



The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research

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162264: Integral Practice and Systematization

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Chapter I: General Presentation of the Project

The present proposal titled "The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas": Action Research" is carried out in order to successfully complete the practicum process of the Foreign Languages Degree at the University of Pamplona and thus show the work done during this enriching process.

The first chapter presents the General Presentation of the Project, in which aspects such as the presentation of the sections that make up the proposal, the introduction, the justification, the general objective, the specific objectives and the general conclusions of the project will be discussed.

The second chapter presents the Institutional Observation. This is divided into the administrative, pedagogical, technological and population level. These analyzes important aspects and documents for the Educational Institution "Silvestre Arenas" such as the P.E.I, the Coexistence Handbook, the English planning, among others.

The third chapter presents the Pedagogical and Investigative Component. It mentions the introduction, the problem, the justification, the objectives, the research questions, the theoretical framework, the literature review, the methodology of the implementation of the proposal (pedagogical and investigative), the investigative methodology, the results, the conclusions and finally the recommendations.

The fourth chapter is based on the Community Outreach Component. It describes the introduction, the justification, the objectives, the methodology (week by week the activities that were carried out with third and fifth grade. In addition, the steps that were followed to work with



songs are shown, that is, how the implementations of the proposal were executed. On the other hand, an example of a class planner worked during the practicum process is presented).

Likewise, the chronogram of this component is presented and the conclusions.

The fifth chapter mentions aspects of the Intra-institutional Activities Component. It describes the introduction, the objectives, the methodology (extracurricular activities in which the pre-service teacher participated). In addition, a description of each of them is presented and how participating in them helped the pre-service teacher. It should be noted that the chronogram of this component and the conclusions are shown.

Finally, the reflective approach to the practicum process is shown, that is, the pre-service teacher recounts the challenges and teachings she had during this process. In addition, the general conclusion of all components is presented.



Introduction

Currently, mastering English has become a necessity due to the high demand for it in the market. There are more and more companies that need staff with knowledge in this language or there are more academic opportunities that arise for being able to master a language like English, offering scholarships for those who want to learn it. All this in order to encourage people to learn another language, in this case English, one of the most spoken in the world.

On the other hand, mastering the language does not only mean knowing how to speak it, because it is also important to develop Writing, Listening and Reading, skills of great importance that involve the language. Sometimes these are neglected in the process of teaching English, as in this case Reading, one of the necessary skills in both English and Spanish.

Thanks to the observation process carried out at the Educational Institution "Silvestre Arenas", it was possible to raise the need to implement strategies that reinforce Reading Comprehension of students and execute activities that motivate them to practice reading. In this case, the use of fables in order to reinforce this comprehension in students and that at the same time leaves them a moral for life. In addition, implement games that help practice vocabulary.

On the other hand, for the community outreach component, the need to implement children's songs to practice pronunciation in elementary students was evidenced, since they are at an age where they want to carry out dynamic activities and spend time with their classmates and what better way to do it through songs.

Finally, it is necessary for the pre-service teacher to participate in extracurricular activities with the aim of knowing more aspects of the institution and the community that



composes it such as teachers, students, parents, among others. It should be noted that these activities allow her to create interpersonal relationships with others and be a member of a society.



Justification

The implementation of this proposal focused on reinforcing the Reading Comprehension of students at the Educational Institution "Silvestre Arenas" through the use of fables, short texts but that leave a moral to the reader. This proposal sought to motivate students to practice this comprehension and what better way than through short stories where the student can let their imagination fly and better yet, enrich their values. It should be noted that for this proposal took into account the observation process carried out to the English classes of the institution where it was evidenced that this comprehension is sometimes neglected in the classes.

This action research was carried out with 6th grade students from the Educational Institution "Silvestre Arenas", a very participative population, motivated to learn English and reinforce language skills. In addition to using fables, games were also implemented to practice vocabulary related to fables.

In addition, children's songs were implemented with elementary students, specifically 3rd and 5th grade students in order to practice pronunciation in English. It should be noted that at this age is when this language should be reinforced the most since they learn faster and are motivated to do it.

Finally, the institution carried out extracurricular activities that were intended to integrate the community and celebrate important events for the institution or for Sogamoso. These needed people to help in aspects of organization, decoration, among others and that is when the pre-service teacher collaborated with what was necessary for the proper development of such activity. This allowed her to know more about the profession.



Objectives

General Objective

- To develop the practicum process through the pedagogical and investigative, the community outreach, and the intrainstitutional component.

Specific Objectives

- To reinforce Reading Comprehension through fables in 6th grade students at the Educational Institution "Silvestre Arenas".
- To use children's songs as a tool to practice pronunciation in 3rd and 5th grade students at the Educational Institution "Silvestre Arenas".
- To participate in the activities proposed by the educational institution.



General Conclusions of the Project

First of all, thanks to the results obtained in each implementation, it was possible to show that the fables helped the sixth grade students to reinforce Reading Comprehension as well as being entertaining texts for the participants, they also motivated them to continue reading and to reinforce this comprehension. On the other hand, they showed interest in participating in each of the stages of reading, which were of great help to understand the fable and its key aspects. In addition, they had the opportunity to give their point of view of the morals, which was a very enriching exercise for both the participants and the pre-service teacher.

Secondly, the use of children's songs to practice pronunciation in third and fifth grade students was a very dynamic tool since it allowed them to have fun while singing and at the same time learn vocabulary and its correct pronunciation. This proposal was very interesting because the children were always very motivated during the development of this type of activities. In addition, it was evidenced that they sang the songs in the breaks, which helped them not forget the song. On the other hand, some steps were followed to correctly present a song to the students in order for them to understand it faster.

Finally, it was necessary for the pre-service teacher to participate in the activities proposed by the Educational Institution "Silvestre Arenas" in order to learn more about the educational community and to understand more certain aspects of the institution. These activities helped her to integrate more with the teachers, students, among others, an aspect of great importance for someone to feel comfortable somewhere. On the other hand, everyone was very kind to her, which allowed her to feel comfortable with what she was doing and motivated to improve.



Chapter II: Institutional Observation and Diagnosis Report

Documentary Analysis

Topographical Location

The Educational Institution “Silvestre Arenas” is located in the avenue 11 No. 18-61 South of the city of Sogamoso, Boyacá.

The city is located in the center-east of Boyacá, also, this is the capital of the Province of Sugamuxi. It has an altitude of 2,569 m and average temperatures of 17 °C.

Figure 1: Educational Institution "Silvestre Arenas"





Figure 2: Educational Institution "Silvestre Arenas"



Administrative Level

Institutional Educative Project (P.E.I)

The Educational Institution "Silvestre Arenas" of Sogamoso, according to Law 115 of 1994, in its Article 114, proposes through the Institutional Educational Project a comprehensive approach in the training of students; the above is clearly reflected in the vision, mission and aims of the school, as well as the qualities of the graduates contained in the profile of the graduate.

Through the P.E.I, the planning, organization, execution, direction, control and evaluation of the policies and guidelines that guide the institution is formalized. It should be noted that the Silvestre Arenas orients from grade 0 to grade 11 in morning and afternoon and from 0 to 5 in Vanegas and Callejuelas.

The P.E.I includes important aspects for the institution such as principles, foundations and purposes, general diagnosis and philosophical structure of the institution, pedagogical strategies for the training of the student, curriculum, pedagogical projects, the coexistence



handbook, school government bodies, functions and form of integration, other instances of participation, tuition and pension system, procedures for interacting with other social organizations, resource assessment, administrative and management organization criteria, final institutional self-assessment 2019, institutional improvement plan 2019, institutional system for evaluating and promoting students. SIEPE, articulation, and laws and decrees.

Mission.

To educate children and young people within the concept of integrality and diversity, trained in the light of ethical, religious and moral principles that make them good citizens. They will also be scientifically and technologically trained to be competent in today's globalized world. Integral formation will lead them to be responsible human beings who take care of their lives and those of others. In the same way they will generate their own knowledge and employment by strengthening knowledge, doing and living together, which will lead to a personal, family and social benefit.

Vision.

In 2025, the Educational Institution "Silvestre Arenas" will be visualized as a high quality institution that guarantees an inclusive and integral formation (both human and technical), optimizing resources and taking advantage of the strengths and opportunities to achieve competent people themselves, their families and Colombian society, placing the Institution among the best in the city and the region.

Philosophy.

The Educational Institution "Silvestre Arenas" will seek by all lawful means at its disposal to train its students within the broad concept of integrality, having as fundamentals the



observance of human rights, respect for democratic principles; growth within values; the research practice; preparation for life in science and technology; in the preservation of the environment, in the development of artistic and sports potentialities, in encouraging the development of axiological aspects.

All of the above within the scheme of autonomy and the free development of the personality, based on the anthropological vision of the universe.

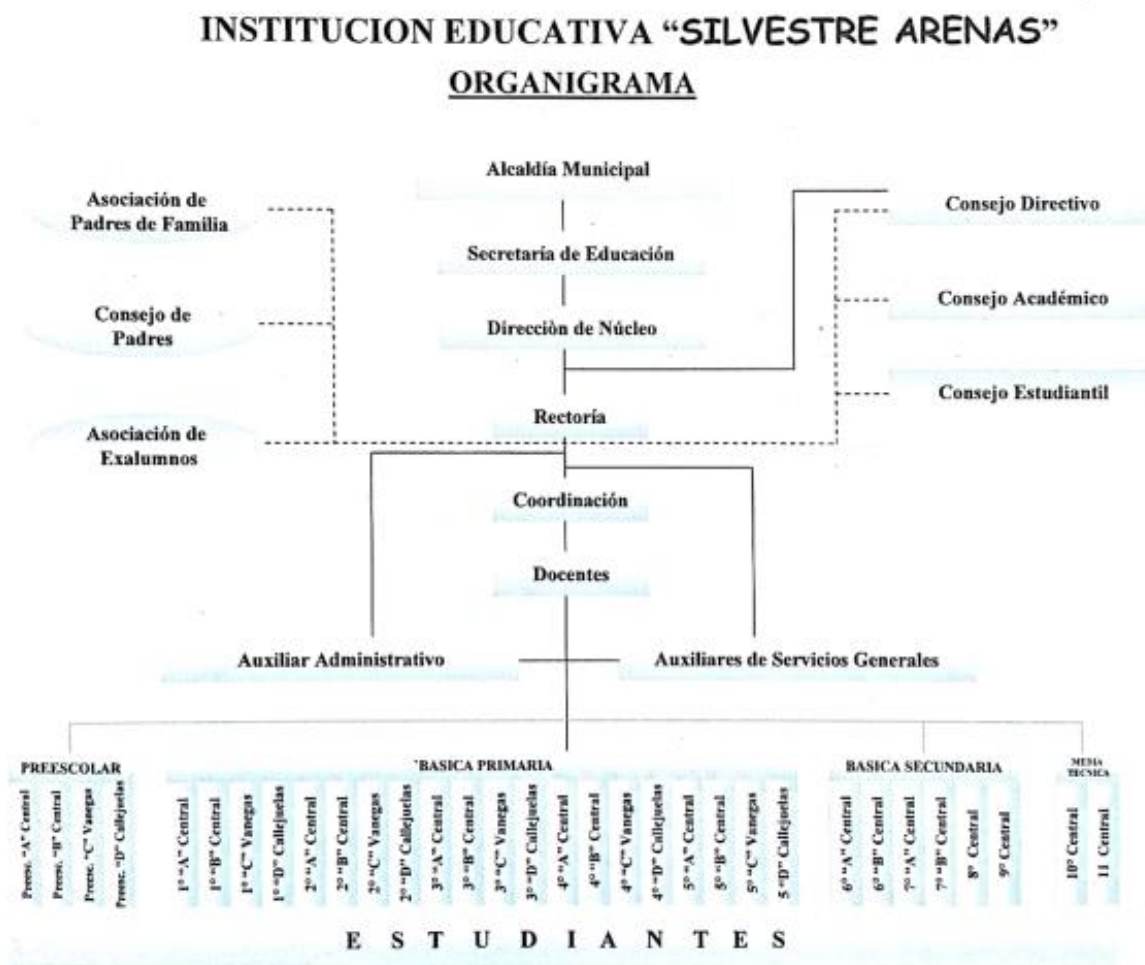
Graduate Profile.

An integral being who practices ethical principles and values, who develops technological, psychosocial, business and labor skills according to the specialties of (ceramics, software programming and local tourist operation) and for their excellent performance in personal, family, work and social life. For students who merit inclusive education, they are expected to develop their potential according to their particular situation with the help of the family and the institutions competent for the case.

The Organizational Chart

The Educational Institution “Silvestre Arenas” is based on the integration of all members of the community, starting with the municipal government and ending with students. This organization has entities such as the parents' association, the parents' council, the student council, the general service assistants, among others, each of great importance for the proper functioning of the institution.

Figure 3: Institutional Organization



The Coexistence Handbook

The Coexistence Handbook is part of the Institutional Educational Project (Decree 1860 of 1994) and represents the canon of behaviors, examples and proceed correctly by each and every one of the members of the educational community. This is synonymous with identity, character, leadership, and following rules and standards of discipline. Follow-up and compliance with the Coexistence Handbook is essential to achieve the objective of recognizing and shaping an identity and a life project in our Educational Institution. (Manual de Convivencia, 2022).



Symbols of the Institution

Institutional Shield

Figure 4: Institutional Shield



It is an ellipse distributed in three parts, each corresponding to the colors of the National Flag. There are three symbols: in the yellow color that for us is wealth, there is an atom representative of the development of science, a vital element in the progress of society. In the blue that is the water, firmament, splendor, beauty, there is a computer representative of technology as an advance of science and important factor of the emphasis adopted in the Institution. In the red that is sacrifice and delivery, there is an open book, representative of knowledge and community participation as strengthening the teacher-student-parent relationship.

Anthem

Coro

Silvestristas en pos de una
vida mejor con la ayuda de Dios
defended con amor, el prestigio de la
Institución defended con honor, con
valor, con tesón, el prestigio de la Institución.

**Estrofa I**

Paladines del sur acuñando la
grandeza de nuestra ciudad
sin cadenas, al viento empuñando
los pendones de la libertad.

Estrofa II

En el arte, el turismo y el agro
sustentamos la prosperidad
orgullosos de estar preparando el
futuro y la felicidad.

Estrofa III

Esculpiendo la artística pieza en
unión fraternal bajo el sol, la
virtud, el deporte y la ciencia son
pilares de mi formación.

Estrofa IV

Guardaré tus recuerdos hermosos
de academia en trabajo febril cual
tesoros en cofre precioso desde
hoy y por siempre hasta el fin.

Letra y Música: Maestro Siervo de Jesús Figueroa Barón



Institutional Goals

- To maintain and increase historical rates of institutional coverage.
- To satisfy the greatest possible amount of demand for the educational service.
- To gradually reduce repetition and dropout rates.
- To continuously improve performance in Pruebas Saber (3°, 5°, 7°, 9° and 11°).
- To welcome students with barriers or learning gaps.
- To progressively implement the use of ICTs in all school activities.
- To promote dialogue and communication throughout the Educational Community.
- Teachers will use ICT for research and classroom practices.
- To strengthen the recognition in the city of Sogamoso as an Educational Institution that provides comprehensive quality training.

Pedagogical Model

The pedagogical model of the institution is called Axiological, Significant Integrator, this refers to the diversity of human beings who share the institutional space and who require values, principles and knowledge to live in harmony with themselves, with the community and with nature. Integrative in that it gathers the knowledge of all sciences, arts and new technologies to meet the demands of a globalized world. Significant, because our students need to learn from their own experiences and social context, so that such learning leads to improve their quality of life, that of their families and the society in which they are immersed.



Institutional Values

The educational institution guides and provides meaning and intention to the educational community based on the following institutional values:

- Democracy and participation
- Identity and belonging
- Responsibility
- Respect
- Recognition of freedom, dignity and self-control
- Economic

Institutional Principles

The Educational Institution “Silvestre Arenas” will act in accordance with the following principles:

- Freedom
- Order
- Justice
- Quality and leadership
- Ethical
- Cultural



Generalities about the Chapters Included in the Coexistence Handbook.

In the first part, the document presents an introduction on the Coexistence Handbook. The first chapter contains the purposes and foundations of the above-mentioned document, important aspects such as what it is, what it serves, general and specific objective, institutional symbols, the historical profile of the institution, the mission, the institutional horizon, institutional values and principles and inclusion policies in the institution. In the second chapter we find the legal bases and everything related to the rules of the Coexistence Handbook, in addition to the profile of all the people who make up the educational establishment.

The third chapter mentions aspects to be taken into account by students, such as admissions and enrolment, requirements to belong to the institution, uniforms, the use of classrooms, desks and facilities in general of the institution and the schedule. Chapter four presents everything related to the rights and duties of students, as well as incentives, prohibitions and recommendations to be taken into account by them.

In the fifth chapter there are the specifications of serious misconduct committed by students, the sanctions, the procedures to be followed in the event of a serious misconduct, warnings, among other aspects related to such situations that may arise in the institution. Chapter six focuses on the functions, the configuration and the route of attention of the Coexistence Committee.

Chapter seven establishes aspects related to the formation and role of the school government, the board of directors, the academic council, the evaluation and promotion commission, the parents' council, the parents' association, student council, student representative and parent school. Chapter eight focuses on the services offered by the institution to students and



the institution in general such as human talent, school guidance teacher, school store, school restaurant, school library, photocopier, computer rooms, first aid, artistic-cultural association Silvestre Arenas (ACSA), sports club, school transport, service of teachers to parents and students, audiovisual aids, student insurance, institutional media, rules of conduct and the band of the institution.

The ninth chapter focuses on the institutional system for evaluating and promoting students, such as the institutional assessment scale and its equivalence at the national level, follow-up actions to improve student performance, actions to ensure that teaching managers comply with evaluation processes, periodicity of reporting to parents, structure of student reports, purposes of evaluation, the evaluation criteria for performance and preparation for the national tests "Icfes". The tenth chapter is based on aspects related to teachers such as their rights and duties.

The eleventh chapter establishes aspects related to parents such as the profile, their rights, duties and the school of parents. Finally, chapter twelve is based on the rights, duties, misdemeanours and penalties of administrative staff and general services.

MEN Guidelines and Regulations in the Event of a Sanitary Emergency

Because Boyacá reached 70% of vaccination in complete regimens and 40% in booster doses, it is no longer necessary to use face mask in closed spaces since last May 1st, 2022, according to Resolution 692 and Decree 655 of 2022, Nancy Judith Munévar Sepulveda, Director of Health Promotion and Prevention, explained that the use of this protection element is regulated to this date.

However, the institution recommends the use of the face mask for managers and teachers, in addition, there are posters around the classrooms with the protocol of prevention and disinfection for the Covid-19, as well as specific points for hand washing and antibacterial gel. It should be noted that the student who wants a face mask should only approach a teacher or the coordinator and request one at no cost. It is necessary to clarify that if the student has the flu it is recommended to use it.

Figure 5: Biosecurity Guidelines



Figure 6: Biosecurity Guidelines



School's Timetable

There are three campuses of the Educational Institution “Silvestre Arenas”. La Central, Vanegas and Callejuelas. The schedule of these places is presented below:

Table 1: School's Timetable

Grade	Morning	Afternoon
Preschool	From 7:00 a.m. to 11:20 a.m. Including 20 minutes of break	From 12:30 p.m. to 4:50 p.m. Including 20 minutes of break
1° to 5°	From 6:00 a.m. to 11:20 a.m. Including 20 minutes of break	From 12:15 p.m. to 5:35 p.m. Including 20 minutes of break

6° to 9°.	From 6:00 a.m. to 12:15 p.m. Including 15 minutes of break	From 12:15 p.m. to 6:30 p.m. Including 15 minutes of break
10° to 11°	From 6:00 a.m. to 12:15 p.m. Including 15 minutes of break	From 12:15 p.m. to 6:30 p.m. Including 15 minutes of break
Vanegas and Callejuelas: Preschool	From 8:00 a.m. to 3:00 p.m. Including 20 minutes of break	
Vanegas and Callejuelas: 1° to 5°	From 7:00 a.m. to 3:00 p.m. Including 20 minutes of break	

The “Media Técnica” corresponding to grades 10° and 11° will attend 7 hours per week according to schedule to the classes of Ceramics and Informatics. It should be noted that the duration of the classes is 60 minutes.

The Institutional Calendar

Table 2: Institutional Calendar

First Term (10 weeks)	From January 31 st to April 08 th
Second Term (10 weeks)	From April 18 th to June 24 th
Third Term (10 weeks)	From June 27 th to September 16 th
Fourth Term (10 weeks)	From September 19 th to December 2 nd

Table 3: Timeline of the Institution

Date	Description of the activity
September and October	Socialization of procedures for Pruebas Saber 3 ^a , 5 ^a and 9 ^a
September 2 nd	Project Free time and healthy lifestyles "Kite Festival"
September 6 th	Commemoration Sogamoso Villa Republicana



September 7 th	Day of socialization of advances in improvement strategies proposed by the subjects.
September 12 th to 16 th	Andean Pregnancy Prevention Week (grades 9°, 10° and 11°). Proyecto Orientador y Equipo ZOE
September 30 th	Individual reporting to parents
September	Refuerzo y nivelación
Fourth Term	
October 2 nd	Family Day. Día del Boyacensismo
October 10 th to 16 th	Student academic recess.
October 18 th	First aid training. Proyecto de Gestión del Riesgo. Presentation of 11th Grade Projects
October 31 st	Flag raising
November 17 th	Sports day
November 18 th al 23 rd	Refuerzo y nivelación.
November 24 th	Day of socialization of advances in improvement strategies proposed by the subjects.
November 25 th	Flag raising “Symbols ceremony”. 11th grade students.
December 2 nd	Completion of academic activities for the year 2022. Preschool graduation and 9th grade certification.
December 9 th	Graduation of 11th grade students 2022.



Pedagogic Level

Planning of English Area

The planning used in the Educational Institution “Silvestre Arenas” is designed taking into account the following aspects: course, weekly hourly intensity, teacher’s name, training axes (speaking, writing, listening, reading and transversal projects) general objective of the area and specific objectives by grade, competencies, planning by term (standards, thematic contents, learning activities and resources, performance levels and evaluation). Moreover, the Basic Learning Rights (D.B.A.) are covered in the planning of each course.

It is the role of the Board of Directors to participate in the planning and evaluation of the curriculum and thus submit it to the Ministry of Education for consideration so that it is responsible for verifying whether the requirements established in the law and regulations are met.

Pedagogical Resources

The Educational Institution “Silvestre Arenas” has the support of certain books that help the student to make learning more dynamic. It should be noted that students buy this book at the beginning of the school year because it is the one they will use in English classes, these are:

- Books “Prepárate para el saber” for grades 2°, 4°, 5°, 6°, 7° 8° and 9° of the “Tres Editores SAS”.
- Funny English Traveler book. LEVEL 1A grade 6°.
- Funny English Traveler book. LEVEL 1B grade 7°.
- Funny English Traveler book. LEVEL 2A grade 8°.



- Funny English Traveler book. LEVEL 2B grade 9°.
- Funny English Traveler book. LEVEL 3A grade 10°.
- Funny English Traveler book. LEVEL 3B grade 11°.

