



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**A REINFORCEMENT COURSE TO STRENGTHEN THE ENGLISH
LANGUAGE LEARNING PROCESS OF SIXTH GRADERS AT
TRINITARIO SCHOOL.**

**DUBANIS CHICO MATTOS
ANDREINETH M. GONZÁLEZ CABEZA
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CARTAGENA DE INDIAS D, T Y P

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**Trabajo de grado presentado como requisito parcial para obtener el título de
Licenciado en educación con énfasis en Inglés.**

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**CARTAGENA DE INDIAS D, T Y P
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Abstract

Implementing reading activities in EFL class not only allow teachers help students to learn English language, also allow to develop their communicative competence and to increase their confidence. All of them, using just English language to communicate their ideas or point of view about several topics with other people. Therefore, this project wants to bring of learners a possibility to forget their fear to be assessed by teachers. On line with this, we designed three lesson plan about reading activities to sixth grade learners in order to strengthen their English learning process, where teachers applied funny and novelty activities that permitted learners to evaluate students' performance, using Dynamic assessment to give them a safe atmosphere with interesting readings. Moreover taking into account SIOP that is a new model of CBI to the designing of the lesson plans. From which is possible to supply appropriated feedback in class to help them to overcome their difficulties to acquire the English language, difficulties that were observed through previously diagnostic stage that include observation, coordinator interview and a diagnostic test. The discussion of our findings, as well as the implications for instruction and research are addressed at the end of the study.

Key words: Reading activities, EFL, learning process, SIOP, Dynamic assessment, strengthen.

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Introduction

Learning English as a foreign Language (EFL) in Colombia is an aim that teachers and students should achieve according to National English Program 2015-2025. This national project named Colombia very well, suggests the improvement of English skills of Colombians to be able to communicate in a foreign language and face the challenges of the current globalized world. In addition, MEN (2014) states that the follow-up of the Saber 11th-grade exams in public schools, revealed that students' level on 2010, just 31% of them obtained an A1 level, 6% an A2, 4% a B1, and 2% a B2 level or above. In comparison, with the private institutions had a better performance, just 17% of their 11th graders obtained a B1 level in the non-bilingual schools, which account for 24% of the total of 11th graders. In the bilingual institutions 80% of their 11th graders achieved a B1 level or superior. The principal aim of this program is that 50% of 11th graders achieve a B1 English level by 2025.

Therefore, teachers and students need to overcome some difficulties inherited from old learning system. The teaching and learning process should be more interactive, funny and rich in its content. Teachers should use the language to teach about specific topics of learners' special interests, they need to show them the advantage of using the language to communicate while learning English as a foreign Language (EFL) in their contexts.

Thus, it is necessary to implement interesting strategies that motivate students to explore the use of the language. Teachers should stimulate their research abilities to know the world around us and discover it. Reading is the process to comprehend any type of information which helps students to increase their cognitive thinking and also to have the capacity to connect new information with the existing one.

This project was developed in Trinitario School, an educational institute located in San Fernando neighborhood, Cartagena, Colombia. This school has been offering a traditional instruction based on religious spirituality, for students with ages ranging between 3 to 18. Classes are offered to 885 students from kindergarten to eleventh grade in a neighborhood of average economic level, in which it is allowed accessibility to educative tools to the students, such as cellphones, laptops with access to internet in class, books and dictionaries.

Teachers at this educative institute argue that teaching English as EFL in Colombia requires more instruction and time in class to teach grammar, vocabulary, pronunciation, the use of the language according to the context and develop students' skills at the same time (on line with the interview realized to English teacher in this school). Due to the fact that teachers not have time in class to interact using the language or provide appropriately feedback. For this reason, it is necessary to implement new and dynamic strategies that help learners to achieve the national goal of English language learners and strengthen it, drives students to explore the use of the language in several topics of their real life.

Based on the observations done during this project, it can be said that students usually prefer to use their mother tongue and it seems that they do not see the point of using English language to communicate. For this reason, it is easier for students to use their mother tongue in their English class and teachers accept it.

Although, this school offers English as a foreign language (EFL) from kinder to eleventh grade, this educative institution has semi-personalized courses on weekend to some students. As it was observed on the data collection that is going to be further detailed, teaching instruction is focused on Grammar-translation method, because learners were observed translating texts all the time. Learners usually have a grammatical class explained in

their mother tongue, while that teachers' instructions are focused on pass the government evaluations in specific grades more than on using the language to communicate or interact with others.

Our further observations made during the course suggest that teachers need to change strategies in class, methods and tools applied in the teaching process to motivate students to use the target language to communicate ideas, defend their point of view in debates, express their feeling to other people or find information inside the class. Students need to understand why it is necessary to communicate with their classmates and teacher inside and outside the class and acquire EFL to develop their personal, academic and professional life.

A first phase of the project allowed us to observe the teaching and learning process of English language in 6th grade. This group of learners is composed by forty (40) students in 6A and forty-two (42) in 6B. They have been receiving three (3) English classes per week. The target language study is highly focused on grammar and translation method. However, based on the observation process, it can be affirmed that learners have enough linguistic resources which could be used to communicate by using the target language.

Furthermore, English classes procedure is composed by a daily five-minute reading of any book or academic text in spanish, these reading are always related to students' interests. In this way, learners not only acquire vocabulary, they also practice grammatical rules and know more about the real world in their mother tongue. Teachers give them the opportunities to open their minds about other cultures and several places around the world but only Spanish texts are used.

Taking into account that students have been acquiring reading habits in their daily live, it is possible to consider reading activities as a part of a strategy to improve the English learning process in the school. Researches have grown up around the theme of the

acquisition of the language through reading. Activities focused on reading can help students to develop their input skills which include listening and reading making possible to learn English in a natural way, and then be able to produce the language through speaking and writing. As one of the main inputs of language acquisition, Krashen who is one of the firmest advocates of extensive reading, claims that "reading is a form of comprehensible input and results in the acquisition of literacy-related aspects of language." (1989, p. 7).

Focusing into the four language skills is not the main purpose of the present research. Taking into account students' lack of English skills, reading will be the main focus in a reinforcement course, since it might be the door for them to progress in the English skills in general. The reason behind this, there are several advantages exposed by Velásquez & Giraldo (2011) who claim: "Students on bilingual reading across age-groups have shown that more efficient reading is often the product of a better command of metacognitive knowledge and the bilinguals' use of their L1(first language) knowledge to support their comprehension of English text" (p. 50) . While Smith and Robinson (1980), describe reading as: " a process of interaction, involving a reader engaging with the information submitted by the author through the text. Through this process, the reader seeks to understand, evaluate, and utilize the information and ideas being presented".(p.205)

Based on the previous description, the following research question led the present project: What is the effect of using reading activities to strengthen the English language learning process of students of sixth grade at Trinitario School? Therefore, the main objective of this work is to strengthen the English learning process of students of sixth grade at Trinitario school, through reading activities. Likewise, the following specific objectives will help us to fulfill the previous one. First, it is necessary to identify difficulties that students have presented in the English language learning process. Second, this pedagogical

intervention based on the strengthening of the students needs to be designed and applied in order to improve their English language learning process. Finally, an assessment process is required to describe the effects of the intervention.

Developing reading activities in class will increase not only their reading skills. Yang (2016) states reading as one of the main sources of language input, necessary to improve the other ones. Reading was first considered as a passive skill. However, after the proposal of the psycholinguistic model (Goodman, as cited by Yang, 2001), reading has been considered as an active skill rather than a passive one.

On the other hand, Swain (1985) named OUTPUT the production of the learners in a new language learned. Speaking and writing, which are productive skills, not only permit to show the students' performance it also evidence their progress to acquire a new language fluency.

In addition to this, Schoenbach, Greenleaf, Cziko and Hurwitz (1999) claim that "Reading is not a straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense or a text not just from the words and sentences on the page but also from the ideas, memories and knowledge evoked by those words and sentence." (p. 38). In other words, reading is a process of decoding symbols to involve talking, thinking, valuing and integrating skills.

The instituto Colombiano para el fomento de la Educación Superior (ICFES) designs a test which is taken by all Colombian high school graduates. Results show that: "el 26,49% de la población se queda en el trabajo de la información explícita, que un 68,84% realiza lecturas más relacionadas e inferenciales y que solo un 3,62% puede evaluar el texto de manera crítica (p.2).

According to this, it is necessary to develop a critical thinking in order to achieve complete comprehension of the text. Thus, students should read as much as possible, because they need to express their ideas in English, orally or in written texts. To make this possible reading interesting texts, using funny activities and tools in class permit learners to acquire self-confidence to use the language inside and outside the class, because students can have enough input to produce ideas in a new language.

On the other hand, fear to use the language, is another issue that does not enable the successful learning of the target language. Anxiety increases when teacher observes, because learners know that teachers always are grading, making tests, take notes about students' performance and check tasks.

This situation might be more problematic when the teacher does not have time to do feedback to students about their learning process difficulties. Moreover, he/she starts with new topics even though students have not understood the previous ones and they do not use the language in class. Assigning reading activities, teachers have the opportunity to teach and do feedback and students learn using the language outside the class because teacher will assign a specific text about specific topic to read in the house, give them time to read and learn the vocabulary and investigate about the grammar before they participate in class.

Another issue that do not allow that students learn English in a correct way, it is that they are not using the English language to communicate in class, this might be impossible if students just have three classes per week, according to the class schedule, which is the case of the group of students participating in this research. From this point of view, teacher should take into account students' age, personal interest and their context to choose methodologies, strategies and tools; and also to maintain the students' motivation to participate and resolve attention problems in class.

Reading activities in class could help the teacher to handle some of the situations mentioned above. In this way Echeverri and McNulty(2010) claim:

Being able to understand what one reads is important for learning in school and for life in general. In secondary education, reading in English as a foreign language (EFL) requires teachers to explore strategies that can improve students' reading comprehension. In Colombia, students in public high schools tend to have low levels of English which makes reading comprehension challenging. Often, instructional approaches promote reading as a product rather than as a process.(p. 108).

