

The implementation of drawing task to improve students reading comprehension and
Written Production in 10th grade students at Luis Gabriel Castro School Action research

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Teaching Practicum

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Chapter I: General presentation of the Project

As a fulfillment in the last stage of the foreign language career at the University of Pamplona, it was necessary to develop teaching practicum at a high school. To carry out this process and in order to obtain a significant experience, three important components are taken into account: the pedagogical and research component, the community outreach component and the component of intra-institutional activities.

Before describing the proposal to be implemented in the institute, an observation was made in order to find a problem or need, in which documents and important pedagogical and technological aspects were evidenced in the Luis Gabriel Castro Institute such as: the speakers, the Wi-Fi , the handbook, the area plan, the teaching staff and the methodology used by the English teacher.

Firstly, the pedagogical and research component contains the proposal on the implementation of drawing tasks to reinforce reading comprehension and written production in 10th grade in students of a public school in Colombia. This project was given based on the idea of promoting student creativity for the development of reading comprehension and written production.

In addition, in the community outreach component, there is the incorporation of practitioners in primary education, promoting their participation in the educational reality of English teaching in Colombia, highlighting having the deficiency in the area of English and the importance of training in a foreign language since childhood.

Moreover, for the component of intra-institutional activities, the teacher in training participates in different activities carried out in the institution, in order to obtain experience with

teachers in a real context. In this component we find extracurricular activities that identify the school and events such as teachers meeting, masses, among others.

Finally, we find the reflective approach, which allowed us to observe the educational and personal contribution of written narratives to our integral practice

Introduction

Nowadays, the learning of English has taken a great boom, allowing students in training and professionals to break down cultural barriers, considering that English is one of the most widely spoken languages around the world. It is known that any language is made up of four language skills such as reading, writing, listening and speaking, which allow perfect control of the language.

This research focuses on analyzing the impact of drawing tasks on the reading comprehension and written production processes in tenth grade students at Luis Gabriel Castro school. For this, an action-research process was carried out in the classroom. Since, from observation and interaction, it was possible to show the difficulties when carrying out activities that involve reading comprehension related to topics in real contexts.

As an effect, the idea of executing a project that allows the student to work reading comprehension and written production as a meaningful, enriching and fun activity, breaking the monotony and promoting imagination and creativity, taking into account that the motivation of students towards English is low when using the target language, especially in reading text that they consider to be of little use. That is why we seek to present the drawing task as a way to solve this problem in an unusual way to motivate reading and writing.

Justification

Currently, the English language is considered the universal language; millions of people around the world speak and learn English. Furthermore, it is perceived as the language of trading, business, technology, and work transforming the English language into a communicative element extremely required in this Educational interconnected society (Slava, 2021). So, knowing English is essential for this globalized world.

In Colombia, since 1994, the General Education Law has recognized the importance of learning a foreign language. In this regard, students must obtain at the end of their studies a B1 language proficiency level. Nevertheless, El Tiempo (2021), stated that Colombia is among the 13 countries with the worst level of English in the world. This allows us to perceive that there are still problems in the area of English, since students in different grades do not meet the English skills that correspond to their level. Among these skills that students must develop, we find reading comprehension, the core of this research project. According to Sukma et al. (2019) with respect to others, reading is a relevant factor in the successful learning of any language, since it represents the linguistic ability of students in a unique way.

This proposal arose from the observation week in 10th grade, where it was analyzed, that students have deficiencies in reading comprehension and written production since they only focus on the grammatical component. In addition, another factor identified is the lack of vocabulary, which does not allow reading comprehension to develop smoothly. For this, it seeks to improve oral comprehension and indirectly vocabulary.

It should be noted that this proposal, in addition to having the central axis, that is, pedagogy and research, there is also the community outreach component where contact will be made with teaching in primary school, covering the needs found in the institutions where they do

not have an English teacher, also, the teacher in training will be part of intra-institutional activities through participation in different extracurricular activities.

General Objective

- To develop the practice stage in an integral way being a researcher, teacher and part of the educational community team

Specific Objectives

- To implement drawing task to improve ten grade students' reading comprehension and written production at Luis Gabriel Castro School.

- To develop pedagogical games like charades in English as a strategy to increase the English vocabulary of third grade students.

- To participate in all events scheduled to be developed in extracurricular activities.

General conclusions

The implementation of the drawing task in order to improve reading comprehension and written production was successful, allowing students to better understand the text, write the end of the story in a clear and orderly manner. Moreover, in order to provide students with expanded imaginations and creativity. Finally, the impact of working as a team was overtaken as a highly positive aspect.

It can be deduced that the game of charades is an ideal and fun strategy which allows to increase the vocabulary, leaving aside the monotony and enhancing the meaningful learning of the children of fifth primary school Luis Gabriel Castro. In addition, a high participation and motivation is observed by students when playing charades, without neglecting that they learn the correct pronunciation of words unconsciously.

The participation in the interdisciplinary activities of the institution was a truly satisfying and enriching experience to the extent that they allowed knowing the role of teacher outside the classroom and the challenges to be faced a way that is no longer educational. In addition, the importance of the activities in the institution that form the identity of the institution was evidenced.

Chapter II: Institutional Observation and Diagnostic Report

Institutional Observation

The institutional observation was the beginning of the process of comprehensive practice that involved the teacher in training and the educational establishment where she was immersed, the Luis Gabriel Castro Educational Institute. This step allowed to understand how the educational institution was organized and the perception of the context. For this reason, the first step was given to the practitioner a week to get to know the institution, this chapter contains the most important aspects of the school involved, such as the PEI, the study plan, the institutional information and the methodology carried out by the English teacher.

Documentary analysis

Topographical location

The Luis Gabriel Castro school is located in Colombia in the Norte de Santander Department, (See figure 1) to the west of the city of Villa del Rosario. Exactly, on street 20 No 9-50 Neighborhood Santa Bárbara.



Figure 1. *The map of Villa del Rosario*

Institutional history

In the year of 1988, due to the growing demand for unattended quotas for the Basic Secondary level of the municipality of Villa del Rosario; the municipal mayor's office headed by Dr. Gonzalo Días Castellanos as mayor, and the Municipal Council, by agreement number 010 of November 7, 1988, creates the LUIS GABRIEL CASTRO MUNICIPAL COLLEGE.

The school began its work in 1989 at the headquarters of the house of culture, being the rector of Nelly Arteaga, with an initial coverage of three sixth grade groups and a seventh-grade group with 15 students. Three months later he moved to the headquarters of the old Gran Colombiano club.

In 1992, with Arturo Ortiz Arismendi as rector and Mr. Álvaro Alfonso Melgarejo Méndez as president of the parents' association, the agreement for the transfer to the headquarters of the Santa Bárbara School was signed between Dr. Octavio Martínez Acuña, as municipal mayor and Dr. Ruperto Rodríguez Flórez, Secretary of Departmental Education, being its first director Rafael Francisco Villamizar, in order to expand coverage up to 11th grade, build an adequate physical plant and favor the neighborhood community of the citadel of La palmita, the construction of 6 more classrooms is carried out; beginning work in the year 1993 in the current headquarters.

Three years later, in 1996, it graduated its first graduating class, and since then the school has promoted more than 1,400 students. Due to the merger process implemented as of September 2002 and executed as of January 2003, it serves, together with San Pedro, La Gran Colombia,

Santa Bárbara and Primero de Mayo campuses, a total of 3,400 students, from undergraduate Preschool through 11th grade.

Since 2009, articulation and agreements have been made with the FESC and integration with the SENA to strengthen, along with academic promotion, also the technique in different modalities that are being incorporated according to the priorities and the context.

As of 2007, blocks of classrooms have been built in all schools to respond to the large increase in enrollment, the last set was nine classrooms with a battery of bathrooms built through a bill 21 in the Central Office.

Currently, this institution has 50 teachers and 1,011 students, from kinder garden to eleventh grade.

Administrative level

PEI

Institutional Mission

The Luis Gabriel Castro School Educational Institution of an official nature of the Municipality of Villa del Rosario, with an inclusive approach in the border context, offers the levels of preschool, basic primary, secondary, academic secondary and technical secondary in coordination with the SENA, as well as than the pedagogical models, Being Human and the Everyone to Learn Program, strengthening human talent in communication, research, environmental, computational and multimedia design and integration, developing a useful and significant artistic, cultural and sports curriculum, mediated by the Tics, to develop a life project based on values and social commitment, enabling the student to enter the productive sector or higher education.

Institutional Vision

The Luis Gabriel Castro School in 2024, will be the first Institution of the Border in Quality and coverage, providing the student with skills in investigative knowledge, communication and the use of new technologies, which allow him to interact and integrate in an active and useful way to the productive sector or to higher education.

Symbols

The shield



Figure 2. *Luis Gabriel Castro Shield*

It is inspired by the cultural heritage of the municipality or historic Villa del Rosario: The hands that greet each other represent solidarity; parchment and pen, the legacy of Luis G. Castro.

In the center, the words Responsibility-Communication-Investigation, guiding principles of the Institution (See figure 2).

The flag



Figure 3. *Luis Gabriel Castro Flag*

It consists of two stripes of colors White and Green. Symbol of environmental and ecological green. White symbolizes solidarity, responsibility, work and peace (See figure 3).

Institutional Philosophy

The educational legacy of our holy founder, strengthened by the regulations issued by the MEN and the Ministry of Education, strengthen our pedagogical practices, building a quality education every day that leads to the significant learning.

Institutional Values

Following the example of Jesus Christ, human-Christian values are assumed in the PEI, the following values are promoted: Life, Faith, Responsibility, Dignity, Solidarity, Service, Friendship, Tolerance, Simplicity, Peace, Excellence, Repair, and Fraternity.

Coexistence manual

The legal foundation offered by the legal means that govern education to make education school coexistence the space for holistic growth preparing children and adolescents for the construction of citizenship turns the student into protagonists of their training and drivers of their own future. In relation to this, the School Coexistence Manual of the Institution

Educational School Luis Gabriel Castro, is based on:

THE NATIONAL CONSTITUTION OF 1991, in its articles 1, 2, 13, 15, 16, 18, 19, 21, 23, 27, 29, 40, 42, 44, 45, 67, 68, 95 that contribute elements for the integral development of Colombians, the performance of school coexistence and the formation of democratic consciousness

LAW 115 OF 1994 or General Education Law that establishes the aims and objectives of education

Colombia and orders in its article 87 "Educational establishments will have a regulation or manual of coexistence, in which the rights and obligations of the students are defined the parents or tutors and students, when signing the corresponding registration on behalf of their children, will be accepting the same.

THE DECREE 1860 OF 1994 that in its article 17 establishes criteria for it REGULATION OR COEXISTENCE MANUAL, in accordance with the provisions of articles 73 and 87 of Law 115 of 1994.

Student profile

The Luis Gabriel Castro Educational Institution aims for the formation of a student who develop in all areas of her life as a good person, capable of executing her project of life with responsibility and committed to their personal and social reality, integrating themselves into their community, through the practice of values, always respectful of others and the environment environmental, with investigative and communication skills.

Rights and duties of students

Every student of the Luis Gabriel Castro High School has the right to:

- Enjoy a healthy, aesthetic and comfortable learning environment.
- Receive quality education, with clear, concrete and updated guidelines
- Receive encouragement and recognition from the school.
- Receive efforts and opportunities to overcome difficulties in the learning process.

Duties

Every student upon enrollment agrees to:

- Know and apply the content of the manual of coexistence within the framework of the presentation philosophy.
- To discover and cultivate to the maximum their academic, scientific, artistic, cultural and sports aptitudes and abilities of projection to the community.
- To welcome with interest the means that the institution proposes for spiritual formation and values.
- Avoid attendance sites that threaten the prestige and good name of the institution.
- Treat all members of the community with respect and cordiality.
- Receive reinforcements and opportunities to overcome difficulties in the learning process.
- To discover and cultivate to the maximum their academic, scientific, artistic, cultural and sports aptitudes and abilities of projection to the community to welcome with interest the means that the institution proposes for the spiritual formation and in values.
- Avoid attendance sites that threaten the prestige and good name of the institution.
- Treat all members of the community with respect and cordiality.
- Exercise the self-control that forms the will to live a consistent and responsible discipline.

Rights and duties of teachers

Rights:

- Receive respectful treatment from all members of the educational community.
- To elect and be elected equally as a member of the school government.
- Enjoy the stimuli and social well-being that the institution has.

- Be respected in his personal and private life, without being contrary to the philosophy of the school.
- To be entitled to the other rules to be enacted in this regard.

Duties:

- Use, care and respond in a prompt and timely manner for materials, resources and equipment that are entrusted to him
- Participate in activities of: planning, evaluation, educational sessions, gatherings, complementary activities and meetings
- Participate in the preparation and development of the PEI and PMI.
- Stay in the establishment during the working day.
- Prepare area plans, subjects, programs, class schedule and school activities of your load.
- Assign research and papers that help the student deepen what they have learned in class.
- In case of absence, you must leave workshops-guide assigned for the students in the hours that you belong to class.
- Give fair and equitable treatment to students. Treat all members courteously educative community.
- Do not smoke or drink alcoholic beverages inside the establishment

MEN guidelines and health emergency regulations

According to the ministerial directive No 10 given by the Minister of national education on December 30 2021, is made known to governors, mayors, education secretaries and territorial entities certified in education the guidelines for return to the presence of education for work and

human development. Institutions should continue with biosecurity protocols issued by the Ministry of Health and Social Protection. It also stresses that access to education should not be conditional on the portability of the vaccination card, respecting the individual or family decision of people who have decided not to be vaccinated.

Institutional Schedule and Programming

Luis Gabriel Castro high school works an annual institutional calendar in this schedule from the most basic to the most important activities (See figure 4)

N°	FECHA	ACTIVIDADES	RESPONSABLE
1	08 DE MARZO	DÍA DE LA MUJER	WILLIAM LEÓN P. JORGE E. ACEVEDO P.
2	19 DE MARZO	DÍA DEL HOMBRE	EMILCE BLANCO SONIA T. JAIMES S.
3	29 DE MARZO	DÍA DEL AGUA	WILSON RAMIREZ V. LUZ OMAIRA AREVALO
4	22 DE ABRIL	DÍA DE LA TIERRA	JACKELIN PABÓN S. GABRIEL OLAZA GELVEZ
5	23 DE ABRIL	DÍA DEL IDIOMA	DPTO. HUMANIDADES
6	26 DE ABRIL	DÍA DE LA SECRETARIA	GLORIA BEATRIZ OTERO S. ANA GRISELDA FIGUEROA ANTONIO TORRES GELVIS
7	01 DE MAYO	DÍA DEL TRABAJADOR	JESÚS E. ARANGO S. FELIX LEONEL SOTO C. MARIA INES BARRERA
8	15 DE MAYO	DÍA DEL EDUCADOR	GERMAN O. GUERRERO V. ELVER A. PARADA L. JACQUELINE GARAVIS R. NANCY L. PEÑA J.
9	05 DE JUNIO	DÍA DE LA FAMILIA	ESTHER SOFÍA PEREIRA GUIDO QUINTERO C. MANUEL IGNACIO SIERRA
10	05 DE JUNIO	DÍA DEL MEDIO AMBIENTE	ROSA EMMA DELGADO MIGUEL ALBERTO NIÑO L.
11	14 D EJUNIO	DÍA DEL ESTUDIANTE	BELKYS XIOMARA CELIN ADRIANA RODRÍGUEZ CARMEN F. BARAJAS GRACIELA LOZANO S.
12	20 DE AGOSTO	DÍA DE LA JUVENTUD	MIGUEL IGNACIO PEÑA R. DIANA LILIANA TORRES JACKSON O. GONZALEZ
13	13 DE SEPTIEMBRE	DÍA DEL AMOR Y AMISTAD	CARMEN ALICIA MENDOZA V. JESSICA PAOLA ORTIZ ELVIRA ESPINEL B.
14		DÍA CULTURAL GABRIELISTA	LISBETH JACKELINE LÓPEZ LUIS E. SALAZAR C. ARACELY PEÑALOZA S.

Figure 4. Institutional Schedule

Pedagogical level

Planning the area of languages

In the Luis Gabriel Castro School, they have the class planner where the basic learning rights (DBA) are taken into account (See figure 5)

ÁREA:	IDIOMA EXTRANJERO INGLÉS	GRUPO (s):	9 ^a
DOCENTE:	MANUEL SIERRA	SEMANA:	1
			DIAGNOSTICO
ASIGNATURA1:	INGLÉS	I.H.S.	
COMPETENCIAS BÁSICAS:	Me apoyo en mis conocimientos generales del mundo para participar en una conversación.		
DESEMPEÑOS:	Habla de las actividades habituales, gustos y preferencias, identificando y empleando los tiempos verbales correspondientes.		
APRENDEZAJE (DBA):	Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y lo comparte con otros		
TEMAS Y SUBTEMAS:	DIAGNOSTICO – BACK TO SCHOOL / Evaluación diagnóstica.		
METODOLOGÍA:	EXPLORACIÓN DE SABERES:	1. INDUCCIÓN DEL TEMA Para iniciar haremos una oración. Y una corta lectura de reflexión. La importancia del aprendizaje de una lengua extranjera. Cuál es la meta de aprendizaje? A través de una corta conversación, se hace una presentación general personal de los estudiantes y docente. Cuales son los pre saberes? Desarrollar una evaluación diagnóstica a los jóvenes, donde se evidenciará sus conocimientos previos del idioma inglés y así poder identificar fortalezas y debilidades en la lengua extranjera.	
		2. Profundización del tema. Previamente se hace un repaso de saberes para retomar y recordar aprendizajes obtenidos.	
	ESTRUCTURACIÓN Y PRÁCTICA:	3. Producción del estudiante: Los estudiantes realizan la evaluación diagnóstica, resolviendo los diferentes tipos de ejercicios a evaluar y reflejar sus conocimientos en lectura, escritura, conversación y escucha.	
	TRANSFERENCIA:		
RECURSOS O AYUDAS:	Evaluación		
EVALUACIÓN:	diagnostica		

Figure 5. *Planning the area of languages*

Methodology of the work of the Language Teaching Collective

In the school there are three teachers in the English area, one of them who directs the English activities in the school. They hold meetings in order to seek strategies to improve the English language in each of the courses and address all the objectives that the curriculum proposes.

Knowledge of available pedagogical resources

The Luis Gabriel Castro educational institute, thanks to its infrastructure, has the capacity to house children and young people from preschool, primary, secondary school and high school.

Currently, the institution works two shifts where secondary school students attend in the morning and primary school students in the afternoon. In addition, the institution has two chemistry labs and two computer labs.

At the entrance of the school, we find the teachers' room, in front of the field, then the cafeteria and finally the rooms which have two floors; each room has air conditioning and fans. It should be noted that the entrance to rectory and coordination is independent. There are no English labs, English classes are held in the room that each course has.

Syllabus

Each course has a syllabus (See figure 6) in which different topics are explained to work in the whole year.



INSTITUCIÓN EDUCATIVA LUIS GABRIEL CASTRO

"Horizonte de Investigación desde la frontera"

PLAN DE AREA

FA001V04

09-01-2020

AREA

Humanidades

ASIGNATURA

Idioma Extranjero - Ingles

NIVEL

Media

GRADO

Decimo

COMPETENCIAS COMUNICATIVAS (Humanidades)

REFERENCIAS (Pragmática – lingüística – sociolingüística)

PERIODO:

1st primero

I.H.S.

2

DOCENTE: Manuel Ignacio Sierra Medina

ESTANDAR	DBA	COMPETENCIA- APRENDIZAJE	EVIDENCIAS DE APRENDIZAJE	CRITERIOS DE EVALUACIÓN
<p>Usa verbos modales para expresar obligación y prohibición mientras que realiza descripciones de libros, películas, perfiles, familiares y estilos musicales utilizando tiempos verbales que implican pasado.</p>	<p>Intercambia opiniones sobre situaciones de interés personal, escolar o social. (5)</p> <p>CONOCIMIENTOS MODULO 1 DEMOCRACIA Y PAZ: DEBERES</p> <p>GRAMMAR PRESENT, PAST PERFECT CONDITIONALS Zero conditional 1st conditional</p> <p>MODALS Should Must Have to Can Could</p>	<p>ESCUCHA: Identifico conectores en una situación de habla para comprender su sentido.</p> <p>LECTURA: Identifico palabras clave dentro del texto que me permiten comprender su sentido general.</p> <p>CONVERSACION: Uso mis conocimientos previos para participar en una conversación.</p>	<ul style="list-style-type: none"> Entiendo instrucciones para ejecutar acciones cotidianas. Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. Identifico conectores en una situación de habla para comprender su sentido. Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. Identifico el propósito de un texto oral. 	<ul style="list-style-type: none"> ✓ Identifica la información principal de textos académicos relacionados a la democracia. ✓ Realiza presentaciones sobre democracia y paz con sus deberes en la problemática actual del país.

