

The implementation of fairy tales for reinforcing reading comprehension in 10<sup>th</sup>  
Grade students at La Presentación High School

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Foreign Languages Bachelor Degree

Teaching Practicum

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## **Chapter I: General presentation of the Project**

The following document mentions the elements that have been implemented so far in each of the required components that are part of the practice process. In the first part is the research pedagogical component, in which the title of the project is presented, the objectives, problem, research questions, the type and design of research, the population the techniques and instruments of data collection the type of data analysis and the schedule of activities and findings. To be more specific in this component are all the class sequences, the implemented activities of the proposal results and conclusions.

On the other hand, there is the community outreach component. In this section is the work of the proposal made with primary taking into account the accompaniment in English classes since in this there is no teacher of this subject. There is also the schedule of activities, the material used and the conclusions.

In addition, there is the component of intra-institutional activities, in which the objectives are found; in addition, each activity has the description, the role that I had in that activity and also the conclusions.

Finally, there is the reflexive approach of integral practice, in this describes the process that the practitioner has had in the process which it is linked.

### **Introduction**

Today, thanks to globalization, the English language has become one of the most important and most spoken languages in the world. This is why many people have made the decision to acquire knowledge in this language; because it allows people to have twice as many opportunities both professionally and academically. According to Szmigiera (2021)

in the article “The most spoken languages worldwide 2021”, they mention that around the world in 2021, 1.35 billion people speak English either natively or as a second language.

This research was developed in a school where students learn English. Observing this population one of the main problems in the classroom was the lack of development of communication skills, it is for this reason that the proposal developed focuses on the implementation of fairy tales for the improvement of written comprehension of the students of the tenth grade of La Presentación high school. Taking into account that it is a didactic and different way; it allowed the student to feel stimulated and motivated to learn differently. In addition, this strategy allowed the student a preparation to face and to have better knowledge in front of the written comprehension when it is necessary to present the tests of state name ICFES. In the same way this proposal allowed the students to acquire new vocabulary that they can understand the readings. Such readings forge interest in the student by opening a window to the imagination, thinking that the story will have a wonderful end.

On the other way, in this project is also included outreach to the community, in this component the practitioner had the opportunity to be a support in the primary section of the school. Also, there is the component of intra-institutional activities in which the practitioner had immersed with the educational community in all extracurricular activities. Finally, is included the reflective approach in this part the practitioner said how was the process.

### **Justification**

Learning a foreign language is a difficult process for people when it is done monotonously and repetitively because new strategies are sought to make the acquisition of a new language more pleasant for the student. This is why it is sought to do the project of



improvement of written comprehension through fairy tales. This allows the student to acquire a habit of reading, also awakens in the student, the imagination to create written productions and facilitates the acquisition of new vocabulary. According to the article “The Positive Impacts of Fairy Tales for Children” Not only is reading the story essential, but having the child act out the story is also just as important for developing a child’s consciousness and for his or her moral development (VisikoKnox 2016).

This project idea arises during the first week of observation in first grade, noting that during English classes the vocabulary and grammar are worked but communication skills are not worked during class time. In addition, in one of the activities carried out, there was a simple reading on urban cultures but the students become very dispersed and confused when they did the reading because they did not understand very well what it said. So, there appeared the idea of proposing activities to improve on written comprehension and have an extra in knowledge of new vocabulary.

In the other hand, the traditional education is one of the causes of demotivation in students since classes are monotonous and activities are developed mechanically, which is why students reject learning English. The strategy that was used in the outreach component was to learn English is through songs because the human ear is very special with music. Garcia and Juan (2016) in his article "Songs as pedagogical tools for teaching English in Primary Education" proposes the following example if we try to teach the alphabet to a child, for example, we will realize that the child learns it faster and consequently will memorize it better if it is sung or recited.

Finally, the last component intra-institutional activities. It’s important for the practitioner it is a space in which he can recognize all the logistic and organizational part

that the institution has in front of the intra-institutional activities. According to the decree 1722 de 1942 (July 16) it is necessary to worship in schools in front of the National Pavilion, solemnly leaving it in the presence and with the participation of students.

## **Objectives**

### ***General objective***

Develop the integral practice, being a teacher and a member of educational community.

### ***Specific objectives***

- Implement story tales as strategy for the improvement of reading comprehension in the students of the tenth grade of La Presentación high school.
- To increase students' vocabulary of third and fifth grade of La Presentación school using songs.
- To participate in all intra-institutional activities such as religious and cultural events among others.

## **General Conclusions**

The integral practice leads the teacher in training to complete his process significantly in all areas, that is why the 3 components implemented during this practice are important in the growth as a teacher.

The implementation of fairy tales is a strategy that allows the development not only of written comprehension but also of new vocabulary, because through this the students in

the reading are getting to know the new words that relate to their daily life or to what they experienced in their childhood.

On the other hand, the implementation of the project in primary school was not fully carried out, but the need to accompany primary teachers in English classes proposing new learning strategies.

Songs were a means by which students could learn new vocabulary, because they were repeated daily.

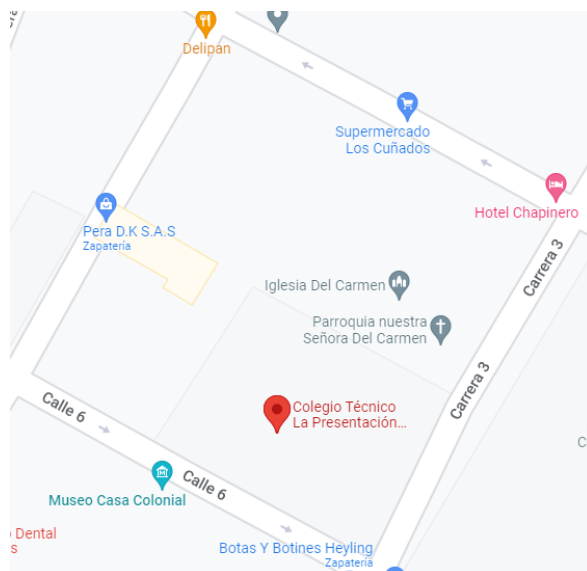
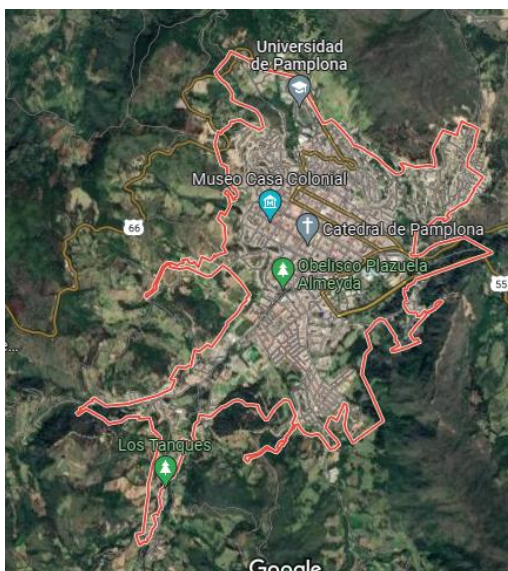
Finally, in the inter institutional activities component was a process of growth and knowledge with all the activities that are carried out in the school the Presentation.

## Chapter II: institutional observation and diagnostic report

### Documentary analysis

#### *Topographical location*

La Presentación high school is located in Colombia, in the department of Norte de Santander in the city of Pamplona, in the street 6 No 2-99 neighborhood “El Carmen”



*Figure 1 :Map of Pamplona. Location La Presentación high school*



*Figure 2 :La presentación high school*

### **Institutional history**

La Presentación high school was founded in 1883. At that moment the situation was precarious in Pamplona, it was plagued by violence, epidemics and misery. Health and education were the needs of the first order. The nuns arrived in Pamplona on January 27, 1883 to take charge of the hospital. In a few weeks later, they opened a free school for 160 girls, therefore, the school has its origin in the hospital.

The hospital was separated from the school on January 20, 1928 and two independent works were established, in 1924 the school was transformed into a municipal institute. In 1927 the construction of the physical plant began, which allows opening the doors to many students, granting them the title of sufficient education. In 1924 the departmental secretary recognized him the character and the ‘normalista’ orientation giving the diploma of normal regular with four years of pedagogy. In 1951 two institutions were organized with independent communities of nuns: the school presentation and the normal for girls. The college always had great vitality and after a serious study of the work by the government of the congregation based on the principles of the religious community. In 1970 the physical plant of the school is closed and leased to the departmental government

so, it is transferred to the normal of ladies with the possibility of opening a diversification of academic baccalaureate.

The Pamplona National Girls' College, despite its long and excellent career in teacher training, completed its work in 1996, based on the guidelines of the Ministry of National Education. Then the horizon widens and opens to the new scenarios of the 21st century with its scientific advances, technology oriented towards technical secondary education with the specialization in informatics and marketing in agreement with the SENA. The objective has remained essentially adapted to historical needs, to changes in education and advances in technology is also in prospect with the SENA agreement a proposal relating to a new emphasis called: 'planning for the creation and management of companies', today the emphasis of the college is technical in administrative assistance.

### **Administrative level**

#### **PEI**

#### ***Institutional mission***

The educational institution Technical College the Presentation of Pamplona of official character, based on human-Christian values, bioethics, environmental inspired by the pedagogical principles of Marie Poussepin; It trains girls and young people from the pre-school level to the middle technical level, with the specialty "Administrative assistance" in agreement with the SENA. Offers a quality inclusive comprehensive education using new technologies to provide responses to society with critical, reflective and investigative thinking and social action to develop in the workplace.

### ***Institutional Vision***

La Presentación high school in 2021 will be an inclusive institution with a pedagogy based on cognitive humanist philosophy, promoting the formation of integral human beings, competent and entrepreneurs with a deep sense of life.

### **Symbols**

The Presentación is an essentially MARIAN community for this reason the colors WHITE AND BLUE, of his flag. The Blessed Virgin is the symbol of all the values that the congregation wishes to sow in each member of the educational community.

### ***The flag***

White:

Loyalty that makes the person great.

Transparency, truth, simplicity and sincerity.

Purity that is cleansing of soul and body, attraction for the spiritual.

Openness to divine action.

Peace, which is harmony, charity, tenderness, tolerance and forgiveness.

Blue is:

Depth, absence of superficiality.

Interiority, inner and outer silence.



*Figure 3: Flag of La Presentación high school*

### ***The shield***

It is contemplated in the cross, the beads of the rosary and in the central part the bee. The motto is highlighted: "Piety, simplicity and work".

The cross: It means love for Jesus Christ and the gospel.

The rosary: It symbolizes piety and means:

To taste and love the things of God and his church.

Follow in the footsteps of the Virgin Mary and place yourself under her protection.

Charity manifested in a commitment to the neediest.

Love for the Blessed Virgin as a model of girl and woman.

The bee: It symbolizes work, which means

Industriousness

Love a serious and responsible job.

Appreciation and good use of time with a sense of eternity.

Constancy in study and intellectual discipline.

Permanent responsibility in the performance of duty.

Constant overcoming, always the best.

Honesty and justice with himself and with others in the performance of any activity.

The simplicity of the elements and the colorful framed in golden yellow symbolizes the SIMPLICITY that is

Transparency to conquer high ideals.

Courtesy, femininity, good manners.

Self-esteem, valuing the person as a woman.

Prudence to speak and act.



*Figure 4: Shield of La Presentación high school*

### ***Philosophy***

La Presentación high school, is characterized by being an institution of religious character, with the pedagogy of the founders of the community of nuns Marie Poussepin. In the school they follow the motto Piety, Simplicity and work. Moreover, the school allows students, teachers and administrators to participate in the democratic and participatory process of the campus through the CRESER project; this works through the following committees:

Pastoral care and social outreach

Academic and evaluation

Discipline and human relations



Ecological

Scientific and research

Artistic and beautification of the classroom and physical plant

Recreation, sport and use of free time

### ***Politics of quality***

The educational service of La Presentación high school gives the presentation in an atmosphere conducive to a sense of belonging for the integral development of all the members based on humanist theory from the pedagogical principles of Marie Poussepin; with a suitable and committed team.

### ***Quality objectives***

- Initiate awareness in the quality management system.
- Form happy people with human - Christian profile.
- Increase the satisfaction of parents and students with the quality of educational service.
- Strengthen the application of due process.
- Ensure continuous improvement of the institution.
- Strengthen the application of due process.
- Ensure continuous improvement of the institution.
- Initiate a study and awareness to respond to the possibility of the single day, in order to strengthen the educational quality.

### ***Institutional Principles***

La Presentación high school guides its EDUCATIONAL ACTION on the following:

THE PERSON and his full integral human development must occupy all our attention.

Profound respect for the dignity of the person is a fundamental pillar of PARTICIPATORY DEMOCRACY and a culture of peace.

EDUCATION is EVANGELIZING, focused on the person and on formation in Christian human values.

CIVIC, SOCIAL AND POLITICAL COMMITMENT is basic in the integral development of the person.

THE DEFENSE OF LIFE and THE FAMILY is the vital commitment of every member of the educational community.

PRODUCTIVE WORK that incorporates science and technology is the basis of personal development, of the country and of the world.

RESEARCH is considered as a basic element in solving institutional and regional problems to face the challenges of COMPETITIVENESS.

ENVIRONMENTAL EDUCATION in our school is developed from a "comprehensive reading of reality" internally and externally and is permanently incorporated in our circle.

## **Institutional values**

### ***Piety***

- Commitment of faith.
- Participating and living solidarity.
- Praying and bearing witness to life, every place and circumstance.
- Showing love to God and neighbor.

### ***Simplicity***

- Authenticity in their way of life.
- Being a transparent and upright person.
- Living without a face.
- Respecting your identity as a person
- Welcoming others, without distinction of persons.

### ***Labor***

- Optimal use and development.
- Strengthening problem-solving attitudes.
- Developing skills and talents in academic and school performance.
- Serving with joy.

### ***Pedagogical model***

From the pedagogical principles of the founder Marie Poussepin, the challenge of educating by evangelizing, forming good people is considered important, for a better society and rediscovering in education the best promotional action that can be done to the

human being, anchored in the pedagogy of Jesus, pedagogy of discipleship and the didactics of parables. The implications of the humanistic-cognitive model in the context of the educational community are evidenced by the following approaches:

Student: According to the humanist approach is an individual person, unique different from others, with initiative with personal needs to grow, with ability to solve problems. The student is responsible for their learning.

Teacher: Mediator of learning shares with the students experiences and knowledge in a process of negotiation, construction and development of skills and knowledge, the teacher has a role of facilitator, auxiliary or animator. It establishes a good interpersonal relationship based on the practice of competences in classroom management based on human-Christian values.

Methodology: The model involves the practice of the principles of meaningful learning, in the process of knowledge construction is promoted the implementation of learning strategies that generate favorable environments for the "learn to be, know, do and live together".

## Organizational chart:

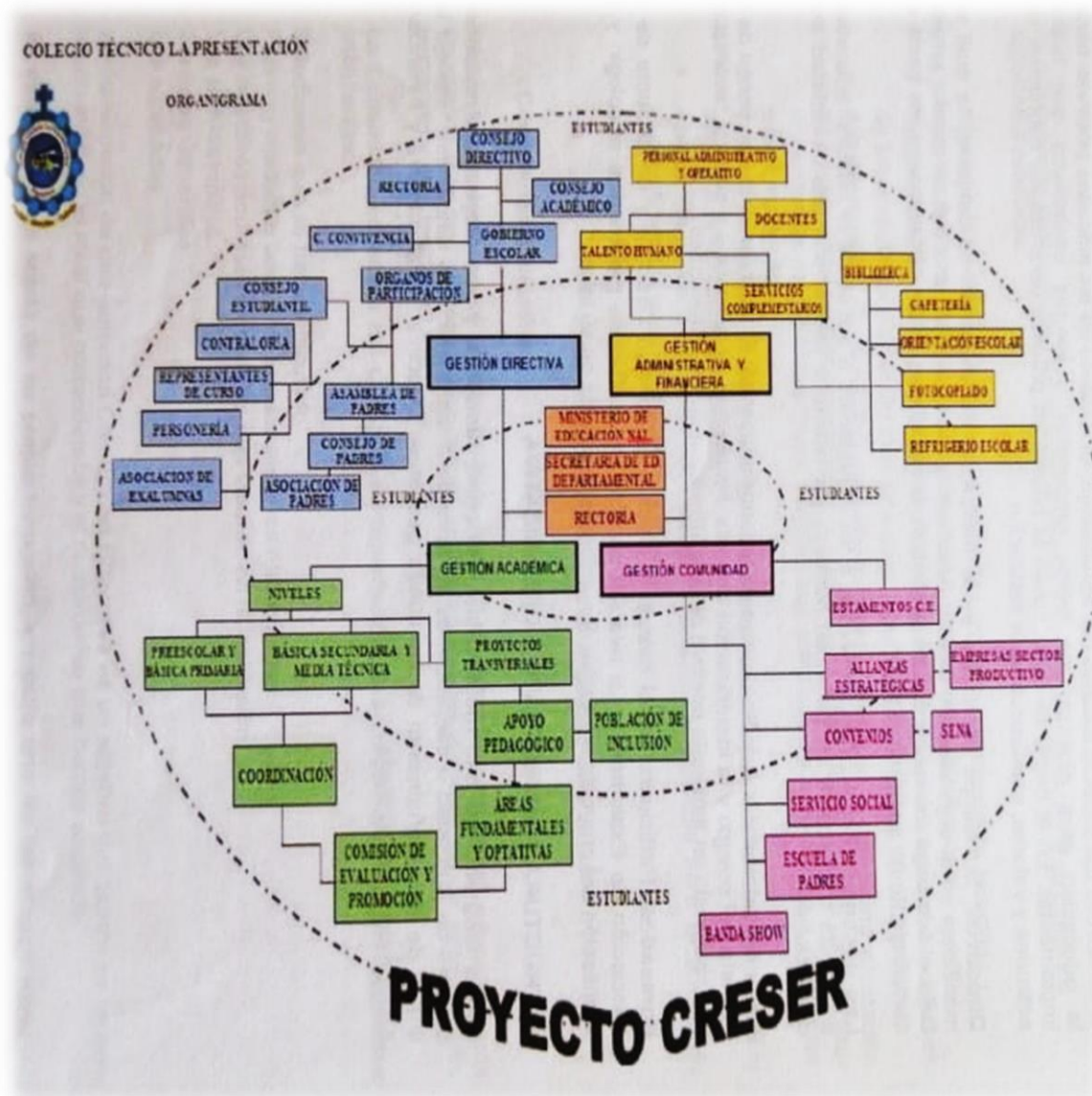


Figure 5: organizational chart

### **Coexistence manual:**

The agreement 003 of November 2006 by which the manual of coexistence, functions and procedures of the educational community of the Technical College is adopted the Presentation of Pamplona. Some of the legal bases of this coexistence Manuel are:

National Constitution of 1991

General Education Act 115 of February 8, 1994

Statutory Act 133 of 23 May 1994 on religious education.