Thereby, to develop a funny class that opens the door to other tasks allows to explore the critical thinking of learners. Teachers may take several ways to teach; using versatile activities to motivate learners to participate in debate class and interact between them using English all the time. Davin, Troyan and Hellmann, argue: "a dynamic reading comprehension task, mediation can take many forms, such as highlighting portions of the text to help narrow students' focus, defining key words, or asking leading questions. (2014, P.2)". For this reason, it is possible to provide useful frameworks and content to support others subjects, such as biology, science, technology, political, economic or maybe about sports.

We implemented dynamic assessment to give the possibility of evaluating the teaching and learning process and change the lesson plan according to the learner's necessity and provide feedback in appropriate time too.

To introduce the concept of Dynamic assessment it is necessary a historical exploration. Gould (1996) claims that "It was about nineteenth century that assessment

appeared as a domain of interest for researchers and educators, and standardized assessment was first implemented in the twentieth century”(as cited in Nazari, 2012, p.59).

Dynamic Assessment is a method of assessment which uses a “test-teach-retest” model. The emphasis is on the individual’s ability to acquire the skills/knowledge being tested after being exposed to instruction; DA is important, and takes into account the students learning process and help them to improve their reading skills through the observation while teachers assess the learners. This approach was useful to implement inside the class, because we could see the students development and how we could help them in their learning process. In this way, using dynamic assessment to assess student performance, in a playful and fun environment to allow students to interact with classmates, allows us to explore with SIOP that is a new model of CBI that organize in a lesson plan eighth component, which summarise all activities necessities in this research.

For this reason, we applied SIOP (sheltered instruction observation protocol). It is a plan that has been widely used by teachers, most of whom try to implement playful activities to integrate learners knowledge in class and evaluate activities performance at the same time. Through the implementation of SIOP model in some classes, we could observe that this model is useful to help students to interact with their classmates and teachers; also teachers have the opportunity to observe the students learning process.

The pedagogical intervention proposed in this project was implemented in sixth grade at Trinitarios School, it was planned and performed based on lesson plans which are focused on Reading activities. SIOP model, guided the process of the design which took into account eight components (Warm up, Building Background, Comprehensible input, Presentation, Interaction, Practice/Application, Review and evaluation). To assess the

students learning process DA was the tool that helped the teacher to take grades in a natural way, avoiding that students feel fear to use the language, creating a self confidence atmosphere to learners. Lessons were designed taking into account that each person learns in a different way, and it is impossible for students to adapt quickly to a new teaching method.

In this case, SIOP permit to organize the lesson plans of each class according to the themes assigned in the curriculum. Jana Echevarria, Mary Ellen Vogt and Deborah J. Short. (2012), affirm that SIOP model includes the following eight components:

1. Lesson Preparation (Warm up): some funny activities to start class and motivate students to participate when they use the English language to communicate
2. Building Background: Teacher and students will remember previous knowledge necessary to next topic.
3. Comprehensible input: Teacher will give clear explanation of the academic task, speech appropriate for students' proficiency level.
4. Presentation: Teacher will explain the new topic.
5. Interaction: Teacher will give some instruction about activity and Students practice the new topic between them.
6. Practice/Application: Students will show their activity at their partners and teacher.
7. Review: Teacher will provide feedback necessary to students.
8. Evaluation: Teacher takes notes about students' performance.(p. 2-5)

In contrasting with this, designing these three lesson plans following SIOP model, it is necessary to specify that Dynamic assessment (DA) has two primary approaches:

interventionist and interactionist. According to Lantolf and Poehner(2004) Interactionist DA is “ focuses on the development of an individual learner or even a group of learners, regardless of the effort required and without concern for a predetermined end point”.(p. 54). While Brown, A. and Ferrara, R. A. (1985) claim: "Interventionist Dynamic Assessment is concerned with quantifying" (p. 300), as an ‘index of speed of learning’. Both approaches were implemented in this project.

Methodology

Our study has qualitative and quantitative data, using a mixed paradigm. According to Creswell (2009) both kinds of research are not polar opposites, one complements the other. The qualitative and quantitative data was obtained in this research have been structured as a unit of analysis, due at the necessity of register, organize, and debug information that can be obtained in the process of material gathering for its analysis.

This project was developed in four stages which took place in sixth grade of Trinitario School, a private school located in Cartagena, Colombia where English classes are offered from kindergarten to eleventh grade in San Fernando neighborhood, this school has children from middle and high class neighborhoods and it offers instruction based on religious spirituality and a traditional education.

The first part of the project consisted in a diagnostic stage of the population of Trinitarios School, after of three months of observation we were able to discover principal learning and teaching trouble that did not permit students to strengthen their learning English language (See Appendix 4). Additionally, Trinitario school English coordinator granted us an interview and a diagnostic test was realized before designing our intervention in sixth grade (See Appendix 2). A second stage of the project consisted on designing a

reinforcement course (See Appendix 1). It was composed by three lesson plans each one was designed in order to be implemented on line with the students level and their poor language performance.

The third step, was the implementation of the reinforcement course. The four stage was to evaluate the effect and result of our intervention, taking into consideration the achievement of each objective proposed in each lesson plan. Before ending the fourth period, a Students interview was answered by one of them in order to know their perception of the intervention course. (See Appendix 18)

This project implemented the interventionist Dynamic assessment supported by a rubric that took into account different aspects of students performance in class, such as: express their ideas about content accurate and comprehensive, using correctly vocabulary and grammatical instruction with arguments logically organized and coherent, to which speaking activities take into account the correct use of the pronunciation. In this case, English teachers take grades from 1 to 5 in contrast with a rubric designed. (appendix 3).

All these previous stages described before, were necessary to complete the present project, that was focused on reading activities to strengthen English language learning process of students in sixth grade at Trinitario school. In this School, there are two groups in Sixth grade with a population of Forty-two(42) students in each group. Only 16% , 13 students of these eighty- four (84) students took a reinforcement course after the class, three times a week, three days: monday, wednesday and friday. forty-five minutes each class.

The reinforcement course had a month of activities approved by the rector of the school and the coordinator of the educational institute. This was composed of three lesson plans designed to be developed in a week each (three forty-five minute classes), because it

was necessary to adapt their mother tongue to the new learning process in which they would be exposed during the application of the reinforcement course.

A random sample of students with the lowest grades in their third period was recruited from sixth grade to take this reinforcement course, in which reading strategies exposes students to language in a real context, using Dynamic assessment to take grades at students in a save atmosphere. The intervention course included fun readings, the students found a way to know what the text was about by reading the title and in some cases observing the pictures that the reading had to comprehend it also, taking notes, underly unknown words, underlining important information, drawn about the information of text to perform scenes and debate about it.

Taking into account the topics that students saw in their class, to reinforce the knowledge and motivate them to do class using 100% English, we planned three lesson plans, each one was developed in three classes of 45 minutes (one week), where students had to do homework and act according to specific roles to show their performance in front of the class.

Role of the Researchers

Throughout the study, we worked actively, while one of us taught, a second teacher supported of the activities in the class with feedback and help learners with vocabulary and grammar troubles, and finally the third one observed the class and took notes to improve the teaching and learning process. We wanted to analyze the situation from different perspectives and to do corrections about the process, for this reason we rotated roles inside the class, because in this way we could observe learner's performance and interact with students, to

know their needs and expectations about their learning process taking into account our points of view.

Data Collection

In order to obtain the best results in this study and to effectively demonstrate the student's needs about their learning process, we analyzed different grades at Trinitario School, and we applied the intervention in sixth grade to help students to strengthen their English learning process. During our process of collecting data, we used three types of instruments: Teacher interview (See Appendix 2), a diagnostic test or previous knowledge (See Appendix 5), and classroom observations per three month.

Interview

This interview was given to teacher's English coordinator, to obtain information about the main difficulties that teachers and students have in general when both are using a foreign language, the different strategies that teachers use in their classes and how to guide students in their learning process, taking into account the experiences of the English teachers.

In order to achieve and collect more information about the results of this research, we planned to do some final interviews with some students to know their perception about the intervention.

Diagnostic test

The purpose of the questionnaire was to collect information about the students' previous knowledge in English, taking into account the themes that they had seen in their curriculum. First, we wanted to identify their previous knowledge about personal information and reading comprehension. Second, students analysed a short text about family, in which we

could see how developed was their reading ability, since at school they are focused on reading.

Classroom observations

Throughout three months, one of the researchers did the internship at Trinitario school in this time was possible to observe learners' performance of sixth grade.(See Appendix 4).

The observations were very helpful to determine what were the difficulties that the students had been presenting during the first and second educative periods in the learning language process. In the same way, they were useful for the preparation of the activities that should be implemented in the reinforcement course, in order to achieve the objectives established in this project.

Intervention plan: Drawing a way to strengthen English Learning Process

Before carrying out the pedagogical intervention that was proposed, we had a meeting held with the academic and administrative body of the institution. The academic coordinator of the School gave us a short list with twenty-one students of low grades in the third academic period, the same was approved by the teacher in charge of the group. On June 8th, 2017, we had a meeting with students' parents to indicate what was the objective of the project and what were the children who would do it. The reinforcement course starts on July 12th. (see appendix 7)

Parents were informed that the participation of the children was not mandatory and that the objective was to do it with the children who were presenting a low academic performance in the English subject, a total of 21 students were selected between 6° and 7° grade, divided like this:

- 6-A: 11 students
- 6-B: 7 students
- 7-A: 2 students
- 7-B: 1 student

These students were selected by the teacher in charge, who took into account the grades of the previous periods (two) for the selection, finally just 13 students took the decision to continue in the course.

According to the results obtained in the observations made in class it was decided to carry out the reinforcement course for a month, three classes per week each one of forty-five minutes, that were on Monday, Wednesday and Thursday from 1:15 to 2:00 pm. The reading activities that were put into practice to students were carried out as it was found that students had shortcomings in reading comprehension. In addition, through reading activities, students were developing not only reading skill, but also writing, speaking and listening skills at the same time.

