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The implementation of fables as a strategy to foster reading comprehension through workshops: A classroom action research at the eight-grade students of Águeda Gallardo de Villamizar high school

Paula Andrea Gelvez Saavedra

Faculty of Education

Foreign Languages program

Teaching Practicum

Pamplona

2020



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Universidad de Pamplona
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Dedicatory

To my mother Irene Saavedra Suarez who represents a great support during my university path believing in my abilities and potential, her advice that gave me a better perspective of my life leading me on this fruitful process, and her unconditional love that helped me in the most difficult times. Besides, to my father Pablo Miguel Gelvez Jauregui who was always there for me providing his aid.





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Acknowledgments.

I want to express my sincere appreciation to my siblings who always gave me unconditional support during my degree. Furthermore, to my tutor and mentor Daniel Pedraza who always helped me with his advice and guide during this teaching practicum.



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Approval Note

Practicum Committee Signature

Cooperative Teacher Signature





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Presentation

This proposal contains as a whole of values, knowledge, and abilities that were acquired during the last semester in the foreign language bachelor degree with the practicum, hence, it starts presenting the institutional observation that describes all the features of the institution and their measures taken in the health emergence provoked by the pandemic of COVID-19. This project is divided into four main parts concerning the pedagogical, research, outreach, and administrative role that the English pre-service teacher must play. The first component corresponds to the *pedagogical* which describes how Aesop's fables promote students' reading comprehension through the use of workshops. This component is developed as action research in a public high school in Pamplona. The second chapter concerning the *research component* which contains a thorough analysis and reflection developed during the practicum. The third one is the outreach component which is focused on primary Education entitled "*English language awareness project in primary schools in Colombia*" which includes a subproject that will be executed in second and third grade in the institute headquarters; and finally, the last chapter, the *administrative component* which describes the pre-service teacher's responsibilities and duties in the extracurricular activities established by the institution. In this order of ideas, these components refer to different features that work in function to the practicum of the foreign languages bachelor degree.



Introduction

Considering Dupont & Bicho (2015) nowadays, teachers face the challenge to contribute the students' formation effectively, seeking the accurate methodology, strategies, and techniques for teaching a second language, considering that teaching has been changing through the time and what it was useful before, and being nowadays not necessarily effective. Therefore, the future teachers have the challenge to renew the manner that they transmit the knowledge in order to obtain better results in the academic education. For that reason, as the foreign language bachelor degree of the University of Pamplona state that the practicum in last semester students become a fundamental experience that consists of a rigorous pedagogical process in which the pre-service teacher confronts the reality to teach in a high school.

Bearing this in mind, the pre-service teacher has the responsibility to foster different new strategies and techniques in order to reach an improvement in students' English competences while reflecting on this experience as a teacher.

Furthermore, this project includes the institutional observation in which the pre-service teacher analyzes the necessary information about the administrative, pedagogical and technological features, as well as the population that integrates the institution, in this manner, the training teacher must identify the pedagogical needs presented in the specific grades in order to carry out projects that help to enhance the found lacks such as the guide of an English teacher for creating and designing workshops for the primary headquarters of the high school; by the same token, the students' weaknesses in the reading comprehension skills in eighth grade.

Accordingly to the information previously exposed, both the factors observed by the pre-service teacher and also the recommendation provided by the English teacher supervisor of the high school, allowed to reflect on possible forms to seek the improvement of these weaknesses.



Hence, the pre-service teacher proposes the implementation of Aesop's fables in order to foster the reading comprehension in the eighth-grade students by means of workshops which will be conducted during the fourth term in the public high school and the creation of didactic workshop for the second and third grade in the primary school.



Justification

Considering to Echeverri & Ferri (2009) in the majority of the public high schools the English level of the students is low owing to the lack of the English material or the motivation for learning a foreign language as well as the implementation of the methodology, strategies, or techniques that they are not accurate or effective for teaching a second language influencing the students' improvement as Munaworah (2017) states. Therefore, it is important to emphasize that teachers confront a huge challenge at the moment to obtain better students' results in the teaching process.

Bearing this in mind, the practicum permits to have the first experience to confront a real teaching context applying everything that the pre-service teacher learned during his degree, not only the knowledge acquired, but also the abilities, competences, values, and among other aspects.

In this order of ideas, the pre-service teacher will implement her proposal in the Educational Institution Águeda Gallardo de Villamizar and its headquarters which place secondary and primary education; thus, the pre-service teacher identifies the students' needs concerning in the foreign language teaching and the grades that were assigned by the English teacher supervisor.

Thence, the proposal is based on reading comprehension considering that it is gained a huge status in the foreign language context, since it represents an essential skill that must be developed in order to succeed in their learning process at the school and their professional life. In this manner, the training teacher proposes the use of fables in order to promote and reinforce eighth-grade students' reading comprehension by means of workshops which aims at reaching an improvement and encourage the students' reading skills.





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Moreover, the training teacher will conduct a subproject focused on the didactic worksheets' design with the aim to reinforce primary students' competences through the implementation of authentic material that promotes the interest to learn a second language. Since, taking into account the health emergency the primary students' do not have virtual meeting leaving as an alternative the worksheets design.



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Objectives

General objective

- To develop the first teaching experience in a public high school considering the main components of the practicum.

Specific objectives

- To foster eighth-grade students' reading comprehension through the use of fables.
- To implement reflection as a transformative tool of the pedagogical processes of integral practice
- To integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Pamplona.
- To be engaged in the extracurricular activities established by the Institution Agueda Gallardo de Villamizar.



Overall conclusion

This project covered the entire objectives and procedures proposed in each component during the teaching practice highlighting the different features presented in the four main components that comprise this project with the objective to provide meaningful aspects that achieve the different purposes to carry out it. Therefore, this proposal responded to the main issue established and the context in which the pre-service teacher was immersed regarding the setting where the teaching experience was developed and the new circumstances that the world confronts with the health emergency since it affects and causes changes in the education giving as an alternative the virtual teaching that is a challenge for all the teachers who want to succeed and obtain better results in the teaching process.



Institutional observation

Educational institution topographic location

The Educational Institution Águeda Gallardo de Villamizar is the official name given to this setting composed of several facilities located in Pamplona, a city is characterized being Educating city that affords high education to young people from around the region, besides, the city is recognized as the university and student city.

Bearing this in mind, the high school offers integral education in the educational level of kindergarten, primary, and technical education to a different population in order to be inclusive with each student; besides, the educational institution is divided into several facilities such as Jardin Nacional, El Escorial, Alfonso Lopez and Santisima Trinidad.

Identification of educational authorities

Taking into account the Educational authorities of Águeda Gallardo de Villamizar Institution, the main authority is the principal Sor. Sol Cristina Redondo, and the second one is academic coordinator Jesus David Ordoñez.

Documentary analysis

1. Administrative

Institutional educational project (PEI)

The institutional educational project contains a wide number of aspects and features that provide guidelines in order to establish the organizational and educational processes of the





institution considering essential parameters which is divided into four main components, such as conceptual, administrative, pedagogical, and outreach component.

Conceptual component

This component provides the institutional features about the population concerning their characteristics, their development in the high school demographic and geographic aspects of the high school as well as, the objectives, beliefs, values, principles, foundations, and among other aspects presented in this component.

With this in mind, this component includes some fundamental parts as

Mission

The Educational Institution Águeda Gallardo de Villamizar affords an academic, humanistic, preventive and qualified formation from preschool to the technical middle in the different areas with relevant theoretical and practical knowledge, with a high degree of responsibility and honesty placed at the service of the region and the country.

Vision

In the year 2020, The Educational Institution Águeda Gallardo de Villamizar will be consolidated as a certified institution in the provision of educational service in the department of Norte de Santander, in the training of young active and autonomous citizens, agents of healthy environments, who developed academic and working skills relevant to personal needs and the social context.



Institutional principles

The preventive system seeks within each person, the qualities and talents with which it is endowed to favor the development of their potential and it does so through the Salesian trinomial: "Work, piety and joy."

Work: It is the study environment where students live and from which they learn responsibility and tenacity towards their own duty.

Piety: It is a God's environment, of prayer, the practice of the sacraments, and the hearing of the God word that offers boys, girls, the mysteries of salvation.

Joy: it is the festive atmosphere characteristic of the Don Bosco lifestyle, an environment that is expressed in the many proposals and activities for leisure time.

Institutional objectives

General objective

Strengthen the educational-pastoral response of the Educational Institution "Águeda Gallardo De Villamizar Technical High School" from the experience of Christian human values with a Salesian image, the education quality at all levels, and the family atmosphere in favor of one's own life and the life of others.

Specific objectives

- To live co-responsibility relationships, it allows the educational community members to participate actively in decision-making and the development of the institutional educational proposal.





- To guide the formation of the new generations with the style of the preventive system in order to be generating agents of safe and healthy environments and strengthen the improvement of the quality of life for them and their families.
- To rationalize human and economic resources in order to offer a quality education with access to new technologies and as a response to the human, academic and technical qualification needs of the Colombian people of the 21st century.

Teaching learning objectives

General objective

To educate students in basic, civic and labor competences from the pre-school level to the technical medium through significant processes enabling them to obtain the Technical Baccalaureate with labor skills or Baccalaureate for young people and adults through flexible learning models.

Institutional philosophy

The Educational Institution Águeda Gallardo de Villamizar, governed by the community of sons of God of Mary, Mother and helper (Salesians), bases its institutional process on the experience of the preventive system, method, and spirituality that becomes San Juan Bosco their own educational proposal.

The educational community is aware of the role that the different stratum, consequently defined as an institution of “open house” being an inclusive family without discrimination of creed, race, gender, and socio-economic situations with the objective to educate “*good Christians and honest citizens*” considering three fundamental pillars that guide the Institution.





Reason: It is the pedagogy of intelligently motivated persuasion, which leads children and young people to the progressive acquisition of convictions that orient them towards a fundamental life option.

Religion: It is an environment that favors human development and maturation, it aims to lead girls, boys and young people towards a transcendent option in life, assuming their own existence as daughters and sons of God and learning of Mary, Mother and helper, the secret of a life according to God.

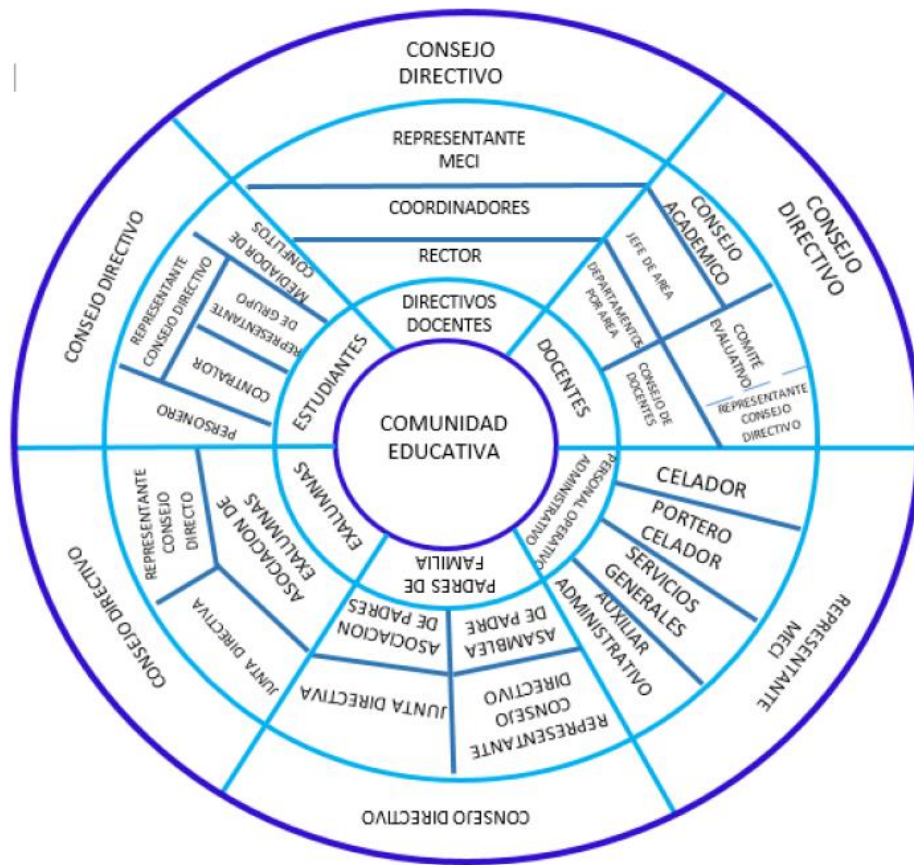
Kindness: Ability to interpersonal relationship with pleasure and delicacy through the reciprocity that is woven into the educational community.

Administrative component

This second section explains the organizational structure of the institution, in other words, the school government and other different entities that compose it. Moreover, this component includes the institution resources, the management policies, the rules that govern the Educational institution and among others aspects. It is important to highlight the institutional organization of the high school that permit to accomplish the objectives and goals taking into account its own mission and vision. This organization is established in a circular shape considering the experience of co-responsibility where each one knows and fulfills his responsibilities autonomously, assumes authority as a service framed in the life project of each one and where the members of all the estates are taken into account. This point can be illustrated in the following structure.



Figure 1: Circular shape organization



Pedagogical component

This component provides a deep overview about the pedagogical model based on the constructivist educational model considering some exponents as Juan Amos Camenius, St. Jhon Bosco, María Montessori, Friedrich Froebel, Jean Piaget, Jeromé Brune, Lev Vygotsky, and David Paul Ausubel developing the pedagogical model of integrator: humanist-constructivist. Besides, this component includes the curriculum design, the curriculum for the different grades, the pedagogical proposal and other items that build up this section. In this order of ideas, it is important to emphasize the based curriculum and the interrelationship between the various cycles of education and how the institution works.

CURRÍCULO BASE

Propuesta Pastoral Salesiana

**Aprender a:
SER, HACER, APRENDER Y A CONVIVIR**

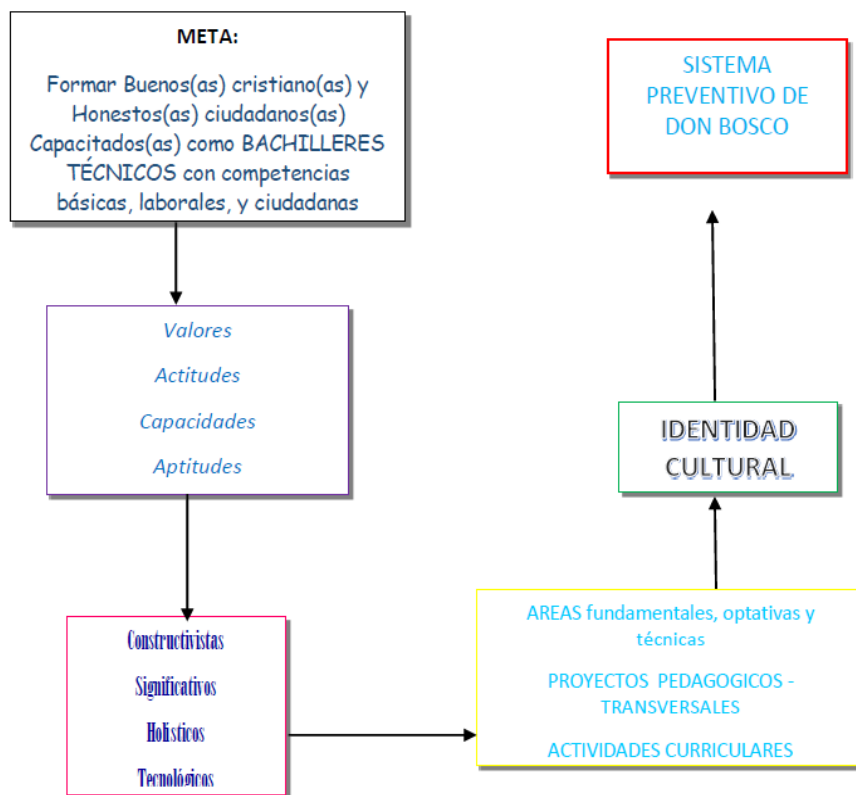


Figure 2: Based Curriculum

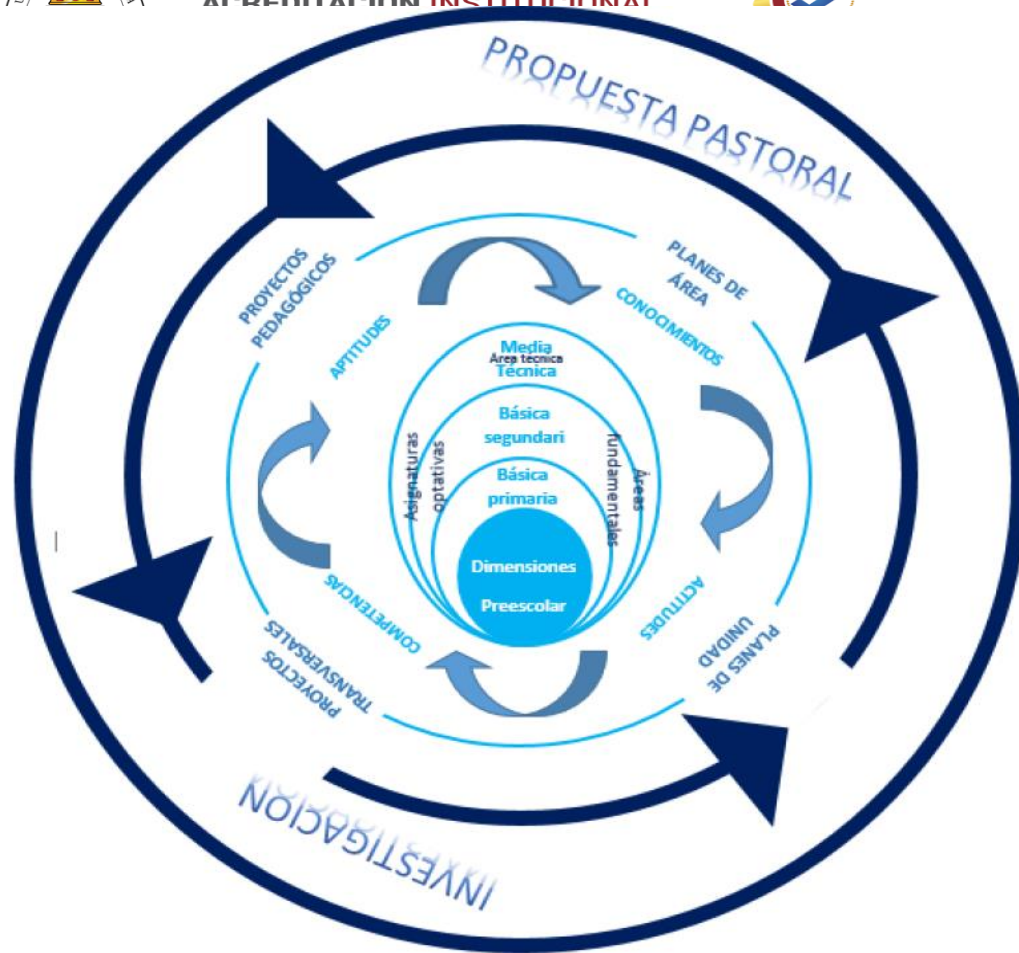


Figure 3: the interrelationship between the various cycles of education

Community component

In the final chapter, it is possible to identify the community aspects in which it is described the relationship with other entities or institutions, the citizen participation in the educational setting, as well as the different informal and formal programs that offers the institution in order to promote the education.

The relevant aspects in the Educational Community handbook

The Educational community handbook is the ethical and moral code of the students, parents, administrative and operational staff, teachers and teaching executives of the institution Águeda Gallardo de Villamizar, based on the right to education as a *right –duty*. It contains the norms that regulate the cohabitation and the members of the Educational Community must



respect them and make contributions to improve them. In this manner, this handbook is built with the participation of the different levels of the Educational Community to be internalized, assumed and lived by all its members.

Bearing this in mind, this handbook includes the different rights and obligations of the students, teachers, and teaching directives, besides the system for the admission of the students and term of teachers, the conflict prevention and resolution, as well as the procedures that must be followed in case of breach of it, in this manner, the handbook is considered as tool that built, evaluated and provide the main foundations for the institution that was created for the educational community in order to guarantee a health cohabitation regarding the active participation of the community.

MEN guidelines and regulations in the face of health emergency

COVID-19 has had a huge impact the different dynamics and realities of society that caused some changes in the way we live, considering the leadership related to the education sector, office secretaries, technical, and administrative teams, teaching directors and teachers who has committed with children, adolescents, and their families in order to provide continuity with the educational trajectory under circumstances that have modified everyday people's practices and how people interact. Therefore, with the aim of strengthening public policy management strategies and guaranteeing the educational services during the health emergency cause by the pandemic. In this order of ideas, the MEN (Ministerio de Educación Nacional) as educative system advanced all actions and protocols that enable to prepare and guide the teaching-learning process in students' houses considering the different situations of each part of the country, acting together with the health authorities, and the families and students consent in



order to guide a gradual and progressive return to the physical presence in the different institutions and educative entities.

