Children's Fairy Tales as a strategy to Improve Reading Comprehension on 9th Grade Students at Juan Mejía Gomez Institution

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CHAPTER I: General presentation of the project

The present report aims to highlight and mention different points of the project entitled Children's Fairy Tales as a strategy to Improve Reading Comprehension on 9th Grade Students at Juan Mejía Gomez Institution, and also to address important points of its components. It is important to mention that this project aims to develop reading comprehension through Children's Fairy Tales on 9th Grade Students in a public school in Chiriguaná. At the first instance, the teaching practice of the Bachelor's Degree in Foreign Languages English and French at the University of Pamplona incorporates four components that are necessary for its proper development, in which it has: Pedagogical and investigative component, Community outreach component, Intra-institutional activities component and Reflective Approach to Comprehensive Practice, involving each of them important subprojects to carry out a complete development of the final results.

Therefore, in this document the reader will be able to find each of these components and at the same time the great importance of including these four components to meet the academic needs of the educational institution Juan Mejía Gómez. It is worth mentioning that this chapter it will cover important aspects and points to be known about the institution named above, as well as the interest of working on this particular topic, the general and specific objectives, potential benefits to be obtained, established pedagogical models, among relevant points.

On the other hand, the project in the second chapter contains several general elements about the institution that should be known, that is why the principal, the board of directors, coordinators, teachers, psycho-guides, parents and students express together as a proposal for comprehensive development important documents at the educational level for the general public

to know the administrative level, pedagogical level, technological level, the population and information level of the subjects.

The third chapter will describe the pedagogical and investigative component, with the intention of dealing much more thoroughly with justifications, objectives, methodology to use, schedule of activities as well as important information to understand the importance of applying this project with ninth grade students of the institution. Finally, the reflective approach to comprehensive practice will be presented the personal experiences of the author about this moment of learning so far, as the thoughts, beliefs and difficulties in the process among other important points.

Introduction

At the beginning of the integral internship process, students in foreign languages must carry out a pedagogical activity in an academic institution where the interest of students is sought, as well as to implement content that they find entertaining and eye-catching, to boost motivation not only in learning English but in order for learners to develop interaction in the classroom in the English language.

Reading has always been a wonderful tool for learning English. It promotes vocabulary expansion, strengthens spelling and grammar, helps to learn the correct pronunciation of sounds and allows small readers to let their imagination run wild. There are several reasons to consider when using fairy tales in our English classes. Following the ideas of Brewster (1992) and those of Hearn and Garces (2005), they ensure that stories develop a positive attitude towards the English language on the part of our students, as they provide them with fun, fantasy and motivation and therefore feel the desire to continue reading and learning. This promotes the

acquisition of the new language, also, this material and especially those for young children, are written simply and clearly, this helps us understand them better and show interest in listening and working in the classroom, the above mentioned is very important because if they encounter great difficulties when working the stories, they will lose interest in what they are doing.

Justification

From the Curriculum Guidelines of the English area in Colombia, the importance of teaching this language is mentioned, as a consequence of the processes of globalization and technological development in today's societies, and for this purpose the development of communication skills in English is proposed, as it is the most accepted language in the international field.

English is a very globalized language so we must develop the communicative competence of children and adolescents in the practice of this language. Thus, the reading, listening or carrying out activities of a story allows to enhance the competence of learning to learn where children manipulate books exploring and observing all the details. Children are willing to know new things with initiative, developing a learning awareness, so they are able to promote learning strategies such as guessing the meaning of new words, prediction, hypothesis formulation.

Regarding the learning of English as a foreign language, reading helps children and adults learn new words and expressions. Undoubtedly, it is a magnificent activity to expand vocabulary naturally. Following the adventures of their favorite characters in stories, always adapted to situations that are familiar, readers discover the English name of the things around

them and are interested in this way they will gradually incorporate words into their vocabulary and use them fluently when speaking in English.

For O'Loughlin & Eddy (2010) reading combines two humans mind skills: vision and language. Both skills are the result of genes and experience. According to the authors, when a person reads, they must balance two goals: 1, relate printed words with the sounds of words and 2, facilitate the quick relationship of printed words with their meaning. Neuroscience has allowed us to define two routes used by a typical reader, constantly and interactively when reading, as explained by the authors in reference. In this regard, Jiménez & Shanahan (2008) affirm that the recognition of these two routes has fundamental didactic implications for literacy learning.

The educational institution Juan Mejía Gómez proposes constructivism as a learning methodology, Querol and González (2016) agreed that as constructivism indicates, learning must be built by the apprentice himself, with the teacher fulfilling a guiding role. Through familiar accounts, children will be able to learn in the same way they do it in their mother tongue, through situations that are familiar to them and in which the same concepts are repeated, which they gradually assimilate and acquire. Taking into account the great importance of the application of reading through didactic material for general interaction in English classes and fulfill an optimal teaching of English.

General objective

To develop the teaching practices at the Juan Mejía Gomez Institution implementing interactive worksheets to strengthen reading comprehension and learning of new English vocabulary.

Specific objectives

- To encourage children's fairy tales for improving reading comprehension in 9th grade students.
- To integrate interactive visual activities to facilitate the acquisition of new English vocabulary on 6th grade students.
- To participate in intra-institutional activities established by the Juan Mejía Gomez Educational Institution.

Conclusions

This project has been carried out at the Juan Mejía Gómez educational institution, based on its institutional programming, the development of components has been successfully completed, thanks to the action research design and spaces provided by the institution, children's fairy-tales could be applied in the ninth-grade students as a strategy to develop and improve reading comprehension in this group of participants, the results of this component showed motivation, practice in reading and learning new English vocabulary during the implementation of the project among the students. Furthermore, in the development of the Community outreach component it could be evidenced the significant help that the pre-service teacher gave in high school with the application of worksheets with the intention of providing students a quality content that would provide not only an explanation of the topics seen in class, but also practice better understanding of the subjects taught in the school's class plan, as a fundamental aid to strengthen the knowledge of a second foreign language.

During this process were known the expectative of the students, where it was evidenced that these activities are seen for the students as a different way of learning, a strategy that was

striking for the students, since by changing academic readings that can become boring for students, this time, each of them applied reading children's fairy tales that from the beginning just be this theme, called the attention of these students to perform through reading comprehension readings in a different way and perhaps without feeling difficulty by answering questions about the reading, in these practices it was learned that as teachers we must always provide our students with interactive content that motivates them to perform activities, as in this case to read children's fairy tales previously known in English and that in this way they have the curiosity to read and carry out with interest the activities, when applying this project it was identified that positively that the students liked this content implemented. In addition, with the tutorials of sixth grade students, the application of visual activities through worksheets was very good, it was concluded that students practice in excellent form the subjects seen and at the same time reinforces the learning of new English vocabulary.

Taking into account the intra-institutional activities, the pre-service teacher participated voluntarily to provide as much help as possible in order for each of these events to develop successfully. Each one of the components allowed the pre-service teacher an approach and great knowledge of the educational reality, as well as allowing him to know the strategies, philosophies, methods, culture of the population, and educational activities in general to complement a Comprehensive Practice.

CHAPTER II: Institutional observation

Topographic location

The Juan Mejía Gomez Institute is a public school that is located in the municipality of Chiriguaná, located in the center of the Cesar department, this place is 50 meters high above sea

level and its common temperature is 37° medium temperature and topographically has high and mountainous part towards the east with elevations of up to 1500 meters, part of la Sierra de Los Motilones and part low to the West in the hydrographic basin of the Cesar River, at the entrance of this town we will find the “Sede central” of the institution.



Figure 1. Topographic location

Historical context

Resolution No 0114 of January 25, 1972, gives way to the National Mixed High School of Chiriguaná, "Conalchi" for the first class with 28 high school graduates in 1974 under the guidance of the distinguished teachers. In the midst of this process, recognition is given for the work undertaken by people who love educational training and who, by founding institutes, little schools and schools, contributed to the guidance of young people for their own well-being and for society. Over time the academic baccalaureate process continued, at the end of the 1990s it was again formally renamed the so-called "Conalchi" by the Technical Institute Juan Mejía Gómez, in honor of such an outstanding teacher of education in Chiriguaná. In 2004, according

to resolution 247 of November 26, it was renamed the Juan Mejía Gómez Educational Institution, which is made up of 4 branches offering pre-school, basic and secondary levels.

Institutional Education Project "PEI"

The institutional PEI it is the navigation chart of schools and colleges, which specifies among other aspects the principles and purposes of the establishment, the teaching and didactic resources available and necessary, the pedagogical strategy, the rules for teachers and students and the management system, below are share relevant information about this institutional document.

Mission

To train the INSTEDJUMEGUISTA community as human persons with characteristics that allow them to be equitable, responsible, useful, autonomous, critical and reflective, capable of transforming reality in pursuit of a prosperous society, with a culture of peace and social justice.

Vision

The institution aims to consolidate itself as one of the best at the municipal, departmental and/or national levels, based on ethical, moral principles, social, cultural and sporting coexistence standards; allowing students to benefit from a high quality education, taking into account the professionalism of their servants who will develop psycho-pedagogical strategies that will provide significant learning for the integral formation of their students, in line with the new scientific and technical advances of the new millennium.

Philosophy

The Juan Mejía Gómez educational institution is an educational community whose philosophy is to guarantee the provision of educational service to the community of the municipality of Chiriguaná - Cesar. In order to comprehensively train their students to take advantage of higher education and/or employment opportunities in their context.

The Juan Mejía Gómez Educational Institution is framed in an active and participatory pedagogy, based on values, committed to the integral formation of its community and providing quality education, interested in preserving the wealth, cultural, environmental, democratic, with good habits and ethical values, capable of projecting and succeeding in their personal, professional and labor realization in such a way that contributes to the social construction of the country.

Quality objectives

• Plan and execute pedagogical strategies that lead to academic excellence, which is measured by the performance of the ICFES tests.

• Strengthen programs in bilingual, environmental and technological education, through methodologies that privilege the solution of real problems, teamwork, direct relationship with the environment as the productive world and the income of T.I.C.S.

• Develop our curriculum from standards, core competencies, achievement indicators, an active, innovative and flexible didactics for meaningful student learning.

- Continuously improve our training processes, being efficient and effective in the development of knowledge and in the humanization of our children and young students. Also, develop activities that promote the principles and values of the institution.

- Optimize the acquisition, maintenance and use of materials, equipment and other resources for good service delivery.

- Communicate in a clear and timely manner relevant information to the educational community. Promoting the effective participation of parents in the process of accompanying their children.

- Ensure enrolment for any student who requires the educational service, in addition to their access to the various offered by the institution depending on the needs of its users.

General objective of the institution

To contribute to the formation of a new society in which the commitment to equality, justice, democracy and pluralism is made possible by the development of the Institutional Education Project of IE Juan Mejía Gómez.

Pedagogical model

The institution adopts, for the training of its students, the constructivist model. (Martha Vargas De Avella 2001) Affirms that in this model we find that the approaches of constructivism are framed, initially, in the educational process in the following aspect; what an educator at first is only able to do or learn with the help of others, you can do it or learn it later and develop what you learned on your own. For this to take place, it must take into account the schemes that the person already possesses, that is, the previous knowledge, that is, the knowledge that has

developed in its relationship with the environment in which it is developed or in the context that surrounds it. This construction is carried out all the time, every day and in all contexts.

For Julián de Zubiría (the pedagogical models 1997), the constructivist model is focused on the person who learns, in his previous experiences, from which he makes new mental constructions. Piaget, considers that these new mental constructions occur when the subject interacts with the object of knowledge. For Vygotsky, new mental constructions, in the learners, occur when interacting with others. For Ausubel, new mental constructions, in the students, occur when these are significant, of their interest or that represent importance for them.

Organization chart

This Organization chart was found in the Institutional Education Project “PEI”

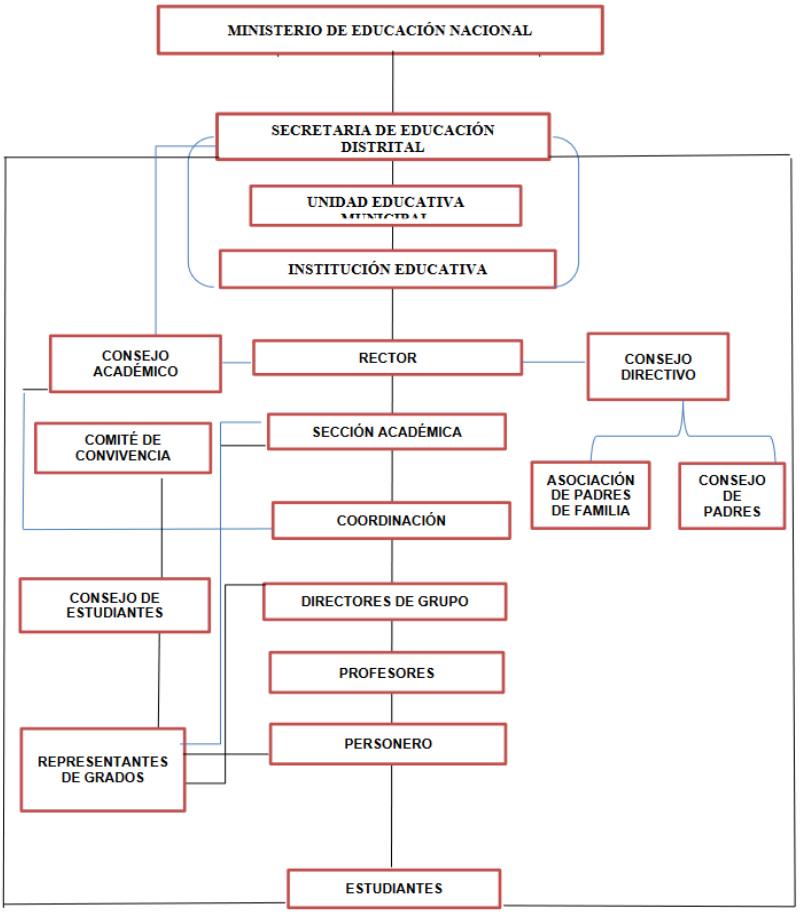


Figure 2. Organization chart

Main aspects of the coexistence handbook

The principal, the director's council, as well as the coordinators, parents and students present and establish this coexistence handbook as the charter of rights, duties and commitments that guide our pedagogical action, so that the institution becomes one of the best in the department or the country, not only in academic terms, but in values, which involve us to live with respect for the other.