Syllabus

Taking into account the Basic Learning Rights (D.B.A.) defined as those learnings that students must develop each year, the Educational Institution “Silvestre Arenas” proposes a study program that is divided into four terms, organized as follows:

Table 4: Syllabus of 6th Grade

Grade	Topics			
	First term	Second term	Third term	Fourth term
6°	<p>GENERAL REVIEW: pronouns, demonstrative adjectives, numbers from 1 to 100, farm animals, human body, vegetables and fruits, daily routines, time, jobs and professions.</p> <p>GRAMMAR FOCUS: verb to be, articles a-an.</p> <p>VOCABULARY: adjectives, days of the week</p>	<p>GRAMMAR FOCUS: wh where- what-how-who. Verb TO BE/ Present Continuous tense.</p> <p>VOCABULARY: adjectives, prepositions of place.</p>	<p>GRAMMAR FOCUS: present simple, there is /there are, likes and dislikes.</p> <p>VOCABULARY: daily routines verbs, places in the town/city, food and drinks.</p>	<p>GRAMMAR FOCUS: can to express abilities and possibilities, past simple (regular and irregular verbs), WH questions: what, where, when, why, who.</p> <p>VOCABULARY: farm animals, classroom objects, means of transportation, the city.</p>

Table 5: Syllabus of 8th Grade

Grade	Topics			
	First term	Second term	Third term	Fourth term
8°	<p>GRAMMAR REVIEW: present simple tense, verb to be and present continuous tense.</p> <p>GRAMMAR FOCUS: Future with will and be going to.</p> <p>VOCABULARY: Greetings and farewells, personal information, daily routine, adverbs of frequency, clothes and accessories, wh questions.</p>	<p>GRAMMAR FOCUS: past simple, verb to be, past continuous tense.</p> <p>VOCABULARY: regular and irregular verbs, clothes, city parts, technology, ecology.</p>	<p>GRAMMAR FOCUS: countable and uncountable nouns, prepositions of time, first conditional.</p> <p>VOCABULARY: months of the year, parts of the day, seasons, action verbs.</p>	<p>GRAMMAR FOCUS: present perfect tense, grammar review (regular and irregular verbs). Verb to have.</p> <p>VOCABULARY: jobs, foods and drinks, technology, city places.</p>

Table 6: Syllabus of 9th Grade

Grade	Topics			
	First term	Second term	Third term	Fourth term
9°	<p>GRAMMAR REVIEW: present simple and past simple (regular and irregular verbs), plurals of nouns.</p> <p>GRAMMAR FOCUS: Adverbs of frequency to express</p>	<p>GRAMMAR FOCUS: present perfect Tense (positive, negative, questions), WH questions.</p> <p>VOCABULARY: semantic camps</p>	<p>GRAMMAR FOCUS: first, second and third conditional.</p> <p>Vocabulary: action verbs, useful expressions, health.</p>	<p>GRAMMAR REVIEW: regular and irregular verbs, personal and possessive pronouns, possessive adjectives.</p>

	<p>daily routines, future be going to/will.</p> <p>VOCABULARY: nouns, regular and irregular verbs, adverbs of frequency, action verbs.</p>	<p>(family, hobbies, bathroom, kitchen, bedroom, living room).</p>		<p>GRAMMAR FOCUS: passive voice (positive, negative, questions), tag questions.</p>
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Methodology

The methodology of a teacher is a fundamental aspect when teaching and more if it is a second language, in this case English, since from this, the student may be interested or not to learn another language. The methodology implemented in the English class of Silvestre Arenas has the following characteristics:

- Explaining topics through examples of everyday life.
- Use of the book "Funny English Traveler" in most classes. In this is the explanation of the topic and exercises to reinforce it.
- Use of the dictionary to search for some words unknown to students.
- Individual work because what each student does is valued to a greater degree.

Accompaniment to students

The Educational Institution “Silvestre Arenas” does not have the spaces of tutoring, any doubt that the student has about a topic should be done in the English class. However, if the teacher leaves an assignment and the student did not understand it, he can ask on the WhatsApp created for each grade where the parents, students and English teacher are.



Design of guides and materials

For the development of English classes, students have the support of the book "Funny English Traveler" in which they develop exercises of the topic seen in class. In some classes, the teacher gives them worksheets to develop. It should be noted that the teacher prefers that students conduct a workshop rather than an evaluation.

In addition, in the institution, each teacher is autonomous to create and implement different materials that help the student to better understand the topic of the class.

The Basic Learning Rights (D.B.A) in the Institution

For the sixth grade, the standards and Basic Learning Rights (D.B.A) proposed for the academic year are:

- To understand short texts of some difficulty about daily activities, the interest of the student and his social environment.
- To use the foreign language to interact in everyday situations.
- To describe himself and his family by providing information about physical appearance, clothes and colors.
- To understand and use familiar words and short phrases about routines, daily activities, and preferences.
- To describes elements in relation to his location.
- To search for prices and quantities of the family basket.
- To recognize and manifest skills and abilities.
- To distinguish and use the CAN expression to describe skills.



- To differentiate between people in his school and family context.
- To answer questions related to "who, when, where, why" after reading or listening to a short text (Present Continuous).

For the eighth grade, the standards and Basic Learning Rights (D.B.A) proposed for the academic year are:

- To read and understand narrative and descriptive texts from different sources on topics that are familiar, and understand short and simple argumentative texts.
- To request and provide information about experiences and plans in a clear and brief form.
- To effectively process formats with required information.
- To answer, verbally and in writing, questions related to different situations.
- To identify and differentiate countable and uncountable foods and products.
- To report, in its three forms (A-N-I), information about countable and uncountable amounts.
- To recognize the linking elements of a text to identify its sequence.
- To identify the three parts of a narrative.

Finally, for the ninth grade, the standards and Basic Learning Rights (D.B.A) proposed for the academic year are:

- To write expository texts on topics of the student's environment and interest, with acceptable spelling and punctuation.
- To identify general and specific ideas in texts.
- To exchange information on topics of general interest verbally and in writing.



- To remember, reinforce and strengthen previous knowledge.
- To produce texts about past and present experiences and share them with the teacher and classmates.
- To make brief presentations on an academic topic of interest.
- To compare and contrast people, objects, animals and places.
- To organize short coherent paragraphs, taking into account formal elements of language using perfect tenses.
- To identify key information in short conversations taken from real life.

Grades

The Educational Institution "Silvestre Arenas" offers the community from preschool to eleventh grade. The institution has three campuses: Vanegas and Callejuelas with schedules from 7 a.m to 3 p.m, where children are taught from preschool to fifth grade and the central campus with morning and afternoon schedules, where they are taught from preschool to eleventh grade.

Supervisor's Schedule

Yeimy Preciado Sierra is the English teacher of the Educational Institution "Silvestre Arenas". She is in charge of grades 6°, 8°, 9°, 10° and 11° in the morning. She teaches English to the courses mentioned above except for 10° grade to which she teaches Spanish. She was the supervisor of this practicum process. Her schedule is presented below:

Table 7: Supervisor's Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1st hour	Attention to parents	11° A	9° A	10° A	10° A
2nd hour	10° A	11° A	10° A	11° A	10° A



3rd hour	9° A	6° A	8° A		6° A
4th hour	11° A	10° A	6° A	8° A	
5th hour	8° A	Attention to parents	6° A		9° A
6th hour	8° A			10° A	9° A



Technological Level of the Institution

Connectivity

The institution has two computer rooms in which there is internet connection but it is very intermittent, which makes it difficult to access different web pages. It is necessary to clarify that students can only enter these rooms when they have class in them. On the other hand, some teachers' computers have access to the internet provided by the institution but students do not have access to this service.

Access and Use of Platforms

The Educational Institution "Silvestre Arenas" has the platform "Control Académico" where teachers upload planning, the comments of each student, grades of each term, among other aspects related to the institution and where students can also review their grades and how is their performance in each term.

Radio programmes are also held to socialize with the "Silvestrista" community about extracurricular activities, commemorations, parent schools and other activities of a motivational nature and of interest to students and the entire community.

Finally, the WhatsApp application is used as a means of communication between parents, course directors and students, in order to share information about student performance and certain activities related to the institution.

Digital Resources

- Videos: After explaining the topic, the English teacher looks for videos on the internet to reinforce the topic seen in class.



- Games: Before the end of the class, the teacher looks for a game on the internet about the topic that was explained during the class. In order for all students to participate, she projects the game from the computer on the TV of the institution and passes student by student to complete the activity. It should be noted that the game is not implemented in all English classes.



Population Level and Information of Individuals

Number of Students

In the Educational Institution "Silvestre Arenas" there are a total of 816 students from preschool to eleventh grade in the three campuses, they are distributed as follows:

Table 8: Population Information

Number of students	Campus	School day	Grades
25	Callejuelas	From 7:00 a.m. to 3:00 p.m.	From preschool to fifth grade.
68	Vanegas	From 7:00 a.m. to 3:00 p.m.	From preschool to fifth grade.
366	Central	Morning	From preschool to eleventh grade.
357	Central	Afternoon	From preschool to eleventh grade.

The practicum process was developed with students of 3°, 5°, 6°, 8° and 9° grade to complete 16 hours a week. Elementary grades with three hours of English per week and high school grades with four hours of English per week. To carry out the project is chosen 6° grade with a total of 39 students. The following tables explain the information:

6th grade, Morning Schedule

Table 9: Population Information, 6th Grade

Level of language	Number of students	Gender	Average of age
A1	39	Female: 17 Male: 22	11-12



8th grade, Morning Schedule

Table 10: Population Information, 8th Grade

Level of language	Number of students	Gender	Average of age
A1	37	Female: 16 Male: 21	13-14

9th grade, Morning Schedule

Table 11: Population Information, 9th Grade

Level of language	Number of students	Gender	Average of age
A1	31	Female: 22 Male: 9	14-16

School's Teaching Staff

Table 12: Teachers' Staff, Campus "Central" Morning Schedule

Campus "Central" Morning Schedule	
Name	Course
Preciado Sierra Yeimy	English and Spanish.

Table 13: Teachers' Staff, Campus "Central" Afternoon Schedule

Campus "Central" Afternoon Schedule	
Name	Course
Niño Guanumen Maria Del Carmen	English.



School Staff, Administrative

Table 14: School Staff, Administrative

Name	Role
Rafaela del carmen Leon Barrera	Principal of the institution
Jairo Patiño Rojas	Academic coordinator in the morning
Hermes Cristancho Cardenas	Academic coordinator in the afternoon
Fabio Gustavo Fonseca Mantilla	School counselor
Ezequiel Avella	Administrative assistant
Heyber Alfonso León Garzón	Secretary
Doris Estella Daza Figueredo	Librarian
Jaime Cuvides	Security guard

Parents

Profile of Mothers and Fathers.

Mothers and fathers must be: active, dynamic and committed to the achievement of learning and integral training of their children.

Parent Council.

The Educational Institution promotes this participation in compliance with the regulations in force (Decree 1286 of 27 April 2005). This Council is composed of a delegate of the parents of each grade, duly elected by the other parents, within an Assembly convened by the Principal of the institution.



Parents' Association.

The Parents' Association is governed by Article 9 of Decree 1286 of April 27, 2005. This association is intended to defend the rights of parents and to promote the fulfilment of their duties arising from the educational service.



Chapter III: Pedagogical and Investigative Component

The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas": Action Research

Introduction

The use of didactic tools to reinforce Reading Comprehension in English is a fundamental aspect because it allows students to be more motivated to practice this comprehension, which is sometimes neglected in some institutions or even by the student for paying more attention to listening, speaking or writing, forgetting the fact that all these skills must be together so that the student can have a better development in the English language.

Reading Comprehension goes beyond just reading a text because in this process, it is necessary for the reader to understand it in its entirety, that is, to assimilate all the characteristics that compose it. However, many times it is evident that students do not carry out this process, either because they did not understand the main topic of the document or it did not catch their attention, because they got distracted while they were reading or because they do not find reading as a relevant activity. It is there that it is necessary to implement a strategy that allows students to see reading as a fundamental and enriching aspect both for their academic formation and for their personal life. For this reason, this proposal focused on the use of fables to reinforce students' reading comprehension. It should be noted that fables allow students to use their imagination and encourage reading from childhood. In addition, these texts leave a very useful moral for life.



Finally, the implementation of games is indispensable as a tool to learn vocabulary related to fables, and at the same time, these can help the student have fun while learning, an important key of this proposal. These games were designed manually considering the fact that the institution does not have internet service for students and that many of them do not have access to a cell phone.



Statement of the Problem

The English language has been known to be one of the most used worldwide. Currently, speaking and understanding it has gone from being a luxury to becoming a necessity due to its high demand in the market, in addition to the opportunities it offers, such as work, academic, cultural, among others. Based on this, some institutions expanded the direct contact of students with English through more class hours and events held in this language. However, this is not just about being fluent in speaking but it is also necessary to develop the other three skills such as listening, writing and reading. The latter known by students to represent a challenge, not only in English but also in their native language. One of the main causes of this problem is that students do not find reading as a hobby but sometimes as an obligation. Looking for readings that stimulate the student to read becomes indispensable and more in the educational context since most of the time they will have to develop activities where this comprehension is involved.

The Educational Institution "Silvestre Arenas" offers elementary students three hours of English per week and high school students four hours per week, with the aim of teaching them and providing them with the necessary tools in this language. In addition, in some classes, teachers use books that contain texts to practice this comprehension. However, there are very few opportunities in which this can be developed because the explanation of a grammatical topic sometimes needs one or two hours of class, which prevents constant reading exercises.

Based on the above, the implementation of didactic tools that allow the development of this comprehension is vital, such as the use of fables (short stories represented by animals that leave a very useful teaching for life). In addition, the support of games (dynamic activities that allow the student to use his imagination) to practice vocabulary.



To deepen on the subject, the following questions guided the study allowing the understanding of the phenomenon.

Main Question

- How the use of fables can reinforce the Reading Comprehension of 6th grade students at the Educational Institution "Silvestre Arenas"?

Sub-questions

- How games influence the learning of vocabulary related to fables?
- What are the student's perceptions regarding the use of fables to reinforce Reading Comprehension?



Justification

The observation carried out in the 6th grade of the Educational Institution "Silvestre Arenas" allowed the pre-service teacher to identify the need to implement some strategies to reinforce Reading Comprehension because in most classes, linguistic competence is developed and very rarely the Reading. The negative effects of this is that students neglect this skill thinking it is irrelevant both in school and outside of it and when they face activities where they need it they may be frustrated by not understanding a full text.

For this reason, this proposal sought, through the use of fables, the practice of Reading Comprehension, and at the same time, the use of games to learn vocabulary. In addition, it tried to promote the participation of students in their English language learning process through activities that could motivate them.

One of the main motivations for executing this proposal is the fact of contributing to the development of a skill so necessary of the English in students that as it could be evidenced in the observations, they are willing to learn and that better than through readings where they can use their imagination since this kind of texts allows it.

As a future teacher, I believe that developing students' skills is essential, not only teach a topic but also motivate them to learn English and what better way to start with fables since besides being short texts but with an enriching message, they can have fun and imagine while reading. In childhood is where parents or teachers should develop children's skills to the maximum since they learn more easily and are willing to do so.



Objectives

General Objective

- To reinforce Reading Comprehension through fables in 6th grade students at the Educational Institution "Silvestre Arenas".

Specific Objectives

- To search and adjust fables according to the topics that 6th grade students are learning.
- To implement fables in English classes to reinforce Reading Comprehension.
- To use games to practice vocabulary related to fables.
- To analyze students' perceptions regarding the use of fables in English classes to reinforce Reading Comprehension.

Theoretical Framework

The theoretical framework presents the key concepts that allow a better understanding of this study. In the first part, everything related to fables is addressed as what they are, their structure and the fable as a didactic strategy for reading comprehension. The second part focuses on Reading comprehension and reading characteristics. Finally, it explains what a game is, the types that exist and the rules to be taken into account.

The Fable

According to Barba-González (2019), the fable is a short narrative, written, usually in prose or verse, whose characters are often animals who possess human skills and attitudes. The moral or teaching of the fable can be explicit, placed at the beginning or the end, or implicit and made for the purpose of educating in values.

On the other hand, Ramos, Robles, and Raygoza, (2008) propose that the fable can describe many situations of daily life, it describes vices, errors, defects and human virtues, has the objective of instructing through moral teaching, also called moral that may appear at the end of the fable. The evils that this genre criticizes in society are: greed, pride, laziness, ambition, among others.

The Structure of the Fable.

The fable has:

- Title: It is a set of words that allow to make known the theme or characters of the fable, usually it is the name or animal species of the two main protagonists.



- **Beginning:** This part introduces the characters and their characteristics. In addition, the situation, the place, the problem and the time where the fable takes place are explained. It does not usually cover more than a paragraph, so it should be brief.
- **Knot:** It is where the true development of the plot begins, it is in this part where the conflict between the characters arises, and usually it is a matter related to morality, which derives from the initial situation. In addition, there is a dilemma, an opportunity, a decision or a challenge.
- **Denouement:** It is the final part of the plot, in which the problem is solved, based on the actions of the initial characters, which leave consequences in their lives. The fable concludes regardless of whether it went well or badly to the characters.
- **Moral:** The last part of the fable is a short message, usually not longer than a sentence, and consists of a reflection that provides the reader with a certain moral teaching related to the text.

The Fable as a Didactic Strategy for Reading Comprehension.

For Cuesta (2007), fables are an example of "combined entertainment and teaching and have resisted through the centuries. In teaching learning, teachers use them for their pedagogical advantages. They also have a constructivist orientation, since each of the subjects who listen to them must draw their conclusions and use the moral" (p.13). Therefore, fables are an excellent tool to motivate students to read, especially when it starts from an early age. From their first years of life and throughout childhood, human beings are immersed in an imaginary and visual world, which is reinforced by fables thanks to the elements they use, these in turn, develop socio-affective skills through the values they promote with their morals.



Reading Comprehension

According to Carlessi (2013), the process of understanding a reading is based on realizing the message that the author wanted to convey and capturing the central idea of the text. In addition, he states that the reader realizes what is being communicated to him, and makes use of the ideas that are transmitted to him. It should be noted that this step is fundamental for a correct assimilation of what is read.

Likewise, it is important to remember that stimulating reading in children will bring them great benefits, not only academic but personal, for example, it allows them to develop their imagination. According to Vásquez (2016), "we must think about entering reading practices in which children have access to aesthetic experiences from language, not necessarily linked to evaluation processes." (p.109). In other words, reading should not be seen as an aspect always linked to evaluation since children can see in it the form of a punishment, this, on the contrary, should facilitate favorable learning spaces, where the student develops with freedom his creativity and imagination, aspects of great relevance at this stage of his life.

Solé (2006), cited by Vega and Alva (2008) argues that reading comprehension has three conditions:

- The clarity and consistency of the content of the texts; that is, the way in which the information should be clear and precise, and considered by the reader.
- The extent to which the reader's prior knowledge is relevant to the content of the text.
- The strategies that the reader uses, in order to maximize understanding and be able to remember everything read without errors.



Reading Characteristics.

According to Vega and Alva (2008), some characteristics of reading are:

- Reading is an activity where two fundamental elements are exposed, what is perceived through sight, and what is understood through reading, which would be the intellectual element.
- Activity that requires the perception of visible units, integrating them into the discursive current or mental images, to understand what the writer argues in his productions.
- Reading is dynamic and active, because it requires intellectual and sensory skills.
- It is flexible as it allows the reader to use previous knowledge to build new learning.
- It fulfills a communication cycle, where it can be the writer that transmits the message already decoded to the receivers.
- Reading must be enjoyed, but even more must be understood.

Games

According to Garaigordobil and Fagoaga (2006), the game is a vital and essential activity for human development, since it contributes in a relevant way to the integral development of the child during his childhood. The game is a vital need, because the child needs action, handle objects, interact with other children, and this is precisely what is done in the game.



Types of Games.

Educational Games.

The main purpose of educational games is to provide the child with objects that can promote the development of certain mental functions, initiation into certain knowledge, relating to the capacity of attention, retention and understanding.

Educational games vary according to their destination:

- For the age of children.
- For the functions and knowledge with which they are related.

Such games are usually held in a sitting position and indoors, in the ordinary conditions of school and family life. Wherever possible, the material should be light, simple and easily ordered. Preferably they should be attractive due to their design and colors. This classification of games includes some of the most essential aspects of the changes that occur in the playful activity in the child. For example, it is important to consider whether the game is performed personally by the child or is a social game, but always leaving a learning.

Visual Games.

The visual games present a more marked orientation towards observation, towards analysis to obtain as a result a sorting of knowledge. It is almost always possible to present a visual game according to the age and ability of children, to mention some of these are the cards and dominoes that we can modify with a little creativity according to the contents.



Collective Games.

These games offer a great collective interest for intellectual and language development. It is surprising to see how from the earliest age children like to play in groups. Collective games are conceived as a means of allowing each student to make varied and progressive intellectual discoveries, where different ideas are provided to reach a single goal, learning. There is no doubt that the game is a social activity in which, thanks to the cooperation with other children, it is possible to acquire one's own knowledge.

The Rules in Games.

Some characteristics of the rules in games are the following:

- The rules limit the player's action.
- The rules are explicit and not open to interpretation.
- The rules are the same for all players.
- The rules are fixed.
- The rules are repeatable.



Literature Review

Regarding the implementation of fables in English classes to reinforce Reading Comprehension in 6th grade students of the Educational Institution "Silvestre Arenas", it is of great importance to name the studies related to the subject of this study. For this reason, these findings are presented in this section. These are divided as follows:

The Importance of Fable in Education

Barrasa (2022) carried out a research with the aim of demonstrating the importance of children's literature, and especially fables in the formation of children from the educational stage of Early Childhood Education. For this, the author made an approach to its main authors, focusing on Samaniego and his work and analyzing some of his fables to use them in the subsequent didactic proposal. Moran presents the proposed activities to be carried out in the classroom. These have been thought and ordered following a phased structure presented below:

Phase 1: Introduction and Presentation

Phase 2: Vocabulary through Fables

Phase 3: Values through Fables

The results show that it reaffirms the idea that using fables in the early stages of education can be very interesting. With them, due to their characteristics, so suited to the educational needs in Early Childhood Education, it is possible to work in an appropriate and attractive way for the students. As a recommendation, the author emphasizes that fables can also be instruments to work other contents, not only focused on the pleasure of reading.



On the other hand, Ñique and Silva (2014) conducted a study to determine the influence of the Educational Program Based on Stories and Fables, to improve the practice of values: Honesty, Responsibility and Solidarity in the children of the 3rd grade at the Educational Institution N°81014 "Pedro Mercedes Ureña". For this study, a sample of 32 students with homogeneous characteristics was selected. The type of research is applied with quasi-experimental design with experimental group and control group. The results of the differences between these groups confirm that the experimental group managed to significantly improve the practice of values: Responsibility, Honesty and Solidarity, after having applied the educational program based on stories and fables while the control group presents difficulties to implement the values of the study. The authors suggest that universities, as well as pedagogical institutes, should include in their didactic curriculum the rescue of values in the education of students, and include them in the development of their learning experiences in the subjects to be developed.

The Fable as a Tool to Reinforce Reading Comprehension

Sopón (2010) conducted a study to determine if the implementation of the Fable as a tool favors reading comprehension in the students at the Escuela Oficial Urbana Mixta Angelina Ydígoras. The sample consisted of 25 children between 11 and 14 years of age who are in the sixth grade, with whom a quantitative research was carried out with a quasi-experimental design of the pretest-intervention-posttest type. This study consisted of implementing fables to develop Reading Comprehension. Students were evaluated through a test on fable questions to measure reading comprehension. The results showed that an average of 96% of students do not like to read freely or without pressure; as 72% read by assigned tasks in school, therefore 84% do not use any tools and at the same time 80% mention that they do not use the fable as a tool to reinforce the reading habit. As a recommendation, the author suggests that teachers should



stimulate reading through innovative tools. In addition, the self-regulation of students is promoted during the application of the fable as a tool to reinforce Reading Comprehension, to maintain their attention and motivation in what they read and identify.

In another way, Álvarez (2017) developed a research with the purpose of implementing a methodological proposal that through the use of narrative text, the fable, allowed to reinforce Reading Comprehension in 4th grade students at the Educational Institution "Internado Escolar Rural Solita" located in Caquetá. The study is qualitative and was developed through the methodology of the classroom project with a group of 32 fourth grade students from the institution mentioned above. For data collection was taken into account: observation, survey and multiple choice tests on Reading Comprehension of fables. The results show how the lack of knowledge of reading comprehension levels was one of the first shortcomings identified and on which work should be done to initiate the intervention. As a recommendation, the author focuses on the Reading Comprehension process working as a well-defined project, with clear objectives and the participation of students, and not as isolated activities that are carried out without strategic preparation.

Finally, Maza (2018) carried out a study with the purpose of improving the Reading Comprehension of second grade students in the levels: literal, inferential and critical. The study is experimental and pre experimental design. The population was composed of 82 students and 6 teachers of whom the sample was randomly selected in an intentional non-probabilistic manner, 12 second grade students. The research concluded that the fable as a strategy significantly improves the level of Reading Comprehension of second grade students at the Educational Institution N° 50527 of Tintinco. As a recommendation, the author suggests implementing an education based on the use of strategies such as this one developed in this research, in addition to



developing teaching projects using strategies, which will result in an improvement in the educational quality of these students.