AREA	Humanidades	ASIGNATURA	Idioma Extranjero - Ingles	NIVEL	Media	GRADO	Decimo
COMPETENCIAS COMUNICATIVAS (Humanidades)		PERIODO:	I.H.S.	DOCENTE: Manuel Ignacio Sierra Medina			
REFERENCIAS (Pragmática – lingüística – sociolingüística)		2nd segundo	2				
ESTANDAR	DBA	COMPETENCIA- APRENDIZAJE		EVIDENCIAS DE APRENDIZAJE	CRITERIOS DE EVALUACIÓN		
Identifica y diferencia el uso de condicionales para hablar de predicciones, planes e intenciones y usa el segundo condicional para expresar situaciones imaginarias.	<p>Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones. (2)</p> <p>CONOCIMIENTOS MODULO 2 SALUD: PRÁCTICAS CULTURALES Y SOCIALES</p> <p>GRAMMAR FUTURE PERFECT CONDITIONALS 2nd conditional 3rd conditional</p> <p>VOCABULARY (Extreme sports, Skateboarding, Windsurfing, Parachute, Jet, skis, Rock climbing, Motocross)</p> <p>Expressions to present a project, to give an opinion, to describe conditions, to talk about customs, to describe tables or diagrams to talk about consequences</p>	<p>ESCUCHA: Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.</p> <p>LECTURA: Comprendo variedad de textos informativos provenientes de diferentes fuentes.</p> <p>ESCRITURA: Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas.</p>		<ul style="list-style-type: none"> Reconoce información implícita en textos argumentativos orales y escritos relacionados con temas de interés. Produce textos argumentativos orales y escritos simples sobre temas de interés. Intercambia opiniones en conversaciones espontáneas. Diferencia las estructuras de condicionales reales e irreales. 	<ul style="list-style-type: none"> Produce textos publicitarios sobre prácticas culturales y sociales que causan problemas de salud a las personas. Justifica oral y respetuosamente su punto de vista sobre la campaña más efectiva basada en vocabulario, expresiones y estructuras estudiadas. Hace una presentación oral de una campaña publicitaria de forma clara y con confianza. 		

AREA	Humanidades	ASIGNATURA	Idioma Extranjero - Ingles	NIVEL	Media	GRADO	Decimo
COMPETENCIAS COMUNICATIVAS (Humanidades)		PERIODO:	I.H.S.	DOCENTE: Manuel Ignacio Sierra Medina			
REFERENCIAS (Pragmática – lingüística – sociolingüística)		3rd third	2				
ESTANDAR	DBA	COMPETENCIA- APRENDIZAJE		EVIDENCIAS DE APRENDIZAJE	CRITERIOS DE EVALUACIÓN		
Emplea correctamente el pasado simple y el presente perfecto para hablar de eventos que sucedieron y de situaciones que acontecieron en algún momento indefinido en el pasado y que aún se realizan en el presente.	<p>Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos. (1)</p> <p>CONOCIMIENTOS MODULO 3 SOSTENIBILIDAD: MODA RAPIDA</p> <p>GRAMMAR Present and past tense Present perfect tense Future tense Questions with which? This/These, that/those, one/ones Too + adjectives VOCABULARY Clothing, accessories and fashion Jeans, T-shirt, shoes, blouse, popular trends, bag etc. EXPRESSIONS ABOUT FASHION EXPRESSIONS OF OPINION In my opinion, that one would be better.</p>	<p>ESCUCHA: Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.</p> <p>ESCRITURA: Escribo textos expositivos sobre temas de mi interés.</p> <p>MONOLOGOS: Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.</p> <p>CONVERSACION: Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.</p>		<ul style="list-style-type: none"> Resume información relevante en textos relacionados con el fenómeno de la moda, utilizando estrategias para preparar resúmenes. Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés. Distingue expresiones relacionadas con la moda. Identifica estructuras básicas de tiempo presente, pasado y futuro. 	<ul style="list-style-type: none"> Formula preguntas sobre la moda rápida y sus efectos en la comunidad utilizando expresiones definidas. Comparte oralmente su posición sobre el tema de interés. Apoya por escrito una posición sobre el tema de interés utilizando razones estructuradas siguiendo una muestra definida. Hace una presentación oral sobre temas académicos de interés. 		

Figure 6. *Syllabus*

Methodology

At the beginning of the class, the teacher asks his students to explain the topic that he left homework to look for, he chooses five students, the students proceed to go to the board and explain, after this the teacher complements the information of the students using examples in the real context, as he explains, he asks if there are any doubts, then he does exercises with his students and asks some of them to go to the board to do it. Following this, the teacher leaves a series of exercises to do in class in order to show that his students understood the subject. Finally, he leaves his students as homework to find out another topic, and points out that the next class the topic explained will be evaluated before the class starts.

Design of guides and materials

In the classes the book "Super Computer man" is used, and as a support in order to work the grammar in class.

The Basic Rights of learning in the institution

- The basic rights for 10th grade are:

- It distinguishes general and specific information in opinion texts and oral and written discussions on known topics.
- Write narrative, descriptive and expository texts related to topics of your interest or that are familiar to you.
- Exchange views on situations of personal, school or social interest.
- Holds spontaneous and simple conversations about topics that are of your knowledge, personal or academic interest.
- Answer questions and concerns after making an oral presentation on general or academic topics of interest.

Courses

Professor Manuel Sierra is in charge of grades 9 (A, B,C,D) 10 (A-B-C,D,E) 11 (A-B-C,D) (See figure 7) with each grade have 2 hours a week.

HORARIO DE CLASES

HORARIO DE SIERRA MEDINA MANUEL IGNACIO

SECUNDARIA

Horas	Lunes	Martes	Miércoles	Jueves	Viernes
1 06:00 am - 06:55 am	FREE	11C	9D	9B	10B
2 06:55 am - 07:50 am	10E	11C	9D	9B	10B
3 07:50 am - 08:45 am	10E	11B	FREE	11A	10C
DESCANSO 08:45 am - 09:15 am					
4 09:15 am - 10:10 am	ATENCION A PADRES	11B	FREE	11A	10C
5 10:10 am - 11:05 am		10A	9C	10D	11D
6 11:05 am - 12:00 pm	FREE	10A	9C	10D	11D

Figure 7. *Courses*

Schedule

This is the time load of the practitioner during the stay in the institution (See figure 8).

Hour	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		11C			10B
2		11C			10B
3		11B			10C
4		11B			10C
5		10A			11D
6		10A			11D

Figure 8. *Pre-service schedule*

Technological level

Connectivity

Only the teachers' room and the technical laboratory have internet access

Access and use of platforms

Teachers manage their grades through an Excel document. Each teacher has a WhatsApp group with each course and with parents in order to communicate important notices and maintain an active communication.

Description of digital resources used

During the observations, technological resources were not used.

Population and information level of the subject

Number of students

In the year 2022 Luis Gabriel Castro High School has enrolled in the SIMAT 1200 students from transition to eleven grades. Also, in each course there are approximately 35 students.

Age

The ages of the students with whom one goes to work vary between 15 and 18 years and in the school, students are received from 5 years to attend the transition grade.

Level of language

The level of language of the students of grade 10 is very basic their level would be an A1 or A2.

Teacher staff

The teaching staff of the institution is composed of 32 teachers.

Community of parents

The community of parents has the right to elect and be elected to representative positions in the institution, and they also have an association of parents which allows for more assertive communication on school issues.

Chapter III: Pedagogical and Research Component

“The implementation of drawing task to improve students Reading Comprehension and written production in 10th grade students at a public school in Colombia: Action research”

Introduction

For a long time, the English language has been considered relevant mostly in today's globalized world, which is why many educational institutions decided to integrate it into the curriculum as a subject within the educational content, since not only are there benefits in the personal growth, but also in growth, professional and cultural development.

In the same way, it is evident that the use of a second language is essential in the workplace, academic and social; the above is affirmed by Chavarria (2018) when mentioning that the English language today is conceived as one of the demands of the more obvious labor market.

Learning and teaching English leads to the use and development of linguistic, cultural and communication skills in which skills such as reading, listening, writing and speaking are reflected (Atencia, 2021). The development of these skills in a balanced way is the objective of any teacher in the English area.

According to Sukma et al. (2019) reading is key factor in successful language learning, that is to say that reading comprehension has a great value in the English language since thanks to it the student can respond assertively to what is read in the textual content and develop mental skills. According to Krashen (2003), reading comprehension becomes knowledge that requires functional grammar strategies and vocabulary knowledge. For this reason, it is essential that the

student feels motivated, and the teacher uses strategies so that the reading process develops in a way that favors the target language.

Therefore, this research proposal aims to reinforce reading comprehension and written production in a creative and fun way.

Statement of the problem

The most important result of formal education is to form students who can read and understand the text (Vegare & Atilano, 2019) which is why mastery of reading is one of the essential objectives of the education system today.

However, to achieve a good understanding of a text is still a problem. The lack of reading comprehension in a foreign language leads the student to have difficulties in expressing their ideas and solving simple exercises taking into account the resource text, this problem directly affects their academic results, and produces frustration for not achieve one of the most important language skills. Taking into account an observation did to a sample in the tenth year of the Luis Gabriel Castro institution, it was found that students have difficulties in understanding short texts in English linked to topics relevant to their environment or daily life.

According to Herrera (2017) the main generators of this problem are the lack of motivation on the part of the students and the lack of strategies and techniques on the part of the teachers that make this skill become boring and monotonous.

Therefore, it is important that this project generates the improvement of reading comprehension and written production in a motivating, pleasant and dynamic environment that promotes student learning, taking into account the processes of each one and the role they play in

the classroom with the implementation of drawing tasks taking into account the method task-based language teaching or widely known as TBLT.

Justification

It is not easy for anybody to deny that English is one of the most important languages in the world (Olaya, 2012). For the teaching of this language, it is necessary for the teacher to look for strategies so that the acquisition of this does not become a monotonous and boring learning process that prevents the skills from developing in the way that is expected. English language consists of four skills: listening, speaking, reading and writing, the last two are the main axis of this project. According to Hulme et al. (2018) the ability to read text with understanding is one of the core aims of primary secondary education, and adequate reading comprehension skills are essential for educational success and adult well-being. For his part, regarding written production, Raimes (1983) explained that writing is an area in which students commit errors and it is helpful in students' learning because of the following reasons: "First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye, hand and brain is a unique way to reinforce learning" (P. 19)

This is why it is sought to realize the project of improvement of reading comprehension and written production through drawing tasks. This allows the student to develop comprehension and written production simultaneously, drawing is a fun and dynamic activity that also awakens the student's imagination in any learning process due to its authenticity. Digital Magazine for teaching professionals (2012) confirms this by announcing that drawing as a method of active

education develops the spirit of initiative, spontaneity, creativity, manual dexterity and artistic skills, facilitates social adaptation and has the power to increase observation capacity.

This project idea arises during the first week of observation, noting that during English classes' grammar was worked but communication skills are not worked during class time. In addition, in one of the classroom activities, the teacher provided the students with a short basic level text that the students did not understand, causing frustration and confusion. Thus, the idea arises of proposing activities to improve reading comprehension and written production.

Objectives

General objective

- To implement drawing task to enhance ten-grade students' reading comprehension and written production at Luis Gabriel Castro school.

Specific Objectives

- To design and implement drawing tasks to promote reading comprehension and written production.
- To implement workshops of reading comprehension and written production through drawing tasks
- To increase students' vocabulary of ten-grade students.

Main question

- How does drawing task improve reading comprehension and written production in 10th grade students at the Luis Gabriel Castro high school?

Sub questions

- How does drawing task promote reading comprehension and written production ?
- What effects can the drawing task cause on reading comprehension and written production?
- How reading and use of drawings can enhance vocabulary?

Theoretical framework

There are several theoretical aspects that stand out when inquiring about reading and its teaching. For this, the development of the chapter includes the definitions of reading comprehension, kinds of reading, the task-based language learning, the drawing task encompassing factors such as creativity.

Reading comprehension

Firstly, this study adopted a definition of reading proposed by Anderson et al. (1985) they defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Moreover, according to Goodman (1969) reading is a psycholinguistic receptive language process in which it begins with a linguistic surface representation encoded by a writer and ends with a meaning that the reader constructs. Finally, we have a Wixson et al. (1987) stating that reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

Taking into account the above, it can be estimated that reading comprehension is not only a process where only information is received, but on the contrary, it implies a complex process in which readers must identify basic structures of the language, in addition to recognizing the points

of view of the writers, that is why, it seeks to understand a text that is read through the process of construction of meaning and form.

Kinds of reading

There are two different kinds of reading. They are extensive reading and intensive reading.

Extensive Reading

Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks (British Council, 2019), additionally, extensive reading can be seen as a strategy as expressed by Tudor et al.(2016) mentioned that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2.

Intensive reading

Intensive reading is considered today, as a relevant instrument to achieve what you want to achieve with reading comprehension. According to Hedge (2014):

“In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies.” (p.13).

Written production

Brown (2001) says that “writing needs a process of thinking, drafting and revising that requires specialized skills” (P. 335). On the other hand, Jumaily (2015) states that:

“Writing is the process of using symbols to communicate ideas. It is a system/method of representing language in visual or tactile form. Writing is the 4th language skill that learners need to work hard on to master. It’s the mirror that reflects/shows one’s knowledge about a language.” (P. 29)

Task-based language teaching (TBLT)

The use of meaningful task in the process of teaching and learning is conceptualized through a teaching method called task-based language teaching or widely known as TBLT (Sukma et al., 2019). According to Richards & Rodgers (2018) it is a method which bases on the use of tasks, either real-world tasks or pedagogical tasks, as the core unit of planning and instruction. In short, it is a method that seeks for students to be fully involved in the actual use of the language in the classroom through the design of tasks.

Drawing task

Taking into account the reading, one of the tasks which can be implemented and used under TBLT framework is drawing task. For Sukma et al. (2019) Drawing is a real-world activity that often catches the attention of students. It involves the use of language in real contexts when it comes to the explanation of some images and focuses on meaning and form.

According to Willis (1996) the drawing task is classified as a creative task in which collaboration between groups of 2 or 4 students is required in order to enumerate, classify, order, match, reason, etc. This same idea is shared by Mao (2015) pointing out that work in pairs or

groups can be used as a useful tool in which students can discuss the content of the text before starting to do relevant images that represent the understanding. Referring to the above, we can see the importance of collaborative work in this type of task, seeing it as a great advantage since it promotes motivation, participation.

Creativity

Creativity is the ability to produce or create something new; creativity is the ability to make new combinations that have social significance. Creativity involves characteristics related to the ability to discover or do something new (Utami et al., 2018). With the aforementioned, we can assume that creativity is a mental process that involves observing, thinking and innovating.

Vocabulary

Vocabulary refers to words that allow a language to have its own identity. According Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. In addition, Hatch & Brown (1995) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

Literature Review

In the search for antecedents that could lead to success, the researcher relied on a review of articles and theses that have addressed the reading. This literary review will cite the most outstanding studies and their contributions to the reading comprehension, taking into account the studies developed from the general to the particular that is international, national and local.

International:

In the first place, we found an experimental study carried out by Sukma et al. (2019) entitled “Exploring the Use of Drawing Task to Enhance Students’ Reading Comprehension” where the use of drawing tasks in the implementation of language teaching to teach reading comprehension in an Indonesian school was explored. In this study, reading and observation tests were used, the result of the first one showed that the drawing task was the most successful task, while the result of the observation revealed that the task of drawing was interesting for the students, thanks to its authenticity and creativity. Moreover, a high motivation was observed in the students thanks to the proposed activities. Finally, at the end of the implementation of the project was observed a high increase of acquired vocabulary thanks to the texts worked that attracted the interest students.

Similarly, Gidoni (2018) directed a project in a public institution in Jerusalem entitled "The use of drawing tasks as a creative strategy for pupils in the English as Foreign Language (EFL) classroom", the researcher implemented the drawing as a dynamic and fun strategy, where students were given short texts about daily life and from there, they had to create an illustration according to the reading. This study was carried out with a population of 39 fifth grade students, the results showed increased motivation and participation of students when working on drawing activities, creativity was also evident in each of his drawings because each student had the opportunity to use the creative material he wanted for his drawing, as well as, the increase in understanding and retention of the materials contained in children. Finally, the students referred to drawing as a dynamic activity where you learn and have fun at the same time.

Likewise, Rooney (2020) conducted research in Washington, where the purpose was to analyze how drawing affects the reading comprehension of third grade. Students participated in two phases; first, students read and completed a comprehension test. For phase two, the students

read, and made a drawing to show what they remembered from the story, then completed the same comprehension test as before, but in this case with the second story. The goal was for students to be able to express a better understanding after drawing. The results revealed the scores of the students, where the improvement in the accuracy of the answers was evidenced, in addition, the motivation and enthusiasm of the students was observed demonstrating a positive effect of the drawing in the classroom, where they recognized it as a fun and unconventional activity in the English language.

In like manner, Sari (2019) directed a research study titled “The effectiveness of talking drawing strategy to improve students’ ability in reading comprehension” It aimed to investigate the improvement on the students’ reading ability, describe the students’ activities, and describe the teacher’s performance in reading comprehension by applying Talking Drawing Strategy. The research findings showed that there was an improvement in student scores after applying the strategy, it was also found that student activities and teacher performance increased thanks to drawing. In addition, the teacher’s activity in learning had greatly improved through talking drawing. In short, the Talking Drawing Strategy was effective in improving students' reading comprehension skills.

National:

On the other hand, we found an action research study led by Rodriguez (2017) which sought to identify the problems and needs of a group of students in a school in Colombia, regarding their reading comprehension in English, in order to design and implement a syllabus based on gender pedagogy. The results revealed that thanks to the explicit instructions given, students became more efficient readers. Also, the exhibition and analysis of different literary genres explained, allowed them to acquire awareness about the structure and patterns of the texts they

read and their content, in addition, these were addressed with appropriate reading strategies for each genre, which facilitated the development of the proposed activities.

Pedagogical Methodology

In order to carry out the proposal of the drawing task, it was decided to make use of the methodology proposed by Willis (1999) taking into account its relevance it is specified that 3 stages should be made nominated previous task (introduction), a task cycle and a language focus.

In the task cycle, there are two important elements that teachers can perform, the introduction of the topic and the of tasks. In the first one, the teacher introduces and explores the topic with the class, including highlighting useful words and phrases related to the topic (Jiang, 2016). The teacher may ask students to do simple tasks such as classifying words and phrases, matching phrases with images, brainstorming and mind maps, etc. Meanwhile, for the introduction of tasks, the teacher should help students understand the task by giving clear instructions (Willis 1996). It is also important for the teacher to demonstrate the task, or provide a recording or video of other people performing a similar task. This scenario usually lasts between two and twenty minutes, depending on the students' familiarity with the subject and the type of the task. As for the drawing task, the teacher can provide pictures or short videos to students related to the subject, as part of the insertion to the topic. In the second one, the teacher should give clear instructions on what to draw and how students draw their understanding and prediction based on the text.

The second stage is the task cycle. At this stage, there are three phases that must be conducted by students, namely homework, preparation or planning and reporting. The starting point is that the students perform the task in couple or small group. Teacher roles are to monitor and encourage students (Willis, 1996), especially to communicate in the target language (Rozati, 2014). In the preparation phase, students prepare an inform the entire class and decide what to

report, what they discovered during the completion of the task, how to organize their report and what language forms they used during the report phase (Willis, 1996; Rozati, 2014; Jiang, 2016). The last step is the report stage where students present their reports in front of the class and other students listen and compare with their own report. The teacher presides over the discussion and paraphrases the form of the language but not to correct it explicitly (Rozati, 2014). As for the drawing task, the teacher supervises the students and encourages them to discuss the drawing and the possible end of the text to draw. In preparation and reporting phase, the teacher directs students to prepare the language they will use during the drawing and story report, how they report their drawing to predict the end of the story and etc. The different prediction of the end of the text will create an opportunity for discussion between the presenter and other students.