This manual of coexistence or internal regulations of the Juan Mejía Gómez Educational Institution is of great importance in that it contemplates the guidelines that regulate and regulate the social relations between its members, through which we unite in a single purpose of forming for life.

Furthermore, the handbook is designed for harmonious coexistence, tolerance, equity and respect for the achievement of personal and community realization. The Juan Mejía Gómez Educational Institution is composed of students, teachers, managers, administrators and parents; the latter will be complementing and committed to the education and training of their children, since they have the primary and inalienable right and duty to educate them.

Principles

The regulations o Coexistence handbook of the Juan Mejía Gómez Educational Institution is an instrument that contemplates rules of coexistence, fair, flexible, adjusted to the law and oriented to guarantee the educational process and the permanence of the student in the institution. It will be governed by the philosophical principles that guide our pedagogical work.

- Love to God from whom all good comes.
- Love and respect to our Fathers, representatives of God.
- Love of the country. We work for its greatness.
- Immense respect for the dignity of the human person.
- Peaceful coexistence with all men and women, regardless of economic, religious, social or political position.
- Constant work of personal improvement.

- Fulfilment of its obligations.
- In our hands is the future of the homeland.
- Time is precious, let's make the most of it.
- The parents of our students will be satisfied with the instruction and education of their children they have placed in our hands.

Student's Duties

The duties of the students of the institution, together with their responsibilities, are intimately linked with freedom, all of which is conditioned by demands for coexistence that oblige them to respect the rights of others.

The duties of the students of the Institution are established in the moral, social, academic and disciplinary, and are the following:

- To value and respect the life and personal integrity of the other as your own life.
- To know and respect the philosophy and principles of the Institution; know and comply with the institutional educational project; know and comply with the provisions of this Regulation or Manual of Coexistence and comply with the orders of directives and educators within and outside the College.
- To respect and ensure respect for the name of the school, ensure its prestige and act honestly in all events of life both personal and institutional.
- To Comply promptly and responsibly with the schedules, tasks, lessons and other activities scheduled by the College; present excuses duly signed by parents or attendants, in case of failures or absences, and comply with class changes in the stipulated time.

- To wear with pride, neatness, order and respect the uniform and maintain the personal presentation required by the institution, through personal grooming and hair arrangement, refraining from using accessories outside the same.
- To practice the rules of civility and good manners and respectfully accept the corrections given by the authorities and by the educators of the College.
- To respect all people, valuing the work of those who perform functions and services in the school and avoiding taunts, nicknames and individual disqualifications.
- To accept and respect plurality of ideas and accept decisions made by consensus with solidarity and loyalty.
- To respect the rights of others, do not abuse their own and respect the belongings of others.
- To respect and care for the property and belongings of the institution, being responsible for the damages caused to them and refrain from drawing graffiti or any other expression that disrespects the educational community.
- Stay in the place assigned and during the time foreseen for the different activities, taking advantage of the rest time for the healthy recreation.
- To bring and deliver promptly to the parents or attendants all the information sent by the school and return the corresponding removals duly signed and within the stipulated deadlines.
- Carry only the necessary study supplies, books and materials, with cleanliness and order, and refrain from bringing to school items other than those required for the

development of educational service activities and avoid the use of high-value objects that are not part of the school material.

- Do not carry the cell phone, only authorized by parents, can be used during rest hours.
- To make appropriate use of computer technology, specialized equipment and other elements available to the College for educational services.
- Refrain from collecting money, raffles and sales or marketing products, within the school.
- Refrain from carrying, bringing, distributing and/or using pornographic material, weapons, war toys and/or devices that generate or induce violence.
- Refrain from carrying, bringing, distributing and/or using or using psychotropic drugs, narcotics, alcoholic beverages, cigarettes, chewing gums and others.
- Carry the student card within the school and present it for access to the different services offered and for the acts of representation of the institution.
- To foster and promote reciprocal relations between the Institution and the family with the different members of the educational community.
- Maintain a strictly professional relationship with educators and employees of the Institution and in no way maintain relationships of a loving or passionate nature.
- Refrain from inducing peers and others to harmful or negative behavior through conversations, invitations, or suggestions of any kind or nature.

- To strive for the achievement of peace and to show solidarity in the event of calamities, difficulties or accidents that may arise by cooperating for their prompt and due solution.
- To maintain a constant concern for good academic performance and the overcoming of deficiencies in case of failure to achieve it in the terms of regulation.
- To use a respectful and courteous vocabulary in all interventions and refrain from using vulgar or vulgar expressions.
- Actively participate in the development of all classes and activities programmed by the school and meet all academic, attitudinal and behavioral requirements that are relevant to student quality, striving to achieve excellence in each of the areas and subjects and in personal development
- To behave outside the establishment and at any school event in accordance with the principles of the institution, with the good education and good manners of members of the educational community.
- To make good use of dispensers, cafeteria, institution restaurant and sanitary batteries.
- To comply with the academic and coexistence commitments defined by the educational establishment.
- To comply with the recommendations and commitments made to overcome their weaknesses.

MEN guidelines and health emergency regulations

The following document entitled “Lineamientos para la prestación del servicio de educación en casa y en presencialidad bajo el esquema de alternancia y la implementación de prácticas de bioseguridad en la comunidad educativa.” form an integral part of these guidelines that summarize in 12 annexes the most important points.

- Annex 1 List of regulations issued under COVID-19.
- Annex 2 Guidelines for the gradual and progressive return to presence alternation scheme of the educational service in educational establishments implementing the residence strategy.
- Annex 3 Management of sanitary conditions and water components,

basic sanitation, hygiene and physical distance in institutions

educational.

- Annex 4 Sanitary and biosecurity conditions for the supply and consumption of

food in educational establishments.

- Annex 5 Protocol for the entry and exit of educational institutions and

movement from and to the house.

- Annex 6 Guidelines to promote the participation of children, adolescents and their families during all phases of the process of gradual and progressive return to the presence under alternation.

- Annex 7 Guidelines for teaching managers for the development of their activities in a welfare environment accompanied by training biosecurity.
- Annex 8 Guidelines for school coexistence and the activation of comprehensive health care routes for children, adolescents and young people in educational institutions during academic work at home and in the transition process gradual and progressive to the physical modality with alternating scheme.
- Annex 9 Guidelines for acute situations or probable or confirmed cases of infection with SARS-Cov-2/COVID-19 virus occurring in the community educational.
- Annex 10: Guidelines for the gradual and progressive return of children aged 2 to 5 to the early childhood and pre-school stages.
- Annex 11 Guidelines for the educational care of children and young people exceptional disability, abilities or talents and learning or behavioural disorders.
- Annex 12 Guidelines for in-person educational care alternation for indigenous peoples.

Academic journey

Morning (high school)	Nocturnal ((high school)
6:10 a.m. - 12:15 p.m.	6:30 p.m. -10:00 p.m.
12:20 p.m. – 5:50 p.m. (primary school)	

Table No° 1. Academic Journey

Evaluation Scale

The educational institution establishes the scale of rating thus providing the criterion of each of the chosen notes of a student

INSTITUCIONAL	NACIONAL
1.0% - 64%	Desempeño Bajo
65% - 79%	Desempeño Básico
80% - 94%	Desempeño Alto
95% - 100%	Desempeño Superior

Figure 3. Rating scale

Institutional schedule and programming

In the following image we can find the schedule of the first academic semester.

Calendario Académico 2023

PRIMER SEMESTRE	
Actividad	**Fechas**
Inicio del primer periodo	30 de Enero 2023
Finalización del primer periodo	31de Marzo 2023
Evaluación final del primer periodo y/o recuperación.	Del 27 de Marzo al 31 de marzo 2023
Elección del gobierno escolar.	3 de Marzo 2023
Día de la Mujer	8 de Marzo 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	8 de Marzo
Día del hombre	19 de Marzo 2023
Día del agua	22 de Marzo 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	28 de Marzo
Feria del dulce – día de los talentos	31 de Marzo 2023
Semana Santa (receso estudiantil)	03 al 09 de Abril 2023
Ingreso de notas a la plataforma.	Del 10 al 16 de Abril 2023
Inicio del segundo periodo	10 de Abril 2023
Finalización del segundo periodo	16 de Junio 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	13 de Abril 2023
Entrega de informe académico Primer periodo.	21 de Abril 2023
Día de la tierra	22 Abril 2023

Día del Idioma Día de los talentos	23 de Abril 2023
Hora de la lectura crítica (tercera hora hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	27 de abril 2023
Día del árbol	28 Abril 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	10 de Mayo 2023
Día de la madre	14 de Mayo 2023
Día del reciclaje	17 de Mayo 2023
Hora de la lectura crítica (primera hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	30 de Mayo 2023
Día del medio ambiente	5 Junio 2023
Día del alumno	8 de junio 2023
Evaluación final del segundo periodo y/o recuperación.	Del 12 al 16 de Junio 2023
Ingreso de notas a la plataforma	Del 16 al 23 de Junio 2023
Receso estudiantil	Del 16 de junio al 7 de julio 2023
Semana institucional	Del 20 al 23 de junio 2023
Vacaciones Docentes y Directivos	Del 23 de junio al 7 de julio 2023

Table No° 2. Institutional schedule and programming

Pedagogical level

This section is focused on the planning of the language area, the pedagogical and physical resources available to the school, syllabus, methodology applied, the educational intervention program, among others important aspects.

The planning of the language area

The area planner is ready before the beginning of the school year, in this document you can find the DBAs issued by the Ministry of National Education, and they are different for each school grade, However, the different teachers implement different English topics depending on the needs of the students.

Knowledge of available teaching resources and course materials

The Juan Mejía Gómez Educational Institution has the following educational resources available for use by students and teachers:

- Workbook: These are books that contain good topics with multiple activities respectively organized according to each academic period, these books are available by the teacher in charge, in this case the educators use: ‘Way to go’ and ‘My Passport’ of all the grades.
- Fairy Tales: Teachers count some small books to implement reading in class, such as 'The ass and the mule.’

Syllabus

- Each teacher selects the subjects according to the workbooks with which they work and according to the needs of the students. between the two degrees we have the themes: personal presentation, environmental vocabulary, use of a/an, regular and irregular verbs, etc.

Teaching methodology in the language class

Practical constructivism, it proposes a more individualized education, where each student is the builder of his own knowledge. Thus, it follows that the task of the teacher should focus on guiding the student towards the achievement of his own scheme and his particular mental

structure like Songs, commands and greetings, constant communication, evaluations, written productions, etc.

Modalities of learning support

In the educational institution Juan Mejía Gómez we have the following modalities of learning support.

- Communication at English class or during the morning schedule.
- Use of minidictionary - vocabulary book.
- WhatsApp communication.
- There is not availability for hours of tutoring.

Design of guides and materials

Basic learning rights (D.B.A) describes knowledge and skills that students should learn in the area of English in grades 6° to 11° of the Colombian educational system and are structured in a manner consistent with curricular guidelines and basic competence standards (EBC). These allow to identify the key aspects in the development of communicative competence and therefore, are defined in the skills of comprehension, oral and written expression.

DBAs are reflected as the selection of communicative skills that account for the progressive development of communicative competence throughout grades 6° to 11°, present examples to illustrate and explain the communication skills students can achieve in a school grade. In addition, they have a numbering, but are not organized in a particular order. Not necessarily the student must develop in N° 2 before 3.

- An enumerated DBA statement that corresponds to the basic learning that the student is entitled to achieve during the school year. This corresponds to one or several language skills (reading, listening, writing, monologue and conversation.)
- Secondary ideas or clarifications that give context to the DBA.
- An example of the DBA that seeks to facilitate the understanding of the statement.

In the curriculum outline suggested by the MEN, a matrix structure is presented, (scope and sequence) in which the different elements that make up the didactic, linguistic and communicative progression of the structure are presented. The first element is the thematic axes on which the tasks are developed. In each grade, 4 modules related to these axes are developed; then the DBA are presented and finally the columns of thematic axes are found, followed by the proposed goals, the language functions and the general objectives of each module per degree.

