

**The Use of Short Stories as a Strategy to improve Reading Comprehension and enhance
Vocabulary in students from 08th grade at Institución Educativa Tecnico Industrial Rafael
Pombo: Action Research**

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University of Pamplona

Faculty of Education

Foreign Language Degree

Practicum

2022

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General Presentation

Our society has changed in the history of the human being and the education is not the exception, where teachers and professors use different strategies to teach and the same way to share knowledges with students, according to Narro et al. (2012) Education is one of the factors that most influence the advancement and progress of individuals and societies. In addition to providing knowledge, education enriches the culture, spirit, values and everything that characterizes us as human beings. It is important to know that education is the main fact that build societies and people could change the perspective of the world. In the following project readers find a pedagogical implementation in the practicum of the foreign language degree at the University of Pamplona.

This project is composed by three chapters. The first one is the institutional observation and diagnose, this chapter is the PEI stablished by the institution, the handbook and the institution symbols to contextualized the practicum, to study and find the specific needs that the institution has to develop a proposal and solve them.

The second one is about the pedagogical and research component that search the improvement of reading comprehension in the English Language in eighth grade at the Institución Educativa Técnico Industrial Rafael Pombo; also in this chapter is the development of the Community Outreach Component where the practicum is aimed to the primary school and Intra-institutional Activities Component which relates to all of the extracurricular activities or events encouraged by the teachers outside the classrooms. The third chapter is about the Intra-institutional activities component where the practicum has the experience as a teacher in the participation of the events.

Introduction

As we know English Language is important as a second language around the world, people learn English to have knowledge of different cultures, to travel or to teach about this language. The foreign language degree at the University of Pamplona is a space to learn and how to teach this jargon, where students have the first experience as a teacher in the practicum, this field helps to develop strategies, skills and aptitudes to improve the teaching and the acquisition of knowledge in the scholar and academic environment.

This is a pedagogical intervention that search the English improvement at the institutions, where sometimes students have a lack of knowledges or they do not have any interest to learn about the English subjects, because of the virtuality, the fear to make mistakes, the lack of motivation has affected the learning- teaching process. At present, institutions implement face to face classes, where students show low performance in the communicate competences.

In addition, this project looked for the improvement of reading comprehension and the enhancement of vocabulary using short stories in eighth grade. The stories are known in the society and help to increase the sociocultural aspect, because it is a way to know more about how in other countries those stories are told. In this way, reading comprehension contributes with the acquisition of vocabulary and to understand texts, that support the students lexical and stimulate the perception and the concentration.

Justification

Reading is an important aspect in the English learning process, because it benefits the reading comprehension, the achievement of vocabulary and lexical, improve grammar and writing. Reading increases concentration, perception, knowledge and curiosity, it means students develop reasoning, memory skills, critical thinking and confidence in speaking. It promotes the imagination and enhance the manner as people communicate in an academic and social way. This project aims to motivate eighth grade students at the Institución Educativa Técnico Industrial Rafael Pombo to enhance reading comprehension and improve vocabulary, with the implementation of sociocultural aspect such as short stories which help with the understanding of stories that in English could change to Spanish version.

Taking into account the observations done in the institution, it was noted that the improvement of reading comprehension is necessary because students have a lack of vocabulary and they do not understand texts worked in class, and the idea with this project is to enhance the reading component and the achievement of vocabulary to increase the imagination, concentration, and knowledge about English Language and create an environment where students participate, develop the curiosity, the communication, the confidence and the understanding of texts. Moreover, it supports in the ICFES exam, because eighth grade students need to be prepared to this test and this improvement helps to writing comprehension and analysis is evaluated in the English module part. Additionally, to change the way as the English language is taught at public schools in Colombia.

General Objective

To improve reading comprehension of eighth grade students by using short stories at Institución Educativa Técnico Industrial Rafael Pombo.

Specific objectives

- To promote the participation, curiosity and the imagination in the eighth-grade students.
- To integrate knowledge at the primary school in the municipality of Saravena.
- To motivate the students in the use of the language and vocabulary.
- To participate actively in the intra-institutional and cultural activities.

Chapter I: Institutional observation and diagnose

Assembly and preparation of field work

Recognition of the field observation

The Institución Educativa Técnico Industrial Rafael Pombo is an official institution with calendar A located in Saravena, Arauca- Colombia; placed on 34 N° 12-40, La Esperanza neighborhood, has its origins in the elementary school called the Mixed School Unit (former primary Pombo), created under the direction of teachers Yolanda Mira and Ludy Correa on February 11, 1967. The name of Rafael Pombo Intentional School dates back to 1972, through Resolution No. 068 of June 27, with its first rector being Professor Erlinds Torres. In 1992, with Resolution No. 033 of September 8, the change was made to Industrial Technical Modality, a

change that was possible thanks to the interest of several teachers of the school. Hermógenes Ruiz Montiel, as rector, supported the idea and provided the means to implement the project.

Environment characterization

The Institución Educativa Técnico Industrial Rafael Pombo offers basic secondary from sixth to seventh, technical secondary from eighth to eleventh.

In 2002, the institution is integrated with other educational centers through Decree 387 of October 30, 2002, to comply with the provisions of article 9 of Law 715 of 2001, to ensure continuity in the provision of educational public service, being conformed as follows:

Table 1 Institución Educativa Técnico Industrial Rafael Pombo headquartes

<i>HEADQUARTERS</i>	<i>NEIGHBORHOOD</i>
<i>Técnico Industrial Rafael Pombo</i>	<i>La Esperanza</i>
<i>Rafael Pombo Primaria</i>	<i>Brisas del llano</i>
<i>Jardín Cofavi</i>	<i>Cofavi</i>
<i>La Esperanza</i>	<i>La Esperanza</i>
<i>General Santander</i>	<i>San Luis</i>
<i>Manuela Beltrán</i>	<i>Las Flores</i>
<i>María Inmaculada</i>	<i>San Jorge</i>

In 2004, the community extension program was implemented, which operates on Saturdays, for people over 15 years of age and who are outside the school system. It was called Bachelor of Arts and Crafts, where the specialties of Cutting and Sewing, Advertising Art,

Automotive Mechanics, Electricity and Electronics, Computer Science, Cabinetmaking, Metalworking and Aesthetics, and Beauty are developed.

Currently the Educational Institution initiated a joint agreement with the Sena, to certify in labor skills students, in the specialties of: Cutting and Clothing, Electricity and Electronics, Automotive Mechanics and Cabinetmaking.

Design of immersion and community outreach strategies.

The work of the institution, is based on respect for oneself, their peers, individuality, differences; backed by the application of moral, spiritual, religious values, creating individuals with a great sense of responsibility, cooperation, coexistence, open to dialogue, receivers and emitters of new ideas, aimed at the common good, that form creative, analytical and critical men, able to face positively the challenges of modern life in its different breakthroughs.

Knowledge of the different types of activities developed in the educational community.

At the institution there are several social and cultural activities such as flag-raising ceremonies, graduated students' meetings, parents' council meetings, festivals, "interclase" games, teaching workshops, technical and academic exhibition, etc.

Use and distribution of educational work time

Teachers of the institution have their own classroom where students of each course arrived to the different subjects such as English, Math, Spanish, Chemistry, Physics, among others and each classroom has a number from 01 to 60 and in the workshop zone students from eighth grade to eleventh grade have the technician time once per week.

Meetings with the members of the educational community: Directors, students, teachers and parents.

The meetings at the institution are on the “aula multiple” where directors, teachers, students and parents where they meet to talk about different situations, circumstances or problematics, important information and parents talk about the situations of students and the institution.

Documentary Analysis

Topographical localization

The Institución Educativa Técnico Industrial Rafael Pombo is a mixed public educational institution, located in Colombia, Arauca in the municipality of Saravena.

Figure 1.1 Topographical location municipality of Saravena

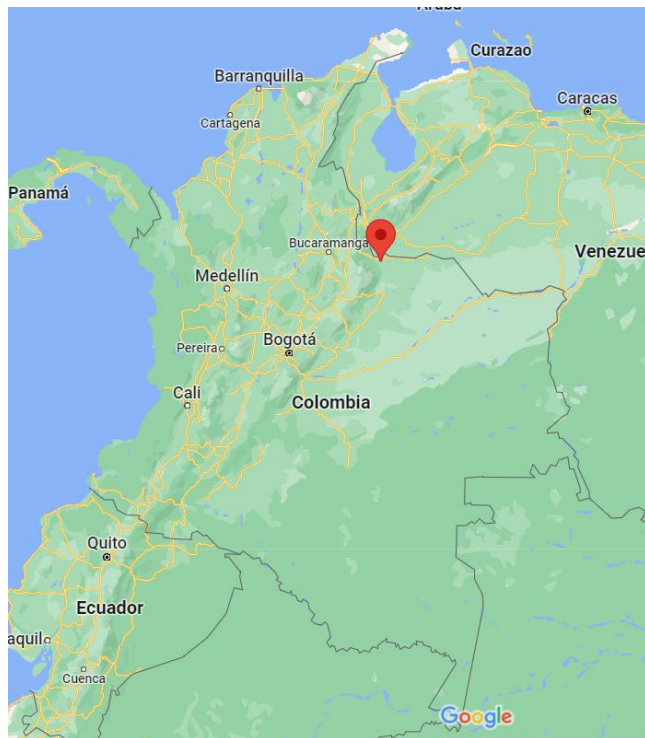
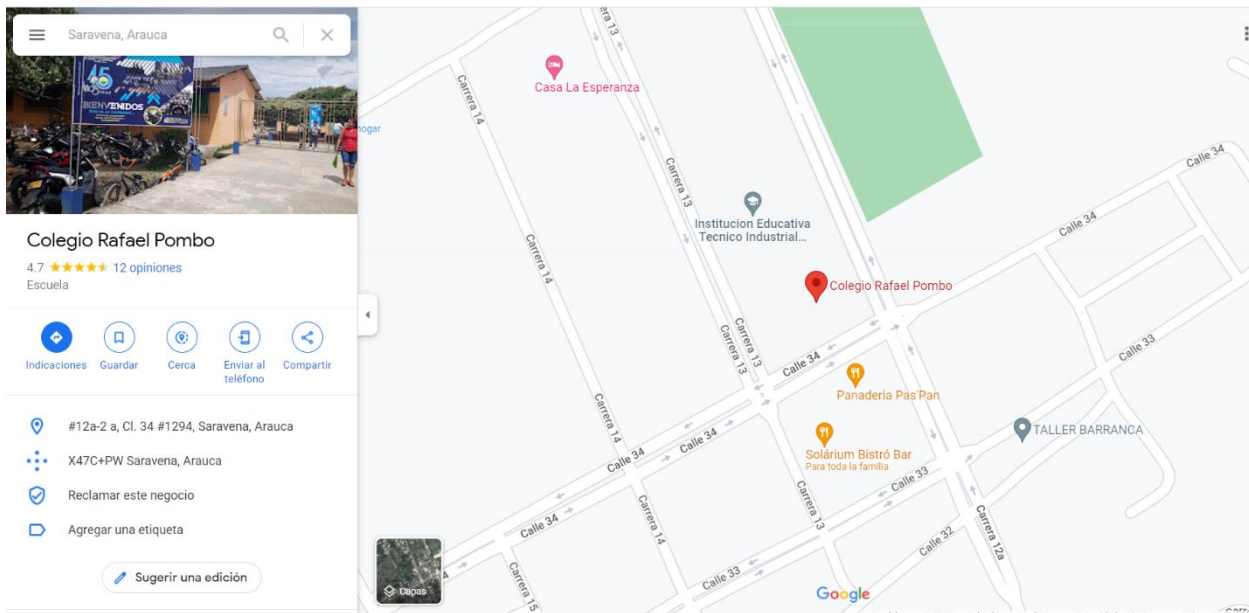


Figure 1.2 Topographical location Institución Educativa Técnico Industrial Rafael Pombo



Administrative level

The Institución Educativa Técnico Industrial Rafael Pombo has a well- structured personal staff. The rector is Lic. Cielo Cardona Tangarife; three coordinators, Adelmira Aldana, Alberto Sarmiento Martinez and Carlos Alberto Salcedo. The school has 48 teachers working in the educational institution it is under the direction of the Secretary of Education which is a government entity and it is located in Saravena- Arauca.

Institutional PEI

This Guide to School Coexistence is the fruit of the reflection and work of the educational community of the INSTITUCION EDUCATIVA TÉCNICO INDUSTRIAL RAFAEL POMBO, who, for its elaboration relied on the following sources:

CONSTITUTION OF COLOMBIA. Articles 11 to 41 contain fundamental rights; article 44 states that the rights of children prevail over the rights of others; it also establishes and develops the rights and duties of citizens, their mandates guide the social behaviors of educators.

In addition to articles 43, 44, 45, 67, 68, 73, 78, 79, 80, 82, 85 and 86 Supra, the following rules are relevant to educational management:

General Education Act (Act 115/94). As a support for educational planning in general, in accordance with Regulatory Decree 1860/94 and others, norms that regulate and develop.

Status of Children and Adolescents (Law 1098/06). It regulates the rights that the generation of adults must respect in minors, highlighting the normativity that has to do with integral protection, educational process, administration and decision-making.

Normative regime of Narcotic Drugs. It regulates certain provisions relating to the transport and consumption of narcotic drugs and psychotropic substances.

- Law 715/01 on transfers.
- Law 357/97 (Youth Statute).
- Law 734 or Single Disciplinary Code

The International Treaties and Conventions on the rights and duties of children signed by Colombia are part of the Constitutional Block and therefore applicable to this Manual of Coexistence.

Other regulations in force relating to the comprehensive education of boys and girls.

Fundamental Principles

Article 1: The coexistence handbook for the educational community is the ethical and moral code of students, educators, fathers, and mothers, based on the right to education.

Article 2: The principle of democracy will be respected in the sense that there is no discrimination of a religious, political, social, cultural and economic nature for all personnel of the institution.

A humanizing discipline will be managed giving participation to the educational community to improve relations with each other. The students constitute the raison for being in the sense that they are the living and representative image of the campus, to achieve an integral formation as a true heritage of the nation.

- We educate under the principles of equality enshrined in the Constitution Politics of Colombia.
- We respect the rules of international humanitarian law and the Rights of the Child.
- We promote spaces for democratic participation and the free expression of thinking.
- We train people for productive work in order to improve the personal and social living conditions.
- We inculcate ethical and moral values to form worthy people, respectful and useful to a society.
- We implement rules that regulate the behavior of students under the guidelines of harmonious coexistence.
- We propose to improve the quality of education through proposals pedagogical with unity of criteria.
- We promote actions aimed at personal care, improvement in the healthy lifestyle and prevention in reproductive health and addictions to alcohol, tobacco and drugs.

- We encourage spaces for dialogue and permanent understanding in all aspects of school life.
- We assume the defense of the environment by raising awareness with attitudes of respect, care and recovery of the environment.

Mission

The Rafael Pombo industrial technical educational institution, educates men and women with ethical and moral values, competent and dedicated to their work through the exercise of applied practical knowledge, so that they are architects of common social welfare.

Vision

The Rafael Pombo industrial technical educational institution will be positioned among the best in the department of Arauca, a trainer of men and women who respond with quality and excellence to the challenges of a changing society with significant technological advances, with accompaniment, monitoring and evaluation by the educational entities and the national learning service SENA.

