

Using Short Stories as a pedagogical tool to enhance sixth grade students' reading and listening skills at the Technical Institute Patios Centro N°2. An action research.

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

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2021.

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Table of contents

Chapter I: General presentation	4
Introduction.....	6
Justification.....	8
Objectives.	10
Conclusions.....	10
Chapter II: Institutional observation	11
Topographical location of the institution.....	12
Symbols of the institution.	13
Administrative aspects.....	13
Principal aspects of the Institutional Education Project (PEI).....	13
Institutional horizon	
Institutional principles.	14
Main aspects of the School Regulation Book.....	15
Institutional academic schedule	16
Pedagogical aspects.	17
Technological aspects.....	19
Population.	20
Structure of the worksheets.....	22
Chapter III: Research and pedagogical component.....	26
Introduction.....	26
Statement of the problem	27
Justification.....	28
Questions.....	25
Objectives.	26
Theoretical Framework.....	29
Short stories.	29
Reading.	30
Listening.	31
Literature in education	32
Literature review.....	33
Teaching English through short stories.....	33
Short stories and the development of reading and listening skills.....	35
Implementation methodology.....	36
Description of the activities implemented.	37
Worksheet planning.	38
Worksheet designed.....	40
Chronogram of the pedagogical activities.	50
Research methodology.....	51
Approach.....	51
Design.	48
Setting.	52
Population	52

Sample.....	53
Population	53
Methods of data collection.....	53
Chronogram.	56
Data analysis.	57
Findings	58
Reading comprehension.....	58
Listening comprehension.....	64
Short stories.	67
Conclusions.....	71
Recommendations.....	72
Ethical considerations.....	73
Chapter IV:Outreach component.....	74
Introduction.....	74
Justification.....	75
Objectives.	76
Methodology.....	76
Description of the activities implemented.	76
Chronogram of activities	77
Evidence	84
Conclusions.....	85
Chapter V: Intra-institutional activities component.....	86
Introduction.....	86
Justification.....	87
Objectives	88
Methodology.....	89
Conclusions.....	90
Chapter VI: Reflective approach.	91
Reflective process	91
Conclusions.....	93
Chapter VII: Material designed	94
References.....	97
Annexes.....	101

List of figures

Figure 1. Instituto Técnico Patios Centro N°2	12
Figure 2. Institutional Shield.....	13
Figure 3. Institutional Academic Schedule	16
Figure 4. Secondary School books used.	17
Figure 5. Platform “Web Colegios”.....	19
Figure 6. School academic schedule.	22
Figure 7. Worksheet example.	25
Figure 8. First virtual encounter.....	43
Figure 9. Second virtual encounter.	46
Figure 10. Field note format.	54
Figure 11. Self-assessment (vocabulary).	61
Figure 12. Self-assessment (pronunciation).....	66
Figure 13. Self-assessment (motivation).....	68
Figure 14. Material designed for fifth grade.....	83
Figure 15. Virtual encounter with fifth grade.	84
Figure 16. Language day ‘s video.....	89
Figure 17. Evaluation commission.	89
Figure 18. First narrative.....	92

List of tables

Table 1. Supervisor's academic schedule	18
Table 2. Pre-service teacher schedule.....	19
Table 3. Population	20
Table 4. School authorities.	20
Table 5. Planning format.	39
Table 6. Planning of the first worksheet.	41
Table 7. Planning of the second worksheet.	44
Table 8. Planning of the third worksheet	47
Table 9. Planning of the fourth worksheet	49
Table 10. Chronogram of pedagogical activities	50
Table 11. Self-assessment.....	56
Table 12. Chronogram of the instruments.	56
Table 13. Categories chart	57
Table 14. Chronogram of the outreach component	94
Table 15. Material designed.....	72

List of abbreviations

CEFR	Common European Framework of Reference
PSDCFL	Program for Strengthening the Development of the Competences in Foreign Languages
MNE	Ministry of Education
NEP	National English Program
EFL	English as a Foreign Language
P1	Participant 1
F1	Field note 1.

List of annexes

Annex 1. First worksheet designed	101
Annex 1.1 Second worksheet designed	105
Annex 1.2. Third worksheet designed	110
Annex 1.3. Fourth worksheet designed.....	114
Annex 2. Presentation of the research problem to the population.	119
Annex 3. Field notes.	119
Annex 4. Interview validation grid.	123
Annex 4.1. Letter of consent.....	126
Annex 4.2. Letter of consent presentation of the project	127.
Annex 5. Transcriptions of the semi-structured interviews.....	128
Annex 6. Field notes evaluation grid	136
Annex 7. Interview evaluation grid.	142
Annex 8. Self-assessment analysis.	151
Annex 9. Narratives.....	154
Annex 10. Material designed.	163

Chapter I :

General presentation of the project

In the University of Pamplona, tenth semester students of the bachelor's degree of Foreign Languages must accomplish their last stage of practicum, performing as pre-service teachers in a real educational context. This research study presents the development of the integral practicum, and it is divided into four main components: institutional observation, pedagogical and research, outreach, and interinstitutional activities. First, an institutional observation was carried out by the pre-service teacher with the aim of recognizing several aspects of the institution and get to know the school community. It was also the opportunity to analyze the context and discover the needs that would be covered through the implementation of this proposal.

Once the educational context was observed, the issue to be covered was detected and it was the point to formulate the plan and propose a solution for the problematic in the pedagogical and research component. This part of the study is centered on describing the proposal to be implemented and how it would help solve the phenomenon under study. This component contains a description of the problem identified to be enhanced and the strategy that the pre-service teacher plans to implement during the ten weeks of practicum. It also explains the base of the study through the theoretical framework and the revision of previous studies in the literature review. In the final part of the component, it is possible to find the action research and implementation methodology to be carried out and the organization of the chronogram. This part also includes the description of the design, approach, setting, population of the study and it presents the

three methods of data collection implemented. Besides, in the implementation methodology the research explains the steps to follow to carry out this project.

Followed to that, the outreach component is introduced as an English support to the community of primary students through the offer of a sensibilization English program carried out by the pre-service teacher. The purpose of this component is to help primary students with their difficulties in the English learning process and attend the necessities of teaching English in Colombian primary schools. It is necessary to mention that during the development of the project, there were some alterations in the calendar due to the social problems that were occurring in the country. Therefore, in order to overcome those issues, it was decided to design different types of material according to the teacher in charge requests so it could be used in the following weeks.

Additionally, in the inter-institutional activities component, the pre-service teacher takes an active role in all the activities conducted by the institution during the integral practicum, being involved in all the events proposed. This component was conceived to offer the pre-service teachers the opportunity to experience different aspects of the professional life while helping in diverse activities such as: cultural events, parents meeting, tutorials, pedagogical support, among others.

Finally, the last part of this project is dedicated to the reflection process made through weekly narratives that allowed the pre-service teacher to deeply contemplate all the aspects of this integral practicum.

Introduction

In a globalized and interconnected world, learning English has become a subject of interest and it is now perceived as an entry to the global market and to become more competitive in different fields. In this sense, Colombia and many other Latin American countries have initiated the process to promote the teaching and learning of English in the country, establishing it as the main foreign language to be taught in the five levels of the Colombian Educational System: Pre-School, basic education (grades 1-9), middle education (grades 10-11), and higher education. In the last years, the Colombian government has designed a series of programs with the main goal “to get students to improve their communication skills in English so that they could access to better job and professional opportunities” (Ministry of National Education, 2016, p.7). These programs include the NPB, Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras (Program for Strengthening the Development of the Competences in Foreign Languages-PSDCFL), Programa Nacional de Inglés: Colombia Very Well (National English Program: Colombia Very Well-NEP), and Colombia Bilingüe 2014-2018 (Bilingual Colombia).

In addition, the government presented the Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés, which establishes oral, written, listening, and reading standards for each grade level, according to the CEFR. It is stipulated that students should obtained an A1 at the end of third grade, an A2 level at the end of seventh grade, and a B1 level by the time they finish eleventh grade (Ministry of National Education, 2006, p. 10). Nonetheless, in trying to accomplish these government goals, the teaching and learning of

English have encountered several challenges that are affecting the output expected. With most of the public schools closed due to the pandemic, virtual education has reduced the interaction and the English classes are now limited in most cases to worksheets and virtual encounters only focused on giving instructions. It is necessary to implement new teaching strategies that can overcome the new challenges that education is currently facing.

Taking into consideration students' resources and connectivity, it is essential to adapt the teaching strategies to their reality and be certain that students can have the possibility to participate actively in the activities proposed. In this sense, the use of authentic material such as literature can be supportive for teaching basic language skills (reading, writing, listening, and speaking) and it can be easily manageable to be presented in diverse forms. According to Collie and Slater (2005) literature can serve as authentic material that demonstrates people's cultures, provides knowledge from every corner of the world, enhances language enrichment, and motivates students' involvement in the field.

Hence, in the development of the integral practicum, tenth semester students of the bachelor's degree of Foreign Languages serve as pre-service teachers in different public schools with the objective of being immersed in a real educational context and attend the necessities concerning the English language learning and teaching. Therefore, this present research study has the purpose of implementing short stories as a pedagogical tool to enhance sixth grade students' reading and listening skills in a Colombian public school.

On top of that, during the development of the practicum, the pre-service teacher also contributes to the primary school community where, in most cases, there is a lack of English teachers, and the subject of teaching English needs to be more addressed. In doing

so, pre-service teachers offer a support to the primary students, helping them enhance their English level and guide them to improve their skills.

Finally, it is also necessary for the pre-service teacher to be involved as an active member of the school community and participate in the activities established in the academic schedule. This involvement in the intra interinstitutional activities allows the pre-service teacher to experience a more complete role of the professional life and understand the different responsibilities that are also part of being a teacher.

Justification

During the institutional observation, it was found that the methodology implemented for the English classes was mostly focused on the use of worksheets and virtual meetings to solve doubts about the topic under study. In this sense, it is important to contribute to this methodology but also propose other elements that can help become the English learning process more complete and beneficial for the students. With the use of short stories, it is sought to strengthen students' reading and listening skills by implementing texts and audio files to complement their comprehension process.

Concerning the English level in Colombia, this subject also represents a problematic situation that needs to be addressed. In terms of ranking, the picture is discouraging since Colombia is positioned last among other countries with a low English level, according to a report made by the news magazine "Semana" in 2017. Most recently, in 2020, the firm EF English Proficiency Index (EPI) carried out a study to measure English performance in 100 nations, taking into consideration their reading and

listening skills. The results showed that Colombia occupies the 77th position, indicating a very low level.

In this sense, the importance of implementing short stories as a pedagogical tool lies on the fact that it will allow students the opportunity to practice the language and its structure by using pedagogical material that simulates real-life communication. Added to this, short stories can “served as a guide for language acquisition, and the students could review the structure of the language and analyze the use of specific expressions according to the situations in which the characters were depicted” (Arias G. 2017, p. 113). Besides, sixth grade students can also have the possibility to listen different short stories and practice their pronunciation.

Concerning the outreach component, pre-service teachers are going to have the opportunity to contribute to the English learning and teaching of elementary students in a public school. It is well known that elementary schools often face difficulties when teaching English and one of those issues is the lack of qualified English teachers. In most institutions, the duty of teaching English is attributed to teachers who do not have an English teaching bachelor’s degree and generally teach other subjects.

Otherwise, the interinstitutional activities component is the chance for pre-service teachers to adapt an active role during all the extra activities and events carried out by the school. All of these aspects offer the pre-service teacher the opportunity to have a complete real experience in an educational context and also understand the reality of English in Colombia. In this sense, this research study not only will allow the pre-service

teacher to reflect on her work as teacher but also it is a way to contribute to the English learning process of secondary and primary students from a public school.

Objectives

General.

- To provide pre-service teachers with the opportunity of teaching English inside a real educational context.

Specific.

- To enhance reading and listening skills through the use of short stories in sixth grade students at the Technical Institute Patios Centro N°2.
- To help primary students enhance their English language skills.
- To participate actively in the interinstitutional activities or events established by the Technical Institute Patios Centro N°2.

Conclusions

The development of this project was meant to provide pre-service teachers with an integral and realistic experience in an educational context. Tenth semester students could put into practice the knowledge acquired during the years of formation and be immersed in the reality of public education in Colombia. Having the opportunity to implement a research and pedagogical study about the use of short stories with sixth grade students, allowed the pre-service teacher to create strategies and activities to solve a problematic that could enhance the students' English learning process. It was also an opportunity to create useful material along with lesson plans and other tools that were adapted to the virtual education that most schools are currently facing.

On top of that, pre-service teachers offered a support for the Primary Schools community creating a project that sought to attend their needs concerning the English learning and teaching process. This cooperation was a challenge for the pre-service teacher that had to attend different needs and adapt new strategies to the fifth-grade students. In addition, this experience also required an engagement to the inter-institutional activities carried out by the institution. Therefore, pre-service teachers could have a better understanding of the diverse types of tasks that teachers have to complete besides their job as English teachers.

Evidently, there were a few challenges that pre-service teachers have to deal with during the development of this project. However, those challenges also made part of the reality of being a teacher in a public school and proved the pre-service teacher's ability to adapt their plans to the changes occurring along the way. Overall, the development of this project allowed pre-service teachers to reflect on their teaching skills and analyze their performance inside a real context.

Chapter II: Institutional observation

Introduction

This chapter contains a summary of the observation process carried out at the Technical Institute Patios Centro N°2 for one week. This first stage allowed the pre-service teacher to have a first contact with the institution and understand their philosophy and methodology. This step was essential for understanding the context of this project and identifying the potential needs and difficulties that can be covered with the

implementation of this research study. Therefore, this chapter presents an overview of the main aspects of the institution such as the mission, vision, principles, and main symbols that represent the school. All of this information was obtained from reliable sources, schools' authorities, and the pre-service teacher perspective as observer.

Topographical location of the institution

The Technical Institute Patios Centro N°2 is a public school located in Los Patios, Norte de Santander, a small town that is part of the metropolitan area of the city of Cúcuta. This school was created on 3rd May 2005 and it is composed of six different campuses: Escuela Urbana Patios Centro N ° 1; Escuela Urbana Patios Centro N ° 2; Escuela Integrada La Sabana; Escuela Urbana Mixta Luis Enrique Ávila, Escuela Urbana La Cordialidad and Escuela Urbana Integrada Doce de Octubre.



Figure 1. Instituto Técnico Patios Centro N°2

Symbols of the institution

Institutional shield



Figure 2. Institutional shield

It was designed by the specialists Manuel Rodriguez and Alexander Arias and released in November 2010. The shield is composed of two black ovals, the smallest one representing the community of preschool and basic elementary education and the biggest one refers to the technical studies. It is also designed using the colors of Los Patios' flag: white, green, and yellow. The white color represents purity and the attainment of peace under the spiritual principle which is based on the gospel of Christ. The green color refers to life, representing nature and promoting research and the conservation of our world and the human being. Lastly, the yellow color means happiness, joy, and prosperity.

Institutional motto

“Dios, patria, sabiduría y educando con amor y calidad”.

Administrative aspects.

Principal aspects of the Institutional Education Project (PEI)

The PEI of the Technical Institute Patios Centro N°2 establishes the different aims of the institution, indicating the formation of citizens with inclusive principles of

quality in autonomy, authenticity, freedom, and critical spirit. It contains specific objectives towards the goal of improving gradually, being an organization leader in change at the regional level and transforming the institution in a pedagogical center of democracy, peace, and human rights. Additionally, the PEI guides the institution to consolidate the formation of the academic community, stimulating the creation of research groups and motivating the production of knowledge.

Institutional horizon.

Mission. The Technical Institute Patios Centro N°2 assumes the formation of citizens since preschool to eleventh grade through a pedagogic, academic and research proposal in order to prepare students to the productive work or the professional studies.

Vision. To be a business support in the region, offering an inclusive education, contributing to the transformation of their social reality.

Institutional principles

With the Institutional Educational Project, the Technical Institute Patios Centro N°2 also states six basic principles:

- The spiritual principal based on the Gospel of Jesus Christ.
- The administrative principal, with inclusiveness, teamwork, and sense of belonging.
- The axiological principle, including ethical and moral values.
- Democratic principles, with leadership, autonomy, and participation.
- Principles of entrepreneurship, developing strategies to prepare the students' performance in the world of work.

- Principles of acceptance, offering quality educational services to students with special educational needs.

Main aspects of the School Regulation Book

The School Regulation Book of the Technical Institute Patios Centro N°2 is a document that establishes the specific regulations of every member of the school community. It is divided in two main parts keeping a sequential order as follows:

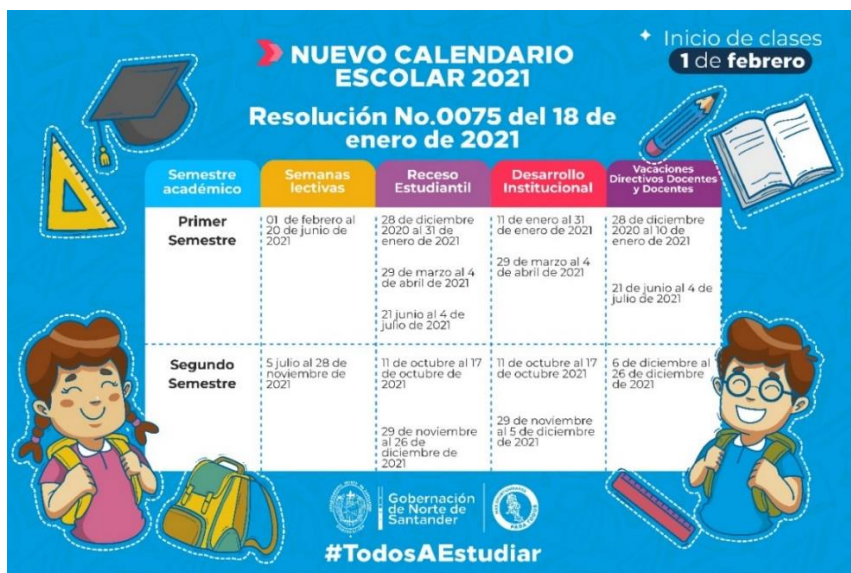
1. Institution Identification
2. Legal framework
 - Admission process and registration
 - School government
 - Rights and duties of the school community
 - Classification of situations affecting school life.
 - Route and care protocol for situations affecting school life.
 - Specific rules
 - Stimulus
 - Glossary
 - Revisions of the School Regulation Book

This School Regulation Book aims at establishing a reference framework to enhance rights and duties of the school community. It presents the student profile as a critical and analytic being, capable of changing their social reality, recognizing their limitations, and committed with the pedagogical strategies recommended for their integral development. Regarding the teacher profile, they

are presented as professionals committed with quality and inclusivity, being capable of producing knowledge and innovations and guaranteeing that students take ownership of the knowledge available in the society.

It also comprises students' rights and duties as members of the school, considering their free development of personality, the right to be respected as a person by the entire School Community and to participate actively in the educational process. In terms of students' duties, it is essential for them to know, read and understand the School Regulation Book and follow all the parameters established, participating actively in all the commitments defined by the institution.

Institutional Academic Schedule



NUEVO CALENDARIO ESCOLAR 2021
Resolución No.0075 del 18 de enero de 2021

Inicio de clases **1 de febrero**

Semestre académico	Semanas lectivas	Receso Estudiantil	Desarrollo Institucional	Vacaciones Directivos Docentes y Docentes
Primer Semestre	01 de febrero al 20 de junio de 2021	28 de diciembre 2020 al 31 de enero de 2021 29 de marzo al 4 de abril de 2021 21 junio al 4 de julio de 2021	11 de enero al 31 de enero de 2021 29 de marzo al 4 de abril de 2021	28 de diciembre 2020 al 10 de enero de 2021 21 de junio al 4 de julio de 2021
Segundo Semestre	5 julio al 28 de noviembre de 2021	11 de octubre al 17 de octubre de 2021 29 de noviembre al 26 de diciembre de 2021	11 de octubre al 17 de octubre 2021 29 de noviembre al 5 de diciembre de 2021	6 de diciembre al 26 de diciembre de 2021

Gobernación de Norte de Santander
#TodosAEstudiar

Figure 3. Institutional Academic Schedule

Pedagogical aspects.

The purpose of the institutional observation process is to offer the pre-service teacher the opportunity to be utterly immersed in a real educational context, where she can familiarize with the institution and the members of the school community. This process was carried out during one week, orientating the pre-service teacher with the methodology, the schedule, the students, and other main aspects that will be essential at the moment of being involved later on. Added to this, to complement this immersion process, the reading of several institutional documents was made, including the School Regulation Book, the Educational Institutional Project (PEI), institutional schedule, among others.

Most of the activities prepared by the teacher are based on the area plan proposed by the MNE which presents all the contents to be taught during primary and secondary basic education. This plan is organized by language functions and the skills that students are supposed to achieve at their respective grades of level. Likewise, an action virtual plan is established to coordinate the activities, duration, purpose, description, and materials to be implemented.

Regarding the supporting material, the teacher prepares all the activities based on the English book entitled “Way to Go” provided by the MNE.



Figure 4. Secondary school books used.

This series of textbooks was created to support the English learning process for sixth, seventh and eighth grades. It also includes a student's workbook, to have extra practice, audio tracks, available on the Colombia Bilingüe website and interactive games with a digital version of the materials.

The methodology implemented in the virtual action plan is focused on the designing of worksheets proposed every week which students receive through the WhatsApp group or the site Web Colegios. During the week, one daily virtual encounter is made dedicated to the explanation of the worksheet and to solve doubts of the topic under study. Those encounters usually last one hour and the students' assistance can be affected since a significant percentage of them do not count with the technological resources needed. Additionally, the teacher has established a schedule for the students to ask their questions and solve any doubt regarding the development of the worksheet.

Supervisor's academic schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 am – 8:00 am	7 th grades	6 th grades	7 th grades	8 th grades	
10:00 am – 11:00 am					6 th grades

Table 1. Supervisor's academic schedule

Pre-service teacher schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

7:00 am – 8:00 am	7 th grades	6 th grades	7 th grades		
10:00 am -11:00 am					6 th grades

Table 2. Pre-service teacher schedule

Technological aspect

For the development of the activities, a daily virtual encounter is established which is carried out using the Google Meets platform. This encounter usually lasts one hour, and it is the opportunity for students to solve their doubts about the realization of the worksheet but also the teacher explains the topic under study to clarify all the questions students can have. During the explanations, the teacher usually implements the software Autodesk Sketchbook to present a virtual board in which students can see examples and sentences.

The Technical Institute Patios Centro N °2 counts with the Web Colegios platform which allows the student to see the activities to be completed, to receive their grades, resolve exams and read the material.

The image shows two parts of the Web Colegios platform. On the left is the login page, which includes a header with the 'WEB COLEGIOS' logo and 'AplicaSoftware SAS' branding. Below the logo are input fields for 'Escriba el usuario' and 'Password', a dropdown menu for 'Seleccione el tipo de usuario', and buttons for 'Olvide Mi Contraseña' and 'Acceder'. A yellow banner at the bottom of the login page reads: "Un paso adelante hacia el desarrollo de nuevos escenarios de educación". On the right is a promotional banner for 'INSTITUTO TECNICO PATIOS CENTRO No. 2'. The banner features the text 'Estamos mejorando para usted...' and 'Conoce nuestro nuevo ingreso a la plataforma.' followed by '(Versión 3.0)'. At the bottom of the banner, it lists 'Responsive | Diseño | Rendimiento | Segura'. The banner also shows several overlapping screenshots of the platform's interface.

Figure 5. Platform used.

Population

Parents community	2500
Teachers	125
Students	3500
Coordinators	6

Table 3. Population

School authorities

Rector	Gustavo Ramirez Camargo
English teachers	Jose Suarez: 6th, 7th, and 8 th grade. Ana Parra: 9th, 10th, and 11 th grade.

Table 4. School authorities.

Based on the observation, the students have an A1 level, they are capable of using basic phrases and familiar everyday expressions.

Chronogram of school activities

CALENDARIO ACADÉMICO 2021
Resolución 003575 de 19 noviembre 2020
Resolución modificada 000075 de 18 enero de 2021

SEMANAS LECTIVAS PRIMER SEMESTRE 2021

DESDE	HASTA	DURACIÓN
01 de Febrero 2021	20 de Junio 2021	19 semanas

SEMANAS LECTIVAS SEGUNDO SEMESTRE 2021

DESDE	HASTA	DURACIÓN
05 de Julio 2021	28 de Noviembre 2021	20 semanas

PERÍODOS ESCOLARES

PERIODOS	FECHA	DURACIÓN
PRIMERO	Febrero 01 a 16 de Abril de 2021	10 Semanas
SEGUNDO	Abril 19 a 18 de Junio de 2021	09 Semanas
TERCERO	Julio 06 a 10 de Septiembre de 2021	10 Semanas
CUARTO	Septiembre 13 a Noviembre 26 de 2021	10 Semanas

DISTRIBUCIÓN DE TIEMPOS

FECHA	DURACIÓN	ACTIVIDAD
11 de enero a 31 de enero de 2021 29 de marzo a 04 de abril de 2021 11 de octubre a 17 de octubre de 2021 29 noviembre a 05 diciembre de 2021	3 semanas 1 semana 1 semana 1 semana	ACTIVIDADES DE DESARROLLO INSTITUCIONAL
28 diciembre 2020 a 31 de enero de 2021 29 de marzo a 04 de abril de 2021 21 de junio a 04 de julio de 2021 11 de octubre a 17 de octubre de 2021 29 de noviembre a 26 de dicbre. de 2021	5 semanas 1 semana 2 semanas 1 semana 4 semanas	RECESO ESTUDIANTIL
28 de dicbre. 2020 a 10 de enero de 2021 21 de junio a 04 de julio de 2021 06 de diciembre a 26 dicbre. de 2021	2 semanas 2 semanas 3 semanas	VACACIONES DIRECTIVOS DOCENTES Y DOCENTES

MARZO	
05 de marzo de 2021	<ul style="list-style-type: none"> • ELECCIÓN VIRTUAL DEL PERSONERO ESTUDIANTIL. ACTIVIDAD CENTRAL AREA CIENCIAS SOCIALES. Sedes de la Institución. Plataforma WEBCOLEGIOS
08 de marzo de 2021	<ul style="list-style-type: none"> • DÍA INTERNACIONAL DE LA MUJER
19 de marzo de 2021	<ul style="list-style-type: none"> • INSTALACIÓN GOBIERNO ESCOLAR-POSESIÓN VIRTUAL DE MIEMBROS. Comité Democracia
ABRIL	
29 marzo a 04 abril 2021	Receso Semana Santa- Desarrollo Institucional
12 a 16 abril de 2021	Evaluaciones de calidad 1er. periodo
22 de abril de 2021	Juntas Evaluadoras y Comisiones de Evaluación 1er.periodo
23 de abril de 2021	DÍA DEL IDIOMA VIRTUAL ACTIVIDAD CENTRAL ÁREA HUMANIDADES (LENGUA E INGLÉS) Todas las sedes
27 de abril 2021	Reunión Padres de Familia. Entrega Virtual de boletines y Planes de nivelación 1er. Período
12 al 19 abril de 2021	Nivelaciones 1er. Período
MAYO	
01 al 31 de mayo de 2021	MES MARIANO VIRTUAL ACTIVIDAD CENTRAL AREAS EDUCACIÓN RELIGIOSA - ETICA Y VALORES
15 de mayo de 2021	Día de Maestro
28 de mayo de 2021	Día de la Familia
JUNIO	
04 de junio de 2021	DÍA DEL MEDIO AMBIENTE VIRTUAL- ACTIVIDAD CENTRAL AREA CIENCIAS NATURALES
11 al 18 de junio de 2021	Evaluaciones de calidad 2°. Período
21 de junio de 2021	Receso primer semestre

Figure 6. School academic schedule


Structure of the worksheets

The worksheets implemented in the Technical Institute Patios Centro N°2 are composed of three parts: “¿Qué voy a aprender?”, “¿Qué estoy aprendiendo?” and “¿Qué aprendí?”