The reinforcement course started on Wednesday, July 12, 2017 at 1:15 Pm, students met their new teachers and the new methodology in that class. In which, they did not allow to use their mother tongue, they had to use English language in class, and teachers gave them the first instruction, they had to use expressions like: Can I go to the bathroom?; What's the meaning of ... in English/ Spanish? or How do you say..... in English/Spanish? and then, they started to take a diagnostic exam to find out according to the standards of competence the European common framework the level students had before beginning the course (see appendix 5). On Friday, July 14, students had the socialization and an appropriated feedback of the previous text .

In that diagnostic exam (see appendix 9) it was possible to confirm that 60% of students did not understand some personal questions but most of them did not know how to answer them, or they had doubts about how to do it (Appendix 8). Learners had widely

difficulty to make the reading comprehension of the given text, because, the text had words that were new to them. We could confirm it because they ask us meaning of words such as: “mother, hair brown and other words that we knowed they work in basics course (1° and 2°). Although all students did the diagnostic test the first day of their reinforcement course (only until July 19 the group of students of the reinforcement course was completed), the diagnostic exam confirmed us that learners had difficulties in their reading comprehension and for that reason we did a few changes in our lesson planners.

Three lesson planners were planned taking into consideration learners needs to strengthen English language learning process and their little experience in these new educational strategies. The first lesson plan was designed taking into account the result of students in diagnostic test, which had as lesson topic: “My family and their jobs”. Because, students had some problems answering some question about their personal information. Such as:

- What's your name?
- How old are you?
- Where are you from?
- Where do you live?
- What do you want to do?

Due to this, the objective took other way, but the standard was the same, according to the guide number 22 of MEN to three lesson plan: “Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.” In the first lesson plan the content objective was “Student will be able to describe their family members’ and their occupation following a simple model .” and language objective was “ Students will be able to

write a short text about professional occupations of their family members' following a simple mode". This lesson plan was designed to complete reading activities in the reinforcement course and give them appropriate feedback, taking into account the results of the diagnostics test.

Therefore, it is necessary to explain that the first lesson plan was designed with some special structure and was different from others. Because it was the first contact that students had with that methodology, for this reason the first reading activities were some short sentences according to the topics.

In this way, the second lesson plan has as standard "Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo" according the guide 22 of the MEN. And as content objective "Students will be able to identify the location of objects in their bedroom" and the language objective was "Students will be able to write a short description about their bedroom". The lesson was designed in order to develop the reading comprehension of the students.

The final lesson plan had the same standard to the first and second lesson plan . As a content objective it had "Students will be able to identify the main idea and supporting ideas in a short text.", with a language objective, "Students will be able to describe places according to specific picture." This lesson plan was designed to students describe several places in a picture.

The reinforcement course applied a set of reading activities

Although, that educative institution daily implement reading times in their mother tongue the idea to do it in English was difficult for them, who used to study the EFL traducing the meanings and speaking Spanish all time. For this reason, each day was necessary remember them to use only English.

“Simon says”, “Dominoes” and “Draw a picture” was interesting, novelty, meaningful warm up for students, plays that permitted them to improve the students' confidence to use the language and forget the fear to use the English language to interact inside the class in each reading activities.

Readings that used different strategies per day: skimming text, scanning text, reading titles for predictions, taking notes, underlining unknown words, underlining important information, using images to comprehend text, highlighting portions of the text, defining keywords, asking leading questions. It was to help learners to did reading comprehension in dynamic way and easier.

Having finished data collection and change the design of lesson plan according its results, we decided before to start the first lesson plan with a simple theme personal information in a drama, which include personal information to reinforce the students problems in the first part of the previous knowledge test.

On Monday 17th, teachers remember learners the correct way to introduce themselves and give their personal information. Teacher Dubanis and Andreineth made a drama as example and teacher Vianis asked them to make students performed a dramatization based on the personal information. Taking into account, the result of Learners made a drama using several situations, such as medical appointment or meeting in a restaurant(see appendix 10: student note). Those activities were funny for them, because it was the first time that they had an activity class using English.

In the first lesson plan, we had a purposive that students understand gradually reading activities, because they had not applied before in their English class of that reading strategies that they used to in their mother tongue. For this reason, the first activity were short sentences about picture in a copy.

Daily report: Wednesday 19th started with a funny warm up as a motivational activity named “Simon says” when teachers and students interacted playing in class, teachers Andreineth wrote and said the verb, because they were not able to say the pronunciation well. Students imitated the action and laughed. Then teacher Vianis asked What do you do?, and teacher Dubanis answer:” I run” imitated the action, while teacher Vianis wrote the sentences in a part of the board.

The second question was What do you think your mother is doing right now? In this case, teacher Dubanis asked and teacher Vianis answered the question, while teacher Andreineth wrote the question and answer on the board. Students wrote the answer on the board one by one and then teacher Andreineth with students analysed the use of the sentence according to the context. All of this was developed in class to reinforce their previous knowledge and then they answer the question in pairs with other family member.

On friday 21th, We started with the first lesson plan: “ The Family and their occupation” (see lesson plan 1). Students read the sentences and underlined new word in the copy to building together a new vocabulary on the board. Then, students read again the text to understand and they did the activity, to which they have to fill a black space with the name of the person doing specific activity on the sentence. Some students did quickly the activities, but others have some problems to do it.

The second part of the class on friday was to read the black box on the copy. The principal activity was to understand the text and also to write another similar to the copy, but with their personal information. For this reason it was necessary to remember some words on the board until to build a vocabulary about the topic. The same that learners used to write a new text about their personal information.

Starting the second lesson plan students had more confidence in their knowledge, they not only investigate more in internet about their preference themes. They tried to speak about their reading with us outside the class, in different opportunity most of them interact in their academic class using English language with their partners and their teacher Diana. For this reason, we decided to implement a short poem named Cinderella.

Daily report: On monday 24 we started the second lesson plan playing dominous, it was difficult because they are afraid to write the words on the board. The warm up allow us to understand that students have afraid to use their knowledge in a real context. However, we did the activity helping them to overcome their nervousness, we try to interact with each one to help them to do in correct way.

On wednesday 26th, Teacher Andreineth and students took turns to read the test in the copy, but first teacher Andreineth ask them to analysis and compare the picture about my kitchen with the text to use the image to comprehend it. Then students underlined words to build the new vocabulary on the board. Teacher Dubanis asked learners about new vocabulary and claryfied them the meaning. While teacher Vianis motivated students to draw on the board sentences related with the test in the copy and also they had to explain it in from of the classroom. (Appendix 13)

On friday 28th students talked about the poem “ Cinderella”, all class debated about differences with the real tale and we some leading questions to assess their comprehensible reading . In this activity students talk about the real cinderellas in their live, to whom lives and study is most important that find a charming prince. Ladies in this days and age did not worry to know Where is their charming prince?

The third lesson plan started on monday 31st, teachers and students played guessed the small pictures that their classmate drew on the board. It was funny, learners try to guess

the word, and classmate trying of drew well to help their partners to win point for each group. The next class was August 2nd on wednesday, we took the topic called “Describing places”. For this reason,the warm up activity was to guess drawing that the classmate was drawing on the board about things inside the class. Then the students read a short text in a copy that was given to them, in this case it was much easier for them because they were dedicated to analyze and understand what they were reading.

On wednesday 2nd, teachers and learners wrote shorts text describing several places: students using pictures in their books to do it,while teachers help them to do in correct way. On friday 4th, students interact with their description in class. and then did the activity on the copy. In this occasion it was possible to interact with them, JA. show us a list of sentences. She thought that in this way she memorized easily some verbs (Appendix 11).

On july 9th and 11th, students did the oral exam , this was a good way to know their progress using English language to communicate their ideas (according to the assessment rubric, see appendix 3); which she asked them questions related to the topics that were given during the course.

Results

The first week (July 12th and 14th) students did a diagnostic test, which evaluated their previous knowledge, taking into consideration themes studied in their academic class previously in their third academic period. We collected the grades of students in third period. (See Appendix 6).

In this way, we understood why learners had little motivation to learn English language. For instance, we have a special case, to whom we named student 1, he explained that his parents speak Spanish and English. Although, they eventually travel to U.S in

vacation. He did not want to learn English because his grandparents and cousin speak Spanish too and is easier to speak their mother tongue to communicate. On the other hand, student 2 said “I did not like speak English because I did not understand the language, the grammar structure is complicated, and I did not know why she needed to study it”. However, student 2 got the best grade in the first assessment.

Although, it was evident that they had a low average in the first assessment (See grades square in the appendix 3 and appendix 9), because only 28% of them managed to pass the diagnostic test. They wanted to learn more about the use of the language when each one of them understood: why is important to learn English language in a real context? However, using English to interact in class was possible when learners needed to communicate their ideas exclusively using English language.

The next week, we did feedback about personal information (July 17th). In consequence, learners performed a drama with short scenes about introduce themselves in several places; medical appointments, restaurants, etc. (See appendix 10).

The first lesson plan was completed in three classes (monday, wednesday and friday), the warm up was Simon Says, while Vianis said "simon Says...(verb)" Students did the action, it was mandatory to say “Simon says because when she did not say that, learners did not do the action. That activity, showed us that they forgot the meaning of the verbs and its pronunciation.

Fortunately, learners always had the best attitude to do activities and interact in class with their partners and teachers, when we did the first reading activity. (See appendix 11) In this stage, we observed that they have some problems with the use of the language and their reading comprehension. That was evident, because 50% of students showed some difficulties

to develop the first reading activity in class: drawing their family tree. That homework showed us that learners did not understand the topics. For this reason, it was necessary to do an appropriated feedback based on the activity.