Institutional Objectives

In order for the community to raise its cultural level and its collection of knowledge, in accordance with the purposes set forth by the constitution and the law, the following are proposed:

- To base the pedagogical work of the Institution, in accordance with the Pombista philosophy and the guidelines of the Ministry of National Education, for the achievement of a comprehensive formation of students.
- Orient pedagogy towards participatory construction based on education for democracy, human values and constitutional formation that seeks harmonious social coexistence, sustainable development and quality of life.
- To dynamize a process that optimizes the different levels, resources, programs and projects of the institution to achieve a qualified and effective development.
- Increase the investigative, communicative and cultural action, involving the different social and productive entities of the environment, as a support in the integral formation of the institution for the benefit of the environment.
- To orient and dynamize a qualitative evaluation system to integrate values, processes and knowledge, taking into account the practical, motivational and conceptual domain, to respond to the expectations of the current era.
- To enrich the educational experience of the institution and the environment, committing all levels to project themselves to the community through various cultural, ecological, intellectual, religious, sports and social awareness-raising activities.
- To contribute to the formation of competent leaders to face the challenges of the society of the future characterized by the phenomena of globalization internationalization and the balance between modernization and modernity.

- To motivate the performance of teachers, encouraging their ongoing formation in pedagogical research, specific knowledge, ethical-religious quality, to optimize accompaniment to students.
- To manage civic and labor skills in all areas of knowledge of basic and technical media through the development of skills and abilities in the application of knowledge.

The institutional organization charts

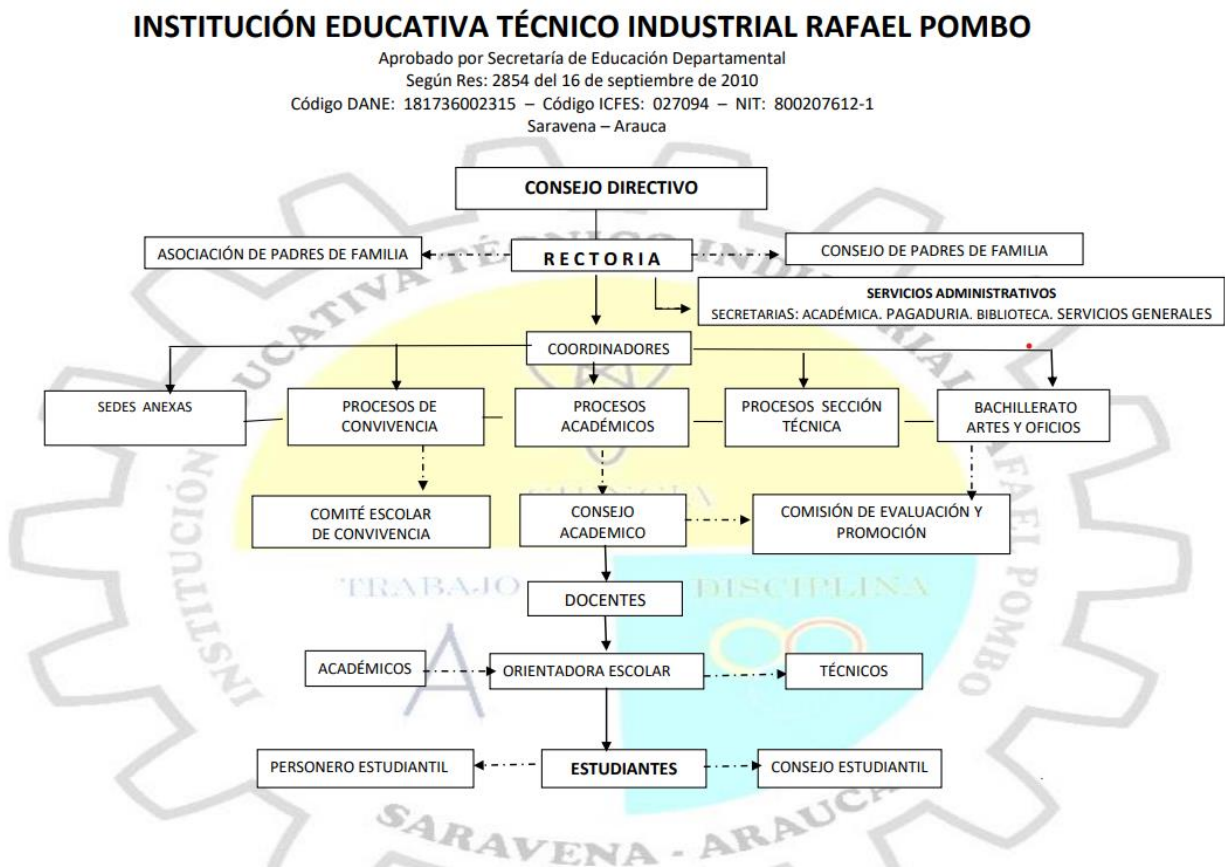


Figure 2.1 Institutional Organization Chart

Handbook

Objectives

- To sensitize members of the educational community to the practice of basic norms for good social coexistence.
- To know the rights, duties, stimuli, faults and corrective of the people who make up the institution, guiding the process to continue in the solution of critical and conflicting situations.
- To establish strategies for the development of coexistence between the different levels of the educational community.
- To promote a pleasant environment in the educational community to develop the various pedagogical activities.

Main aspects of the coexistence handbook

A coexistence handbook is a basic tool for the institution for decision-making when critical or conflicting situations arise. Besides, it is an essential element that tends towards knowledge and the implementation of norms, duties, rights, and stimuli, to achieve harmony in the development of the educational process. It includes:

- Chapter I. Fundamental principles
- Chapter II. Pombista community profiles
- Chapter III. Responsibilities
- Chapter IV. School coexistence committees

- Chapter V. The comprehensive care route for school coexistence
- Chapter VI. Final provisions
- Chapter VII. Institutional student evaluation system
- Chapter VIII. Schedules, uniforms and personal presentation
- Chapter IX. Regulation of internship and technical tour
- Chapter X. Structures of participation
- Chapter XI. Duties and rights of managers, teachers, group directors and administrative staff
- Chapter XII. Duties and rights of parents and / or guardians
- Chapter XIII. Stimuli
- Chapter XIV. Services regulations
- Chapter XV. Admission requirements

Students' rights

- Life, physical integrity and health
- The integral formation in values
- Be treated with dignity and respect on equal terms
- Identity, honor and the free development of the personality, without limitations other than those imposed by the norms and rights of others.

- Cadmium education
- Be assessed in a timely, equitable and fair manner.
- Freedom of thought and expression.
- Free expression of sexual identity (gender freedom)
- Access to the services offered by the institution
- Due process (disciplinary and academic)
- Enjoy a healthy and peaceful environment
- Sport, recreation and healthy recreation
- Freedom of worship
- Protection against all forms of abuse, neglect, sexual abuse, economic exploitation and drug addiction.
- Stimuli and acknowledgments.

Students' Duties

- To know and carry permanently the manual of coexistence of the campus, because it will relate permits, excuses, citations.
- To Carry the student card permanently and present it when requested.
- During the class hours or changes thereof, no student must remain outside the respective classroom, unless he has been summoned or sent to other premises, in any case, he must have the permission signed by the teacher.

- To use the services provided by the institution with the composure and decorum that guarantees the safety and well-being of those who share it, respecting the shifts of colleagues or other people who are requesting the same service.
- To show respect and greet when a person enters the classroom or school space.
- To deposit the containers and solid residues of the refreshments in the places assigned for this purpose.
- Maintain order and cleanliness of the classroom elements and other facilities or places of the institution
- To comply with the cultural, sports and academic activities stipulated in the timeline of the institution.
- To comply with the permanent and ordered use of certain uniforms for attendance at classes or the different academic, cultural or sports activities programmed by the educational institution.
- To provide the attendants, guardians or parents with the communications or reports that the institution sends.

High school shield



Figure 2.2 High school shield

It was modified in 1992, following the change from academic modality to Industrial Technique. The shield is represented by a pinion of 18 teeth, which represent the machinery used in the work that is developed in the different specialties. The circle is divided into three parts. The yellow upper part occupies half of the circle and an atomic model is observed on it, which symbolizes the science imparted to the students. The green room that occupies the right side contains the Olympic rings, which represent discipline and sportsmanship. The blue room located on the left side contains a compass that represents the work and perseverance in academic activities.

High school flag

Figure 1.3 High school flag



It consists of two horizontal stripes and a triangle located on the left side. The yellow color at the top represents the intellectual wealth of the entities that make up the Pombista community. The lower blue stripe represents the truth and wisdom of the students; the green triangle symbolizes the hope of a better future for all Pombista generations.

MEN guidelines and regulations in the event of a sanitary emergency

During the impending health emergency of the covid-19 pandemic, it is necessary to improve public policy management methods and assure the supply of education; the National Educational System must advance all actions and protocols that enable the Educational Institution to be properly prepared to accompany learning processes at home and, depending on the situation of each territory, act in collaboration with the health authorities; and guide a gradual and progressive return to presence status with the consent of the families and the consent of the students.

The organization of the provision of the service must consider in its design and implementation, the guarantee that all students enrolled in the educational establishment have access to the curricular and pedagogical process in person, since the work of the personnel of the educational sector is developed in this way and the concept of alternation during the health emergency can only apply to students when:

- The capacity of the classroom / group does not allow it to guarantee one (1) meter of physical distance.
- Taking in account the students' health reasons on pandemic, the family is unable to return to face-to-face classes for the time strictly required.

The territorial entity or educational institution faces an epidemiological situation that warrants the temporary and provisional suspension of face-to-face academic activities, applying for this purpose the latest provisions of the Ministry of Health and Social Protection, as defined in Resolution 777 of 2021 and Decree 580 of 2021.

Institutional evaluation system

First, the scale established at the national level is taken into account in Decree No. 1290 of 16 April 2009, Article 5.

- Superior Performance
- High Performance
- Basic Performance
- Low performance

The evaluation of the students at Institución Educativa Técnico Industrial Rafael Pombo will be integral and in accordance with the four dimensions: cognitive, biophysical, communicative and attitudinal. The quantitative titration of 1 to 5 established in ranges as follows:

Valuation scale according to decree 1290 of 2009		Quantitative scale
Superior Performance		4,5 – 5.0
High Performance		4.0 – 4.4
Basic Performance		3.0 – 3.9

Low performance	1.0 – 2.9
-----------------	-----------

Table 1.1 Institución Educativa Técnico Industrial Rafael Pombo evaluation system.

Journey

The scholar journey starts at 6:30 a.m. and finishes at 1:10 p.m. including the respective break for students and teacher, this break has a duration of 30 minutes. Also, each hour class is 55 minutes.

The Institutional Calendar

The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which are divided into four periods.

ACADEMIC PERIODS

<i>FIRST PERIOD</i>	<i>From 24th January to 30th March</i>
<i>SECOND PERIOD</i>	<i>From 1st April to 10th June</i>
<i>THIRD PERIOD</i>	<i>From 4th July to 09th September</i>
<i>FOURTH PERIOD</i>	<i>From 12th September to 25th November</i>

Table 1.2 Institución Educativa Técnico Industrial Rafael Pombo academic periods

Furthermore, there are several social and cultural activities such as flag-raising ceremonies, graduated students' meetings, parents' council meetings, festivals, "interclase" games, teaching workshops, technical and academic exhibition, etc.

The supervisor's schedule

The teacher in charge of the English course, Nelsy Blanco, has a schedule according to the high school main calendar. She works with two eighth grades, a tenth grade and five eleventh grades that have a length of two or three institutional hours (50 min) per week with each one of them, and one hour one day and another, another day.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1</i> <i>6:30-7:20</i>	<i>804</i>	<i>802</i>	<i>802</i>	<i>1104</i>	<i>802</i>
<i>2</i> <i>7:20-8:10</i>	<i>1102</i>			<i>1105</i>	<i>1102</i>
<i>3</i> <i>8:10-9:00</i>	<i>1103</i>		<i>1104</i>		<i>1101</i>
<i>Break</i> <i>9:00-09:30</i>	<i>BREAK</i>				
<i>4</i> <i>09:30-10:20</i>	<i>1104</i>		<i>804</i>		<i>1103</i>
<i>5</i> <i>10:20-11:10</i>			<i>1105</i>	<i>1102</i>	<i>1105</i>
<i>6</i> <i>11:10-12:00</i>	<i>1005</i>	<i>804</i>		<i>1101</i>	
<i>7</i> <i>12:00-12:35</i>			<i>1101</i>		
<i>8</i> <i>12:30-01:10</i>			<i>1103</i>		

Table 1.3 The supervisor's schedule

Pedagogical level

Language area planning

The planning of the English area is established from the beginning of the period where the basic guidelines for the realization of each one of the workshops and topics to be carried out in each one of classes established.

INSTITUCIÓN EDUCATIVA TÉCNICO INDUSTRIAL EL POMBO
Secretaría de Educación Departamental
septiembre de 2010
AREA: **INGLÉS** GRADO **SEXTO** AÑO **2010** FUENTE: Nelsy Atencio Blanco, Omaira Montañez, Angela Arias Dueñez, Jorge Carreño, David Mendoza
INGLÉS

Aprobado por
Resolución N° 2854 del 16 de
Saravena – Arauca

PERIODO	COMPONENTE/PENSAMIENTO/ENTORNO / RELACION / FACTOR	ESTANDAR	COMPETENCIA DISCIPLINAR	APRENDIZAJE	EVIDENCIAS DE APRENDIZAJE	EJE TEMATICO
1	Escritura	Completo información personal básica en formatos y documentos sencillos.	Competencia lingüística Competencia pragmática	Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta.	<ul style="list-style-type: none"> -Utiliza los saludos en sus actividades diarias - Responde preguntas acerca de información personal. - Identifica países y nacionalidades en un texto - Conoce los usos del verbo ser o estar (Verb to be) - Identifica Verbo To – Be en presente simple - Resuelve problemas matemáticos empleando los número 1 al 100 - Conoce los pronombres personales - Relaciona los pronombres personales con el verbo Be - Emplea correctamente los adjetivos posesivos en su expresión oral y escrita. - Responde comprensivamente textos de diferentes fuentes > Construye Talleres aplicativos con sus demás compañeros. > Realiza ejercicios de escritura. > Aplica Ejercicios de pronunciación > Se muestra organizado en la presentación de trabajos. > Disposición para realizar las diferentes actividades en el salón. > Respeto por la palabra del compañero. Responsabilidad frente a la elaboración de las diferentes formas de trabajo dentro del aula. 	GREETINGS Alphabet *formal and Informal greeting *Countries and nationalities Numbers (1-100) -Personal information - Personal pronouns - Possessive adjectives -Verb to be READING: celebrations (days of the week, months, verbs) * Verb To Be * Indefinite article

Figure 2.4 Language area planning

Work methodology of the Language Teaching Collective

The methodology used by the institute's teachers' English group is based on holding classes in secondary school three academics hours by group, and one hour in primary school, in this way the correct application of the classes for the delivery of assignments is guaranteed. Each

class has its respective topic and the appropriate guide for the development the correspondent activities.

Knowledge of available pedagogical resources.

