

The use of Fairy Tales to foster EFL Vocabulary Acquisition to Ninth-Grade Students at  
Bethlemitas Brighton School in Pamplona: An Action Research

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

With the intent to steer the grasp of this proposal, this document has been divided into four main components linked among them building the final stage of the Bachelor's Degree in Foreign Languages: English-French. These four main components are the institutional observation, the research-pedagogical component, the community outreach component, the interinstitutional component, and the reflexive component. In addition, to have a deeper understanding of the context of the school, the mission, vision, administrative faculty, institution philosophy, parents, teachers, students' rights, and syllabus were studied.

The research pedagogical component is mainly based on the proposal that was carried out at the high school to assist pre-service teachers with their internship. The above-mentioned was guided by the students' learning needs, but also the tools available inside the academic environment. The community outreach component is centered on the improvement of the strategies used to teach primary school students English as a foreign language. On the other hand, the interinstitutional component emphasizes full involvement in the schools' activities taking an active part in each one of them.

## Introduction

English has become an international language and is widely used as a medium for understanding and exchanging ideas among people all over the world (Prachanant, 2012).

The English language has been recognized as one of the most spoken languages in the world.

It offers many advantages in different fields of life such as business, history, entertainment, tourism, and most important education. It is necessary to expand the learning of foreign

languages around the country. Nowadays, Colombia is applying a project that seeks to turn into bilingual speakers by the next couple of years. However, according to research made by

PISA only 31% of the Colombian population is Bilingual. Certain English language

programs, such as the Bilingual Program and the National English Program, have been

developed and established in Colombia for students to learn and improve their

communicative skills across the English Area Curriculum of all educational establishments.

However, only a low percentage of students achieve the level set in the National Education Ministry's English Policies (the MEN Ministerio de Educación Nacional).

In the Bethlemitas Brighton School, there are currently certain weaknesses that involve all of the skills to properly develop as a bilingual person. However, reading has been considered the most important skill because it encompasses all the previously mentioned skills in only one activity.

Reading provokes thinking, makes students concentrate and manage ideas, and nurtures their summarizing, analyzing, and criticizing abilities (Maghsoudi and Ririan 2013).

By reading students would be able to memorize vocabulary and consequently they would be able to feel more confident when speaking. “Malu (2013) states that language structures and vocabulary can effectively supported by the right storybook or fairy tale. Fairy tales are easy to read because they are often written in rhyme, which will considerably help improve their pronunciation when reading aloud and their vocabulary acquisition. Therefore, this project seeks to increase the acquisition of vocabulary proper to fairy tales in English of ninth-grade students at a public school in Colombia.



There is a high need for English teachers and the university of Pamplona seeks to incorporate professionals ready to face the challenges of situations that the students have gone through such as the pandemic which represented a slowdown in students' cognitive growth in all the subjects. But specially in English, since according to the observation process represented a challenge for students in all ages.

## Justification

During the path of learning English as a foreign language, one of the most important skills, and the first step all teachers start with, is teaching vocabulary. According to Neuman, et al. (2014) developing a large and rich vocabulary is central to learning to read. Children must know the words that make up written texts in order to understand them, especially as this activity helps increase the vocabulary when applying it to different contexts. Despite the importance of communication, the learning process is mostly focused and can be achieved through activities that involve applying the contents learned in different situations. The way to get to the point of having an accurate speaking production is to have enough vocabulary and confidence to establish a conversation, which is possible if students seek an acquire vocabulary level.

Furthermore, it helps them to get confidence in themselves to use the knowledge they already have as a base for future formal English education. (p.2). Correspondingly, the Cambridge dictionary defines vocabulary as “the words that are known or used by a particular person, or that are used in a language or subject”. To learn and reach a basic level of proficiency in English, it is vital to learn vocabulary. In addition, Vaca, and Gómez, (2017) found that “...students reduced significantly high levels of insecurity, anxiety, and tension through peer support as they asked for and provided each other with vocabulary and expressions and asked the teacher to help them construct sentences in the oral form”. Furthermore, Biemiller, (2003) established that despite the importance of vocabulary knowledge, very little information is available about effective strategies for vocabulary instruction in elementary grades and there is a paucity of data on the relative merits of the different programs that are designed to promote vocabulary growth in elementary children. A way to get students engaged and awake their aim to learn vocabulary could be through short stories. Reading analyzing, and identifying key aspects of the reading are vital to guarantee the comprehension of a text, and at the same time the memorization of vocabulary by using it

constantly though the different activities.

To achieve these tasks accurately it is appropriate for the teacher to be aware of the strategies that might be considered useful to facilitate and make the learning process easier and to help to overcome the students' weaknesses, in this case, on reading comprehension and learning of new vocabulary, which according to the observations made to several courses (fourth, fifth, eighth, and ninth grade) at the Bethlemitas Brighton School, were the most negatively affected skills. The reading method observed showed that the students most of the time carry out a passive reading exercise which does not allow them to construct a deep understanding of the text.

## Objectives

### *General Objective:*

- To employ fairy tales as a tool to foster vocabulary acquisition in ninth-grade EFL students at a public school in Colombia.

### *Specific Objectives*

- To increase students' vocabulary by reading fairy tales.
- To support the teaching process English teachers have been developing inside the school
- To take an active part in all of the academic events planned at Bethlemitas Brighton School

## **General conclusions**

- Brighton school is an institution highly devoted to teach academic matters through the path of religion. The institution keeps on improving by changing evaluation methods, and pedagogical strategies seeking to improve its quality of education.
- The students still face academic difficulties after two years of pandemic, which was easy to identify in their English level.
- The extra-curricular activities were an important source of learning out of the academic field, considering it helped pre-service teachers identify how students behave outside the classroom. Pre-service teachers also learned how to plan execute and evaluate this type of activities.

## **Chapter II: Institutional Observation Report**

During two weeks of pre-service practicum, teachers were able to analyze and identify the main aspects of the institution where the internship will take place. Specific information is directly required to the school such as the Institutional Educational Project (P.E.I), the school rules handbook the institutional calendar and the distribution of the school headquarters, the organization chart, and the supervisor's schedule. Meanwhile, some other aspects can only be detected by observing the class, for example, the student's needs, the strategies they are used to during English class, the learning tools they have available inside the classroom, and also the willing they have to learn English as a foreign language.

During the first meeting with the principal of the school, internship students were able to learn general background information about it. The way the school manages to discipline their students and also the boundaries that preservice teachers need to establish with them. In the same meetings, the English area leading teachers were introduced to the preservice teachers and at the same time, they provided information about each of the grades in which the practicum is going to take place in high school but also in primary school during the following three months. In the second meeting, the teachers in charge explained what pre-service teacher duties are going to be in this area such as the organization of some events like the talent show which is carried out every year in this school.

Furthermore, the supervisor provided the school's community handbook, and the institutional educational project (I.E.P). It is important to highlight that during this year the students are fully face-to-face modality due to the statements of the national government

## **Documental analysis on Bethlemitas Brighton School**

### ***Historical context***

The Sacred Heart of Jesus inspired Doctor Numa the thought of endowing his land with a house of Bethlemitas and took as a starting point to celebrate on that day the priestly jubilee of the Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift at their weddings offer the foundation of an Asylum for poor and abandoned girls run by these nuns. On April 13, 1896, the first Bethlemitas nuns arrived in Pamplona, and on the 17th of the same month they settled and took under their care the Institution with the name of "ASILO DE LA SAGRADA FAMILIA, BRIGHTON". This asylum began to work with 20 orphan girls, who were trained in domestic occupations without forgetting religious and intellectual instruction.

Years later the modality of work was changed getting from the government the foundation of the Holy Family School in the same establishment as the basic Primary. Later, as an Educational Center, it grew until it reached the Basic Secondary level. To this day, the institution has the approval of the Secretary of Education as "Bethlemitas Brighton Educational Institution" with guidance from the SENA, in the Technical Media (10th and 11th).

### ***Location***

The Bethlemitas Brighton Educational school is located in Pamplona, North Santander in Colombia, and is divided into two facilities: The main headquarter is Bethlemitas Brighton Institution located in the Brighton neighborhood where kindergarten

and elementary education students are located, and the headquarters “RAFAEL AFANADOR Y CADENA” is where the secondary and high school students are located.

(Institución educativa Betlemitas Brighton, proyecto educativo institucional re significación, 2019. P,11)



## Administrative level

### *Institutional educational project (I.E.P)*



Figure 1 main location

The educational institution Bethlemitas Brighton managed by the community of “Bethlemitas sisters” has as its reason to educate youth and provide them with integral formation based on values. Its main aim is to guide children with the essence of Christ while keeping the demands of the new Millennium. ( Institución educativa Bethlemitas Brighton, manual de convivencia, n.d. p, 7 )

The criteria used by the institution is based on the requirements of the Ministry of Education through the educational project which has begun in 1998. In the institutional educational project teamwork is reflected in teachers, administrators, parents, “Bethlemitas sisters”, students, and the community in general. it is under permanent construction aiming to improve itself and carry on with the changes and needs of the students.

The main goals of the Bethlemitas Brighton school are reflected in its vision and mission which are based on the school's guidance in order to achieve the community's expectations taking into account its members.

### ***Mission***

The educational institution Bethlemitas Brighton, in the light of the Bethlemita Philosophy seeks participation, updating, and service in evangelization, and contributes to comprehensive education by providing quality and inclusive education based on ethical, scientific, technical, research, environmental, and participatory principles and with the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the Educational Community.

### ***Vision***

The Bethlemitas Brighton Educational Institution in 2022 will be recognized in society as an entity with a projection towards leadership in educational research, pedagogical and technical innovation, promoting environmental awareness and respect for the public, inclusive, consolidated in its processes of comprehensive training of highly qualified persons.

### ***Philosophy***

The apostolic and educational legacy of the holy founders, strengthened by the norms emanating from the National Ministry of Education and Secretary of Education, strengthens the pedagogical practices by building every day a quality education that leads to the dynamization of meaningful learning, based on the Holistic transformative model educating in love for service. (Institución educativa Betlemitas Brighton, proyecto educativo institucional re significación, 2019. P,15)



Figure 2, location

### ***Values***

Considering Jesus Christ as an example, human-Christian values are assumed in the PEI and educational pastoral are promoted the following values: life, faith, love, freedom, justice, respect, honesty, responsibility, dignity, solidarity and mercy, service, friendship, tolerance, simplicity, peace, fraternity, reparation, excellence. ( Institución educativa Bethlehemitas Brighton, manual de convivencia, n.d. p, 8 )

### *Institutional Organigram*

(Institución educativa Betlemitas Brighton, proyecto educativo institucional re significación, 2019. P,19)

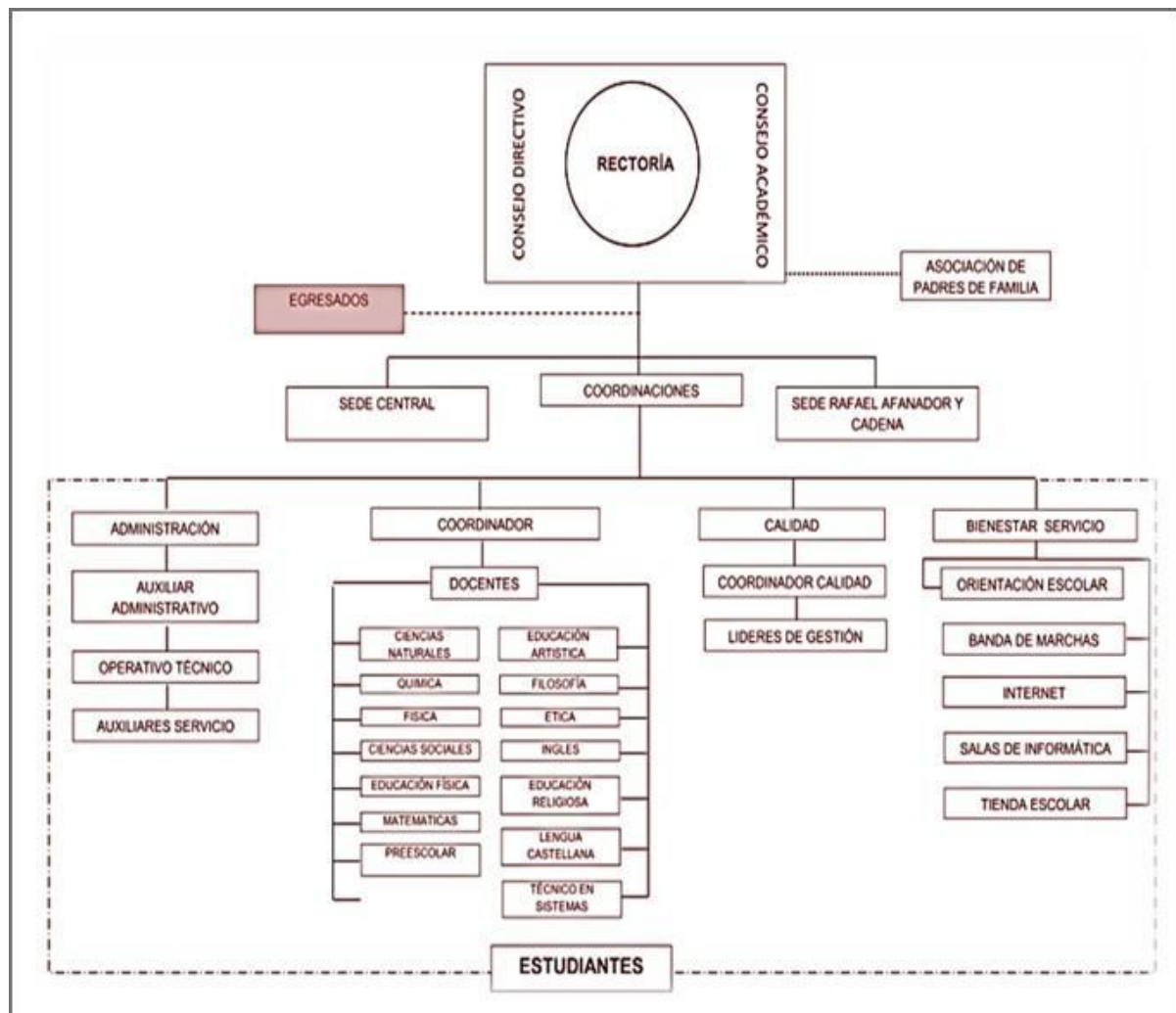


Figure 3 Institutional chronogram

### *Community Handbook*

In accordance with the educational policies established by the National Ministry of Education and with General Education Law 116/94, article 87, articles 2, 3, 3, 1, 4, 4 of Decree 1075/15 "The educational establishments will have regulation or manual of

coexistence, in which the rights, duties of the students, parents, attendants, caregivers will be defined when signing the corresponding registration on behalf of their children, are accepting the same". Complementary is Law 1620/2013 and Regulatory Decree 1965, Law 1098/2006, Decree 2383/2015, and other jurisprudence of the Constitutional Court.