Implementation Methodology of the Pedagogical Proposal

Implementation

This pedagogical proposal was aimed at reinforcing Reading Comprehension in students through the use of fables. This was organized based on the planning of the English classes that the institution proposes and following the three stages of reading proposed by Solé (1994) as before reading, during reading and after reading. These are presented below:

Table 15: The Three Stages of Reading

Stage	Description
Before reading	At this stage and with the preconditions, this dynamic is enriched with other substantive elements: language, questions and hypotheses, memories evoked, familiarization with written material, a need and an objective of interest to the reader.
During reading	It is necessary that at this time students make a reading of recognition, individually, to familiarize themselves with the general content of the text. Then, they can read in pairs or small groups, and then exchange opinions and knowledge according to the purpose of the reading activity.
After reading	At this stage, the interaction and use of language is still valid, when students are proposed to elaborate diagrams, summaries, comments, etc. Here, the work is more reflective, critical, generalizing, metacognitive, metalinguistic; that is, learning goes to an intrapsychological level. The experience activated by language becomes images of an objective character; those who come to integrate themselves into the mental schemes of the subject, then manifest themselves in his personality (integral formation). The supreme goal in all meaningful learning is that, to form new reasoning, critical, creative people, with criteria of assessment proper to change.



Resources

Literary Resources.

To reinforce reading, the use of fables is necessary, which in turn facilitates the grammatical topic that students are learning at that time. For this, it is essential to have access to a wide variety of these texts in order to choose the most appropriate for each intervention.

Didactic Resources.

To carry out the proposal in the English class, it is necessary to make a planning that allows to organize the dates on which it will be developed.

Accomplishment of the Pedagogical Methodology

The pre-service teacher presented the project to the sixth grade students on October 5th, 2022. First of all, she explained to the students what a fable is and its characteristics. Afterwards, they watched the video of the fable titled "The Hare and the Tortoise". Next, the teacher asked them general aspects of the video, such as the characters in the fable, where the story took place, among others. In addition, the teacher read the letter of presentation of the project to the students. It mentions the characteristics of the project. The teacher asked the students who wanted to be part of the project. It should be noted that 7 participants were needed. Finally, the teacher wrote the characteristics of the two characters of the fable on the board. The aim was for the students to guess which character belongs to each description. Afterwards, the teacher wrote the moral of the fable on the board and asked the students to give their opinion on it. (See: [Annex 1](#))



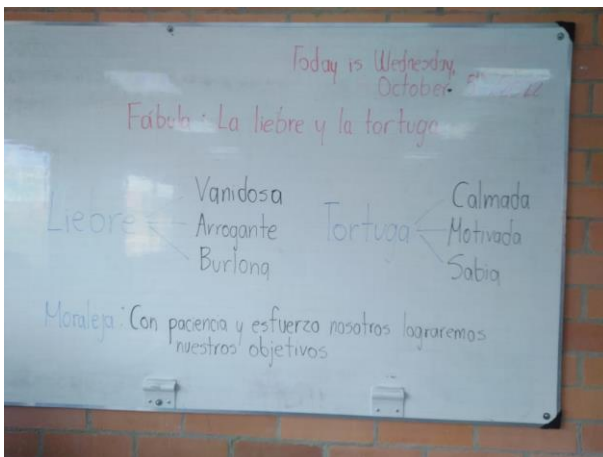
Figure 7: Presentation of the Project



Figure 8: Ethical Consideration



Figure 9: Activity



On the other hand, a sequence plan was designed and through this each of the implementations of the proposal was planned. (See: [Annex 5](#)). For this, the stages that Solé

(1994) proposed were taken into account, such as Before reading, During Reading and After reading. The pre-service teacher implemented three didactic sequences. The first consisted of the fable titled "The lion and the mouse", developed on October 5th, 2022. In this, the stages of reading were carried out and various activities that allowed the understanding of this. For example, the students saw the title of the fable and from this, they said their points of view or what they thought the text was about. In addition, they developed a game that consisted of arranging the letters to form a word. It should be noted that these were taken out of the reading. This activity was carried out in order to learn vocabulary in a fun way. On the other hand, the students and the pre-service teacher exchanged opinions about the fable. (See: [Annex 6](#)).

Figure 10: First Fable



The second sequence was titled "The tortoise and the hare" and was implemented on October 19th, 2022. With this, some different aspects of the first implementation were developed. For example, on this occasion the game of finding the words with their respective image was implemented, an activity that entertained the students while they were learning, a key aspect of the project. In addition, the pre-service teacher read the text aloud and then the students repeated the pronunciation of the words, which facilitated the reading of the fable. (See: [Annex 10](#))

Figure 11: Second Fable



The third sequence was titled "The town mouse and the country mouse" and was implemented on November 2nd, 2022. With this, some different aspects of the first and second implementation were developed. For example, on this occasion the game of select the correct option was implemented, an activity that entertained the students while they were learning. In addition, the pre-service teacher read the text aloud and then the students repeated the pronunciation of the words, which facilitated the reading of the fable. (See: [Annex 16](#))

Figure 12: Third Fable





Investigative Methodology

Approach

This research focused on the basics of a qualitative approach. Moreno (2002) indicates that qualitative research seeks to identify the profound properties, relationships and dynamic structure of reality. Similarly, Reichardt and Cook (1986) explain that qualitative research provides an opportunity to link on the search for answers to questions about social experience. In addition, Taylor (1996) and Bogdan (1992) note that qualitative methodology is inductive and follows a flexible research model. In addition, qualitative researchers strive to understand people according to their own standards.

This study adopted a qualitative approach because the researcher wanted to collect and analyze information provided by students without the need for them to have a numerical value. In addition, she wanted to know the opinions, experiences and perception that students had about the use of fables to reinforce their Reading Comprehension.

Design

Parsons and Brown (2002) indicate that an action research is a form of investigation designed to be used by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observation and data collection, which practitioner-researchers can then use to reflect, make decisions, and develop more effective classroom strategies. In addition, Miller (2007) states that an action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners.



This study was an action research because it aimed to understand and interpret the actions carried out by a group of students, in this case, the process they performed in their Reading Comprehension and thus reinforce it.

Population and Sampling

For the implementation of this pedagogical proposal, the 6th grade students of the Educational Institution "Silvestre Arenas" were chosen as the population, since thanks to the observation process, it was evident that Reading Comprehension is rarely developed in English classes. In addition, these students were very participatory in the activities that the teacher proposed. The sample for the implementation of this proposal was 7 students of 6th grade with a language level A1.

Ethical Considerations of the Proposal

Taking into account that this proposal was carried out in a school and that the participants are minors, it was necessary to design an informed consent request where the project and its characteristics were presented to parents and students. In addition, the informed consent was presented to the parents in order for them to give permission for their children to participate in the project and the data collection could be carried out. In this case, 3 participant observations, 3 self-assessments, the 3 Reading Comprehension activities and a semi-structured interview. The parents had to sign the document if they agreed. It should be clarified that all instruments were carried out anonymously, that is, the name of the participants was not revealed. Finally, in these documents it was clarified that participation was voluntary and if any student wanted to leave the project could do without having academic repercussions. (See: [Annex 22](#))



Collecting Data Instruments

This research proposal used four data collection tools: document analysis, participant observations, self-assessments and a semi-structured interview, instruments applied to the population already mentioned.

Document Analysis.

According to Bowen (2009), document analysis is a form of qualitative research in which the researcher interprets documents to give voice and meaning to the subject of evaluation. Documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. Papers can provide background information and broad coverage of data and thus help anchor research in its subject or field.

This instrument was carried out each time a Reading Comprehension activity was implemented. This was implemented three times. The first with the fable titled “The lion and the mouse” (See: [Annex 23](#)). The second with the fable titled “The tortoise and the hare” (See: [Annex 24](#)). Finally, the third with the fable titled “The town mouse and the country mouse” (See: [Annex 25](#)).

Participant Observation.

DeWalt & DeWalt (2002) define participant observation as the process that empowers researchers to learn about the activities of people being studied in the natural setting through observation and participating in their activities. It provides the basis for the development of sampling guides and interview guides. In addition, Schensul, Schensul and LeCompte (1999)



define observation participant as "the learning process through exposure and get involved in the day-to-day or routine activities of participants in the researcher's setting." (p. 91).

It should be noted that the journal was used as the instrument. This was carried out each time a Reading Comprehension activity was implemented. This was implemented three times, in this case, the journals have been adopted. (See: [Annex 26](#)). (See: [Annex 27](#)). (See: [Annex 28](#))

Self-assessment.

A self-assessment format was carried out for the activities developed for Reading Comprehension, in order for students to evaluate the aspects implemented during each stage of reading. It should be noted that the Likert scale was used, in which the students had to answer "Never, seldom, sometimes or always" the activities developed helped them to better understand the fable. In total, 9 aspects were evaluated.

Brown and Harris (2013) define self-assessment as a "descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities" (p. 368). In addition, Panadero et al. (2016) define it as a "wide variety of mechanisms and techniques through which students describe (i.e., assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their own learning processes and products" (p. 804). Finally, Epstein et al. (2008) define self-assessment as "the ability to notice our own actions, curiosity to examine the effects of those actions, and willingness to use those observations to improve behavior and thinking in the future" (p. 5).

This instrument was carried out each time a Reading Comprehension activity was implemented. In addition, it contained multiple choice questions. This was implemented three times. (See: [Annex 29](#))



Semi-structured Interview.

Taylor and Bogan (1986) cited by Torrecilla (2006) see the interview as a series of repeated face-to-face meetings between the investigator and his informants, aimed at understanding informants' views on their lives, experiences or circumstances.

For the data collection procedure, this study used the semi-structured interview. According to Mayan (2001), the qualitative interview goes from an unstructured to a semi-structured approach. The semi-structured interview is used when the researcher knows something about the field of interest. This type of interview can be designed as an interview by topic, that is, it seeks to learn about a particular event or topic.

This instrument was carried out once all the implementations of the fable are completed in order to know the students' point of view on the use of these texts to reinforce Reading Comprehension. (See: [Annex 30](#))

Data Analysis and Interpretation

LeCompte and Preissle (1993) describe typological analysis as “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” (p. 257). That means that data analysis starts by dividing the overall data set into categories or groups based on predetermined typologies. Typologies are generated from theory, common sense, and/or research objectives, and initial data processing happens within those typological groupings. In typological analysis, an early step is to read through the data set and divide it into elements (i.e., disaggregate it from the whole) based on predetermined categories.

It should be noted that for the data analysis, a chart of categories was created. It contains subcategories and definitions of some authors. (See: [Annex 31](#)). In addition, a matrix was created with information from the participant observation (journal) and the semi-structured interview.

Figure 13: Matrix of Analysis "Journal"

Análisis de datos: observación participante (journal)					
Categoría general	Subcategorías	Descripción teórica	Frases literales de la observación participante (journal) N 1	Frases literales de la observación participante (journal) N 2	Frases literales de la observación participante (journal) N 3
Reading Comprehension	The use of fables in English classes	According to Carlessi (2013), the process of understanding a reading is based on realizing the message that the author wanted to convey and capturing the central idea of the text. In addition, he states that the reader realizes what is being communicated to him, and makes use of the ideas that are transmitted to him. It should be noted that this step is fundamental for a correct assimilation of what is read.	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary.	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary.	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary.
	To find key aspects of reading		Some of them did not understand the fundamental elements of the fable in order to answer the questions.	1. Most of the students understood the fundamental aspects of the fable. 2. Some students already knew aspects of the fable "The tortoise and the hare" so it was easier to understand it.	1. Most of the students understood the fundamental aspects of the fable. 2. The students easily found the key aspects of the fable and completed the activity successfully.
	Interpretation		Some students answered the questions quickly, others took longer. In addition, some of them answered wrong the question related to the moral of the fable. It should be noted that most did well at this stage.	Some students answered the questions quickly, others took longer.	Some students answered the questions quickly, others took longer.
Games	To practice vocabulary related to fables	According to Garaigordobil and Fagoaga (2006), the game is a vital and essential activity for human development, since it contributes in a relevant way to the integral development of the child during his childhood. The game is a vital need, because the child needs action, handle objects, interact with other children, and this is precisely what is done in the game.	Several students participated in the game, including those who had not participated in any class. It was noted that they liked the activity very much because everyone wanted to guess the words.	Many students were motivated to play the game. At the beginning, they presented difficulties to find the pairs but later they finished the activity successfully.	Many students were motivated to play the game. It should be noted that they knew some of the words of the game. In addition, they said that they liked it.
Interest	Obtaining good results	Risk (1964) emphasizes that if the student is not interested in learning, he will not perform in the same way as another who has clear objectives for his learning.			
	Students' perceptions		Many students showed interest during the development of the first implementation of the proposal. On the other hand, students mentioned that they liked the fable a lot.	Students mentioned that they liked the fable a lot.	Students mentioned that they liked the fable a lot.
Active participation	Motivation	According to Marzano (1992) page 10. The more the student participates, the greater the probability of meaningful learning. In addition, he affirms that to learn is necessary the active and committed participation of the subject who learns in the construction of his knowledge.	1. Most of the students actively participated in the reading stages. In addition, they were very excited to give their point of view just by seeing the title and the images of the fable. 2. They actively participated in the activity of the game and the moral.	1. The students actively participated in the first stage of reading, they gave their points of view in a critical way. 2. Most of them actively participated in all stages of reading.	1. Although the students did not know very well the fable of "The town mouse and the country mouse", they actively participated in the first stage of reading. 2. Most of the students actively participated in all stages of reading.

Figure 14: Matrix of Analysis "Semi-structured Interview"

Análisis de datos: entrevista semiestructurada								
Categoría general	Subcategorías	Frases literales de la entrevista, Participante 1	Frases literales de la entrevista, Participante 2	Frases literales de la entrevista, Participante 3	Frases literales de la entrevista, Participante 4	Frases literales de la entrevista, Participante 5	Frases literales de la entrevista, Participante 6	Frases literales de la entrevista, Participante 7
Reading Comprehension	The use of fabliares in English classes	Si porque las fábulas nos gustan a los niños, además nos deja una moraleja.	Si porque a partir de las fábulas tenemos de una manera divertida y al mismo tiempo aprendiendo.	Si fue adecuado porque los libros del colegio casi no traen cuentos o fábulas para que leamos, además, las fábulas tienen dibujos y son muy divertidos.	Si porque las fábulas nos dejan una moraleja para la vida y además podemos reforzar el inglés.	Si porque las fábulas me permitieron practicar y entender más el tema de la clase.	Si porque las fábulas nos divierten más al momento de leer en inglés.	Si porque las fábulas nos enseñan de una manera divertida el inglés.
	To find key aspects of reading	A veces se me dificultó algunas palabras desconocidas.	A mí se me dificultó las palabras desconocidas.	Se me dificultó las palabras desconocidas.	Se me dificultó más algunas palabras desconocidas.	Se me dificultó algunas palabras desconocidas y algunas conjugaciones de los verbos.	Se me dificultó entender algunas palabras desconocidas pero con los juegos las entendí mejor.	Se me dificultó que había palabras que no entendía.
	Interpretation	Si porque yo antes no sabía cómo interpretar más bien el inglés y con estas fábulas ya puedo entender más el inglés.	Si porque las fábulas me ayudaron a leer más fácil en inglés y a comprenderlo mejor.	Si porque con las fábulas ahora puedo interpretar más el inglés.	Si porque las fábulas me ayudaron a entender e interpretar mejor el inglés.	Si porque gracias a las fábulas ahora puedo entender e interpretar mejor el inglés.	Si porque gracias a las fábulas ya sé cómo interpretar el texto para entenderlo mejor.	Si porque ahora sé cómo interpretar un texto.
Games	To practice vocabulary related to fabliares	1. Si porque con estos juegos se puede aprender más vocabulario e interpretar más el inglés. 2. Si fueron de mi agrado porque se puede aprender inglés divirtiéndose con juegos. 3. Si porque la profesora Yenny nos explicó muy bien el vocabulario, de cómo utilizarlo y su.	1. Si porque la profesora Yenny nos había actividades y nos enseñaba las palabras desconocidas. 2. Si fueron de mi agrado porque me ayudaron a comprender más la fábula. 3. Si aprendí más vocabulario y con esto puedo entender más el inglés.	1. Si porque los juegos nos ayudan a comprender más, además como niños y a nosotros nos gusta jugar. 2. Si fueron de mi agrado porque me sentía feliz al poder participar en estas actividades. 3. Si porque la profesora Yenny nos realizaba.	1. Si porque los juegos me ayudaron a entender palabras que no conocía, además me ayudaron a poder responder las preguntas de la fábula. 2. Si fueron de mi agrado porque con los juegos uno puede divertirse mientras aprende el inglés. 3. Si porque algunas palabras que no conocía ahora las conozco.	1. Si porque también para la educación no bueno aprende jugando y se aprende más fácil. 2. Si fueron de mi agrado porque cada juego era diferente al anterior. 3. Si porque gracias a los juegos y a las fábulas ahora ya sé el significado de algunas palabras.	1. Si porque gracias a los juegos entendí más y aprendí las palabras de la fábula. 2. Si porque pude entender mejor las palabras en inglés. 3. Si porque gracias a estar actividades pude aprender más vocabulario de una manera divertida.	1. Si porque aprendí vocabulario de una forma divertida. 2. Si fueron de mi agrado porque aprendí varias palabras en inglés. 3. Si porque en cada una de las fábulas se veían palabras diferentes y las actividades también me.
Interest	Obtaining good results		Si porque el inglés es importante y toca seguir aprendiéndolo.		Si porque a mí me gusta mucho el inglés y además las fábulas me ayudaron a reforzar mi comprensión lectora en inglés.		Si porque las fábulas me motivaron a leer más en inglés.	
	Students' perceptions	1. Si porque a partir de las fábulas se puede aprender más inglés. 2. Si porque aprendiendo a leer las fábulas se puede aprender a leer en inglés más fácil.	Si porque las fábulas son divertidas.	1. Si porque las fábulas permiten conocer el bien y el mal y eso es importante. 2. Si porque nosotros como niños y cuando leemos cuentos o fábulas nos gusta más y aprendemos más.	Si porque el inglés me gusta mucho y las fábulas son muy divertidas.	1. Si porque las fábulas me parecen divertidas. 2. Si porque cada vez que aprenda una nueva palabra en inglés gracias a las fábulas, me motivaba más por seguir aprendiendo.	Si porque las fábulas me llamaron más la atención para seguir aprendiendo el inglés.	1. Si porque las fábulas hacen ver más divertido al inglés. 2. Si porque es muy divertido aprender inglés a través de las fábulas.
Active participation	Motivation							
Categories emergentes		1. que las fábulas permiten entender más el inglés. 2. Si porque se desarrollaron actividades muy divertidas, además eran fábulas conocidas. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque con las fábulas se puede aprender más vocabulario y se puede leer más fácil, además son muy divertidas.	1. que nosotros podemos entender más inglés con las fábulas y reforzar nuestro conocimiento. 2. Si porque las fábulas nos ayudaron a entender mejor el tema que estábamos viendo en la clase. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque las fábulas me ayudaron a comprender la lectura.	1. que con la lectura de fábulas se puede aprender más inglés. 2. Si porque las fábulas tenían dibujos muy entendidos y una moraleja para la vida. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque con las fábulas aprendimos más, además los párrafos eran pequeños y facilitaban la lectura.	1. que las fábulas nos ayudan a aprender más palabras y nos enseñan una moraleja que nos sirve para la vida, además con estas podemos reforzar la lectura en inglés. 2. Si porque me gustó mucho que la profesora nos realizara actividades para aprender más el inglés y para comprender las fábulas. 3. No tengo ninguna sugerencia. 4. Si porque me gustaron mucho las fábulas y además me gusta mucho leer textos en inglés.	1. me parece que las fábulas nos ayudan a entender más el tema que estamos aprendiendo en la clase. 2. Si porque las fábulas nos reforzaron el tema de la clase. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque son muy chéveres.	1. me parece que las fábulas nos ayudan a entender más el inglés. 2. Si porque las fábulas me parecen muy divertidas, además son fáciles de entender a las normales y se hacen actividades entendidas. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque me parecen muy divertidas.	1. las fábulas ayudan a entender mejor el inglés. 2. Si porque las fábulas me ayudaron a tener más confianza en inglés y a leer con más facilidad. 3. No tengo ninguna sugerencia. 4. Si me gustaría seguir utilizando fábulas porque las fábulas nos enseñan una moraleja para la vida.

Research and Pedagogical Chronogram

The following table explains the activities to develop:

Table 16: Chronogram of Activities - Pedagogical and Investigative Component

Week	Date	Activities
1	From 26 th to 30 th September	<ul style="list-style-type: none"> Submission process of parents' informed consent form Planning of the first didactic sequence
2	From 3 rd to 7 th October	Presentation of the Project
3	From 3 rd to 7 th October	<ul style="list-style-type: none"> Implementation of the first didactic sequence Collection of the 7 Reading Comprehension documents of the students

		<ul style="list-style-type: none"> • Self-assessment • Participant Observation
4	From 10 th to 14 th October	Planning of the second didactic sequence
5	From 17 th to 21 st October	<ul style="list-style-type: none"> • Implementation of the second didactic sequence • Collection of the 7 Reading Comprehension documents of the students • Self-assessment • Participant Observation
6	From 24 th to 28 th October	Planning of the third didactic sequence
7	From 31 st October to 4 th November	<ul style="list-style-type: none"> • Implementation of the third didactic sequence • Collection of the 7 Reading Comprehension documents of the students • Self-assessment • Participant Observation
8	From 7 th to 11 th November	<ul style="list-style-type: none"> • Semi-structured Interview • Closure of the Project



Findings

For the data collection process, five categories emerged which focus on the reinforcement of Reading Comprehension: a) Fables to Work on Reading, b) Working Vocabulary for Being Preparing to Read, c) Reading Performance, d) Interest and e) Active participation, those categories which supports the project implementation present some subcategories that are guided by the information gathered from document analysis, participant observations, self-assessments and a semi-structured interview.

The findings emerged from the implementation of a pedagogical project that aimed to reinforce Reading Comprehension in sixth grade students through the implementation of fables at the Educational Institution "Silvestre Arenas", Sogamoso-Boyacá.

Fables to Work on Reading.

For Cuesta (2007), fables are an example of "combined entertainment and teaching and have resisted through the centuries. In teaching learning, teachers use them for their pedagogical advantages. They also have a constructivist orientation, since each of the subjects who listen to them must draw their conclusions and use the moral" (p.13). Therefore, fables are an excellent tool to motivate students to read, especially when it starts from an early age. From their first years of life and throughout childhood, human beings are immersed in an imaginary and visual world, which is reinforced by fables thanks to the elements they use, these in turn, develop socio-affective skills through the values they promote with their morals.

Based on the three journals that were made, it was possible to show that *"The students were attentive to the reading activity. Most of them underlined several words and looked them up*



in the dictionary". On the other hand, in the semi-structured interview that was carried out to each participant of the project, it was possible to know his point of view on whether choosing fables to practice Reading Comprehension had been appropriate. The participant 1 said: *"Yes, because we children like fables, it also leaves us a moral"*. In turn, the participant 2 commented: *"Yes, because from the fables we read in a fun way and at the same time we learned"*. The participant 3 expressed: *"Yes, it was appropriate because the school books almost do not bring stories or fables for us to read, in addition, the fables have pictures and are very funny"*. The participant 4 said: *"Yes, because fables leave us a moral for life and also we could reinforce our English"*. The participant 5 commented: *"Yes, because the fables allowed me to practice and understand more the topic of the class"*. The participant 6 expressed: *"Yes, because fables amuse us more when reading in English"* and the participant 7 said: *"Yes, because fables teach us in a fun way English"*.

It was essential to determine two subcategories which are: Reading process and Interpretation.

Reading Process.

According to Vásquez (2016), "we must think about entering reading practices in which children have access to aesthetic experiences from language, not necessarily linked to evaluation processes." (p.109). In other words, reading should not be seen as an aspect always linked to evaluation since children can see in it the form of a punishment, this, on the contrary, should facilitate favorable learning spaces, where the student develops with freedom his creativity and imagination, aspects of great relevance at this stage of his life.



Based on the first journal that was made, it was possible to show that “*Some of the students did not understand the fundamental elements of the fable in order to answer the questions*”. On the other hand, the second journal shows that “*Most of the students understood the fundamental aspects of the fable and that some of them already knew aspects of the fable “The tortoise and the hare” so it was easier to understand it*”. In addition the third journal states that “*Most of the students understood the fundamental aspects of the fable and that the students easily found the key aspects of the fable and completed the activity successfully*”. Finally, in the semi-structured interview, the 7 participants agreed that what was most difficult for them when reading the fable was to understand some unknown words and some conjugations of the verbs.

Interpretation.

Solé (2006), cited by Vega and Alva (2008) argues that reading comprehension has three conditions:

- The clarity and consistency of the content of the texts; that is, the way in which the information should be clear and precise, and considered by the reader.
- The extent to which the reader’s prior knowledge is relevant to the content of the text.
- The strategies that the reader uses, in order to maximize understanding and be able to remember everything read without errors.

