés

this	that	these	those	
	←			What is .....
		←		What is .....
			←	What are .....
		←		What are .....
			←	What are .....
	←			What is .....
		←		What are .....
		←		What is .....
			←	What are .....

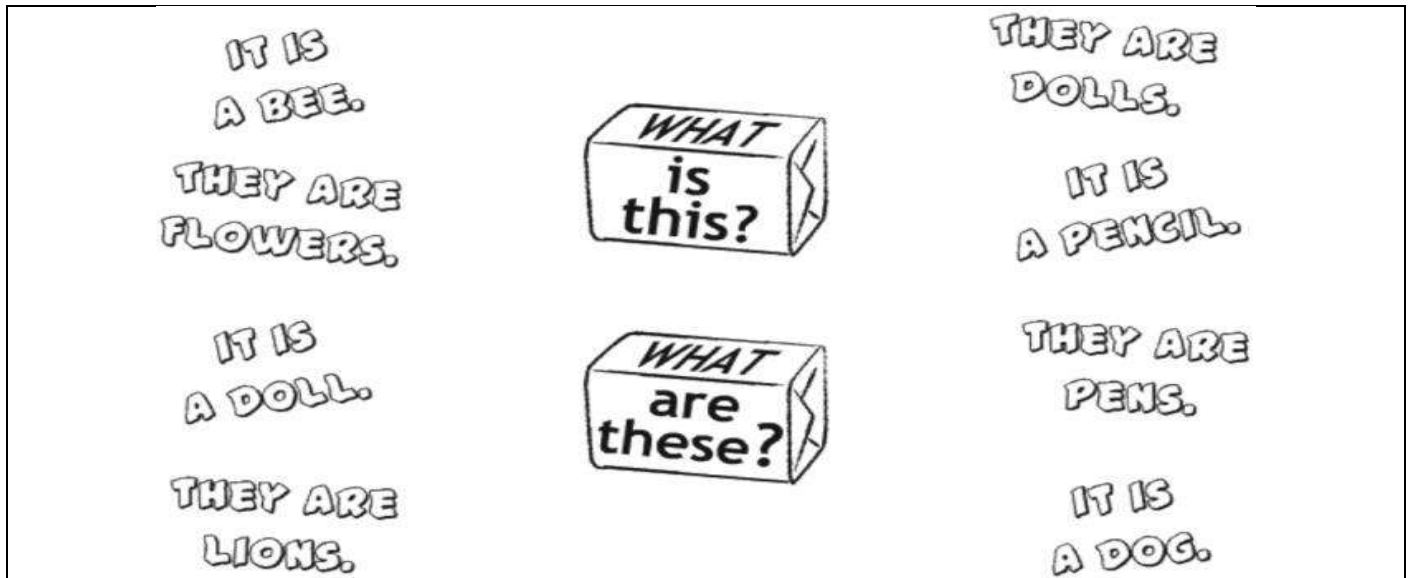
- |    |       |
|----|-------|
| a. | _____ |
| b. | _____ |
| c. | _____ |
| d. | _____ |
| e. | _____ |
| f. | _____ |
| g. | _____ |
| h. | _____ |
| i. | _____ |

3. Lee las siguientes oraciones y escríbelas nuevamente con el adjetivo demostrativo correcto.

- Those** car is old. \_\_\_\_\_
- That** boots are expensive. \_\_\_\_\_
- This** people live abroad. \_\_\_\_\_
- these** book is mine. \_\_\_\_\_
- That** children live in my building. \_\_\_\_\_
- These** money is mine. \_\_\_\_\_
- Take **this** keys from the table. \_\_\_\_\_

4. relaciona la pregunta con la respuesta adecuada. Colorea





5. lee y dibuja lo que indica cada oración

These are two pears	This is an umbrella	Those are three drinks
Those are five bananas	That is a fish	These are two burgers

#### 4. OBSERVACIONES


1. puedes imprimir o copiar la guía en el cuaderno del área.
2. lee cuidadosamente cada parte de la guía y la explicación del tema.
3. realiza con lápiz los ejercicios
4. recuerda que el orden, la letra y la presentación de la guía son importantes

**GUIDE 4****AUDIOVISUAL AIDS- VIDEOS**

[Profesiones en inglés cantando canciones infantiles – YouTube](#)



Profesiones en inglés cantando canciones infantiles

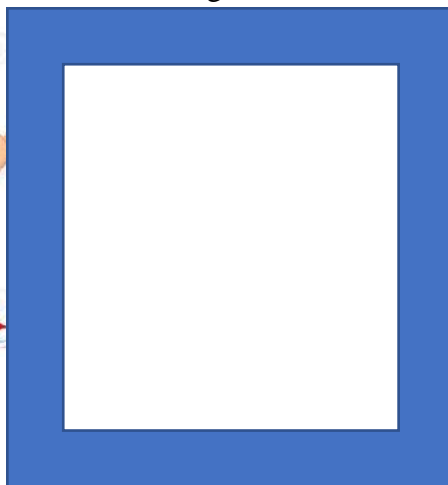
	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>		
	<b>SEDE:</b> A	<b>JORNADA: T</b>	<b>FECHA:</b>
<b>GUIA DE APRENDIZAJE ORIENTADA</b>			<b>PERÍODO 2</b>
			<b>GUIA No. 4</b>

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	IDIOMA EXTRANJERO
<b>Nombre del estudiante</b>	
<b>Grado</b>	QUINTO
<b>Docente</b>	NOHORA BASTOS – CARLOS CÁRCAMO
<b>Practicante</b>	LOREN MUÑOZ
<b>Subproyecto-Practicante</b>	Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school
<b>Tema</b>	Jobs and occupations. I want to be...
<b>Aprendizajes esperados</b>	Expresa en inglés a través de frases sencillas lo que le gustaría ser cuando crezca.
<b>Tiempo de ejecución</b>	
<b>Puntos asignados</b>	12 puntos