Its principles are:

- Equality: recognition and appreciation of others without distinction of ethnicity, sex, creed, age, sexual option, and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, it contains seven basic facts for social coexistence which are

- To learn to take care of yourself.
- Do not attack the other.
- To learn to communicate.
- To learn to interact.
- To learn to work in a group.
- To learn to take care of the environment.

### ***Students' duties***

The student is conceived as a unique being, notable for its human, critical, and creative quality, endowed with a great potential that enables him to form integrally, i.e., to learn to value social knowledge.

build and appropriate knowledge, skills, and abilities, and strengthen the values, attitudes, and feelings that allow him to interrelate with himself and with others.

( Institución educativa Bethlemitas Brighton, manual de convivencia, n.d. p, 13 )

The Bethlemita student must:

- Be critical-constructive, creative, and analytical.
- Participate in the peaceful resolution of any type of conflict.
- Recognize, internalize, and practice the covenants of the coexistence manual and other norms.
- Appropriate the knowledge to have greater opportunities to be linked to the professional and working field.
- Experience the institutional values defined in the I.EP.
- Promote their rights and respect the rights of others.
- Build with responsibility and success your life project

### ***Student Rights***

- To be admitted to the institution in compliance with the requirements and if there is a quota available
- To stay in the Institution
- To know and analyze the commitments that it assumes with the Institution at the time of its admission, as well as the norms stipulated in the community handbook.
- To receive the educational process and be evaluated in accordance with the Institutional Evaluation System
- To use available audiovisual and educational materials to promote learning.

- To enjoy a healthy, pleasant, aesthetic, and decontaminated environment that facilitates an appropriate learning process.
- To receive guidance, assignment, and correction of tasks, written works, research, consultations, and other activities required in the learning process.
- To receive the plans of improvement designed by the Institution, when they are required to overcome academic insufficiencies.
- To be assessed fairly and fairly in accordance with the Institutional Evaluation System.
- To know the proposed performance indicators, criteria, strategies, and evaluation means that will be applied in each area of knowledge.
- To receive the work, reports, and evaluations with the corresponding observations, in an agreed time frame.
- To use TICs as a learning and research strategy.
- To be stimulated by their academic, sporting, cultural, artistic, and values merits.
- Be treated with dignity and respect.
- To attend academic, cultural, sporting, scientific, risk prevention, and other events programmed by the institution.
- Student guidance and other programs are available to the Institution and/or offered by the Ministry of Education if you are disabled or at risk for sexual abuse, child abuse, or drug addiction.
- To be supported when they have a Special Educational Need or highlighted when they have Exceptional Talents.
- To be disciplined according to their disability, in the case of inclusion students.
- To express freely and responsibly your concerns, needs, and opinions.

### *Shield*



Figure 4, Shield

In the form of a quadrilateral, with the lower corners rounded by a quarter of Bethlehem, of Bethlem, in Aramaic "house of bread"; as one says dispensers of the bread of welcome, of service, of love, of the word. Within this same border is read the name of the Institution: Bethlehemites Brighton Educational Institution. "VIRTUS ET SAPIENTIA" - "VIRTUE AND WISDOM, specific characteristics of our Educational Institution. On a golden field, a heart symbolizes the love and the Christian human sense that every member of the Institution must develop. On a blue field a lit lamp, meaning the scientific field by which it is proposed to accompany the student in the pedagogical process



***Flag***

Figure 5, Flag

White color is a symbol of integrity, honesty, simplicity, sincerity, and values that are intended to sow in the mind and hearts of each of the students. In the upper and lower corner of the painting, it wears two red triangles to affirm that the primary value is Love, distinctive of the Heart of Christ and the bond of union, service, and solidarity with the brother.

***Anthem***

The author of the lyrics was the poet Augusto Ramirez Villamizar and the music was composed by Mr. Ginno Maioni. The anthem is a poem to the wisdom of heart and mind, expressed with deep emotion. God is the center which is reached by duty and longing to be light. Some other important components can be found in the community handbook

### ***Guidelines of the Ministry of National Education and regulations regarding the health emergency***

In order to strengthen public policy management strategies and ensure the provision of education during the ensuing health emergency of the covid-19 pandemic, the National Educational System must advance all actions and protocols enabling the Educational Institution to be properly prepared to accompany the learning processes at home and, according to the situation of each one of the territories, acting jointly with the health authorities; and with the consent of the families and the consent of the students, guide a gradual and progressive return to presence under the alternating scheme.

The Bethlemitas Brighton Institution returned to face-to-face classes under the alternating scheme in August 2021 with the Kindergarten courses, all the Elementary courses, and 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> courses. The resting courses (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) remain under the virtual modality while the institution finishes adapting its facilities. In order to avoid crowding in the classrooms, each course was divided into two groups called bubbles, one week attend the school bubble number one of each course, the next week goes bubble number two, and so on.

According to the guidelines of the Ministry of Education in the second semester of 2022, each institution must follow some health standards and self-care, so the school authorities adopted four sinks in the central schoolyard. Each member of the institution must wash his hands when entering the institution. Likewise, the use of masks and maintaining distance is mandatory.

### ***Journey***

The scholar journey starts at 7 a.m. and finishes at 1 p.m. including the respective break for students and teachers, this break has a duration of 30 minutes. Also, each hour of class is 55 minutes. Primary school starts at 7 a.m. and finishes at 12.15 p.m.

### *Institutional Chronogram*

The school's chronogram is developed a month in advance, it includes events, academic, and extracurricular activities.

<b>Septiembre 2022</b> <b>VALOR: SOLIDARIDAD</b> <b>"TRANSFORMO MI VIDA, CON AMOR Y SOLIDARIDAD"</b>						
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
				1	2 BENDICION ESTUDIANTES DEL GRADO ONCE ENTREGA DE INFORMES	3 PRUEBAS SABER 11
4 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO TERCERO 03	5 DIA LIBRE GRADO ONCE INICIO DEL MES POR LA CONVIVENCIA Y LA PAZ	6 LANZAMIENTO DEL VALOR SOLIDARIDAD	7 8:00 A.M.EUCARISTIA 8-01 10:30 CAPACITACION DE RIESGOS PRIMARIA 11:30 CAPACITACION DE RIESGOS SECUNDARIA	8 CONSEJO DIRECTIVO	9 ENCUENTRO CON CRISTO CUARTO 01	10
11 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 01 PROCESION DEL SEÑOR DE HUMILLADERO NOVENO GRADO	12 CONSEJO ACADEMICO	13	14 VISITA BETHLEMITAS A TRANSICION	15	16 ENTREVISTA TRANSICION Y MATRICULA DIA AMISTAD ENCUENTRO CON CRISTO CUARTO 02	17
18 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 02	19 ENTREVISTA CAPACITACION INVESTIGACION CLARA ARAQUE	20	21	22 HOSPITAL CAPACITACION SEXTO, SEPTIMO, OCTAVO Y NOVENO BULLYING-SEXTING	23 ENCUENTRO CON CRISTO CUARTO 03	24
25 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO PRIMERO 01	26 COMITÉ DE CONVIVENCIA	27 IZADA DE BANDERA SEPTIMO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE"	28 IZADA DE BANDERA PRIMERO Y SEGUNDO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE" "PAZ EN EL AULA"	29	30 JEAN DAY ENCUENTRO CON CRISTO TERCERO 01	

Table 1, Institutional chronogram

## **Pedagogical level**

### ***Planning the language area***

According to the Ministry of Education MEN, foreign language learning is required for research, as much of the knowledge generated in the world is published in languages other than Spanish, mainly in English. Similarly, English is a language that increases its prominence as a language for business and work. Many of the cultural and entertainment options are also accessible if foreign languages are spoken. On the other hand, public institutions in Colombia must follow the guidelines established by The National Ministry of Education divided into four modules, a module about democracy and peace, a module about health, the third module based on sustainability, and the last module linked to globalization. Classes are developed under 5-phase task-based learning; warm-up, familiarization, practice, application, and assessment. Teachers in charge are autonomous at the moment to integrate didactic resources that they deem relevant to help and motivate students learning (books, posters, maps, photos, pictures, videos, software, and active activities like roleplays...).

### ***Working methodology***

Bethlemitas Brighton Institution count with two teachers in charge in secondary and high school. Teacher Viviana Rueda is in charge of secondary courses like 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade and the teacher Genis Emilce Navarro is in charge of middle and high school courses like 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, she is also the director of the English area of the institution.

During this year, the teachers share the 8<sup>th</sup> grade, one is in charge of 8<sup>th</sup> 01 and the other is in charge of 8<sup>th</sup> 02. Considering that the institution and teachers must follow the guidelines of the Ministry of Education, the teachers have to prepare the classes with the same contents used as a guide or an e-book but they are free to manage and develop the

classes in their own way. Talking about the English events they work together hand in hand with pre-service teachers. (Institución educativa Betlemitas Brighton, mallas de aprendizaje, lengua extranjera-inglés, p.84)

### ***Pedagogical Resources***

The Bethlemitas Brighton Institution has pedagogical resources such as the library, a computer room, devices to manage administrative, academic, and teaching processes, the implementation of books, audiovisual material in each one of the classrooms such T.V, internet, documents, and guides administered in accordance with The National Ministry of Education.

### ***Ministry Guide Text***

The National Ministry of Education provides a guideline to the English curriculum which aims to provide the educational community and the different actors of society with a flexible and open curriculum proposal that acts as input for planning, implementation, assessment, and evaluation of the English curriculum in schools nationwide. The suggested curriculum for the English area focuses on grades 6th to 11th of the Colombian public education system and represents a common foundation for the articulated achievement of the goals established by the program “Colombia Bilingüe” and as a guide for decision-making that leads to fine-tuning the conditions for English teaching and learning, including as a priority carrying out projects in the area that are pertinent to our current and desired realities for our schools.

On the other hand, The Basic Learning Rights (Derechos Básicos de Aprendizaje en Español) in the English area are a fundamental tool provided by The National Ministry

of education to ensure the quality and educational equity of all country's boys, girls and youth. These rights describe knowledge and abilities that students must learn and develop in the English area from transition kinder to secondary school grade and are structured in the line with the curricular lineaments and the basic competence standards (Estándares Básicos de Competencia en Español). At the same time, these rights allow to identify of key aspects in the development of the student's communicative competence in the foreign language and therefore are defined in the skills of comprehension, and oral and written expression.

***Accompaniment modalities to learn (tutorials, tools, and communication strategies)***

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curricular statements and the basic competence standards (Estándares Básicos de Competencia en Español). At the same time, these rights allow to identify of the key aspects in the development of the student's communicative competence in the foreign language and therefore are defined in the skills of comprehension, oral and written expression.

### ***Guide design and materials***

The teachers based on the institution planning area in order to develop material such as worksheets, also help themselves with a textbook called “talk”. The teachers follow the same topics but they are autonomous at the time of creating materials for their class.

### ***MEN guidelines (standards)***

The National Bilingualism Program focuses on "to achieve citizens able to communicate in English, so that they can insert to the country in the processes of universal communication, global economy and in cultural openness, with internationally comparable standards". This purpose implies a structured plan of development of the communication skills education system. In order to give coherence to this plan, it was necessary to adopt a common language that established the goals of performance level in the language through the different stages of the educational process. The Ministry of Education, therefore, chose the "Common European Framework of Reference for Languages: Learning, Teaching and Evaluation", a document developed by the Council of Europe, in which the scale of gradual performance levels achieved by the student of a language is described. While the level scale was adopted in accordance with the terminology used in the Common European Framework,

it is necessary to connect it to the terms that teachers have traditionally used to characterize different levels of achievement.