In the first part, the lesson objectives are presented and the topic to be study. This part includes a brief explanation containing tables, figures, images, etc. Then, the second part is dedicated to start practicing the topic through a series of different exercises such as writing sentences, word formation, multiple option questions, among others. Lastly, in

the third part, students have the opportunity to evaluate the activities proposed and indicate if they were effective in their learning process.

Worksheet example

 <p style="text-align: center;">INSTITUTO TÉCNICO PATIOS CENTRO DOS GESTIÓN ACADÉMICA DANE 254874000568 NIT: 900027336_1 Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander</p>		
ÁREA: Inglés	Teacher: VIVIANA A FIGUEROA, JOSE M SUÁREZ S	GRADO: 6°
TEMA: Verbs list Reading comprehension	Date: March 15th	GUÍA # 4
NOMBRE DEL ESTUDIANTE:		PERÍODO: 1

¿Qué voy a aprender?

- Aprenderé a elaborar oraciones completas usando verbos regulares e irregulares.
- Aprenderé a organizar oraciones en Inglés
- Aprenderé a reconocer la idea central de un texto corto en Inglés

PART ONE

Ya aprendimos a reconocer a las personas según su profesión, también aprendimos a ubicar a estas personas en un lugar específico. Ahora vamos a aprender a elaborar oraciones con los mismos personajes y usando los verbos de la GUÍA DE VERBOS que se envió al grupo.

IDENTIFICANDO LAS COLUMNAS DE LA GUÍA DE VERBOS

En esta ocasión, vamos a usar la PRIMERA COLUMNA (verbos irregulares)Y LA 5ta COLUMNA (verbos regulares) El verbo #1 de los irregulares es BEGIN= COMENZAR y el de los regulares es JUMP= saltar.

VERBOS IRREGULARES	PASADO	PARTICPIO PASADO	SIGNIFICADO	VERBOS REGULARES	SIGNIFICADO
PRESENTES				JUMP	SALTAR
1 BEGIN	BEGAN	BEGUN	COMENZAR	CLEAN	LIMPIAR
2 BREAK	BROKE	BROKEN	ROMPER	BELIEVE	CREEN
3 BRING	BROUGHT	BROUGHT	TRAER	ASK	PREGUNTAR
4 BUY	BOUGHT	BOUGHT	COMPRAR	ACCEPT	ACEPTAR
5 CHOOSE	CHOSE	CHOSEN	ESCOGER	DISCOVER	DESCUBRIR
6 COME	CAME	COME	VENIR	REMEMBER	RECORDAR
7 DO	DID	DONE	HACER	CHANGE	CAMBIAR
8 DRINK	DRANK	DRUNK	BEBER	COMPLAIN	QUEJARSE

Como te darás cuenta, hay 39 verbos irregulares y 40 regulares. Vamos a utilizarlos con los personajes y los Lugares que hemos visto en guías anteriores.

EJEMPLOS PRÁCTICOS:

1. The student begins clases at 6 a.m.= El estudiante comienza clases a las 6 a.m.
2. The nurse buys some apples at the supermarket= La secretaria compra unas manzanas en el supermercado
3. The doctor drinks a soda at the hospital= El doctor toma (bebe)una gaseosa en el hospital
4. The painter chooses the color for the door= El pintor escoge el color para la puerta

¿HAS NOTADO QUE TIENEN EN COMÚN TODAS LAS ORACIONES?

Así es, todas agregaron una S en el verbo, begins, buys, drinks, chooses, cuando el sujeto es Él o Ella se agrega S en el verbo. Cuando decimos El estudiante, estamos hablando de El, cuando decimos la enfermera, estamos hablando de Ella y así con cada uno.

**INSTITUTO TÉCNICO PATIOS CENTRO DOS
GESTIÓN ACADÉMICA**

Aprobado por Resolución No. 005209 del 21 de octubre de 2019
Expedida por la Gobernación del Departamento de Norte de Santander

I begin= yo comienzo, you begin= usted comienza, They begin= ellos comienzan PERO She begins= ella comienza

Casos especiales : Go=goes El y Ella She goes, He goes Ella va, Él va PERO I go= yo voy, You go= usted va, etc

Fix= fixes El y Ella

Do= Does Él y Ella

QUÉ ESTOY APRENDIENDO? APRENDO A USAR LOS VERBOS EN ORACIONES SENCILLAS

ACTIVIDAD # 1

Completa el espacio en blanco en Inglés, con la forma del verbo que se pide

Modelos: The pilot _____ (lee) the newspaper at the airport. El piloto lee el periódico en el aeropuerto

The pilot reads the newspaper at the airport

Buscamos en la lista de verbos el verbo leer, el #24 de los verbos irregulares

The mechanic _____ (limpia) the garage. El mecánico limpia el taller

The mechanic cleans the garage

Buscamos en la lista el verbo limpiar, el #2 de los verbos regulares

En esta actividad debes llenar el espacio en blanco con el verbo que se pide y escribir la traducción de la oración. Guíate por los modelos

1. The waiter _____ (trabaja) at the restaurant.
2. The clown _____ (baila) at the circus
3. The secretary _____ (trae) fruits to her office
4. The doorman _____ (vive) near the church
5. The carpenter _____ (vende) some chairs and tables
6. The farmer _____ (repara) the window
7. My Friends _____ (van) to school from Monday to Friday

La # 7 es diferente my Friends= ellos

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ACTIVIDAD #2



SELECCIONO 6 VERBOS IRREGULARES Y 6 REGULARES, CON CADA UNO ELABORO UNA ORACIÓN COMPLETA USANDO PERSONAS Y LUGARES VISTOS EN LAS GUIAS ANTERIORES, AGREGO TAMBIÉN LA TRADUCCIÓN., ES DECIR EN TOTAL SON 12 ORACIONES.

QUÉ APRENDÍ? SEÑALA CON UNA X

VALORAR LO APRENDIDO	SI	NO
RECONOZCO POR LO MENOS 10 VERBOS EN INGLÉS		
REDACTO UNA ORACIÓN SENCILLA EN INGLÉS		
IDENTIFICO EL VERBO EN UNA ORACIÓN		

DE LAS ACTIVIDADES QUE DESARROLLASTE

1. CUAL FUE LA QUE MÁS TE GUSTÓ?

2. CUÁL FUE LA MÁS DIFÍCIL?

COMPROMISO: ENVÍA RESUELTAS LAS ACTIVIDADES 1 Y 2 A LA PLATAFORMA O AL WHATSAPP DEL PROFESOR NUNCA AL WHATASPP DEL GRUPO. PLAZO MÁXIMO **MARZO 19. RECUERDA ENVIAR TUS COMPROMISOS ADJUNTANDO APELLIDO, NOMBRE, GRADO Y # DE GUÍA**

Figure 7. Worksheet example

Chapter III: pedagogical and research component

Using Short Stories as a pedagogical tool to enhance sixth grade students' reading and listening skills at the Technical Institute Patios Centro N°2. An action research.

Introduction

Education in Colombia is currently facing the challenge of implementing virtual classes to continue with the learning process while most of the public schools of the country are closed. Now virtual learning environments have replaced the classrooms, changing the way of teaching, and learning and generating new needs that teachers must solve. It is fundamental for teachers to confront this new reality and introduce innovative learning strategies that can be efficient for every student. Understanding students' context is essential in the interest of allowing them to continue their learning process no matter the difficulties.

In the Technical Institute of Los Patios, an action virtual plan has been established to confront the new challenges which is mainly focused on implementing virtual encounters and the development of worksheets and activities. However, a significant percentage of the students' population do not count with the technological resources to attend the virtual classes and they are merely receiving their learning process through worksheets, exercises and material sent via WhatsApp. Therefore, it is necessary to propose the students learning strategies that can encourage them to continue learning and facilitate their English language acquisition.

Literature can serve as an authentic material that can be use in the English teaching and learning process as an opportunity to understand the real use of language aspects in real contexts, identifying grammar structures, vocabulary and also interpreting the cultural aspects of the text (Pineda, 2017). Short stories are part of the literary genres that can be used in EFL teaching to enhance language skill, motivate students, and increase their cultural awareness and tolerance (Farrah and Mohammed, 2016). Therefore, this study aims at implementing short stories as a learning tool that can allow sixth grade students to practice their reading and listening skills.

Justification

The importance of implementing this proposal lies on the necessity of enhancing students' language acquisition and help them reach the English level established for the sixth grade. As stated before, Colombia has recently demonstrated low English levels in several international tests, exposing the problematic of teaching and learning English in Colombian public schools. It is feared that the current health situation can accentuate this problematic in education due to the high rate of drop out and the difficulties regarding the internet connection.

Based on the interinstitutional observation carried out during one week, the Technical Institute Patios Centro N°2 implements the use of worksheets and weekly virtual encounters. With the recent challenge of virtual education, it is fundamental to offer the students learning strategies that can overcome the difficulties of studying from home. Therefore, it is necessary to propose the students learning strategies that can encourage them to continue learning and facilitate their English language acquisition.

One of those strategies can be the use of short stories which according to Farrah and Mohammed (2016) are part of the literary genres that can be used in EFL teaching to enhance language skill, motivate students, and increase their cultural awareness and tolerance. In this sense, the importance of implementing short stories as a pedagogical tool lies on the fact that it can allow students the opportunity to practice the language and its structure by using pedagogical material that simulates real-life communication. This project seeks to be beneficial for sixth grade students taking into consideration their social context. Added to that, this project also can be rewarding for the pre-service teacher in charge since this is the first teaching experience in a real educational context.

Statement of the problem

Grand tour question

- How can short stories enhance sixth grade students' reading and listening skills?

Sub questions

- How does short stories are implemented in the English class?
- What are potential benefits and limitations of using short stories in the English class?

Objectives

General objective

- To enhance sixth grade students reading and listening skills by using short stories as a pedagogical tool.

Specific objectives

- To select different short stories and audio files to be implemented in the learning activities.
- To fosters students' language acquisition by using pedagogical material.
- To identify the benefits and limitations of using short stories in the English class.

Theoretical framework

To set out this project, it is necessary to explain the key concepts that give the theoretical foundation of this research study: short stories, reading skills, listening skills and literature in EFL.

Short stories

In literature, a short story is defined as “A fictional prose tale of no specified length, but too short to be published as a volume on its own, as novellas sometimes and novels unusually are.” (Baldick, 1990, p. 236). Its origin can be traced back to the oral story-telling tradition since the anecdote can be considered the oldest form of short story, being popular in the Roman Empire.

An important characteristic of short stories was pointed out by Edgar Allan Poe in his essay “Thomas Le Moineau (Le Moile)” (1846), indicating that one should be able to read them in one sitting. He also added that a short story is a prose narrative requiring from half an hour to one or two hours in its perusal.

Concerning the English language learning and teaching, short stories can serve as authentic material used as a teaching strategy to enhance language skills. According to King (2001) short stories can be utilized as a powerful and motivating source for assisting learners consolidate and practice language. Added to that, Ellis, and Brewster (1991, p. 2)

stated that “as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”.

Reading

The concept of reading can be defined as a process of constructing meaning from text (Sweet and Snow, 2003) and interpreting it from the printed page to become solid information (Grabe and Stoller, 2002). Grabe also claims that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (1991, p. 379). The following skills were proposed:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/word background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring

In this sense, according to Yukselir (2014) reading comprehension is the result of complex interactions between text, setting, the reader, the reader’s background, her reading strategies, her L1 and the L2, and the reader’s decision making.

In other words, reading comprehension is perceived as a type of thinking process that demands the reader to create inferences from the text, attaining all the information to fully understand the text (Fitriani, 2015).

Types of reading

Extensive reading

According to Harold Palmer (as cited in Day and Bamford, 1998) the term extensive reading refers to a large amount of reading with a focus on the meaning of the text. He claims that reading extensively is a process that offers the benefits of being informative but also pleasurable and it has real-world purposes. Day and Bamford (2014) also added that the material used for extensive reading activities is basically easy to read, attractive, and pleasure oriented.

Intensive reading

Mart (2015) defines intensive reading as a process that allows a reader to conduct a detailed analysis inside the class, in which vocabulary and grammar are the main aspects to be studied in a short text. In addition, Brown (2000) explains that the purpose of intensive reading is to focus on content and grammatical structures. However, he adds that teachers can also take part in the process by means of reading aloud, asking questions, and having students predict information of texts. In this way, students get opportunities to understand the meaning of a text (Brown, 2000).

Listening

Listening is conceived as a receptive skill that includes a process in which is necessary to decode the message from the speaker (Nurphami, 2015). This skill involves understanding the speaker's pronunciation, grammar, vocabulary and understanding of meaning (Pourhosein Gilakjani & Sabouri, 2016).

According to Goss (1982), listening can be defined as the process of taking what you hear and transform it into verbal units to which you can apply meaning. It requires organizing the sounds that you hear and change them into words, phrases, sentences.

Bearing this in mind, Brown (2004) has established four commonly identified types of listening performance: intensive, responsive, selective and extensive.

- Intensive listening is the perception of the components of the language such as phonemes, words, intonation, and discourse markers.
- Responsive listening is identifying a short stretch of language in order to provide a similar short response.
- Selective listening is choosing certain information from a whole monologue.
- Extensive listening is the development of a global understanding of the spoken language.

Literature in education

The use of literature for educational purposes has been a controversial subject during several years. In the 1960's, an important achievement was made when the issue of teaching language through literature came out at the King's College conference on education held in Cambridge in 1963. In this conference, the use of literary text as a useful tool in the language teaching/ learning process was highlighted and some criticisms were made to the traditional approach, indicating its ineffectiveness to develop language skills and communicative abilities (Bobkina, 2014).

According to Maley (1987, cited in Carter, R. & Walker, R., 1989), the approach of the use of literature as a means for language learning is based on the idea that literature is language in use and in that sense can be implemented in a learning context. He also lists some of the reasons for considering literature as a pedagogical tool:

1. Universality: Literature includes global topics shared by all cultures.

2. Non-triviality: Literature does not trivialize, but offers the reader genuine, authentic input.
3. Personal Relevance: Literary texts tend to deal with ideas, feelings and emotions that constitute part of the reader's experience.
4. Variety: It offers a wide variety of topics.
5. Interest: It deals with topics that are part of the human's experience.
6. Economy and Suggestive Power: Ideal for generating language discussion.
7. Ambiguity: It creates debates, and it helps generating groups of ideas.

Literature review

This section presents the main studies that contribute and support this present research study. They are divided into two categories: Teaching English through short stories and Enhancing students' reading and listening skills by using short stories.

Teaching English through short stories

This category presents three different studies focused on the implementation of short stories in the teaching and learning English process and the specific results of using them as a pedagogical tool.

First, Abu Zahra and Farrah (2016) conducted a qualitative and quantitative study to examine if short stories can enhance students' language skills, develop their personal reflection, and facilitate their cultural tolerance. The researchers also took into consideration students' general attitudes towards the use of short stories in the classroom. To conduct this study, a questionnaire and a short story discussed in the classroom were the instruments implemented to the data collection process. The questionnaire was

developed with the purpose of understanding students' attitudes towards the use of short stories. Concerning the short story implemented in the class, the teacher emphasized the explanation of the three stages: pre-reading, while-reading, and post reading stage. As results, the researchers concluded that students enjoy reading short stories and they also believe they are beneficial in enhancing the language skills, personal development, reflection, and cultural understanding.

Added to that, the results indicated that the use of any type of literature in the EFL classroom is recommended since increases students' involvement in the discussion, analysis, and responses. Other benefits were mentioned such as: "the authenticity of the literary work, the richness of the language, the scope of imagination and creativity and the process of critical thinking" (Abu Zahra and Farrah, 2016, p. 23)

Secondly, Nazara (2019) conducted a mixed study to investigate the perception of primary school students about working with short stories to develop vocabulary. To collect the data, a questionnaire and an interview guide were used as instruments. Therefore, the results showed that students considered that learning vocabulary using short stories was efficient and appropriate to develop their pronunciation and enhance their vocabulary. Concerning their beliefs, students find that is easier to develop vocabulary through short stories and that there is a great number of unknown words they can discover. In addition, they feel more enjoyable and motivated to continue improving their vocabulary.

Finally, Yang (2009) carried out a study in a secondary class with the purpose of analyzing if students became more interested in learning English with the use of short

stories. Those stories were presented through the use of different activities in the pre-reading, while-reading and post-reading stages. To collect the data, the researcher used a questionnaire, class observations and a semi-structured group interview. The results indicated that using short stories will not make students become more interested in learning English unless the stories are carefully chosen regarding its content and level of difficulty of the vocabulary used. It is essential to use a short story interesting for students with a vocabulary appropriate for their English level. For instance, a short story can include new vocabulary, but it should not be too advanced otherwise students will lose the reading interest. If the story is adequate and the vocabulary level is appropriate, this strategy can change the students' attitudes and become more motivate to continue learning English.

Short stories and the development of reading and listening skills.

This second category presents the summary of three previous research studies focused on the use of short stories to enhance students' reading and listening skills.

First, Pineda's (2017) qualitative case study described and identified students' impressions and evocations that they call when reading selected short stories. To collect the data, the researcher applied three research instruments: students' artifacts, field note forms and focus group interview. Concerning the results, students indicated the development of reading skills during the use of short stories activities since they were actively engaged when reading and creating personal connections between their personal evocations and the plot, the topics, and characters.

In addition, the findings revealed the importance of considering certain aspects when selecting the literary texts to be read, such as: students' prior knowledge, students' needs, students' language features (language strengths and weaknesses), students' likes and students' lifegoals.

Secondly, Arias (2015) carried out a collaborative action research study with the purpose of describing the impact of developing students' linguistic competences through the listening and reading short stories. To collect the data, the researcher implemented a survey, students' artifacts, and a journal. As a result, this study proved that the use of reading and listening short stories offered students the opportunity to be exposed to the target language and in this way, they served as a model for their production. Short stories can be presented as a language model in which students can perceive different functions of the language, grammar use, coherence, and cohesion. The activities allowed the students to acquire new vocabulary and expressions and as a consequence, their communications skills were improved, especially during the oral interventions. The researcher concluded that students enjoy this teaching strategy because of the great variety of activities that were proposed.

Implementation methodology

To carry out this research study, it was planned to implement reading activities to allow the students involvement in the short story and facilitate their language acquisition. Coady (1979) claims that a typical reading class includes the reading of a passage

followed by comprehension questions, vocabulary exercises and also the development of grammatical exercises.

Generally, there are three types of activities that constitute the teaching of reading: pre-reading activities, while reading activities and post-reading activities.

- Pre-reading activities: it contains tasks/activities carried out by students before reading the text. The purpose of this stage is to familiarize the students with the topic of the story and prepare them to understand the reading exercise. It is also meant to motivate students and present to them the objectives that they will attain at the end of the three stages.
- While-reading activities: these include activities that are going on while reading the text proposed. These activities allow the students to achieve the specific lesson objectives.
 - Listening: For instance, a while-reading activity can be centered on listening an audio file of the text and at the same time, students can follow the reading. This activity will also help them to practice their pronunciation skills. In this way, students can internalize structure and pronunciation at the same. In addition, “listening exercises help students to develop their aural comprehension, which is essential to communication” (Arias, 2015, p. 108)
- Post-reading activities: these activities are used to help students apply the knowledge acquired and combine it with other language skills such as listening, writing, and speaking.

Description of the activities implemented.

This research study seeks to enhance sixth grade students listening and reading skills through the use of different short stories and their audio files. Following the methodology of the institution, the Technical Institute Patios Centro N°2 is currently working using worksheets and a weekly virtual encounter to resolve doubts. Therefore, short stories were implemented as part of the worksheet with different activities that also included the audio file of the story. Students received this material through the WebColegios platform and the WhatsApp group in a PDF file and in an archive mp3. The document included all the instruction to read the short story and the activities to complete that must be sent at the end of the week. The worksheets also included grammar explanations and for that reason, the short stories implemented are always connected to the grammar topic of the week.

Worksheet planning

To design the worksheets, the following format was created:

Lesson objectives:			
Date	Institution		Pre-service teacher
Topic		Grade	Time
STAGES		DESCRIPTION OF ACTIVITY	
RESOURCES			
PRE-READING			
WHILE-READING LISTENING			
POST – READING			

Table 5. Planning format.

This planning format presents the steps followed at the moment of designing the worksheet. In the first part, the pre-reading stage contains the activity that introduces the vocabulary of the short story, usually through the use of images. Then, the while- reading stage presents the short story, the audio file and the activities that revise the students' comprehension of the story. Finally, in the post- reading stage, students evaluate the worksheet and its effectiveness in accomplishing the lesson objectives.


Worksheets designed.

As I have mentioned before, the Technical Institute Patios Centro N°2 is mainly working through the use of worksheets which are composed of three main parts: “¿Qué voy a aprender?”, “¿Qué estoy aprendiendo?” and “¿Qué aprendí?”

In the first part, the lesson objectives are presented and the topic to be study. This part includes a brief explanation containing tables, figures, images, etc. Then, the second part is dedicated to start practicing the topic through a series of different exercises such as writing sentences, word formation, multiple option questions, among others. Lastly, in the third part, students have the opportunity to evaluate the activities proposed and indicate if they were effective in their learning process.

First worksheet designed: short story “Kimberly’s acting.”

This first worksheet contained the short story “Kimberly’s acting” which talked about a girl who wanted to be an actress. In the first part of the worksheet, students had a grammar explanation about the use of simple present in negative sentences. This part is included in the section of “¿Qué voy a aprender?”. Then, the worksheet continued with the pre-reading activity in which students had to match the images with the word. Followed to that, in the while-reading stage, students had access to the audio file of the short story. Then, the following exercises were focused on the reading comprehension and the grammar topic. Finally, the post-reading stage offer the students the opportunity to evaluate the strategies implemented. This was the planning format created for the worksheet:

Lesson objectives			
Linguistic: <ul style="list-style-type: none"> Recognize the use of present simple and its different forms. 			
Communicative: <ul style="list-style-type: none"> Identify the main ideas of a short story in English. Recognize the use of present simple and its different forms. 			
Date April 5	Institution Technical Institute Patios Centro N°2		Pre-service teacher Viviana Figueroa
Topic Simple present	Grade Sixth	Time One week to develop the worksheet	Supervisor teacher Jose Suarez
STAGES	DESCRIPTION OF ACTIVITY		RESOURCES
PRE-READING	<p>Before reading the short story, students will discover the vocabulary included in the story in order to facilitate the reading comprehension. In the activity, students will observe a series of pictures and they will have to match the words in the box with the correct image.</p> 		Images

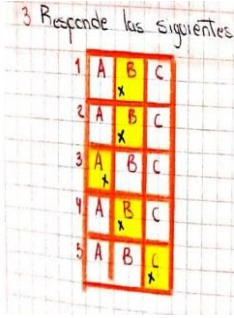
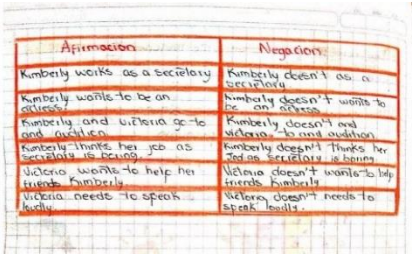
<p>WHILE-READING</p> <p>LISTENING</p>	<p>Students will read the short story “Kimberly’s acting” and listen to an audio file which will help them follow the reading. It is important to mention that the listening task is for practice only and does not count as an exercise since part of the students do not have the tools to receive the audio file.</p>  <p>In the final part of the worksheet, students will complete 5 questions with multiple answers about the main ideas of the story. Then, they will have to transform five sentences using negation in simple present.</p> 	<p>Audio file</p> <p>https://voca.ro/16NTDQeAbZTx</p> <p>Short story</p>
<p>POST – READING</p>	<p>Activity “Evaluó lo aprendido”. In this part, students self-evaluate if the strategies implemented in the worksheet were effective in enhancing their reading and listening skills.</p>	<p>Self-assessment table</p>

Table 6. Planning of the first worksheet.

This worksheet is designed following the model established by the institution (*see annex 1*). Additionally, the revision of the worksheet was done during a virtual meeting where students could ask questions about the development of it and solve doubts.