### 1. EXPLORACION (INDAGACIÓN):

1. Dibuja en el cuadro lo que quieres ser cuando grande



2. escucha la siguiente canción [Profesiones en inglés cantando canciones infantiles – YouTube](#) y luego escribe sobre las líneas las profesiones que menciona la canción:

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## 2. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

I want to be...

accountant (contable)	chef/cook (cocinero/a)	dentist (dentista)	factory worker (trabajador/a de fábrica)	gardener (jardinero/a)
actor/actress (actor/actriz)	baker (panadero/a)	designer (diseñador/a)	farmer (granjero/a)	hairdresser (peluquero/a)
architect (arquitecto/a)	butcher (carnicero/a)	doctor (doctor/a; médico/a)	fireman/fire fighter (bombero/a)	journalist (periodista)
astronomer (astrónomo/a)	bus driver (conductor/a de autobús)	electrician (electricista)	fisherman (pescador/a)	judge (juez/a)
author (autor/a)	carpenter (carpintero/a)	engineer (ingeniero/a)	florist (florista)	lawyer (abogado/a)

Observa algunos ejemplos de cómo expresamos lo que queremos ser o lo que hacemos. Lee las oraciones con la ayuda de tu docente:

I want to be a **doctor** / she is a doctor / I am a doctor / They are doctors / we are doctors

## 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN):

1. busca en el diccionario de inglés las siguientes profesiones y oficios, escríbelas en el cuadro y luego enciérralas en la sopa de letras.

PROFESIONES








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












2. utiliza el Word bank que se encuentra en la parte inferior. Luego escribe las oraciones siguiendo el modelo



He's a waiter.  
He works in a restaurant.



She's a \_\_\_\_\_.  
She works in a \_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.

doctor	chef
waiter	store clerk
waitress	nurse
he	she

hospital	restaurant	department store

3. busca en la sopa de letras las siguientes palabras. Luego realiza el dibujo de cada una en tu cuaderno.













Recuerda escribir la palabra debajo

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





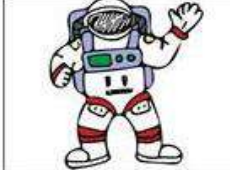



1. Nurse
2. Teacher
3. Chef
4. Astronaut
5. Singer
6. Doctor
7. Pilot
8. Fire fighter
9. Police officer
10. Priest

4. Lee las siguientes descripciones con la ayuda de tu docente. Escribe la profesión y el lugar donde trabaja cada persona. Usa el diccionario de inglés para buscar las palabras desconocidas.



			
I cook food and I am in charge of the kitchen.	I write for newspapers and tell the news on TV.	I work in a court. I help people with legal issues.	I sell land, houses, condos and bungalows.
<b>Chef / Cook</b>			
<b>Restaurant</b>			
			
I sell plasters, bandages and mainly medicine.	I arrange bouquets and sell flowers.	I take your order, then I bring you your food.	I see patients, I give them injections and medicine.
			
I usually sell sausages, lamb, beef and pork.	I sell magazines, comics, newspapers and sweets.	I always sell fresh fruit and vegetables.	I help people plan and book their hotels and flights.
<b>Occupations</b>		<b>Place of work</b>	
<b>Chef or Cook</b>	<b>Newsagent</b>	<b>Restaurant</b>	<b>Greengrocer's</b>
<b>Travel Agent</b>	<b>Doctor</b>	<b>Florist's</b>	<b>Newsagent's</b>
<b>Actor or Actress</b>	<b>Chemist or Pharmacist</b>	<b>Crown Court</b>	<b>Butcher's</b>
<b>Florist</b>	<b>Lawyer or Solicitor</b>	<b>Theatre</b>	<b>Chemist's or Pharmacy</b>
<b>Greengrocer</b>	<b>Estate Agent</b>	<b>Studio or Street</b>	<b>Estate Agents or Agency</b>
<b>Butcher</b>	<b>Reporter</b>	<b>Hospital or Clinic</b>	<b>Travel Agents or Agency</b>

5. encierra o subraya la palabra correcta que corresponde a cada imagen

			
a) police officer b) fireman c) businessman	a) teacher b) dentist c) astronaut	a) actor b) singer c) dancer	a) waiter b) cook c) farmer
			
a) astroman b) astron c) astronaut	a) doctor b) dentist c) nurse	a) pilot b) pirate c) policeman	a) pilot b) astronaut c) policeman

#### 4. OBSERVACIONES

1. puedes imprimir o copiar la guía en el cuaderno del área.
2. lee cuidadosamente cada parte de la guía y la explicación del tema.
3. realiza con lápiz los ejercicios
4. recuerda que el orden, la letra y la presentación de la guía son importantes




**GUIDE 5**

**AUDIOVISUAL AIDS- VIDEOS**

[Learn Verbs #1 | Talking Flashcards - YouTube](#)



Learn Verbs #1 | Talking Flashcards

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	<b>SEDE:</b> A	<b>JORNADA: T</b>	<b>FECHA:</b>	<b>PERÍODO 2</b>
<b>GUIA DE APRENDIZAJE ORIENTADA</b>				<b>GUIA No. 5</b>

### IDENTIFICACIÓN DE LA GUÍA

<b>Asignatura</b>	IDIOMA EXTRANJERO
<b>Nombre del estudiante</b>	
<b>Grado</b>	QUINTO
<b>Docente</b>	NOHORA BASTOS – CARLOS CÁRCAMO
<b>Practicante</b>	LOREN MUÑOZ
<b>Subproyecto-Practicante</b>	Implementing Audio Visual aids as a strategy to teach English vocabulary in fifth grade students in Primary school
<b>Tema</b>	
<b>Aprendizajes esperados</b>	Actions verbs
<b>Tiempo de ejecución</b>	Aprende algunos verbos sencillos para expresar algunas acciones de manera oral y escrita
<b>Puntos asignados</b>	12 puntos

### 1. EXPLORACION (INDAGACIÓN):

1. con tu docente realiza la siguiente actividad lúdica. Eligen a un compañero este debe realizar la mímica (no puede hablar, ni emitir sonidos) de un verbo o acción, por ejemplo: **comer** y el que adivine será el siguiente y así sucesivamente.