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

Table 2, Men guidelines

### *Secondary and High school Schedules*

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON					
SEDE MONSEÑOR RAFAEL AFANADOR Y CADENA					
HORARIO EMERGENTE 2022					
DOCENTE: GENIS - INGLÉS					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
7.15AM-8.15AM	8 01	ATENCIÓN A P	9 01	9 01	10 02
8.20AM-9.05AM	8 01		9 01	9 01	10 02
9.05AM-10AM	11 01				
10AM-10.30AM	DESCANSO				
10.30AM-11.20AM	11 01	9 02	10 02	10 01	8 01
11.20AM-12.10AM	9 02	9 02	10 01	10 01	8 01
12.10AM-1.PM	10 02				

Table 3, Schedule



## **Technological Level**

### ***Connectivity***

Since 2020 humanity realized the importance of technology, especially in the education field. It has brought many changes such as new tools, strategies, and methods to teach English. To what concerns the Brighton school it has a connection to the internet, it also counts on its own educative platform via WebColegios to upload grades and to keep a record of students' goals reached during the school year. (Webcolegios, 2022)

### ***Digital resources description***

As digital resources, the school features T.V. in each one of its classrooms, internet access, and HDMI cables for those teachers that want to use their computers. Also, the school has security cameras to have better control of students. Likewise, to give general information to students the school has a microphone and some speakers in the courtyards and in each one of the classrooms.

## **Population-level and information of the subjects**

### ***Number of students - gender - age - language level***

Nowadays Bethlemitas Brighton has the approval of the Secretary of Education as "Bethlemitas Brighton Educational Institution" with coordination with SENA, in the Technical Media (10th and 11th). The school has 1,011 students approximately between 4 and 18 years old who attend kindergarten Elementary, Secondary and High School. At the end of primary school, students would have an A1 proficiency level (first elementary), in Secondary Education, it would be level A2 (comparable to second elementary) and English for High

School students would be equivalent to level B1 in line with the European framework of reference (first and second intermediate level), conforming to decree 3870.

***Secondary and High School English Teachers***

Genis Emilce NavarroGomez

· Viviana Katherine Rueda Carrillo

***Administrative body***

- |                          |  |
|--------------------------|--|
| 1. School principal      | Anna isabel Capacho Peñaranda              |
| 2. Primary coordinator   | Especialista Luz Dary Solano Villamizar    |
| 3. Secondary coordinator | Especialista María Socorro Jauregui Torres |

### **Chapter III: The use of Fairy Tales to foster EFL Vocabulary acquisition to Ninth-Grade Students at Bethlemitas Brighton School in Pamplona: An Action Research**

#### **Introduction**

Nowadays, English has become one of the most used languages around the world. Different strategies have been applied to high school students to get them interested in the language. After having observed the students in the regular development of an English class in the different grades, there were three common patterns that helped the pre-service teacher guide this project.

During the class observation sessions, the pre-service teacher was able to identify that students do not enjoy learning as the methodology carried out during the class is steady, and there were no moments in which students felt motivated to participate. As a second matter, the only skill they are developing is grammar by memorization. During the class, the teacher explained, then developed some exercises from the book and finished by evaluating the students. Most of them got bad grades because they had already forgotten base knowledge to build on more grammar tenses, rules, etc. Consequently, students feel apathy towards the English class. That is reflected on their grades and lack of knowledge.

Reading is one of the language skills which is highly required to be learned by students. Through this activity, students can improve their own language and experience (Wibowo, Syafrizal, & Syafriyadin, 2020). How to awaken the sense of love and interest in reading, has been such an important matter. But not reading long and boring text, fairy tales seem to be an accurate method to teach, not only to infants but also to teenagers.

Fairy tales are an accurate source for teaching taking into account that it can be used with students of different ages. It also allows them to increase their vocabulary, and when using it the repetition of certain expressions facilitates the memorization of new words (Xolmurodova, 2021). through this source, they will change the used methodology applied inside the high school.

Increasing vocabulary will be fostered during the application of this project which is highly important. Burt, Peyton, and Adam (2003) stated that it is important to learn reading since (1) it helps people learn to think new language, (2) helps people build a better vocabulary, (3) helps people feel more comfortable with written English. Therefore, the application of the project is intended to confirm if students increase their vocabulary, improve their pronunciation and some grammar structures after reading fairy tales.

The purpose of this project is to expand the vocabulary students currently have while contributing to basic training in English which is highly needed in this country. For this reason, it was carried out as part of the outreach component of the pre-service teaching process which was carried out by students in the last semester of the Bachelor's Degree in Foreign Languages: English-French at the University of Pamplona, as a way to contribute to the strengthening of the teaching of English in the elementary school sector.

### **Statement of the problem**

After the observation stage was carried out in the Bethlemitas Brighton School, the pre-service teacher could conclude that Ninth-grade students have problems with the four skills which are not properly worked and drilled in the classroom. The disinterest in learning English was notable at the time of analyzing their grades compared with the level the ninth graders in Colombian public schools are seeking to reach. Consequently, there is an evident mispronunciation, lack of understanding, and bad grades. The students do not have the required English level according to the basic standards established by the National Ministry of Education (MEN). They have been guided by a textbook throughout the entire year, in which they mainly learn grammar by memorizing the rules. In certain moments of the class, they may listen to audio which usually they do not understand. To what concerns oral production, it is limited and almost inexistent, only basic commands such as “please” “thank you” and “be quiet” can differentiate the English class from another one.

Taking into account the reasons mentioned above, this project seeks to enhance vocabulary acquisition through the reading of fairy tales inside the classroom. The researcher's goal in performing this study is to motivate students to read in a foreign language, as a way to expand their vocabulary; also, to help them improve their pronunciation by reading out loud; to help them to get confident after having practiced the rules of pronunciation in English and to increase their reading comprehension by developing exercises based on the book. Therefore, the intention of this proposal is to link fairy tales they had probably read during their childhood with the words they probably do not know but gradually will be learning in the target language.

## **Justification**

According to Xolmurodova, (2021) fairy tales are considered to make a positive impression on students when it comes to language learning. The use of fairy tales has been implemented before; short stories can awaken motivation in students of all ages. Research made by (Aydoğar, and Akbarov, 2014) showed that students should be given the opportunity to simultaneously use all language arts (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities. Reading, writing, speaking, and listening are the four skills that must be developed in language lessons. Children's stories offer a variety of language contexts appropriate for expanding and refining vocabulary and developing a larger repertoire of linguistic structures. Most of the Fairy tales already have an audiobook recorded by a native speaker, when showing students, the audio and the transcript allow them to identify and memorize the sound and the spelling of the words. The fairy tales are written by repeating certain vocabulary, and when they read more than one fairy tales, they can identify in different contexts the meaning of the words just by looking and remembering when they saw it and listened to it.

Furthermore, when expanding their vocabulary children will take a more participative role inside the classroom. Ninth students at Bethlemitas Brighton school would awaken their motivation and attitude toward English if they see a different way to develop the class being applied. Consequently, when acquiring more vocabulary, they would be able to understand written and spoken English, which would dramatically improve their current English level.

(Yokubjonova,2020, p.50) claimed that “...In the teaching progress, the majority of the students claim that they cannot understand the meaning of a word and a large number of them fail in doing tasks because of lack of vocabulary knowledge”. In this way, if students learn enough vocabulary, they will be confident to speak in simple contexts and also, an improvement in their written comprehension and understanding of spoken English will be optimistically raised and consequently they will try to keep on learning by themselves.

## Objectives

### *General objective*

- To enhance EFL vocabulary acquisition through the use of fairy tales among 9th grade students.

### *Specific objectives*

- To identify the impact of the use of fairy tales as a tool to increase student's vocabulary.
- To analyze the advantages of applying fairy tales as a means to foster student's vocabulary.
- To recognize how the use of fairy tales affected student's learning process

## Research questions

### *Main question*

- Does the use of fairy tales foster EFL vocabulary acquisition in ninth-grade students at Bethlemitas Brighton school in Pamplona?

### *Specific questions*

- Do fairy tales help students increase their vocabulary in English as a foreign language?
- How do fairy tales help students increase their vocabulary in English as a foreign language?

## Theoretical framework

In chapter number three, the theoretical framework and the literature review was addressed. For this process, the preservice teacher will expose basic concepts that will allow a better understanding of the context that guides this project.

### ***Fairy tales and their use in English class***

Fairy tales are a way to tell a story. As stated by Haulman, A. (1985) using fairy tales enriches the experience of the target language and culture. When used well, they can provide a glimpse of the values, lifestyles, customs, and historical traditions of the target language group. Consequently, students would be learning some general aspects of the culture and history of anglophone countries while refining vocabulary.

In addition, before technology was implemented inside the classroom a way to make a class didactic and entertaining was by reading, providing students with a short text about interesting topics, and based on those developing activities regarding the fairy tale as the main character. According to Krashen (1982) “there are two necessary conditions for second language acquisition to occur naturally in the classroom setting: 1) comprehensible input in the target language; and 2) lowered affective filter of the second/foreign language learner” (p. 33). As stated in Haulman, (1985) the subjects of the research will be interested in the tale, because it is something somehow familiar, and unconsciously when talking about the characters, the plot of the story in combination with some repetitive and predictable language and situations they will be memorizing grammar structures, improving pronunciation, reading comprehension and, the main object of study acquiring more vocabulary.

### ***Short stories***

Short stories can be the best vehicle to develop the overall language skills of students because, unlike any other informational materials, short stories stimulate acquisition development as they afford authentic contexts for processing new language (Pardede, 2021). In addition, when reading short stories, the students tend to be more attentive, and consequently feel more engaged in the class. On the contrary to what was observed during the classes, in which students were only guided by a textbook, that most of them did not understand, thanks to that methodology, frustration was a notable attitude during English class by the students. By applying the fairy tales strategy students do not feel overwhelmed to see many pages written in a foreign language. By seeing only



a few pages, with images and activities stress and boredom is avoided inside the classroom.

English students need to learn the words in English as well as the cultural background and need to learn words in context to understand the meaning (Al-Dersi, Z. 2013) while getting involve into a short story, students can also get the context of the word which makes easier the process of memorizing vocabulary, and using it in the future, speaking, writing, or reading it.

### ***Reading comprehension***

There are two types of reading: lout and silently. While at the first stages of learning a foreign language it is very important to read out loud to help with pronunciation and to obtain a better comprehension of the text, intensive reading involves a lot of classroom work with the course book, exercises, and texts. This type of reading requires reading texts closely and carefully with the intention of gaining an understanding of as many details as possible. According to Alyousef (2006) readers can improve reading comprehension by expanding their vocabularies and gaining greater control over complex syntactic structures. Taking into account the previous statement it is valid to say that during the pre-reading stage, when students are able to identify unknown words, to then be able to understand full sentences inside a text, helps them to increase their critical reading skill and also increases the chances of using the new words in new context in the future.

### ***Vocabulary teaching***

Lee and Muncie (2006) showed that a post-reading composition task helped ESL students improve the productive use of higher-level target vocabulary. Newton (1995) pointed out that students made more vocabulary gains when engaging in communicative tasks that demanded interactions than when negotiating word meanings explicitly. It means that it is more effective teaching vocabulary through the implementation of different didactic activities such as reading fairy tales. By engaging the students with reading boredom is avoided in the class

and as a consequence active participation in the class can be appreciated. Good stories provide a study of universal values and needs and capture students' interest and challenge them to explore new roads of meaning (Cameron, 2001)

## Literature review

This literature review contains a compilation of studies previously carried out dealing with the topic with the purpose of guiding the present research. For this purpose, several authors have identified the use of fairy tales to foster reading comprehension in EFL courses.

Through the years teachers have used the strategy of providing students with new vocabulary by using a dictionary which has been proved that does not work. According to Decarrico (2001), words should not be learned through memorization or separately without comprehension because words memorized are more likely to be forgotten than when seeing them constantly in a text, or an image, etc.

Storytelling has been applied in some specific foreign language teaching contexts in Colombia gaining popularity in recent years. Researches highlight it as an alternative changing traditional method of teaching that has been historically used in the country (García, 2017). Nowadays, it is hard to engage young students in learning English because of the results of the traditional methods of teaching, such as memorization or only grammar teaching. Porras (2010), in his research work made in Colombia, demonstrated that storytelling to teach English in a fun way to young learners increased participation in the different activities, comprehension of the stories, and acquisition of the new vocabulary.

As noted by Ellis and Brewster (2002), many stories have a natural repetition of key vocabulary and structures that helps children remember details and learn to anticipate what is about to happen next in the story. After having read the above, developing a strategy to teach vocabulary it can be inferred that teaching vocabulary is highly needed in public schools in Colombia. The advantages of reading short stories such as fairy tales help with pronunciation, reading comprehension, and self-confidence at the time of speaking.

Research made by Arfani, Martiwi, and Sekali, O. B. (2020) in a public highschool in Jakarta proved that (1) when speaking in the target language teaching English pronunciation through fairy tale is effective to increase students' pronunciation (2) students become easier to understand the subject matter and increase their English vocabulary, and (3) students become

more active and confident when reading texts or fairy tales by showing good pronunciation.