Learning networks, is the curriculum structure or curriculum that goes from 6° to 11°, where the articulation of goals, objectives, standards, language functions, discursive and linguistic contents and performance indicators is presented.

Below, (table No° 3 and table No° 4) it is shown an example of design with all its components, this is a very complete model that can be carried out for planning activities, so, it can be appreciated “the functions, the learning estates, DBA, contents, Saber, Saber hacer, Saber ser and evaluation criteria in learning an English topic.

GRADO: NOVENO

AREA: IDIOMA EXTRANJERO – INGLES PERIODO: PRIMERO

META:
Aprender como saludar a las personas, decir adiós, decir el alfabeto y deletrear nombres, decir los números, colores, países y nacionalidades

MODULO Nº 1 **YOUR WORLD**			
FUNCIONES	**ESTANDARES**	**D.B. A**	**CONTENIDOS**
✓ Saludo y me despido en inglés. ✓ Deletrear nombres, apellidos, ciudades. ✓ Presentarte así mismo y presentar a otras personas. ✓ Preguntar y responder información personal como nombre, edad, números telefónicos, dirección de	Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. Conversación Uso lenguaje formal o informal en juegos de rol improvisados,	✓ Participa en conversaciones cortas en la que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares, para ello usa frases y oraciones sencillas previamente memorizadas. ✓ Describe de manera oral personas, actividades, eventos y experiencias personales. ✓ Escribe textos cortos y sencillos sobre acciones familiares, experiencias y	**Unit 1** **This is me** **Unit 2** My family

Table No° 3. Design of guides (first part)

INDICADORES DE DESEMPEÑO
Primer periodo.
SABER: ✓ Identifica palabras y expresiones de información personal, estados de ánimo y sentimientos. ✓ Identifica información personal a través de preguntas de tipo yes/no questions. ✓ Reconoce el vocabulario relacionado con saludos, instrucciones y lenguaje del salón de clase.
SABER HACER: ✓ Utiliza los saludos apropiadamente en pequeñas conversaciones. ✓ Diligencia un formato con información personal. ✓ Escribe Y comunica su información personal cuando se le pregunta. ✓ Intercambia información relacionada con situaciones cotidianas en el aula de clase.
SABER SER: ✓ Valora sus características personales y la de sus pares. ✓ Respeta las diferencias físicas, culturales, ideológicas entre otras, de sus compañeros de clase. ✓ Participa activamente en las actividades.

Evaluación
Continua: Valorativa del desempeño **Formativa**: Valorativa del proceso de enseñanza y los niveles en el desarrollo de competencias.

Table No° 4. Design of guides (second and last part)

Basic learning rights in the institution

For this section the educational institution Juan Mejía Gomez proposes to implement the objectives and DBA set by the basic standards of foreign language skills: English of Colombia.

Courses and schedule

The teaching practice includes intensity at the level of 12 hours of teaching in secondary and 4 hours in tutoring. The following table shows the weekly schedule.

- 6 total courses. – All in High school. Grades: 607 and 607 for tutoring school and 901, 902, 903, 904 with normal classes.

The following table shows the weekly schedule, each class lasts 55 to 60 minutes.

- Morning journey at high school.

Hours/days	1 6:10-710	2 7:10-8:10	3 8:10-9:10	4 9:30-10:25	5 10:25-11:20	6 11:20-12-15
Monday	901	904	903			
Tuesday	904		903		902	
Wednesday				902		

Thursday			903	901	904	
Friday		901				902

Table No° 5. High school schedule

- Afternoon journey with tutoring.

Hours/days	1 3:00-4:00	2 4:01-5:02
Monday		
Tuesday		
Wednesday	606	606
Thursday	607	607
Friday		

Table No° 6. Schedule for tutoring

Technological level of the institution

Connectivity

Juan Mejia Gomez educational institution has limited access to the internet, but some classrooms have video projectors, all have whiteboard, laboratory material even this room is sclusive for chemistry classes, Computer room called “TIC room, and speakers.

Access and use of platforms

Currently the institution does not propose any use of platforms because the internet is very limited.

Description of digital resources used

Video projectors: Some classrooms have projectors to display digital content in order to establish different strategies of learning. The institution has 1 air-conditioned computer room with enough computers and Internet access, but this area is only used for computer classes.

Population level and information of the subjects:

Number of students

Among primary and secondary students, the pre-service teacher has the courses mentioned (6th, and 9th grades) has a total of 223 students.

Gender

The Juan Mejía Gómez institution is a co-educational school; therefore, it can be mentioned that in all classrooms we can find boys and girls.

Age

Below are the different ages.

Between 14 and 17 years (9th grade)

Between 9 and 16 years (6th grade)

Level of language

According to the curriculum proposed by the institution, these are the levels of language agreement.

PRIMERO A TERCERO	PRINCIPIANTE	A1
CUARTO A QUINTO	BASICO 1	A 2.1
SEXTO A SEPTIMO	BASICO 2	A 2.2
OCTAVO A NOVENO	PRE INTERMEDIO 1	B 1.1
DECIMO A UNDECIMO	PRE INTERMEDIO 2	B 1.2

Figure 4. Level of language

Teachers

Composed of 47 teachers between morning and Nocturnal in the principal center, 12 in the No° 3 center in primary school.

Administrative staff

At the headquarters the institution has:

Management team
1 Principal
2 Academic coordinators
1 psych counselor
3 Secretaries
3 Cleaning employees.

Table No° 7. Administrative staff

For the institution parents are very important because this community helps parents feel more involved and happier with their children's education. As there is a good connection between schools, parents have a better understanding of the curriculum and the progress of their

children. It also helps them feel more comfortable with the quality of education because when parents participate in the teaching of their children, students usually perform better in school, behave better, and have more positive attitudes towards school and grow to be more successful in life. Currently this community in the Juan Mejia Gomez institution is in organization, although the directors of each group often organize meetings of parents, with the aim of maintaining the academic closeness between the institution and the parents.

CHAPTER III: Pedagogical and Investigative Component

Title

Children's Fairy Tales as a strategy to Improve Reading Comprehension on 9th Grade Students at Juan Mejía Gomez Institution.

Introduction

In this component, the author intends to show important aspects of the project that have been carried out, as well as showing the importance of implementing reading in authentic content such as children's fairy tales to encourage understanding of reading in a way that is as simple as possible for students. Many experts like Hearn and Garces (2005) mention reading stories is a resource that aims to motivate students to appropriate the diverse children's fairy tales in order to product interaction that not only illustrates their knowledge in learning new vocabulary, but also reflects their capacity for imagination and creativity to attract the reader's attention with an original work in design and writing.

Knowledge and mastery of a foreign language is a fundamental tool that is required as part of an individual's professional skills. In addition, the incursion of new communication and information technologies has revolutionized the human lifestyle. These technological tools allow

us to establish contact with people anywhere in the world, study at a distance, expand knowledge in various areas that change and expand every second. In this context, mastery of a foreign language, in this case English. According to Chavez (2017) Biava and Segura (2010) affirm that the use of a foreign language, with an emphasis on English, has gone from being a privilege to being a necessity in the different productive sectors. The process of globalization has been the main reason why English has acquired worldwide importance, to the point of being considered today as the universal language of business.

Increasingly, English is a language that over time has been globalized, speaking English is more than an ability to improve the curriculum or an additional competitive advantage, it is a necessity to be able to communicate and access the labor market. At the same time, it opens the door to more cultural experiences, all English language teachers are aware of the importance of teaching this language, but some students do not show interest in learning it, this has forced many educators to look for strategies that generate motivation in the student to learn English in the institution, this is why the idea of applying children's fairy tales as a strategy to improve the reading comprehension who were maybe previously known by students, could generate an interest towards reading and in turn, it can practice important skills for boys and girls in the educational institution Juan Mejía Gómez in Chiriguaná.

Focusing on a resource, with the help of fairy tales, teachers can use a wide variety of techniques and activities to practice English in a dynamic and participatory way, thereby increasing the interest in reading and this second language, for this reason it is born to propose strategies for the implementation of resources and didactic materials for the development of the English language in boys and girls of high school education.

Statement of the problem

For some students, learning English has been a tedious process, many times it is not because they do not like the language, but for the contents that are shared, and that at the same time does not call them attention, the implementation of children's fairy tales seeks to solve to a significant extent the interest in learning English by practicing reading, listening (pronunciation) and writing new words. We know that as young students advance in grade, they are supposed to see raising their level in the foreign language, but many times what the area plan proposes on the level they should have depending on the degree is not so, Krashen (1983) warns that various emotional and attitudinal factors can trigger poor learning; for example, students at basic levels feel more anxiety than those at intermediate or advanced levels, from which it follows that as learning increases, anxiety decreases, and sadly, the students are advancing in the school year without advancing in learning English and what Krashen proposes is filled with more anxiety and so the students are losing their motivation in learning English.

During the observation process with the population, it was evident that some students were not interested in the topics that were being offered at the time by the teacher, so some of the participants were asked what they wanted the class to focus on and some options were given, among the most chosen, the students decided to read more often, in order to have a more striking class according to their interest, so it is decided to implement stories for children to read and hear the pronunciation of what they read in class and use them as a strategy for participants to acquire more interest in the class, as well as fluency language learning in English.

Justification

On this occasion, it was the ninth-grade students who were selected to develop English language learning through stories, since of the courses available, they have the best level on their mother tongue language. According to Vygotsky (1989) the acquisition and improvement of the child's mother tongue help them to learn the English language because it does not interfere in this process. When the two languages (the first or maternal and the second) have affective, cultural and social values, the children or youngsters build their learning and develop comprehension skills in the daily life of the classroom, where they interact and exchange experiences and judgments. The determination of cognitive development, according to this author, comes from the relationship between the student and his thinking.

Querol and González (2016) state the following, as constructivism indicates, learning must be built by the apprentice himself, with the teacher playing a guiding role and through familiar stories, children will be able to learn the same way in which they do in their mother tongue, through situations that are familiar to them and in which the same concepts are repeated, which are gradually assimilated and acquired. From the point of Garcia (2016), in the stories or fairy tales in English, for children or adolescents of this cycle of Infantile, the image should be coordinated with the text, showing with the images what the text narrates, because it allows relating and understanding concepts and vocabulary in a way. the teacher must create numerous experiences that favor the learning and the construction of knowledge of the young people, being these participants of it. Thus, throughout the activities they should show the previous knowledge about the subject and discover and acquire new strategies with which they can enhance their learning, it is for this and other reasons that the following objectives arise.

General objective

To develop reading comprehension through Children's Fairy Tales on 9th Grade Students in a public school in Chiriguaná.

Specific objectives

- To evaluate reading comprehension through worksheets about each children's fairy tale in 9th grade students.
- To know the perceptions that students have regarding the implementation of children's fairy tales in 9th grade students.

Research questions

For developing this project, the following questions are proposed:

Grand-Tour Question

How can reading comprehension be developed among ninth-graders through children's fairy tales?

Mini-Tour Questions

- How do worksheet questions about children's fairy tales improve 9th grade students' reading comprehension?
- What are the personal perceptions of 9th grade students when developing reading comprehension through children's fairy tales?

Theoretical framework

In this space, some titles are proposed that define children's fairy tales according to different authors and that have provided information related and more detailed for the in-depth

understanding of this tool of teaching a foreign language as well as reading comprehension through the same.

Children's fairy tales as a strategy to improve reading comprehension

Children's fairy tales is a form of narration that combines real and imaginary events. The narration of myths, legends and exploits gave rise to the story, which became the most suggestive, fantastic and charming activities to form the mind and imagination of all audiences. Storytelling is a family experience as it is part of our society, culture and daily life. Gordon Wells (1986), mentions that stories or fairy tales play a decisive role in the educational process and in language acquisition. The fairy tale is one of the most used ways to transmit knowledge orally or in writing, thus being a good resource for the teacher. By telling the stories, children, young or adults are immersed in that nice world, enjoying the adventures and exploits of the characters and learning through the morals that they have. There are different methodologies to be able to tell a story in English that every teacher should know for a correct learning and understanding by the students, they can work individually or as a team, so throughout the work you can see different activities to perform. Teamwork, in assembly allows feedback between children and teachers, creating a continuous learning all the time.

Constructivism as institutional approach.

The institution according to its institutional PEI, manages constructivism as its main approach. Constructivism questions traditional teaching and favors the use of more innovative or creative tools to construct learning. Serrano, J. M. and Pons, R. M. (2011) state that the development of an effective constructivist approach involves assuming that if one wants to account for a phenomenon as complex as the teaching and learning processes that occur in the

classroom, one must flee from any kind of dogmatism and assume that this approach must be dynamic and open to nuances, corrections and extensions. To better understand this approach, we highlight Trenas, F. R. (2009), who, in his study entitled "Meaningful learning and constructivism. Issues for education", argues that from the constructivist conception it is assumed that students learn and develop to the extent that they can construct adequate meanings around the contents that make up the school curriculum. This construction includes the active and global contribution of the student, his or her availability and previous knowledge within the framework of an interactive situation, in which the teacher acts as a guide and mediator between the child and the culture, and on this mediation depends to a great extent the learning that takes place. This learning does not limit its incidence to cognitive abilities, but affects all abilities and has an impact on the overall development of the student.