2. observa el siguiente video [Learn Verbs #1 | Talking Flashcards - YouTube](#). Luego escribe en inglés las siguientes palabras:

**Nadar:** \_\_\_\_\_ **saltar:** \_\_\_\_\_ **correr:** \_\_\_\_\_ **caminar:**

\_\_\_\_\_ **Volar:** \_\_\_\_\_ **esquiar:** \_\_\_\_\_ **abrazar:** \_\_\_\_\_ **limpiar:**

\_\_\_\_\_

### 3. ESTRUCTURACIÓN – PRÁCTICA- EJECUCIÓN (CONCEPTUALIZACIÓN):

## The Action Verb



Sing



Dance

Recognize an *action verb* when you see one.









**Explode! Scream! Sneeze! Type! Kick!** What are these words doing? They are expressing action, something that a person, animal, force of nature, or thing can *do*. As a result, we call these words *action verbs*. Look at the examples below:

In the library and at church, Michele *giggles* inappropriately.

**Giggling** is something that Michele can *do*.

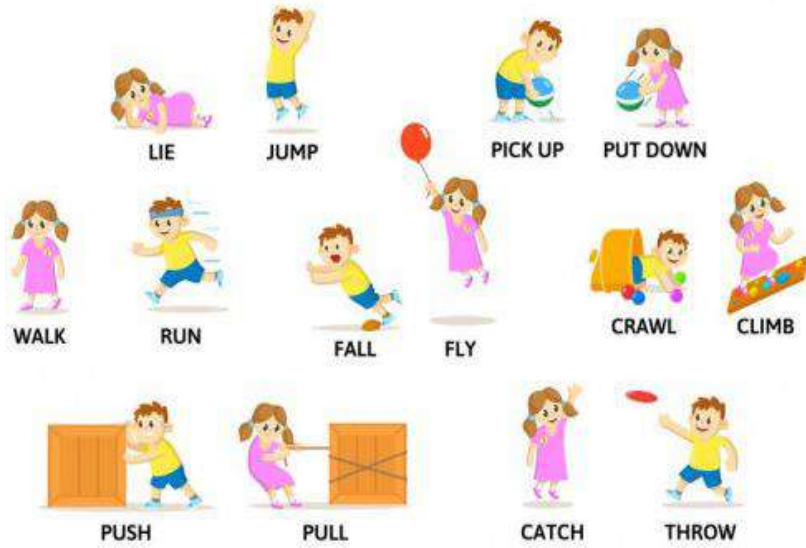
### 3. TRANSFERENCIA- VALORACIÓN(APLICACIÓN):

1. organiza las letras y forma el verbo teniendo en cuenta las imágenes. Colorea

	<b>tsilne</b>		<b>unr</b>
	<b>erda</b>		<b>lyap</b>
	<b>rwda</b>		<b>ocok</b>
	<b>gism</b>		<b>esepl</b>

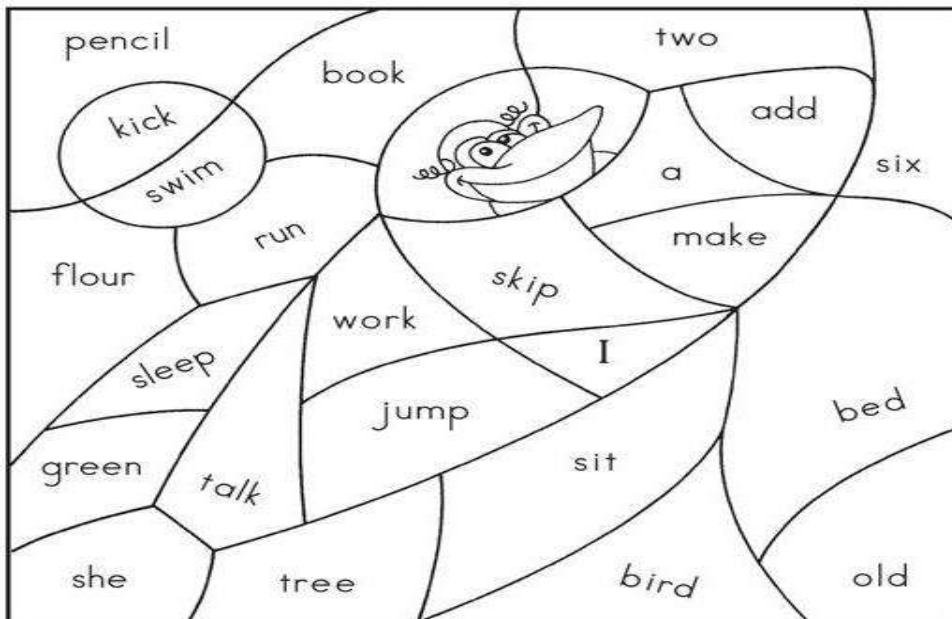
2. práctica la pronunciación de los siguientes verbos. En tu cuaderno escribe cómo se deletrean

### ACTION VERBS



A	Ei	J	Je	S	Es
B	Bi	K	Ke	T	Ti
C	Ci	L	El	U	Iu
D	Di	M	Em	V	Vi
E	I	N	En	W	Dabliu
F	Ef	O	Ou	X	Ex
G	Yi	P	Pi	Y	Uai
H	Eich	Q	Kiu	Z	Zi
I	Ai	R	Ar		

3. colorea cada palabra. Si es un verbo de color amarillo; si no es un verbo, coloréala de morado.



4. lee los verbos de la siguiente tabla y colorea con el sustantivo correcto.

1. drink		a bath
2. take		a book
3. watch		a car
4. draw		English
5. take		TV
6. jump		milk
7. drive		a picture
8. speak		pizza
9. read		a rope
10. eat		a picture



5. Completa cada oración con el verbo correcto

1. I \_\_\_\_\_ pizza.
2. We \_\_\_\_\_ English during the lesson.
3. Kim and Graziella \_\_\_\_\_ a book in the library.
4. Before we \_\_\_\_\_ to bed we \_\_\_\_\_ T.V.

