THE IMPLEMENTATION OF CHILDREN'S LITERATURE AS A RESOURCE FOR TEACHING ENGLISH IN A PUBLIC PRIMARY SCHOOL IN PEREIRA

CLASSROOM PROJECT

Sandra Lily Atehortua Barco

Vanessa Alexandra Serna Grajales

Laura Juliana Serna Vera

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Lengua Inglesa

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Asesor: Sandro Alfonso Echeverry Palacio

Universidad Tecnológica de Pereira
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1. ABSTRACT

This classroom project was accomplished with thirty-five first graders by a pre-service teacher and two observers from the B.A. in English language teaching at the UTP. The purpose of the project was to determine how the implementation of children's literature, selected according to students' likes and proficiency level, contributes to the process of learning English as a foreign language. The information collected was recorded in different observation reports. The results are divided into three categories: professional growth, students' responses and linguistic outcomes. The results of the first category showed how effective were the strategies used to guide learners in the comprehension of the stories and the learning process itself. In the second one, patterns of motivation and participation could be observed in the activities proposed.

Finally, in the third category, it is shown the learners' progress in terms of interpretation of headings and images before and during the reading process. We conclude that children's literature is a resource that teachers can implement in the classroom to help children to learn English and to develop personal involvement and cultural awareness.

2. RESUMEN

Este proyecto de aula se llevó a cabo con treinta y cinco estudiantes de primer grado por un profesor en práctica y dos observadores de la licenciatura en lengua inglesa de la UTP. El propósito del proyecto fue determinar cómo la implementación de la literatura infantil, seleccionada de acuerdo a los gustos de los estudiantes y su nivel de competencia, contribuye al proceso de aprendizaje del inglés como lengua extranjera. La información recogida se consignó en diferentes informes de observación. Los resultados se dividen en tres categorías: crecimiento profesional, respuestas de los estudiantes y resultados lingüísticos. Los resultados de la primera categoría mostraron la eficacia de las estrategias utilizadas para guiar a los alumnos en la comprensión de las historias y del propio proceso de aprendizaje. En la segunda, se observaron patrones de motivación y participación en las actividades propuestas. Por último, en la tercera categoría, se muestra el progreso de los alumnos en términos de interpretación de títulos e imágenes antes y durante el proceso de lectura. Concluimos que la literatura infantil es un recurso que los maestros pueden implementar en el aula para ayudar a los niños a aprender inglés y desarrollar la participación personal y la conciencia cultural.

3. INTRODUCTION

This classroom project aimed to analyse the reasons to bring literature to a classroom full of children with a wonderful imagination ready to start working. As it is said by Koutsompou (2015), the numerous contributions that the use of literary texts in the language classroom can provide to the learners is a relevant reason to include it in the curriculum. Some of those advantages are: exposure to different register and type of language use, listening and reading comprehension improvement, and thinking skill development.

This project was implemented during the first period of the year 2016 in one of the public primary schools of Pereira. While reading this paper, the reader will find that this project is structured in various sessions. First of all, the reason why this project was done and its purpose. Then, the learning and teaching objectives will be specified, the conceptual framework in which will be appreciated constructs around children literature as a main topic. The literature review that concerns two studies that were a base to develop this project. The methodology that explains how the project will be applied, the type of population and the strategies that were used. Furthermore, the reader will find the results after the implementation, in terms of professional growth, students responses and linguistic outcomes, the limitations the pre-service teacher faced in order to accomplish the project and the conclusions after knowing the results that will give to the reader an overview of the impact of the project in the target population.

4. JUSTIFICATION

According to the article "The role of literature in ELT - part one" from the British Council, the inclusion of literature in the language classroom has important advantages. Some of them are the development of personal involvement and readers' cultural awareness as well as language enrichment, thereby the incorporation of this material for teaching English to children will contribute to the process of learning a second language as it interweave the linguistic competence with the imaginary world of the child.

Increasing the amount of reading is one of the goals of Colombian Ministry of Education by the year 2018 due to the fact that in the most recent statistics presented by the DANE (2014) in terms of cultural development, the 48.4% of Colombians said that they had read books in the previous year, but the 15% of them only read one book in the last 12 months. Also, the statistics showed five facts: First, one person read between 1 and 5 books per year. Second, people from 12 to 25 years old are more interested in reading books. Third, most children read for educative purposes and prefer do it in a digital way. Fourth, women read more than men, and the last one, the favorite genres of Colombian people are novels and tales. For these reasons, one of the strategies used to promote the reading development in Colombia is "*La Feria Internacional del Libro*", an event to foster the literature. According to Cuervo (2015), a specialist in oriental teaching methods, this space promotes the use of the Japanese method of Kumon, which deals with the improvement of the reading habits of young learners from 3 to 12 years old and the promotion of interpreting, and comprehending texts.

Despite this data seems to be positive, Colombia has one of the lowest rates of reading in contrast to other Spanish speaking countries, but it is the second Iberoamerican country with major number of libraries per municipality. Pereira counts with 42 communitary libraries and with the public library *Ramón Correa Mejía* that is available the 24 hours, and its reading level reaches 4.1 books per person in a year.

Referring to projects that foster literature in schools, In 2014, two different reading projects were carried out in Risaralda, the first one was called *"Ojitos Literarios"* implemented with third, fourth and fifth graders at the school *Juan Manuel González* in Dosquebradas, the aim was to promote the reading habit in children by participating voluntarily in the reading time and during the breaks. The second one was called *"La Manta de Historias"* which was developed in 26 rural schools in the municipalities of Santuario and La Celia, the aim was to expose children to different type of literature, especially fairy tales and fables to capture the moral and values of them in a piece of fabric and elaborate a quilt where they sat to listen to new stories. In terms of English reading, *El Banco de la República* and the *English Licenciatura Programme* offer spaces for children, teenagers and adults where they can interact with authentic English literature, these events are called *"Hora del Cuento en Inglés"*.

The national bilingual programme *Colombia bilingüe 2004 - 2019* is a strategy of the Ministry of Education to train competent citizens in a global social interaction. It offers an accreditation of quality to the institutions of non-formal education that have in their curriculum the teaching of English and the reinforcement of *Licenciaturas* in languages/English in public and private universities. It pretends by the year 2019, students finish their high school education

with a B1 English level, according to *"Estándares Básicos de Competencia Extranjera: Inglés"*

parallel the English teachers may dominate at least a B2+ Level. Dealing with English teaching

in the school where this project will be carried out, *Instituto Tecnico Superior* primary branch,

the target population will be first graders who are exposed to two hours of English class per

week, even though some reading activities are conducted in higher grades, the lower grades are

encouraged to the development of writing skill.