In the third week, Andreineth explained the second lesson planner, Dubanis helped them and Vianis observed the results (July 24th, 26th and 28th). Learners were disposed to work in class after that they did the warm up named Dominus, where they showed us their difficulties to read the words on the domino's activity, with the first warm up, was possible to observe some students' problems related with the pronunciation of some words. In this point, we had some questions to them, Why did not they pronounce correctly some words? Their answer was fear to make mistake in class did not permit to develop their speaking skill , what confirmed their low confidence to use the English language.

We decided to advise the teenagers listening music in English to improve their pronunciation or to use pages on the internet to correct their pronunciation in a pre-deduced language and continued presenting the new text to read. In that moment was a poem, they read the text and underline some words such as: until, over, before and other that they did not know. However Andreineth explained the use of this kind of words, while teacher Dubanis asked them to write on the board more examples about this words with somethings into the classroom (see appendix 13), one of them had a problem with a classmate for her overweight, and teacher Andreineth scolded him and apologizes to his classmate, also Andreineth told he “You have to do a presentation about tolerance”. The next class he did the presentation and did a good job. That experience was amazing because it was possible to confirmed that they was able to use the language to build a presentation about values.

Students that week had been fear to participate, however was possible to motivate because the topic was interesting for them. Although, the lesson plan was changed in class because three students did not want to talk about prince, they prefer to talk about heroes as Ironman, Superman among others. Besides, they sometimes wanted to speak in Spanish, some students told us: "Quizas no empleo el inglés para comunicarme en clase, porque no es necesario, la profe habla español y no necesito hacerlo de otra manera" or "no lo hablo en clase porque la misma seño dice que este colegio no es bilingüe".

The novelty and playful classes were special because students had more confidence in themselves and they made some sentences to describe their rooms according to a picture that they drawn in house according to the example that teacher gave in class. They were able to carry out activities proposed in the lesson and they identified the locations of some objects, the assessment was formative because we observed their development in the class and then gave them a feedback, in which they had the opportunity to correct their mistakes .

In the fourth week (July 31th, August 2th and 4th), Dubanis taught the last class", students had an active participation in all that week, they developed some extra activities, that permitted them express orally and spontaneously descriptions about their rooms, house, classroom and school. Some interesting experience was JR student who did in their house a list of sentences to learn more about how to express actions (see appendix 11). In addition to this they did the activity 3 in the third lesson plan (See appendix 15) .

The final days of this course (August 9th and 11th) we developed a general evaluation, appropriate individual students' feedback and personal interview with each student, that permitted collect more information about their performance using English

language in a informal conversation, while the rest of the course write about their perception of the the methodology applied during the course (See appendix 16).

The second lesson plan was related to their context, they need describe their bedroom and classroom, for this reason students were motivated, because they were doing funny activities, for example first they made some sentences to describe their classroom and picture in a copy. Second they read Cinderella poem,in this poem they could did comprehensible reading, they talk about a met between cinderella and her prince in a party.

We wanted to show a powerpoint presentation about several places. However, It was not possible because the computer's classroom had been used by students of 11th grade. Even so, students were able to write a short text about their bedrooms: bed, windows, toys, chair,and other things take into account their own bedrooms' pictures.

On the other hand, students told us that this activity was attractive and help them to strengthen their English fluency and also that this was a theme that they did not understand in their normal classes because they did not produce test using English language in contrast with their mother tongue, because they always produce test in Spanish but never using English. On the other hand, through reading short text, they improve their vocabulary and pronunciation while understand more about describe places.

We could observe that students reached the goal in relation to the objectives in each lesson plan, due to that they were able to write a short text following the example that teachers gave them. Take into consideration the assessment rubric and their performance to speak about the themes learned in class.

The activity to motivate the students was a warm up called pictionary, this activity is based on drawing a picture related with a word that teacher says, for example "apple", one

student had to draw a picture and the rest of the students have to guess the word. They said that this activity was their favorite because they had to think quickly. This class has a relation with the previous, because both are focused in the real context, that was incredible since they always made a relationship between the knowledge they already had with the new one, thus it became easier for them to understand the topic, in this way we realized that they were learning in a meaningful way, because they had learned in a month what they had not learned in two academic periods.

Another important point was observed two months later, when learners finish the final academic period. Because 100% of the course students showed that they had overcome their learning difficulties by having a better performance in the English class of the fourth period, which was confirmed by Teacher Diana, who decided to exonerate three students that participated in the reinforcement course in the final exam, for their good performance in their final period. The same test that summarizes all the themes seen during the school year.

In this way, there will be a chart in which the grades of the third and last period of the subject of English of the students of sixth grade, of the Trinitario School were evidenced. To collect these data, the teacher in charge of the group provided us the grades of the last two academic periods of each students enrolled in the reinforcement course.

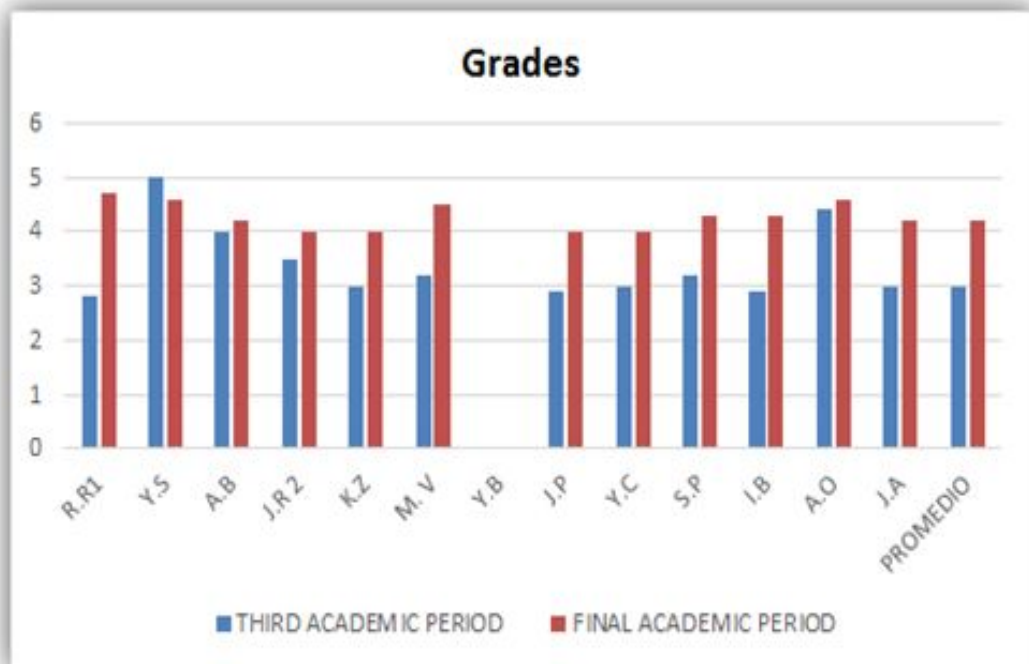
Chart 1.1

Learner's name	Third Academic Period	Final Academic Period
J. R1	2.8	4.7
Y. S	5.0	4.6
A.B	4.0	4.2
J.R 2	3.5	4.0
K.Z	3.0	4.0

M. V	3.2	4.5
Y.B	---	----
J.P	2.9	4.0
Y.C	3.0	4.0
S.P	3.2	4.3
I.B	2.9	4.3
A.O	4.4	4.6
J.A	3.0	4.2
Promedio	3.0	4.2

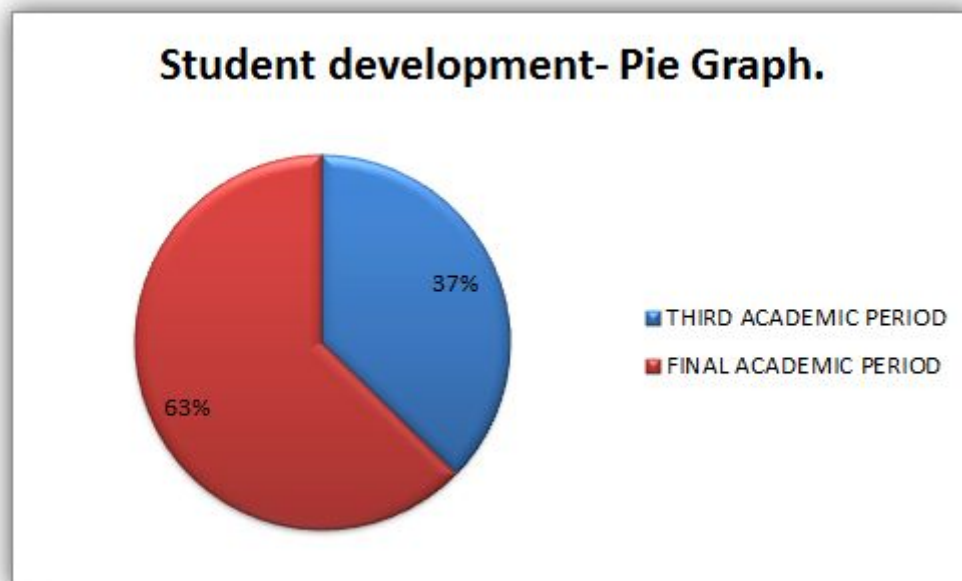
To summarize the information, the students who participated in the course had a great breakthrough, in the bar graph (see chart 1.2), the difference was shown in the students' grades, since in the third academic period the majority of them were failing the subject of English and their average was 3.0, the students who participated in the course had a great change, they obtained high scores in their grades and their average in the final period was 4.2.

Chart 1.2



On the other hand, the pie chart shows the percentage of students who took the course, they obtained 63% in the final period, unlike the third academic period that reached 37%, thus, the difference was of 26% in the two final academic periods (see chart 1.3)

Chart 1.3



Discussion

This paper has argued that teachers are able to strengthen the English Learning Process using reading activities applying Dynamic Assessment to evaluate their performance in class and planning class with SIOP model, just one month of instruction was necessary to change the students' perception and attitude about the English class, doing possible to use 100% English to communicate ideas and learners supporting details according to a specific theme in a texts in class.