Decree 3008 of May 31, 1994, article 9.

### ***Rights and duties of students***

Every student of the presentation has the right to:

Receive a Christian, moral, ethical, cultural, academic and scientific formation within the framework of personalized pedagogy in order to prepare for an honest, responsible and productive adult life.

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.

Participate in projects that contribute to stimulating the spirit of solidarity and service to the community inside and outside the institution.

Be treated equally without any member of the educational community expressing preferences.

To have access to the dependencies and materials of the school, taking into account the available guiding staff and the good use of the physical plant and equipment.

Receive reinforcements and opportunities to overcome difficulties in the learning process.

Receive timely attention from managers, teachers, administrative staff, and general services of the institution.

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.

Receive reinforcements and opportunities to overcome difficulties in the learning process.

To withdraw from the place where they carry out the educational work for urgent personal reasons, giving due justification.

Recognize and respect the rights of each member of the educational community.

Defend, preserve, recover, and properly use natural resources.

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.

Receive timely information and be consulted on changes established in the programmed activities.

Make use of sick or maternity leave in accordance with the current social security system.

To dispose equitably of the units and the material they contain for the improvement of the learning process.

#### **Duties:**

To accompany the students in the development of their personality being witness of life.

Attend to parents according to the schedule established by the campus.

Be responsible for class hours and other activities at your expense.

Express, with concrete facts, the sense of belonging with the philosophy of the staff.

Give fair treatment to students without evidence of preferences.

Attend meetings scheduled by the area representative.

#### **Journey**

The High School Presentation offers educational service in the morning, five days a week, the primary school hours are from 7:00 am to 1:00 pm, for technical average from 7:00 am to 1:00 pm and working in the afternoon from 2:30 to 4:00 pm. Moreover, the primary section Works from 7:30 am to 12:00 pm.





that time the students can participate. After that, the book activities are assigned to work with it during the class at that time, doubts are resolved and whatever is necessary is explained.

***Modalities of accompaniment to the learnings (tutorials, tools and communication strategies, etc.)***

The school has a Facebook page for communications, in addition, it has a radio station but at the moment it is under repair. On the other hand, it has two support classrooms and a psycho-orientation office. The tools that the school has are bibliobanks in each room to facilitate the use of books during the class.

***Design of guides and materials***

In the classes the book "English please" is used, and as a support sometimes internet guides or built by the teacher are used.

***Courses***

Professor Veronica Rico is in charge of grades 10 (A-B-C) 11 (A-B-C), with each grade having 3 hours a week. It also accompanies grades 5 (A-B-C) two hours a week.

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

AFTERNOON					
7		11 B			
8		11 B			

*Table 1 Supervisor's Schedule*

### ***Schedule***

This is the time load of the practitioner during the stay in the institution.

	Monday	Tuesday	Wednesday	Tuesday	Friday
1	10 B	10 B	3 B	10 B	10 A
2	10 A	5 B	10 A		3 A
3		5 B			
4		5 C	10 C	5 A	10 C
5	10 C	5 C	3 C	5 A	
6					

*Table 2: Practitioner's schedule*

### **Technological level**

#### ***Connectivity***

All the rooms of the school have internet access, and some classrooms also have this service for when the professor requires to make use of this always has it at his disposal.

#### ***Access and use of platforms***

Teachers use the platform “web colegios” in this take the process of each student. Students use platforms like WhatsApp to interact with their peers outside of classes.

### ***Description of digital resources used***

During the observations, technological resources were not used, even though there was video beam and sound in one room.

### **Population and information level of the subject**

#### ***Numbers of students***

In the year 2022 La Presentación high school has enrolled in the SIMAT 967 students from transition to eleven grades. Also, in each course there are approximately 30 students.

#### ***Age***

The ages of the students with whom one goes to work vary between 15 and 16 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

47 teachers

2 teachers of classroom support

1 Psychorientator

#### ***Administrative staff***

The administrative body of the institution is made up of

1 rector

2 coordinators

1 financial secretary

1 academic secretary

2 assistants secretaries

***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 fairy tales for reinforcing reading comprehension in 10<sup>th</sup> grade students at La Presentación high school”

#### **Introduction**

The globalized world in which we live has allowed people to have an approach to English as a foreign language, which is why educational institutions have taken the decision to implement English in their curriculum, since learning English allows the person to have a growth in the intellectual, personal and also in the work field. That's why many people choose to study English, according to a survey of 1000 people by the British Council in 2014 respondents expressed the reason why they had taken the option to study English 48% of respondents said they needed English skills for college. Although, it is not clear whether it refers to entry or exit requirements or both. Respondents also mentioned the importance of English for improving employment opportunities (47 %) and for secondary school (44 %). A relatively low weight was given to the need for English for existing work (8%), to create wider networks (8%), to travel (8%), to the encouragement of family and friends (7%), to other reasons (7%) and to improve social position (4%)". Each of these people has their personal motivation and lead to happy completion of their learning either autonomously, in schools or in institutes.

It is important to know that when we are young, we learn to read and when we are adult we read to learn, as is well known through reading we can learn about different topics, but it is more important when reading to learn a language because as we read the brain



learns to know the language. Through reading you can acquire new vocabulary, grammar and develop writing skills and also develop cognitive skills. According to Williams (2019) Reading is good for the brain because it exercises and strengthens cognitive skills as well as preventing diseases such as Alzheimer's. This is why it is important to create a reading habit in people.

In the learning of a foreign language the reader's understanding is a skill that must be developed in the company of the other 3 skills that are listening, writing and oral production. In addition, they must have knowledge of sub-competences such as grammar and vocabulary to understand a text, according to the basic standards of Colombia for the area of English, students should be able to understand the general meaning of a text, identify the point of view of an author, analyze argumentative texts, descriptive and narrative in order to understand the main and specific ideas.

Therefore, this research aims to reinforce written understanding through fairy tales. This allows students to do a creative and dreamy reading because it allows the student to become part of the story. According to Coyle (n.d) The similarity of his themes with the power to cross time and geographical and cultural boundaries, also recognized narrative structure or ability to awaken the motivation and imagination of the child.

### **Research problem**

The lack of work in the written comprehension in a foreign language because the student present difficulties at the time of taking orders, because he is reading in an empty way without understanding what he wants. On the other hand, written comprehension allows learning other aspects such as culture. In the observations made with the students of the tenth grade of la Presentation high school, could be evidenced the lack of development

of communicative skills for this it seeks to implement the strengthening of written comprehension in students as preparation for the ICFES status exam.

It is important that with the implementation of this project to improve the written comprehension of the students, creating a pleasant and motivating environment for the students to be motivated to be better in this skill that will serve them for their whole life.

For this is important to answer the following questions:

### **Main question**

How does reading of fairy tales improve the written comprehension in 10<sup>th</sup> grade students at la Presentación?

### **Sub questions**

- How to get students interested in written comprehension
- How can reading of fairy tales help to improve vocabulary?

### **Justification**

In the educational field the learning process is affected by the lack of motivation in students because it is important to carry out activities with which students feel comfortable and motivated. In this way they collaborate and there is a significant learning process. In relation to this, Dubin (1974) defines motivation as the complex forces starting keeping a person at work in an organization. Motivation is something that moves the person to action, and continues in the course of action already initiated (Vance n.d).

Many young people today have a problem with reading not because of the performance they have in front of it, but of how difficult it makes them understand, then this causes there is a low level of reading and it is academic performance so it is important

to know and practice the implementation of written comprehension in a foreign language because reading educates us and generates knowledge as stated by Condemarin (2016). Reading awakens our minds, educates us, is the most important practice for study, gives us knowledge, pleasure, challenging us, enrich us, and fundamentally makes us better people. Only by reading can people better understand the things that happen to us.

Furthermore, an important factor in choosing such stories is that they allow people to appropriate the character and feel identified in different actions they perform, therefore these stories allow the student to express their feelings, fears and all the emotions that the story produces when reading. This research was made to improve the skills and advantages that students have when facing a good reading understanding, acquire critical thinking and can improve their interaction with the world. The stories allow there to be a part therapeutic, the writer should initiate opportunities for the reader to connect parts of themselves to both the fairy tale characters and identified scenes in the fairy tale (VisikoKnox, 2016).

Finally, the population to work are teenagers of tenth grade of La Presentation high school, they are girls between 15 and 16 years old who have the quality of being very attentive and they like to do things well.

## **Objectives**

### ***General objective***

To implement fairy tales to improve the written comprehension of students of tenth grade at La Presentación high school.

### ***Specifics objectives***

- To create workshops using fairy tales readings to reinforce written comprehension
- Contribute to preparation of ICFES exam through fairy tales readings.
- To increase the vocabulary through fairy tales readings of the students of the tenth grade.

### **Theoretical framework**

For the development of the research, it is important to know some basic aspects that helped to better understand the project. The concepts that are found are written comprehension, reading, fairy tales, stories and communicative approach. Each one of them will be named with its respective definition and supported by an author

#### ***Written comprehension***

Understanding a written document is related to reading. The goal of written comprehension is to bring the learner gradually, towards the meaning of a written document, to understand and read different types of text. 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).

According to Ramirez (2017), a person's ability or cleverness to grasp something is known as their comprehension. 'Reading comprehension' is the process of acquiring the most essential concepts in a book and the ability to make connections between them and other previously acquired ideas. Reading comprehension allows people who read to link the ideas of what they already know with new knowledge.

### ***Reading***

Leu and Kinzer (1987) states that Reading is a developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge and can be both positively and negatively influenced by nonlinguistic internal and external variables or factors. Also, it is important to mentioned the definition of Goodman (1969) said that 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. Therefore, there is an essential interaction between language and thought in reading.

### ***Fairy tale***

According to Malatesta (2018) Books in the fable genre are made up of stories told through animals, mythical creatures, plants, inanimate objects, and/or forces of nature that have been give human traits, such as verbal communications (anthropomorphized). The stories in the fable genre impart some kind of moral lesson or useful truth to the reader that's easier to take from the less human characters. In the other hand the Cambridge dictionary say that is a traditional story, usually written for children, which often involves imaginary creatures and magic. According to the authors such fairy are stories that allow raising the imagination to the point of making the person who reads them between the story.

### ***Stories***

The stories respond to the needs of magic that children have in contrast to the real world of adults. This implies a fun moment that must be accompanied by dramatization, assuming an active participation of children. The story is a short text, but very complete to

have characters with defined characteristics, a problem or issue to be solved, situations of tension, and the resolution of that problem. Therefore, it can be entered into school as it prepares for life and contributes to the development of learning. (Martinez, 2011).

### ***Communicative approach***

According to Richard (1997) Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability, that is the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentences used.

### **Literature review**

In this literary review will be mentioned the most important studies at the international and national levels and the way in which they have contributed in the subject of study.

### ***International level***

In the first place, Pawana and al (2014) carried out a study of improvement of the written comprehension in the students of 11 grade by means of such story and they were able to reach the conclusion that the use of fairy tale can effectively improve students' reading comprehension. The students' reading comprehension was significantly improved after the researcher taught them by using fairy tale. Also concluded that the researcher has proved that fairy tale is very effective in teaching reading comprehension. The researcher provides some suggestions as following: Reading comprehension should be taught based on

the interest of the students; the teacher should provide reading texts that are closely related to the students' interest and should choose appropriate media in teaching reading based on the aids of the students and motivate the students prior to teaching-learning process.

Fairy tales allow students to develop their imagining and apart allows them to return to their childhood when they heard these. The research with title Fairy Tales in Reading Comprehension directed by Pillaga (2021) decided to implement fairy tales then children develop an interest in reading and will facilitate their understanding of what they have just read and in that way, they will be able to connect ideas in a better way. The main objective of the research was to determine how fairy tales influence reading comprehension in reading skill. The results showed that the findings revealed that this method works best with kids who enjoy fairy tales, since they have more difficulties when they have to understand ideas and information from texts that visually attract their attention.

Romdani (2020) conducted a study called Integrating Fairy Tales into Reading Class: Do they capture the reading interest of young students? It is a study applied in Indonesia; its main objective was to investigate how fairy tales attract young learners' interesting reading. The finding demonstrated that fairy tales are proven to catch the young learners' reading interest as they provide imaginative and enchanting content. By way of addition, it was indicated that affective and cognitive factors influence the students' reading interest.

### ***National level***

Chiquito and Idrobo (2017) conducted a study on didactic sequence for reading comprehension in wonderful stories, where its main objective was to strengthen reading comprehension in third grade students of the Inem Felipe Pérez educational institution in

the city of Pereira. Using narrative texts in this case focused primarily on fairy tales. In this study they concluded, in language teaching, it is important to generate changes at the educational level that strengthen the way of teaching children, where strategies are applied that enable the use of language in a positive way, where learning becomes a wonderful pleasure for the child's soul.

Rojas and al. (2019) developed research called *implementing fairy tales to foster lexical competence* in this research was to analyze the impact that fairy tales to promote vocabulary. As a result of this investigation that the students or participants in this research project were able to connect the previous knowledge and new knowledge in the referential component and inferential component. Also, it is possible to say that the students have developed this competence, since during the sessions they demonstrated, through their language use and behaviors, that they are able to adapt to the requirements of the environment in which they find themselves in order to establish communication. Finally, it was possible to conclude that the participants of this research made a connection with words and objects and sounds/spelling which are characteristics of the Referential component.

## **Pedagogical methodology**

### **Methodology of the implementation of the proposal**

The reason for this project arose during the week of observation in the school la Presentation, where it was possible to know the needs of the students of the tenth grade. The main failure of the students was in the written comprehension; therefore, it was decided to implement the fairy tales for the improvement of this skill.



For the development of the proposal, in the implementation of the reading the methodology of Manuel (2021) was used in which 3 stages are mentioned pre reading, while reading and post reading.

<b>Stages</b>	<b>Description</b>
<b>Pre reading</b>	Pre-reading activities are activities that helps students think about what they know about a topic and predict what they will read or hear.
<b>While reading</b>	Are defined as activities that help students to focus on aspects of the text and to understand it better.
<b>Post reading</b>	Help students understand texts further, through critically analyzing what they have read.

*Table 3 Stages for the reading*

### **Planning format**

To follow an order, it was decided to create a planning format in which the presentation of the project and the following 3 implementations of the project were created.

<b>Course:</b>	<b>Tenth grade</b>	<b>Level:</b>	<b>Classroom:</b>
<b>Date:</b>		<b>Pre service teacher:</b>	
<b>Supervisor:</b>		<b>Tutor:</b>	

Time:			Topic:		
Name of fairy tale:					
Linguistic objective:		Communicative objective:	Socio-cultural objective:		
STAGES		Description of activity	Time	Skills	Materials
Pre reading	Global				
While reading	Story map	Activity of vocabulary			
Post reading	Answer Evaluation				

*Table 4 Planning format*

### **Proposal execution**

The proposal was developed during the first half of 2022. At the beginning, the planning was made with each of the stages to perform a correct development of the sessions. In total 4 fairy tales were implemented. The first implementation was with the fairy tale "Rapunzel", this was the presentation of the project so that students knew and were motivated to participate in this. The second implementation was with the fairy tale of "Cinderella". The third implementation was the fairy tale of the "sleeping beauty" and the last story implemented was the "little mermaid". In each implementation, 3 stages were developed, in the first stage vocabulary activities were carried out that put reading in context and easier to understand. In the second stage, the reading and the story map were

made and in this way the students could classify the information. Finally, the workshop and the socialization of the story were carried out.

### **First implementation**

In this implementation the project presentation was developed with the development of the fairy tale Rapunzel. This activity was developed through a video and a 3-point questionnaire in which they had to relate image and organize history through images.

