Enhancing reading comprehension through the use of fairy tales in 11th Grade Students at the San José de Cúcuta School

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Table of content

List of figures

List of Tables

List of appendices

List of graphics

General Presentation

This study was carried out through three chapters. First, the Institutional observation and diagnosis report which characterizes the San José de Cúcuta school through elements such as recognition of the field at diverse levels: administrative, pedagogical, technological, and the population and subject information. The administrative level explains the Educational Institutional Project (PEI), the institutional organization chart, institutional programming,the Ministry of National Education guidelines on health emergencies and the coexistence manual . The pedagogical level presents the language planning, methodology of work, pedagogical resources, and syllabus. The technological level shows the use of platforms, type of encounters and so on. The population and subject information level show the number of students - Gender - Age - Language level, administrative body, teachers council, and family parent community.

Regarding the Second chapter, the pedagogical and investigative component contains the implementation of the main approach and one of the weaknesses perceived at the institution, which is related to the difficulties in reading comprehension. These components are focused on the implementation of a strategy to support eleventh-grade students at the San José de Cúcuta School to enhance their reading comprehension in English. In that way, the pre-service teacher carried out the pedagogical research:

Enhancing reading comprehension through the use of fairy tales in 11th Grade Students at the San José de Cúcuta School.

Continuously, in the third chapter the outreach component is found, which explains a project aimed at the primary school population, specifically in second students at the San José de Cúcuta School in order to support the process of learning English in children throughout nursery rhymes which motivate students to learn the English language.

Finally, the intra-institutional activities component has to do with the pre-service teachers' participation in activities of the institution for gathering significant experience in terms of being a teacher, doing extracurricular activities such as ceremonies, and teachers' meetings, among others.

Introduction

In Colombia, the National Education Ministry (NEM) implemented the standards for the Bilingual national plan to support the need of communication that this current world has in order to strengthen the foreign language teaching-learning process. Besides, this policy tries to enhance people of the 21st century level and proficiency by expressing their thoughts through the use of a global language in common: English.

In this order of ideas, the pre-service teacher has the duty of fostering different new strategies to support the selected community during assessing his teaching practicum. Thus, an institutional recognition was needed by the pre-service teacher in order to identify the main pedagogical needs.

As for the second component of community outreach, due to the fact that several shortcomings have been evidenced mainly in oral expression and taking into account the educational reality, it was established that this component aimed to have a significant impact on the kids' pronunciation through songs which attract the attention of primary school students taking into account their age and coinciding with their interests, motivation and context.

Finally, the third component involves the activities the pre-service teacher participated in the institution. It includes extracurricular events such as teachers' meetings, projects, meetings, campaigns, ceremonies, among others. This component is a beneficial exercise for the pre-service teachers since it involves us in the academic

activities established by the institution where the internship is carried out, in order to achieve insertion in the labor field and contribute to a complete role as a teacher.

Justification

The implementation of this project privileged not only the pre-service teacher, but also all the participants. Taking into account that the population is just beginning to learn a foreign language; it is important to apply new methodologies that allow the improvement of English reading comprehension in each student.

Moreover, it was expected that students would deal with some gaps related to the reading comprehension competence; such as lack of understanding and vocabulary to express ideas or thoughts in English. With that in mind, the author's interest towards the application of fairy tales emerged considering the institutional observation and the weak facts identified.

By the same token, the fairy tales motivated them for establishing social relationships with their peers, where reading comprehension and reading expression are integrated. In that manner they learn the language without even noticing that it is happening with the only purpose of improving students' reading comprehension. The pre-service teacher attempted to advice the supervisor to take into account this strategy in their future classes. It could support other teachers to know the importance of nursery rhymes in reading.

Chapter I - Institutional Observation and Diagnosis Report

Documentary analysis

Once the observation process was completed, certain events in regard to the San José de Cúcuta School were found. In the first place, the topographical school's location. Then, the administrative level. It contains aspects such as the Educational Institutional Project (PEI), the institutional organization chart, the MEN guidelines on health emergencies, institutional programming, and the coexistence manual. Third, the pedagogical level which includes the language planning, pedagogical resources, the methodology of work, and syllabus among others. Fourth, the technological which mentions aspects such as connectivity, access and use of platforms, type of encounters and so on. The last level is population and subject information which refers to the number of students - Gender - Age - Language level, administrative body, teachers' council, and family parent community.

Topographical localization

The educational institution San Jose de Cucuta is a public school built on November the 20st, 1962 by Ordenanza 41 and is located in the urban area of Cúcuta, Norte de Santander.

Furthermore, San Jose de Cúcuta school has four headquarters in this city: First, the Main one which provides high school and secondary education. Then, Mercedes

Abrego, Cristo Rey, and finally la Cabrera which count preschool, elementary education:

primary. In figure 1, it is shown the urban location of the different facilities of the

educational institution.

Nombre de la sede	Dirección
Colsajoc	Calle 13# 5-65, Centro
Mercedes Abrego	Calle 8N N° 16E – 30 Barrio San Eduardo.
Cristo Rey	Cl. 24 #7-7
La Cabrera	Cl. 20 #641 #6- a

Table 1. Urban ocation of facilities that compose education institution "San José de Cúcuta"

The main headquarter is located in the center of the city which is a very populated

area and has a lot of interaction since it is a commercial zone.

This factor might have a positive and negative educational effect due to the high

level of environmental pollution since a lot of gasses and noise are produced over the

area. The educational community is made up of students from multiple places being

heterogeneous since there are students from different neighborhoods, and even

Venezuelan students who vary from stratum 1 to stratum 3. Having established that the

community is very varied it can be inferred that there is diversity in the students, and

teachers have the challenge of finding a way to teach everyone in general, even if they have their differences.

Administrative level

Educational Institutional Project (PEI)

Figure 1. School

The Educational Institutional Project (PEI) aims to give students the best chance to achieve their dreams, creativity, imagination, ingenuity, intuition and logic by using the spaces of participation, conciliation and cooperation in order to produce an effective dialogue in the great search for efficiency and to get an educational quality.

Similarly, it is established that the progress of the institution seeks to generate a cultural, scientific and regional impact and to enhance a critical attitude of the student to reality by becoming aware of social, cultural and regional differences that lead to a real social transformation.

The PEI also promotes some principles focused on a formative process: to learn to be, learn to learn, learn to do and learn to think. The Institution works mainly for the development of creativity. School also promotes the autonomy to discern and respond for oneself, freedom to act knowing your duties and rights, religiousness to respect for freedom of worship and religious belief, belonging for loving oneself and one's family the school, the city and the country

In that sense, it is expected to achieve high levels of quality and excellence in order to generate regional and national impact in education by accomplishing the components of the PEI.

Mission

"The San José de Cúcuta school" is an educational institution inspired by being a facilitator of the processes of research, construction, discovery, creativity, self-management and productivity. In addition, it offers a service framed by criteria of efficiency and effectiveness that implies a true transformation of the context to improve the quality of life of our students"

Furthermore, the institution seeks to offer a service framed by criteria of efficiency and effectiveness that entails a true transformation of the context to improve the quality of life of our students.

Vision

"San José de Cúcuta" will be an institution that provides comprehensive quality training, enhancing educational excellence at the pre-school, primary, secondary, secondary, academic and technical levels, integrating new pedagogical and curricular paradigms with a critical and reflective attitude that contributes to the formation of human talent and the personal and professional growth of all members in a socio-economic context.

School symbols
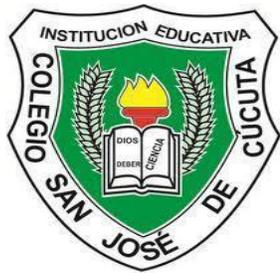
Figure 2. Institutional Field

Figure 3. Institutional Flag

Institutional organization chart

The information collected by the Educational institutional project (PEI)

establishes that the School Government of the San José de Cúcuta School is composed of

the Principal, the Board of Directors and the Academic Council. Similarly, there are

different institutional committees composed of the disciplinary coordinator, the academic

coordinator, psychology, the academic and the financial secretary who is in charge of the

proper development of the institution. Moreover, the school has other dependencies such

as teachers, students, the teacher council, the student council members composed of the

student's representative, school coexistence committee and the parents' association as it

is shown in figure 4.
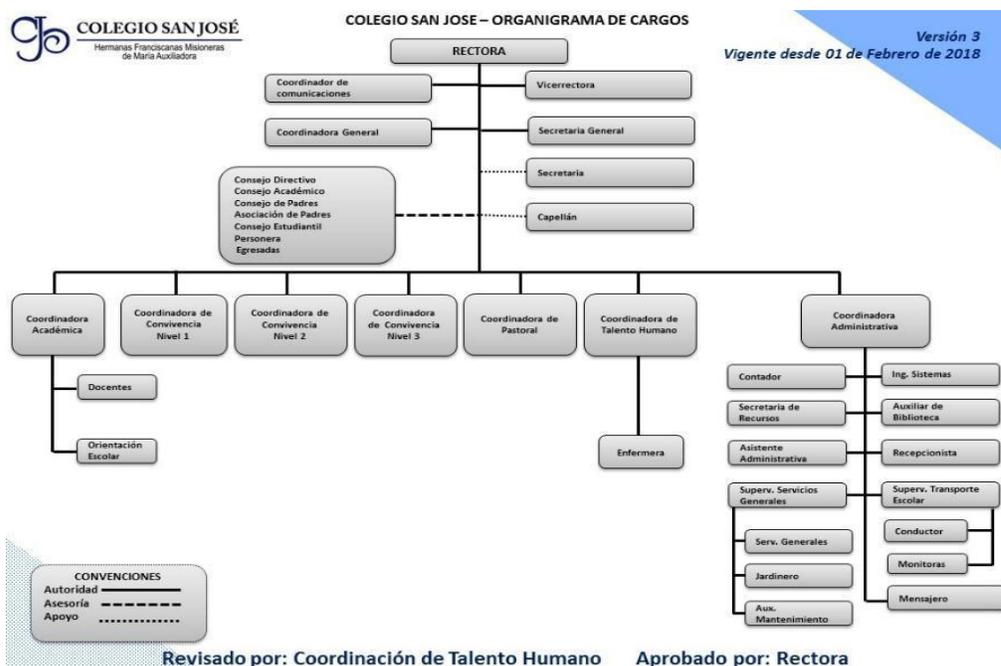
Figure 4. Institutional organization chart.

The Coexistence Handbook

The Handbook for Social Coexistence contains the set of rules established by the San José de Cúcuta school, showing the rights and duties of its members such as students, professors, parents, administrative staff and graduates. It constitutes the support proposed in the PEI in relation to the teaching-learning process.

Besides, it establishes the rules to be followed in the development of the academic, administrative, and disciplinary activities. General aspects such as institutional flag, badges, shield, anthem, correct use of the uniform, institutional motto, requirements for the registration process and others were found.

On the other hand, it illustrates the importance of the process of formation of the student's construct, as well as the rights and duties that must be fulfilled by them, in order to generate a complete educational environment for students.

In regards to the school government of the institution, the statute builds spaces that promote self-criticism of the process and proposals for educational development, such as the creation of an academic, electoral council, of students and parents.

Concerning managers and teachers, the community handbook proposes a professional teaching profile. Since, it is established in a tripartite manner between knowledge, know how to be and know how to do.

MEN guidelines on health emergencies

In the interest of continuing with the face-to-face classes after the confinement established by COVID-19, the Ministry of National Education proposed protocols and security measures to be able to return to educational institutions.

The school San José de Cúcuta returned to face to face classes by making use of the alternation in mid-October 2021. At the beginning of the year 2022, the presence in the classrooms was made total not without having biosecurity protocols presented by the Ministry of Health and Social Protection, for example, the use of the mouthpiece in the classrooms, hand washing, distance of 1 meter between each student among others. Likewise, it is important to mention that schools are intending to maintain and comply with these protocols so that students are safe and able to continue their education in person and to overcome COVID-19, which is being achieved every day with greater agility.

Timetable

In order to develop the scholar year of San José de Cúcuta the administrative staff divided the school year into four academic periods. The first began on January 31 and the last period ends on November 25, 2022 based on law 115 of 1994 the provisions of decree 1075 of 2015, the guidelines of the Departmental Education office, the

Institutional Educational Project, the manual of functions and working hours issued by

the principal. In the following table, the scholar periods are presented:

Periodo académico	Semanas	Fecha
Primer periodo	10	Enero 31 – abril 8
Segundo periodo	10	Abril – junio 17
Tercer periodo	10	Julio 5 – septiembre 7
Cuarto periodo	10	Septiembre 12 – noviembre 25

Table 2. Academic year 2022 timetable

Institutional programming

Figure 5. September Scholar

The academic calendar of the San José de Cúcuta school is developed every month taking into account the entities and the administrative committees. Thus, in figure 5 are the institutional activities and events of the month of September of this institution.

Pedagogical aspect

Language planning

Concerning the language planning, it was observed that the teacher planned the classes in advance according to the syllabus and to what was proposed by the Ministry of National Education. Similarly, it was possible to demonstrate the use of role plays and videos to keep active the participation and attention of students. The development of the English area begins with feedback of the topics seen the previous year during the first month of classes. After this, if we start the themes established with the 8 planning lessons already pre-established with the guides and activities proposed to be implemented.

Knowledge of pedagogical resources

Pedagogical and teaching materials complement the lessons by making them interactive and functional to communicate topics and improve language skills while learning a foreign language. In this way, the factors observed and studied by the learner are of decisive importance.

Once the observations of the classes made by the teacher were completed, it was found that the teacher teaches her classes in a striking way, promoting the constant participation of the students, using printed images to stick to the board, questionnaires, working guides and audiovisual media

Knowledge guide text of the MEN

MEN Knowledge Textbook Content the 10th and 11th Grade Textbook Content is titled "English, Please!" which is divided into 4 modules, each module includes a number of lessons. It is remarkable that these lessons take into account language skills such as listening, reading, speaking and writing, as well as vocabulary and grammar. Some of the topics covered in the guide are: lifestyle, ecotourism, protecting the environment and our indigenous culture, and Colombia: a cultural and natural paradise.

Figure 6. Book worked by teacher

Syllabus

The curriculum is based on an exemplary curriculum agreed upon by the Department of National Education and the British Council. This is a complete curriculum that covers the key aspects needed to approach the topics and activities throughout the course as presented in appendix 1. **(See appendix 1)**

The main methodology managed by the teacher is to follow the pre-established lessons in the syllabus using work guides, activities, games in class, videos, songs etc...

According to the guidelines adopted by the organization, the main resource is the "Ovy platform". This allows you to manage student schedules, topics, grades, and personal information. This means it is linked to the institution's academic, behavioral and administrative data from anywhere, at any time.

With the aim of resolving doubts and concerns the teacher created a group in What's App through which easy and fast communication is handled and you can also send work guides or tasks, workshops or activities for students who have not been able to attend classes.

Types of materials

The materials used by the institution are the Ovy platform, which is the platform of the school, also makes use of the book English, please! Pedagogical guides, videos, songs and emails, virtual learning objects, English, please! book, virtual guide and virtual self-learning guides.

Finally, to provide assistance to students, the teacher establishes the instructions for activities to be carried out in the classroom and socializes the activities done during classes.