During reinforcement course, we could develop refreshing class to students and implement novelty and funny reading activities to strengthen the English language learning. This was a significant and rewarding experience in the English learning process of all students who attended at the reinforcement courses. The same who in the end of school year

overcome their fear to use the language to build their knowledge, students be able to build their own knowledge find information about themes and investigating about it.

This way was not easy, we had advantages and disadvantages in the way, The students always said that:” they had never had a class like the reinforcement course”. We gave them, playful and novelty activities to do in class, We create a safe atmosphere to communicate and interact in the language, because they never saw a teacher take grades in class, however we take it and give them feedback the same time. For this reason they always were motivated to participate in the activities and forgotten their fear to be evaluated.

Reading activities to reinforce their confidence to participate in class using English language. Dynamic Assessment allowed us observe the development of students and help them to improve their English learning process. While SIOP allow us offer them more dynamics class to use the language. In this way, is possible to motivate them to learn more about vocabulary and grammar to develop their fluency.

Those models, approaches and activities are useful in a teaching and learning process, they help students to improve their knowledge, critical thinking and motivation and help teachers to know the learning process of their students; in order to achieve or improve all the skills. However, we have considered necessary to take into account in future opportunity the use of TIC to develop the classes, because students may read text before to class and find more information about the themes.

In the other hand, we had some difficulties in the reinforcement course, the first one was the schedule, because some students did not take the course because most of the them had private bus to go at home. And finally, we had not allowed to use computers or cellphones in this educative institution to record video or take photo. For the first reason, it

was necessary students had a break before the class to eat something and the third reason limited some activities. Reducing our schedule to 45 minutes per day.

Although we had some difficulties before referred it was possible to overcome their fear to participate, and building a safe atmosphere in class that allowed them to use the English language to express ideas and interact with their partners about the themes. The effect of using reading activities to strengthen the English language learning process of students of sixth grade at Trinitario School was confirmed one month after to the reinforcement class, we talked to teacher Diana, and she said that students had a high performance in several subjects in the school and some time we had opportunity to talk with students and they comment us about how they perceive the language to build knowledge now. More of them were able to learn new concepts by themselves using the English language to investigate it. They not only could read about several content using English language but also be able to explore the language to know their context. This study has offered a framework for the exploration of new strategies or methodologies more appropriate to the new generation of students.

Children and teens require topics that permit them exploring English language in the real world. In this way, teachers may employ frequently students' habits to develop their skills in the learning process, using novelty and interesting activities, that strengthen their learning process and help students to learn in autonomous way. In this case, taking a daily habit of read in their foreign language. However, was necessary implement novelty tools like warm up to develop their self confidence and give them a safe atmosphere to forget their fear to speak in a different language .

Although, reinforcement course has a short time to be implemented in this group of students, was evidence their results. Perhaps, we only used short paragraph in each lesson plan. However, in the end, students strengthened their English language learning process after the reinforcement course. We can say it, because students had maintained their good academic performance to this day.

From DA and SIOP a wide variety of possibilities is offered: literature, academic tests, scientific research or magazines that could be a didactic material that changes the perception about the use of language and shows the language of the students in a real context, and the same time, it broadens our range of possibilities to implement reading activities, of course all of them depending on the level of the students.

Besides, students building their own knowledge and Autonomous Learning research for themselves information. Teacher could use the technology to increase their possibilities to find information and communicate with their students inside and outside the class. Remember, teacher is just a facilitator in the learning process. All these advantage will be maximized in the foreign language teaching only starting from primary to strengthen the English learning process using SIOP, and Dynamics Assessment.

Appendix 1

Cartagena, Bolívar 10 de junio del 2017

Señora:

Alexandra Milena Castilla Peña.

Coordinadora Académica

Corporación Educativa Trinitario

Cordial saludo:

Acorde a lo tratado el día 8 de junio de 2017, en una reunión entre **Alexandra Castilla P**, coordinadora académica de la Corporación Educativa Trinitario y Vianis Ester Paternina como representante delegada por el grupo que desarrolla el proyecto de grado denominada a la fecha como: **Dynamic Assessment as an Approach to Overcome The Errors in the English Learning and Improve the Reading Skill in the Learning Process of Sixth Grade at Trinitario School**. Desarrollado por, Andreineth Gonzalez C. con CC. 1.047.488.648 de Cartagena, Vianis Paternina R. con CC. 45.593.814 de Turbaco y Dubanis Chico M. con CC. 1.143.370.289 de Cartagena estudiantes de Sexto semestre de Licenciatura en educación con énfasis en Inglés de UNICOLOMBO.

De acuerdo a lo expuesto en dicha reunión, fueron seleccionados 18 jóvenes de Sexto grado y 3 de Séptimo grado. Estos estudiantes presentan rendimiento académico bajo o básico en el área de Inglés del segundo periodo escolar. Por tal motivo, y para la continuidad en el proyecto de grado anteriormente mencionado, se les ofrece a estos 21 estudiantes del

Trinitario, el beneficio de actividades de refuerzo complementarias en dicha área académica para afianzar las clases desarrolladas en el horario académico habitual. Este curso posteriormente fue aprobado por los Acudientes de los estudiantes seleccionados en reunión de padres de familia el décimo día del mes de junio del presente año, y se acuerda que el curso de refuerzo se desarrollará en la Corporación Educativa Trinitario mediante un Curso gratuito.

En la reunión con los padres de familia al proponer el desarrollo de dicho Curso gratuito a los niños seleccionados se acordó con los padres asistentes a la reunión: que dicho taller de refuerzo sería programado para dar inicio el día miércoles 12 de julio hasta el 11 de agosto (1 mes) del año en curso, en horario de 1:00 a 2:00 de la tarde luego de la jornada escolar: los días lunes, miércoles y viernes.

A continuación, se da el listado de los estudiantes que harán parte del curso de refuerzo en el área de inglés:

1. J. R 1(6-A)
2. Á. M (6-A)
3. J.A (6-A)
4. A. B (6-A)
5. Y. B (6-A)
6. J. C (6-A)
7. J. P (6-A)
8. J. R2 (6-A)

9. M. V (6-A)

10. J. W (6-A)

11. K. Z(6-A)

12. I. R(6-B)

13. S. C (6-B)

14. I. B (6-B)

15. A. H (6-B)

16. J. P (6-B)

17. L. P (6-B)

18. J. C (6-B)

19. C, M(7-A)

20. L. A (7-B)

21. C. P (7-A)

Se agradece al Departamento Académico y Directivo de la Corporación Educativa Trinitario por toda su colaboración en este proyecto y se anexa la circular que firmarán los padres para sentar fe de su aprobación a la asistencia del mismo.

Atentamente:

Andreineth González C.

CC. 1.047.488.648 de Cartagen

Vianis Paternina R.

CC. 45.593.814 de Turbaco

Dubanis Chico M.

CC. 1.143.370.289 de Cartagena

Cartagena, Bolívar 10 de Julio de 2017

Estimado padre de familia

La presente es para recordarle lo acordado en la reunión del día 10 de junio del año en curso, en la cual fue aprobado un Curso de Inglés para afianzar los conocimientos sobre dicha asignatura, se les recuerda que este curso **no tendrá costo alguno**, solo se les pide su consentimiento y la asistencia de su hijo(a) al mismo.

El curso se desarrollará los días LUNES, MIÉRCOLES y VIERNES después de clases académicas; en el horario comprendido entre 1:00 PM a 2:00 PM. Dando inicio el día 12 de Julio Hasta el 11 de agosto del año en curso, para lo cual es necesaria su aprobación.

Yo _____ con CC No. _____, autorizo a mi Hijo(a) para que asista a el Curso de refuerzo en el área de INGLÉS, los días LUNES, MIÉRCOLES y VIERNES después de clases académicas entre 1:00 PM a 2:00 PM, teniendo pleno conocimiento de que dicho curso es gratuito.

Appendix 2: Teacher interview

Interviewer: Buenos días, estamos con el profesor Saladen, aquí en el trinitario, vamos a proceder con la entrevista ¿Cuál es su nombre completo?.

English Coordinator: Mi nombre completo es Fernando Luis Saladen Roa.

Interviewer: ¿Durante cuántos años ha ejercido la docencia en Inglés?

English Coordinator: Con este son veinticinco (25) años ya en la docencia del idioma Inglés, en la enseñanza del idioma Inglés.

Interviewer: Eh, enseñando Inglés en estos veinticinco (25) años ¿Cuál es la principal dificultad que usted ha notado en los estudiantes y porqué?

English Coordinator: Hombre, desafortunadamente. Primero, que todo no todos tienen el mismo nivel de Inglés, encuentro estudiantes que son apáticos a aprender otro idioma, como también hay otros que les gusta, esta es quizás la mayor dificultad que hay. Dos, yo soy consciente que la clase de Inglés debe dictarse totalmente en Inglés, cuando tu empiezas a dictar la clase totalmente en Inglés encuentras un choque precisamente con esos estudiantes que no les gusta el idioma y se les hace la vida más difícil, entonces que implica que el 80% de la clase se de Ingles y el otro 20% en castellano, eso en el fondo también dificultad la enseñanza del mismo idioma.

Interviewer: Dentro de la misma, lo que usted comenta que tiene que enseñar en su lengua materna, ¿Usted considera que una de las dificultades del aprendizaje del Inglés es que sea dictadas en español y que a su vez las dificultades que presenta el estudiante en su lengua materna influye en alguna manera a el aprendizaje del segundo idioma?

English Coordinator : Claro, indudablemente, muy a pesar que nuestra lengua castellana se deriva del latín, lengua romance y el Inglés sea una lengua anglosajona, recordemos que el idioma Inglés también tiene influencias latinas, si el estudiante no maneja bien su idioma, quizás mucho menos va a manejar el otro, porque realmente hay quizás estructuras similares o parecidas, eso por un lado y lo otro era que, um, que al no poder, eh, tener una buena gramática en su lengua materna, quizás se le va hacer todavía más difícil tenerlas en otra lengua, eso también es una de las dificultades que tenemos para la enseñanza y el aprendizaje.