The last stage is the language focus. It consists of two main phases, namely language analysis or exercise and language practice. The language analysis phase is an awareness-raising activity while students analyze the text and language, they obtained during the cycle of tasks that focus on lexical, phonological or grammatical system analysis (Willis, 1996; Nunan, 2004; Jiang, 2016). In this regard, the teacher may take notes of any grammatical errors students have during the task report activity. Meanwhile, in language exercise, students practice words, phrases, patterns, and sentences from analysis activities (Willis, 1996). In addition, the teacher can create activities or conditions in which students can practice the language they have analyzed (Rozati, 2014). As for the drawing task, students could perform an activity language approach based on the language they have used during the reporting stage, or the language pattern they have found in Text as a drawing source. In addition, to practice using the language, the teacher must create activity that provides opportunities for students to practice the language they have analyzed.

Below is the example of how to work incorporating task drawing and task-based language teaching, according to Willis's (1996) model:

No	Stages	Description
1	Pre task	Teacher introduces topic, source of the text, its original purpose, characters, and other relevant information to set scene and activate learners' prior knowledge, using background material if suitable. Teacher can also show the students about how some characters or scenes in the text may look like. It is meant to help the students in manifesting their drawing later on.
2	Task Cycle	<p>Teacher sets up the task for students to do in pairs. The task is "Drawing Task":</p> <ul style="list-style-type: none"> - Students read the text in which the ending part of the text has been withdrawn or erased. - Students are asked to comprehend the text and then predicted how the text may ends through drawing of relevant pictures <p>Planning and Report</p> <ul style="list-style-type: none"> - Students are asked to prepare how they report their task in front of the class. - Pairs show other pairs the result of their drawing and prediction of how the story ends, according to their version. - Other students are asked to give comments, opinion, suggestion about the presenter's idea, and are also asked to compare with theirs. - Teacher encourages the discussion but doesn't reveal the solution yet. - All students read the complete version of reading text to check their prediction and to see whose prediction is close to the complete story. - Teacher chairs general discussion.
3	Language Focus	<p>Language Analysis/exercise</p> <ul style="list-style-type: none"> - Students preview, observe their language production during the task or report stage - Teacher helps students recognize language rules and explain them how to use it properly <p>Language Practice</p> <ul style="list-style-type: none"> - Students are asked to write items in target language to practice the form focus activity

Table 1. *Lesson Plan of Drawing Task in Task-based Language Teaching*

Pedagogical implementation

Four implementations were carried out, four reading comprehensions were worked on: My vacations, The Boy Who Cried Wolf, The Little Red Hen and Pablito's story. Each of these implementations worked with the methodology proposed by Willis, in which three stages are carried out that are the following Pre-task, task cycle and language focus.

First implementation

In order to begin the implementation of the project, it was decided to make a general presentation of the project, which aimed to encourage the population to participate, for this purpose, we read a letter to the students in which the title was enshrined, the objectives and methodology of the proposal ([See annex A](#)) moreover, it was created a project presentation planner ([See annex B](#)) where some activities of the proposal were worked as a reading comprehension, multiple selection activities (See figure 9) and the drawing task (See figure 10 and 11) which aroused the interest of the students.

LUIS GABRIEL CASTRO SCHOOL	
Practicante: Daniela Alejandra Páez Zambrano	TERMO: First
TEMA: EMULIN	GRADO: 10 B
READING COMPREHENSION	DATE: April 2022

Our Vacation

Every year we go to Florida. We like to go to the beach.

My favorite beach is called Emerson Beach. It is very long, with soft sand and pine trees. It is very beautiful. I like to make sandcastles and watch the gulls go by. Sometimes there are dolphins and whales in the water!

Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!

✓ Select (X) the correct answer based on the reading.

- Where is Emerson Beach?
a) Florida b) California c) EEUU
- What is the name of the beach?
a) California beach b) Hill beach c) Emerson Beach
- What animals can be found on the beach?
a) Crabs b) Dolphins c) Dolphins and whales
- How many shells did the boy find last year?
a) 10 b) 15 c) 25
- What sport does he want to learn?
a) Basketball b) Surfing c) Paragliding




Figure 9. Reading comprehension and multiple selection activity



Figure 10. Drawing task

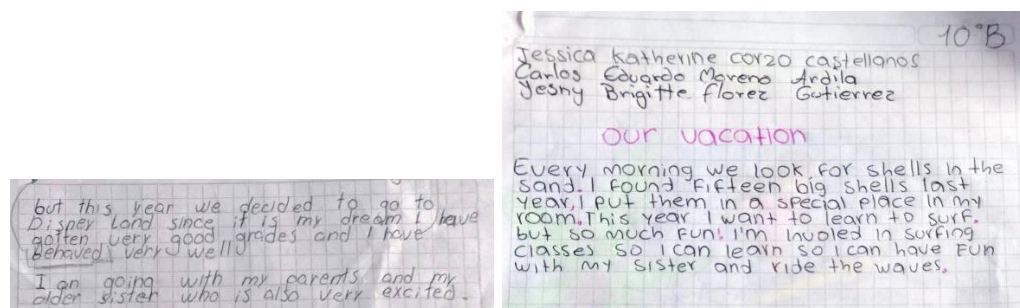


Figure 11. Writing production

Following this, the next week began the implementation of the project in its entirety so it was carried out together with the tutor of practice a glider taking into account the selected methodology, this will be used to write all the plans of the proposal ([See annex C](#))

Second implementation

This first implementation, took into account a grammatical topic called simple past so it was made use of the reading called “The Boy Who Cried Wolf” ([See annex D](#)). As for the methodology of Willis each of the proposed steps was implemented.

This was implemented as follows, the teacher gave each of the students the reading guide “The Boy Who Cried Wolf” (See figure 12), followed by this, the students were asked that

considering the image they found there that they deduced about what reading was about, most of the students mentioned about a child and a wolf, following this the teacher asked the students to underline the words unknown to them (See figure 13), she then explained these unknown words, in addition in order to work this vocabulary the teacher made use of flashcards (See figure 14) which allowed the students to learn writing and above all correct pronunciation, since they repeated each of these words aloud (See figure 15) , followed by the teacher along with her students read the story. Noticing thus that the end had been eliminated, the teacher asked about what the story was about, the characters in this and the plot, all the students responded aptly. Then, the teacher asked the students to select the correct answer taking into account the reading (See figure 16) was an activity that made it very difficult and took a long time, but in the end everyone succeeded. After this, the teacher asked the students to train in groups and asked them to write the end of the story, for this, she gave the students a series of situations with their respective vocabulary which were useful for the creation of the written production (See figure 17), followed by this, after each group delivered their drawing and production (see figure 18) the teacher socialized the responses of the multiple selection activity and read the end of the story to their students. Finally, the next class she gave students the corrected productions (See figure 19).

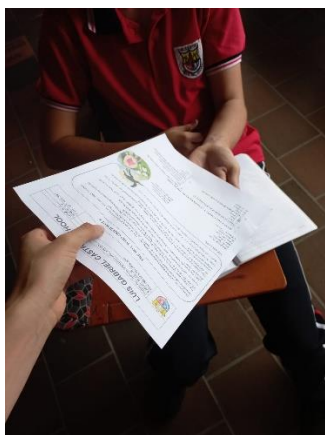


Figure 12. *Delivery of reading to students*

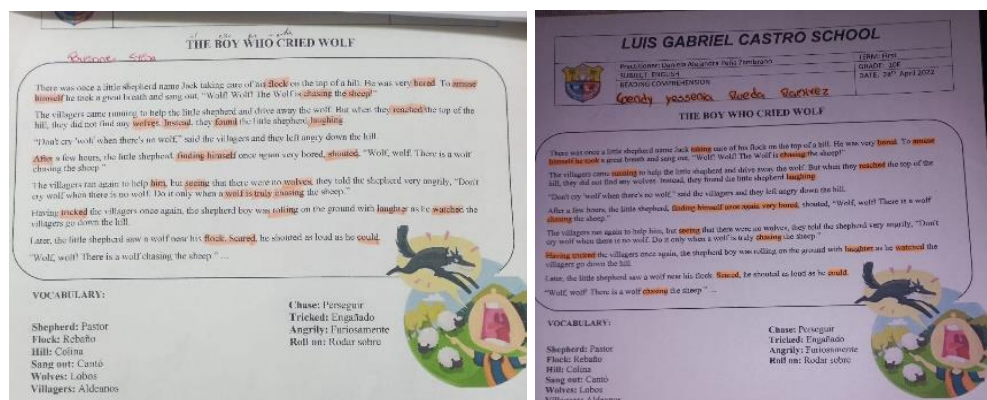


Figure 13. Unknown words underlined

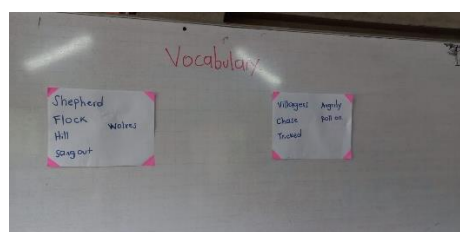


Figure 14. Flashcards



Figure 15. Students pronouncing the vocabulary

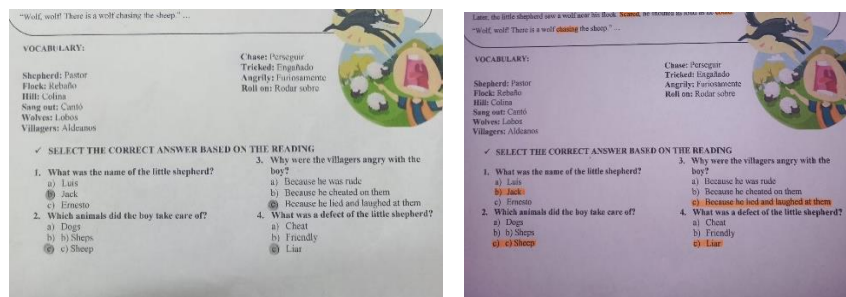


Figure 16. Multiple choice activity

1	2	3
Direct Target	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card
Wolfe card	Wolfe card	Wolfe card

Figure 17. Situations board

10E

But the villagers thought he was trying to trick them again and this time they did not come to his aid the little shepherd cried inconsolably as he watched the wolf run away with all his sheep.

At dusk the little shepherd returned to the village and told everyone the wolf was on the hill and had taken all my sheep why do you not help me?

Then the villagers responded we would have helped you just like we did before but nobody believes in a man even when he is telling the truth.

Then the little shepherd was repentant and asked for forgiveness and learned his lesson and promised not to return.

10E

But the villagers thought he was trying to trick them again and this time they did not come to his aid the little shepherd cried inconsolably as he watched the wolf run away with all his sheep.

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Then the little shepherd was repentant and asked for forgiveness and learned his lesson and promised not to return.

Figure 18. Drawing task and written production

10E

But the villagers thought he was trying to trick them again and this time they did not come to his aid the little shepherd cried inconsolably as he watched the wolf run away with all his sheep.

At dusk the little shepherd returned to the village and told everyone the wolf was on the hill and had taken all my sheep why do you not help me?

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10E

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10E

But the villagers thought he was trying to trick them again and this time they did not come to his aid the little shepherd cried inconsolably as he watched the wolf run away with all his sheep.

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Then the villagers responded we would have helped you just like we did before but nobody believes in a man even when he is telling the truth.

Then the little shepherd was repentant and asked for forgiveness and learned his lesson and promised not to return.

Figure 19. Corrected written production

Third implementation

This first implementation, took into account a grammatical topic called future simple so it was made use of the reading called “The Little Red Hen” ([See annex E](#)). This was implemented as follows, the teacher gave each of the students the reading guide “*The Little Red Hen*” (See figure 20), followed by this, the students were asked that considering the image they found there that they deduced about what reading was about, most of the students mentioned about animals, following this the teacher asked the students to underline the words unknown to them. In the same way , she told them to underline the words that would be found in future tense (See figure 21), then, she explained these unknown words. In addition, in order to work the vocabulary of reading was performed a group activity where they were given several papers in disorder, with which the students should form a coherent text (See figure 22) followed by the teacher along with her students the reading of the story. Noticing thus that the end had been eliminated, the teacher asked about what the story was about, the characters in this and the plot, all the students responded aptly. Then, the teacher asked the students to select the correct answer taking into account the reading (See figure 21) .After this, the teacher asked the students to work in groups and asked them to write the end of the story, in this case the teacher did not give situations to the students since of these stories had many creative endings, so she decided to approach each group and give them , followed by this, after each group delivered their drawing and production (See figure 23) the teacher socialized the responses of the multiple choice activity and read the end of the story to their students. Finally, the next class she gave students the corrected productions (See figure 24).



Figure 20. Delivery of reading to students

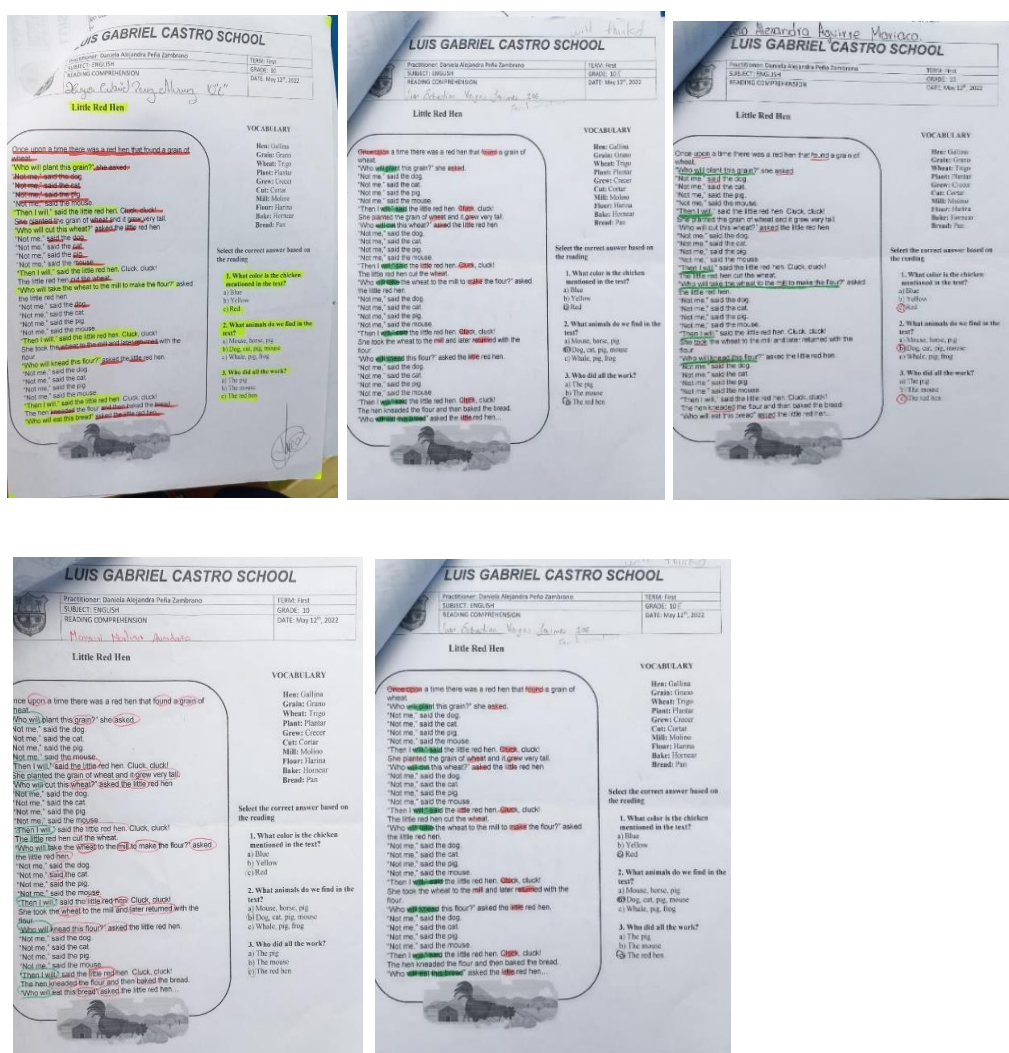


Figure 21. Unknown words underlined and multiple-choice activity



Figure 22. Vocabulary activity



Figure 23. Drawing task and written production

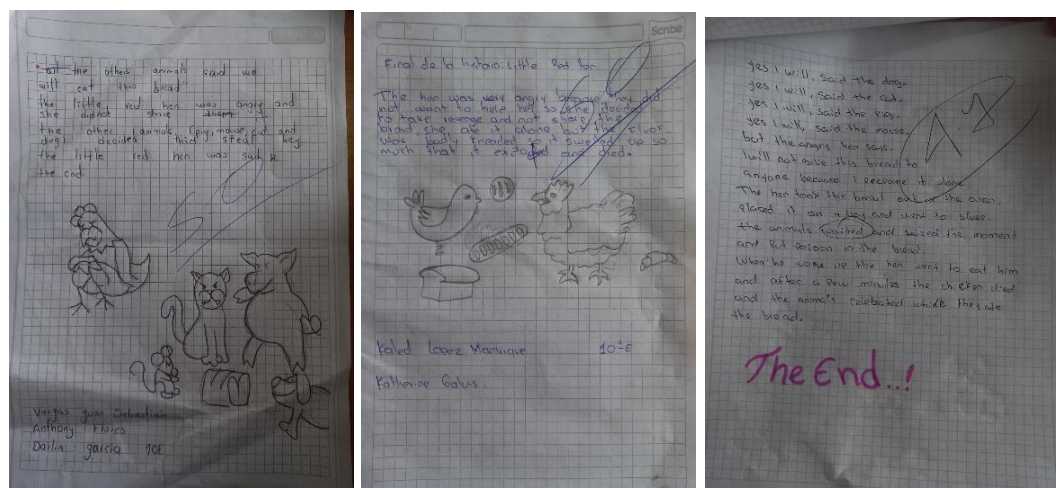


Figure 24. *Corrected written production*

Fourth implementation

The last one implementation, took into account a grammatical the modals verb, it was made use of the reading called “Pablito’s story” ([See annex F](#)).

This was implemented as follows, the teacher gave each of the students the reading guide “Pablito’s story” (See figure 25), followed by this, the students were asked that considering the image they found there that they deduced about what reading was about, most of the students mentioned about a boy who lived in a farm, following this the teacher asked the students to underline the words unknown to them, in the same way , she told them to underline the words that would be found with modals verbs (See figure 26), then, she explained these unknown words, in addition, in order to work the vocabulary of reading was performed a group activity call “Guessing the word” in which the students should write on the back of their peers a word related to the vocabulary of the reading , and the first of the row should write the word on the board, in the activity they could not speak (See figure 27) followed by the teacher along with her students the reading of the story. Noticing thus that the end had been eliminated, the teacher asked about what the story was about, the characters in this and the plot, all the students

responded aptly. Then, the teacher asked the students to select the correct answer taking into account the reading (See figure 26). After this, the teacher asked the students to work in groups and asked them to write the end of the story, in this case, the students asked the teacher not to give them vocabulary because they wanted to try without their help. Then, after each group delivered their drawing and production (See figure 28) the teacher socialized the responses of the multiple-choice activity and read the end of the story to their students. Finally, the next class she gave students the corrected productions (See figure 29).