Accompanying modalities to learning

In order to achieve significant progress in the School of San José de Cúcuta, the quality of teaching practices must be significantly improved. Therefore, it is relevant to follow the flow of the class. This means there must be accompaniment, which means observing, then reflecting on what is observed and making decisions and improving protocols.

The teacher makes use of techniques of the traditional model when explaining its themes, However, when carrying out activities and evaluations, it makes use of cooperative learning with the aim of everyone sharing their knowledge and helping each other to transmit and understand the topics seen using communication.

Finally, when observing the classes given by the teacher, it was remarkable the management of the classroom and that consists of keeping discipline to develop their

classes by implementing strategies, resources, methodologies and a stimulus that is an extra note in case of good behavior and participation. In addition, the teacher exchanges mother tongue and foreign English language when giving work instructions, resolving doubts or providing important information.

Design of worksheets and supplies

When designing worksheets, teachers follow the program set out for grade 11. However, the classes do not have a specific plan. This is most practical while respecting established content. Indeed, teachers also do the exercises provided by books and online sources. In this way, planning is carried out freely, taking into account various materials taken from the Internet.

The worksheets have the following format:

Figure 7. English format worksheet

MEN Guidelines (basic learning rights)

The Core Competency Standards are based on the Program Guidelines that allow to define standards that students must follow to achieve competence in each area. These standards help to document student progress in concepts, relationships, and procedures, identify specific areas of competence in areas of knowledge, and are grouped into groups 1 to 3, from 4 to 5, from 6 to 7. , from 8 to 5.9 and from 10 to 11.

Regarding the basic academic rights in the field of English, it is important to keep in mind that these are the minimum academic rights that students take each class in the fields of study taught in Colombia. Each Fundamental Rights area indicates the minimum level of learning a student must progress from grade to grade.

In 11th grade, students should have average reading skills, the ability to distinguish general and specific information on general topics, and to understand the ideas about them. Besides, they should be able to write narrative, descriptive and explanatory texts on general or interesting topics; they might also write clear and structured letters and e-mails. In the speaking section, they must have the ability to express opinions and carry out conversations on personal or familiar topics, as well as the ability to respond to questions and concerns after the presentation.

Furthermore, write clear and well-structured reasoning texts on academic topics. Students can articulate data on a familiar topic and prepare for academic discussions.

Grades

The courses covered by the teacher are 11th grade 1, 2, 3, 4; and 8th grade 4.

Schedule

The schedule of the supervisor and the pre-service teacher are shown below:

Supervisor's schedule

Figure 8. Supervisor's schedule

Pre-service teacher schedule

Hora	Lunes	Martes	Miércoles	Jueves	Viernes
6:10 - 7:05			11-02		8-04
7:05 - 8:00	2-01	11-03			11-03
8:00 – 8:55	2-01			11-02	11-01
Descanso					
9:25 – 10:20	11-02	8-04	11-03	2-01	
10:20 – 11:15	11-04	8-04	11-04	2-01	11-04
11:15 – 12:10					

Figure 9. Pre-service teacher schedule

Technological aspect

Connectivity

Connection in San José de Cúcuta is not stable and the school does not provide many technological resources to support students and teachers' educational process. Thus, to overcome this lack of technological resources, students and teachers bring their own devices and internet.

It is relevant to mention that Technological resources are of great help in education, students are not allowed to use cell phones during classes as they may misuse and even cheat. Based on the return to the classroom, it is about using physical material to avoid inconvenience with students or connectivity problems.

Access and use of platforms

The school "San José de Cúcuta" during the confinement due to COVID-19 had to make use of various platforms to be able to continue with classes and avoid contagion, such platforms were Microsoft Teams, Google Classroom and Google Meet. However, with the return to the presence these ceased to be used and the only remaining was "What's App" through which work guides are sent and concerns are resolved.

Description of the digital resources

Respecting digital resources, there are virtual guides that students have to print but if they do not print them, they can work digitally. As the online classes are no longer implemented, digital resources are barely used at the "San José de Cúcuta".

Population and subject information

Regarding the population, certain important aspects need to be mentioned such as: the number of students in the courses is 103. In terms of gender, there are a total of 40 women, and 63 men in total. The age range of students is between 15 to 18 years and finally the range of language levels is between A1 to B1 as it is shown in the table below

Grade	Number of students	Gender		Age	Language level
		M	F		
1101	28	17	11	15-18	A1-B1
1102	27	18	9	15-18	A1-B1
1103	23	13	10	15-18	A1-B1
1104	25	15	10	15-18	A1-B1

Table 3. Population and subject information

Teachers Council

The teacher council is framed out into 107 teachers with academic load and 1 Teacher in trade union commission.

Administrative body

The total of administrative authorities working in the school are 15.

Family parent community

The number of parents involved in the San José de Cúcuta school is around 6800. The objective of the family parent community is to ensure the involvement of parents and those who attend school in the educational process. To establish the Parents' Council there is one representative per group or grade offered by the Institution whose functions are to elect, by secret ballot and by a majority of votes, its representative to the Council Director of the College; to participate in the educational process to seek excellence and quality, and to provide rules of procedure.

Chapter II: Pedagogical and investigative component

Enhancing reading comprehension through the use of fairy tales in 11th Grade Students at the San José de Cúcuta School

Introduction

In Latin America 70% of the high school graduates who enter universities have weaknesses in reading comprehension, expressing their ideas clearly, or writing without spelling mistakes (Moreno, G. 2017, P.57).

In Colombia, the awareness of the English learning-teaching need is recognized by the national government. That is why, the Ministerio de Educación (MEN) introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia, 2019) which establishes the Common European Framework of Reference for Languages (2001) as the guiding aspect for pointing out the relevance of EFL skills.

Highlighting reading skills, Snow (2022) affirms that the ultimate purpose of reading is to extract and build meaning from all kinds of text. This basic daily skill can improve with guidance and rehearsal. However, students' oral reading comprehension in the classroom is low.

Based on this view, it grows a concern to work with fairy tales as a strategy to strengthen students' reading comprehension at the same time that practicing vocabulary and critical thinking skills.

It means that students' reading abilities can be improved while developing the syllabus established by the school. In addition, in order to use motivating materials to

catch students' attention, the researcher decides to implement fairy tales during the synchronous meetings to contribute partly to their language learning development process.

During the observations carried out in the English classes of 11th GRADE, the pre-service teacher could identify the need for implementing reading activities in the classroom. Thus, this study aims at enhancing reading comprehension through the use of fairy tales in 11th Grade Students at the San José de Cúcuta School.

This action research allowed the pre-service teacher to achieve most of the goals previously established, supported the students to feel more comfortable when reading and tried to motivate them to keep reading outside the class.

Statement of the problem

According to Mora, R. A. et al. (2019) After the General Law of Education, a new model was created for bilingual education in Colombia. It is called The National Bilingual Program., which basically wanted to "strengthen Colombia's strategic position before the world". The government argued that this new proposal was necessary because students were not attaining high competence levels in schools, as a two-year diagnostic had attested (Ministerio de Educación Nacional, 2005a).

This reality has revealed the low levels of reading comprehension in this language. This problem is shared, not only by educational systems at a global level but

also by different social environments such as the educational field in many countries.

(Del Toro, Z. P.et al, 2019, p.57)

Moreno (2017) has highlighted that there is a huge difference between the English content on social media and the people who know the language since 52.3% of internet content is written in English and only 26.2% of the users speak this language. Considering these studies, it grows a concern to support education and look for strategies to promote students' ELF competencies.

The pre-service teacher assisted an educational institution called San José de Cúcuta; where 11th-grade students present weaknesses in reading comprehension skills.

Accordingly, the pre-service teacher observes and analyzes different aspects of the eleventh-grade English classes. Students experienced some troubles in reading comprehension, also when they tried to understand what they were reading, likewise, most of them were interested in participating, but they got frustrated because they did not know the meaning of the words while reading.

This proposal aims at Enhancing reading comprehension through the use of fairy tales at the San José de Cúcuta School. Thus, in order to implement these circumstances in 11th graders students, the following questions are asked:

- **Main question:**

-How does the use of fairy tales enhance reading comprehension in 11th-grade students?

Sub-questions:

-How effective is the use of fairy tales to motivate students' reading comprehension skills?

-Does the use of reading comprehension activities promote vocabulary acquisition and interpretation in class?

Justification

This project was in favor of the development of reading comprehension skills of eleventh-grade students in a Colombian public school with an elementary level of English (which, according to the Ministry of National Education and the CEFR, must be at a level B1) through the use of short stories such as fairy tales.

Teaching the language through stories allow the learners to use varied strategies from different language methods. This combination has a great impact on learners because learning becomes fun, motivating, memorable, and lasting (Porras González, 2010). For this reason, it is proposed to create a comfortable environment where students can interact and participate in class, while the teacher implements their methodologies and strategies, in this case, the implementation of fairy tales.

GÜZEL, S. (2022) mentions that teachers should use strategies and activities for expanding reading comprehension so teachers should observe and analyze their instructions and they should determine the activities which are useful for promoting

students' reading comprehension. Based on the previous statement, the pre-service teacher decided to implement fairy tales as a significant strategy to impact students' motivation.

Thus, this proposal benefited not only the students in reading comprehension, motivation, and vocabulary but it also supported the pre-service teacher in terms of education since teachers should always innovate with the best strategies to motivate students.

Objectives

General Objective

- To enhance 11th-grade students' reading comprehension through the use of fairy tales

Specific Objectives

- To design workshops based on fairy tales to enhance reading comprehension skills

- To use fairy tales to motivate students' reading comprehension skills

- To use reading comprehension activities to promote vocabulary acquisition and interpretation in class

Theoretical framework

It is essential to define: Reading comprehension, vocabulary acquisition, reading Motivation, interpretation, and fairy tales which are based on various authors to support the purpose of this study, which is to enhancing reading comprehension through the use of fairy tales in 11th Grade Students at the San José de Cúcuta School.

Reading comprehension

GÜZEL, S. (2022) states that ''Reading is the most stable ability in second language learning. In other words, reading is one of the most significant skills in second language acquisition; in order to improve language acquisition, readers or students decode the text and try to understand the writer's message, in this sense grammar and vocabulary are important factors for understanding the reading passages'' (p.30).

Similarly, Roe and Smith (2012) defined reading comprehension as an act of general communication that implicates literal and higher-order comprehension. Literal comprehension is described as the ability to comprehend the ideas stated in the text such as spotting details and sequences, and understanding cause-effect relationships. Meantime, higher-order comprehension is based on thinking processes such as interpretation and analysis of the information.

Vocabulary acquisition

According to Oxford Advanced Learner's Dictionary, vocabulary is" the body of words used in a particular language" while LessardClouston, describes it as "words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do".

Meara, P. (2012) mentions that Vocabulary acquisition switched from being a neglected backwater in second language acquisition (SLA) to one of the most important skills for decreasing lexical issues and for becoming more central to theoretical linguistics. In other words, Vocabulary acquisition has a meaningful importance nowadays.

Reading Motivation

Harlen, W., & Deakin Crick, R. (2013) states that motivation is considered a tricky concept, closely joined with ''the will to learn'' which encompasses self-esteem, self-efficacy, effort, and self-regulation. With that in mind, reading motivation has been viewed as a multifaceted construct with multiple constituents (Guthrie, J. T.et al.2017, p.2). In other words, reading motivation promotes the construction of learning elements such as the will to learn. Reading motivation is also linked to reading comprehension growth in classroom contexts.

Interpretation

According to Mohammadi, A., & Musaei, S. (2019) Interpretation is based on the relationship between the structure of the text and the understanding of the author and interpreter. In other words, there are 3 agents involved in the process: The structure of the text, the author, and the interpreter. The interpreter must analyze what patterns there are in the text beyond his interpretations.

Fairy tales

Darmon, Uraeva, et al (2019) define fairy tales as " an author, art, prose or poetic work based either on folklore sources or purely original; the work is mostly fantastic, magical, depicting the wonderful adventures of fairy-tale heroes and, in some cases, focused on children; a work in which magic, a miracle plays the role of a plot-forming factor, serves as the main starting point for characterization.". In that way, in terms of learning content, fairy tales are a suitable strategy for children.

Literature review

In this section the studies are focused on a general overview of reading comprehension and the use of short stories. They were classified into 2 categories: The importance of reading strategies in reading comprehension learning and the use of short stories and fairy tales to improve EFL learners' reading skills.

The importance of reading strategies in reading comprehension learning

Several studies from diverse contexts explain a common topic which are relevant factors in reading comprehension.

Among these we found GÜZEL, S. (2022) research entitled ' 'The importance of reading activities in reading comprehension'' which aims at interpreting learners' experiences on reading comprehension through pre reading while reading and post reading activities in classroom language learning. The study showed 3 significant findings.

The first one is that it can be an increment in pre-reading activities for learners' participation and motivation. This research also shows that thank to pre-reading activities learners can anticipate the theme, vocabulary and important lexicon in the readings. The second finding indicates that the while reading activities trains the learners to read in an

active and participative way. In this sense, learners can use their background knowledge acquired in the previous stage and perform the process motivated for reading and constructing meaning. The third one expresses that post reading activities increase learners' deeper understanding of the readings, thus they can control their usage of English.

Similarly, Dwiningtiyas et al. (2020) executed a study entitled ''Teachers strategies in teaching reading comprehension'' which deals with the implementation or benefits of using pre-, while and post reading activities in language learning. The aim of this research is to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. Findings revealed that teachers used some strategies for teaching reading such as brainstorming strategies, reading aloud and asking for specific information. They also showed the importance of using dictionaries, reading aloud, rereading to check understanding, and asking questions about specific information. The results also spotlighted that the combined strategies are divided into three stages of learning how to read. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were extremely useful in teaching reading comprehension at school since it was confirmed by the students' motivation, attention, and teachers' comfort teaching and learning process.

The use of short stories and fairy tales to improve EFL learners' reading skills

On the other hand, the second category is the use of short stories and fairy tales to improve EFL learners' reading skills as mentioned by Suliman (2017) whose study aimed at showing the benefits of using short stories in teaching reading comprehension, proving the effectiveness of using short stories in teaching EFL and illustrating some effective techniques in order to be used for teaching short stories in reading comprehension classes. In other words, this study proved how efficient short stories are for improving reading comprehension as highlighted in the study results that mentioned teaching short stories is the most appropriate genre of literature as it does not consume the time and effort of teacher and they can be used as a material to stimulate interpretive skill and encourage them to use their imagination since EFL students have little or no opportunity to contact with native speaker so reading literary text gave them the opportunity to have a better interaction with foreign culture and people. Nevertheless, it is important to mention that the teacher should be aware enough of the proper usage of short stories in EFL classes as supported by Porras (2010) who performed a study on utilizing stories for teaching English as a foreign language to children in first, second and third grades in a public elementary school in Bucaramanga, Colombia. The purpose of the study was to test the effectiveness of children's stories for teaching English to young learners. The results showed that the children's motivation increased when the stories were told or

read, the participation also increased in the different activities, comprehension of the stories, and acquisition of the new vocabulary which supports this category adequately.

Furthermore, Pardede (2021) conducted an action research on using short stories to boost EFL learners' performance with the objective of reviewing action research on using short story use to increase EFL students' learning achievement by collecting and analyzing 12 action research articles. The results showed that the use of short stories employing the Before-During-After reading strategy, language-based model, and literature as content model managed to attain the intended outcomes in 2 to 3 cycles. Otherwise stated, short stories are effective learning tools teachers can use to boost English as a foreign language and to catch students' attention.