In the context of this project, the constructivist approach is presented as an opportunity for students to transform their knowledge about children's tales into an interactive product in which they can capture those global and specific knowledge about Children's tales, having the opportunity to accommodate and break down the meanings and make them more understandable not only for themselves, but for those who have the opportunity to access their construction of learning, which, in this case is carried out through the learning of new vocabulary depending the topic of the tales.

Reading comprehension

Reading comprehension is conceived as a process in which the reader uses the keys provided by the author based on his/her own knowledge or previous experience to infer the meaning that it intends to communicate. It is assumed that at all levels, there is a lot of inferences

that allows to build a model about the meaning of the text. Understanding is also considered a complex behavior inference during reading and thus their ability to construct appropriate models of the meaning of the text. Feeley, Werner and Willing (1985); Bruner, (1990); Binkley and Linnakylä, (1997); cited by Pérez (2005).

Processes of reading comprehension

Reading is more than decoding words and chaining their meanings, there are a number of models that explain the processes involved in reading comprehension, and that agree that this is a process that takes place taking into account several levels, that is, the text must be analyzed on several levels ranging from graphemes to the text considered as a whole. The correct understanding of a text implies that the reader passes through all levels of reading Langer (1995) to achieve a global understanding, gather information, elaborate an interpretation, and reflect on the content of a text and its structure.

-Literal interpretation: The first level is that of literal interpretation. In this, the reader has to assert two fundamental capacities: recognize and remember. They are recorded in this:

- Level questions addressed to:
- Recognition, location and identification of elements.
- Recognition of details: names, characters, time...
- Recognition of the main ideas.
- Recognition of secondary ideas.
- Recognition of cause-effect relationships.
- Recognition of character traits.
- Memory of events, times, places...

- Remember details.
- Remember the main ideas.
- Memory of secondary ideas.
- Memory of causal relationships.
- Remember the characters' features.

-Reorganization of information: The second level corresponds to the reorganization of information, that is, with a new ordering of ideas and information through processes of classification and synthesis. The reader is required to perform:

- Classifications: categorize people, objects, places, etc.
- Sketches: schematically reproduce the text.
- Summaries: condense the text.
- Synthesis: Recast various ideas, facts, etc.

These two levels allow both a global understanding and the information. In order to achieve a global understanding, the reader must extract the essence of the text, considered as a whole, and, in this sense, there is to consider several important issues, such as the need to determine the main idea of a topic or to identify that topic. The location of the information is based on the text itself and the explicit information contained therein. You have to identify the essential elements of a message: characters, stage, time, etc.

-Inferential comprehension: The third level implies that the reader must unite his personal experience with the text and make conjectures and hypotheses. It is the level of inferential comprehension:

• The inference of additional details that the reader might have added.

• The inference of the main ideas, for example, the induction of a moral meaning or teaching from the main idea.

• The inference of secondary ideas that allows determining the order in which they should be if the text does not appear ordered.

• The inference of character traits or characteristics not formulated in the text.

This level allows the interpretation of a text. The texts contain more information than is explicitly stated. Making deductions involves making use, during reading, of information and ideas that do not appear explicitly in the text. Depends, to a greater or lesser extent, on knowledge.

On the other hand, reading compression can be carried out through different types of answer options, which was used for the study of data collection in this project, the following:

-Open-ended questions: Open-ended questions allow different information to be obtained with free evocation, since such questions facilitate the carrying out of a type processing of stored information other than purely meromictic. So, for example, the good reader can make certain inferences during the reading that the bad reader may not make if the probing questions do not suggest that these may be useful. In this type of questions, the problem that arises from the need for the student to use their strategies persists of production, although it must resort to them to a lesser extent than in the case of the free evocation.

-Multiple choice of alternative questions: One of the most used procedures to evaluate reading comprehension is the use of choice questions multiple of alternatives. In these cases,

students are provided with a relatively short text followed by several questions which, in turn, have possible answers from which the student must choose the one it considers correct.

In addition, among other types of questions that caused participants or the reader to implement the three levels of comprehension mentioned above (Literal interpretation, Reorganization of information and Inferential comprehension).

Literature reviews

In this section, it is presented the importance and influence of implementing Children's fairy tales according to different researchers and authors that provided information related and more detailed for the in-depth understanding of this tool of teaching a foreign language as well as the skills through the same, this is why concepts will facilitate the understanding of the central theme of our pedagogical and investigative project.

Reading as an interactive learning process

More and more researchers show how interactive a class can be once reading is practiced as an interactive method in class, and the results that reading comprehension can bring. Goodman's work (1975) was decisive for the reader's consideration of reading as an active and interactive process between reader and text. In order to understand the message proposed by the author, the reader must have adequate linguistic and conceptual knowledge that will help him not only to situate himself mentally before the text in his hands, but to extract its meaning by recreating it.

Consequently, the activities of children's fairy tales were aimed at promoting reading comprehension, motivation, interaction, and learning of new vocabulary in the classroom, which

is the result of the reader's processing of the text at the same level, syntactic, semantic and referential. In order to carry out this task effectively, the teacher provided students with a wealth of reading material in their classes, exposing them to a wide variety of language stimuli, thus facilitating the achievement of objectives.

Garcia (2016) consider that children's literature is essential because children or youngsters should not read only descriptive books, because they need to boost their imagination and increase understanding capacity, in addition, the same author adds that a way to teach literature in English with guys through a story could be through a funny story, poems, tongue twister, riddle since it is something striking in this population.

Children's fairy tales as a communicative approach

According to Littlewood (1998) the communicative approach of the story opens a broader perspective on language. In particular, it makes us consider language not only according to its structures (grammar and vocabulary), but also based on the communicative functions it fulfils. In other words, we begin to take into account not only the linguistic forms but also what people do with those forms when they want to communicate. The set of all these metalinguistic abilities developed in each school grade, favors the learning processes of other educational disciplines, prepares the student to conceptualize the two linguistic systems and contributes to the development of the mother tongue language,

Reading, listening or performing activities of a fairy tale allows to enhance the competence of learning to communicate and because they are able to promote learning strategies such as guessing the meaning of new words, the prediction, the formulation of hypotheses (Garcia 2016). Finally, it is shown in summary form that the tales help to maintain an interactive

and didactic communication in class, because through the questions and activities based on a read story, opens the option to socialize both the teacher with the students and vice versa.

Pedagogical Methodology

To start the class the students were explained the activity to perform, second, the fairy tale to work was be given to the group, then the reading was be applied by lines analyzing the pronunciation and following the reading with the audio or the teacher's voice of the fairy tale, once the whole story was read, the unknown words was socialized to ensure that all students had understood and analyzed the information in their mother tongue, finally upon completion of the translation, the teacher proceed to give the questions with the intention of developing the reading comprehension about the fairy tale.

Development and implementation of pedagogical methodology

From the beginning it was proposed that, since the institutional PEI of the Juan Mejia Gomez Institution proposes constructivism as the fundamental methodology of teaching, this is why the pre-service teacher continued to implement this methodology in order that all his students continued to be the ones who through the help of the teacher acquired their knowledge. For the implementation of this component in relation to the proposed methodology, the teacher has explained to the students about the project to be carried out, where they decided to participate freely, although these activities encompassed a global note to encourage the participation of students, for the implementation of the children's fairy tales students worked in a group or individually, then the reading was applied by lines analyzing the pronunciation and following the reading with the audio of the fairy tale, the audio was applied in some cases, because it was also sought that by themselves they complete the history without having heard

previous sounds. Once the whole tale was read, it was socialized the unknown words to ensure that all students have understood and analyzed the information in their mother tongue, finally upon completion of the translation, the teacher proceed to questions about reading comprehension, once the same students in a group or individual manner had solved their questions, the worksheets were collected but in another class deliver them and socialize them all in class and further understand the reading or tale focusing on reading comprehension.

Research Methodology

In this case, it was addressed the main issues related to the focus of our research, design, location, population, sample, tools and schedule of activities to obtain the data collection.

Type of investigation

This research is qualitative in nature, since it aims to describe situations, events, interactions and behaviors that are observable, and it is with action research which it is sought to give a solution to a learning problem from practice. Qualitative methodology can be defined as research that produces descriptive data: people's own words, spoken or written, and observable behavior. Taylor, S.J. and Bogdan R. (1986), summarize the defining criteria of qualitative studies as follows: Understand and develop concepts based on data patterns, and collecting data to evaluate hypotheses or preconceived theories, it follows a flexible research design, it begin a study with vaguely formulated questions, it understands the context and people from a holistic perspective: People, contexts or groups are not reduced to variables, but considered as a whole and study people in the context of their past and situations.

Design

This project is immersed under an action research design, according to Lomax (1990) defines this as an intervention in professional practice with the intention of bringing about an improvement, Action research is presented in this case, not only as a research method, but as an epistemic oriented tool towards educational change.

Population

The population that this project intended to address is 9th students of Juan Mejía Educational Institution. In that sense, the characteristics that our participants share in common are their constant readiness to the English class every week and with a level of Intermediate level of the same, seeking an effective understanding of the cultural concepts that are addressed in the project. In the same way, the participants, who range in age from 14 to 17 years old, have basic skills that allow them to make practical to be part of this proposed project.

Sample

For the sample, we took a significant number of participants (5 to 15) of 9th grade, with a level in English language A2-B1, students were chosen by a random sample, it means that the researcher randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. According to Gay (2012) cited by random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Cresswell (2012) states that any individual has the same probability to be the participants. So, in this research, the researcher took 5 participants to became a sample.

Data collection techniques

For data collection, the researcher has chosen the following instruments focused on the qualitative research perspective, such as worksheets and an open interview, which provided valuable information from participants for this analysis.

Worksheets activities

According to Myels (2017) worksheets are an effective tool in ongoing efforts encouraging our students to engage their brains during class, but also worksheets used in class can also help direct students' learning out-of-class. For this project, worksheets with questions applied to study the reading comprehension of participant students. This tool was essential for data collection in terms of analyzing participants' reading comprehension because in these activities it can be appreciated and analyzed in a comprehensively and clearly way the results of each student. In this project, it was applied four worksheets, because it seeks to analyze the reading comprehension of each fairy tale.

In this time, worksheets are composed of 6 to 15 questions depending on each one, this were obtained from an online academic resource called Twinlk, that offers thousands of high-quality English and Spanish resources, claiming to be authentic and highly understandable to those who carry out the activities. In addition, this type of worksheets covers all aspects of reading comprehension because they ask to make organizations of the different events that happens in the story, show open questions and multiple selection for the reader, with the aim that with the text, the readers can express their level of understanding of each tale, this worksheet aims to know how worksheets improve reading comprehension in the group of selected participants.

Interview

The interview is a very useful technique in qualitative research to collect data, it is defined as a conversation that proposes a specific purpose of conversation. It is a technical tool in the form of a colloquial dialogue. Canales (2006) cited by Diaz (2013) defines it has the interpersonal communication established between the researcher and the study subject, in order to obtain verbal answers to the questions raised about the proposed problem. The interview is one of the most effective instruments because it obtains more complete and in-depth information, and it also presents the possibility of clarifying doubts during the process, ensuring more useful answers. On this occasion this interview has been applied once.

On the other hand, the interview that was applied was composed of 12 questions, designed by the researcher and aims to answer the second mini-tour research question, to know the perspectives that students had in order to know what aspects of interactive reading help to encourage interest with the application of children's fairy tales in students.

Schedule of activities

This project was carried out once a week, in the form of face-to-face meetings with the students through the classroom. The stipulated day to carry out the class about Children's fairy tales reading is on Wednesday at 9:30 a.m. Although in a few weeks' exceptions had to be made. It has been established to work two hours on different days to finish each story, since in a single hour it has been clear that it has not been possible to finish with the activity.

This Chronogram also continues to be part of the Actual schedule of activities of the pedagogical and research component.

Activities	April				May				June		
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	X3
1											
2											
3											
4											

Activities	Description of activities
1	General presentation of the subject and implementation of the first children's fairy tale entitled "Little Red Riding Hood"
2	Implementation of the second children's fairy tale entitled "The ugly duckling" The teacher organized students in pairs or individually to read it.
3	Implementation of the third children's fairy tale "Jack and the beanstalk."
4	Implementation of the fourth children's fairy tale "Hansel and Gretel."

Table No° 8. Schedule of activities

Progression of the proposed research methodology

With the application of children's fairy tales and other academic activities, the process was carried out successfully, since students had quality content to work and are themselves who work and analyze it, however when they presented some doubt, it was the pre-service teacher who led and complemented the learning of each student. As its role, the researcher has had the

function of creating a collaborative environment in which students actively participate in their own learning and this continue to create the knowledge shared between teachers and students. Fortunately, activities were completed with the development of the established schedule of the four-fairy tales that were intended to develop during the second academic period.