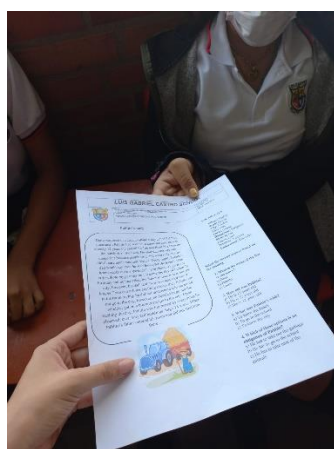
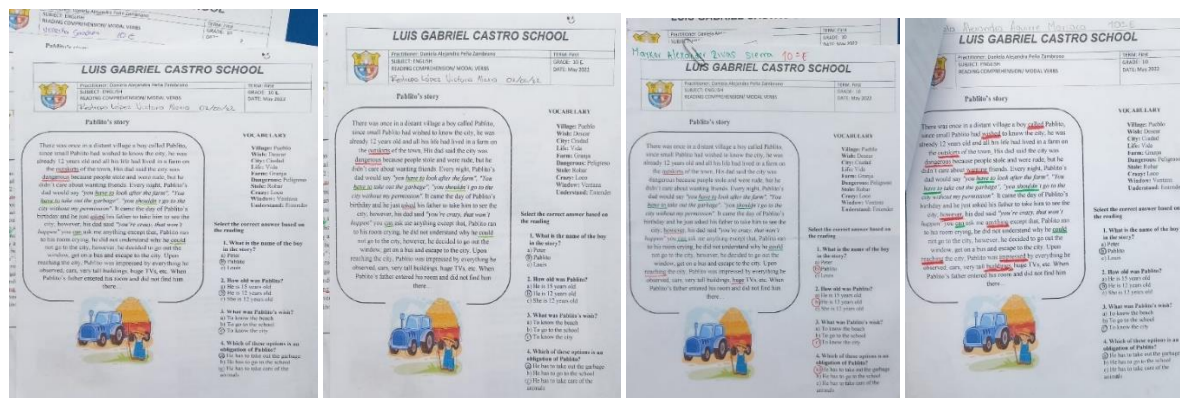


Figure 25. Delivery of reading to students




LUIS GABRIEL CASTRO SCHOOL

Practitioner: Gerson Aguirre Pardo Zendejas SUBJECT: ENGLISH READING (COMPREHENSION) (MIDAL VPRR)	YEAR: 10 GRADE: 10 DATE: May 2022
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You are given points 4/10
Pablo's story

There was once in a distant village a boy called Pablo. Since small Pablo had wanted to know the city, he was already 12 years old and all his life had lived in a farm on the outskirts of the town. His dad said the city was dangerous because people stole and were rude, but he didn't care about warning friends. Every night, Pablo's dad would say "you have to look after the goats". "You have to take care of the goats!" "You should go to the city with me, please!" It came the day of Pablo's birthday and he just asked his father to take him to see the city; however, his dad said "you're crazy, that's what happens" you said ask me anything except that, Pablo ran to his room crying, he did not understand why he could not go to the city. Anyway, he decided to go out the window, got on a bus and escape to the city. Upon reaching the city, Pablo was surprised by everything he observed, cars, very tall buildings, huge TVs, etc. When Pablo's father arrived his room and did not find him there...



VOCABULARY

Village: Pueblo
 Wake: Despertar
 City: Ciudad
 Elder: Viejo
 Farmer: Campesino
 Dangerous: Peligroso
 Steal: Robar
 Crazy: Loco
 Windows: Ventanas
 Understand: Entender

Select the correct answer based on the reading:

1. What is the name of the boy in the story?
 a) Peter
 b) Pablo
 c) Luis
2. How old was Pablo?
 a) He is 12 years old
 b) He is 10 years old
 c) He is 17 years old
3. What was Pablo's wish?
 a) To know the truth
 b) To go to the school
 c) To know his dad
4. Which of these options is an synonym of Pablo's?
 a) He has to take care of the goats
 b) He has to go to the school
 c) He has to take care of the animals

Figure 26. Unknown words underlined and multiple-choice activity



Figure 27. Vocabulary activity



Figure 28. Drawing task and written production

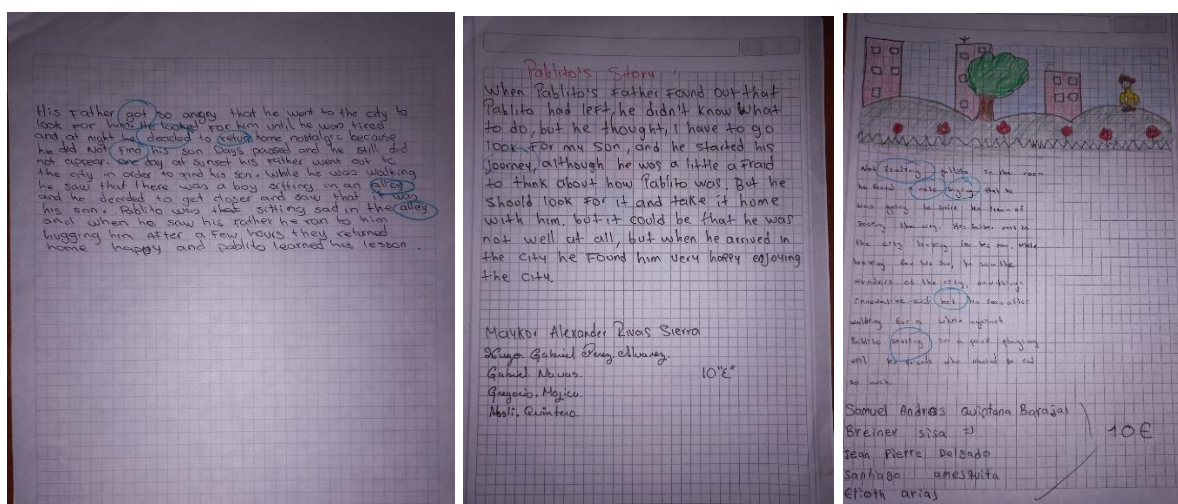


Figure 29. Corrected written production

Research Methodology

Research design

This study was carried out under the qualitative design, since most of the expected results were related to the improvement of reading comprehension and was analyzed through a qualitative type base. In this line, Creswell (2007) determines the qualitative approach as a study of research problems where the meaning that individuals or groups attribute to a social or human problem is questioned. To study this problem, qualitative researchers use an emerging qualitative approach to research, collecting data in a natural environment for people and places under study, and data analysis that is inductive and sets patterns or themes.

In order to help the population, the pre-service teacher feels the need to work on reading and written production skill through drawing tasks based on task-based language teaching.

Type of research

This project was developed for an action-research taking into account its importance and the fact that a solution was sought to a specific problem in a specific population. According to Creswell (2012) action research is defined as systematic procedures used by researchers or individuals in an educational environment to collect quantitative data and qualitative data to address improvements in their educational environment, teaching and learning of the student.

The definition given above agrees with this study since systematic procedures was developed namely tasks in classes which were implemented with different topics of daily life but with the same purpose, which was to reinforce writing and reading at the Luis Gabriel Castro school.

Population

This study took place at the Luis Gabriel Castro Educational Institute with 10th grade. This course has two hours of English per week. This grade is made up of 28 students.

Sample

The sample was made up of 5 students from grade 10.

Instruments


In order to implement the proposal, the following instruments were used: Participant observation, semi-structured interviews and self-assessment rubric.

Participant observation

Russell et al. (2016) estimate that participant observation is a method in which a researcher takes part in the daily activities, rituals, interactions, and events of a group of people as one of the means of learning both the explicit and tacit aspects of their life routines and culture. Moreover, it has early roots in sociology and has been incorporated into qualitative research in a number of disciplines.

Lauderdale & Phillippi (2018) states that field notes serve many functions. Predominately, they aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data

This instrument was used taking into account that the researcher was part of their research as the guide of the students. It was done during implementation of drawings (See figure 30). Three observations were realized.


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University of Pamplona
Department of Languages and Communication
Faculty of Educational Sciences

Title of the project: The implementation of drawing task to improve students Reading Comprehension in 10th grade students at a public school in Colombia: Action research


Characteristics	Place	Situations to observe
Teacher.: Daniela Peña Students.: 10E	Luis Gabriel Castro School	Student's attitudes during project implementation

JOURNAL DE BORD NUMERO:		Date:	Time: 1 hour
Institution:	Level:	Cours: 10 C	
Luis Gabriel Castro School			
Observation time: 1 hour	Topic: The Boy Who Cried Wolf	People: 28	



Topic	Descriptions	Comments
Actividad de vocabulario	Los estudiantes se mostraron competitivos la actividad les agradó.	
Ordenar el texto	Buena colaboración	
Trabajo en grupo	La atención fue regular.	
Atención	Los estudiantes se vieron motivados únicamente en las actividades de vocabulario.	
Motivación	Los utilizaron la mayoría del tiempo	



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Distracción	Los estudiantes se distraían con lo que decían sus otros compañeros	
Worksheet	Los estudiantes respondieron a todas las preguntas correctamente, la idea de subrayar el tiempo se les dificultó un poco.	
Drawing task	Todos los grupos imaginaron su dibujo y lo plasmaron	



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2

Figure 30. *Journal*

Semi-structured interviews

According to Gaspard (2019) the interview is an informative data collection technique. This method makes it possible to collect and analyze several elements: the opinion, the attitude, the feelings, the representations of the interviewee. Moreover, according to Ibert et al. (1999) the interview is a technique intended to collect, in the perspective of their analysis, discursive data reflecting in particular the conscious or unconscious mental universe of individuals. It is a matter of getting the subjects to defeat or forget the defense mechanisms they put in place vis-à-vis the external look on their behavior or their thought. The type of interview was semi-structural oral and individual interview, where a face-to-face situation between an investigator and a subject is presented (Ibert et al., 1999)

This instrument was used to obtain the participants' views on the development of activities, objectives and reflection as a final product (See figure 31). Five interviews were conducted.

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Departamento de lenguas y comunicación
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Práctica integral: Décimo semestre
Responsable

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Entrevista semi estructurada 1

Este cuestionario se aplica en el marco del proyecto denominado *La implementación de la tarea de dibujo para mejorar la Comprensión Lectora y la Producción Escrita en los estudiantes de 10mo grado de la Escuela Luis Gabriel Castro Investigación Acción*.

Objetivo

- Conocer la opinión de los participantes respecto a la implementación de lecturas y dibujos para llegar a una escritura en inglés
- Conocer la forma cómo la implementación del proyecto desarrolla la lectura, escritura, creatividad y motivación en los estudiantes a través del uso de la pintura. El presente cuestionario va dirigido a 10 estudiantes de décimo grado las cuales decidieron participar en la investigación de manera voluntaria.

Instrucciones: Responda la entrevista con la mayor sinceridad posible teniendo en cuenta su experiencia con el proyecto

Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato. El tiempo estimado de la entrevista esta entre 10 Y 12 minutos, en cuanto a las preguntas encontramos de tipo abiertas y cerradas.

Preguntas

- ¿Qué opina usted de las actividades que se hacían antes de empezar a leer el texto? (describir lo que estaba en la imagen, responder preguntas etc.)
- ¿Le vio alguna utilidad? ¿Sí? ¿no? ¿Por qué?

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Entrevista semi estructurada 2

- ¿Qué piensa usted de las actividades de vocabulario que se hacían antes de empezar a leer? Solrarar palabras, actividades de vocabulario
- ¿Le vio alguna utilidad? ¿Sí? ¿no? ¿Por qué?
- ¿Le gustaron? ¿Sí? ¿no? ¿Por qué?
- ¿Considera que el vocabulario trabajado antes de la lectura le ayudó para redactar el final del texto? ¿Sí? ¿no? ¿Por qué?
- ¿Cómo fue el trabajo en equipo al momento de inventar y escribir el final del texto? Cuéntame la experiencia
- ¿Cómo le pareció a trabajo en equipo para la escritura del texto? Fácil, difícil, se colaboraban etc.
- ¿Considera usted que estas actividades le sirvieron para mejorar la lectura en inglés? ¿Sí? ¿no? ¿Por qué?
- ¿Cuál es su opinión respecto a dibujar en clase de inglés teniendo en cuenta lectura y escritura de textos? ¿Le gustó? ¿Sí? ¿no? ¿Por qué?
- ¿Considera usted que por medio de estas actividades aprendió más vocabulario en inglés? ¿Sí? ¿no? ¿Por qué?
- De la lectura y escritura en inglés ¿Cuál considera usted que mejoró más? ¿Por qué? Explique
- ¿Qué piensa usted de leer y escribir el final del texto? ¿Sí? ¿no? ¿Por qué?
- ¿Considera usted que la lectura le ayudó para escribir el texto? ¿Sí? ¿no? ¿Por qué?
- ¿Qué fue lo que más se le dificultó al momento de leer? ¿Por qué?
- Al momento de escribir ¿Qué considera que mejoró más?
- A la forma de escribir las palabras B Vocabulario C Aplicación de tiempos vistos en clase tales como los modales, timas simple. Encija una respuesta y justifique
- De la implementación del proyecto ¿Qué le pareció más difícil? (lectura, escritura, dibujo, trabajo en grupo) Explique su respuesta
- Si tuviera la oportunidad de seguir trabajando con este proyecto ¿Qué le cambiaría? ¿Qué le quitaría? ¿Qué le agregaría? ¿Alguna sugerencia?
- Si tuviera la oportunidad de seguir trabajando con este proyecto en las clases de inglés ¿Lo haría? ¿Sí? ¿no? ¿Por qué?
- ¿Se sintió motivado por aprender inglés a través de la implementación de este proyecto? ¿Sí? ¿no? ¿Por qué?


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Figure 31. Semi-structured interview format

Self-assessment rubric

Martinez et al. (2018) conceive it as a strategy of didactic innovation in the process of education associated with work with competences in a certain subject. For its part, it is affirmed that the use of rubrics not only favor a more systematized evaluation by the teacher, but they are a tool of extraordinary value for the development of monitoring skills, self-evaluation and peer evaluation, contributing to a greater understanding of the learning process itself and, ultimately, to a greater autonomy and self-regulation of the student (Steven & Levi, 2016).

We were use this instrument as it allows the student to evaluate their own learning process as far as reading comprehension is concerned. It was used the self-assessment at the end of all implementations (See figure 32). Five self-assessments were applied.

	TEACHER: Daniela Alejandra Peña Zambrano	TERM: Second
	SUBJECT: ENGLISH	GRADE: 10E
	Self-assessment	DATE: May 2 nd 2022


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 Práctica integral: Decimo semestre
 Responsable
 Daniela Alejandra Peña Zambrano

Autoevaluación

Teniendo en cuenta la experiencia vivida respecto al desarrollo del proyecto denominado *"La implementación de la tarea de dibujo para mejorar la producción y comprensión escrita en los estudiantes de décimo en el Instituto Educativo Luis Gabriel Castro"* Marque con una X la frecuencia e intensidad de cada uno de elementos u acciones allí relacionadas.

Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato

Tipo de actividad	Acción	Nunca	Casi nunca	Siempre	Casi siempre
Lectura	Identifico donde se desarrolla la historia				
Lectura	Soy capaz de reconocer de qué se trata el texto e identificar algunas de sus ideas principales				
Lectura	Soy capaz de percibir cómo se relacionan ideas o datos en el texto: orden de las acciones, emparejar ideas con ilustraciones, etc.				

	TEACHER: Daniela Alejandra Peña Zambrano	TERM: Second
	SUBJECT: ENGLISH	GRADE: 10E
	Self-assessment	DATE: May 2 nd 2022

Lectura	Soy capaz de deducir el significado de una palabra o una expresión a partir de la información que da el texto				
Lectura	Localizo fácilmente información explícita del texto (Quién, cuándo, dónde, cómo, etc.)				
Producción escrita	Selecciono el vocabulario adecuado a la situación comunicativa				
Producción escrita	Respeto normas gramaticales y ortográficas				
Producción escrita	Escribo el final del texto de manera clara y ordenada				
Producción escrita	Utilizo los tiempos vistos en clase en mi escritura				
Creatividad	Desarrollé mi imaginación y creatividad al momento de escribir el texto				
Creatividad	El dibujo que realicé está relacionado con mi producción escrita y es fácil de comprender				
Trabajo en grupo	Sé trabajar en equipo y escuchar las opiniones de mis compañeros				
Trabajo en grupo	Comparto con mis compañeros mis puntos de vista para llegar a un acuerdo				

Figure 32. Self-assessment rubric

Analysis and interpretation of the data

Inductive analysis was chosen. According to Creswell (2012) this analysis consists of a first stage of developing a general sense of data and then codifying the description and themes of the central phenomenon. Similarly, this type of analysis is performed inductively, from specific or detailed data (e.g., transcripts or typed interview notes) to codes and general topics. With this in mind it helps to understand how qualitative researchers produce broad topics or categories from various detailed databases.

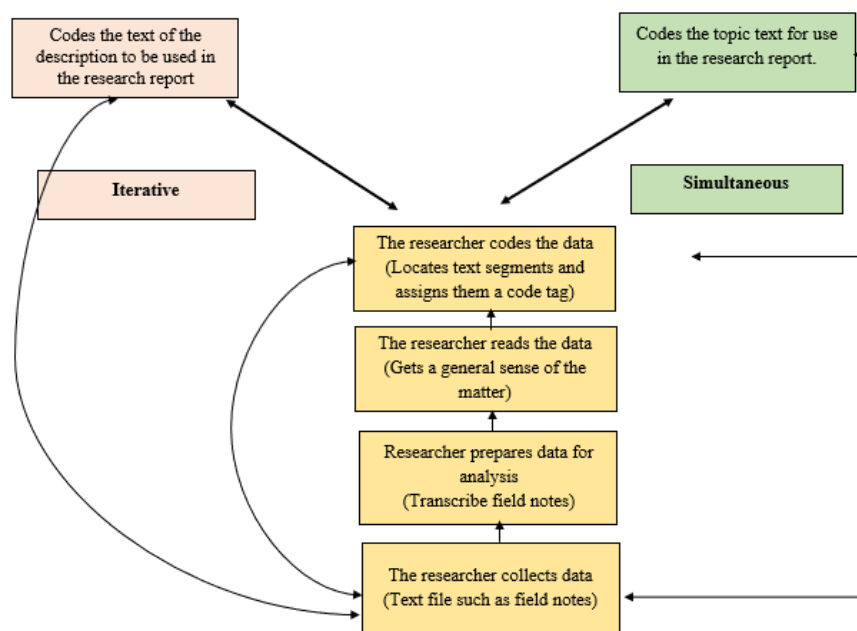


Table 2. *Inductive analysis by Creswell*

For data analysis, first some categories were created along with subcategories which sought that we do not deviate from the path ([See annex G](#)) followed by this, the analysis was performed through two matrices and the Likert scale, Excel matrices were used to analyze non-participating observations (See figure 33) and semi-structured interviews conducted (See figure 34) while self-assessment were analyzed through the Likert scale (See table three and figure 35).

Categoría general	Subcategorías	Descripción teórica			
Ejemplo: Reading comprehension	Actividades de comprensión escrita	The main objective of this skill is therefore not the immediate comprehension of a text, but the progressive learning of reading strategies whose mastery must over time, allow the learner to want to read or take an article in French (Zohra, 2011).	Journal 1	Journal 2	Journal 3
	Vocabulario a través de la lectura		Todos los estudiantes se mostraron participativos	Hubo buena participación, intentaron comprender el texto sin ayuda de la docente.	Les gusto la actividad de escribir en la espalda de sus compañeros , y repetían que jugaríamos de nuevo.
	Drawing task		Hay dudas de vocabulario, preguntan a la docente o buscan el diccionario, si tienen más dudas levantan la mano.	Se mostraron competitivos en la actividad de vocabulario.	Buena participacion
	Worksheet				
	Vocabulario para entender la lectura	For Sukma et al. (2019) Drawing is a real-world activity that often catches the attention of students. It involves the use of language in real contexts when it comes to the explanation of some images and focuses on meaning and form.			
	Actividades de vocabulario.	According to Willis (1996) the drawing task is classified as a creative task in which collaboration between groups of 2 or 4 students is required in order to enumerate, classify, order,			

Figure 33. *Matrix of analysis of observations.*

Categoría general	Subcategorías	Descripción teórica						
Ejemplo:	- Actividades de comprensión escrita	The main objective of this skill is therefore not the immediate comprehension of a text, but the progressive learning of reading strategies whose master must cover time, allow the learner to want to read or take an article	Participante 1	Participante 2	Participante 3	Participante 4	Participante 5	F
Reading comprehension	- Vocabulario a través de la lectura	Actividades de vocabulario pues a mi me parecía divertida ya que pues podíamos expresarlo que decía el cuento utilizando la imaginación ya que hacíamos diferentes actividades.	Actividades de vocabulario Pues a mi me pareció muy bien porque de esa manera nos ayudaba digamos como a implementar mejor nuestro conocimiento al momento de hacer las guías o los trabajos	Actividades de vocabulario ch nos servía bastante porque muchas no las conocíamos y también nos daban ideas para entender mejor el texto.	Actividades de vocabulario pues me pareció muy bueno porque podíamos recordar algunas cosas de la infancia y pues aprender más verbos que no conocíamos.	Actividades de vocabulario Eran muy importantes ya que se analizaba la interpretación y esto tanto lectora como para Resaltar las imágenes o sea las imágenes que decían y responder las preguntas.		
	- Story map	Pues me parecían muy activas porque pues aprendíamos vocabulario nuevo, esas actividades hacían que la clase fueran más divertidas para aprender el vocabulario y recordarlo.	Pues que gracias a ellas pudimos desarrollar y mejorar la guía porque algunas palabras no las conocíamos y gracias pues al vocabulario que usted nos había presentado entonces los	Si porque ya a la hora de leer el texto entonces ya teníamos una idea Si porque había muchas palabras que no conocíamos que muchas veces no salen en la vida frecuente entonces nos ayudó.	Si. Porque uno aprende más jugando. Si porque usted primero nos explicaba con las imágenes y ahí no se nos hace más fácil hacer las actividades.	Si, ya que eran actividades recreativas y se desarrolla más la interpretación y el vocabulario.		
	- Wordwall							
	- Vocabulario para entender la lectura							
	- Actividad de vocabulario.							