With this in mind, the Institution Águeda Gallardo de Villamizar in the face of the health emergency caused by COVID-19 adopt the strategy that was proclaimed by the MEN in order to advance the education at home as an alternative to confront these circumstances. Thus, from the area of the fundamental humanities education and specifically from the English area, the following adjustments were made with the purpose of providing continuity to the teaching-learning process of the foreign language regarding the different competences, such as reading, comprehension, writing, listening, speaking and expression properly in the second language.

Syllabus

	INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO ÁGUEDA GALLARDO DE VILLAMIZAR Autorizado por Resolución 005289 del 25 de Octubre de 2019 PAMPLONA, NORTE DE SANTANDER PLAN DE ÁREA	G.A. PGA Versión 3
		JUNIO DE 2015

ÁREA: Idioma extranjero – inglés GRADO: Séptimo PERIODO: Cuarto Período RESPONSABLES: Docentes de área

ESTÁNDARES	EJES TEMATICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.	INTERNATIONAL CULTURES <ul style="list-style-type: none"> • Present perfect -ever/never • Comparative-Superlatives • Present Continuous • Past continuous vs Past simple -When / while 	ESCUCHA Comprendo una descripción oral sobre una situación, persona, lugar u objeto. LECTURA Valoro la lectura como un hábito importante de enriquecimiento personal y académico. ESCRITURA Utilizo vocabulario adecuado para darle coherencia a mis escritos. MONÓLOGO Establezco comparaciones entre personajes, lugares y objetos. CONVERSACION Inicio, mantengo y cierro una conversación sencilla sobre un <u>tema conocido</u> .	Reconozco que pertenezco a diversos grupos (familia, colegio, barrio, región, país, etc.) y entiendo que eso hace parte de mi identidad.	Identifico los comportamientos apropiados para cada situación (familiar, escolar, con pares).	Identifica similitudes y diferencias entre personas, lugares, animales y cosas. Identifica estructuras básicas de los tiempos presente y pasado simple, presente perfecto y tiempos continuos. Produce textos orales o escritos, en los que da a conocer información sobre características culturales de algunos países. <u>Respeja las diferencias culturales.</u>

Figure 4: Syllabus 7th grade, fourth term

	INSTITUCIÓN EDUCATIVA COLEGIO TÉCNICO ÁGUEDA GALLARDO DE VILLAMIZAR Autorizado por Resolución 005289 del 25 de Octubre de 2019 PAMPLONA, NORTE DE SANTANDER PLAN DE ÁREA	G.A. PGA Versión 3
		JUNIO DE 2015

ÁREA: Idioma extranjero – inglés GRADO: Octavo PERIODO: Cuarto Período RESPONSABLES: Docentes de área

ESTÁNDARES	EJES TEMATICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones. Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero	WISE CONSUMPTION • Present perfect -Yet, already, for and since -Although, because and instead of • Modals: - could, may, might, must • Conditional: -Second conditional	ESCUCHA infiero información específica a partir de un texto oral LECTURA identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado ESCRITURA Produzco textos sencillos con diferentes funciones sobre temas personales y de otras asignaturas MONÓLOGO uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas CONVERSACION Uso lenguaje formal o informal en juegos de rol improvisados, según el <u>contexto</u>	Argumento y debate sobre dilemas de la vida cotidiana en los que distintos derechos o distintos valores entran en conflicto; reconozco los mejores argumentos, así no coinciden con los míos.	Observo situaciones de diversa clase (culturales, sociales, económicas, laborales, entre otras) e identifico <u>problemas</u> .	Identifica la estructura básicas del presente perfecto Infiere el uso de condicionales de segundo grado Emplea los verbos modales de acuerdo a la función comunicativa Produce un texto argumentativo sencillo y estructurado sobre consumismo a partir de referencias bibliográficas previamente consultadas. Reconoce las características del consumo responsable

Figure 5: Syllabus of 8th grade, fourth term

Methodological strategies adopted

- Adaptation of the syllabus following the guidelines and the standards that the MEN provided in this health emergency caused by the pandemic of the COVID-19.
- The texts loan from the National Bilingual Programme for students from sixth and eleventh grade who did not receive them, nevertheless, the institution provides the URL to download them from the portal “*Colombia aprende*”.
- Development of worksheets that was applied weekly or fortnightly based on the content of the text following the suggestions of the Academic council, each worksheet consists of three parts: Implementation, assessment and self-evaluation.
- Guidance worksheets seek to preserve the exploration class methodology regarding theory, appropriation, extension, self-assessment, and references.
- Sequencing of learning and designing relevant activities based on the student context (area and level).

- Planning, programming and execution of synchronous meetings with students who have internet access.
- Creation of WhatsApp groups by grades, to facilitate the orientation of the subject and guarantee the access to information for students who do not have connectivity.
- The delivery of worksheets by the educational institution to students who requested the material owing to the connectivity or place of residence.
- Optimization of ICT resources that the institution have in this establishment, such as at the institutional education platform “webcolegios” in order to send the worksheets and to communicate with the parents.
- Elaboration of explanatory videos focused on the grammar and the workshops, as well as the dissemination of them through the WhatsApp groups of the specific subject.
- Periodic receipts of the learning evidences and work at home by students through of WhatsApp and e-mail.
- Individual and group feedback.

Assessment

Taking into account the adjustments, the institution has decided to adopt the assessment with some relevant parameters, such as the worksheets have the validity of 60%, the exam correspond 30 % which is obtained as an average of students’ grades in the worksheet assessment part and the self-assessment that correspond 10%.

Practicum schedule

These schedules are based on the virtual meetings.

Supervisor Schedule

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1 7:00 -8:00			11°		
2 8:00 -9:00			10°		
3 9:00 -10:00			9°		
4 10:00 – 11:00			8°		
5 11:00 – 12:00			7°		
6 12:00 – 1:00			6°		

Table 1: Supervisor schedule

Pre-service teacher schedule

	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1 7:00 -8:00					
2 8:00 -9:00					
3 9:00 -10:00					
4 10:00 – 11:00			8°		
5 11:00 – 12:00			7°		
6 12:00 – 1:00					

Table 2: Pre-service teacher schedule



2. Pedagogical

Foreign language methodology and resources for teaching

Águeda Gallardo de Villamizar institution has been focusing by the MEN through the program “*Colombia Bilingüe*”. Therefore, the high school in the English subject is based on the textbook “*Way to go*” and the series of “*English, please*”, likewise, the book “*Teenagers*” which assume as a suggestion to work on them. These different books propose to develop a module that includes three units by bimonthly.

On the other hand, the syllabus is centered in Topic Based Syllabus which permits interdisciplinary work with transversal projects and areas concerning to health, sexuality education, human rights education, sustainability, the environment, and democracy and peace.

The principles that support this approach and methodology suggested are:

- The task-based approach.
- Language-based learning outcomes and project work.
- Student autonomy through self-evaluation and reflection.
- Integrating transferable communication skills.
- A noticeable approach to language development.
- Development of learning strategies.
- Articulation of the international and national standards and guidelines.

Guide books of the MEN

The MEN provide a series of textbooks entitled “*Way to go*” that is used for each student of sixth, seventh and eighth grade, and the book “*English, Please*” for students of ninth, tenth and eleventh grade of the high school.





Way to go textbook

In the page “Colombia Aprende” students and teacher can find the first version of the textbook “*Way to go*” which was published in 2016 by the MEN. The Colombian Ministry of Education, through its Colombia Bilingüe program introduces *Way to go* , the series of textbooks created to support the students’ English learning process for sixth, seventh, and eighth grades. This material will guide the students through innovative topics related to the Colombian culture and that in other countries by means of varied tasks and projects which integrate 21st century skills, created to prepare you for a globalized world.

English, Please textbook

The MEN through the program “*Colombia Bilingüe*” delivers to Colombian students the textbook “*English, Please*” (Fast tract edition) as a strategy that seeks the consolidation of the quality process in Education, contributing the adolescents students accomplish pre-intermediate level (B.1) in the eleventh grade. This textbook is based on the guidelines of the Basic Foreign Language Proficiency Standards: English.

Modalities to accompany apprenticeships

Taking into account the health emergency caused by the pandemic of the COVID-19 , the administration and the English teacher decide to assist the students during this virtual teaching-learning process that in some cases, it is difficult for some students that do not have the different technologies that facilitate this process; for that reason, English teachers give the possibility to accompany the students through the use of WhatsApp as a means of communication in order to provide an individual academic counseling for the students that present questions or doubts and the material for working at home. Furthermore, the virtual meeting on Wednesday for providing



a general academic counseling. Nevertheless, for the students that do not have internet access, the institution provides the printed material.

The guidelines of the Basic Foreign Language Proficiency Standards: English.

The national Bilingual program aims at forming citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards. It implicates a structure development plan of the communicative competencies throughout the education system regarding the adoption of one common language that establish objectives with the performance level in the language through the different stages of the educational process, as a result, the MEN select The Common European Framework of Reference for Languages (CEFR). In this order of ideas, the MEN has adopted those language levels for the different population of the Educational system This point can be illustrated in the following chart.

Figure 6: The guidelines of the Basic Foreign Language Proficiency Standards: English.

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

3. Technological

In this section, it is important to highlight that the institution Águeda Gallardo de Villamizar based on the health emergency caused by the pandemic decided that during this

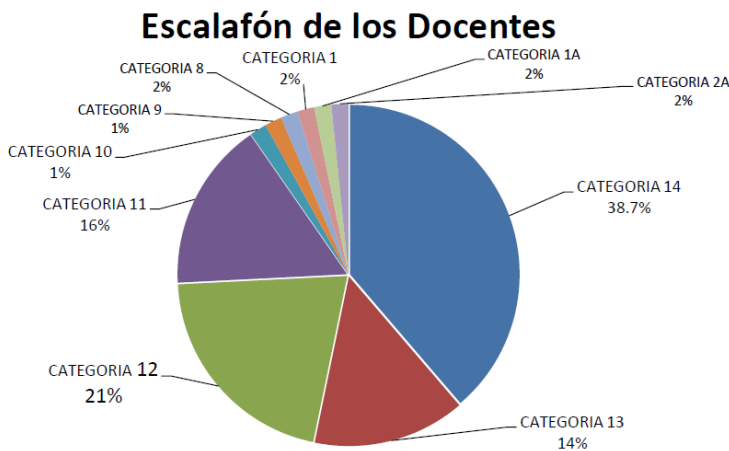
Education at home, the English class will develop in a synchronous manner that permits the students participate in virtual meetings that develop the English teacher on Wednesday considering about 40 minutes for the development of the class in which the English teacher explains the different topics proposed and solves the students' doubts related to the worksheets, besides, the English teacher provides an individual academic counseling and the dissemination of the English material through the different groups of WhatsApp.

4. Population

Teachers

The Educational Institution Águeda Gallardo de Villamizar has qualified teaching staff prepared to assume the responsibilities of education for the 21st century with high intellectual preparation. In percentages, the 38,7% of the teachers are in the grade fourteenth, and the others are distribute between the category thirteenth and eighth, besides, there are four teacher designated by teaching competition considering the decree 1278. This point can be illustrated by this following figure.

Figure 7: Teachers category in the institution





Administrative

Nowadays, the institution has two security guard, one general secretary, two janitors, four administrative auxiliary with the duties of paymaster, librarian and two auxiliary secretaries.

Community of parents

The community of parents is composed by 90% of families that belong to social stratum 1 y 2 and 10% of families that belong to social stratum 3. In this order of ideas the majority of the families come from suburbs of the city and rural area.



Chapter I: Pedagogical component

Title

The implementation of fables as a strategy to foster reading comprehension through workshops: A classroom action research at the eight-grade students of Águeda Gallardo de Villamizar high school

Introduction

Considering the MEN (2006) nowadays, reading different texts effectively in a foreign language, it is considered as one of the most challenging processes for most of the secondary students. Nevertheless, this process helps students to assume a critical position with the written texts which it is considered as a fundamental skill that teachers must develop in the secondary students in order to enhance their English proficiency level and to succeed in their learning process at the school and the professional life (Dechant, 1991).

With this in mind, it is necessary to develop the students' reading comprehension, since, nowadays the majority of the students have a low level in English and their reading comprehension, having difficulties to understand what they read and the involvement process with the written language, for that reason, it is important to emphasize that teachers have to explore different strategies, activities, and material in order to enhance and encourage the students' reading comprehension as Echeverri & Ferri (2009) stated.

Accordingly to there are different literature strategies used in order to teach a second language and to develop the students' reading comprehension effectively taking into account the students' needs and the environment in which they are immersed, thus, one of those literature



strategies is the use of fables that is helpful in teaching reading comprehension and improving students' skills.

In this order of ideas, Méndez (2014) affirms that the fables are considered useful in teaching reading comprehension, since it encourages the students to read and develop their skills taking into account that the fables is a form to catch students attention to read and understand what happened in the story and what is the moral of it.

Statement of the problem

The observations carried out at Águeda Gallardo de Villamizar in the eighth grade evidenced that there is an urgent necessity to reinforce students' reading comprehension, since, it is evidenced the low level in English at the moment to be able to understand what they read in written texts for some reasons such as the selection of the texts or the long texts that become tedious for some students. In this manner, the fables can be an accurate strategy to help the students to foster their reading skills in a motivational and didactic manner, since the fables are tales in which most of the characters are animals and are personified taking human characteristics, besides, each fable finishes with a moral added in a form of a proverb to be learned.

Bearing this in mind, the fables are a helpful strategy in order to foster students' reading comprehension considering the fables as interesting stories, comprehensible to the students, and adequate for their level. In this order of ideas, the observations carried out evidenced the lack of the English level in this competence for the eighth grade which will be part of this action research project.

Problem question

How can the use of fables promote students' reading comprehension in eighth graders?

Sub-questions.

In which way the process of using fables can improve the students' reading comprehension?

Does fables moral provide an aid to foster students' reading comprehension?



Justification

“In Colombia, the majority of the students in public high school tend to have low levels of English which makes reading comprehension challenging” (Ríos & Valcarcel, 2005) thus, to help the students to promote and to reinforce this meaningful process it is important to develop different strategies that foster students’ reading comprehension , since, the Academic improvement has become a fundamental objective in the public high schools in order to obtain better results and an effective manner to teach.

Bearing this in mind, Gómez (2017) states that the Colombian government has established policies towards foster English as a Foreign Language in Colombia in order to contribute to improve students’ foreign language skills to achieve a bilingual country which offers the equal working and life opportunities; therefore, the National plan of bilingualism has as a main objective to attend to the particular bilingualism necessities of the different Colombian populations giving the opportunity to educate citizens who are able to communicate In English in such a way that promote the universal communication with internationally comparable standards, hence as guide to direct the second language development the Colombian government establishes the basic foreign language proficiency standards in English which stipulate the criteria that Colombian students must achieve in their academic development.

In this manner, these standards are focused on the different competences, such as reading, listening, writing and speaking that each Colombian student must reach in the different grades, consequently, for the population of this study the standards stipulate certain criteria as the MEN (2006) in the basic foreign language proficiency standards in English established that in eighth grade the students must reach a B1.1 level considering the Common European Framework of Reference for Languages (CEFR), thus, these standards established some parameters to



accomplish the eighth grade students in the reading comprehension, such as they must identify the beginning, the conflict and the end to the different stories, to identify the purpose of the narrative texts, to understand the implicit information concerning the different text that are interest for the students, to value the reading as a fundamental activity for students' lives, to identify the relation of meanings that are expressed in the texts, among other aspects. In this manner, to reinforce and foster students' reading comprehension has become an essential objective to achieve in secondary education taking into account the standards that the students must accomplish during the academic year.





Objectives

General objectives

To foster eighth-grade students' reading comprehension through the use of fables

Specific objectives

- To enhance students' reading comprehension with the implementation of fables through workshops.
- To identify the aid that fables moral provide in reading comprehension fostering.



Theoretical framework

This section addresses the main theories that establish important concepts that offer a possibility to support the steps raised along the process. In this vein, this study has three fundamental theories. These theories are: reading comprehension, fables as a device to improve reading comprehension and teaching strategy.

Reading comprehension

Reading comprehension is one of the most important skills that are developed at the moment to learn a second language; in this manner, Torres & Constain (2009) define reading as a process of identification, interpretation, and perception of any text and the comprehension as the understanding process of the meaning of written material that involves the conscious procedures that guide through the understanding. Therefore, comprehension is considered as a special thinking process in which the readers construct the meaning mentally in order to obtain a critical position (Alexander, 1998).

Consequently, “reading comprehension is the perception, making sense of and comprehension of written matters” (Ardiana, 2015) that is to say, it is recognized the information that the author expresses and to be able to understand the author’s feelings and thoughts that are desired to be transmitted in the text without leaving any doubt points left. In this order of ideas, the reading comprehension as an active thinking process depends not only on comprehension skills but also the students’ experience and their prior knowledge that involve the vocabulary comprehension related to the unknown words and the students’ previous knowledge represent what they are going to understand about the text and the sense that they will provide of the text (Dirham, 2011).



Bearing this in mind, Torres & Constain (2009) affirm that the reading comprehension provides a critical life that contributes to the satisfactory achievement in different contexts, such as in the school, society, or in their professional life because through reading people learn and obtain knowledge about others and the world. For that reason, reading comprehension represents one of the most fundamental skills that students have to develop in order to learn a second language.

Therefore, this skill has become as an important aspect to develop in students, because it stresses the students' progress during their Educational life, taking into account that it helps them to understand the different skills and competencies that are immersed in learning a second language as Khusniyah, Rasyid, & Lustyantie (2017) state. Thus, reading comprehension helps the students to analyze a situation, event or facts obtaining new knowledge developing their competences in English.

Fables as a device to improve reading comprehension

The literature is a great component for teaching a second language and strengthening students' competences in the foreign languages, in this manner, the fables are considered a literature didactic material focused on developing students' reading comprehension since the fables are short animal tales that have a moral in his story in the form of a proverb in order to teach a lesson for the life, hence, the fables are effective to assess students' reading comprehension due to its fundamental message that is transmitted through a lesson of life to guide people in how to live properly, provide the students the opportunity to develop their reading comprehension at the moment to infer the fundamental moral that the author attempts to communicate in his written texts (Pelletier & Beatty, 2015).

In this vein, the fables are didactic stories that have a moral explicitly or implicitly that the reader has to understand for himself considering some aspects as the actions of characters, the plot, the end of the story and the consequences as Dorfman & Brewer (1994) state. Consequently, the fable is helpful to foster students' reading comprehension regarding that it is meaningful and comprehensible for all the students considering the vocabulary, the length, the story plot and the compelling argument for the moral.

The fables represent an authentic material for fostering students' reading comprehension, since it is popular in the literature throughout the world considering the various stories focused on different topics, such as the disapproval of wealth, hypocrisy, arrogance, their criticism of established habits, and their respect for life as Katsadoros. (2011) affirms. As a result, the fables are considered as a beneficial tool for the students to evolve their reading comprehension constituting pleasant and instructive reading addressed to any age and suitable for teaching.

Teaching Strategy

The term strategy has military origins, it is derived from Greek word for generalship, considering Bell (2002) a strategy encompasses a coherent set of actions intended to achieve a specific objective through a process. Therefore in education, strategy represents a means in which the teachers can implement a tool for reaching their objectives in the class or in order to improve students' weaknesses. The University of Nebraska-Lincoln (2016) states that a strategy is a tool employ in order to accomplish a task, enhancing the performance of academic task. Thus, it helps teachers to reach the different objectives that they propose for their class and enhance students' performance.

With this in mind, the teaching strategy help the pre-service teacher to accomplish her objectives in the eighth grade, regarding Fu et al., (2014) affirms that the accurate and effective



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teaching strategy influence the students' improvement in their reading comprehension which constitutes a key to successful in the reading comprehension.



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Literature review

The fables as a strategy to foster reading comprehension through workshops have gained a huge interest regarding its various studies in which these literary texts are immersed in order to research about its impact in a foreign language context. In this manner, the studies based on Aesop's fables to enhance the reading comprehension, Méndez(2014) conducted an action research in Colombia, entitled "fifth graders reading skills development through workshops based on Aesop's fables" with the objective to analyze and describe how the participants develop their reading skills by means of implementing workshop based on Aesop's fables, using surveys, diagnostic tests, field journals and workshops in order to gather data, in this way, this study concluded that the students demonstrated an improvement in their reading skills through the workshops applied with the Aesop's fables that presented a continuous progress to understand the fables and also, contributed to enhance the didactic and pedagogical material for the students who are more motivated to read and to develop the activities, in this order of ideas, the Aesop's fables are an didactic and suitable strategy to promote the reading comprehension in the students and to enhance this skill.