Because of the lack of reading habits, this project is designed to facilitate the English

learning process by the implementation of children's literature in the classroom. It pretends to

give learners the opportunity to interact with authentic English literature previously selected

based on their English proficiency level, ages and interests. Additionally, it allows learners to be

exposed to the English language as well as the culture, and to enhance their English level.

As in the school there are not reading projects that encourage the lower grades learners to

have reading habits especially in English, it is important to give students the opportunity to

interact with authentic English literature. To expose children to this type of literature in the

school is an effective tool on the grounds that they will have some guidance by the teacher in

different aspects such as: vocabulary, sequence of the story and reading strategies. Another

relevant aspect is the collaborative learning process in which they will be involved since learners

can provide help in making the process simpler and motivating others with positive experiences.

Furthermore, based on the statistics one of the favorite genres of Colombian readers are tales, it

is considered an important factor due to the fact that the target population is first graders and

taking advantage of their development of imagination the use of fairy tales, fiction stories and

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fables motivate students to use English in the classroom and make them feel free creating in their

mind what is happening in the story.

According to the *"Estándares Básicos de Competencias en Lengua Extranjera: Inglés"*

the development of the sociolinguistic and pragmatic competences are required in the English

planning of a lesson in order to enrich the awareness of foreign cultures. For this reason,

including cultural items of an Anglophone country such as: characters and objects was taken into

account at the moment to present a story.

Finally, children will increase their English level by learning new strategies they could

implement to understand unknown vocabulary at the time they interact with a very important

aspect of the English culture that is English literature. It will benefit the knowledge about

formulaic language used in English to introduce, show sequence, conclude and in some cases to

give the moral of a fictional story.

5. OBJECTIVES

5.1. Learning objectives:

The students will be able…

- To recognize the vocabulary they are exposed to, through reading strategies.

- To retell the stories presented mentioning the main events.

- To use the strategies of prediction to grasp the global meaning of the stories.

5.2.Teaching objectives:

The practitioners will be able…

- To guide students in the use of reading strategies such as prediction, interpretation of images and reading aloud to comprehend stories.

- To articulate children's literature in English learning in primary school learners.

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6. CONCEPTUAL FRAMEWORK

According to Abu Rass and Holzman (2010) using books, literature and reading material designed specifically for children based on their likes and needs for teaching English, is a source that has been used in the recent decades in many countries where English has been taught as a second language. The implementation of children's literature has had positive effects at the moment of teaching (Lukens 1995), but it is necessary to know the characteristics of readings for teaching English that should be taken into considerations at the moment to selecting a reading, the purposes of the activities that are design to review the children's understanding, strategies that could be useful for helping students to comprehend what they are reading, the ways that some teachers have applied to integrate stories into the classroom and   genres in children's literature.

6.1. Children's literature

To begin with, children's literature concerns the use of stories that children enjoy listening and reading. Lukens (1995) affirms that children's literature is a body of texts which are made for a specific audience, who in this case are children. The author believes that children's literature should be defined in terms of style like fairy tale, comics, fantasy, legend, short story, and quality; this means using different types of reading material in reference to genres exposes the learners not only to authentic material but also from simple to complex reading comprehension levels. On the other hand, Thibault (2000) defines this term just like a way to use books to help kids understand themselves, others, and the world around them through critical literacy due to the fact that they link how the tales characters work in their real life. Also,

Ghosn (2013) considers that children's literature is a kind of advantageous material which motivate children since it addresses topics and themes of interest for them and takes into consideration their developmental needs. The author includes in the children's literature definition, the needs of children in terms of education and how they interact in the society. Those were the definitions provide for the authors. Next in this project, how purposeful children's literature can be in the English learning process as a foreign language.

6.2. General purposes of using children's literature for teaching English

All activities that are proposed and developed after the teacher explains a topic has a purpose. In most cases is to review if the student comprehend the theory by practicing. Some authors like Lukens (1995), Thibault (2000), and Ghosn (2013) explain the benefits of using children's literature. According to Lukens (1995), children's literature promotes thinking skills development at the same time that students improve some aspect of their oral production. She suggests that the use of children's literature could be essential for improving speaking. Thibault (2000) agrees with Lukens and adds other benefits. She argues that children's literature promotes understanding and allows students to build critical literacy. Based on these benefits that the author mention, if children have good reading habits, they could enhance their language, and they could develop their imagination to learn English. Also, Ghosn (2013) comments that it helps students to learn how to face real life situations and it could be an opportunity for them to develop a better attitude in front of their classmates. In addition, other benefits are the improvement of the linguistic competence, the personal involvement, and the cultural enrichment through reading activities in the classroom Carter and Long (1991) and; Collie and

Slater (1987). To attain the advantages that the authors mention, readings should have some relevant characteristics.

6.3. Characteristics of readings for teaching English

To present a story to a child, it is pertinent to contemplate some aspects that a reading should have according to the goal of the activity and the proficiency level of students. Lukens (1995) mentions the importance of teaching English through children's literature, the author explains that expose learners to different kind of book has a positive influence in their learning process due to the fact that learners are not limited in just one type of text or genre. It means that they are preparing themselves in a variety of subjects and types of writing. Additionally, Thibault (2000) suggests about the importance of using accurate reading material, not only in what subjects are involved but also how challenging is the input for learners keeping in mind their language proficiency, she also expresses that is pertinent to focus on the use of readings that are well-written. Ghosn (2013) highlights the use of authentic material. When learners can interact with authentic reading material at home, they can feel more comfortable and motivated to look up for more. On the other hand, Restrepo (2015), focuses on the use of vocabulary and how it is learned incidentally; he mentions vocabulary is a key aspect of the second language acquisition. Based on the previous author's opinions, vocabulary plays an important role in the comprehension procedure. Besides, Griffin and Appel (n.d) coincide with Restrepo saying that vocabulary is a special aspect in this process because kids do not understand what they read without knowing the meaning of some key words .

As a result, learners should learn vocabulary through reading strategies that are essential and beneficial for guess and know the meaning of some words.