Methodology of implementation

 In order to fulfill the purpose of this study, the pre-service teacher consequently applied the three stages proposed by GÜZEL, S.(2022) pre-reading, while reading, and post-reading. They are related to one another but each one has its own characteristics.

The first stage is Pre-reading. It focuses on the knowledge and experience of the reader. In this phase teachers introduce the topics by means of pre-reading activities such as Warm Up activity and introducing the objectives and recognize students' background and existing knowledge.

Pre-reading assignments focus on students' attention to a reading and students make predictions on the reading content by activating. It means students said predictions about the selected fairy tale. This stage raises the reader's interest, motivation, knowledge and language preparation.

Then, the teacher continues while reading. In this phase students can set reading strategies and try to decode and understand the fairy tale. This stage focuses on reading structures, organization of reading paragraphs, text contents, analyzing general and specific information of the reading, unknown words, grammatical functions of sentences and learning to use dictionary effectively

Finally, regarding that the teacher observed the whole aspects of the implementation of the previous stages, in the post reading stage the teacher checked students' comprehension and deeper interpretation of the reading.

In this stage students made connections, used prior knowledge acquired from pre and while reading stages, evaluate, synthesize and analyze the written text and they can ask critical questions for constructing the meaning in the text.

At the end, students formed groups of discussion for evaluating and analyzing their comprehension of the reading.
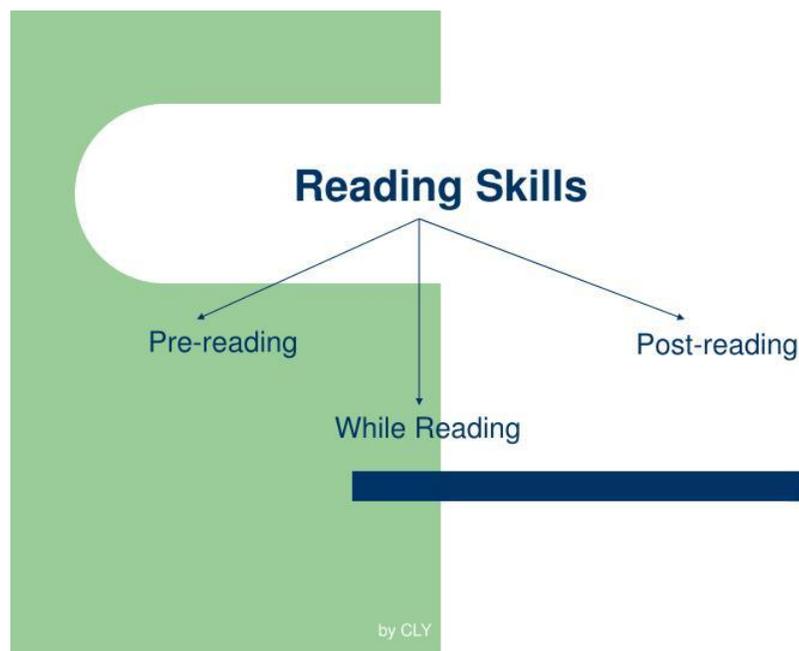
Figure 10. structure of the model

In addition, each class consists of a planning that included: the topic, strategy (name of the fairy tale), objective, resources or materials, pre-reading, while reading and post reading. Based on that information, the lesson plan model is shown down below:

Title			
Participants	Level	Students	Activity development
Time	Course	Teacher	School

Objectives	
Strategy	
Resource	
Implementation	
Phase 1: Pre-reading	
Phase 2: While-reading	
Phase 3: Post-reading	

Table 4. Lesson Plan model.

Description of didactic sequences

For accomplishing the purpose of the study, the pre-service teacher acted in accordance with the planning format proposed at the beginning of the study and developed them as shown below:

On October 7th, it was needed to design and implement the didactic sequence of the project. After explaining some general aspects of the project such as introduction, justification and objectives, the first implementation was developed. It was based on the fairy tale *''The Ugly Duckling''* where students had to give a title to a series of images that were given and try to guess the name of the fairy tale. Then, they had to read out the story and be attentive since they were going to be asked some questions by the pre-

service teacher and in the end of the reading, they had to answer some questions and

create an alternative ending to the fairy tale. Finally, the pre-service teacher provided

feedback to the students and send them the video of the fairy tale so they could hear the

pronunciation and practice the vocabulary learnt. (**See appendix 2)**

Title	Ugly duckling-Fairy tale		
Participants	**Level**	**Students**	**Activity development**
11th grade students	A2-B1	15 to 18 years old.	During the week
Time	**Course**	**Teacher**	**School**
45 minutes	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objective	To implement "The Ugly Duckling" fairy tale to acquire vocabulary through activities that promote the interpretation of texts.		
Strategy	To use images, the video and the reading story related to the fairy tale		
Resource	Video, video beam, markers, reading story.		
First implementation			
Phase 1: Pre-reading Duration: 15 minutes The students will have to give a title to each image and write it on the board.			
Phase 2: While-reading **Duration: 30 minutes** The pre-service teacher will ask the students to read out the fairy tale one by one so all the students participate. **Link of the workshop:** https://docs.google.com/document/d/1yeN4KDa0tgAlDKq4ROmepNww1im_jd38/edit?usp=sharing&ouid=110544714662426605182&rtpof=true&sd=true			
Phase 3: Post-reading phase The pre-service teacher will give feedback and will send the video of the fairy tale so the students can watch it at home and practice listening and speaking skills. Link of the video: https://www.youtube.com/watch?v=kPfoSZFHNs4&t=1s			

Table 5. First Didactic sequence

On October 19th, the pre-service teacher applied the planning implementation. The intervention was based on the fairy tale *''The wolf and the seven little goats''* with the topic, not to trust strangers. First, the students had to relate some images with the correct meaning with the intention to practice the vocabulary that would be found in the story. Then, they read the story and answer a list of questions to finally, receive feedback from the pre-service teacher who briefly talked about the hidden message of the story. **(See appendix 3)**

On November 9th, the third planning was applied. This intervention was implemented two weeks after the second one since there were some scholar events that were developed and then, the week of exams came. It was related to the fairy tale *"Big bad wolf and three rabbits"* which main topic was "Friendship". To start the implementation, the students had to describe what they could see in the image. To describe what was going on in the image? And to organize the events chronologically according to their impressions. Then, they watch the video of the fairy tale and answer a list of questions. **(See appendix 4)**

On November 11th, the fourth planning was applied. This intervention was implemented two days after the previous because the time was shorter at the end of the period. It was related to the fairy tale *"Sneaky hyena and the teachers' day camp"* which main topic was "Courage". To start the implementation, the students had to describe what they could see in the image. To describe what was going on in the image? And to organize the events chronologically according to their impressions. Then, they watch the video of the fairy tale and answer a list of questions. **(see appendix5)**

Research Methodology

This qualitative action research study was carried out at a public school located in the urban area of Cúcuta. Participants were chosen through a random sampling process. Students' language proficiency ranged between A2 and B1 level. Agreeing with qualitative research, data was gathered from two instruments: field notes from participant observation and a semi-structured interview. The data collected from participants was analyzed separately following Hatch's (2002) typological analysis. After analyzing the data from each participant, it was compared and contrasted.

Research Approach

Creswell (2007) described the qualitative approach as: "The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes." (p. 37).

The pre-service considered the qualitative approach to conduct this study since it offers visions to different problems; and helps in developing concepts or theories and to discover new thoughts and individual views in interaction among respondents, as they depend on the comments, perceptions, views, opinions and ideas of people. In this order of ideas, the pre-service teacher described the problem

and helped by instruments for data collection about the importance of improving reading comprehension.

Type of Research: Action Research

This study followed Creswell's (2012) definition "action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classroom" (p. 45). Thus, the pre-service teacher was in charge of some groups to identify major difficulties in learning a foreign language. The educational setting in which this study was carried out is the San José de Cúcuta School.

Population

The students of this study were eleventh (11th) grade students from the San José de Cúcuta School, Cúcuta, Norte de Santander. The participants selected were 5 students whose ages range from 15 to 18 years old. The selection of the participants took place at the moment we inform the students about our research project in detail. Once they get to know the main purpose of the study, they will decide if they participate in the project.

Instruments

In order to develop this action research and to gather the data, two different procedures were implemented: First, online semi-structured interviews. Second, field notes from participant observation to write the sequence of the process.

Online semi-structured interviews

According to Hatch (2002), there are three basic kinds of interviews: Informal, formal and standardized. However, our study was developed throughout formal interviews, it means semi-structured interviews because we guided questions before conducting an interview but in a virtual way. Additionally, these interviews had open-ended questions which allowed us to acquire important information, opinions and experiences from the participants. It is important to mention that each participant had only one interview, which was five interviews. Once the recordings were made, the transcripts were developed **(appendix6).** You can see a sample below.

Interview-	Coding by colors	Categories
Stevens: "Hola. Buenas tardes, ¿Como está?" Participant 2: "Buenas tardes" Stevens: "Bueno, , entonces ahora vamos a proceder con una pequeña entrevista en relación a todo el proceso que usted tuvo mediante el proyecto y los cambios que hubo durante ese entonces. El objetivo de esta entrevista es ver el impacto, analizarlo, ese impacto que tuvieron esos cuentos de las implementaciones en la comprensión lectora de usted. Entonces, ¿podría contarme cuál es su opinión sobre el uso de cuentos de hadas para mejorar la comprensión lectora en inglés?" Participant 2: "Sí, pues es algo nuevo que se nos hizo implementar, que en el transcurso de los cinco años que llevo en el colegio no me habían puesto a comprender un cuento así, con imágenes y pues gracias a eso mi vocabulario se amplió más y se me facilita ahora más escribir" Stevens: "Vale, vale. Y personalmente, usted ¿cómo siente que está su comprensión lectora ahorita en base a todo ese proceso a lo largo del proceso de las implementaciones" Participant 2: "Pues cuando usted comenzó a hacer este proyecto era muy básica, sabía lo normal, pero poco a poco este fui adquiriendo más vocabulario y siento que ahora comprendo mejor los textos en inglés" Stevens: "Vale, vale. Entonces, desde la primera comprensión que tuvimos, la primera implementación a la última, ¿hubo algún cambio significativo que usted viera que algo en su comprensión que cambió?" Participant 2: "Pues del primero a diferencia del último, el primero era más básico y poco a poco se fue extendiendo y usando como vocabulario más este difícil. Entonces, del primero al último,	-Positive aspects of fairy tales -Students' difficulties during the process -Reading comprehension skills -Use of language and grammar -Encouragement to read -Vocabulary -Interpretation -Writing -Pronunciation -Participation increase -Learning interest and motivation	Fairy tales effectiveness Students' reading comprehension enhancement Other elements development

Figure 11. Interview transcripts

Field notes from participant observation

Hatch (2002) states that ''the principal data generated through observation take the form of field notes. Observers need to make a record of what they observe in the settings they are studying, and these records usually take the form of raw field notes that are written on the spot while the researcher is in the setting. Raw field notes are usually descriptions of contexts, actions, and conversations written in as much detail as possible

given the constraints of watching and writing in a rapidly changing social environment. Raw field notes are converted into research protocols through a process of "filling in" the original notes'' (p. 77). Thus, the pre-service teacher observed and recorded students' actions, behaviors and the communicative process observed.

The pre-service teacher filled a field note once each observation was finished. In total, four observations were made and y four field notes were filled. Respecting the first field note, it was about observing students' reading comprehension based on the fairy tale read *(The ugly duckling)* by using activities that promote their interpretation and vocabulary acquisition (See appendix 7). The second field note had as objective to observe the acquisition of the unknown vocabulary of the fairy tale read *(The wolf and the seven little goats)* by relating images from the tale with its correct definition (See appendix 8). The objective of the third field note was to observe the acquisition of vocabulary related to friendship seen in the fairy tale *(The big bad wolf and three rabbits)* by analyzing and describing images that promote interpretation of texts (See appendix 9). the last field note was about observing students' improvement since the first implementation to the last one. The objective of this implementation was to observe student's process based on the fairy tale *(Sneaky Hyena and The Teacher's Day camp)* by watching the video and answering the questions (See appendix 10).

Moreover, to analyze all the field notes, they were classified in a Matrix. In the following image you can see a sample of the field notes designed.

GENERAL DESCRIPTION		
PARTICIPANTS	**SETTING**	**SITUATIONS**
Docente 1: Carmen Trujillo **Docente 2:** Stevens Antonio Urriola **Estudiantes:** grade 11°03	San José de Cúcuta School	**Sit. 1:** Reading comprehension, vocabulary acquisition and interpretation. **Sit. 2:** Name the images to practice the vocabulary, read the fairy tale, and create an alternative ending.

	Date:	Hour:
Journal /field note N°: 1	The 7th of October, 2022	11:00 Am

Objective of observation:
To observe students' reading comprehension, vocabulary acquisition and how these activities promote their interpretation based on ''The ugly duckling'' fairy tale.

Name of High Schoool:	**Place :**	**Grade:**
San José de Cúcuta	**San José de Cúcuta School**	Grade 11°03
Time of observation:	**Topic:**	**Participants:**
45m	Self-love	Keiver Castellanos, Karen Torres, Nicol Miranda, Yemerlyn Buenaño, Ingrid Molina, Keirys Rodriguez, Geraldine Hernández.

Topics/categories or codes to observe: Motivation, reading comprehension, vocabulary acquisition, interpretation, self-love.

Reflection

Figure 12. Field notes

Ethical considerations

The field notes and the participant observations were implemented with regard to the letter of consent that was sent after the pre-service teacher presented the project.