In the first section, the first fairy tale entitled Little Red Riding Hood was worked in class, the pre-service teacher explained the activity and mentioned the fairy tales that would be applied in this period, then as this was the first section, the activity started with the reproduction on the audio of the tale, this was heard only once so that students could hear the pronunciation of all the words found in the text, then the students in a participatory and voluntary way had to write on the board the words that they did not know in order to know them in Spanish and to facilitate the understanding of the text, then everyone in class was socializing the unknown words, everyone wrote the words in their notebooks in order to learn them and take them into account for the reading comprehension exercise, having done the translation of the unknown words, the students had a considerable time to read again the tale individually or in a group in their positions in a silent way, after this time, the teacher was allowed to distribute the reading comprehension sheets, in order that each of the students in a group or in pairs could develop the activity. In the remaining time of the class is given freely so that students have enough time to complete the reading comprehension. At the end of class time, students should submit as much as possible the worksheet with their reading comprehension responses (Annex A), this time the students proved to be novices in this type of activities.

The second activity in the implementation of the second fairy tale entitled the ugly duckling, the implementation of this had almost the same methodology, but this time it was the

researcher who read the story, but it is possible to say that it was the same process to follow, this time the students showed a little more understanding of the order to follow in this section because it had already been done once before, in the development on this tale it was noticed the intensity of the unknown words, because it could be evidenced that the students wrote more words on the board (Annex B).

In the application of the third fairy tale the students had the opportunity to continue developing the story entitled Jack and the Beanstalk, the activity continued with the same methodology, emphasizing the discovery by themselves of the participants, this time the students heard and followed the reading with the audio including narration of sounds and expressions of the characters as a strategy for them to relate the different situations of the story with the sounds it produced (Annex C).

The fairy tale called Hansel and Gretel was the last story to be read, we continue with the same methodology, this time again the researcher read the story to emphasize the pronunciation of each word, as a surprise, this time the students knew the vast majority of the words, so it was evident that possibly already the participants had been learning vocabulary that could be repeated in the other children's fairy tales (Annex D).

In the development of the four children's fairy tales, all the participants got and appreciative grade, because thanks to them it was possible to successfully develop the application of the tales demonstrating motivation and interest in this process, and at the same time to finish and deliver the worksheets to analyze the reading comprehension they have had.

Data analysis and interpretation

This project aims to implement an interpretative approach, according to Berger and Luckmann (1966), this is a generic term that aligns with a particular perspective of organizational reality, based on the belief that reality is socially constructed or made meaningful through the understandings and interpretations of the actors of events. Also, this is a method that seeks to know the interior of people (motivations, meanings and their world), their interactions and the culture of social groups, through a comprehensive process, this project looks for implement this approach because it seeks to interpret the results obtained in order that with the help of the analysis, it arises new interpretations of the results.

For the analysis of the data for the first instrument, the objective was to apply questions through worksheets about each children's fairy tale to encourage reading comprehension in 9th grade students, which, in order to analyze the development that the students had had, each result of grades of 10 was qualified as minimum and 100 as superior note according to the percentage or value of each question, these values obtained opted from the established in the PEI of the Educational institution Juan Mejía Gomez (Figure 3), getting the answers right, each participant chooses their note depending on the number of correct questions from each person.

The results of all the participants were carefully observed, at first it could be noticed lack and difficulties in the understanding of reading, especially in the questions given by each worksheet, because there were more spaces without responding than usual, as they were developing the tales, it was noticeable that the students were completing reading comprehension activities more quickly and successfully. On the other hand, it was evidenced that as the work of the children's fairy tales the participants demonstrate from the third applied tale, more easiness

in developing the reading comprehension and in understanding the questions besides demonstrating in class a mastery of the activity. The steps taken to analyze the data were to take the chronological order and grade the responses answered correctly, and also those that did not, and notice if participants were making progress in reading comprehension.

For the first step in the interview, it was applied individually to each one, to give a brief description as to the perceptions of the students, the researcher proposes the codes, which continue to express the main results obtained based on the questions proposed in this instrument (Annex F).

Then, the need to create codes in order to divide the responses and better conclude the responses of the participants (Annex F).

Results

In the application of the first instrument, it was applied worksheets, they were worked to assess the reading comprehension of the students, it could be evidenced that the participants were improving their reading comprehension, with the progression of the practice and application of each story, more and more students were taking practice and understanding in the different tales read in class, but still obtained not so high results in reading comprehension in a global way. In the implementation of this instrument, we focus on three processes for analyzing the reading comprehension, in which we present as categories the Literal interpretation, Reorganization of information and Inferential comprehension. In the different questions applied for the analysis, questions were established and designed to analyze and evaluate what is intended, on this occasion the qualitative conclusions of the data analysis were processed through an online Excel document in order to choose the most relevant results.

Taking into account the Literal Interpretation category, it was evidenced that the participants had a recognition in the identification of different aspects of each story, such as the characters that were in the story, recognition of the main and secondary ideas, as well as in the dealings of the characters and the recollection of details, this process was identified to a great extent, since it was evidenced that in the questions, the students were able to effectively answer these kinds of questions that gives the researcher to be able to analyze this process.

Regarding the process of Reorganization of Information category, the participants had the ability in some cases to answer open-ended questions, although this part presented some difficulties, since some answers needed correction or it was necessary to modify them so that the answers were completely correct, in some of these open questions, it was noticed lack of identifying in the story the paragraph where it could be appreciated the answer of the questions, the participants in some cases were not able to find the answers to the open questions, in addition to presenting difficulty in creating synonyms for some word that was given and that these were in the text.

Taking into account the last category called Inferential comprehension, the readers were able to create his personal experiences with the text and make conjectures and hypotheses, provided new ideas by keeping the main ideas of the text, introducing moral meanings and learning from the morals of the stories, in addition, this students highly presented inference of secondary ideas that allowed determining the order of texts that does not appear ordered, so, they were able to command it, privileging the order of the times that were mentioned in each of the tales.

Giving these general results we are premised to answer our first mini-tour question, the participants proved to have a good level of reading comprehension, as they were able to respond and had a good grade in all activities, in addition, for a researcher to be able to evaluate reading comprehension must be based on the processes and points that must be taken into account to evaluate the answers to the types of possible questions that exist, as based on this, will be able to analyze the categories better to have a successful analysis.

Taking into account the interview application, it was possible to discover very pertinent answers that each of the participants provided to answer the second mini-tour question, to start with the interpretation the researcher. The researcher created seven categories in order to organize the responses of the students as to the perception that each of them had, for this analysis was made the organization of the data in an online Excel format to collect the most important data. The first category was Learning new vocabulary, in this part some questions were focused on answering this category, effectively students expressed that they were captivated by the new learning tool, and the difference in methodology and teaching strategy, that are tales demonstrated to give a fairly positive point getting the answer from one of the participants: "Aprendí de 10 a 40 palabras que no sabía cómo eran y eso me ayudó a mejorar en las evaluaciones, entre esas palabras están hatched, cut, across, asked, what 's, eggs, duckling, entre otras…" in most of the students these answers were reflected, all students claimed to learn new vocabulary during this process of applying children's fairy tales.

Continuing with the analysis of the second category named "Proper consideration of reading comprehension", one of the participants commented "me ayudó ya que en la hoja de respuesta que usted nos daba casi todas las preguntas se referían a la parte más importante del

cuento y esa parte más importante del cuento hay algunas partes que nos pasan a nosotros y dejan un gran mensaje" with these answers it is evident that participants describe that they have really improved their reading comprehension as shown by worksheets for reading comprehension. Furthermore, they comment in a general way that they recognize that the questions were asked to highlight the most important events of each story, and that with was where they highlighted with the help of the questions to scrutinize the reading more thoroughly. Considering the category "Process of adaptation to the content used" The participants have had a fairly good development, both they and the other classmates, now, they claim to have a better reading comprehension and that at the beginning it was difficult to adapt, but now they have managed to advance in reading comprehension, they felt more familiar with their classmates, since in the implementation of the children's fairy tales it was evident that they all communicated with each other helping to answer questions in community arguing "Me sentí bien ya que hablé con los compañeros que no sabían a veces como se llamaban sus nombres e hice nuevos amigos ya que me ayudaban a distinguir palabras que a veces me confundian" or taking into consideration the category "Feeling in the classroom" we obtained answers like "Eh el aula en general se sintió muy bien, se sintió un ambiente muy bonito porque como que todos estábamos colaborando con todos y recordando nuestra infancia, entonces aparte de que estábamos aprendiendo estábamos en un ambiente de comunidad sano porque todos nos sentíamos seguros y todos compartíamos anécdotas mientras leíamos o mientras desarrollabamos las preguntas" emphasizing the good environment achieved in the classroom with the implementation of this strategy. With the "Level of experience and perception" the most of participants explained a good and different way to read children's fairy tales in English as a different way to learn English, practice it and practice reading comprehension, even some would

have preferred to apply another type of activity for learning English, such as activities to listen sounds, or the implementation of songs. Also, the majority of the participants experienced feeling consenting alone in the tranquility of themselves reading the tales, that the minority were sure that they got a better concentration themselves more while the teacher read it in front of the whole class. On the sixth category called “Sense of motivation” They felt motivated, because they express remembering their childhood and returning to the past when they were children, and they had a discovery because some of the tales did not know them and they had never read them in English. Finally, on the “Assessment of the content category”, they claim to have had an excellent experience in this process, as it was a new process for everyone who left the old routine in which they were learning English, the participants assure again that they would have liked to have made activities from change of roles, to hear songs of the stories or exercises of pronunciation based on the children’s fairy tales, seeing the transcript of the answers (annex F) showed good results in general terms about the personal perceptions and experiences of the students.

These results show that all the categories were applied as the questions were asked, in which the personal perceptions of the participants were clearly perceived. Just by seeing the answers of the participants, you can answer our second mini-tour question, when applying this type activities of children’s fairy tales. Students' perceptions were seen as a whole, as the vast majority responded positively to research.

Conclusions

Based on the research developed and according to each specific objective the following conclusions are presented:

For the general objective “To develop reading comprehension through children’s fairy tales on 9th grade students in a public school in Chiriguaná” it was concluded that, the application of these activities took place successfully at this institution, where students could respond and demonstrate their reading comprehension ability in each of the children’s fairy tales. To answer our first mini-tour question, when the educational processes in the English language are developed with traditional pedagogies, the learnings are monotonous, slow, uninteresting, lacking in stimulation, which results in low academic performance and the achievement of institutional options. According to Casas (2018) cited by Aguirre and Jimenez (2019), reading is not only the decoding of signs and graphics, this activity is much more complex because it involves the development of a set of cognitive and metacognitive strategies for the assimilation of the content of the text; to achieve the above. This type of strategy needs to be implemented with some kind of tool that stimulates learning and increases mobility interest among students. That is why, in addition to providing our students with quality content that appeals to their interests and the monotonous methodology to which they are accustomed, worksheet activities can be applied in a better way, providing different ways of responding, how to provide open questions, time organizations of events in history and multiple selections in the answers.

With the personal perceptions of the students, were obtained interesting answers, and it is here that it is considered also that it can be considered that people acquire a knowledge of a language more quickly if they have a favorable attitude towards the group that speaks it, especially if the second language is considered as a means of integration and not only as an instrument, it is therefore important to maintain the motivation for a positive attitude in the

process of teaching and learning the English language with different contents that call students' interest. In this way the specific objective of this research has been fulfilled.

Recommendations

-It is recommended to train teachers of the English area of the Juan Mejia Gomez Educational Institution on the use of these interactive tools as strategies in the teaching and learning process, and in this way redesign the plans of areas, giving more importance to the way students learn, than to the amount of content they must assimilate, emphasizing those strategies that improve the development of reading comprehension in the English language, so, English teachers should include in their classes or class plans content that allows students' motivation and interest to grow, since there is a great variety of students who do not perform activities in class is not because they do not like the subject, but it is the teacher who on several occasions provide boring content to students, it is important to always give the best of ourselves, providing quality content to our students.

- It is advisable that this research be applied in the Juan Mejía Gomez Educational Institution, from primary to upper grades, to achieve the strengthening of reading comprehension in the English language at short intervals, medium and long term in the students of this educational institution. In this way, the usefulness and effectiveness of the use of strategies in the learning of a foreign language, as well as the level of reading comprehension of students, could be more significantly evidenced.

In addition, it is important to mention that for those teachers who want to evaluate reading comprehension, they must take into account the processes to know what type of questions apply in order to collect the best possible result.

- Finally, the teachers of the English area of the Juan Mejía Gómez Educational Institution are advised to strengthen the reading competence, because in general an average performance of the three competencies that were evaluated in the worksheets was presented.

CHAPTER IV: Community Outreach Component

Implementing visual worksheets activities to encourage knowledge of new words on 6th grade students.

Introduction

Worksheets in the pedagogical context are a teaching medium and a teaching support material that allows students to work independently or cooperatively, using language resources more safely and accurately, establish interdisciplinary relationships and develop listening, speaking, writing and reading skills. According to Martinez (2018), the application of worksheets with an interdisciplinary approach gives the student the possibility to analyze and better understand the contents of all curriculum disciplines; in addition to constructing oral and written texts with better quality and allowing them to make an appropriate use of the language in any sociocultural context, demonstrating their communicative competence.