The use of fairy tales as a strategy about how vocabulary could be taught: different old words, beginnings and endings (e.g. Once upon a time; Far-far away; They lived happily ever after...) names of the characters and things which are connected to the characters (e.g. fairy, witch, king, queen, prince, princess, magic stick, throne, and etc...) (Lepin, M. 2012). Taking into account the previous statements, it is important to highlight that the fact that students learn vocabulary by developing a specific activity shows better results than only teaching it by providing students with only the words without context.

In addition, vocabulary lessons most of the time go with full grammar structure lessons which are conducted in a more engaging way as students fall into the fun and enchantment of fairy tales, from vocabulary to more specific grammatical features such as idioms (Simon, 2022). The advantages of fairy tales are enormous compared to the traditional methods of teaching lexicon. The use of fairy tales fostered the acquisition of vocabulary due to the fact that students are able not only to learn and recognize the words extracted from the fairy tales but also, they are capable of using the new vocabulary to write and speak (Huertas, 2017).

Furthemore, fairy tales are universal, they can be easily recognized by the youth. When reading a classic fairy tale, students can relate the unknown words in the foreign language with the version of the fairy tale in their mother tongue taking into account that in their childhood they had access to it during primary school or in their family life.

To conclude the previous literature review, it is important to mention the significance of all the above studies since it provides a guidance for the present research and different perspectives to take into account regarding the implementation of fairy tales to EFL learners, and also as a change of routine for the students that have been used to classic resources of teaching such as: grammar books fill with exercises that only motivates them to copy and endless pages without analyzing or understanding, which is the key skill at the time of learning English as a foreign language.

## **Research Methodology**

This research proposal was developed on a qualitative approach; framed in an educational context According to Munch and Angeles (1988) cited by (Chacín, Lobo, and Quintero. p. 14, 2011) the qualitative approach studies the quality of activities, relationships, business, means, materials or instruments in a given situation or problem. By applying this approach, the researcher will be allowed to be involved in the actual environment, in order to describe them in detail and understand the situation or problem which is the lack of vocabulary by the students, lack of interest for the classes, they do not have the level they are required to have according to the requirements of the MEN.

## **Design**

An action research design will be implemented in this pedagogical project. Action researchers explore a practical problem with an aim toward developing a solution to a problem (Creswell, 2007) taking into account that the pre-service teacher is the one who has been getting involved in the process of analyzing and suggesting a strategy to be applied inside the classroom. The main objective was to see if it worked or not. Inside the school where this project is taking place the pre-service teacher realized during the observation stage about the low level of English being used during the classes, and consequently low grades, and low understanding. That is why the fairy tales are being implemented to improve their vocabulary and as a consequence get them to use the foreign language.

## **Setting**

This project was carried out at the Educational Institution Bethlemitas Brighton school in Pamplona, Norte de Santander, a public institution.

## **Population**

This research will focus on ninth-grade students who according to the National Education Ministry are in the B1 level, inside the school they are taught four hours of English classes per week.

## **Instruments**

### ***Diagnosis***

In order to carry out this research, observation has been the first instrument used by the pre-service teacher with the main objective of identifying the strengths and the weaknesses of the subjects of study. According to Creswell (2013) you can identify an individual's actual behavior, rather than simply recording his or her views or perceptions. While observing the subjects of study more information can be gathered and preservice teachers will know ahead of time the possible behavior or situations that may happen during the development of the proposal. Furthermore, it is also very helpful when deciding the horizon that will guide the project.



## How much do I know about fairy tales?

The next questionnaire has the purpose of identify if ninth grade students have or nor base knowledge about vocabulary proper of fairy tales.

Select the correct translation to each English word.

- |                    |                 |
|--------------------|-----------------|
| 1. Knight          | 7. Castle       |
| Caballero          | Castillo        |
| Guerrero           | Armadura        |
| Armadura           | Villano         |
| 2. Fairy           | 8. Princess     |
| Hada               | Reina           |
| Bruja              | Princesa        |
| Ogro               | Príncipe        |
| 3. Fairy tale      | 9. Prince       |
| Libro de historias | Princesa        |
| Cuento de hadas    | Príncipe        |
| Relatos            | Rey             |
| 4. Queen           | 10. Villain     |
| Princesa           | Villano         |
| Rey                | Malvado         |
| Reina              | Hechizero       |
| 5. King            | 11. Golden ring |
| Rey                | Anillo de oro   |
| Caballero          | Pez dorado      |
| Espada             | Monedas de oro  |
| 6. Witch           | 12. Giant       |
| Hada               | Anciano         |
| Bruja              | Gigante         |
| Ogro               | Abuela          |



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## 13. Mystery

Magia  
Misterio  
Mago

## 14. Wolf

Gato  
Pez  
Lobo

## 15. Forest

Bosque  
Hada  
Carrera

## 16. Lord

Dios  
Mago  
Hada madrina

## 17. Kind

Amable  
Odioso  
Antipático

## 18. Woodcutter

Ogro  
Príncipe  
Leñador

## 19. Prisoner

Prisionero  
Escapar  
Padrino

## 20. Stepmother

Padrino mágico  
Madrstra  
Hechizero



### ***Worksheets based on the fairy tales reading:***

Three books were chosen in regard to the level ninth students have according to the Ministry of Education. “Robin Hood”, “Hansel and Gretel”, and “Alice in wonderland” are all of them adapted for teenagers by the editorial “Elli”. The books contain a syllabus of the grammar tenses used in the tale, some pre, during, and post-reading activities related to vocabulary and reading comprehension. In this order of ideas, it was important to apply a diagnostic test to realize the strengths and student’s weaknesses, A diagnostic is a first step in the learning process in order to begin a work or task, it consists of recognizing the work field and make a list of necessities and tools to solve the issues presented (Espinoza, 1987), as cited in (Arteaga and González, 2001).

As a second instrument, the fairy tales from the Elli house editorial in the written version, and also the audiobooks were used to show simultaneously both parts to the students, seeking the memorization of new words not only by spelling them but also to get them to understand how to pronounce them. Inside the books, there were some worksheets that were modified in order to implement the exercises with the proper difficulty according to their level. The modifications made consisted in remove some activities such as drawing or coloring that did not make a contribution in the main purpose of the project which was to learn vocabulary.

### ***Corpus-based on the fairy tales***

As a third instrument, the pre-service teacher implemented a writing exercise for the students to be able to use the vocabulary learned by applying the words with a context, for example, writing an end for the story, or modifying a short part inside the story. All this writing productions were analyzed using a corpus chart classifying their mistakes into three categories: orthographic, semantic, and lexical. By doing the error analysis, a teacher can

concentrate on the materials in which most learners made an error; a teacher can also evaluate himself whether he succeeds in teaching or not; and finally, he can improve his techniques in teaching by preparing systematic materials (Hasyim, 2004).

Line	Error I dentification	Error Correction	Error / Mistake	Classification of Error

Table 5 Error analysis grid

During each implementation, the preservice teacher provided the students with forty flashcards. In the flashcards, there was the vocabulary necessary to understand the book. In order to help the students, understand the meaning of the words the pre-service teacher proposed a game, which could be “hangman” or “charades” so it was appealing for them to identify the vocabulary. This game was developed by teams as a competition, which motivated them to participate. After this stage, the preservice teacher displayed the e-book in the screen of the classroom while playing the audiobook. The pre-service teacher stopped each page to make sure everybody understood the meaning of the pages and also to write down more vocabulary. In the next step, the pre-service teacher provided the students with a workshop in which they were required to do exercises in reading comprehension. As a final stage, the pre-service teacher asked the students to write a short summary of the book, using the words learned.

## Plannings

## WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT

## Name of the project:

<b>Educational School:</b> Bethlemitas Brighton	<b>Trainee teacher's name:</b> Yaritza Lizbeth Jaime Jaime	<b>Date:</b> October 3rd	<b>Course:</b> English
<b>Supervisor:</b> Genis Navarro	<b>Tutor:</b> Jhon Pabón	<b>Time:</b> 2 hours	<b>Topic:</b> Fairy tales vocabulary
<b>Name of the Fairy tale:</b> Robin Hood			

<b>Communicative objective:</b>	To say the words that belong to fairy tales.
<b>Linguistic objectives:</b>	To identify the words inside the fairy tale, and use them in different context.
<b>Socio-cultural objective:</b>	To know one of the most important Fairy tales for the language English tradition.

## CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)

READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre-reading</i>	Before getting into context the pre service teacher will provide the students with a paper sheet with a diagnosis, it is not going to be graded. It would allow the preservice teacher realize about the level of vocabulary they have according to the main topic which is fairy tales.	Diagnosis	Reading	20 minutes
	The teacher will provide each student with a flashcard that contains a word in English related to fairy tales with an image that would give students an idea of the meaning of the word. The students will read the word and look for the meaning if they do not guess it by looking at the image.	Flash cards	Speaking	1 hour

	<p>After that the teacher will explain the game:</p> <ol style="list-style-type: none"> <li>1. The preservice teacher will write 10 questions on the board for the class to make questions and try to guess the words. <ul style="list-style-type: none"> <li>- Am I a person?</li> <li>- Am I an object?</li> <li>- Am I an animal?</li> <li>- What color am I?</li> <li>- Am I a hero or a villain?</li> <li>- Am I a girl or a boy?</li> <li>- Where do I live?</li> <li>- Do I have wings?</li> <li>- Am I shiny?</li> <li>- Am I cute or ugly?</li> </ul> </li> <li>2. Each student will stick a flash card to their forehead and start asking questions to guess who they are.</li> <li>3. At the end of the game, they will be required to write the vocabulary in their notebooks to use it in the reading activities.</li> </ol>			
<b>While- reading</b>	The pre service teacher will play the audio book for the students to follow the reading. We will stop in each page in order to identify the unknown vocabulary and also to make sure everybody understands the book.	Audio files Tv e- Book	Reading	50 minutes
<b>Post- reading</b>	After having read and understood the book, the preservice teacher will provide the students with 6 comprehension activities. 1 activity			

	<p>Write the name of each character below the images.</p> <p><a href="#"><u>See graphic 1</u></a></p> <p>2 activity Use the words in the chart to fill the gaps.</p> <p><a href="#"><u>See graphic 2</u></a></p> <p>3 activity Choose the words to complete the song.</p> <p><a href="#"><u>See graphic 3</u></a></p> <p>4 activity Unscramble the verbs to complete the song</p> <p><a href="#"><u>See graphic 4</u></a></p> <p>5 Activity Write the answers in the crosswords</p> <p><a href="#"><u>See graphic 5</u></a></p> <p>6 activity Complete the sentences with the verbs in brackets</p> <p><a href="#"><u>See graphic 6</u></a></p>			
<b>Revision</b>	<p>Draw a picture of the character you liked the most and the one you like the least and the reason why.</p> <p><a href="#"><u>See graphic 7</u></a></p>	Worksheet	Writing	20 minutes



<b>Final product</b>	As a homework the pre service teacher will ask the students to write a one paragraph summary of the fairy tale using the words they have learned		Writing	30 minutes
<b>EVIDENCES</b>				
   				

Table 6 weekly planner first implementation

### Activity Pages

- 1 Write the names of the characters below the pictures.

Lady Marian • Friar Tuck • Prince John  
 Robin Hood • Little John  
 Will Scarlet • Sheriff of Nottingham



### Graphic 1

- 2 Use the words to fill the gaps.


party • enter • save • strong • forest  
 collect • taxes • becomes • selfish • prisoner

- 1 Robin Hood lives in Sherwood \_\_\_\_\_.
- 2 Prince John is a \_\_\_\_\_ man. He makes the people pay high \_\_\_\_\_.
- 3 One night Robin and Will \_\_\_\_\_ the castle and \_\_\_\_\_ the bags of money.
- 4 Lady Marian is a \_\_\_\_\_ in the castle.
- 5 Little John is big and \_\_\_\_\_.
- 6 Robin and his Merry Men \_\_\_\_\_ Lady Marian.
- 7 There is a big \_\_\_\_\_ in the forest.
- 8 Several years later Richard \_\_\_\_\_ king.

### Graphic 2

### 3 Choose the words to complete the song.

Robin Hood, Robin Hood.  
 He's \_\_\_\_\_,  
 he's \_\_\_\_\_  
 and he's \_\_\_\_\_.  
 He takes from \_\_\_\_\_  
 and gives to \_\_\_\_\_.  
 Robin Hood, Robin Hood.



Graphic 3

### 4 Unscramble the verbs to complete the song.

URN \_\_\_\_\_ through the forest  
 KPSI \_\_\_\_\_ through the forest  
 On our way to the Sheriff's Castle.  
 LAKW \_\_\_\_\_ through the forest  
 PHO \_\_\_\_\_ through the forest  
 On our way to PEHL \_\_\_\_\_ our friend!

Graphic 4

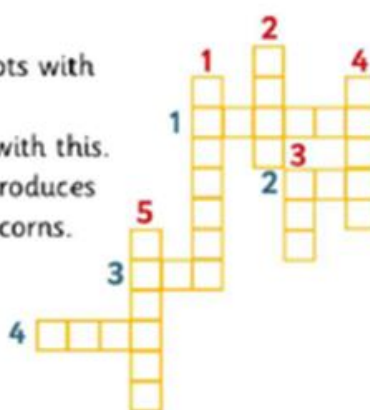
### 5 Write the answers in the crossword.