Students' parents signed the letter and resent it via WhatsApp as shown in the figure 13.
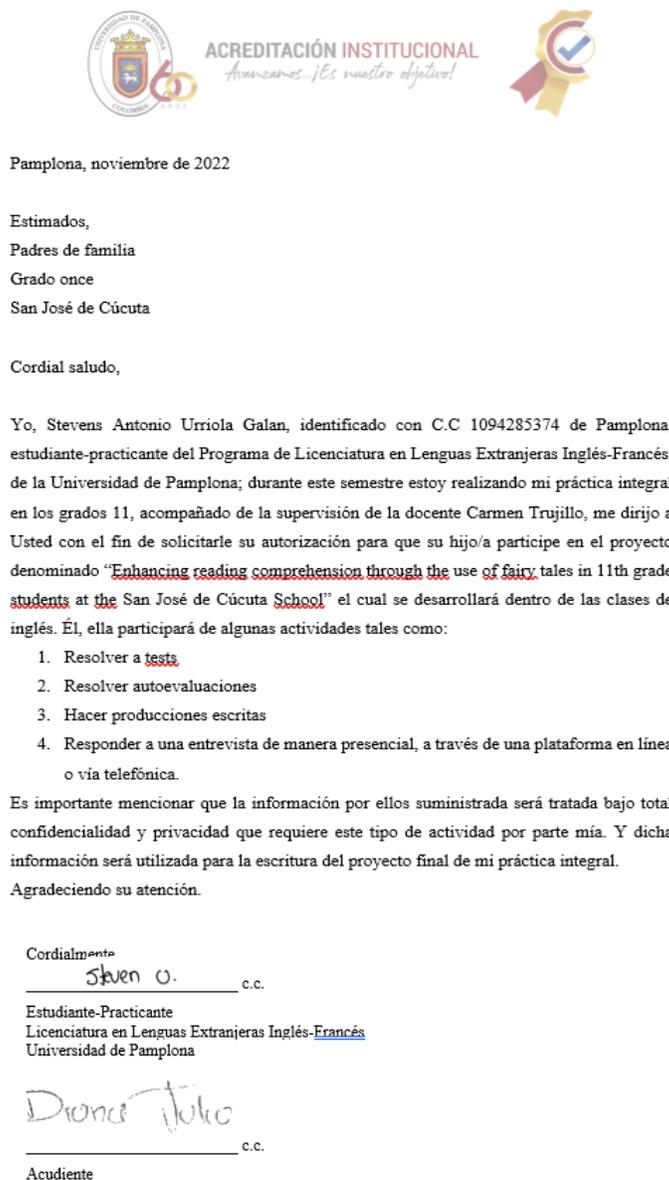
Figure 13. Consent

Thus, a protocol for the interview was designed to have the possible questions that were guided during the interview. **(See appendix 12)**

INFORMACIÓN GENERAL	
Nombre del estudiante:	Stevens Antonio Urriola Galan

INFORMACIÓN DEL PROYECTO DE INVESTIGACIÓN	
Título del proyecto de investigación:	Enhancing reading comprehension through the use of fairy tales in 11th grade students at the San José de Cúcuta School.
Tipo de investigación:	Cualitativa
Objetivo general:	To enhance 11th-grade students' reading comprehension through the use of fairy tales
Objetivos específicos:	• To design workshops based on fairy tales to enhance reading comprehension skills • To use fairy tales to motivate students' reading comprehension skills • To use reading comprehension activities to promote vocabulary acquisition and interpretation in class.

Estudiantes de grado 11 del colegio San José de Cúcuta.
Entrevista semiestructurada
Duración: 10-15 minutos.

CRITERIOS:

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACONES Y SUGERENCIAS POR PARTE DE LA PERSONA QUIEN REVISA.
¿Cuál es su opinión sobre el uso de cuentos de hadas para mejorar la comprensión lectora en Ingles?	Reading comprehension enhancement	A	3	
Y personalmente usted, ¿cómo siente que está su comprensión lectora luego del desarrollo de las implementaciones?	Reading comprehension enhancement	A	3	
Basado en eso, ¿cuál de los cuentos implementados cree usted que desarrollo dicha comprensión?	Reading comprehension enhancement	A	3	

Figure 14. Protocol for the interview

Once all the implementations were developed, a semi-structured interview was applied individually to analyze the impact of the use of fairy tales in 11th grade students' reading comprehension.

Timetable of activities

In order to implement the instruments, the following timetable of activities was designed:

Instrument Application	Weeks											
	1	2	3	4	5	6	7	8	9	10		
Letter of consent		X										
Field notes Participant Observations				X			X	X	X			
Semi-structured interview										X		

Table 6. Timetable of activities

Considering the Timetable about project implementation through workshops the following schedule was designed to divide them into ten weeks.

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

H.										X	
I.											X

Activities	Description of the activities
A.	Design of the seventh English worksheet First Planning Design of slides for explaining the topic ''Healthy and unhealthy habits''
B.	Worksheet resolution
C.	Implementing First fairy tale "The ugly duckling" Reading activity (**Name the images, read the text answer the questions, create an alternative ending**)
D	Design of the eight English worksheet Second Planning ''The wolf and the seven little goats''
E	Worksheet resolution Implementing Second Fairy tale (**Relate images with meanings, learn the vocabulary, read the text and answer the questions**)
F	Design of the nineth English worksheet Third Planning "Big bad wolf and three rabbits" Worksheet resolution Reading activities
G	Implementing the third fairy tale "Big bad wolf and three rabbits" (Interpret the images, describe them, organize them chronologically, watch the video and answer the questions"
H	Design of the ten English worksheet Fourth Planning "Sneaky hyena and the teacher's day camp"
I	Implementing Fourth Fairy tale (**Complete the blanks in the words, practice the vocabulary, watch the video and answer the questions**) Reading activity

Table 7. Timetable about project implementation

Data analysis

The process of data analysis was carried out through the typological method. The typological method is mainly based on a transformation of the data by means of divisions or typologies (Hatch, 2002). Similarly, this method consists basically in "dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study" (LeCompte & Preissle, 1993) Likewise, for the data analysis, the overall data is divided into categories or groups based on predetermined typologies. Typologies come from theory, common sense, and/or research objectives, and initial data processing happens within those typological groupings (Hatch, 2002). The pre-service teacher had to read rigorously the data collected such as, the field notes, the observations and the semi-structured interview to solve the questions and identify the possible categories **(see appendix 13)**

Online semi-structured interviews

After interviewing the participants, the transcripts were analyzed following Hatch's (2002) typological analysis. The participants' voices were classified in a matrix taking into account the categories and subcategories proposed. You can observe a sample of the interview's analyses (See appendix 14) and field notes analyses (See appendix 15). below.

Análisis de datos de diarios de campo (entrevistas)							
Categoría general	Subcategorías	Descripción teórica	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo).				
			Participante 1	Participante 2	Participante 3	Participante 4	Participante 5
Fairy tales effectivenes s	Positive aspects of fairy tales	"For English language learners, fairy tales may be considere d one of the potential suppleme ntary teaching materials. Fairy tales are special and important not only because of the atmospher e of suspense, thrill, and wonder, but also because they can take a young child to a	"Pues la verdad es algo diferente, pues la mayoría de los estudiantes, por así acomodan los profesores nuevas lecturas para explicar, pero son aburridas y no tienen buenas. Sí, Sí. Pues es algo diferente. Pues ya la mayoría de los docentes practican es con lecturas simples y de cosas rutinarias. Entonces, pues se implementó nuevas	"Pues que fue realmente divertido porque como le dije antes, ya cinco años viendo la misma metodología que llegue al final y haga algo que no se acostumbra hacer tanto en las clases a uno como que también la incentiva a seguir aprendiendo" "Sí, pues es algo nuevo que se nos hizo implementar, que en el	"Me pareció muy bueno, porque con estos pues nosotros pudimos darnos cuenta de que nos estamos equivocando. Por lo menos cuando leíamos estos cuentos podíamos descubrir, descubrir palabras que tal vez no habíamos visto antes en tantos, pero ya los significados nos ayudan con la pronunciación , nos ayuda a señalar cada una de estas para aprender	"Me parece muy interesante porque los cuentos, porque poseen palabras que sí, que son prácticas y eso nos ayuda a seguir durante en sí la comprensión que es bien" "Bueno, a mí me pareció muy buena la manera en la que se sobre yo la temática, la implementación de la comprensión lectora con los cuentos de hadas. Esto a mí sí me gustó mucho, la verdad. Sí. O sea, me motivó a participar en	"Pues a mí me parece que es muy didáctico, ya que uno como no son o no traen recuerdos, digo yo. Entonces muy chévere leerlos porque sabe usted saber cómo es el cuento en español y se mira así, se pronuncia. Y esto es o como cambia la historia las letras. Si me parece, me parece muy chévere" "Sí, sí, sirvió de mucho porque había

Figure 15. Interviews analyze Matrix

Análisis de datos de diarios de campo (Field notes)						
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (Field notes)			
			Field note 1	Field note 2	Field note 3	Field note 4
Fairy tales effectiveness	Positive aspects of fairy tales		I decided to ask questions of what has been read and, in that way, they started to be more attentive.	I observed that the students felt a little more comfortable when reading out the story. They felt more confident and were not afraid of being mocked by the others	They seemed more interest and retained more information when showing them the video during the reading of the same story. They made jokes and laughed at fun things during the story.	Students told me that they love that type of methodology since they like watching, listening and reading the stories because in that way they understand much more and it is more fun.
	Student's difficulties during the process		During the second phased I observed that the students felt a little uncomfortable when reading out the story. They were afraid of being mocked by the others so some of them did not want to participate. At the beginning of the story, it was difficult to keep all the students' attention. Thus, I decided to ask questions of what has been read and, in that way, they started to be	Nevertheless, there were still students who didn't want to participate but there were a few compared to the first implementation.	Some of them were limited by vocabulary, this was the case of very few students mostly possessed the vocabulary needed to develop this activity.	

Figure 16. Field notes analysis Matrix

Findings

  The findings were shown taking into consideration the main question and two sub-questions (See figure 18) Three categories emerged. First, **Fairy tales effectiveness**, which is related to the positive aspects of fairy tales and students' difficulties during the process. Second, **Students' reading comprehension enhancement**, which includes the participants' skills that progressed when their reading comprehension enhanced. **Third, Other aspects developed**, which illustrates certain aspects such as writing, pronunciation, participation increase, learning interest and motivation.

Figure 17. Categories and subcategories

HOW DOES THE USE OF FAIRY TALES ENHANCE READING COMPREHENSION IN 11TH-GRADE STUDENTS?

-How effective is the use of fairy tales to motivate students' reading comprehension skills?

-How does the use of reading comprehension activities promote vocabulary acquisition and interpretation in class?

Fairy tales effectiveness	Students' reading comprehension enhancement	Other aspects developed

Positive aspects of fairy tales	Students' difficulties during the process

Reading comprehension skills
Use of language and grammar
Encouragement to read
Vocabulary
Interpretation

Writing
Pronunciation
Participation increase
Learning interest and motitavion

Fairy tales' effectiveness

Xolmurodova, O. (2021) stated that Fairy tales are a special type of text that can be adapted to children's ages, with simple and clear sentence structure and plot. In other words, this type of texts might be used as an excellent tool to teach a foreign language since the plot is simple and the sentences are understandable and they make the learning process fun. Consequently, fairy tales' effectiveness is one of the main categories of this project that had as a purpose to enhance reading comprehension. The first category includes the positive aspects of fairy tales and students' difficulties during the process.

Positive aspects of fairy tales

"For English language learners, fairy tales may be considered one of the potential supplementary teaching materials. Fairy tales are special and important not only because of the atmosphere of suspense, thrill, and wonder, but also because they can take a young child to a magical world. Fairy tales may contribute to the enrichment of a young reader's knowledge in a number of ways" (Xolmurodova, O, 2021). Similarly, in this study some fairy tales were implemented as it was stated during the interview by one of the participants:

"*Because it's something new for us to work with fairy tale or it's already said that they're for little kids and that. With the simplest you learn the most various that was the vocabulary and that and learn things in different ways and that is very cool I honestly liked it because nobody has done so in the course of me, my education in school*" (Participant 1)

In the same way, the use of this strategy is exemplified, as follows:

"I can perceive that reading is not a boring skill to teach if accompanied by entertaining activities and methodologies. Instead, reading can help improve text comprehension, increase vocabulary and interpretation. I really believe that these workshops have helped improve the participants' language skills" (Field note analysis N° 1)

Furthermore, the effectiveness of this methodology was manifested through the course of the implementations. As it is mentioned in the following comment:

"They seemed more interest and retained more information when showing them the video during the reading of the same story. They made jokes and laughed at fun things during the story" (Field note analysis N°3)

Similarly, participants stated that interest in fairy tales comes from the diversity with which they were applied. By using images, videos and texts at once as mentioned by one of the participants during the interview:

"Likewise, it is another way of learning while having fun. Besides, the readings implemented. It was not only learned by reading and reading, reading sometimes gets you tired visually, but also by using images it is fun" (Participant 1)

Determined by participants' interviews, lots of positive aspects of fairy tales in English class were expressed as the following comment:

"Well, it seems to me that it is very didactic, since one as they bring memories, I'd say. It is very cool to read them because you know how the story is in Spanish and looks like this, it is pronounced. And this is or how history changes the letters. If I think, I find it very cool" (Participant 5)

To better explain this, participant 5 relates the story with her memories in Spanish to identify the actions and vocabulary of the text with her previous knowledge to better understand the text. Similarly, she shares her love for fairy tales by being somewhat nostalgic for her and the way she improves her pronunciation with this.

Students' difficulties during the process

As it was stablished, fairy tales have a lot of potential for teaching in class. Nevertheless, they can also have a downside as explained by Dipriyansyah, E. R. (2017) Some passive students still rely on their smart friends to analyze the story and prefer silence to answering questions. During the presentation, some students had difficulty in making sentences due to limited vocabulary.

Following the participants' voices from the interview, when reading the fairy tales certain difficulties were presented.

"My biggest difficulty was at the time of writing the words, I barely understood them at the beginning when they were given, I did not know the meaning, but what I hardly knew was how it was written" (Participant 3)

"It was difficult to understand. I mean, I couldn't read it, but sometimes it got complicated because there were many words I didn't know and it was difficult"

Moreover, a lack of confidence when reading out the story and a fear of being mocked were presented as perceived below:

"During the second phased I observed that the students felt a little uncomfortable when reading out the story. They were afraid of being mocked by the others so some of them did not want to participate" (Field note analysis N°1)

Based on participants' interviews, some of them had difficulties with vocabulary and the construction of sentences as pronounced during the interview:

"Yes, because I used to have a hard time with what it was, what it was, at least putting words together rather than reading a sentence or more. My terror. Open questions in English" (Participant 5)

Students' reading comprehension enhancement

Roe and Smith (2012) defined reading comprehension as an act of general communication that implicates literal and higher-order comprehension. Literal comprehension is described as the ability to comprehend the ideas stated in the text such as spotting details and sequences, and understanding cause-effect relationships. Meantime, higher-order comprehension is based on thinking processes such as interpretation and analysis of the information. That is why this is one of the main categories of this project from which five subcategories emerged; reading comprehension

skills, use of language and grammar, encouragement to read, Vocabulary, Interpretation.

A graphic analyzing the student´s process is showed below.