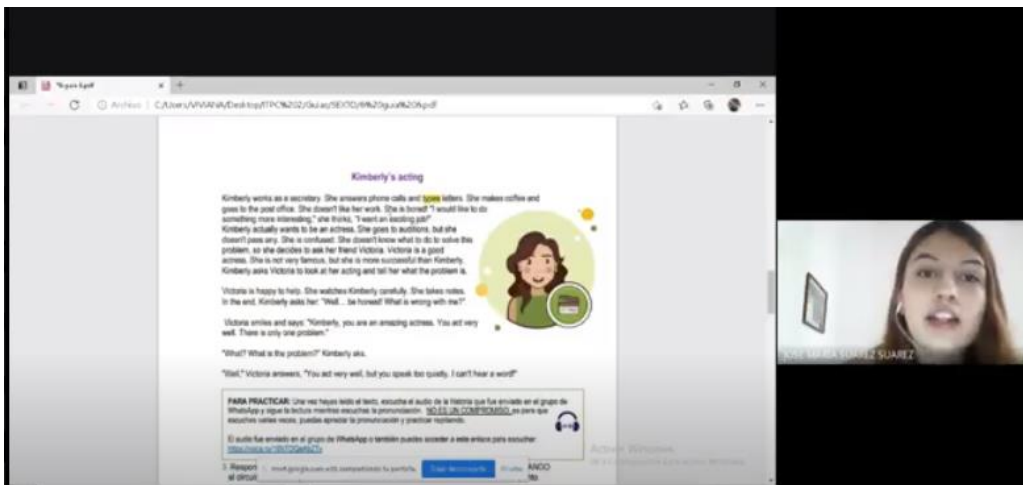
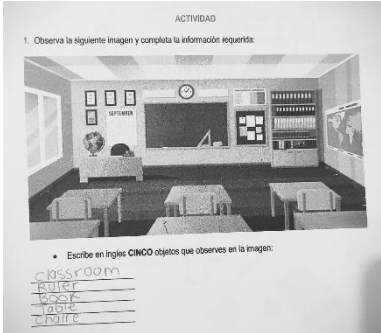
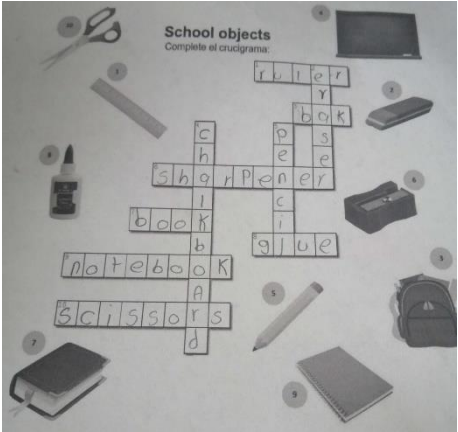
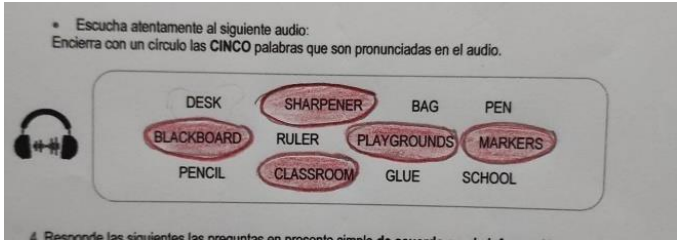


Figure 8. First virtual encounter

Second worksheet designed: short story “My classroom.”

In the second worksheet, the short story was focused on the vocabulary of the classroom. Therefore, the pre-reading activity included a crossword with images which facilitates the recognition of the word. This time, in the while-reading stage, students not only had the opportunity to listen to the short story but also, they had to solve an exercise concerning the audio file and select what they understood. Finally, the pre-reading stage evaluate if students believed effective the use of audios to help their listening and reading skills.

Lesson objectives			
<p>Linguistic: To recognize the forms of using questions in simple present.</p> <p>Communicative: To understand the main idea of a short story. To understand the pronunciation of the vocabulary of objects in the classroom</p>			
Date April 19 – April 23	Institution Instituto Tecnico Patios Centro N°2		Pre-service teacher Viviana Figueroa
Topic Simple present (questions) and objects of the classroom	Grade Sixth	Time One week to develop the worksheet	Supervisor teacher Jose Suarez
STAGES	DESCRIPTION OF ACTIVITY		RESOURCES
PRE- READING	<p>To introduce the topic of the short story, students will observe a picture of a classroom. They will have to write five objects they observe in the picture and five objects they remember of their classroom.</p>  <p>Then, students will develop a crossword with different images of objects of the classroom. They will have to search for the words in the dictionary in order to complete the crossword.</p>		Crossword generator Images

		
<p>WHILE-READING</p> <p>LISTENING</p>	<p>Students will read the story “My classroom” for the first time. Then, the second time they will listen to the audio file while following the reading. It is important to mention that the listening task is for practice only and does not count as an exercise since part of the students do not have the tools to receive the audio file.</p> <p>After that, they will do a listening activity. They will have to listen to a second audio with the pronunciation of several words of the vocabulary inside the story. They will have to underline only the words heard in the audio.</p>  <p>Followed to that, students will have to answer yes/no questions about the story.</p>	<p>Audio file</p> <p>Short story “My classroom”</p> <p>https://voca.ro/16t7II7izaa0</p> <p>https://voca.ro/19ip8dgCmycu</p>

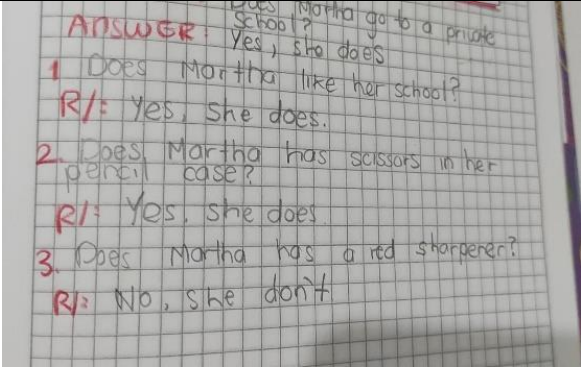
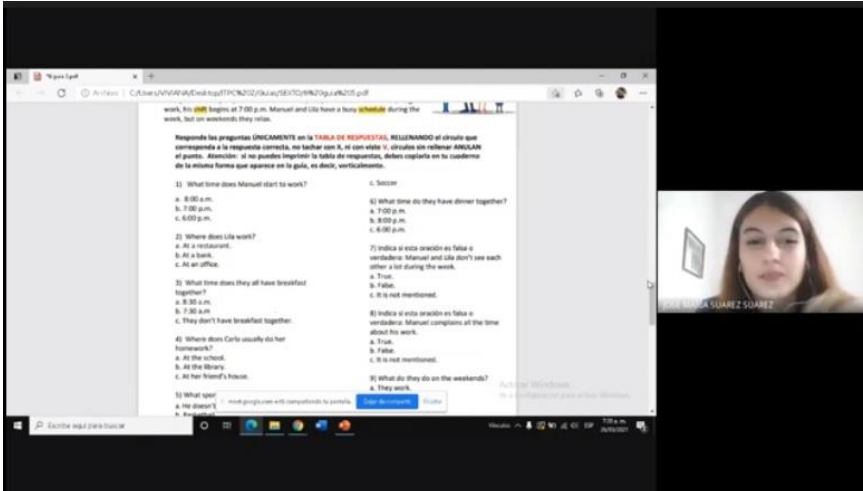
		
POST – READING	<p>Activity “Valorar lo aprendido”</p> <p>In this final part of the worksheet, students have the opportunity to assess the effectiveness of the activities proposed on their language learning process. They have to indicate yes or no about some statements to see if the activities were helpful with their reading and listening comprehension and also if they were motivating to them.</p>	Self-assessment table

Table 7. Planning of the second worksheet.

This worksheet is designed following the model established by the institution (*see annex 1.1*). It was also worked during the virtual meeting to solve doubts and explain every exercise.



The screenshot displays a virtual meeting interface. The primary window shows a worksheet with the following text and questions:

work, his **job** begins at 7:00 p.m. Manuel and Lita have a busy **schedule** during the work, but on weekends they relax.

Responde las preguntas ÚNICAMENTE en la TABLA DE RESPUESTAS, RELENANDO el círculo que corresponde a la respuesta correcta. No borrar nada. Si es necesario, circulas con rotulador. **NO** uses el puntero. Atención: si no puedes imprimir la tabla de respuestas, debes copiarla en tu cuaderno de la misma forma que aparece en la guía, es decir, verticalmente.

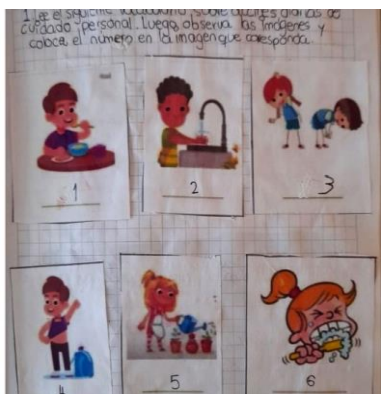
- 1) What time does Manuel start to work?
 - a. 8:00 a.m.
 - b. 7:00 a.m.
 - c. 6:00 p.m.
- 2) Where does Lita work?
 - a. At a restaurant.
 - b. At a bank.
 - c. At an office.
- 3) What time does they all have breakfast together?
 - a. 8:30 a.m.
 - b. 7:30 a.m.
 - c. They don't have breakfast together.
- 4) Where does Carlo usually do his homework?
 - a. At the school.
 - b. At the library.
 - c. At her friend's house.
- 5) What sport...
 - a. He doesn't...
- 6) What time do they have dinner together?
 - a. 7:00 p.m.
 - b. 8:00 p.m.
 - c. 6:00 p.m.
- 7) Indica si esta oración es falsa o verdadera: Manuel and Lita don't see each other a lot during the work.
 - a. True.
 - b. False.
 - c. It is not mentioned.
- 8) Indica si esta oración es falsa o verdadera: Manuel complains all the time about his work.
 - a. True.
 - b. False.
 - c. It is not mentioned.
- 9) What do they do on the weekends?
 - a. They work.

In the bottom right corner, a video window shows a woman with long dark hair, identified as 'SUEZ SUAREZ SUAREZ'.

Figure 9. Second virtual encounter

Third worksheet designed:

The third worksheet was focused on the short story “Peter’s daily routine” which presented new vocabulary and included two audio-files ([see annex 1.2](#)):

Lesson objectives			
Linguistic: To recognize the vocabulary of healthy habits			
Communicative: To understand the main idea of a short story. To understand the pronunciation of the vocabulary of healthy habits.			
Date May 3 – May 7	Institution Instituto Tecnico Patios Centro N°2		Pre-service teacher Viviana Figueroa
Topic Healthy habits	Grade Sixth	Time One week to develop the worksheet	Supervisor teacher Jose Suarez
STAGES	DESCRIPTION OF ACTIVITY		RESOURCES
PRE-READING	<p>To introduce the topic of the short story, students will have a list of the vocabulary about healthy habits with the translation. Then, they will have to observe a table of images and place the vocabulary on the correct image.</p> 		<p>Images List of vocabulary</p>

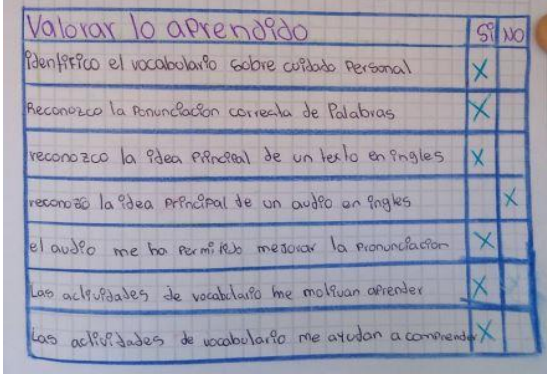
<p>WHILE-READING</p> <p>LISTENING</p>	<p>Students will read the short story “A healthy lifestyle” and they will have to highlight the vocabulary from the previous list. After that, they will follow the reading while listening the audio of the story.</p> <p>The next exercise will be also focus on the listening. Students will have to mark with an X the vocabulary heard on the audio file.</p> <p>In the final exercise, they will have to choose if the sentences are true or false.</p> 	<p>Audio file</p> <p>https://voca.ro/1frajMNwqDzr</p> <p>https://voca.ro/1hSHeUsge0nV</p> <p>Short story</p>
<p>POST – READING</p>	<p>Activity “Valorar lo aprendido”. In this part, students will evaluate if the strategies implemented help them to understand the short story.</p>	

Table 8. Planning of the third worksheet.

Fourth worksheet designed.

This final worksheet was designed to cover the topic of daily routines ([see annex 1.3](#)). However, this worksheet could not be implemented due to the national strike that stopped the school calendar. However, the following activities were planned :

Lesson objectives				
Linguistic: To recognize the vocabulary of daily routines.				
Communicative: To understand the main idea of a short story. To understand the pronunciation of the vocabulary of daily routines.				
Date	Institution Instituto Técnico Patios Centro N°2			Pre-service teacher Viviana Figueroa
Topic Daily routine		Grade Sixth	Time One week to develop the worksheet	Supervisor teacher Jose Suarez
STAGES	DESCRIPTION OF ACTIVITY			RESOURCES
PRE-READING	<p>Students will observe the vocabulary of daily routines and then they will have to match every word with the image. Also, they will have to write the vocabulary on their notebooks.</p> <p>In the second activity, they will have to complete a list of their own daily routine.</p>			<p>Images List of vocabulary</p>
WHILE-READING LISTENING	<p>Students will have to read “Peter’s daily routine” and then they will have access to the audio file, which they can listen to and follow the story. After that, there is a second audio file that includes the pronunciation of different vocabulary of daily routines. In this exercise, students have to listen to this audio and circle only the vocabulary mentioned in the audio.</p> <p>In the last exercise of the worksheet, students will have to answer 8 questions with multiple answer about the short story. The answers must be completed in the table.</p>			<p>Audio file Short story</p>

POST – READING	Activity “Valorar lo aprendido” In this final part of the worksheet, students have the opportunity to assess the effectiveness of the activities proposed on their language learning process. They have to indicate yes or no about some statements to see if the activities were helpful with their reading and listening comprehension and also if they were motivating to them.	Self-assessment
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Table 9. Planning of the fourth worksheet.

Chronogram of the pedagogical activities

Activities	Mars				April				May				June				
	weeks				Weeks				weeks				weeks				
	I	II	II	VI	I	II	II	IV	I	II	III	IV	I	II	III	IV	
Worksheets					1 st <i>short</i> <i>story</i>			2 nd <i>short</i> <i>story</i>						3 rd <i>short</i> <i>story</i>	4 th <i>short</i> <i>story</i>		
Designing of the worksheet																	

Table 10. Chronogram of pedagogical activities.

Research methodology

This section presents the series of steps that were followed in order to carry out the research study. This project was planned to be developed virtually due to the current health emergency that the world faces. Therefore, this part is focused on describing how this project was developed, its organization, chronogram, types of instruments to collect data, among others.

Approach

This study is framed under a qualitative approach which follows a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting (Lincoln, 2000). Therefore, this approach allows the researcher to interpret the social world of the participants by learning about the sense they make of their experiences and circumstances that occur in a learning environment. Additionally, this qualitative approach produces outputs that include detailed description of the phenomenon under study, grounded in the perspectives and accounts of the participants.

This qualitative approach is selected because this study seeks to answer questions about participants' experience in their own setting, in this case, their experience using short stories in the English class. Also, this approach allows the researcher to understand the student's view and perceptions of reading and listening to short stories and how that influences their language skills.

Design

This study adopted an action research design which is defined as a series of “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning” (Mills, 2011, as cited in Cresswell, 2012 p. 577). This design was chosen because it allows the pre-service teacher to apply a teaching strategy, in this case, the use of short stories in the English classes with the purpose of enhancing students’ reading and listening skills. This designed also allow us to reflect and think critically about the changes implemented.

Setting

This action research was carried out at the Technical Institute Patios Centro N°2, a public school located in Los Patios, Norte de Santander. This school is divided into six institutional centers: Escuela Urbana Patios Centro N ° 1; Escuela Urbana Patios Centro N ° 2; Escuela Integrada La Sabana; Escuela Urbana Mixta Luis Enrique Ávila, Escuela Urbana La Cordialidad and Escuela Urbana Integrada Doce de Octubre.

Population

The target population chosen to study and develop this research is students belonging to the Technical Institute Patios Centro N°2 in sixth grade. It is necessary to mention that there are two groups in sixth grade: the group “601” is composed of 45 students and the group “602” is composed of 42 students. Therefore, during the development of this academic year, an important amount of the students have dropped out and the numbers of students have decreased significantly. The sample of this study is composed of six sixth grade students that were selected voluntarily.

The research project was presented to the students during the beginning of the virtual class, through the presentation of slides ([see annex 2](#)) in which students could understand the meaning of a short story and discussed their previous knowledge about it. In addition, students could observe an example of short story in order to identify the characteristics of it.

Sample

Glicken (2003) defines sample as a process of selecting a reduced group of participants to tell the researcher basically what a larger population would tell if the same questions were asked to them member by member. The sample is composed of six students belonging to sixth grade of the Technical Institute Patios Centro N°2. The technique adopted to select the sample was volunteer sampling in which participants self-select to become part of the study because they volunteer when asked. Therefore, learners were allowed to choose openly without any pressure.

Methods of data collection

In order to conduct this present research study, the following three types of instruments were adopted:

1. Field notes
2. Semi-structured interviews
3. Student's self-assessments

Field notes

According to Allen (2017) field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to

understanding phenomena encountered in the field. Field notes are commonly associated with scratch notes, diaries, and journals. They are one way of collecting data that can be combined with interviews and focus groups or stand on their own as a text for analysis.

These written observations have allowed the researcher to record immediately the progress students make when working with short stories, their behavior, the difficulties.

FIELD NOTES	
Date: _____	
Grade: _____	
Pre-service teacher: _____	
Subject: _____	
OBSERVATIONS	COMMENTS

presented, their interaction and other important aspects that can contribute to the research. The following model was used to complete the field notes:

Figure 10. Field notes format.

Three field notes were implemented during the development of the research proposal ([see annex 3](#)). This instrument have helped the researcher to highlight the most significant aspects of the lesson plan and analyze the things that can be changed to improve the results. It is also a way to perceive the students' progress through the pre-service teacher point of view.

Semi-structure interview

This instrument consists of a dialogue between researchers and participants, guided by a flexible interview protocol and by follow-up questions (DeJonckheere and Vaughn, 2019). This method helps the researcher to collect open-ended data, to explore participant thoughts, feelings, and beliefs about the use of short stories in the English class. Therefore, a semi-structured interview was implemented during the final weeks of the research proposal, to see how students' perspectives and opinions about the use of short stories in the development of their listening and speaking skills.

The researchers' role during the interviews was to encourage participants to speak and share their experiences in order to obtain all the information related to the topic of the study. In order to conduct the interview, it was necessary to complete a validation grid with the questions to follow ([see annex 4](#)) and also present a letter of consent to the parents of the participants ([see annex 4.1](#)). After conducting the interviews, they were transcribed in order to classify the data ([see annex 5](#)).

Students' self-assessment

Frey (2018) claims that student's self-assessment is a type of assessment which allows students to evaluate their own performance or knowledge based on some criteria. During the development of this project, participants completed two self-assessments tables:

VALORAR LO APRENDIDO	SI	NO
Identifico el vocabulario sobre _____		
Las actividades de vocabulario me ayudan a comprender la lectura		
Reconozco la idea principal de un texto en inglés.		
Comprendo la idea principal de un audio en ingles		
Reconozco la pronunciación correcta de palabras sencillas en ingles		
El audio me ha permitido mejorar la pronunciación de algunas palabras en inglés		
Las actividades de vocabulario me motivan aprender el inglés		
La actividad de escuchar el audio de la lectura y otras palabras en inglés me motivan a aprender		

Table 11. Self-assessment.

Chronogram of the instruments implemented.

Activities	Mars				April				May				June				
	Weeks				Weeks				Weeks				weeks				
	I	II	II	VI	I	II	II	IV	I	II	III	IV	I	II	III	IV	
Field notes					<i>1st field note</i>			<i>2nd field note</i>					<i>3rd Field note</i>				
Semi-structured interview														<i>Semi-structured inter.</i>			
Students' self-assessment																	

Table 12. Chronogram of the instruments

Data analysis

The data collected came from three instruments: three field notes, two self-assessments and a semi-structured interview. To analyze this information, it was decided to employ the typological analysis (Hatch 2002), which is focused on dividing the overall data set into several categories or groups based on typologies. Those typologies can be created from the theory, common sense, or research objectives.

The first step of the data analysis process was to read the data collected and based on that information the following categories were created:

General category	Subcategory
Reading comprehension	Vocabulary
	Grammar in context
	Reading comprehension activities and strategies
Listening comprehension	Pronunciation
	Listening comprehension activities and strategies
Short story	Motivation
	Interest
	Benefits
	Limitations

Table 13. Categories chart

. Followed to that, an evaluation grid was completed to organize the data collected in the two field notes implemented ([see annex 6](#)). This step allowed the researcher to have all the data classified in every category and in this way determine the similar aspects to take into consideration.

Concerning the semi-structured interview, six of them were transcribed and then they were classified in the evaluation grid ([see annex 7](#)). Lastly, the two self-assessments instrument were organized in graphics for every participant ([see annex 8](#)).

Findings

During the data collection process, three categories were identified: a) Reading comprehension, b) Listening comprehension and c) Short stories. Those categories present some subcategories that emerged during the application of three instruments of data collection: three field notes, two self-assessments, and a semi structured interview.

The findings gathered are the result of the implementation of this project, focused on the use of short stories to enhance sixth grade students' reading and listening skills at the Technical Institute Patios Centro N°2.

Reading comprehension

Reading comprehension is commonly known as a type of process in which the reader makes inferences from the text, extracting information from it and constructing

comprehension from the interaction between the text and the reader's background knowledge (Snow, 2002). To achieve this comprehension, the reader needs to develop the information from the text, asking questions, making comments about it, and reflecting on the main ideas.

During the EFL classes, teachers often implement several reading comprehension strategies with the purpose of improving students' reading performance. Those strategies are usually focused on activating students' previous knowledge for them to relate in their own experiences (Macceca, 2007). Others use visualization in which images help students understand and enjoy reading (Robb, 2003); and there are other strategies such as: making predictions, re- reading the text, questioning, taking notes, paraphrasing, and summarizing that can be implemented too.

This category is one of the bases of this project since it is focused on enhancing sixth grade students reading comprehension using short stories included in weekly worksheets that students had to solve. Those worksheets contained several activities divided into three main stages: pre- reading, while-reading and post-reading. Therefore, this category is broken down into three sub-categories: vocabulary, grammar in context and reading comprehension activities and strategies.

Vocabulary

Possessing good knowledge of vocabulary is often considered by many researchers as a fundamental element of language proficiency and it plays an important role at the moment of communicating effectively in a foreign language (Rabadi, 2016). The population of this project is composed of sixth grade students who should manage

A2 level in English. In this sense, the CEFR states that students in this level have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

In the development of the worksheets, the first activity was usually dedicated to the revision of the vocabulary related to the short story. These activities often included the use of imagery which participants found attractive: *“The use of images resulted a positive strategy for the students. Two of the participants drew the vocabulary on their notebooks with the words in front. The images help them recognize the definition easily.”* Field note 1. During these activities, most participants could complete the exercise without any mistake. Some of them also added the translation of the words in front of the images.

While reading the short story, participants claimed they had to look for certain words that they did not know, in order to understand the main idea of the text: *“Si hay algunas palabras que no entiendo, las busco en el diccionario y cuando ya las entiendo vuelvo y leo la lectura”* (Interview, P6). Participants often used an online translator or the dictionary to look for the vocabulary unknown. For instance, participant 3 stated that when reading the short stories, he could understand most of the vocabulary and there were a few words that he had to look in the dictionary.

At the end of every worksheet, participants had to complete a self-assessment table to evaluate their own learning process and the activities proposed. The following graphic presents the results of the two self-assessments implemented concerning two aspects of vocabulary: 1) identifying the vocabulary in the short story, 2) vocabulary

activities to help comprehend the reading. In the self-assessment instrument, students could answer yes or no to the different topics. Therefore, in the graphic, the response “yes” is represented with the number 100 and the response “no” is represented with the number 20.

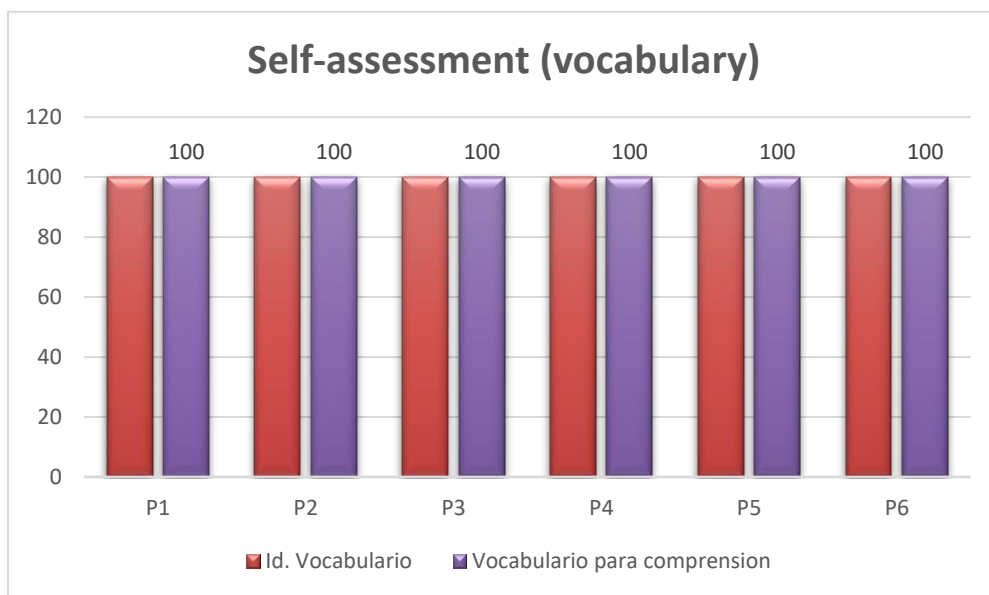


Figure 11. Self-assessment (vocabulary)

The graphic shows that all participants agreed that the use of short stories help them to identify new vocabulary and the activities in the worksheet were useful to facilitate the comprehension of the whole text. On most occasions, students had to read the short story several times and this help them to remember and practice the vocabulary acquired.