Interviewer: ¿ Cree usted que hoy en día contamos con las herramientas libros, ayudas didácticas suficientes como para poder fortalecer el lenguaje de una segunda lengua para que no sea aprendida si no que sea adquirida?

English Coordinator: Considero, que no y si el estado piensa de que de aquí al 2025 todo el mundo debe saber el Inglés, va a tener que mejorar la infraestructura para que haya buenas herramientas, fíjese ¿cuáles son las mejores herramientas?, las de los colegios como se le llama aquí colegios pupis de cartagena, el Jorge Washington, el International School, el Colegio Británico, el Cartagena de indias, todos esos colegios tienen hasta laboratorios de idiomas, pero de colegios no bilingües o que están en vías de serlo a futuro tendrían que mejorar la infraestructura he allí el problema de que aquellos colegios, y me queda la duda que supuestamente y entre comillas están certificados con el ISO 14001, o el sistema de calidad , que el sistema de calidad conlleva, a que se hagan convenios como por ejemplo, como el Centro Colombo Americano (COLOMBO), y hay colegios que lo tenían, y lo tienen ¿por qué? como no tienen las herramientas y la infraestructura tiene que hacer convenios con estas instituciones para que puedan ser certificadas, pero eso implica también que la pensión suba, ahora váyase usted a un colegio público, ¿se podrá hacer un convenio con estas

instituciones? Complicado, complicado porque no hay dinero suficiente para eso, entonces, yo creo que hay una paradoja o una contradicción, se habla de que para el 2025, el estudiante debe saber idiomas y se habla especialmente en colegios públicos, ni siquiera en colegios privados, pregunto entonces, si tiene el estado la infraestructura porque el dinero lo tiene, pero si tienen los colegios públicos, sobre todo la infraestructura para ello?. Yo no lo creo

Interviewer: Estos veinticinco (25) años de experiencia le han dejado a usted muchas enseñanzas y ha permitido ver las dificultades que tienen los niños ¿cuál cree usted que sería la mejor sugerencia para nosotras como futuras docentes, para que estos tipos de problemas desde la lengua materna, no tenga tanta influencia en una segunda lengua en la adquisición o en el aprendizaje de una segunda lengua?.

English Coordinator: Fíjese que la, para mi, para mi, yo me he dado cuenta que, el mejor indicio para que un estudiante le tome amor al Inglés, es primero motivarlos a que les guste el idioma, si el profesor no tiene el dinamismo y la motivación para ellos no lo van hacer, porque es posible que el profesor no los enseñe hablar Inglés pero si es posible, que los inspire a que cuando terminan el bachillerato estudien Inglés. A mi modestia aparte me ha sucedido eso quizás, no salen aprendiendo Inglés pero cuando ya están en once (11), inician el estudio de Inglés o cuando terminan el bachillerato, dicen ese profesor me inspiro a que me gustara el idioma, entonces lo voy a estudiar como carrera no solo como una segunda lengua, fíjese que ahora la Universidad de Cartagena abrió la carrera profesional en lenguas modernas y el Inglés sobre todo siendo una lengua universal, se ha expandido especialmente en una ciudad turística como Cartagena de Indias, entonces yo diría que el mayor consejo que yo podría dar a estas nuevas generaciones de docentes es que tengan, primero la motivación y el dinamismo para que inspiren a sus estudiantes en el idioma, hay dos cosas

diferentes, ser profesor y ser maestro, el profesor, profesora por así decirlo una ciencia o una rama, el maestro no solo la profesora, el maestro inspira a sus estudiantes, para que sean un modelo a seguir de ellos Faustino Sarmiento decía algo que es muy cierto “Los discípulos son la biografía de sus maestros”.

Interviewer: Bueno así podemos concluir con esta frase celebre, esta entrevista dándole muchas gracias al profesor Saladen y que esperemos podamos continuar, eh, con esta investigación, para que así podamos en un posible grado llevarla a un trabajo de grado, si es posible en un futuro, gracias señor Saladen.

English Coordinator: Muy amable.

Appendix 3: Assessment rubric

Grades	Vocabulary used	Content	Grammar and sentence structure	Reading comprehension	Coherence	Pronunciation (Oral production)
5	Used correctly vocabulary and expression	The content is accurate and comprehensive.	Applied the structure correctly	Identifies theme or message and supporting details correctly	Ideas and arguments were logically organized and the text is coherent	Student uses a clear voice and correct, precise pronunciation
4	Used with little difficult vocabulary and expression	The content is generally accurate and reasonably complete	Applied the structure with some errors	Identifies theme or message with some difficulties and supporting details correctly	Ideas and arguments had some mistakes about logically organized and the text had less coherent	Try to use correctly pronunciation, but with a few mistakes

3	Used vocabulary and expression	The content is sometimes inaccurate or incomplete.	Applied the structure but have difficulties to use	Identified with difficulties theme or message and supporting details	Ideas and arguments were logically organized and the text was coherent although had mistakes	Learners had some mistakes about pronunciation
2	Used vocabulary and expression with difficulty and waver	The content is inaccurate or overly general.	Applied the structure with difficulties	Had difficulties to understand theme or message and learner do not support detail	Ideas and arguments were not logically organized and the text is coherent	Was difficult to understand her/his
1	Did not use	Did not evidently use	Did not use	Did not understand	Not coherence	Was impossible to understand

Appendix 4;internship certificate



CORPORACIÓN COLEGIO TRINITARIO

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RESOLUCIÓN DE APROBACIÓN N° 4330 DIC/03/07
NIT.900119662-3 - DANE 313001005098

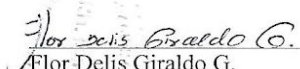
LA DIRECTORA DE LA CORPORACION COLEGIO TRINITARIO

HACE CONSTAR:

Que **VIANIS ESTER PATERNINA RODELO** identificada con CC N° 45.593.814 de Turbaco-Bolívar realizó sus prácticas pedagógicas en el área de inglés en los grados de primero de Básica Primaria hasta sexto de Básica Secundaria en esta Institución Educativa.

Para mayor constancia se firma y sella en la ciudad de Cartagena de Indias D. T.

Y C. el 01 de Junio de 2017.


Flor Delis Giraldo G.
Directora

San Fernando K 82 N° 22-124 Cartagena - Tel 6539572. Email colegiotrinitati@hotmail.com

Appendix 5:

Corporacion Colegio Trinitario Test of English Assessment for teaching

Date:

Course:

Grade:

A. Your personal Information:

- 1 . What's your name? _____
2. How old are you? _____
- 3 . Where are you from? _____
4. Where do you live? _____
5. What do you do? _____
6. What do you want to do? _____

B. Read and respond this answer:

Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter.

Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.

Fill in the chart with the suitable information from the text. Write "no" if we have no information.

name	Mary				
age				36	
hair					blonde
eyes					
job		bus driver			
friend(s)					
pet(s)			hamster		
pet's name					

c. True or false, put a tick into the correct place

sentence	true	false
1) Mary has got a spider.	<input type="checkbox"/>	<input type="checkbox"/>
2) Mary's mother is 38 years old.	<input type="checkbox"/>	<input type="checkbox"/>
3) Nick is Sean's father.	<input type="checkbox"/>	<input type="checkbox"/>
4) Sean has got a sister.	<input type="checkbox"/>	<input type="checkbox"/>
5) Mary has got two brothers.	<input type="checkbox"/>	<input type="checkbox"/>
6) The children have got four friends.	<input type="checkbox"/>	<input type="checkbox"/>
7) Tiny is a horse.	<input type="checkbox"/>	<input type="checkbox"/>
8) John is a bus driver.	<input type="checkbox"/>	<input type="checkbox"/>
9) Tom is Peter's friend.	<input type="checkbox"/>	<input type="checkbox"/>
10) Fluffy is a cat.	<input type="checkbox"/>	<input type="checkbox"/>

1

Appendix 6: Table of record of grades of the third and last period of the school

Learner's name	Third Academic Period	Final Academic Period
J. R1	2.8	4.7
Y. S	5.0	4.6
A.B	4.0	4.2
J.R 2	3.5	4.0
K.Z	3.0	4.0
M. V	3.2	4.5
Y.B	---	----
J.P	2.9	4.0
Y.C	3.0	4.0
S.P	3.2	4.3
I.B	2.9	4.3
A.O	4.4	4.6
J.A	3.0	4.2
Promedio	3.0	4.2

Appendix 7: Attendance chart of the reinforcement course

July							August							
Learner's name	12th	14th	17h	19th	21th	24th	26th	28th	31th	2th	4th	7th	9th	11th
J. R1	X	X	X	X	X	X		X	X	X	X	N	X	X
Y. S	X	X	X		X	X	X	X	X	X	X	A	X	X
A.B	X	X	X	X	X	X	X	X	X	X	X	T	X	X
J.R2	X	X	X	X	X	X	X	X	X			H	X	X
K.Z	X	X	X	X	X	X		X	X	X	X	I	X	X
M. V	X	X	X	X	X	X	X	X	X	X	X	O	X	X
Y.B		X	X	--	---	----	---	---	---	---	---	---	---	---
J.P		X	X	X	X	X	X	X	X	X	X	N	X	X
Y.C		X	X	X	X	X	X	X	X		X	A	X	X
S.P		X	X	X	X	X	X	X	X		X	L	X	X
I.B			X	X	X		X	X	X	X	X	HO	X	X
A.O			X	X	X	X	X	X	X	X	X	LI	X	X
J.A				X	X	X	X	X	X	X	X	DAY	X	X