STUDENT'S PRODUCTIONS RESULTS

	Production 4	Production 3	Production 2
Participant 1	9	8,5	8
Participant 2	10	9,5	9
Participant 3	7	6,5	6,5
Participant 4	8	7	7
Participant 5	8,5	8	7

Participant 1 Participant 2 Participant 3 Participant 4 Participant 5
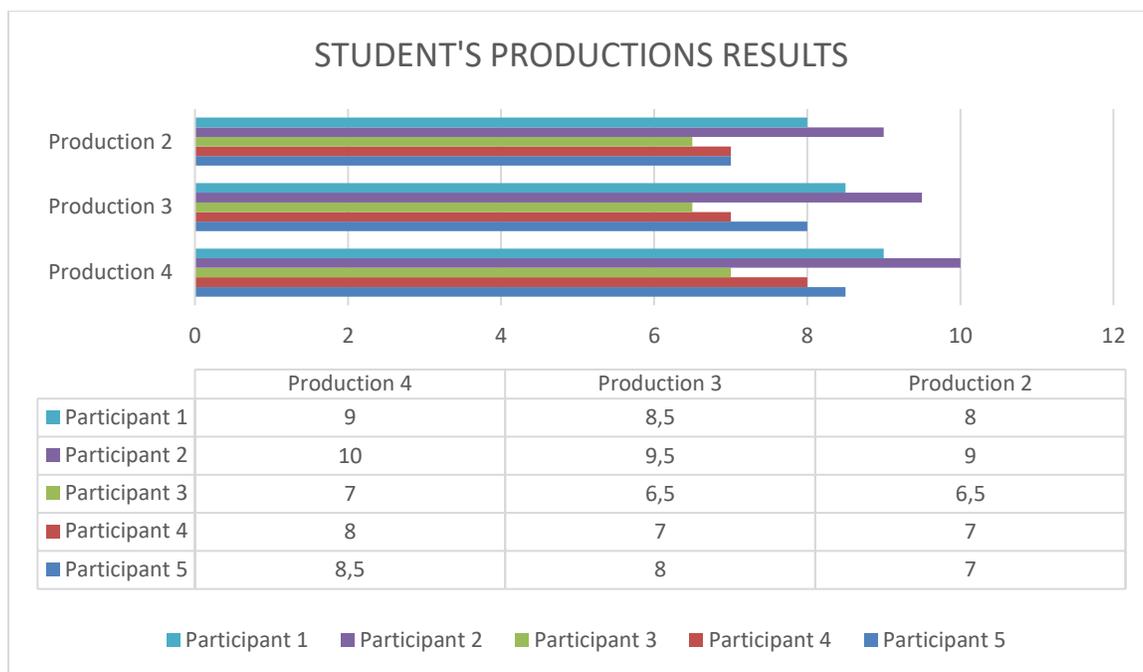
Graphic 1. Students productions results

Reading comprehension skills

GÜZEL, S. (2022) states that ''Reading is the most stable ability in second language learning. In other words, reading is one of the most significant skills in second language acquisition; in order to improve language acquisition, readers or students decode the text and try to understand the writer's message, in this sense grammar and vocabulary are important factors for understanding the reading passages'' (p.30). By the same token, one of the participants affirmed:

"Better, because I learned vocabulary and learned new words that I did not know or had seen but I did not know what they meant and now I understand much more when reading English texts" (Participant 5)

In other words, participant 5 explained why her reading comprehension has improved thanks to the previous vocabulary she knew but did not remember quite well and the vocabulary acquired throughout the process. Similarly, during the interview it was claimed:

"Well, in that short period of time, there were not so many classes, but it was about school issues. The few classes we had I did manage to learn enough words and improve my skills to understand and write"

Eventually, in the course of the implementations it was declared:

"It is remarkable that students already use techniques to improve their comprehension and interpretation such as underlining main ideas and taking notes of important words and unknown words" (Field note analysis N°3)

Use of language and grammar:

Batstone (1994) affirms that grammar provides the practicing language teacher with a clear and straightforward overview of this complex subject. As it was confirmed during the interview by a participant:

"As you asked what it was that we had understood and each one, each partner had like a little, a little information and already collected and managed to understand the

situation using the vocabulary of the parts of the story and speaking in English"

(Participant 4)

To better illustrate this, the participant 4 made use of the collected information and understood it to relate what was happening in the story and then to answer the questions she used the seen vocabulary, the understood and so she could answer using English as also experienced by another participant:

"Right, because as we change the story, as we were pointing out each part which words were difficult and I could even check them and repeating them several times so that I kept them in my mind as much as it was pronounced and as it was written I used them well"

Furthermore, the researcher noticed how students used familiar vocabulary to describe situations and share ideas as seen in the following excerpt:

"When describing images, they used synonyms and words previously worked, for example, the name of some animals that were similar or similar nouns to meet the objective of implementation."

Encouragement to read

"If we place a value on developing a motivation to learn in students, we are concerned with whether students initiate learning activities and maintain an involvement in learning as well as a commitment to the process of learning" (Ames,1990, p. 410). In that manner, one of the participants share his experience with fairy tales in English class and how he has been encouraged to read during the interview:

"I find it quite good and motivating for young people, so that they realize that it is good to slowly in another language and implementing something like this in the classes make you want to read" (Participant 3). In addition, it was claimed:

"Yes, because it used to be like, this word and I don't say it. But you, in the stories, asked us questions that you could answer by yourself, according to the same story, we could answer and made us want to read" (Participant 2)

Furthermore, the researcher found the participants encouraged to keep reading as presented in the following comment:

"In this implementation the students were encouraged and motivated to know what would be the story we would work. I was surprised to see how motivated the students were who wanted to read." (Field note analysis N°4)

Vocabulary

Meara, P. (2012) mentions that Vocabulary acquisition switched from being a neglected backwater in second language acquisition (SLA) to one of the most important skills for decreasing lexical issues and for becoming more central to theoretical linguistics. In this way, the participants learned the vocabulary repeating, constantly working with the same vocabulary during the course of the process as mentioned during the interview:

"So, as they were doing the actions with the vocabulary, I would increase them and keep it faster. Yes. So that was the one that helped me the most. And additionally,

before that it has like a reminder. The vocabulary that was going to appear then, I was

relating and there one already got more practice for that" (Participant 1)

Likewise, participants affirmed the growth of their vocabulary and how simple

but useful words were found in fairy tales such as adjectives, places and names of

animals. Moreover, they claimed the importance of having this basic vocabulary when

traveling abroad as said by a participant in the interview:

"Well, that is actually a vocabulary that is sometimes quite extensive and I think

it can work a lot because at least there are words like "fast" or simple things that we can

handle in our daily lives. At least one day we want to get to go elsewhere. At least we

have a basic vocabulary to be able to support ourselves without needing to be using the

cell phone all the time"

Consequently, the researcher followed up participants' vocabulary progression

and started to see a change as seen in the following excerpt:

"I also noticed that they already had better vocabulary and understood most of

the story" (Field note analysis N°3)

Interpretation

Mohammadi, A., & Musaei, S. (2019) Interpretation is based on the relationship

between the structure of the text and the understanding of the author and interpreter. In

other words, there are 3 agents involved in the process: The structure of the text, the

author, and the interpreter. The interpreter must analyze what patterns there are in the text

beyond his interpretations. In this view, the researcher observed the strategies that the participants used to interpret the text during the workshops that were developed as claimed in the comment below:

"During the first phase of the second implementation, it was observed how the students tried to interpret and relate the image with the correct meaning. At first, they related the ones that they already knew and for the unknown among all, collectively related the missing and completed this phase making use of cooperative learning" (Field note analysis N°2)

Similarly, the participants claimed that those strategies to improve the interpretation were useful when developing the workshops as narrated during the interview:

"You had a good idea, as I tell you not just to talk to us, but also to show us before teaching where we must point out what we do not understand not only by listening, but by showing images to interpret" (Participant 3)

"I tried them at least; ah they pronounce it so and I think it is this word I tried to relate them equally with the images I interpreted"

Other aspects developed

This category focuses on the other aspects that showed a development during the implementation of the project. These elements were divided into four subcategories.

Writing

(Hyland, 2002: 6) stated that writing refers to "the mechanistic view that human communication works by transferring ideas from one mind to another via language … because meanings can be encoded in texts and recovered by anyone with the right decoding skills". In that manner, a participant shared his experience throughout the process and as he acquired a lot of vocabulary and his reading comprehension improved, he feels able to make full sentences and it is easy for him to write in English as mentioned during the interview:

"The five years I have been in school had not made me understand a story like this, with images and because of that my vocabulary was expanded more and now it is easier for me to write in English" (Participant 2)

By the same token, another participant experienced changes in her writing skill since through the course of the implementations she started to produce texts a bit more complex as stated in the comment below:

"But as we were practicing, I could improve much more writing" (Participant 3).

In this sense, the progression of the participants was reflected in their grades as remarked in the excerpt:

"I noticed that the students' writing and ability to build sentences correctly had advanced a lot. They already created whole paragraphs with some errors, but mostly were properly designed" (Field note analysis N°4)

Pronunciation

Through pronunciation, students will become understandable native English speakers and their own understanding of the spoken language will improve. (Module 6: How to teach pronunciation, 2014). Thus, it is remarkable to mention that despite not being a skill that was planned to work, many participants claim to have improved it when reading out the stories as mentioned during the interview:

"The pronunciation and so I was given more of the practices you were doing and now asking how it was pronounced. And that's it. So yes, yes, an improvement" (Participant 1)

Additionally, it was stated that the participants at the beginning experienced confusion with pronunciation and there were misunderstandings due to this, however, with the course of the process those confusions were resolved and this skill improved as declared in the following commentary:

"In pronunciation, that was what I said, because sometimes at least I said one thing and you did not understand what I wanted to say. But then with his explanations and the development that we went during the process, each explanation and after the implementations Well, we've been improving that little by little" (Participant 3). Here participant 3 described those inconveniences that she experienced during the process and how they were solved as well.

Participation increase

Participation became a source for a better understanding of the possible impact of impairments and disabilities on the life of an individual person (Van de Velde D, Bracke P, Van Hove G, Josephsson S, Vanderstraeten G., 2010). In that manner, participants showed a positive change in their participation. *"The participation was very active and they looked at the smallest details of the image, such as insects or small plants. Their participation increased and there was an improvement in the description and responses of the students during this implementation when showing the video during the "while Reading phase" y not during the last one."* (Field note analysis N°3).

Similarly, it was evidenced that participants' participation increased as remarked in the comment below:

"*The participation increased a lot since many students wanted to participate willingly"* (Field note analysis N°2)

Furthermore, one of the participants declared that she started to become attached to English since she loved the methodology that was implemented in the classes and as she enjoyed the classes, she felt motivated to participate as shown in the following comment:

"Because no lying, I felt attached to English and started to love it because I was interested in participating. I was one of the few souls who did not participate because I didn't know. I mean, no, sometimes English is very difficult to me" (Participant 5)

Learning interest and motivation

Harlen, W., & Deakin Crick, R. (2013) states that motivation is considered a tricky concept, closely joined with ''the will to learn'' which encompasses self-esteem, self-efficacy, effort, and self-regulation. On this basis, the researcher experienced the will to learn of one of the participants as shown in the following excerpt:

"One of them asked me what more types of readings I could find to continue studying English on their own and I was glad to see that desire to learn" (Field note analysis N°4)

According to participants' voices during the interview, by implementing fairy tales in English class, students develop an interest to learn and they feel motivated in the class since fairy tales are a new methodology that they did not experience during class and it was enjoyable for them to be in class as affirmed in the comments below:

"It is motivating because it is like changing the environment of the class, because it is always almost the same what teachers do, arrive, explain a topic and make a workshop. With stories We had this... was not so much monotony, you told us something and we could give our point of view, whether correct or not, but that gave as more dynamism to the class"

"It's motivating. Very motivating because you do not feel bored, you're not like ¡oh no! English again. Then how it's about stories, reading, participating, learning, so

more didactically, because one is encouraged, it seems so cool, the class, it is like,

English class, ¡Yay!"

Conclusions

- With fairy tales in EFL classes, a pleasant environment is created in which students can let their imagination run free and participate without fear to be judged and to share their ideas on what they interpret of each of the stories.

- Similarly, it was revealed that the use of fairy tales may provide some positive to the educational field, since the implementation of reading is very important for the Development of comprehension and interpretation of texts as well as the acquisition of vocabulary in EFL classes.

- Certainly, Fairy tales might provide students the chance to develop positively not only their reading comprehension. Students might also develop other skills since they also increase their interpretation, vocabulary, writing and even speaking skills.

- The implementation of pre-reading activities helps students become familiar with the vocabulary that is going to work on the story and as a result the comprehension and interpretation improves. Likewise, these activities guide students and promote the use of strategies such as highlighting key ideas, taking notes of important words and identifying the structure of the texts.

- The lack of vocabulary is one of the biggest drawbacks of students in learning a foreign language mainly in reading and producing texts as confirmed by participants. Likewise, it affirmed the richness in lexicon that fairy tales possess.

- Beside the point that students did not have a very extensive vocabulary that allowed them to fully understand the story, they managed to understand the main ideas of each situation through the interpretation promoted by the pre-reading activities.

- Fairy tales are effective in motivating students' reading comprehension skills if the implementation of these is supported by didactic activities and accompanied with visual aids, as images and videos where the students get immersed in the development of these activities.

- Despite the fact that fairy tales are known as stories for kids, these can also be adapted to practice foreign language skills in the classroom as they are flashy, fun and enjoyable according to the voice of the participants.

Recommendations

- Based on the conclusions, practitioners could put quite a lot of emphasis in the pre-reading phase with activities on the vocabulary that will work in the story as this helps your understanding when reading the text increase and generate better results

- Furthermore, it would be advisable that future projects use the video of the fairy tale with subtitles since in that way students can read, watch and listen at the same time. This is recommended to implement in the "while reading phase"

- In the same way, it is recommended for future research projects to download all the materials and resources that require internet connection to avoid any inconvenience since there might be connectivity issues during the implementations

Outreach component:

Implementing nursery rhymes as a strategy to foster English learning in second grade students at primary school headquarter ''Mercedes Abrego''

Presentation

This section describes the outreach component. A foreign language program project to highlight the importance of English in primary school. To implement this component, the practitioner used nursery rhymes as a didactic strategy adapted to the needs of the students.

Subsequently, the introduction, the justification, main objectives, certain characteristics and the guidelines of contribution are presented. Eventually, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget were shown as well.

Introduction

Generally speaking, due to the many benefits of bilingualism, such as cultural exchange, better globalization and greater national development, the Colombian government has decided to promote the learning of another language by teaching English in schools of the country for political and economic reasons. Likewise, the Ministry of National Education introduced a bilingual policy in 2004, the main goal of which is to "enable citizens to communicate in English according to internationally comparable standards and to integrate the country into the global communication process, global economy and cultural openness".

On the other hand, the University of Pamplona in Colombia, as a public institution, more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the learning needs in elementary schools.

Hence, the purpose of this outreach component is to foster English learning in second grade students at primary school headquarter ''Mercedes Abrego'' by implementing nursery rhymes since following previous studies they can be a good tool to teach English to kids as mentioned by Sayakhan & Bradley (2019) that stated nursery rhyme is a short poem or song for children. Nursery verses are popular with children because they are rhythmic and dynamic. In that sense the pre-service teacher used this strategy to support the process of learning English in children nursery rhymes which

promote not only English learning motivation but also provide them with bases for learning English in a funny way.

Justification

Today we live in a globalized world in which one of the most predominant languages is English. For cultural, educational or economic reasons it is advisable to speak this language. Because of this, in Colombia emphasis is placed on English from basic education to higher education with the aim of training bilingual citizens. However, this process of learning a second language can be difficult, boring and quite long. In order to mitigate this situation, different teaching methods and pedagogical strategies can be used at the beginning of the English learning process in primary school.

The purpose of this project was to implement nursery rhymes to foster English learning in second grade students at primary school. Due to the need to reinforce and foster the learning of English during the primary education that is part of childhood one of the most learned stages, this project was developed with this purpose as the outreach component to develop the integral practice and was implemented by a student of the last semester of foreign languages of the University of Pamplona

The development of this project contributes to the educational institutions where it is carried out and to the students of Pamplona of the program in foreign languages. These benefits provided more contact for elementary school students to practice the

language more and become more familiar with themselves. On the other hand, the

pre-service teacher benefited from professional growth and experiences how to teach

a foreign language and how basic primary education works.

Objectives

General objective

-To foster English learning in second grade students at primary school headquarter

''Mercedes Abrego''

Specific objectives

-To increase second grade students' participation and motivation in English learning by

implementing nursery rhymes at primary school headquarter ''Mercedes Abrego''.

- To carry out student-teacher formation with social outreach programs in the primary

school of the San José de Cúcuta school.