#### 4. OBSERVACIONES

1. puedes imprimir o copiar la guía en el cuaderno del área.
2. lee cuidadosamente cada parte de la guía y la explicación del tema.
3. realiza con lápiz los ejercicios
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## APPENDIX 12 INTRA-INSTITUTIONAL ACTIVITIES

### ACTIVITIES-EL CASTILLO SCHOOL-second term

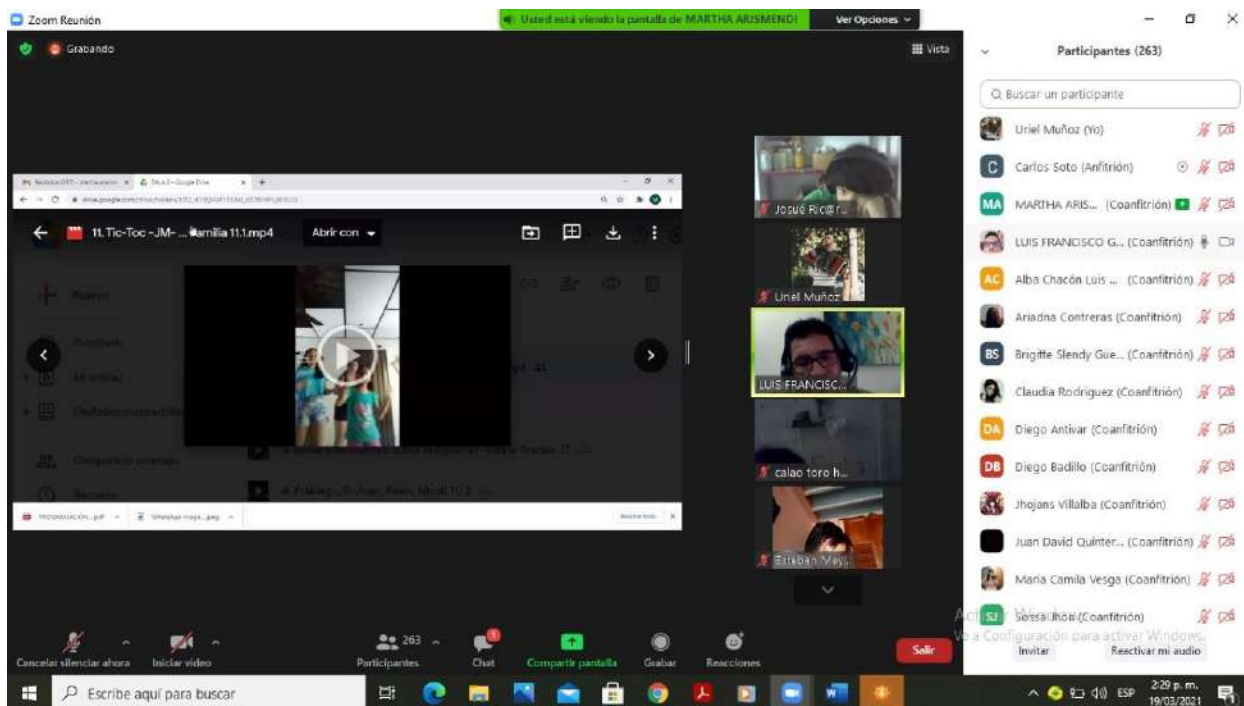
### PROYECTO- “EL AGUA: ORO LIQUIDO”

### ACTIVITY CHRONOGRAM

		<b>"AGUA, ORO LIQUIDO"</b>			
<b>PROGRAMACIÓN</b> 15 de marzo del 2021					
<b>APERTURA</b>	<b>12:00 - 12:15 M</b>	Instalación: Mensaje del señor rector Hernán Fera Morón Mensaje Estudiantes			
SALA 1	HORARIO	VISITANTES	PROFESORES ACOMPAÑANTES	LINKS	PLATAFORMA ZOOM
MODERADORES	12:15 - 1:10PM	6ª (MAÑANA Y TARDE) Y 6ª (MAÑANA)	RAUL BERRIO, MATILDE CARVAJAL, LILIBETH MORALES, HEINER AYALA, YOLANDA ARTEAGA, JULIO CASTELLANOS, LUJANIA RINCON	<a href="https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09">https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09</a>	ID de reunión: 944 471 0171 Código de acceso: Jost2020
	1:15 - 2:10 PM	7ª (MAÑANA Y TARDE) Y 8ª (TARDE)	GLADYS PELLUO, AGUSTIN ALVARADO, EDILBERTO CIEDE, EDGAR PINZON, CLAUDIA PINZON, PEDRO GONZALEZ	<a href="https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09">https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09</a>	
MATILDE CARVAJAL - HEBERTO DE LA TORRE	2:15 - 3:10 PM	9ª (MAÑANA Y TARDE) Y 10ª (MAÑANA)	GLADYS PELLUO, DARWIN OLIVEROS, SILVIA VALENCIA, ABIMAELO OSPINO	<a href="https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09">https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09</a>	
	3:15 - 4:10 PM	11ª (MAÑANA Y TARDE) Y 10ª (TARDE)	MATILDE CARVAJAL, SANTIAGO CASTRO, BERIAMIN GUEBFA, VICTOR ROJAS	<a href="https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09">https://us02web.zoom.us/j/9444710171?pwd=TzFzK2lNVTJueVRSZ2RrCChvLjVpLUt09</a>	
SALA 2	HORARIO	VISITANTES	PROFESORES ACOMPAÑANTES	LINKS	PLATAFORMA ZOOM
MODERADORES	12:15 - 1:15PM	7ª (MAÑANA Y TARDE) Y 8ª (TARDE)	MARTHA ARISMENDI, ROBINSON CORTES, EDGAR PINZON, RAFAEL VELASQUEZ, AGUSTIN ALVARADO, CLAUDIA PINZON, PEDRO GONZALEZ	<a href="https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09">https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09</a>	ID de reunión: 607 281 8661 Código de acceso: 7CVneC
	1:15 - 2:10 PM	6ª (MAÑANA Y TARDE) Y 8ª (MAÑANA)	ARLEN CONTRERAS, JULIO CASTELLANOS, YOLANDA ARTEAGA, RAUL BERRIO, LILIBETH MORALES, LUJANIA RINCON, HEINER AYALA, TORCOROMA DELGADO	<a href="https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09">https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09</a>	
HEINER AYALA - LUIS FRANCISCO GARCIA - MARTHA ARISMENDI	2:15 - 3:10 PM	11ª (MAÑANA Y TARDE) Y 10ª (TARDE)	ELIOT ANAYA, LUIS FRANCISCO GARCIA, BENJAMIN SUERFA, ELA DALAO, SANTIAGO CASTRO, VICTOR ROJAS	<a href="https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09">https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09</a>	
	3:15 - 4:10 PM	9ª (MAÑANA Y TARDE) Y 10ª (MAÑANA)	MARTHA ARISMENDI, LUIS FRANCISCO GARCIA, ABIMAELO OSPINO, DARWIN OLIVEROS, LIZ MAGDA LOPEZ	<a href="https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09">https://us02web.zoom.us/j/6072818661?pwd=a3ZlZlQvRjFhVW5kS2RrCChvLjVpLUt09</a>	
<b>CIERRE</b>	<b>4:10 - 4:15 PM</b>	Coordinadora Jornada de la Tarde: Rocio Martínez (video) y Colectivo del Área de Ciencias Naturales			