Furthermore, Pelletier& Beatty (2015) carried out a research entitled "Children's understanding of Aesop's fables: relations to reading comprehension and theory of mind" this study was divided into two research, the first one aimed at examining how Aesop's fables understanding change across the different grades and the second one had the objective to analyze how "theory mind" development in Kindergarten is related to fables understanding, in this manner, the results demonstrated the students increase understanding of fables since they presented progress from identifying story facts to extracting a life lesson, developing their awareness and their ability to think critically related to the moral of the story, also the authors



concluded that the Aesop's fables are helpful for improving students' reading comprehension, therefore, Aesop's fables represent a great option to seek the students' comprehension improvement due to its stories and life lessons.

Likewise, there is a study called "Using Aesop's fable to teach reading comprehension of narrative text at junior high school" conducted by Puspita & Jufri, (2018) which aimed at helping the students to understand more the narrative texts and to teach reading comprehension through Aesop's fables in order to increase students' reading ability. The authors concluded that Aesop's fable is a good media in teaching students' reading comprehension making the teaching and learning process enjoyable, and obtained an improvement in the students' reading comprehension since, the Aesop's fables are easy to comprehend and to identify the moral, consequently, The Aesop's fables are very useful and applicable that enhance students' interest and motivation at the moment to read, because the students develop their critical thinking for extracting its moral value.

There are studies focused on the implementation of fables for improving students' reading comprehension as Mislaini (2015) conducted a study entitled "Improving Students' Reading Comprehension of Narrative Text by Using Fable at the Grade X Sman 1 Bonai Darussalam" which aim at enhancing students' reading comprehension by using fables, the data was gathered through qualitative and quantitative data. The qualitative gained by analyzing the field note, observation sheet and interview. Then quantitative data were obtained from the students' writing score of cycle I and cycle II, consequently the author concluded that the implementation of fables are successful, because there was an improvement in students' reading comprehension and motivate the students to read narrative texts.



Considering the online sources for improving reading comprehension the author Syafii (2018) conducted a study called “Using Online Short Stories to Improve the Reading Comprehension Ability” with the objective to benefit these readily used materials to enhance the eighth graders’ reading comprehension of narrative texts, the online material applied several kinds of narratives such as fable, folk tales, adventure, fantasy, and science fiction. Obtaining as results the students’ improvement in their reading comprehension, and also, the increase in the students’ interest and motivation of reading.

These studies concluded the same result that fables increased students’ motivation and interest at the moment to read which help the students to obtain an improvement in the reading comprehension as a main objective of the study confirming that the fables is an effective teaching strategy at the moment to seek an improvement in students’ reading comprehension, since they are considered as an authentic and didactic material that catch students’ attention and turns reading into an enjoyable activity for the students.



Methodology

Research methodology

Research design and approach

This proposal applied a qualitative approach regarding the problem that it focuses in a social phenomenon within a natural setting, for that reason, it implements an action research design taking into account that it is important to seek a solution a specific issue established. Therefore, according to Gibson & Macaulay (2001) the action research is carried out, integrated and designed by the participants in the relationship with researchers, in this manner, the action research identifies the issue in order to cause an effective positive change. Equally, Bryman & Bell (2011) define the action research as an approach in which the researcher and the participants collaborate with the objective to develop a solution based on the diagnosis made; hence, this study is addressed as an action research design since the action research is a process in which the researcher seeks a solution for a specific problem that is developed in the Educational context considering that the teacher wants to provide an improvement in the classroom performance in which the individuals take part in the environment development, considering the student learning, the implementation of a plan action and the others factors that involved the development of a class.

With this in mind, Ferrance (2000) affirms that the action research helps to examine the teachers' own educational practice carefully considering the techniques of research in order to work to seek a solution to a specific issue that help them in their professional development, thus, the action research encourage to assess and examine their own work and in this way, to consider different manners to work for obtaining better results in the teaching-learning process.

Population

The target population for this study corresponds to the eighth grade at Águeda Gallardo de Villamizar Institution in Pamplona. The students came from Venezuela, Pamplona and its surroundings, where this public school is located. The students' ages range from 13 to 14 years old. Therefore, this study will be carried out with one of the groups of 8th grade students.

Data collection instruments and techniques

With the objective to know how the implementation of fables helps to reinforce students' reading comprehension, the reflective journal and the use of workshops for implementing the fables as a reading strategy.

Workshop.

Considering Méndez (2014) the workshops as an educational research instrument are composed for several activities that are developed in one lesson, those activities aim to develop a specific ability that demonstrate the students' state with the competence. In this order of ideas, the workshop is considered as a common tool that teachers use in order to make students practice for improving their weaknesses. Besides, the effectiveness of the workshops depends on the selection of activities, the objectives pursues and the manner that the teacher explain the instructions of the tasks.

Reflective journal.

The reflection is considered as essential in order to develop the understanding about experiences, responses to what people are learning, the knowledge acquired, among other aspects to recognize some features, factors and aspects that contribute to the research, thus, the reflective journals are personal records concerning the experiences, ideas and thought taking into account a

specific issue, therefore, a reflective journal is considered as an activity in which the teachers can register ideas, thoughts, reflections and feelings about their students in order to think critically about the events and the students' development (The University of Otago, 2014) .

Data Analysis and interpretation

Regarding the data analysis process, this study implements the triangulation considering Yeasmin & Rahman (2012) it is used in order to interpret and analyze data providing meaning for the research results since it supports the data increasing the information validity by using the theories about specific topic and the information gathered; in this way, from this data emerges some categories that includes subcategories giving a theoretical description that supports the statements about the phenomenon studied. Therefore, this analysis method helps to interpret the data collected taking into account the theories reflected in the theoretical framework section that provides an aid to guide the categories and subcategories selection.

CATEGORIES	SUB-CATEGORIES	THEORETICAL DESCRIPTION
Fables to enhance students' reading comprehension	Development of the reading comprehension throughout fables' moral	The development of the reading comprehension is reflected on the effectiveness of story moral since the learners develop a critical thinking at the moment to analyze the fable and understand the life lesson.
Fostering students' reading	Fables as a teaching strategy	The fables were implemented

<p>comprehension through a teaching strategy</p>		<p>as a teaching strategy regarding the different set of actions that reach a specific objective in order to carry out the workshops; therefore, the practitioner used the pre-reading, while-reading and post-reading as a strategy to guide the students during the fable reading and the development of the workshop.</p>
<p>Fables as a device to encourage written production</p>	<p>Students' written production</p>	<p>To the extent the students answer the fables workshop, they develop their written production.</p>

Table 3 Categories, sub-categories of the pedagogic component

Pedagogical methodology

Taking into account the pedagogical methodology of the Águeda Gallardo de Villamizar Institution that is based on Constructivism, this proposal will implement this approach in order to reach the objectives, consequently, Considering Mcleod (2019) the constructivism is an approach to learn that holds people actively construct or make their own knowledge that is determined by the experience of the learner, in this vein, constructivism believes in a personal construction of meaning by the learner through the experience

This proposal applied certain procedures or stages in order to implement the fables through workshops, developing students' reading comprehension:

- **Pre-reading:** it is an introduction of the particular text, providing appropriate background knowledge of the text considering the students' prior knowledge. The preview a text helps students to identify the different aspect of the text, such as the possible theme, plot or argument.
- **While reading:** it is an activity that helps to develop students' reading comprehension, since, the student has to read the text carefully in order to identify the different aspects and features of the texts, employing a tool, such as the dictionary or the internet.
- **Post-reading:** this is an exercise that permits the teacher to know how much the student understand in the text in order to verify students' comprehension and lead students to a deeper analysis of the text.



Setting and sample

This research project was developed in “Águeda Gallardo de Villamizar” high school that provides an integrated education in the educational level of kindergarten, primary, and technical education to a different population in order to be inclusive with each student.

Bearing this in mind, this project was carried out in the eighth grade that is divided into two different parts “8A” and “8B” which contain approximately 80 students. In this order of ideas, the specific sample was selected considering the development in the research and their skills at the moment to develop their reading comprehension; therefore, the sample has 5 participants. The students’ range age, from 13 to 15 years old.

Ethical considerations

During this process carried out was necessary to consider ethical aspects when developing a social study in which participants are immersed, in this way, researcher took into account protect participants’ confidentiality during the data process they can use a pseudonym that won’t be associated with him or her.



Results

Taking into account the objectives established in order to fulfill the project assumption; the pre-service teacher emphasizes some material that leads this project through the main objective that is focused on using fables to foster eighth-grade students' reading comprehension in Águeda Gallardo de Villamizar high school. In this manner, this research project implement workshops and reflective journals in order to provide a deep understanding of the phenomenon established. The categories are divided into three main sections: fables to enhance students' reading comprehension, fostering students' reading comprehension through teaching strategy, and fable as a device to encourage students' writing production.

Fables to enhance students' reading comprehension

During the progress of the workshops' activities, the students showed an enhancement to the extent they developed each fable. The first workshop entitled "the lion and the mouse" demonstrated the participants' reading comprehension skills since the majority of the sample had accurate and short answers that comprehend completely the idea of the fable, expressing a profound thought of the fable and the moral of the story ([appendix 1](#)); nevertheless, the others wrote a summary or a long idea about the fable in order to broach all the fable's details ([appendix 2](#)). Besides, in the multiple-choice activity, the students evinced a great understanding of the fable considering most of the answers were right.

The following workshops demonstrated that the participants improved their reading comprehension through fables because they went in-depth in the general overview since the learners explained what they understood about the fables, associating the images, the vocabulary, and the title; therefore, they inferred the story theme giving a deeper comprehension of their thoughts ([appendix 3](#)). Besides, they evinced an enhancement when they expressed their ideas

showing up the development of their reading comprehension skills as the researcher affirmed [\(appendix 4\)](#)

“The students presented an improvement at the moment to express their ideas taking into account that they had clearer and more coherent ideas; therefore, they developed the workshop activities in a better way...”

In this order of ideas, the participants presented enrichment at the moment to reflect their ideas, omitting the confusing points of it.

In general, the different participants’ workshops demonstrated genuine progress in the reading comprehension taking into account the answers that they provided during the workshop development since they expressed their ideas or thoughts differently either in a short or long manner, they selected the best way to communicate their own perception of the fable in a coherent, consistent and concise manner removing some mistakes.

Development of the reading comprehension throughout fables’ moral

The participants developed their reading comprehension not only by answering the questions related to the plot of the story since they built up a profound understanding with the reading when they analyzed the fables moral and reflected on what they understood, developing critical thinking in order to answer their ideas, comments, or thoughts deeply about what they comprehended from the life lesson that denotes their reading comprehension as a fundamental skill [\(appendix 5\)](#) given that they went in-depth of these fables moral considering how it influenced and taught an important life lesson [\(appendix 6\)](#).

According to Price-Mitchell (2020) the critical thinking is the skill to assess information and to think critically about an issue or story that means to be open-minded in order to look for solutions and analyze different features profoundly to make judgments. Therefore at the same

time that the participants were developing the fables' activities, they were building up the critical thinking since they used the fables' moral as a means to think critically and understand deeply it means as the researcher affirmed in her reflective journal:

“They built up critical thinking patterns when they analyzed the fables moral and subsequently, they disseminated some points of view related to what the moral wanted to bring to the reader.”

Fostering students' reading comprehension through a teaching strategy

With the objective to foster students' reading comprehension, the trainee teacher followed a teaching strategy applied in the fourth workshop in order to proceed along with a pattern in the fables activities. It is divided into three main stages in order to develop students' reading comprehension:

- Pre-reading: the preservice teacher asks to deduce what the story is about regarding the title and the drawing associating the students' prior knowledge as a preview of the text that helps students to identify the different aspects of the text such as the possible theme, plot or argument.
- While reading: the learner reads the text carefully in order to identify the different aspects and features of the texts, employing a tool, such as a dictionary as well as the vocabulary given in the workshop, subsequently, the students must answer different multiple-choice questions related to the fables.
- Post-reading: this is an exercise that allows the teacher to test how much the student understands of the fable in order to verify students' comprehension and lead students to a deeper analysis of the text, hence the learners must argue the moral of the story.

Furthermore, it is important to underline that the reading stages helped to pursue a pattern in each workshop that facilitated the development since the pre-reading activated the students' prior knowledge in order to deduce the fable's theme, while reading developed students' comprehension considering what they understood during the reading and the post-reading set off students' critical thinking since they had to analyze the moral and respond the question with a profound argument ([appendix 7](#)).

Fables as a teaching strategy

During the practicum, the pre-service teacher developed different workshops that were focused on different classical fables, such as the lion and the mouse, the fox and the grapes, the rabbit and the tortoise, and the boy who cried wolf. These fables are common and traditional in education since in some cases, these fables are seen previously in the school, and in this manner, the learner can associate their previous knowledge to the English fables as (Méndez, 2014) affirms.

It is an advantage in which the learners can associate prior knowledge in Spanish with these fables in English, facilitating the development of the workshop and giving the possibility to learn new words and awareness.

It is important to emphasize that the first workshop was designed by separated of the pedagogic worksheet that it is usually sent ([appendix 8](#)) nevertheless, the supervisor asked the practitioner to incorporate the fables workshops as a section of the teaching worksheet that was entitled "reading comprehension activity" ([appendix 9](#)).

Bearing this in mind, the fables were implemented as a teaching strategy taking into account that the trainee teacher used the fables in order to keep the participants engaged in practicing their reading skill following a set of actions (*pre-reading, while reading and post-*

reading) to guide students in the fables reading and to obtain an enhancement in the students' reading comprehension, as the pre-service teacher affirmed in the reflective journal ([appendix 10](#))

"I could realize that this implementation of fables as a teaching strategy for fostering students' reading comprehension was accurate since the students in this last workshop evinced their improvement in their texts and their development of them."

Fables as a device to encourage written production

During the progress of the workshops fables activities, the students evinced an improvement in their written production taking into account their first workshop ([appendix 11](#)) to their last workshop activity ([appendix 12](#)) in which the students wrote clearer, more coherent, and concise ideas that expressed their thoughts in a better manner.

Students' written production

During the development of the students' workshops activities, they demonstrated unexpected results in their written production that showed an enhancement at the moment to write in which they progressed the manner to transmit their ideas and thoughts of what they understood during the reading of the fable and the comprehension of the moral of the story ([appendix 13](#)) in contrast with their first workshop ([appendix 14](#)).

Moreover, it is important to underline that some of the participants presented this improvement thanks to the question two and four that made them practice their written production supported by the feedback that the trainee teacher was done during the students' development of the fables activities, as the practitioner wrote in her reflective journal ([appendix 15](#)):



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“It is important to highlight that to the extent the students received the feedback of their written corpus, they improved it since the participants took into account the recommendations in order to practice and enhance their written production with the objective to have clearer and more coherent ideas.”



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Recommendation

Taking into account the process and the results that the students had considering their enhancement in their reading comprehension skills, the researcher recommend the constant work with short stories as the fables since they help the students to foster their reading comprehension through authentic material that provide an aid to develop the critical thinking to make judgments and reflect about them. Therefore, if the students follow with the fables' work, they could improve their English reading and writing level.

Chronogram

Table 4: pedagogic component's chronogram of activities

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4
A. First workshop “the lion and the mouse”					X							
B. First reflective journal					X							
C. Second workshop “the fox and the grapes”						X						
D. Second reflective journal						X						
E. Third workshop “the rabbit and tortoise”							X					
F. Third reflective journal							X					
G. Fourth workshop “the boy who cried wolf”								X				
H. Fourth reflective journal								X				



Conclusion

In conclusion, the teaching proposal in order to foster students' reading comprehension as an important necessity evinced during the observation that incorporated the use of fables as an accurate teaching strategy through this authentic and functional material that provided an aid to reach an enhancement during the development of the fables activities workshops; therefore, the accomplishment of better results in the students' reading comprehension seemed as a challenge considering these pandemic times and the students' level proficiency in English, for that reason the implementation of classical fables represented an aid to encourage and foster students reading through this didactic and authentic material that gained students' attention and made the participants' reading process enjoyable bearing in mind the previous studies that suggested an intensive and steady progress in their reading comprehension by the continuing use of stories that contained a moral that develop students' critical thinking and awareness of different life lessons that they could live.

Furthermore, the implementation of three important stages (*pre-reading, while reading, and post reading*) in the development of the fables workshops activities that highlight a teaching strategy in order to proceed along with a pattern in each activity in which the participants deduced what the story is about considering the title and the images and then, after reading the fable he answered some questions and finally, the learners proved what they understood of the moral that enhanced their written production taking into account the recommendations given.



Chapter II: Research component

“The formation of reflective spirit in PLEX practitioners, training tool in order to qualify the pedagogical practice”

Introduction

In the context of training in the PLEX, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to be studied and documented in order to improve teaching-learning processes, for obtaining the qualification of education.

Although, there is a clear interest in the obvious need to understand and transform the pedagogical practice, besides, most of the local studies focus especially on the problem of learning rather than teaching.

It has been considered appropriate to formulate a project that establishes a reflective approach regarding the practice as a way to objectify knowledge, behaviors and attitudes that guide the teaching work; also, as an internalization exercise, of immersion, and conscious exploration of the teacher's subjectivity, through the formulation of questions and the search for information in order to solve problems and for the self-recognition.



Justification

The formulation of this project proposal in the context of the Comprehensive Practice of the students of the Foreign Languages is part of the professionalizing conception of the practice as a spearhead to improve educational processes in the application centers where the teaching practice is executed.

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

According to the education philosopher John Dewey, a forerunner in the field of reflective thinking applied to teach, it is justified the need for this project to provide students with tools for analysis and self-observation that permit them to distinguish between routine action and reflexive action. In addition, it is believed that a reflective approach protects the different agents of the traditional context of inertia, and authority that permeates the school.



Statement of the problem

At school, it is assumed fundamental aspects of the constitution of subjects, of institutional life without question; it is seen as imprints, stable and invariable features that are part of the identity and school culture. When the events are carried out without major alteration, the teacher runs the risk of settling in the logic of action that does not permit the pedagogical evolution and the renewal of the school culture. A practice lacking reflection does not contribute to the emergence of problematic situations; these realities are ignored and made invisible. In this manner, the pedagogical practice is assumed from reproductive codes that set up the teachers in a traditional savoir, of cultural reproduction becoming a barrier to the appearance of emerging practices aimed at generating transformations of thinking and knowledge, to meet social needs.

Considering this situation, which affects teachers to a greater or lesser extent, it is necessary that the process of teacher training must encourage in the teacher training or the future teacher, a critical and reflective spirit that contributes to the improvement of their pedagogical practices, therefore, these are essential elements that impact and transform their work and their future professional performance.

Considering the Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate themselves, and implement a critical and constructive view of their work in the teaching role. In order to start this study, the following guiding questions are asked:

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

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





Objectives

General objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practice
- To promote in the Students-Practitioners the development of a critical spirit that permits them to analyze their pedagogical work.

Specific objectives

- To strengthen a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and being immersed effectively into the institution.
- To identify and analyze the strategies that the student implements in his pedagogical practice.
- To implement reflection and development workshops about didactic units that guide the reflection of Student-Practitioners.
- To analyze own beliefs about teaching work and about students' patterns.



Theoretical framework

The theory about the teaching profession, reflection, reflective practice, and pedagogical practice, constitute the theoretical framework of this study. In order to have a greater degree of clarity on the concepts covered, in close connection with this research project, it is presented an approach to each of them.

Teaching profession

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

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

Reflection

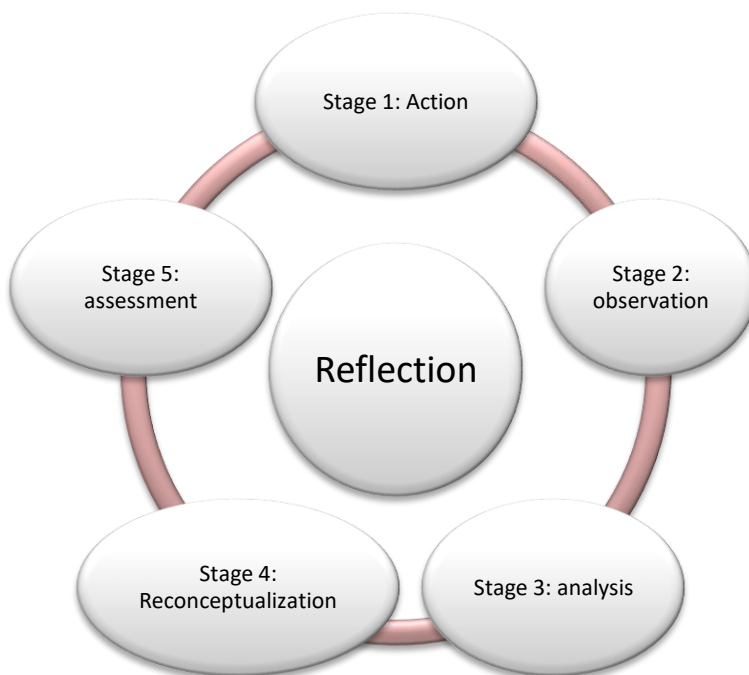
Talking about reflection implicates addressing different conceptions about that notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic. (Correa Molina et al 2010)

Reflection as a process.