[\(Appendix b\)](#)



*Figure 7 first implementation*

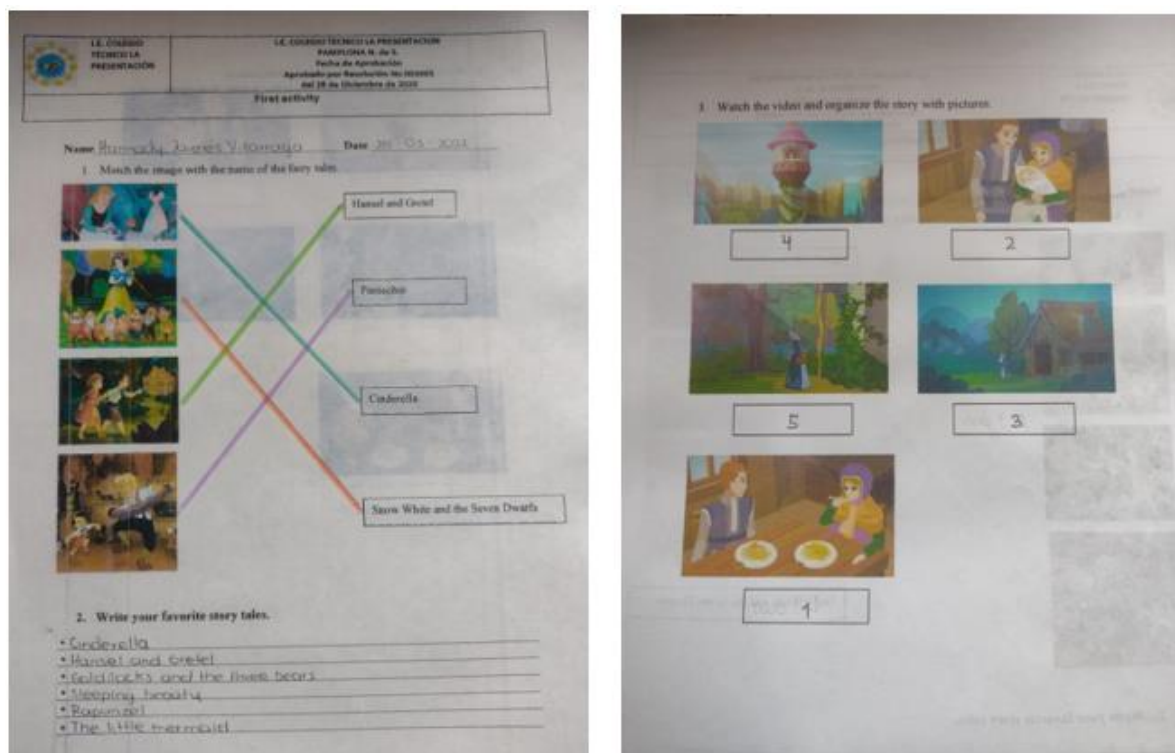


Figure 8 Worksheet 1

Course:	10 <sup>th</sup> C	Level:	Classroom: 10 C		
Date: 25 <sup>th</sup> March		Pre service teacher: Francy Paola Parada Correa			
Supervisor: Aura Veronica Arciniegas		Tutor: Mayeini Katherine Garcia Parada			
Time: 1 hour		Topic: Presentation of the project			
Name of fairy tale:					
Linguistic objective:		Communicative objective:		Socio-cultural objective:	
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.	10 minutes		Slides
Test application		Students will read a story and answer some questions.	15 minutes		Guide with a text and questions.
Reading of the consent.		Read the students' consent, it's important know why they are going to participate in the project.	3 minutes		Letter
Motivational activity		<p>With this activity the students will awaken curiosity about the project. Here students should perform 3 activities. The first is to relate the images with the name of the story. In the second activity the teacher is going to mention the names of some fairy tales and they must write the ones that most appeal to them.</p> <p>The last activity the students will see a video of a fairy tale and according to this they will organize the story with images.</p>	22 minutes		Guide of activities

*Table 5 planning presentation of the project*

## Second implementation

The second implementation was the Cinderella tale ([Appendix d](#)) in this implementation the main objective was to know about relevant fairy tales as Cinderella. Also, the activities for the development of reading were with different types of questions as open multiple selection and complete, and the vocabulary activity was done with images and the students had to describe them in this implementation the format of the story map was delivered ([Appendix e](#))

**CINDERELLA**

Once upon a time, in a village, there lived a beautiful girl named Cinderella with her wicked stepmother and two step sisters. One day, they all went to a ball where prince, leaving Cinderella behind. Cinderella was feeling sad. Suddenly there was a burst of light and the fairy godmother appeared.

With a flick of the magic, she turned Cinderella into a beautiful princess with glass slippers and a horse carriage appeared at the door. The fairy godmother warned Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in love with her.

They danced together all night, as the clock struck twelve, Cinderella rushed out to her carriage leaving one of her slippers behind.

The prince went to every house in the town with the slipper until he found Cinderella. The prince and Cinderella lived happily ever after.

**1. Make a story map of previous story taking into account these elements:**

- Characters
- Settings
- Places
- Things
- Actions
- Beginning, middle and end

**2. Complete the text with the missing words. 2p**

With a flick of the magic, she turned Cinderella into a beautiful princess with glass slippers and a horse carriage appeared at the door. The fairy godmother warned Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in love with her.

**3. During the story what were the emotions expressed by Cinderella and why? 2p**

She was sad because she couldn't go to the party. She was happy because she was with the prince.

**4. What the clock indicated the prince that happened with Cinderella? 1p**

- He revealed his name to the prince
- He called his stepmother, to say where he was
- He ran to his carriage

**5. How many houses the prince visited to find the owner of the slipper? 1p**

- Only 3 houses
- Only 20 houses

**6. What was the emotion of the fairy godmother with Cinderella? 1p**

**7. Return to the house before midnight**

Talking in love with the prince at the ball

Letting everyone recognize her

**8. Select the image corresponding to the place where the prince and Cinderella met? 1p**

**9. Write true (T) or false (F) and justify the true answer. 1p**

Cinderella lived with her parents and was very happy? F  
The fairy godmother appeared through a burst of light.  
The prince found Cinderella in the first house he visited.  
The prince used to bring home a slipper, until he found Cinderella.

**10. Imagine the slippers and the Cinderella carriage and make the description 1p**

The slippers were glass and had the carriage was a horse and carriage.

If you were the writer who would end up giving the story:

The story ends happily with the prince and Cinderella living together.

**STORY MAP**

Character	Setting
Prince	The prince
Cinderella	The prince
Stepmother	The prince
Step sisters	The prince

Place	Time
The prince	The prince
The prince	The prince
The prince	The prince

Action	Beginning
The prince	The prince
The prince	The prince
The prince	The prince

End	Beginning
The prince	The prince
The prince	The prince
The prince	The prince

Figure 9 Worksheet and story map



Figure 10 Second implementation

Course: C	Tenth grade		Level: A2	Classroom: c	
Date: 27 <sup>th</sup> April, 2022			Pre service teacher: Francy Paola Parada Correa		
Supervisor: Aura Veronica Rico			Tutor: Mayeini Katherine Garcia Parada		
Time: 1 hora			Topic:		
Name of fairy tale: The Cinderella					
Linguistic objective:  To identify vocabulary related to fairy tales.  To recognize past simple tense in the fairy tale		Communicative objective:  Make and explain a story map where students identify main facts or the fairy tale	Socio-cultural objective: To know about relevant fairy tales as Cinderella.		
STAGES		Description of activity	Time	Skills	Materials
Pre reading	Global	The teacher will create 4 signs with vocabulary related to fairy tales and will	10 minutes	Speaking	Songs

		<p>place them in each corner of the room.</p> <p>She will read them and students say if vocabulary effectively corresponds to each fairy tale or not.</p> <p>There they will debate among themselves and tell the whole group why they do not agree.</p> <p>The students will do the reading of the fairy tale.</p>			
<b>While reading</b>	<b>Story map</b>	<p><b>Activity of vocabulary</b></p> <p>Students underline unknown vocabulary.</p> <p>In the groups that were organized the students will perform the description of the corresponding images.</p> <p>The teacher will show the story map of Rapunzel, as an example for students to make the story map about Cinderella.</p> <p>They read again in order to make a story map, so that they break down all the important information of the</p>	20 minutes	<p>Reading</p> <p>Reading comprehension</p> <p>Speaking</p>	Worksheet



		<p>story.</p> <p>Teacher asks to two students to explain story map.</p> <p>They answer some specific questions of story.</p> <p>The students will answer ten questions related to the fairy tale. Some are questions to complete, others multiple selection and others to give opinion.</p>			
<b>Post reading</b>	<b>Answer Evaluation</b>	<p>Students image a new end for the story</p> <p>Correction of answer</p>	<p>20</p> <p>minutes</p>		Worksheet

*Table 6 Cinderella's planning*

### **Third implementation**

In this implementation the fairy tale Sleeping Beauty ([Appendix g](#)) was worked.

On in this implementation the story map should be done in the form of a tree ([Appendix i](#)).

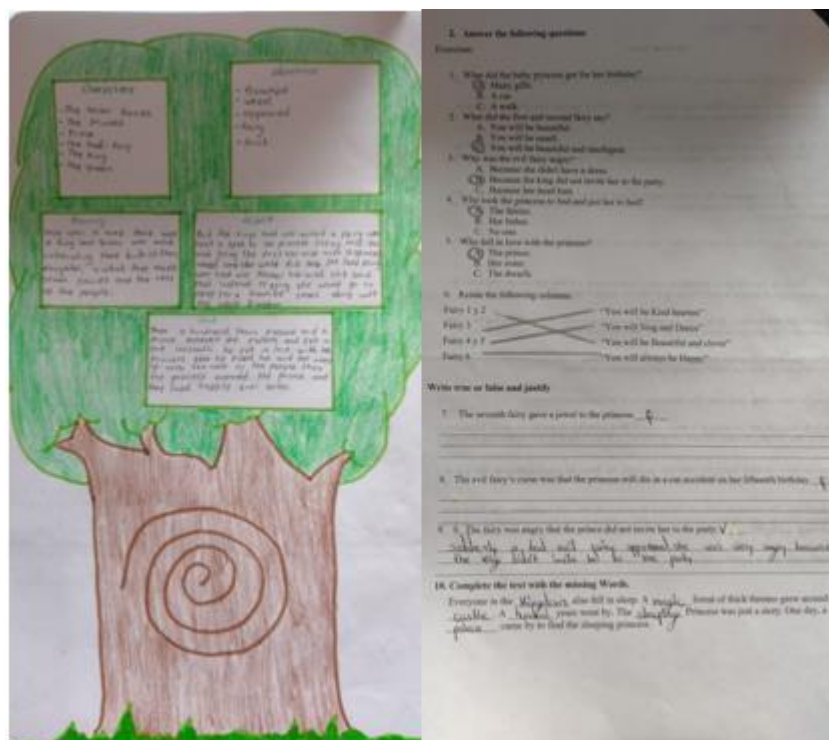


Figure 11 Worksheet and story map 3



Figure 12 Third implementation

<b>Course: C</b>	<b>Tenth</b>	<b>Level: A2</b>	<b>Classroom: C</b>
<b>Date:</b>		<b>Pre service teacher: Francy Paola Parada Correa</b>	
<b>Supervisor: Aura Veronica Rico</b>		<b>Tutor: Mayeini Katherine Garcia Parada</b>	

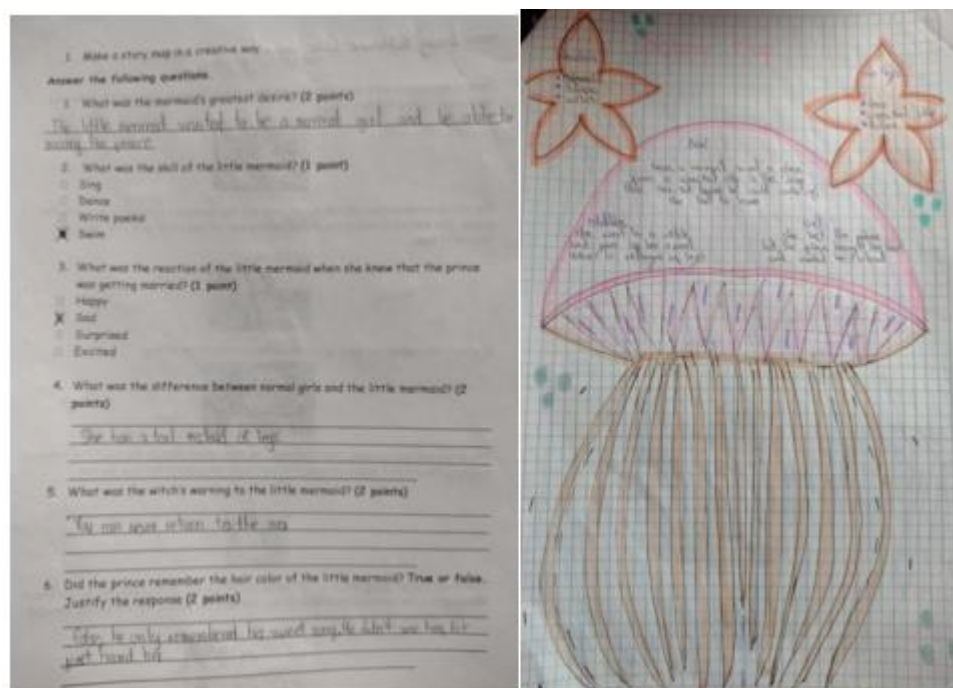
<b>Time:</b> 1 hora			<b>Topic:</b> Adjectives		
<b>Name of fairy tale:</b> The sleeping beauty					
<b>Linguistic objective:</b> To identify about new vocabulary through sleeping beauty fairy tale. To recognize adjectives in the fairy tale.		<b>Communicative objective:</b> Make and explain a story map where students identify main facts or the fairy tale.	<b>Socio-cultural objective:</b> To know about the author of the sleeping beauty.		
<b>STAGES</b>		<b>Description of activity</b>	<b>Time</b>	<b>Skills</b>	<b>Materials</b>
<b>Pre reading</b>	<b>Global Activity of vocabulary</b>	The teacher will bring a didactic game called memory, with this game the girls will identify the unknown vocabulary and that way they will practice it.	10 minutes		Cards
<b>While reading</b>	<b>Story map</b>	Students read the text and underline unknown vocabulary.  The teacher will show a example of the story map with a tree form for the students follow the example.  They read again in order to make a story map, so that they break down all the important information of the story.  Teacher asks to two students to explain story map.  The students will answer ten questions	20 minutes	Reading	Worksheet

		related to the fairy tale. Some are questions to complete, others multiple selection and others to say if is true or false.			
<b>Post reading</b>	<b>Answer Evaluation</b>	Correction of answer.	20 minutes	Reading comprehension	Worksheet

*Table 7 The sleeping beauty's planning*

### Fourth implementation

In the last implementation the story of the little mermaid ([Appendix j](#)) was worked the main focus was to identify vocabulary related to fairy tales. The story map was made freely and they showed their creativity.



*Figure 13 Worksheet and story map 4*



*Figure 14 Fourth implementation*

### **Word wall of vocabulary**

This wall of vocabulary was implemented from the second fairy tale, among all the girls selected the words that they were going to write on the wall, to go slowly learning that new vocabulary.



*Figure 15 Wordwall of vocabulary*

## **Research methodology**

This study has design action-research, which is to make an intervention with a specific population to achieve an improvement.

This research is developed by *qualitative approach*. According to Creswell (2014) qualitative approach is to explore and understand the meaning of individuals or the research process involves emerging issues and procedures, data generally collected in the participant's environment, the analysis of inductive construction data from details to general themes, and the researcher making interpretations of the meaning of the data. This qualitative approach is chosen because it allows run analysis in a personal way to each participant taking into account the environment and every detail from the particular to the general.

## ***Research design***

This study has design action-research. Lomax (1990) defines action research as 'an intervention in professional practice with the intention of bringing about an improvement). The intervention is based on the investigation because it involves a disciplined inquiry. Making use of this design seeks to intervene improving written comprehension by such fairy in 10th grade of La presentation high school.

## ***Population***

In this occasion the research was develop in La presentation high school, located in the city of Pamplona. It is a girls' school in which girls attend from the transitional grade to eleventh.

The population is constituted by the students of the tenth grade C of the La Presentation high school, this group is composed of 30 students and the sample was 7 students who decided to participate in the research on a voluntary basis.

## Instruments

The instruments for data collection were pretest – posttest, participant observation and semi structured interview.

### *Pre-test – posttest*

Dimiter and al. (2003) defined Pretest-posttest designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. The application of this instrument was made at the beginning and at the end of the process and made a comparison of the improvement that the students have during the project application process.

<b>Pre-test</b>		
Name _____ Date _____		
<b>▲ A great summer vacation</b>		
<p>I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.</p> <p>We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."</p> <p>We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation!</p> <p>Did you understand the text?</p>		
1) What city did they go to for their summer vacation?	3) What did their hotel room have?	5) What did Steve enjoy the most?
<input type="checkbox"/> Lyon <input type="checkbox"/> Louvre <input type="checkbox"/> Paris <input type="checkbox"/> Latin	<input type="checkbox"/> Two weeks <input type="checkbox"/> A balcony <input type="checkbox"/> A refrigerator <input type="checkbox"/> A view of the metro <input type="checkbox"/> A bottle of wine	<input type="checkbox"/> Steve <input type="checkbox"/> Harry <input type="checkbox"/> Seine <input type="checkbox"/> Henry <input type="checkbox"/> The wine and the food <input type="checkbox"/> The cafes along the river Seine <input type="checkbox"/> The Latin Quarter and the balcony <input type="checkbox"/> The hotel breakfast and the croissants
2) How long was the summer vacation?	4) Who got tired walking in the Louvre Museum?	
<input type="checkbox"/> Eight weeks <input type="checkbox"/> Eight days <input type="checkbox"/> One week		

*Figure 16 Pretest*



**Post-test activity**

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the text and questions below. For each question, mark the letter next to the correct answer A, B, C or D.

**My Job at a Summer Camp, by Charlie Rose**

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great. The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First, we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time. It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time. Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realize what we mean.

**Questions**

- What is the writer trying to do in this text?
  - describe how children make friends at a summer camp
  - suggest how parents should choose a summer camp for children
  - explain what it is like for children at a summer camp
  - advise children how to behave at a summer camp
- What does the writer say about rock climbing at the camp?

- Some children already know how to do it.
  - Some children prefer to swim or play table-tennis.
  - Some children refuse to take part.
  - Some children find it more enjoyable than they expected to.
- What surprises the writer about the children who stay at the camp?
    - The youngest ones find it hard to be away from home.
    - They complain if they cannot phone their parents.
    - They miss meal times with their parents.
    - They seem grateful for their experience here.
  - What does the writer think about some parents?
    - They should visit their children instead of phoning them.
    - They don't need to keep on phoning the camp.
    - They shouldn't allow their children to bring phones to camp.
    - They need to be reminded to phone their children.
  - Which postcards might a child at the camp send home?