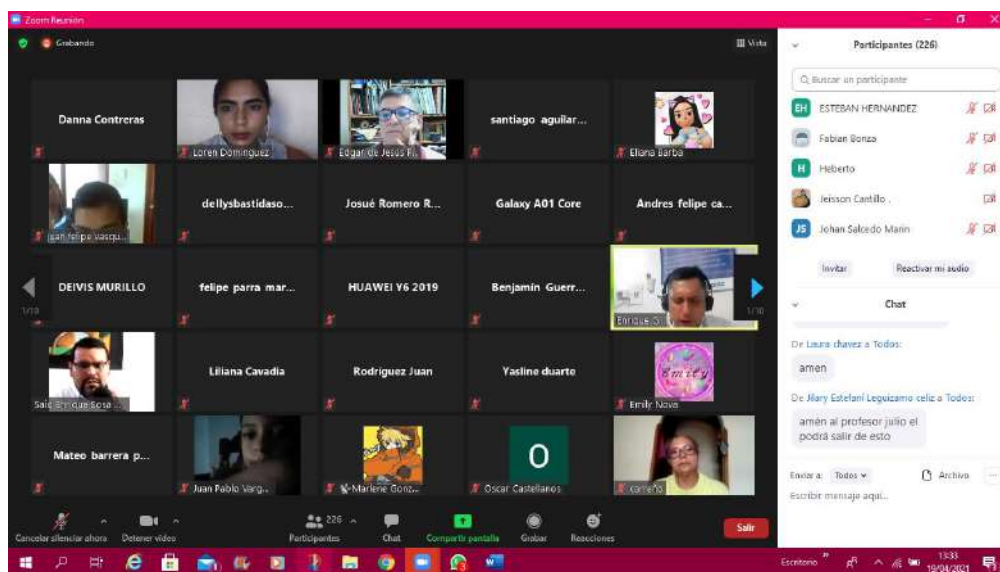
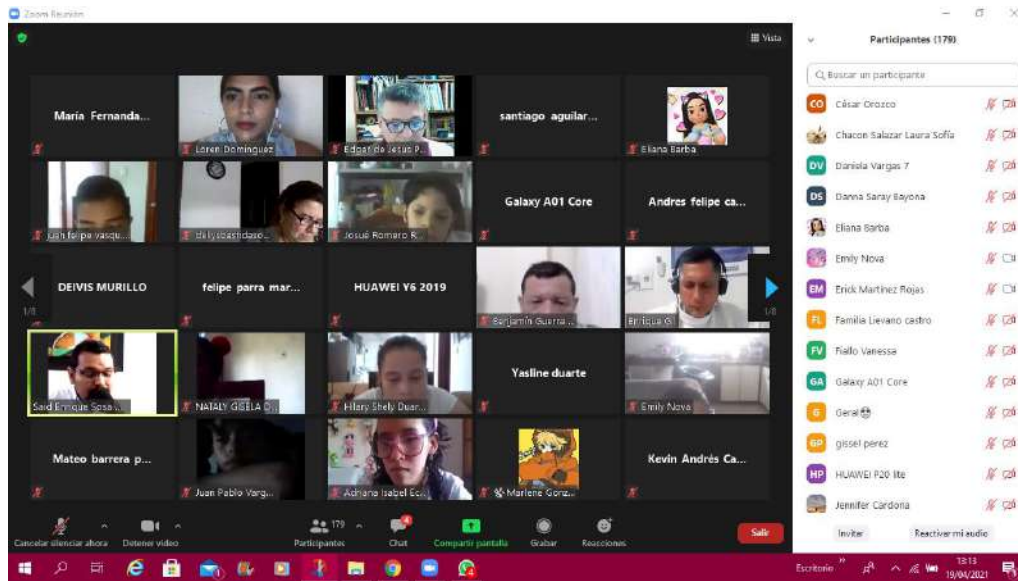