Figure 34. Matrix of analysis of interviews

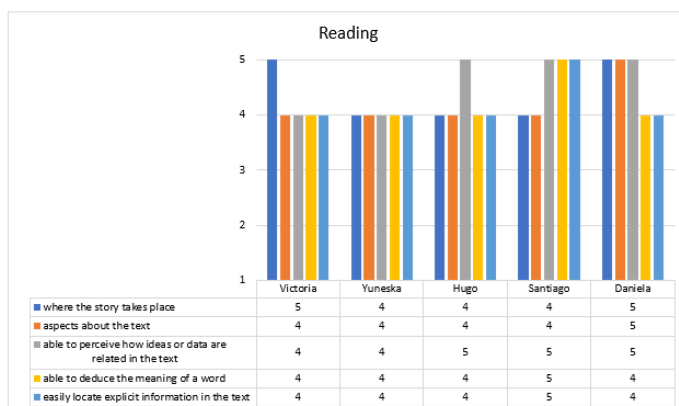
LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
ALWAYS	5
ALMOST ALWAYS	4
ALMOST NEVER	3
NEVER	1 y 2

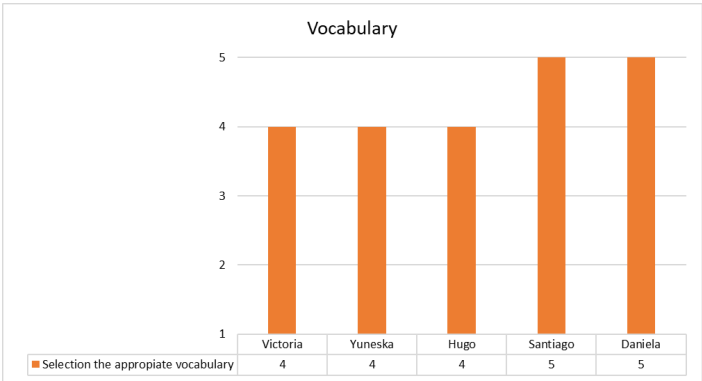
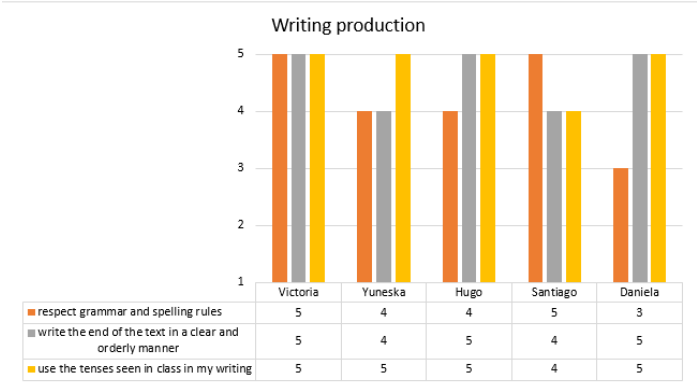
Table 3. Likert scale implement and its numerical equivalent

Category: Reading

Statements within this category:

- I identify where the story takes place
- I am able to recognize what the text is about and identify some of its main ideas
- I am able to perceive how ideas or data are related in the text: order of actions, matching ideas with illustrations, etc.
- I am able to deduce the meaning of a word or an expression from the information given in the text
- I easily locate explicit information in the text (Who, when, where, how, etc.)

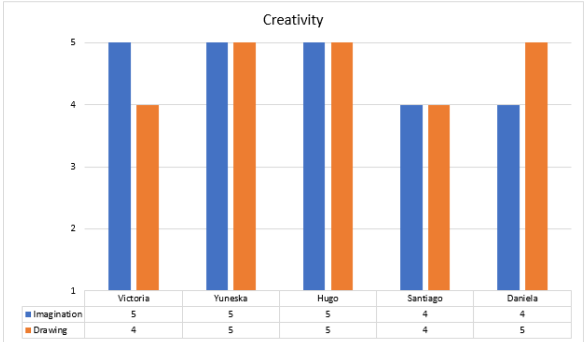




Category: Creativity

Statements within this category:

- I developed my imagination and creativity when writing the text
- The drawing I make is related to my written production and is easy to understand



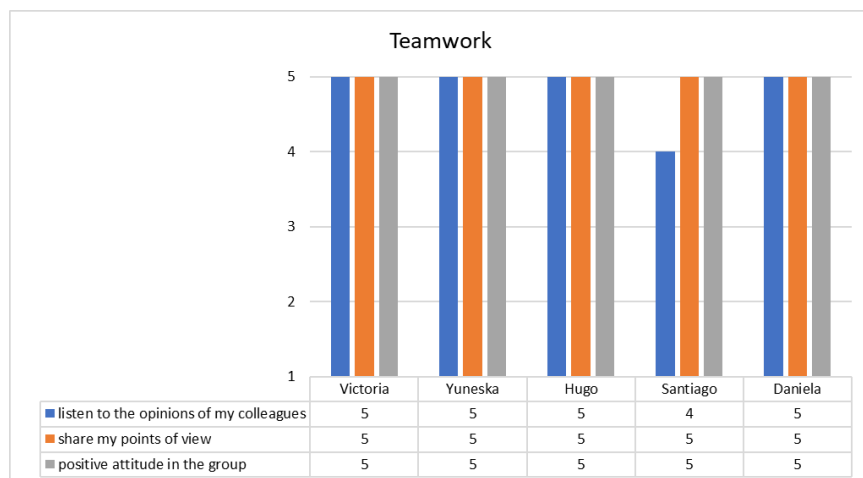


Figure 35. *Likert scale of the self-assessments*

Chronogram

WEEKS	1	2	3	4	5	6	7	8	9	10
Presentation of the project to the population	X									
Drawing task Creation	X		X		X		X			
Implementation of drawing task		X		X		X		X		
Semi-structured interviews										X
Self-assessment rubric									X	
Participant observation		X		X		X		X		

Table 4. *Proposal Chronogram*

Ethical considerations

For the collection of data, a letter of consent was made, which was read to potential participants in order to inform about the proposal that would be implemented and get to know the possible population (See figure 36)

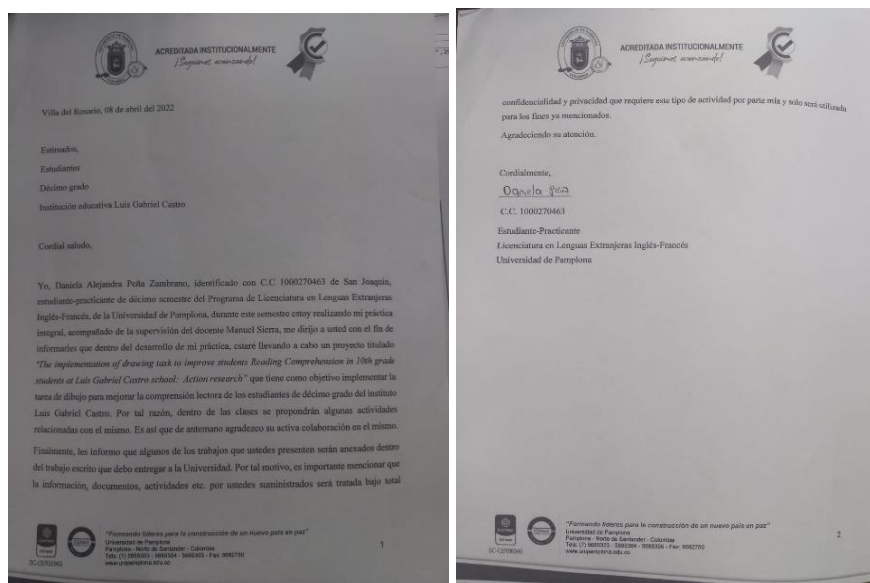


Figure 36. General letter of consent

On the other hand, the parents of the students who participated voluntarily in the project signed a letter bearing in mind that the students were minors, this signature allowed the data collected to be analyzed and could be exposed (See figure 37)

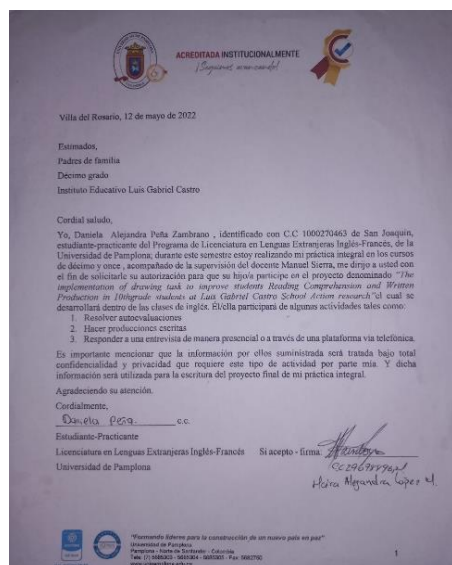


Figure 37. Participant letter of consent

Findings

Below, we find the obtained finding divided into different categories and subcategories, first, we find the reading comprehension category which has the subcategories vocabulary activities and comprehension activities, we also find the category of written production which has the subcategories of grammar and spelling used vocabulary and coherence and cohesion. Finally, we find the category of drawing task where are the subcategories creativity and imagination, motivation and teamwork. Those aspects aim to answer the research questions with the aim of knowing how the implementation of drawing task can improve reading comprehension and written production, as well like other language skills.

It should be noted that the participants decided to use the following pseudonyms Victoria, Yuneiska, Daniela, Hugo and Santiago.

Reading comprehension

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Moreover, it is the process of creating meaning that involves text information and reading context.

Students had to use this ability to understand three readings in which they had to show their skills in the target language.

Thanks to the interviews it was perceived that the students improved their reading comprehension, the above was verified where the student victory affirmed that every time an implementation was carried out , she advanced in her understanding in English (Interview), in the same way, another student pointed out "*at first it was complicated for me because I did not understand anything about reading and now when I see a text I understand parts of it*" (Hugo, interview), which gives us to understand that his reading comprehension rose at a high level. In the same way, in the first implementation at the beginning of the workshop the students kept asking because they did not understand the development of the story, however, these doubts were dispelled as the other workshops were carried out.

The above was also corroborated in the self-assessments where the answers given by the students were found in almost always and always (Figure 35)



For example, most of the participants were always able in each of the workshops to locate where the story worked took place, while Victoria and Daniela pointed the box almost always. In the same way, all the students were able to infer the meaning of the words in the stories worked and the context in which these are used, besides easily locating explicit information of the story worked.

Finally, in the interviews all the participants were asked what was the English skill that they improved most thanks to the project, there all participants mentioned that this was the written comprehension, taking into account the activities worked such as multiple choice activities, underlined the unknown word, etc. *"when you perform activities that call your attention learning is easier"*(Santiago, interview) for his part, Hugo stated that when you like the story you're working on in class, you wake up interested and the result is meaningful learning.

Taking into account the previous, it was important to determine two subcategories that are: vocabulary and comprehension activities

Vocabulary activities

Vocabulary refers to words that allow a language to have its own identity. According Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language.

Thanks to the interview carried out it was found that vocabulary activities greatly helped the understanding of reading, where all students stated that it was very useful for reading comprehension since when the vocabulary of reading is clear reading is not difficult to check. *"After you did these activities, I understood everything about reading"* (Veronica, Interview) For example, *"The flashcard activity made me understand in what context the vocabulary is used as in the story we worked on that day"* (Hugo, Interview)

Moreover, this aspect was also evident in all the observations made where I could perceive that when vocabulary activities were executed the expressions of confusion on the faces of students about reading dissipated and students claimed *"Ahh, I get it."* (Journal 1, 2 and 3).

These activities allowed to develop a learning of the unconscious vocabulary as mentioned by Yuneska , Hugo and Santiago indicating that thanks to the vocabulary activities were dynamic , they acquired vocabulary without realizing it. The above, agrees with the definition of vocabulary given by Hornby (2006) who mentions that vocabulary activities allow the student to unconsciously acquire new words.

Comprehension activities

Wixson et al. (1987) state that reading comprehension is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

Finally, this aspect was also evidenced in the interviews where all the students indicated that they saw a high degree of usefulness in the comprehension activities since *"When you have an image allusive to the text it is easier to understand"* (Yuneska, interview) *" When you ask questions, you know what you are thinking about the text is correct"* (Daniela, interview)

Regarding the comprehension of the activities with reading in mind, in all observations it was perceived that there was no difficulty in understanding what should be done (Journal 1, 2 and 3). The above was verified in the answers obtained from the self-assessments where the reading section on basic aspects of comprehension, the answers differed in always and almost always (See figure 35). For example, Victoria understood better where the story takes place, for her part, Yuneska's answers were balanced in terms of understanding, as far as Hugo is concerned he was able to perceive how the ideas are related in the text, while Santiago and Daniela were able to understand the text and the main ideas.



Figure 35. *Likert scale of the self-assessments*

Written Production

“Writing is the process of using symbols to communicate ideas. It is a system/method of representing language in visual or tactile form. Writing is the 4th language skill that learners need to work hard on to master. It’s the mirror that reflects/shows one’s knowledge about a language”. (p. 29 Benwell, 2018).

According to the European Common Frame of reference (2015) at level A2 that the student writes about everyday aspects of their environment, in linked sentences; for example, people, places, a study or work experience. Write very brief and basic descriptions of past events, activities, and personal experiences.

It is important to keep in mind the fundamental aspects of a good final production, that is why this category contains the following subcategories: grammar and orthography, vocabulary use and coherence and cohesion, .

Grammar and orthography

According to the Common European Framework of References (2015) at level A2 taking into account the grammatical and spelling aspect, the student shows limited control of a few simple grammatical structures and sentence models within a memorized repertoire.

These elements were observed in the written productions of the students, where it was verified that the level in which they are found corresponds to the results obtained, since in the produced ones the use of some basic grammatical times is observed, in addition, some spelling errors were evidenced that caused confusion such as the future with will and going to since this grammatical tense was not used in the correct answer, the students wrote *"I will go to work today"* in order to say *"I 'am going to work today"*, I could also notice errors related to irregular

verbs in simple past which did not differentiate at the beginning, verbs like *"Speak - spoke, eat-ate, sin-sang"* (See figure 29). This aspect was observed in the first field journal considering that at the beginning the students asked many questions such as *" It is, I will be a teacher in three years or I am going to be a teacher in three years? "* All students in both interviews and self-assessments noted respecting grammar and spelling rules and using times seen in class correctly although sometimes they felt lost if the grammar time was more advanced *"It's easy for me to know in which grammar time I should write only when it comes to easy grammar like present, past or future"* (Daniela, Interview). On the other hand, Hugo mentioned that for him, the grammar was easy to apply in their written productions, the above was evidenced in their productions where the mistakes made were very few from the beginning (Interview).

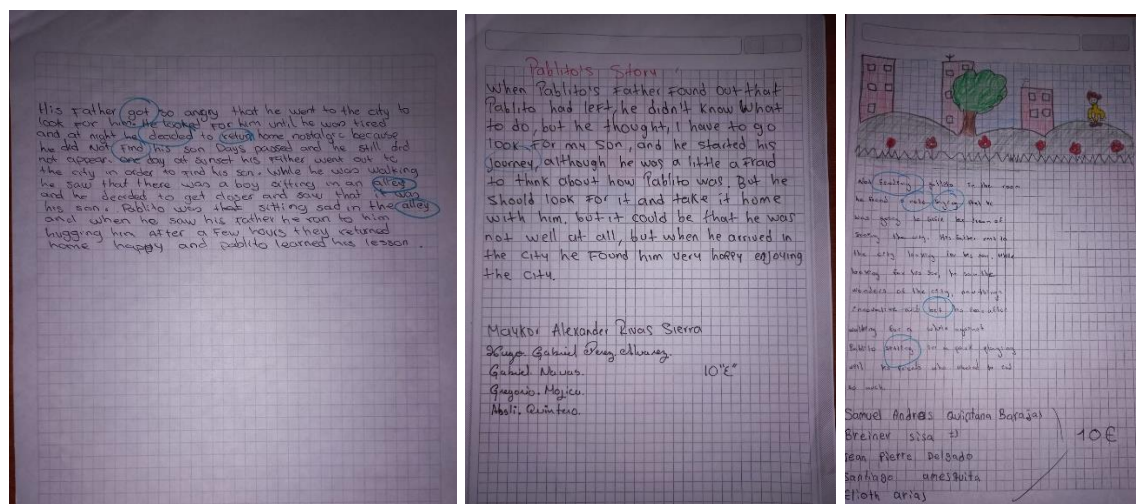
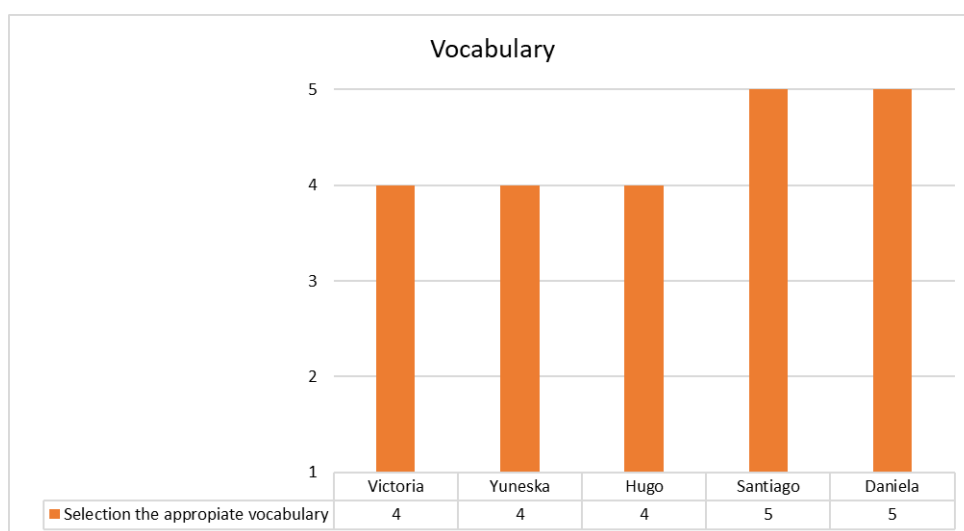


Figure 38. Corrected written production

Vocabulary use

According to Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. In addition, Hatch & Brown (1995) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use.

Taking into account the textual productions delivered by the students, a simple vocabulary was evident at the end of the text but used in the correct way, this information could be verified in the self-evaluations where the vocabulary selection section differed between always and almost always (See figure 35).



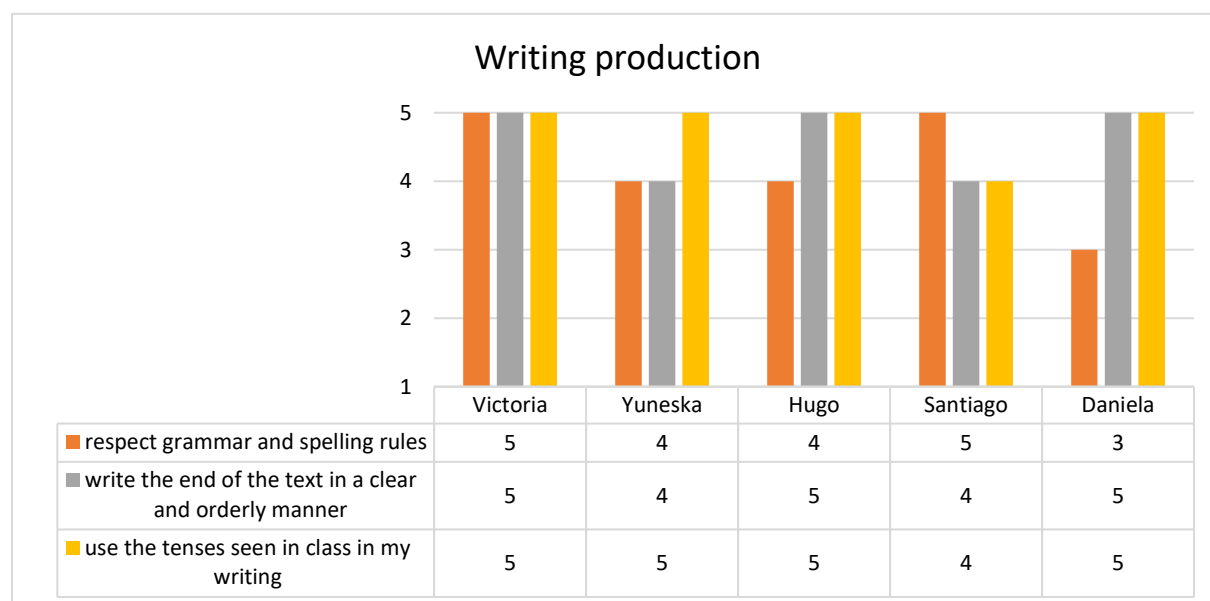
As can be seen, Santiago and Daniela pointed out that they always selected the appropriate vocabulary for their production, while Victoria, Yuneska and Hugo almost always checked the box. This allows us to infer that the selection of appropriate vocabulary was a positive element in all implementations.