Grammar in context

According to Thornbury (1999) grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. In EFL, understanding the language structure is a key aspect that allows learners to see how the language functions in a sentence or paragraphs. It is an opportunity for learners to see the language in used and the grammar structures in a context. This will facilitate their understanding of the language. Therefore, teaching grammar in context presents the students an opportunity of understanding how language works and this will improve their communication skills. “Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context” (Harmer, 1991, p.57).

During the development of this project, the worksheets created contained different grammar topics that were also illustrated in the short story. This was meant to be a useful help for the sixth-grade students to see the grammar topic being used in action and have a better understanding of its implementation. According to the Common European framework of reference, participants should be capable of using some simple structures correctly, but still systematically make basic mistakes – for example, mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

All participants agreed that the use of grammar in context inside the worksheets was useful for them to have a better understanding of the topic: *“A mí me ayudaban bastante porque por ejemplo a veces no entendía un punto así estuviera muy fácil y entonces lo que yo hacía era mirar la lectura y ver con que se relacionaba el punto y entonces ahí si entendía cómo resolver la pregunta.”* (Interview, P.6). Participants

perceived this implementation as an example of the grammar topic that sometimes could be hard to comprehend: “*Me ayudaba porque era como un ejemplo del tema de la guía y así era más fácil resolver las actividades.*” (P5). In their performance solving the grammar exercises, participants showed a few spelling mistakes but most of the sentences were correct, and the grammar topic could be understood.

Reading comprehension activities and strategies

According to Coady (1979) a typical reading class includes the reading of a passage followed by comprehension questions, vocabulary exercises and also the development of grammatical exercises. Generally, there are three types of activities that constitute the teaching of reading: pre-reading activities, while reading activities and post-reading activities. Those type of activities are presented in the design of the worksheets implemented in this project among the sixth-grade students. In addition, concerning an overall reading comprehension, the Common European Framework of Reference states that a learner with A2 level can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

In the development of pre-reading activities, participants showed preference when they included images that students could match with the vocabulary. All participants considered the pre-reading activities to be useful for preparing the comprehension of the short story: “*Las actividades previas a la lectura me ayudan bastante. Entonces cuando ya vaya a hacer la lectura se me facilita un poquito más porque ya se lo del vocabulario.*” (Interview, P1). Concerning the while – reading stage, participants stated

that they read the short story approximately between two to five times. Added to that, two of them claimed to have used online resources in order to understand the short story *“Pues para poder entender la historia he utilizado más que todo el traductor de Google, pero casi no he necesitado ayuda la verdad.”* (Interview, P5).

Listening comprehension

According to O'Malley, Chamot, and Kupper (1989), listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement (p.19). It is well known that listening takes a crucial role in communication and it is a skill that EFL students need to achieve. In this sense, the Common European Framework of Reference states that in A2 English level of an overall listening comprehension, students can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

This project implemented the use of short stories to enhance students' reading comprehension but also included the use of audio files with the reading for students to practice their listening skills. During the development of this project, sixth grade students were given different audios that contributed to their reading process and were part of the worksheets' activities. It was necessary to broke down this category into two subcategories: pronunciation and listening comprehension activities and strategies.

Pronunciation

Having good pronunciation skills is a key aspect to every EFL student's ability to communicate and being understood. Fraser (2000) stated that with good pronunciation, a speaker is intelligible despite his errors in other speaking subskills such as vocabulary, grammar, or pragmatics. On the contrary, with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas. Taking into consideration the CEFR, A2 level students' pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

During the interviews, participants were asked their perspective about how helpful the use of audios were to help them improve their pronunciation skills. All of them agreed that the audios were very useful since they felt curious to hear the audios and they were clear and slow (P6). One of the participants claimed that the audios were also helpful when looking for the words unknown since she wanted to know how the vocabulary was pronounced: *“Cuando iba a buscar las palabras también escuchaba los audios y así los repetía cada rato.”* (Interview, P.4)

However, in the self-assessment tables, most participants indicated that they had issues when recognizing the correct pronunciation in the audios.

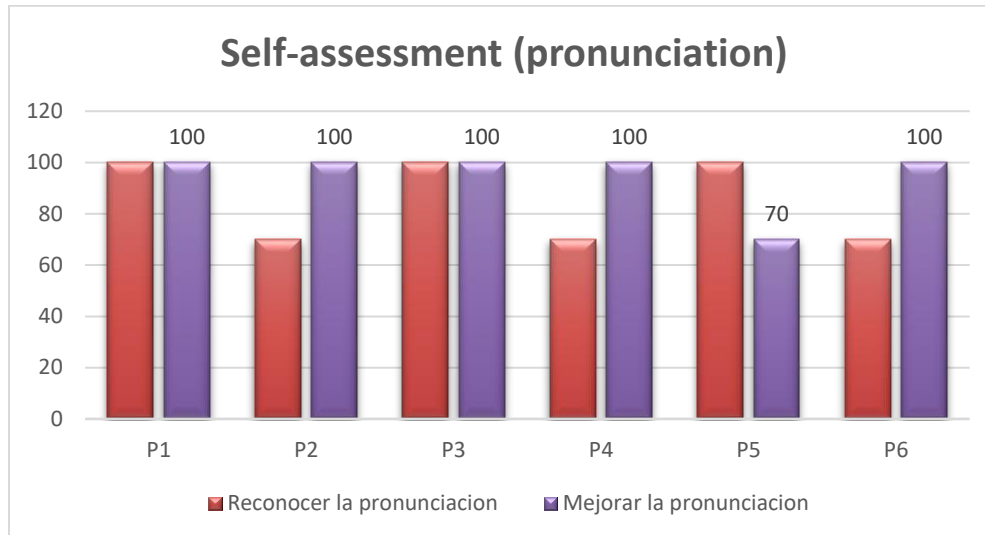


Figure 12. Self-assessment (pronunciation)

These two self-assessment tables revised two aspects of pronunciation: 1) recognizing the correct pronunciation in the audio and 2) enhancing the pronunciation. The graphic shows that participants had problems recognizing the correct pronunciation in the first worksheets implemented but then this issue was overcome in the second worksheet. On the contrary, the second aspect indicated that most participants considered the audios to be useful for enhancing their pronunciation.

Listening comprehension activities

In listening comprehension activities, the user of the language as a listener receives and processes input information in the form of a statement issued by one or more speakers. In this project, listening comprehension activities were included in the while-reading stage in which students could follow the reading and listening to the pronunciation. In addition, there were other listening comprehension exercises in which students had to put into practice their listening skills.

Participants claimed that they had to listen to the audio several times until they could understand the pronunciation of the words. For instance, participant 1 expressed: *“Yo escucho los audios las veces que lo necesite. Por ahí unas 4 o 3 veces.”* (Interview, P1). Participant 6 agreed with this statement, and she added that the quality of the audio was helpful too and it was easier to comprehend the pronunciation of the words.

Regarding the listening exercises, students had to listen carefully to an audio and then select only the words mentioned. During these exercises, all participants could correctly complete the table without any issue. For instance, participant 1 expressed: *“Me pareció fácil porque algunas palabras coincidían con la pronunciación del audio entonces las pude encontrar fácil”* (Interview 5, P1). However, participant 5 expressed that she had some problems understanding this exercise, but she could solve all her doubts during the virtual encounter. Overall, the data concludes that listening comprehension activities were useful for students to practice their oral skills, revise the pronunciation and reinforce the vocabulary learnt.

Short stories

This project is focused on using short stories as a pedagogical tool to enhance sixth grade students' reading and listening skills. In doing so, three short stories were implemented in every worksheet along with diverse activities that also included listening exercises. Therefore, this category explores four subcategories motivation, interest, benefits, and limitations.

Motivation

Gardner (2001) explains that, in the classroom context, the term of motivation consists of the attitudes towards the teacher, classmates, courses, course-related activities and all other facets of the situation in which the language is learnt. During the development of this project, it was essential to determine whether the use of short stories could serve as a source of motivation for students to continue learning the English language. Therefore, the self-assessment tables included two aspects concerning if the activities and short stories proposed helped students' motivation to continue learning English.

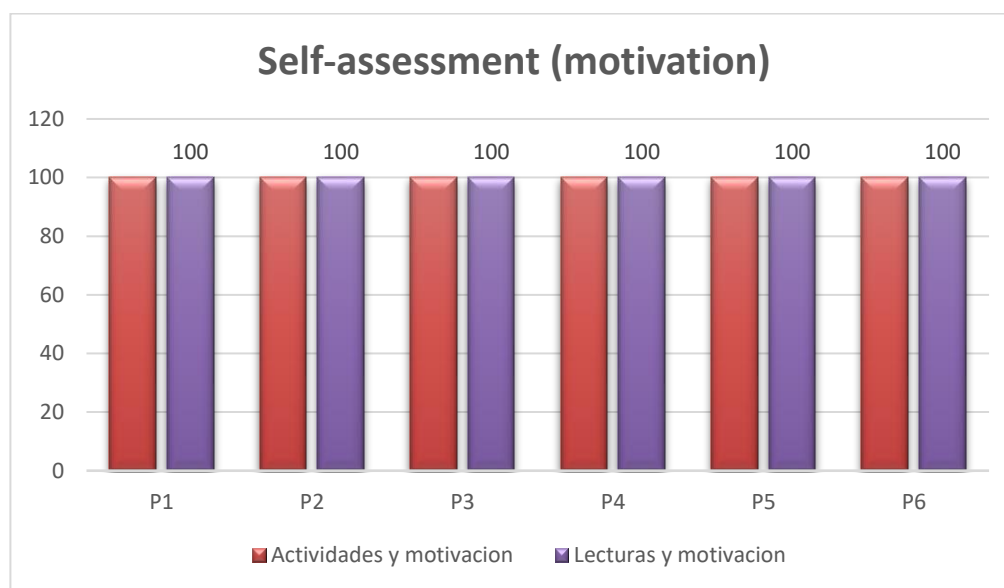


Figure 13. Self-assessment (motivation)

In this graphic, participants expressed that they consider short stories and the listening activities to be a source of motivation to continue learning English. In fact, during the interviews, participant 3 stated that he found the short stories to be a simple

and fun way to learn English and that he would be interested on continuing reading stories in English during his free time.

Concerning the activities proposed *“The use of images in the pre-reading activity worked as a motivation source for two of the participants. They drew some of the vocabulary on their notebooks and also write down the vocabulary.”* (Field note, 1).

Participants showed preference when developing activities that included images because it was easier for them to recognize the meaning of the vocabulary and also it was an opportunity for them to be creative and draw the words in their notebooks, even when it was not part of the instructions.

Interest

In this subcategory, it was essential to consider the participants’ perspectives about the use of short stories in the worksheets and their opinion about it. According to the semi-structured interview implemented, most participants agreed that they were interested in learning English because it was essential for different aspects of their future: *“Me gustan mucho las historias en inglés y a parte a mí me interesa mucho el inglés. Me gustaría seguir leyendo las historias en vacaciones.”* (Interview, P4)

. However, participant 5 expressed that she enjoyed learning English but did not preferred the use of short stories because sometimes she could not understand when reading them and this situation frustrated her. Overall, it could be concluded that most participants were interested in the short stories proposed and that there is a great sense of desire of continue learning English among the participants.

Benefits

It was fundamental to determine what benefits could provide the use of short stories in the development of sixth grade students' reading and listening skills. Taking into consideration the interview, two of them mentioned that short stories were helpful for practicing their pronunciation skills and also it was useful for better understanding the grammar topic of the worksheet: "*Me ha ayudado a entender el tema y también a pronunciar las palabras.*" (Interview, P3).

In addition, when developing a while-reading activity: "All participants completed the answers correctly, except for one of them who only had one mistake in the table. This shows that students could understand the main ideas of the short story."(Field note 1). Participants showed good performance when developing the reading comprehension activities, demonstrating that most of them could understand the main ideas of a text in English.

Limitations

This subcategory aimed at analyzing the potential limitations that could appear when working with short stories. In this sense, most participants mentioned that when concerning the audios and links, they always worked perfectly, and the quality of sound was clear and loud. However, some of them mentioned that on some occasions listening to the audios could be hard due to connection and technical issues: "*Mi computador no es tan rápido entonces a veces no cargan los audios*" (Interview, P6).

On the other hand, participant 4 reported that during the first short story he had to look seek help of his sister because he could not understand the short story. Something similar occurred to participant 1, who stated that he had some issues when looking for the

meaning of certain unknown words and the translation was confusing because did not have sense for the context of the short story: He claimed : *“Pues a veces con las palabras me sale una cosa en el diccionario y otra cosa en traductor y no se cuál es la correcta. Entonces le pido ayuda a mi hermana o verifico bien la guía y el vocabulario.”* (Interview, P1).

To sum up, the limitations found when working with short stories were minimum and participants could solve it successfully. Also, most of these issues occurred in the first worksheet and did not repeat during the rest of the implementation of the project.

Conclusions

In the light of these findings, the use of short stories to enhance sixth grade students' reading and listening skills has proven to have a significant impact in their learning process. The short stories were carefully selected taking into consideration the students' English level and they included the use of audio files that caused curiosity among the sixth-grade students. These short stories were also related to the grammar topic of the worksheet, facilitating their understanding as they served as an example of the topic under study and participants could see it being used in a context.

Moreover, having three stages of reading comprehension activities (pre-reading, while reading and post reading) helped the students to be guided in the development of the worksheets. In this sense, pre-reading activities proved to be essential for mastering the vocabulary and preparing the students for the short story. This facilitate their reading comprehension since students known the key words of the text. Followed to that, the while-reading stage, which included the audio files to support the reading, resulted to be a

useful contribution for students to practice their listening skills and more specifically, the pronunciation of the vocabulary learnt. Having access to the audio at all times allow them to listen to it several times and check the pronunciation. However, this could also be a limitation on some occasions when there are technical issues.

The reading comprehension activities determined that students had a good understanding of the main idea of a short story, and they could comprehend short simple texts containing familiar everyday vocabulary. On top of that, the listening exercises also proved that students could recognize the pronunciation of basic expressions when they are slowly articulated.

Despite the challenges that students faced for the development of the English course, it was perceived a great interest in learning English and fulfilling the activities proposed. Students showed preference for developing activities that included the use of images, which helped them facilitate the recognition of the vocabulary and also allowed them to be creative in their notebooks and draw the words, even when it was not part of the instructions. Finally, this project concludes that the use of short stories can be an effective tool not only to develop students' listening and reading skills but also can have an impact on their knowledge of vocabulary and pronunciation.

Recommendations

For future studies about the use of short stories and audio files to enhance students' English learning process, it is recommended to submerge in other competences such as the writing skill and allow students to create their own written productions of

short stories. In addition, future studies could also implement visual media such as videos with English subtitles that could enhance the students' comprehension of the short story.

Ethical considerations

There are some important aspects that were considered during the development of this research project.:

Access: It was necessary to fulfill some requirements at the moment to ask for permission to present the pedagogical project. Therefore, the letter of consent was sent and after it was approved, the project was then presented to the students. (*See annex 4.2*)

Informed consent: In the process of selecting the participants, it was necessary to ask for the parents' consent and to explain to them the intent of the study and what was the role of the participants in the project.

Privacy and anonymity: All the information and data related to the participants was not used with other any intention apart from the research project.

Limitations

It is important to mention the limitations that had affected the development of this research study. Due to the national strike, the institution decided to stop all academic activities and the implementation of this project could not be continued. Therefore, in order to overcome this issue, different pedagogical material was designed for the teachers in charge to implement after the end of the integral practicum.

Chapter IV: Outreach component

Awareness-raising project to the English language in a primary school in Los Patios,
North of Santander

Using flashcards to enhance fifth grade students' vocabulary in a public school.

Introduction

It has been recognized the importance of learning English in this time of competitiveness in which we all want to enter the global market searching for better opportunities of growth. The Colombian government has also acknowledged this necessity and has been coming up with several plans that can overcome the difficulties of the learning and teaching English in Colombia. For instance, English teaching in primary schools became a requirement since the promulgation of the Law of Education in 1994. Nonetheless, those efforts have not been enough to beat the difficulties and challenges that many Colombian primary schools are currently facing.

Cardenas' (2001) research study demonstrated some of those issues inside a public primary school of Valle del Cauca, where the results showed that teachers are not well prepared in the methodology necessary to teach English and sometimes, they do not possess a bachelor's degree in English Teaching. Added to that, most public schools of the country put the task of teaching English to teachers with licenses to teach general subjects and most of them have a very low English level.

In this sense, pre-service teachers, as part of the integral practicum, must attend primary students' needs and help them enhance their English level. This sub-project will

allow students to reinforce their English learning process and raise awareness about the importance of learning a foreign language. Therefore, this project will implement the use of flashcards as a pedagogical tool to practice vocabulary among fifth grade students.

Justification

Despite the efforts of improving the English level in public schools of the country, there are many challenges that the Colombian government still needs to address. For instance, according to Cardenas (2001) public schools constantly suffer from shortage of number and quality of the teachers hired. This shortage is more evident at the primary school level where teachers who do not have an English language teaching degree and do not know English are demanded to teach the language as part of their workload.

Therefore, it is necessary to attend those difficulties and offer students learning opportunities that allow them to enhance their English level. With this project, it is possible to give elementary students a support in which they can practice English and help them enhance their English level. According to Arsyad “Flashcard is a teaching media which is effective to guide students in learning, especially in vocabulary mastery. The purpose of this method/media is to train the right brain's ability to be able to remember the pictures and words, so that the vocabulary can be trained possessed from an early age.” (Arsyad, 2010, p. 9) In this sense, flashcards will be use as a pedagogical tool among fifth grade students to reinforce their vocabulary and also practice grammar subjects.

Objectives

General objective

- To enhance fifth grade students' vocabulary using flashcards.
- To create flashcards for students to practice their vocabulary.

Specific objectives

- To raise awareness among primary students about the importance of learning English.
- To motivate primary students to continue learning English.
- To attend primary students' needs regarding their English level.

Description of the activities implemented.

Fifth grade students are currently receiving weekly virtual English classes that last one hour approximately. This project implemented the following steps during the virtual class:

1. Introducing the topic of the vocabulary: Before implementing the flashcards, it is necessary to contextualize the students about the topic of the group of vocabulary that will be studied. For instance, the teacher can implement activities such as listening to a song that includes the vocabulary, reading a short text, observing a series of images, reading sentences using the vocabulary, among others.
2. Presenting the flashcards: Once students know the topic of the vocabulary, it is time to introduce the flashcards. There are many ways to present the flashcards to students. For instance, the teacher can reveal them quickly or slowly, drill the

words before showing them the written form and ask the students to guess the meaning of the word.

3. Practice: It is important for students to practice the vocabulary of the flashcards.

Several activities can be proposed:

- Show students only the image of the flashcard and ask them to write the word on the chat.
- Ask the students to match the word with the image to complete the flashcard.
- Ask the students to select a flashcard and write a sentence using the word.

4.Review: In this part, students are presented to the new vocabulary in a different context. These activities include the use of the vocabulary studied in short sentences, texts, conversations, letters, etc. This part can include activities such as: reading comprehension of a short text, listening to a simple conversation, or writing small sentences using the vocabulary in simple expressions.

Chronogram of activities

Activities	Weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
A.												
B.			X									
C.				X								
D.					X							
E.						X						
F.							X					

G.								X				
H.									X			
I.										X		
J.												

Activities	Topic
A	Professions
B	Parts of the house
C	Parts of the city
D	Animals
E	Clothing
F	Action verbs
G	Sports
H	Family members
I	School vocabulary
J	Emotions

Table 14. Chronogram of the outreach component.

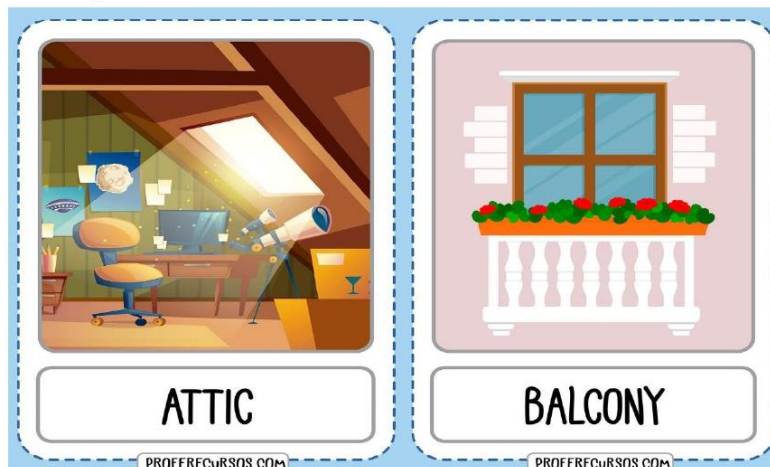
Material designed and implemented.

	INSTITUTO TÉCNICO PATIOS CENTRO DOSGESTIÓN ACADÉMICA	
	DANE 254874000568 NIT: 900027336_1	
<small>Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander</small>		

ÁREAS: Inglés	DOCENTE:	GRADO: 5°
EJE TEMÁTICO:	FECHA:	GUÍA N°5
CONTENIDOS:		PERÍODO: 1
NOMBRE DEL ESTUDIANTE:		

PARTES DE LA CASA PARTS OF THE HOUSE

1. Observa las siguientes flashcards (imágenes) de las partes de la casa. Cada imagen representa una parte específica de la casa y su respectiva palabra en inglés. Copia en tu cuaderno la palabra en inglés y al frente la palabra en español. No es necesario buscar en el diccionario, con solo ver la imagen ya podrás entender el significado.





BASEMENT

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BEDROOM

PROFERECURSOS.COM



DINNING ROOM

PROFERECURSOS.COM



GARAGE

PROFERECURSOS.COM



GARAGE

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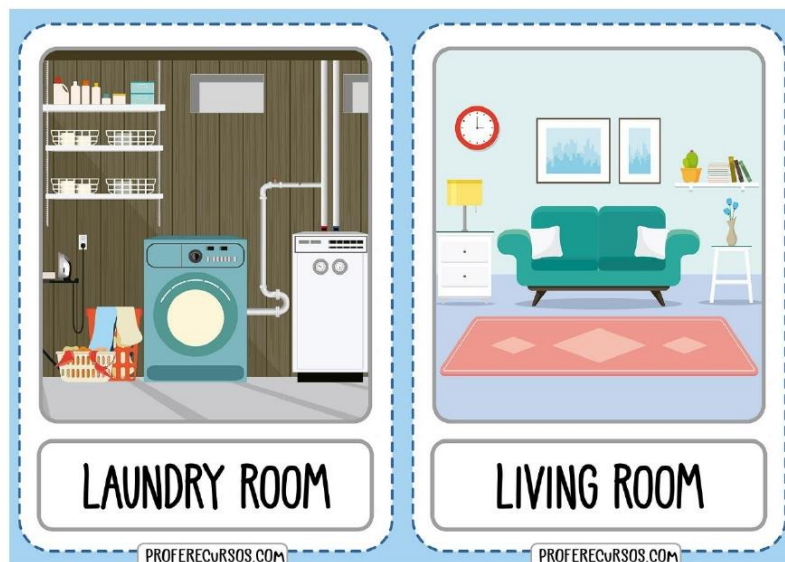
GARDEN

PROFERECURSOS.COM



KITCHEN

PROFERECURSOS.COM





2. Después de haber practicado el vocabulario de las partes de la casa, completa el siguiente cuadro:

PARTES DE TU CASA	PARTES QUE NO ESTAN EN TU CASA
EJEMPLO: Kitchen (Cocina) _____ _____ _____ _____ _____	EJEMPLO: Basement (Sótano) _____ _____ _____ _____ _____

3. Une las palabras con la parte correcta de la casa.

1. Dining room 

2. Living room 

3. Bedroom 

4. Bathroom 

5. Roof 

Figure 14. Material designed for fifth grade.

Evidence

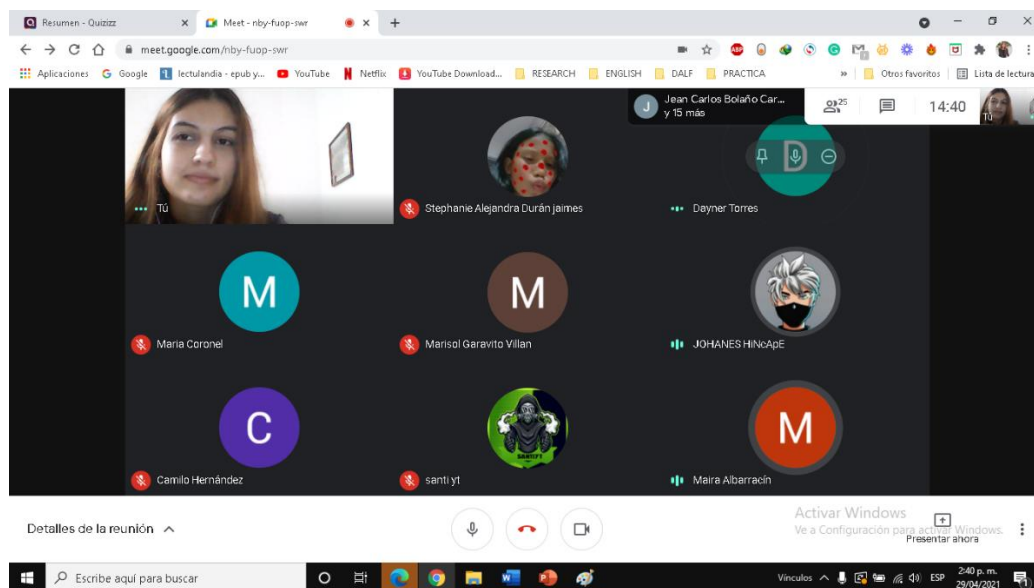


Figure 15. Virtual encounter with fifth grade.