6.4. Strategies for reading comprehension

Comprehension is a process that requires some effort by the students, for this fact, reading strategies are positive tools that help them to interpret what they are reading. Echeverry and Nulty (2010), propose two different strategies in order to understand readings. Predicting which has to do with activating prior knowledge and thinking of what the students know about the theme before reading. In addition, Huang, (2010) mentions another which is reading aloud. He draws the attention on the fact that when studying a mother language, speaking follows reading; in contrast to, it has been proved that in the L2 sometimes reading follows speaking. He means reading aloud connect reading with speaking. The ability of speaking requires students learn to comprehend. Additionally, he mentions that this technique has five functions: First, students can practice stress, intonation, rhythm and correct their dialect effectively. Second, they can improve their oral English skills by fostering disfluency, improper pauses, tone, and volume. Third, they can develop reading comprehension in order to understand the main message. Fourth, they can reinforce their four competences. using reading aloud activities, teachers can control the whole group, or they can use it as a warm-up activity. in conclusion, reading aloud has many benefits, some of them are; improve oral expression and improve basic skills. Similarly, Tost (2013) coincides with Huang by contemplating the idea that reading aloud is a technique for students improve pronunciation, fluency and comprehension.

On the other hand, Camargo and Orbegozo (2010) highlight the importance of using the sight word strategy. it has to do with the relationship between reading comprehension in the second language and students´ life experiences while students are using it. Because working with the youngest learners requires teach them strategies to grasp simple texts, students should

use strategies that involve more pictures than words. Anderson and Richards (1993, cited by Thibaul 2003) support the implementation of picture books along with STW strategy (What do I **S**ee?, What do I **T**hink?, What do I **W**onder?) which enables learners focus on illustrations, encourages prediction and critical thinking and stimulates curiosity.

6.5. Teacher's presentation of literature

In order to understand what strategies teachers should employ in the development of each skill, teachers have to keep in mind how they will present the English literature to young learners at the classroom. To engage students around this, teachers should take into considerations the manner of working and the material they use so as to introduce it. Brumfit and Carter (1986) conclude that teachers should show love for literature, so in that way learners will be motivated. The authors explained two different stages at the implementation of children's literature in language classrooms. The first stage is to enable students to 'experience' literature allowing them explore the material and choosing what they want to read at first; and the second one is to enable them to describe, explain, or account for the experience, it can be done through oral or written exercise where they tell how they feel with what they read. It is an inductive way for professors interact with their pupils to know their likes, joys and dislikes.

Similarity, Kasten (2005), illustrates the fact that teachers must know the ways to connect readings with the lessons according to the pedagogical purpose of each class so as to engage learners to read with love and passion. For achieving that, in every class should be presented a different story to catch the student's attention.. Other way to work on children´s literature according to Mayer (2001) is through multimedia tools such as educational videos

which promote learning. He states that the implementation of this type of videos is other

 manner to allow pupils to learn from words and images. Although he explains that viewing

 may be appear as a passive action, it is an active cognitive process that let students

comprehend. He means comprehension is a process that works by matching words with what its

right graphic representation.   Additionally, the Institute of Teaching and Learning Innovation of

University of Queensland, Australia supports the use of technology in the classroom. It explains

how useful is for a language class the implementation of voiceless videos as a tool to stimulate

learners' interest and oral skills through predicting and discussing activities guided by the

teacher and exercises which make learners concentrate in specific information to answer post

viewing activities.

6.6. Genre in literature for children

At the moment to present reading into the classroom, it is important to know the

children's interest to choose the right reading for a group of students. Luckens (1995) affirms

that children should be exposed to different kind of books in order to learn English. The author

insists that this factor has a positive influence in the learning process due to the fact that

beginners are not limited in one type of text or genre. In other words, they are preparing

themselves in a variety of subjects and types of writing. Although Luckens thinks that students

should read different types of readings like fiction, novels, fairy tales, suspense, terror, fables,

poetry, realism and so on, Molina (2013), examines the significance of learning English and

reading comprehension through English novels. For this reason, he proposes the use of

storyboards (organizers with sequences of drawings and short dialogues) because it is a good

technique for learners to improve their second language, he reflects on reading comprehension

skills into the Colombian context saying that reading comprehension has not been considered as a model in this country, especially in elementary and secondary settings on the grounds that comprehension is not important for Colombia education. On the contrary, Tunnell and Jacobs (2010), reveal that contemporary realistic fiction could be a good option for children because this genre illustrates real stories that are similar to some experiences of students and the characters are familiar to the readers as some students could share the same adventures, disappointments and hopes.

All the authors stated above express that children literature is a good source not only for improving reading comprehension but also for oral skills, cognitive abilities and linguistic competences; for obtaining all the benefits that readings bring is pertinent that teachers of a foreign language consider some relevant aspects. First, it is necessary to know the concept of children's literature and the features related to it. Second, it is relevant take into consideration the characteristics that readings should have. Based on the major authors, the most important is vocabulary which should be suitable for the level of the students. Third, reading strategies play an important role at the moment to get the main idea of a reading. Although there are several strategies for reading, the most profitable ones are predicting reading aloud and STW strategy. Fourth, to present a reading activity is important to consider the way that teachers present that activity into the classroom on the grounds that students need to feel comfortable and motivated to develop this types of tasks and finally, teachers should know the likes of students, the context and the subjects that are familiar for them to select the appropriate reading material.

7. LITERATURE REVIEW

Some studies have reported that children's literature is an effective and significant way not only to teach English, but also to help learners to grasp information in L2. Therefore, It is pertinent to know how children's literature have been implemented in the classroom and its pedagogical benefits. This paper overviews some studies that show how teachers in development have used stories to help infants to learn English by developing language skills (Porras, 2010), and the reasons why the implementation of this type of material is useful to activate students' motivation and facilitate learning of a foreign language (Abu Rass and Holzman, 2010).