<p><b>A</b></p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <p>I was annoyed when they suggested I put on old jeans, but I guess they were right.</p> </div>	<p><b>B</b></p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <p>It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.</p> </div>
<p><b>C</b></p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <p>I've made some good friends but we're all bored because there isn't much to do here.</p> </div>	<p><b>D</b></p> <div style="border: 1px solid black; padding: 5px; min-height: 60px;"> <p>I was really frightened every time we went rock climbing, so they let me do something else instead.</p> </div>

Figure 17 Posttest

### ***Participant observation***

According to Marshall and Rossman (1995) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). This observation is made after implementation of readings. Three field notes were used during the development of each class; the most relevant aspects of the class were described. ([Appendix 1](#)). Field notes are data that are taken during deployment and then analyzed as mentioned Allen (2017) Field notes are written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena encountered in the field. Field notes are commonly associated with scratch notes, diaries, and journals. They are one way of collecting data that can be combined with interviews and focus groups or stand on their own as a text for analysis.



Title of the project: The implementation of fairy tales for reinforcing reading comprehension in 10<sup>th</sup> Grade students at La Presentación High School

Characters	Place	Situations to observe
Teacher: <b>Francy</b> Parada Students: Tenth grade C	La Presentación high school	Students' attitudes during project implementation

JOURNAL DE BORD NUMERO:	Date: 26 April	Time: 1 hour
Institution:	Lieu:	Cours: 10 C
La presentation high school		
Temps d'observation: 1 hour	Thématique: Fairy tale cinderella	People: 36

Topic	Descriptions	Commentaires
Vocabulary activity	Todas las niñas se muestran participativas y se interesan por el tema a tratar en la clase.	
Attention	The attention is scattered	
Vocabulary doubts	There are many doubts about the vocabulary, so they go to the dictionary.	

Attention	podieron entender lo principal del video. La atención es dispersa, hablan y hacen comentarios fuera del contexto.	
Vocabulary doubts	En el desarrollo de esta historia pude notar que las niñas han mejorado en el vocabulario y ya reconocen más palabras en el texto.	
Use of cellphone		
Use of dictionary	Utilización moderada	
Appts for carrying out activities		
Worksheet	Las niñas resuelven acertadamente cada una de las preguntas realizadas y entregan el taller completo. Con algunos errores ortográficos o de gramática pero se hacían entender con sus respuestas.	Fue enviado para la casa para que lo realizaran como tarea.
Story map	En el story map lo desarrollaron de manera libre, algunas se concentraron en realizar el diseño y dejaron a un lado la lectura.	

Figure 18 Field notes

### Semi structural interview

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 interview. A semi-structured interview was applied for seven participants to know how their experience was. ([Appendix m](#))



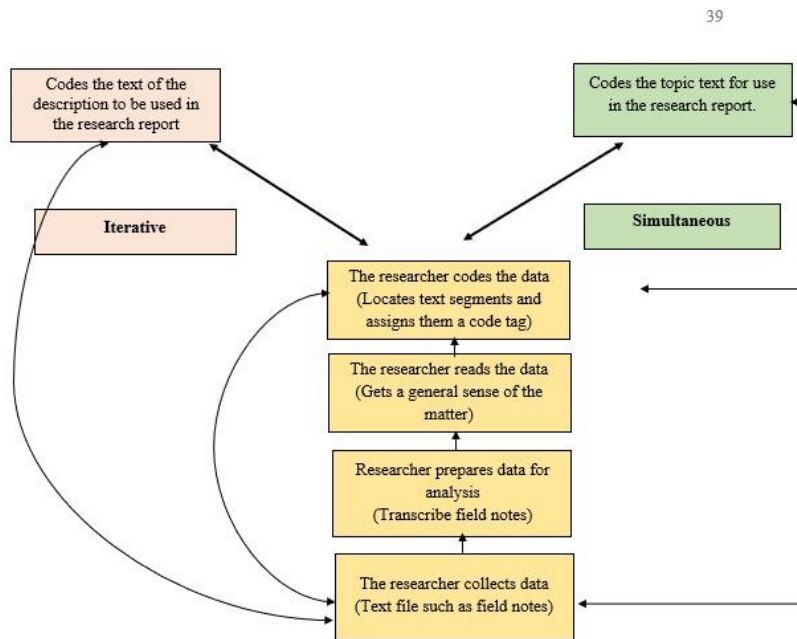
 <p>UNIVERSIDAD INSTITUCIONALMENTE RESPONSABLE</p> <p>Universidad de Pamplona Facultad Ciencias de la Educación Departamento de Idiomas y Comunicación Licenciatura en Idiomas extranjeros inglés-francés Práctica Integral: Diseño seminario Responsable: Francy Paola Parada Correa</p> <p><b>Extrínsecos semi estructurados</b></p> <p>Esta entrevista se aplica en el marco del proyecto denominado la implementación de cuentos de hadas para reforzar la comprensión escrita en los estudiantes de décimo grado. Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato.</p> <p><b>Objetivos:</b></p> <ul style="list-style-type: none"> <li>Conocer el punto de vista de los estudiantes de los talleres donde se realizaron lecturas de cuentos de hadas para reforzar la comprensión escrita.</li> <li>Conocer percepciones de los estudiantes respecto al mejoramiento de la comprensión lectora en inglés por medio del trabajo con cuentos de hadas y los mapas conceptuales.</li> </ul> <p><b>Justificación:</b> Después la entrevista con la mayor sinceridad tratando de cumplir la expectativa con el proyecto.</p> <p>Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato la entrevista tendrá un tiempo de desarrollo de 15 minutos, consta de 17 preguntas abiertas. Se debe resaltar que esta entrevista no tiene fines y no se juzgará por dar respuestas.</p> <p><b>Preguntas</b></p> <p>1. ¿Qué opinó usted de las actividades que se hicieron antes de empezar a leer el texto? (Escúbelo lo que opina en las imágenes, responde preguntas así) ¿Le vio alguna utilidad? ¿Sí? ¿No? ¿Por qué?</p>	 <p>UNIVERSIDAD INSTITUCIONALMENTE RESPONSABLE</p> <p>2. ¿Qué opinó usted de las actividades de vocabulario que se hicieron antes de empezar a leer? ¿Fueron positivas, actividades de vocabulario?</p> <p>Preguntas que se producen hasta el fin de la comprensión</p> <p>¿Le vio alguna utilidad? ¿Sí? ¿No? ¿Por qué?</p> <p>¿Le gustaron? ¿Sí? ¿No? ¿Por qué?</p> <p>3. ¿La parte de vocabulario permitió que usted haya aprendido vocabulario nuevo?</p> <p>4. ¿Considera usted que por medio de estas actividades (reconocimiento de imágenes y palabras, luego con apoyo de mapas conceptuales) aprendió más vocabulario en inglés? ¿Sí? ¿No? ¿Por qué?</p> <p>5. Después la lectura, ¿qué estrategias utilizó usted para entender el texto? (subrayar palabras desconocidas, tomar apuntes, utilización de diccionario etc.) Explique.</p> <p>6. ¿Considera que las actividades hechas antes y después de la lectura hechas en los talleres le ayudó a entender la comprensión lectora en inglés? ¿Sí? ¿No? ¿Por qué?</p> <p>7. ¿Cree usted que todas las actividades desarrolladas antes de desarrollar el taller permitieron que se más fácil la lectura de uno?</p> <p>8. ¿La creación del mapa más fácil cuando le realizaron de manera libre o cuando se le entregó la estructura?</p> <p>9. ¿Considera que la realización del mapa conceptual de la lectura le sirvió para mejorar la lectura en inglés? ¿Sí? ¿No? ¿Por qué? ¿De qué manera?</p> <p>10. ¿Puede usted que al conocer la lectura en su lengua materna permitió que la comprensión del texto sea más fácil?</p> <p>11. ¿Los cuentos de hadas le despertaron interés y motivación por la lectura en inglés? ¿Sí? ¿No? ¿Por qué? ¿De qué manera?</p> <p>12. ¿Qué considera usted que mejoró más? Comprensión de texto o vocabulario. Ejemplo una opinión y justifique su respuesta.</p> <p>13. ¿Qué fue lo que más se le dificultó al momento de leer? ¿Por qué?</p> <p>14. ¿Considera que el desarrollo de este proyecto le ayudó en los próximos ICNYS en la sección de inglés? ¿Sí? ¿No? ¿Por qué?</p> <p>15. ¿Qué fue lo que más le gustó del proyecto?</p> <p><i>Francy Paola Parada Correa</i></p>	 <p>UNIVERSIDAD INSTITUCIONALMENTE RESPONSABLE</p> <p><b>Actividades de vocabulario</b></p> <p>Realización del mapa conceptual</p> <p>Ejemplo una opinión y justifique su respuesta</p> <p>16. Si tuviera la oportunidad de seguir trabajando con la lectura de cuentos de hadas y realización de mapas conceptuales a partir de la lectura ¿Qué le cambiaría? ¿Qué le gustaría? ¿Qué le sorprende? (Alguna sugerencia)</p> <p>17. Si tuviera la oportunidad de seguir trabajando con este proyecto en las clases de inglés ¿Le haría? ¿Sí? ¿No? ¿Por qué? ¿Le sirvió mucho por aprender inglés a través de la implementación de este proyecto? ¿Sí? ¿No? ¿Por qué?</p>
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Figure 19 Semi structural interview

### Analysis and data collection

To do inductive analyze the data was important follow some steps. According to Creswell (2012) this analysis consists in a first stage of developing a general sense of the

data and then coding the description and themes of the central phenomenon. Similarly, this type of analysis is done inductively, ranging from specific or detailed data (for example, transcripts or typed interview notes) to general codes and themes. Taking this into account help to understand how qualitative researchers produce broad themes or categories from various detailed databases.



*Figure 20 Type of analysis*

In order for the researcher to have the facility to classify the information, a format was made with the base categories of the project and from this some subcategories emerged ([Appendix n](#)) To perform the analysis of each of the instruments, a matrix was made for the analysis of the interviews and for the field notes. For the pretest and posttest, a high, medium and low scale was performed. It is important to mention that the analyzed and interpreted data were taken from 3 fairy tales with a sample of 7 participants who decided to participate voluntarily.

[illegible]

*Figure 21 matrix analysis of the interview*

[illegible]

Figure 22 Matrix field note

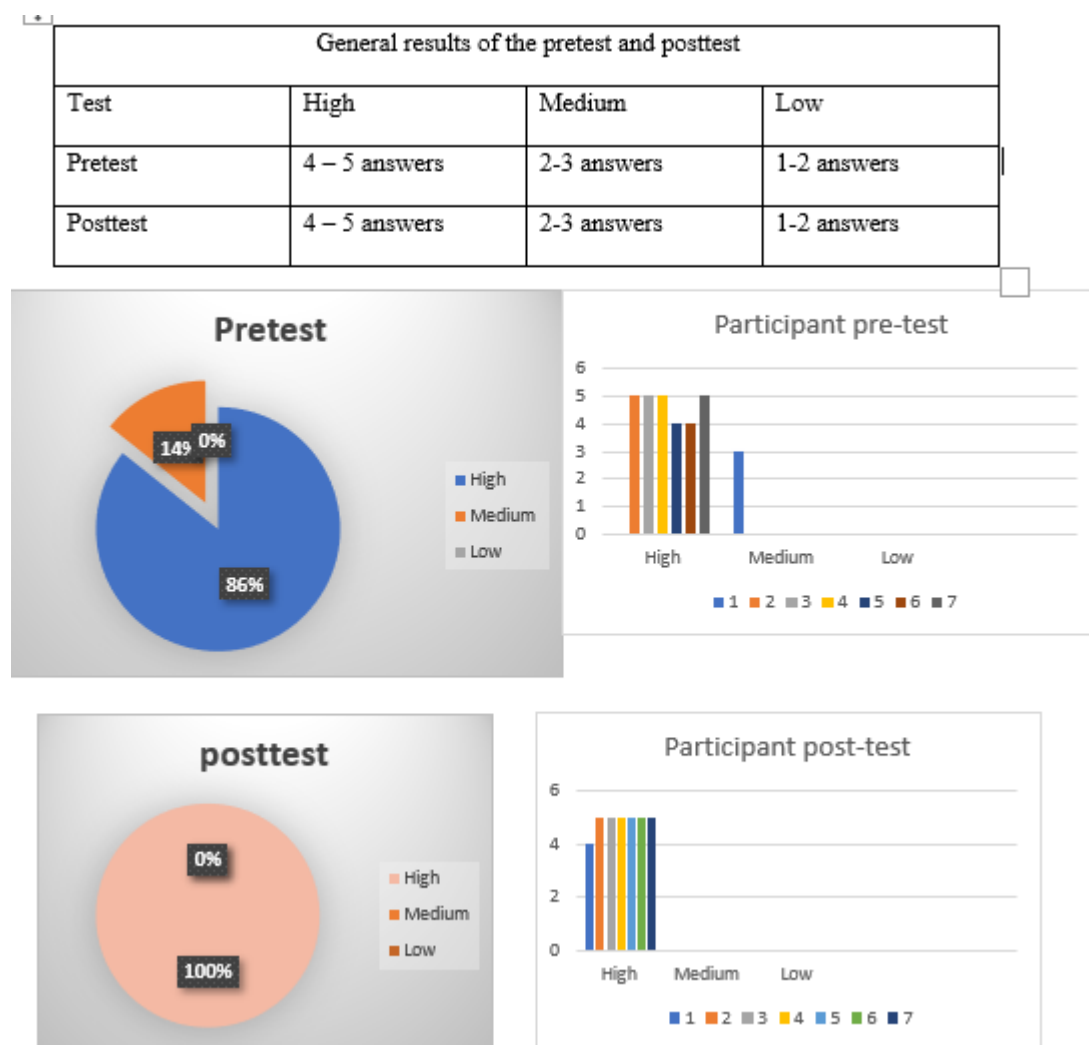


Figure 23 posttest pretest analysis

### Chronogram

	March				April					May				June			
	1	2	3	4	1	2	3	4		1	2	3	4	1	2	3	4
Institutional observation	X																
Implementation of the proposal				X				X		X	X	X	X	X	X	X	X
Implementation of pre test				X													
Pre-test analysis					X												
Fairy tale 1								X									
Fairy tale 2											X						
Fairy tale 3													X				
Semi structured interview															X		
Implementation of post test															X		

*Table 8 Chronogram of activities*

### Ethical considerations

During the data collection process, it is very important to know some experiences and student data therefore letter consent was presented to the participating course so that they knew what it was about and also to let them know that some will be part of the sample.

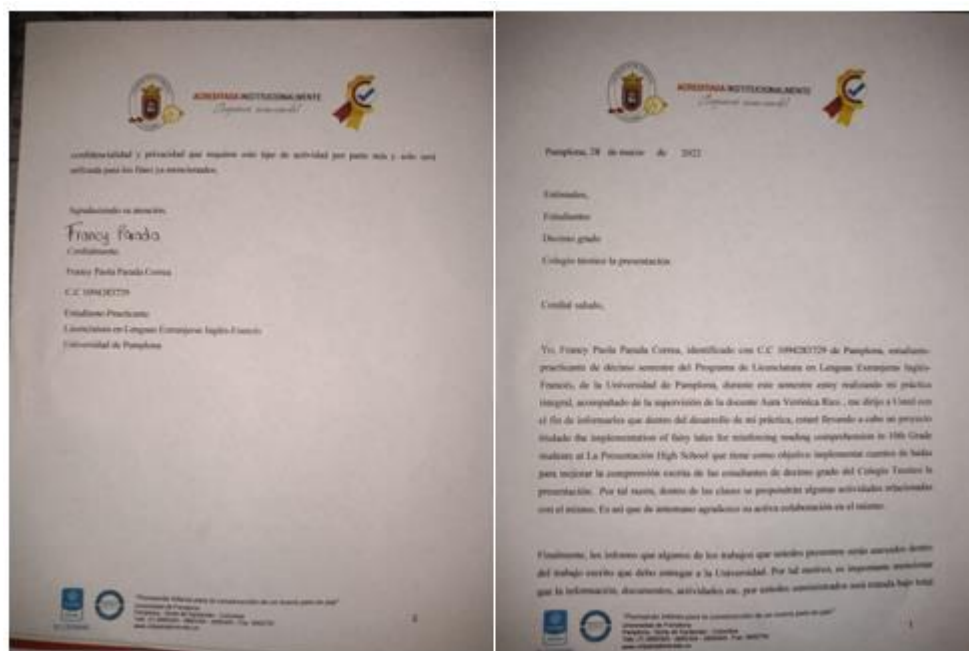


Figure 24 General letter of consent

Moreover, the parents of the participating students were sent a letter approving the participation and analysis of each of the instruments applied to their daughters. Each participant was assigned a number of 1-7 to hide their identity so as not to reveal their opinions in each activity.

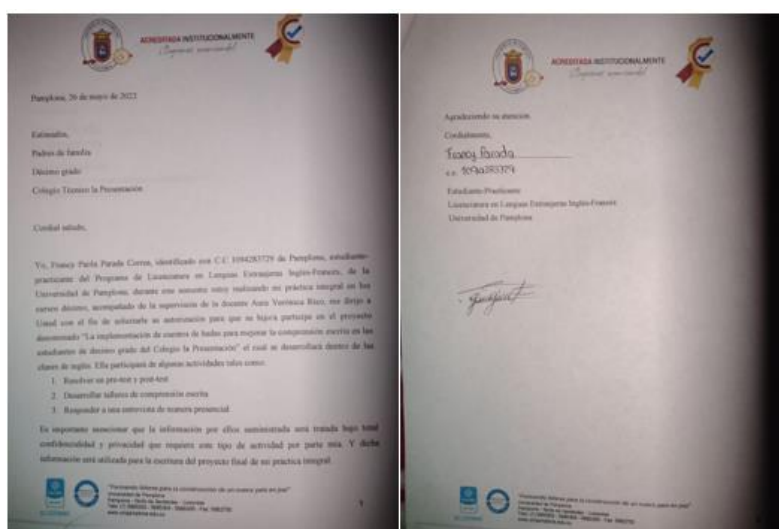


Figure 25 Participant letter of consent

In addition, the practice tutor validated the interview by sending us corrections to improve the questions proposed for the interview.