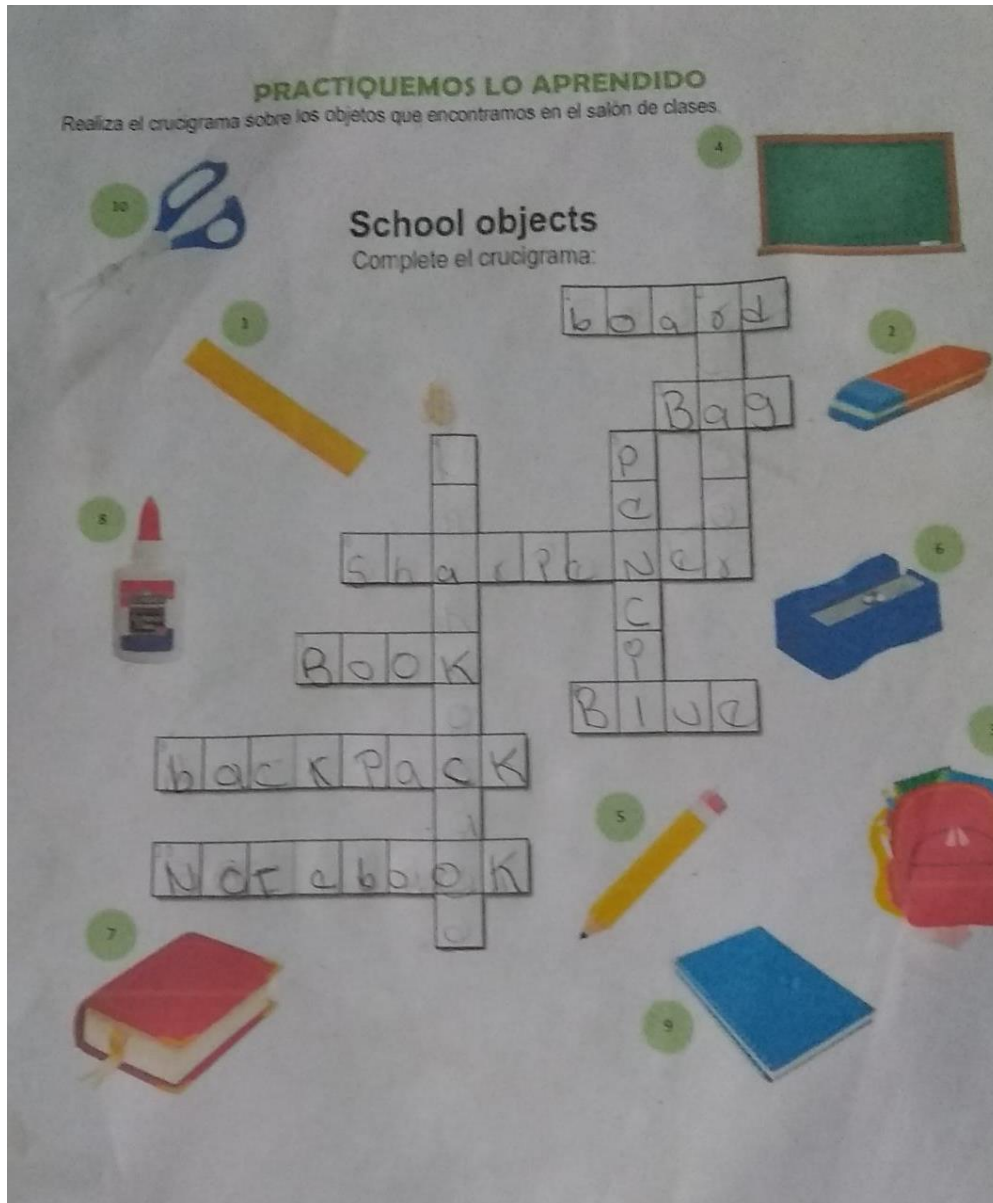


Figure 15. 1. Fifth- grade student production.

Conclusions

Interacting with the elementary school community has evidenced the challenges that they are facing concerning the English learning and teaching. It has been noticeable that most teachers do not possess the knowledge to teach English and as a result student

are receiving poor quality education. In this sense, having the opportunity to interact with fifth grade students was very rewarding for both parts and they received these encounters with a positive attitude, willing to continue learning.

The use of flashcards facilitated students' recognition of the vocabulary and they easily understand the meaning of the word. In addition to the flashcards, different games were implemented during the virtual classes, and they increased students' motivation. It is important to mention that a significant number of students could not attend to the virtual classes due to internet connection and for that reason the material was sent to them.

Overall, fifth grade students demonstrated a great interest in the different topics of the vocabulary and tried to make connections with their daily routines. Additionally, it was useful for them to repeat the pronunciation of the words and most of them learnt fast from their mistakes and correct themselves. It can be said that most students demonstrated a great amount of motivation towards learning English. This outreach project proves the importance of English teaching in primary and how this area needs to be more attended.

Chapter V: Intra-institutional activities

Introduction

All along the year, the Technical Institute Patios Centro N°2 carries out a series of interinstitutional activities with different purposes. These activities are usually organized by the teachers, or the students and they are an important part of the academic calendar previously scheduled. Due to the current health emergency, most of the activities are

conducted virtually with a limited participation from the school community. The institution presents an annual schedule in which it is established the activity, the date, and the grades to be in charge of developing the event.

In this component, it is intended to demonstrate and describe the role of the teacher outside the class during those extracurricular activities. It is also an opportunity offered to the pre-service teacher of being involved in a real educational context in which has to accomplish different roles during the academic year. Most of the activities, are mainly focused on celebrating national events through flag raising and other celebrations such as language day, teacher's day, among others.

Therefore, this component presents the role and contribution of the pre-service teacher to the development of the intra institutional activities carried by the school. It is the space in which pre-service teachers demonstrate their teamwork skills and their capacity to be a part of an educational community.

Justification

The importance of this component is conceived on the necessity to offer pre-service teacher a complete experience of the professional life as future teachers. It is planned to prepare tenth semester students to the reality of an educational context. Therefore, pre-service teachers have to play an active role in the activities and events proposed by the academic schedule to be held during the semester. Those activities can be such as meetings with the parents and students, national celebrations, cultural celebrations, tutoring, special pedagogical support, among others.

Objectives

General objective

- To be involved in extracurricular activities carried out by the Technical Institute Patios Centro N°2.

Specific objectives

- To encourage students to participate actively in all the activities proposed by the institution.
- To help students with their performances during the activities related to the English Language.

Methodology

During the development of this project, several activities were carried by the institution. For instance, to celebrate the Language Day a video was created by the group of teachers in charge of the language subject. This video contained a general presentation of the holiday, a moment to hear the anthem of the institution and the country, a moment to highlight the students who obtained the best grades and the students' presentations. The video was uploaded in the Facebook page of the institution, and it was also share through the different WhatsApp groups.



Figure 16. Language day 's video.

Another activity took place during the closure of the first period. The school community got together in a virtual meeting to discuss the results obtained from the students and the different problems that they are facing. The reunion was composed of teachers, the representatives of the parents' community and other administrative members.



Figure 17. Evaluation commission.

Description of the pre-service teacher's role in the activities

As it had been stated before, the institution is currently implementing a virtual methodology in every aspect, including the inter-institutional activities. Since the beginning of the year, the school established a chronogram of activities and the grades in charge of carrying them out. Therefore, the organization of those activities by the pre-service teacher was not possible. Nonetheless, it was required to complete certain tasks such as attending parents and students through WhatsApp at all times to solve any kind of doubt.

Conclusions

Interinstitutional activities were the perfect opportunity to reunite the school community that sometimes can be distracted with the busy academic schedule they must follow. It was also an opportunity to stop for a moment and analyze the work done and see what things could be improved for the sake of the students. I noticed that there is a high sense of awareness for the institution and the community is a team that wants to work together to overcome this challenge that we all are facing. Despite the virtual difficulties, most activities were carried out according to the calendar and the institution tried hard to maintain the importance of participating in these activities.

To develop these activities, teachers in charge implemented the use of ITC tools on most occasions to create content which students can have access to and some of them were uploaded in the social media of the institution. They were also shared through the

WhatsApp groups so that all the community could observed the material. This shows how the institution has adapted their methodology to the current reality, learning about the use of new technologies that can be beneficial for the future when students return to the classroom.

Concerning the pre-service teacher, the opportunity to participate in some of these activities allow us to understand the diverse roles that teachers have to accomplish inside an institution. These tasks require different skills from the teachers, making this a very complex and complete profession. It is part of the teacher's job to be actively involved and demonstrate a great sense of belonging for the institution.

Chapter VI: Reflective approach

Reflective process

During the development of this project, it was essential to dedicate a moment of reflection about the actions occurred every week and analyze the work made. These narratives allowed the pre-service teacher to have a clear image of how the teaching process was being developed and consider the things that needed to be improved or changed. In this sense, six narratives were created dedicated to reflecting all along the development of this practicum ([see annex 9](#))

Example of the narratives



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Narrativa pedagógica: Primera semana de practica

Institución educativa: Instituto Técnicos Patios Centro N°2

Esta semana fue el inicio de la implementación de la practica integral y mi primera función como practicante fue subir a la plataforma la guía correspondiente de esa semana, la cual yo había creado. Seguido de eso, les informé a los estudiantes por el grupo de WhatsApp que ya la guía se encontraba disponible y también se las envié por ese medio. Durante ese día, mi labor fue responder las dudas que tenían los estudiantes sobre las actividades y ayudarlos si no entendían como realizar algún punto de la guía. Recibí muchos mensajes de los estudiantes, con diferentes inquietudes y fue agradable poder ayudarlos a facilitar el desarrollo de la guía.

El martes fue el primer encuentro virtual con los estudiantes de grado sexto. Tengo que admitir que estaba muy nerviosa de este primer encuentro y me preocupaba como iban a reaccionar los estudiantes al ser yo la nueva encargada de dar la clase. También, había ciertos pasos que llevar a cabo durante el encuentro virtual como: descargar la lista, poner a grabar la clase, subir a la plataforma el día antes del encuentro, entre otros, y temía que fuera olvidar realizar alguno. Al comienzo fue un poco confuso para los estudiantes y muchos preguntaban por el profesor así que cuando todos estuvieron en la reunión, les explique quien era y mi razón de estar con ellos.



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Figure 18. First narrative.

Conclusions

Considering all the challenges that appeared in the middle of the development of this project, there are several aspects to analyze and reflect now that this study has finished. First of all, one of the intentions of this practicum is to provide pre-service teachers with the opportunity of experiencing being a teacher in a real educational context. This purpose was achieved in despite of all the obstacles that occurred during this study. It could be said that the role of the pre-service teacher was more complex due to all the adversities that needed to be faced. Nonetheless, it was possible to overcome this issues and adapt new strategies to continue with the objectives.

Considering the pedagogical aspect, it is important to mention that use of worksheets proved to be the most adequate strategy for the community of students who hardly can have access to an internet connection. These worksheets could be easily adapted to the students' needs and can offer them the opportunity to acquire knowledge in an autonomous way.

Looking to contribute with the institution methodology, the use of short stories inside those worksheets had a positive reception among the students who consider this strategy innovative and different from the grammar exercises they were used to solve. It was very rewarding to see the acceptance of the students to these strategies proposed. Students' desire to learn English was evident and it was a source of motivation for the pre-service teacher. This same situation was noticeable among fifth grade students who

participated actively during the virtual classes, and they showed a great interest in learning English.

Lastly, concerning the inter-institutional activities, the pre-service teacher could experience the diverse role that teachers must accomplish as part of an institution. This shows the complexity of the teacher's job and all the aspects that compose this profession.

Chapter VII: Material designed

To overcome the difficulties during the development of this project, it was decided to design material that could be used by the supervisors in the English class. Therefore, eight worksheets were created (four for sixth grade and four for seventh grade) and they were compiled in a Google drive folder:

https://drive.google.com/drive/folders/1fAvcG2lSpIwqQDht2B9ZsE_KBzcpwGSq?usp=sharing

Type of material	Topic	Description	Objectives
Worksheet – 6 th grade	Likes and dislikes	This worksheet is composed of a brief explanation of the topic and examples. Followed to that, there is a reading comprehension activity with the use of likes and dislikes and a table of true/false statements. Lastly, there is a writing activity for students to create sentences about likes and dislikes.	<ul style="list-style-type: none"> • To express correctly likes and dislikes in the written form. • To recognize the main idea of a short text in English. • To identify familiar expressions and vocabulary in short sentences.

Worksheet – 6th grade	Reading comprehension “At the airport”	This worksheet begins with a pre-reading activity focused on the vocabulary of the reading. Then, there is a dialogue “At the airport” and it is followed with a reading comprehension activity of multiple answers.	<ul style="list-style-type: none"> • To recognize the main idea of a dialogue in English. • To acquire new vocabulary and familiar expressions.
Worksheet – 6th grade	WH questions	This worksheet includes a brief explanation about the use of WH questions and examples. Then, there are two exercises to put into practice its use and also write short sentences using WH questions.	<ul style="list-style-type: none"> • To understand the use of WH questions. • To create simple questions using WH questions.
Worksheet – 6th grade	Frequency adverbs	This worksheet includes a brief explanation of the use of frequency adverbs. Followed to that, it is composed of four activities including a reading comprehension exercise and a writing activity too.	<ul style="list-style-type: none"> • To recognize the correct use of frequency verbs in short sentences. • To identify the main idea of a text in English.
Worksheet – 7th grade	Feelings and emotions	This worksheet contains a wordsearch activity about the vocabulary of feelings and emotions. Also, there is a matching exercise with images and a reading comprehension at the end of the worksheet.	<ul style="list-style-type: none"> • To recognize the main idea of a short text. • To identify vocabulary about feelings and emotions.
Worksheet – 7th grade	Modal verb “Must”	This worksheet includes an explanation of the topic and also examples in English and Spanish. In addition, there are matching exercises and writing activities in which students have to create short	<ul style="list-style-type: none"> • To recognize the correct use of the modal verb “must”. • To create short sentences using the modal verb “must”.

		sentences using the modal verb must.	
Worksheet – 7th grade	Imperative	This worksheet includes an explanation of the use of imperatives with examples and images. Also, there are three activities including matching exercises and transforming sentences activities.	<ul style="list-style-type: none"> • To recognize the correct use of imperatives. • To write short sentences using imperatives.
Worksheet – 7th grade	Reading comprehension	This worksheet is composed of a dialogue that contains the use of the modal verbs learnt during the second period. In the first part, there is a pre-reading activity to revise the vocabulary of the dialogue. Then, there is a reading comprehension activity with true and false statements.	<ul style="list-style-type: none"> • To identify the modal verbs in a short dialogue. • To recognize the main idea of a short text.

Table 15. Material designed.

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Annexes

Annex 1 First worksheet designed.

	INSTITUTO TÉCNICO PATIOS CENTRO DOS GESTIÓN ACADÉMICA DANE 254874000568 NIT: 900027336_1 Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander	
ÁREA: inglés	Teacher: VIVIANA A FIGUEROA, JOSE M SUÁREZ S	GRADO: 6
TEMA: PRESENTE SIMPLE: NEGACION	Date: April 5	GUÍA # 6
NOMBRE DEL ESTUDIANTE:		PERÍODO: 1

¿Qué voy a aprender?

- A reconocer las ideas principales y secundarias de un texto en inglés.
- A realizar oraciones en negación usando el presente simple.

PRESENTE SIMPLE: NEGACION

En esta guía vas a aprender a como realizar oraciones en negación usando el presente simple. Para empezar, observa este pequeño ejemplo:

AFIRMATIVO	I like chocolate.	Me gusta el chocolate
NEGATIVO	I don't like chocolate.	No me gusta el chocolate
PREGUNTA	Do you like chocolate?	¿Te gusta el chocolate?

Como puedes ver, para la negación usamos el auxiliar **don't** o **doesn't**.

RECUERDA: **Don't** es la contracción de **do** y **not**. **Doesn't** es la contracción de **does** y **not**, que se usa con **he, she** y **it**.

Para formular la oración negativa colocamos primero el sujeto (I, you, he, she...), después el auxiliar (don't/doesn't) y seguido de esto, el verbo y el complemento de la oración. Ejemplos:









I don't like bread	No me gusta el pan
She doesn't have a car.	Ella no tiene carro.
They don't work today	Ellos no trabajan hoy.
He doesn't drink.	Él no bebe.

¿Qué estoy aprendiendo?

ACTIVIDAD

1. Busca el significado de las siguientes palabras y cópialo en tu cuaderno. Después relaciona la palabra con la imagen correcta. Observa el ejemplo.

Bored – Exciting – Confused – Famous – Successful – Carefully – Interesting – Quietly -

 <p>EXCITING</p> <hr/>	 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>	 <hr/>

2. Lee con atención la siguiente historia. Busca en el diccionario las palabras que no entiendas y escríbelas en tu cuaderno.

Kimberly's acting

Kimberly works as a secretary. She answers phone calls and types letters. She makes coffee and goes to the post office. She doesn't like her work. She is bored! "I would like to do something more interesting," she thinks, "I want an exciting job!"

Kimberly actually wants to be an actress. She goes to auditions, but she doesn't pass any. She is confused. She doesn't know what to do to solve this problem, so she decides to ask her friend Victoria. Victoria is a good actress. She is not very famous, but she is more successful than Kimberly. Kimberly asks Victoria to look at her acting and tell her what the problem is.



Victoria is happy to help. She watches Kimberly carefully. She takes notes. In the end, Kimberly asks her: "Well... be honest! What is wrong with me?"

Victoria smiles and says: "Kimberly, you are an amazing actress. You act very well. There is only one problem."

"What? What is the problem?" Kimberly asks.

"Well," Victoria answers, "You act very well, but you speak too quietly. I can't hear a word!"

PARA PRACTICAR: Una vez hayas leído el texto, escucha el audio de la historia que fue enviado en el grupo de WhatsApp y sigue la lectura mientras escuchas la pronunciación. NO ES UN COMPROMISO, es para que escuches varias veces, puedas apreciar la pronunciación y practicar repitiendo.



El audio fue enviado en el grupo de WhatsApp o también puedes acceder a este enlace para escuchar:
<https://voca.ro/16NTDQeAbZTx>

3. Responde las siguientes preguntas **ÚNICAMENTE** en la **tabla de respuestas**, **RELLENANDO** el círculo que corresponde a la respuesta correcta. Círculos sin rellenar **ANULAN** el punto.

1. What does Kimberly do at her work as secretary?

- a. She speaks with the clients.
- b. She answers phone calls and type letters.
- c. She sells clothes and shoes.

2. What does Kimberly want to be?

- a. A journalist.
- b. An actress.
- c. A teacher.

3. Who is Victoria?

- a. Kimberly's friend
- b. Kimberly's sister
- c. Kimberly's aunt.

4. What does Victoria do?

- a. She watches Kimberly act.
- b. She listens to Kimberly's problem.
- c. She goes with Kimberly to an audition.

5. What is the problem of Kimberly's acting?

- a. She is too shy.
- b. She is too nervous.
- c. She speaks quietly.



4. Transforma las siguientes oraciones afirmativas usando la negación en presente simple. Ten en cuenta lo aprendido y observa el ejemplo:

EJEMPLO

1. Kimberly works as a secretary →

NEGACION: Kimberly **doesn't** work as a secretary.


AFIRMACION	NEGACION
Kimberly works as a secretary	Kimberly doesn't work as a secretary
Kimberly wants to be an actress	
Kimberly and Victoria go to an audition.	
Kimberly thinks her job as secretary is boring.	
Victoria wants to help her friend Kimberly.	
Victoria needs to speak loudly.	

RECUERDA:

Usamos **DO NOT/ DON'T** con los pronombres **I, you, they, we**.

Usamos **DOES NOT / DOESN'T** con los pronombres **she, he, it**.

Annex 1.1. Second worksheet designed.

	INSTITUTO TÉCNICO PATIOS CENTRO DOS GESTIÓN ACADÉMICA DANE 254874000568 NIT: 900027336_1 Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander
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ÁREA: inglés	Teacher: VIVIANA A FIGUEROA, JOSE M SUÁREZ S	GRADO: 6
TEMA: Preguntas en presente simple	Date:	GUÍA # 1
NOMBRE DEL ESTUDIANTE:		PERÍODO: 2

¿Qué voy a aprender?

A reconocer las formas de realizar y responder preguntas en presente simple.
 A comprender la idea principal de un texto en inglés

PREGUNTAS EN PRESENTE SIMPLE
 QUESTIONS IN SIMPLE PRESENT

En esta guía aprenderás las diferentes formas de realizar preguntas en presente simple.
 Para hacer preguntas en presente simple con verbos diferentes al to be, empezamos la pregunta con el auxiliar **DO** (para I, you, we y they) o **DOES** (para he, she, it).

Ejemplo:

Do you study English?	¿Estudias inglés?
Do they live in a big house?	¿Ellos viven en una casa grande?
Does she play the guitar?	¿Ella toca la guitarra?

RECUERDA: Con las preguntas pasa lo mismo que con la negación, siempre que usemos DOES el verbo principal **no debe llevar S**.
 Does she likes pizza? ❌ Does she like pizza? ✅

Puedes responder estas preguntas de forma corta o larga:

QUESTION: Do you like scary movies? (¿Te gustan las películas de miedo?)
ANSWER: - **Yes, I like scary movies.** (Sí, me gustan las películas de miedo)
 - **Yes, I do** (Sí)

QUESTION: Do you like to eat vegetables? (¿Te gusta comer vegetales?)

ANSWER: - **No, I don't like to eat vegetables** , (No, no me gusta comer vegetales)

- **No, I don't** (No)

QUESTION: Does she work every day? (¿Ella trabaja todos los días?)

ANSWER: - **No, she doesn't work every day** , (No, ella no trabaja todos los días)

- **No, she doesn't** (No)

¿Qué estoy aprendiendo?

ACTIVIDAD

1. Observa la siguiente imagen y responde las preguntas:



- Escribe en inglés **CINCO** objetos que observes en la imagen:

- Escribe en ingles **CINCO** objetos que recuerdes de tu salón de clases:

2. Realiza el crucigrama sobre los objetos que encontramos en el salón de clases. Observa la imagen y busca la palabra en el diccionario para completar el crucigrama.

School objects
Complete el crucigrama:

The crossword puzzle grid consists of the following numbered starting points:

- 1: 1 row, 4 columns
- 2: 1 row, 2 columns
- 3: 1 row, 3 columns
- 4: 1 row, 4 columns
- 5: 1 row, 3 columns
- 6: 1 row, 8 columns
- 7: 1 row, 4 columns
- 8: 1 row, 4 columns
- 9: 1 row, 8 columns
- 10: 1 row, 8 columns

3. Lee el siguiente texto con atención:

MY CLASSROOM



Hello, my name is Martha and I am 8 years old. I go to a private school called Saint Julian's. I am in 3rd grade in Primary level. In our class there are 27 students, 15 girls and 12 boys.

My classroom is big and nice. Our teacher is Miss Rachel and she likes decorating the walls of the class with posters and our work. In our class there is a computer and a blackboard.

My desk and my chair are brown. On my desk I have my pencil case, it is colorful. In my pencil case I have many things: a red sharpener, two pencils, a ruler, three markers, a glue and a purple pen.

I go to school by bus with my best friend Tina. We like our school because there are three playgrounds, a big gym and a fantastic music classroom with many instruments.

PARA PRACTICAR: Una vez hayas leído el texto, escucha el audio de la historia que fue enviado en el grupo de WhatsApp y sigue la lectura mientras escuchas la pronunciación. **NO ES UN COMPROMISO**, es para que escuches varias veces, puedas apreciar la pronunciación y practicar repitiendo.

El audio fue enviado en el grupo de WhatsApp o también puedes acceder a este enlace para escuchar:



- Escucha atentamente al siguiente audio:
Encierra con un círculo las **CINCO** palabras que son pronunciadas en el audio.



DESK	SHARPENER	BAG	PEN
BLACKBOARD	RULER	PLAYGROUNDS	MARKERS
PENCIL	CLASSROOM	GLUE	SCHOOL

4. Responde las siguiente las preguntas en presente simple **de acuerdo con la información en el texto**. Ten en cuenta lo aprendido al comienzo de la guía y observa el ejemplo.

Ejemplo:

QUESTION: Does Martha go to a private school?

ANSWER: Yes, she does.

1. Does Martha like her school?

R: _____

2. Does Martha has scissors in her pencil case?

R: _____

3. Does Martha has a red sharpener?

R: _____

4. Does Martha take the bus to school?

R: _____

5. Does Martha has a book?

R: _____

¿Qué aprendí?**SEÑALA CON UNA X**


VALORAR LO APRENDIDO	SI	NO
Reconozco la idea principal de un texto en inglés.		
Comprendo la idea principal de un audio en inglés		
Reconozco la pronunciación correcta de palabras sencillas en inglés		
Identifico el vocabulario sobre objetos del salón de clase		
Respondo de manera corta preguntas en presente simple		

DE LAS ACTIVIDADES QUE DESARROLLASTE

1. ¿CUAL FUE LA QUE MÁS TE GUSTÓ?

2. ¿CUÁL FUE LA MÁS DIFÍCIL?

Annex 1.2. Third worksheet designed.

		
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ÁREA: inglés	Teacher: VIVIANA A FIGUEROA, JOSE M SUÁREZ S	GRADO: 6
TEMA: Vocabulario cuidado personal	Date: 15-06-21	GUÍA # 2
NOMBRE DEL ESTUDIANTE:		PERÍODO: 2

¿Qué voy a aprender?

- A reconocer el vocabulario de cuidado personal en inglés.
- A comprender la idea principal de un texto en inglés.