Based on the first journal that was made, it was possible to show that “*Some students answered the questions quickly, others took longer. In addition, some of them answered wrong the question related to the moral of the fable. It should be noted that most did well at this stage*”. On the other hand, in the second and third journal it was evident that the students were able to



interpret the text in a faster and more precise way, thanks to the exercises that were carried out in each of the stages of the reading.

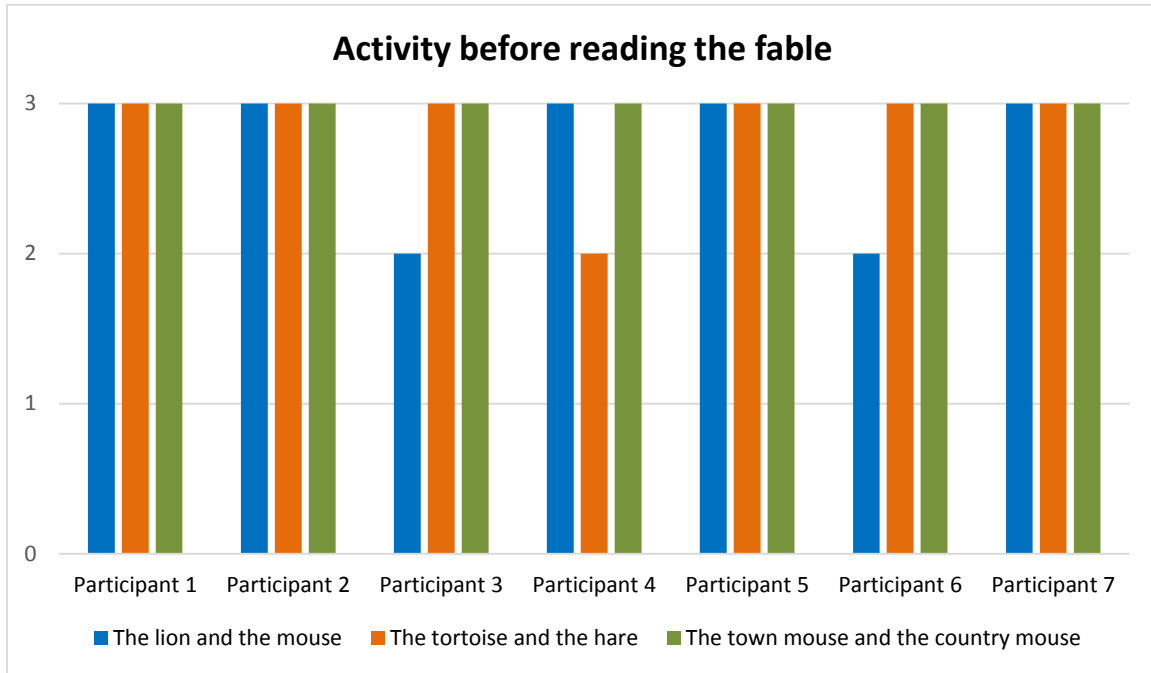
On the other hand, in the semi-structured interview, it was possible to know their points of view on whether they believed that the use of fables helped them to reinforce Reading Comprehension, to which they responded as follows. The participant 1 said: *“Yes, because before I didn't know how to interpret English very well and with these fables I can now understand English better”*. In turn, the participant 2 and 3 commented: *“Yes, because the fables helped me to read English easier and to understand it better”*. The participant 4, 5, 6 and 7 expressed: *“Yes, because thanks to the fables I can now understand and interpret English better”*.

The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 17: Likert Scale

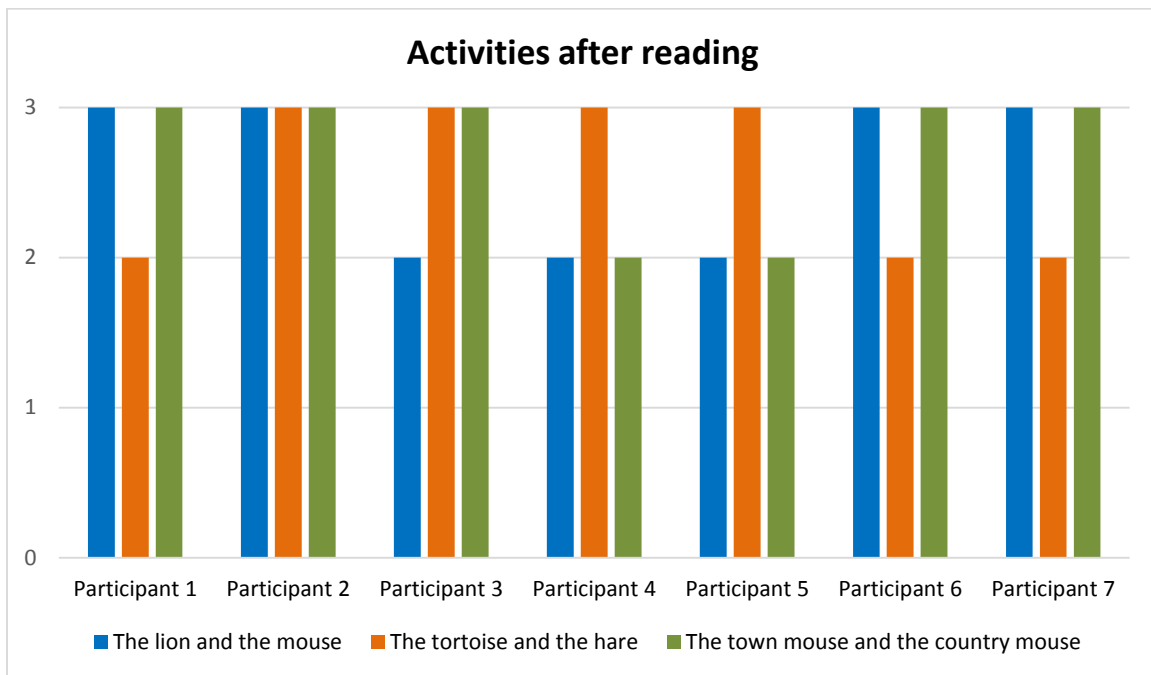
LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
Always	3
Sometimes	2
Seldom	1
Never	0

Figure 15: Activity Before Reading the Fable



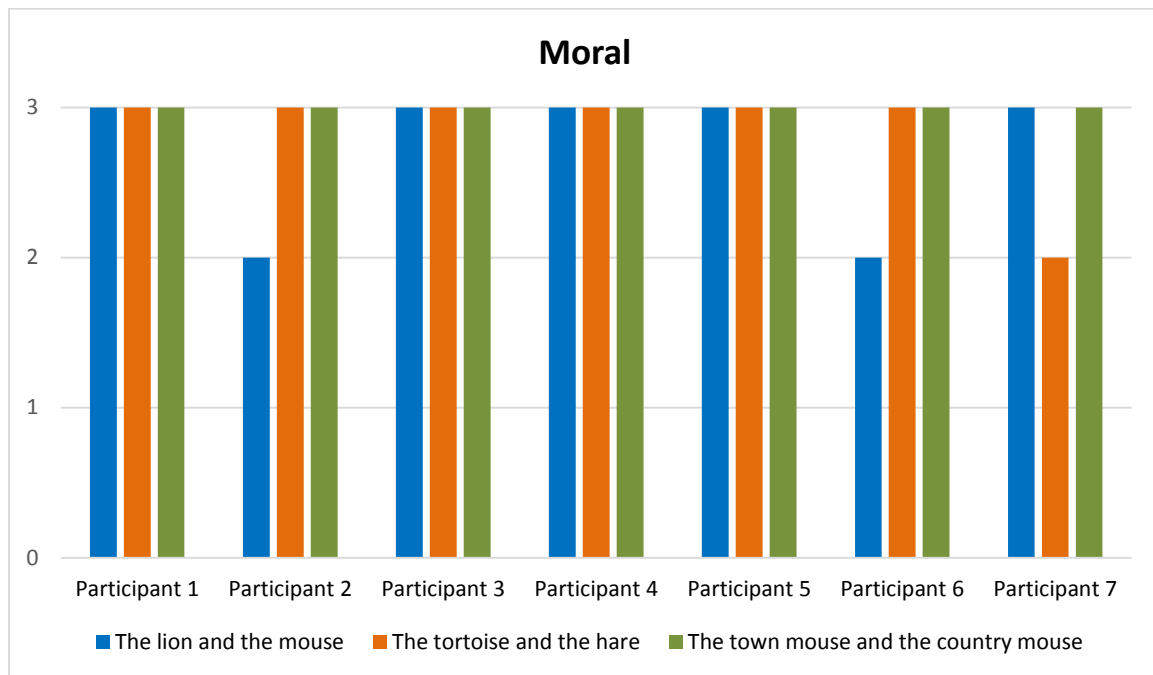
The previous graph illustrates the participants' response to the question of whether the activities that were developed before reading the 3 fables helped them to understand them better, to which participants 1, 2, 5 and 7 responded that "Always" to the 3 implementations of the project. For his part, participant 3 answered "Sometimes" to the first fable and "Always" to the second and third. Participant 4 answered that "Always" to the first and third fable and "Sometimes" to the second. Participant 6 answered "Sometimes" to the first fable and "Always" to the second and third implementation. In conclusion, the activities that were carried out before the fable were of great help to the students.

Figure 16: Activities After Reading



The previous graph illustrates the participants' response to the question of whether the activities that were developed after the reading of the 3 fables helped them to finish understanding them, to which participants 1, 6 and 7 responded "Sometimes" to the second fable and "Always" to the first and third. For his part, participant 2 answered "Always" to the three implementations. Likewise, participant 3 responded "Sometimes" to the first fable and "Always" to the second and third. On the other hand, participants 4 and 5 answered "Sometimes" to the first and third fable and "Always" to the second. In conclusion, the students did not assimilate equally the activities carried out after reading the fables.

Figure 17: Moral



The previous graph illustrates the participants' response to the question of whether they understood the moral of the 3 fables, to which participants 1, 3, 4 and 5 responded "Always" to the 3 implementations of the project. On the other hand, participants 2 and 6 responded "Sometimes" to the first fable and "Always" to the second and third. For his part, participant 7 answered "Always" to the first and third fable and "Sometimes" to the second. In conclusion, the students understood the moral of the 3 fables, something that is very important since it leaves them a lesson for life.

Working Vocabulary for Being Preparing to Read.

According to Garaigordobil and Fagoaga (2006), the game is a vital and essential activity for human development, since it contributes in a relevant way to the integral development of the child during his childhood. The game is a vital need, because the child needs action, handle objects, interact with other children, and this is precisely what is done in the game.



Games are a very useful tool for children since with them, children can learn while having fun, a fundamental aspect for this project, for this reason, three games designed by the teacher were implemented. It should be noted that for each implementation of the project a different game was used. It was essential to determine a subcategory which is: Games.

Games.

According to Shelagh Rixon (1999) p.84. "Games help children, maintaining a great enthusiasm for the retention of the activity they perform". In addition, she emphasizes that games are ideal for practicing vocabulary or verbal forms, the review of topics, among other benefits that they offer.

Based on the first journal that was made, it was possible to show that *"Several students participated in the game, including those who had not participated in any class. It was noted that they liked the activity very much because everyone wanted to guess the words"*. On the other hand, in the second journal it was evident that: *"Many students were motivated to play the game. At the beginning, they presented difficulties to find the pairs but later they finished the activity successfully"*, and in the third journal it was possible to show that: *"Many students were motivated to play the game. It should be noted that they knew some of the words of the game. In addition, they said that they liked it"*.

On the other hand, in the semi-structured interview, it was possible to know their points of view on whether they considered that the games were a good strategy to learn vocabulary, to which the 7 participants agreed on three aspects, which are presented below:



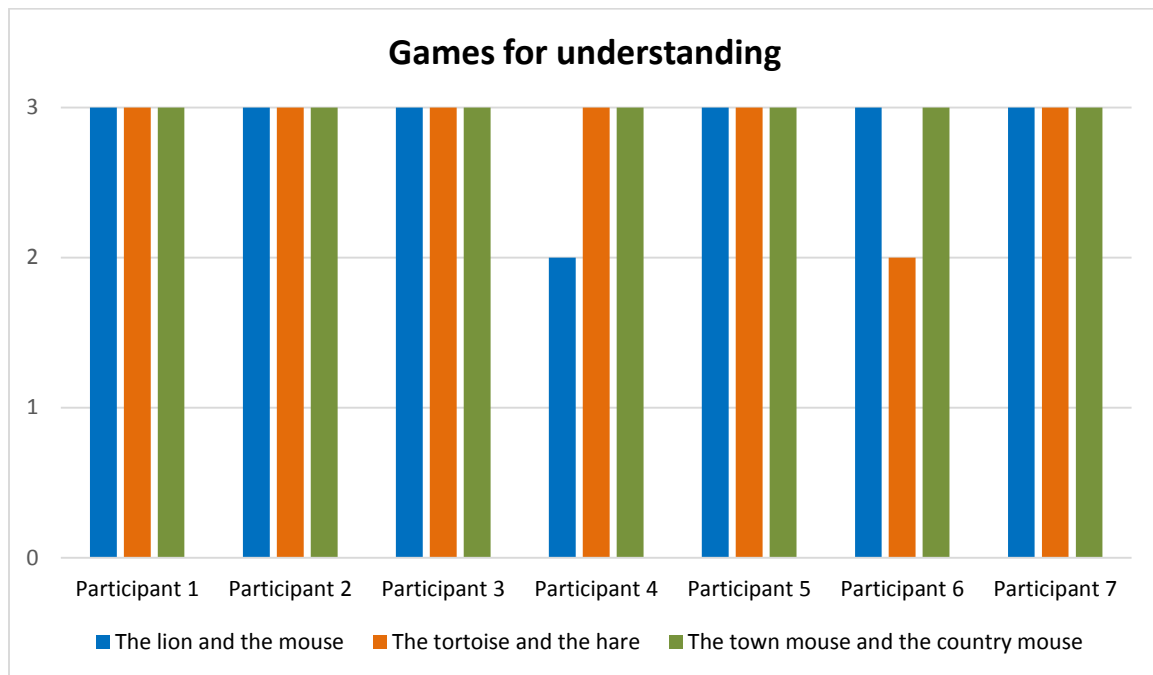
1. With games you can learn more vocabulary and interpret English faster.
2. The games were liked by them because they affirm that it is a good strategy to learn English while having fun.
3. They consider that teacher Yenny explained the vocabulary very well, how to use it and its meaning, for this reason, they think that the games helped them to learn vocabulary.

The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 18: Likert Scale

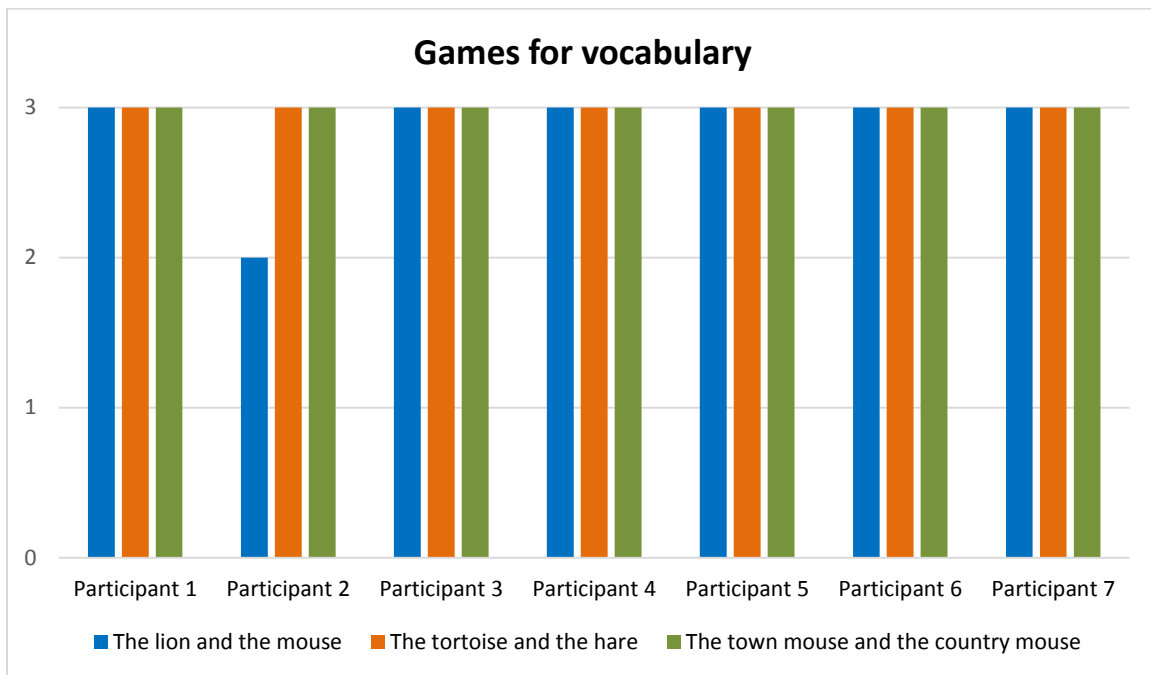
LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
Always	3
Sometimes	2
Seldom	1
Never	0

Figure 18: Games for Understanding



The previous graph illustrates the participants' response to the question of whether the games made to practice vocabulary before the 3 fables helped them to better understand the unknown words, to which participants 1, 2, 3, 5 and 7 responded "Always" to the 3 implementations of the project. On the other hand, participant 4 answered "Sometimes" to the first fable and "Always" to the second and third. In addition, participant 6 answered "Always" to the first and third fable and "Sometimes" to the second. In conclusion, the games helped the participants to understand the unknown words easier.

Figure 19: Games for Vocabulary



The previous graph illustrates the participants' response to the question of whether using games was a good strategy to understand and learn vocabulary, to which participants 1, 3, 4, 5, 6 and 7 responded "Always" to the 3 implementations of the project. For his part, participant 2 responded "Sometimes" to the first implementation and "Always" to the second and third implementation. In conclusion, the games were a good tool to learn vocabulary, in addition, these activities are perfect for children.

Reading Performance.

According to Carlessi (2013), the process of understanding a reading is based on realizing the message that the author wanted to convey and capturing the central idea of the text. In addition, he states that the reader realizes what is being communicated to him, and makes use of the ideas that are transmitted to him. It should be noted that this step is fundamental for a correct assimilation of what is read.



The following table shows the percentage for high, medium and low, values established in order to analyze the score of students in the implementations of Reading Comprehension. It should be noted that 3 fables were implemented to reinforce this Comprehension, the result of these are presented below:

The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 19: Percentage for Evaluating Reading Comprehensions

PERCENTAGE FOR EVALUATING READING COMPREHENSIONS	
High	5-6
Medium	3-4
Low	0-2

The results of the participants of the first implementation are presented below. In addition, each of them is classified in the standards of the previous table.

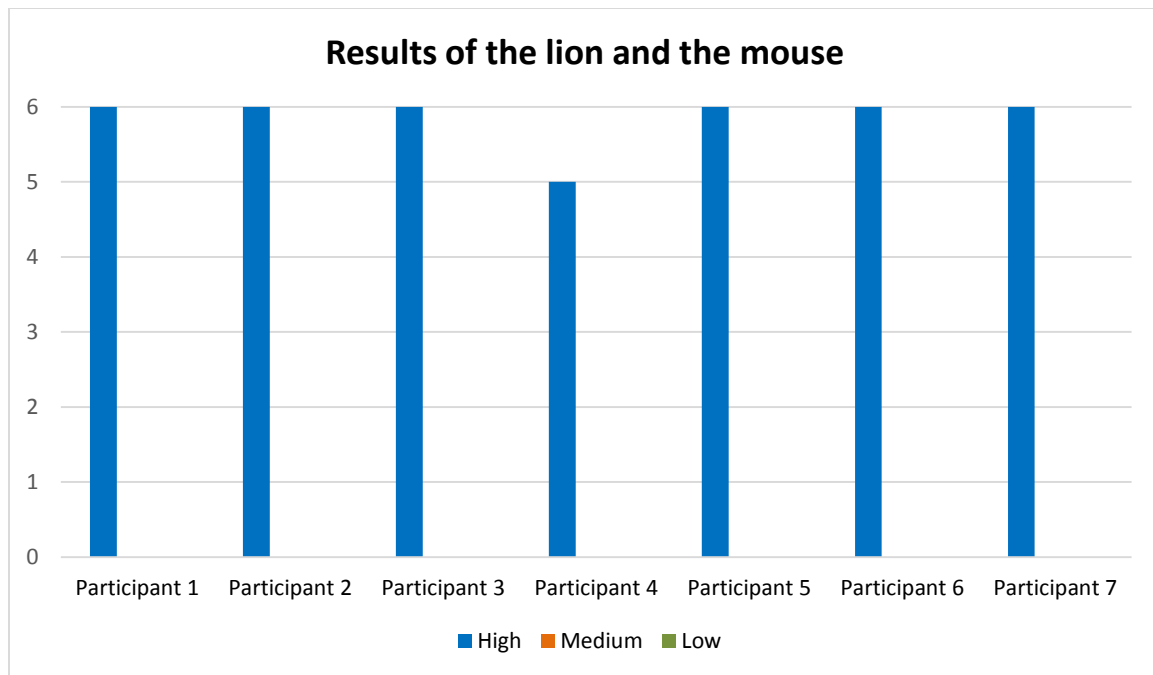
Table 20: Results of the First Fable

Participants	Results of the lion and the mouse
Participant 1	6/6 points
Participant 2	6/6 points
Participant 3	6/6 points
Participant 4	5/6 points
Participant 5	6/6 points



Participant 6	6/6 points
Participant 7	6/6 points

Figure 20: Scores of the First Fable



The previous graph illustrates the participants' results in the first fable, in which the participants 1, 2, 3, 5, 6 and 7 obtained 6 points. For his part, participant 4 obtained 5 points. This shows that the students understood the fable and that thanks to the activities carried out in each stage of reading they obtained good scores.

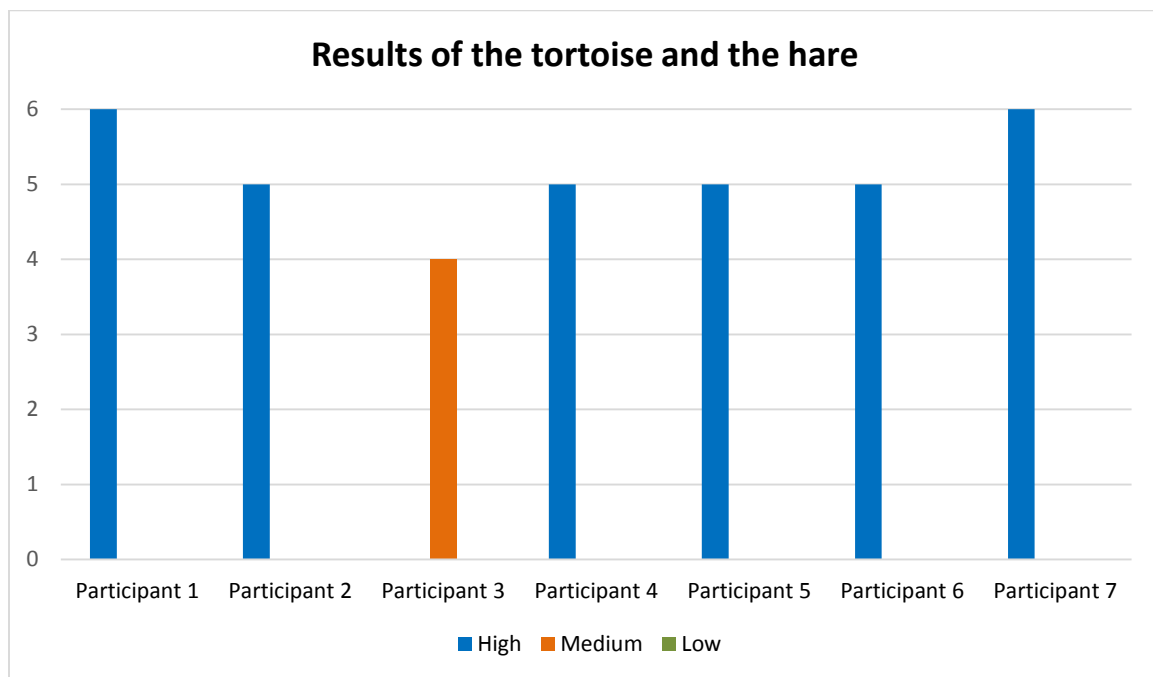
The results of the participants of the second implementation are presented below. In addition, each of them is classified in the standards of the first table.