Theoretical framework

Nursery Rhyme

A nursery rhyme is defined as a short poem or song for children. Additionally, it

is usually composed by anonymous poets; nursery verses are highly rhythmic, tightly

rhymed, and popular with small children (Temple and al. 2011, p.45).

Participation

Ashworth (1997) Participation is defined as the mutual acceptance that the actions of individuals and other group members can be meaningful and "morally" acceptable. In other words, it can be taken for granted (and implicitly assumed that others take it for granted) that he can make relevant and valuable contributions.

Motivation

Following Lai (2011) Motivation refers to the underlying causes of behavior that characterize desires and will. Intrinsic motivation is triggered by pleasure, personal preference or pleasure while extrinsic motivation is governed by the possible circumstances of reinforcement. Motivation includes a set of closely related beliefs, ideas, values, preferences, and actions. In this regard, Jolly, 1975: 14; Shin, J.K., 2006 (as cited in Delibegovic& Pejic, 2016) agreed that songs are useful learning tools that increase and keep students motivated, especially when memorable, and are accompanied by colorful, realistic images (real-life objects used in the learning process). class) and movement. These supplements add extra sensory and visual stimuli, thus improving learning.

Methodology

The pre-service teacher fostered children's English learning by implementing nursery rhymes. To accomplish this component, the population was in primary school at primary school headquarter ''Mercedes Abrego''.

The pre-service teacher implemented Sayakhan, N. I., & Bradley, D. H. (2019) steps to developed a four-step technique for teaching songs.

First STEP, teachers should be prepared to read aloud a series of children's poems—not just once, but often. All language learning begins with spoken language. listen and join. The teacher's voice is an essential part of learning to read and write and an important key for helping students to use English rhythm, structure and intonation for learning.

Second STEP: The teacher and learners choose a nursery rhyme they would like to memorize and practice saying it out loud or reading it until fluent, then it is share in groups of 2 or 3 students.

Third STEP: Students can translate English nursery rhymes for their mother's language and share with other students (can work in a team or individually). They can also create one poster with explanations through images related to the song. Students can also incorporate body movements such as performances into the nursery rhyme as someone reads the nursery rhyme aloud.

Fourth STEP: The teacher chooses the students to perform the song, take them out and students share their song with the rest of the class.

Considering the level and age of the students, simple nursery rhymes with examples and images were implemented. Once they choose an appropriate nursery rhyme, the pre-service teacher provided some images related to the characters of the song

and its events. In that way the songs that were selected and the schedule to implement the

activities are presented in the following tables:

Parts of the house- My House-Word Power	It is funny and didactic.
Body parts	This is interesting and entertaining song
Animals' song- Old MacDonald Had a Farm	An excellent song to teach the animals of farms
Animal Alphabet Song	An interesting alphabet song with different animals.

Table 8. Timetable about the nursery rhymes implemented

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

Table 9. Timetable of activities outreach component

Description of didactic sequences

In order to carry out the purpose of the study, the pre-service teacher followed the planning format

below. The planning allowed the pre-service teacher to generally describe of the stages and

the way the activities were going to be implemented as presented below:

On September 29th, the first nursery rhyme was implemented with 2nd grade students. The pre-

service teacher taught the vocabulary related to parts of the house, the students draw their

house and then they performed the song in groups. **(See appendix 16)**

Title	Parts of the house-song		
Participants	Level	Students	Activity development
2nd grade students	A1	4 to 6 years old.	During the week
Time	Course	Teacher	School
	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objectives	• To learn the vocabulary related to parts of the house • To sing a nursery rhyme about parts of the house		
Strategy	To present the vocabulary, watch the video and sing in groups of 3 or 4 students.		
Resource	Video, markers and speakers.		
First implementation			
Step 1: To develop the first step the pre-service teacher chose a song of parts of the house that the students preferred. The pre-service teacher will make the students to repeat after him all the parts Finally, the pre-service teacher will share the lyrics of the song to the students.			

Step 2:

For this part, the students will practice the song at home and they will also translate it to

Spanish if they want to do it. The students will show their draw again to the rest of the class

and talk about the song.

Step 3:

The pre-service teacher will perform the song by choosing from 3 to 5 students for the

nursery rhyme. The song will be performed 3 times per each group.

Link of the song: https://www.youtube.com/watch?v=qZyJPZxsmZk

Table 10. First didactic sequence primary school

On October 17th, the second nursery rhyme was implemented with 2nd grade students. The pre-service teacher shared the vocabulary related to the body parts, the students draw their body and show it to the rest of the class. Finally, they performed the song in groups. (**See appendix 17**)

On November 3rd, the third nursery rhyme was implemented with 2nd grade students. The pre-service teacher taught the vocabulary related to farm animals, the students learned the vocabulary and practice it. Then, they had to pretend to be an animal and make signs and sounds for the rest of the class to try to guess it. Finally, they performed the song in groups. **(See appendix 18)**

Conclusions

The purpose of this work was to foster the English learning of second grade students through the implementation of nursery rhymes. Consequently, it was observed that in the teaching-learning process, it is important to implement eye-catching and fun activities to motivate the students to learn and improve their knowledge of a foreign language. Based on the needs and preferences of second grade children, a pleasant and fun space was created in which everyone could participate and acquire new knowledge with the use of songs in the classroom. Considering that the students had the opportunity to work at home to practice the songs before their implementation, it was possible to observe an improvement in the pronunciation of the students and that they increased their knowledge which were evidenced in the understanding of the classes. As a result, children's participation gradually increased and their motivation to learn also increased thanks to the implementation of nursery rhymes on topics not so common to them. Finally, it was remarkable the interest that nursery rhymes generate in children. They promote interest in learning and make them want to have English class. However, it is necessary that the activities are accompanied by flashcards, drawings and visual aids that contain a lot of color to keep students attentive and entertained.

Chapter III: Intra-institutional Activities Component.

Introduction

The teaching practicum must not be restricted to transmit knowledge; there are procedures that the pre-service teacher has to go through to complete the component of intra-institutional activities proposed by the academic institution. To achieve this goal, he integrated with the community and helped to properly carry out the events proposed by the educational institution on the dates given according to the school calendar.

The pre-service teacher integrated with the community and help to properly carry out the events proposed by the educational institution on the dates given according to the school calendar. Pre-service teacher was part of the events proposed by the San José de Cúcuta school in the fourth academic period.

Justification

The development of this component was of great importance since being in training as a future educator it was necessary to actively participate during institutional activities to become more familiar with the development of these events and also, learn to lead and support the institution in the needs that arise. With this, the pre-service teacher had an important role in the institution by committing to these activities that brought a benefit to the institutional community. To achieve this, the pre-service teacher had to be attentive and organized before institutional events were held. In addition, it was necessary that he was punctual and very professional when generating and providing ideas for optimal development of activities.

Objectives

General Objective

❖ To be part of the intra-institutional activities and assist the San José de Cúcuta School.

Specific objectives

❖ To provide assistance in cultural activities developed by the institution

    ❖ To be supportive with students during extracurricular activities and events held by the institution

    ❖ To correctly execute all the activities established by the San José de Cúcuta school in the established times.

Methodology

Regarding this component, it was necessary that the pre-service teacher was constant and participated actively in the activities proposed by the institution such as celebrations, cultural events, Eucharistic, Halloween, academic advice, parent meetings and extracurricular assistance. In that way, the pre-service teacher paid attention, follow

the instructions of the institution governing body, and the instructions of the

superintendent to accomplish and develop any extracurricular activities.

The pre-service teacher has participated on the following extra-curricular activity

during the development of the practicum.

On September 16th, the pre- service teacher participated in the English day by

recording a video and helped organize the event with 11th grade students who needed

English language assistance.

Figure 18. English Day Flag raising

Moreover, On October 15th, the pre-service teacher participated in a trading fair in which students made some products and sold them to collect funds for their graduation. The pre-service teacher assisted them by selling typical food of Colombia.

+

Figure 19. Trading fair event

In the same way, On November 2nd, the pre-service teacher was part of the 60 years San Jose de Cúcuta celebration. The pre-service teacher participated in a Eucharist celebration during which all the members of the school express their gratitude to God for allowing them to be part of the institution. In addition, the pre-service teacher witnessed the

development of dances, cultural dances and participation of the students to celebrate this event.

Figure 20. San Jose de Cúcuta School 60 years celebration

Furthermore, On November 8th, the pre-service teacher helped organize the technologic fair of 11th grade students. On that day, the students were supposed to take classes, nevertheless, the date of the event was changed. In other words, the pre-service teacher helped in physical organization, solving power connection and audio problems during the event.

Figure 21. Technologic fair event

Figure 22. Technologic fair event

Timetable of the activities

With the aim of developing the activities the following activities were scheduled in the table below:

ACTIVITIES	WEEKS									
	1	2	3	4	5	6	7	8	9	10
English Day Flag raising		X								
Trading fair event					X					
San Jose de Cúcuta School 60 years celebration							X			
Technologic fair event							X			
The official handing over of badges								X		
Remedial week									X	
Remedial week										X

Table 11. Intra-institutional Activities planned

Conclusions

Being part of the educational institution San José de Cúcuta temporarily has been a very enriching and satisfying experience for the formation of the preservice teacher, more specifically in the relationship and role that the teacher should have with the students in the accompaniment of the activities made by the institution. It was very nice to see how the students voluntarily decided to participate and organize these events giving the best of themselves. Likewise, it was gratifying how all the members of the school saw the pre-service teacher, as if he were already a teacher. During this time, the pre-service has learned how to manage and organize different types of extracurricular activities done by the institution. Furthermore, it can be seen that these activities also have an end that is not educational, but also focuses on preparing students for life with values and ethics, train entrepreneurial citizens to know how to behave in society as educated and educated people.

The pre-service teacher supported and was part of the activities, to help teachers and students at academic celebrations with ideas and integrate into participatory groups.

Reflective approach component

The implementation of this project during the teaching practicum in the foreign languages is focused not only on a professional concept but on going beyond the educational borders. Thus, taking into account the importance of reflection in the teaching process to be able to overcome the difficulties of the profession and to learn from mistakes to solve the problematic situation the pre-service teacher implemented the reflective approach.

In order to accomplish the aim of the project, the pre-service teacher wrote some narratives every week. **(See appendix 19)**

Stevens Antonio Urriola Galan

19 de septiembre- 23 de septiembre de 2021

Narrativa 2

Durante la segunda semana como practicante sentí que ya iba mejorando bastante y ya me sentía más cómodo. Desafortunadamente durante esta semana no hubo clase d ni el lunes ni el jueves debido a un bazar y entrega de notas, por lo cual no pude tener clase con los estudiantes de primaria y perdí bastantes horas con los estudiantes de once igualmente.

En cuanto a la clase con los grados onces teniendo en cuenta las sugerencias de mi supervisora, el tema que se trabajó fue "healthy habits". Primero se realizó una explicación sobre lo que eran los hábitos saludables y no saludables y algunos de ellos. Durante la explicación los estudiantes podían compartir sus opiniones acerca de cada uno de los hábitos del que se estaba hablando. De igual manera se realizaron correcciones de pronunciación. Esta explicación solo pudo realizarse con el grado 1103 y 1102 hasta la mitad ya que se perdieron muchas horas porque el viernes hubo el evento "English Day" y luego de este no hubo jornada académica.

Figure 23. Narrative example

The aim of this aspect was to develop and to implement teaching strategies during the practicum of the pre-service teacher. These strategies have allowed the pre-service teacher to become more familiar with the scholar environment and to acquire the role of being a teacher. With this role the pre-service teacher analyzed and improved his methodologies, the behavior of the students, management of classroom etc. By implementing narratives, the pre-service teacher was able to recognize and identify the flaws, mistakes and strengths of his students and his methodology to improve the classes he guided. By implementing these narratives as a way of reflection the pre-service teacher has also been able to share and express his thoughts that he has experienced during his teaching process.

Conclusions

The pre-service teacher as a future teacher is aware of his role and the significant role the reflection has on his teaching process. The reflection supported the analysis of each procedure done in class. This tool also allowed the improvement of several strategies, methodologies and procedures used in class and acquiring the criticism of the results. In fact, the pre-service teacher not only reflected on the positive aspects that were accomplished during the ten weeks of his practicum process but also to reflected on the negative aspects and the aspects that could be improved for his future students in his future classes.

Consequently, this study helped the pre-service teacher reflect on teachers of a second language in schools on the importance of reading during English classes. The growth of vocabulary, interpretation and understanding of texts are aspects that are improved thanks to the use of fairy tales during classes; which of course, should be accompanied with dynamic activities and with the help of videos to improve the methodology and with this, Student learning is much better.

Conclusions of the Pedagogical and investigative component

By implementing this study, I was able to reflect on the methods that teachers in schools manage. Taking into account that they are not so young teachers even some apply traditional methodologies that can become monotonous and boring for students over time. Then, reflect on this aspect and how to support my classes in technological resources and with visual aids to teach stories and improve understanding.

Moreover, during classes I could experience unforeseen cases in a very disciplined grade where two students fought and broke a glass and did not know what to do. Fortunately, my supervisor helped me and advised me how to deal with such cases. So, I have to develop strategies for this kind of contingency.

Finally, I consider I had a wonderful experience to have worked with 11th grade and 8th grade despite the indiscipline and how difficult the 8th grade was I consider that I

did a good job and tried to learn as much as possible to prepare my profession in the future.

Conclusions of the Outreach component

This was my favorite component, working with elementary school students was pretty enriching. After the implementations of the songs, I noticed the importance of motivation and fun in the classes. Likewise, designing entertaining activities is very important and more in basic grades like the one I worked on. I was able to reflect on how important it is to plan and develop classes properly for this population.

Conclusions of the Intra-institutional Activities Component.

It was very enriching to become more familiar with the school environment in terms of extracurricular activities carried out by the institution since the teaching work goes beyond the classroom but also in these cultural activities, reflective aspects and institutional development.

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Appendix

Appendix 1: Syllabus

Educadores:	Área: Ingles	Periodo: Primero	Grado : Once

Estándares:
1. Comprendo el sentido general del texto oral aunque no entienda todas sus palabras.
2. Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor
3. Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.
4. Muestro una actitud respetuosa y tolerante cuando escucho a otros

Eje de aprendizaje:
Sostenibilidad: Acciones de sostenibilidad.

DBA:
1. Identifica la intención de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.
2. Explica tanto en forma oral como escrita las causas y efectos, así como el problema y la solución de una situación.
3. Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quien está dirigido el texto.

Contenido de aprendizaje	Competencia	Indicadores de logros
1. Conditionals ● First conditional ● Second conditional 2. Lexical ● Poverty ● Hunger ● Equality 3. Expression to propose action - If we did …… we could make the world a better place 4. ICFES exercises.	1. Proponer acciones de sostenibilidad a partir de los 17 objetivos propuestos por la ONU. 2. Ejecutar actividades de aprendizaje a través de la interacción. 3. Demostrar habilidades para analizar, interpretar y relacionar. 4. Respetar a los demás.	1. Diferencias las estructuras de las condiciones reales e irreales. 2. Define las causas y efectos de un tema de interés general. 3. Identifica información específica sobre un tema de interés en textos orales y escritos. 4. Expresa en forma oral puntos de vista sobre temas de interés.