MARCH 19<sup>TH</sup>, 2021



EUCARISTIC MEETING

APRIL 19<sup>TH</sup>, 2021



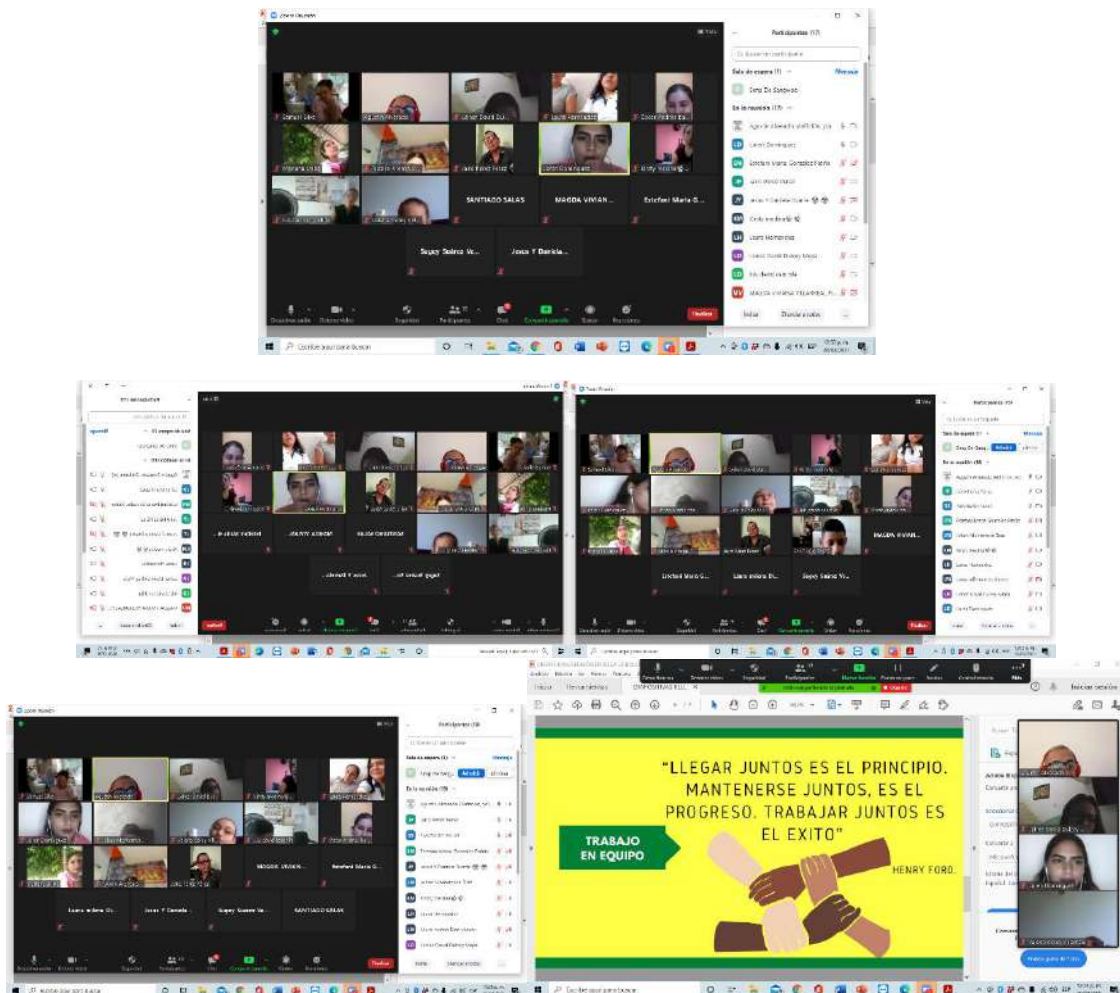


## DELIVERY OF NOTES, REPORT FIRST TERM.

### ENTREGA DE BOLETÍN E INFORME DEL PRIMER PERIODO

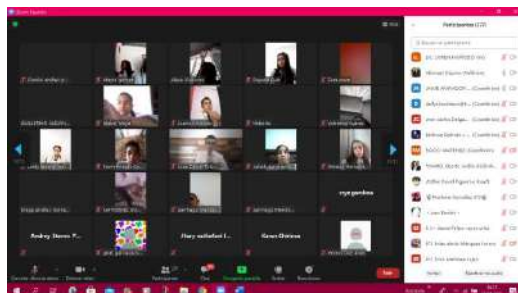
APRIL 20<sup>TH</sup>, 2021

STUDENTS, PARENTS, GROUP'S DIRECTOR AND PRACTITIONER- GRADO 7<sup>º</sup>2





# STUDENT RECOGNITION AWARD CEREMONY “IZADA DE BANDERA”

APRIL 23<sup>RD</sup>, 2021



**MEETINGS WITH THE COORDINATOR.**

**AFTER THE NATIONAL STRIKE.**

	<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>			
	<b>"AÑO DEL RESPETO, LA ESPERANZA Y LA EXCELENCIA CASTILLISTA"</b>			
<b>SEDE:</b> Todas	<b>JORNADA:</b> Todas	<b>FECHA:</b> Junio 10 2021	SEMANA DE DESARROLLO INSTITUCIONAL	

<b>INSTITUCIÓN EDUCATIVA EL CASTILLO</b>	
<b>SEMANA DE DESARROLLO INSTITUCIONAL – JUNIO 15 AL 18 2021</b>	
<b>FECHA</b>	<b>ACTIVIDAD</b>
Martes 15 de junio	<p>Socialización a los padres de familia de la resolución 777 del 2021 – Retorno a clases en la presencialidad.</p> <p><b>Sede A JM</b>            Grado sexto: 6:00am a 7:00am            Grado séptimo: 7:00am a 8:00am            Grado octavo: 8:00am a 9:00am</p> <p><b>Sede B y D</b>            Grado cero: 8:00am a 9:00am            Grado primero: 9:00am a 10:00am</p> <p><b>Sede C y E</b>            Grado cero: 7:30am a 8:30am            Grado primero: 8:30am a 9:30am</p> <p><b>SEDE A JT</b>            Grado cuarto: 12:00m a 1:00pm            Grado quinto: 1:00pm a 2:00pm            Grado sexto: 2:00pm a 3:00pm</p> <p><i>(Cada coordinador organiza el link de la reunión).</i></p> <p>Elaboración de guías tercer periodo.</p>
Miércoles 16 de junio	<p>Socialización a los padres de familia d la resolución 777 del 2021 – Retorno a clases en la presencialidad.</p> <p><b>SEDE A JM</b>            Grado noveno: 6:00am a 7:00am            Grado décimo: 7:00am a 8:00am            Grado once: 8:00am a 9:00am</p> <p><b>SEDE B y D</b>            Grado segundo: 8:00am a 9:00am            Grado tercero: 9:00am a 10:00am</p>