The reflection is made from a series of stages resulting in cyclically in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies “a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would permit a new structuring of the situation”.

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

Figure 8: The stages of the reflection process



Reflection as thematic.

The conception of reflection is based on a theme that is related to that concept. For this purpose, and taking as a reference to Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: *reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of the experience*. For the first two perspectives, the external aspects, the source of knowledge that permits reflection; and the contextual aspects, which allows the exercise of reflection in the third perspective. At the same time, these perspectives have mediators in order to carry out this process; in the first instance, it is possible to reach *the action, the context, the colleagues, and the same person who reflects*.

The Reflective practice

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

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

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



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

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

On a second level, the reflection bears on the implicit budgets in the specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then analyzed. SE then opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third Van Manen establishes an exercise of critical reflection; at this level, it formulates that the most elaborate reflection is presented, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

The pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to use methodologically a conceptual operation of classification of the practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice as follows:

Academic Practice.

It is aimed at preparing teachers capable of reflecting on the courses they teach so that they transform them into understandable structures for students.





Social Efficiency Practice.

The aim is to achieve effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research reached. In this case, the reflection consists of a strategic decision: «select from the range of available techniques the one that is considered most effective». This is the way of proceeding from technical rationality.

Developmental

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

Social reconstruction

The objective of the reflection is the social, economic, and political context, in order to promote really democratic relations in the classroom, and egalitarian and fair in the social field.

Generic

The programs refer to reflection in a generic manner, but without specifying the aspirations of the programs or the contents on which to reflect or the strategies to promote reflexive learning.

Reflection triggers

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

The critical element of reflective thinking

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

These authors established some classification categories of knowledge:

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

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thinking that is included in the present study as an instrument. This is related to the narrations of the teacher, to encourage the stories of their experiences in the classroom that they present under many forms and perform diverse functions in subjectivity, and in the subjectivity constitution. In this component are the teaching journals in which the writing triggers the elaboration of the reflective thinking of the teacher, about his experiences of practice, objective, subjective and intersubjective manner.

Methodology

This proposed methodological strategy has as a main objective the progressive reflection that additionally contemplates the holding of meetings to strengthen the practice group as an initial space for addressing the educational and labor issues. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposed reflection on this practice process, processes of socialization and systematization will be carried out.

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

For the gathering of data in this project, the implementation of the following tools is proposed:

Reflective workshops

The reflection workshops have the fundamental aim to guide the reflection process of the student-practitioners, but at the same time to socialize and share experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

Objectives.

- To consolidate a group of teachers-practitioners with a critical spirit that reflect and present proposals and alternatives to solve the educational problem of their pedagogical practice.
- To socialize criteria, share ideas and guidelines in order to assume their pedagogical practice.
- To qualify, facilitate and integrate effectively in the educational center.



Record of self-observation

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

Self-observation forms

The self-observation has as its main objective to guide the student-practitioner towards an own look of her practice as a teacher and her role in the classroom and in the environment of the educational community of which she was a part.

Narrative.

The reflection exercise will permit the student to express herself about her work from the narrative of their experience as a manner to make sense of the daily life of the teacher's life.

Class records

Having evidence of the actions of the student-practitioners in the classroom will permit to reflect on different aspects of the process of teaching / learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection exercise. These records will allow an external and constructive look at their pedagogical practices.



Analysis and results

In this section is divided in certain categories as the English teacher methodology, the teaching planning, the content presentation, interaction, and several activities.

The English teacher methodology

Taking into account that Águeda Gallardo de Villamizar high school is focused on the program “*Colombia Bilingüe*” proclaimed by the MEN parameters, the English subject is based on the textbook “*Way to go*” that develops a module that includes three units that were adapted to the health emergency.

With this in mind, the English teacher methodology was adjusted to current conditions in which the teacher based the English class on the completion of a central task in which the learners evolve their autonomy and implement the philosophy of the high school “*good Christians, honest citizens*” through the self-assessment whereby the students develop their reflective process appraising their work. Furthermore, the development of learning strategies that help this virtual teaching-learning process to facilitate communication and knowledge acquisition.

This teaching experience has been a challenge owing to the constant change that suffered the society, the education and the people around the world on account of the health emergency, therefore as a practitioner is dare to renew the way to transmit knowledge properly since the virtual education has complicated the communication and the contact with the learners making think about how to confront this situation and to obtain better results.

Teaching planning

Regarding the classes are designed flexibly in order to make an easy and motivational environment, using a pedagogical worksheet as planning, since the virtual encounters rest on the material that provides the procedures to follow in order to explain the topic of the week. Hence, the planning of each virtual meeting has become a complaint since merely 10 to 15 students attended these classes and the others are limited through WhatsApp or E-mail.

Content presentation

With the objective to present the established content for each period, the teacher sends a document that contains the relevant information about the topics that will be broached during the term, equally the activities for the months, giving a general vision of the instruction. Accordingly, this content develops in the weeks following certain criteria and guidelines.

Besides, the pre-service teacher underlines this form to present the content considering that the learners obtain a general overview of the themes that they are going to broach each term, nevertheless the topics have halved owing to the guidelines and regulations in the face of health emergency complicating the learning process.

Activities and resources design and implement

The pre-service teacher implements and designs the activities and materials following an established schedule for each grader, in this manner, the practitioner considers the students' English level at the moment to select the kind of exercises that can be included in the material, in the same way with the explanation of the themes since it must be clear and concise information to provide a general overview.



With this in mind, the different activities catch the students' attention that cause to see the learning a second language as a fun and attractive exercise, likewise, the implementation of interactives material such as the fables, pictures, slides and games that help to enhance and promote learners' English proficiency.

The interaction with students and parents

Regarding the health emergency, the interaction is limited through virtual application and platforms, such as mail, WhatsApp, Webcolegios and Zoom since the virtual education is divided into two manners, the first one Asynchronous way through WhatsApp, mail and Webcolegios in which the supervisor and the practitioner resolves doubts about the pedagogic worksheet and gives tutorials. The second one in Synchronous meetings through Zoom which are proposed each Wednesday during 40 minutes in which the pre-service teacher explains the material and the topic in order to clarify doubts and comments.

Bearing this in mind, the trainee teacher tries to be in constant communication whether by WhatsApp groups or by inbox in order to obtain a suitable interaction, following some protocols since it emerges questions that implies the personal environment and in the same way with the parents. Nevertheless, a small numbers of students communicate with the teachers, denoting a lack of interaction between teachers- students up to the point of knowing only one-third of the high school community.

Teaching – learning process monitoring

The implementation of pedagogic worksheets, the activities, assessment and self-assessment represent the manner to be under constant monitoring of the students' learning process at the moment to know whether they present an improvement or on the contrary the progress diminishment, because it exists some limitations as the learners' irresponsibility with





the tasks and the obstacle that sometimes represents the virtual education due to the flexible manner in which learners have a great opportunity to deliver the material at any time.

Students' need analysis

Students' linguistic necessity are huge considering the lack of English management and the great number of learners that fail when overcoming English in the virtual education. The greatest learners' need is to confront the virtual education and accomplish the learning objectives, hereto, the pre-service teacher identifies and analyses the needs with the view to work on it, seeking an improvement in their learning process.

Students' applied assessment

The standards and guidelines given by the MEN established the flexibility to evaluate the students' knowledge, for that reason the Águeda Gallardo de Villamizar high school decided to implement a section in the pedagogic worksheet that is focused on the assessment process, hence, this grade counts as 30% percentage of the final grade.

This decision is a better manner to estimate and to identify the different students' weaknesses and to facilitate the teaching-learning process for the students considering the virtual education has been a challenge to adapt to the circumstances.



Instruments analysis

Considering the research objectives, the reflective process, and the critical spirit developed during this teaching practicum in the pandemic times, the pre-service teacher carried out a thoughtful process with the view to enhance and transform the pedagogical teaching practice exercise in a deeply reflective process that provides certain beliefs and perceptions of the teaching experience in a public high school in an unusual time. In this order of ideas, this research component is focused on instruments such as the narratives, the self-observation forms, and the reflective workshops.

Narrative

This reflection activity permits the pre-service teacher to evaluate this teaching experience in order to express and share the perceptions about the work in a virtual context. Therefore, this reflective exercise is a fruitful way to make sense of the different situations, circumstances, and difficulties that happen in the teachers' life. It is a better manner to tell experiences and vent her feelings.

During the practicum, the pre-service teacher developed around seven narratives considering the weeks of the teaching experience, in this way the practitioner told what she did explicitly in the week as a journal of her teaching activities in which she described how she developed her English virtual encounters with the students ([appendix 16](#)) as well as the pre-service teacher explained in detail the extra-curricular activities that were developed virtually as a transversal project with the objective to integrate the different grades in categories and challenge their English proficiency ([appendix 17](#)).



Self-observation form

The main objective of the self-observation is to lead the trainee teacher towards an own perception of her teaching practice. This form was adjusted to the current circumstances of the health emergency, the educational community of which she is part, and the guidelines that follow the high school ([appendix 18](#)) therefore, this self-observation provides an accurate standard that helps to be aware of the educational teaching- process and reflect about the different conceptions that emerge during this teaching practice.

Reflection workshops

The reflection workshops have as a principal purpose to guide the reflection process and provide a space to think about the teaching experience and share ideas, comments, and perceptions about different circumstances, hence these workshops enrich her teaching process since the discussion about the experiences that occurred in the last week permit to identify with those situations.

Furthermore, these workshops permitted the constant self-reflection about this special situation in which the practicum was developed during the pandemic times and the virtual education was implemented as a contingency strategy; in this manner, these helped the pre-service teacher to debate about different factors that happened in the teaching experience such as, the way that the teacher provided the classes, how this new circumstance affect or change the teaching experience, the English class development, among other features ([appendix 19](#)).

Chronogram

	AUGUST				SEPTEMBER				OCTOBER			
ACTIVITIES	MONTH 1				MONTH 2				MONTH 3			
	WEEKS				WEEKS				WEEKS			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Formulation of the Project												
Presentation of the Proposal												
Narratives												
Reflection workshops												
Implementation of the proposal												
Implementation of the instruments												
	NOVEMBER				DECEMBER							
ACTIVITIES	MONTH 4				MONTH 5							
	SEMANA				SEMANA							
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Implementation of the proposal												
Implementation of the instruments												
Analysis of the data												



Presentation of the proposal														
------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table 5: research component's chronogram





Conclusion

Reflection represents an important part of the teaching experience that provides the possibility to question the actions and patterns in the teaching-learning process that helps to see the misconceptions and reinforce it. This transformative tool provides awareness in order to confront the different circumstances and succeed in this process to learn about the experience and to face the real educational context.

Regarding the role of the reflexive approach in the teaching practicum, it has contributed to enrich the first professional experience of the practitioner, making sense of all years of study and work since as trainee teacher, the reflection process plays an important role in order to understand different aspects that emerge during the practice and contribute to have a general idea about the real context that the teachers confront daily. The reflection allows expressing and discussing her beliefs.



Chapter III: Community outreach component

“Awareness of the English language in primary schools in Pamplona”

Introduction.

Participating of the global policies in the academic, cultural and economic field, motivate the Colombian national government to encourage the foreign languages teaching in the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allows them to access to equals conditions face to the individual and social development of the country.

With the objective to promote the English language learning in Colombia, to be more competitive citizens, the Ministry of National Education launched in 2004 its bilingual policy which aims to “have citizens who are able to communicate in English with the international standards that add the universal communication processes in the country related to the global economy and the cultural opening’. Therefore, this ministry has been implementing a wide variety of strategies into the different education levels focused on the achievement of this goal; for instance, it is the creation of the English quality standards for secondary and basic education, and the definition of a cohesive and a solid evaluation system, the description and development of training plans.

Furthermore, this program has been developed throughout the country and integrated the work carried out by the Education Secretaries, the public and private universities, and the language centers in the country. Nevertheless, the achieved results so far have not been very uplifting, since, most of the educational institutions of the country did not reflect any impact on themselves.





Taking into account the National Government tends to cover widely the English teaching language addressed to children in the primary school since some of these educational institutions sometimes do not have an English teacher that guides the teaching-learning process, thus, the results of the national evaluation are not appropriated.

The foreign language program at the University of Pamplona as a public institution is engaged to the reality that the primary school faces in Pamplona with regards to the national policy of bilingualism owing to most of the Educational institutions need an English teacher to overcome the needs of formation in the primary.

With this in mind, this proposal is aimed to meet training needs in English of the primary school in Pamplona and integrate foreign languages training of the students who belong to the foreign language program English and French to the Educational reality in order to decrease the rift generate among the private and the public school related to the foreign language, besides, this proposal includes a subproject entitled “The implementation of virtual encounters to teach English vocabulary” which will be carried out in the headquarters of the institution Águeda Gallardo de Villamizar, since the headquarters are focused on teaching to primary students.

The governmental policies identify the problematic, nevertheless, it is not well covered normatively in doing so, it is essential to train individuals focused on the foreign language area so as to get better results in the exams, tests and achieving the goal that the students’ results will be according to the proposals to become one of the most educated countries.



Justification

The acquisition and learning of a foreign language permits to get involved in the own necessities that the world demands. This is why, it is necessary to implement this process and to work on it from the beginning of schooling in order to at the end of the primary school, they have the basis for continuing the learning process in the vocational and secondary education to achieve that more students are well-prepared on this area.

This project aims at raising awareness of the English teaching in primary schools in the city of Pamplona, contributing to the basic training in a foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the outreach component by pre-service teachers of the foreign language degree of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary school.

Bearing this in mind, it is important to highlight the necessity that presents the schools in Pamplona considering that in some schools, there is not the presence of an English teacher who develops students' English skills in a better way, therefore, the University of Pamplona and the Foreign languages bachelor degree offer the opportunity that the pre-service teachers provide an essential aid to those schools in order to help teachers and to strengthen students' English skills from an early age. Hence, the subproject aims at fostering students' English vocabulary.

The implementation of this project favors to a high degree and a mutual manner in the Institutions and student population, as well as the Foreign Languages Program and the pre-service teacher. This benefit results for the school children as their first contact with the foreign language and also to the practicum students who culminate their training process at the university in order to become familiar with the reality and educational needs of the setting given that, they





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are able to help by implementing procedures based on the improvement of these needs the school must support.



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Objectives

General objectives

With the aim to carry out this community outreach project by the Foreign Language program of the University of Pamplona is aimed at the following objectives:

- To meet the training needs in English of the primary school children in the city of Pamplona.
- To foster primary students' English vocabulary through the implementation of virtual encounters.

Specific objectives

With the purpose to obtain a better understanding of the aspects mentioned above, this proposal seeks to:

- To involve student-teachers in the teaching of English in the primary school in Pamplona.
- To provide virtual encounters order to develop primary students' vocabulary.



Typology of the project

This is a formative Project, discipline in the curriculum area that it is opened to the institutions that offer primary education in Pamplona city and the pre-service teaching process will be carried out. This project belongs to the formation of the foreign languages program English and French.

This proposal is articulated to the social outreach which transcends the institutional space and permits the articulation of the bachelor of PLEX to the Pamplona community.

Considering the main objective at the pedagogical and communicative level that is delimited within the institutional lines of projection and outreach to the community of the university and the degree.

Contribution lines

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



Theoretical framework

Teaching languages

Languages international policies.

"The UNESCO has been concerned for several years about the role of the language in the worldwide context. In 1999 regarding the general conference, it adopted the term “multilingual education” that refers to the use of three languages: mother tongue, the regional or national language, and international. This resolution was based on the idea that the requirements of National and global participation, and attention to the particular needs from communities with different cultures which speak different languages, they just can be met thought Multilingual Education”. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages not only are means of communication but also they represent the cultural expression, identities, values and worldviews. Therefore, the UNESCO proposes as a principle for cultural diversity in order to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and at the same time, to support the learning of international languages that offer access to the global communication and information exchange. To accomplish this, the UNESCO suggests fostering multilingualism and intercultural dialogue, to develop the policy for translation, written and visual material in order to promote new ideas and works of art.

According to Lima M, (2006) “The foreign language learning is currently an unavoidable necessity, but also the cultures that they represent. Languages are the spirit and people’s awareness, besides, they are the best instrument to access to another culture, other stories, other

manner to see and understand the world, eliminating the distances and approaching us to the science and technology”. All kind of learning is extremely important for the human being sociability given that it permits to function properly in different contexts; learning a foreign language focuses the professional and personal life, permitting that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingualism program.

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

The following table shows the levels aspired by the national program of bilingualism to the year 2020: Taken from: Cárdenas, R.; Miranda, N. (2014).

Figure 9: English language level in the PNB

Tabla 1. Niveles de lengua esperados en el PNB

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

Fuente: Adaptado de Altablero (2005).

Bilingualism.

Bilingualism refers to the different degrees of mastery by which an individual communicates in more of a single language and culture. This degree depends principally on the context in which the individual is found. Hence, regarding how another language is used, different from the native one, these languages are considered second or foreign languages. MEN (2006)

Teaching English in primary school.

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which multiple variables of cognitive and affective character take part, inherent to the individual as well as factors specific to the socio-cultural and educational context, such as the curriculum, the methodology used and the training and updating of the foreign language teacher, among others". In such a way the importance of reaching the point of understanding how the child learns and incorporates a foreign language, in this manner, it is necessary to analyze the fundamentals theories that explain the process of learning or acquiring a second language (L2) or LE and how this process relates to the mother tongue". Taking into account that Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a differentiation between the terms acquisition and learning concerning LE. "The acquisition of language is done naturally and unconsciously in the form of comprehensible input, which is processed and internalized, while that learning involves learning consciously the rules of language".

"This distinction has been questioned owing to it is complex to distinguish between the two terms which are part of a continuous process between the unconscious and the conscious

(Richard-Amato 1996)". The authors establish their point of view concerning the subject and differ "that for this dissertation, the terms learn and acquire interchangeably since the LE can

be acquired through playful activities inductively and naturally that also implies learning processes". "It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) about the natural approach to language are relevant to the process of LE acquisition in children and support the Total Physical Response method proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

- Pre-production: it is the stage where the child develops the ability to listen and Understand the language through gestures and actions, it is a period characterized by silence. Thus at this stage, it is recommended to use the Total Physical Response (TPR) method proposed by Asher (1976) in order to stimulate the development of LE through psychomotor, without emphasizing oral production.

- Early Production: One or two words and/or phrases start to be produced. It is recommended to focus on meaning by avoiding grammatical errors.
- Extended Speech: In this period, the child is able to produce complete sentences and participate in conversations. The teacher must help the child to enhance fluency in the foreign language.

In order to support the above mentioned about the acquisition process of an LE, according to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) "The children's ability to learn, understand, discover and formulate communicative forms in a foreign language underlie principally in the need to establish new social approaches" (p. 467). Consequently, children construct through language meanings of the world around them and establish their criteria of semiotics interpretation to each concept that they discover. Therefore, the LE learning should start with the previous knowledge and the schemes of the mother tongue

given that the representations developed in previous learning and experiences constitute the scaffolding to construct through LE, new mental schemes or to extend them".

Yesser A & Chacon C, (2011), cited Ausubel (1986) who states that " from the point of view of cognitive psychology, explains that there are differences between cognitive abilities of the child and the adult concerning cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize the children and that differ of the adult, who is generally more inclined to emotional blockage at the moment to express themselves in another language". "From the above approaches, it is clear that age is a factor that influences the learning of English as a foreign language, particularly in the acquisition of pronunciation. In other words, the younger the child, the more likely to develop pronunciation of a native"

Why learn a foreign language in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who state "there are different types of reasons that justify learning a foreign language at school. Emphasizing that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start studying a foreign language at school tend to achieve a higher performance than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and boldness that surpasses those of young people and adults.
- Children not only tend not to be afraid to make mistakes, but also they tend to acquire and transmit meaning through gestures and pantomime.



- Children are at a stage in their lives that the plasticity of their brains makes it easier for them to learn languages.

As a summary, it demonstrates that the learning process of the human being is based on experiences with the environment in which he is influenced by cultures that predominate and identify his idiosyncrasy and autonomy; especially in the young population in childhood, considering several theories from the psychological field. Sociological it is argued that learning is given through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes address and bring to a successful conclusion a significant learning in children who are at the beginning of learning especially an SL.

Vocabulary.

Hornby (1995) defined vocabulary in three senses that cover the total number of the words which make up a language; all the words known a person and develop in their lives; and a list of words with their meaning. In this manner, the vocabulary represents an important part of the learning a foreign language since in order to develop every English competence, the learner have to use the vocabulary to express themselves, to write as an activity, to read different texts and among other aspects, therefore, the importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write.