CRITERIOS:				
PREGUNTA:	Categoría:	Clase:	Tipo:	OBSERVACIONES Y RECOMENDACIONES POR PARTE DE LA PERSONA QUE ENVIÓ.
¿Qué opina usted de las actividades que se hacen antes de empezar a leer el texto? (describir lo que estaba en la imagen, responder preguntas etc.) Preguntas que se pueden hacer allí a modo de complementar ¿Le da alguna utilidad? ¿Sí? ¿No? ¿Por qué?				<b>Lufi</b> ¿Qué opina usted de las actividades de vocabulario que se hacen antes de empezar a leer? Subrayar palabras, actividades de vocabulario. Preguntas que se pueden hacer allí a modo de complementar ¿Le da alguna utilidad? ¿Sí? ¿No? ¿Por qué? ¿Le da utilidad? ¿Sí? ¿No? ¿Por qué?
¿Piensa usted que la primera actividad que se hace sobre el vocabulario le ayuda a que haya más claridad al momento de leer el texto? Sí No Responda:	Vocabulario	A	3	<b>Lufi</b> Habría que pensar ¿Considera antes que por medio de estas actividades (PREGUNTAS, SUBRAYAR, etc.) ayude más a clarificar en inglés? ¿Sí? ¿No? ¿Por qué?
¿La parte de vocabulario le permitió que usted haya aprendido vocabulario nuevo?	Vocabulario	A	3	<b>Lufi</b> Después de la lectura ¿Qué estrategias usó usted para aprender el inglés? Subrayar palabras, diccionario, tomar apuntes, utilización de diccionario etc. Explique
¿Durante la lectura que pasos realiza para que haya una buena comprensión? (subrayar palabras desconocidas, tomar apuntes, utilización de diccionario etc.)	Comprensión escrita	A	3	<b>Lufi</b> Todas las actividades hechas antes y después de la lectura hechas en los talleres. Ir apuntes o mejorar la comprensión hechas en inglés? ¿Sí? ¿No? ¿Por qué?
¿Considera que la secuencia didáctica utilizada	Comprensión escrita	A	3	

¿Cree usted que todas las actividades desarrolladas antes de desarrollar el taller permiten que sea más fácil la solución de este?	Comprensión escrita	A	3	
¿Con la creación del story map lo pudo comprender mejor cuando lo realizaron ustedes o cuando se les entregó la hoja? ¿Por qué?	Story map	A	3	
¿Considera que la realización del mapa conceptual de la lectura le sirvió para mejorar la lectura en inglés? ¿Sí? ¿No? ¿Por qué? ¿De qué manera?				
¿Piensa usted que el conocer la historia en su lengua materna permite que la comprensión del texto sea más fácil?	Fairy tale	A	3	
¿Los cuentos de hadas le despertaron su interés por la lectura en inglés? ¿Sí? ¿No? ¿Por qué? ¿De qué manera?	Fairy tale	A	3	
¿Qué considera usted que mejoró más? Comprensión de texto o vocabulario. <b>Escoja una opción y justifique su respuesta</b>				
¿Qué fue lo que más se le dificultó al momento de leer? ¿Por qué?				

Figure 26 validation of interview

## Findings

After the data collection process, 3 basic categories emerged a) reading comprehension with its subcategories Activities of vocabulary, reading comprehension activities, story map, worksheet, Word wall. The second category is fairy tale with motivation and interest and the last one is story map with the creativity and organization of ideas. These categories and subcategories support the collection of data taking into account instruments such as pre-test and post-test, interviews and field notes. In this section, the

results of the research work in progress, which has been developed within the framework of the development of professional practice as a foreign language teacher at La Presentación School with the implementation of the pedagogical proposal that was based on implementing fairy tales to improve written comprehension in tenth grade students la Presentación High school. Every student has a pseudonym and there are numbers, 1,2,3,4,5,6,7.

### **Reading comprehension**

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 English (Zohra, 2011).

Students through this ability could understand and analyze fairy tales is why the 5 subcategories should be mentioned reading comprehension activities, activities of vocabulary, worksheet, Word wall.

### ***Activities of vocabulary***

Vocabulary is the essential part of a foreign language. In this sense, it is important and essential in de learning process because it reflects an appropriate and sufficient knowledge for understanding and expressing diverse kind of ideas, feelings, and thoughts among others (Tovar, 2016). Accordingly, the research exercise made it possible to identify this same importance in the classroom, since vocabulary does indeed play a fundamental role in comprehension. Taking into account the fields notes *"the girls were very participative, they showed interest in working in the bingo activity"* (field note 2), and they affirmed their taste for these activities in the interviews. For instance the participant 4 mentions *"Yes. Because someone learns more playing"* and the participant 5 confirms



saying *"I found it very dynamic and encouraged us to participate in the activities and so we learned playing"*.

Based on the above, it should be noted that vocabulary is present in a large percentage during the process of learning a foreign language. In this case, it was evident that the students had a better disposition at the moment of interacting in a dynamic, participative and organized way. Therefore, it is highlighted that the vocabulary activities are well accepted by the students and strengthen learning.

### ***Reading comprehension activities***

Reading comprehension is the cognitive process that favors the understanding of the texts, sentences and words that are read. It is the foundation of the reading process and the reason why there is a concern for training in this field. This is a prerequisite for learning and for it to be meaningful. Comprehension is a complex but quite ductile process (Kirby, 2007). For example, reading comprehension is emphasized in the field note 2. It could be noticed *"the students avoid having to answer the questions in which they have to justify the answers"*. This is a generalized picture regarding this category of analysis. Reading by the students demonstrates great and diverse difficulties. When asking questions to the participants, short, simple and superficial answers are always obtained. This indicates that the comprehension processes are stuck in the literal or more evident aspects of a reading. It is important to analyze the different perspectives in this aspect, which is not only the responsibility of the participants, but is a result of the entire academic process.

Therefore, reading comprehension activities favor and facilitate the stimulation of the participants. An example of this is the interview of participants 1, 3, 5 and 7. They mention that the understanding of the text is facilitated by all the vocabulary that was

shown; the participant 7 says *"the understanding of text was facilitated because already when I begin to read, I go as associating every word that I have been shown before and I go remembering them"*. The voice is an example of how participants can effectively create associations through activities that allow them to improve their comprehension of texts. In this way, it is highlighted that the procedure is effective and contributes directly and immediately to learning.

### ***Word wall***

Reading Rockets (n.d) the word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. This tool will allow the student to create a support during the readings and during the process will be able to advance in the acquisition of vocabulary. Technological tools as a didactic strategy contribute sufficiently to the teaching of any subject. In this case, when teaching English, processes of motivation, participation and interaction are activated, this allows the contents to be more meaningful for the participants.

In developing the interview, the participants say that it helped them to improve their knowledge of vocabulary. This is confirmed by participant 5 when she said *"a lot since as it is placed in the classroom every day, I had the opportunity to see it and learn something new"*. Also, participant number 3 says *"if it helps with the vocabulary because we are looking at it frequently there in the classroom"*. In relation to this research, word wall contributes coherently to the known through theory and literature around it. The diversification of the learning processes inside the classroom favors motivation and the acquisition of concepts that can be recovered more easily in later activities. In this order of

ideas, the impact of these strategies is high and positive, generating notions in each of the participants and in turn, a pleasure for knowledge.

### **Vocabulary through reading**

Vocabulary acquisition has multiple theories as to its genesis. There is currently multiple evidence of vocabulary acquisition after birth and as an influence of the mother and the baby's close environment. Therefore, throughout their growth the process is no different. The child acquires vocabulary, expression and grammatical constructions according to the context in which has grown up (Gobet, 2015).

The research experience has allowed identifying several features of this acquisition process. For example, in file note 1 and 2 it is mentioned *"there are many doubts about the vocabulary, they read the text they are pointing and then they look in the dictionary or they are asking me"* and participant 5 mentions the strategies used to see the vocabulary *"underline unknown words and look for them in the dictionary and take notes"* confirmed by participant number 4 saying *"sometimes I did not know the words underlined them and then sought the meaning"*. Also, participant 1 assured *"I stressed and then looked in the leaflet found them and could know the meaning in Spanish"*.

From the above, two important aspects can be described. Initially, the participants recognize the existence of a large amount of vocabulary that they do not know and that this may affect their training. At the same time, they also autonomously assume the mechanisms that have been incorporated little by little into the learning process, such as the use of resources like the dictionary, the reading context and even asking the teacher. Carrying out these activities highlights a level of awareness and importance given to the text as a source of information.

In fact, the texts are taken as a platform where participants applied various strategies such as underlining, inquiring and contrasting, in order to master all the vocabulary present in a reading. In this way, the lexicon is gradually expanded and the text is established as a continuous source of information.

### **General data obtained from the pretest and posttest:**

As mentioned above, pretest was applied before the implementation of fairy tales began, to know the performance of the students in the written comprehension and a posttest was implemented after implementing 3 workshops to know the improvements of the students.

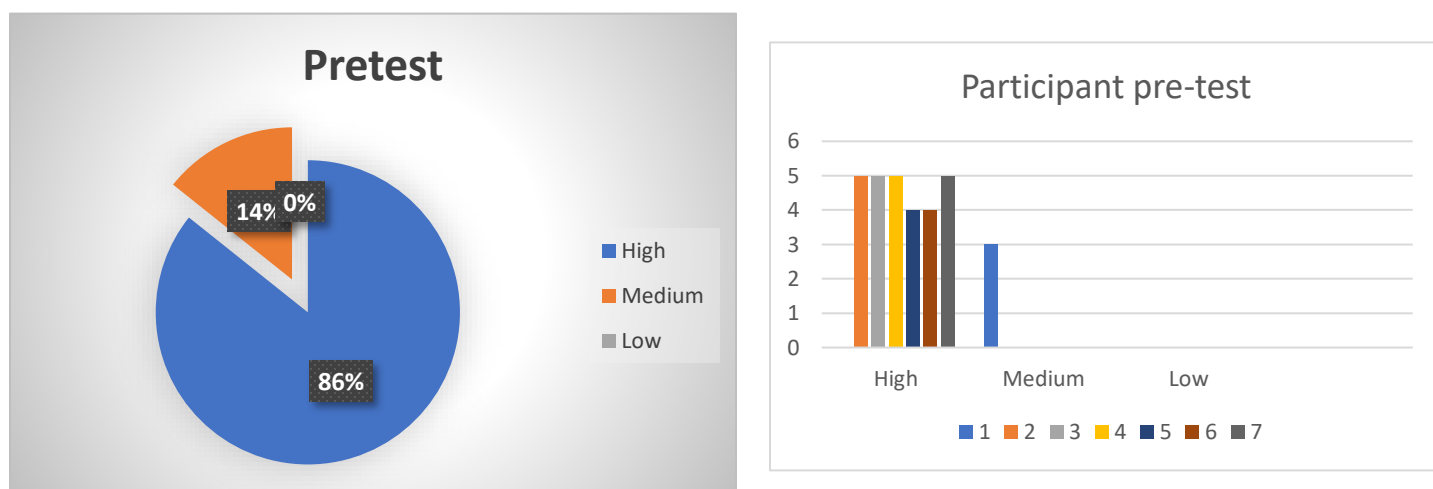
At the time of observing the results of the two tests it is evidenced that the value of both tests was high. Although there was no difference in values, it is noticeable that the students had an improvement

Levels of results of the pretest and posttest			
Test	High	Medium	Low
Pretest	4 – 5 answers	2-3 answers	1-2 answers
Posttest	4 – 5 answers	2-3 answers	1-2 answers

### *Comparison between pretest and posttest results for grade 10<sup>th</sup>*

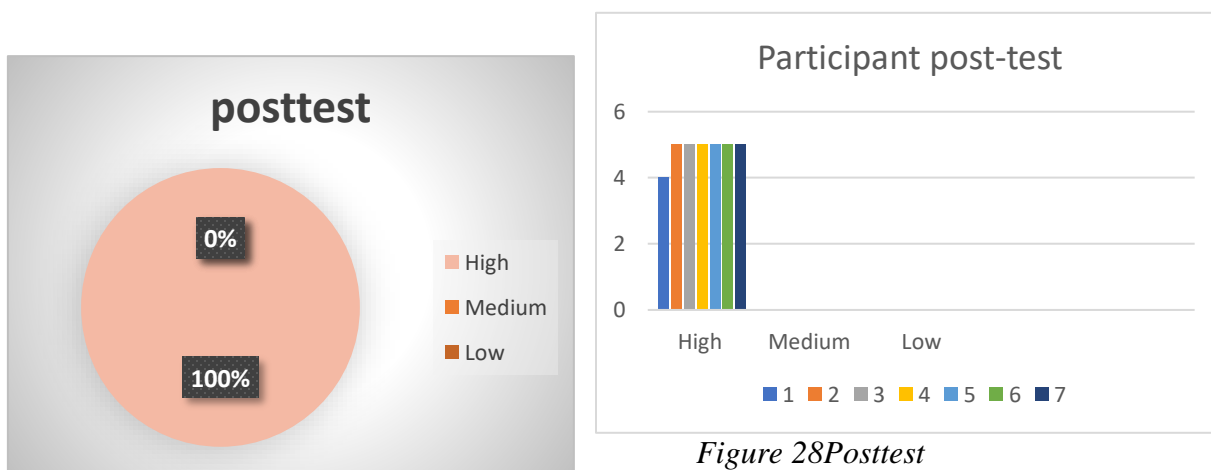
The following graph shows the score obtained by the participants in the pretest.

86% of students are high with 4 to 5 correct answers and 14% are in the middle with 2 to 3 correct answers.



*Figure 27 pretest*

The results obtained by the posttest participants were that 100% of the students obtained between 4 and 5 correct answers.



*Figure 28 Posttest*

It can be concluded that between the two tests applied there is a difference because, although in the pretest there were no participants in low if there was one in the middle range, while in the posttest all were located in the highest range. This shows that the

implementation of fairy tales allowed students to improve their writing comprehension skills.

### **Fairy tale**

It is important to take into account the different textual genres since they constituted the basis of the research. For instance, according to Malatesta (2018), fairy tales are books in the fable genre made up of stories told through animals, mythical creatures, plants, inanimate objects, and forces of nature that have been give human traits, such as verbal communications (anthropomorphized). Taking into account the above, these can be used in multiple ways within the learning process, leading participants not only to learn, read or know a story, but to generate a series of emotions that accompany the process. For this reason, another category called interest and motivation has emerged from there.

### ***Interest and motivation***

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) furthermore motivation is defined as the performance of an activity because it is perceived as an instrument for achieving valuable results (Teo, Lim and Lai, 1999).

Indeed, motivation and interest leave their mark on each mind and especially open a path for as much knowledge as possible to pass through. By being able to locate and share with the participants a striking, fun and very well adapted text to their needs and tastes, the exercise of vocabulary acquisition and comprehension has been enhanced.

All participants said that working with fairy tales allowed them to be interested and motivated to learn English in a creative and different way. Participant 1 says *"I was motivated because through these activities I felt more motivated and opened my heart to the English"* Participant 2 states that *she would continue working with this project in English classes because she can understand it better.* Participant 4 says that *"these fairy tales encourage me by the activities that are done and how they are fun because you learn much more"*.

The above expressions summarize what has been expressed on this subject. Motivation is a subjective, psychological and chemical aspect, which generates a disposition, an encounter and a closeness with the texts worked on.

### **Story map**

Is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. A few steps are proposed to make the story map (Adler, 2004).

### ***Creativity and ideas organization***

This aspect was something new for the students but despite this the students accepted it and worked well with this in the 3 file notes it is mentioned that *"the students worked well with the story map but as they had to add a little creativity focused on this"*. 2 of the 7 participants said they preferred when the story map was delivered as a work guide. In the interview all participants said that the story map helps the organization of ideas because they could disaggregate the information, in the participant 2 words: *"Well, it did*

*help me because let's say that when I was doing the concept map, I was remembering more of the history I was recognizing more English words and so and I learned more".*

The above shows that there is a concordance between the research carried out and other previous experiences that in some way have focused their interest on this topic. With the development of technology, the passage of time and the creation of different resources, the concept of the benefits of these exercises and resources to organize and present ideas is practically generalized.

On the one hand, they are aesthetically beneficial for the personal expression of each of the participants. On the other hand, they are recurrent techniques to generate a synthetic, integrative and meaningful thinking, where the only beneficiaries will be the actors of the educational process, teachers and students.

## **Conclusions**

The implementation of fairy tales is a good way to work the competence of written comprehension. Because it allows students to remember their childhood and this way, they are encouraged by remembering stories that they know in their mother tongue in another language. In addition to implement being done creatively where you play while your mind is doing a learning process, also with the help of the workshops as they were creative with enough images and different types of questions make that the students can understand each of the questions asked. On the other hand, working on written comprehension allowed students to expand their vocabulary, learn to identify key words to arrive at the correct answer which will serve them in the future for the presentation of the ICFES in the area of English. On the other hand, one of the most developed skills with this strategy was vocabulary which creates in the students a way to learn as it was done with the vocabulary



wall. Finally, it can be said that it was a short but very significant learning process for the students which will allow the understanding of their classes to improve by having lots of vocabulary and tips in your mind.

### **Recommendations**

During the development of the proposal, it is important to take into account and review the factors that may alter the correct development of the plans of the proposal.

To plan these sections, it is important to consider the level of the participants, so that they will not feel frustrated when reading.

It is also important to always try to play with the participants to make learning more meaningful.