To begin with, Porras (2010) carried out an action research project in order to implement the use of children's stories for teaching English and help first, second and third graders in a Colombian public school to develop cognitive process and language skills. From a pedagogical approach, this study was conducted by eight teachers in development at Universidad Cooperativa de Colombia who were divided into three small groups to become familiar with research techniques, syllabus design and history teaching methodology. Once they did that, they found students' needs through direct observation, a survey and a diagnostic test which was design to know students prior knowledge of the foreign language. Then the test was divided into two parts: the first one consisted of vocabulary games for creating a relaxing environment and the second consisted of a handout with different vocabulary activities. When they were aware of the students' needs, they designed a proposal about stories created around characters selected by children such as cartoon and fairy tales characters. To work on the proposal, the eight

collaborators designed some classes around the stories they created; for reading, they

implemented pre-reading, while reading, and post reading activities . During the pre-reading

stage they established rapport to present the story by decorating the room with big posters. Then

students were involved in vocabulary games, songs, poems and matching activities. After that,

teachers started reading the story using body language and images in order to help students to

internalize the knowledge. Also during reading, teachers activated students prior knowledge by

making connections between the story and their life, making predictions about what could

happen next, and answering questions about the story. Finally, the teachers checked

comprehension and determined which students used the new language after reading the story.

        The study reported in the results that the student's preferences are conditions that need to

be consider in order to design meaningful and interesting activities. Second, It is helpful

preparing learners by activating their prior knowledge, not only in the target language but also in

their first language. Third, reading comprehension depends on previous experiences and

information already stored in the student's memory. Fourth, pre-reading stage allowed the

teacher to prepare children for checking comprehension. Fifth, teachers should select the

appropriate methodology and didactic material in order to make learning process interesting and

meaningful for children. Finally, the use of stories made the language learning process

meaningful and fun for children.

        From a different sociocultural and linguistic context, similar outcomes are known in a

study with qualitative research methods conducted by Abu Rass and Holzman (2010) who

focused on investigate the use of children's stories in EFL elementary classrooms in Israel. The

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investigators selected one hundred students from fifth and sixth grade and third years teachers

in development from the English Department in the Academic Arab Institute for Teacher

Training at Beit Berl College. During the time that the study was carried out, student-teachers

took a didactic seminar which consisted in three-hour course that links theoretical and practical

issues in teaching English as a foreign language. The first year, teachers dictated three classes at

a week to a group of fifth and sixth grade learners, the classes had the goal to know how to

expose students to several books and the importance of English language in the classrooms. The

second year, they evaluated the process, designed lesson plans for teaching English by using

stories and for the last year, they practiced what they have learned about teaching English twice

a week. After that , teachers gave learners a questionnaire with 19 closed questions about their

attitudes towards the English lesson and two open questions focused on the lessons of the trainee

and the methods used in their instructions. The questionnaire was focused on students' success

or failure in the implementation of the strategy at the classroom and the reasons behind it.

The results of Abu Rass and Holzman´s (2010) research have shown that authentic

children's stories are motivating sources for learning a language. This study indicates that

authentic stories can be an outstanding strategy in EFL classrooms. Therefore, authentic stories

should be considered seriously for being part of the school curriculum in EFL classrooms. A

great deal of communicative activities to include all language skills could be prepared to

facilitate language learning through reading holistic authentic stories. They concluded that the

use of authentic children's stories could be motivating, enjoyable and useful sources for foreign

language learning. Besides, the authors showed that using children's stories in EFL classrooms

could be an encouraging tool for achieving a positive attitude among the learners as well as

teachers. In addition, it could be used as a stimulus for increasing the learners' participation in EFL classroom language learning activities.

To sum up, one of the studies presented in this unit about the use of stories to teach languages were conducted in foreign language classrooms in which the language instruction was in English. The two previous researches support the importance of the use of children's literature to supplement the language learning process. Both presented similar outcomes since they supported the idea of including reading activities into the curriculum or lesson plans as a strategy to facilitate English learning. Also both concern the different types of literature to help trainees to increase intrinsic factors.

General strengths have appeared in the studies mentioned before. Although Porras' study and Abu Rass and Holzman's study were conducted in different settings, both studies are crucial for our project. The studies should be used as a base in our project due to the fact that they work on some of the elements that we expected to include for developing our classroom project such as Porras' work which illustrated how to use some strategies for improving reading comprehension and for teaching English into the colombian context and Abu Rass and Holzman (2010) showed how teachers had applied children's literature as a strategy into classes in Israel.

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8. METHODOLOGY

The purpose of the following section is to state all the information related to the implementation of this project. Therefore, the context, the settings, the profile of the participants involved, the design, the implementation, the assessment procedures and the reflection stage will be described in detail throughout this paper.

8.1 Context

This project was conducted in the *Instituto Técnico Superior sede primaria* which has an agreement with *Universidad Tecnológica de Pereira* and the program of *Licenciatura en lengua Inglesa.* This institution is located in the city of Pereira near to the campus of the university. In general terms, its socio-economical status is between two and six level. Regarding the schedule for primary, it is designed to give students two hours of English per week.

Concerning the educators, they are one per subject and English teachers are around seven and ten. The institutions resources are bilingual dictionaries, computer labs, video beam, speakers and TV. Referring to the syllabus, curriculum and *PEI*, the institution has curriculum, but it does not have a defined *PEI*; teachers use the *guia 22 (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés)* to design the lesson.

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8.2 Participants

Keeping in mind that there are different descriptions of the participants this session is divided in two parts. The first one has to do with the profile of students and the second one explains the role of pre-service teachers.

8.2.1 Students

In the public school mentioned before, the amount of students is 35 in the classroom. They are between the ages of six and seven years old and their proficiency level in English is not clear because the lack of implementation of the national standard.

Referring to the cognitive skills, according to Piaget's Cognitive Stages of Development at this age students are in the preoperational stage (2 to 7 years old) what means that this target population are aware of themselves and one topic at the time, also they have the ability to become things in something else. (symbolic representation). On the contrary, they can not understand concrete logic, they can not manipulate complex information and it is difficult for them to interpret the point of view of people around them.

8.2.2 Pre-service teachers

On the other hand, it is relevant to describe the pre-service teachers profile. There are 3 students of the program *Licenciatura en Lengua Inglesa* of the *Universidad Tecnológica de Pereira.* Their roles were, two observers (interchangeable) and one implementer of the lessons. Also we as a group designed, planned, taught, analyzed and evaluated all the lesson that were implemented during the practicum in order to reflect on three different aspects; professional growth, students' responses and linguistic outcomes in the process of using children's literature

for teaching English. It was applied in a period of time of 1 hour per week in a total of 7 hours at the end of the practicum.