Taking into account the environment that the institution is been working in, the resources available for each class are as follows:

- Smart TV
- 20 laptops inside the classroom
- Open sound

Timeline

Methodology

The methodology for the development of each of the activities is been face to face in an academics context, the teacher has three weekly meetings with each group (50 minutes each one) in which teacher works in grammar aspects and vocabulary skills.

Learning support modalities (tutoring, communication tools and strategies, etc.).

Throughout the observation process, the pre-service teacher noticed that the teacher did not use a book for implementing the classes; it was also observed that the teacher follows a planner proposed by the educative establishment to develop her. Moreover, the teacher in charge showed a good students' control that create a comfortable and warm environment where the students feel free to express their ideas and opinions without feeling under pressure or pointed by their teacher. Furthermore, it was evident that the teacher used a general planning to conduct her class, which

contained the following aspects: she had a routine during the class “wrote the date on the board, greeted her students, asked her students to stand up, asked someone to say the students’ prayer. Then, she did a review of the subject worked in the previous class and then as many students failed a quiz, she gave the students the opportunity to make up the failed exam and designed another evaluation. Before presenting the evaluation, the teacher made a review to make it easier for the students. Finally, she made collaborative feedback of the evaluation”. Besides, when correcting the students’ evaluation, the teacher realized that the grades were not good and she said that it is due to some students’ unwillingness to make a review in their houses or to pay attention to her when explaining the topic. In addition, she used worksheets to explain the topic, she privileged the students’ participation, and the same students almost always participated. In addition, the teacher used the mother tongue most of the time, she used English two or three times during the class.

MEN guidelines

The national bilingualism program seeks those citizens have the ability to communicate in English to interact and promote the economy and culture through the educational system. To achieve this purpose, the Ministry of National Education has taken as a reference the common European framework to describe the scale of levels and performance of each student with the foreign language. These standards translate into goals that the student must achieve at each level.

Tabla No. 1

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

Population level and information

Number of students

- Eighth 2: 33 students
- Eighth 4: 33 students
- Eleventh 1: 27 students
- Eleventh 2: 27 students
- Eleventh 3: 27 students
- Eleventh 4: 27 students
- Eleventh 5: 27 students

Genre

- Male and Female students

Age

Ages range from 13 to 19 years old.

Language level

A1to B1 level

Teachers team

It is created by all the teachers (48) who provide their services in the educational institution. Its main objective is to advise the school government in decision-making. The institution has 4 teachers in the English area:

- Angela Isabel Arias Dueñas
- David Orlando Mendoza Jaimes
- Jorge Rolando Carreño Granados
- Nelsy Atencio Blanco

Parents community

The parent should be a supportive support in education and training of his son, since in his bosom he remains most of the time and has all the spaces of demand according to the school work. It must be responsible, participatory, supportive, willing to integrate, be a social example, providing alternative solutions or suggestions when the situation warrants them and to contribute to the improvement of the educational process of the institution.

Council of Parents

In accordance with Decree 1286 of 27 April 2005, the Council of Parents family is a body for the participation of the parents of the establishment Educational, aimed at ensuring their continued participation in the educational process and to raise the quality-of-service results.

MEMBERS

- Fifth: Jackeline Blanco Téllez, (501)
- Sixth: Yencin Carolina Hernández Moreno (603)
- Seventh: Carolina Gélvez Arciniegas (704)
- Eighth: Nohemy Melgarejo Vásquez (806)
- Tenth: Nally Ríos Rivera (1002)

- Eleventh: Carolina Rodríguez Vargas (1103)

Chapter II: Pedagogical and Investigative component

The Use of Short Stories as a Strategy to improve Reading Comprehension and enhance Vocabulary in students from 08th grade at Institución Educativa Tecnico Industrial Rafael

Pombo: Action Research

Introduction

At present, foreign languages are meaningful in the learning process of societies, because it builds countries and cultures, one of the most important aspect about languages is the communication, people use the language to communicate with others and how the other person understand and comprehends. However, exist other way to impart not only speaking, this manner exists in the history of human being and helped to understand and to know about different topics around the world, all of those are thanks to the texts, the reading comprehension helps to understand and interpret what texts want to transmit.

Written comprehension or reading comprehension is an important skill that helps students succeed in their learning process at school and in their lives in general and it is the key to the development of out-of-school interests, to the enjoyment of leisure time and to personal and social adjustment (Dechant, 1991 as cited in Gamboa, 2015), in other words, reading comprehension is an important component that helps in the learning process of the students because it increments vocabulary, imagination, confidence, according to De Vega (2005 as cited

in Guarín and Ramirez, 2017), expresses that when a subject faces a written text, systems of memory, attention, coding and perception processes and inferential operations congregate at the brain level.

Thus, this competence is important in the teaching-learning process, because the implementation of this component contributes to the comprehension of text, not only in foreign languages but also in mother tongue. Cummins (1981), states that if an apprentice subject has an exposure to his first language with sufficient stimuli for it to develop properly, then this apprentice, being in an academic context to learn a second language would do so by resorting to the schemes acquired in the learning of their first language; hence the importance of carrying out excellent reading processes in the native language.

Problem

Reading is a competence which can be useful at the moment to improve English Language and vocabulary, furthermore it is necessary to be implemented at the schools because it is part of knowledge acquisition, concentration and imagination; it helps how a person wants to communicate his/her thoughts in an understandable way.

During the observation week, the most remarkable aspects were the lack of vocabulary of students to express the ideas and they did not understand the texts worked in class. Moreover, at Institución Educativa Técnico Industrial Rafael Pombo the development, reinforcement and improvement of this competence is helpful in eighth grade students. Furthermore, during the

observations, in addition, it is important to work the improvement of reading or writing comprehension and the acquisition of vocabulary using short stories.

Research Questions

- How does the use of short stories help to enhance the reading comprehension and the improvement of vocabulary?
- In which ways does the use of short stories get improve English during the classes?

Justification

The development of the proposal project is a part of the experience of the Foreign Languages practicum of the University of Pamplona as a future teacher. Schools afford the opportunity to share knowledges with students and to identify a problematic.

Additionally, this project helps to analyze skills, aptitudes, deficiencies that students have and how support them and enhance the English Language in the reading comprehension. This competence is a meaningful mastery in the acquisition of knowledge and vocabulary, due to it increases the perception, the reasoning, the confidence and the understanding of writing discourse.

This study promotes the use of short stories to enhance reading comprehension and accomplishment of vocabulary, it is evident the lack of vocabulary and the little understanding in eighth grade students in the Institución Educativa Técnico Industrial Rafael Pombo at the

moment to read a text or a paragraph, this is due to sometimes they are afraid of making mistakes using the second language that affects the participation and motivation to communicate in a writing way.

According to Solé, (2009 cited in Cortes et la, 2018) Reading is a process in which the reader actively constructs his interpretation of the from their previous experiences and knowledge, their hypotheses and their ability to infer certain meanings, in other words reading comprehension allows the achievement of knowledge, lexical and reasoning to transmit words, speech and a text in an understandable way.

Objectives

General Objective

- To enhance reading comprehension at eighth grade students by using Short Stories.

Specific objectives

- To increase students' vocabulary through the use of short stories.
- To motivate students in the participation of classes.
- To implement dynamic activities to motivate the students.
- To contextualize students' interest in short stories.

Theoretical framework

In order to guide readers to the pedagogical component, this section is divided in the following concepts: Authentic material, short stories, reading, reading comprehension, and vocabulary.

Authentic Material

Authentic material is a variety of useful elements in foreign languages such as prints, videos, texts, job applications, menus, voice mail messages, radio programs and cards which could be include in students' daily life to the improvement of knowledge or lexical. Teachers use this kind of material to contextualized students in a sociocultural way that helps to know about different cultures.

The authentic material can improve the learning experience for students using it correctly. This material can be of two types: Exhibition material and instruction material. The exhibition material includes a series of tools such as films, magazines and original documents such as audios and videos that arouse the student's interest in the foreign language, and the instructional material that refers to the set of original guides and tasks created in a real environment with didactic and educational purposes (Arias, et al, 1996)

Short stories

Short stories are well known in our society, people read short stories from childhood until adulthood about different genres, according to Hansen A (2020) short story, is a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. It is usually concerned with a single effect conveyed in only one or a few significant

episodes or scenes. The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed.

On the other hand, Cliffs notes (2022) defined short stories as a fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation — that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious, and downright annoying, in a novel, but they may work well in a short story.

Reading Comprehension

Reading comprehension is the way as a person interprets an information given by a text or a book, this comprises “a person's ability to understand what is being read, that is, to understand the global ideas of a text, process them and find their meaning based on previously acquired knowledge. That is, understanding the global ideas of a text, processing them and finding their meaning based on previously acquired knowledge. A process that works differently for each individual, involving a personal experience in which to test their own skills and abilities. The greater the reader's prior knowledge and skills, the better the reader's comprehension of the text” (Nebrija University, 2020). In addition, “reading comprehension is a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the

author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's own objectives" (Veeravagu et al, 2010).

Almacioğlu and Toprak (2009) promote some strategies that help with reading comprehension of the students in the learning of foreign language and those are divided in three steps to support a good reading comprehension:

- **Pre-reading** helps students to identify the central theme of a story or a text, it includes discussions author, text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).
- **While-reading** (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. The teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.
- **Post-reading** first check students' comprehension and then lead students to a deeper analysis of the text. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not

comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

Vocabulary

Vocabulary is the quantity of words and expressions that a person knows in a foreign language. According to Speech language Pathology (2022) Vocabulary refers to the words that we know. In the course of acquiring vocabulary, we form concepts in our head, an indispensable foundation of language skills. A robust vocabulary positively influences other areas of communication — listening, speaking, reading and writing. It means, it is the process to have meanings and definitions in the brain and to know how use them in a conversation or in a writing.

Moreover, vocabulary knowledge has long been recognized as an essential component of reading comprehension and is a contributing factor for using reading as means of learning. Vocabulary can and does impact meaningful comprehension of text for struggling through accomplished readers. (Rasinsky and Reupley, 2019)

Literature Review

The development of reading comprehension is important in the teaching-learning process where teachers and students interchange knowledges and helps to improve the foreign language and it necessary the use of strategies, tools and methodologies to the achievement of the second language (English Language). With the aim of having a better comprehension, the following categories emerge: The use of authentic material, the effect oof short stories to promote reading comprehension and the effect of short stories to improve vocabulary.

The use of authentic material

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. “The authentic material is used to identify as the contextual material or real-life material. Authentic material refers to the use of texts, selected videos, photograph, and other teaching resources that were not specially prepared for pedagogical purposes in teaching. The authentic materials, (1) help prepare learners for the real world of communication; (2) guide learners toward the language they need for their particular contexts; and (3) motivate learners to communicate, because it helps make communication real.” (Wulandary et al, 2018). It helps to contextualize the students and to feel more comfortable at the moment to develop an activity during the class. Furthermore, using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners. The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English in their own time (Zazulak, 2017).

The effect of short stories to promote reading comprehension.

Reading comprehension is part of the learning process in foreign languages that helps to communicate a message or information of a text or a paragraph. Short stories are part of this process, because those are known in the society to support the learning. According to Barbosa (2019) short stories provide a series of reading abilities and vocabulary where students adapt the vocabulary to their quotidian life and learn more about literature and sociocultural knowledge.

Moreover, Sahibzada (2021) showed that elements of stories (inferences, suspense, exploring themes, genera, symbols thinking and literary terms) lead learners to think for the

meaning and comprehension. Thinking clearly and systematically can advance the way we express our ideas. It helps us in learning how to scrutinize the rational structure of texts and through critical thinking one can develop his/her comprehension aptitudes. In 2020, Barzani revealed that the EFL teachers' and students had mostly positive perceptions on the use of short stories to enhance reading comprehension, which greatly aids the contemporary views towards EFL teaching and learning. Observing, the general answers of all the 20 participants more closely, which were all optimistic, brings up the assumption that Literature in this case short stories should be included more in the EFL curricula as a new and innovative method for teachers to help their students in achieving more desirable results in all the language skills.

Furthermore, Arias (2017) demonstrates that short stories are meaningful materials to be implemented in English classes as they allow for development of students' language skills. Reading sessions offered students important exposure to the target language, which served as a model for their production and short stories were a language model for students to understand the function of the language and improve grammar use, cohesion, and coherence. Moreover, working in groups created situations for students to share their ideas, practice writing and oral skills, and share their perception about cultural and historical aspects.

Additionally, according to Porras (2010) stories were an ideal tool to utilize in learning the language as they were the central axes of the whole process. Stories made the children's learning the foreign language more interesting, amusing and memorable. Students have an amazing ability to absorb language when activities are familiar and enjoyable to them. Hence, teaching foreign language using stories as a basis creates a learning environment that is both familiar and fun.

The effect of short stories to improve vocabulary

Vocabulary is part of the teaching-learning process that help to understand the words in a text or in a written, According to Loukina (2006 cited in Tarakçioğlu and Tunçarslan, 2014) Children have a lot of chances to listen to different stories in their early childhood; for instance, in their family life, there might be a variety of people telling different stories and these stories lay a ground for further acquisition in advance in children's mind. In addition, the use of short stories integrated into syllabus can highly improve the motivation and imagination of very young learners and these kinds of activities can be used not just for young learners but for very young learners, as well. It is furthermore reflected in this study that the use of short-story in foreign language teaching should be focused on encouraging the learners to use what they have previously learned and/or experienced. (Tarakçioğlu and Tunçarslan, 2014).

The result of the study also signifies the idea that short stories and some short story-based activities can be used as a very effective and beneficial way in terms of foreign language learning process in order to be successful in teaching vocabulary to very young learners. (Tarakçioğlu and Tunçarslan, 2014). In addition, Rahmawati (2020) said that short story gives many positive impacts on student's knowledge in the language field. Focusing on the improvement of vocabularies, it shows a good impact on the other student's language skills as well. The enrichment of vocabularies helps students to be able to communicate easily and fluently, to be more understanding in reading a certain text, to be able to write with the various words they known and also to adjust them to understand a story based on listening context. Where learners can search synonyms or similar words to well understand the text.

Methodology

Pedagogical Methodology

This project will be developed at Institución Educativa Técnico Industrial Rafael Pombo with eighth grade students, adapting face-to-face modality after two years of virtuality.

Reading is an aptitude that a person develops through the education, the study of topics or themes, or just as a hobby, where the reader process the information and understand the message.

Lessons plans

For the execution of the project, it is necessary the implementation of lessons plans,

According to Ruiz, (2009):

Before planning

In this first step, it is necessary into account some basic recommendation before to make the planning of a class in order to carry out the pedagogical project.

- a. Be familiar with the curriculum the students will be following.
- b. Gather ideas, material and possible starting-off points.
- c. Determines what the cognitive target and the purpose of the lesson will be and write that down as the general objective.
- d. Considers the students' needs and personalities as individuals and as a group, and draft out three or more specific objectives for the lesson.
- e. If students have a text book, decide which exercises to develop, change, or delete and add to, all based on the objectives that have been drafted.

2. While planning: mediation activities

In this part, it is important to consider some elements which the pre-service teacher is going to include in this process:

Routine activities: it includes activities such as: greeting the students, calling the roll, asking a student to write the date on the board and read it aloud, etc.