CUIDADO PERSONAL

1. Lee el siguiente vocabulario sobre acciones diarias de cuidado personal. Luego observa las imágenes y coloca el número en la imagen que corresponda. Observa el ejemplo:

1. **HAVE BREAKFAST EVERYDAY:** DESAYUNAR A DIARIO
2. **WASH HANDS:** LAVARSE LAS MANOS
3. **EXERCISE:** HACER EJERCICIO
4. **WEAR CLEAN CLOTHES:** USAR ROPA LIMPIA
5. **HELP AT HOME:** AYUDAR EN CASA
6. **BRUSH TEETH:** CEPILLARSE
7. **USE A TISSUE WHEN COUGHING OR SNEEZING:** USAR PAPEL AL TOSER O ESTORNUDAR
8. **DO THE HOMEWORKS:** HACER LAS TAREAS
9. **EAT HEALTHY:** COMER SALUDABLE
10. **SLEEP WELL:** DORMIR BIEN
11. **TAKE A SHOWER:** TOMAR UNA DUCHA O BAÑARSE
12. **WEAR FACE MASK:** USAR TAPABOCAS O MÁSCARA



2. Lee el siguiente texto con atención y subraya los hábitos de cuidado personal que encuentres en el texto.

A healthy lifestyle

Luisa is a very healthy person. She practices sport, eats healthy food, and drinks lots of water. Every day, she wakes up at 7:00 AM and brushes her teeth. Then, she takes a shower and wears clean clothes. At 7:30 AM, she usually eats some fruit and drinks a cup of milk. Other days, she drinks a cup of orange juice and eats some eggs. Luisa loves to have breakfast; it is her favorite meal of the day.



At 10:00 AM, she practices basketball with her friends at the park. She drinks a lot of water when she plays sports. At 11:00 AM she does her homework and cleans her bedroom. She always wash her hands before having breakfast. She usually eats some vegetables, meat, and rice.

In the afternoon, she goes to school until 5:00 PM. When she arrives home, she takes a shower and helps her mom with the dinner. Usually, she eats a sandwich and a cup of milk. At the end of the day, she goes to bed early and sleeps well.

PARA PRACTICAR: Una vez hayas leído el texto, escucha el audio de la historia que fue enviado en el grupo de WhatsApp y sigue la lectura mientras escuchas la pronunciación. NO ES UN COMPROMISO, es para que escuches varias veces, puedas apreciar la pronunciación y practicar repitiendo.

El audio fue enviado en el grupo de WhatsApp o también puedes acceder a este enlace para escuchar: <https://voca.ro/1frajMnWqDzr>

4. Escucha el siguiente audio y marca con una x los hábitos de cuidado personal que son mencionados: <https://voca.ro/1hSHeUsge0nV>

HABITOS DE CUIDADO PERSONAL	MARCA CON UNA X LOS MENCIONADOS EN EL AUDIO
Have breakfast everyday	
Sleep well	
Take a shower	
Eat healthy	
Wear a face mask	
Wear clean clothes	
Wash your hands	

3. Señala si las siguientes afirmaciones son verdaderas o falsas. True or false.

- Luisa doesn't practice sports _____
- She eats fruits for breakfast _____
- She is not a healthy person _____
- She always wash her hands before eating _____
- She goes to bed late _____

¿Qué aprendí?

SEÑALA CON UNA X

VALORAR LO APRENDIDO	SI	NO
Identifico el vocabulario sobre cuidado personal.		
Las actividades de vocabulario me ayudan a comprender la lectura		
Reconozco la pronunciación correcta de palabras sencillas en inglés		
Reconozco la idea principal de un texto en inglés.		
Reconozco la idea principal de un audio en inglés.		
El audio me ha permitido mejorar la pronunciación de algunas palabras en inglés.		
Las actividades de vocabulario me motivan aprender el inglés		
La actividad de escuchar el audio de la lectura y otras palabras en inglés me motivan a aprender		


DE LAS ACTIVIDADES QUE DESARROLLASTE

1. ¿CUAL FUE LA QUE MÁS TE GUSTÓ?

2. ¿CUÁL FUE LA MÁS DIFÍCIL?

COMPROMISO: ENVÍA RESUELTAS LAS ACTIVIDADES A LA PLATAFORMA O AL WHATSAPP DE LA PROFESORA (3174241377) NUNCA AL WHATASPP DEL GRUPO. PLAZO MÁXIMO JUNIO 18. RECUERDA ENVIAR TUS COMPROMISOS ADJUNTANDO NOMBRE Y APELLIDO.

Annex 1.3 Fourth worksheet designed.

		
INSTITUTO TÉCNICO PATIOS CENTRO DOS GESTIÓN ACADÉMICA DANE 254874000568 NIT: 900027336_1 Aprobado por Resolución No. 005209 del 21 de octubre de 2019 Expedida por la Gobernación del Departamento de Norte de Santander		
ÁREA: inglés	Teacher: VIVIANA A FIGUEROA, JOSE M SUÁREZ S	GRADO: 6
TEMA: LAS RUTINAS Y HÁBITOS	Date:	GUÍA # 3
NOMBRE DEL ESTUDIANTE:		PERÍODO: 2






¿Qué voy a aprender?

- A reconocer la idea principal de un texto corto en inglés.
- A usar el vocabulario de rutinas diarias en inglés.

ACTIVIDAD

1. Lee el siguiente vocabulario sobre la rutina diaria y busca el significado en el diccionario. Luego, escribe el vocabulario en la imagen según corresponda.

Wake up – Get up- Take a shower – Get dressed – Comb hair – Have breakfast – Go to work –
 Have lunch – Cook dinner – Have dinner – Watch TV – Go to bed

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____



2. Teniendo en cuenta el vocabulario, haz una lista de tu rutina diaria. Crea frases completas, como en el ejemplo:

Ejemplo: I wake up at 6:00 am
I get up at 6:20 am.

MY DAILY ROUTINE

1.
2.
3.
4.
5.
6.
7.
8.
9.

3. Lee con atención el siguiente texto:

PETER'S DAILY ROUTINE

Hello. my name is peter. I am eleven years old. I am student at high school. I wake up at 5: 30 in the morning. Before breakfast I take a shower. After the shower I have breakfast. My mom prepares my breakfast. Then, I brush my teeth and I wash my hands. I go to school every day at 6 o'clock. I have classes from 6:15 to 12 o'clock. I do not have lunch at school. I have lunch at home, with my family. I eat healthy. After lunch I brush my teeth and wash my hands, again. Then, I help my mom, I clean the kitchen. I play basketball with my brothers. I have a brother and a sister. Then, from 4 p.m. to 6 p. m. I do my homework. We have dinner at 7 o'clock. After dinner, I watch T.V. my brother play videogames. I do not like video games. Then, I brush my teeth and I go to bed.



PARA PRACTICAR: Una vez hayas leído el texto, escucha el audio de la historia que fue enviado en el grupo de WhatsApp y sigue la lectura mientras escuchas la pronunciación. NO ES UN COMPROMISO, es para que escuches varias veces, puedas apreciar la pronunciación y practicar repitiendo.

El audio fue enviado en el grupo de WhatsApp o también puedes acceder a este enlace para escuchar:

4. Escucha atentamente el siguiente audio y encierra solamente el vocabulario mencionado:

WAKE UP	COMB HAIR	TAKE A SHOWER	PLAY VIDEOGAMES
COOK DINNER	GO TO BED	HAVE BREAKFAST	WATCH TV
DO HOMEWORK	CLEAN THE KITCHEN	GET DRESSED	BRUSH MY TEETH

5. Responde las siguientes preguntas con relación al texto. Completa la tabla de respuestas.

1. This person prepares peter's breakfast

- a. brother
- b. mom
- c. sister

2. Peter has lunch at

a. home b. school c. restaurant

3. Peter does the homework...

- a. Immediately after lunch
- b. before dinner
- c. before going to bed.

4. Peter is...

- a. 12 years old
- b. 10 years old
- c. 11 years old

5. Peter has...

- a. a brother
- b. a brother and a sister
- c. a sister

6. Peter plays...

- a. basketball
- b. videogames
- c. volleyball

7. Immediately after lunch, Peter...

- a. cleans the kitchen.
- b. cleans the house.
- c. cleans the bathroom.

8. After breakfast, Peter...

- a. watches tv
- b. cleans the kitchen.
- c. brushes teeth and washes hands.

1. (A) (B) (C)
2. (A) (B) (C)
3. (A) (B) (C)
4. (A) (B) (C)
5. (A) (B) (C)
6. (A) (B) (C)
7. (A) (B) (C)
8. (A) (B) (C)

¿Qué aprendí?

SEÑALA CON UNA X

VALORAR LO APRENDIDO	SI	NO
Identifico el vocabulario sobre rutinas diarias.		
Las actividades de vocabulario me ayudan a comprender la lectura		


Reconozco la pronunciación correcta de palabras sencillas en inglés		
Reconozco la idea principal de un texto en inglés.		
Reconozco la idea principal de un audio en inglés.		
El audio me ha permitido mejorar la pronunciación de algunas palabras en inglés.		
Las actividades de vocabulario me motivan aprender el inglés		
La actividad de escuchar el audio de la lectura y otras palabras en inglés me motivan a aprender		

DE LAS ACTIVIDADES QUE DESARROLLASTE

1. ¿CUAL FUE LA QUE MÁS TE GUSTÓ?


2. ¿CUÁL FUE LA MÁS DIFÍCIL?

Annex 2: Presentation of the research project to the population



WHAT IS A SHORT STORY?

- ¿Qué creen que signifique "short story"?
- ¿Te gusta leer en tu tiempo libre?
- ¿Qué tipo de historias te llaman la atención?



EXAMPLE OF SHORT STORY

My favourite clothes

'What are you doing, Mum?'
 'I'm taking your old clothes to the charity shop.'
 'Wait! They still fit me. Look. Grandma knitted this jumper for me. It's my favourite.'
 'The slippers are still OK though. Peter bought me these for my birthday. OK. Well, the trousers are fine. I got these for Christmas.'
 'Yes. Christmas 2002.'
 'Oh, why did I grow so much! I love these clothes. OK. You can take them.'
 Fifteen minutes later 'I didn't take the clothes to the shop.' 'Why not?' 'On the way I found someone who really needed some new clothes.'

Annex 3: Field notes

FIELD NOTE 1

Date: March 25th

Grade: 6th

Pre-service teacher: Viviana Figueroa

Subject: Simple present

OBSERVATIONS	COMMENTS
Students could download the worksheet on the platform but most of them use WhatsApp for that purpose.	Worksheet #5 was sent to the students on Tuesday, March 24. They had four weeks to develop the activities.

<p>One of the participants wrote the meaning of the vocabulary in English. The rest of them only wrote the translation in Spanish and some added the meaning but in Spanish. Also, one of the participants did not complete this activity. Regarding the images and matching exercise, two of the students drew the vocabulary and matched the words correctly. One of them did not complete this part.</p>	<p>The pre-reading activity included images of the vocabulary and students had to look for the meaning of it and write it on their notebooks.</p> <p>Most of the students showed preference when developing the matching activity with images.</p>
<p>Students did not have any issue accessing to the link of the audio. Only one of the participants wrote down the unknown vocabulary of the short story. The rest of them did not complete this part.</p>	<p>In the short story, students had the link of the audio and they had to write down the unknown vocabulary found in the reading. Listening to the audio was for practice only since this was the first worksheet that I prepared for them.</p>
<p>All students completed the answers correctly, except for one of them who only had one mistake in the table. This shows that students could understand the main ideas of the short story.</p>	<p>Students had to complete a multiple answers activity about the short story.</p>
<p>Participants showed a good performance in the grammar exercise. Most of them correctly transformed the sentences. They were a few spelling mistakes, but the sentences were correct.</p> <p>After posting the worksheet, some students started to message me on WhatsApp with doubts about certain activity on the worksheet. Although I specified on the group message that the worksheet solution must be sent to me via WhatsApp or through the Web Colegios platform, most of them still asked me that same question.</p>	<p>Students had to transform some sentences of the short story, using simple present in negative. This grammar topic was included in the worksheet and in the short story.</p> <p>It is necessary to try to be more clear at the moment of giving instructions to the students. Sometimes it is better to repeat twice or three times the same instruction and be extremely specific even with the things that I find simple.</p>

FIELD NOTE 2

Date: April 5th

Grade: 6th

Pre-service teacher: Viviana Figueroa

Subject: Simple present negative

OBSERVATIONS	COMMENTS
<p>Worksheet # 6 was sent to the students on Monday, March 29. The audio of the story was sent through the WhatsApp group and also inside a link in the worksheet.</p>	<p>This time, I tried to be more specific at the moment of giving instructions and as a result, the number of students asking me on WhatsApp was reduced.</p>
<p>When doing the crossword, some participants were confused with the vocabulary because sometimes they could find different words for the same object, and they didn't know which was correct. Also, one of the participants wrote down the objects in Spanish.</p>	<p>This time, there were two pre-reading activities: the first one student had to write down some classroom objects they remembered and the second one was a crossword.</p>
<p>Participants didn't have any problem listening the audios. All of them could select correctly the words mentioned in the audio.</p>	<p>This worksheet included two audios. The second one was part of an exercise and students had to select only the words mentioned in the audio.</p>
<p>In this last exercise, participants had some problems with the correct use of does/do. There were some spelling mistakes too.</p>	<p>The last exercise of the worksheet was focused on the grammar topic: yes/no questions in simple present.</p>

FIELD NOTE 3

Date: June 18th

Grade: Sixth

Pre-service teacher: Viviana Figueroa

Subject: Daily routine

OBSERVATIONS	COMMENTS
<p>Students didn't show any issue at the moment of listening the audios in the links. They could access to them without problem.</p>	<p>This worksheet included two different audios: the one with the whole short story and the other was an exercise.</p>
<p>This type of exercise are easy and simple for the students. All the participants completed the exercise correctly. One of the students decided to draw the images.</p>	<p>The pre-reading exercise included images of the vocabulary that students had to match.</p>
<p>Two of the participants didn't underline the vocabulary included in the story. They just wrote the translation of the vocabulary found in the story. The rest of the participants did write the vocabulary in English. However, some of the words were missing.</p>	<p>The short story included the audio and students had to underline the vocabulary previously learnt.</p>
<p>All participants completed the table correctly, except for one of them who had two mistakes. None of them had problems with the audio. They said it was clear and simple.</p>	<p>Students had to listen to an audio and circle the vocabulary mentioned.</p>
<p>In this exercise, students had problems recognizing some of the grammar topics learnt in the last weeks. Some of them couldn't notice that the sentences were in negative, and they answer incorrectly because of that. This exercise was the hardest for them, most of the participants made at least one mistake.</p>	<p>In the final exercise, students had to indicate if the sentences were true or false, according to the short story.</p>

Annex 4: Interview validation grid**REJILLA DE VALIDACIÓN DE INSTRUMENTOS**

INFORMACIÓN GENERAL	
Nombre del estudiante:	Viviana Andrea Figueroa

INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN	
Título del proyecto de investigación:	Using Short Stories as a pedagogical tool to enhance sixth grade students' reading and listening skills at the Technical Institute Patios Centro N°2. An action research.
Tipo de investigación:	Action research
Objetivo general:	Reforzar las habilidades de lectura y escucha de los estudiantes de sexto grado, por medio del uso de historias cortas.
Objetivos específicos:	<ul style="list-style-type: none"> • Seleccionar diferentes historias cortas y archivos de audio para ser implementados en las actividades de aprendizaje. • Fomentar la adquisición del lenguaje de los estudiantes usando material pedagógico. • Identificar los beneficios y limitaciones de usar historias cortas en la clase de inglés.

Para poder revisar y valorar cada una de las preguntas y opciones de respuestas (si es el caso) del instrumento. Por favor tenga en cuenta las siguientes siglas.

Clase de pregunta:	Tipo de pregunta:	Valoración	Objetivo del instrumento:
A: Abierta	1: Dicotómica	E: Excelente	
C: Cerrada	2: Selección Múltiple única Respuesta	R: Regular	
	3: Respuesta abierta	M: Malo	
	4: De escala	Otras valoraciones para proponer	
	4.1: Escalas de importancia		
	4.2: Escala de valores		
	4.3: Escala de Likert		
	4.4: Escala numérica y de intervalo		
5: Otras, ¿Cuáles?			

OBJETIVO DE LA ENTREVISTA: El objetivo de esta entrevista semi estructurada es de comprender la percepción que tienen los estudiantes del grado sexto sobre el uso de las historias cortas para aprender inglés. Se va a indagar su opinión sobre las estrategias implementadas, el nivel de dificultad de las actividades, los beneficios de éstas y los procesos llevados a cabo para realizar las guías de trabajo.

A QUIEN VA DIRIGIDO: Esta entrevista va dirigida a 6 estudiantes del grado sexto.

EXPLICACION DE LA ENTREVISTA: Para llevar a cabo la entrevista, se planea utilizar la plataforma que más convenga a los estudiantes para realizar una videollamada. En caso de no tener conexión a internet, la entrevista se hará por vía telefónica. El tiempo estimado de cada entrevista se prevé de 20-30 minutos.

CRITERIOS:

PREGUNTA:	Categoría:	Clas e	Tipo	OBSERVACIONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISAS.
¿Cómo fue su proceso de lectura? ¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?	Comprensión lectora	A	3	
¿Considera usted que la lectura de historias cortas lo ayudo a reforzar su vocabulario en inglés?	Comprensión lectora (Vocabulario)	C		
¿Cree usted que la lectura de historias cortas le permitía comprender mejor el tema gramatical de cada guía?	Comprensión lectora (Gramática en contexto)	C		
¿Considera usted que las actividades previas a la lectura lo ayudaron a facilitar su comprensión?	Comprensión lectora Actividades y estrategias de comprensión lectora	C		
¿Considera usted que el audio de las historias era una herramienta útil para ayudar a entender la idea principal de la historia?	Comprensión oral	C		
¿Cuántas veces escuchaba el audio de la historia? ¿Considera	Comprensión oral Pronunciación	C		

que le sirvió para practicar la pronunciación?				
¿Qué piensa acerca del uso de audios dentro de los ejercicios propuestos en la guía? ¿Fueron fáciles o difíciles de resolver?	Comprensión oral Actividades y estrategias de comprensión oral	A		
¿Cree usted que la lectura de historias cortas son una fuente motivación para continuar su proceso de aprendizaje del inglés?	Historias cortas Motivación	C	3	
¿Considera usted que las historias cortas trabajadas en clase fueron interesantes? ¿Le gustaría seguir leyendo historias cortas en inglés en su tiempo libre?	Historias cortas Interés	C	3	
¿Considera usted que las historias y las actividades propuestas lo ayudaron a mejorar su comprensión lectora y auditiva en inglés?	Historias cortas Beneficios	C		
¿Qué dificultades encontró al momento de leer y escuchar las historias cortas?	Historias cortas Limitaciones	A		

Annex 4.1: Letter of consent



ACREDITACIÓN INSTITUCIONAL
Avanzamos... ¡Es nuestro objetivo!



Cúcuta, 15 de Junio de 2020

Estimados,
Padres de familia
Sexto grado
Instituto Técnico Patios Centro N°2

Cordial saludo,

Yo, Viviana Andrea Figueroa Quintero, identificado con C.C 1090517704 de Cúcuta estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 601 y 602 acompañado de la supervisión del docente José Suarez, me dirijo a usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía Google Meets que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado “El uso de historias cortas para el mejoramiento de las habilidades de comprensión lectora y escucha de los estudiantes de sexto grado”. el cual se desarrolló dentro de las clases de inglés en los últimos meses.

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

Agradeciendo su atención.

Cordialmente,

Viviana A. Figueroa c.c.

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona



SC-CER96940



“Formando líderes para la construcción de un nuevo país en paz”

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750

Annex 4.2. Letter of consent for the presentation of the project



ACREDITACIÓN INSTITUCIONAL
A avanzamos... ¡Es nuestro objetivo!



Cúcuta, 30 de marzo de 2021

Estimados,
 Estudiantes
 Sexto grado
 Instituto Técnico Patios Centro N°2

Cordial saludo,

Yo, Viviana Andrea Figueroa Quintero, identificado con C.C 1090517704 de Cucuta, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Jose Suarez, me dirijo a usted con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado “El uso de historias cortas para mejorar las habilidades lectoras y auditivas de los estudiantes de sexto grado” Por tal razón, dentro de las clases sincrónicas y por medio de las guías de trabajo se propondrá algunas actividades relacionadas con el mismo. Es así como de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades por ustedes suministrados será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.



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Annex 5: Transcriptions of the semi-structure interview.

Participant 1

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura? ¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 1: Pues me ha ido casi bien todas las veces. Hay veces que tengo que buscar ayuda del traductor y pues también como en las lecturas usted nos envía un audio, entonces yo también escucho las lecturas como para reforzar más la pronunciación.

Investigadora: ¿Y cuándo usa el traductor busca palabras específicas o párrafos completos?

Participante 1: Pues busco por Google Lens.

Investigadora: Ah, entiendo. ¿Y considera que la lectura de historias cortas le sirve para reforzar su vocabulario en inglés?

Participante 1: Pues si nos sirve porque hay veces que casi uno no entiende el vocabulario, entonces así con los ejemplos podemos entender mejor.

Investigadora: ¿Y también cree que le sirve para poder entender el tema de gramática de la guía? Por ejemplo, había guías que se trabajaba el presente simple y en la lectura ese tema estaba ahí presente. Entonces, ¿cree usted que eso le ayuda a entender mejor el tema o no tiene ninguna importancia?

Participante 1: Si, las lecturas me han ayudado bastante a entender el tema.

Investigadora: También en las guías siempre había un primer punto de ejercicio con vocabulario algunas veces con imágenes relacionadas a la lectura. ¿Usted cree que estos ejercicios previos lo ayudaron a entender mejor la lectura?

Participante 1: Si claro, si me ayudan bastante. Entonces cuando ya vaya a hacer la lectura se me facilita un poquito mas porque ya se lo del vocabulario.

Investigadora: Y ahora hablando de los audios, ¿considera usted que es una herramienta útil para ayudar a entender la idea principal de la historia?

Participante 1: Pues la verdad si me ha servido bastante porque hay veces que me da como curiosidad y también por aprender me meto en el audio para escuchar la pronunciación.

Investigadora: ¿Y cuantas veces escuchaba el audio?

Participante 1: Pues las veces que lo necesite. Por ahí unas 4 o 3 veces.

Investigadora: Y, por ejemplo, en la guía de esta semana se acuerda que había un ejercicio que tenían que resolver escuchando un audio ¿verdad?

Participante 1: Si, que teníamos que marcar con una x esto las acciones que se escuchan.

Investigadora: ¿Y ese ejercicio le pareció fácil o difícil de resolver?

Participante 1: Pues la verdad me pareció fácil porque algunas palabras coincidían con la pronunciación del audio entonces las pude encontrar fácil.

Investigadora: ¿Y cree usted que estas lecturas y le sirven como una fuente de motivación para querer seguir aprendiendo inglés?

Participante 1: Si claro, si me gustan.

Investigadora: ¿Y le parecieron interesantes? ¿Le gustaría por ejemplo seguir leyendo historias así en inglés en su tiempo libre como para practicar?

Participante 1: Si, me gustaría bastante.

Investigadora: Bueno, ya para terminar. Al momento de leer estas historias y escuchar los audios ¿encontró alguna dificultad? digamos de pronto no le servía el link o algo parecido. ¿O no tuvo ningún problema?

Participante 1: Pues a veces tengo problemas y a veces no

Investigadora: ¿Qué tipo de problemas?

Participante 1: Pues a veces con las palabras me sale una cosa en el diccionario y otra cosa en traductor.

Investigadora: Ah y entonces no sabe cuál es la traducción correcta.

Participante 1: Si señora.

Investigadora: ¿Y en esos casos que suele hacer?

Participante 1: Pues a veces le pido ayuda a mi hermana o verifico bien la guía y el vocabulario.

Investigadora: Listo, muchas gracias.

Participant 2

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura? ¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 2: Pues profe yo las lecturas las leía unas 2 o 3 veces y las palabras que no entendía, pues las buscaba.

Investigadora: Ah okey, entonces utilizo el traductor. Pero ¿buscaba palabras claves o párrafos completos en el traductor?

Participante 2: No, profe, solo palabras que no entendía

Investigadora: ¿Y cree usted que están lectura lo han ayudado a aprender más vocabulario en inglés y a conocer nuevas palabras?

Participante 2: Si profe me han ayudado a entender diferentes palabras que no conocía y que ahora ya sé, gracias a las lecturas que usted nos ha enviado.

Investigadora: y también a veces en estas guías trabajamos gramática y en las lecturas está también el tema de gramática de la ficha. Entonces, ¿cree usted que estas lecturas lo ayudan a que pueda entender mejor el tema de la guía.?

Participante 2: Si profe ya que entonces ahí en las oraciones entendemos el vocabulario que estamos hablando en el tema.

Investigadora: También en las guías, usualmente los primeros puntos son de vocabulario, que a veces incluían imágenes de relacionar. ¿Cree usted que esta actividad antes de la lectura, lo ayuda a que cuando llegue al punto de la lectura le sea más fácil entenderla o no tiene relación?

Participante 2: Si profe porque entonces así ya se mas sobre ese vocabulario y después para leer la lectura ya no tengo mucho problema.

Investigadora: Y también se acuerda que a veces yo les enviaba el audio de la lectura en un link. ¿Cree usted que eso fue una herramienta útil para ayudarlo a entender la lectura?

Participante 2: Si profe, si me sirvió porque ahí podía saber cómo se pronunciaba el vocabulario del tema

Investigadora: ¿Y cuántas veces escuchaba el audio de la historia?

Participante 2: Pues unas tres o cuatro veces para poder entender muy bien el vocabulario y saber decirlo.

Investigadora: ¿Y si le sirvió para practicar la pronunciación?

Participante 2: Si, profe.

Investigadora: En la guía de esta semana había un ejercicio que tenían que realizar escuchando el audio. ¿Este ejercicio le pareció fácil o difícil de resolver?

Participante 2: Fácil porque ya sabia más sobre el vocabulario.