#### Clues Across

- 1 A person who shoots with a bow and arrow.
- 2 You shoot arrows with this.
- 3 A large tree that produces small nuts called acorns.
- 4 To go somewhere so that no one can see you.

#### Clues Down

- 1 A long piece of clothing worn by priests.
- 2 The opposite of poor.
- 3 The opposite of good.
- 4 A king or queen usually wears this on his or her head.
- 5 A place with lots of trees.



Graphic 5



**6 Complete the sentences with the verbs in brackets in the Past simple.**

- 1 A poor woman \_\_\_\_\_: 'Have you got any money?' (ask)
- 2 Robin Hood \_\_\_\_\_ the money from the rich man. (take)
- 3 The Sheriff of Nottingham \_\_\_\_\_ very unkind. (be)
- 4 The King and the Sheriff \_\_\_\_\_ to a village. (go)
- 5 Robin and his Merry Men \_\_\_\_\_ the castle. (enter)
- 6 Friar Tuck \_\_\_\_\_ under a big oak tree. (sit)
- 7 Robin and Friar Tuck \_\_\_\_\_ a man. (meet)
- 8 The Sheriff \_\_\_\_\_ (talk) to Marian. He \_\_\_\_\_ (say) 'You can't go home!'
- 9 Robin \_\_\_\_\_ (find) Marian. They \_\_\_\_\_ (return) to the forest.
- 10 Robin and Marian got married and \_\_\_\_\_ a big party. (have)

31

**Graphic 6**

- 7** Draw a picture of the character you like most and the one you like least in the story. Say why.

Name _____	Name _____
------------	------------

I like \_\_\_\_\_ best because \_\_\_\_\_

I like \_\_\_\_\_ least because \_\_\_\_\_

### Graphic 7

- 8** Do you like the story? Draw your face and choose a sentence to write.



-  = I love it.
-  = I like it.
-  = I quite like it.
-  = I don't like it at all.

### Graphic 8

## Second implementation

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Name of the project:				
Educational School: <del>Bethlemitas</del> Brighton	Trainee teacher's name: Yaritza Lizbeth <del>Jaimes Jaimes</del>	Date: October 20th	Course: English	
Supervisor: <del>Genis</del> Navarro	Tutor: <del>Jaon</del> Pabón	Time: <del>2 hours</del>	Topic: Fairy tales vocabulary	
Name of the Fairy tale: Hansel and Gretel				
Communicative objective:	To say the words that belong to fairy tales.			
Linguistic objectives:	To identify the vocabulary inside the fairy tale, and use it in different context.			
Socio-cultural objective:	To know one of the most important Fairy tales for the language English tradition.			
CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)				
READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
<i>Pre- reading</i>	At the beginning of the class, the preservice teacher will explain the students the book that will be read during class: "Hansel and Gretel" <del>u</del> . The pre service teacher will ask the students if they know anything about the tale for them to try to answer in English. After that we will play "hangman" using eight key vocabulary words that are being repeated in most of the book. The words are: 1. Cage 2. Breadcrumbs 3. Pebbles 4. Bone 5. Trail 6. Treasure chest 7. Gingerbread house	Board Markers Tv	Speaking	30 minutes

	8. Oven			
<i>While- reading</i>	The preservice teacher will show the students the e-book using the tv and, will play the audio for them to get involve inside the story. We will pause the audio to make sure they are following the story, and also to write down more vocabulary.	Audio files Tv e- Book	Reading	30 minutes
<i>Post- reading</i>	After reading the preservice teacher will provide them a worksheet with five reading comprehension activities.  <u>Graphic1</u> 1. In the first activity they are required to answer true or false according to the fairy tale. <u>Graphic2</u> 2. In the third activity the students will find two columns, to match an adjective with its opposite. <u>Graphic3</u> 3. In the fourth activity they will find six images that they will need to match with its description. <u>Graphic4</u>	Worksheet	Reading  Writing	40 minutes
<i>Revision</i>	1. In the fifth activity they will be required to answer 4 questions about their opinion on the fairy tale. <u>Graphic5</u>	Worksheet	Writing	15 minutes
<i>Final product</i>	In this post reading activity the students will be required to write an end to the fairy	Paper sheet	Writing	30 minutes

	<p>tale, it must be about half page long, and they should write it using the vocabulary words related to fairy tales, they have learned so far.</p> <p><u>Graphicó</u></p>			
EVIDENCES				
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Table 7 weekly planner second implementation

## ANEXES




## Hansel & Gretel




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




**1 True or false? Tick [✓].**

- Hansel and Gretel live in the city. ☐
- Their father is a woodcutter. ☐
- The family have got lots of food to eat. ☐
- Hansel makes a trail with flowers. ☐
- Hansel throws breadcrumbs on the ground to feed the birds. ☐
- The children see a house made of sweets. ☐
- The witch gives Hansel lots of food. ☐
- The children give their father biscuits and chocolate. ☐

**2 Match the sentences to the correct pictures.**

**3 What do you think?**

I think the story is \_\_\_\_\_.

My favorite character is \_\_\_\_\_.

I like the part when \_\_\_\_\_.

I don't like the part when \_\_\_\_\_.

**4 Match the opposites.**

1 big	a small
2 hot	b year
3 open	c young
4 rich	d small
5 big	e old
6 old	f wild

**5 Write an end for the story. Help your class make a story and the vocabulary learned.**

### 3 True or false? Tick [✓].

	T	F
1 Hansel and Gretel live in the city.	<input type="checkbox"/>	<input type="checkbox"/>
2 Their father is a woodcutter.	<input type="checkbox"/>	<input type="checkbox"/>
3 The family have got lots of food to eat.	<input type="checkbox"/>	<input type="checkbox"/>
4 Hansel makes a trail with flowers.	<input type="checkbox"/>	<input type="checkbox"/>
5 Hansel throws breadcrumbs on the ground to feed the birds.	<input type="checkbox"/>	<input type="checkbox"/>
6 The children see a house made of sweets.	<input type="checkbox"/>	<input type="checkbox"/>
7 The witch gives Hansel lots of food.	<input type="checkbox"/>	<input type="checkbox"/>
8 The children give their father biscuits and chocolate.	<input type="checkbox"/>	<input type="checkbox"/>

#### 4 Match the opposites.

- |        |          |
|--------|----------|
| 1 fat  | a closed |
| 2 hot  | b poor   |
| 3 open | c young  |
| 4 rich | d small  |
| 5 big  | e thin   |
| 6 old  | f cold   |

#### 7 Match the sentences to the correct pictures.



- 1 ☐ Hansel and Gretel find their way home.
- 2 ☐ The children find a special house.
- 3 ☐ The birds eat the breadcrumbs.
- 4 ☐ Hansel and Gretel's father leaves them in the forest.
- 5 ☐ Gretel pushes the witch in the oven.
- 6 ☐ The witch puts Hansel in a cage.

#### 11 What do you think?

I think the story is \_\_\_\_\_.

My favourite character is \_\_\_\_\_.

I like the part when \_\_\_\_\_.

I don't like the part when \_\_\_\_\_.



WRITE AN END FOR  
THE STORY, HALF  
PAGE LONG, USING  
YOUR CREATIVITY  
AND THE VOCABULARY  
LEARNED.

### Third implementation

WEEKLY PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Name of the project:				
Educational School: Bethlemitas Brighton	Trainee teacher's name: Yaritza Lizbeth Jaimes Jaimes	Date: October 20th	Course: English	
Supervisor: Genis Navarro	Tutor: Jhon Pabón	Time: 2 hours	Topic: Fairy tales vocabulary	
Name of the Fairy tale: Alice in wonderland				
Communicative objective:	To say the words that belong to fairy tales.			
Linguistic objectives:	To identify the vocabulary inside the fairy tale, and use it in different context.			
Socio-cultural objective:	To know one of the most important Fairy tales for the language English tradition.			
CLASS METHODOLOGY ACCORDING TO PAUL (2000), AND HARMER (2004)				
READING AND WRITING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Pre- reading	At the beginning of the class, the preservice teacher will explain the students the book that will be read during class: "Alice in wonderland". The pre service teacher will ask the students if they know anything about the tale for them to try to answer in English. After that we will play "charades" using eight key vocabulary words that are being repeated in most of the book. The words are: 1. Mushroom 2. Magic 3. Hole 4. Rabbit 5. Duchess 6. Tarts 7. Boring	Board Markers Tv	Speaking	30  minutes



	8. Tea			
<b>While- reading</b>	The preservice teacher will show the students the e-book using the tv and, will play the audio for them to get involve inside the story. We will pause the audio to make sure they are following the story, and also to write down more vocabulary.	Audio files Tv e- Book	Reading	30 minutes
<b>Post- reading</b>	After reading the preservice teacher will provide them a worksheet with three reading comprehension activities.  <u><b>Graphic1</b></u> 1. In the first activity they are required to unscramble 6 words. <u><b>Graphic2</b></u> 2. In the second activity the students will draw what Alice saw when she got into the hole. <u><b>Graphic3</b></u> 3. In the third activity they will find five sentences to be completed with 5 words. <u><b>Graphic4</b></u>	Worksheet	Reading  Writing	40 minutes
<b>Revision</b>	1. In the forth activity they will be required to write the unknown vocabulary and look for the meaning in the dictionary, then write sentences with the words. <u><b>Graphic5</b></u>	Worksheet	Writing	15 minutes
<b>Final product</b>	In this post reading activity the students will be required to write an end to the fairy tale, it must be about 10 lines	Paper sheet	Writing	30 minutes

Table 8 weekly planner third implementation

long, and they should write it using the vocabulary words related to fairy tales, they have learned so far.

**Graphic6**

### EVIDENCES

# ALICE IN WONDERLAND

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

- 1 Can you remember the story? Unscramble the letters and match a word to each description.

skier    left    oct    shoonrun  
xdlx    enaqe



- 1 a boring \_\_\_\_\_
- 2 a very long \_\_\_\_\_
- 3 a flying \_\_\_\_\_
- 4 a magic \_\_\_\_\_
- 5 a strange \_\_\_\_\_
- 6 an angry \_\_\_\_\_



WRITE AN END FOR THE STORY. HALF PAGE LONG. USING YOUR CREATIVITY AND THE VOCABULARY LEARNED.



Write the unknown vocabulary from the Fairy tale and look for the meaning in the dictionary, then write sentences with the words.

- 2 Alice looked into the rabbit-hole. What did she see? Make a drawing.



- 3 Food and drink in the story. Use the words in the bottle to complete the sentences.

- 1 Alice ate the \_\_\_\_\_.
- 2 Alice \_\_\_\_\_ from the bottle.
- 3 At the party they drank \_\_\_\_\_.
- 4 The Duchess made some \_\_\_\_\_.
- 5 The Jack of Hearts \_\_\_\_\_ some tarts.



1 Can you remember the story? Unscramble the letters and match a word to each description.

<del>okbo</del>	lalf	act	shoomrum
	rdbi	enuqe	



- 1 a boring book
- 2 a very long \_\_\_\_\_
- 3 a flying \_\_\_\_\_
- 4 a magic \_\_\_\_\_
- 5 a strange \_\_\_\_\_
- 6 an angry \_\_\_\_\_


2 Alice looked into the rabbit-hole. What did she see? Make a drawing.



Documento1#Graphic1  
Ctrl+clik para seguir vínculo

**3 Food and drink in the story.**  
Use the words in the bottle to complete the sentences.

- 1 Alice ate the mushroom.
- 2 Alice \_\_\_\_\_ from the bottle.
- 3 At the party they drank \_\_\_\_\_.
- 4 The Duchess made some \_\_\_\_\_.
- 5 The Jack of Hearts \_\_\_\_\_ some tarts.



Write the unknown vocabulary from the Fairy tale and look for the meaning in the dictionary, then write sentences with the words.

WRITE AN END FOR THE STORY, HALF PAGE LONG, USING YOUR CREATIVITY AND THE VOCABULARY LEARNED.

**ANEXES**

# ALICE IN WONDERLAND

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

**1 Can you remember the story? Unscramble the letters and match a word to each description.**

...dcher left not mushroom  
...eage

1 a looking book  
2 a very long \_\_\_\_\_  
3 a flying \_\_\_\_\_  
4 a magic \_\_\_\_\_  
5 a strange \_\_\_\_\_  
6 an angry \_\_\_\_\_

WRITE AN END FOR THE STORY, HALF PAGE LONG, USING YOUR CREATIVITY AND THE VOCABULARY LEARNED.

Write the unknown vocabulary from the Fairy tale and look for the meaning in the dictionary, then write sentences with the words.

**2 Alice looked into the rabbit-hole. What did she see? Make a drawing.**



**3 Food and drink in the story.**  
Use the words in the bottle to complete the sentences.

- 1 Alice ate the mushroom.
- 2 Alice \_\_\_\_\_ from the bottle.
- 3 At the party they drank \_\_\_\_\_.
- 4 The Duchess made some \_\_\_\_\_.
- 5 The Jack of Hearts \_\_\_\_\_ some tarts.



## Questionnaire

In order to get the students perceptions about the work implemented in the three sessions with the three books, the pre-service teacher applied a Google form questionnaire composed of five open questions.