The importance of visual supports in worksheets has already been widely demonstrated (Arnheim, 1986). Studies in the field of acquisition of English for specific purposes have also indicated that accompanying explanations with images are a very useful didactic methodology, (Parkinson, 2012). Likewise, based on Comesaña (2009), research in the psycholinguistic field has shown that teaching vocabulary in a second language through visual on the worksheets supports can facilitate conceptual connections.

Justification

Worksheets can contain valuable information that can be unimaginable, by having this means of teaching in a physical way the children can carry out proposed activities and observe images that guide in a simpler way the activities to be carried out of the programmatic contents established by the institution. This can be placed as a didactic material, where it can be exposed interactive activities, clear visualization and consent in what the student does. According to Steves (2018), learning or didactic material becomes increasingly necessary for the teaching of children, promotes their observation and their decision-making skills. Children reach a surprising level of creativity since it motivates healthier, democratic minds, changes the way of seeing and assuming life, thus forming discipline and responsibility towards self-learning. Montessori, (2007) describes the didactic material as follows: It is not a simple hobby, nor a simple source of information, it is more than that, it is teaching material. They are designed to capture the curiosity of the child, guide him by the desire to learn. To achieve this goal, they must present themselves in groups, according to their function, according to the innate needs of each student. So it is by significant points that it is expected to implement activities through the sheet of paper to enhance the learning in class of this group of students.

General Objective

- To facilitate the acquisition of new English vocabulary on 6^{th} grade students.

Specific Objectives

- To implement vocabulary reinforcement through worksheet activities to ensure learning new vocabulary.

- To develop playful activities for the practice and knowledge of basic English vocabulary.

Methodology

During the implementation of this project, the researcher discussed important topics concerning the Verb to be in affirmative sentences, family members, the verb to be in negative and interrogative sentences, express likes and dislikes, professions and classroom supplies, these activities were deepened by means of works in interactive sheets that carried their content games and motivating challenges for the students.

The development of each activity was carried out in the following steps: in the first step it was presented the subject of the new vocabulary to be learned, then there was an explanation and important points that students should know, second, the activity was delivered (group or individual) with the steps to follow with the intention of acquire in a more meaningful way the new theme that children are knowing, during this process students were always be accompanied by the teacher, and finally the activities developed with the whole class will be socialized by each group of student.

Description of the activities implemented

To express in a general way the descriptions of the planned activities, to start with every topic, it was explained in the class plannings and in depth the specific activities that were developed in the worksheets, in each of these sheets were found the steps for students to learn and develop an interactive interaction while developing their own knowledge, in which interactive activities with drawings and colors full of spaces to write and practice the topic the

students are working on. Generally, the application of each theme looked for a same order of organization to develop the proposed activities.

Description of activities

Activity 1: On this section, it was the general presentation of the subject and the implementation of the first topic entitled “the verb to be in affirmative sentences.” It was explained the subject by emphasizing the grammatical structure to proceed to make short and simple sentences for your language level and encourage practice. Then, it was proceeding different writing exercises on the board and students pay attention to and respond to the teacher’s questions in a to carry out this activity. An activity was given to work in class in order to carry out more in-depth practice on this subject. Then, the teacher proceeds with the delivery of an activity to be developed in class where students had to write the conjugations of the verb to be in present simple and complete sentences with the verbs given in it, this exercise was taken into account as a formative evaluation.

Activity 2: Reinforcement and practice of the second topic “Family members”

The teacher gave the explanation of the subject emphasizing the grammatical structure to proceed to make short and simple sentences for your language level. Different exercises were written on the board and students paid attention and respond to the questions of the teacher in a participatory way to perform this activity. The new vocabulary was continuously reviewed orally in order to carry out more in-depth practice on this subject. Then, the teacher proceeds with the delivery of an activity to be developed in class where students had to identify family members in English through a soup of letters and complete sentences on simple information of their family members.

Activity 3: Reinforcement and practice of the third topic “Verb to be in negatives and interrogative sentences” The teacher wrote on the board simple and important information on the subject and finish filling it explaining to the students about the rules that should continue to be known about the verb to be in present simple. It continued in a profound way the topic emphasizing the grammatical structure for proceed to make short and simple sentences for the language level of this grade. Different exercises were written on the board and students paid attention and respond to the questions of the teacher in a participatory way to perform this activity. The teacher gave an activity to work in class in order to carry out in a deeper way the practice and grammatical rules of this subject in the negative and interrogative forms.

Activity 4: Reinforcement and practice of the fourth topic “Express likes and dislikes.” The teacher introduced with the review of the subject to express personal likes and dislikes in English using like, love, don’t like, dislike and hate. The teacher wrote on the board a simple but important information on the subject with examples and simple questions, then finish presenting it by giving a list of food vocabulary in English where it was found some fruits, meals and vegetables. The teacher gave the explanation of the subject emphasizing the grammatical structure to proceed to make short and simple sentences for your language level. A worksheet was distributed to proceed with the development of different exercises, this was an activity to work in class in order to carry out more in-depth practice on this subject and at the same time this class work was qualified.

Activity 5: Reinforcement and practice of the fifth topic “professions” information was written on the board the vocabulary of the professions that was taken into account for the activity, in this activity the students had to do the exercises and identify the reading professions that were

working in teams, and instead they had to identify the professions of the drawings, and make simple sentences according to their language level.

Activity 6: Reinforcement and practice of the fifth topic “Classroom supplies.” The teacher gave the worksheet activity explaining to students what should be done known. taking into account the activities to be carried out, it was possible to emphasize the vocabulary of this topic.

Schedule of activities

Activities	**April**				**May**				**June**		
Vocabulary to work for high school students	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	X3
1 The verb to be in affirmative sentences											
2 Family members											
3. Verb to be in											

negatives and interrogative sentences											
4. Express likes and dislikes											
5. Professions											
6. Classroom supplies											

Table No° 9. Schedule of activities Community Outreach Component

Methodology proposed and implemented

During the implementation of this project, the researcher discussed important topics concerning the verb to be in affirmative sentences, family members, the verb to be in negative and interrogative sentences, express likes and dislikes, professions and classroom supplies, these activities were deepened by means of works in interactive sheet that was carry their content games and motivating challenges for the students.

The development of each activity was carried out in the following steps: in the first step was presented the subject of the new vocabulary to be learned, then there was an explanation and important points that students should know, second, the activity was delivered (group or individual) with the steps to follow with the intention of acquire in a more meaningful way the

new theme that children are knowing, during this process students always were accompanied by the teacher, and finally the activities developed with the whole class were socialized by each group of student.

Progression towards achieving goals

In this section it is important to mention that it has been possible to show the best understanding of the topics established by the institutional planning, here students continue demonstrating that tutorials are being very helpful in analyzing the activities and tests that have being developed, the worksheets increase motivation and participation of the students, and in this form, they participate and complete successfully each activity with the help of the practitioner teacher. It is evident that this helps this community positively influences education in the institution and encourages the learning of English for life. It is evident that the activities are being done to strengthen new English vocabulary, as well as the application of recreational activities that keep the interest of all students to continue giving the best of themselves, in this way the objectives are being developed in the expected way.

Conclusions

As a conclusion it can be expressed that the objectives are developing successfully, it was observed that the academic and playful worksheets motivate the student to learn, helps retain learning new English vocabulary and prevents boredom between them and what they are learning in the foreign language. At first, engaging students at this pace of learning was a bit complicated, but as they have been applied more and more, a habit has been created in what works in the class, recently the development of activities is more practical and productive and the

use of these activities promote the correct development of all topics that have been established (Annex J).

In addition, from this technique it was learned that the students are kept busy and it is evident that it helps them to understand the topic being reviewed, as well as to socialize among peers and thus interact about the topics in English. It was also noted that this technique facilitates students' understanding and practice of English subjects and promotes interaction in class, sometimes as teachers, in this process it was experienced that to design these activities you must first identify if students have the level to develop activities and second know how to place content that helps and motivates each person to do so and to finish it with the best attitude.

CHAPTER V: Intra-institutional Activities Component.

Introduction

In a practical way, extracurricular activities are all those programs that satisfy two basic conditions, and even they are not part of the curriculum of the school and have a certain structure not only to socialize, this is an interactive mission or goal to keep the celebrations alive, here as teachers we can identify this events as intellectual, cultural and sporting like recreational activities that provide a positive impact that these activities have socially in the free time of students, very important aspect of its purpose.

In general aspects intra-curricular activities help students to feel more comfortable with their classmates. After-school activities help them focus on their interests. Many activities help children find new interests and enjoy those they already know.

Justification

In general aspects intra-curricular activities help students to feel more comfortable with their classmates. After-school activities help them focus on their interests. Many activities help children find new interests and enjoy those they already know, for this and many other reasons and in order to facilitate the successful celebration of the activities proposed by the institutional schedule, every teacher should implement and collaborate in these activities as much as possible. It is why with the intention of meeting educational needs and in order to engage significantly with the institution, are proposed objectives attached to this component. Clearly, the school, together with its teaching staff, opens its doors and organizes these activities in order to involve everyone who is part of their community.

General Objective

To participate in intra-institutional activities established by the Educational Institution Juan Mejía Gomez.

Specific Objectives

- To support intra-institutional events stablished by the Educational Institution Juan Mejia Gomez.
- To express active participation prior to the established extracurricular activities.

Methodology

To carry out the development of this component, it is necessary that the practitioner has knowledge of the institution and know its reality in the educational and social field that presents. Thus, the practitioner will actively participate in all curricular and extracurricular activities to be performed.

Extracurricular activities

In a practical way, extracurricular activities are all those programs that satisfy two basic conditions, and even they are not part of the curriculum of the school and have a certain structure not only to socialize, this is an interactive mission or goal to keep the celebrations alive, here as teachers we can identify this events as intellectual, cultural and sporting like recreational activities that provide a positive impact that these activities have socially in the free time of students, very important aspect of its purpose.

In general aspects intra-curricular activities help students to feel more comfortable with their classmates. After-school activities help them focus on their interests. Many activities help children find new interests and enjoy those they already know. In general aspects intra-curricular activities help students to feel more comfortable with their classmates. After-school activities help them focus on their interests. Many activities help children find new interests and enjoy those they already know, for this and many other reasons and in order to facilitate the successful celebration of the activities proposed by the institutional schedule, every teacher should implement and collaborate in these activities as much as possible. It is why with the intention of meeting educational needs and in order to engage significantly with the institution, are proposed objectives attached to this component. Clearly, the school, together with its teaching staff, opens its doors and organizes these activities in order to involve everyone who is part of their community, during the academic period the following activities have been carried out in a successfully way.

Description of activities

Activity 1. Festival del dulce (March 29th). This activity was developed by teachers, students and some parents, we all contributed in the organization of home decorations and homemade sweets, the extracurricular activity was to bring cultural sweets from the northern region of Colombia, with the aim of choosing funds to arrange salons in terms of painting and other educational spaces, the intention of each course was to sell the number of homemade sweets possible.

Activity 2: Día del Idioma (April 28th). This cultural event consisted of students of all grades participating in cultural events such as dance, singing, poetry discussions and stenographic performances, in order to remember the cultural greatness, we all have, as well as the history that as Latinos we enjoy and the linguistic variety that has our Spanish language.

Activity 3. Afrocolombianidad (May 24th). Afro-Colombianism Day is the most important celebration for Black people in Colombia. Celebrated every 21 May and born in 2002 as a tribute to 150 years of the abolition of slavery in Colombia.

Activity 4. Día del Alumno (June 8th). International Students' Day is an international student commemoration, also, in this activity were held competitions of dance, mathematics, English, among others, and the researcher could participate with other collaborating teachers in a dramatization.

Activity 5. Participation in IPB (Institutional Project of Bilingualism). This project consists of socializing and making progress of this project established by the departmental ministry of education, which seeks to implement in a global way in the institutions of the department signaling educational spaces in English, among other important aspects.

Conclusions

All activities culminated successfully, in these events the order of the activities that were established for the proper fulfillment of these, teachers were part of a unique process and showed that with a plan and union you can do incredible things that contribute to the cultural diversity that this region have. In these events it was possible to participate as organizer and collaborator of the events, in addition on the day of the language the practitioner teacher could participate as Judge in the oratory category, where with the collaboration of other English teachers could be chosen the winners of the first and second place in this section. In addition, it was possible to organize the decoration in the stands and in the main platform of the institution, demonstrating a wide participation in each of these relevant and important events.

In this component, I could learn many important things that every teacher should know, from learning to organize events from the student order, such as focusing on my skills and passions as a teacher. I understood that in the various activities' students can develop children's self-confidence. They can help you improve your social skills, develop your interests and encourage you to try new things and learn about the culture and customs of the region. Each of the activities were carried out with passion, order and complete success, we noticed the participation of both the students and the teachers themselves who with ideas and occurrences we managed to meet and finish in the best way each of the intra-institutional activities.



Figure 5. Performing of the singing category

Schedule of activities

In order to develop this component, it is necessary to take an interest in the future dates of the extracurricular activities to be held in the institution, as well as to meet the proposed objectives. In the following figure we can observe the official calendar of the first academic semester of the institution, this schedule contains important days planned to celebrate as activities. It should be mentioned that some of these dates established at the beginning of the school year were changed.