Warm up or motivation: instead of a language structure or function to be learned, students are presented with a task they have to perform, or a problem they have to solve.

Farewell students: before the bell rings, students should be encouraged by the teacher for the good job they have already done and they get to say good bye.

After planning

Presentation:

The teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions.

Practice:

The students now practice what they have learnt. They can perform the task and focus on language form as they do the tasks.

Consolidation:

The students are asked to use the new language in sentences of their own.

Closing activity:

The teacher helps students with any mistake he/she heard during the consolidation task

Extra-class work:

Students do extra class work only at home. Extra-class work needs to be planned carefully and be communicated.

Evaluation of learning outcome.

It has to take part not as a separate element of the lesson but as a complement in regular classroom tasks. It is an assessment, formal or informal, that teachers make after students have sufficient opportunities for learning in order to make adjustments for next lesson. They are seen as achievement indicators teachers list to know whether or not students have been successful.

Reading techniques

To understand a text, or to have an idea about it, it is important to take into account a series of techniques:

According to, Planetspark (2021) it is necessary three techniques to comprehend a text or a story. The first step is Skimming, where learners do quick reading to grasp the main idea. Second step is Scanning, where irrelevant information is ignoring and it focused on a specific part of the text to have a clear idea about the story, and third step is intensive reading, it involves close reading and focus to understand the meaning of each word.

Classroom Methodology

Each grade has three academics hours of 55 minutes per week, dividing in three meetings. The project will be developed in the third hour. This time will be used to do activities and workshops using short stories and vocabulary.

Acquisition of Vocabulary

Using slides of power point, a series of images will be showed, where students will recognize the word in English and Spanish, students copy the word on their notebooks,

meanwhile they are reading the short story, they will connect the words with the vocabulary on the slides to understand the short story.

Research methodology

Research approach

The present study uses qualitative research that according to Creswell (2013) the main idea of the process to understand or explore a phenomenon; in this case, the central problem or situation to be enhanced is the Reading comprehension in eighth graders.

Research design

The present study is action research due to the fact short stories will be implemented with students to improve reading comprehension. Action research-based inquiry in educational contexts and classrooms involves distinct participants – students, teachers, and other educational stakeholders within the system. All of these participants are engaged in activities to benefit the students, and subsequently society as a whole. (Clark et al, 2020).

Population

The population is the eighth-grade students at Institución Educativa Técnico Industrial Rafael Pombo aged between thirteen and sixteen years old who live in different places of the municipality, they are of different social status, race, religious and nationalities. In 2005, Daintith et al, defined population as a group of individuals of the same species within a community. The nature of a population is determined by such factors as density, sex ratio, birth and death rates, emigration, and immigration.

Sampling

The sampling is five students of eighth grade at Institución Educativa Técnico Industrial Rafael Pombo aged between thirteen and sixteen years old.

Instruments

Data collection is a tool that allows the development of a research project for the achievement of results that allow a solution or conclusion to the problem posed, according to Creswell (2012) Data collection is the collection of information directly involving individuals and recording personal opinions of individuals, that is, they are evidences that support the results that will be obtained. For the data collection will be used the observations, questionnaires and journal narratives.

Observations

An observation is an important data collection instrument because through it a specific phenomenon can be observed that can contribute to the search for an effective solution to the problem seen and treat it from different perspectives. Two observations were implemented during the research to see the behavior of the students through the English classes.

Gorman and Clayton cited in Baker (2006) define observation studies as those that involve the systematic recording of observable phenomena or behavior in a natural setting.

Journals – Narratives

The exercise of reflection allowed pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event and allowed the researcher to keep the essential entries of the students' perspectives during exploration of the phenomenon. Ten narratives were done by the researcher, explained the experience and the activities developed.

Richards and Lockhart (2007) stated:

A journal is a teacher or a student teacher's written response to teaching events. It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool which allows studying and analyzing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.
2. Questions or observations about problems that occur in teaching.
3. Descriptions of significant aspects of lessons or school events.
4. Ideas for future analysis or reminders of things to take action on.

(Richards and Lockhart, 2007, p.7).

Questionnaires

According to, Creswell (2007) a questionnaire is a list of written questions to be answered by respondents of a particular study". (p.115). this instrument allowed the researcher to collect accurate information through questions that should be clearly stated in order to ease the participants' understanding. The questionnaire was implemented twice during the tenth weeks of the practicum.

[illegible]

<i>First Observation</i>			X						
<i>First questionnaire</i>				X					
<i>1st implementation activity</i>					X				
<i>2nd implementation activity</i>						X			
<i>Second observation</i>							X		
<i>Second questionnaire</i>								X	
<i>3rd implementation activity</i>									X
<i>Glosary of vocabulary</i>									X

Table 2. Proposal Schedule

Description of the proposal activities

The first activity carried out during the initial part of the hole work will be the presentation of the proposal and its particularities during the first part of the class with eighth grade students, where some particularities about reading comprehension like key words, main ideas and many things about sociocultural aspects like daily routines also information about short stories will be mentioned and explained.

The second activity was the implementation of an observation to see how is the behavior of the students with the reading of text.

The third activity that was carried out during this period of time is a questionnaire with multiple option and multiple responses related to difficulties at the moment of reading, interesting topics in the English course, best topics to read, favorite activities to do, and kind of drawing and paint they would like to work on.

The fourth activity was the implementation of first short story, where participants choose the unknown vocabulary and the main ideas of the text and according to what they read, they will do a draw about the story.

The fifth activity was a second short story where the students will create other end to the story, to see the imagination and perception of the students.

The sixth activity established was a class observation where it will be possible to see a series of student behaviors and the improvement of the reading comprehension and vocabulary.

The seventh activity was a third short story where students will answer some questions about the story to see what they comprehended.

The last activity is the second questionnaire where the participants were asked a series of questions about the implementation of all the tools and exercises carried out throughout the research process, as well as to find out which elements prevented them from developing each of the activities correctly.

Activities Planners

In order to develop these activities, the next resources were created.

First Activity: Introduction of the project	March 25th
Second Activity: First Observation	April 08th
Third Activity: First Questionnaire	April 22nd
Forth Activity: First Workshop	April 29th
Fifth Activity: Second Workshop	May 06th
Sixth Activity: Second observation	May 13th

Seventh Activity: Third workshop	May 20th
Eighth Activity: Second Questionnaire	May 27th
Glossary of vocabulary	June 03rd

Table 2.1 Activities planners

Evidences

For the correct implementation of this proposal, a series of evidences going to be presented. Among them Images, questions and charts. Each one of them with the main purpose of developing in the correct way the activities stablished in the chronograms of activities.

1. Proposal presentation

Date: March 25th 2022

Time: 10 minutes

Course: eighth grade

Institution: Institución educativa Técnico Industrial Rafael Pombo

Purpose: The purpose of this presentation was to show the proposal to the students and talk about all particularities such as: Its importance, the contents, the way how to implement it, the work modality and finally search some voluntary participants (Annex 1).

2. Observation N°1

Date: April 08th 2022

Time: 1 hour

Course: Eighth grade

Class observed: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

Number of participants: 33 students

Purpose: According Hora, (2013), Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom.

Objectives:

- To observe the behavior of the students in the class, their forms of expression and interaction.
- To identify some differences of the students according to their participation in class.

(Annex 2).

3. Questionnaire N° 1

Date: April 22nd

Time: 5-10 min

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

Purpose: The purpose of this questionnaire is to collect data about the students' preferences and problems at the moment to read and collect information related to different types of texts they like to take the most.

Objective: To collect some information about the student's issues at the moment to read and know how short stories influences that process.

That questionnaire is created completely in Spanish in order to be clear with the questions and answers provided by the participants (Annex 3).

4. First reading comprehension and vocabulary

First reading comprehension (Short story)

Date: April 29th **Time:** 2 days

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

N° of participants: 5

Purpose: The purpose of this reading comprehension was to use a short story to identify the reading skills of the students and the comprehension.

Methodology of the activity

To know what are the reading strengths and weaknesses of the participants, this kind of exercise was created. The story was showed to the students and they read once the text, then

identify the vocabulary and socialized it, a draw was created by the students to show what they comprehend (Annex 4).

5. Second reading comprehension and vocabulary

Second reading comprehension (Short story)

Date: May 06th **Time:** 2 days

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

N° of participants: 5

Purpose: The purpose of this reading comprehension was to use a short story to identify the reading skills of the students and the comprehension.

Methodology of the activity

To know what are the reading strengths and weaknesses of the participants, this kind of exercise was created. The story was showed to the students and they read once the text, then identify the vocabulary and socialized it, a worksheet was developed by the students, it had seven questions (Annex 5).

6. Observation N°2

Date: May 13th 2022

Time: 1 hour

Course: Eighth grade

Class observed: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

Number of participants: 5 students

Purpose: According Hora, (2013), Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom.

Objectives:

- To observe the behavior of the students in the class, their forms of expression and interaction.
- To identify some differences of the students according to their participation in class.

(Annex 6).

7. Third reading comprehension and vocabulary

First reading comprehension (Short story)

Date: May 06th **Time:** 2 days

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

N° of participants: 5

Purpose: The purpose of this reading comprehension was to use a short story to identify the reading skills of the students and the comprehension.

Methodology of the activity

To know what are the reading strengths and weaknesses of the participants, this kind of exercise was created. The story was showed to the students and they read once the text, then identify the vocabulary and socialized it, students created an alternative ending of the story (Annex 7).

8. Questionnaire N° 2

Date: May 27th

Time: 5-10 min

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

Purpose: The purpose of this questionnaire is to collect data about the students' experiences and opinions about the workshops worked during the classes.

Objective: To collect some information about the student's opinions during the developing of workshops.

That questionnaire is created completely in Spanish in order to be clear with the questions and answers provided by the participants (Annex 8).

9. Glossary

Date: May 27th

Time: 5-10 min

Course: Eighth grade

Institution: Institución Educativa Técnico Industrial Rafael Pombo

Purpose: The purpose of the glossary is to collect data about the students' unknowledge and interest to learn new vocabulary.

Objective: To collect some information about the student's interest to learn new vocabulary (Annex 9).

Data Analysis Method

The analysis of data is a process that implies a set of actions carefully arranged; Thorne, (2000) states unquestionably, data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature.

To analyze the data, the typological analysis model suggested by Hatch (2002). This interpretive analysis includes nine steps:

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

6. Decide if patterns are supported by the data, and search data for no examples of your patterns
7. Look for relationships among the patterns identified
8. Write your patterns as one-sentence generalizations
9. Select data excerpts that support your generalizations

Findings

During this process of the project implementation, the first questionnaire shows that most of the students like to read text everyday where the texts are fantasy, horror and fiction and type of text such as: Narratives, Argumentative, literary. They also use different resources to read a text such as, books, pdfs, digital books and apps. Students express that they want to read English text (Short stories) to improve their vocabulary, comprehension and learn English expressions.

During the first observation students show a little interest in texts, but most of them did not comprehend about the text, they had many doubts and ask about the unknown words to comprehend the text, they participate actively during the class and showed interest in the development of the activity, some of them said:

“Las clases así, si me gustan, me parecen interesantes, porque son diferentes a lo convencional, no entiendo nada, pero siento que aprendo más”

“Siento que las clases de esta manera son más chéveres porque uno se concentra mejor y subraya lo que no entendemos”

“Creo que es una manera diferente para aprender y entender mejor el inglés”

In the first activity, students read the text and select the vocabulary that they did not know and the principal ideas of the text, they were asking to the teacher about those words. In general,

the students gave their opinions and thought about the context of the story and through a draw, they show what they understood about it.

The second activity, students read the text and selected the vocabulary, to help them a series of slides with images were showed to familiarize them with the story, they socialized the story and answered the workshop questions, they understood the story because they participate during the socialization of the questions.

The second observation, students tried to understand the text, and they looked in the dictionary the unknown words, and select the main ideas to socialize the story.

Third workshop, students read the text, select the vocabulary and socialized the story, they well understand the text and tried to create the alternative end, some of them tried to do by himself, others use the translator to write it.

Second questionnaire, students answer the questions showing their perceptions, experiences and opinions about the workshops implemented during the classes, expressing that they acquired new vocabulary and the implementation of short stories were something innovative and interesting, also they learnt a little about the pronunciation of the words and how is the context of reading short stories in English language.

The glossary, most of the participants made the glossary and it was evidencing the lack of vocabulary, because they did not have knowledge about those words, they wrote many unknown words about short stories developing during the classes.

Conclusions

The implementation of the project helps to students' attitude, where they show a little interest in English classes and to acquire knowledge, students show their motivation to read text in English and to try to understand it.

Students demonstrate a positive aptitude during each class, answering the questionnaire and they had a good disposition at the moment to listen the proposal and develop one of the activities, because they do the questions about the story to have a better understanding and comprehension.

Short stories were a good strategy to contextualized the students, where they learnt a little about the unknown words and improved their reading comprehension. It is important, schools must work more about reading comprehension to develop English skills and help to motivate the students in the acquisition of knowledges.

During the execution of planners, every part of them were developed, the interaction during the stipulate time was a little hard because students did not have accustomed to develop a whole activity in one hour, but during the other activities, they worked a little bit fast. Every part planned was worked and socialized to have a better understanding process.

Recommendations

To the implementation of future projects, it is important to develop more workshops with the participants, because a constantly work with the same topic such as texts, short stories, news, among others; in a different way helps to the improvement of every English competence and it is a way as the students show motivations with English Learning.

Community Outreach Component

The use of flashcards to promote interactive learning of English at El Cofavi elementary School

Introduction

To participate in global policies in the academic, cultural and economic fields, it is left to the Colombian Government that promotes foreign language learning in different educational sectors in the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions facing the personal and social development.

In order to promote the learning of English in Colombia and make more competitive Colombian citizens, the Ministry of National Education launched in 2006 its policy of bilingualism whose main objective is: To have citizens capable of communicating in English, with internationally comparable standards, that integrate the country in the processes of universal communication, in the global economy and in cultural openness.

In recognition of this reality and the problems it generates, this social project aims to address the needs of English in children of primary school in Saravena. We think that integrating the students of the foreign Languages program to the educational reality of this sector to be treated and to reduce the gap generated between public and private schools in the area of a foreign language.

Justification

The learning and acquisition of a foreign language, allow being at the forefront of their own needs the world demands nowadays. That is why this process is necessary to implement in basic education, a cycle they have foundations that allow them to continue learning in secondary education, vocational media, and higher education to achieve that more people can be trained in this area. This project aims to raise awareness of the English classes' reinforcement in secondary school in the municipality of Saravena, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by the students of last semester of Foreign Languages degree of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary sector. The execution of this project highly and mutually favors whether the institutions and the student population of Saravena, as well as the foreign language program and students who develop their integral practice. This benefit results in the possibility that primary school has contact with the foreign language and at the same time, to those students who complete their university training process to know the realities and educational needs of the environment and thus they can contribute, intervening in processes that impact on the improvement of those needs.

General objectives

- To address the training needs in English of the elementary school in the city of Saravena.
- To integrate the foreign language training of the students of the Foreign Languages program to the educational reality of the reinforcement activities of English at the elementary school of the city of Saravena.