# Cuestionario

El presente cuestionario se lleva acabo con el propósito de conocer la opinión y experiencia de los estudiantes de noveno grado con respecto al uso de los cuentos de hadas como medio para incrementar su vocabulario en inglés.

1. El uso de cuentos afectaron mi proceso de aprendizaje de inglés?

1 punto

☐ Si

☐ No

Cómo?

1 punto

Tu respuesta

2. Su vocabulario aumento gracias a la lectura de cuentos de hadas en clase?

1 punto

☐ Si

☐ No

Porqué?

1 punto

Tu respuesta

Porqué?

1 punto

Tu respuesta

---

3. Cómo pudo notar que su vocabulario aumento después de las sesiones de clase donde los cuentos de hadas eran los protagonistas?

1 punto

Tu respuesta

---

4. Mi percepción de este instrumento (cuentos) para mejorar mi comprensión lectora es:

1 punto

- ☐ Positiva
- ☐ Negativa

Porqué?

1 punto

Tu respuesta

---

5. Para mí el uso de cuentos dentro del aula para aprender vocabulario fue:

1 punto

- ☐ Positivo
- ☐ Negativo

Porqué?

1 punto

Tu respuesta

---

**Data analysis objectives:**

- To identify if the use of fairy tales as strategy to foster vocabulary acquisition in ninth grade students showed positive results
- To see how students responded to the implementation of fairy tales as a teaching method inside the classroom.

**Analysis:**

In order to carry out a deep analysis, the researcher implemented the triangulation technique. Three main categories were implemented to analyze a series of aspects related to vocabulary acquisition and its particularities. As (Denzin, 1978 and Patton, 1999), cited in (Cater et al. 2005)

Triangulation is the method to analyze data through different sources of information used as interviews, surveys, questionnaires, etc. The aspects analyzed were: vocabulary acquisition, critical reading, and the use of tales with the aim of improving the employ of the different expressions orally and in writing. In order to develop a proper analysis a three-input square was used to categorize and synthesize all the information already collected, separating the data into categories, subcategories, and questions to give a sense to the visualized data.

Sources  Instruments  Categories and Instruments	Students			Results
	Diagnosis	Writing productions	Encuesta	Data analysis (include the page)
<b>Category A Vocabulary</b> - <u>Series of mistakes</u> <i>. What is the reason?</i> - <u>Grammar</u> <i>. Which tenses?</i>	X	X   X	X	P.42
<b>Category B Critical Reading</b> - <u>Reading comprehension</u> <i>. Was there any improvement?</i>			X	
<b>Category c Tales</b> - <u>Didactic resources</u> - <u>Participation</u> - <u>Pronunciation</u> <i>. Relation between didactic and participation?</i>			X X X	p.41

Table 10 triple entry chart to data analysis



During the analysis process, the researcher found some critical aspects. An error analysis chart was used to analyze the mistakes students committed at the time of delivering writing productions. The classifications used to divide the mistakes were: orthographic, lexical, and semantical. At the moment of developing writing exercises; the participants wrote an alternative ending for the fairy tale entitled “Robin Hood”. Most of the mistakes were orthographic, the participants wrote sentences such as “Hansel and Gretel go back home”. It was possible to identify that the participant was not able to correctly conjugate the verb in the past tense “Hansel and Gretel went back home”. Here, the researcher could evidence the lack of knowledge about grammar tenses. In this case, simple past tense, and the doubts at the moment to write the verb properly. Another example was “The sheriff gave all the money to the poor”, here the researcher found that the sentence was not complete, the missing word according to the context was “people” which allowed the reader to understand the full idea of the sentence “The sheriff gave all the money to the poor people”.

Hansel and Gretel:

Line	Error I identification	Error Correction	Error / Mistake	Classification of Error
1	In the end of this <b>history</b>	In the end of the story	Mistake	<b>Semantic:</b> Wrong word choice
1	Hansel and Gretel <b>go</b> back home	Hansel and Gretel went back home	Mistake	<b>Orthographic:</b> The story already happened; it should be written in past.
2	They <b>kill</b> her again	They killed her again	Mistake	<b>Orthographic:</b> The story already happened; it should be written in past.

1 In the end of this <sup>story</sup> ~~history~~ Hansel and Gretel <sup>went</sup> ~~go~~ back home after kill the witch.  
 2 and then they ~~found~~ her stepmother in her real aspect, like a witch, then they ~~kill~~ her again,  
 3 and save their father, they grow up and become in the best witch-hunters in the history,  
 4 hunting a lot of witches and killing them for the good of the world.

Table 11 Hansel and Gretel error analysis grid

In the same way, the researcher analyzed semantic problems. In this aspect most of the participants choose incorrect words to complete their sentences, for example:

“In the end of this history”, in this specific case, the participant selected the wrong word, due to the lack of vocabulary and the specific word choice to be implemented in each case at the moment of writing with coherence to make it understandable and give sense to the sentences.

On the other hand, “In the end of the story” there was another word choice mistake taking into account that the word “history” is a group of events established in a timeline, while the word “story” belongs to a tale plot. On the other hand, it was possible to recognize the wrong use of quantifiers at the moment to express quantities, the participant used an incorrect expression “Began to eat much”, in this case, the correct word to express the idea was “Began to eat a lot of candies” because “much” is used in negative and interrogative sentences, and “a lot of” in affirmative sentences.

The lexical inconveniences were minor, however, they exist, for example; in the sentence “One house the sweet” the idea was not clear instead it could be said “made out of” because it makes it easier for the reader to understand “One house made out of sweets” would have helped improve the quality of the writing production.

Line	Error I dentification	Error Correction	Error / Mistake	Classification of Error
1	They arrive <b>a</b> one house	They arrive to one house	Mistake	<b>Orthographic:</b> Redundancy
1	One house <b>the sweet</b>	One house made out of sweets.	Mistake	<b>Lexical:</b> Missing the expression "made out of".
2	Began to eat <b>much</b>	Began to eat a lot of candy	Mistake	<b>Semantic:</b> Wrong word choice.

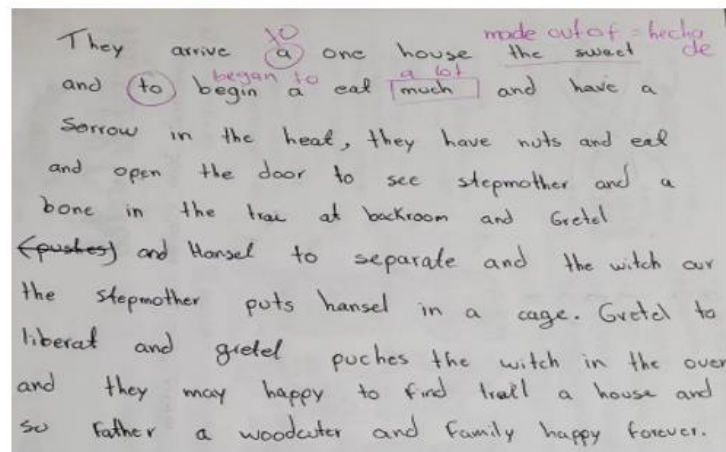


Table 12 Hansel and Gretel error analysis grid

An improvement was notable in the last implementation session where participants were required to deliver a writing production from the tale “Alice in Wonderland”. Participants improved tremendously regarding vocabulary, grammar, and word choice matters. This as a result of the practice in each class and the vocabulary appropriation. It was possible to observe, this alternative ending accomplished the grammatical, lexical, and semantic rules due to the constant practice and the feedback provided by the pre-service teacher. Although, some mistakes regarding punctuation such as commas, periods, or full stops to mark a pause were evidenced. The improvement in writing process was notorious in the way how students delivered their writing productions at the beginning of the development of the project and, in the last session, as seen in the chart only one mistake was made by one of the students.

Alice in wonderland

Line	Error I dentification	Error Correction	Error / Mistake	Classification of Error
8	jowl	Hole	Mistake	Orthographic

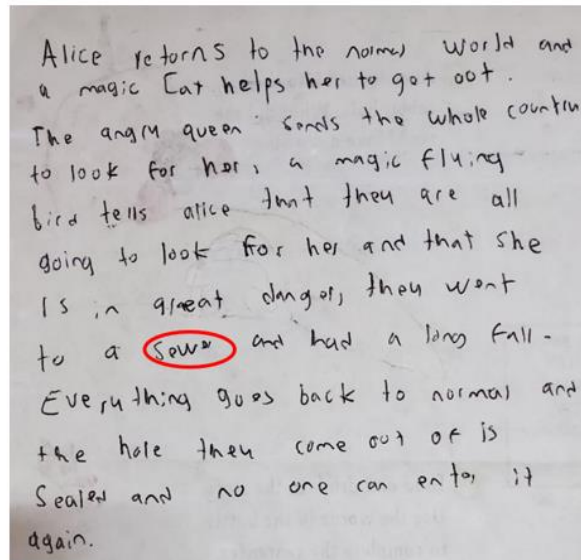


Table 13 Alice in the Wonderland error analysis grid

### ***How fairy tales fostered vocabulary acquisition***

Tales are a great instrument to improve aspects such as vocabulary, pronunciation, and the correct use of grammar. For this specific research, three punctual tales were used, the first one “Robin Hood”, the second was “Hansel and Gretel” and the third “Alice in wonderland”.

#### ***Robin Hood:***

The first tale “Robin Hood” was implemented following a series of activities as character identification, filling gaps, listening to a song and completing the missing words according to the audio file, unscrambling the verbs to complete the song, writing answers to fill the crossword, using verbs in simple past to complete sentences with coherence, drawing the characters and writing their names, and other activities regarding reading comprehension as a post-reading activity. All of these resources allowed the students to interact with the vocabulary and used it in an efficient way, listening to the audiobooks and allowing them to contrast the spelling and

pronunciation of the words. Consequently, the fact that the books have different colors, and images and are visually attractive and capture their attention. In order to understand the plot previous knowledge was used by the students, fairy tales are an oral tradition and most of the students already knew the story because they had read it in the past, or they had watched the movie, in this order of ideas using well-known fairy tales was a plus for the students in case they did not catch a word or the name of a character inside the story, even if the idea was not fully clear.

In the same way, to allow students to practice grammar, the fairy tale was written in past simple, which reinforced the structure of the tense by identifying particularities as grammar structures, recognition of the regular and irregular verbs, and express through the drawings and preferences his/her points of view.

### ***Hansel and Gretel:***

In the second fairy tale entitled “Hansel and Gretel” the pre-reading, during and post-reading activities allowed the students to clarify doubts about vocabulary, also to work on grammar, following the next steps: matching images with sentences to find a relation between both characteristics, select true or false taking into account each statement, match the opposite adjectives, and finally writing an alternative ending.

The different reading comprehension exercises allowed improvement in fostering vocabulary, using all resources found in the tale and figuring out how to write, pronounce and analyze the most important characteristics and taking advantage of the worksheets.

### ***Alice in Wonderland:***

The last fairy tale “Alice in Wonderland” increased the new vocabulary including words such as mushroom, magic, hole, rabbit, duchess, and tarts among others during the pre-reading activity, it was important to make sure they understood the meaning of these words due to the fact that those are the ones that were repeated the most inside the fairy tale and also in the worksheet they

developed after reading. At the same time, reminding words previously learned enabled students build more knowledge based on the previous reading sessions.

In the first exercise, the participants made mistakes because they did not know the vocabulary, but they tried to solve them in the best way possible, also, while writing they realized that the lack of vocabulary affected the writing process because they had an idea in their mind but were not able to write it, the only tool they had to find unknown vocabulary was a dictionary and most of the time they used the wrong word coherence and cohesion regarding the use of an out of context word was the main character in their writing productions. During the development of the second exercise, the participants reduced significantly the number of mistakes in comparison with the first session, the mistakes committed were classified as punctuation mistakes. Finally, contrasting the reading comprehension and the writing production exercises, the last one was where the participants showed a huge improvement in their knowledge in terms of vocabulary, due to the fact that they committed just a few mistakes, also they created an ending for “Alice in Wonderland” using a good structure, proper vocabulary, and self-confidence which the pre-service teacher could evidence because they did not make any mistake, all the sentences have coherence, the students implemented the vocabulary learned and, the most important they time they took to develop the exercise was shorter in cooperation with the very first writing production they delivered.

Line	Error I identification	Error Correction	Error / Mistake	Classification of Error

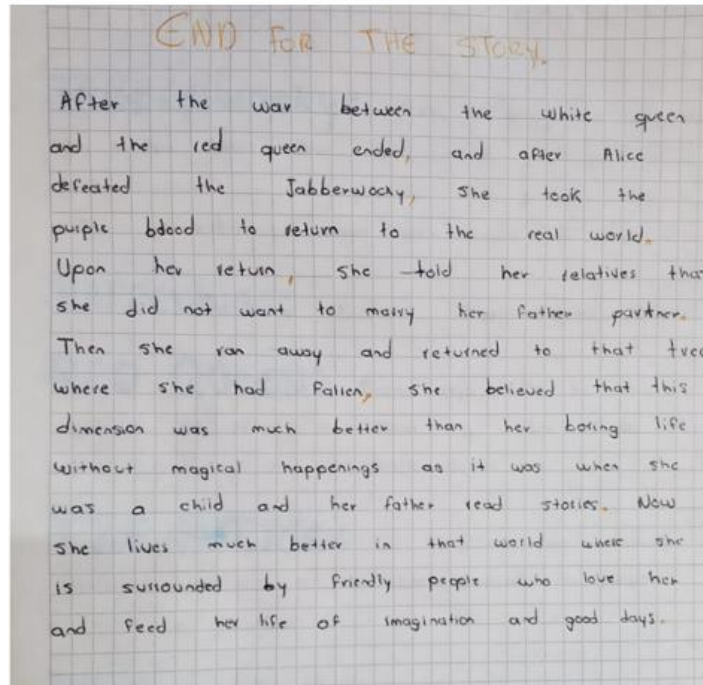


Table 14 Alice in the Wonderland error analysis grid

### ***Critical reading as a means to enhance vocabulary acquisition***

Taking into account the answers given in the questionnaire participants 1 and 2 mentioned an important aspect, they said that while developing each of the sessions in the reading comprehension activities they identified an improvement in their critical thinking. That aspect was also notable in the worksheets they were required to deliver at the end of each of the classes.