8.3 Design

The practitioners designed the lessons by using selected authentic children's literature according to the learners needs and interest. Keeping in mind what is suggested by Children's Book Council (1995) in terms of selecting the type of text that learners will be exposed; It is mentioned the careful attention that teachers should pay at the moment to choose a tale concerning the complexity of the text. Before applied a lesson, anticipated problems, assumed knowledge, and materials were considered in order to construct a significant class. For the execution of the project, the practitioners made use of lesson plans, authentic children's literature, worksheets, craft sheets, flashcards, colors, markers and videos.

8.4 Implementation

This Project was implemented through the Harmer's (2011) teaching model (Engage, Study and Activate) for developing a class, and by following the pre-reading, while reading and post-reading stages, reading strategies also were implemented such as reading through images, STW, predicting and reading aloud. The project took advantage of these strategies to help students to comprehend short stories, learn English and improve the reading and speaking skill due to the fact that learners were exposed to different activities step by step. ESA allows the practitioners to conduct a class in an organized way by following three steps. In the first phase, students were engaged to take an active role in terms of communication, in the second one, they developed activities to learn and be aware of new concepts and the last one had to do with the

use of the language in order to develop by themselves exercises that involved what they learned during the first and second stage.

8.5 Assessment procedures

Learners were assessed after developing each activity and the practitioners took into account the students' progress through the exercises that they had to perform. Specifically, the assessment focused on how learners used the language they learned. The pre-service teacher used authentic assessment to evaluate the student's process; it involved several forms for measuring students' performance such as oral retelling and portfolios for reflecting on the learning aim, achievements and motivation (Callison 1998). This evaluation allowed the learners know their strengths and weaknesses through their responses orally and in writing. Additionally, practitioners analyzed the results to work on those aspects that needed to be improved with the purpose of helping students to overcome their deficiency in the language.

8.6 Reflection stage

Reflections were done based on student's responses in the classroom evidenced through observation, how effectively learners achieved outcomes mirrored in artifacts and pre-service teachers' professional development throughout teachers' journals. Baxter (1997) explains the benefits of using learner's portfolio when he mentions that it is a tool that allows the teacher and students themselves to assess the process of learning identifying strengths and aspects that need improvement. Besides, he supports the idea claiming that learner´s motivation will be raise since they will keep in the portfolio pieces of work made by themselves and which they think best

represent them and in second place, it is a great way to involve the family in the language

process. The British Council and BBC (2011) also sustain how effective is the use of peer

observations and teachers' journals in reflective teaching on the ground that the teacher who is

implementing the lesson will receive a different perspective and comments to reflect on what is

happening in the classroom. To complement that idea, the authors explain the relevance of the

reflection made by the teacher from her/his own experiences written in the journal or diary about

how the process of learners has been conducted.

  Thus, these reflections concerned the professional growth of the practitioners focusing

on aspects related to classroom management. For instance, grouping, ground rules, time

management, disruptive behavior and teacher talking time - student talking time. It was done

through journals where practitioners wrote their experiences in respect of strengths and aspects

that need to be improved inside the classroom.

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9 RESULTS

The following session aims at reporting the results in terms of professional growth, students' responses and linguistic outcomes by carrying out a classroom project about the implementation of children's literature for teaching English. In this sense, the reflection will be focused on the strengths and challenges evidenced in the enforcement of it.

9.1 Professional growth

Practitioners were focused on different aspects related to professional growth during the execution of this project. Some of those aspects that were kept in mind by teacher in development were: lesson planning, implementation of the activities, classroom management and material.

9.1.1 Lesson Planning

The inclusion of different activities according to students' learning styles was evidenced in the lesson planning. These activities were planned for helping learners to achieve the lessons' aims, which included: coloring and matching, reading aloud and responding to commands. The previous examples involved visual, aural and kinesthetic learners. Also, individual and team working activities were proposed for fostering intrapersonal and interpersonal intelligences respectively. It can be observed that learning styles and multiple intelligences were considered for planning activities.

The following description is an example of a class in which learners were exposed to varied type of activities related to the reading of a story. At the beginning of the class, the

warming up activity required learners to play "rock, paper and scissors", which involved physical movements that helped call their attention. Then, a review was made in order for learners to recall some words that appeared in previous stories they had listened to. Next, in the engage stage, learners listened to the teacher telling the story and then repeated with her some keywords. After that, the teacher checked understanding of the story by asking them some comprehension questions. Finally, the activate stage consisted of coloring and matching the characters and their names made in trace font. Consequently, it was important in this lesson to take into account each student's learning style in order to plan activities that included the use of literature.

Time management was considered as another feature in which improvement was evidenced inasmuch as time assigned for each activity was better managed progressively. At the beginning of the implementation, students spent more than the time allotted in the lesson plans, so some of the activities for the production stage could not be done. As an example, in the lesson plan #11, learners took 10 minutes in a drawing activity that was expected to last 20 minutes, the activity consisted of drawing big, medium and small geometric shapes on their notebooks and color them. In order for them to improve their handwriting, teachers wrote on the board the three words, so students wrote them on their notebooks. As they developed the activity in less than the time allotted, the teacher had to implement a spare activity in which students said what they saw on the board. As a proposed solution, time was taken into account at the moment to plan, according to students' pacing; the pre-service teacher was more aware of how long learners spent doing certain activities. To illustrate, in the lesson plan #19 learners did the activities in the time estimated. Using prediction, teacher introduced "The treasure map" tale and presented keywords,

learners answered reading comprehension questions, participated in choral activities, drew the sequence of the story and solved mazes as it had been planned.

9.1.2   Implementation of activities

Body language, including facial gestures, physical movements and postures was a strategy to help young learners grasp the sequence of a story and the meaning of keywords. Despite students' low level in the foreign language, they comprehended the theme of the stories easily because when they were introduced, students focused on the teacher's physical movements instead of her speech. Thus, when the teacher checked understanding by means of questions, they seemed to assimilate the stories. As an illustration, the teacher performed unknown vocabulary through movements and flounces allowing learners identify the physical appearance of the characters, if it was a human being or not, their attitudes, and the plots of the tales. In addition to the benefits, the teaching process was significantly enriched because the importance of what a person can transmit with the body received confirmation showing how powerful the body language is and how relevant is its use as a tool for communication.