Specific objectives

- To familiarize young of the elementary school of Saravena with fundamental knowledge of English.
- To involve the students of the Foreign Languages program in the processes of reinforcing English with didactic activities at the elementary school of the city of Saravena.
- To articulate the formation of the students of the Foreign Languages program with the programs of social projection offered by the Office of Social Interaction of the University of Pamplona.

Methodology

The main objective of this proposal is to support and to give an extra help to the English teacher of primary and preschool grade. This proposal aims at implementing flashcards as a strategy and a ludic way in order to improve English pronunciation and vocabulary. The dictionary definition of the term flashcards is a card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills. In this case, the term flashcards are used to mean a card which consists of pictures and words to help young learners improve their vocabulary. In addition, Khan (2015) mainly stated that audiovisual technologies could be incorporated in the classroom for second language acquisition when watching English language films. In this case, the training teacher aims at motivating the elementary school students by

means of audio-visuals techniques for the students to enjoy learning English as a foreign language.

As the main strategy in this project will be the use of flashcards for the acquisition of vocabulary, we will work three days a week, each of one academic hour (55 min) because children at this age lose interest very easily and get tired with long activities.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1</i> <i>6:30-7:20</i>					
<i>2</i> <i>7:20-8:10</i>		<i>Preschool</i>			
<i>3</i> <i>8:10-9:00</i>		<i>Preschool</i>		<i>Preschool</i>	
<i>Break</i> <i>9:00-09:30</i>	<i>BREAK</i>				
<i>4</i> <i>09:30-10:20</i>					
<i>5</i> <i>10:20-11:10</i>	<i>Preschool</i>				
<i>6</i> <i>11:10-12:00</i>					
<i>7</i> <i>12:00-12:35</i>					
<i>8</i> <i>12:30-01:10</i>					

Table 2.2 Primary School Class Schedule

Schedule of activities

Preschool grade

<i>Week</i>	<i>Activity</i>
1	Colors
2	Farm Animals
3	Numer 1 to 10
4	<i>Holy week</i>
5	Vowels
6	Geometric shapes
7	Fruits
8	Vegetables
9	Family members
10	Body Parts

Table 2.3 Schedule of activities

Preschool Activities

1. First week: Colors: Yellow, white, black, green, purple, red, blue, orange, brown, gray.

- Starting the class greeting the students
- Presentation of two videos about the colors
- Presentation of flashcards to reinforce the vocabulary

Developing of two activities.

The first activity was coloring some fruits, vegetables and animals, the second activity students use papier mache (Annex 10).

2. Second week: Farm animals: Duck, horse, dog, cat, dog, sheep, chick, hen, cow, rabbit

- Starting the class greeting the students
- Presentation of a video about the farm animals
- Presentation of flashcards to reinforce the vocabulary
- Developing of two activities.

The first activity was coloring an animal and in the second activity students use silk to develop it (Annex 11).

3. Third week: Numbers 1 to 10.

- Starting the class greeting the students
- Presentation of two videos about the numbers
- Presentation of flashcards to reinforce the vocabulary
- Developing of two activities.

The first activity was coloring an object according to the color of each number, the second activity was a bingo (Annex 12).

4. Fifth week: Vowels.

- Starting the class greeting the students
- Presentation of two videos about the vowels
- Presentation of flashcards to reinforce the vocabulary
- Developing of two activities.

The first activity was coloring an object according to the vowel given, the second activity was a maze, every vowel had a maze (Annex 13).

5. Sixth week: Geometric Shapes: Triangle, Circle, Diamond, Rectangle, Heart, Star, Square.

- Starting the class greeting the students
- Presentation of two videos about the geometric shapes
- Presentation of flashcards to reinforce the vocabulary
- Developing of one activity

The activity was coloring the same figure shape, there was an animal such as dog, bear, mouse and turtle and the child must coloring the same shape to arrive to their food or home (Annex 14).

6. Seventh week: Fruits: Banana, watermelon, strawberry, pineapple, apple, orange, melon, cherries, pear, grapes, lemon

- Starting the class greeting the students
- Presentation of two videos about the fruits

- Presentation of flashcards to reinforce the vocabulary
- Developing of one activity

The activity, was to coloring the fruits, then cut and paste the fruit to match with the correct fruit (Annex 15).

7. Eighth week: Vegetables: Cucumber, tomato, avocado, peas, broccoli, potato, lettuce, corn, onion, cabbage

- Starting the class greeting the students
- Presentation of two videos about the vegetables
- Presentation of flashcards to reinforce the vocabulary
- Developing of two activities.

The first activity was coloring some vegetables, then count home many vegetables there are and put the number. The second activity was a mix of vegetables and fruits, first coloring the fruits and vegetables and then put them in the right column (Annex 16).

8. Nineth week: Family members: Grandma, grandpa, mother, father, brother, sister, cousin, uncle, aunt, baby.

- Starting the class greeting the students
- Presentation of two videos about the family members
- Presentation of flashcards to reinforce the vocabulary
- Developing of two activities.

The first activity was coloring the family member and put the name, the second activity was coloring and cut each family members and paste and put the right name (Annex 17).

9. Tenth week: Body parts: Ears, mouth, elbow, feet, knee, hair, hand, arm, nose, eyes, legs.

- Starting the class greeting the students
- Presentation of two videos about the body parts
- Presentation of flashcards to reinforce the vocabulary
- Developing of one activity.

The activity was coloring each part of the body and then cut and paste and put it in a right way (Annex 18).

Description of activities

Each of the activities were supported with videos where students watched the correct pronunciation of the vocabulary.

To reinforce each of the topics, the preservice teacher presented some flashcards that served as support for students to practice their pronunciation.

Findings

During this process, it was evident the lack of vocabulary that students had, about each topic such as colors, animals, family members, body parts, geometric shapes, fruit, vegetables, numbers and vowels, because the course does not have an English teacher. The developing of the activities was explained by the practice- service, and the topics were reinforced through the use of flashcards, where the teacher said the word in English and the students repeated, to see if the

students had an interest during the explanation, the practicum asked them the next class about the topic, where students answered in a right way and reminded the words.

Conclusions

The use of flashcards is a fundamental strategy for teaching English vocabulary in children since they contribute to the effectiveness of their learning by creating an environment of greater interaction in the classroom. Likewise, the flashcards help the child to improve the memorization of new words by associating them with the images, thus helping him to make his learning much more meaningful. It is also important to say that flashcards are a very effective tool for teaching, but above all it is very appropriate for vocabulary learning. With the use of flashcards, children not only memorize a series of vocabulary, but also involve their own emotions and show them in front of their classmates.

Chapter III: Intra-institutional Activities Component.

Introduction

Institución Educativa Técnico Industrial Rafael Pombo carries out different types of activities during the year, all these activities allow integrating the whole educative community in order to discover new talents and create a warm atmosphere among students and teachers. Besides, these events give an idea to the practitioners to notice how the procedure is followed by the institution, in other words, these intra-institutional activities component involve the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

Furthermore, being part of the institution will provide trainee teachers some experience dealing with a real teaching context assuming the complete role of a teacher. In this case, the practitioners will also have the opportunity to feel the profession in one hundred percent being undergraduate. Hence, this experience may surely help when we face our works as teachers.

With regards to their importance as an essential element of an educational institution, it remains an imperative for the pre-service teacher to be actively immersed both, in the organization and development of extracurricular activities that may include attending staff meetings, writing reports, documenting students' performance and progress, flag raising and cultural events as well as attendances to additional activities assigned spontaneously by the administrators.

Justification

The participation of the pre-service teacher into the intra-institutional activities and the curriculum take place in the educational institution becomes a requirement since these complementary spaces enhance students' formation and the development of their skills in terms

of both, their educational and sociable skills that are otherwise the success expected for each student fostering their cultural education, and the conceptions towards the social welfare.

Through this component it is represented the constructive experience that the pre-service teacher acquires in a deeply way by regarding the managing of the administrative matters of the determined institution as well as the basic knowledge of the smooth running of it.

Objectives

General Objective

- To fulfill the extracurricular and cultural activities carried out at the institution.

Specific objectives

- To encourage student's participation in the activities planned in the educative institution.
- To participate actively as a collaborative and participative member of the activities raised by the institution.

Methodology

From the beginning to the end, the pre-service teacher takes an active part and consider herself as a member of the institution participating in all the activities and events proposed by the institution.

The pre-service teacher was ready to face and to work on all the events and activities which supported the assignments of the institution by offering her services when it was necessary and by organizing, decorating and participating in extracurricular activities in order to express her commitment with the community and the institution.

Activities Time table

Month	Day	Activity
<i>March</i>	<i>29</i>	<i>Titulatura: Strategies against bullying</i>
<i>March</i>	<i>30</i>	<i>Simulacrum ICFES “Pruebas pensar”</i>
<i>April</i>	<i>07</i>	<i>Flag raising best students of each grade</i>
<i>April</i>	<i>08</i>	<i>Report book</i>
<i>April</i>	<i>22</i>	<i>Flag raising Idiom Day</i>
<i>May</i>	<i>13</i>	<i>Flag raising best students in “pruebas pensar”</i>
<i>May</i>	<i>23 to 27</i>	<i>Simulacrum “Pruebas Milton Ochoa”</i>
<i>May</i>	<i>31</i>	<i>Flag raising “Estudiantes afrodescendientes”</i>

Table 3 Intra-institutional activities Schedule

Description of activities

The first activity was “Titulatura”, it took the first two hours of classes where students did a reading about bullying, then they socialized the text and answer some questions about the text, they also needed to write some strategies to stop the bullying. During this time, we examined the students uniform and give a grade in platform (Annex 19).

The second activity was the ICFES Simulacrum, where students just needed a pencil and an eraser to answer the question, it was four hours in the morning and four hours in the afternoon. In this activity I controlled the discipline inside the class (Annex 20).

The third activity was Flag raising best students of each grade, where the best students of each grade were rewarded for their efforts, during this flag raising, my role was to control the discipline of the students, examine that each student had their face mask and gave to the students their reward (Annex 21).

The fourth activity was the report book, that day every parent went to the “aula multiple” for the general meeting and then went to the classroom to receive the book report of their sons, my role was to give the report book to parents and answer questions if they had doubts about the grades of their children (Annex 22).

The fifth activity was the flag raising of the idiom day, where it was rewarded the best students of Spanish language, then some students did a cultural presentation such as: to dance, to sing and to say a poem. My role was to control the discipline of the students and that they did silence while teachers and students spoke (Annex 23).

The sixth activity was the flag raising of best students of pruebas pensar. where the best students of each grade were rewarded for their efforts, during this flag raising, my role was to control the discipline of the students, examine that each student had their face mask and gave to the students their reward (Annex 24).

The seventh activity was the simulacrum Milton Ochoa week, it was in the “aula multiple” where students socialized the questions and answers with Milton Ochoa. It started at 6:30 am to 11:30 am. My role was to control the discipline of the students (Annex 25).

The eighth activity was the flag raising of Afro descent students where students with Afro origins was rewarded, during this flag raising, my role was to control the discipline of the students, examine that each student had their face mask and gave to the students their reward (Annex 26).

Conclusions

During these procedures; the pre-service teacher could acquire a deep perspective of the logistics of the events, where practicum is aware of the importance of teachers and student's role during the managing and organization of the events inside the institution. Each one is important to good development and success of every activity.

Chapter VI: Reflective approach to integral practicum.

Narratives Reflections

During this process, it was necessary to know everything related to the institution, the methodology, the way of work of the supervisor, the student's behavior and how to adapt the different activities to the students that they learned the different topics developed during the class. Thanks to those experiences it is possible to create every narrative, where the practicum can express what they do during the practice and how to improve strategies to better teaching learning process in the institutions (Annex 27).

Conclusions

Throughout the institutional, pedagogical research, community outreach and intra-institutional activities, it was possible to recognize not only the extensive work that a teacher does every day, but also their commitment and dedication to the educational institution and students, the work carried out in each of these components showed a high level of responsibility and dedication. Sometimes planner executions were not developed during the stipulated time, because of students, they did not do the tasks or the activities during the hour, it took around two or three hours to finish them.

With the pedagogical component, it was possible to work with the students, because they showed interest and active participation, the supervisors give the opportunity to develop the proposal during an independent class every week and it was possible because of the disposition of the supervisor and students, taking into account the syllabus of the institution, where planners were executed in two hour or more hours because of the developing process of each student, not all the students work in the same way, some of them have difficulties to understand or to develop the activities.

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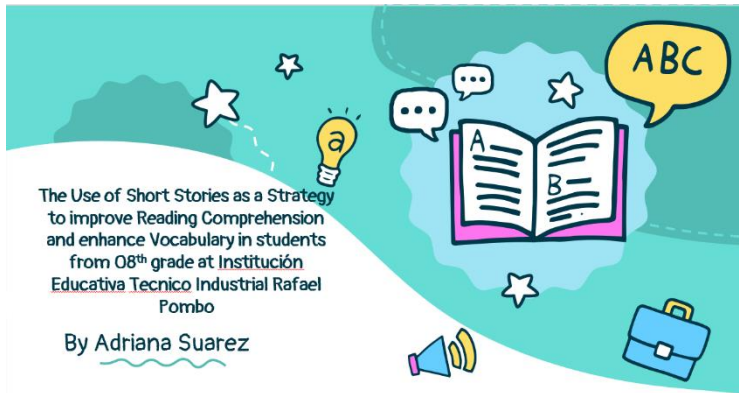
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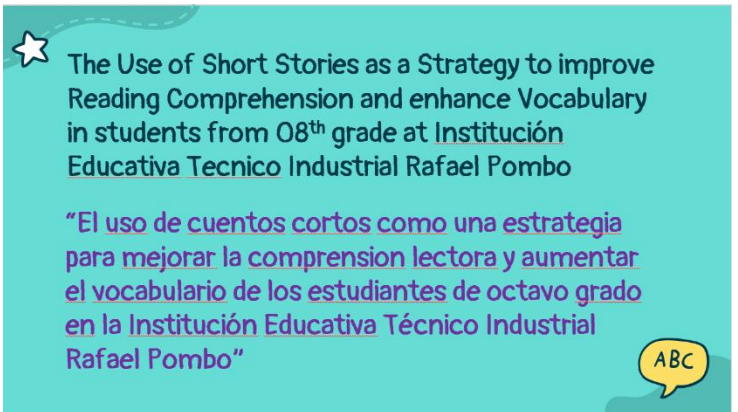
Annexes

Annex 1 Proposal Presentation



The Use of Short Stories as a Strategy to improve Reading Comprehension and enhance Vocabulary in students from 08th grade at Institución Educativa Técnico Industrial Rafael Pombo

By Adriana Suarez




The Use of Short Stories as a Strategy to improve Reading Comprehension and enhance Vocabulary in students from 08th grade at Institución Educativa Técnico Industrial Rafael Pombo

“El uso de cuentos cortos como una estrategia para mejorar la comprensión lectora y aumentar el vocabulario de los estudiantes de octavo grado en la Institución Educativa Técnico Industrial Rafael Pombo”



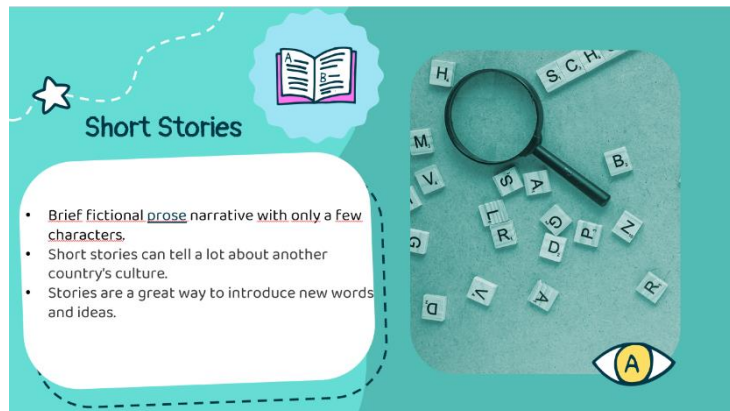
Reading Comprehension

- Reading comprehension helps to understand and interpret what texts want to transmit.
- Reading develops your imagination and creativity
- Reading improves vocabulary and communication
- Reading improves concentration and reduces stress



Vocabulary

- 01 It is the quantity of words and expressions that a person knows in a foreign language.
- 02 A robust vocabulary positively influences other areas of communication — listening, speaking, reading and writing.
- 03 Vocabulary helps with:
 - Orthography – Written Form.
 - Phonology – Spoken form.
 - Reference – Meaning.