Participant 1 stated “the implementation of fairy tales helped me improve my critical reading because it was easy for me to recognize the vocabulary when I saw it in the final test” consequently participant 3 mentioned, “my critical reading improved because I learned the meaning of the words so it was easy for me to recognize them in a different context”.

The aspects mentioned by the participants above were also identified in the worksheets they delivered during class. contrasting the very first implementation with the last one, they did not commit as many mistakes and during the sessions the teacher saw it took them less time to answer them.

As a second matter participant 3 stated that *“Leaning vocabulary by reading fairy tales was more stimulating than only learning with an explanation”* consequently participant 4 agreed by saying that *“Fairy tales helped me increase my vocabulary in an easier and didactic way, it also helped me to understand in depth some words and how to use them”* From their perspective and also regarding the evidence it is valid to say that fairy tales are a didactic source to implement as a teaching vocabulary strategy inside the classroom.

## Results

Research topic: The use of fairy tales to foster EFL vocabulary acquisition

Research questions:

- Main question

- Did the use of fairy tales foster vocabulary acquisition in ninth-grade students at Bethlemitas Brighton school in Pamplona?

Specific questions

- Did fairy tales help students increase their vocabulary in English as a foreign language?
- How did fairy tales help students increase their vocabulary in English as a foreign language?



## **Conclusions**

From this research it was possible to conclude that:

Fairy tales are effective tools for vocabulary acquisition as they attract the attention of the student and can be used as a didactic tool to innovate and allow students to have fun while learning. The way in which the tools were applied allowed a better acquisition of language, and vocabulary, and further improved critical reading skill in high school students. It is at this point where didactics, planning, and execution of the tool play an important role. It was possible to observe a gradual improvement of the vocabulary and the use of grammar structures at the time of making short and alternative final writings of each of the stories seen in the classroom, as well as a progression in reading comprehension and pronunciation. The positive attitude of the teacher played an important role in the motivation of the student, the worksheets, explanations and advice given by the teacher, motivated students to learn and use their previous knowledge and new ones to express through texts their ideas, new learning and the excitement of expressing themselves in a second language.

## **Recommendations**

It is recommended to continue the use of fairy tales to improve vocabulary learning in high school students with the aim of improving educational processes in a second language such as English. However, it is necessary to delve into grammatical issues such as the simple past where students can develop in a deeper way their critical and analytical thinking and thus integrate both factors and thus streamline the process of acquiring the language. In the same way, it is necessary to continue applying this type of exercise from the lower levels as the basic primary where students are more likely to learn and retain vocabulary that will be useful to them throughout their educational process.

In order to apply the stories as a tool, it is necessary to continue using didactic resources such as audio, interactive readings and images according to each level of learning embodied in the common European framework of reference for languages and in this way do not interrupt the guidelines of learning the foreign language.

Taking into account the mentioned above it is also valid to state the methodology that should be implemented when incorporating the fairy tales in the class, such as the pre-reading activities, the teacher in charge must make an analysis of the tale and extract the most used words inside the text and make sure to teach them before the reading process through different games as: Hang man, charades or, Pictionary. Students will take the whole class as a game and would be attentive and learning while playing which avoids distraction and boredom. Regarding the post-reading activities worksheets, with reading comprehension activities are the key to reinforce the vocabulary they just learned from the book. And, as a complement of this activity a writing production is appropriate to encourage students apply the knowledge acquire by themselves.

## **Chapter IV: Outreach Component**

### **Introduction**

In recognition of the deficit of English teachers that primary schools are facing nowadays. Children in Colombia only have access to an English teacher when they are promoted to high school. There is a sense of urge from students since they are not receiving the proper knowledge in foreign languages. As a probe of this are the results of the exams, tests and the students' results are in accordance with the proposals of “Colombia Bilingue”.

In its character as a public institution, the university of Pamplona trains students to become foreign language teachers able to build knowledge either in English or French, which can conduct a plan of action to fill the gap of English teachers in the primary sector in the public schools in Pamplona. The present proposal seeks to help students increase the knowledge they currently have of the foreign language by bringing new strategies, methods, and didactics that can expand the knowledge of primary school students belonging to fourth and fifth grade and with high school working in eight and nine grade, applying the proposal activities just with nine grade students, in order to solve the lack of vocabulary related to fairy tales. In veneration of what has been mentioned above, the present proposal of social projection seeks to implement the reading of fairy tales from the editorial “Elli” applied at a.1 level.

### **Justification**

Acquiring a foreign language from an early age has shown better results than during any other stage of life. According to Wang- (2009) presenting new words for students to sample in structures there is no explicit grammar instruction—everything is simply memorized in its form. While teaching and providing students with fairy tales which will be a new attractive way to teach students, they all will be motivated to learn, learning while having fun and significantly increasing their vocabulary in English.

Learning and acquiring a foreign language, allows to be updated to the proper needs that the nowadays world demands. This is why it is accurate to implement this process and to

work on it from the beginnings of children's' education process so when they conclude their basic teaching circle, they would have the basis that will allow them to continue with such learning during high school, high school vocational and superior teaching in order to form more people in this area.

This project aims to carry out a sensibilization towards English teaching in Pamplona's primary schools, contributing to the basic foreign language that its necessary and essential within these levels. This is why, it is carried out as part of the outreach component to the community of teaching practicum that is developed by last semester students of the foreign languages program of the University of Pamplona, as a form of contributing to the English teaching empowerment in the basic primary field.

The developing of this project benefits in a high degree and in a mutual way to the institutions, the infant population, to the foreign languages program and also to the students that develop their teaching practicum. This benefit redounds on the possibility that children have a direct contact with the target language and even to the students that are finishing their superior formation process in order to get to know the realities and needs of the environment, like this they can contribute by taking part in process that cause an impact in the enhancement of those needs.

In this particular case, (Decroly,1998, p57) states that "when the children enter to school, the game acquires new concepts, due to that through it, psychological, physical and thinking abilities are developed". These activities have as main purpose apart from the learning process, to avoid the monotony that the students face in most of the classes and to encourage the students to use English in natural way by working in teams with the teacher and partners. Taking this into account the institution and students were benefited from this proposal since the students took an active part by using their energy, typical of this stage in their development to acquire a new skill such as English.

## Objectives

### *General Objectives*

- To increase students' basic EFL vocabulary while reading through flashcards.

### *Specific Objectives*

- To engage primary school students with the learning of vocabulary related to fairy tales in English as a foreign language
- To immerse students in the semantic field of fairy tales in EFL using flash cards.
- To improve students' pronunciation in English as a foreign language by motivating them to read fairy tales out loud.

## Methodology

Taking into account that the pre-service teacher had lessons with fifth-grade students only for two hours per week. This project was carried out during the first hour of the class. We will read two books in total developing each of the activities inside of them. The books are entitled “The Three Little Pigs”, and, “The Legend of Robin Hood”. All of the books are a1 level and they already count with, first of all, pre-reading activities in which based on flashcards the pre-service teacher provided students with the vocabulary they were about to learn, as a second matter during reading the tale which was very simple regarding the grammar tenses and English level primary school students had the pre-service teacher also provided them with the audiobook, to help them compare the pronunciation and understand that in English words are spell and written differently. As a third matter, the post- reading activities were very simple tasks such as writing adjectives from a Fairy tale or writing short sentences. That allowed students to reach the main goal which is to increase their vocabulary regarding fairy tales in English as a foreign language.

**Chronogram of topics taught through fairy tales**

ACTIVITIES	PRACTICUM WEEKS			
	September	October	November	december
MONTHS				
WEEKS				
Verb "to be"	13th september			
Adjectives	20th september			
Family members	27th september			
Comparatives		4th October		
Superlatives		18th October		
Present simple		25th October		
There is / there are				

Table 15 Chronogram of activities

***Material designed***

In order to reach the goal of teaching basic al grammar tenses and structures in English, the Pre-service teacher has been implementing the use of fairy tales. What has been done so far is teaching adjectives by reading the tale “The three little pigs”. And, also developing a worksheet after reading to have a better comprehension of the topic.

What was done with the tales was, to choose, the fairy tales used with primary school students had around 1 to 2 pages with basic vocabulary and simple sentences. The pre- service teacher looked for the most repeated words inside the tale and taught them before reading while playing games using flash cards. The games were “memory games” in which students tried to find the pair of one word and guess the meaning of it by looking the image in the flashcard. To introduce the fairy tale the teacher will ask the students if they knew what the fairy tale was about. Afterwards, the class started by looking at the printed tale and listening to the audiobook that most of the time was

recording from a native speaker. After reading the students worked on short reading comprehension activities such as extracting adjectives, or sentences in which the verb to be was used.

## Read the tale

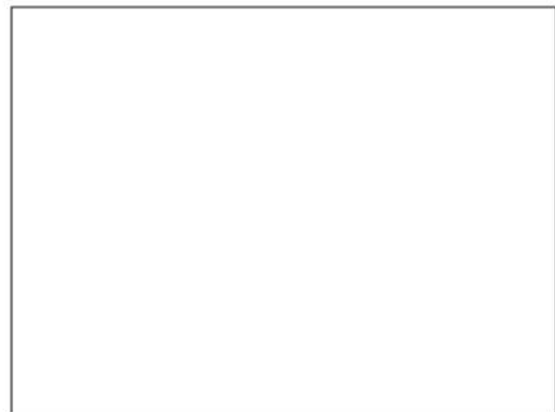
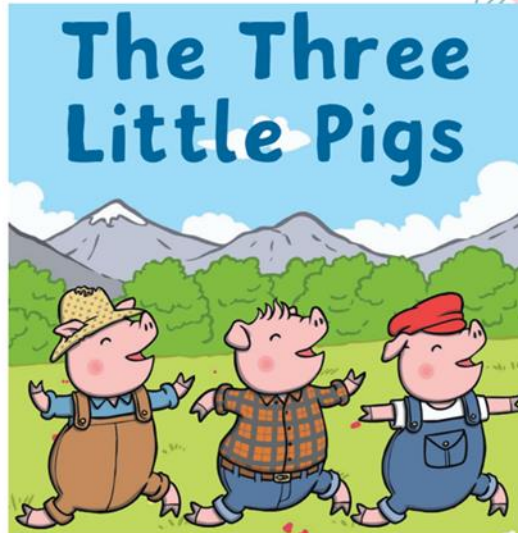




Figure 6 Three Little Pigs tale



## Conclusions

Along the length of the teaching internship, it was possible to be part of the primary students' learning process through several activities, in which students showed a very positive attitude. The primary students were indeed seeking to have an English teacher. Primary school students only had access to an English teacher when the University of Pamplona sends them a pre-service teacher, other than that their only contact with the foreign language are worksheets which do not accomplish their learning goals, that was why at the time of starting classes with them, a clear lack of basic grammar structures and vocabulary was notable.

Taking this into account the pre-service teacher role was to start from zero with fifth and fourth grade students.

The strategies implemented with them motivated students to increase their curiosity and also to like the language. Furthermore, the pre-service teacher also took part in helping the students prepare for activities where English played the main role.

The students learned vocabulary in a didactic way, they felt motivated by the different activities that the pre-service teacher implemented during class.

There was an improvement by the students taking into account that the previous knowledge they had about English was basic.

Nowadays these students have the bases in which next year future teachers can follow by providing new grammar structures, rules, etc.

Thanks to the strategy implemented with them specifically with the audio and fairy tales students are used to listening English and do not feel scared because they would not understand.

The students are able to write basic sentences using the vocabulary learned during classes.

From all of the above, it is possible to conclude that the activities mentioned on which the pre-service teacher had a supportive role, represented a broad learning process for the pre-service teacher since it was possible to have an insider's look at the students learning

process, and out of the academic role it was an opportunity to implement different discipline control strategies from the ones used with the high school students.

## **Chapter V: Interinstitutional activities component**

### **Introduction**

A sense of belonging to the school is needed when developing the practicum, bear in mind that teachers will not only be required to teach a lesson but also taking active participation roles in the different activities that help students grow in their academic and behavioral growth. The Bethlemitas Brighton School takes part in different administrative, educational, religious, and cultural activities which aim to expand the creativity and disposition of the students in order to get them ready to be the main characters in society no matter what path in life they decide to follow. These activities will also benefit the pre-service teacher by getting experience in planning events, multitasking, and showing a product of what has been taught in the classes.

school to plan, practice, and execute the different activities related or not to English. During the second half of the year, the school is planning a “Talent show” in which students were be able to participate by showing their artistic abilities in English as a foreign language. The role of pre-service teachers was to correct, supervise and identify possible grammar, and pronunciation mistakes and kindly suggest activities to those students who may not have a clear idea about what to do. Nowadays, the school only has scheduled the calendar for the current month of September, which is why no information can be provided about possible activities or events that will take place in October and November.