Results

This community outreach component aimed at promoting primary students' English vocabulary through the implementation of virtual encounters in second and third grade in the headquarters of the institution Águeda Gallardo de Villamizar in the city of Pamplona in order to teach English vocabulary through the virtual encounters in second and third graders, using a worksheet to guide the virtual meetings with the aid of some slides and videos.

Worksheets

The worksheets are different for the two grades. For second grade, the worksheet is named “from home to school” and it is based on the first unit, consequently this facilitator guide contains audios, didactic activities for kids, songs, and a project that catch learners' attention since it is enjoyable and innovator since the learners can do it in their homes with the aid of their family, besides the worksheet is focused on command and school supplies as a vocabulary theme ([appendix 20](#)).

For the third graders, the facilitator guide is called “rocking out” and it rests on the first unit, accordingly it includes audios, didactic activities for the learners, songs, and a project that develops students' skills, in addition, this facilitator guide is focused on the parts of the body and descriptive adjective as a vocabulary topic ([appendix 21](#)).

It is important to underline that for the third grade the trainee teacher designed a worksheet taking into account the theme of the pedagogic worksheet, since the teacher did not believe that it was suitable for the students' level, consequently the practitioner elaborated a didactic and easy-to-understand worksheet that broached the theme “parts of the body” of the unit “rocking out” ([appendix 22](#)).





With this in mind, this facilitator guide provided a complete and in-depth content that explains the vocabulary through didactic and enjoyable activities for kids

Virtual meetings

The virtual encounters were developed through Zoom over 40 minutes in which the pre-service teacher explained the vocabulary by means of slides ([appendix 23](#)) following a pattern in which she repeated the words in English and then, she translated the word associating with images and real objects, and at the end of the slides she made a review, asking questions about the link between the English word and the image.

With this in mind, the students were very active to participate and shared their doubts and comments, they cooperated whole the tutorial through Zoom that demonstrated the willingness to learn new topics.

Videos

The pre-service teacher recorded certain videos in order to provide an aid for those kids who could access the virtual tutorial, therefore the trainee teacher used the platform “loom” with the view to record the screen with the slides and the worksheet.

In this order of ideas, the professor filmed the video explaining point by point of the facilitator worksheet and providing an explanation of the vocabulary ([appendix 24](#)).

Chronogram

Table 6: outreach community component's chronogram

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4
A. The virtual encounters with the second grade of the headquarter “Jardin Nacional”							X					
B. The virtual encounters with the second grade of the headquarter “Escorial”							X					
C. The worksheet “from home to school”							X	X				
D. Videos as a didactic material							X	X				
E. The virtual encounters with the third grader of the headquarter “Jardin Nacional”									X			
F. The worksheet “rocking out”									X			
G. Videos as a didactic material										X		



Conclusion

The outreach component presents certain objectives that aids to explain the need that have the primary schools in Colombia with the English learning process and remarkably in this pandemic times that change the Education and adjust a flexible manner to teach, therefore the subproject provided a new perception about teaching vocabulary through virtual encounters in order to foster students' English skills giving the possibility to receive an aid and obtain an improvement in the vocabulary skills providing a reflective process in which the practitioners thought about the needs in the community and sought how to overcome them.

Furthermore, the implementation of virtual encounters helped to develop students' vocabulary through the use of pedagogic worksheet in which the students could practice their competences such as the listening, reading, writing and speaking with the objective to foster learners' skills from an early age.

Bearing this in mind, the reflective spirit contributes to the high school community since it aids to identify the different weaknesses that are presented in the virtual educational context that is immersed the primary students, for that reason the spirit develops an aid to understand and overcome the necessities. Besides, the project offers a help for the primary school that in some occasions, there is not an English teacher that guides the English teaching-learning process in a better manner.



Chapter IV: Administrative component

Introduction

In the process of the integral practice, the pre-service teacher not only is involved in working with the students, teaching certain topic, understanding the different problems presented inside classroom, supporting students' knowledge, among other aspects, but also the pre-service teacher must be engaged in extracurricular activities made by the institution; therefore, the pre-service teacher is involved in all the academic, religious and cultural events or activities established by the institution.

Bearing this in mind, Águeda Gallardo de Villamizar high school during the scholastic year proposes academic and cultural events in its annual chronogram for teachers, parents and students. Those events are developed with the school community in the institution, nevertheless, considering the health emergency caused by the pandemic of COVID-19 which do not allow the events, activities or the classes, the pre-service teacher cannot participate in this activities, since the MEN (Ministerio de Educacion Nacional) decided to cancel the classes and the institution do not made the extracurricular activities in order to protect students and teachers' health.

Regardless, the pre-service teacher must be aware of the different basis, principles and foundations that integrate the educational institution, helping to develop the awareness about the internal situation in the high school in order to involve with the institution and its community.



Objectives

General objective

- To be engaged in the extracurricular activities established by the Institution Águeda Gallardo de Villamizar

Specific objectives

- To contribute as a member of the educational institution in order to help the teachers.
- To acquire knowledge about the institution considering its basis, principles and foundations.
- To establish a relationship with the others English teachers and the students.
- To be engaged in the extracurricular activities established by the Educational Institution Águeda Gallardo de Villamizar



Methodology

Bearing this in mind, it is important to highlight that the Águeda Gallardo de Villamizar Institution at the moment does not conduct extracurricular activities or events that were proposed for this year owing to the impact that caused COVID-19 since the education was implemented a virtual manner with the objective to protect students, teachers and all the community people in the institution health and life considering the conditions nowadays. Nevertheless, merely one extracurricular activity was developed and the pre-service teacher was presented in two virtual meetings of the extracurricular activity.

Extracurricular activity

The first extracurricular activity in which the pre-service teacher could be involved, it was “Salesian’s English Olympiads” that was about a competition in which the learners of 4th to 11th graders must participate in different categories, such as beginner, elementary, intermediate and upper-intermediate in which the learners had to develop the English competences as listening, reading, grammar, vocabulary and writing through two different questionnaires, the first one in a virtual way in which the students could access to a google forms and the second one, offline by means of PDF manually. This extracurricular activity was developed 29th October in two sessions, the first one in the morning implementing the questionnaire virtually and the second one, in the afternoon offline through a PDF that contains the questioner and answer sheet.

Bearing this in mind, the pre-service teachers and supervisors are in charge of one task for example the design of the questionnaire and to receive the answer sheet, in this way, the practitioner was in charge of design the questionnaire of intermediate category in PDF and in



Google forms ([appendix 25](#)) as well as the task to receive the answer sheet of this category ([appendix 26](#)).

Virtual meetings

The first virtual meeting was developed in order to explain the modification in the outreach project and the first Salesian's English Olympiads, in this manner the meeting was explained by the supervisors with the aid of some documents that contained the guidelines and the criteria to develop this extracurricular activity.

The second virtual encounter was focused on new information about the Olympiads and the allocation of the charges with the primary questionnaire in which the pre-service teacher was in charge of the grammar part.

Chronogram

Table 7: Administrative component's chronogram

STAGES AND ACTIVITIES.	SEPTEMBER.				OCTOBER.				NOVEMBER.			
	1	2	3	4	1	2	3	4	1	2	3	4
Event			X									
Teachers meeting									X			



Conclusion

Considering the administrative component, the practitioner took part at the end of the teaching practice in the extracurricular activities since the other activities were private for the other people, nevertheless the Salesian's English Olympiads allowed the trainee teacher to be in contact with the community and share ideas to develop it. In this order of ideas, the pre-service teacher was engaged with the community and the high school considering that she shared as a member of the educational institution in order to help the English teacher in the Olympiads providing an aid in the development of it, equally she acquired knowledge about the institution during this teaching experience regarding its basis, principles, beliefs and foundations that brought the opportunity to expand the awareness concerning the high school.





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Annexes

Appendix 1

1. Lee la fábula teniendo en cuenta el vocabulario.


VOCABULARY:

- Bump into: tropezar con.
- Wake up: levantarse.
- Dangle: colgar.
- Tail: cola.
- Favor: favor.
- Return: devolver.
- Laugh: reírse.
- Drop: dejar caer.
- Tiny: diminuto.
- Mighty: poderoso.
- Fall into: caer en.
- Hunter: cazador.
- Trap: trampa.
- Net: red.
- Roar: rugido.
- Shook: sacudir.



VOCABULARY:

- Ground: área.
- Heard: escuchar.
- Come near: acercarse.
- Towards: hacia.
- Too: demasiado.
- Chew: masticar.
- Hole: hueco.
- Run away: escaparse.
- Look back: mirar hacia atrás.
- Proud: orgulloso.
- Walk away: marcharse.
- Rub: frotar.
- Ride on: montarse en algo.



2. Teniendo en cuenta las imágenes y el título de la historia responda la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

The story is about a lion who forgave a mouse's life and later the mouse returned the favor saving lion's life

3. Elige la opción correcta teniendo en cuenta la fábula.

- What are the main characters? (¿Cuáles son los personajes principales?)
 - a. The lion and the hunters.
 - b. The mouse and the hunters.
 - c. The lion and the mouse. ✓
- What animal does the lion catch? (¿Qué animal el león atrapa?)
 - a. The hunter.
 - b. The mouse. ✓
 - c. The ant.
- What does the mouse promise the lion? (¿Qué le promete el ratón al león?)
 - a. To help him one day. ✓
 - b. To eat him.
 - c. To be his best friend.
- Does the mouse help the lion? (¿El ratón ayuda al león?)
 - a. Yes. ✓
 - b. No.

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

a. What is the moral of the story? With your own words (¿Cuál es la moraleja de la historia? Con tus propias palabras)

We can't underestimate nobody's help. All of us are useful some time

Appendix 2

2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. what is the story about?

- The story is about a lion and mouse the lion caught the mouse, the mouse implored him to let him go the mouse was grateful the mouse heard a roar went to see what happened he found the lion in a net he helped the lion, the lion thanked the mouse for saving him

3. elige la opción correcta teniendo en cuenta la fábula

• what are the main characters?

a. The lion and the hunters

b. The mouse and the hunters

c. The lion and the mouse ✓

• what animal does the lion catch?

a. The hunter

b. The mouse ✓

c. The ant

● What does the mouse promise the lion?

- a. To help him one day ✓
- b. To eat him
- c. To be his best friend

● Does the mouse help the lion?

- a. Yes ✓
- b. No

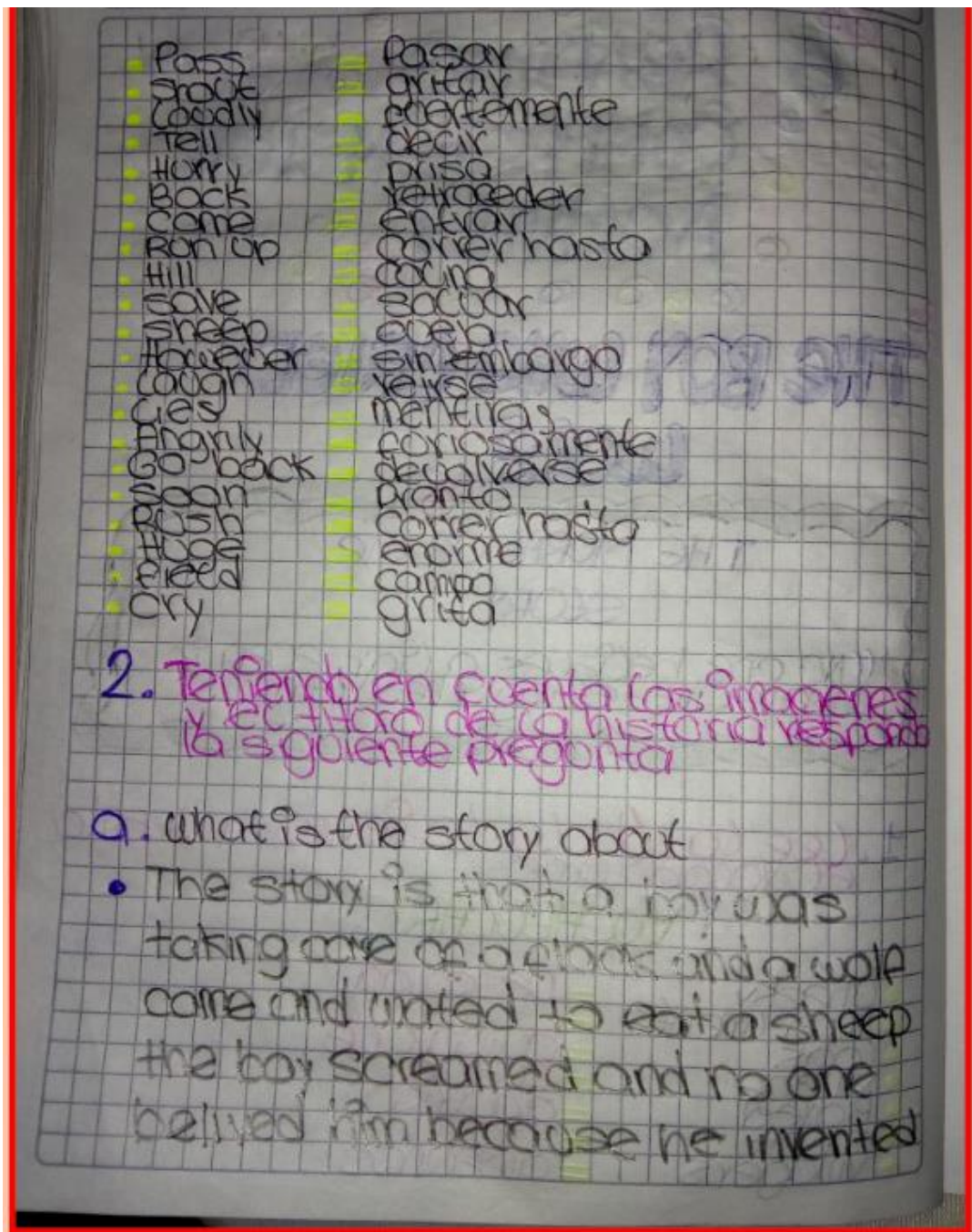
4. Respond to the following question keeping in mind the moral of the story:

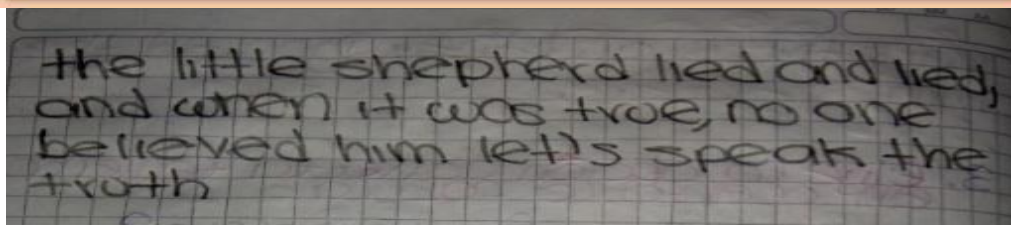
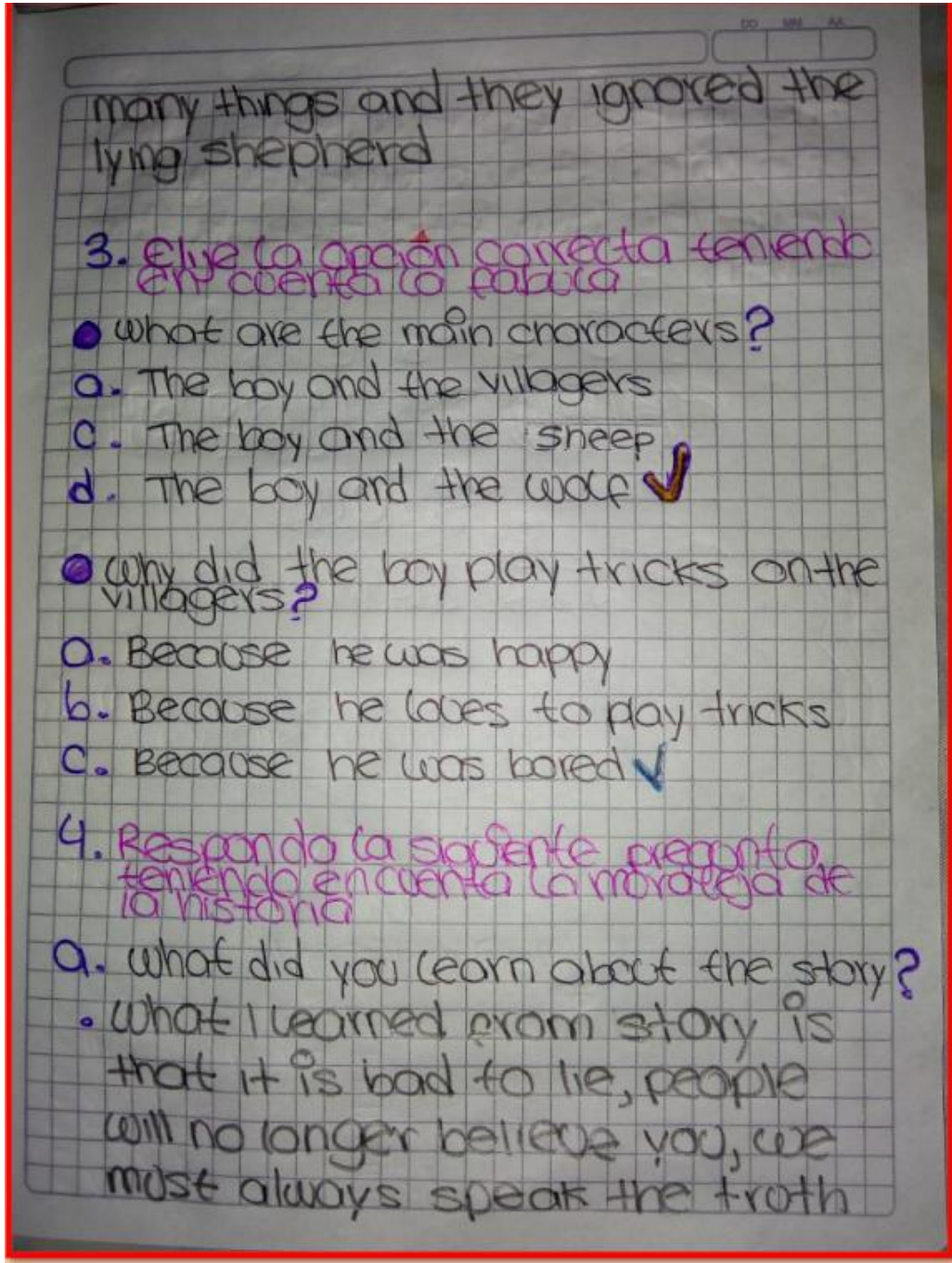
- a. What is the moral of the story? with your own words

● **moral**

● The moral is that we are always going to need help from other people, it does not matter if it is tall, short and the most important thing is not to criticize them

Appendix 3





Appendix 4

Second reflective journal

Date: October 10th 2020

Activity: the second workshop “the fox and the grapes”

Description:

This second workshop was implemented in another section of the pedagogic worksheet that was called “reading comprehension activity”, in this manner it was developed following certain stages, such as pre-reading, while reading and post-reading that have special activities in order to accomplish each procedure. Therefore, as first activity of the workshop it uses the vocabulary in order to read the text, then to answer the question “what is about?” taking into account the title and the images of the fable, consequently to choose the correct option after reading the text and the final activity to argument their thoughts about the moral of the story, in this way the learner have to accomplish the different stages point by point.

Reflection:

In this second workshop, the supervisor said to incorporate the fable exercise as an activity of the pedagogic worksheet therefore, this workshop incorporated in a new section of the facilitator guide called “reading comprehension activity” consequently, I could underline that I presented this fable in the virtual encounters at the moment to explain the pedagogic worksheet, thus some learners shared their comments and questions related to the development of the fable. It was assigned on 13th October in order to deliver on 19th October through the supervisor’s mail, WhatsApp or [Webcolegios](#).

Regarding the development of the second fable, merely five students wrote me through WhatsApp in order to demand some questions, doubts, and comments about the fable. Certain learners expressed that this fable is new for them. Besides, one learner said to me that the question of the moral of the story made him think about his life.

Moreover, the students presented an improvement at the moment to express their ideas taking into account that they had clearer and more coherent ideas; therefore, they developed the workshop activities in a better way. In addition, they built up critical thinking patterns when they analyzed the fables moral and subsequently, they disseminated some points of view related to what the moral wanted to bring to the reader.

|

Appendix 5

Thomas correos SA

EVALUACIÓN

Task 6. Escribir las siguientes oraciones usando el modal verb en paréntesis.

- Perhaps, Sarah lends Simon some money. (may)
- He comes on a motorbike. (might)
- Perhaps, it will rain tonight. (may)
- He goes to the concert next Saturday. (could)
- She understands me in spite of the noise around. (could)
- Maybe, he finds a new job. (may)
- I think the car is at the car park. (might)

6. Reading comprehension activity

The Rabbit and the Tortoise

Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he can rest for a while. So he stooped under a tree and went to sleep. Mean while tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

Moral: Slow and steady wins the race.