Short Stories

- Brief fictional prose narrative with only a few characters.
- Short stories can tell a lot about another country's culture.
- Stories are a great way to introduce new words and ideas.



Activities

- Workshops
- Glossary
- Methodology

Annex 2 First observation

ITEMS OBSERVABLES		OBSERVATION	
LEARNING STYLE	Participation	Los estudiantes participan de manera activa durante la clase, ya que responden a lo que profesora les pregunta sobre un tema o actividad.	
	Use of the Mother Tongue	El uso de la lengua nativa es utilizado en un 100%, ya que los estudiantes no tienen mucho vocabulario para expresarse en inglés	
	Use of the Foreign Language	El inglés solo lo utilizan para responder a las preguntas que hace la profesora sobre dar ejemplos sobre un tema o sobre un texto.	
PERSONAL COMMUNICATION	Verbal and Non-Verbal Students Behavior	Vocabulary	El vocabulario de los estudiantes es limitado.
		Look	
		Gestures	Los estudiantes muestran una actitud positiva frente a los temas durante las clases.
	Interaction with the Teacher	Respect for the Teacher	Los estudiantes respetan a la profesora durante la clase.
		Accessibility	Los estudiantes frente a cualquier duda o inquietud con respecto a un tema, hacen sus preguntas y la profesora les responde y aclara las mismas.
USE OF LEARNING MATERIALS AND RESOURCES	Use of the Board	Los estudiantes usan el tablero cuando es necesario, el uso del tablero es cuando hacen un dictado para evaluar su listening.	
	Use of Laboratory Instruments		
	Use of Learning Materials	Los estudiantes usan el internet como medio para despejar dudas en caso de que las tengan y para buscar información sobre un tema.	

Observer:

Adriana Suarez

Annex 4 First Reading Comprehension of short stories and workshop planner

GROUP: eighth 02	LEVEL: A1	DATE: April 29 th
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to fantasy stories.	COMMUNICATIVE OBJECTIVE: To understand the most important aspects about the story.	SOCIO-CULTURAL OBJECTIVE: To make comparisons among short stories in English to Spanish.
TASK: Do a draw about the short story the princess and the pea.	MATERIALS: Authentic document (Short stories) Board Markets Slides	
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Before		The teacher will greet the students saying hello or good morning and ask them how they are. Then the teacher will do a little prayer. Prayer: In the name of the father, of the son, on the holy spirit amen. Thank you, Lord, for this day, for my family, for the students, for the peace in the world, amen. The teacher will remind them about the project and the development of the activity.

During	Reading Comprehension	<p>Pre-reading: The teacher will give to each student a short story “the princess and the pea” This short story is a fantasy story. (Appendix 1)</p> <ul style="list-style-type: none"> • Reading Technique–Skimming Students will do a quick reading about the story to see what they understand about the text. The teacher will ask them what they understood. • Active Reading Style The teacher will show the possible unknown vocabulary through a series of flashcards using slides that help the students in the comprehension of the story (Appendix 2) <p>While reading:</p> <ul style="list-style-type: none"> • Detailed Reading The students will read the text in detail to understand the story and to select other vocabulary that they do not understand. Then the teacher will ask to the students in what time is written the text (verb to be in past and past simple). With this second reading, the teacher will ask if they understood more the story. <p>Post reading:</p> <ul style="list-style-type: none"> • Reading Techniques: Survey-Question-Read-Recite-Review After identify the time, the students will select the main ideas of the story to have a better comprehension and develop the activity. This activity is to make a draw of the story about those main ideas that the student identified (Appendix 3). The teacher will tell them that they will do a glossary with the vocabulary.
After		Finally, when the students finish the draw, she will take the pictures about

		<p>what the students do, if one of them can't do the draw, they can continue at home and send the picture.</p> <p>Teacher will give thanks to the students for the actively participation during the class and say them good bye.</p>
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Appendix 1

The Princess and the Pea

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He **travelled** all over the world to find one, but **nowhere** could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So, he came **home** again and was **sad**, for he would have liked very much to have a real princess.

One evening a terrible **storm** came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

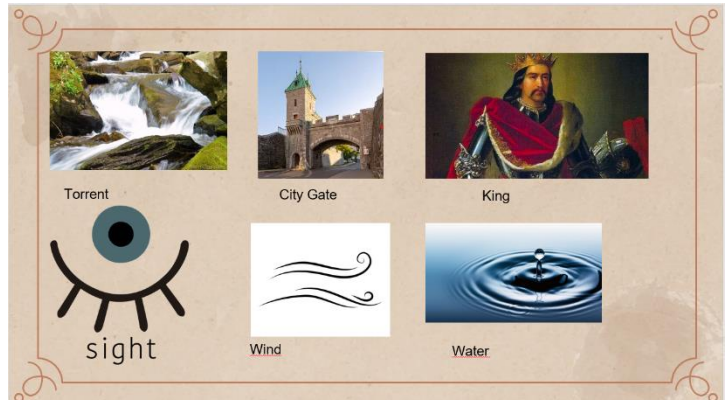
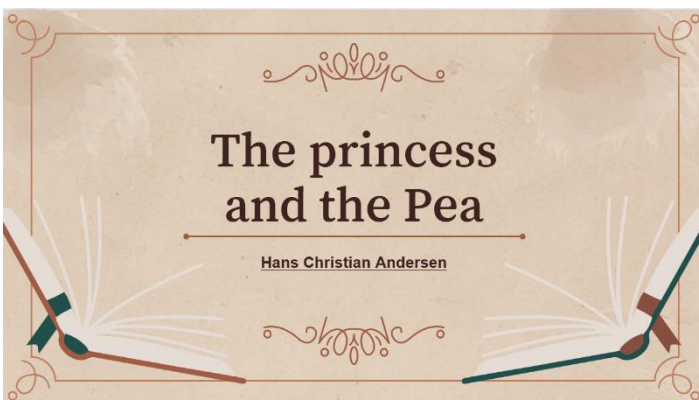
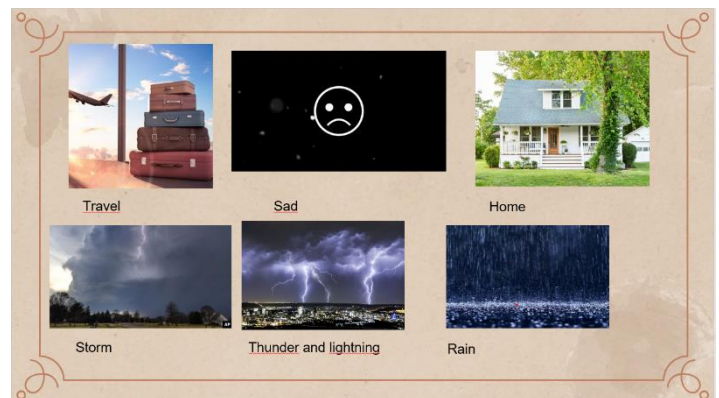
On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

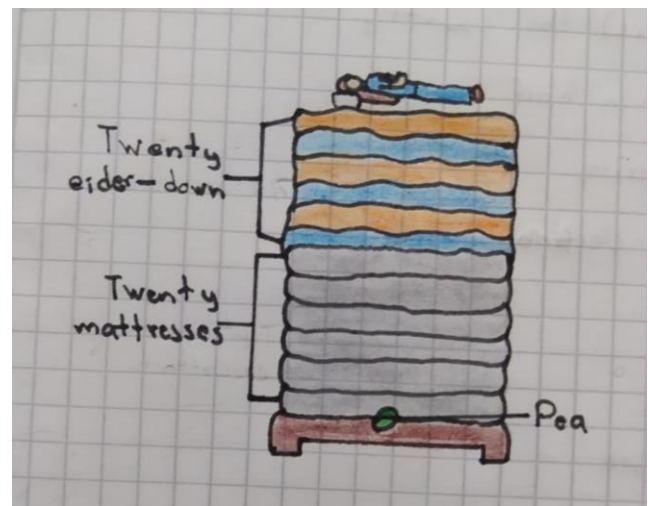
Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

Appendix 2



Appendix 3.



Annex 5 Second Reading Comprehension of short stories and workshop planner

GROUP : eighth 02	LEVEL : A1	DATE: May 06 th
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to fantasy stories.	COMMUNICATIVE OBJECTIVE: To understand the most important aspects about the story.	SOCIO-CULTURAL OBJECTIVE: To make comparisons among short stories in English to Spanish.
TASK: Develop the worksheet about the short story	MATERIALS: Authentic document (Short stories) Board Markets Slides	
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Before		The teacher will greet the students saying hello or good morning and ask them how they are. Then the teacher will do a little prayer. Prayer: In the name of the father, of the son, on the holy spirit amen. Thank you, Lord, for this day, for my family, for the students, for the peace in the world, amen. The teacher will remind them about the project and the development of the activity.

During	Reading Comprehension	<p>Pre-reading: The teacher will give to each student a short story “Little red riding hood” This short story is a fantasy story (Appendix 1).</p> <ul style="list-style-type: none"> • Reading Technique–Skimming Students will do a quick reading about the story to see what they understand about the text. The teacher will ask them what they understood. • Active Reading Style The teacher will show the possible unknown vocabulary through a series of flashcards using slides that help the students in the comprehension of the story (Appendix 2). <p>While reading:</p> <ul style="list-style-type: none"> • Detailed Reading The students will read the text in detail to understand the story and to select other vocabulary that they do not understand. Then the teacher will ask to the students in what time is written the text (verb to be in past and past simple). With this second reading, the teacher will ask if they understood more the story. <p>Post reading:</p> <ul style="list-style-type: none"> • Reading Techniques: Survey-Question-Read-Recite-Review After identify the time, the students will select the main ideas of the story to have a better comprehension and develop the activity. This activity is to develop a worksheet about the story (Appendix 3). The teacher told them, that add the vocabulary to the glossary.
After		<p>Finally, when the students finish the worksheet, the teacher will take the pictures about what the students do. Teacher will give thanks to the students for the actively participation during the class and say them good bye.</p>

Appendix 1

Little Red Riding Hood

Once upon a time there was a sweet little girl. Everyone called her Little Red Riding Hood, because she always wore a red riding hood. It had been given to her by her grandmother, who loved the little girl very much. One day Little Red Riding Hood's mother said, "Here, child, take this basket to your grandmother. It's got bread, butter, cake and berries in it. She's feeling sick and I hope this will make her feel better. Don't talk to strangers, don't leave the path and walk straight to your grandma's house."

Little Red Riding Hood's grandmother lived half an hour away in the woods outside the village. So Little Red Riding Hood set off. The girl had just entered the woods, when a wolf came out of the trees. She wasn't scared because she didn't know wolves are dangerous.

"Good day, Little Red Riding Hood", the wolf greeted her. "Good day, Mr. Wolf", the girl replied.

"Where are you going?" he asked.

"I'm going to visit my grandmother, because she isn't feeling well", Little Red Riding Hood replied.

"What do you have in that basket?" asked the wolf.

"I have some bread, butter, cake and berries to take to grandma", she replied.

"Excellent! And where does your grandmother live?" asked the wolf and Little Red Riding Hood explained exactly where her grandma lived. They walked together for a while. Then the wolf spoke again.

"What lovely flowers there are here! Why don't you pick some for your grandma?" The girl looked around and saw all those beautiful flowers. She thought that her grandmother

would be delighted to have some fresh flowers and, despite her mother's advice, she left the path.

While Little Red Riding Hood went deeper into the woods to pick flowers, the wolf went straight to her grandmother's house. He knocked on the door and heard a voice inside "Who's it?"

"It's me, Little Red Riding Hood. I've brought you bread, butter, cake and berries", the wolf said, disguising his voice.

"How lovely! Give the door a big push and come in. I don't have the strength to come and open it."

The wolf entered the house, went to the old woman's bed and ate her whole. Then he put her clothes on and slipped into the bed. When Little Red Riding Hood arrived at her grandmother's house, she noticed that the door was open. The girl went in and went to the bedroom.

Usually she felt very happy at her grandma's but that day she felt different. "Good morning!" she said, but no one replied. Her grandmother looked strange. "Oh, grandma, what big ears you have!" exclaimed Little Red Riding Hood.

"All the better to hear you with!" the wolf replied in a fake voice. "Oh, Grandma, what big eyes you have!" she continued.

"All the better to see you with!" the wolf said.

"Oh, Grandma, what big hands you have!"

"All the better to grab you with!", the wolf said.

"Oh, Grandma, what a big mouth you have!" exclaimed Red Riding Hood. "All the better to eat you with!"

The wolf roared, jumped off the bed and ate the poor girl whole.

With his stomach full, the wolf got back into grandma's bed and fell asleep, snoring loudly. A huntsman, who was passing by the house, heard him and thought it was strange for the old woman to snore so loudly.

He looked inside and saw that it was the wolf who was snoring. The huntsman had been looking for the wolf for a long time. At long last he had found him!

The huntsman lifted his gun and was just about to shoot, when he had a thought. Maybe the old woman was still alive inside his belly.

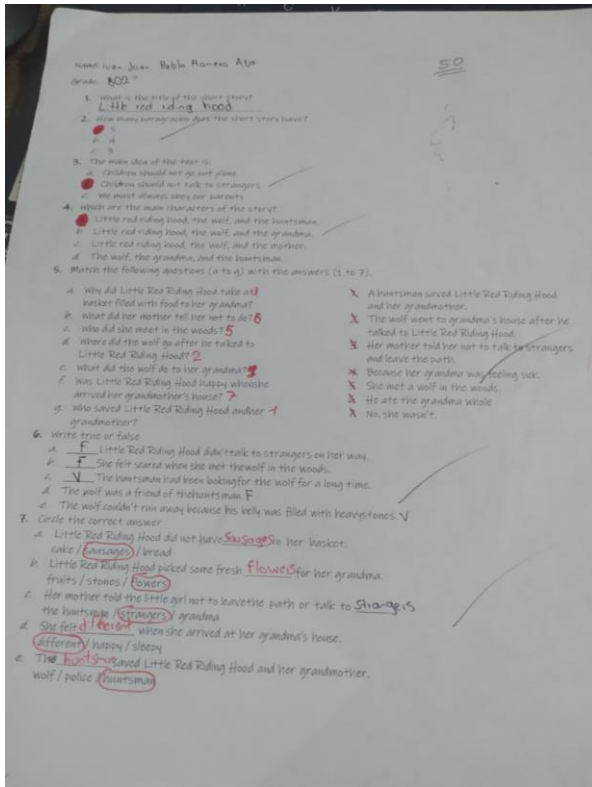
So the man took a pair of scissors and cut open his belly. He saw a red hood popping out and then Little Red Riding Hood jumped out. The huntsman cut a bit more and the grandmother came out, too.