Teacher simplification of the language used during instructions and the demonstration of what and how a task should be done, allowed learners to know what they had to do even when it was not said in their mother tongue. Keeping in mind that the teacher had not to repeat the directions more than twice, and if someone did not understand them, one of his classmates was able to say to him/her the steps they had to follow. This was a benefit for the professional growth of the practitioner on the grounds that she realized that the language used to give directions could be simple. This type of instructions could be implemented with future learners helping them to

be exposed to the foreign language even when not every word is literally comprehended. As an example, the directions given in lesson number 17 were simple and brief as learners understood with the first explanation what they had to do; the activity was about matching drawings of animals with their corresponding name, but before learners started the task, the teacher showed them an example of how to do it with the purpose of providing a reference. As an effect of the advantages evidenced in the classroom, teacher continued using this sort of indications at the moment to assign an activity not only related with the project but also in other topics and with other learners.

9.1.3   Classroom Management

In an effort for implementing an interactional pattern different from Teacher – Students, such as pair work and group work presented a challenge in the realization of the activities. The activities that were planned to be developed in pairs or groups were actually demanding at the moment to control learner's' behavior due to the fact that it was uncomfortable for some of them to set their pacing with that of other classmates. It was the case of the pair work activity planned in lesson # 17 in which learners had to draw on their notebook their hobby and then share it with a classmate, which provoked disruptive behavior because some of them refused to work with the assigned partner, and they also raised the tone of voice. After facing issues like the previous ones, it was shown that it is necessary to give clear instructions before grouping the class, guide learners through the process explaining how it will be done and establish some extra ground rules such as not rise the tone of voice during the activities and pay attention to a sign that indicates time for being quiet.

9.1.4   Materials

One of the aspects with which pre-service teachers had problems was the selection of visual aids. Although the material was appropriate for the learners' needs and interests, and it was selected according to the ages and the students' proficiency level, not all flashcards were interpreted as it was planned. In some cases, the flashcards were confusing for students due to the fact that every learner had his/her own point of view and according to their previous knowledge and background there were several interpretations of the activities proposed by the teacher. In lesson plan 15 it was evidenced that learners had problems recognizing the intended meaning of the images due to the fact that they had distracting backgrounds which made learners focus on other aspects that were not important. Some flashcards were used to present "The thunderstorm", one of which was about some children who were playing with a ball, but learners started talking about different things like the weather and the place showed in the image, so they did not mention anything about the action the teacher wanted students to concentrate on. Therefore, it is necessary to design simple flashcards to avoid misunderstandings in the meaning of the images.

9.2 Students' Responses

This section will be focus on how students were motivated by the input given by the pre-service teacher, and how it influenced their participation in the development of the activities.

9.2.1   Motivation and Participation

During the implementation, patterns of motivation and participation could be observed in the activities proposed. At the moment to plan the classes, it was taken into account learners' likes and linguistic needs; therefore, the use of videos was a significant strength due to the fact

that during the first class students could not hide their excitement while and after watching the

videos. Besides, learners showed motivation for knowing what the teacher had to say before

videos were played, to the extent that there was excitement at the moment to give comments and

answer questions. The majority of students tried to have a right reply at the moment of answering

comprehension questions. During the implementation of the tales, students showed more

enthusiasm when the stories were presented through multimedia talking to other classmates

about the story. One of the classes in which it was observed was in lesson plan # 7, where the

story "Little Red Riding Hood" was used. At the beginning of the class, students manifested

interest for watching the video, during which they paid attention to, participated answering

comprehension questions and mentioned the characters. These factors showed that this type of

material engaged learners to participate actively.

9.3 Linguistic Outcomes

Based on the learning objectives established before the project was accomplished, it was

evidenced learners achieve them partially. As an indicator, strengths like code mixing and

prediction and challenges like vocabulary storage will be supported in the next paragraphs.

9.3.1   Code Mixing

The use of code mixing is evidenced in most of the classes. Students used their mother

tongue as a strategy to check whether they were understanding or not the tales and to retell them

in the production stage. It was observed that students responded better and used more English

when unknown stories were presented due to the fact that they showed curiosity to know what

they were about. On the contrary, when they worked on well- known stories, they started talking

about them and about the characters by using L1. For instance, when "Little Red Riding Hood"

was introduced, it was proved that when the story was familiar, they retold it in Spanish and

they did not pay attention to the English version, but when   "Brad and the videogames" was

presented, using cartoons of the characters and keywords pasted in popsicle sticks, students were

very concentrated on it. They also asked several questions to clarify understanding and to know

the meaning of some words. As a result of their participation, in the production stage, some of

them were able to narrate the story and say what they learned from it using proper nouns and

vocabulary learnt from it. As they did not utter complete sentences in L2, the teacher translated

the principal idea of what they meant in order to promote the use of English in the classroom.

9.3.2   Prediction

Other strength related to the linguistics outcomes was the interpretation of images and

headings that let learners guess what the tales were about and their sequence. Children's

literature was a tool that supported the English learning process because students learned

vocabulary from this material, and they transformed the images of each story into words. During

the implementation, reading was not the traditional process in which students had to decode by

themselves written symbols in order to build coherent messages. On the contrary, reading was an

interactive process in which the population with the help of the teacher in development

interpreted illustrations by using their imagination and their own life's experiences. Both, the

teacher and the students played the role of readers because the pre-service teacher read the

stories aloud, and the students guessed the plot of the stories taking as a reference the title and

the flashcards used to present the characters. One example of this result is in the lesson # 9 in

which learners said what they thought "The lion and the mouse" was about before listening to it,

just predicting according to the flashcards that were shown. Then, when the teacher narrated the story by using body language, animated voice and the same flashcards that she used at the beginning of the class, they realized that their predictions were closed to the real story. After being exposed to the fable and in order to check reading comprehension, the teacher asked students questions about the characters and the actions. Moreover, she assigned them to draw on their notebooks something that came to their mind. It can be concluded that although students had not heard the story before, they used cognitive abilities and STW strategy (What do I **S**ee?, What do I **T**hink? and What do I **W**onder?) to guess the plot.