Table 21: Results of the Second Fable

Participants	Results of the tortoise and the hare
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Participant 1	6/6 points
Participant 2	5/6 points
Participant 3	4/6 points
Participant 4	5/6 points
Participant 5	5/6 points
Participant 6	5/6 points
Participant 7	6/6 points

Figure 21: Scores of the Second Fable



The previous graph illustrates the participants' results in the second fable, in which the participants 1 and 7 obtained 6 points. On the other hand, the participants 2, 4, 5 y 6 obtained 5 points and the participant 3 obtained 4 points. This shows that the participants did not fully understand the fable and for this reason they obtained fewer points than in the first



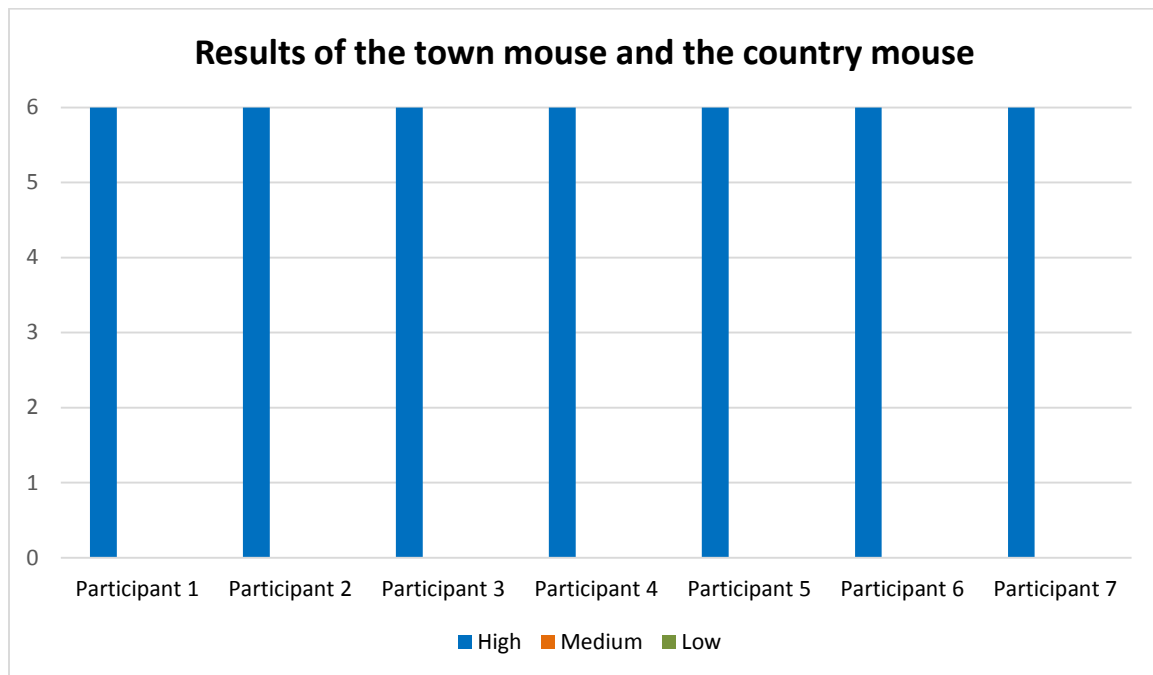
implementation of the proposal. It should be noted that some students knew this fable but did not recognize the key aspects of reading to successfully answer the questions of it.

The results of the participants of the third implementation are presented below. In addition, each of them is classified in the standards of the first table.

Table 22: Results of the Third Fable

Participants	Results of the town mouse and the country mouse
Participant 1	6/6 points
Participant 2	6/6 points
Participant 3	6/6 points
Participant 4	6/6 points
Participant 5	6/6 points
Participant 6	6/6 points
Participant 7	6/6 points

Figure 22: Scores of the Third Fable



The previous graph illustrates the participants' results in the third fable, in which the 7 participants obtained 6 points. This shows an improvement in the way in which they interpret a text in English. In addition, in this last implementation of the proposal, the participants showed a complete understanding of the fable in order to answer the questions.

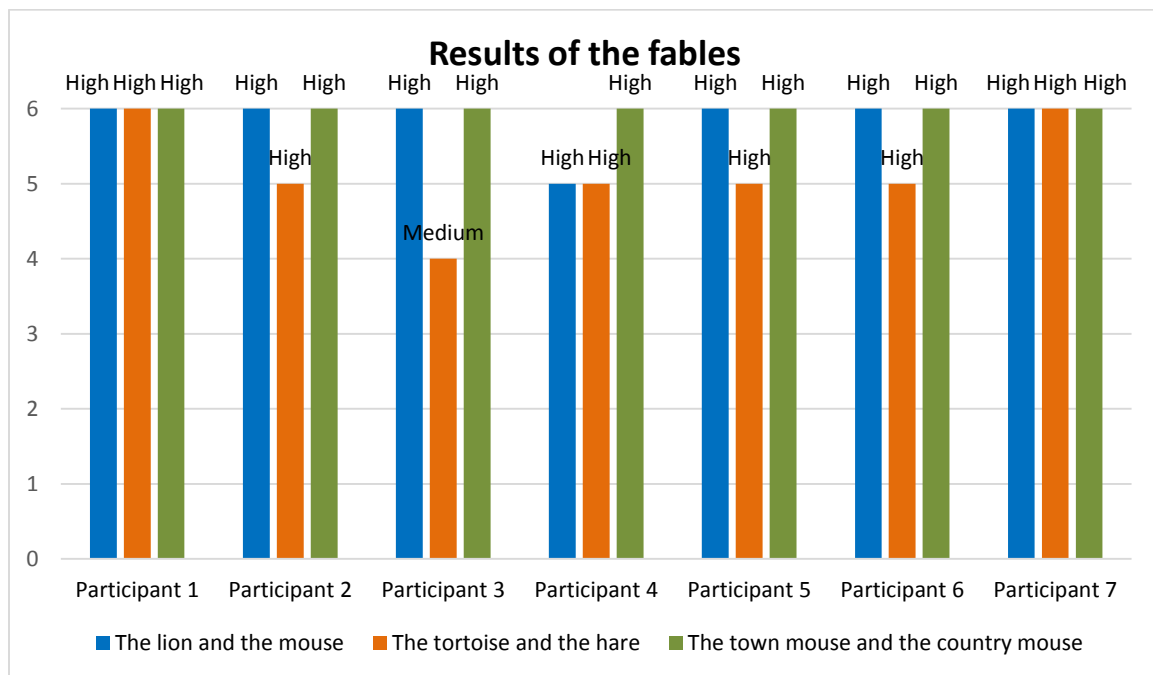
The results of the participants of the first, second and third implementation are presented below.

Table 23: Results of the First, Second and Third Fable

Participants	Results of the lion and the mouse	Results of the tortoise and the hare	Results of the town mouse and the country mouse
Participant 1	6/6 points	6/6 points	6/6 points
Participant 2	6/6 points	5/6 points	6/6 points
Participant 3	6/6 points	4/6 points	6/6 points

Participant 4	5/6 points	5/6 points	6/6 points
Participant 5	6/6 points	5/6 points	6/6 points
Participant 6	6/6 points	5/6 points	6/6 points
Participant 7	6/6 points	6/6 points	6/6 points

Figure 23: Scores of the First, Second and Third Fable



The previous graph illustrates the results of the 7 participants in the three implementations of the project. This shows that participant 1 obtained good results in the three fables. In turn, participant 2 had good results in the first and third fable, the same happened with participant 3, who had a medium level in the second implementation. On the other hand, participant 4 maintained the same level in the first and second fable, but in the third, an improvement was evident. Participants 5 and 6 had good results in the first and third fable. In addition, participant 7 obtained good results in the three implementations of the project.



In general, as the implementations were carried out, the students demonstrated a significant improvement in their Reading Comprehension, obtaining good results. It should be noted that the participants showed interest in practicing this comprehension and this was evidenced in the previous table.

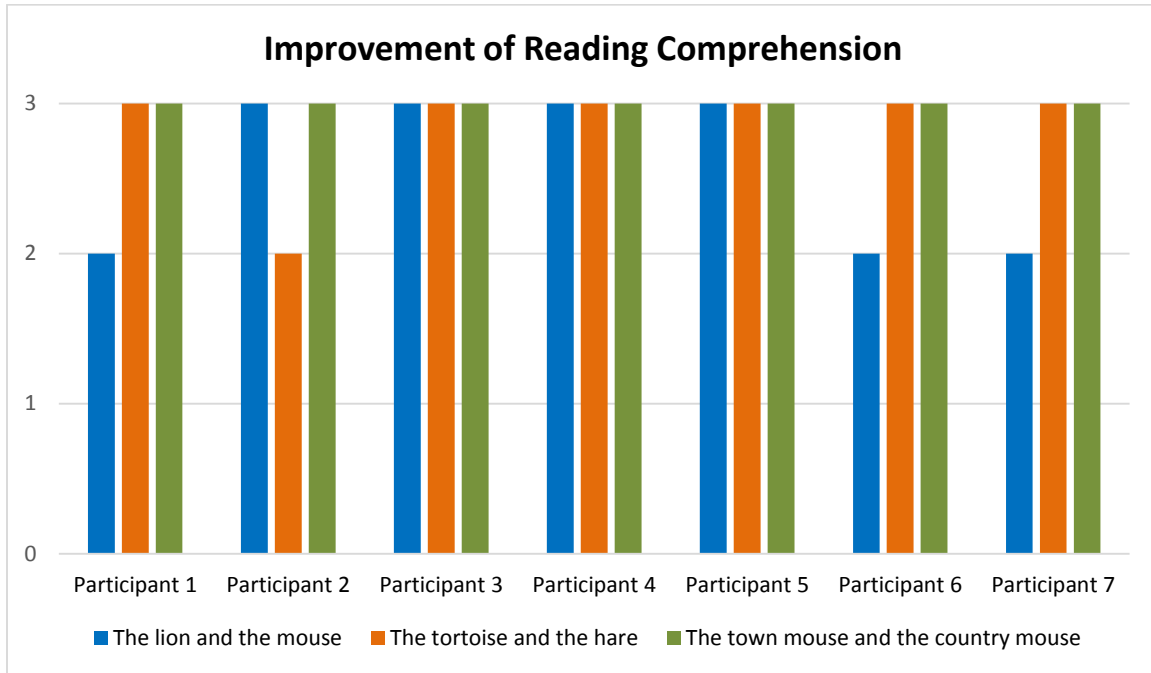
This comprehension is of great importance, which is why this category is one of the bases of the project since it was intended to reinforce Reading Comprehension of the students. They had to read three fables and answer some questions. In addition, the students stated that the fables helped them to reinforce this comprehension in a dynamic way since these texts were perfect for them by their drawings, their moral, among others.

The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 24: Likert Scale

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
Always	3
Sometimes	2
Seldom	1
Never	0

Figure 24: Improvement of Reading Comprehension



The previous graph illustrates the participants' response to the question of whether they felt that the fable helped them to reinforce and improve Reading Comprehension in English, to which participants 3, 4 and 5 responded "Always" to the 3 implementations of the project. On the other hand, participants 1, 6 and 7 responded "Sometimes" to the first fable and "Always" to the second and third. In addition, participant 2 responded "Always" to the first and third fable and "Sometimes" to the second. In conclusion, it was evident that the fables helped students to reinforce this comprehension.

Interest.

Risk (1964) emphasizes that if the student is not interested in learning, he will not perform in the same way as another who has clear objectives for his learning. It should be noted that it is of great importance that the student is interested in learning the topic of the class so that it causes a positive impact on his learning. Also, when a person is interested, he learns in an



easier and faster way, for this reason, it was essential to determine two subcategories of such a necessary aspect in learning which are: Obtaining good results and Students' perceptions.

Obtaining Good Results.

Hidi and Renninger (2006) argue that although the potential for interest resides in the person, it is the environment and the content that define the direction of interest and contribute to its development. Thus, the interest refers to attention and engagement with the characteristics of a particular content or activities, providing teachers with information on how students' motivation could be increased with the development of interest.

Based on the semi-structured interview, it was possible to know their points of view on whether reading fables aroused their interest in reading in English, to which participants 2, 4 and 6 responded: *“Yes, because I really like English and the fables also helped me strengthen my Reading Comprehension in English”*.

Students' Perceptions.

According to Abarca (2006), the teacher must be perceptive to the affective variations of the student and thus be able to offer the necessary tools so that the student can produce that interest in the learning tasks so that it occurs. At the same time, it must be achieved that her motivation is maintained and that the student is guided more by self-graphic principles than by external conditioning.

Based on the first journal that was made, it was possible to show that *“Many students showed interest during the development of the first implementation of the proposal. On the other*

hand, students mentioned that they liked the fable a lot”. In addition, in the second and in the third journal it was evident that: *“The students really liked the fable”*.

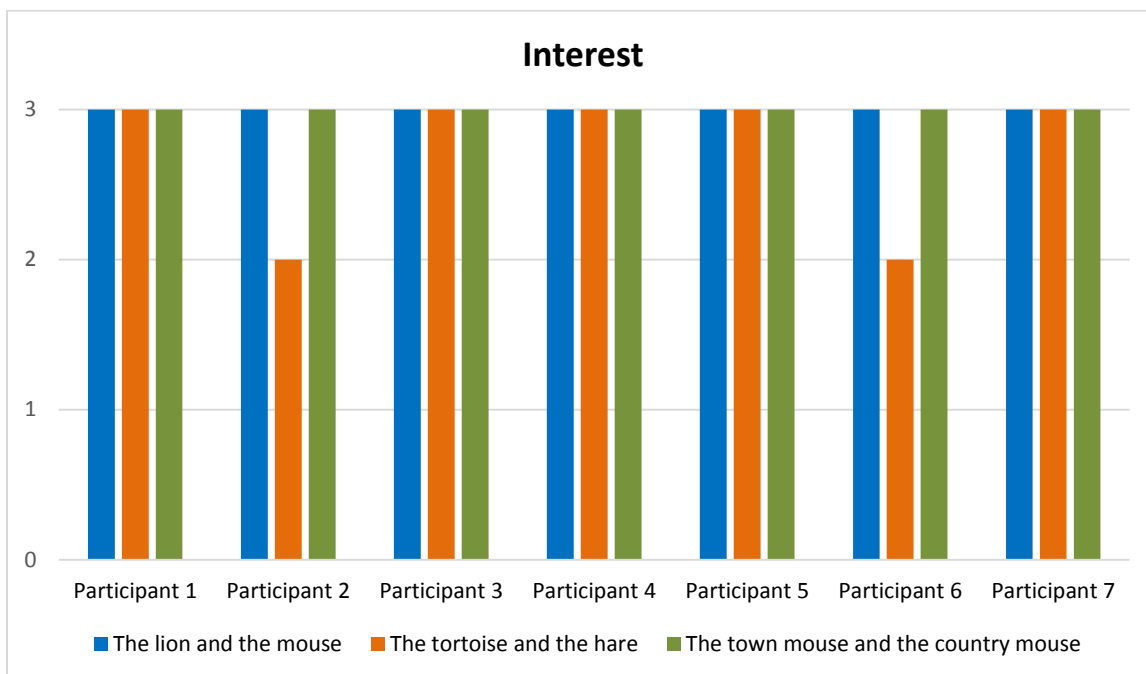
Based on the semi-structured interview, it was possible to know their points of view on whether reading fables aroused their interest in continuing to learn English, to which the students responded as follows. The participant 1 said: *“Yes because from fables you can learn more English”*. In turn, the participant 2 and 4 commented: *“Yes, because I like English a lot and the fables are very funny”*. The participant 3 expressed: *“Yes, because fables allow us to know good and evil, and that is important. Also, we are children and when we read stories or fables we like it better and we learn more”*. The participant 5 and 6 commented: *“Yes, because every time I learned a new word in English thanks to the fables, it motivated me more to continue learning English”* and the participant 7 said: *“Yes, because it is very fun to learn English through fables”*.

The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 25: Likert Scale

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT	
Always	3
Sometimes	2
Seldom	1
Never	0

Figure 25: Interest



The previous graph illustrates the participants' response to the question of whether reading fables aroused their interest to continue learning English, to which participants 1, 3, 4, 5 and 7 responded "Always" to the 3 implementations of the project. On the other hand, participants 2 and 6 responded "Always" to the first and third fable and "Sometimes" to the second. In conclusion, it was evident that the fables aroused their interest to continue learning English.

Active Participation.

According to Marzano (1992) page 10. The more the student participates, the greater the probability of meaningful learning. In addition, he affirms that to learn is necessary the active and committed participation of the subject who learns in the construction of his knowledge. Participation in the classroom is a fundamental aspect since the more the student participates, the



easier and faster his learning process will be, for this reason, it was essential to determine a subcategory which is: Motivation.

Motivation.

According to Felix (2005), by improving the motivation of the student, he will increase his interest and his willingness to effort and focus on learning tasks, which, consequently, will increase his performance, improve his results, increase his self-esteem and he will be more satisfied with himself.

Based on the first journal that was made, it was possible to show that *“Most of the students actively participated in the reading stages. In addition, they were very excited to give their point of view just by seeing the title and the images of the fable. Also, they actively participated in the activity of the game and the moral”*. On the other hand, in the second journal it was evident that: *“The students actively participated in the first stage of reading, they gave their points of view in a critical way. In addition, most of them actively participated in all stages of reading”*, and in the third journal it was possible to show that: *“Although the students did not know very well the fable of “The town mouse and the country mouse”, they actively participated in the first stage of reading. In addition, most of the students actively participated in all stages of reading”*.

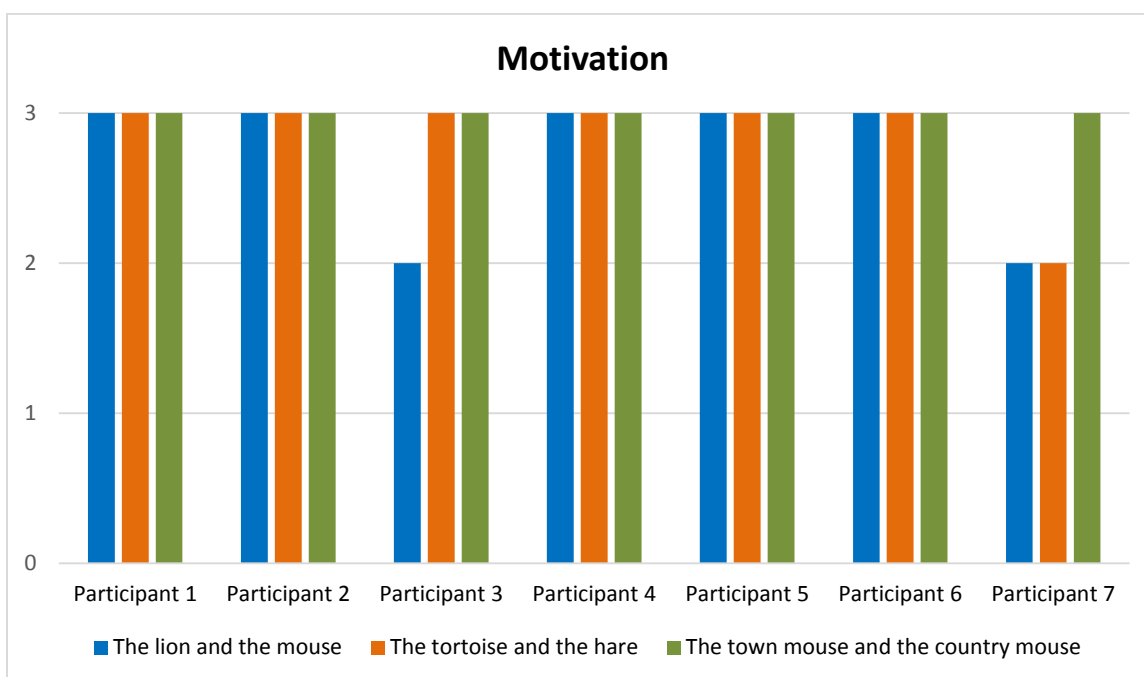
The Likert scale and its equivalent value are presented below in order to evaluate the activities developed during each implementation of Reading Comprehension.

Table 26 Likert Scale

LIKERT SCALE IMPLEMENT AND ITS NUMERICAL EQUIVALENT
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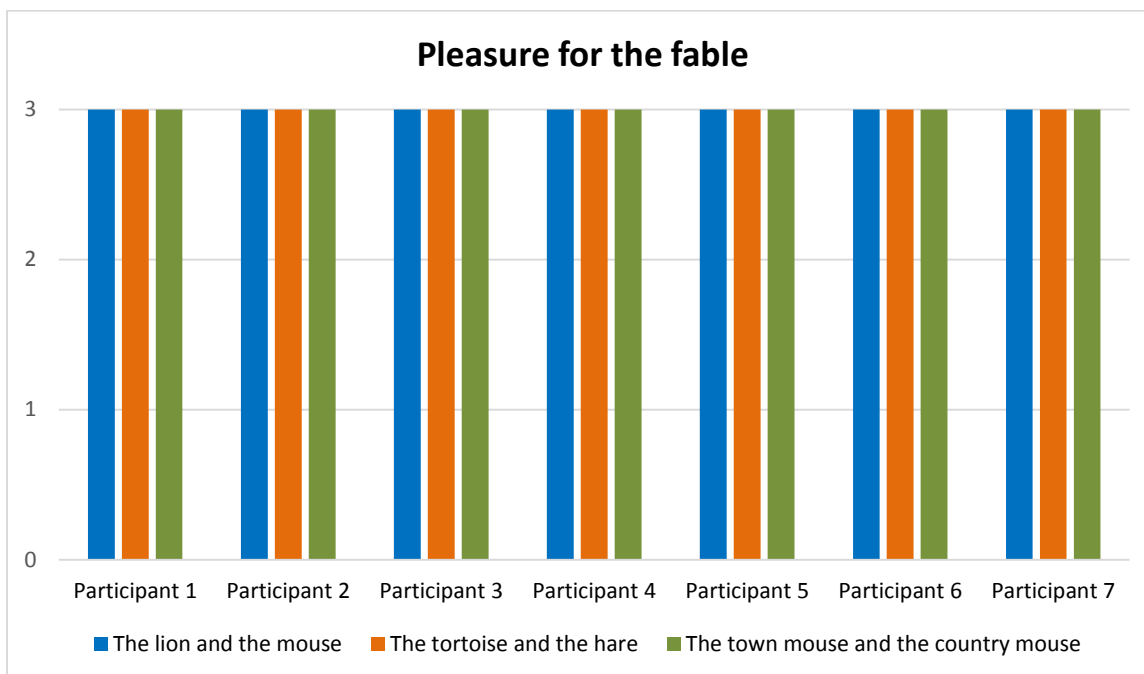
Always	3
Sometimes	2
Seldom	1
Never	0

Figure 26: Motivation



The previous graph illustrates the participants' response to the question of whether reading fables motivated them to continue learning English, to which participants 1, 2, 4, 5 and 6 responded "Always" to the 3 implementations of the project. On the other hand, participant 3 responded "Always" to the second and third. Participant 7 responded "Sometimes" to the first fable and "Always" to the second and third. Participant 7 responded "Sometimes" to the first and second fable and "Always" to the third. In conclusion, it was evident that thanks to the fables, the students were motivated to continue learning English.

Figure 27: Pleasure for the Fable



The previous graph illustrates the participants' response to the question of whether they liked the fable, to which the 7 participants responded "Always" to the 3 implementations of the project. In conclusion, it was evident that the fables were liked by the students. It should be noted that each fable that was implemented was carefully chosen in order for the students to make the most of the reading and the moral.



Conclusions

After implementing the proposal in sixth grade students, it was evidenced that there was an improvement in Reading Comprehension and this can be verified in the results of each of the fables. In addition, the choice of these texts allowed the students to be more concentrated in reading since they were simple texts, with understandable vocabulary for them, with drawings and with a lesson for life. Despite the fact that the participants were children, in each of the implementations they gave their point of view about it in a very critical sense. It should be noted that these fables were implemented in English classes in order to reinforce the topic of the class and at the same time practice Reading Comprehension.