Little Red Riding Hood gathered some stones and they filled the wolf's belly with them. When he woke up, he was scared and tried to run away but the stones were so heavy that he fell down dead.

The three ate some cake, happy in the knowledge that the wolf was not going to be a danger anymore. Little Red Riding Hood decided never to leave the path again and to listen more carefully to what her mother told her.

Appendix 2





Annex 6. Second Observation

Date: May 13th

ITEMS OBSERVABLES		OBSERVATION	
LEARNING STYLE	Participation	Students participate actively during the class; they show interest in the class.	
	Use of the Mother Tongue	The mother tongue is used all the time, students do not have an English level.	
	Use of the Foreign Language	El inglés solo lo utilizan para responder a las preguntas que hace la profesora sobre dar ejemplos sobre un tema o sobre un texto.	
PERSONAL COMMUNICATION	Verbal and Non-Verbal Students Behavior	Vocabulary	The student vocabulary is limited
		Look	
		Gestures	Sometimes the studentsb show a good disposition during the class.

	Interaction with the Teacher	Respect for the Teacher	The students are respectful during the classes
		Accessibility	Students ask about the topics if they have doubts.
USE OF LEARNING MATERIALS AND RESOURCES	Use of the Board	The board is using when the teacher does dictation to the students.	
	Use of Laboratory Instruments	The computers and tv is used to show slides, pictures and videos to explain the topics.	
	Use of Learning Materials	Students use internet to search about the topic	

Observer: Adriana Suarez

Annex 7 Third Reading Comprehension of Short Story and workshop planner.

GROUP : eighth 02	LEVEL : A1	DATE: May 20 th
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to fantasy stories.	COMMUNICATIVE OBJECTIVE: To understand the most important aspects about the story.	SOCIO-CULTURAL OBJECTIVE: To make comparisons among short stories in English to Spanish.
TASK: Create an alternative ending	MATERIALS: Authentic document (Short stories) Board Markets Slides	
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Before		The teacher will greet the students saying hello or good morning and ask them how they are. Then the teacher will do a little prayer. Prayer: In the name of the father, of the son, on the holy spirit amen. Thank you, Lord, for this day, for my family, for the students, for the peace in the world, amen. The teacher will remind them about the project and the development of the activity.

<p>During</p>	<p>Reading Comprehension</p>	<p>Pre-reading: The teacher will give to each student a short story “Little red riding hood” This short story is a fantasy story. (Appendix 1)</p> <ul style="list-style-type: none"> • <i>Reading Technique–Skimming</i> Students will do a quick reading about the story to see what they understand about the text. The teacher will ask them what they understood. • <i>Active Reading Style</i> The teacher will show the possible unknown vocabulary through a series of flashcards using slides that help the students in the comprehension of the story. (Appendix 2) <p>While reading:</p> <ul style="list-style-type: none"> • <i>Detailed Reading</i> The students will read the text in detail to understand the story and to select other vocabulary that they do not understand. Then the teacher will ask to the students in what time is written the text (verb to be in past and past simple). With this second reading, the teacher will ask if they understood more the story. <p>Post reading:</p> <ul style="list-style-type: none"> • <i>Reading Techniques: Survey-Question-Read-Recite-Review</i> After identify the time, the students will select the main ideas of the story to have a better comprehension and develop the activity. This activity is to create an alternative ending about the story. (Appendix 3) The teacher told them, that add the vocabulary to the glossary.
<p>After</p>		<p>Finally, when the students finish the alternative ending, the teacher will take the pictures about what the students do. Teacher will give thanks to the students for the actively participation during the class and say them good bye.</p>

Appendix 1

The Mouse Ghost






In a jungle, there lived a little mouse, Squeaky. He was so tiny that he was always afraid of the other big animals. That night, he found a cloth lying near his house. He thought for a while and soon he realized that it was a pillow cover humans use. "I can have some fun with this," laughed the mouse. Squeaky drew two eyes and lips with that pen. It was made in such a way that it was appearing to be a ghost. As night was approaching, all the big animals started to go back to their houses.

As rabbit passed by, he saw a shadow of the ghost. He ran away at once. Soon, the deer came across the same path and cried in fear. The mouse was really enjoying this. Even the king of the jungle was now afraid of him.

One day, there was a huge thunderstorm. The animals had no choice but to cross that scary path. All the trees had fallen and because of that the rest of the paths were blocked. Soon, rabbit crossed that path and he saw the ghost. The rabbit jumped out of fear. But, to his surprise, the white cloth flew away and inside it, there was Squeaky. Soon, all the animals gathered there and drove the mouse away. He could never return to the jungle.

Appendix 2



			
Jungle	Tiny	Pillow cover	Shadow
drew (past) = draw: dibujar Eyes: ojos Lips: labios Pen: lapicero appearing: parecido Approaching: aproximando Go back: Volver Passed by: pasó por saw= see: mirar Huge: enorme Thunderstorm: Tormenta	Fallen: caer Because of: a causa de Blocked: bloqueado Jumped out: saltó de repente Flew away= fly away: echar a volar Inside: dentro Gathered: reunieron Drove= drive: conducir		
			Ghost

Appendix 3.

Final tel cuento el raton fantasma

then squeaky told them that that would never happen again and offered an apology to the whole jungle, the animals agreed and decided to give him a second chance. As time passed, that never happened again and all the animals in the jungle lived happily ever after.

5.0

El final del cuento raton fantasma

then squeaky told them that that would never happen again and offered an apology to the whole jungle, the animals agreed and decided to give him a second chance. As time passed, that never happened again and all the animals in the jungle lived happily ever after.

Final of the story the ghost mouse

They were dark and attracted a lot of fear that even the king of the jungle was scared but the mouse was not afraid or fear, but the rabbit and the mouse as they were not fear the rodent and called other people to remove the trees that had fallen by the storm and so it was removed them so that the areas will spend the servants and the king of the jungle and passed happy and happy

Final del cuento

When the mouse saw him far from his room, he looked for a way to explain what happened, he just wanted to have fun and thought that it would only be a joke that night.

The king of the jungle and the rabbit, very angry with the mouse, did not want to hear explanations until one day they began to think about how that mouse was going through needs. Far from his home they decided to listen to his explanation and excuse the mouse and so he could return to his home and the jungle.

Annex 8 Second Questionnaire

Segundo Cuestionario

El siguiente cuestionario está dirigido a los estudiantes de octavo grado de la Institución Educativa Técnico Industrial Rafael Pombo, con el objetivo de obtener información para el desarrollo del proyecto "El uso de cuentos cortos como una estrategia para el mejorar la comprensión lectora y aumentar vocabulario en estudiantes de octavo grado en la Institución Educativa Técnico Industrial Rafael Pombo".

Es de vital importancia que respondan con honestidad las siguientes preguntas.

Nombre:

Fecha:

Edad:

Grado:

1. ¿Cuál es su perspectiva sobre la implementación de cuentos cortos en la clase de inglés?
2. ¿Cuáles fueron las ventajas de usar cuentos cortos durante la clase de inglés?
3. ¿Cuáles fueron los inconvenientes que usted encontró al implementar cuentos cortos en la clase de inglés?
4. ¿Qué actividades se trabajaron en la clase de inglés para desarrollar la comprensión lectora y aumentar vocabulario?
5. ¿Qué competencias adquirió o desarrolló a través del uso de cuentos cortos en la clase de inglés?
6. Desde su punto de vista, ¿Cómo describiría el trabajo realizado de la docente en formación, al momento de desarrollar los talleres con cuentos cortos durante la clase de inglés?
7. ¿Cómo participó usted en el proyecto pedagógico implementado por la docente en formación?

Segundo Cuestionario

El siguiente cuestionario está dirigido a los estudiantes de octavo grado de la Institución Educativa Técnico Industrial Rafael Pombo, con el objetivo de obtener información para el desarrollo del proyecto "El uso de cuentos cortos como una estrategia para el mejorar la comprensión lectora y aumentar vocabulario en estudiantes de octavo grado en la Institución Educativa Técnico Industrial Rafael Pombo".

Es de vital importancia que respondan con honestidad las siguientes preguntas.

Nombre: Juan Carlos Rojas Pinzon Fecha: 3/06/22

Edad: 19 años

Grado: 802

1. ¿Cuál es su perspectiva sobre la implementación de cuentos cortos en la clase de inglés?
Mi perspectiva sobre la implementación de cuentos cortos en la clase de inglés es que es una herramienta útil para mejorar la comprensión lectora.
2. ¿Cuáles fueron las ventajas de usar cuentos cortos durante la clase de inglés?
Ayuda a mejorar la comprensión lectora y a aprender vocabulario.
3. ¿Cuáles fueron los inconvenientes que usted encontró al implementar cuentos cortos en la clase de inglés?
Al principio era un poco difícil entender los cuentos, pero con la ayuda de la docente se fue mejorando.
4. ¿Qué actividades se trabajaron en la clase de inglés para desarrollar la comprensión lectora y aumentar vocabulario?
Se trabajó con los cuentos, tanto en inglés como en español, se hicieron actividades de comprensión lectora y se aprendieron palabras nuevas.
5. ¿Qué competencias adquirió o desarrolló a través del uso de cuentos cortos en la clase de inglés?
Aprendí mejor vocabulario y a entender los cuentos en inglés.
6. Desde su punto de vista, ¿Cómo describiría el trabajo realizado de la docente en formación, al momento de desarrollar los talleres con cuentos cortos durante la clase de inglés?
Mi profesora fue muy buena, ella nos ayudó a entender los cuentos y a aprender vocabulario.
7. ¿Cómo participó usted en el proyecto pedagógico implementado por la docente en formación?
Participé como un estudiante que va aprendiendo, pero pude aprender.

Segundo Cuestionario

El siguiente cuestionario está dirigido a los estudiantes de octavo grado de la Institución Educativa Técnico Industrial Rafael Pombo, con el objetivo de obtener información para el desarrollo del proyecto "El uso de cuentos cortos como una estrategia para el mejorar la comprensión lectora y aumentar vocabulario en estudiantes de octavo grado en la Institución Educativa Técnico Industrial Rafael Pombo".

Es de vital importancia que respondan con honestidad las siguientes preguntas.

Nombre: Juan Carlos Rojas Pinzon Fecha: 03/06/22

Edad: 19

Grado: 802

1. ¿Cuál es su perspectiva sobre la implementación de cuentos cortos en la clase de inglés?
Me parece muy bien, me ayuda a entender y a aprender vocabulario.
2. ¿Cuáles fueron las ventajas de usar cuentos cortos durante la clase de inglés?
Pues me ayuda a entender y a aprender vocabulario.
3. ¿Cuáles fueron los inconvenientes que usted encontró al implementar cuentos cortos en la clase de inglés?
Mis inconvenientes fueron leer el cuento por lo que no me dio al inglés.
4. ¿Qué actividades se trabajaron en la clase de inglés para desarrollar la comprensión lectora y aumentar vocabulario?
Se trabajó el guayón.
5. ¿Qué competencias adquirió o desarrolló a través del uso de cuentos cortos en la clase de inglés?
Pues aprendí un poco más de vocabulario.
6. Desde su punto de vista, ¿Cómo describiría el trabajo realizado de la docente en formación, al momento de desarrollar los talleres con cuentos cortos durante la clase de inglés?
Me parecía muy bien, ella nos ayudó bastante.
7. ¿Cómo participó usted en el proyecto pedagógico implementado por la docente en formación?
Participé en los dos últimos cuentos.

Segundo Cuestionario

El siguiente cuestionario está dirigido a los estudiantes de octavo grado de la Institución Educativa Técnico Industrial Rafael Pombo, con el objetivo de obtener información para el desarrollo del proyecto "El uso de cuentos cortos como una estrategia para el mejorar la comprensión lectora y aumentar vocabulario en estudiantes de octavo grado en la Institución Educativa Técnico Industrial Rafael Pombo".

Es de vital importancia que respondan con honestidad las siguientes preguntas.

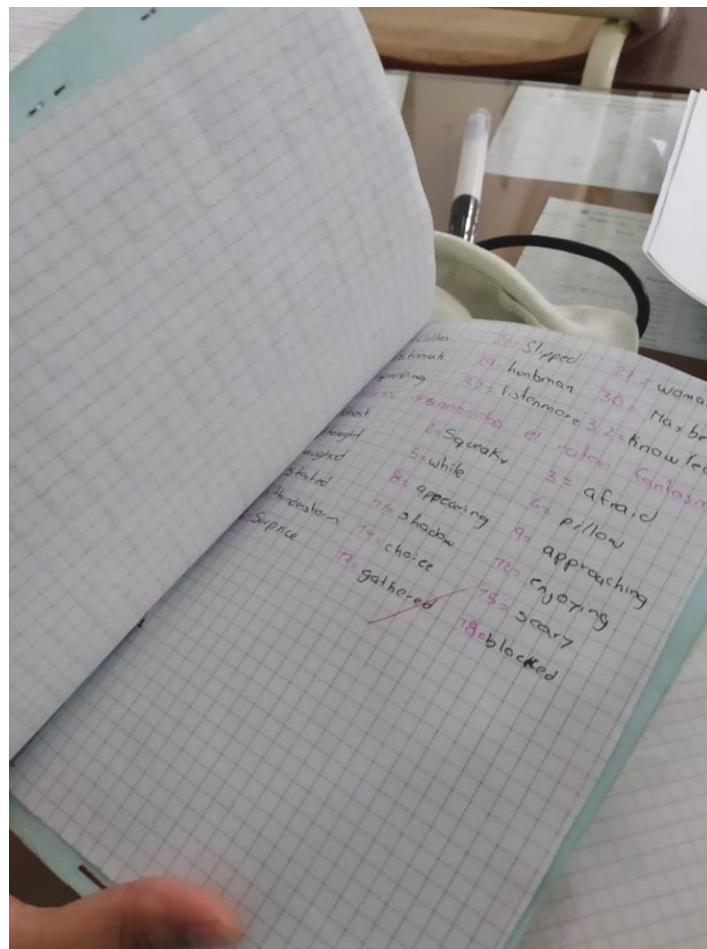
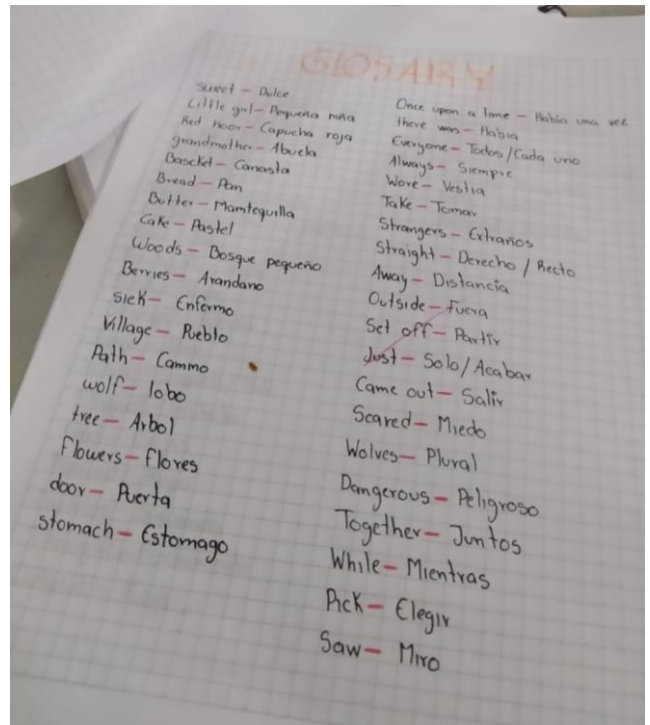
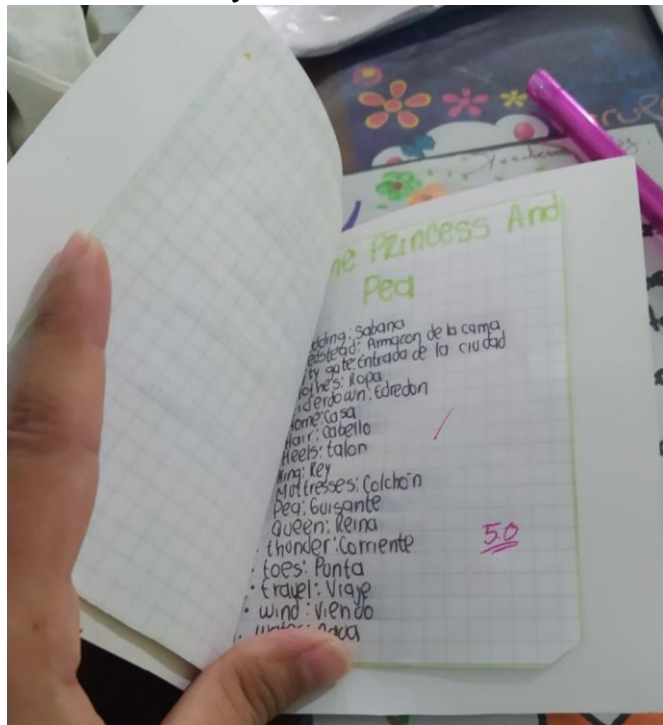
Nombre: Diego Alvaro Contreras Sarmiento Fecha: 03/06/2022