	<p><b>SEDE C y E</b> Grado segundo: 7:30am a 8:30am Grado tercero: 8:30am a 9:30am</p> <p><b>SEDE A JT</b> Grado séptimo: 12:00m a 1:00pm Grado octavo: 1:00pm a 2:00pm Grado noveno: 2:00pm a 3:00pm</p> <p><i>(Cada coordinador organiza el link de la reunión).</i></p> <p>Elaboración de guías tercer periodo.</p>
Jueves 17 de junio	<p><b>Sede B, C, D y E</b> – Comité de evaluación y promoción del segundo periodo.</p> <p><b>Sede A</b> – Asesoría a docentes de secundaria para elaboración del PIAR (10:00am a 12:30pm)</p> <p><b>SEDE A JT</b> - Socialización a los padres de familia de la resolución 777 del 2021 – Retorno a clases en la presencialidad. Grado décimo: 12:00m a 1:00pm Grado once: 1:00pm a 2:00pm</p> <p><i>(Cada coordinador organiza el link de la reunión).</i></p> <p>Elaboración de guías tercer periodo.</p>
Viernes 18 de junio	<p>Asesoría a docentes de primaria para elaboración del PIAR (7:00am a 9:00am)</p> <p>Socialización a los padres de familia de la resolución 777 del 2021 – Retorno a clases en la presencialidad.</p> <p><b>SEDE B</b> Grado cuarto: 8:00am a 9:00am Grado quinto: 9:00am a 10:00am</p> <p><b>SEDE C</b> Grado cuarto: 7:30am a 8:30am Grado quinto: 8:30am a 9:30am</p> <p><i>(Cada coordinador organiza el link de la reunión).</i></p> <p>Entrega de guías del tercer periodo a los coordinadores.</p>

	<p>Grado cero a tercero: Coordinador Alexander. <a href="mailto:Alexander.pareja@castillo.edu.co">Alexander.pareja@castillo.edu.co</a></p> <p>Grado cuarto a quinto: Coordinador Alberto. <a href="mailto:Alberto.prada@castillo.edu.co">Alberto.prada@castillo.edu.co</a></p> <p>Grado sexto a noveno: Coordinadora Rocío. <a href="mailto:Rocio.martinez@castillo.edu.co">Rocio.martinez@castillo.edu.co</a></p> <p>Ciclo 3 y 4: Coordinadora Rocío. <a href="mailto:Rocio.martinez@castillo.edu.co">Rocio.martinez@castillo.edu.co</a></p>
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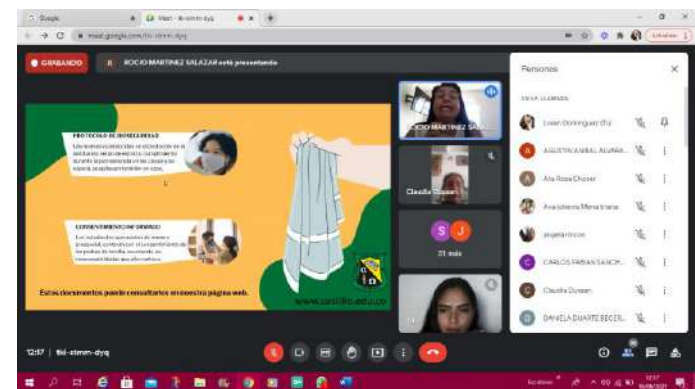
Atentamente,

**Hernán Feria Morón**

Rector

# INSTITUTIONAL MEETINGS

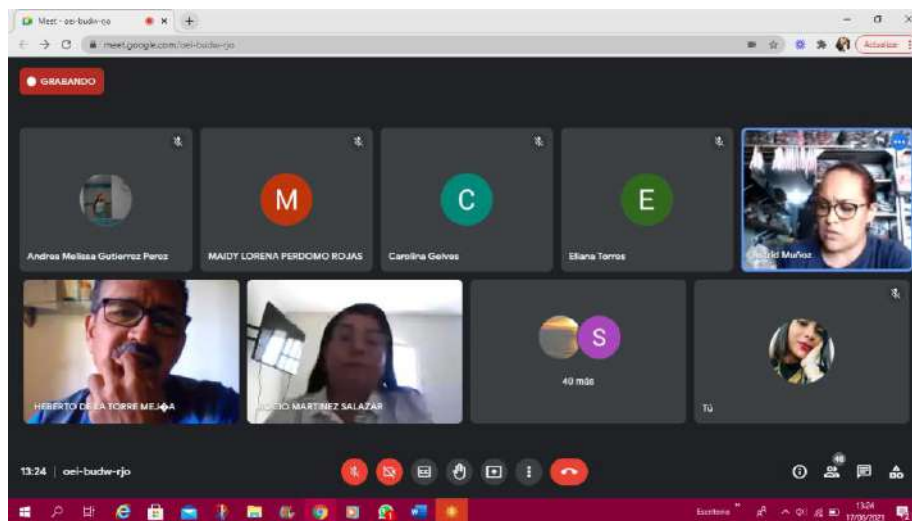
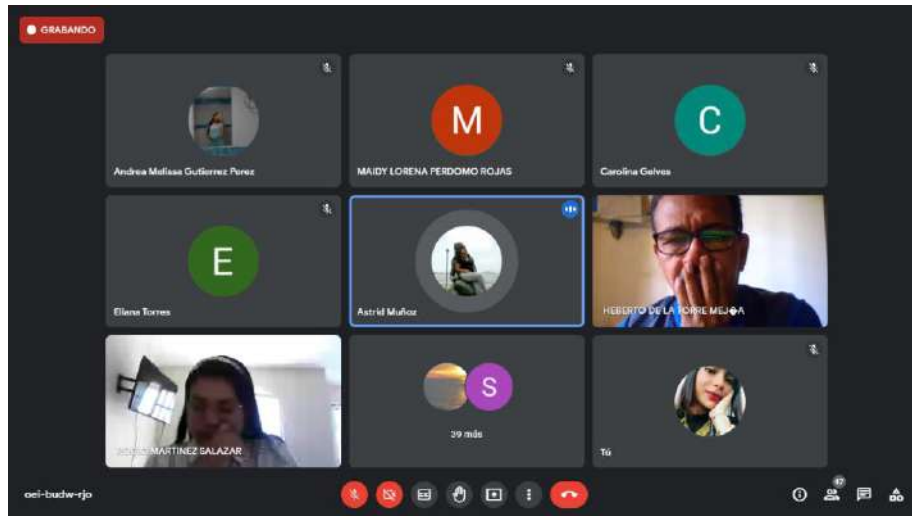
June 16<sup>th</sup>, 2021