9.3.3   Vocabulary Storage

One challenge in terms of linguistic outcomes was vocabulary storage. Many times students did not recall the words they had learnt because recycling was not taken into account. Another reason was that this population had short term-memory and there was limitation of time due to their schedule. According to Cameron (2001), recycling must be taken into consideration at certain intervals as it makes students recall more likely. Although students recalled the plot of the majority of the fables and fairy tales in L1, they did not retrieve all the vocabulary learning from them   because one hour per week was not sufficient to be exposed to a new language, so they needed to reinforce the new knowledge through the practice, but in one hour, it was not possible. Additionally, it was not considered how important is for a foreign language learner to be exposed to the same vocabulary in different contexts and more than once. In the class in which "The lion and the mouse" fable was introduced, this was evidenced at the moment to retell the fable as they did it in Spanish, because they did not remember the vocabulary that they studied in the previous classes. Presenting a different story every week was the mistake that

made learners forget the vocabulary of the last week's stories to focus on the current story. Now

it can be deducted how a better impact recycling would have had if students had worked in the

same stories more than once because they would have been exposed to the same vocabulary.

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10 LIMITATIONS OF THE PROJECT

Personal, institutional and implementational limitations were experimented during the realization of the project. They will be exposed In the following paragraphs.

10.1 Personal limitations

We as a group had some issues related to the schedule. Despite we were in the same semester, we were not taking the same classes; in fact, we had difficulties for meeting which affected the progress of the project. Besides, when we started writing the project and with the purpose to have advancement, we divided the work, but we realized that it was not a good idea on the grounds that each one had a different style of writing; thus, we decided to organize the schedule as much as possible to work together in team meetings.

10.2 Institutional limitations

Seen as an institutional limitation, the often interruptions made by the in-service teacher during the implementation of the lessons produced lose of attention because young learners have short attention span. The in-service teacher interrupted the classes for extra class matters that did not have nothing to do with the English subject.

 Students' enthusiasm and responses towards the input given by the pre-service teacher is another aspect that should be taken into consideration. There were few days in which students' participation was not as high as expected by the teacher; even, when the reasons for that attitude were not known, it affected the development of the lessons. Fortunately for the project, that was not an usual issue. In the majority of the lessons the pre-service teacher tried to plan interesting

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activities and design engaging input to catch learners attention and to raise their motivation and

participation.

Another institutional limitation was related to the technological devices available in the

classroom. When presenting the story through videos, the pre-service teacher had to manage

some difficulties at the moment to set up devices like the television, the speakers or the video

beam. It provoked some behavioral issues as learners saw those type of obstacles as an

opportunity to talk to their partners and to made noisy.

10.3 Implementational limitations

Regarding implementational limitations, the project had been proposed without knowing

the real context in which it would be carry out. At the beginning, learners' objectives,

conceptual framework and methodology were designed for fifth graders, but the problem was

when the participants of the project were assigned by the professor of the Guided practicum

subject because the target population was first graders who were barely learning how to write

and read. That factor demanded some changes in the designing of the project. To illustrate, the

aims learner could achieve at the end of the implementation, the reading strategies that would

help learners comprehend the plot of the story and the methods used to assess learners had to be

modified before the implementation of the project.

In addition, the lack of children's reading input in English caused that the pre-service

teacher had to look for the material in online resources and take some copies for them in order to

allow learners interact with the stories and to do the post reading activities.

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11 CONCLUSI0ONS

Our experience with first grade learners showed that using children's literature can be an effective resource to encourage the reading skill development, but it is also important the inclusion of students' different learning styles and pacing at the moment to plan the lessons with the purpose to facilitate the process of learning a foreign language for young children. The implementation of literature made specially for children allowed learners to use their imagination and their own life's experiences in different scenarios presented in the stories. Moreover, positive aspects like motivation and interest were evidenced in their active participation during the lessons, and when it is used reading strategies such as code mixing and prediction, children could learn new vocabulary even when their reading skill in their mother tongue was barely developed..

To guide the implementation of this project some teaching and learning objectives were established. The goals proposed for learners were accomplished in their majority the use of reading strategies to recognize new vocabulary and the plot of the stories, which made learners able to retell the story using key words in English. On the other hand, the teaching objectives were accomplished in a high degree since the development of reading aloud and guidance through interpreting images as strategies to help learners in their language learning process was successful. In addition, the articulation of authentic children's literature to learn English showed positive impact because learners enjoyed the stories at the time their language level was improved.

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13 APPENDICES

13.1 Appendix 1: Lesson plans

Class No. 7

Date of the class: April 7th 2016	Class Number: 7

AIM:
At the end of the lesson the learners will be able to: mention at least three characters of a story which were presented through flashcards.(Little red Riding Hood, granny, woodcutter, wolf)

Estándares Básicos de Competencias (MEN):
Estándar General:
Comprendo historias cortas narradas en un lenguaje sencillo.
Estándares Específicos
Escucha:
 Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
Lectura:
 Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.
Escritura:
 Copio y transcribo palabras que uso con frecuencia en el salón de clase.
Monólogos:
 Uso gestos y movimientos corporales para hacerme entender mejor.
Conversación:
 Participo activamente en juegos de palabras y rondas.

Indicadores de logro:
- Repito frases y oraciones básicas en inglés que me son modeladas por el profesor.
- Identifico palabras relacionadas entre si sobre temas que me son familiares.
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor.
- Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.

Assumed Knowledge: L1 (First language- Spanish)
Students know how to write their names; they know how to answer to the question "what is your name?" . Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)

Materials:

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Computer, TV, HDMI wire, worksheets, markers. flascards			
DAY/STAGE/ ACTIVITY/ TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
April 7th Warming up 9:00 - 9:10	Learners will stand up and stay quiet whrn teacher says "frozen" until the other teacher says "Melt" and the game is repeated 2 more times.		
Previewing 9:10 - 9:20	To start the lesson, the teachers will show some flashcards with the main characters of "Little Red Riding Hood" in order to ask them to summarize what they know about that story.	In case any of the digital devices does not work, teachers will tell the short story showing the flashcards and using body language.	
Viewing 9:20 - 9:25	Teachers will show a video of the story without the audio with the purpose to allow students make connections between the flashcards and the video.		
Post viewing 9:25 - 9:35	Teachers will ask to students what character they identified. Teacher will play the video again making pauses so learners can say what character is it.		
Production 9:35 - 9:55	Learners will receive a worksheet in which they will have to organize the sequence of the story and color the images.		
Checking answers 9:55- 10:00	Teachers will check with learners what the right sequence was and ask them to paste the piece of paper in the notebook.		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:			

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Class No. 9

Date of the class: April 14th 2016	Class Number: 9

AIM:
At the end of the lesson the learners will be able to:Tell the sequence of the story using their mother tongue but including specific words or actions in English (Lion, mouse, asleep, help, thank you)

Estándares Básicos de Competencias (MEN):
Estándar General:
Comprendo historias cortas narradas en un lenguaje sencillo.
Estándares Específicos
Escucha:
· Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
Lectura:
· Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.
Escritura:
· Copio y transcribo palabras que uso con frecuencia en el salón de clase.
Monólogos:
· Uso gestos y movimientos corporales para hacerme entender mejor.
Conversación:
· Participo activamente en juegos de palabras y rondas.
Indicadores de logro:
- Repito frases y oraciones básicas en inglés que me son modeladas por el profesor.
- Identifico palabras relacionadas entre si sobre temas que me son familiares.
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor.
- Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.