Calendario Académico 2023

PRIMER SEMESTRE	
Actividad	**Fechas**
Inicio del primer periodo	30 de Enero 2023
Finalización del primer periodo	31de Marzo 2023
Evaluación final del primer periodo y/o recuperación.	Del 27 de Marzo al 31 de marzo 2023
Elección del gobierno escolar.	3 de Marzo 2023
Día de la Mujer	8 de Marzo 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	8 de Marzo
Día del hombre	19 de Marzo 2023
Día del agua	22 de Marzo 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	28 de Marzo
Feria del dulce – día de los talentos	31 de Marzo 2023
Semana Santa (receso estudiantil)	03 al 09 de Abril 2023
Ingreso de notas a la plataforma.	Del 10 al 16 de Abril 2023
Inicio del segundo periodo	10 de Abril 2023
Finalización del segundo periodo	16 de Junio 2023
Hora de la lectura crítica (segunda hora de clases) Observación: entregar copia de la actividad a realizar al coordinador académico.(Dos días antes)	13 de Abril 2023
Entrega de informe académico Primer periodo.	21 de Abril 2023
Día de la tierra	22 Abril 2023

Figure 6. Academic schedule

CHAPTER VI: Reflective Approach to Comprehensive Practice

Taking into account the nature of this component, it is necessary to reflect about this arduous process, this Comprehensive approach allows to reflect widely, since by reflecting a person obtain a greater knowledge of himself and the personal reality, it is here that every person respond to who everyone is and what we do in life and for life. On the one hand, we get a greater knowledge of our personality, way of being, main traits of our character, tastes and preferences. The value to give all it can is to remember what we have achieved what we have done and what we have contributed as a society and as a professional future, reflect our actions helps us to know how good it was to do what we did. To reflect facilitates feeling regret or pride for having acted in a certain way, making it possible to obtain a learning of it. When thinking about the process that has been handled till the moment, it is impossible not to notice the great responsibility that teachers have with students, it is noticeable to realize that being a teacher is a process of continuous learning and actions, where we must think and act well, furthermore, to try to understand the behaviors of others and the way of thinking of each one, being a teacher is a whole process of organization, participation, motivation and love for what is done.

Conclusions

Since the beginning of the development of this project, it was learned a lot about the methodologies, behaviors and responsibilities that must be taken when working in the educational environment as a teacher, this process is composed by the continuous ingenuity of always having activities to do in class, it consisted in always enter to a classroom and not only to have a plan A, but also a plan B, because in this role sometimes what it expected does not happen and it is necessary to with activities with students. In this process there are also

incredible moments, friendship with colleagues represents something unique in the process, as well as all the teaching they can provide. Thanks to this significant experience, I feel that I can finish my professional career feeling confident in my abilities and continue facing the educational environment feeling happy of what for so long I prepared. Finally, feel that I have learned many things, such as managing a project with students from an institution and implementing strategies and constructivist approach that is considered one of the best in education.

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ANNEXES

Annex A. Planning Little Red Riding Hood

Title	**Primera actividad sobre primer cuento de hadas para niños titulado Little Red Riding Hood**	
Course	**Students**	**Time**
902	40 students	1 hour
Institution	**Pre- service teacher**	**Classroom**
Institución Educativa Juan Mejía Gómez	Jesús Galindo Tafur	902
Activities		
Step 1: The teacher began the class greeting the students and asking about how they are. Then the teacher explained the activities to be carried out, this time, it was developed the first fairy tale entitled Little Red Riding Hood was worked in class, the pre-service teacher explained the activity and mentioned the fairy tales that would be applied in this period, then as this was the first section, the activity started with the reproduction on the audio of the tale, this was heard only once so that students could hear the pronunciation of all the words found in the text, then the students in a participatory and voluntary way had to write on the board the words that they did not know in order to know them in Spanish and to facilitate the understanding of the text. **Step 2:** Then everyone in class socialized the unknown words, everyone wrote the words in their notebooks in order to learn them and take them into account for the reading comprehension exercise, having done the translation of the unknown words, the students had a		

considerable time to read again the tale individually or in a group in their positions in a silent way.

Final Activity

Step 3: Then, the teacher is allowed to distribute the reading comprehension sheets, in order that each of the students in a group or in pairs can develop the activity. In the remaining time of the class is given freely so that students have enough time to complete the reading comprehension. At the end of class time, students should submit as much as possible the worksheet with their reading comprehension responses.

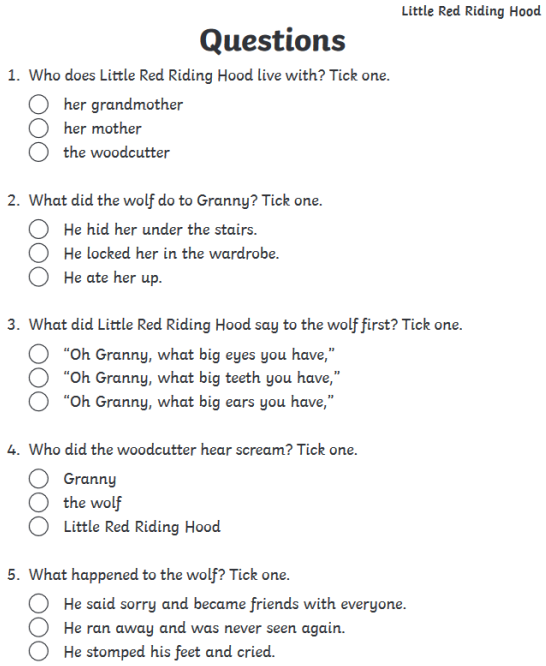
Annexes:

Unknown vocabulary.

- Riding Hood
- Woodcutter
- Feet
- Wardrobe
- Took
- Food
- Little
- Locked
- Knocked
- Help
- Scream
- Shouted

- Bed
- Saw

Reading Comprehension worksheets



Little Red Riding Hood

Questions

1. Who does Little Red Riding Hood live with? Tick one.
   - ◯ her grandmother
   - ◯ her mother
   - ◯ the woodcutter
2. What did the wolf do to Granny? Tick one.
   - ◯ He hid her under the stairs.
   - ◯ He locked her in the wardrobe.
   - ◯ He ate her up.
3. What did Little Red Riding Hood say to the wolf first? Tick one.
   - ◯ "Oh Granny, what big eyes you have,"
   - ◯ "Oh Granny, what big teeth you have,"
   - ◯ "Oh Granny, what big ears you have,"
4. Who did the woodcutter hear scream? Tick one.
   - ◯ Granny
   - ◯ the wolf
   - ◯ Little Red Riding Hood
5. What happened to the wolf? Tick one.
   - ◯ He said sorry and became friends with everyone.
   - ◯ He ran away and was never seen again.
   - ◯ He stomped his feet and cried.

Title	**Segunda actividad sobre cuento de hadas para niños titulado The ugly duckling**	
Course	**Students**	**Time**
902	40 students	1 hour

Institution	Pre- service teacher	Classroom
Institución Educativa Juan Mejía Gómez	Jesús Galindo Tafur	902

Activities

Step 1: Visualization.

Implementation of the second children's fairy tale entitled "The ugly duckling" The teacher organized students in pairs or individually to read the tale called Ugly Duckling (The ugly duckling). Once organizing students as they were last organized in a group or individually, the teacher gave the ugly duckling story and at the same time the quiz exercises to make reading understanding about the children's fairy tale. To proceed with the development of the reading on the tale of the ugly duckling, the reading and follow-up of the story was heard by the teacher on the story. and unknown words were identified to know their meaning and thus achieve a better understanding of reading by students.

Step 2: Once reading is socialized, students started with the socialization of the unknown words, everyone wrote the words in their notebooks in order to learn them and take them into account for the reading comprehension exercise, having done the translation of the unknown words, the students had a considerable time to read again the tale individually or in a group in their positions in a silent way.

Final Activity

Step 3: Then, the teacher is allowed to distribute the reading comprehension sheets, in order that each of the students in a group or in pairs can develop the activity. In the remaining time

of the class is given freely so that students have enough time to complete the reading comprehension. At the end of class time, students should submit as much as possible the worksheet with their reading comprehension responses.

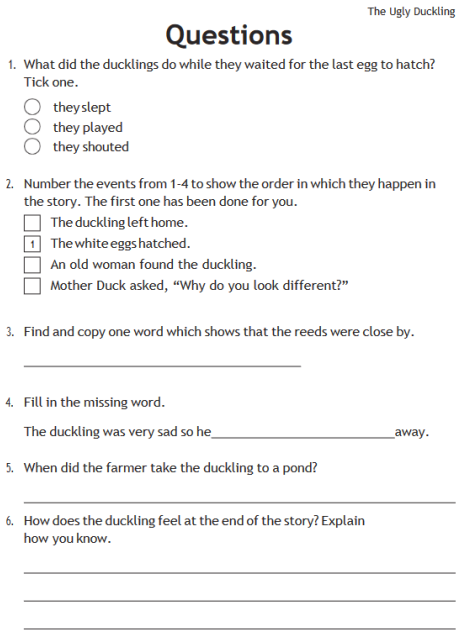
Annexes:

Unknown vocabulary

- Eggs
- Hatch
- Duckling
- Nearby
- Above
- Wished
- Swan
- Spring
- Thought
- Fluffy
- Duck
- Soon
- Chicks
- Once upon a time
- Proud
- Began

Annexes

Reading Comprehension worksheet



The Ugly Duckling

Questions

1. What did the ducklings do while they waited for the last egg to hatch? Tick one.
   - ◯ they slept
   - ◯ they played
   - ◯ they shouted
2. Number the events from 1-4 to show the order in which they happen in the story. The first one has been done for you.
   - ☐ The duckling left home.
   - ☐ 1 The white eggs hatched.
   - ☐ An old woman found the duckling.
   - ☐ Mother Duck asked, "Why do you look different?"
3. Find and copy one word which shows that the reeds were close by.

   _____
4. Fill in the missing word.

   The duckling was very sad so he_____away.
5. When did the farmer take the duckling to a pond?

   _____
6. How does the duckling feel at the end of the story? Explain how you know.

   _____

   _____

   _____

Annex B. The ugly Duckling

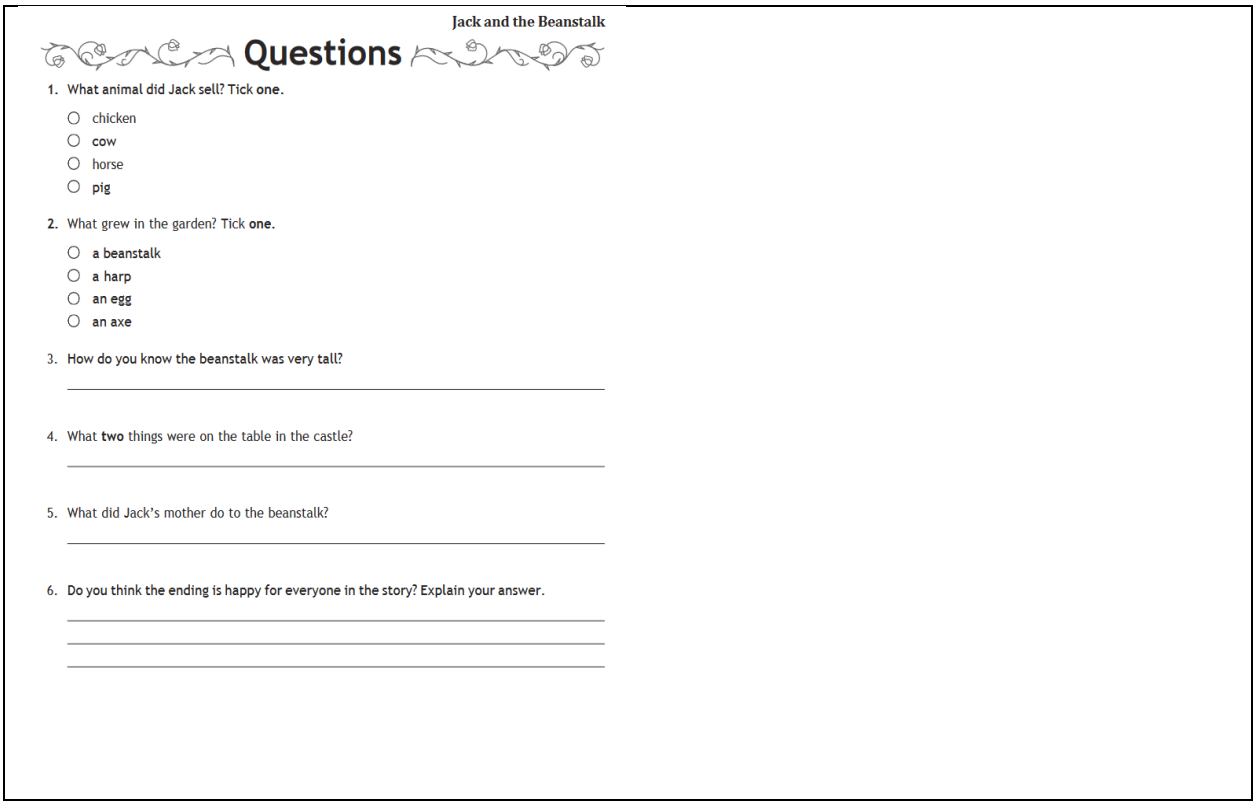
Title	**Tercera actividad sobre cuento de hadas para niños titulado Jack and the Beanstalk**	
Course	**Students**	**Time**
902	40 students	1 hour
Institution	**Pre- service teacher**	**Classroom**
Institución Educativa Juan Mejía Gómez	Jesús Galindo Tafur	902