Appendix 8: Reinforcement course notes square

Learner's name	Assessment -for-knowle dge	Free activities	Act. 1	Act. 2	Act. 3	Performance	Interview	Final grade
J. R1	5.0	5.0	4.5	5.0	4.5	5.0	4.5	4.7
Y. S	4.3	4.0	4.0	5.0	5.0	4.5	5.0	4.6
A.B	3.5	5.0	4.5	4.5	5.0	5.0	4.8	4.6
J.R2	4.0	3.0	4.0	4.5	3.0	3.5	4.0	3.1
K.Z	2.0	3.0	2.5	5.0	4.0	3.5	4.0	3.4
M. V	2,1	3.5	3.5	4.0	5.0	4.0	4.3	
Y.B	2.0	----- -----	----- ---	----- --	----- --	-----		-----
J.P	2.3	3.0	2.5	4.0	4.5	3.5	3.5	3.3
Y.C	1.5	4.0	3.5	5.0	3.0	3.0	3.5	3.4
S.P	1.2	3.0	2.0	5.0	5.0	3.6	4.3	3.4
I.B	1.0	3.0	5.0	5.0	4,5	3.0	4.3	3,5
A.O	1.0	5.0	5.0	5.0	4.5	4.0	4.0	4.0
J.A	1.0	5.0	2.5	5.0	4.0	4.5	4.0	3.7
Promedio	2.4	3.8	3.6	4.7	4.3	4.0	4.1	3.5

Appendix 9: Assessment for teaching result

Corporacion Colegio Trinitario Test of English Knowledge assessment

Date: _____ Course: _____ Grade: _____

A. Your personal Information:

1. What's your name? _____
2. How old are you? _____
- 3 --Where are you from? _____
- 4 - Where do you live? _____
- 5 - What do you do? _____
- 6- What do you want to do? _____

B. Read and respond this answer:

Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter.

Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes.

Jane hasn't got a pet. She has a friend. Her name is Laura.

Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John.

Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie

Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.

Fill in the chart with the suitable information from the text. Write "no" if we have no information.

name	Mary					
age				36		
hair					blonde	
eyes						
occupation		bus driver				
friend(s)						
pet(s)			hamster			
pet's name						

014

C. True or false. Put a tick into the correct place.

1. Mary has got a spider.
2. Mary's mother is 38 years old.
3. Nick is Sean's father
4. Sean has got a sister
5. Mary has got two brothers.
6. The children have got four friends.
7. Tiny is a horse.
8. John is a bus driver.
9. Tom is Peter's friend.
10. Fluffy is a cat.

False

True

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

What is your name?

My register
mai register

My name is anand grande

Where are you from?

I am from US United States

How old are you?

I am twenty one years old

Where do you live?

I live in Californian neighborhood

What do you do?

~~Sing~~ ~~teacher~~ teacher

What do you want to do?

Sing

PS	PC
Eat:	Eat:
She eats pizza ✓	She ^{is} eating pizza ✓
he eats pizza ✓	he ^{is} eating pizza ✓
Run:	Run:
She runs in the park ✓	She ^{is} running in the park ✓
he runs in the park ✓	he ^{is} running in the park ✓
Sing:	Sing:
she sings ✓	she ^{is} singing ✓
he sings ✓	he ^{is} singing ✓
act:	act:
she acts ✓	she ^{is} acting ✓
he acts ✓	he ^{is} acting ✓
walk:	walk:
she walks ✓	she ^{is} walking ✓
he walks ✓	he ^{is} walking ✓
write:	write
she writes ✓	she ^{is} writing ✓
he writes ✓	he ^{is} writing ✓
Play:	play:
she plays ✓	she ^{is} playing ✓
he plays ✓	he ^{is} playing ✓
read:	read:
she reads ✓	she ^{is} reading ✓
he reads ✓	he ^{is} reading ✓

cook: PS
she cooks
he cooks

cook: PC
She's cooking
he's cooking

Dance:
 the Dances
 re pants

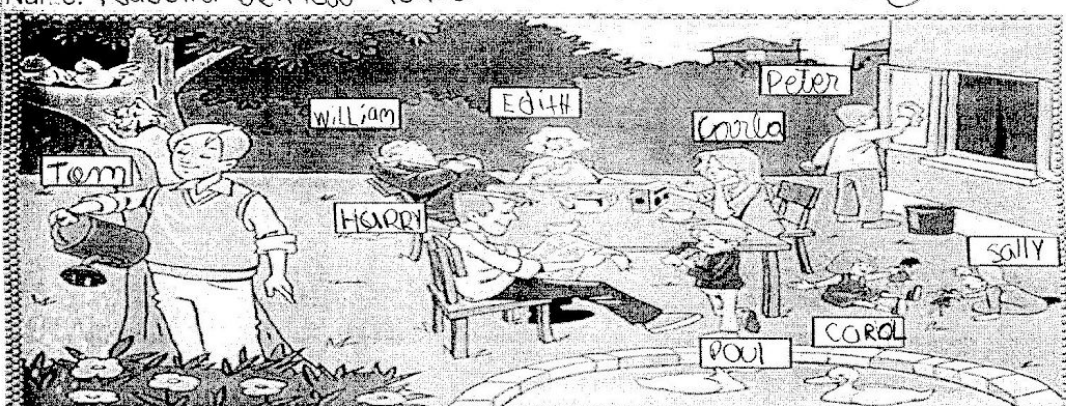
Dance:
she ^{is} dancing
he ^{is} dancing

jump:
she jumps
he jumps

jump:
she jumping
he jumping

Appendix 12: Activity 1

Name: Isabella Bermejo Torres (5)

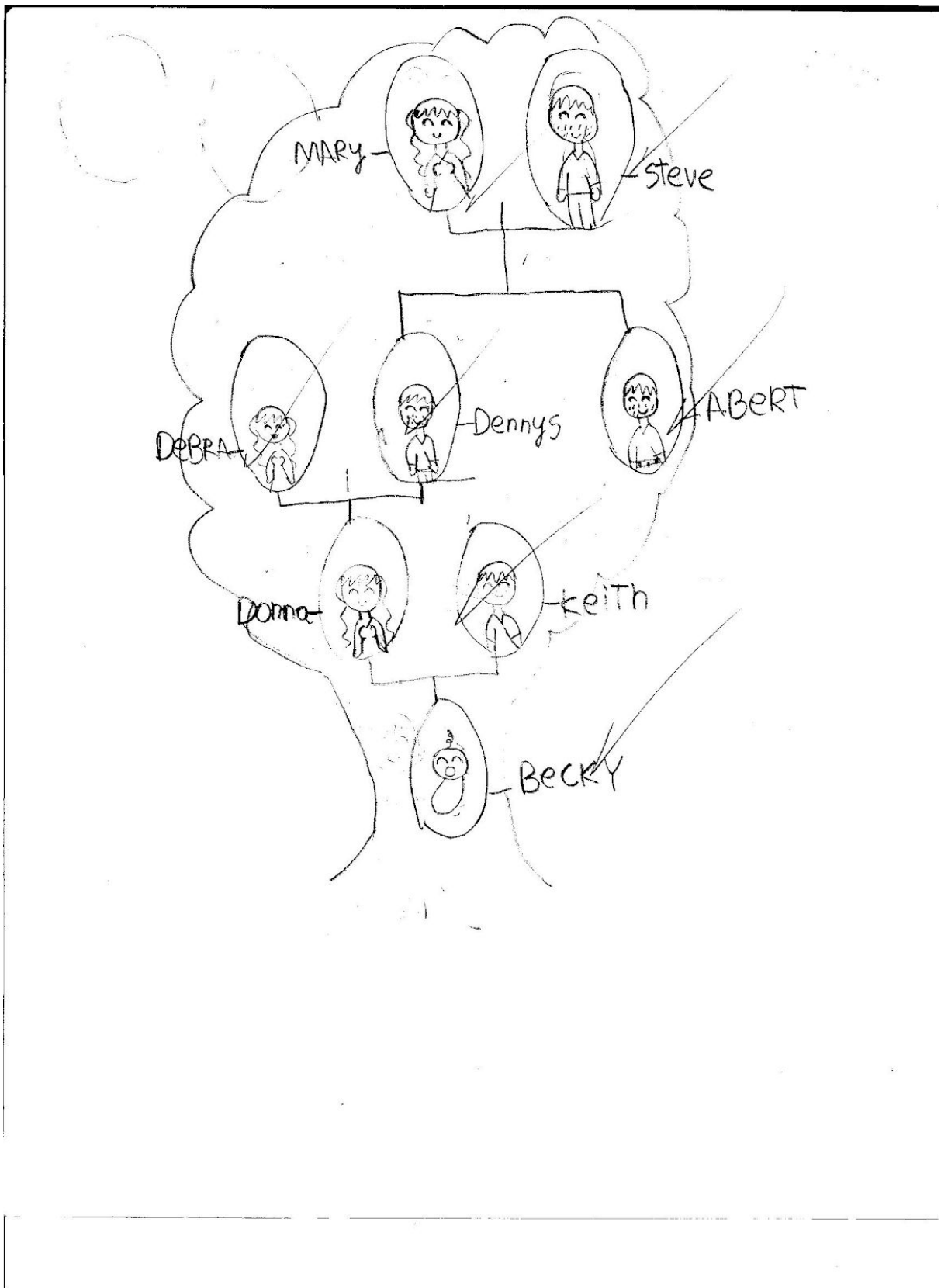


LOOK AT THE PICTURE, READ THE SENTENCES AND WRITE THE NAME IN THE RIGHT BOX.