Investigadora: ¿Y cree usted que estas lecturas le sirven como una fuente de motivación para seguir aprendiendo inglés?

Participante 2: Si profe, mucho.

Investigadora: ¿Y cree que estas lecturas fueron interesantes? ¿Y, por ejemplo, le gustaría seguir leyendo este tipo de lecturas en inglés en su tiempo libre?

Participante 2: Si profe, sería muy bueno seguir leyendo estas historias, ya que son divertidas y uno aprende vocabulario de inglés.

Investigadora: Y, por último, ¿encontró alguna dificultad al momento de leer y escuchar las historias, por ejemplo, si no le funciono el link, no podía entender bien o no tuvo ningún problema?

Participante 2: No profe, no tuve ningún problema.

Investigadora: ¿El link siempre le funciono?

Participante 2: Siempre me funciona.

Fin de la entrevista.

Participant 3

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura? ¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 3: Algunas palabras las traduzco, hay otras que ya las conozco. Pero algunas si las tengo que traducir. Las lecturas tengo que leer dos o tres veces

Investigadora: ¿Y cree usted que están lectura lo han ayudado a aprender más vocabulario en inglés y a conocer nuevas palabras?

Participante 3: Si señora a mi me gustan mucho las lecturas porque se puede aprender nuevo vocabulario.

Investigadora: y también a veces en estas guías trabajamos gramática y en las lecturas está también el tema de gramática de la ficha. Entonces, ¿cree usted que estas lecturas lo ayudan a que pueda entender mejor el tema de la guía.?

Participante 3: Si, me ayudaba porque era como un ejemplo del tema de la guía y así era más fácil resolver las actividades.

Investigadora: También en las guías, usualmente los primeros puntos son de vocabulario, que a veces incluían imágenes de relacionar. ¿Cree usted que esta actividad antes de la lectura, lo ayuda a que cuando llegue al punto de la lectura le sea más fácil entenderla o no tiene relación?

Participante 3: Me pareció buenos los ejercicios para entender la guía y me sirvió mucho.

Investigadora: Y también se acuerda que a veces yo les enviaba el audio de la lectura en un link. ¿Cree usted que eso fue una herramienta útil para ayudarlo a entender la lectura?

Participante 3: Si profe, si me sirvió porque se escuchaba muy claro la pronunciación y se entendía muy bien lo que decía.

Investigadora: ¿Y cuántas veces escuchaba el audio de la historia?

Participante 3: Algunos los escuchaba una vez y otros dos veces.

Investigadora: En la guía de esta semana había un ejercicio que tenían que realizar escuchando el audio. ¿Este ejercicio le pareció fácil o difícil de resolver?

Participante 3: Me pareció fácil porque se entendía muy bien la pronunciación el audio.

Investigadora: ¿Y cree usted que estas lecturas le sirven como una fuente de motivación para seguir aprendiendo inglés?

Participante 3: Si profe, mucho.

Investigadora: ¿Y cree que estas lecturas fueron interesantes? ¿Y, por ejemplo, le gustaría seguir leyendo este tipo de lecturas en inglés en su tiempo libre?

Participante 3: Si me pareció un buen método, algo diferente que también nos ayuda a mejorar la pronunciación.

Investigadora: Y, por último, ¿encontró alguna dificultad al momento de leer y escuchar las historias, por ejemplo, si no le funciono el link, no podía entender bien o no tuvo ningún problema?

Participante 3: La primera vez, el audio no me cargo muy bien, pero después no tuve inconvenientes. Creo que era mi internet.

Fin de la entrevista.

Participant 4

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura?

¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 4: Pues en realidad tuve que utilizar un poquito de ayuda con mi hermana porque se me hizo un poquito complicado leer las lecturas.

Investigadora: Ah, okey. Entonces, ¿ella la ayudaba a entender algunas palabras?

Participante 4: Si profe.

Investigadora: ¿Y más o menos cuantas veces debía leer la historia?

Participante 4: Por ahí unas 5 veces.

Investigadora: ¿Y cree usted que están lectura lo han ayudado a aprender más vocabulario en inglés y a conocer nuevas palabras?

Participante 4: Si profe.

Investigadora: y también a veces en estas guías trabajamos gramática y en las lecturas está también el tema de gramática de la ficha. Entonces, ¿cree usted que estas lecturas lo ayudan a que pueda entender mejor el tema de la guía.?

Participante 4: Si porque uno va viendo los temas nuevos en las lecturas.

Investigadora: También en las guías, usualmente los primeros puntos son de vocabulario, que a veces incluían imágenes de relacionar. ¿Cree usted que esta actividad antes de la lectura, lo ayuda a que cuando llegue al punto de la lectura le sea más fácil entenderla o no tiene relación?

Participante 4: Si me sirve para poder aprender el vocabulario y entender mejor la lectura.

Investigadora: Y también se acuerda que a veces yo les enviaba el audio de la lectura en un link. ¿Cree usted que eso fue una herramienta útil para ayudarlo a entender la lectura?

Participante 4: Si, me sirvieron. Por ejemplo, cuando iba a buscar las palabras también escuchaba los audios y así los repetía cada rato.

Investigadora: ¿Y cuántas veces escuchaba el audio de la historia?

Participante 4: Como unas tres veces.

Investigadora: ¿Y cree que le sirvió para practicar la pronunciación?

Participante 4: Si señora.

Investigadora: En la guía de esta semana había un ejercicio que tenían que realizar escuchando el audio. ¿Este ejercicio le pareció fácil o difícil de resolver?

Participante 4: Me pareció un poco complicado, pero cuando usted lo explico por la clase pude entender y fue fácil.

Investigadora: ¿Y cree usted que estas lecturas le sirven como una fuente de motivación para seguir aprendiendo inglés?

Participante 4: Si profe, la verdad me han gustado últimamente las guías de inglés.

Investigadora: ¿Y cree que estas lecturas fueron interesantes? ¿Y, por ejemplo, le gustaría seguir leyendo este tipo de lecturas en inglés en su tiempo libre?

Participante 4: Si, me gustaron bastante. Quiero leer más en vacaciones.

Investigadora: Y, por último, ¿encontró alguna dificultad al momento de leer y escuchar las historias, por ejemplo, si no le funciono el link, no podía entender bien o no tuvo ningún problema?

Participante 4: Cuando empecé a leer las lecturas se me dificultó un poco por qué no sabía cómo leerla

Fin de la entrevista.

Participant 5

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura?

¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 5: Pues para poder entender la historia he utilizado mas que todo el traductor de Google, pero casi no he necesitado ayuda la verdad.

Investigadora: Entonces ¿usted leía la historia y entendía la idea principal?

Participante 5: Si, yo entendía casi todo.

Investigadora: ¿Y cuantas veces normalmente leía las lecturas?

Participante 5: Una vez, todo lo que leía se me quedaba grabado.

Investigadora: ¿Y cree usted que estas lecturas lo han ayudado a aprender más vocabulario en inglés y a conocer nuevas palabras?

Participante 5: Si profe, si me ha ayudado.

Investigadora: y también a veces en estas guías trabajamos gramática y en las lecturas está también el tema de gramática de la ficha. Entonces, ¿cree usted que estas lecturas lo ayudan a que pueda entender mejor el tema de la guía.?

Participante 5: Si, me ha ayudado a entender mejor el tema y también a pronunciar mejor las palabras.

Investigadora: También en las guías, usualmente los primeros puntos son de vocabulario, que a veces incluían imágenes de relacionar. ¿Cree usted que esta actividad antes de la lectura, lo ayuda a que cuando llegue al punto de la lectura le sea más fácil entenderla o no tiene relación?

Participante 5: Si profe, si me ayuda.

Investigadora: Y también se acuerda que a veces yo les enviaba el audio de la lectura en un link. ¿Cree usted que eso fue una herramienta útil para ayudarlo a entender la lectura?

Participante 5: A mi si me servía.

Investigadora: ¿Y cuántas veces escuchaba el audio de la historia?

Participante 5: Una sola vez.

Investigadora: ¿Y cree que le sirvió para practicar la pronunciación?

Participante 5: Si mas que todo me ayudaba con la pronunciación.

Investigadora: En la guía de esta semana había un ejercicio que tenían que realizar escuchando el audio. ¿Este ejercicio le pareció fácil o difícil de resolver?

Participante 5: Pues a mí me pareció fácil, solo era escuchar atentamente y tachar la respuesta que era y ya. El link me abrió de una vez y se escuchaba perfecto.

Investigadora: ¿Y cree usted que estas lecturas le sirven como una fuente de motivación para seguir aprendiendo inglés?

Participante 5: Si, el ingles me gusta mucho pero leer historias en ingles me gusta mas o menos.

Investigadora: ¿Por qué?

Participante 5: Porque hay veces que si las entiendo y hay otras veces que no las entiendo.

Investigadora: Entonces cuando no las entiende, ¿se siente desmotivada?

Participante 5: Si, la verdad un poco.

Investigadora: ¿Y cree que estas lecturas fueron interesantes? ¿Y, por ejemplo, le gustaría seguir leyendo este tipo de lecturas en inglés en su tiempo libre?

Participante 5: Pues si profe, seria chévere.

Investigadora: Y, por último, ¿encontró alguna dificultad al momento de leer y escuchar las historias, por ejemplo, si no le funciona el link, no podía entender bien o no tuvo ningún problema?

Participante 5: No tuve ningún problema.

Fin de la entrevista.

Participant 6

Investigadora: Primero que todo, gracias por entrar a la entrevista, me va a servir de mucha ayuda. Bueno, básicamente esta entrevista es para conocer su opinión sobre la metodología que se ha trabajado en las clases de inglés, las guías, las lecturas, etc.

Investigadora: Usted sabe que en este tiempo hemos trabajado el uso de historias cortas en las guías de inglés. Entonces, yo quería saber, ¿cómo fue su proceso de lectura?

¿Cuántas veces debía leer la historia para poder comprender la idea principal? ¿Qué otra ayuda utilizo?

Participante 6: Bueno, pues primero mi opinión sobre las guías de inglés es que me parecieron muy buenas porque comprendo muy bien lo que se trata de explicar y las lecturas me toca leerlas hasta tres veces. Si hay algunas palabras que no entiendo, las busco en el diccionario y cuando ya las entiendo vuelvo y leo la lectura

Investigadora: ¿Y cree usted que están lectura lo han ayudado a aprender más vocabulario en inglés y a conocer nuevas palabras?

Participante 6: Si porque cuando yo no entiendo alguna palabra, en la guía la repiten bastantes veces y eso hace que yo entienda la palabra en la guía. Y si no está en la guía, la busco en el diccionario y sigo aprendiendo.

Investigadora: y también a veces en estas guías trabajamos gramática y en las lecturas está también el tema de gramática de la ficha. Entonces, ¿cree usted que estas lecturas lo ayudan a que pueda entender mejor el tema de la guía.?

Participante 6: Si profe, a mi me ayudaban bastante porque por ejemplo a veces no entendía un punto así estuviera muy fácil y entonces lo que yo hacia era mirar la lectura y ver con que se relacionaba el punto y entonces ahí si entendía como resolver la pregunta.

Investigadora: También en las guías, usualmente los primeros puntos son de vocabulario, que a veces incluían imágenes de relacionar. ¿Cree usted que esta actividad antes de la lectura, lo ayuda a que cuando llegue al punto de la lectura le sea más fácil entenderla o no tiene relación?

Participante 6: Esas actividades previas de relacionar pues si la verdad me ayudaban porque a veces yo normalmente cuando hago la traducción de la palabra uno entiende pero hay otras palabras que son mas complicadas entonces cuando uno la relaciona con la imagen ya se puede entender mejor de qué trata la palabra y poder entender mejor la

Annex 6: Field notes evaluation grid

Análisis de datos (field notes)					
Categoría general	Subcategorías	Descripción teórica	Frases literales (field notes)		
Comprensión lectora	Vocabulario	Es capaz de comprender textos muy breves y sencillos, leyendo frase por frase, captando nombres, palabras y frases básicas y corrientes, y volviendo a leer cuando lo necesita.	Field note 1	Field note 2	Field note 3
			<p>In the pre-reading activity, students had to read some key vocabulary and then match the words with the images.</p> <p>When reading the short story, students were asked to write down the vocabulary unknown found in the story. However, only one of the six participants completed this request.</p> <p>The use of images resulted a positive strategy for the students. Two of the participants drew the vocabulary on their notebooks with the words in front. The</p>	<p>Vocabulary was practiced through the use of a crossword that included images of the classroom objects and students had to look for the word in order to complete it.</p> <p>Some participants had problems when identifying the correct word because they found different words for the same object and didn't know which one to choose. Doubts were resolved in the virtual class and in WhatsApp.</p>	<p>“While reading the short story, students had to underline the vocabulary learnt in the pre-reading activity. Two of the participants didn't underline the vocabulary included in the story. They just wrote down the translation of the vocabulary found in the story. The rest of the participants did write the vocabulary in English. However, some of the words were missing.”</p>

			images help them recognize the definition easily.		
	Gramática en contexto	Manifiesta un control limitado sobre unas pocas estructuras gramaticales y sintácticas sencillas dentro de un repertorio aprendido.	<p>“Students had to transform some sentences of the short story, using simple present in negative. This grammar topic was included in the worksheet and in the short story.</p> <p>Participants showed a good performance in the grammar exercise. Most of them correctly transformed the sentences. They were a few spelling mistakes, but the sentences were correct.”</p>	<p>“The last exercise of the worksheet was focused on the grammar topic: yes/no questions in simple present.</p> <p>In this last exercise, participants had some problems with the correct use of does/do. There were some spelling mistakes too.”</p>	<p>“In the last exercise of the worksheet, students had problems recognizing some of the grammar topics learnt in the last weeks. Some of them couldn’t notice that the sentences were in negative, and they answer incorrectly because of that. This exercise was the hardest for them, most of the participants made at least one mistake.”</p>
	Actividades y estrategias de comprensión lectora	En las actividades de comprensión de lectura, el usuario como lector recibe y procesa como	“The pre-reading activity included images of the vocabulary and students had to	“There were two pre-reading activities: the first one student had to write down some	“The pre-reading exercise included images of the

		<p>información de entrada textos escritos producidos por uno o más autores</p>	<p>look for the meaning of it and write it on their notebooks. One of the participants wrote the meaning of the vocabulary in English. The rest of them only wrote the translation in Spanish and some added the meaning but in Spanish. Also, one of the participants did not complete this activity. Regarding the images and matching exercise, two of the students drew the vocabulary and matched the words correctly. One of them did not complete this part.”</p> <p>“Most of the students showed preference when developing the matching activity with images”.</p>	<p>classroom objects they remembered and the second one was a crossword.</p> <p>When doing the crossword, some participants were confused with the vocabulary because sometimes they could find different words for the same object, and they didn't know which was correct. Also, one of the participants wrote down the objects in Spanish in the first pre-reading activity.”</p>	<p>vocabulary that students had to match. These types of exercises are easy and simple for the students. All the participants completed the exercise correctly. One of the participants decided to draw the images.”</p> <p>“In the final exercise, students had to indicate if the sentences were true or false, according to the short story.”</p>
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Comprensión oral	Pronunciación	Reconoce palabras y expresiones muy básicas que se usan habitualmente, relativas a sí mismo, a su familia y a su entorno inmediato cuando se habla despacio y con claridad.			
	Actividades y estrategias de comprensión oral	En las actividades de comprensión auditiva, el usuario de la lengua como oyente recibe y procesa una información de entrada (input) en forma de enunciado emitida por uno o más hablantes.	<p>“In the short story, students had the link of the audio and they had to write down the unknown vocabulary found in the reading. Listening to the audio was for practice only since this was the first worksheet that I prepared for them.”</p> <p>“Students had to complete a multiple answers activity about the short story.” Most of them answered correctly to the questions, they understood the</p>	<p>“This worksheet included two audios: The audio of the short-story and the second one was part of an exercise in which students had to select only the words mentioned in the audio.</p> <p>Participants didn’t have any problem listening the audios. All of them could select correctly the words mentioned in the audio. “</p>	<p>“This worksheet included two different audios: the one with the whole short story and the other was a listening exercise.</p> <p>Students had to listen to an audio and circle the vocabulary mentioned. All participants completed the table correctly, except for one of them who had two mistakes. None of them had problems</p>

			<p>main idea of the short story.</p> <p>Participants were curious about the audios; they were not used to doing this kind of listening activities.</p>		<p>with the audio. They said it was clear and simple.”</p>
Historias cortas	Motivación	<p>Gardner (2001) explica que, en el contexto del aula, el término motivación subsume las actitudes hacia el profesor, compañeros de clase, cursos, actividades relacionadas con el curso y todas las demás facetas de la situación en la que se aprende el idioma.</p>	<p>The use of images in the pre-reading activity worked as a motivation source for two of the participants. They drew some of the vocabulary on their notebooks and also write down the vocabulary. This activity helps them to be more aware of the meaning of the vocabulary and their learning process is more effective.</p>	<p>The use of a crossword in the pre-reading activity was a didactic strategy that kept the students motivated while they learnt the new vocabulary.</p>	

	Interés				
	Beneficios	Beneficios del uso de historias cortas y audios para el mejoramiento de la comprensión lectora y oral.	Regarding the while-reading activity: “All participants completed the answers correctly, except for one of them who only had one mistake in the table. This shows that students could understand the main ideas of the short story.”		
	Limitaciones	Limitaciones al momento de trabajar con el uso de historias cortas.	<p>“Students did not have any issue accessing to the link of the audio.”</p> <p>“Only one of the participants wrote down the unknown vocabulary of the short story. The rest of them did not complete this part.” Some participants do not fully</p>		“Students didn’t show any issue at the moment of listening the audios in the links. They could access to them without problem. “

			complete the activities indicated.		
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Annex 7: Interview evaluation grid

Análisis de datos (entrevistas)								
Categoría general	Subcategorías	Descripción teórica	Frases literales					
Comprensión lectora	Vocabulario	Es capaz de comprender textos muy breves y sencillos, leyendo frase por frase, captando nombres, palabras y frases básicas y corrientes, y volviendo a leer cuando lo necesita.	Participante 1	Participante 2	Participante 3	Participante 4	Participante 5	Participante 6
			"Pues las lecturas si nos sirve porque hay veces que casi uno no entiende el vocabulario, entonces así con los ejemplos podemos entender mejor."	"Yo las lecturas las leía unas 2 o 3 veces y las palabras que no entendía, pues las buscaba."	"Me han ayudado a entender diferentes palabras que no conocía y que ahora ya sé, gracias a las	"Algunas palabras desconocidas las traduzco, hay otras que ya las conozco. Pero algunas si las tengo que traducir. Las lecturas tengo que leer dos o tres veces"	"Las historias cortas me han ayudado a mejorar el vocabulario"	"Las historias me han ayudado a conocer nuevas palabras"

				lecturas que usted nos ha enviado.”				alguna palabra, en la guía la repiten bastantes veces y eso hace que yo entienda la palabra en la guía. Y si no está en la guía, la busco en el diccionario y sigo aprendiendo.”
	Gramática en contexto	Manifiesta un control limitado sobre unas pocas estructuras gramaticales y sintácticas sencillas dentro	“Las lecturas me han ayudado bastante a entender el tema.”	“Si profesor me han ayudado a entender la gramática y entonces ahí en las oraciones entendemos el vocabulario y lo	“Me ayudaba porque era como un ejemplo del tema de la guía y así era más fácil resolver las actividades.”	“Las historias cortas me ayudan porque uno va viendo los temas nuevos en las lecturas.”	“Si, me ha ayudado a entender mejor el tema”	“A mí me ayudaban bastante porque por ejemplo a veces no entendía un punto así estuviera muy fácil

		de un repertorio o aprendido.		que estamos hablando en el tema.”				y entonces lo que yo hacía era mirar la lectura y ver con que se relacionaba el punto y entonces ahí si entendía cómo resolver la pregunta.”
	Actividades y estrategias de comprensión lectora	En las actividades de comprensión de lectura, el usuario como lector recibe y procesa como información de entrada textos escritos producidos por	“Si claro, las actividades previas a la lectura me ayudan bastante. Entonces cuando ya vaya a hacer la lectura se me facilita un poquito más porque ya se lo del vocabulario.”	“Yo las lecturas las leía unas 2 o 3 veces” Sobre las actividades previas a la lectura: “entonces así ya se mas sobre ese vocabulario y después para leer	“Las lecturas las tengo que leer dos o tres veces” Sobre las actividades previas a la lectura: “Me pareció buenos los ejercicios para entender	“Debía leer por ahí unas 5 veces.” Sobre las actividades previas a la lectura: “Si me sirve para poder aprender el vocabulario y entender	“Leía una vez la lectura” “Pues para poder entender la historia he utilizado más que todo el traductor de Google, pero casi no he	“Esas actividades previas de relacionar pues si la verdad me ayudaban porque a veces normalmente cuando hago la traducción de la palabra entiendo

		uno o más autores		la lectura ya no tengo mucho problema .”	la guía y me sirvió mucho.”	mejor la lectura.”	necesidad o ayuda la verdad.”	pero hay otras palabras que son más complicadas entonces cuando uno la relaciona con la imagen ya se puede entender mejor de qué trata la palabra y poder entender mejor la lectura.
Comprensión oral	Pronunciación	Reconoce palabras y expresiones muy básicas que se usan habitualmente, relativas a sí mismo, a su familia y a su	“Pues la verdad los audios si me han servido bastante porque hay veces que me da como curiosidad y también por aprender me meto en el audio para	“Los audios me sirvieron porque ahí podía saber cómo se pronunciaba el vocabulario del tema”	“Si me sirvió porque se escuchaba a muy claro la pronunciación y se entendía muy bien lo que decía.”	“Si, me sirvieron. Por ejemplo, cuando iba a buscar las palabras también escuchaba los audios y así los repetía cada rato.”	“Si, me ha ayudado a entender mejor el tema y también a pronunciar mejor las palabras.” “Si más que todo	“Cuando no entendía muy bien como pronunciar o no entendía la palabra a veces aun usando el traductor , ponía el audio y se

		entorno inmediato cuando se habla despacio y con claridad.	escuchar la pronunciación.”				me ayudaba con la pronunciación”	escuchaba muy bien.”
	Actividades y estrategias de comprensión oral	En las actividades de comprensión auditiva, el usuario de la lengua como oyente recibe y procesa una información de entrada (input) en forma de enunciado o emitida por uno o más	“Yo escucho los audios las veces que lo necesite. Por ahí unas 4 o 3 veces.” Con relación a los ejercicios de comprensión oral: “Pues la verdad me pareció fácil porque algunas palabras coincidían con la	“El audio lo escuchaba unas tres o cuatro veces para poder entender muy bien el vocabulario y saber decirlo.” Con relación a los ejercicios de comprensión oral: “Me pareció	“(Los audios) Algunos los escuchaba a una vez y otros dos veces.” Con relación a los ejercicios de comprensión oral: “Me pareció fácil porque se entendía muy bien la pronun-	“Escuchaba el audio como unas tres veces.” Con relación a los ejercicios de comprensión oral: “Me pareció un poco complicado, pero cuando usted lo explico por la clase pude entender	“Escuchaba el audio una sola vez” Con relación a los ejercicios de comprensión oral: “Pues a mí me pareció fácil, solo era escuchar atentamente y tachar la respuesta que era y ya. El link me	“Yo a veces escuchaba el audio hasta 3 veces porque no sabía bien como decir la palabra entonces lo escucho y miro en que me equivoque.” Con relación a los ejercicios

		hablantes.	pronunciación del audio entonces las pude encontrar fácil.”	fácil escuchar porque ya sabía más sobre el vocabulario.”	ación el audio.”	y fue fácil.”	abrió de una vez y se escuchaba perfecto.”	s de comprensión oral: “Me pareció fácil profe porque usted habla muy claro y tiene una buena pronunciación en inglés entonces yo nada más con escucharlo una vez ya sabía todo lo que tenía que hacer.”
Historias cortas	Motivación	Gardner (2001) explica que, en el contexto del aula, el término motivación	“Si claro, si me gustan las lecturas”	“Si considero que las lecturas son me motivan mucho”	“Si, las lecturas me parecieron un buen método, algo diferente que	“Si profe, la verdad me han gustado últimamente las guías de inglés.”		“SÍ considero que las lecturas me motivan porque me parecen muy

		ón subsume las actitudes hacia el profesor, compañeros de clase, cursos, actividades relacionadas con el curso y todas las demás facetas de la situación en la que se aprende el idioma.			también nos ayuda a mejorar la pronunciación.”			simple de comprender, aunque es verdad que usted le pone un nivel de dificultad para que nosotros busquemos un poquito más y aprendamos.”
	Interés		“Si, me gustaría bastante leer mas historias en el tiempo libre”	“Si profe, sería muy bueno seguir leyendo estas historias, ya que son divertidas y uno aprende	“A mi me gustan mucho las lecturas porque se puede aprender nuevo vocabulario.”	“Me gustaron bastante. Quiero leer más en vacaciones.	“El inglés me gusta mucho, pero leer historias en ingles me gusta más o menos.	“Mi opinión sobre las guías de inglés es que me parecieren muy buenas porque comprendo muy