## **Chapter IV: Community outreach component**

“Implementation of songs to increase vocabulary in students of 3<sup>th</sup> and 5<sup>th</sup> grade of La Presentación school”

### **Introduction**

Currently in Colombia the teaching of English has become a factor of high importance for the national ministry of education, this is why for each course was designed a curriculum with the complement of quality standards for both primary and secondary.

However, the results obtained have not been as expected and there are major failures in the learning of English as a foreign language in schools in Colombia, one of the main problems is the lack of teachers in some educational establishments and for this reason the evaluation is quite affected. This component is governed by the macro project entitled "Raising awareness of the English language in primary schools in Colombia", which seeks to focus attention on the needs of primary schools in the city of Pamplona.

Seeing this need, the foreign language program of the University of Pamplona implements a project of extension to the community with the primary child population. In this proposal was accompanied with the implementation of songs as a resource to expand the vocabulary in third and fifth grades of La Presentación high school.

### **Justification**

Traditional education is one of the causes of demotivation in students since classes are monotonous and activities are developed mechanically, which is why students reject learning English. This is because pre service teacher must come to innovate with strategies

that motivate the student to be involved in English classes and this manages to create a positive connection with the English language.

One strategy to learn English is through songs because the human ear is very special with music. Garcia and Juan (2016) in his article "Songs as pedagogical tools for teaching English in Primary Education" proposes the following example: if we try to teach the alphabet to a child, for example, we will realize that the child learns it faster and consequently will memorize it better if it is sung or recited. This motivates students because authentic material is used which allows the student to be in direct contact with the English language.

In developing this strategy, primary school students acquired new vocabulary, which allowed them to develop in a better way in the area of English for the acquisition of new grammatical topics and for the development of language skills.

The development of this project benefits the educational community, teachers who are in the process of training and especially students in grades 3<sup>th</sup> and 5<sup>th</sup> since with the implementation of songs acquired new vocabulary in a fun way.

## **Objectives**

### ***General objective***

- To improve vocabulary in students of third and fifth grade of La Presentación school using songs.
- To meet the needs of the primary school children for training in English.

### ***Specifics objectives***

- Support English learning of primary students through songs.

- To be creative and dynamic when interacting to motivated students.

### **Methodology**

In the primary section was worked with the third-grade students on weekdays and a song of the seasons. In addition, they have reinforced themes such as body parts and colors. In the classes of the implementation of the song each of the steps are followed and in the classes that was worked other subjects, the song was practiced when starting and ending the class.

It is important to know that the third grades have two hours of English per week of which 1 hour will be accompanied by the teacher in training.

The explanation used slides with creative images and videos that attract the attention of the students. After this first step the teacher practiced the song of the previous class. The method suggested by teachers Curtain and Dahlberg (2004) will be used to correctly present a song in class:

1. Preparing students: tell them what the song is about, preferably in English, with intensive use of graphics and gestures. Play a recording or sing the entire song so students know what they are working on.

2. Go through the words: make sure that children understand the words or at least understand the key words needed to sing the song with sense and satisfaction. Place new vocabulary in context and illustrate meaning with gestures and images. There should be very little new vocabulary in any unpublished song being worked on, and new words should be presented several days before the song is introduced.

3. Read the song line by line: read the song one line at a time and have the children repeat the words. If the song is written on the board, follow the words with a pointer or a ruler.

4. Sing one line at a time: sing the song to the children one line at a time and have them sing it again. Practice each line several times until children can sing independently and then practice two lines at a time. Finally, put the whole song together.

5. Add rhythmic accompaniments: start adding rhythmic accompaniment such as clapping, finger clicking, foot stamping, etc.

### **Methodology implementation**

In each of the songs it was sought that they were easy songs and that they were according to the themes that they had already seen. To develop the activities of the songs the song was presented through billboards and each of the steps proposed above are followed.

### **First activity “days of the week”**

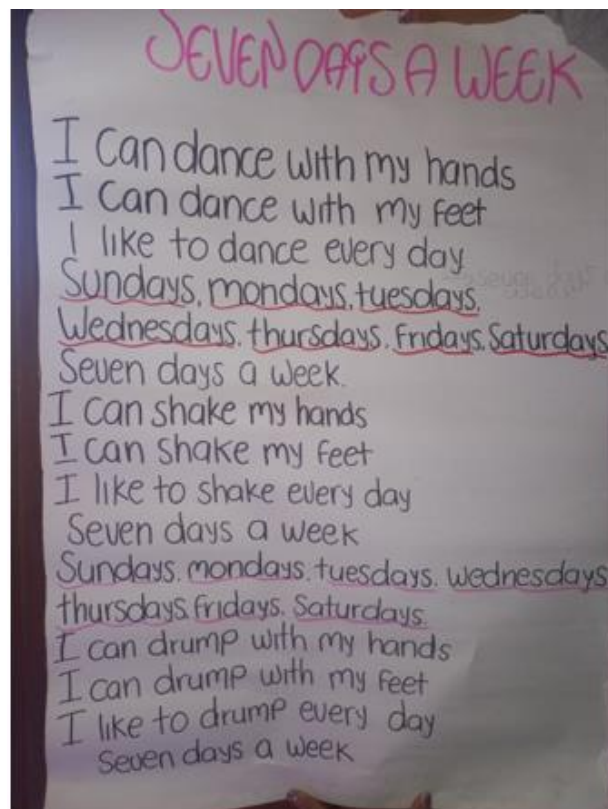
For the development of the first activity was implemented the song seven days a week. In that activity the 5 steps proposed by Curtain and Dahlberg were implemented.

Topic	Performance indicator	Methodological activities	Transversality
Days of the week	To know the days of the week.	<p>First the students get ready, they listen to the song "Seven days a week" complete to know it and I tell them what it is about that song.</p> <p>The second step is to know the most important and key vocabulary of the song.</p> <p>The third step is to read the song line by line and have the students repeat.</p> <p>The fourth step is to read the song all at once, and then read the entire song.</p> <p>The fifth step students should applaud as they sing the song.</p>	Learning while play

*Table 9 planning first implementation*



*Figure 29 first implementation of the songs*



*Figure 30 material of the first song*

## Second activity “if you know all the seasons”

For the development of the first activity was implemented the song “seven days a week”. In that activity the 5 steps proposed by Curtain and Dahlberg were implemented.

Topic	Performance indicator	Methodological activities	Transversality
If you know all the season	To know the seasons of the year	<p>First the students get ready, they listen to the song "Seven days a week" complete to know it and I tell them what it is about that song.</p> <p>The second step is to know the most important and key vocabulary of the song.</p> <p>The third step is to read the song line by line and have the students repeat.</p> <p>The fourth step is to read the song all at once, and then read the entire song.</p> <p>The fifth step students should clap as they sing the song.</p>	Learning while play

*Table 10 planning second activity*





Figure 31 Material of the second song



Figure 32 Second implementation of the songs

### Chronogram

	1	2	3	4	5	6	7	8	9	10
Song 1		X								
Song 2				X						

*Table 11 Chronogram of activities*

Activities	Description
Song 1	“Seven days a week”
Song 2	“If you know the seasons”

*Table 12 Activities primary school*

### Conclusions

One of the most important challenges for teachers today is to innovate with new strategies to make education more entertaining and livelier. This is why it was decided to implement the strategy of learning new vocabulary through songs being creative and dynamic. The implementation of these allowed the students to make the acquisition of vocabulary easier and leave aside the traditional as were the English - Spanish lists. The use of the songs allowed us to see how successful learning can be through the songs, because as the days went by the students were remembering the words memorized.

Despite the little time shared with primary school students, the first goal could not be fulfilled in its entirety because only two songs could be implemented, but despite this the students welcomed the songs very well and learned new vocabulary that was later

reflected in the next classes. In the following classes grammar and vocabulary work is done through guides and games as suggested by the teachers.

On the other hand, being dynamic and motivating the students allowed the girls to be motivated by learning English and thus begin a new love for foreign languages.

In addition, the accompaniment process with primary school students was very important because in this way the teachers could have a guide in the area of English and learn new methodologies to implement.

## **Chapter V: Intra-institutional Activities Component**

### **Introduction**

The intra-institutional activities are all those extra activities of the institution different from the academic activities, in which the practicing teacher must take part as a process of its integral practice, so that it knows this component of the institution. Some of the activities of this component are the permanence during the day in the institution, the supervision and accompaniment in the breaks, the hoists of flag, cultural events, meetings of parents among others.

Also, it is important that the teacher in training manages to acquire knowledge about the activities that the school has the presentation and in addition to this it is important that he is involved in the process so that acquires sufficient knowledge when enters an educational institution to exercise their profession.

With this component the practitioner is immersed in the educational community and can put into practice the knowledge and creativity that has to support these activities.

### **Justification**

The intra-institutional activities are carried out with the aim that the students, parents, teachers and administrators are integrated into the educational community each in their respective spaces and know all the processes carried out by the institution. For students these spaces encourage indirect learning according to the activity carried out.

Protocol acts such as flag hoisting have a high rank of importance in educational institutions because these spaces provide the student with knowledge about the culture of the country. According to the decree 1722 de 1942 (July 16) it is necessary to worship in

schools in front of the National Pavilion, solemnly leaving it in the presence and with the participation of students.

On the other hand, it is also important to remember the memory of the founding mother of the institution is why on the 21st of each month, the institution celebrates the congregational day doing an activity in which it shows aspects such as the life and work of Marie Poussepin.

For the practitioner it is a space in which he can recognize all the logistic and organizational part that the institution has in front of the intra-institutional activities. Immersion in these spaces is also vital for the practitioner to learn how to develop and know what position to take when facing a space of these.

## **Objectives**

### ***General objective***

To participate in all intra-institutional activities such as religious, cultural events and among others.

### ***Specifics objectives***

- To know all the intra-institutional activities of the educational community.
- To be an active member in the development of intra-institutional activities.
- Help in each activity proposed

## **Methodology**

La Presentation high school has a monthly schedule in which they schedule each of the events, meetings and other extra activities to perform. To achieve each of the activities always the supervisor let me know the activities to develop in the week as Eucharistic, happy days walks etc. It was important to actively participate in the development of these activities since they were a space for recreation and learning for practitioners.

### **Methodology implementation**

The presentation is characterized by being a religious institution and always takes into account its principles and values.

Activities of a religious nature were:

#### ***Stations of the cross***

On Friday before leaving for Holy Week the Way of the Cross was carried out with the whole institution, the girls did the dramatization of each of the stations of the Way of the Cross. Also, the activity took place in the school theater, my role was to take care of the discipline of the students, I had to be aware that they will not use cell phones and that they maintain order in the activity. Finally, the conclusion of this activity is that the school performs in an appropriate manner respecting the worship of other girls not belonging to the Catholic religion.



*Figure 33 Stations of the cross*

***The Eucharist of the Resurrection***

On the return from Holy Week was celebrated with a Eucharist attended by the entire educational, teaching and administrative community. From this activity it can be concluded that they always show the way of God to the girls accepting the difference of religions.



*Figure 34 Eucharist of the resurrection*

***Bingo activity***

The activity was carried out by the students of 11 grade to collect funds for the retreats, in this activity participated the students of sixth to 11 grade and all the teachers of the school. My role was to accompany the students, to help them if any had doubts. I could also purchase a game card and be part of the activity. The conclusion was that can be given from this activity is that the students like to collaborate with the other partners and equally teachers.



*Figure 35 Bingo activity*

***Election day***

In this activity the election of personnel, comptroller and course representatives was carried out, it was an activity carried out for primary and secondary school where each student could exercise his right to the secret vote, this they did by means of a virtual software of the school. During the development of the activity, I helped some of the candidates to the personería to fix their stand, in the same way I did accompaniment in the theater when the protocol acts were carried out to control the discipline of the students.



Another activity that is part of this was the organization of the school government and parents.



*Figure 36 Election day*



*Figure 37 Organization of the school government*

### ***Day of the physical activity***

activity was developed in conjunction with the local health department of Pamplona. What was wanted with this activity was that the students knew and became aware of why it is important to maintain good eating habits, physical etc. My role was to help the girls of the first group in the development of the activities. One of the activities was the development of a crossword puzzle so I was a support for them in any doubt that will be presented and the conclusion was that the municipality takes into account the institution for the development of activities since the students like to participate in such activities.



*Figure 38 Day of the physical activity*

### ***Language day***

In this activity the students and teachers showed their talents in each of the acts as the little prince, my role was the discipline control in the auditorium. From this activity I could conclude that the students have too much talent and very rarely express it.



### *Figure 39 Language Day*

#### ***Happy day walk***

In this activity we wanted to gather the community in a pedagogical outing to the tanks, there was a sharing with the entire educational community. My role was to accompany the students, to make sure that nothing happened to any of them and that they all returned to school well. In conclusion, this type of activity is important so that some girls leave their hatred with others and all join as companions.



#### ***Teacher's day***

In this activity the students organized the day of the teacher doing a recognition to each one, then we were invited to the classrooms for a share with the girls. What I could conclude from this activity is that the students had great appreciation for us practitioners.



*Figure 40 Teacher's day*

### **Area activity**

In the area of English there was an activity on a verb contest. It was proposed to do this contest in a different way but teachers in the area of English refused. Finally, I had to do one test for the grade's ninth, tenth and eleventh.





<b>day</b>										
<b>Happy day walk</b>							X			
<b>Teacher's day</b>							X			
<b>Verb contest</b>									X	X

*Table 13 Chronogram Intrainstitutional activities*

## **Conclusion**

In general, participating in these religious, cultural and academic activities of the school La Presentation, allowed me as a teacher in formation to feel part of the educational institution, moreover all these activities leave in me a personal growth since everything is a learning process and just as all these activities leave teaching of values to students also do with us teachers in training. Finally, this component allowed me to feel like an active member of the presentation community, also, I can recognize that the teaching profession goes beyond just teaching and staying in the classroom, this profession is responsible for helping to train students with values and attitudes that allow them to go far and achieve show their talents.

## **Chapter VI Reflective approach**

This process of reflection provided a practitioner in training to have a space for self-criticism and self-evaluation, were 10 narratives that allowed documenting each of the significant experiences of my training process as a teacher ([Appendix o](#))

Indiscipline

This aspect was noticeable in the first two weeks of class, the students were very undisciplined they talked about other subjects during the class, they did not pay attention to what was explained to them. but with the passing of the days, they changed and the classes became more enjoyable and there was more respect.

#### Group control

As I mentioned before indiscipline was a very noticeable factor in the classes therefore it affected that I could control the group, for this I had to analyze and improve some aspects such as the tone of voice, the security at the time of speaking and something important was also that I started to make one more friend for them and talked to the girls that I noticed was more undisciplined.

#### English apathy

This topic is somewhat difficult because I always tried to do different activities that were not just guides, but they always said is that I do not know English I am not capable, that I do not like, I cannot understand English. In addition, they always used the translator for the activities that were proposed to them I told them that they would strive that the translator did not allow them to understand well.

#### Motivation

Motivation was something that was present in all my classes because I always told the girls to give importance to English that they were gradually learning it because it could open many opportunities in the future. I also told them not to make mental blocks saying that they did not know, that they could and were capable of much more.

Durante la tercera semana, en el colegio la presentación pudimos hacer parte de dos actividades intrainstitucionales una de ellas fue apoyada por la dirección local de salud de la Alcaldía de Pamplona, en esta actividad se realizaron actividades sobre el día mundial de la actividad física, a las niñas les dieron charlas, también realizaron juegos y baile terapia. La segunda actividad realizada fue el día viernes con la realización del viacrucis en el cual las estudiantes recrearon cada una de las estaciones, en estas actividades fuimos apoyo a la disciplina fijándonos que las estudiantes eviten la utilización de celulares durante estas actividades.

Por otra parte, con relación al trabajo pedagógico he podido mejorar el control de grupo en el curso decimo C que era el curso con el cual la disciplina costaba bastante. Además, realizamos algunas actividades con relación a los verbos irregulares y regulares, esto con el fin de que ellas practiquen para un concurso de verbos que se les va a realizar a nivel institucional. También durante las clases explicamos temas de gramática como lo fue el pasado del verbo *To be*. Como las estudiantes ya tienen los temas necesarios para escribir en pasado tuvieron que escribir una experiencia del pasado para ser presentada durante la clase, pero como cada curso tiene 3 horas de inglés a la semana no fue suficiente para que las estudiantes lo presentaran porque surgían muchas dudas por la falta de vocabulario. Algo difícil que muestran las estudiantes es la pereza por pensar en inglés entonces les dije que era prohibido utilizar traductor al decir esto muchas de las estudiantes refutaron que ellas no eran capaces, decían que no sabían hacer eso. Yo como un apoyo les dije que cualquier duda me podían preguntar, además les dije que estábamos en un proceso de aprendizaje y que estaba bien si nos equivocábamos pero que nos teníamos que esforzar para lograr hacer la actividad.

cada una debía llevar una imagen para hacer la descripción, ellas estaban muy emocionadas mostrando sus dibujos, surgían dudas de vocabulario y yo les decía y cuando llegó el momento de pasar a leer la descripción de la imagen frente a la clase lo hicieron sin temor y casi todas querían participar, habían dos niñas que decían que les daba miedo y junto con la directora de grupo las animamos a que participaran.

Finalmente, con los grupos de tercero trabajamos los pronombres personales, los colores y practicamos la canción de los días de la semana. El trabajo con los grados tercero ha sido un poco complicado puesto que hay días en los que han tenido actividades intrainstitucionales y no hemos podido realizar la clase.

De manera general, puedo concluir que el trabajo ha sido bastante gratificante, cada día con los consejos recibidos he podido mejorar en los aspectos que me costaban un poco más.