Educadores:	Área: Ingles	Periodo: segundo	Grado : Once

Estándares:
1. Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice.
2. Identifico palabras clave dentro del texto que me permiten comprender su sentido general.
3. Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (correos electrónicos, mensajes, etc.).
4. Uso mis conocimientos previos para participar en una conversación.

Eje de aprendizaje:
Servicios de salud

DBA:
1. Identifica la intención de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.
2. Reconoce la opinión del autor (a) en textos orales y escritos de mediana longitud que se relacionen con su contexto escolar y académico.
3. Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.

Contenido de aprendizaje	Competencia	Indicadores de logros

1. Perfect tense
2. Present, past and future simple tense
3. Present and past continuous tense
4. Lexical:
  ● Health services.
  ● X- rays
	1. Plantear rutas para la obtención de servicios de salud en mi comunidad.
	2. Demostrar habilidades para analizar, interpretar y relacionar.
		1. Identifica información específica sobre un tema de interés en textos orales y escritos.
		2. Reconoce el vocabulario relacionado con servicios de salud.
		3. Expresa en forma oral puntos de vista sobre temas de interés.
		4. Muestra interés por el bien común
		5. Presenta sus compromisos escolares en forma ordenada y completa.
		6. Lee y resuelve ejercicios tipo saber

● Women's heath ● Doctor appointments ● Laboratory ● Dentist ● Pediatrics 5. ICFES exercises	3. Adquirir conocimiento sobre el impacto de la cultura y de los contextos, situaciones, sociales e históricos. 4. Respetar a los demás.	

Educadores:	Área: Ingles	Periodo: tercero	Grado : Once
Estándares: **1.** Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. **2.** Hago inferencias a partir de la información en un texto. **3.** Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (notas, mensajes, correos electrónicos, etc.). **4.** Describo en forma oral mis ambiciones, sueños, y esperanzas utilizando un lenguaje claro y sencillo.		**Eje de aprendizaje:** Democracia y paz: Reconciliación.	

DBA:
1. Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.
2. Mantiene discusiones formales acerca de temas académicos que ha preparado previamente.
3. Expreso de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quien está dirigido el texto.

| Contenido de aprendizaje	Competencia	Indicadores de logros
1. Third conditional 2. Adverbs and intensifiers		1. Diferencia las estructuras de los condicionales reales e irreales.

3. Lexical: Social value ● Peace, cooperation, love. ● Equality, dignity. ● Integration, inclusión. ● Forgiveness, absolution. Citizen participation. ● Election ● Vote for ● Democracy ● Opinions ● Civil protection ● Human rights 4. ICFES exercises	1. Evaluar acciones cotidianas de reconciliación para la construcción de paz. 2. Ejecutar actividades de aprendizaje a través de la interacción. 3. Demostrar habilidad para escuchar y observar.	2. Identifica información relevante en un texto de interés general. 3. Expresa oralmente y de manera clara los derechos como ciudadano. 4. Respeta las diferencias. 5. Valora los puntos de vista de los demás. 6. Es responsable en la entrega de sus compromisos escolares. 7. Desarrolla ejercicios tipo ICFES como preparación para su examen de estado.

Educadores:	Área: Ingles	Periodo: cuarto	Grado : Once

|	
Estándares: **1.** Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. 2. Hago inferencias a partir de la información en un texto. 3. Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. 4. Opino sobre los estilos de vista de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.	**Eje de aprendizaje:** Globalización: La tecnología y la privacidad.
DBA:	

1. Identifica la intención de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.
2. Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.
3. Narra de manera oral o escrita experiencias personales o historias conocidas

Contenido de aprendizaje	Competencia	Indicadores de logros

1. Third conditional
2. Lexical:
  ● Social networks
  ● Twitter
  ● Facebook
  ● Youtube
  ● Google +
  ● Instagram
3. Expresiones relacionadas con opiniones
  ● I think that
  ● I consider
  ● I agree
  ● I disagree
  ● I believe
  ● I my opinión, that one would be better
  ● If you ask me, this one is better
  ● I think, this one is fine
  ● I´m not so sure about that…
	1. Promover el uso responsable de la tecnología para la protección de la privacidad.
	
	2. Utilizar la reflexión autocrítica.
	
	3. Adaptarse a las diferentes formas de comunicar y aprender.
		1. Reconoce expresiones relacionadas con redes sociales, medios de comunicación masiva, etc.
		2. Diferencias las estructuras de las condicionales reales o irreales.
		3. Identifica información esencial en un texto oral o escrito.
		4. Tolera las diferencias.
		5. Respeta los turnos establecidos.
		6. Es responsables en la entrega de sus compromisos escolares.

Appendix 2: Project presentation and first fairy tale implementation

Evidences:
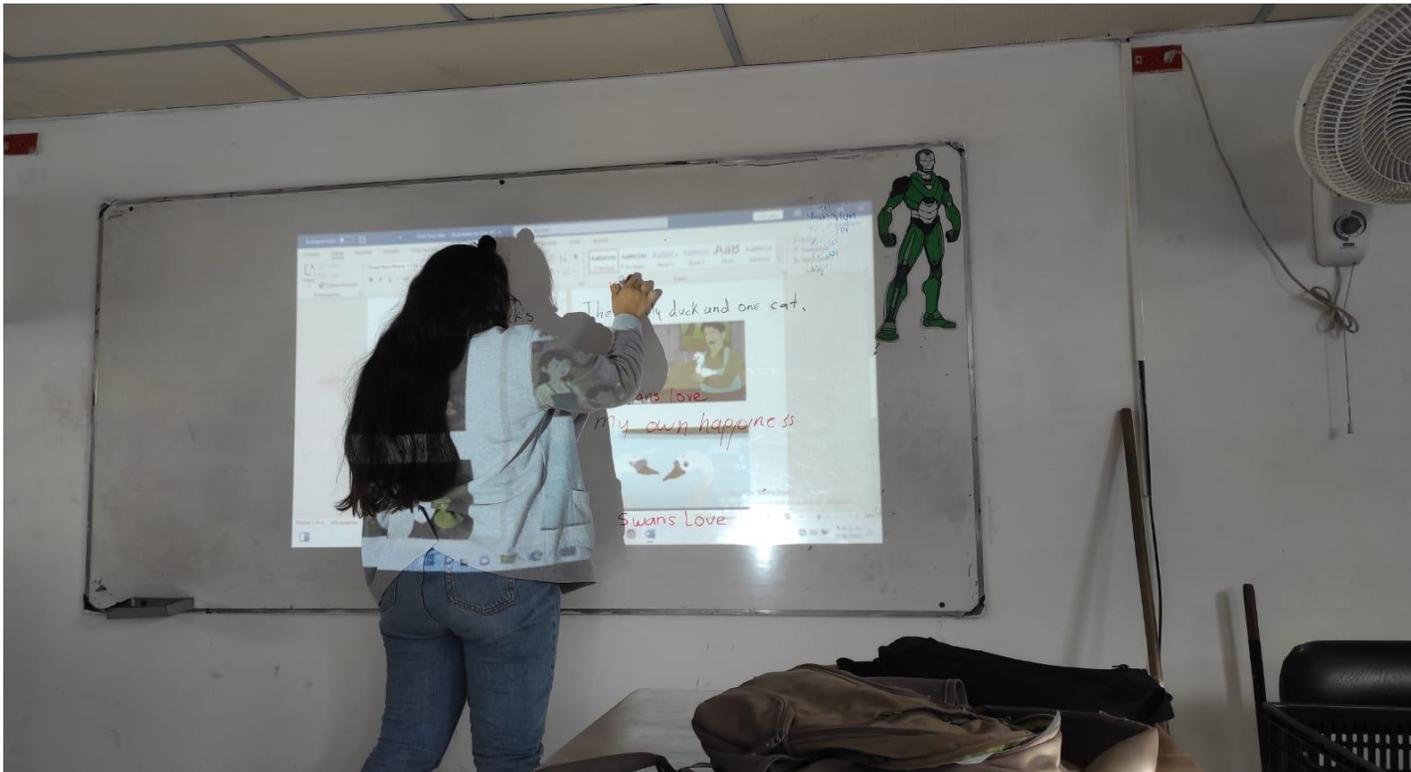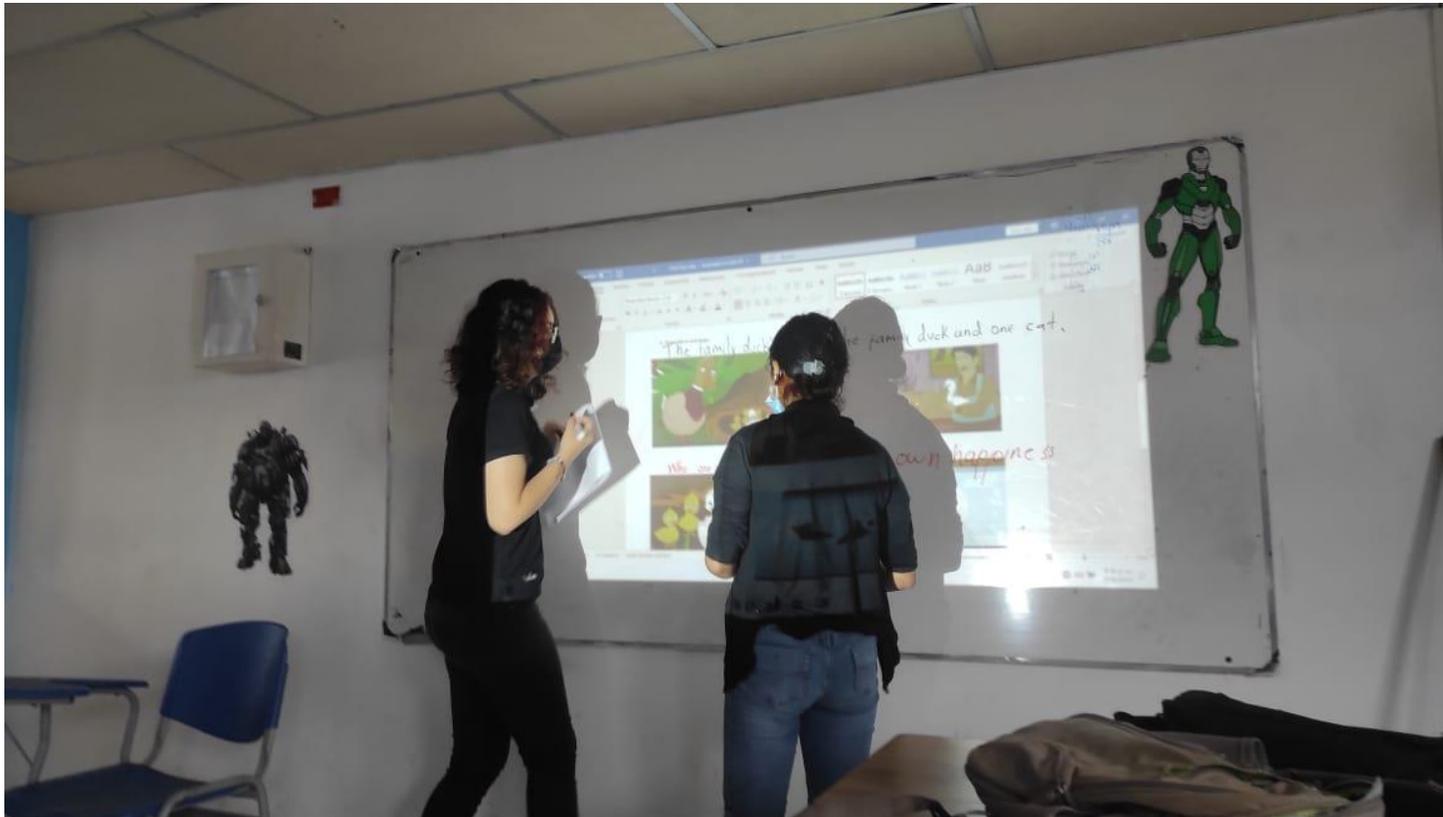
Appendix 3. Second fairy tale implementation

Second didactic sequence:

Title	Ugly duckling-Fairy tale		
Participants	**Level**	**Students**	**Activity development**
11th grade students	A2-B1	15 to 18 years old.	During the week
Time	**Course**	**Teacher**	**School**
45 minutes	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objectives	• To implement "The wolf and the seven little goats" fairy tale to talk about the people we should trust. • To learn the unknown vocabulary of the fairy tale through an online activity		
Strategy	To relate the image with the definition to practice the vocabulary, read the fairy tale and answer the questions.		
Resource	Video, video beam, markers, reading story.		
Second implementation			
Phase 1: Pre-reading **Duration: 15 minutes** To develop the first phase the pre-service teacher will use a game that has some images and some words. The students will have to match the image with a word that best fits it. The words are vocabulary that will be seen during the fairy tale reading. The students will get to the board and match the meanings that they know. If one of the students go wrong the pre-service teacher will make the correction by giving them clues, makings sound and making signs.			

Link of the game: https://www.liveworksheets.com/6-kc140927vo

To finish this phase the students will try to guess the name of the fairy tale.

Phase 2: While-reading

Duration: 30 minutes

For this part, the pre-service teacher will ask the students to read out the fairy tale one by one so all the students participate.

Link of the workshop:
https://docs.google.com/document/d/1a7byh9n2th1nNHHVAgV9xY0r1vwWBp8p/edit?usp=sharing&ouid=110544714662426605182&rtpof=true&sd=true

**Phase 3: Post-reading phase**

In the third phase, the pre-service teacher will give feedback and will send the video of the fairy tale so the students can watch it at home

and practice listening and speaking skills.