On the other hand, it was necessary to adjust the fables to the topic that the students were learning in class, in this case "Present Simple", this allowed them to understand the topic easier since it was reinforced in each of the implementations of the proposal. In addition, considering that the participants were children, it was necessary to use games that would allow them to understand the vocabulary of the fable in a dynamic and entertaining way. It should be noted that for each implementation a different game was used, which allowed the students to be concentrated since they did not know what the next game could be. Something highly valued by them and that was evidenced in the interviews since, as they expressed it, thanks to the games they learned vocabulary while having fun.

Finally, participants' perceptions regarding the use of fables in English classes to reinforce Reading Comprehension were analyzed. From this, it was possible to conclude that these texts were well received by the students since it was something new for them and as they expressed it, they needed something different from English books in which they do not explain



grammar in a fun and that motivates them to learn. Contrary to the fables, while they had fun they could learn and practice the comprehension already mentioned.

Recommendations

Based on the instruments used for data collection, the participants expressed that they did not have any recommendation for the project since they really liked each activity carried out in the implementations of the proposal. On the other hand, the students suggested that it would be appropriate to continue using fables in English classes in order to change the monotony of the class and reinforce some English topic.

Taking into account the results of this proposal, it is recommended to search for texts other than fables. It should be noted that it is necessary to know the age of the students to choose the text to implement. On the other hand, it is recommended to look for games other than those used in this project and that allow students to have fun and at the same time learn about the topic that the teacher want to reinforce. Regarding data collection, it is recommended to use different instruments than document analysis, participant observations, self-assessments and a semi-structured interview in order to explore the topic in a different way.



Chapter IV: Community Outreach Component

The Use of Children's Songs to Practice Pronunciation in 3rd and 5th Grade Students at the Educational Institution "Silvestre Arenas"

Introduction

The English teaching process cannot be seen only as a procedure of knowledge management and transmission, being both the emergent social and cognitive development in learners; a challenge to be faced. To do this, it is necessary to implement creative tools and activities that allow a better understanding and familiarization with the foreign language; for instance, one of the best ways to create this environment so conducive and natural, free of anxiety and academic pressure is through songs. According to Lo and Li (1998), songs can be used to teach a variety of language elements such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs, and can be used to increase students' abilities in listening, speaking, reading, and writing.

Murphey (1992) also says that it is advisable to use interesting tools among learners as popular songs in its many forms with the aim of creating a state of relaxed and motivational receptivity to improve the pronunciation and the acquisition of new vocabulary so that they can share this knowledge with others immersed in learning a foreign language.

The tenth semester students of Foreign Languages English, French of the University of Pamplona and through this component intend to help the student community, specifically the



elementary students, remembering that at this age, children must practice English because knowledge is more easily acquired.

The implementation of this component was based on practicing the pronunciation of 3rd and 5th grade students of the Educational Institution "Silvestre Arenas". To achieve this, the use of children's songs was planned, which in addition to being fun, allow the student to learn while practicing pronunciation. Besides, activities were implemented that allow the pre-service teacher to know if the student understood the lyrics of the songs, their meaning and the correct pronunciation of the words.



Justification

This project arose from the need to find a tool to help students in their process of learning English, currently considered as a fundamental language as affirmed by Biava and Segura (2010) who highlight that the use of this language has gone from being a privilege to being a necessity in the different productive sectors. One of the main reasons for this is globalization, since thanks to it, this is considered the most important language for communication worldwide.

Juan and García (2016) established children are more motivated and stimulated in the foreign language class when using authentic materials (rhymes, songs, games, etc.) instead of artificial and non-authentic ones (textbooks). Authentic materials increase children's level of personal involvement in the task at hand. The use of songs in a foreign language class allows students to be active agents in the learning process as they do so in a dynamic way and at the same time express their emotions.

The practicum process allows the pre-service teacher to learn to adapt to new educational environments and develop their interpersonal skills. In addition, this space gave her the opportunity to help and teach a community with observed needs such as 3rd and 5th grade. Through this component, she learned to work with both young people and children and not just focus on a population, with the aim of expanding her experiences.

According to the observed needs, it was essential a proposal that would allow the pre-service teacher to reinforce that skill with the students. In this case, the pronunciation was worked, an important aspect when someone wants to learn a language and what better way to do it through the use of songs, since in addition to being entertaining, the student is focused and



learns as he sings it. It should be noted that children are motivated to learn and that is where the teacher must provide them with the necessary knowledge.



Objectives

General Objectives

- To use children's songs as a tool to practice pronunciation in 3rd and 5th grade students at the Educational Institution "Silvestre Arenas".
- To address the English training needs of the primary school children at the Educational Institution "Silvestre Arenas".

Specific Objectives

- To search children's songs for teaching the English language.
- To learn new vocabulary through songs.
- To foster pronunciation in non-native English learners.



Methodology

The implementation of children's songs were carried out in the English classes and related to the topic planned for the class. The pre-service teacher read the lyrics of the song in English and students repeated it to practice the pronunciation. Then, she explained the unknown vocabulary and sang it with the melody.

Curtain and Dahlberg (2004) suggest the following steps in order to correctly present a song in class:

1. Preparing students: it is important to tell them what the song is about, preferably in English, by making an intensive use of graphics and gestures.
2. Go through the words: make sure that children understand the words or at least understand the key words needed to sing the song with sense and satisfaction. Place new vocabulary in context and illustrate meaning with gestures and images.
3. Read the song line by line: read the song one line at a time and have the children repeat the words. If the song is written on the board, follow the words with a rule.
4. Sing one line at a time: sing the song to the children one line at a time and have them sing it again. Practice each line several times until children can sing independently and then practice two lines at a time. Finally, put the whole song and sing together.
5. Add rhythmic accompaniments: start adding a rhythmic accompaniment such as clapping, among others.



Third Grade

The pre-service teacher began teaching to third grade on September 13th. In the first hour of class, she started with the song “Listen to the water”, with this, the students practiced pronunciation and learned new words. It should be noted that this song was in the third grade English book. In the second hour of class, a reading titled "I love nature" was carried out, in which the students looked for known words in the text, related the images with the vocabulary, among others. The pre-service teacher read aloud. It should be noted that this text was in the English book.

On the other hand, on September 20th, the pre-service teacher taught them the parts of the house, in addition, she reinforced the verb To Be since for each part of the house, she made a sentence with it. For example: "The bed is in the bedroom." It should be noted that the students showed interest and actively participated in the class.

On September 27th, several games about the parts of the house were implemented, something that helped the students to understand the vocabulary. In addition, the students developed a workshop on this topic. (See: [Annex 32](#))

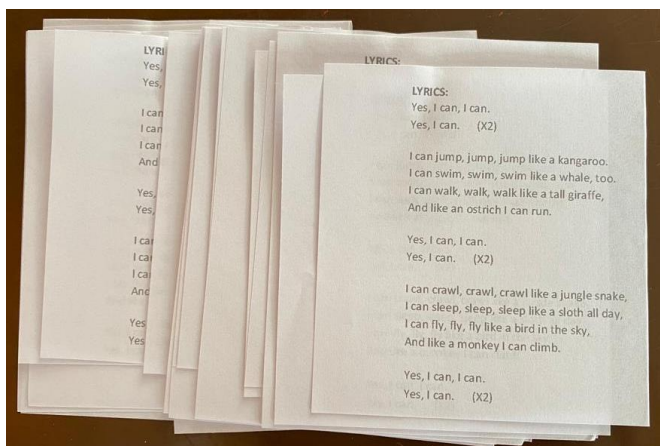
On October 4th, the pre-service teacher taught the students “the modal verb Can” in the affirmative form. In addition, she performed the first implementation of the songs on “the modal verb Can”. It was evidenced that the students showed interest in learning it, also to the fact that while learning vocabulary, they had fun doing the activities of the song.

Figure 28: First Implementation of the Project, Third Grade



On October 18th, she taught the students “the modal verb Can” in the negative form. Also, she showed them a video about it. On the other hand, the teacher carried out the second implementation of the proposal. On this occasion, she continued with “the modal verb Can”.

Figure 29: Second Implementation of the Project, Third Grade



On October 25th, the students developed a workshop on “the modal verb Can” in the affirmative and negative form. (See: [Annex 33](#)). In addition, the pre-service teacher taught them the professions. It should be noted that she used sentences with the verb To Be. For example: “She is a teacher”.

On November 1st, the teacher taught the students the days of the week, in addition, they carried out activities of the third grade book on this topic. On the other hand, the teacher carried out the third implementation of the proposal. On this occasion, she taught a song about professions.

Figure 30: Third Implementation of the Project, Third Grade



On November 8th, the students developed the academic day with a Monday schedule.

On November 15th, the teacher taught technology vocabulary, in addition, she carried out some activities for the students so that they understood the topic in a dynamic way. Finally, on November 22th, activities were developed in the third grade book. It should be noted that this was the last class with the third grade students.

For the development of the classes, the Power Point program was used.

Fifth Grade

The pre-service teacher began teaching to fifth grade on September 13th. In the first hour of class, she taught the students the plural and the singular from various examples. In the second hour of class, they developed activities in the fifth grade English book and the teacher corrected them.

On the other hand, on September 20th, the pre-service taught them “the modal verb Can” in affirmative and negative form. In addition, the students made sentences with it in order to practice the topic. On September 27th, the pre-service taught them “the modal verb Can” in interrogative form.

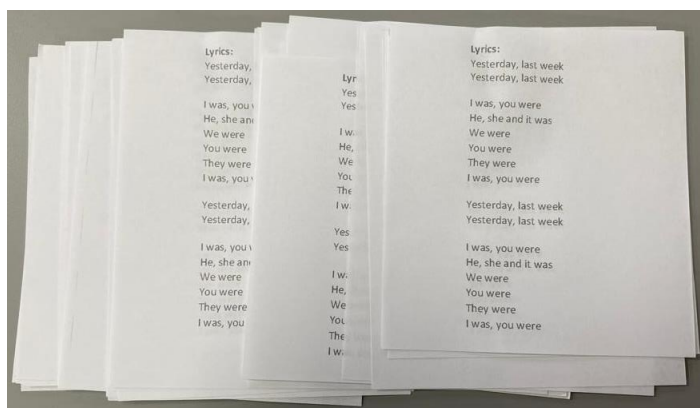
On October 4th, the pre-service teacher taught the students the past simple of the verb To Be in affirmative form. In addition, she performed the first implementation of the songs about professions. The students actively participated in the song.

Figure 31: First Implementation of the Project, Fifth Grade



On October 18th, she taught the students the past simple of the verb To Be in negative form. On the other hand, the teacher carried out the second implementation of the proposal. On this occasion, a song related to the past simple.

Figure 32: Second Implementation of the Project, Fifth Grade



On October 25th, she taught the students the past simple of the verb To Be in interrogative form. It should be noted that for the development of the classes, the Power Point program was used.

On November 1st, the teacher reviewed the past simple with the verb to be. On the other hand, the pre-service teacher carried out the third implementation of the songs. On this occasion, she taught a song about body parts.

Figure 33: Third Implementation of the Project, Fifth Grade



On November 8th, the students developed the academic day with a Monday schedule.

On November 15th, the teacher taught regular and irregular verbs in past simple, in addition, she carried out some activities for the students so that they understood the topic in a dynamic way. Finally, on November 22th, activities were developed in the fifth grade book. It should be noted that this was the last class with the fifth grade students.

For the development of the classes, the Power Point program was used.

Material Designed to Support the Process and Planning

Table 27: Lesson Planner

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS
Opening	The teacher will start the class by welcoming the students.	2 minutes	
Warm-up	The students will watch a video about the modal verb “Can”. Afterwards, they will carry out the actions that the video mentions.	10 minutes	Listening
Explanation of the topic	The teacher will teach the students the modal verb Can in the affirmative and negative form.	55 minutes	Listening
Activity	Students will answer a workshop on the topic of the class. Then, the teacher will correct the workshop.	40 minutes	Writing
Closure	The teacher will clarify doubts. Afterward, she will thank the students for paying attention to the class.	3 minutes	

Figure 34: Warm-up



Chronogram of Activities

Table 28: Chronogram of Activities - Community Outreach Component

Week	Date	Activities
1	From 26 th to 30 th September	Search for the first children's song
2	From 3 rd to 7 th October	Implementation of the first children's song
3	From 10 th to 14 th October	Search for the second children's song
4	From 17 th to 21 st October	Implementation of the second children's song
5	From 24 th to 28 th October	Search for the third children's song
6	From 31 st October to 4 th November	Implementation of the third children's song
7	From 7 th to 11 th November	Closure of the Project



Conclusions

The use of songs helped the students to practice pronunciation and at the same time to learn vocabulary in a dynamic way, a key aspect at the stage in which they are. On the other hand, the students showed interest in performing the song implementations in classes, which favored the process and they actively participated in the activities proposed by the teacher. It should be noted that for this proposal it was necessary to search for songs that were according to the topic that the students were learning. In addition, activities were implemented that allowed the learning of new vocabulary and that in turn allowed practicing the pronunciation of these words. The students were receptive to the different activities carried out by the pre-service teacher, which is a very appreciated aspect for this proposal.

On the other hand, the English needs of primary school children, in this case third and fifth grade, were addressed, a population with some difficulties in learning English as evidenced in the observation process. In addition, these students' basic knowledge of the language was reinforced in a dynamic way through fun activities that at the same time allowed them to interact with their classmates. Finally, a pre-service teacher was involved in the processes of teaching English at a school in Sogamoso, an aspect of great importance since this allows more people to know about the University of Pamplona.



Chapter V: Intrainstitutional Component

Introduction

The work of a teacher is not just to teach a topic or evaluate, this profession goes beyond being in a classroom. This is about getting involved in activities in which the institution requires it and contributing either with knowledge, organization, planning or execution of it. This in order to know the institution, the teachers, parents, students and the entire community that encompasses it.

This component allows the pre-service teachers to get an idea of what their working life will be like, understanding that being an English teacher not only involves teaching the language but also giving themselves the opportunity to know the place that will become their second home.

Finally, the fifth chapter is based on the Intra-institutional Activities Component. It describes and analyzes extracurricular activities in which the pre-service teacher participated and helped to develop them.



Justification

To participate in intra-institutional activities allows the pre-service teacher to know and understand the importance of being part of the student process not only at the academic level but also at the personal level, with the opportunity to form participatory beings in a society. It should be noted that these activities are carried out in order to integrate the entire educational community into large and comfortable spaces.

In addition, it is necessary for the pre-service teacher to help these activities continue to develop in the best way since they are enriching for both the student and the teacher. It is important to mention that the teacher not only teaches a topic but also actively participates in the activities that the institution proposes since these are carried out so that the community knows in depth relevant aspects of the school and knows that this contributes to society.



Objectives

General Objective

- To participate in the activities proposed by the educational institution.

Specific Objectives

- To assist the teacher in charge of the activity in its planning and execution.
- To help in the discipline of the students and the teacher in charge of the activity.

Methodology

Participation in activities proposed by the institution enriches the pre-service teacher in her work life as well as in her personal life as it provides her with spaces to learn more about the institution, the people who make up it. In addition to being part of these activities, it is important to make a description of each of them to know the relevance of its realization.

Participation in Intrainstitutional Activities

The pre-service teacher participated in the following extracurricular activities:

Project Free Time and Healthy Lifestyles "Kite Festival".

In order to promote healthy lifestyles, the Educational Institution "Silvestre Arenas" developed on September 2nd a kite festival in the "Parque Recreacional del Sur" a place well known by the Sogamoseños. That day, the students brought kites and participated in many activities proposed by the teachers. The pre-service teacher helped in the discipline and in the organization of students of all grades with the other teachers. It should be noted that it was an enriching experience since different strategies were learned to manage a group, in addition, there was the opportunity to interact with many people who make up the institution.

Figure 35: Place where the Kite Festival Took Place



Figure 36: Kite Festival



Individual Reporting to Parents.

On September 30th, the teachers of the Educational Institution "Silvestre Arenas" gave the parents the grades of the third term of their children. It should be noted that parents met with the director of each course to discuss how their children are doing academically at school. The pre-service teacher helped with the organization of the parents, also so that they could find the classroom where the teacher of each grade was. This experience was enriching because I saw the

process that teachers carry out to deliver grades, I also saw how they handle the situation after some comments from parents.

Figure 37: Individual Reporting to Parents



Family Day and Day of Boyacensismo.

On October 2nd, the "Day of Boyacensismo" is celebrated throughout Boyacá. On this date, events are held to exalt the traditions of the "Boyacenses". The Educational Institution "Silvestre Arenas" held several events in which culture was highlighted. The pre-service teacher helped in the discipline and in the organization of students of all grades with the other teachers.

Figure 38: Decoration of the Educational Institution "Silvestre Arenas"



Figure 39: Mass



Figure 40: Dances



Flag Raising.

On October 31st, a flag raising was held at the Educational Institution "Silvestre Arenas" in order to congratulate the students with high grades during the third term. The pre-service teacher helped in the discipline and in the organization of students of all grades with the other teachers. This experience was enriching because I knew more important aspects of the institution.



Figure 41: Flag Raising



Sports Day.

On November 17th, a sports day was held at the institution. In this, the students played soccer, volleyball, among others. It should be noted that this activity allowed students to have fun and interact with the entire educational community. The pre-service teacher helped in the discipline and in the organization of students of all grades with the other teachers.

Figure 42: Sports Day



Figure 43: Sports Day



Flag Raising “Symbols Ceremony”. 11th grade students.

On November 25th, an “izada de bandera” was carried out by 11th grade students, who performed the "Entrega de símbolos". In this activity, they gave the school symbols to the tenth grade students to continue the legacy of proudly representing the institution in different activities. The pre-service teacher helped in the discipline and in the organization of students of all grades with the other teachers.

Figure 44: Flag Raising “Symbols Ceremony”



Figure 45: Flag Raising “Symbols Ceremony”



Chronogram of Activities

The activities proposed by the Educational Institution "Silvestre Arenas" in which the pre-service teacher participated are presented as follows:

Table 29: Extracurricular Activities

Date	Activities
September 2 nd 2022	Kite Festival
September 30 th 2022	Individual reporting to parents
October 2 nd	Family Day Día del Boyacensismo
October 31 st	Flag raising
November 17 th	Sports day
November 25 th	Flag raising “Symbols ceremony”. 11th grade students.



Conclusions

The pre-service teacher participated in the different activities carried out by the institution. She helped the organizers of these activities with aspects of order, decoration, the student discipline, among others. It should be noted that these allowed her to realize what it means to be part of a school and to interact with the people who make it up, such as other teachers, parents, students, among others. In addition, these helped her in her work as a future teacher since she was able to realize how to handle a situation that may arise with students or with a parent.

On the other hand, these activities were very creative and contributed to the strengthening of the interpersonal relationships of the educational community, as well as to the knowledge of more important aspects of the institution, for example, in these the school anthem was sung, its symbols were remembered, among others. Information that each student should know to represent the sense of belonging they had towards the institution. Finally, the pre-service teacher learned to control the discipline of the students, to know more interesting aspects of the institution in which she was teaching, to develop her interpersonal relationships, among others.



Chapter VI: Reflective Approach to the Practicum Process

After reading the ten narratives, the pre-service teacher concluded that they all emphasized the following aspects. The first was to know how to control such a large group of students since as she explained, at the beginning of the practicum process was difficult. In addition to the fact that not everyone learned in the same way, which is why she chose to constantly ask them if everything was going well or if it was necessary to explain more slowly. Likewise, when the students were distracted, she carried out some activity to get their attention. Secondly, there were several moments of reflection with them, an activity that gave good results since after the pre-service teacher did this, the attitude of the students changed, and they focused more on the class and participated actively. In third place, she explained that the teachers and the whole community were kind to her and treated her very well, a very important aspect for someone to feel comfortable anywhere. In addition, the supervisor was very attentive to each class and if it was necessary to make a comment to improve, she did it, something that the pre-service teacher was grateful for. Finally, she mentioned that during breaks several students approached her to talk and tell a little about their lives, which helped the pre-service teacher to understand the behavior of some students in class, what she did so that they would not feel bad was to remind them in class how intelligent each one of them was, in addition to the abilities they have to complete an activity successfully.



Conclusions

The use of fables to practice Reading Comprehension in sixth grade students showed that they were excited to use these types of texts since as they explained on several occasions, this is very entertaining by the animals it uses, in addition to the fact that it leaves a moral for life, an aspect they shared in each of the implementations. On the other hand, the games that were implemented were of great help to learn and understand the vocabulary of the fable since in addition to practicing it, they had fun, an aspect of great importance for the proposal.

On the other hand, the use of children's songs to practice pronunciation in third and fifth grade students showed that they were more focused in class when these were implemented because they learned while having fun, a very important aspect at the stage in which they are since it is necessary to implement tools that motivate them to learn and not on the contrary that they feel that the English language is difficult. In addition, the students actively participated in each of the implementations of the proposal as they danced, sang the song and performed the activities that it mentioned.

In third place, the fact of participating in the activities that the educational institution organized was of great help for the pre-service teacher since these allowed her to interact and learn a little more about the place in which she was. In addition to helping in the discipline, in the order, among other aspects of the activities, she could realize how to handle certain situations that arise in an educational environment and above all, stay calm.

Finally, this experience was very enriching for the pre-service teacher because she learned many aspects of a teacher's job and how to handle certain situations that may arise at



school. Likewise, one of the positive aspects during this process was that she was even more motivated to become a great teacher. In addition, she was in the role as a student and as a teacher and she was able to realize many aspects to improve, for example, to understand the students more, since she often did not know why some of them behaved badly but after talking with them was able to understand them and motivate them not to give up and to work hard at school. It should be noted that the reflection carried out in this process helped the pre-service teacher to share her feelings and thoughts in front of such a wonderful experience but at the same time very challenging since being a teacher is not only teaching a topic but also to train people and motivate them to improve.



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Annexes

Annex 1: Project Presentation Format

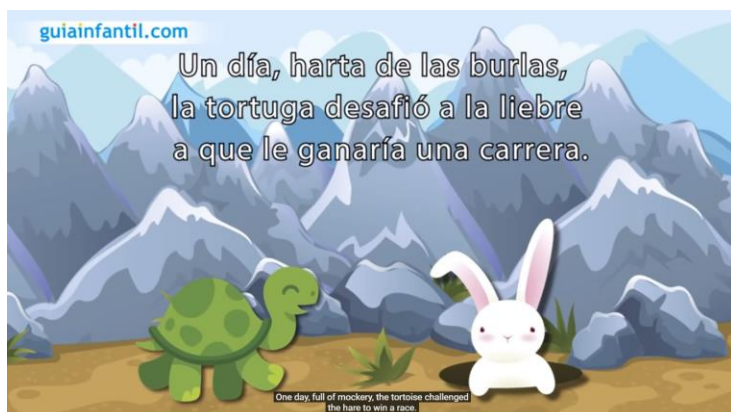
Presentation of the project: The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research

Date: October 5th, 2022			
Course: 6th Grade			
<p>Objectives:</p> <p>General Objective</p> <ul style="list-style-type: none"> To reinforce Reading Comprehension through fables in 6th grade students at the Educational Institution "Silvestre Arenas". <p>Specific Objectives</p> <ul style="list-style-type: none"> To search and adjust fables according to the topics that 6th grade students are learning. To implement fables in English classes to reinforce Reading Comprehension. To use games to practice vocabulary related to fables. To analyze students' perceptions regarding the use of fables in English classes to reinforce Reading Comprehension. 			
Activity	Description	Time	Materials



Presentation of the project	The teacher will explain to the students what a fable is and its characteristics. Afterwards, they will watch the video of the fable titled “The Hare and the Tortoise”. Next, the teacher will ask them general aspects of the video, such as the characters of the fable, where the story took place, among others.	4 minutes	Annex 2
Ethical consideration	The teacher will read the letter of presentation of the project to the students. It mentions the characteristics of the project. The teacher will ask the students who wants to be part of the project. It should be noted that 7 participants are needed.	2 minutes	Annex 3
Activity	The teacher will write the characteristics of the two characters of the fable on the board and paste the image of each one. The aim is for students to guess which character belongs to each description. Afterwards, the teacher will write the moral of the fable on the board and ask the students to give their opinions on it.	4 minutes	Annex 4

Annex 2: Video “The Hare and the Tortoise”



Annex 3: Letter of Presentation of the Project to the Students



ACREDITADA INSTITUCIONALMENTE
¡Seguimos avanzando!