Edad: 15

Grado: 802

1. ¿Cuál es su perspectiva sobre la implementación de cuentos cortos en la clase de inglés?
Me parece bien, me ayuda a entender y a aprender vocabulario.
2. ¿Cuáles fueron las ventajas de usar cuentos cortos durante la clase de inglés?
Es entendiendo y aprendiendo palabras que en los cuentos se usan.
3. ¿Cuáles fueron los inconvenientes que usted encontró al implementar cuentos cortos en la clase de inglés?
Ninguno, me parece interesante leer los cuentos y aprender vocabulario.
4. ¿Qué actividades se trabajaron en la clase de inglés para desarrollar la comprensión lectora y aumentar vocabulario?
Lectura del cuento en inglés y español, preguntas sobre el cuento y búsqueda de palabras desconocidas.
5. ¿Qué competencias adquirió o desarrolló a través del uso de cuentos cortos en la clase de inglés?
Aumentó el vocabulario y fluidez al hablar.
6. Desde su punto de vista, ¿Cómo describiría el trabajo realizado de la docente en formación, al momento de desarrollar los talleres con cuentos cortos durante la clase de inglés?
Estudiante, ya que no era como la que leía sino que le ponía en contexto y tenía preguntas para entender.
7. ¿Cómo participó usted en el proyecto pedagógico implementado por la docente en formación?
Respondiendo las preguntas y también participando en lecturas y traducciones que me dio.

Annex 9. Glossary



Annex 10. Colors planning

Planner

Público: Prescolar	Nivel:
Fecha: 28 de marzo al 01 de abril	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Colors
Warm up: La clase se iniciará saludando a los estudiantes, preguntándoles como están en inglés y les preguntará si conocen los colores.	
Middle Para que los niños se familiaricen con el tema, se les presentará dos videos de canciones sobre los colores. Después se les mostrará una serie de flashcards con los colores, en el cual la profesora pronuncia el color en inglés y los niños deben repetir. Después la profesora les preguntará el cómo se dice el color en inglés: ¿Cómo se dice azul en inglés? Una vez repasado varias veces los colores se pasa a la actividad.	
Fin La profesora les entregará cada estudiante una hoja con un dibujo y les indicará de color deben pintarlo en inglés. La segunda actividad consiste en que rellenen con papel seda el color que corresponde de cada huevo.	

Annex 12 Numbers 1 to 10

Planner

Público: Prescolar	Nivel:
Fecha: 18 de abril al 22 de abril	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Numbers 1 to 10
Warm up: La clase se iniciará saludando a los estudiantes, preguntándoles como están en inglés y les preguntará si conocen los números de 1 al 10	
Middle Para que los niños se familiaricen con el tema, se les presentará dos videos de una canción sobre los números del 1 al 10. Después se les mostrará una serie de flashcards con los números, en el cual la profesora pronuncia el numero en inglés y los niños deben repetir. Después la profesora les preguntará el cómo se dice un numero en inglés: ¿Cómo se dice dos en inglés? Una vez repasado varias veces los animales se pasa a la actividad.	
Fin La profesora les entregará a los estudiantes una imagen en el cual hay numeritos y en la parte de abajo cada número tiene un color, la profesora les dirá que numero deben ir pintando. La segunda actividad consiste en un bingo.	

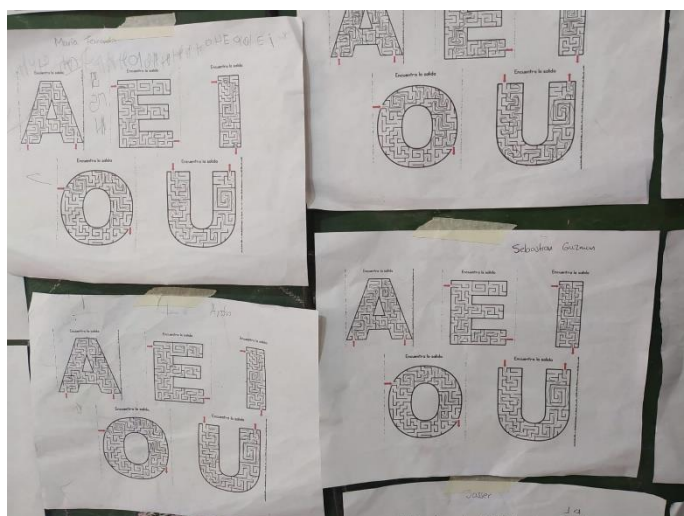
Anexos



Annex 13 Vowels

Público: Prescolar	Nivel:
Fecha: 25 abril al 29 abril	Material: Guías Tv
Profesores: Adriana Suarez	Tema: vowels
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know the vowels in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the vowels. Then they will be shown a series of flashcards with the vowels, in which the teacher pronounces the animal in English and the children must repeat. Then the teacher will ask them how to say the vowels in English: How do you say “A” in English? Once reviewed several times the vowels, they passed to the activity.	
Fin The teacher will ask them what vowel they want in English: Who wants to paint E? children should color the vowel The second activity is to develop a maze inside every vowel.	

Anexos



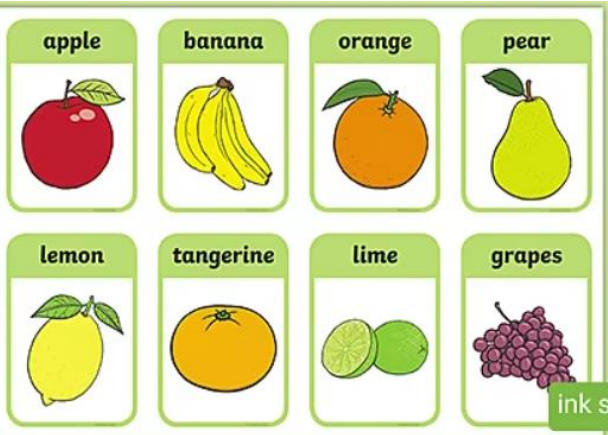
Annex 14 Geometric Shapes

Público: Prescolar	Nivel:
Fecha: 02 mayo al 6 mayo	Material: Guías Tv
Profesores: Adriana Suarez	Tema: figure shapes
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know the figure shapes in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the figure shapes. Then they will be shown a series of flashcards with the shapes, in which the teacher pronounces the shape in English and the children must repeat. Then the teacher will ask them how to say the vowels in English: How do you say A in English? Once reviewed several times the shapes, she passed to the activity.	
Fin The teacher will ask them what shape they want in English: Who wants to paint Triangle? children should color the shapes.	

Annex 15 Fruits

Público: Prescolar	Nivel:
Fecha: 09 mayo al 13 mayo	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Fruits
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know some fruits in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the fruits. Then they will be shown a series of flashcards with the shapes, in which the teacher pronounces the fruit in English and the children must repeat. Then the teacher will ask them how to say the vowels in English: How do you say apple in English? Once reviewed several times the fruits, she passed to the activity.	
Fin The teacher gives to students a sheet with fruits, they must color and then cut and paste the fruits.	

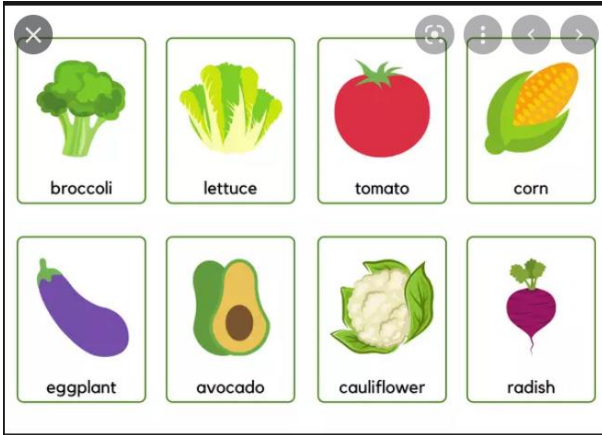
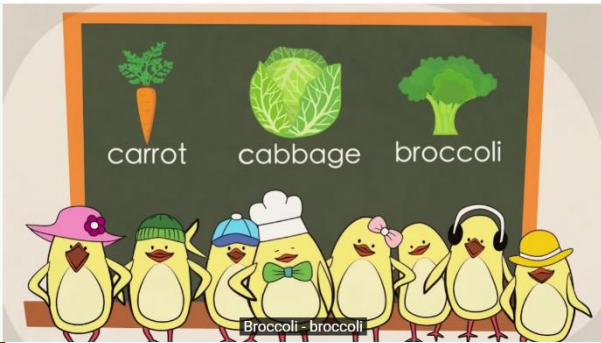
Anexos



Annex 16 Vegetables

Público: Prescolar	Nivel:
Fecha: 16 mayo al 20 mayo	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Vegetables
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know some vegetables in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the vegetables. Then they will be shown a series of flashcards with the vegetables in which the teacher pronounces the veggie in English and the children must repeat. Then the teacher will ask them how to say the vegetables in English: How do you say tomato in English? Once reviewed several times the vegetables, she passed to the activity.	
Fin The teacher gives to students a sheet with vegetables and fruits, they must color and then cut and classify the vegetables and the fruits. The second activity is about coloring and count how many veggies there are.	

Anexos



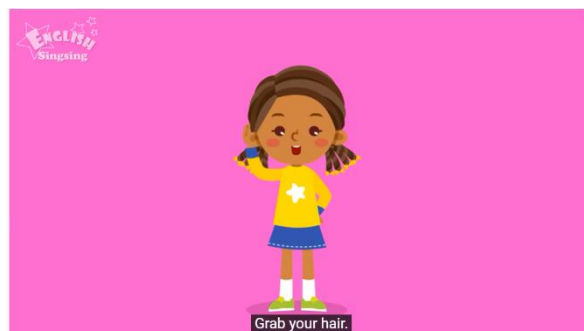
Annex 17 Family members

Público: Prescolar	Nivel:
Fecha: 23 mayo al 27 mayo	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Family members
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know some family members in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the family members. Then they will be shown a series of flashcards with the family members in which the teacher pronounces the member in English and the children must repeat. Then the teacher will ask them how to say the members in English: How do you say “abuelo” in English? Once reviewed several times the members, she passed to the activity.	
Fin The teacher gives to students a sheet with family members, they must color and then write in English every member. The second activity was to cut and paste every family member with its names in English.	

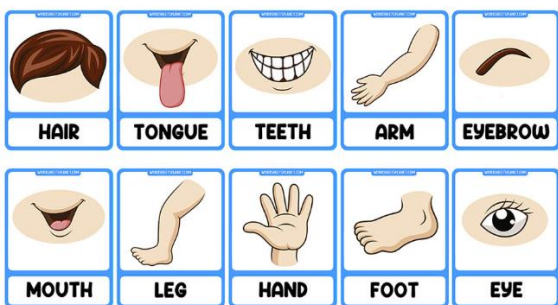
Annex 18 Parts of the body.

Público: Prescolar	Nivel:
Fecha: 30 mayo al 03 junio	Material: Guías Tv
Profesores: Adriana Suarez	Tema: Body parts
Warm up: The class will begin by greeting the students, asking them how they are in English and asking them if they know some body parts in English	
Middle To familiarize the children with the subject, they will be presented with two videos of a song about the body parts. Then they will be shown a series of flashcards with body parts in which the teacher pronounces the part in English and the children must repeat. Then the teacher will ask them how to say the body parts in English: How do you say “ojos” in English? Once reviewed several times the parts of the body, she passed to the activity.	
Fin The teacher gives to students a sheet with parts of the body, they must color and then cut and paste each part in a correct way.	

Anexos



BODY PARTS FLASHCARDS



Annex 27 Narrative reflection

Week three

04th to 08th April 2022

Foreign language program

University of Pamplona

The third week, I continued with the present progressive topic, where we started with a reading comprehension, students read the text and then identify the sentences with present progressive and copy the vocabulary that they do not know and search the meaning in English and then in Spanish.

I continued with the activity on the board, where I did the dictation to the students and I realized that they did not study about the topic and some other copy what their classmates do and I continue with the activities about ICFES where we socialized the activity, some students participated actively and some others did not have idea about the meaning of each expression and they started to write the activity and then translate it.

In primary, I could implement the second use of flashcards, I reinforce the colors, I started to show the colors and they reminded the color in English, then we did an activity, and I worked the farm animals with the students, I realized that they learn so fast because when they finished the activity, I showed one more time the flashcard and they reminded the animal in English.

I could do the first observation and I realized that one of two eighth grades students have some problems to identify the grammar structure in a text and some difficulties to interpret the text, but at the same time they were very enthusiastic with the activity because they showed interest with the use of texts.

On Friday, students did not have classes, because it was the time to give the report book to the parents, it started with a meeting and then each parent went to classroom to receive the report of their sons. It was from 8 am to 12 pm.

Adriana Judith Suarez Suarez