Coherence and cohesion

Coherence is the textual property by which statements that form a text refer to the same reality. If a text is to be consistent, its wording must focus on a topic and should respond to our knowledge of the world (Dujar,2016)

For its part, Dujar (2016) establishes that cohesion is the property by which the statements of a text are correctly related from a lexical and grammatical point of view.

These two important elements were presented in each of the writings since, the end of the text written by the students made sense and was easy to understand, the above was demonstrated in the self-assessments where the section of writing the final text clearly and concisely obtained 90% of the response always and almost always.



Considering the graph, it is evident that participants Victoria, Hugo and Daniela during the proposed writing activities always created clear text with a precise and simple order to understand, while Santiago and Yuneska in this case, pointed out not to have done so.

Drawing task

For Sukma et al. (2019) It involves the use of language in real contexts when it comes to the explanation of some images and focuses on meaning and form.

All students mentioned that the drawing task is a good strategy for the development of English skills especially when we refer to comprehension since the idea of creating a drawing

allows the text worked to be understood in its entirety, Yuneska said *"I think that when you draw based on the story even though you don't understand it at first, with a drawing your understanding increases noticeably"* (Interview) For his part, Victoria attached that in addition to being an unconventional methodology you actually feel that you understand when you have already created your drawing (Interview).

In addition, thanks to the observations it was evident that when the students finished creating their drawing they had no doubts about some aspect of the reading, which makes us infer that they understood the text in its entirety and the drawing task had great influence there. (Journal 1,2,3) . Finally, in all the observations the interest of the students to draw was highlighted where everyone put into practice their imagination and creativity, the above agrees with the words of Sukma et al. (2019) who point out that drawing is a real-world activity that often catches the attention of students.

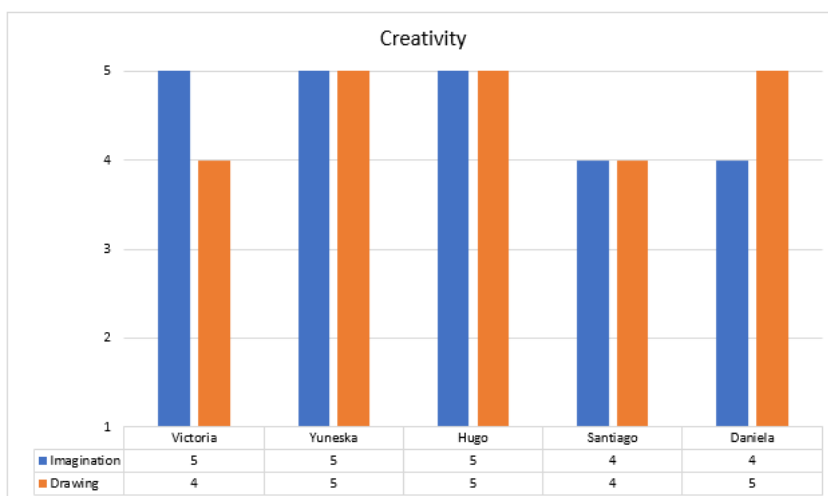
As we can see, the task of drawing was an extremely important activity because it wanted to see their results to improve reading comprehension and written production. For this reason, three categories emerged: Creativity and imagination, motivation and teamwork

Creativity and imagination

Creativity is the ability to produce or create something new; creativity is the ability to make new combinations that have social significance. Creativity involves characteristics related to the ability to discover or do something new (Utami et al., 2018).

According to Clarkson (2008) The term 'imagination' invokes the romantic connotations of creativity, originality and spontaneous fantasy, imagination brings to conscious awareness images and feelings that serve the individuation process.

Creativity and imagination were some of the aspects that were observed during the realization of each drawing, thanks to the observations made it was possible to observe these elements put into practice since the students always shared ideas to their group , each one of them gave an idea of drawing and together they made the drawing, in addition they made use of striking colors (Journal 1,2, and 3) In the same way, this statement was seen in the answers selected by the students in the self-evaluation where the section of creativity and imagination obtained the highest answers (See figure 35)



The graph shows that participants Victoria, Yuneska and Hugo developed their imagination and creativity in all their drawing tasks, while Daniela pointed out that her drawing was easy to understand. Finally, the participant Santiago marked balanced answers between imagination and creativity developed taking into account the task of drawing. With this in mind, the drawing task was well received in terms of creativity and imagination.

Motivation

Motivation helps children and young people to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions, and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-orientated behaviors (Hawthorne, 2021).

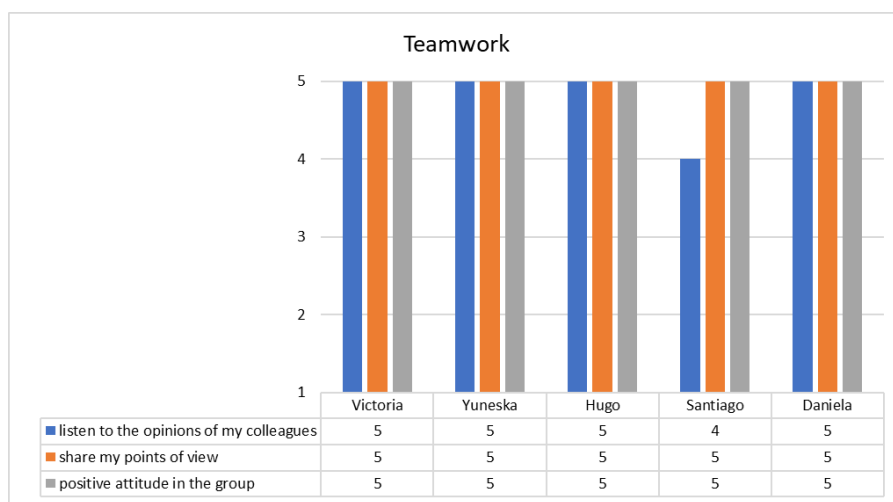
Motivation was another component that was presented repeatedly during the implementation of the project, most of the participants were excited by the activities worked, by the readings made and by the creation of texts (Journal 1, 2 and 3,) In the same way, this was evident in the interviews where all the participants mentioned that if they could continue working the project in class they would continue to do it "*It is a dynamic way to improve understanding*" (Hugo, interview) "*It was a different experience than what we see in the classes*" (Yuneska, interview) another participant mentioned that it is a way to learn without getting bored (Victoria, interview) Finally, Daniela and Santiago mentioned that at the beginning it seemed a boring activity, however, in the end they pointed out to be motivated by their peers who always gave funny ideas to create the drawing.

Teamwork

Don & Raman (2019) stated that team work certainly involves a work team which can be linked with the concept of group cooperation. Cooperation in turn can be defined as a process of continuous and impersonal social involving two or more groups of humans consciously and are willing to strive to achieve a goal that is somewhat limited (or part of the goal) in addition to complying with certain rules or procedures.

In addition, teamwork was one of the aspects that had a strong boom, in each of the observations was evidenced a great team work, where ideas were shared, where there was a real

collaborative work in the classroom. (Journal 1, 2 and 3) the above was corroborated in the interview where most participants mentioned having had good communication " Always at the beginning we shared our ideas or sometimes we divided the work to advance faster" (Victoria, interview) "For the creation of the end of the text each one gave an idea and, in the end, we voted for the best option" (Hugo, interview) another participant mentioned that it was a good opportunity to socialize with colleagues (Santiago, interview). However, one of the participants commented that working in a group was difficult for her since her colleagues did not help her "I practically carried out the whole activity without any help" (Daniela, interview). This was consistent with the results obtained in the self-assessments where the aforementioned situation was observed (See figure 35).



Considering the graphics, we can see that all the students had an excellent team work where they shared opinions and views in order to reach an agreement, and they always maintained a positive attitude in the group and always looked for alternatives when they appeared.

Conclusions

The written comprehension of grade 10 students was greatly improved considering the beginning of the project where there were many doubts about the text, the context of the story, the characters, etc. Aspects that were improved with more implementations. Regarding vocabulary activities worked, it allowed the acquisition of vocabulary of the students where the conventional monotony of the classes disappeared; in addition, the students acquired an extensive vocabulary, they learned how to use it in real context considering that the readings worked with context of daily life. For its part, comprehension activities such as multiple selection activities, and highlighting unknown words allowed us to understand the text in its entirety and avoid confusion about relevant aspects of history.

On the other hand, positive results were obtained regarding written production, since the students wrote texts easy to understand, where grammar, spelling, coherence and cohesion had an essential place at the beginning these aspects were difficult for the students as the use of grammatical times, however, at the end a text was observed written grammatically and orthographically well. The vocabulary used in each of the written text endings was according to what each group wanted to interpret in their text, the vocabulary board helped them enormously to get a well-structured text.

The drawing task was positively received in the classroom awakening motivation and creativity on the part of the students where it was necessary to use perceived imagination in each of their drawings. In addition, it was evident the great impact of working in a group, summarized in a collaborative work that makes doubts dissipate, and the creation of a pleasant environment in the development of activities.

In conclusion, the drawing task is a good tool that allows the improvement of reading comprehension and written production, as well as encouraging other qualities such as motivation, creativity and collaborative work, taking into account that these developed aspects allow for a truly meaningful learning.

The application of the method proposed by Willis allowed us to convince ourselves of its usefulness because thanks to the stages created by it, positive aspects were obtained in reading comprehension and written production, in addition to arousing students' interest in learning the English language.

Recommendations

At the beginning of the workshop and during its execution, it is advisable to review aspects that may affect its good development. These can be external, as the conditions of the place where you want to implement, and internal, as the number of students the course has, since a group too large would not allow to observe the progress of the project, it is therefore advisable to work with groups that do not exceed 30 students.

To execute a drawing task project, it is necessary to make careful planning of the time, work material and number of participants, in order for it to be successful.

If the project is applied educational institutions, it is necessary to take into account the curricular norms and guidelines proposed by the Ministry of Education in order to give students texts that fit their level to expect a successful result and avoid confusions. In the case of a foreign language, the descriptors for each level set out in the Common European Framework of Reference should be considered.

Chapter IV: The Outreach Component

“The use of charades games in teaching vocabulary in the 3th grade students at the Luis Gabriel Castro school”

Introduction

Over the years, the Colombian government has implemented strategies in the English language in order to reach the desired educational goal, one of them is the creation of quality standards in English for primary and secondary schools, hoping to get a level of language quality. However, the results obtained so far have not been as expected since through the national test presented evidence of the decline of the English at a low level. According to the newspaper *Economia* (2019) Colombia is ranked 68, among 100 countries, and its cities have a command of English between low and very low. To resolve this, the National Government has sought strategies such as expanding the coverage of English language teaching to children, taking into account that most primary schools do not have a trained English teacher who guides the teaching-learning processes causing worrying results.

In recognition of this the reality that evades us and the social and cultural problems that it entails, this proposal seeks to mitigate the needs related to the training in English of the primary child population in the city of Villa del Rosario, specifically this proposal is aimed at children of the third grade who belong to the school Luis Gabriel Castro, mainly seeks to expand the vocabulary of students through the charades games.

Justification

Nowadays, the learning of a foreign language has acquired more importance, becoming a requirement in today's world. According to English Kids (2021) There is no better time to introduce English for kids as in one's childhood to start learning English, childhood is the ideal

occasion to begin learning English as it affords the child ample time to study and learn all the aspects. That is why learning English is essential from childhood, since at this age children are interested in discovering and even more if we speak a second language. Taking into account the above, the implementation of this proposal is necessary in the primary school, so that students at the end of their basic education cycle can continue their training in this area at the following levels.

The aim of this project is to raise awareness of the English language through activities that promote language learning. For this reason, it was implemented as part of the community outreach component. This process was carried out by the students of the last semester of the Bachelor's Degree in Foreign Languages at the University of Pamplona as practitioners, in order to contribute to the strengthening of the teaching of English in the primary sector.

The Charades game is a fun activity that can be used to teach vocabulary in a dynamic way. According to Fuzil et al. (2018) charades is an excellent strategy to facilitate the emotional education of children, can be used as prevention for the emotional well-being of children experiencing emotional difficulties. In addition, it is an innovative activity that allows the children to acquire vocabulary in a simple and funny way.

The development of this project benefits the community of the educational institution, teachers in training and special third-grade students, since with the implementation of the game known as charades can increase their English vocabulary in a didactic way, fun and motivating.

Objectives

General objective

- To attend the English-language training needs of primary school children in the city of Villa del Rosario.
- To implement charades game as a strategy for increasing third vocabulary.

Specific objectives

- To help students solve doubts in relation to the development of their English workshops.
- To increase students' motivation through use of Charades
- To be dynamic when interacting with the students.
- To reinforce English vocabulary

Methodology

Bearing in mind that the academic load of the English language of the primary school students of the Luis Gabriel Castro Educational Institute corresponds to 2 hours a week, I worked with 2 courses each week playing charades through basic vocabulary such as animals, the parts of the house, the parts of the body, etc. For this, the teacher in training before performing the charade game was deliver a pedagogical card to their students with the vocabulary to be worked in class. In addition, to practice the correct pronunciation of this vocabulary, followed by this, the game was held where the teacher formed groups of 4 and give each one a word to represent it, students from other groups should guess the word represented by their partner and say the word in English. At the end, the teacher performs feedback where the vocabulary learned in the class is pronounced again.

As for the methodology of the proposal this was fulfilled in its entirety, after practicing the pronunciation I gave each of the students a worksheet with the vocabulary seen, and activities of painting or coloring the card delivered are varied (See figure 43, 44, 45 and 46) After each of them had colored or painted their guide, we continued with the charades game, to do this I separated the boys and the girls thus forming two groups, I started with two girls and two boys mentioned a word to the ear related to the vocabulary seen, they had to mimic and their peers must guess, to the group that I guess I attributed a point, the group that won at the end with more points won a prize (sweets) (See figure 47), at the end, we repeated again the vocabulary learned (See figure 48).



Figure 39. Vocabulary "The animals"

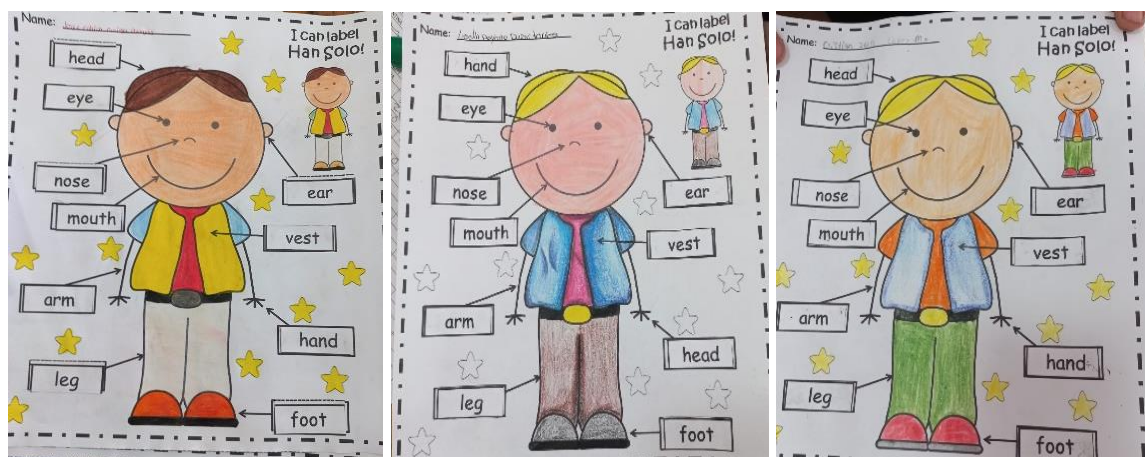


Figure 40. Vocabulary "Body parts"

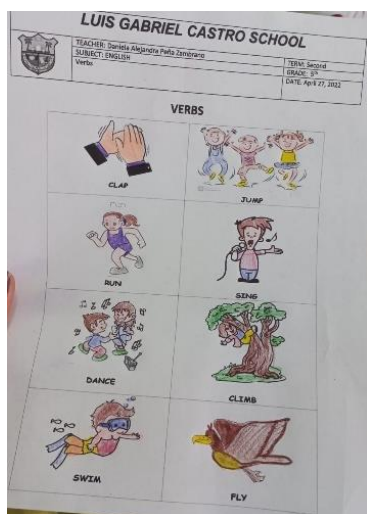


Figure 41. Vocabulary "Verbs"

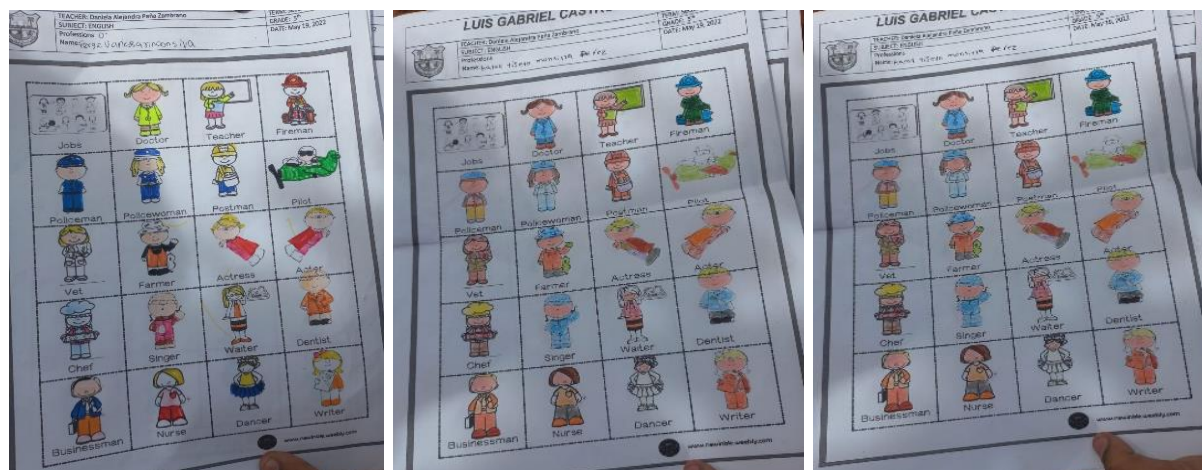


Figure 42. Vocabulary "Professions"



Figure 43. Charades game



Figure 44. *Pronunciation feedback*

Chronogram

Taking into account the schedule of activities, all topics were worked on: animals, body parts, verbs and professions.

Activities	Weeks									
	1	2	3	4	5	6	7	8	9	10
A			x	x						
B					x	x				
C							x	x		
D									x	x

Activities	Description
A	Animals
B	Body parts
C	Verbs
D	Professions

Conclusions

Charades in the pedagogical field seek to overcome the principles of education by establishing new learning axes, ensuring that the educational process becomes a meaningful experience based on factors such as motivation through play, in order to obtain a greater commitment of the students with the learning of a language.

The game of charades allowed us to know how successful it can be to acquire new vocabulary in a didactic and fun way so that it remains permanently in the memory of the students as it happened thanks to the game charades with the subjects worked such as animals, body parts, verbs and professions, as well as showing the positive impact of play when it comes to working vocabulary with children.

Today's teachers are known in the education sector as important subjects, who influence the training of students, it is for this reason that they are obliged to respond to current demands and to the changes that occur in society and in the classroom where new strategies, methodologies or processes of educational innovation are required, That is why I invite them to use the charade game since its effectiveness in acquiring English vocabulary has been proven.

As a conclusion, the game of charades offers magnificent possibilities to both teachers and students, allowing teachers to leave their comfort zone in order to find a playful path where the teaching process-provides the possibility to generate innovative practices, allowing students to create meaningful learning.