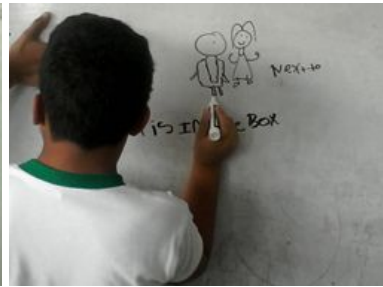
- 1- I'M CAROL. I'M PLAYING WITH A GREEN DOLL.
- 2- HARRY IS MY FATHER. HE IS READING THE NEWSPAPER.
- 3- CARLA IS MY MOTHER. SHE IS LISTENING TO THE RADIO.
- 4- EDITH IS MY GRANDMOTHER. SHE IS DRINKING TEA.
- 5- WILLIAM IS MY GRANDFATHER. HE IS SLEEPING.
- 6- PETER IS MY BROTHER. HE IS CLEANING THE WINDOWS.
- 7- SALLY IS MY SISTER. SHE IS PLAYING WITH ME.
- 8- PAUL IS MY COUSIN. HE IS EATING A SANDWICH.
- 9- TOM IS MY UNCLE. HE IS WATERING THE PLANTS.

Read the following article and draw the family tree

My name is Dennis and this is my family tree. My father's name is Steve. He is an architect and he lives in Texas with my mother Mary. My mom is a very talented artist. She paints beautiful pictures. I have one brother named Albert. He's a computer engineer. My wife's name is Debra. She's a nurse at the same hospital where I work. I work in the lab. My daughter Donna is a doctor in New York. Donna's husband's name is Keith. He's a restaurant manager. They have a little girl named Becky who is three years old.



Appendix 13 : Learners did sentences using preposition of place



Reading Activity. Prepositions.

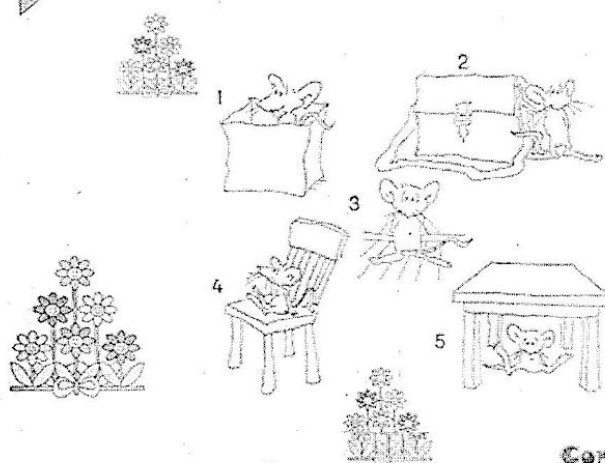
(3)

Read this poem about Cinderella.

Cinderella entered the ballroom ~~at~~ eight
 and danced with the prince. ~~Until~~ late
 The clock ~~on~~ the wall struck midnight.
 This turned her face pale and white.
 Cinderella fled and jumped ~~over~~ the
 gate.

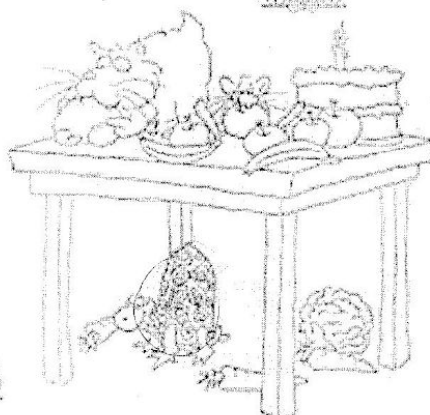
The prince told the king that day
 He must find her ~~before~~ May but the
~~next~~ day ~~at~~ 2:00, Cinderella put
 her foot ~~in~~ the shoe, and they
 Wed ~~in~~ the church ~~on~~ Saturday.

There is/there are and prepositions of place



Complete with in, on, under, next to

- 1-the mouse is in the box.
- 2-the mouse is next to the bag.
- 3-the mouse is on the floor.
- 4-the mouse is on the chair.
- 5-the mouse is under the table.

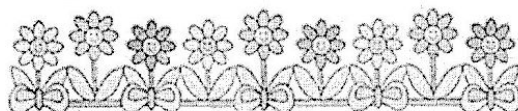
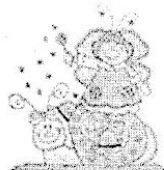
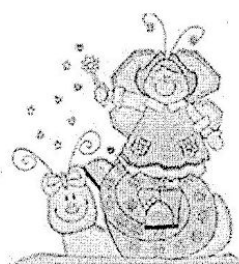


Complete with there is/there are and prepositions of place

- There is a birthday cake on the table.
- There are three carrots on the table.
- There is a carrot next to the cauliflower.
- There is a cat on the table.
- There are five apples on the table.
- There are two bananas on the table.
- There is a tortoise under the table.
- There is a mouse under the cat and the cake.
- There is a candle on the cake.

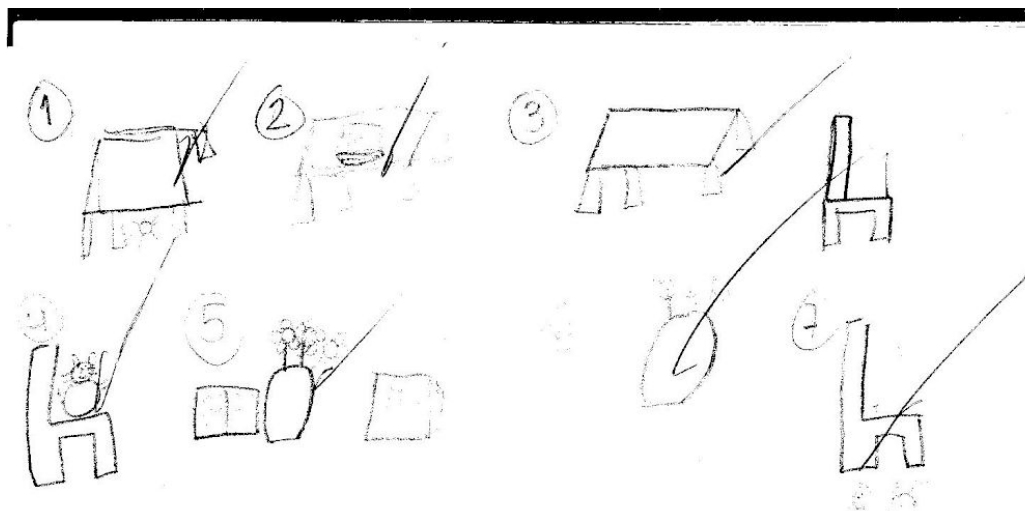
Now read and draw on your copybook.

There is a spider and its web under the table. There is a book on the table, there is a chair next to the table. There is a cat on the chair. There is a vase between the book and the album, there are three flowers in the vase. There are a snake and a hamster under the chair.



Teacher Michela

ISLCollective.com



Appendix 16

mi experiencia muy divertida con los
 Profesores y con mis compañeros
 y alavez que estoy compartiendo
 con mis compañeros puedo
 aprender inglés

En los clases de inglés me he sentido muy
 bien, alegre por que puedo practicar otro idioma
 con compañeros y profesores. La señora Bonis es muy
 amable con cada uno de nosotros, andy también
 cuando tenemos una duda nos la aclara y Dubonis
 muy buena cuando no sabemos nada nos brinda apoyo
 para aprender y si me siento muy bien porque
 puedo aprender con profesores que nos brindan
 apoyo y hacen un sacrificio por venir acá a
 enseñarnos.

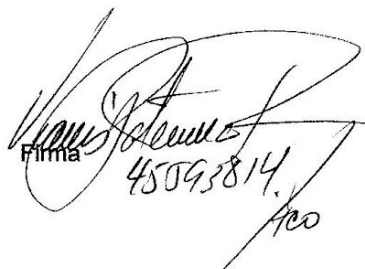
Appendix 17: Parents permission for the interview of the student

2. FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, Emilcen Osorio Gil, acepto participar voluntariamente en el estudio: "Reading skill: to improve the english learning process and students' motivation, in sixth grade at Trinitario's school through dynamic assessment and SIOP".

Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y estas han sido respondidas. No tengo dudas al respecto.

Emilcen Osorio Gil
Firma Participante


Firma
45093814
/20

Lugar y Fecha:

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.

Appendix 18: Students' Interview:

Interviewer: Vianis Paternina Rodelo

Interviewer: Hoy 15 de diciembre, me encuentro con uno de los chicos que hizo parte del curso y le vamos a hacer una entrevista.

La primera pregunta es. ¿Antes del curso, cuál fue tu desempeño ante la asignatura (English language)?

Student: Antes del curso eh... no me gus... me iba mal porque no me gustaba la asignatura y ya.

Interviewer: ¿Después del curso que cambios hubo al respecto?

Student: después del curso... me iba bien, eh... me gustaba más porque lo entendía más y... me iba bien, en las notas.

Grandmother: (whisper) ay miya...

Student: tanto que me eximieron.

Interviewer: ¿Qué fue lo que más te llamó la atención dentro del desarrollo del curso?

Student: Era divertido porque jugábamos aplicando el Inglés

Interviewer: ¿Que te gustaría que se implementara en el proceso de enseñanza del inglés durante el curso?

Students' Grandmother: (whisper; she was scolding the little girls in the living room)
Bueno ya

Student: me parece que como estaba el curso estaba bien

Interviewer: Señora madre de la niña, ¿Qué tal le pareció el curso y el desempeño de la niña después del curso? y me gustaría que me comenta ¿Qué problemas tenía la niña antes de realizar el curso en el desempeño académico?

Students' Grandmother: ji, ji,

Students' Mother: Bueno, Yo soy la mama de la estudiante que en el primer periodo tuvo muchos... muchas dificultades académicas, de hecho la materia le quedó perdida, entonces por eso me la incluyeron en la, en la recuperación, esté, donde le dieron el curso donde quede muy contenta porque la niña subió mucho de nivel, inclusive en el último periodo quedó eximida de la materia. Este...

Interviewer:(whisper) Dentro de los comentarios...

Students' Mother: Dentro de los comentarios de los padres de familia estaban a disgusto porque ellos hubieran querido que todos los niños de todo el curso de todo el salón hubiera este, estado en la... (**Interviewer:** whisper... *nivelación*) nivelación, porque hubieron muy buenos comentarios y todos los niños subieron mucho el nivel en la materia.

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