Sogamoso, 5 de Octubre del 2022

Estimados,

Estudiantes, sexto grado

Institución Educativa Silvestre Arenas, Sogamoso-Boyacá

Cordial saludo,

Yo, **Yenny Caterine Ojeda Fonseca**, identificada con C.C No. 1.007.196.330 de Firavitoba-Boyacá, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañada de la supervisión de la docente **Yeimy Preciado Sierra**. Me dirijo a ustedes con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado “**El Uso de Fábulas para Reforzar la Comprensión Lectora en Estudiantes de 6º Grado de la Institución Educativa Silvestre Arenas: una Investigación-acción**” que tiene como objetivo reforzar la Comprensión Lectora a través de fábulas en la población ya mencionada. Por tal razón, dentro de las clases de inglés se propondrán algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades, entre otros, por ustedes suministrados, serán tratados bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados. Al momento de socializar el proyecto se utilizarán seudónimos por lo que su identidad será guardada.

Agradeciendo su atención.

Cordialmente,

Yenny Caterine Ojeda Fonseca

Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés

Universidad de Pamplona

Annex 4: Activity

Words to write on the board:

Vain (Vanidoso)

Arrogant (Arrogante)

Mocking (Burlón)

**Words to write on the board:**

Calm (Calmado)

Motivated (Motivado)

Wise (Sabio)

Moral:

With patience and effort we will achieve our goals

(Con paciencia y esfuerzo lograremos nuestros objetivos)





Annex 5: Didactic Sequence Format

DIDACTIC SEQUENCE				
Name of the project:				
Educational School:	Trainee teacher's name:	Date:	Course:	
Supervisor:	Tutor:	Time:	Topic:	
Name of the Fable N°1:				
Fable N°1:				
Answers:				
Communicative objectives:				
Linguistic objectives:				
Socio-cultural objective:				
CLASS METHODOLOGY ACCORDING TO SOLÉ (1994)				
READING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Before reading	At this stage and with the preconditions, this dynamic is enriched with other substantive elements: language, questions and hypotheses, memories evoked, familiarization with written material, a need and an objective of interest to the reader.			
GAME TO PRACTICE VOCABULARY				
GAME	DESCRIPTION	MATERIALS	SKILL	TIME

During reading	It is necessary that at this time students make a reading of recognition, individually, to familiarize themselves with the general content of the text. Then, they can read in pairs or small groups, and then exchange opinions and knowledge according to the purpose of the reading activity.			
After reading	At this stage, the interaction and use of language is still valid, when students are proposed to elaborate diagrams, summaries, comments, etc. Here, the work is more reflective, critical, generalizing, metacognitive, and metalinguistic; that is, learning goes to an intrapsychological level.			
MORAL				
DESCRIPTION				TIME
SELF-ASSESSMENT				
DESCRIPTION		MATERIALS	TIME	LINK
EVIDENCES				



Annex 6: First Didactic Sequence

FIRST DIDACTIC SEQUENCE

Name of the project: **The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research**

Educational School: Silvestre Arenas, Sogamoso-Boyacá	Trainee teacher's name: Yenny Caterine Ojeda Fonseca	Date: October 5 th , 2022	Course: 6 th Grade
Supervisor: Yeimy Preciado Sierra	Tutor: Mayeini Katherine García	Time: 110 minutes	Topic: Present Simple

Name of the Fable N°1:
The lion and the mouse

Fable N°1:
[Annex 7: Fable. Questions. The lion and the mouse](#)

Answers:
[Annex 8: Fable. Answers. The lion and the mouse](#)

Communicative objectives:

- Predict topic of fable (characters, their characteristics, places, actions, etc.)
- Express the moral of the fable and identify general aspects of it such as the characters, their characteristics, among others.

Linguistic objectives:

- To identify verbs in Present Simple.
- To learn vocabulary related to the fable (forest).

Socio-cultural objective:

- To identify the fable with its characteristics.

CLASS METHODOLOGY ACCORDING TO SOLÉ (1994)

READING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Before reading	The teacher will give the reading comprehension exercise to the students, after they only observe it, the teacher will ask them what they think reading is about just by reading the title and seeing the images.	Reading Comprehension activity	Speaking	10 minutes

(Places, characters, actions). This allows the student to get an idea of the content of the text.

GAME TO PRACTICE VOCABULARY

GAME	DESCRIPTION	MATERIALS	SKILL	TIME
Arrange the letters in order	<p>The teacher will stick on the board the letters of a word but in disorder, next to it will be the image of that word as help to guess it. Students should arrange the letters in order to form the word.</p> <p>The words belong to the reading comprehension exercise, these are the following:</p> <ol style="list-style-type: none"> 1. Lion 2. Mouse 3. Forest 4. Wake up 5. Funny 6. Laugh 7. Hunter 8. Net 9. Chew 10. Break 	<p>Board</p> <p>Sheet of paper</p> <p>Markers</p> <p>Images</p> <p>Adhesive tape</p>		20 minutes
During reading	<p>Recognize vocabulary learned in the game. Students will underline unknown words in the text and will look for them in the dictionary. They will read the text individually. Afterwards, the teacher and they will exchange opinions on general aspects of the reading. This information will be written on the board.</p>	<p>Reading Comprehension activity</p> <p>Dictionary</p> <p>Board</p> <p>Markers</p>	Speaking and Reading	25 minutes
After reading	<p>Students will answer 5 multiple choice questions based on the reading. Then, the teacher will collect the reading comprehension exercise and she will correct the answers.</p>	<p>Reading Comprehension activity</p>	Reading	20 minutes

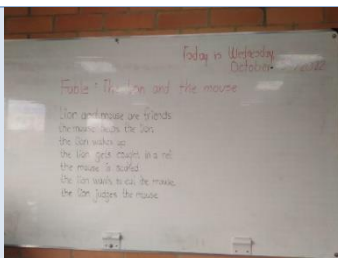


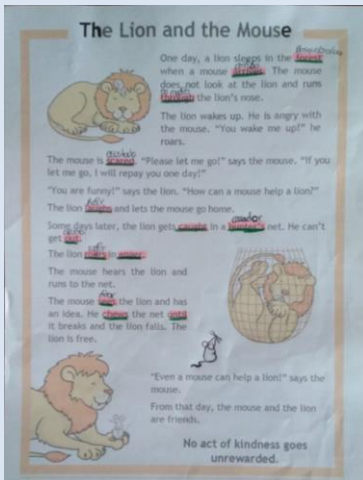
MORAL

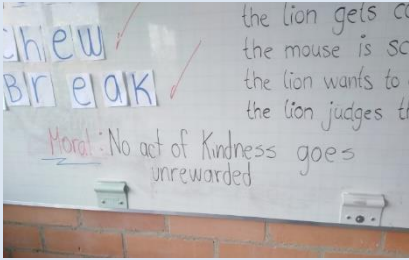
DESCRIPTION	TIME
The teacher will ask the students about the moral of the fable and if the attitude of the characters was appropriate or not.	3 minutes

SELF-ASSESSMENT

DESCRIPTION	MATERIALS	TIME	LINK
This instrument will contain multiple choice questions. The aim of this is to know the students' perception regarding the use of fables in English classes to reinforce Reading Comprehension.	Sheet of paper	20 minutes	Annex 9: Self-assessment

EVIDENCES

Before reading	
GAME: Arrange the letters in order	 
During reading	

<p>After reading</p>	 
<p>MORAL</p>	 
<p>SELF-ASSESSMENT</p>	

Annex 7: Fable. Questions. The Lion and the Mouse

The Lion and the Mouse



One day, a lion sleeps in the forest when a mouse arrives. The mouse does not look at the lion and runs through the lion's nose.

The lion wakes up. He is angry with the mouse. "You wake me up!" he roars.

The mouse is scared. "Please let me go!" says the mouse. "If you let me go, I will repay you one day!"

"You are funny!" says the lion. "How can a mouse help a lion?"

The lion laughs and lets the mouse go home.

Some days later, the lion gets caught in a hunter's net. He can't get out.

The lion roars in anger.

The mouse hears the lion and runs to the net.

The mouse sees the lion and has an idea. He chews the net until it breaks and the lion falls. The lion is free.



"Even a mouse can help a lion!" says the mouse.

From that day, the mouse and the lion are friends.



**No act of kindness goes
unrewarded.**



The Lion and the Mouse. Questions

1. Who are the characters in the story? Tick two.

- ☐ a mouse
- ☐ a badger
- ☐ a fox
- ☐ a lion

2. Why does the lion wake up? Tick one.

- ☐ The mouse runs through his nose.
- ☐ He is hungry.
- ☐ It is morning.

3. Why is the mouse scared? Tick one.

- ☐ The mouse doesn't like lions.
- ☐ The mouse thinks the lion wants to eat him.
- ☐ The lion surprises the mouse.

4. How does the mouse help the lion? Tick one.

- ☐ The mouse brings him some food.
- ☐ The mouse sings a song to cheer him up.
- ☐ The mouse chews the net to let him go.

5. What is the message of the story? Tick one.

- ☐ Look where you are going.
- ☐ No act of kindness goes unrewarded.
- ☐ Listen to others.

Annex 8: Fable. Answers. *The Lion and the Mouse*

The Lion and the Mouse



One day, a lion sleeps in the forest when a mouse arrives. The mouse does not look at the lion and runs through the lion's nose.

The lion wakes up. He is angry with the mouse. "You wake me up!" he roars.

The mouse is scared. "Please let me go!" says the mouse. "If you let me go, I will repay you one day!"

"You are funny!" says the lion. "How can a mouse help a lion?"

The lion laughs and lets the mouse go home.

Some days later, the lion gets caught in a hunter's net. He can't get out.

The lion roars in anger.

The mouse hears the lion and runs to the net.

The mouse sees the lion and has an idea. He chews the net until it breaks and the lion falls. The lion is free.



"Even a mouse can help a lion!" says the mouse.

From that day, the mouse and the lion are friends.



No act of kindness goes unrewarded.



The Lion and the Mouse. **Answers**

1. Who are the characters in the story? Tick two.

- ☒ a mouse
- ☐ a badger
- ☐ a fox
- ☒ a lion

2. Why does the lion wake up? Tick one.

- ☒ The mouse runs through his nose.
- ☐ He is hungry.
- ☐ It is morning.

3. Why is the mouse scared? Tick one.

- ☐ The mouse doesn't like lions.
- ☒ The mouse thinks the lion wants to eat him.
- ☐ The lion surprises the mouse.

4. How does the mouse help the lion? Tick one.

- ☐ The mouse brings him some food.
- ☐ The mouse sings a song to cheer him up.
- ☒ The mouse chews the net to let him go.

5. What is the message of the story? Tick one.

- ☐ Look where you are going.
- ☒ No act of kindness goes unrewarded.
- ☐ Listen to others.



Annex 9: Self-assessment

Universidad de Pamplona

Licenciatura en Lenguas Extranjeras Inglés, Francés

Práctica integral

Institución Educativa Silvestre Arenas

Grado: Sexto

NOMBRE: _____ APELLIDO: _____

FECHA: _____

Instrucción: De acuerdo a la lectura de la fábula titulada "The lion and the mouse" realizada en la clase de inglés, responda a cada una de las preguntas de manera sincera.

Preguntas	Siempre	Algunas veces	Rara vez	Nunca
¿Las actividades que se desarrollaron antes de leer la fábula me ayudaron a comprenderla de mejor manera?				
¿Los juegos realizados para practicar vocabulario antes de la fábula me ayudaron a comprender mejor las palabras desconocidas?				
¿Usar juegos fue una buena estrategia para entender y aprender vocabulario?				
¿Las actividades que se desarrollaron después de la lectura de la fábula me ayudaron a terminarla de comprender?				
¿Entendí la moraleja de la fábula?				
¿Siento que la fábula me ayudó a reforzar y mejorar la Comprensión Lectora en inglés?				
¿La lectura de fábulas lo motiva para seguir aprendiendo inglés?				
¿La lectura de fábulas le despierta el interés por continuar aprendiendo inglés?				
¿Le gustó la fábula?				

¡Gracias por su cooperación! No olvide que esta información será utilizada para la realización del proyecto.



Annex 10: Second Didactic Sequence

SECOND DIDACTIC SEQUENCE

Name of the project: **The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research**

Educational School: Silvestre Arenas, Sogamoso-Boyacá	Trainee teacher's name: Yenny Caterine Ojeda Fonseca	Date: October 19 th , 2022	Course: 6 th Grade
Supervisor: Yeimy Preciado Sierra	Tutor: Mayeini Katherine García	Time: 110 minutes	Topic: Present Simple

Name of the Fable N°1:
The tortoise and the hare

Fable N°1:
[Annex 11: Fable. Questions. The tortoise and the hare](#)

Answers:
[Annex 12: Fable. Answers. The tortoise and the hare](#)

Communicative objectives:

- Predict topic of fable (characters, their characteristics, places, actions, etc.)
- Express the moral of the fable and identify general aspects of it such as the characters, their characteristics, among others.

Linguistic objectives:

- To identify verbs in Present Simple.
- To learn vocabulary related to the fable (forest).

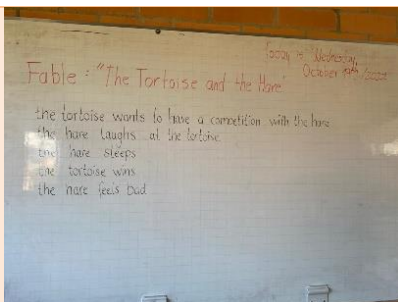


Socio-cultural objective:

- To identify the fable with its characteristics.

CLASS METHODOLOGY ACCORDING TO SOLÉ (1994)

READING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Before reading	The teacher will show the title and some images of the fable to the students. Then, the teacher will ask them what they think reading is about just by reading the title and seeing the images. (Places, characters, actions). This	Annex 13: Before reading	Speaking	10 minutes

	information will be written on the board. This allows the student to get an idea of the content of the text.			
GAME TO PRACTICE VOCABULARY				
GAME	DESCRIPTION	MATERIALS	SKILL	TIME
Find the pairs	<p>The teacher will stick on the board words and their image, but without showing them. Students must find the pairs and pronounce the word.</p> <p>The words belong to the reading comprehension exercise, these are the following:</p> <ol style="list-style-type: none"> 1. Big talker 2. Race 3. Beat 4. Rest 5. Slow 6. Way 7. Scream 8. Winner 	<p>Annex 14: Game. Find the pairs</p>		20 minutes
During reading	<ul style="list-style-type: none"> • The teacher will give the reading comprehension exercise to the students. They will recognize vocabulary learned in the game. • Students will underline unknown words in the text and will look for them in the dictionary. • The teacher will read the text aloud. • The teacher and the students will exchange opinions on general aspects of the reading. 	<p>Reading Comprehension activity</p> <p>Dictionary</p> <p>Board</p> <p>Markers</p>	Speaking and Reading	30 minutes
After reading	Students will answer 4 multiple choice questions and one open-ended question based on the reading. Then, the teacher will collect the reading comprehension	Reading Comprehension activity	Reading	25 minutes

	exercise and she will correct the answers.			
MORAL				
DESCRIPTION				TIME
The teacher will ask the students about the moral of the fable and if the attitude of the characters was appropriate or not.				5 minutes
SELF-ASSESSMENT				
DESCRIPTION	MATERIALS	TIME	LINK	
This instrument will contain multiple choice questions. The aim of this is to know the students' perception regarding the use of fables in English classes to reinforce Reading Comprehension.	Sheet of paper	20 minutes	Annex 15: Self-assessment	
EVIDENCES				
Before reading				
GAME: Find the pairs				
During reading				

<p>After reading</p>	
<p>MORAL</p>	
<p>SELF-ASSESSMENT</p>	

Annex 11: Fable. Questions. The Tortoise and the Hare

The Tortoise and the Hare

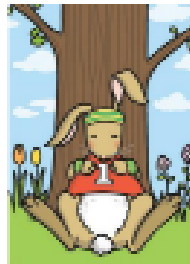
One day, a hare tells everyone how fast he can run.

The tortoise thinks the hare is a big talker. He asks the hare to compete in a race. The hare thinks it is easy to beat the tortoise.

All the animals watch the race.



The race begins. After a moment, the hare decides to stop to rest.



"You are so slow, you will never win!" he says the tortoise.

The hare sits by a tree. "That tortoise will never beat me!" he thinks. The hare falls asleep.

The tortoise continues on its way. He doesn't stop until he reaches the end of the race.

"Hooray!" the animals scream. "Tortoise, you are the winner!"

The screams wake up the hare.

He runs as fast as he can, but it is too late. The tortoise wins.

"It is not fair!" says the hare. "We have to do the race again!"

But this time, nobody listens to the hare.



Keep trying, even when things seem hard.



The Tortoise and the Hare. Questions

1. Why does the hare think it is an easy race to win? Tick one.
☐ because it is a short race
☐ because it is nice weather
☐ because he knows the tortoise is very slow
2. Who says the next sentence? "You are so slow, you will never win!" Tick one.
☐ The tortoise
☐ The hare
☐ The narrator of the story
3. What does the tortoise do? Tick one.
☐ He runs as fast as he can
☐ He continues on his way
☐ He uses his bike.
4. Why does the hare want to do the race again? Tick two.
☐ because he falls asleep
☐ because he thinks that it is not fair
☐ because he thinks that the tortoise should not win
5. Write the moral of the story.

Annex 12: Fable. Answers. The Tortoise and the Hare

The Tortoise and the Hare

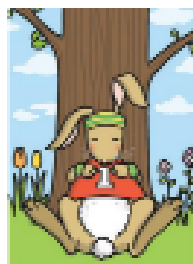
One day, a hare tells everyone how fast he can run.

The tortoise thinks the hare is a big talker. He asks the hare to compete in a race. The hare thinks it is easy to beat the tortoise.

All the animals watch the race.



The race begins. After a moment, the hare decides to stop to rest.



"You are so slow, you will never win!" he says the tortoise.

The hare sits by a tree. "That tortoise will never beat me!" he thinks. The hare falls asleep.

The tortoise continues on its way. He doesn't stop until he reaches the end of the race.

"Hooray!" the animals scream. "Tortoise, you are the winner!"

The screams wake up the hare.

He runs as fast as he can, but it is too late. The tortoise wins.

"It is not fair!" says the hare. "We have to do the race again!"

But this time, nobody listens to the hare.



Keep trying, even when things seem hard.



The Tortoise and the Hare. **Answers**

1. Why does the hare think it is an easy race to win? Tick one.
 - ☐ because it is a short race
 - ☐ because it is nice weather
 - ☒ because he knows the tortoise is very slow
2. Who says the next sentence? "You are so slow, you will never win!" Tick one.
 - ☐ The tortoise
 - ☒ The hare
 - ☐ The narrator of the story
3. What does the tortoise do? Tick one.
 - ☐ He runs as fast as he can
 - ☒ He continues on his way
 - ☐ He uses his bike.
4. Why does the hare want to do the race again? Tick two.
 - ☒ because he falls asleep
 - ☒ because he thinks that it is not fair
 - ☐ because he thinks that the tortoise should not win
5. Write the moral of the story.

Keep trying, even when things seem hard.

Annex 13: Before Reading



Annex 14: Game. Find the Pairs

Big talker



Race

Beat



Rest



Slow

Way



Scream



Winner



Annex 15: Self-assessment

Universidad de Pamplona

Licenciatura en Lenguas Extranjeras Inglés, Francés

Práctica integral

Institución Educativa Silvestre Arenas

Grado: Sexto

NOMBRE: _____

APELLIDO: _____

FECHA: _____

Instrucción: De acuerdo a la lectura de la fábula titulada “The tortoise and the hare” realizada en la clase de inglés, responda a cada una de las preguntas de manera sincera.

Preguntas	Siempre	Algunas veces	Rara vez	Nunca
¿Las actividades que se desarrollaron antes de leer la fábula me ayudaron a comprenderla de mejor manera?				
¿Los juegos realizados para practicar vocabulario antes de la fábula me ayudaron a comprender mejor las palabras desconocidas?				
¿Usar juegos fue una buena estrategia para entender y aprender vocabulario?				
¿Las actividades que se desarrollaron después de la lectura de la fábula me ayudaron a terminarla de comprender?				
¿Entendí la moraleja de la fábula?				
¿Siento que la fábula me ayudó a reforzar y mejorar la Comprensión Lectora en inglés?				
¿La lectura de fábulas lo motiva para seguir aprendiendo inglés?				
¿La lectura de fábulas le despierta el interés por continuar aprendiendo inglés?				
¿Le gustó la fábula?				

¡Gracias por su cooperación! No olvide que esta información será utilizada para la realización del proyecto.



Annex 16: Third Didactic Sequence

THIRD DIDACTIC SEQUENCE

Name of the project: **The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research**

Educacional Silvestre Sogamoso-Boyacá	School: Arenas, Sogamoso-Boyacá	Trainee teacher's name: Yenny Caterine Ojeda Fonseca	Date: November 2 nd , 2022	Course: 6 th Grade
Supervisor: Preciado Sierra	Yeimy	Tutor: Mayeini Katherine García	Time: 110 minutes	Topic: Present Simple

Name of the Fable N°1: The town mouse and the country mouse

Fable N°1: [Annex 17: Fable. Questions. The town mouse and the country mouse](#)

Answers: [Annex 18: Fable. Answers. The town mouse and the country mouse](#)

Communicative objectives:

- Predict topic of fable (characters, their characteristics, places, actions, etc.)
- Express the moral of the fable and identify general aspects of it such as the characters, their characteristics, among others.

Linguistic objectives:

- To identify verbs in Present Simple.
- To learn vocabulary related to the fable (forest).

Socio-cultural objective:

- To identify the fable with its characteristics.

CLASS METHODOLOGY ACCORDING TO SOLÉ (1994)

READING PROCESS	STAGES DESCRIPTION	MATERIALS	SKILL	TIME
Before reading	The teacher will show the title and some images of the fable to the students. Then, the teacher will ask them what they think reading is about just by reading the title and seeing the images. (Places, characters, actions).	Annex 19: Before reading	Speaking	10 minutes

	This information will be written on the board. This allows the student to get an idea of the content of the text.			
GAME TO PRACTICE VOCABULARY				
GAME	DESCRIPTION	MATERIALS	SKILL	TIME
Select the correct option	<p>The teacher will stick images on the board and next to each of them, she will write three words. Students must select which word corresponds to the image.</p> <p>The words belong to the reading comprehension exercise, these are the following:</p> <ol style="list-style-type: none"> 1. Countryside 2. Peas 3. Corn 4. Town 5. Jam 6. Amazed 7. Kitchen 8. Terrified 	<p>Annex 20: Game. Select the correct option</p>		20 minutes
During reading	<ul style="list-style-type: none"> • The teacher will give the reading comprehension exercise to the students. They will recognize vocabulary learned in the game. • Students will underline unknown words in the text and will look for them in the dictionary. • The teacher will read the text aloud. • The teacher and the students will exchange opinions on general aspects of the reading. 	<p>Reading Comprehension activity</p> <p>Dictionary</p> <p>Board</p> <p>Markers</p>	Speaking and Reading	30 minutes

After reading	Students will answer 5 multiple choice questions based on the reading. Then, the teacher will collect the reading comprehension exercise and she will correct the answers.	Reading Comprehension activity	Reading	25 minutes
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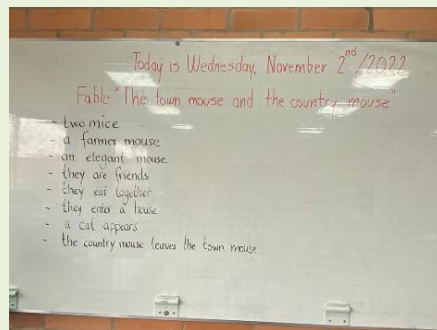


MORAL

DESCRIPTION	TIME
The teacher will ask the students about the moral of the fable and if the attitude of the characters was appropriate or not.	5 minutes

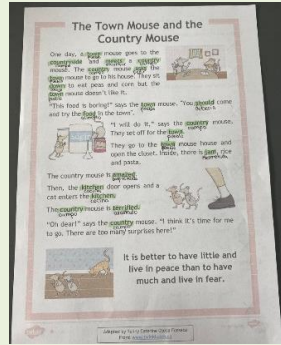
SELF-ASSESSMENT

DESCRIPTION	MATERIALS	TIME	LINK
This instrument will contain multiple choice questions. The aim of this is to know the students' perception regarding the use of fables in English classes to reinforce Reading Comprehension.	Sheet of paper	20 minutes	Annex 21: Self-assessment

EVIDENCES

Before reading	 
GAME: Select the correct option	 

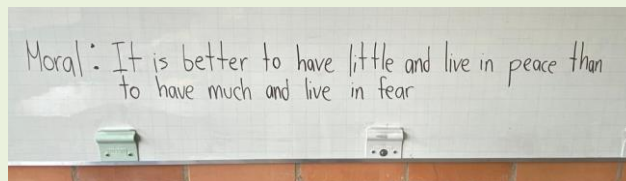
During Reading



After reading



MORAL



SELF-ASSESSMENT



Annex 17: Fable. Questions. The Town Mouse and the Country Mouse

The Town Mouse and the Country Mouse

One day, a town mouse goes to the countryside and meets a country mouse. The country mouse asks the town mouse to go to his house. They sit down to eat peas and corn but the town mouse doesn't like it.