Activities
Step 1: The teacher began the class greeting the students and asking about how they are feeling. Then the teacher explained the activities to be carried out, this time, it was developed the third fairy tale entitled Jack and the Beanstalk worked in class, the pre-service teacher explained the activity and mentioned the fairy tales that would be applied in this period, then as this was the first section, the activity started with the reproduction on the audio of the tale, this was heard only once so that students could hear the pronunciation of all the words found in the text, then the students in a participatory and voluntary way had to write on the board the words that they did not know in order to know them in Spanish and to facilitate the understanding of the text. **Step 2:** Then, everyone in class socialized the unknown words, everyone wrote the words in their notebooks in order to learn them and take them into account for the reading comprehension exercise, having done the translation of the unknown words, the students had a considerable time to read again the tale individually or in a group in their positions in a silent way.
Final Activity
Step 3: Later, the teacher is allowed to distribute the reading comprehension sheets, in order that each of the students in a group or in pairs can develop the activity. In the remaining time of the class is given freely so that students have enough time to complete the reading comprehension. At the end of class time, students should submit as much as possible the worksheet with their reading comprehension responses. Unknown Vocabulary:

- Poor
- Cow
- Market
- Sell
- Grown
- Right up
- Loud
- Noise
- Blood

Annexes

Reading Comprehension worksheet



Jack and the Beanstalk

Questions

1. What animal did Jack sell? Tick one.
   - ○ chicken
   - ○ cow
   - ○ horse
   - ○ pig
2. What grew in the garden? Tick one.
   - ○ a beanstalk
   - ○ a harp
   - ○ an egg
   - ○ an axe
3. How do you know the beanstalk was very tall?
   _____
4. What two things were on the table in the castle?
   _____
5. What did Jack's mother do to the beanstalk?
   _____
6. Do you think the ending is happy for everyone in the story? Explain your answer.
   _____
   _____
   _____

Annex C. Planning Jack and the Beanstalk

Title	**Cuarta actividad sobre cuento de hadas para niños titulado Hansel and Gretel**	
Course	**Students**	**Time**
902	40 students	1 hour
Institution	**Pre- service teacher**	**Classroom**
Institución Educativa Juan Mejía Gómez	Jesús Galindo Tafur	902
Activities		

Step 1: To start, the teacher began the class greeting the students and asking about how they are feeling. Then the teacher explained the activities to be carried out, this time, it was developed the third fairy tale entitled Jack and the Beanstalk was worked in class, the pre-service teacher explained the activity and mentioned the fairy tales that would be applied in this period, then as this was the first section, the activity started with the reproduction on the audio of the tale, this was heard only once so that students could hear the pronunciation of all the words found in the text, then the students in a participatory and voluntary way had to write on the board the words that they did not know in order to know them in Spanish and to facilitate the understanding of the fairy tale.

Step 2: Later, all participants in the class socialized the unknown words, everyone wrote the words in their notebooks in order to learn them and take them into account for the reading comprehension exercise, having done the translation of the unknown words, the students had a considerable time to read again the tale individually or in a group in their positions in a silent way.

Final Activity

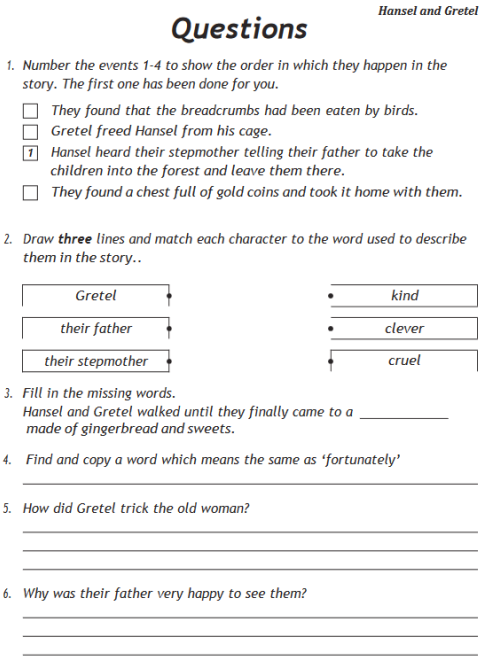
Step 3: Then, the teacher allowed to distribute the reading comprehension sheets, in order that each of the students in a group or in pairs can develop the activity. In the remaining time of the class is given freely so that students have enough time to complete the reading comprehension. At the end of class time, students should submit as much as possible the worksheet with their reading comprehension responses.

Unknown vocabulary:

- Stepmother

- Walk
- Path
- Dropped
- Pebbles
- Forest
- Asleep
- Fell
- Breadcrumbs
- Sweets

Reading Comprehension worksheet



Hansel and Gretel

Questions

1. *Number the events 1-4 to show the order in which they happen in the story. The first one has been done for you.*
   - ☐ *They found that the breadcrumbs had been eaten by birds.*
   - ☐ *Gretel freed Hansel from his cage.*
   - ☐ 1 *Hansel heard their stepmother telling their father to take the children into the forest and leave them there.*
   - ☐ *They found a chest full of gold coins and took it home with them.*

2. *Draw **three** lines and match each character to the word used to describe them in the story..*

Gretel	*kind*
their father	*clever*
their stepmother	*cruel*

3. *Fill in the missing words.*
   Hansel and Gretel walked until they finally came to a _____ made of gingerbread and sweets.
4. *Find and copy a word which means the same as 'fortunately'*
   _____
5. *How did Gretel trick the old woman?*
   _____
   _____
   _____
6. *Why was their father very happy to see them?*
   _____
   _____
   _____

Annex D. Planning Hansel and Gretel

Annex E. Interview

Link of the online interview

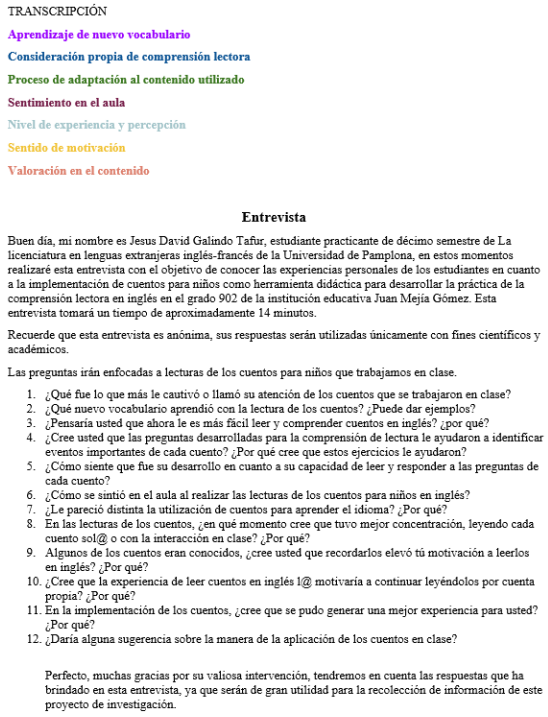
Authorization parents:

https://drive.google.com/file/d/1xLKpGC0NTKSIhuTQUllR38ll80y8Yv6b/view?usp=sharing

Interview Transcription:

Annex F. Interview Transcription

https://docs.google.com/document/d/1mjeHdLH2VfzZngU096EGNDomGMuTPOr8/edit?usp=sharing&ouid=106240840387754453354&rtpof=true&sd=true



TRANSCRIPCIÓN

Aprendizaje de nuevo vocabulario

Consideración propia de comprensión lectora

Proceso de adaptación al contenido utilizado

Sentimiento en el aula

Nivel de experiencia y percepción

Sentido de motivación

Valoración en el contenido

Entrevista

Buen día, mi nombre es Jesus David Galindo Tafur, estudiante practicante de décimo semestre de La licenciatura en lenguas extranjeras inglés-francés de la Universidad de Pamplona, en estos momentos realizaré esta entrevista con el objetivo de conocer las experiencias personales de los estudiantes en cuanto a la implementación de cuentos para niños como herramienta didáctica para desarrollar la práctica de la comprensión lectora en inglés en el grado 902 de la institución educativa Juan Mejía Gómez. Esta entrevista tomará un tiempo de aproximadamente 14 minutos.

Recuerde que esta entrevista es anónima, sus respuestas serán utilizadas únicamente con fines científicos y académicos.

Las preguntas irán enfocadas a lecturas de los cuentos para niños que trabajamos en clase.

1. ¿Qué fue lo que más le cautivó o llamó su atención de los cuentos que se trabajaron en clase?
2. ¿Qué nuevo vocabulario aprendió con la lectura de los cuentos? ¿Puede dar ejemplos?
3. ¿Pensaría usted que ahora le es más fácil leer y comprender cuentos en inglés? ¿por qué?
4. ¿Cree usted que las preguntas desarrolladas para la comprensión de lectura le ayudaron a identificar eventos importantes de cada cuento? ¿Por qué cree que estos ejercicios le ayudaron?
5. ¿Cómo siente que fue su desarrollo en cuanto a su capacidad de leer y responder a las preguntas de cada cuento?
6. ¿Cómo se sintió en el aula al realizar las lecturas de los cuentos para niños en inglés?
7. ¿Le pareció distinta la utilización de cuentos para aprender el idioma? ¿Por qué?
8. En las lecturas de los cuentos, ¿en qué momento cree que tuvo mejor concentración, leyendo cada cuento sol@ o con la interacción en clase? ¿Por qué?
9. Algunos de los cuentos eran conocidos, ¿cree usted que recordarlos elevó tú motivación a leerlos en inglés? ¿Por qué?
10. ¿Cree que la experiencia de leer cuentos en inglés l@ motivaría a continuar leyéndolos por cuenta propia? ¿Por qué?
11. En la implementación de los cuentos, ¿cree que se pudo generar una mejor experiencia para usted? ¿Por qué?
12. ¿Daría alguna sugerencia sobre la manera de la aplicación de los cuentos en clase?

Perfecto, muchas gracias por su valiosa intervención, tendremos en cuenta las respuestas que ha brindado en esta entrevista, ya que serán de gran utilidad para la recolección de información de este proyecto de investigación.

Data analysis process (Codes):

Annex G. Codes

https://docs.google.com/spreadsheets/d/1bhEKmuVLzOu7y-ZtCLUXR9m5XQCZXu_H/edit?usp=sharing&ouid=106240840387754453354&rtpof=true&sd=true

Annex H. Pedagogical sheets designed

In the following link it can be evidenced the pedagogy sheets that had been applied and were applied to successfully complete the proposed project.

Pedagogical sheets designed-Google Drive doc

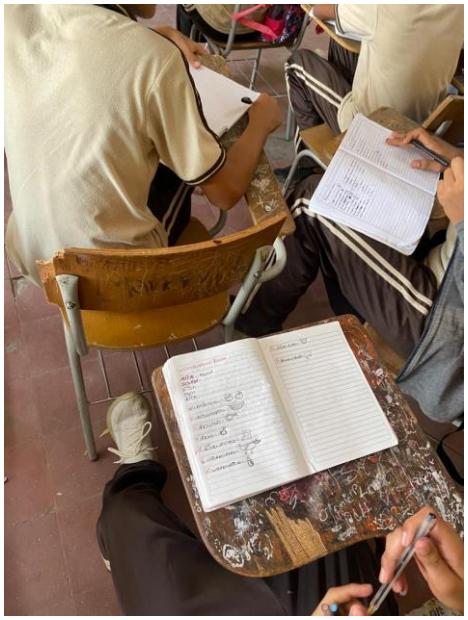
Annex I. Evidence of implementation of the proposal

All the children's fairy tales have been given to the students, but so far, the first two have been developed according to the academic schedule, in the following link of evidence are some evidences of the application of the proposal.

Evidence of implementation of the proposal-Google Drive doc

Annex J. Example planning Outreach Component implementation

Title	**Activity about worksheets of the verb To be**	
Course	**Students**	**Time**
606 and 607	35 students (606) 33 students (607)	2 hours
Institution	**Pre- service teacher**	**Classroom**
Institución Educativa Juan Mejía Gómez	Jesús Galindo Tafur	

Activities
Step 1: To start, the teacher began the class greeting the students and asking about how they are feeling. Later the pre-service teacher explained the subject to be worked in class, in this case was the practice of the verb To Be in present simple with affirmative sentences, making examples and asking students questions to assess class participation.
Final Activity
Step 3: Then, the teacher distributed the worksheet activity, this time, the activity started with the explanations of the topic, the activity was distributed and children began to complete it, then the teacher wrote the topic in the board, students wrote on their notebooks depending on the teacher's request. **Annexes:** (Annex J)  

Evidences Intra-institutional Activities Component-Google Drive doc