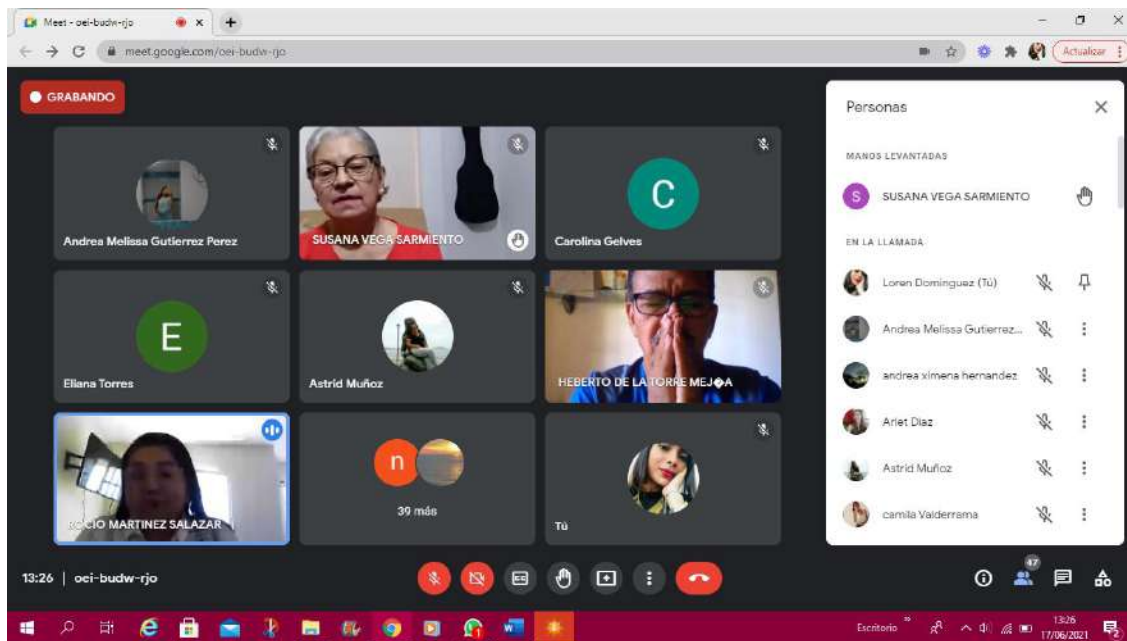
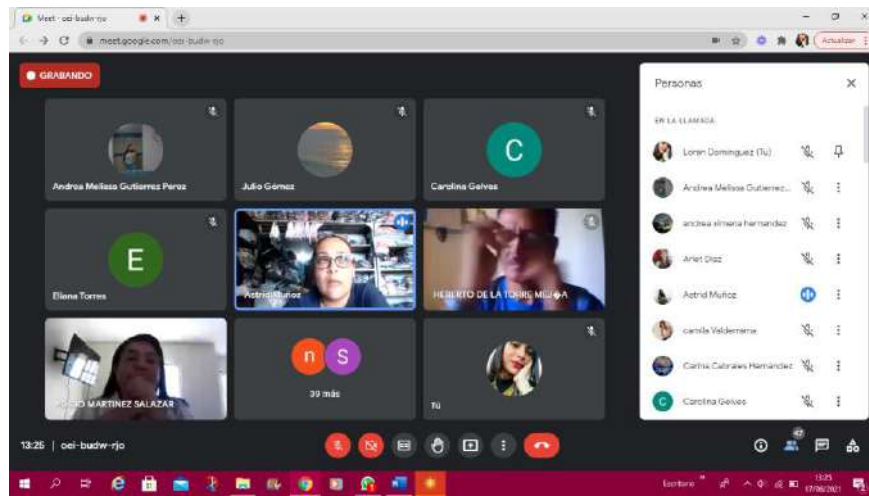


# INSTITUTIONAL MEETING-COORDINATOR

June 17<sup>th</sup>, 2021







Meet - oei-budw-rjo | MARYAN LUZETH DIAZ FERRER | x +

meet.google.com/oei-budw-rjo

GRABANDO

Andrea Melissa Gutierrez Perez

SUSANA VEGA SARMIENTO

Carolina Gelves

Eliana Torres

Astrid Muñoz

HEBERTO DE LA TORRE MEJÍA

ROCIO MARTINEZ SALAZAR

37 más

Tú

Mensajes de la llamada

Carina Cabrales Hernández 13:27  
La vacuna es solo para minorar síntomas debe seguir protocolos  
El colegio ni nadie va responder por nuestros hijos

Astrid Muñoz 13:30  
la responsabilidad es de todos.

Arlet Diaz 13:30  
Buenas tardes soy la mamá de Santiago Mendoza Diaz y ya diligencie la encuesta

HEBERTO DE LA TORRE MEJÍA 13:31  
ROCIO MARTINEZ SALAZAR 12:54  
[https://docs.google.com/forms/d/1FNaqGLSc06qJ21W5CK5A1mW80qE8IveCmA68No\\_Cnow23qakw/viewform?usp=cf\\_link](https://docs.google.com/forms/d/1FNaqGLSc06qJ21W5CK5A1mW80qE8IveCmA68No_Cnow23qakw/viewform?usp=cf_link)

13:32 | oei-budw-rjo

Escritorio 13:32 17/06/2021