"This food is boring!" says the town mouse. "You should come and try the food in the town".



"I will do it," says the country mouse. They set off for the town.

They go to the town mouse house and open the closet. Inside, there is jam, rice and pasta.

The country mouse is amazed.

Then, the kitchen door opens and a cat enters the kitchen.

The country mouse is terrified.



"Oh dear!" says the country mouse. "I think it's time for me to go. There are too many surprises here!"



It is better to have little and live in peace than to have much and live in fear.



The Town Mouse and the Country Mouse. Questions

1. Who are the main characters in the story? Tick two.

- ☐ a town mouse
- ☐ a hamster
- ☐ a country mouse

2. What does the town mouse think of the country mouse's food? Tick one.

- ☐ it is delicious
- ☐ it is boring
- ☐ it is spicy

3. What is the first thing the mice find in the closet? Tick one.

- ☐ potatoes
- ☐ jam
- ☐ biscuits

4. What scares the country mouse? Tick one.

- ☐ the cook
- ☐ a sound
- ☐ a cat

5. What is the message of the story? Tick one.

- ☐ Stay calm at all times.
- ☐ The town is full of food.
- ☐ It is better to have little and live in peace.

Annex 18: Fable. Answers. The Town Mouse and the Country Mouse

The Town Mouse and the Country Mouse

One day, a town mouse goes to the countryside and meets a country mouse. The country mouse asks the town mouse to go to his house. They sit down to eat peas and corn but the town mouse doesn't like it.



"This food is boring!" says the town mouse. "You should come and try the food in the town".



"I will do it," says the country mouse. They set off for the town.

They go to the town mouse house and open the closet. Inside, there is jam, rice and pasta.

The country mouse is amazed.

Then, the kitchen door opens and a cat enters the kitchen.

The country mouse is terrified.



"Oh dear!" says the country mouse. "I think it's time for me to go. There are too many surprises here!"



It is better to have little and live in peace than to have much and live in fear.



The Town Mouse and the Country Mouse. **Answers**

1. Who are the main characters in the story? Tick two.



a town mouse



a hamster



a country mouse

2. What does the town mouse think of the country mouse's food? Tick one.



it is delicious



it is boring



it is spicy

3. What is the first thing the mice find in the closet? Tick one.



potatoes



jam



biscuits

4. What scares the country mouse? Tick one.



the cook



a sound



a cat

5. What is the message of the story? Tick one.



Stay calm at all times.



The town is full of food.



It is better to have little and live in peace.



Adapted by Yenny Catherine Ojeda Fonseca
From: www.twinkl.com.co

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Annex 19: Before Reading



Annex 20: Game. Select the Correct Option

a. Countryside

b. City

c. Town



a. Rice

b. Cereal

c. Peas

a. Corn

b. Cake

c. Bread



a. Lake

b. Town

c. Mountain



a. Jam

b. Meat

c. Chicken

a. Happy

b. Sad

c. Amazed



a. Living room

b. Kitchen

c. Bedroom



a. Terrified

b. Annoyed

c. Happy





Annex 21: Self-assessment

Universidad de Pamplona

Licenciatura en Lenguas Extranjeras Inglés, Francés

Práctica integral

Institución Educativa Silvestre Arenas

Grado: Sexto

NOMBRE: _____

APELLIDO: _____

FECHA: _____

Instrucción: De acuerdo a la lectura de la fábula titulada “The town mouse and the country mouse” realizada en la clase de inglés, responda a cada una de las preguntas de manera sincera.

Preguntas	Siempre	Algunas veces	Rara vez	Nunca
¿Las actividades que se desarrollaron antes de leer la fábula me ayudaron a comprenderla de mejor manera?				
¿Los juegos realizados para practicar vocabulario antes de la fábula me ayudaron a comprender mejor las palabras desconocidas?				
¿Usar juegos fue una buena estrategia para entender y aprender vocabulario?				
¿Las actividades que se desarrollaron después de la lectura de la fábula me ayudaron a terminarla de comprender?				
¿Entendí la moraleja de la fábula?				
¿Siento que la fábula me ayudó a reforzar y mejorar la Comprensión Lectora en inglés?				
¿La lectura de fábulas lo motiva para seguir aprendiendo inglés?				
¿La lectura de fábulas le despierta el interés por continuar aprendiendo inglés?				
¿Le gustó la fábula?				

¡Gracias por su cooperación! No olvide que esta información será utilizada para la realización del proyecto.

Annex 23: First Fable "The Lion and the Mouse"

The Lion and the Mouse. Questions

1. Who are the characters in the story? Tick two.

☒ a mouse ✓

☐ a badger

☐ a fox

☒ a lion ✓

2. Why does the lion wake up? Tick one.

☒ The mouse runs through his nose. ✓

☐ He is hungry.

☐ It is morning.

3. Why is the mouse scared? Tick one.

☐ The mouse doesn't like lions.

☒ The mouse thinks the lion wants to eat him. ✓

☐ The lion surprises the mouse.

4. How does the mouse help the lion? Tick one.

☐ The mouse brings him some food.

☐ The mouse sings a song to cheer him up.

☒ The mouse chews the net to let him go. ✓

5. What is the message of the story? Tick one.

☐ Look where you are going.

☒ No act of kindness goes unrewarded. ✓

☐ Listen to others.

Adapted by Yenny Caterine Ojeda Fonseca
From: www.twinkl.com.co

Annex 24: Second Fable "The Tortoise and the Hare"

The Tortoise and the Hare. Questions

1. Why does the hare think it is an easy race to win? Tick one.

☐ because it is a short race

☐ because it is nice weather

☒ because he knows the tortoise is very slow ✓

2. Who says the next sentence? "You are so slow, you will never win!" Tick one.

☐ The tortoise

☒ The hare ✓

☐ The narrator of the story

3. What does the tortoise do? Tick one.

☐ He runs as fast as he can

☒ He continues on his way ✓

☐ He uses his bike.

4. Why does the hare want to do the race again? Tick two.

☒ because he falls asleep ✓

☒ because he thinks that it is not fair ✓

☐ because he thinks that the tortoise should not win

5. Write the moral of the story.

Keep trying even when things seem hard ✓

Adapted by Yenny Catherine Ojeda Fonseca
From: www.twinkl.com.co

Annex 25: Third Fable "The Town Mouse and the Country Mouse"

The Town Mouse and the Country Mouse. Questions

1. Who are the main characters in the story? Tick two.

☒ a town mouse ✓

☐ a hamster

☒ a country mouse ✓

2. What does the town mouse think of the country mouse's food? Tick one.

☐ it is delicious

☒ it is boring ✓

☐ it is spicy

3. What is the first thing the mice find in the closet? Tick one.

☐ potatoes

☒ jam ✓

☐ biscuits

4. What scares the country mouse? Tick one.

☐ the cook

☐ a sound

☒ a cat ✓

5. What is the message of the story? Tick one.

☐ Stay calm at all times.

☐ The town is full of food.

☒ It is better to have little and live in peace. ✓

6
6

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From: www.twinkl.com.co

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Annex 26: First Journal

University of Pamplona
Foreign language bachelor degree
Teaching practicum
Researcher name: Yenny Catherine Ojeda Fonseca

GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
.6th grade students	Classroom	First didactic sequence

Journal /field note N°: 1	Date: October 5th, 2022	Hour: 4th and 5th
Objective of observation: To analyze students' reaction of the first implementation of the proposal		
Name of High School: Educational Institution Silvestre Arenas, Sogamoso-Boyacá	Place: Classroom	Grade: 6th grade
Time of observation: 110 minutes	Topic: Present Simple	Participants: 6th grade students
Topics/categories or codes to observe: <ul style="list-style-type: none"> • Active participation • Vocabulary • Reading Comprehension • Interest 		
Reflection		
Before reading	Some students already knew characteristics of the fable of the lion and the mouse but others did not. Most of them actively participated in this stage. In addition, they were very excited to give their point of view just by seeing the title and the images of the fable. It should be noted that this information was written on the board.	
Game	Several students participated in the game, including those who had not participated in any class. It was noted that they liked the activity very much because everyone wanted to guess the words.	

During reading	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary. Afterwards, we talked about the unknown words and their meaning. It should be noted that the vocabulary activity helped the students to better understand the fable.
After reading	Some students answered the questions quickly, others took longer. In addition, some of them answered wrong the question related to the moral of the fable. It should be noted that most did well at this stage.
Moral	In this part, the students gave their point of view on the teachings left by the fable and most of them gave deep reflections that caught my attention.
Self-assessment	Students rated the reading comprehension activity. They mentioned that they liked it a lot.

General elements

Difficulties	Some students were distracted during the development of the reading stages. In addition, some of them did not understand the fundamental elements of the fable in order to answer the questions.
Strengths	Some students already knew aspects of the fable “the lion and the mouse” so it was easier to understand it.
Interest	Many students showed interest during the development of the first implementation of the proposal. On the other hand, they actively participated in the activity of the game and the moral.



Annex 27: Second Journal

University of Pamplona
Foreign language bachelor degree
Teaching practicum
Researcher name: Yenny Catherine Ojeda Fonseca

GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
.6th grade students	Classroom	Second didactic sequence

Journal /field note N°: 2	Date: October 19th, 2022	Hour: 4th and 5th
Objective of observation: To analyze students' reaction of the second implementation of the proposal		
Name of High School: Educational Institution Silvestre Arenas, Sogamoso-Boyacá	Place: Classroom	Grade: 6th grade
Time of observation: 110 minutes	Topic: Present Simple	Participants: 6th grade students
Topics/categories or codes to observe: <ul style="list-style-type: none"> • Active participation • Vocabulary • Reading Comprehension • Interest 		
Reflection		
Before reading	The students actively participated in this first stage of reading, they gave their points of view in a critical way. Also, all this was written on the board.	
Game	Many students were motivated to play the game. At the beginning, they presented difficulties to find the pairs but later they finished the activity successfully.	
During reading	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary.	

	<p>In addition, since the teacher read the fable aloud, the students said that they understood it better.</p> <p>It should be noted that the activity of reading aloud helped the students to better understand the fable.</p>
After reading	Some students answered the questions quickly, others took longer. In addition, most of the students understood the fundamental aspects of the fable.
Moral	In this part, the students gave their point of view on the teachings left by the fable and most of them gave deep reflections that caught my attention.
Self-assessment	Students rated the reading comprehension activity. They mentioned that they liked it a lot.

General elements

Difficulties	The students understood the fable but when answering the questions, some of them told me that they were confused.
Strengths	Some students already knew aspects of the fable “The tortoise and the hare” so it was easier to understand it.
Interest	Most of the students actively participated in all stages of reading. In addition, they exchanged points of view about the fable with their classmates and with the teacher.



Annex 28: Third Journal

University of Pamplona
Foreign language bachelor degree
Teaching practicum
Researcher name: Yenny Catherine Ojeda Fonseca

GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
6th grade students	Classroom	Third didactic sequence

Journal /field note N°: 3	Date: November 2 nd , 2022	Hour: 4th and 5th
Objective of observation: To analyze students' reaction of the third implementation of the proposal		
Name of High School: Educational Institution Silvestre Arenas, Sogamoso-Boyacá	Place: Classroom	Grade: 6th grade
Time of observation: 110 minutes	Topic: Present Simple	Participants: 6th grade students
Topics/categories or codes to observe: <ul style="list-style-type: none"> • Active participation • Vocabulary • Reading Comprehension • Interest 		
Reflection		
Before reading	Although the students did not know very well the fable of “The town mouse and the country mouse”, they actively participated in this stage of reading.	
Game	Many students were motivated to play the game. It should be noted that they knew some of the words of the game. In addition, they said that they liked it.	
During reading	The students were attentive to the reading activity. Most of them underlined several words and looked them up in the dictionary. In addition, since the teacher read the fable aloud, the students said that they understood it better.	

	It should be noted that the activity of reading aloud helped the students to better understand the fable.
After reading	Some students answered the questions quickly, others took longer. In addition, most of the students understood the fundamental aspects of the fable.
Moral	In this part, the students gave their point of view on the teachings left by the fable and most of them gave deep reflections that caught my attention.
Self-assessment	Students rated the reading comprehension activity. They mentioned that they liked it a lot.

General elements

Difficulties	The students had some difficulties with the unknown words of the fable but they looked them up in the dictionary and understood them.
Strengths	The students easily found the key aspects of the fable and completed the activity successfully.
Interest	Most of the students actively participated in all stages of reading. In addition, they exchanged points of view about the fable with their classmates and with the teacher.



Annex 30: First Semi-structured Interview

Buenos días **participante 1**, espero que esté muy bien. Mi nombre es Yenny Caterine Ojeda Fonseca. Soy estudiante de décimo semestre de la Licenciatura en Lenguas Extranjeras Inglés-Francés. Actualmente estoy desarrollando mi práctica integral. Esta entrevista semiestructurada se aplica en el marco del desarrollo del proyecto titulado “**El Uso de Fábulas para Reforzar la Comprensión Escrita en Estudiantes de 6° Grado de la Institución Educativa “Silvestre Arenas, Sogamoso-Boyacá: Investigación-Acción”**”.

Recuerde que toda la información será registrada y la información obtenida se conservará con la más estricta confidencialidad y anonimato característico del ejercicio del proyecto.

Objetivo:

Analizar las percepciones de los estudiantes sobre el uso de fábulas para reforzar la Comprensión Escrita.

Instrucciones:

La entrevista se realizará de forma presencial e individual y se grabará solo la voz de los participantes.

Tiempo:

Cabe resaltar que esta tiene un tiempo aproximado de 10 minutos.

Preguntas:

- ¿Qué opina usted del uso de fabulas para reforzar la lectura en inglés?

Participante 1: que las fábulas permiten entender más el inglés.

- ¿Le gustó trabajar con fábulas en las clases de inglés? ¿Sí? ¿No? Explique

Participante 1: Sí porque se desarrollaron actividades muy divertidas, además eran fábulas conocidas.

- ¿Considera usted que usar juegos fue una buena estrategia para aprender vocabulario? ¿Sí? ¿No? Explique



Participante 1: Sí porque con estos juegos se puede aprender más vocabulario e interpretar más el inglés.

- ¿Qué opina de los juegos que se realizaron en cada una de las implementaciones del proyecto? ¿Fueron de su agrado? ¿Sí? ¿No? Explique

Participante 1: Sí porque se puede aprender inglés divirtiéndose con juegos.

- ¿Considera que aprendió más vocabulario? ¿Sí? ¿No? Explique

Participante 1: Sí porque la profesora Yenny nos explicó muy bien el vocabulario, de cómo utilizarlo y su significado.

- ¿La lectura de fábulas le despertó el interés por leer en inglés? ¿Sí? ¿No? Explique

Participante 1: Sí porque a partir de las fábulas se puede aprender más inglés.

- ¿La lectura de fábulas le despertó el interés por continuar aprendiendo inglés? ¿Sí? ¿No? Explique

Participante 1: Sí porque aprendiendo a leer fábulas se puede aprender a leer en inglés más fácil.

- ¿Cree usted que escoger fábulas para practicar la Comprensión Escrita fue adecuado? ¿Sí? ¿No? Explique

Participante 1: Sí porque las fábulas nos gustan a los niños, además nos deja una moraleja.

- ¿Cree usted que el uso de fábulas le ayudó a reforzar la Comprensión Escrita? ¿Sí? ¿No? Explique

Participante 1: Sí porque yo antes no sabía cómo interpretar muy bien el inglés y con estas fábulas ya puedo entender más el inglés.

- ¿Qué fue lo que más se le dificultó al momento de leer la fábula? Explique

Participante 1: A veces algunas palabras desconocidas.



- ¿Tiene alguna sugerencia respecto a la implementación del proyecto? ¿Sí? ¿No? Si la respuesta es afirmativa explique

Participante 1: No tengo ninguna sugerencia.

- ¿Le gustaría seguir utilizando fábulas para practicar la lectura? ¿Sí? ¿No? Si la respuesta es afirmativa explique

Participante 1: Sí me gustaría seguir utilizando fábulas porque con fábulas se puede aprender más vocabulario y se puede leer más fácil, además son muy divertidas.

Gracias por su tiempo y sinceridad

Participante 1: Gracias a usted.

Annex 31: Chart of Categories

CATEGORÍAS BASE DEL PROYECTO			
Title: The Use of Fables to Reinforce Reading Comprehension in 6th Grade Students at the Educational Institution "Silvestre Arenas, Sogamoso-Boyacá: Action Research			
Objetivos generales y específicos del proyecto:			
General Objective			
<ul style="list-style-type: none"> To reinforce Reading Comprehension through fables in 6th grade students at the Educational Institution "Silvestre Arenas". 			
Specific Objectives			
<ul style="list-style-type: none"> To search and adjust fables according to the topics that 6th grade students are learning. To implement fables in English classes to reinforce Reading Comprehension. To use games to practice vocabulary related to fables. To analyze students' perceptions regarding the use of fables in English classes to reinforce Reading Comprehension. 			
Categoría general	Subcategorías	Descripción teórica	Descripción teórica
Reading Comprehension	The use of fables in English classes	According to Carlessi (2013), the process of understanding a reading is based on realizing the message that the author wanted to convey and capturing the central	For Cuesta (2007), fables are an example of "combined entertainment and teaching and have resisted through the centuries. In teaching learning, teachers use them for their pedagogical advantages. They also have a constructivist orientation, since each of the subjects who listen to them must draw their conclusions and use the moral" (p.13). Therefore, fables are an excellent tool to motivate students to read, especially when it starts from an early age. From their first years of life and throughout childhood, human beings are immersed in an imaginary

		idea of the text. In addition, he states that the reader realizes what is being communicated to him, and makes use of the ideas that are transmitted to him. It should be noted that this step is fundamental for a correct assimilation of what is read.	and visual world, which is reinforced by fables thanks to the elements they use, these in turn, develop socio-affective skills through the values they promote with their morals.
	To find key aspects of reading		According to Vásquez (2016), "we must think about entering reading practices in which children have access to aesthetic experiences from language, not necessarily linked to evaluation processes." (p.109). In other words, reading should not be seen as an aspect always linked to evaluation since children can see in it the form of a punishment, this, on the contrary, should facilitate favorable learning spaces, where the student develops with freedom his creativity and imagination, aspects of great relevance at this stage of his life.
	Interpretation		Solé (2006), cited by Vega and Alva (2008) argues that reading comprehension has three conditions: <ul style="list-style-type: none"> • The clarity and consistency of the content of the texts; that is, the way in which the information should be clear and precise, and considered by the reader. • The extent to which the reader's prior knowledge is relevant to the content of the text.

			<ul style="list-style-type: none"> The strategies that the reader uses, in order to maximize understanding and be able to remember everything read without errors.
Games	To practice vocabulary related to fables	<p>According to Garaigordobil and Fagoaga (2006), the game is a vital and essential activity for human development, since it contributes in a relevant way to the integral development of the child during his childhood. The game is a vital need, because the child needs action, handle objects, interact with other children, and this is precisely what is done in the game.</p>	<p>According to Shelagh Rixon (1999) p.84. "Games help children, maintaining a great enthusiasm for the retention of the activity they perform". In addition, she emphasizes that games are ideal for practicing vocabulary or verbal forms, the review of topics, among other benefits that they offer.</p>
Interest	Obtaining good results	<p>Risk (1964) emphasizes that if the student is not interested in learning, he will not perform in the same way as another who has clear objectives for his learning.</p>	<p>Hidi and Renninger (2006) argue that although the potential for interest resides in the person, it is the environment and the content that define the direction of interest and contribute to its development. Thus, the interest refers to attention and engagement with the characteristics of a particular content or activities, providing teachers with information on how students' motivation could be increased with the development of interest.</p>

	Students' perceptions		According to Abarca (2006), the teacher must be perceptive to the affective variations of the student and thus be able to offer the necessary tools so that the student can produce that interest in the learning tasks so that it occurs. At the same time, it must be achieved that her motivation is maintained and that the student is guided more by self-graphic principles than by external conditioning.
Active participation	Motivation	According to Marzano (1992) page 10. The more the student participates, the greater the probability of meaningful learning. In addition, he affirms that to learn is necessary the active and committed participation of the subject who learns in the construction of his knowledge.	According to Felix (2005), by improving the motivation of the student, he will increase his interest and his willingness to effort and focus on learning tasks, which, consequently, will increase his performance, improve his results, increase his self-esteem and he will be more satisfied with himself.

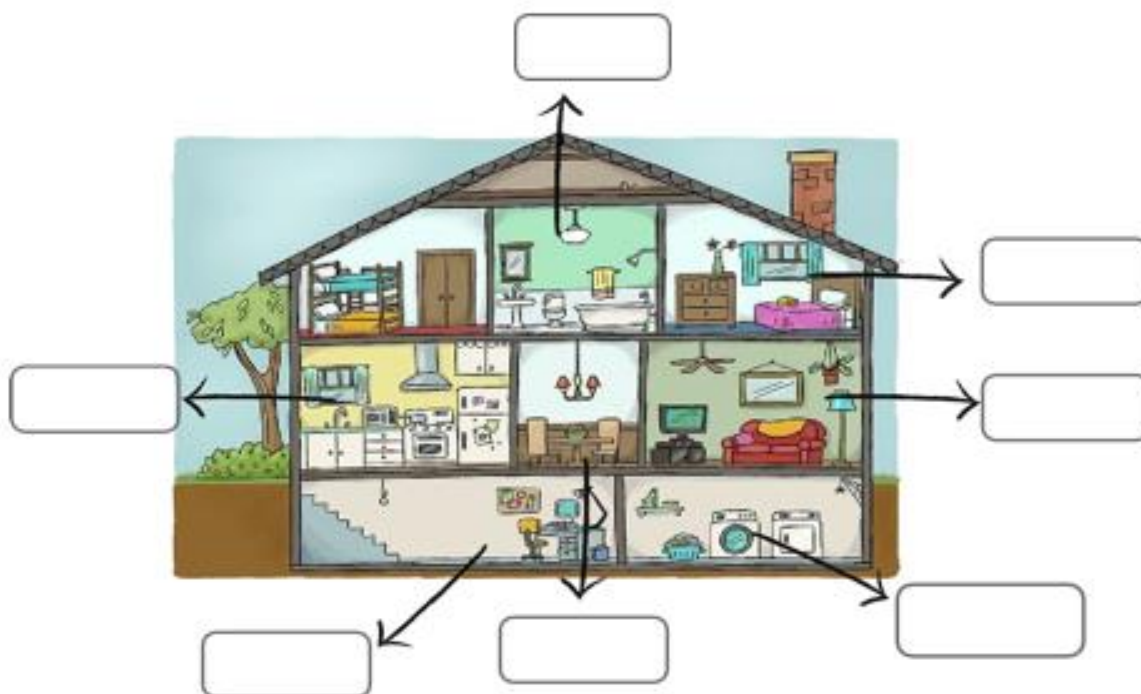
Annex 32: Workshop of the Parts of the House, Third Grade

PARTS OF A HOUSE

Name: _____ Date: _____

1. Escribe el nombre de las partes de la casa en inglés según corresponda.

- | | | |
|----------------|-----------------|----------------|
| a. Bathroom | d. Study room | g. Dining room |
| b. Living room | e. Laundry room | |
| c. Bedroom | f. Kitchen | |



2. Vamos a pintar:

a. Colorea "The bed" de "Brown"



b. Colorea "The fridge" de "Blue"



*Annex 33: Workshop on the Modal Verb Can, Third Grade***Modal verb "Can"**

Name: _____ Date: _____

1. Relacione cada oración con su respectiva imagen.

a. He can play basketball

b. I can speak French

c. You can ride a bike

d. She can drive a car



2. Seleccione la oración que está bien escrita en forma afirmativa del verbo modal CAN:

- a. He can play the guitar
- b. He can to play the guitar
- c. He can plays the guitar

3. Seleccione la oración que está bien escrita en forma negativa del verbo modal CAN:

- a. We can't plays football
- b. We can't to play football
- c. We can't play football

4. Dibuje lo que quiere decir las siguientes oraciones:

I can speak four languages	We can play football
I can't sing	They can't dance