THE MORAL OF THE STORY

"Slow but steady wins the race"
(lento pero constante gana la Carrera)

1. Lee la fábula teniendo en cuenta el vocabulario.

VOCABULARY

Boast: presumir, alardear.
Soon: pronto.
Leave: dejar.
Far: lejos.
Behind: atrás.
Rest: descansar
For a while: un ratito.
Keep: mantener.
Whole: todo.

2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)
its about a race rabbit vs tortoise and the end is what the tortoise win the race

3. Elije la opción correcta teniendo en cuenta la fábula.

- What are the main characters? (¿Cuáles son los personajes principales?)
 - The rabbit and the time
 - The rabbit and the tortoise
 - Animals and the rabbit
- Which animal was the fastest? (¿Qué animal era el más rápido?)
 - Tortoise
 - Rabbit

Thomas Correa BA

• Which animal was the slowest? (¿Qué animal era el más lento?)
 a. Tortoise
 b. Rabbit

• Which animal won the race? (¿Qué animal ganó la carrera?)
 d. Tortoise
 e. Rabbit
 f.

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:
 c. What do you understand the moral of the story? (¿Qué entiende usted de la moraleja de la historia?)
 that you never have to give up, you can
 don anything if you propose it, it does not
 matter who prevents you

AUTOEVALUACION

Califique cada uno de los siguientes criterios de 1 a 5, si alguno de ellos merece alguna justificación por favor indíquela.


CRITERIOS	AUTOEVALUACION	
	NOTA	JUSTIFICACION
ASISTENCIA Y PUNTUALIDAD		
1. Entrega puntualmente los trabajos asignados	5	
2. Se comunica permanentemente por la red WhatsApp con sus docentes, está atento a las instrucciones dadas por ese medio, o en los encuentros sincrónicos	4	
ACTITUD		
3. Demuestra respeto hacia su profesor y compañeros en todos los espacios de comunicación presencial y virtual	5	
4. Participa activamente en las actividades de la asignatura y en las clases virtuales	4	
CONOCIMIENTO		
5. Las calificaciones obtenidas en sus actividades académicas demuestran que la adquisición de los conocimientos fue por lo menos básica	4	
6. Demuestra la aplicación de los conocimientos adquiridos en la cotidianidad con su familia	5	
RESPONSABILIDAD		
7. Presenta los trabajos, las consultas, y las demás evidencias de su aprendizaje requeridas por el docente, puntualmente y según los criterios previamente establecidos	4	
8. Prepara las evaluaciones y actividades de superación de las dificultades dedicando tiempo suficiente a cada asignatura	5	
TRABAJO EN EQUIPO		
9. Aporta pre saberes y opiniones en los trabajos en grupo (entendiendo este trabajo como los foros, encuentros virtuales y otros)	4	
10. Demuestra disposición en el intercambio de ideas y en el ajuste de sus trabajos	3	
PUNTAJE TOTAL		

e. Referencias

Appendix 6


6. Reading comprehension activity

The Rabbit and the Tortoise



Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he



can rest for a while. So he stooped under a tree and went to sleep. Mean while tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

Moral: Slow and steady wins the race.

THE MORAL OF THE STORY

"Slow but steady wins the race"
(lento pero constante gana la Carrera)

1. Lee la fábula teniendo en cuenta el vocabulario.

VOCABULARY

Boast: presumir, alardear.
Soon: pronto.
Leave: dejar.
Far: lejos.
Behind: atrás.
Rest: descansar
For a while: un ratito.
Keep: mantener.
Whole: todo.

2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)
This story is about a pushy rabbit and a humble turtle. The rabbit thought that he will win a race they propose them but at the middle of the way the rabbit wanted to sleep in a tree. While he slept, the tortoise continued walking until reaching the goal, when the rabbit woke up it was very late and no matter how fast he ran, he couldn't arrive before the tortoise.

3. Elije la opción correcta teniendo en cuenta la fábula.

- What are the main characters? (¿Cuáles son los personajes principales?)
 - a. The rabbit and the time
 - b. The rabbit and the tortoise
 - c. Animals and the rabbit
- Which animal was the fastest? (¿Qué animal era el más rápido?)
 - a. Tortoise
 - b. Rabbit

Which animal was the slowest? (¿Qué animal era el más lento?)

- Tortoise
- Rabbit

Which animal won the race? (¿Qué animal ganó la carrera?)

- Tortoise
- Rabbit
-

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

e. What do you understand the moral of the story? (¿Qué entiende usted de la moraleja de la historia?)

We should be constant to bring the goal. In spite of the obstacles that we can find our own ways, the idea is to achieve our purposes.

AUTOEVALUACION

Califique cada uno de los siguientes criterios de 1 a 5, si alguno de ellos merece alguna justificación por favor indíquela.

CRITERIOS	AUTOEVALUACION	
	NOTA	JUSTIFICACION
ASISTENCIA Y PUNTUALIDAD		
1. Entrega puntualmente los trabajos asignados	5.0	
2. Se comunica permanentemente por la red WhatsApp con sus docentes, está atento a las instrucciones dadas por ese medio, o en los encuentros sincrónicos	5.0	
ACTITUD		
3. Demuestra respeto hacia su profesor y compañeros en todos los espacios de comunicación presencial y virtual	5.0	
4. Participa activamente en las actividades de la asignatura y en las clases virtuales	5.0	
CONOCIMIENTO		
5. Las calificaciones obtenidas en sus actividades académicas demuestran que la adquisición de los conocimientos fue por lo menos básica	5.0	
6. Demuestra la aplicación de los conocimientos adquiridos en la cotidianidad con su familia	5.0	
RESPONSABILIDAD		
7. Presenta los trabajos, las consultas, y las demás evidencias de su aprendizaje requeridas por el docente, puntualmente y según los criterios previamente establecidos	5.0	
8. Prepara las evaluaciones y actividades de superación de las dificultades dedicando tiempo suficiente a cada asignatura	5.0	
TRABAJO EN EQUIPO		
9. Aporta pre saberes y opiniones en los trabajos en grupo (entendiendo este trabajo como los foros, encuentros virtuales y otros)	5.0	
10. Demuestra disposición en el intercambio de ideas y en el ajuste de sus trabajos	5.0	
PUNTAJE TOTAL		

e. Referencias

Appendix 7

5. Reading comprehension activity

Vocabulary

fox: Zorro
Hungry: hambriento
Search: busca
Vineyard: viñedo
Ranches: ranchos
Hang: Colgar
Vines: planta de uvas
Reach: alcanzar
High: alto
Sow: arar, vaciar

2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

A fox once was very hungry, found a vineyard and saw some grapes and when he finally reached them he despised them for being sour.

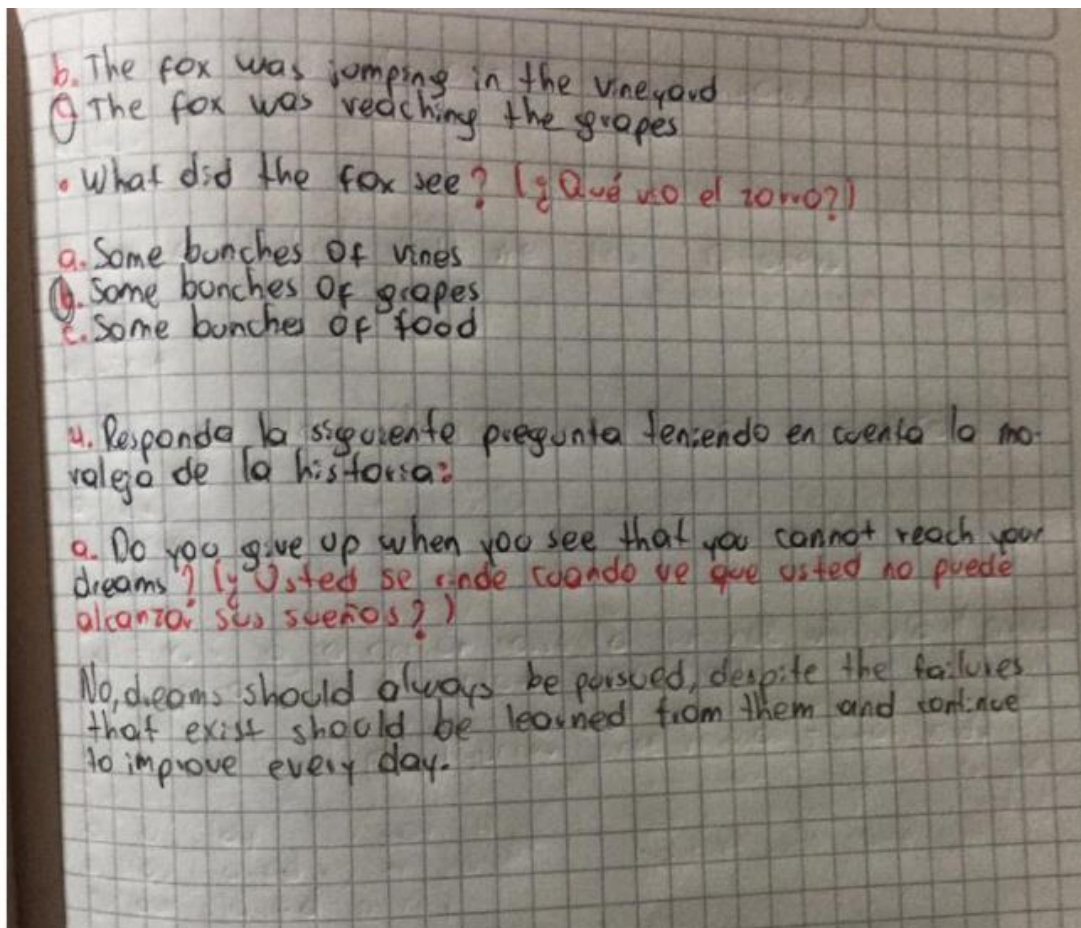
3. Elige la opción correcta teniendo en cuenta la fábula.

• What are the main characters? (¿Cuáles son los personajes principales?)

a. fox
b. Grapes
c. Vineyard

• What was the fox doing? (¿Qué estaba haciendo el zorro?)

a. The fox was reaching the vines



Appendix 8

	I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS AREA: IDIOMA EXTRANJERO – INGLES Docentes: Nataly Guarín - Paula Gelvez	
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Ficha de orientación de trabajo en casa	
Periodo	4
Grado	Octavo
Eje temático	The lion and the mouse.
Objetivo	Comprender la fábula del león y el ratón con el objetivo de mejorar la comprensión lectora.
Fecha de asignación	30 de septiembre de 2020
Fecha de entrega	13 de octubre
Medio de entrega	Webcolegios- WhatsApp and email.

THE LION AND THE MOUSE
*Retold by Claire Daniel
Illustrated by Dan Andriansen*

One day Mouse jumped into Lion by mistake and woke him up. Lion caught Mouse and dangled him by his tail.
"Do not eat me!" Mouse cried.
"One day I will return the favor."
Lion laughed so hard that he dropped Mouse. Lion said, "How can a tiny mouse ever help a mighty lion like me?"




1

The next day Lion fell into a hunter's trap. He was covered with a net. Lion's roars shook the ground.
Other animals heard Lion, but no one wanted to come near an angry lion. Only Mouse ran toward Lion.
Mouse said, "I will help you."
Lion roared, "You are too small to help me."




2

Mouse just said, "Lion, be quiet." Mouse chewed the net. He chewed for a long time. Finally, Mouse made a hole. Lion was free!
Just then the hunters returned. Lion roared at the men, and they ran away.



3

One hunter looked back. He saw the proud lion walking away. The hunter rubbed his eyes. Could it be? A mouse was riding on the lion's back!
Lion and Mouse became best friends. Lion liked to say, "Little friends can make the best friends."




4

THE MORAL OF THE STORY
A kindness is never wasted.

1. Lee la fábula teniendo en cuenta el vocabulario.

VOCABULARY:

- **Bump into:** tropezar con.
- **Wake up:** levantarse.
- **Dangle:** colgar.
- **Tail:** cola.
- **Favor:** favor.
- **Return:** devolver.
- **Laugh:** reírse.
- **Drop:** dejar caer.
- **Tiny:** diminuto.
- **Mighty:** poderoso.
- **Fall into:** caer en.
- **Hunter:** cazador.
- **Trap:** trampa.
- **Net:** red.
- **Roar:** rugido.
- **Shook:** sacudir.



VOCABULARY:

- **Ground:** área.
- **Heard:** escuchar.
- **Come near:** acercarse.
- **Towards:** hacia.
- **Too:** demasiado.
- **Chew:** masticar.
- **Hole:** hueco.
- **Run away:** escaparse.
- **Look back:** mirar hacia atrás.
- **Proud:** orgulloso.
- **Walk away:** marcharse.
- **Rub:** frotar.
- **Ride on:** montarse en algo.



2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

3. Elije la opción correcta teniendo en cuenta la fábula.

- **What are the main characters? (¿Cuáles son los personajes principales?)**
 - a. The lion and the hunters.
 - b. The mouse and the hunters.
 - c. The lion and the mouse.
- **What animal does the lion catch? (¿Qué animal el león atrapa?)**
 - a. The hunter.
 - b. The mouse.
 - c. The ant.
- **What does the mouse promise the lion? (¿Qué le promete el ratón al león?)**
 - a. To help him one day.
 - b. To eat him.
 - c. To be his best friend.
- **Does the mouse help the lion? (¿El ratón ayuda al león?)**
 - a. Yes.
 - b. No.

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

a. What is the moral of the story? With your own words (¿Cuál es la moraleja de la historia? Con tus propias palabras)

Appendix 9

5. Reading comprehension activity

The Fox and the Grapes

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One day a fox was very hungry. He searched every where for food. At last the fox went in a vineyard. He saw some bunches of grapes hanging from the vines.

He tried to reach them but they were too high. He jumped again and again but could not reach them.



At last he got tired and said, "These grapes are sour. I don't want them." Then it ran away.

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The moral of the story

"There are many who pretend to despise and belittle that which is beyond their reach."

(Hay muchos que pretenden despreciar y menospreciar lo que está más allá de su alcance)

1. Lee la fábula teniendo en cuenta el vocabulario.

VOCABULARY

Fox: zorro.
Hungry: hambriento.
Search: buscar.
Vineyard: viñedo.
Bunches: racimos.
Hang: colgar.
Vines: planta de uvas.
Reach: alcanzar.
High: alto.
Sour: agrio, rancio.

2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

3. Elige la opción correcta teniendo en cuenta la fábula.

• What are the main characters? (¿Cuáles son los personajes principales?)

- Fox
- Grapes
- Vineyard

• What was the fox doing? (¿Qué estaba haciendo el zorro?)

- The fox was reaching the vines
- The fox was jumping in the vineyard
- The fox was reaching the grapes

• What did the fox see? (¿Qué vio el zorro?)

- Some bunches of vines
- Some bunches of grapes
- Some bunches of food

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

a. Do you give up when you see that you cannot reach your dreams? (¿usted se rinde cuando ve que usted no puede alcanzar sus sueños?)

Appendix 10

Fourth reflective journal

Date: October 23th 2020

Activity: the fourth workshop “the boy who cried wolf”

Description:

This fourth workshop was developed following certain stages, such as pre-reading, while reading and post-reading that have special activities in order to accomplish each procedure. Therefore, as first activity of the workshop it uses the vocabulary in order to read the text, then to answer the question “what is about?” taking into account the title and the images of the fable, consequently to choose the correct option after reading the text and the final activity to argue their thoughts about the moral of the story, in this way the learner have to accomplish the different stages point by point.

Reflection:

In this fourth workshop, I could underline that I presented this fable in the virtual encounters at the moment to explain the pedagogic worksheet, hence some learners shared their comments and questions related to the development of the fable such as what they knew the fable but in Spanish and some others said that the fable was enjoyable and. The fable was assigned 27th October in order to deliver 1th November through the supervisor’s mail, WhatsApp or Webcolegios.

In addition, this was the last workshop in which I could realize that this implementation of fables as a teaching strategy for fostering students’ reading comprehension was accurate since the students in this last workshop evinced their improvement in their texts and their development of them. In addition, it is important to highlight that to the extent the students received the feedback of their written corpus; they improved it since the participants took into account the recommendations in order to practice and enhance their written production with the objective to have clearer and more coherent ideas.

Appendix 11

The Lion and the mouse

VOCABULARY:

- Bump into: tropezar con
- Wake up: levantarse
- Dangle: colgar
- Tail: cola
- Favor: favor
- Return: devolver
- Laugh: reírse
- Drop: dejar caer
- Tiny: diminuto
- Mighty: poderoso
- Fall into: caer en
- Hunter: cazador
- Trap: trampa
- Net: red
- Roar: rugido
- Shake: sacudir

VOCABULARY:

- Ground: área
- Hear: escuchar
- Come near: acercarse
- Towards: hacia
- Too: demasiado
- Chew: masticar
- Hole: hueco
- Run away: escaparse
- Look back: mirar hacia atrás
- Proud: orgulloso
- Walk away: marcharse
- Rub: frotar
- Ride on: montarse en algo

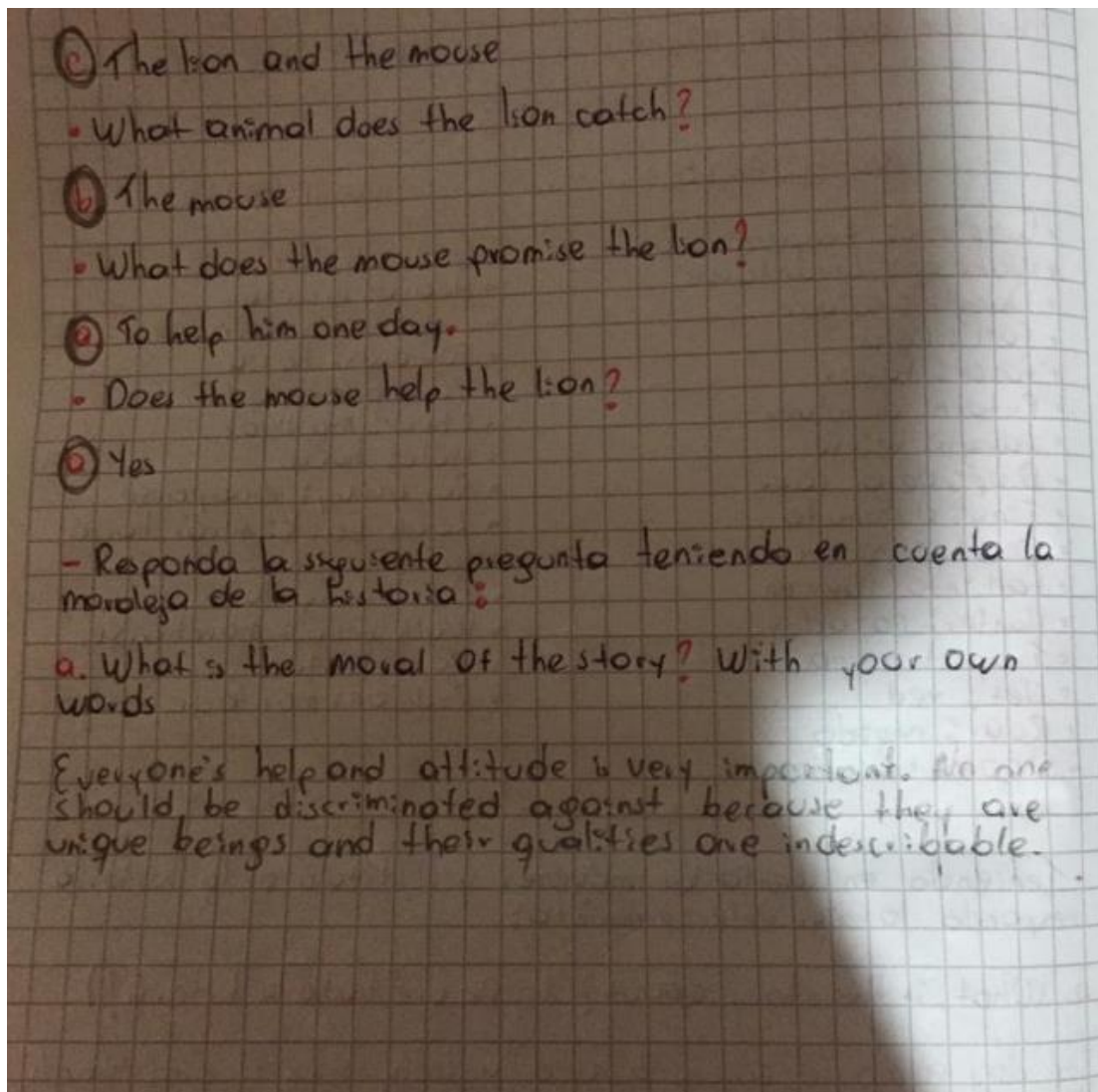
- Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

One day a mouse passes by, and a lion sees it and wants to eat it, but the mouse tells the lion not to do anything to it because it will need it at some point. The lion laughs and lets him go; then the lion is in a difficult situation and the mouse is the only one who can help him.