Chapter V: Intra- institutional Activities component

Introduction

As a future teacher, it is necessary to get involved in academic activities, however, in order to acquire a real experience, it is necessary not only to participate in educational spaces but also in institutional spaces proposed by the school. For this reason, the practitioner was involved in extracurricular activities where the practice was developed, that is to say in the Luis Gabriel Castro Hight School of the city of Villa del Rosario.

There, the practitioner was immersed in a community context where interactions are highlighted by social, cultural and pedagogical aspects, this participation gave the practitioner the virtue of familiarizing herself with an empirical school environment.

Justification

The fact of participating in extracurricular activities offered by the educational institution where the practice was carried out, allows the future teacher to immerse herself in a context 100% real, also, granted him experience in this social field. Thanks to this participation the practitioner realized the importance of institutional activities in an educational center, in the same way, this environment can be seen as an enriching process that gives the practitioner the joy of feeling in total confidence in a public educational establishment. Furthermore, this experience, gave her the possibility to know the role of the teacher outside the classroom, additionally, the practitioner had an immersion process where both parties benefited since the educational center had another support in extracurricular activities, while the future teacher benefited through a clearly significant experience.

Objectives

General objective

- To participate in all pedagogical, religious, cultural, and extracurricular events at Luis Gabriel Castro school.

Specific objectives

- To know the extracurricular educational activities developed by the school.
- To collaborate to the institution to organize intra-institutional events when required.
- To know the role of the teacher outside the classroom.

Methodology

It is very important to note that in the institute there is a monthly calendar with the emerging activities to be carried out, each of these activities is divided for teachers and for school courses. The practitioner was involved in the participation of these activities and helped in the organization of these when required.

Description of intra-institutional activities

In the Luis Gabriel Castro Educational Institute, three flag raisings were carried out in which I participated, the first commemorating Natalucio Santander (See figure 49) the second commemorating the day of the language (See figure 50) and the last one was performed honoring General Francisco de Paula Santander (See figure 51), in these three raisings flag I was in charge

of controlling the order in the courses of which the supervisor was in charge. In each of these flag hoists presentations and cultural events were made for each grade.



Figure 45. *Hoisted flag "Natalicio de Santander"*



Figure 46. *Hoisted flag "Language Day"*



Figure 47. Hoisted flag “Francisco de Paula Santander”

Moreover, I participated in the celebration of the teacher’s day organized by students of 10 and 11 grade who decided to surprise the teachers and included me in the activity. There, the students made some presentations and gave some words to the teachers thanking them for their effort and dedication. Finally, they gave us a gift. (See figure 52)





Figure 48. Teacher's day

I also participated in the inductions that were carried out for the interclasses that take place every year, I was together with the course of my supervisor, in charge of grade 10 verifying their sharing and attention during the development of the event, was an agrdable experience (See figure 53)



Figure 49. Interclasses COLCASTRO

Chronogram

WEEKS ACTIVITIES	1	2	3	4	5	6	7	8	9	10
Hoisted flag “Natalicio de Santander”	X									
Hoisted flag "Language Day"			X							
Hoisted flag “Francisco de Paula Santander”					X					
Teacher’s day								X		
Interclasses COLCASTRO			X			X				

Conclusions

In general, being able to participate in each of the activities programmed by the institution, allowed me to know the real role and responsibility outside the classroom, in addition, to perceive the importance of these activities in an institution which allow an authentic identity to be created.

This was an enriching experience, to be able to realize the influence of the teacher on his students, not only from an educational field, but also from a moral and social one; it was an extremely successful experience that I conceived of improving my professional and personal growth. During all my stay in the institution I felt part of the teaching staff, I had great reception by teachers and students.

Finally, I would like to mention that having been part of these extracurricular activities allowed me to perceive the talents that students have, which go beyond knowledge, where I

could show that the teacher has an active role since it is he who is responsible for exploiting these talents in order to contribute to the personal growth of the student and society.

Chapter VI: Reflective approach to holistic practice

Group management: This topic is one of the aspects that was presented most in my narratives, I consider that the management of the group is one of the most difficult aspects in the work as a teacher and of which it is mastered only from experience. I felt that every day I improved this aspect little by little, but I must admit that for me it is still difficult to deal with group management.

Frustration: Frustration was another element that I have mentioned in each of my narratives since keeping all students attentive to my explanations I have not yet managed to generate frustration. In addition, frustration also occurred when I do not get that all my students understand the subject in its entirety, it is there that I realized that each of them learns through different methods, some through games, others through examples, some with more than one explanation.

Participation: Participation was an axis of which I have no complaints since all students have actively participated in the proposed activities, although some give their incorrect answers, participation was perceived to a large extent. For this reason, I must admit that student participation is a highly important component for the good execution of a class.

Motivation: Finally, the motivation was another of the elements that stood out enormously in the classes, when starting the practice, I felt a little discouraged since the students

looked lazy in carrying out the activities, however, as the project continued the motivation grew and I think it was thanks to the dynamic activities carried out.

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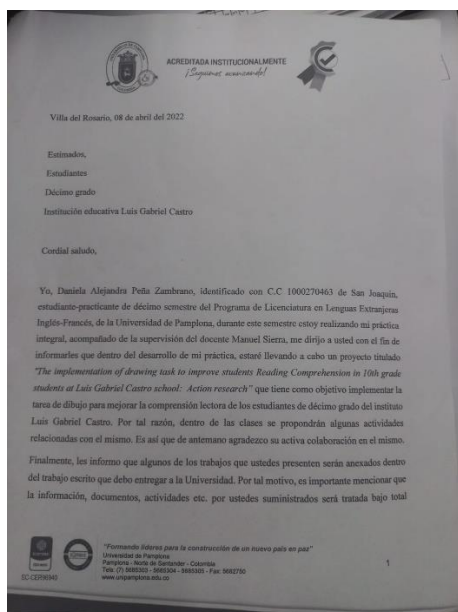
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Annexes

Annex A



Annex B

Course: 10B		Level: A1		Classroom:	
Date:		Pre service teacher: Daniela Peña			
Supervisor: Manuel Sierra		Tutor: Mayeini Parada			
Time: 50 Minutes		Topic: Project presentation, vocabulary related to the beach			
Name of reading comprehension: <i>Visiting the beach</i>					
Objectives:					
<ul style="list-style-type: none">To present the project to the populationTo Present the development of the projectTo promote reading comprehensionTo motivate students to participateTo discover the creativity of the students					
STAGES		Description of activity	Time	Skills	Materials
Presentation of the project		Tell the students about the project, the title, the objectives and why this project is developed.	5 Minutes		
Reading of the consent		Read the students' consent, it's important that they know about their participation in the project.	2 minutes		Letter
Pre task		A. Students read the title of the story and look at the picture, then, teacher asks <i>What is the topic of the story?</i> <i>What do you see in the picture? (People, places, objects, etc.)</i> B. Students read the text and underline the unknown words. C. Teacher explains the meaning of the words underlined.	15 minutes	Reading comprehension	
		D. The teacher and the students will read the story together in order to practice the pronunciation. E. Students answer some questions. F. Students and teacher correct the answers.			
Task cycle	Drawing task	Teacher and students revise the end of the story in order to students imagine and draw another end of the story.	20 Minutes	Written Production	
Language focus		3 students will show their drawing to the class and they will explain it.	10 minutes		

Annex B. Planning of the presentation of the project

Annex C

LUIS GABRIEL CASTRO SCHOOL					
		Practitioner: Daniela Alejandra Peña Zambrano			TERM: First
		SUBJECT: ENGLISH			GRADE: 10 B
		READING COMPREHENSION			DATE: April 2022
Course: 10B			Level: A1	Classroom:	
Date:			Pre service teacher: Daniela Peña		
Supervisor: Manuel Sierra			Tutor: Mayelin Parada		
Time 2 Hours			Topic: Past simple		
Name of reading comprehension: <i>Visiting the beach</i>					
Linguistic objective:		Communicative objective:	Socio-cultural objective:		
		•			
STAGES		Description of activity	Time	Skills	Materials
Pre task	Global explanation of the story (Characters, plot, etc.) Vocabulary				
Task cycle	Drawing task				
Language focus	Corrections Presentation the drawings in class				

Annex C. Planner for the implementation of the proposal

Annex D

LUIS GABRIEL CASTRO SCHOOL		
	Practitioner: Daniela Alejandra Peña Zambrano	TERM: First
	SUBJECT: ENGLISH	GRADE: 10 B
	READING COMPREHENSION 1	DATE: April 2022


Course: 10B		Level: A1		Classroom:	
Date:		Pre service teacher: Daniela Peña			
Supervisor: Manuel Sierra		Tutor: Maysini Parada			
Time 2 Hours		Topic: Past simple			
Name of reading comprehension: The Boy Who Cried Wolf					
Linguistic objective:		Communicative objective:		Socio-cultural objective:	
<ul style="list-style-type: none">To practice the simple past tense.To acquire vocabulary related to the farm.		<ul style="list-style-type: none">To create a drawing in order to imagine and describe another end of the story.		<ul style="list-style-type: none">To understand the structure of a story.To know the story titled "<i>The boy who cried wolf</i>"	
STAGES		Description of activity		Time	Skills
Materials					
Pre task	Global explanation of the story (Characters, plot, etc.) Vocabulary	1. Students read the title of the story and look at the picture, then, teacher asks <i>What is the topic of the story?</i> <i>What do you see in the picture? (People, places, objects, etc.)</i> 2. Students read the text and underline the unknown words. 3. In order to work the vocabulary of the story will be made use of flashcards, here will be developed two activities, first of all students will repeat the correct		30 minutes	Reading comprehension
					<ul style="list-style-type: none">FlashcardsPhotocopies

		<p>pronunciation of the vocabulary together with the teacher, the second the teacher will paste the flashcards to the board from the back, each flashcard has a hidden number, the teacher will ask the students a number, the one who guesses it must pass to the board and pronounce the word. Teacher explains the meaning of the words underlined.</p> <p>4. Teacher and the students will read the story together. <i>Note: The end of the story is deleted</i></p> <p>5. The teacher questions about the story and its characteristics as characters, where it takes place, plot, etc.</p> <p>6. Taking into account reading, students will answer questions about the story.</p>			
Task cycle	Drawing task	<p>7. The students draw the end of the story, for this reason they will work in groups, in addition, they will write a small paragraph in which they explain how</p>	40 Minutes	Written Production	<ul style="list-style-type: none"> • Paper • Pencil • Eraser • Colors

		<p>they think the story will end. In order to obtain different perspectives, the teacher will give each group 3 situations (See annex A)</p> <p>8. <i>Note: The teacher will give in the same way a list of verbs and vocabulary that could be useful to students at the time of writing their text taking into account the given situation (See annex A).</i></p>			
Language focus	Corrections Presentation the drawings in class	<p>9. The correct results of the multiple selection exercise are shared.</p> <p>10. The teacher will ask the students to share their drawings in class and explain them, in addition to sharing their written productions. At the end, the teacher will read the end of the resource text.</p> <p>11. Corrections to written productions are made.</p>	40 minutes		

Annex D. Planner 1 "The boy who cried wolf"

Annex E


	Practitioner: Daniela Alejandra Peña Zambrano		TERM: First	
	SUBJECT: ENGLISH		GRADE: 10 B	
	READING COMPREHENSION 2		DATE: April 2022	

Course: 10B		Level: A1	Classroom:		
Date:		Pre service teacher: Daniela Peña			
Supervisor: Manuel Sierra		Tutor: Mayeini Parada			
Time 2 Hours		Topic: Future simple			
Name of reading comprehension: <i>Little Red Hen</i>					
Linguistic objective:		Communicative objective:	Socio-cultural objective:		
<ul style="list-style-type: none"> To practice the future simple. To acquire vocabulary related to the farm animals. 		<ul style="list-style-type: none"> To create a drawing in order to imagine and describe another end of the story. 	<ul style="list-style-type: none"> To understand the structure of a story To know the story titled "<i>Little Red Hen</i>" 		
STAGES		Description of activity	Time	Skills	Materials
Pre task	Global explanation of the story (Characters, plot, etc.) Vocabulary	<ol style="list-style-type: none"> Students read the title of the story and look at the picture, then, teacher asks <i>What is the topic of the story?</i> <i>What do you see in the picture? (People, places, objects, animals, etc.)</i> Students read the text and underline the unknown words. In order to work the vocabulary, the board will be used where the teacher will write the unknown words and explain them to the students, in addition, she will work with 	30 minutes	Reading comprehension	<ul style="list-style-type: none"> Dice Photocopies


		<p>them on the correct pronunciation. To confirm that the students captured the information, the teacher will use a dice to which each number corresponds to a word, each student will throw the dice and taking into account the number will pronounce the word.</p> <p>4. Teacher and the students will read the story together. <i>Note: The end of the story is deleted</i></p> <p>5. The teacher questions about the story and its characteristics as characters, where it takes place, plot, etc.</p> <p>6. To confirm the understanding of the reading given to the students, the teacher will give the students cut papers with the text, so that they put together the text in a coherent way taking into account the reading.</p>			
Task cycle	Drawing task	<p>7. The students draw the end of the story, for this reason they will work in groups, in addition, they will write a small</p>	40 Minutes	Written Production	<ul style="list-style-type: none"> • Paper • Pencil • Eraser

		<p>paragraph in which they explain how they think the story will end. In order to obtain different perspectives, the teacher will give each group 3 situations (See annex A)</p> <p>8. <i>Note: The teacher will give in the same way a list of verbs and vocabulary that could be useful to students at the time of writing their text taking into account the given situation (See annex A).</i></p>			<ul style="list-style-type: none"> • Colors
Language focus	<p>Corrections</p> <p>Presentation the drawings in class</p>	<p>9. The correct results of the exercise of organizing the text will be shared.</p> <p>10. The teacher will ask the students to share their drawings in class and explain them, in addition to sharing their written productions. At the end, the teacher will read the end of the resource text.</p> <p>11. Corrections to written productions are made.</p>	40 minutes		

Annex F

LUIS GABRIEL CASTRO SCHOOL					
	Practitioner: Daniela Alejandra Peña Zambrano			TERM: First	
	SUBJECT: ENGLISH			GRADE: 10 B	
	READING COMPREHENSION			DATE: May 11 th 2022	
Course: 10B		Level: A1		Classroom:	
Date:		Pre service teacher: Daniela Peña			
Supervisor: Manuel Sierra		Tutor: Maxelaj Garcia			
Time 2 Hours		Topic: Modals verbs have			
Name of reading comprehension: <i>Pablito's story</i>					
Linguistic objective:		Communicative objective:		Socio-cultural objective:	
<ul style="list-style-type: none"> To practice the modals verbs To acquire vocabulary related to the city 		<ul style="list-style-type: none"> To create a drawing in order to imagine and describe another end of the story. 		<ul style="list-style-type: none"> To understand the structure of a story To know the story titled "<i>Pablito's story</i>" 	
STAGES		Description of activity		Time	Skills
Pre-task	Global explanation of the story (Characters,	1. Students read the title of the story and look at the picture, then, teacher asks	30 minutes	Reading comprehension	<ul style="list-style-type: none"> Photocopies

		unknown words and explain them to the students, in addition, she will work with them on the correct pronunciation. To confirm that the students captured the information, they are going to solve a crossword puzzle.			
		4. Teacher and the students will read the story together. <i>Note: The end of the story is deleted</i>			
		5. The teacher questions about the story and its characteristics as characters, where it takes place, plot, etc.			
		6. To confirm the understanding of the reading given to the students, the teacher will ask the students to give a new creative title to the story and then they explain why they gave this title.			
Task cycle	Drawing task	7. The students draw the end of the story, for this reason they will work in groups, in addition, they will write a small paragraph in which they explain how they think the story will end	40 Minutes	Written Production	<ul style="list-style-type: none"> Paper Pencil Eraser Colors

LUIS GABRIEL CASTRO SCHOOL			
	Practitioner: Daniela Alejandra Peña Zambrano		TERM: First
	SUBJECT: ENGLISH		GRADE: 10 B
	READING COMPREHENSION		DATE: May 11 th 2022

Language focus	Corrections Presentation the drawings in class	8. The correct results of the crossword puzzle will be shared. 9. The teacher will ask the students to share their drawings in class and explain them, in addition to sharing their written productions. At the end, the teacher will read the end of the resource text. 10. Corrections to written productions are made.	40 minutes		

actividades de narración inactivas

Annex F. Planner 3 "Pablito's story"

Annex G

BASIC CATEGORIES OF THE PROJECT			
<p>General objective The implementation of drawing task to improve students Reading Comprehension and Written Production in 10thgrade students at Luis Gabriel Castro School Action research</p> <p>Specifics objectives</p> <ul style="list-style-type: none"> To design and implement drawing tasks to promote reading comprehension and written production. To analyze reading comprehension and written production performance through drawing tasks To increase students' vocabulary of ten-grade students. 			
General category	Subcategories	Theoretical description	Other comments
Reading comprehension	Vocabulary activities - Comprehension activities: Multiple choice	Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. Wixson et al. (1987) state that reading is the process of creating meaning that involves: (a) the	

		<p>reader's existing knowledge; (b) the text information; and (c) the reading context.</p> <p>Vocabulary refers to words that allow a language to have its own identity.</p> <p>According Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language.</p> <p>In addition, Hatch & Brown (1995) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use.</p>	
<p>Written production</p>	<ul style="list-style-type: none"> - Grammar and orthography - Vocabulary use - Coherence and cohesion - Ability to describe 	<p>“Writing is the process of using symbols to communicate ideas. It is a system/method of representing language in visual or tactile form.</p> <p>Writing is the 4th language skill that learners need to work hard on to master. It’s the mirror that reflects/shows one’s knowledge about a language”. (p. 29).</p>	

		<p>According to the Common European Framework of References (2015) at level A2 taking into account the grammatical and spelling aspect, the student shows limited control of a few simple grammatical structures and sentence models within a memorized repertoire.</p> <p>Coherence is the textual property by which statements that form a text refer to the same reality. If a text is to be consistent, its wording must focus on a topic and should respond to our knowledge of the world (Dujar,2016)</p> <p>For its part, Dujar (2016) establishes that cohesion is the property by which the statements of a text are correctly related from a lexical and grammatical point of view.</p>	
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Drawing task	<ul style="list-style-type: none"> - Creativity - Motivation - Imagination - Teamwork 	<p>For Sukma et al. (2019) Drawing is a real-world activity that often catches the attention of students. It involves the use of language in real contexts when it comes to the explanation of some images and focuses on meaning and form.</p>	
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Annex G. Basic categories of the project

Annex H

ACREDITADA INSTITUCIONALMENTE
Seguimos avanzando!

Villa del Rosario, 17 de mayo de 2022

Estimados,
Padres de familia
Decano grado
Instituto Educativo Luis Gabriel Castro

Cordial saludo,

Yo, Daniela Alejandra Peña Zambrano, identificada con C.C. 1000270463 de San Joaquín, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral en los cursos de decimo y once, acompañada de la supervisión del docente Manuel Sierra, me dirijo a usted con el fin de solicitar su autorización para que su hijo/a participe en el proyecto denominado "The implementation of drawing task to improve students' Reading Comprehension and Writing Production in Bilingual students at Luis Gabriel Castro School Actua research" el cual se desarrollará dentro de los cursos de inglés. El/ella participará de algunas actividades tales como:

1. Realizar autoevaluaciones
2. Hacer producciones escritas
3. Responder a una entrevista de manera presencial o a través de una plataforma vía telefónica.

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

Agradecemos su atención.

Cordialmente,
DANIELA FORCIA, c.c.

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés Si acepta - firma: *[Signature]*
Universidad de Pamplona

"Documento diseñado para la construcción de un nuevo país en paz"

Annex H. Participant letter of consent

De la implementación del proyecto ¿Qué le pareció más difícil? (lectura, escritura, dibujo, trabajo en grupo) Explique su respuesta

RS: el dibujo, porque no se dibujar.

D: Si tuviera la oportunidad de seguir trabajando con este proyecto ¿Qué le cambiaría? ¿Qué le quitaría? ¿Qué le agregaría? ¿Alguna sugerencia?

RS: que para crear el final nos den un dibujo para guiarnos.

D: Si tuviera la oportunidad de seguir trabajando con este proyecto en las clases de inglés ¿Lo haría? ¿Sí? ¿no? ¿Por qué?

RS: si porque me parece chévere la materia.

D: ¿Se sintió motivado por aprender inglés a través de la implementación de este proyecto? ¿Sí? ¿no? ¿Por qué?