Worksheet:

Link of the video: https://www.youtube.com/watch?v=dERlWoGiTws

From minute 8:40 to 16:49

Evidences :
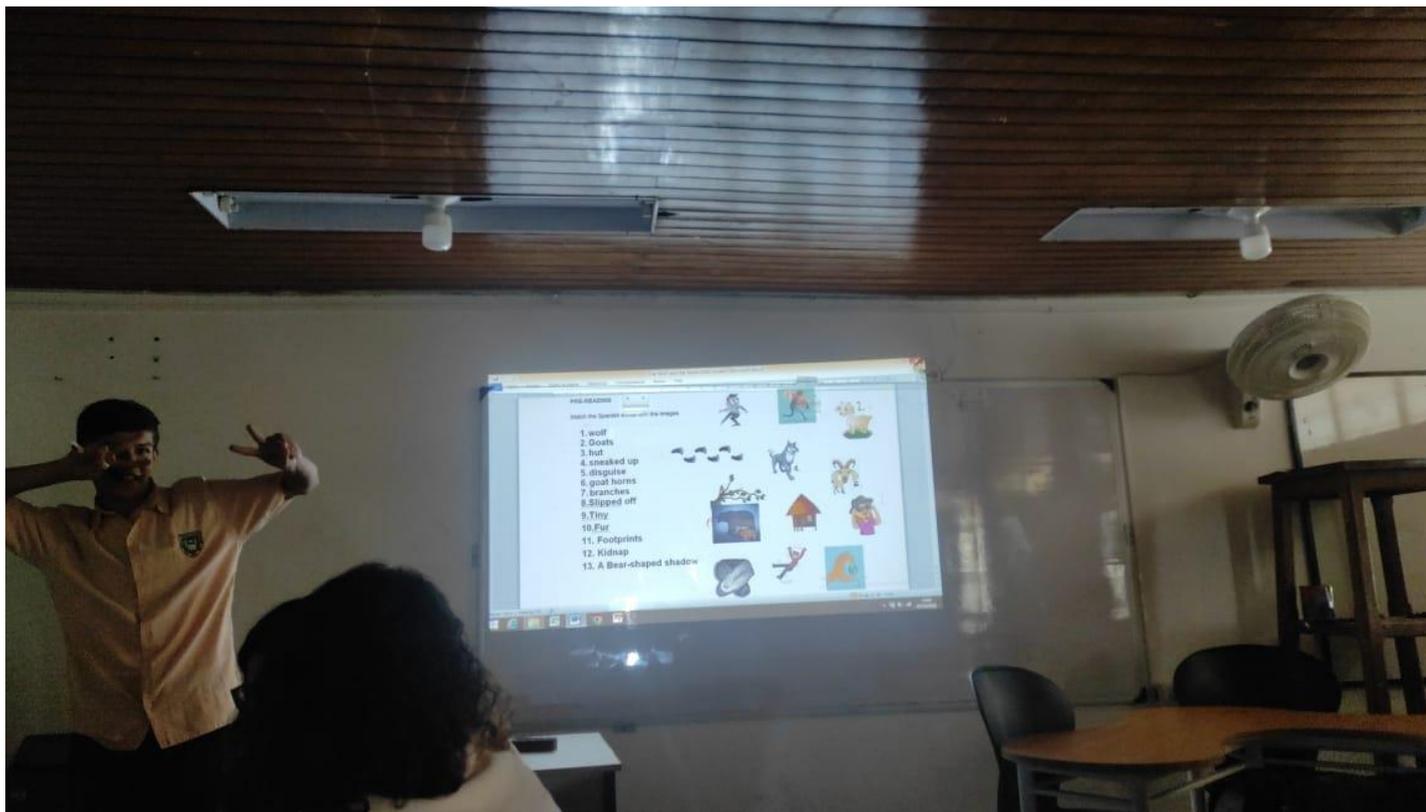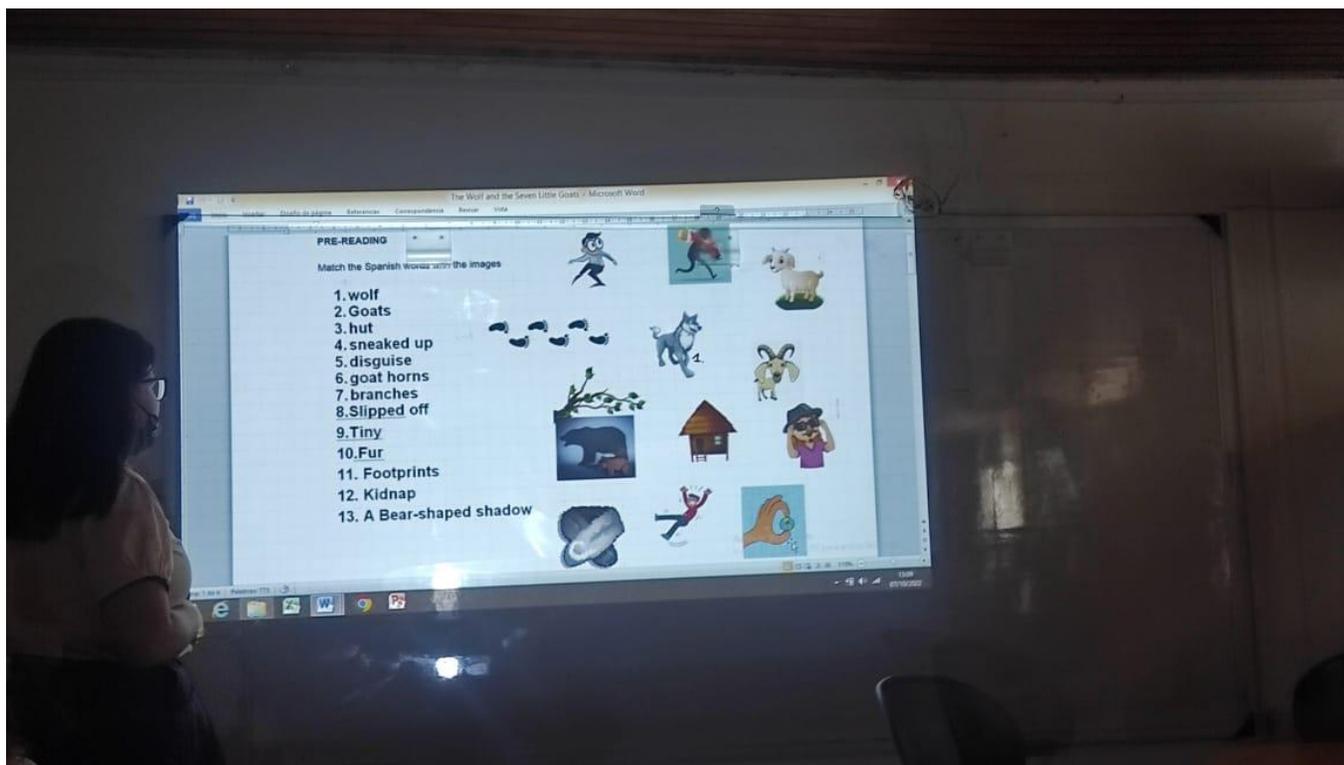
Appendix 4. Third fairy tale implementation

Third didactic sequence

Title	Big bad wolf and three rabbits		
Participants	**Level**	**Students**	**Activity development**
11th grade students	A2-B1	15 to 18 years old.	During the week
Time	**Course**	**Teacher**	**School**
45 minutes	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objectives	• To implement "Big bad wolf and three rabbits" fairy tale to enhance the students' interpretation by describing images. • To learn the vocabulary related to friendship.		
Strategy	To determine the main characters, places and events of the fairy by interpreting images and reading the story.		
Resource	Video, video beam, markers, reading story.		
Third implementation			
Phase 2: While-reading **Duration: 30 minutes** For this part, the pre-service teacher will show the video of the fairy tale to the students. He will also ask questions about what is being watched and will correct the order of the events that were given in the pre-reading phase. Additionally, if the students have any questions or doubts about the vocabulary the pre-service teacher will clear those doubts during the video.			

Phase 3: Post-reading phase

In the third phase, the pre-service teacher will give feedback and will send the video of the fairy tale so the students can watch it at home and practice listening and speaking skills.

Link of the video: https://www.youtube.com/watch?v=GygBY01Qbnk&t=1s

Evidences:
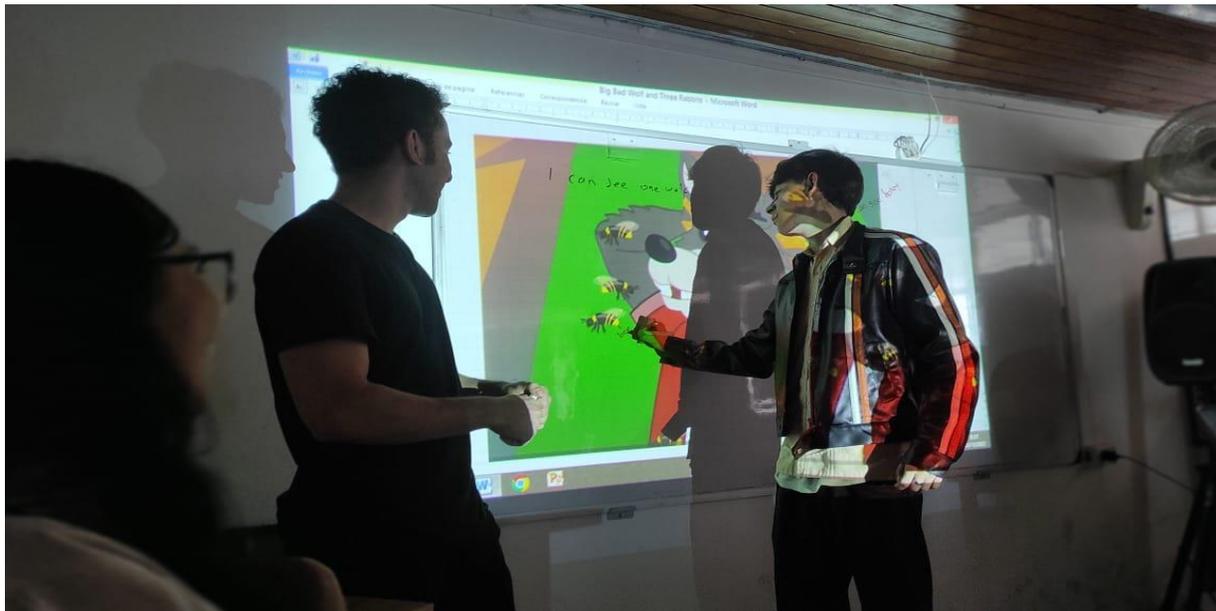
Appendix 5. Fourth fairy tale implementation

Fourth didactic sequence

Title	Sneaky hyena and the teachers' day camp		
Participants	**Level**	**Students**	**Activity development**
11th grade students	A2-B1	15 to 18 years old.	During the week
Time	**Course**	**Teacher**	**School**
45 minutes	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objective	To implement "The sneaky hyena and the teachers' day camp" fairy tale to acquire vocabulary related to courage by guessing the word in the game "Hangman"		
Strategy	To write incomplete words on the board, students complete the blanks, they watch the video and the reading story related to the fairy tale.		
Resource	Video, video beam, markers, reading story.		
Fourth implementation			
Phase 1: Pre-reading **Duration: 15 minutes** To develop the first phase the pre-service teacher will write on the board 6 words related to the main topic of the class "Courage". The class will be divided into 2 teams. The team that managed to complete more words will win and will get some candies and extra positive points as a prize. Then, everyone is going to have to guess the main word, which is the topic of the class "Courage" The words are going to be the following: **Main word** C_u_ _ g_ > Courage			

Note: In the table above, the superscript "th" in "11th grade students" and the Objective/Strategy/Resource rows span the activity development columns.

Team 1	Team 2
B_ _ v_ > Brave	A_d_c_ o _ s > Audacious
D_ r_ _ _ > Daring	B_ l_ > Bold
I_t_ e_ _ _ > Intrepid	S_r_n_ _ h > strength

Phase 2: While-reading   **Duration: 30 minutes**

For this part, the pre-service teacher will show the video of the fairy tale to the students. He will also ask questions about what is being watched and will practice the vocabulary worked in phase 1. Additionally, if the students have any questions or doubts about more vocabulary the pre-service teacher will clear those doubts during the video.

Link of the video: https://www.youtube.com/watch?v=K1QGSo-gncY

Phase 3: Post-reading phase

In the third phase, the pre-service teacher will give feedback and will talk a little bit about the main topic. He will also talk about the message hidden in the fairy tale. Finally, if there is any doubt about the tale or the vocabulary the pre-service teacher will clear those doubts.

Evidences
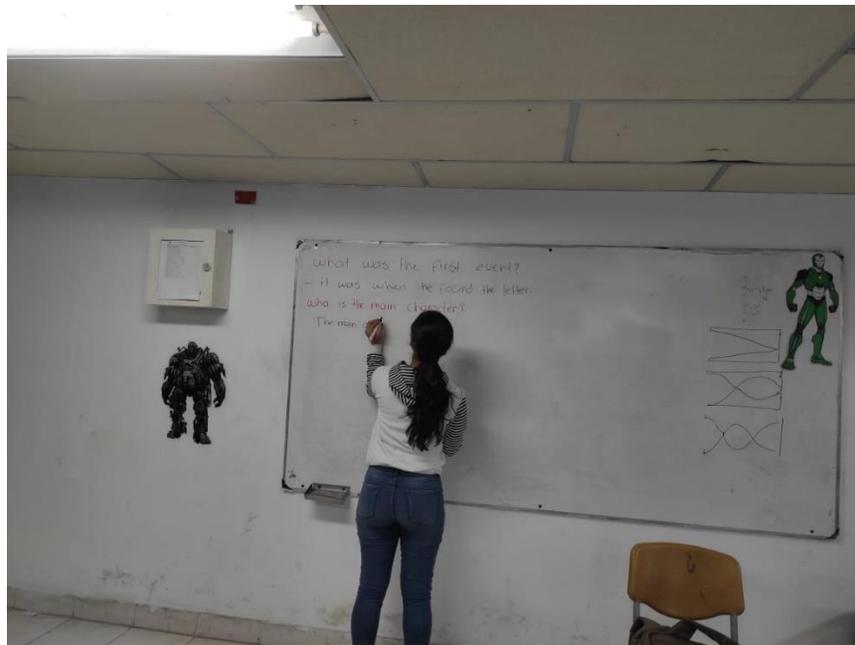
Second didactic sequence primary school

Title	Body parts		
Participants	Level	Students	Activity development
2nd grade students	A1	Students around 4 to 6 years old.	During the week
Time	Course	Teacher	School
	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objectives	• To learn the vocabulary related to body parts • To sing a nursery rhyme about body parts		
Strategy	To present the vocabulary, draw their own body parts, watch the video and sing in groups of 3 or 4 students.		
Resource	Video, markers and speakers.		
Second implementation			

Step 1: To develop the first step the pre-service teacher will start the class by explaining the topic and will make the students to repeat after him all the parts that have been explained.

Then, the students will have to draw their body parts and will show it to the other classmates by using examples given by the pre-service teacher.

Step 2: For this part, the students will practice the song at home and they will also translate it to Spanish if they want to do it. The students will show their draw again to the rest of the class and talk about the song.

Step 3: In the third phase, the pre-service teacher will perform the song by choosing from 3 to 5 students for the nursery rhyme. The song will be performed 3 times per each group. If any students want to participate willingly, they would perform the song first.

Link of the song: https://www.youtube.com/watch?v=QkHQ0CYwjaI

Appendix 18. Nursery rhyme implemented ''Old MacDonald Had a Farm''

Third didactic sequence primary school

Title	Animals song		
Participants	**Level**	**Students**	**Activity development**
2nd grade students	A1	Students around 4 to 6 years old.	During the week
Time	**Course**	**Teacher**	**School**
	Foreign Languages Education	Stevens Urriola	San José de Cúcuta
Objectives	• To learn the vocabulary related to farm animals • To sing a nursery rhyme about animals		
Strategy	To present the vocabulary, pretend to be an animal and make sounds and signs to guess the animal, watch the video and sing in groups of 3 or 4 students.		
Resource	Video, markers and speakers.		

Third implementation
Step 1: To develop the first step the pre-service teacher chose a song of animals that the students preferred. The pre-service teacher will start the class by explaining the topic and making the students participate and memorize the main animals that can be found in a farm. The pre-service teacher will make the students to repeat after him all the animals that were learned during the explanation and then, the students are going to pretend to be one of those animals and get in front of the class. The student that is chosen will have to make signs or sounds that the animal does. The rest of the class will guess the animal.
Step 2: For this part, the students will practice the song at home and they will also translate it to Spanish if they want to do it. The students will show their draw again to the rest of the class and talk about the song.
Step 3:

In the third phase, the pre-service teacher will perform the song by choosing from 3 to 5 students for the nursery rhyme. The song will be performed 3 times per each group. If any students want to participate willingly, they would perform the song first. If none wants to do it the pre-service teacher will motivate them with phrases such as:

Link of the song: https://www.youtube.com/watch?v=qZyJPZxsmZk