- Elige la opción correcta teniendo en cuenta la fábula.

• What are the main characters?



Appendix 12

Hurry: darse prisa	Angry: furiosamente
back down: retroceder	Go back: devolverse
Come in: entrar	Soon: pronto
Run up: Correr hasta	Rush up: correr hasta
Hill: colina	Huge: enorme
Save: salvar	Field: campo
Sheep: oveja	Cry: gritar
However: sin embargo	
Laugh: reírse	
Lies: mentiras	

2. Teniendo en cuenta las imágenes y el título de la historia responde las siguientes preguntas:

a. What is the story about?

On one occasion a young man was a big liar, he looked after the sheep and shouted the wolf! the wolf! and the villagers ran away and when they arrived it was a lie and the young man laughed. Until a certain time the wolf really came and the young man shouted but nobody believed him and the wolf attacked him.

3. Elige la opción correcta teniendo en cuenta la fábula.

a. What are the main characters?

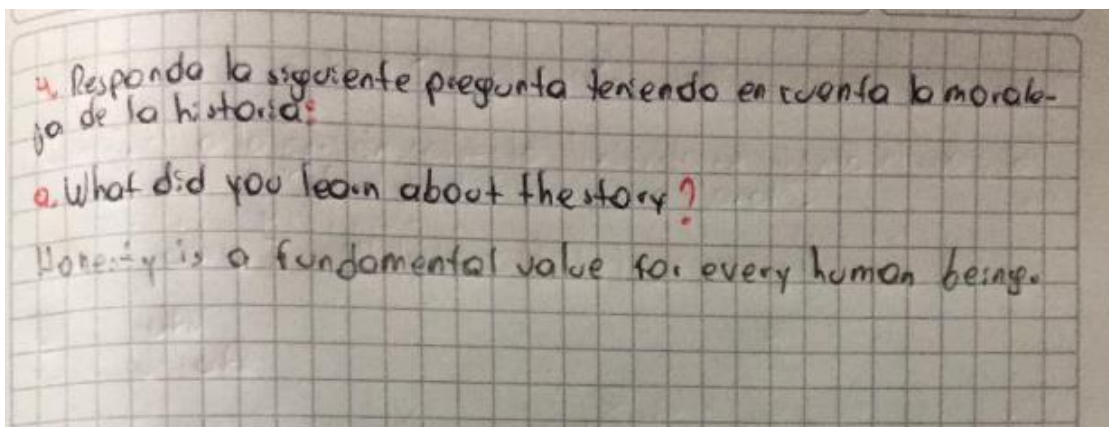
a. The boy and the villagers.

b. Why did the boy play tricks on the villagers?

b. Because, he loves to play tricks.

c. Did the villagers believe his last cry?

b. No, they didn't.




Appendix 13

1. Lee la fábula teniendo en cuenta el vocabulario.


VOCABULARY:

- Bump into: tropezar con.
- Wake up: levantarse.
- Dangle: colgar.
- Tail: cola.
- Favor: favor.
- Return: devolver.
- Laugh: reírse.
- Drop: dejar caer.
- Tiny: diminuto.
- Mighty: poderoso.
- Fall into: caer en.
- Hunter: cazador.
- Trap: trampa.
- Net: red.
- Roar: rugido.
- Shook: sacudir.



VOCABULARY:

- Ground: áren.
- Hear: escuchar.
- Come near: acercarse.
- Towards: hacia.
- Too: demasiado.
- Chew: masticar.
- Hole: hueco.
- Run away: escaparse.
- Look back: mirar hacia atrás.
- Proud: orgulloso.
- Walk away: marcharse.
- Rub: frotar.
- Ride on : montarse en algo.



2. Teniendo en cuenta las imágenes y el título de la historia responde la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)
The story is about a strong lion and a tiny mouse. One day the mouse proposed to the lion that if he left him, the mouse will help him when he was in danger. Apart that, the lion was captured by some hunters, he was in a redy the mouse listened the roar of the lion and ran to help him as he promised.

3. Elige la opción correcta teniendo en cuenta la fábula.

- What are the main characters? (¿Cuáles son los personajes principales?)
 - a. The lion and the hunters.
 - b. The mouse and the hunters.
 - c. The lion and the mouse.
- What animal does the lion catch? (¿Qué animal el león atrapa?)
 - a. The hunter.
 - b. The mouse.
 - c. The ant.
- What does the mouse promise the lion? (¿Qué le promete el ratón al león?)
 - a. To help him one day.
 - b. To eat him.
 - c. To be his best friend.
- Does the mouse help the lion? (¿El ratón ayuda al león?)
 - a. Yes.
 - b. No.

The mouse started to bite the net, cutting each addition until leaving a large hole where the lion might run away.

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

a. What is the moral of the story? With your own words (¿Cuál es la moraleja de la historia? Con tus propias palabras)

The moral of this interesting story from me is that we shouldn't underestimate someone because of their appearance. We all have different qualities that are helpful to others on a specific occasion.

Appendix 14

6. READING COMPREHENSION ACTIVITY

The Boy Who Cried Wolf


Long ago, there was a young, cheeky boy who looked after some sheep near a village. The boy was often bored. One day, he played a trick on the villagers to pass the time.

"Wolf! Wolf!" he shouted loudly

The villagers came running up the hill to save the sheep. However, when they got there, there was no wolf. The boy laughed at them. "I tricked you!" he said.

"You must not tell lies!" said the villagers angrily and went back to the village.

Soon, the boy was bored again. He thought for a minute and shouted, "Wolf! Wolf!" Again, the villagers rushed up the hill to save the sheep.




The moral of the story

"No one believes a liar, even if they are telling the truth"


(Nadie le cree a un mentiroso, incluso si ellos están diciendo la verdad)

1. Lee la fábula teniendo en cuenta el vocabulario.

VOCABULARY	VOCABULARY
Cheeky: descarado,	Run up: correr hasta.
impertinente.	Hill: colina.
Look after: cuidar de.	Save: salvar.
Village: pueblo.	Sheep: oveja.
Bored: aburrido.	However: sin embargo.
Trick: broma.	Laugh: reírse.
Villagers: aldeanos.	Lies: mentiras.
Pass: pasar.	Angrily: furiosamente.
Shout: gritar.	Go back: devolverse.
Loudly fuertemente.	Soon: pronto.
Tell: contar, decir.	Rush up: correr hasta.
Hurry: darse prisa.	Huge: enorme.
Back down: retroceder.	Field: campo.
Come into: entrar.	Cry: gritar.



No one believes a liar, even if they are telling the truth.



2. Teniendo en cuenta las imágenes y el título de la historia responda la siguiente pregunta:

a. What is the story about? (¿De qué trata la historia?)

This story is about a boy who said lies because he felt bored, he liked to play a lot of tricks on the villagers but one day, he was really in trouble, the villagers didn't believe and didn't help him, so, the wolf ate all of the sheep.

3. Elige la opción correcta teniendo en cuenta la fábula.

- What are the main characters? (¿Cuáles son los personajes principales?)
 - a. The boy and the villagers.
 - b. The boy and the sheep.
 - c. The boy and the wolf.
- Why did the boy play tricks on the villagers? (¿Por qué el niño le jugaba bromas a los aldeanos?)
 - a. Because, he was happy
 - b. Because, he loves to play tricks.
 - c. Because, he was bored.
- Did the villagers believe his last cry? (¿los aldeanos le creyeron su último grito?)
 - a. Yes, they did.
 - b. No, they didn't.

4. Responda la siguiente pregunta teniendo en cuenta la moraleja de la historia:

a. What did you learn about the story? (¿qué usted aprendió de la historia?)

If we said lies, people won't believe when we talk the truth. We must always tell the truth.

Appendix 15

Fourth reflective journal

Date: October 23th 2020

Activity: the fourth workshop “the boy who cried wolf”

Description:

This fourth workshop was developed following certain stages, such as pre-reading, while reading and post-reading that have special activities in order to accomplish each procedure. Therefore, as first activity of the workshop it uses the vocabulary in order to read the text, then to answer the question “what is about?” taking into account the title and the images of the fable, consequently to choose the correct option after reading the text and the final activity to argument their thoughts about the moral of the story, in this way the learner have to accomplish the different stages point by point.

Reflection:

In this fourth workshop, I could underline that I presented this fable in the virtual encounters at the moment to explain the pedagogic worksheet, hence some learners shared their comments and questions related to the development of the fable such as what they knew the fable but in Spanish and some others said that the fable was enjoyable and. The fable was assigned 27th October in order to deliver 1th November through the supervisor’s mail, WhatsApp or Webcolegios.

In addition, this was the last workshop in which I could realize that this implementation of fables as a teaching strategy for fostering students’ reading comprehension was accurate since the students in this last workshop evinced their improvement in their texts and their development of them. In addition, it is important to highlight that to the extent the students received the feedback of their written corpus; they improved it since the participants took into account the recommendations in order to practice and enhance their written production with the objective to have clearer and more coherent ideas.



Appendix 16

NARRATIVA 1

Paula Andrea Gelvez Saavedra

En la primera semana de experiencia educativa que se lleva a cabo en la Institución Educativa Águeda Gallardo de Villamizar con la ayuda y apoyo de la supervisora Nataly Guarín que juega un papel primordial como guía en este proceso. Esta primera semana, se llevó a cabo la revisión de tercer período y se incluyó el “modal verb must and mustn’t”, por consiguiente, se debió desarrollar una guía o ficha pedagógica con diferentes ítems que ayudan a estructurar diferentes actividades y explicaciones con cada tema, al igual se desarrolló unas diapositivas con la explicación del tema y ejercicios prácticos para resolver durante la clase virtual.

Estas clases virtuales se desarrollan por medio de Zoom durante 40 minutos con los grados séptimo y octavo, en este caso de noventa estudiantes en global por cada grado solo entre 15 y 10 se conectan lo cual impide la enseñanza y la explicación de los temas a todos los estudiantes de una forma igualitaria. Sin embargo, las clases se desarrollaron de forma didáctica permitiendo a los estudiantes una participación activa y la explicación clara de los temas para el lograr el desarrollo y comprensión de la ficha pedagógica.

Durante las clases, se logró realizar actividades que cumplen la interacción de los estudiantes los cuales expresan sus dudas e inquietudes, al igual que motivar a los estudiantes para una participación, del mismo modo, realizar lo planeado en el tiempo estipulado para las clases y dar instrucciones claras para llevar a cabo cada una de los ejercicios prácticos, alentando y promoviendo la creatividad y el uso de materiales didácticos.

En este orden de ideas, durante la semana tanto la supervisora y practicante resuelven dudas, comentarios o dan explicaciones por medio de WhatsApp lo cual permite que todos los alumnos de los grados séptimo y octavo alcancen la comprensión y entendimiento de los temas.

Appendix 17

NARRATIVA 5

Paula Andrea Gelvez Saavedra

En la quinta semana de experiencia educativa que se lleva a cabo en la Institución Educativa Águeda Gallardo de Villamizar con la ayuda y apoyo de la supervisora Nataly Guarín que juega un papel primordial como guía en este proceso.

Esta quinta semana, se desarrolló el proyecto transversal propuesto para el cuarto período el cual se llama "SALENSIAN'S ENGLISH OLYMPIADS" el cual se llevó a cabo el día jueves 29 de octubre en dos jornadas y formas distintas, ya que este proyecto transversal se desarrolló por medio de una prueba online en las horas de la mañana donde los estudiantes accedieron a un google forms para contestar unas preguntas de diferentes competencias: Reading, grammar, vocabulary, listening y writing. Del mismo modo, se desarrolló una prueba por PDF en las horas de la tarde donde los estudiantes enviarían una hoja de respuestas para su calificación.

Durante la semana estuve desarrollando videos y posters con el fin de promover y difundir el llamado a participar en las olimpiadas, además desarrolle el google forms para categoría "intermediate" que incluye a los estudiantes de noveno y octavo.

En el desarrollo del proyecto tocó estar muy atentas a cualquier llamado, pregunta o comentario que se hiciera, de la misma manera las practicantes recibimos las hojas de respuestas de la parte offline y desarrollamos la calificación y premiación del mejor estudiante por categoría, teniendo en cuenta el mejor puntaje y tiempo.

Estas olimpiadas fueron un éxito ya que 320 estudiantes participaron activamente durante el proceso del desarrollo de este mismo. Fue gratificante la participación y el entusiasmo que cada estudiante puso en su trabajo y que fue evidenciado en los formularios.



ACREDITACIÓN INSTITUCIONAL

Avanzamos... ¡Es nuestro objetivo!



Por otra parte, esta semana dicte la clase octavo y séptimo haciendo el uso de diapositivas y de forma independiente ya que la profesora no pudo estar presente teniendo en cuenta que se encontraba en reunión, la participación de los estudiantes fue activa y gratificante en los ejercicios ya que se evidencia que entendieron el tema.



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Appendix 18

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

***Obligatorio**

Dirección de correo electrónico *

Tu dirección de correo electrónico

1. Escuché y entendí a l@s estudiantes. *

- Sí
- No

Justifique su respuesta *

Tu respuesta

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *



2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

Si

No

Justifique su respuesta *

Tu respuesta

3. Realicé actividades que facilitan el aprendizaje de l@s estudiantes. *

Si

No

Justifique su respuesta *

Tu respuesta

4. Animé a l@s estudiantes a comunicarse en la clase virtual utilizando la lengua de aprendizaje. *

Si

No

Justifique su respuesta *

Tu respuesta

5. Realicé una buena gestión del tiempo para poder llevar acabo las actividades propuestas en los encuentros sincrónicos y asincrónicos *



6. Dí feedback positivo a l@s estudiantes. *

- Si
 No

Justifique su respuesta *

Tu respuesta

7. Mis instrucciones y orientaciones fueron claras: Me aseguré de que l@s estudiantes las entendieran *

- Si
 No

Justifique su respuesta

Tu respuesta

8. Las explicaciones que proporcioné fueron claras, e inteligibles. *

- Si
 No

Justifique su respuesta *

Tu respuesta

9. Presenté los materiales, fichas de trabajo, adecuadamente *

- Si

10. Utilicé material didáctico y/o interactivo adecuado para el desarrollo de la clase y de las fichas de trabajo? *

- Si
 No

Justifique su respuesta *

Tu respuesta

11. Las actividades y/o ejercicios propuestos fueron desarrollados satisfactoriamente por los estudiantes *

- Si
 No

Justifique su respuesta *

Tu respuesta

12. Promoví la creatividad e imaginación entre l@s estudiantes. *

- Si
 No

Justifique su respuesta *

Tu respuesta

13. Pronuncié de forma clara y a un ritmo normal /adecuado al nivel de l@s estudiantes. *



14. Corregí en el tono, el momento y la forma adecuada. *

- Si
 No

Justifique su respuesta *

Tu respuesta

15. Abordé con I@s estudiantes las diferencias culturales entre nuestro país y los países donde se habla la lengua extranjera *

- Si
 No

Justifique su respuesta *

Tu respuesta

16. Implementé una transversalidad de contenidos en mis clases. *

- Si
 No

Justifique su respuesta *

Tu respuesta

17. Me integré satisfactoriamente con los estudiantes, creando así un ambiente ameno *



18. Mantuve un ritmo adecuado al nivel de la clase para el desarrollo de las actividades propuestas *

- Si
 No

Justifique su respuesta *

Tu respuesta _____

19. Durante los encuentros sincrónicos, mantuve orden y disciplina para el desarrollo de los mismos *

- si
 No

Justifique su respuesta

Tu respuesta _____

20. En los encuentros sincrónicos y en las guías de trabajo resalto la importancia de aprender y cómo aprender la lengua extranjera *

- Si
 No

Justifique su respuesta *

Tu respuesta _____



Appendix 19



UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

*Obligatorio

Dirección de correo electrónico *

gelvez477@gmail.com

NOMBRE ESTUDIANTE *

Paula Gelvez Saavedra

Siguiente

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana. -Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

La planeación de las clases se hacían mediante una ficha pedagógica la cual se dividía entre 4 partes como: exploración que es el warm up en el cual se hace una actividad para introducir el tema de la sesión, el punto teórico o de estructuración en el cual se da la explicación del tema, el punto de apropiación de la información en el cual se realizan ejercicio, luego el punto de extensión en el cual se relaciona la temática con un tema de interés general, y por ultimo la evaluación en el cual se evalúa los conocimientos adquiridos durante toda la ficha.

De este modo se planea las clases siguiendo las etapas.

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale (desde que inicia hasta que termina) . Indique todo lo que hace como profesor.a y lo que hacen los estudiantes.

*

Durante una sesión virtual, primeramente se hacia explicación de la guía pedagógica paso por paso con el fin de esclarecer dudas que se pudieran presentar durante la sesión, después de explicar la guía y que los estudiantes presentaran sus inquietudes, yo hacia la explicación del tema con ayuda de diapositivas en la cual trataba de abarcar toda la información posible con el fin de que los estudiantes tuvieran mas claro lo que iban a resolver, después de la explicación, se hacia una actividad para de este modo saber si los estudiantes comprendieron el tema o tiene falencias en este, si los estudiantes demostraban que no entendieron el tema, se hacía la explicación de nuevo de forma general y remarcando las inquietudes con el fin de reforzar los conocimientos.

4. Si hay situaciones o eventos "extraordinarios" importantes, convendrá que lo exponga. *

en general, no se presentó ningún evento extraordinario durante el transcurso del desarrollo de la práctica integral, las clases se hicieron con normalidad y se atendió y se dio asesoría virtual por medio de WhatsApp sin ningún acontecimiento extraordinario. sin embargo lo único que puedo resaltar es que en el servicio de extensión se dio un gran cambio teniendo en cuenta que anteriormente el proyecto se enfocó en el diseño de guía, pero mediante una reunión virtual se afirmó que ya no se podría considerando que el colegio adquirió guías, por lo cual los docentes en formación tendrían que dar solo asesorías virtuales.

3. Si encuentra que hay rutinas que se repiten en todas las sesiones indique cuáles y por qué. *

Cada sesión virtual se repetía, ya que se seguía las mismas etapas y el mismo patrón para el desarrollo de la clase virtual.

5. Si varias sesiones configuran una Unidad, describa el proceso completo: - Cómo estructura la Unidad y organiza el tiempo -Distribución de los espacios (virtuales) -Tipo de actividades y materiales utilizados por los estudiantes: ordinarios, de ampliación, de refuerzo *

Las unidades de la materia se basaban en el libro "way to go" en el cual la profesora por medio de este material planteaba los temas a llevar a cabo. Además, la distribución de los espacios virtuales eran los miércoles mediante la clase de inglés por medio de zoom en una sesión de 40 minutos, sin embargo durante la semana los estudiantes con dudas e inquietudes recibían asesorías personalizadas con el fin de explicar y resolverlas.

6. Describir como realiza la atención a la diversidad del aula (analizar este punto y la formación y apoyo que ofrece la Universidad y el Centro de práctica). Refuerzos *

En cuanto a la diversidad del aula, todos los estudiantes recibían tutorías personalizadas mediante WhatsApp y los estudiantes que se pudieran conectar tenían la posibilidad de preguntar y de este modo resolver sus dudas, cada estudiante se le asistía teniendo en cuenta la hora.
Por otro lado, la Universidad de Pamplona ofrece el servicio de practicantes los cuales cumplen ciertas responsabilidades con el fin de ayudar a los profesores y estudiantes durante el proceso de enseñanza.

6. Cómo realiza la observación y el registro de datos. (Descripción del modo de realización) *

La observación se llevo acabo mediante las sesiones en las cuales pude observar con detenimiento en proceso y las etapas que realizaba la profesora durante la explicación de la clase.

7. Describa las actividades de evaluación. Pruebas. etc. Cómo realiza la retroalimentación del proceso de aprendizaje al estudiante? *

Las actividades de evaluación se realizan por medio de la ficha pedagógica en la cual los estudiantes tiene el punto de apropiación, el cual es una actividad para saber si los estudiantes entendieron el tema, sin embargo el punto de evaluación comprendía el 30% de la nota final ya que era considerado como la prueba de calidad.

Cómo realiza la retroalimentación del proceso de aprendizaje al / a la estudiante?

La retroalimentación se daba de forma personalizada en el cual a medida que se calificaba los talleres a los estudiantes recibían los comentarios resaltando sus puntos buenos y los que necesitan esfuerzo y mejora.