RS: si porque era más social, entre todos más dinámico.

D: Muchas gracias por tu participación

RS: gracias

Annex I. Interviews transcriptions

Annex J

Categoría general	Subcategorías	Descripción teórica	Participant e 1	Participante 2	Participante 3	Participante 4	Participante 5
Reading comprehension	Actividades de comprensión escrita	The main objective of this skill is therefore not the immediate comprehension	Actividades de comprensión escrita	Actividades de comprensión escrita	Actividades de comprensión escrita	Actividades de comprensión escrita	Actividades de comprensión escrita
	Actividades de vocabulario.		Tuvimos una idea más clara antes de leer texto gracias a los dibujos y así comprendimos un	con respecto al vocabulario o me pareció super aprendí cosas que no sabía,	si me gustaron, porque a mi me gusta mucho el inglés y a veces no sabía cómo	si, porque además de salir de la cotidianidad nos ayuda a fomentar la	para mi si porque uno podía socializar con las demás personas.
	Vocabulario para						

	entender la lectura	sion of a text, but the progressive learning of reading strategies whose mastery must over time, allow the learner to want to read or take an article in French (Zohra, 2011).	<p>poco mejor, algunas palabras que no entendíamos y cosas así.</p> <p>Actividades de vocabulario</p> <p>Me gustaron mejoré mucho en la parte de pronunciación, también en la escritura y también en la parte teórica.</p> <p>Si por que muchos ahora conozco algunas palabras en ingles que no conocía por no decir ninguna.</p> <p>Vocabulario para entender la lectura</p>	<p>aprendí a pronunciar palabras que no sabía, con respecto a los juegos me parecieron super bien porque fueron recreativos .</p> <p>Actividades de vocabulario</p> <p>con respecto al vocabulario o me parecio super aprendí cosas que no sabia, aprendí a pronunciar palabras que no sabia, con respecto a los juegos me parecieron super bien porque fueron recreativos .</p> <p>si, porque no conocía</p>	<p>pronunciarla y cuando usted las decía y teníamos que repetirla me ayudo bastante.</p> <p>Actividades de vocabulario</p> <p>si me gustaron, porque ami me gusta mucho el ingles y aveces no sabia como pronunciarla y cuando usted las decía y teníamos que repetirla me ayudo bastante.</p> <p>si, porque me ayudo con la pronunciación de muchas palabras que no</p>	<p>participación en el salón.</p> <p>Actividades de vocabulario</p> <p>excelente, porque nos ayuda a mejorar nuestro vocabulario como nuestra pronunciación.</p> <p>Wordwall</p> <p>Si, porque cada día repasábamos los verbos y pues a uno se le iba quedando en la cabeza y era, era más fácil.</p> <p>es de gran utilidad ya que tenemos una imagen de lo que estamos trabajand</p>	<p>Actividades de vocabulario</p> <p>Si me gustaron porque uno por medio de eso puede aprender a pronunciar mejor.</p> <p>Wordwall</p> <p>Sí porque ya que se miraba todos los días y usted iba mirando la cartelera y iba aprendiendo y recordando el vocabulario.</p> <p>si porque por medio de cuando uno traducía se nos iban grabando las palabras.</p> <p>Vocabulario para entender la lectura</p> <p>si porque ahí ya estaban las palabras y uno podía</p>
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		understand s familiar words and names and very simple phrases, such as those on signs, posters and catalogues.	Si por que muchas veces no llevas como el diccionario entonces usted comienza a investigar poco a poco y algunas palabras que uno no sabía estaban ahí entre la guía.	muy bien los tipos de vocabulario o que habían Vocabulario para entender la lectura si, me ayudo bastante porque a veces uno no sabia como redactar una historia y pues la continuación me ayudo a hacer el final.	conocía y con lo de los tiempos gramaticales. Vocabulario para entender la lectura si, bastante porque uno podía escoger la palabra e ir redactando el final del texto.	o como tal. Vocabulario para entender la lectura si nos fue de mucha utilidad para crear el texto y comprenderlo.	ir completando las frases, además que uno conocía el contexto donde se podía usar gracias a sus explicaciones.
Drawing task	Interés Motivación Creatividad Trabajo en equipo		Interés motivación Creatividad Si me gustó, aunque, muchas veces por que no sabíamos como dibujar o no	Interés motivación Creatividad si me ayudo bastante para comprender el texto. si lo haría porque uno aparte	Interés motivación Creatividad me parece re innecesario el dibujo con el texto en ingles.	Interés motivación Creatividad si porque es una manera de aprender mucho mas didáctica.	Interés motivación Creatividad si porque se le abre la mente a uno y nos mejora la creatividad y el ingles. si porque me parece

			<p>concordaba el dibujo con el final del texto.</p> <p>que fue muy divertido y tambien un poco extresante porque aveces no concordaba con su compañero o despues terminaba cambiando a la hora de traducir</p> <p>Si, porque es muy dinamico.</p> <p>si porque fue un ingles común que se enseña en todos los colegios si no que mas bien fue un ingles mas divertido y mas fácil de aprender.</p>	<p>de que se entretiene escribiendo o historias va aprendiendo mas.</p> <p>Si, porque es muy entretenido.</p> <p>si porque como te dije habían cosas que no entendia en las clases de ingles con el otro profe era muy complicado.</p>	<p>si porque las historias hace que llamen la atención.</p> <p>si lo haría, porque me ayudo mucho.</p>	<p>no le cambiaria nada, de lo contrario lo sugeriría para aplicarlos en las instituciones educativas.</p> <p>si claro, porque me gusto además de ser proyecto didáctico chévere para trabajar en el salón.</p>	<p>chévere la materia.</p> <p>si porque era mas social, entre todos mas dinámico.</p>
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Written production	-		<p>Si por que muchas veces no llevas como el diccionario entonces usted comienza a investigar poco a poco y algunas palabras que uno no sabía estaban ahí entre la guía.</p> <p>Mejore la escritura</p>	<p>fue super porque mientras, las dos pensábamos en el final íbamos dando ideas y ella escribía y yo dibujaba</p> <p>Mejore la escritura</p>	<p>si, bastante porque uno podía escoger la palabra e ir redactando el final del texto.</p> <p>Mejoré la comprensión</p>	<p>claro que si que nos da idea de como esta estructurado el texto y nos ayuda a darle un final mas concreto.</p> <p>Mejoré la comprensión</p>	<p>si porque ahí ya estaban las palabras y uno podía ir completando las frases.</p> <p>Mejoré la comprensión</p>
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Annex K

Categoría general	Subcategorías	Descripción teórica			
Ejemplo: Reading comprehension	Actividades de comprensión escrita	The main objective of this skill is therefore not the immediate comprehension of a text, but the progressive learning of reading strategies whose mastery must over time, allow the learner to want to read or take an article in French (Zohra, 2011). Reading The student understands familiar words and names and very simple phrases, such as those on signs, posters and catalogues.	Journal 1	Journal 2	Journal 3
	Vocabulario a través de la lectura Worksheet Vocabulario para entender la lectura Actividades de vocabulario.		Todos los estudiantes se mostraron participativos Hay dudas de vocabulario, preguntan a la docente o buscan el diccionario, si tienen más dudas levantan la mano.	Hubo buena participación, intentaron comprender el texto sin ayuda de la docente. Se mostraron competitivos en la actividad de vocabulario.	Les gusto la actividad de escribir en la espalda de sus compañeros, y repetían que jugáramos de nuevo. Buena participación
Drawing task	Interés Motivación Creatividad	For Sukma et al. (2019) Drawing is a real-world activity that often catches the attention of students. It involves the use of language in real contexts when it comes to the explanation of some images and focuses on meaning and form. According to Willis (1996) the drawing task is classified as a creative task in which collaboration between groups of 2 or 4 students is required in order to enumerate,	Les llamó la atención la idea de dibujar para comprender un texto, Estaban interesando en la lectura. En los dibujos de los estudiantes se observaba la creatividad.	Las niñas resuelven acertadamente cada una de las preguntas realizadas, En los dibujos de los estudiantes se observaba la creatividad, sin embargo algunos buscaron imágenes en su celular.	Todos los chicos se mostraron interesados en saber cual lectura se iba a trabajar y sobre que se trataba además cuando vieron la imagen ya tenían ideas para su dibujo Todos los estudiantes compartieron ideas para el dibujo y

		<p>classify, order, match, reason, etc.</p> <p>Interest The interest (in psychology) is manifested in the positive emotional attitude towards the object, in the fact of concentrating attention on it. The passing interest, together with a given situation, appears while the given action is carried out and is extinguished when it has been carried out. (Dictionaries philosophic 1996)</p> <p>Motivation Motivation is defined as the performance of an activity because it is perceived as an instrument for achieving valuable results. (Teo, Lim y Lai, 1999).</p> <p>Creativity Creativity is anything that involves representing emotions or using learned skills to create a certain result. (Anush Vardanyan, (sd)</p>			<p>colorearon su creación artística.</p>
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Annex L

1st narrative

Esta primera semana de prácticas en el instituto fue una experiencia agradable ; los estudiantes estaban emocionados por que la practicante empezaría la clase con ellos, los 3 primeros días se realizaron las EGAS conocidas como una evaluación que se realiza cada periodo con el fin de evaluar los conocimientos de los estudiantes en este caso, el inglés, el supervisor me pidió acomedidamente realizar estas EGAS y explicarlas en el salón a los estudiantes, antes de iniciar con la evaluación , se hizo un pequeño repaso de la temática evaluada que era el presente simple, los alumnos me agradecieron por la explicación y manifestaron haber comprendido un poco mas el tema, seguido a esto el supervisor me encargo ayudarle a calificar las EGAS , la mayoría de los estudiantes obtuvieron un alto puntaje, sin embargo; se observaron aun deficiencias en el tema y confusiones en este punto gramatical .

Por otro lado, los siguientes días de las semanas se práctico el presente simple de nuevo a través de un cuento en español, utilizando palabras que se escriben en español y en ingles igual, pero leyendo estas palabras con la pronunciación en inglés, esta actividad les pareció interesante a los estudiantes ya que les permitió adquirir este nuevo vocabulario de una manera divertida y dinámica.

En otro orden de ideas, las prácticas con la sede primaria fueron enriquecedoras para los niños, decidí trabajar con ellos el vocabulario de los animales, cada uno de ellos aprendió la pronunciación correcta, y manifestaron que el juego de las charadas es muy divertido para aprender inglés, al finalizar bailamos “The floor is lava” una canción infantil en inglés que tuvo gran acogida en los salones de 4 primaria.

Como conclusión, esta primera semana de prácticas fue una experiencia enriquecedora en todos sus sentidos, algunas veces sentí frustración y miedo por no poder controlar a todos los estudiantes y mantenerlos atentos durante el desarrollo de las clases, algunos se veían cansados, otros con sueño e incluso algunos reflejaban tristeza. Sin embargo; considero que ese es verdaderamente el reto, buscar estrategias que atiendan las necesidades de cada uno

de ellos. Finalmente, la participación fue un enfoque fuerte que se presentó en todas las clases.

2nd narrative

Concerniente la segunda semana de prácticas en la institución, se trabajaron las nivelaciones en cada grado, en supervisor explicó en clase como se debía desarrollar la nivelación en los cursos, y los estudiantes se acercaban a la practicante o al supervisor para pedir una nueva explicación del tema o resolver sus dudas, en la mayoría de los cursos hubo un alto rango de EGAS perdidas, cabe destacar que el supervisor encomendó a la practicante calificar alguna de estas. El día Miércoles hubo paro por lo que el practicante no se acercó al colegio, esta semana en cuanto a la sede de secundaria fue una experiencia motivadora para la practicante puesto que cada vez que ingresaba al salón, el entusiasmo de los aprendices se reflejaba en su rostro y la motivación por aprender.

Por otro lado, en la sede de primaria se trabajó nuevamente el tema de los animales junto con los estudiantes de segundo y quinto, cada uno de los estudiantes participó activamente de las actividades, la escritura y pronunciación correcta del vocabulario relacionado con los animales se observó, el entusiasmo y la actitud positiva de los niños fue uno de los ejes que se constató durante la clase, trabajé con ellos actividades de juego con el fin de evitar la monotonía, el juego de charadas tuvo gran acogida, de la misma manera, que la canción titulada “Pinocchio song” la cual los estudiantes pedían repetidas veces.

En conclusión, esta segunda semana fue enriquecedora en la medida que el practicante desarrollo su labor, además el manejo de los estudiantes se controló mejor que la primera semana, en la sede primaria tuve frustración y estrés puesto que no sabia como controlar a todos

los niños ya que eran muy imperativos, sin embargo, el docente me dio algunos consejos que puse en práctica y ayudaron enormemente

3rd narrative

Esta semana fue muy motivadora, trabajé con los estudiantes la gramática, para trabajar esta sub competencia primero decidí realizar actividades de juego, las cuales llamaron mucho la atención de los estudiantes ya que la calificaron como actividades divertidas, cuando empecé con la explicación del tema gramatical la mayoría de los estudiantes comprendió el tema, sin embargo, tuve que explicar de nuevo el tema alrededor de cuatro veces puesto que algunos no lo comprendían en su totalidad, la participación de los estudiantes durante la clase fue muy buena; sin embargo, cabe destacar que en algunas ocasiones me frustré puesto que no pude controlar a todos los estudiantes y me dolía la garganta de hablar tan fuerte. Al finalizar la explicación del tema realicé junto con ellos ejercicios en el tablero para comprender el tema, los cuales observé que fueron de gran ayuda puesto que se despejaron dudas que existían.

En cuanto al trabajo en la sede primaria ,los niños me recibieron muy felices y entusiasmados en la institución. Aprendimos los colores, antes de iniciar con el tema realizamos una evaluación del tema visto la clase pasada, y iniciamos bailando y cantando, son actividades bastante lúdicas que los niños aman, luego de esto repetimos el vocabulario de los colores, y jugamos charadas en grupo, donde los hombres y las mujeres formaban grupos diferentes, ellos mencionaron que era muy divertido.

Como conclusión , hasta el momento debo admitir que esta semana fue la más dura , ya que en algunas ocasiones sentí deseos de llorar puesto que los primero días sentí que no podía controlar a los estudiantes para que me prestaran atención a las explicaciones, sin embargo, la

ayuda del supervisor para controlar estos casos fue demasiado buena, además de los consejos dados que permitieron que el desarrollo de las otras clases se diera satisfactoriamente.

4th narrative

Esta semana fue verdaderamente satisfactoria, considero que esta semana el tiempo se aprovechó en gran medida. Los primeros días, seguí trabajando junto con los estudiantes temas gramaticales, en muchas ocasiones repetí la explicación 3 veces ya que el tema se les dificulta a los estudiantes, sin embargo; al final observé en los ejercicios de clase que los estudiantes comprendieron el tema; también participé en una izada de bandera llevada a cabo en la institución donde se conmemoró a Natalicio Santander, allí se presentaron actos culturales, como danzas, coplas y poemas, además, se aprovechó la ocasión para que los candidatos a contraloría y personería evocarán sus propuestas a los estudiantes del colegio. En conclusión, en lo que concierne las clases dadas en secundaria se presentó una participación activa y la motivación de los estudiantes se vio reflejada en la participación de las actividades lúdicas propuestas por la practicante.

En cuanto a la sede primaria, trabajé con los niños de quinto primaria los colores, con el fin de cambiar un poco decidí hacer uso de la pintura, una actividad que observé que llamó enormemente la atención de los niños, luego de esto jugamos charadas, todos estuvieron realmente participativos en la ejecución de las actividades propuestas. Sin embargo, debo admitir que aun se me dificulta controlar el orden en la clase por lo que algunas veces acudo al docente de primaria quien me ayuda y me da consejos para mejorar.

Como conclusión , siento que la labor que estoy realizando realmente ha ido adquiriendo un auge significativo en los estudiantes y por supuesto en mi, ya que gracias a los consejos dados por mi supervisor he ido obteniendo confianza en el aula de clase usando estrategias eficientes que se acoplen a las necesidades de los estudiantes. Estoy orgullosa de mi avance como futura docente.

5th narrative

El desarrollo de esta semana se enfocó en evaluar los conocimientos adquiridos de los estudiantes , fue una semana en la que observe si las clases y los temas enseñados se han comprendido en su totalidad, debe admitir que al calificar estas evaluaciones observe fallas en algunos de los estudiantes, es por ello que decidí dar una retroalimentacion de los temas en los que percibí mayores falencias , luego de esto , me llene de orgullo al observar todo el avance alcanzado , y sobretodo mi avance como futura docente. En algunas clases noté a los estudiantes preocupados, lo que me hace pensar que algunos viven realidades horribles. Sin embargo, esta experiencia me ha enseñado que nuestro deber como docente, no se da únicamente en transmitir conocimientos sino en permitir un diálogo entre estudiante- profesor con el fin de que nos vean como un amigo más y sobretodo perciban el colegio como su apoyo.

6th narrative

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7th narrative

En cuanto a esta semana, debo admitir que me siento orgullosa del trabajo hecho hasta el momento, el compromiso y la participación de mis estudiantes es uno de los aspectos que más he resaltado. En cuanto a las actividades dinámicas llevadas a cabo en cada uno de las clases, me he percatado que motivan enormemente a los estudiantes, de tal manera que el deseo de aprender inglés se ve reflejado, he escuchado comentarios muy buenos sobre mí, que me han motivado y me enorgullecen del trabajo laborado, los estudiantes me ven como una persona de confianza, con la cual no tienen miedo de preguntar sobre las dudas respecto al tema. En la sede primaria, esta semana trabajamos actividades lúdicas a través de las charadas, acompañado de deportes como el fútbol, una actividad que despertó considerablemente el interés de los estudiantes en el idioma inglés. Es impresionante el amor con el que los niños de quinto primaria me acogen y como me hacen formar parte de su familia educativa. En cuanto al manejo del grupo, considero que es un aspecto el cual he mejorado en gran medida, ya que ahora la distracción de los

estudiantes es muy poca, y siento que el mantener a mis estudiantes atentos es un aspecto en el cual he avanzado.

Me siento verdaderamente agradecida de la acogida de la institución y de mis estudiantes, he evidenciado el gran aporte de las prácticas a mi carrera, permitiendo así que confirme mi verdadero vocación.

8th narrative

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10th narrative

Esta última semana fue un tiempo satisfactorio puesto que, todo el trabajo realizado durante este tiempo de prácticas se vio reflejado en esta semana, continúe trabajando junto con los estudiantes los tiempos gramaticales, y pude notar el entusiasmo y motivación que lograron adquirir durante este tiempo los estudiantes en lo que concierne al aprendizaje del inglés, las dificultades que al inicio tenían los estudiantes como la comprensión de algunos comandos básicos en inglés, de la presentación en inglés, aspectos como estos, se mejoraron en alta medida. Durante el desarrollo de mis clases, la participación y motivación de mis estudiantes es algo que debo resaltar, es emocionante saber que te esperan con ansias de que le transmitas conocimientos y ver como tus estudiantes se van convirtiendo en algo que forma parte de ti. Es increíble la influencia que un docente tiene en sus estudiantes, gracias a esta experiencia pude notar el verdadero rol que tenemos, no solo desde un punto educativo sino también desde un eje moral influyente. Otro aspecto a destacar que considero relevante mencionar, son las necesidades las cuales los estudiantes tienen, los problemas exteriores que no permiten que el estudiante este a un 100% en el aula de clase, problemas familiares, hambre, problemas personales. Todos estos factores que influyen muchísimo en la atención y participación que esperas de los estudiantes, es por esto que puedo decir que la educación que se dice que tiene Colombia es un sueño, comparada con la realidad de miles de colegio públicos.

En cuanto a la sede primaria, debo admitir que fue una experiencia agradable, los niños nunca dejaron de sorprenderme, la motivación, el entusiasmo y la creatividad fueron elementos

que se presentaron durante toda mi estadía en la institución, el amor con que los niños me recibían en la institución, las palabras tan bonitas que recibí de ellos, son experiencias que hicieron que este proceso de practica fuera inolvidable. En cuanto a la adquisición de vocabulario trabajado allí considero que la propuesta cumplió su objetivo, los estudiantes adquirieron nuevo vocabulario y mejoraron su pronunciación de una manera divertida.

En conclusión este proceso, fue una experiencia inolvidable donde pude percibir el rol del docente en la institución en su totalidad, donde me vi inmersa y pude comprender los desafíos diarios a los que el docente se enfrenta que se compensan con la gratitud y el amor dado por lo

estudiantes.