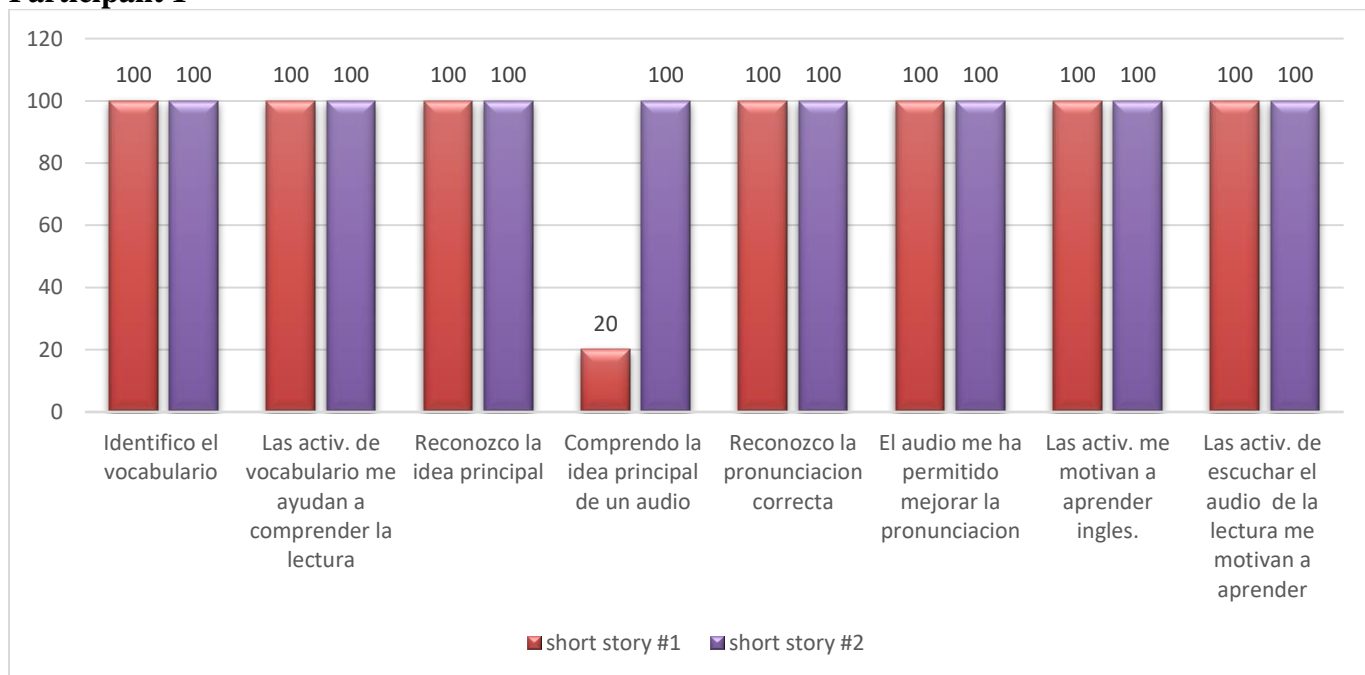
				vocabulario de inglés.			Porque hay veces que si las entiendo y hay otras veces que no las entiendo.”	bien lo que se trata de explicar” “Me gustan mucho las historias en inglés y a parte a mí me interesa mucho el inglés. Me gustaría seguir leyendo las historias en vacaciones.”
	Beneficios		“Las lecturas me han ayudado bastante a entender el tema de la guía”		“Me pareció un buen método, algo diferente que también nos ayuda a mejorar la		“Me ha ayudado a entender mejor el tema y también a pronunciar mejor las	“Cuando yo no entiendo alguna palabra, en la guía la repiten bastantes veces y eso hace que yo

					pronunciación.”		palabras.”	entienda la palabra en la guía. Y si no está en la guía, la busco en el diccionario y sigo aprendiendo.”
	Limitaciones		<p>“Pues a veces con las palabras me sale una cosa en el diccionario y otra cosa en traductor y no se cuál es la correcta”</p> <p>“Pues a veces le pido ayuda a mi hermana o verifico bien la guía y el</p>	“No tuve ningún problema.”	“La primera vez, el audio no me cargo muy bien, pero después no tuve inconvenientes. Creo que era mi internet.”	“Pues en realidad tuve que utilizar un poquito de ayuda con mi hermana porque se me hizo un poquito complicado leer las lecturas.”	“No tuve ningún problema.”	“Pues al momento de la lectura tuve problema con algunas palabras, pero sobre el pdf y el audio todo bien. Lo que sucede es que mi computador no es tan rápido entonces a veces

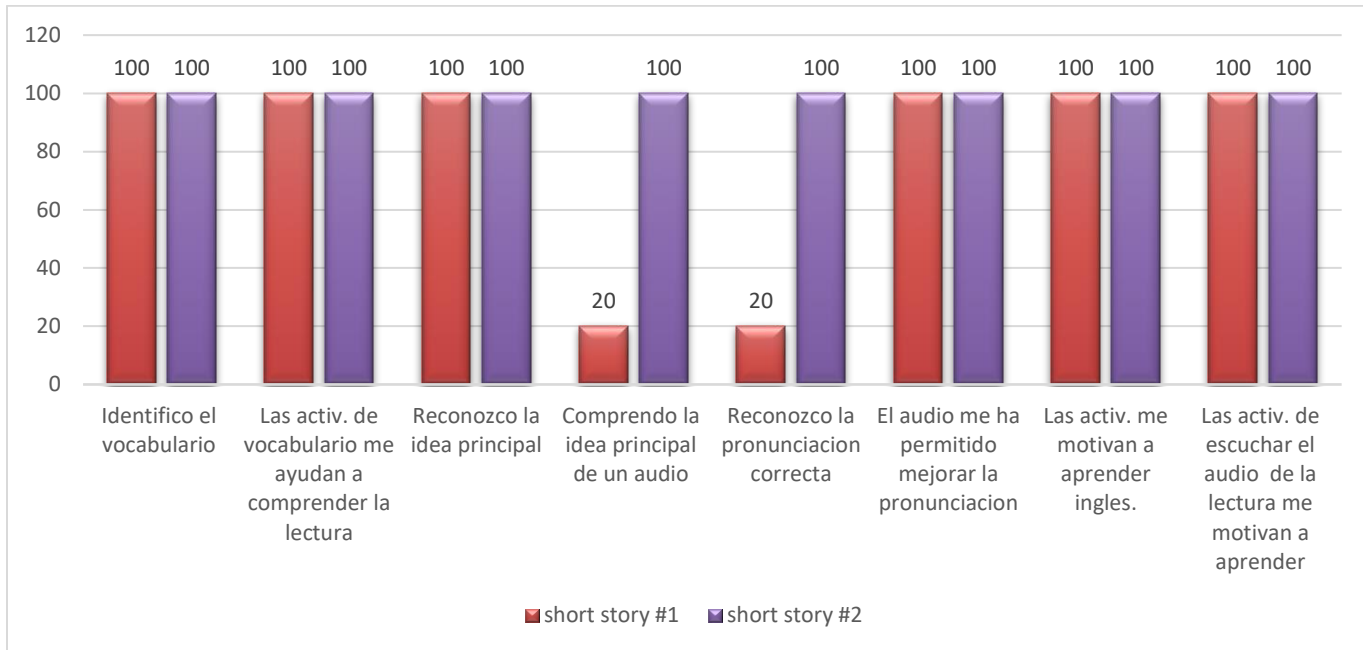
			vocabulario.”			un poco por qué no sabía cómo leerla”		no cargan los audios, pero eso ya es por mi computador.”
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Annex 8: Self-assessment analysis

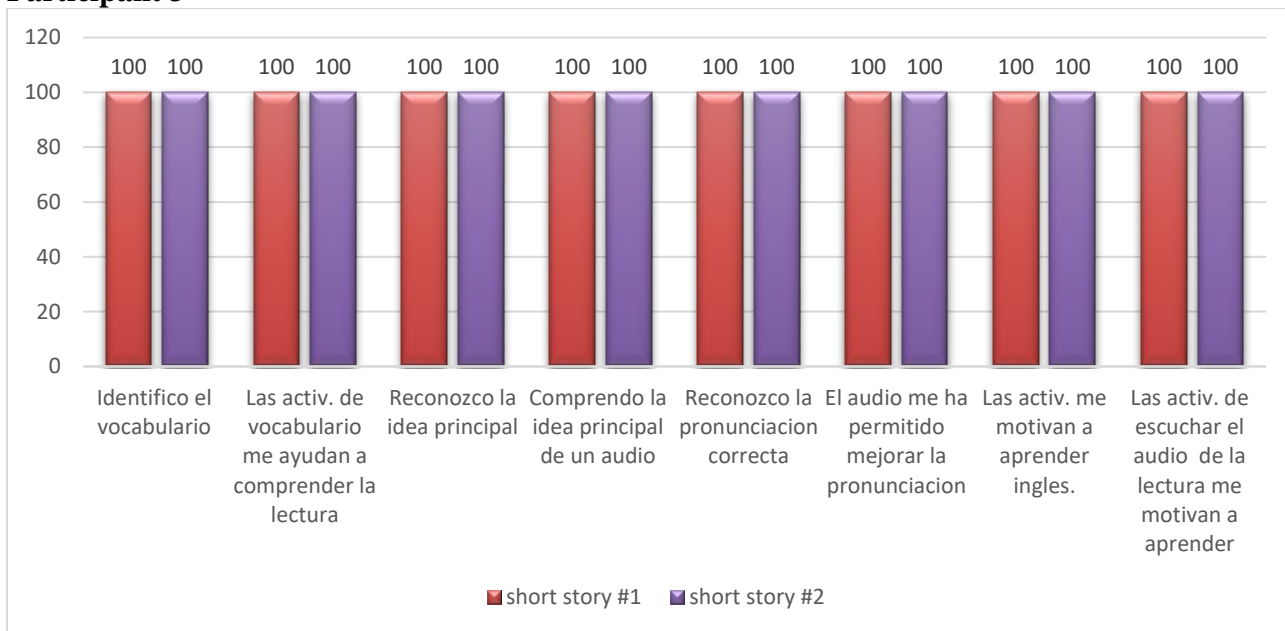
Participant 1



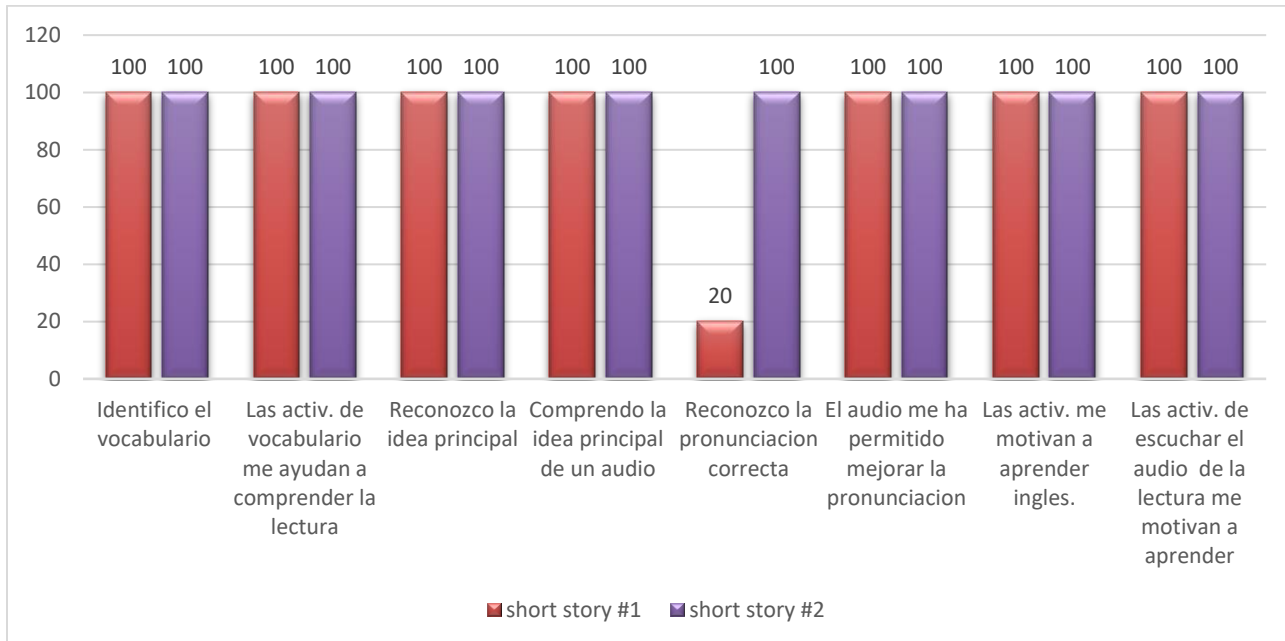
Participant 2



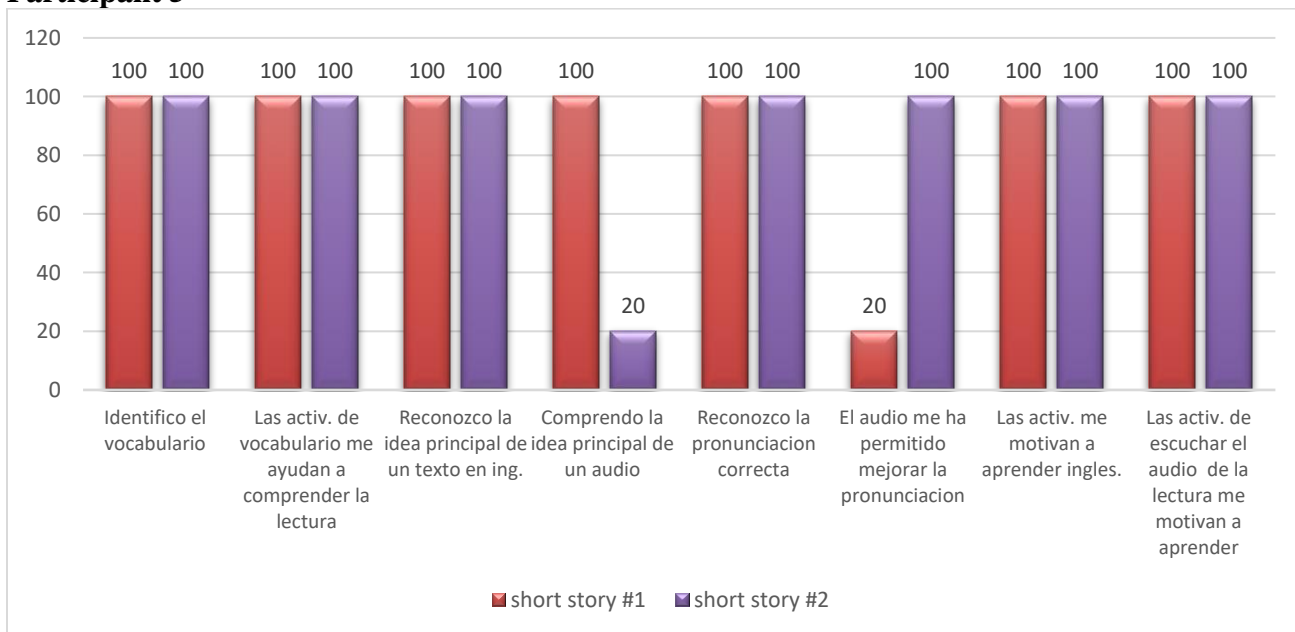
Participant 3



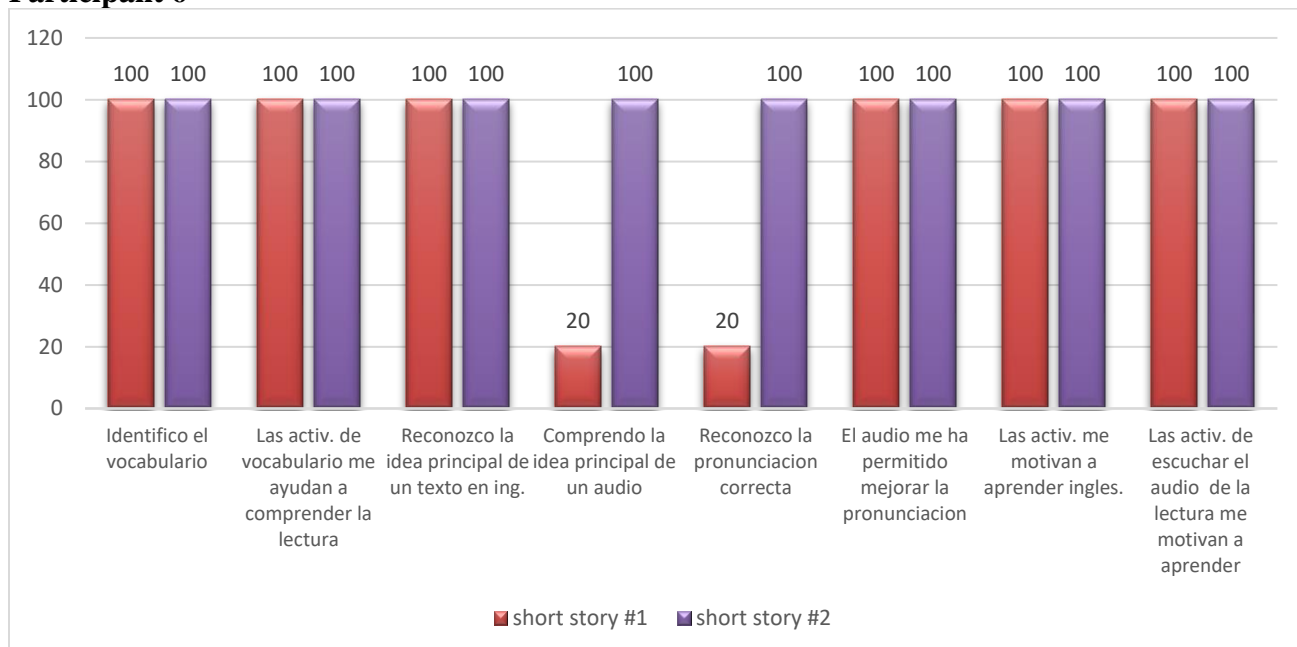
Participant 4



Participant 5



Participant 6



Annex 9: Narratives

Narrativa pedagógica: Primera semana de practica

Institución educativa: Instituto Técnicos Patios Centro N°2

Esta semana fue el inicio de la implementación de la practica integral y mi primera función como practicante fue subir a la plataforma la guía correspondiente de esa semana, la cual yo había creado. Seguido de eso, les informé a los estudiantes por el grupo de WhatsApp que ya la guía se encontraba disponible y también se las envié por ese medio. Durante ese día, mi labor fue responder las dudas que tenían los estudiantes sobre las actividades y ayudarlos si no entendían como realizar algún punto de la guía. Recibí muchos mensajes de los estudiantes, con diferentes inquietudes y fue agradable poder ayudarlos a facilitar el desarrollo de la guía.

El martes fue el primer encuentro virtual con los estudiantes de grado sexto. Tengo que admitir que estaba muy nerviosa de este primer encuentro y me preocupaba como iban a reaccionar los estudiantes al ser yo la nueva encargada de dar la clase. También, había ciertos pasos que llevar a cabo durante el encuentro virtual como: descargar la lista, poner a grabar la clase, subir a la plataforma el día antes del encuentro, entre otros, y temía que fuera olvidar realizar alguno. Al

comienzo fue un poco confuso para los estudiantes y muchos preguntaban por el profesor así que cuando todos estuvieron en la reunión, les explique quien era y mi razón de estar con ellos.

Narrativa pedagógica: Segunda semana de practica

Institución educativa: Instituto Técnicos Patios Centro N°2

Durante el desarrollo de la segunda semana, la metodología continuó siendo la misma, enfocada en enviar la guía de la semana el lunes y durante el transcurso de la semana recibir los trabajos de los estudiantes vía WhatsApp. Sin embargo, en esta semana se llevaría a cabo el primer encuentro virtual con los alumnos de séptimo grado. Ya anteriormente había trabajado con sextos y me lleve una agradable impresión por ser estudiantes participativos, con buena actitud para aprender y que esto hacía que los encuentros fueran muy enriquecedores para ambas partes. Es por eso que tenia las mismas expectativas al momento de trabajar con los grados séptimos pero la experiencia fue un poco diferente.

En las primeras semanas ya el profesor me había comentado que los grados séptimos tendían a ser un poco mas desafiantes y que se tornaba difícil a veces trabajar con ellos. Durante mi primer encuentro pude comprobar esas afirmaciones, pues noté bastante indisciplina en algunos momentos de la clase que no sabia muy bien como controlar. Algunos estudiantes activaban micrófono para generar desorden y también el chat de la llamada era usado para dejar comentarios que molestaban a otros compañeros. Sin embargo, pude mantener el control y seguí con el desarrollo de la clase, llamando la atención cuando fuera necesario, pero no permitiendo que esas actitudes me impidieran dar la clase pues era mas grande la cantidad de estudiantes que quería aprender de mí.

También pude percibir que los estudiantes de séptimo eran capaces de cuestionarse mucho más sobre el tema que estábamos aprendiendo. Es decir, me realizaban preguntas sobre el tema e intentaban buscar las variaciones que pudieran existir con ejemplos mas cotidianos. Me gustó mucho esta actitud de los estudiantes, sentí que si estaban interesados en aprender ingles y en usarlo para su vida.

Narrativa pedagógica: Tercera semana de practica

Institución educativa: Instituto Técnicos Patios Centro N°2

Durante esta semana, la institución tenía previsto en el calendario académico el desarrollo de las evaluaciones de calidad o bimestrales. Como parte de la practica integral, una de mis responsabilidades fue la creación de la bimestral de inglés para los grados sexto y séptimo. Siguiendo las sugerencias de mi supervisor, decidí implementar textos cortos en ingles donde se incluyeran algunos temas de gramática que habían sido aprendidos a lo largo del primer periodo. Era importante adaptar los textos a un nivel básico pues muchos de los estudiantes entienden pocas cosas en inglés. Luego de crear la bimestral, mi supervisor la reviso y me dio el visto bueno para ser implementada.

Para el desarrollo de las evaluaciones, la institución implementa el uso de guías PDF que deben ser enviadas durante el horario establecido durante la semana. El jueves fue el día designado para la materia de inglés y a las 7 am debía subir la bimestral a la plataforma web colegios y también enviarla por el grupo de WhatsApp. Los estudiantes tenían dos horas para realizarla y enviar el trabajo. Durante el desarrollo de la bimestral, varios estudiantes me escribieron por medio de WhatsApp para hacerme preguntas sobre el desarrollo de la evaluación y por momentos fue un poco difícil responderles a todos ya que eran muchos mensajes. Sin embargo, la mayoría pudo enviar la evaluación en el horario establecido sin mayor problema. Aquellos que no pudieron enviarla, me explicaron las razones y los inconvenientes que tuvieron y decidí recibir la evaluación y calificar sobre 4.0.

A las 10:00 am era el turno de los grados séptimos y el proceso fue bastante similar, sin mayores inconvenientes. Días después, seguí recibiendo bimestrales ya que muchos estudiantes no tienen acceso a internet y se les dificulto acceder durante el horario establecido por la institución.

Al momento de calificar las bimestrales, me sentí abrumada por la cantidad de mensajes que tenía en mi WhatsApp y en ocasiones los estudiantes no especificaban el grado ni el nombre lo cual hacia mi tarea de calificar mucho más difícil. Recibí alrededor de 110 mensajes y tuve que revisarlos dos veces para asegurarme que sí los había calificado, puesto que muchos habían llegado horas más tarde y me confundía de mensaje. Por esa razón quise revisar dos veces para que ninguna evaluación quedara sin calificar.

Ya con las notas en la planilla de borrador era el momento de subirlas a la plataforma de la institución. Para este paso tuve que comunicarme con mi supervisorle y pedirle que me aclarara algunas dudas. Después de eso fue sencillo subir las notas y no tuve mayor inconveniente.

Narrativa pedagógica: Cuarta semana de practica**Institución educativa: Instituto Técnicos Patios Centro N°2**

Después de las bimestrales era el momento de calificar y subir notas a la plataforma WebColegios. Por ende, esta semana no se llevaron a cabo actividades académicas y muchos estudiantes aprovecharon esta semana para entregar las guías que tuvieran pendientes. Mi trabajo se basó en recibir aquellas notas y organizar la planilla para poder definitivas. Debo admitir que me vi un poco ajetreada con tantos trabajos por calificar y muchos mensajes de estudiantes que pedían notas y otros que enviaban trabajos a todas horas. El manejo de los chats de WhatsApp resulto ser más difícil de lo que pensaba. Recibir cientos de mensajes, muchas veces sin nombre del estudiante, con imágenes borrosas donde no se puede apreciar el trabajo y con largas notas de voz se torna complicado.

Sin embargo, junto con mi supervisor pudimos trabajar de la mano y calificar todos los trabajos pendientes y para el final de la semana ya teníamos las definitivas de inglés. Durante esa semana, mi supervisor tuvo un encuentro con los estudiantes para aclarar algunos temas institucionales y también para dar las definitivas.

Durante esa semana, también me dedique a la creación de la primera guía del segundo periodo la cual el profesor corrigió para ser presentada la próxima semana. Adicionalmente, debí crear la guía de nivelación para aquellos estudiantes que habían perdido la materia.

Finalmente, considero que esta semana fue muy enriquecedora para mi formación como profesora especialmente porque no tenía mucha experiencia en lo que respecta final de un periodo, calificar las notas y dar definitivas y no conocía lo complicado que puede ser esta tarea y mucho más ahora en virtualidad.

Narrativa pedagógica: Quinta semana de practica**Institución educativa: Instituto Técnicos Patios Centro N°2**

Esta semana se realizaron dos diferentes actividades interinstitucionales las cuales fueron la comisión de evaluación, en donde se reunieron los profesores, algunos padres de familia y la coordinadora para analizar los resultados del primer periodo y tomar medidas al respecto. Tuve la oportunidad de asistir a esta reunión y observar como interactuaban las diferentes partes, comentando las experiencias que tuvieron con la comunidad estudiantil. Muchos problemas salieron a flote, en donde se evidenció un gran numero de deserción e irresponsabilidad por parte de los estudiantes. Se discutió sobre diferentes soluciones al problema y se concluyo en tratar de ayudar a los estudiantes buscando nuevas estrategias que se adaptaran a sus necesidades. Por otra parte, también se realizó la entrega denotas y durante ese día no se realizaron actividades académicas. Esta semana pude implementar mi proyecto a través de la segunda guía creada por mí la cual estaba enfocada en el vocabulario de objetos del salón de clases. La guía fue publicada en plataforma el lunes y los estudiantes me fueron enviado la solución a lo largo de la semana. Es importante mencionar que esta semana fue muy corta debido al paro nacional al cual los profesores se unieron desde el miércoles hasta el día viernes.

Annex 10: Material designed

https://drive.google.com/drive/folders/1fAvcG2lSpIwqQDht2B9ZsE_KBzcpwGSq?usp=sharing