## **Objectives**

### ***General Objective***

- To participate in interinstitutional activities.

### ***Specific Objectives***

- To innovate with creative ideas and disposition in some inter-institutional activities such as hoisting flags, mass, and different festivities organized by the school.
- To take a participative role in the non-academic activities in the school

## **Description of the activities and Role of the pre-service teacher.**

### ***Role of the pre-service teacher.***

#### ***September***

During this month the pre-service teacher participated in Saint valentine's day, during this day the students share candies, also gave presents to each other, it was divided into classrooms and each group of students saved money during the month specifically for this day to buy food and presents. During the development of this activity, the main role of the pre-service teacher was to help with the organization of the classroom, helping to decorate, also participate with the gift exchange, and share with the students. It allowed me to get to know them outside of the academic context.

<b>Septiembre 2022</b> <b>VALOR: SOLIDARIDAD</b> <b>"TRANSFORMO MI VIDA, CON AMOR Y SOLIDARIDAD"</b>						
◀ Agosto T				Octubre ▶		
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
				1	2 BENDICION ESTUDIANTES DEL GRADO ONCE ENTREGA DE INFORMES	3 PRUEBAS SABER 11
4 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO TERCERO 03	5 DIA LIBRE GRADO ONCE INICIO DEL MES POR LA CONVIVENCIA Y LA PAZ	6 LANZAMIENTO DEL VALOR SOLIDARIDAD	7 8:00 A.M.EUCARISTIA 8-01 10:30 CAPACITACION DE RIESGOS PRIMARIA 11:30 CAPACITACION DE RIESGOS SECUNDARIA	8 CONSEJO DIRECTIVO	9 ENCUENTRO CON CRISTO CUARTO 01	10
11 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 01 PROCESION DEL SEÑOR DE HUMILLADERO NOVENO GRADO	12 CONSEJO ACADEMICO	13	14 VISITA BETHLEMITAS A TRANSICION	15	16 ENTREVISTA TRANSICION Y MATRICULA DIA AMISTAD ENCUENTRO CON CRISTO CUARTO 02	17
18 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 02	19 ENTREVISTA CAPACITACION INVESTIGACION CLARA ARAQUE	20	21	22 HOSPITAL CAPACITACION SEXTO, SEPTIMO, OCTAVO Y NOVENO BULLYING-SEXTING	23 ENCUENTRO CON CRISTO CUARTO 03	24
25 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO PRIMERO 01	26 COMITÉ DE CONVIVENCIA	27 IZADA DE BANDERA SEPTIMO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE"	28 IZADA DE BANDERA PRIMERO Y SEGUNDO "MEJORES ESTUDIANTES SEGUNDO TRIMESTRE" "PAZ EN EL AULA"	29	30 JEAN DAY ENCUENTRO CON CRISTO TERCERO 01	

Table 16 Activities September

- October

Octubre 2022 VALOR: EMPRENDIMIENTO						
◀ Septiembre						
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
						1
2 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEGUNDO 01	3 LANZAMIENTO DEL VALOR EMPRENDIMIENTO  VISITA DEL PROGRAMA DE ECONOMÍA A LOS ESTUDIANTES DE ONCE.  COMITÉ DE CONVIVENCIA. ROSARIO SEXTO 01 Y QUINTO 01	4 LANZAMIENTO DEL VALOR EMPRENDIMIENTO	5 VISITA DE SALUD PÚBLICA. CONSEJO DIRECTIVO. ROSARIO SEXTO 02 Y QUINTO 02	6 VISITA DE SALUD PÚBLICA. ENCUENTRO CON CRISTO TERCERO 01-02. ROSARIO 6-03 Y 5-03	7 CITACIONES PREVENTIVAS. ENCUENTRO CON CRISTO 3-03 Y 2-01. ROSARIO SEPTIMO 01 Y CUARTO 01	8
9	10 SEMANA DE RECESO	11 SEMANA DE RECESO	12 SEMANA DE RECESO	13 SEMANA DE RECESO	14 SEMANA DE RECESO	15
16	17 FESTIVO	18 ROSARIO SEPTIMO 02 Y CUARTO 03	19 IZADA DE BANDERA SEXTO Y SÉPTIMO. ROSARIO SEPTIMO 03 Y TERCERO 01	20 CAPACITACIÓN PSICÓLOGAS HOSPITAL. ENCUENTRO CON CRISTO 2-02 Y 2-03. ROSARIO OCTAVO 01 Y TERCERO 02	21 ENCUENTRO CON CRISTO GRADO PRIMERO(TODOS). Rosario OCTAVO 02 Y TERCERO 03  CELEBRACIÓN DE LAS QUINCEAÑERAS 5 DE LA TARDE	22
23 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO PRIMERO 02	24 TALENT SHOW PRIMARIA.  ROSARIO NOVENO 01 Y SEGUNDO 01	25 TALENT SHOW SECUNDARIA. ROSARIO NOVENO 02 Y SEGUNDO 02 DÍA DE REPARACIÓN	26 IZADA DE BANDERA PRIMARIA TRANSICIÓN. CONSEJO DIRECTIVO. ROSARIO DECIMO 01 Y SEGUNDO 03	27 ENCUENTRO CON CRISTO TRANSICIÓN. ROSARIO DECIMO 02 Y PRIMERO	28 JEAN DAY. DÍA DEL ESTUDIANTE. FESTIVAL DE CUENTEROS "REGALO DÍA DEL ESTUDIANTE". REFRIGERIO DIA DEL ESTUDIANTE	29
30 11:00 A.M EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO PRIMERO 03	31 CLAUSURA MES DEL ROSARIO A CARGO DE ONCE. CLAUSURA EN PRIMARIA A CARGO DE TRANSICIÓN  TARDE: JORNADA PEDAGOGICA					

Table 17 Activities October

### Talent show

During this month the pre-service teacher participated in the planning of the “talent show” which is a competition in which all the students are invited to participate showing their talents, such as writing poems, drawing, dancing, singing, or performing plays, all of the mentioned were developed in stage in the foreign language, allowing students to have more

contact with English in a dynamic activity. The pre-service teacher's role was to help the students with their pronunciation, writing and improving poems, plays, and songs. Also, writing the program for the host of the event. Making different assessment charts for the members of the jury. And, helping with the decoration of the theater. During this event, the pre-service teacher realized how to plan an event and all the logistics, sources, patience, and organization that it takes.

### ***Prevention meeting***

On the other hand, during this month the pre-service teacher was required to help during the prevention meeting in which the teacher tell the parents of the students they are about to fail the subject and, the strategies they need to follow to avoid that. It was an outstanding experience in which the preservice teacher learned how to talk to the parents and at the same time how to help the students by listening to their point of view and the reasons why they do not understand English.

### ***November***

<b>Noviembre 2022</b> <b>VALOR: GRATITUD</b>						
	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
		<b>1</b> LANZAMIENTO DEL VALOR REPASO TALLER DE EVALUACION AREA SIN PRUEBA DE CALIDAD	<b>2</b> LANZAMIENTO DEL VALOR REPASO TALLER DE EVALUACION AREA SIN PRUEBA DE CALIDAD	<b>3</b> FERIA DE LA CIENCIA Y LA CREATIVIDAD TALLER DE EVALUACION AREA SIN PRUEBA DE CALIDAD	<b>4</b> RETIRO ONCE GRADO. DESPEDIDA DE DECIMO GRADO	<b>5</b> FESTIVAL DE BANDAS DE MARCHAS INFANTIL
<b>6</b>	<b>7</b> FESTIVO	<b>8</b> EVALUACION MATEMATICAS 5:00 P.M. REUNION DE SECUNDARIA SOCIALIZACION MANUAL Y SIEE 2023.	<b>9</b> EVALUACION LENGUA CASTELLANA 5:00 P.M. REUNION DE PRIMARIA SOCIALIZACION MANUAL Y SIEE 2023	<b>10</b> REPASO	<b>11</b> REPASO	<b>12</b>
<b>13</b>	<b>14</b> FESTIVO	<b>15</b> EVALUACION DE SOCIALES (FILOSOFIA)	<b>16</b> EVALUACION DE FISICA. TALLER DE REPASO. NOVENA GRADO SEXTO Y TRANSICION MATRICULA DE PRIMER GRADO Y SEXTO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>17</b> EVALUACION INGLES NOVENA GRADO SEPTIMO Y PRIMERO MATRICULA DE SEGUNDO GRADO Y SEPTIMO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>18</b> EVALUACION CIENCIAS NATURALES (QUIMICA) NOVENA GRADO OCTAVO Y SEGUNDO ENTREGA DE SIMBOLOS ENTREGA DE INSTRUMENTOS MATRICULA DE TERCER GRADO Y OCTAVO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>19</b>
<b>20</b>	<b>21</b> RECUPERACION MATEMATICAS Y FISICA NOVENA GRADO NOVENO Y TERCERO MATRICULA DE CUARTO GRADO Y NOVENO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>22</b> RECUPERACION DE SOCIALES (FILOSOFIA) NOVENA DECIMO GRADO Y CUARTO 01 Y 02 MATRICULA DE QUINTO GRADO Y DECIMO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>23</b> RECUPERACION DE LENGUAJE. NOVENA GRADO ONCE 01 CUARTO 03 Y QUINTO 01. MATRICULA DE ONCE GRADO ESTUDIANTES CON TODO APROBADO Y EXCELENTE CONVIVENCIA.	<b>24</b> RECUPERACION DE INGLES NOVENA GRADO ONCE 02 Y QUINTO 02 Y 03	<b>25</b> RECUPERACION DE INGLES. COMPARTIR NAVIDEÑO. GRADOS TRANSICION	<b>26</b>
<b>27</b>	<b>28</b> COMITE DE EVALUACION Y PROMOCION DE MEDIA TECNICA	<b>29</b> COMITE DE EVALUACION Y PROMOCION DE PRIMARIA CONSEJO DOCENTE PARA ANALISIS DE CONVIVENCIA Y CASOS ESPECIALES DE MATRICULA	<b>30</b> COMITE DE EVALUACION Y PROMOCION DE SECUNDARIA CONSEJO ACADEMICO PARA ANALISIS DE SITUACION ACADEMICA DEL AÑO 2022 Y MATRICULA PARA ESTUDIANTES QUE			

Table 18 Activities November



### ***Final test***

During this month the pre- service teacher was required to design the final test, during this process all of the topics learned during the last two months were recollected into a test, then while developing the test it was necessary to include mainly texts to motivate the students critical reading through the analysis of different text. After that grading and correcting was also part of this process.

### ***Christmas typical celebration***

During this month there was a tradition inside the school, a pray every morning before the daily routine of the students. All the pre-service teachers got involved in this event by organizing one of the praying sessions.

### ***Symbols delivery***

As a final celebration for senior students a symbolical act was carried out during the school journey, the students delivered all the school symbols such as: the flag, the shield, the band instruments, among others. To express thankfulness and as a farewell to the school. The role of the pre-service teacher during this event, was to help main professors with the discipline among younger students.

### ***Recovery test***

Taking into account that English was one of the most difficult subjects for the students, most of them failed English. That is why the pre-service teacher was required to collect all the subjects seen during the school year and design a way to explain it over four days. In order to explain the topics of the full year the pre-service teacher helped herself with the text book the main teacher implemented since e January, took the most important topics, and started working on a powerpoint presentation, each day 2 topics were explained during 15 minutes each and one hour was given to the students to develop workshops after the explanation.

The pre-service teacher was also required to implement workshops to grade the improvement



of the students during each of the sessions, and, afterwards to grade them. The last day a recovery final test was designed and implemented by the preservice teacher.

### **Conclusions**

- Within extracurricular activities the students learned new skills that are useful in their school life and day-to-day activities, such as teamwork, better social skills, and critical thinking.
- By participating in this type of activities the pre-service teacher acquires a certain sense of belonging with the school.
- While participating in this type of activities pre-service teachers have a peek of what it would be like when developing the teacher's role inside an institution. Learning how to talk to parents, learn how to plan events and, all of the extra skills that a teacher must have.

## **Reflective approach to integral practicum**

### ***Narratives***

The narratives were presented weekly in Spanish containing the main information regarding the experience inside the school and the classes, enhancing the strong and weak points of the experience. The narratives were submitted every Friday to the practicum e-mail and the tutor's e-mail. These writings allowed the pre-service teacher to be conscious of the teaching experience process week by week and how I was able to improve taking into account the reflexive part, like this I was able to learn from mistakes by improving the teaching methodology.

### **Conclusions**

- The reflection within the teaching labor has to be constant since it allows the teacher to be up to date with the changes that can affect positively the teaching-learning process.
- The process of reflecting supported the development and maintenance of professionalism, meaning that the pre-service teacher was able to grow and learn from his/her own experience.
- This process allowed the pre-service teacher to have a real and grounded point of view of the process that is being carried out in the classroom and how to improve or maintain certain aspects.

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