Taller adaptado de Blanchard. M y Muzás. MD. Propuestas Metodológicas para Profesores Reflexivos. Celesa. 2005

Appendix 20





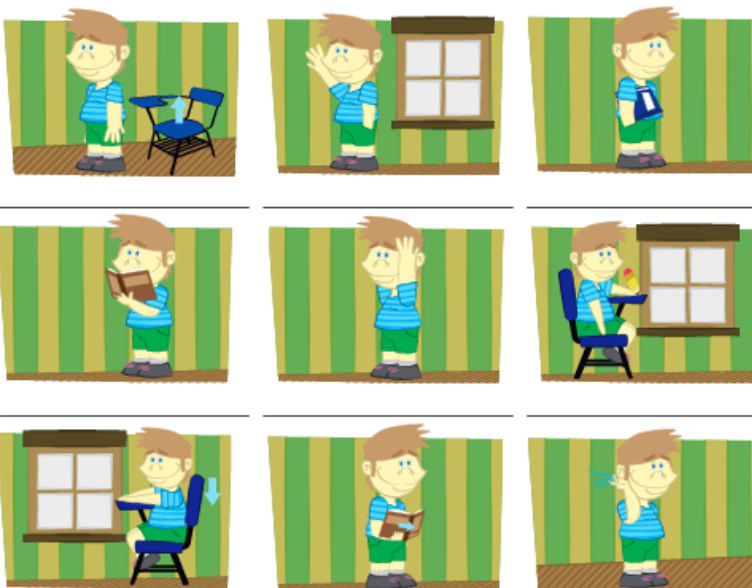
Hello! I am Welcome to this adventure!

1. Listen to and practice the following commands

- | | | |
|---------------------|---------------------|--------------------|
| a. Stand up. | b. Sit down. | c. Hands up. |
| d. Listen to. | e. Raise your hand. | f. Open your book. |
| g. Close your book. | h. Write. | i. Read. |



2. Write the commands under the corresponding picture



Go to the Interactive activities in the CD-ROM and practice





3. Look at the picture, what do you see?



4. Look, listen, and practice

a.



Notebook

b.



Eraser

c.



Sharpener

d.



Backpack

e.



Pencil

f.



Notebook

g.



Scissors


h.



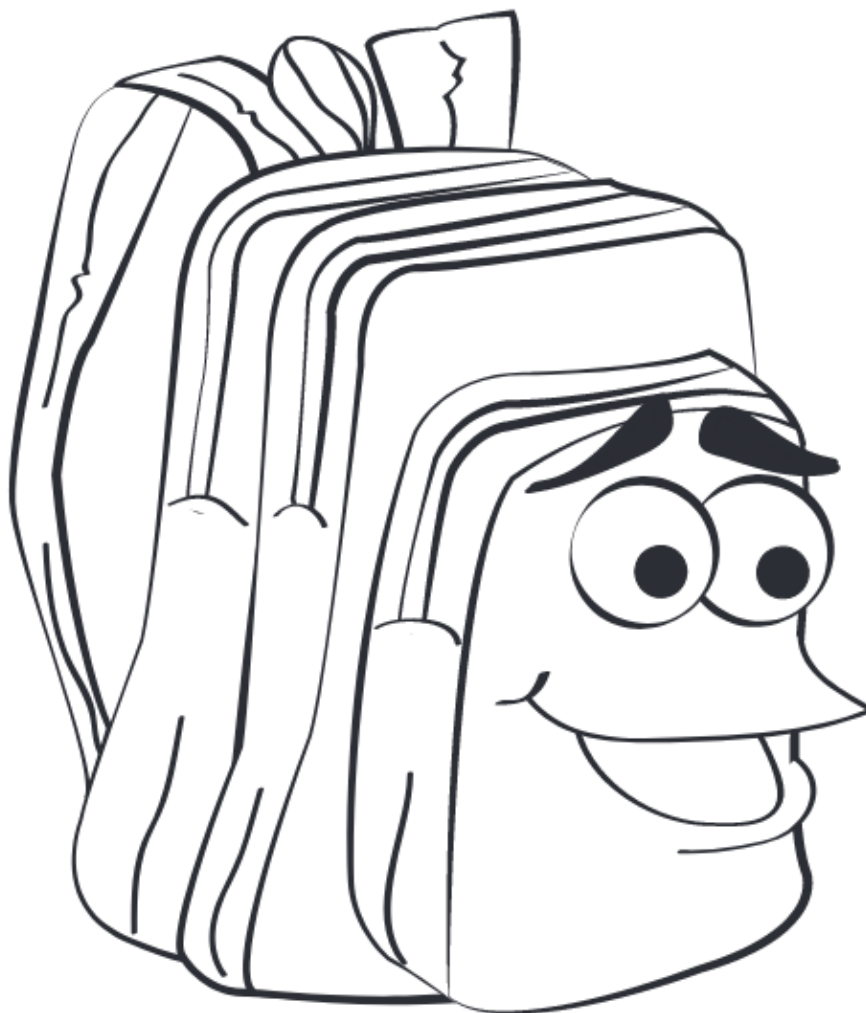
Ruler






 5. Listen and color the school supplies on page 65

 6. Cut and stick them on the backpack



 7. Listen to your teacher and point at your school supplies





 **8. Listen and put numbers from 1 to 8 to the words you hear.**
Picture 8 is not mentioned. Can you find it?



 **Go to the Interactive activities in the CD-ROM and practice**





9. Read aloud

My First Day Of Class



Hi friends, I am Melisa. I go to school.

Today is my first day at school.

I bring my , my ,

my and my in my pencil case.

My pencil case is in my backpack.

I am very happy at school.

10. Say what Melisa has in her backpack

11. Tell the class what you have in your backpack, pointing at the items





12. Find out the words below in the word search



Pencil



Eraser



Sharpener



Notebook



Book



Scissors



Glue



Backpack



Ruler



Pencil case

WORD SEARCH

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





13. Sing the song

THE WHEELS ON THE BUS



The wheels on the bus go round and round
round and round
round and round

The wheels on the bus go round and round
all through the town!

The students on the bus go up and down
up and down
up and down

The students on the bus go up and down
all through the town!

The horn on the bus goes beep, beep, beep
beep, beep beep
beep, beep, beep.

The horn on the bus goes beep, beep, beep
all through the town!

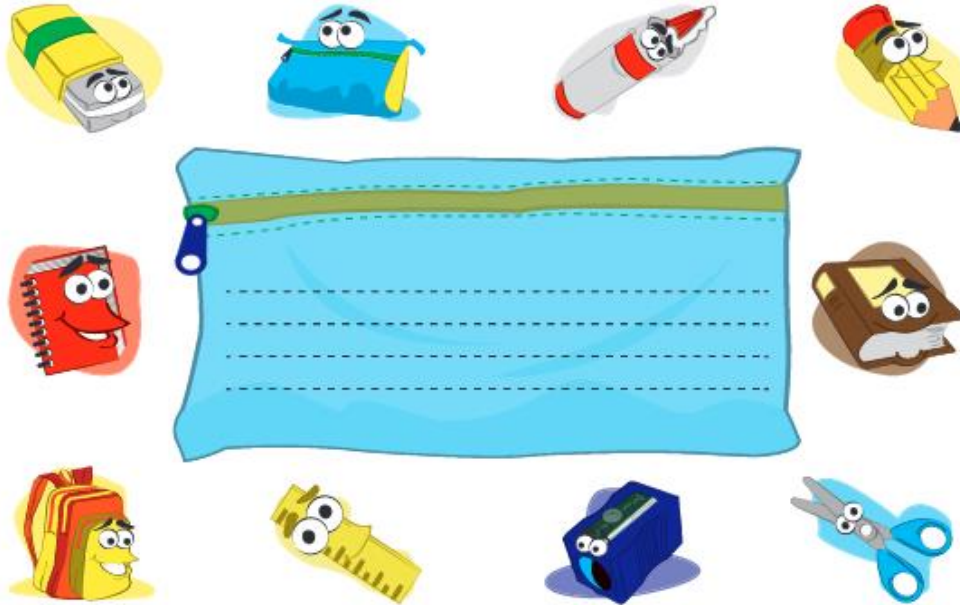
The wipers on the bus go swish, swish, swish
swish, swish, swish
swish, swish, swish

The wipers on the bus go swish, swish, swish,
all through the town!





14. What do you have in your pencil case? check. (✓) and write



15. Listen to and repeat /æ/



16. Write the number from 1 to 4 according to the word you hear





MY PROJECT

My pencil case

Make your pencil case; include eraser, sharpener, ruler, colors and all you want

Materials:



Foamy



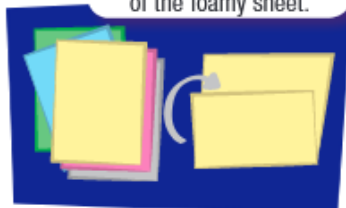
Glue



Scissors

Instructions:

Fold up the bottom third of the foamy sheet.



Use a ball point pen to mark the holes.



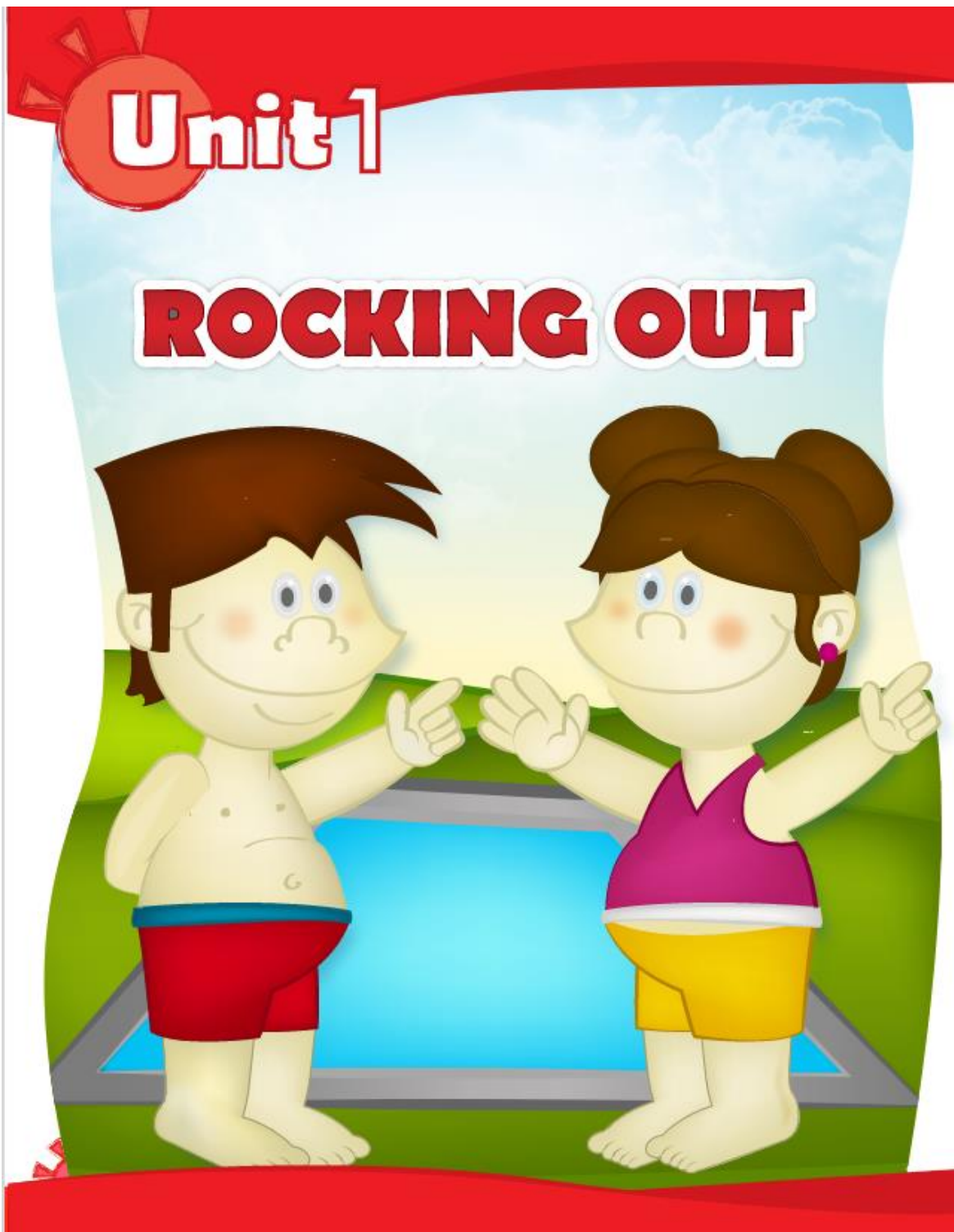
Stick the sides with glue.



Personalize your pencil case.



Appendix 21

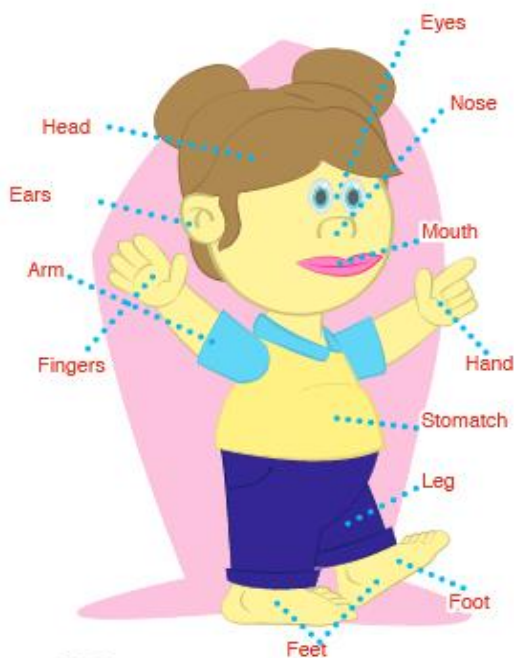




 **1. Find the differences. Circle them**



 **2. Listen and practice.**
Go to page 57, cut out the pictures, and stick them in the correct place



a.

I have short black hair.
I don't have long hair.

b.

I have long brown hair.
I don't have short hair.

 **Go to the Interactive activities in the CD-ROM and practice**





3. Complete the crossword puzzle with the parts of the body



4. Circle the correct picture

a. I don't have brown hair


b. I have blue eyes

c. I have short hair

d. I don't have a long nose





 **5. Look at the picture. Circle the correct answer. Listen and check**

1.
 - a. I have two hands.
 - b. I don't have two hands.
2.
 - a. I don't have long brown hair.
 - b. I have short black hair.
3.
 - a. I have ten fingers.
 - b. I don't have twelve fingers.



 **6. Describe yourself Share with a partner**



I have long brown hair and green eyes.

I have _____



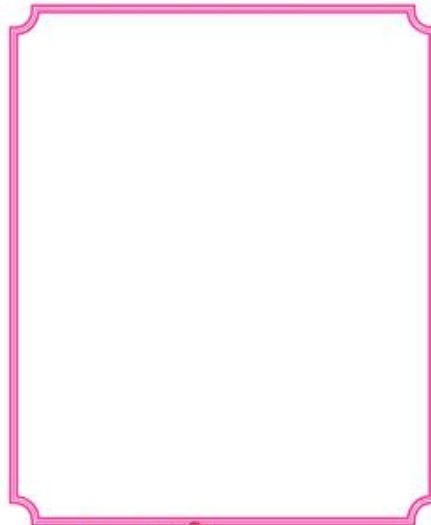


7. Read and tick (✓) the correct picture

**I have long brown hair,
green eyes, and short legs.**



8. Read, draw and color



I have long black hair, long legs, and
black eyes.





9. Listen and chant

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes, knees and toes
 Head, shoulders, knees and toes, knees and toes
 eyes and ears and mouth and nose
 Head, shoulders, knees and toes, knees and toes.



10. Listen and practice the following words



 11. Listen and (X) the word that sounds different

July

Happy

Twenty

 12. Look at the picture and write the missing words

- a. I have _____ hair.
- b. I have _____ nose.
- c. I _____ one mouth.
- d. I have ten _____.
- e. I _____ ears.
- f. I _____ short hair.





Project Time

Project Bingo Game

Materials:



Procedure:

1. Go to page 59, cut out the pictures.
2. Draw a grid of 9 squares on your cardboard.
3. Paste 9 of the pictures cut from page 59 on your cardboard.
4. Ready! It's time to play "bingo game" with your classmates.



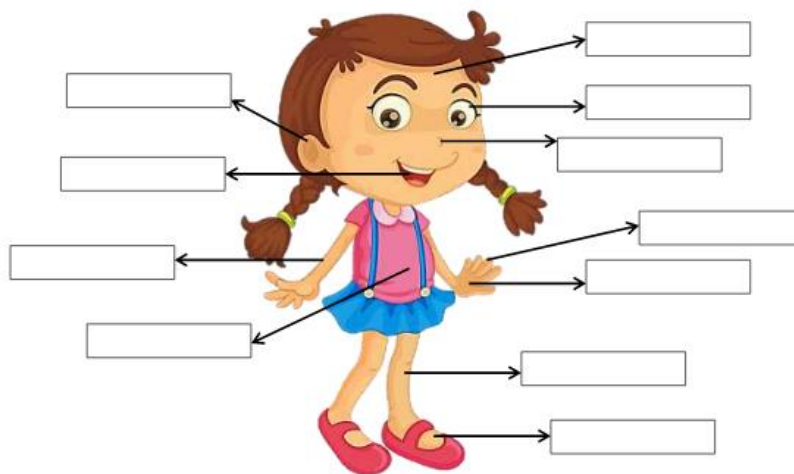
Appendix 22

I.E COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR FORMANDO BUENOS CRISTIANOS Y HONESTOS CIUDADANOS AREA: IDIOMA EXTRANJERO - INGLES	
Ficha de orientación de trabajo en casa	1
Periodo	Cuarto periodo
Grado	Octavo
Eje temático	Partes del cuerpo
Objetivo	Identificar y comprender las partes del cuerpo
Fecha de asignación	
Fecha de entrega	
Medio de entrega	

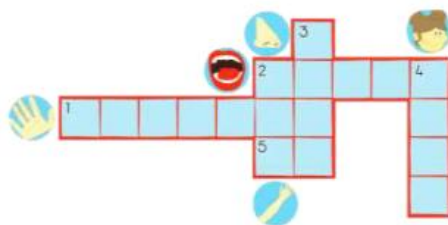
UNIT 1 ROCKING OUT

1. Identifique y escriba las partes del cuerpo en inglés, utilizando las palabras del recuadro.

*EYES *NOSE *MOUTH *EARS *ARM *HAND *STOMACH *LEG *FEET



2. Complete el siguiente crucigrama teniendo en cuenta las imágenes.



Appendix 23



FROM HOME TO SCHOOL

LISTEN

STAND UP

CLOSE YOUR BOOK

OPEN YOUR BOOK

SIT DOWN

RAISE YOUR HAND

WRITE

READ

Appendix 24

[Maximizar (Con espacio)]

FROM HOME TO SCHOOL

Grado 2 - Guía N° 1 From Home To School.pdf - Adobe Acrobat Reader DC

Archivos adjuntos

- Guía 1 - Página 17 Listen.mp3
- Guía 1 - Página 18 Listen.mp3
- Guía 1 - Página 19 Listen.mp3
- Guía 1 - Página 20 Listen.mp3
- Guía 1 - Página 23 Chant.mp3
- Guía 1 - Página 24-1 Listen.mp3
- Guía 1 - Página 24-2 Listen.mp3

Unit 1 FROM HOME TO SCHOOL

Appendix 25



AGUEDA GALLARDO
DE VILLAMIZAR
HIGH SCHOOL

ORA ET LABORA

JÓVENES
por la LUZ
Generación 2.0

Sección 1 de 6

Salesian's English Olympiads 2020

Category: Intermediate

Dirección de correo electrónico *

Dirección de correo electrónico válida

Este formulario recopila las direcciones de correo electrónico. [Cambiar configuración](#)

Nombres: *

Texto de respuesta corta

Grado: *

Texto de respuesta corta

AQUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SALESIAN'S ENGLISH OLYMPIADS 2020



Category: Intermediate
8th and 9th graders

READING

Parte 1

TWO SISTERS AND THE CAT

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister opened the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".



She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes.

~~Suddenly she remembered she had left the shopping bag on the bus.~~

Appendix 26



AGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SALESIAN'S ENGLISH OLYMPIADS 2020
Category: **Intermediate**
8th and 9th graders



Student: _____ Grade: _____

ANSWERS SHEET / HOJA DE RESPUESTAS

READING



1	A	B	C	6	A	B	C
2	A	B	C	7	A	B	C
3	A	B	C	8	A	B	C
4	A	B	C	9	A	B	C
5	A	B	C	10	A	B	C

VOCABULARY



11	A	B	C	D	E	F	G	H	19	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H	20	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H	21	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H	22	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H	23	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H	24	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H	25	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H									

GRAMMAR



26	A	B	C	31	A	B	C	36	A	B	C
27	A	B	C	32	A	B	C	37	A	B	C
28	A	B	C	33	A	B	C	38	A	B	C
29	A	B	C	34	A	B	C	39	A	B	C