*Figure 42 Example of narrative*



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## Appendix

### Appendix a Institutional timeline



**I.E. COLEGIO TÉCNICO LA PRESENTACIÓN**  
Pamplona N. de S.  
Aprobado por Resolución No03963 del 28 de Diciembre de 2020

**CRONOGRAMA ACTIVIDADES ACADÉMICAS I TRIMESTRE 2022 -13 semanas**  
Iniciación: Lunes 31 de Enero de 2022  
Finalización: Viernes 6 de mayo 2022



FECHA	ACTIVIDAD
11 al 14 de Enero	Primera semana de Desarrollo Institucional
17 al 21 de Enero	Segunda semana de Desarrollo Institucional
24 al 28 de Enero	Tercera semana de Desarrollo Institucional
<b>PRIMER TRIMESTRE</b>	
SEMANA DE INDUCCIÓN de estudiantes DEL 31 de Enero al 2 de Febrero	
3 y 4 DE FEBRERO	Encuentro de titulares con cada uno de los cursos
FEBRERO 11	DÍA E
ENERO 31 A FEBRERO 4	NIVELACIONES AÑO 2021
FEBRERO 7 AL 26	Nivelación de temas no desarrollados en el año 2021
FEBRERO 28 A ABRIL 29	Desarrollo de temas priorizados para el primer trimestre
MARZO 2	Eucaristía del Miércoles de Ceniza 5:00 p.m. Reunión padres de familia de TRANSICIÓN
MARZO 7	7:00 a.m. Secundaria Socialización del PROYECTO DE DEMOCRACIA Responsables Docentes de Sociales. 10:30 a.m. Primaria 5:00 p.m. Reunión Padres de Familia: 11A 6:30 p.m. Reunión Padres de Familia: 11B
MARZO 8	Día de la Mujer 5:00 p.m. Reunión de padres de Familia: 11C
MARZO 9	5:00 p.m. Reunión de padres de Familia: Primeros
MARZO 10	5:00 p.m. Reunión de padres de Familia: Segundos
MARZO 11	Todos los titulares entregan al profesor Darío Acevedo las TERNAS Entrega de formato a las postuladas de permiso consentido
MARZO 14	Inicia la Campaña electoral-Recolección de permisos consentidos. 5:00 p.m. Reunión de padres de Familia: Terceros
MARZO 15	3:00 p.m. Fotos para el tarjetón de Preescolar a Quinto- Reparten el número del tarjetón. 5:00 p.m. Reunión de padres de Familia: Cuartos
MARZO 16	3:00 p.m. Fotos para el tarjetón de Secundaria y Medis. Reparten el número del tarjetón. 5:00 p.m. Reunión de padres de Familia: Quintos
MARZO 17	5:00 p.m. Reunión de padres de Familia: 10B
MARZO 18	Entrega de inscripción de propuestas en Rectoría



**I.E. COLEGIO TÉCNICO LA PRESENTACIÓN**  
Pamplona N. de S.  
Aprobado por Resolución No03963 del 28 de Diciembre de 2020

	5:00 p.m. Reunión de padres de Familia: 6ABC
MARZO 22	5:00 p.m. Reunión de padres de Familia: 10A
MARZO 23	5:00 p.m. Reunión de padres de Familia: 10C
MARZO 24	4:30 p.m. Reunión de padres de Familia: 7A 5:30 p.m. Reunión de padres de Familia: 7B
MARZO 28	4:30 p.m. Reunión de padres de Familia: 7C 5:30 p.m. Reunión de padres de Familia: 9ABC
MARZO 29	5:00 p.m. Reunión de padres de Familia: 8ABC
MARZO 30	Cierre de Campaña 5:00 p.m. Elección de Asociación de Padres de Familia y Consejo de Padres
MARZO 31	Fiesta Democrática
<b>ABRIL</b>	
ABRIL 8	INSTALACIÓN DEL GOBIERNO ESCOLAR Visorucis
ABRIL 9 a ABRIL 17	SEMANA SANTA -RECESO ESCOLAR PARA ESTUDIANTES- 4ª Semana de Desarrollo Curricular Docentes
ABRIL 19 AL 22	-Entrega de LAS EVALUACIONES TRIMESTRALES de los docentes a Coordinadores para revisión, aprobación
ABRIL 22 a 27	Envío a publicaciones para la impresión de las evaluaciones trimestrales.
ABRIL 28 a MAYO 6	EVALUACIONES TRIMESTRALES
MAYO 6	FINALIZACIÓN DEL PRIMER TRIMESTRE
MAYO 11-12-13	COMISIONES DE EVALUACION Y PROMOCION
MAYO 18	Entrega de calificaciones de Primaria
MAYO 19	Entrega de calificaciones de Secundaria



I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Pamplona N. de S.

Aprobado por Resolución No03963 del 28 de Diciembre de 2020

[illegible]

I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Pamplona N. de S.

Aprobado por Resolución No03963 del 28 de Diciembre de 2020

	Aprobado por Resolución No03963 del 28 de Diciembre de 2020
	-Presentación y propuesta ante la Comunidad Educativa de postulantes a Contralora ,Personera y Personerita . Finalización de campaña
	JORNADA DEMOCRATICA
	Reunión del Consejo Estudiantil Y Elección de representantes de estudiantes al Consejo Directivo
	INSTALACION DEL GOBIERNO ESCOLAR Y OTRAS INSTANCIAS DE PARTICIPACIÓN
	COMISIONES DE EVALUACION Y PROMOCION
	ENTREGA DE BOLETINES PRIMARIA Y SECUNDARIA

Esp. MIREYA ACEVEDO MEJIA  
Rectora

MARTHA JUDIT ROSAS CONTRERAS  
Coordinadora Secundaria

ROGER YESITH BAUTISTA RICO  
Coordinador Primaria

### Appendix b Rapunzel's activity

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Match the image with the name of the fairy tales.



Hansel and



# Pinocchio





Cinderella



Snow White and the Seven

## 2. Write your favorite story tales.

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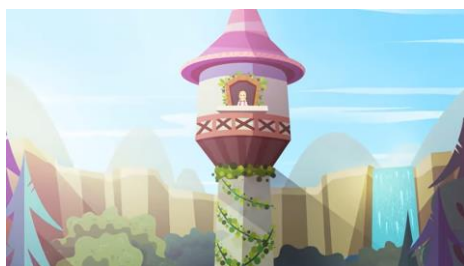


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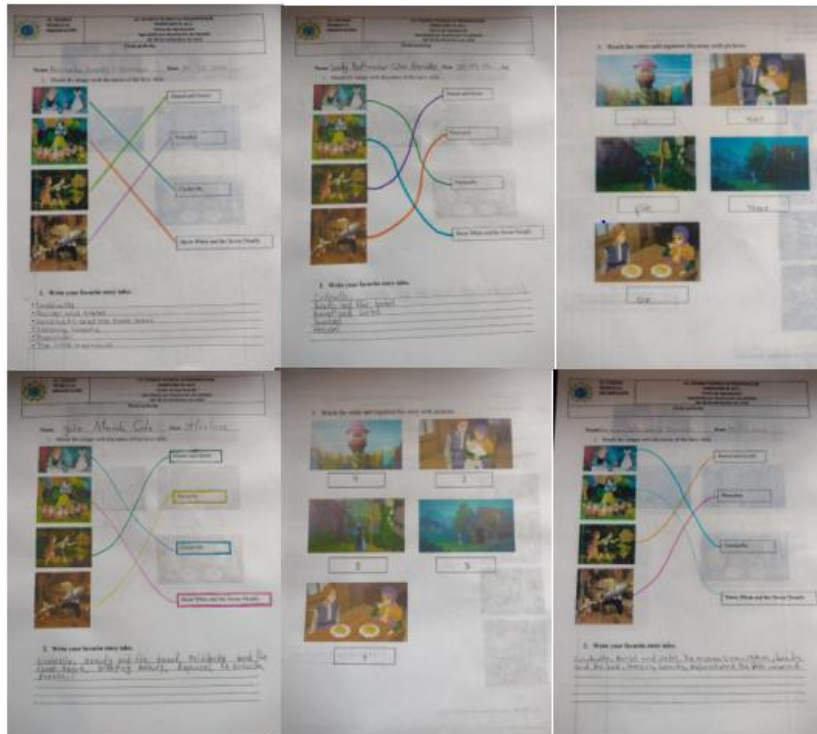
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## 3. Watch the video and organize the story with pictures.









Appendix d Cinderella's activity

## CINDERELLA

Once upon a time, in a village there lived a beautiful girl named Cinderella with her wicked **stepmother** and two step sisters. She worked hard all day. One day, they all went to a ball in the palace, leaving Cinderella behind. Cinderella was feeling sad.



Suddenly there was a burst of light and the fairy **godmother** appeared.



With a **flick** of the magic, she turned Cinderella into a beautiful princess with glass **slippers** and a horse carriage appeared at the door. The fairy godmother **warned** Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in love with her.



They danced together all night. as the clock struck twelve, Cinderella **rushed out** to her carriage leaving one of her slippers behind.



The prince went to every house in the town with the slipper until he found Cinderella. The prince and Cinderella lived happily ever after.

**1. Make a story map of previous story taking into account these elements:**

- a. Characters
- b. Settings
- c. Places
- d. Things
- e. Actions
- f. Beginning, middle and end

**1. Complete the text with the missing Words. 2p**

With a \_\_\_\_\_ of the magic, she turned Cinderella into a beautiful princess with glass slippers and a horse \_\_\_\_\_ appeared at the door. The fairy \_\_\_\_\_ warned Cinderella to return before midnight. Cinderella arrived at the ball, the \_\_\_\_\_ saw her and fell in love with her.

**2. During the story what were the emotions expressed by Cinderella and why? 2p**

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**3. When the clock indicated the twelve that happened with Cinderella? 1p**

- ☐ He revealed his name to the prince
- ☐ He called his stepmother, to say where he was
- ☐ He ran to his carriage.

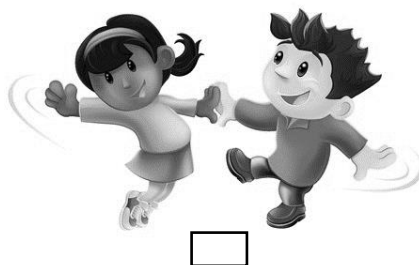
**4. How many houses the prince visited to find the owner of the slipper 1p**

- ☐ Only 3 houses
- ☐ Only 20 houses
- ☐ All the houses in the village

**5. What was the condition of the fairy godmother with Cinderella? 1p**

- ☐ Return to the house before midnight
- ☐ Falling in love with the prince at the ball
- ☐ Letting everyone recognize her

6. Select the image corresponding to the place where the prince and Cinderella met **1p**



7. Write true (T) or false (F) and justify the true answer. **1p**

- Cinderella lived with her parents and was very happy ( )

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- The fairy godmother appeared through a burst of light ( )

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- The prince found Cinderella in the first house he visited ( )

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8. Imagine the slippers and the Cinderella carriage and make the description **1p**

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If you were the writer who would end up giving the story.

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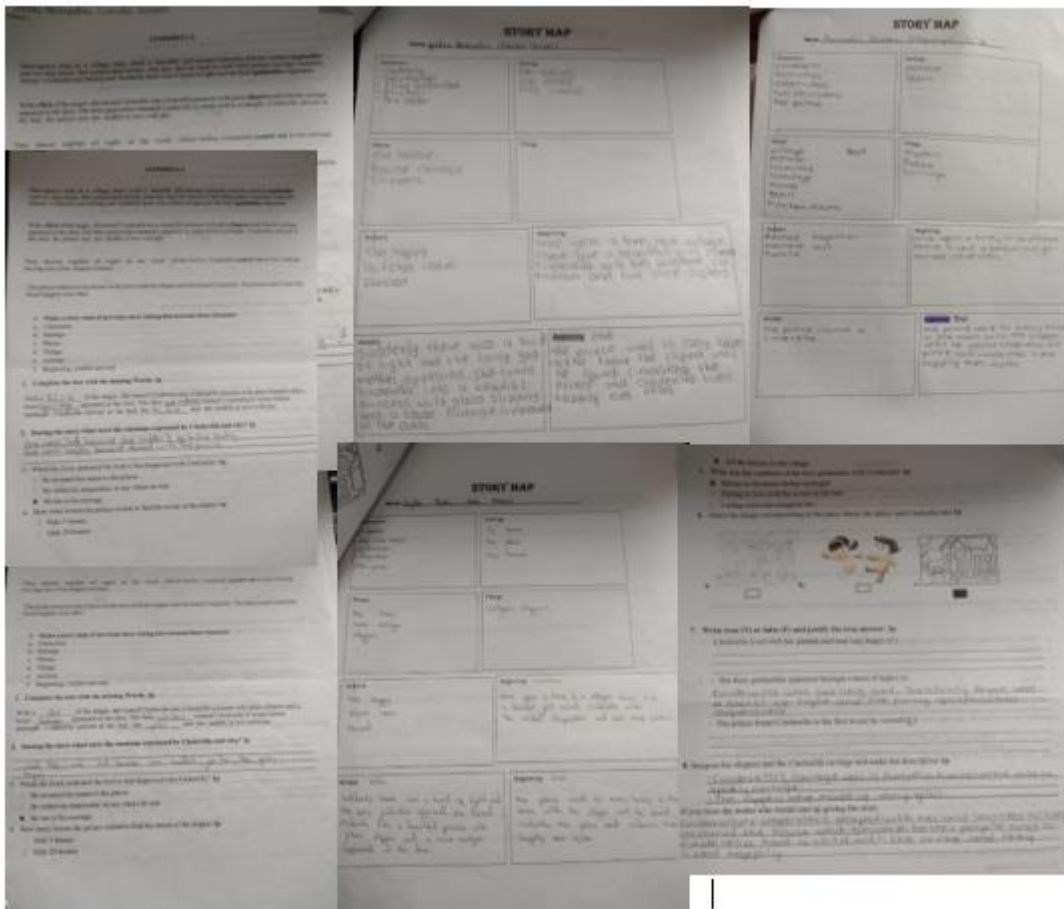
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**story  
map**

title & author	
characters	setting
conflict	important events
resolution	themes

# Appendix f Worksheet and story map 2



*Appendix g The sleeping beauty's activity*

### **Sleeping Beauty**

Once upon a time, a king and a queen had a beautiful baby daughter. They gave a **wonderful** party for the new princess. All the important men, women and fairies came with presents. Everybody gave presents to the baby princess. The seven good fairies gave the princess magic presents.

"You will be Beautiful and **clever**," said the first and second fairy. "You will be **Kind hearten**," said the third fairy. "You will Sing and Dance," said the fourth and fifth fairy. "You will always be Happy," said the sixth fairy.

Suddenly a bad evil fairy **appeared**, she was very **angry** because the king didn't invite her to the party. She gave a curse as the present for the princess. she said, "when the princess is fifteen, she will prick her finger on the spinning **wheel** and die".

The bad fairy disappeared. The seventh fairy didn't give princess her present. She said "Don't worry. Here's my present.

The Princess won't die. She will sleep for hundred years. Then a prince will kiss her and she will wake up. The whole **kingdom** will sleep with her". The King wanted the people to **burn all** the spinning wheels.

It was princess fifteenth birthday. All the men, women and fairies were invited. While **wandering** the castle princess saw stairs. She got curious and followed it. The stairs led her to a room in the top of the tower.

The princess opened the door. She saw an old woman with a **spinning** wheel. The old women asked the princess to try spinning. She went to the spinning wheel and pricked her finger. The princess fell into a **deep**, deep sleep. The fairies took her to the bed and laid her on it.

Everyone in the kingdom also fell in sleep. A magic forest of **thick** thrones grew around the castle. A hundred years went by. The Sleeping Princess was just a story. One day, a prince came by to find the sleeping princess. The prince cut down the **thick** forest. He went into the castle. He found the sleeping princess. She was so **beautiful** that he fell in love with her. The prince kissed the princess.

It was a magic kiss. The princesses wake up. She saw the prince. He was very **handsome**. She fell in love with the prince. when the princess woke up, everyone in the kingdom **woke up**. The king and queen were very **happy** when they saw the handsome prince. The prince and princess married and lived happily ever after.



1. Make a story map in a creative way.

**2. Answer the following questions.**

Exercises:

1. What did the baby princess get for her birthday?
  - A. Many gifts.
  - B. A car.
  - C. A walk.
2. What did the first and second fairy say?
  - A. You will be beautiful.
  - B. You will be small.
  - C. You will be beautiful and intelligent.
3. Why was the evil fairy angry?
  - A. Because she didn't have a dress.
  - B. Because the king did not invite her to the party.
  - C. Because her head hurt.
4. Who took the princess to bed and put her to bed?
  - A. The fairies.
  - B. Her father.
  - C. No one.
5. Who fell in love with the princess?
  - A. The prince.
  - B. Her sister.
  - C. The dwarfs.
6. Relate the following columns.
 

Fairy 1 y 2	“You will be Kind hearten”
Fairy 3	“You will Sing and Dance”
Fairy 4 y 5	“You will be Beautiful and clever”
Fairy 6	“You will always be Happy”

**Write true or false and justify**

7. The seventh fairy gave a jewel to the princess \_\_\_\_\_

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8. The evil fairy's curse was that the princess will die in a car accident on her fifteenth birthday \_\_\_\_\_

9. 9. The fairy was angry that the prince did not invite her to the party \_\_\_\_

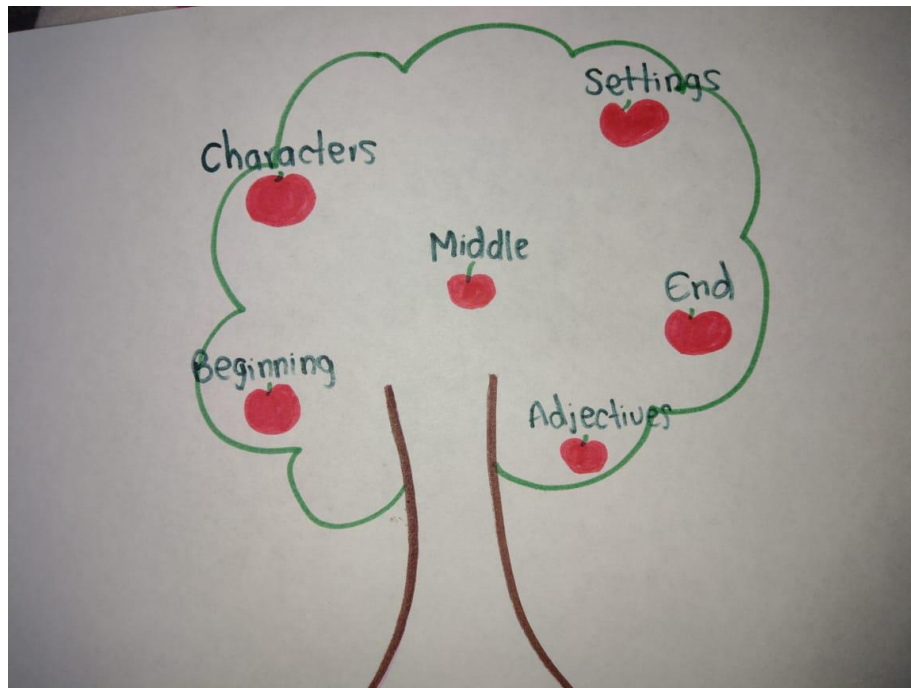
### 10. Complete the text with the missing Words.

Everyone in the \_\_\_\_\_ also fell in sleep. A \_\_\_\_\_ forest of thick  
thrones grew around the \_\_\_\_\_. A \_\_\_\_\_ years went by. The  
\_\_\_\_\_ Princess was just a story. One day, a \_\_\_\_\_ came by to find the  
sleeping princess.

### Appendix h Worksheet and story map 3

The collage displays various educational materials for the story 'Sleeping Beauty'. The top-left image is a worksheet titled 'Sleeping Beauty' with a large green tree outline containing text. The top-right image is a story map with a tree trunk and branches, each containing text. The bottom-left image is a worksheet with a list of questions and answers. The bottom-right image is a worksheet with a list of questions and answers. The bottom-center image is a worksheet with a list of questions and answers.

*Appendix i Story map*



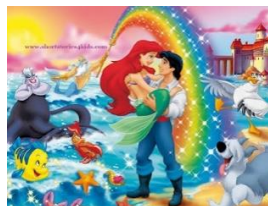
*Appendix j The Little mermaid activity*

### THE LITTLE MERMAID

Once, a mermaid saved a prince from a **wrecked** ship in the deep blue sea. But before he could wake up, she had to leave.



The prince remembered only her sweet song. But the mermaid had **fallen** in love with the prince. She wanted to marry the prince but she was not like other girls. She had a **tail** instead of **legs**.



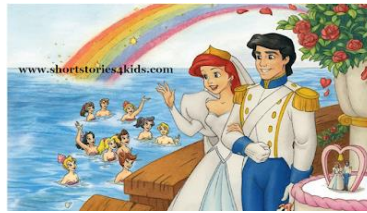
She went to a **witch** and gave up her sweet voice in exchange of legs.



The witch warned mermaid, "You shall never be able return back to the sea." The mermaid reached the prince's palace to meet him, but could not express her love for him.



There was a lot of **pomp** and show in town as the prince was getting married to a princess. **Hearing** this, the mermaid became very sad. She left the **palace** but the prince brought her back and married her instead.



1. Make a story map in a creative way

**Answer the following questions.**

1. What was the mermaid's greatest desire? (2 points)

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2. What was the skill of the little mermaid? (1 point)

- ☐ Sing
- ☐ Dance
- ☐ Write poems
- ☐ Swim

3. What was the reaction of the little mermaid when she knew that the prince was getting married? **(1 point)**

- ☐ Happy
- ☐ Sad
- ☐ Surprised
- ☐ Excited

4. What was the difference between normal girls and the little mermaid? **(2 points)**

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5. What was the witch's warning to the little mermaid? **(2 points)**

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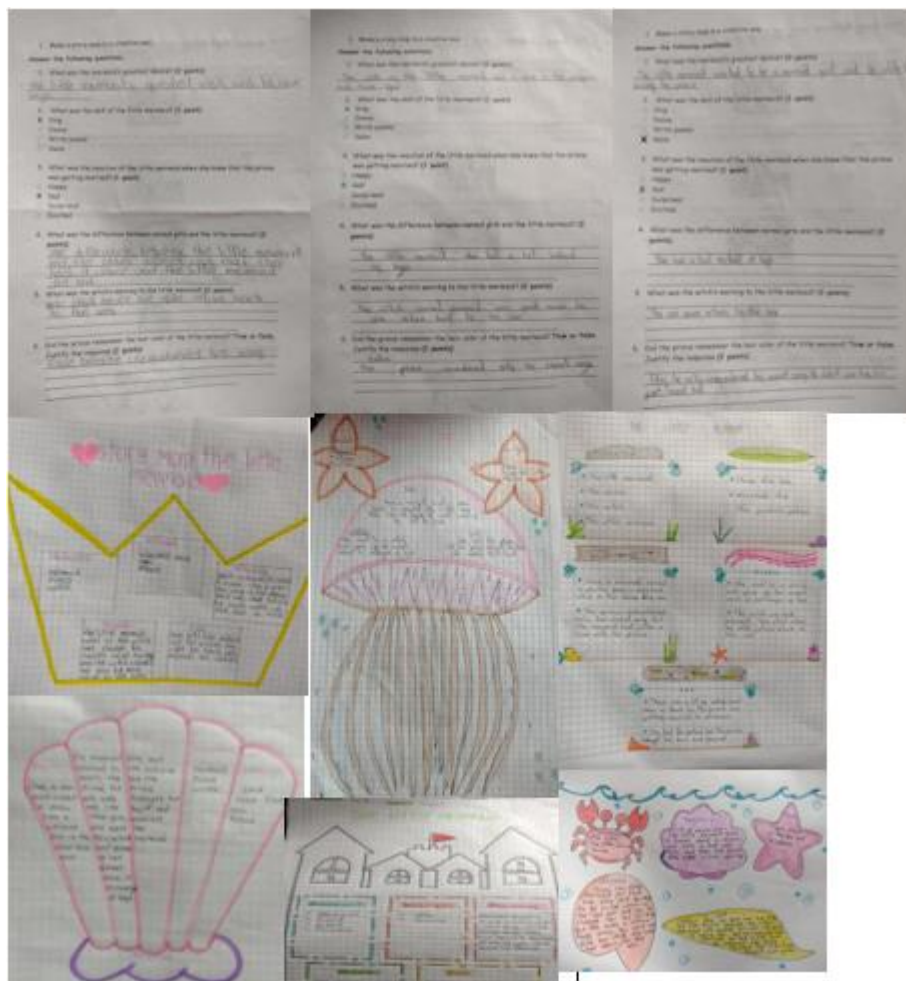
6. Did the prince remember the hair color of the little mermaid? **True or false.** Justify the response **(2 points)**

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### Appendix 1 field note 3

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

**Title of the project :** The implementation of fairy tales for reinforcing reading comprehension in 10<sup>th</sup> Grade students at La Presentación High School

Characters	Place	Situations to observe
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<b>Teacher :</b> Francy  Parada  <b>Students :</b> Tenth grade  C	La Presentación high  school	Student's attitudes  during project implementation
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<b>JOURNAL DE BORD NUMERO:</b>		<b>Date:</b> 26 May	<b>Time:</b> 1 hour
<b>Institution:</b>  La presentation high school	<b>Lieu:</b>	<b>Cours:</b> 10 C	
<b>Temps d'observation:</b> 1 hour	<b>Thématique:</b> Fairy tale the little mermaid	<b>People :</b> 36	

Topic	Descriptions	Commentaires
Actividad de vocabulario	<p>En el tingo tingo tango las niñas fueron muy participativas y opinaban sobre las oraciones que creaban sus compañeras.</p> <p>En la actividad de un video sobre el país del autor se mostraron muy confundidas, pero hubo algunas que sí pudieron</p>	

	entender lo principal del video.	
Attention	La atención es dispersa, hablan y hacen comentarios fuera del contexto.	
Vocabulary doubts	En el desarrollo de esta historia pude notar que las niñas han mejorado en el vocabulario y ya reconocen más palabras en el texto.	
Use of cellphone		
Use of dictionary	Utilización moderada	
Apatia for carrying out activities		
Worksheet	Las niñas resuelven acertadamente cada una de las preguntas realizadas y entregan el taller completo.  Con algunos errores	Fue enviado para la casa para que lo realizaran como tarea.



	ortográficos o de gramática, pero se hacían entender con sus respuestas.	
Story map	En el story map lo desarrollaron de manera libre, algunas se concentraron en realizar el diseño y dejaron a un lado la lectura.	

*Appendix m Semistructured interview*

Universidad de Pamplona  
 Facultad Ciencias de la Educación  
 Departamento de lenguas y comunicación  
 Licenciatura en lenguas extranjeras inglés-francés  
 Practica integral: Decimo semestre  
 Responsable  
 Francy Paola Parada Correa

**Entrevista semi estructurada1**

Este cuestionario se aplica en el marco del proyecto denominado la implementación de cuentos de hadas para reforzar la comprensión escrita en las estudiantes de decimo grado. Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato.

**Objetivos**

- Conocer el punto de vista de los estudiantes de los talleres donde se realizaban lecturas de cuentos de hadas para reforzar la comprensión escrita.
- Conocer percepciones de las estudiantes respecto al mejoramiento de la comprensión lectora en inglés por medio del trabajo con cuentos de hadas y los mapas conceptuales

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

Es importante resaltar que toda la información que se obtenga será tratada con un alto grado de confidencialidad y anonimato la entrevista tendrá un tiempo de desarrollo de 15 minutos, consta de 17 preguntas abiertas. Se debe resaltar que esta entrevista no tiene nota y no se juzgará por dar su opinión.

#### Preguntas

1. ¿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?
2. ¿Qué piensa usted de las actividades de vocabulario que se hacían antes de empezar a leer? Subrayar palabras, actividades de vocabulario

Preguntas que se pueden hacer allí a modo de complementar

¿Le vio alguna utilidad? ¿Sí? ¿no? ¿Por qué?

¿Le gustaron? ¿Sí? ¿no? ¿Por qué?

3. ¿La pared de vocabulario permitió que usted haya aprendido vocabulario nuevo?
4. ¿Considera usted que por medio de estas actividades (reconocimiento de imágenes y películas, bingo, tingo tingo tango) aprendió más vocabulario en inglés? ¿Sí? ¿no? ¿Por qué?
5. Durante la lectura ¿Qué estrategias solía utilizar para entender el texto? (subrayar palabras desconocidas, tomar apuntes, utilización de diccionario etc). Explique

6. ¿Considera que las actividades hechas antes y después de la lectura hechas en los talleres le ayudan a mejorar la comprensión lectora en inglés? ? ¿Sí? ¿No? ¿Por qué?
7. ¿Cree usted que todas las actividades desarrolladas antes de desarrollar el taller permiten que sea más fácil la solución de este?
8. ¿La creación del story map fue más fácil cuando lo realizaron de manera libre o cuando se les entregó la estructura?
9. ¿Considera que la realización del mapa conceptual de la lectura le sirvió para mejorar la lectura en inglés? ? ¿Sí? ¿no? ¿Por qué? ¿De qué manera?
10. ¿Piensa usted que el conocer la historia en su lengua materna permite que la comprensión del texto sea más fácil?
11. ¿Los cuentos de hadas le despiertan su interés y motivación por la lectura en inglés? ¿Sí? ¿no? ¿Por qué? ¿De qué manera?
12. ¿Qué considera usted que mejoró más? Comprensión de texto o vocabulario. Escoja una opción y justifique su respuesta
13. ¿Qué fue lo que más se le dificultó al momento de leer? ¿Por qué?
14. ¿Considera que el desarrollo de este proyecto le ayudará en las pruebas ICFES en la sección de inglés? ¿Sí? ¿No? ¿Por qué?
15. ¿Qué fue lo que más le gustó del proyecto?

Cuentos de hadas

Actividades de vocabulario

Realización del mapa conceptual

Escoja una opción y justifique su respuesta

16. Si tuviera la oportunidad de seguir trabajando con la lectura de cuentos de hadas y realización de mapas conceptuales a partir de la lectura ¿Qué le cambiaría? ¿Qué le quitaría? ¿Qué le agregaría? ¿Alguna sugerencia?
17. Si tuviera la oportunidad de seguir trabajando con este proyecto en las clases de inglés
18. ¿Lo haría? ¿Sí? ¿no? ¿Por qué? ¿Se sintió motivado por aprender inglés a través de la implementación de este proyecto? ¿Sí? ¿No? ¿Por qué?

*Appendix n Basic categories of the project*

## BASIC CATEGORIES OF THE PROJECT

### General objective

To implement fairy tales to improve the written comprehension of students of tenth grade at La Presentación high school.

### Specifics objectives

- To create workshops using fairy tales readings to reinforce written comprehension
- Contribute to preparation of ICFES exam through fairy tales readings.
- To increase the vocabulary through fairy tales readings of the students of the tenth grade.

General category	Subcategories	Theoretical description	Other comments
Reading	<ul style="list-style-type: none"> <li>- Actividades de comprensión escrita</li> <li>- Story map</li> <li>- Worksheet</li> <li>- Wordwall</li> <li>- Vocabulary for understand the reading</li> </ul>	<p>The main objective of this skill is therefore not the immediate comprehension of a text, but the progressive learning</p>	

<p><b>comprehension</b></p>	<ul style="list-style-type: none"> <li>- activities of vocabulary</li> </ul>	<p>of reading strategies whose mastery must over time, allow the learner to want to read or take an article in French (Zohra, 2011).</p> <p><b>Story map</b></p> <p>strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. A few steps are proposed to make the story map (Adler,</p>
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		<p>2004)</p> <p><b>Reading</b></p> <p>The student understands familiar words and names and very simple phrases, such as those on signs, posters and catalogues.</p>	
<p><b>Fairy tales</b></p>	<ul style="list-style-type: none"> <li>- <b>Interest</b></li> <li>- <b>Motivation</b></li> </ul>	<p>Malatesta (2018) Books in the fable genre are made up of stories told through animals, mythical creatures, plants, inanimate objects, and/or forces of nature that have been give human traits, such as verbal communications (anthropomorphized).</p>	

		<p><b>Interest</b></p> <p>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.</p> <p>(Dictionaries philosophic 1996)</p> <p><b>Motivation</b></p> <p>Motivation is</p>	
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		defined as the performance of an activity because it is perceived as an instrument for achieving valuable results. (Teo, Lim y Lai, 1999).	
<b>Story map</b>	<ul style="list-style-type: none"> <li>- <b>Creativity</b></li> <li>- <b>Organization of ideas</b></li> </ul>	<p><b>Story map</b></p> <p>Adler (2004)</p> <p>Strategy that uses a graphic organizer to help students learn the elements of a book or story.</p> <p><b>Creativity</b></p> <p>Creativity is anything that involves representing emotions or using learned skills to create a certain</p>	



		result. (Anush Vardanyan, (sd)	
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*Appendix o narrative*

**Narrativa semana 3**

Durante la tercera semana, en el colegio la presentación pudimos hacer parte de dos actividades intrainstitucionales una de ellas fue apoyada por la dirección local de salud de la Alcaldía de Pamplona, en esta actividad se realizaron actividades sobre el día mundial de la actividad física, a las niñas les dieron charlas, también realizaron juegos y baile terapia. La segunda actividad realizada fue el día viernes con la realización del viacrucis en el cual las estudiantes recrearon cada una de las estaciones, en estas actividades fuimos apoyo a la disciplina fijándonos que las estudiantes eviten la utilización de celulares durante estas actividades.

Por otra parte, con relación al trabajo pedagógico he podido mejorar el control de grupo en el curso decimo C que era el curso con el cual la disciplina costaba bastante. Además, realizamos algunas actividades con relación a los verbos irregulares y regulares, esto con el fin de que ellas practiquen para un concurso de verbos que se les va a realizar a nivel institucional. También durante las clases explicamos temas de gramática como lo fue el pasado del verbo To be. Como las estudiantes ya tienen los temas necesarios para escribir en pasado tuvieron que escribir una experiencia del pasado para ser presentada durante la clase, pero como cada curso tiene 3 horas de inglés a la semana no fue suficiente para que las estudiantes lo presentaran porque surgían muchas dudas por la falta de vocabulario. Algo difícil que muestran las estudiantes es la pereza por pensar en inglés entonces les dije

que era prohibido utilizar traductor al decir esto muchas de las estudiantes refutaron que ellas no eran capaces, decían que no sabían hacer eso. Yo como un apoyo les dije que cualquier duda me podían preguntar, además les dije que estábamos en un proceso de aprendizaje y que estaba bien si nos equivocábamos pero que nos teníamos que esforzar para lograr hacer la actividad.

Por otro lado el trabajo con las niñas de quinto es muy diferente, con ellas trabaje los adjetivos cada una debía llevar una imagen para hacer la descripción, ellas estaban muy emocionadas mostrando sus dibujos, surgían dudas de vocabulario y yo les decía y cuando llegó el momento de pasar a leer la descripción de la imagen frente a la clase lo hicieron sin temor y casi todas querían participar, habían dos niñas que decían que les daba miedo y junto con la directora de grupo las animamos a que participaran.

Finalmente, con los grupos de tercero trabajamos los pronombres personales, los colores y practicamos la canción de los días de la semana. El trabajo con los grados tercero ha sido un poco complicado puesto que hay días en los que han tenido actividades intrainstitucionales y no hemos podido realizar la clase.

De manera general, puedo concluir que el trabajo ha sido bastante gratificante, cada día con los consejos recibidos he podido mejorar en los aspectos que me costaban un poco más.