Assumed Knowledge: L1 (First language- Spanish)
Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)

Materials:
Markers, virtual flashcards, worksheets

DAY/STAGE/	PROCEDURE	ANTICIPATED PROBLEMS	COMMENTS

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ACTIVITY/TIME	TEACHER AND LEARNER ACTIVITY	AND PLANNED SOLUTIONS	
April 14th **Warming up** **7:00- 7:05**	Learners will follow the rythm guided by teachers in which they have to slap their legs 2 times, clap theri hands 2 times, snap their fingers 1 time and make the command teachers say.		
Reviewing **7:05 - 7:10**	Teachers will review greetings and groundrules orally and making learners repeat.		
Predicting activity **7:10 - 7:20**	Teachers will allow learners say what they think the story will be about while presenting some flashcards.		
Story telling time **7:20 - 7:35**	Teachers will tell the story "the lion and the mouse" using their body language and animated voice. The flashcards previously presented will be used to help learners follow the story.		
Checking comprehension **7:35 - 7:45**	Teachers will encourage the use of spoken English by learners asking them questions about the characters and what happend in the story.		
Drawing time **7:45 - 8:00**	Learners will draw in their notebooks something that comes to their mind after listening the story.		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Teachers will give back to the learners the school' supplies activity.			

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Class No. 11

Date of the class: April 20th 2016		Class Number: 11	
AIM: At the end of the lesson the learners will be able to: Repeat and point to different sizes of an object (big, medium and small)			
Estándares Básicos de Competencias (MEN): **Estándar General:** Comprendo historias cortas narradas en un lenguaje sencillo. **Estándares Específicos** **Escucha**: Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. **Lectura**: Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. **Escritura:** Copio y transcribo palabras que uso con frecuencia en el salón de clase. **Monólogos:** Uso gestos y movimientos corporales para hacerme entender mejor. **Conversación:** Participo activamente en juegos de palabras y rondas. **Indicadores de logro:** • Repito frases y oraciones básicas en inglés que me son modeladas por el profesor. • Identifico palabras relacionadas entre si sobre temas que me son familiares. • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor. • Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.			
Assumed Knowledge: L1 (First language- Spanish) Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)			
Materials: Markers, virtual flashcards, computer, worksheet, TV			

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
April 20th **Warming up**	Teachers will intrudice the song "If you are		

7:00- 7:05	happy and you know it..." which includes some commands and activate learners physically.		
Presentation 7:05 - 7:10	Teachers will show some virtual flashcards of a story and allow learners say what they think which story is it.		
Watching video 7:10 - 7:15	Teachers will show a video of the story "Goldilocks and the 3 bears"		
Retelling time 7:10 - 7:20	Learners will tell what the story is about using some keywords in English (bear, Goldilocks, big, medium, small) Teachers will retell the story emphisizing in the words that show size.		
Practice 7:20 - 7:40	Learners will receive a worksheet in which they will have to join the numbers from 1 to 25 for creating a bear that they will have to color.		
Writing time 7:40 - 8:00	Learners will have to draw big, medium and small circles, squares, and triangles in their notebooks and color them. In order for learners to improve their handwriting, teachers will write in the board the three words and they will have to write them in their notebook repeating them.		
	Teachers will draw some objects in different sizes in the board and learners will say what size is it.		It will be used as a filler

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Class No. 13

Date of the class: April 27th 2016	Class Number: 13

AIM:
At the end of the lesson the learners will be able to: recognize and understand the meanings of the keywords presented on the story (videogame, homework, school and hobby).

Estándares Básicos de Competencias (MEN):
Estándar General:
Comprendo historias cortas narradas en un lenguaje sencillo.
Estándares Específicos
Escucha:
Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
Lectura:
Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.
Escritura:
Copio y transcribo palabras que uso con frecuencia en el salón de clase.
Monólogos:
Uso gestos y movimientos corporales para hacerme entender mejor.
Conversación:
Participo activamente en juegos de palabras y rondas.

Indicadores de logro:
- Repito frases y oraciones básicas en inglés que me son modeladas por el profesor.
- Identifico palabras relacionadas entre si sobre temas que me son familiares.
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor.
- Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.

Assumed Knowledge: L1 (First language- Spanish)
Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)

Materials:
Markers, worksheets, flashcards with the characters of the story.

DAY/STAGE/ ACTIVITY/TIM E	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
April 27th **Warming up**	Learners will stand up and with the partner		

7:00 - 7:05	next to them they will say hello, good morning, they will shake their hand and say good bye. Then will sit down. After that, the teachers will play a song and students will stand up, they will listen to the lyrics and the teachers first and later teachers and students will sing the song and make the respective movements together.		
Story telling time **7:05- 7:10**	Teachers will present the story "Brad and the videogames" using cartoons of the characters and keywords pasted in popsicle sticks.		
Talking time **7:10 - 7:15**	Teachers will ask some comprehension questions and then some students will tell what they learned from the story and what they like to do after doing their homework, teachers will translate the keywords of what they say helping them to use English in the classroom.		
Drawing time **7:15 - 7:35**	After saying what is their hobby, learners will draw and paint in their notebooks the activities they enjoy doing.		This activity was planned to be donne in the previous class but for a matter of time it could not be achieved.
Practicing numbers and colors **7:45 - 8:00**	The teachers will give to students a worksheet in which they have to complete the colors' names that have been taught; They also will have to color the image that is in front of the color' name in the color that corresponds.		

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Class No. 15

Date of the class: May 4th 2016	Class Number: 15

AIM:
At the end of the lesson the learners will be able to: Recognize the keywords of the story: thunder, storm, board game and rainbow.

Estándares Básicos de Competencias (MEN):
Estándar General:
Comprendo historias cortas narradas en un lenguaje sencillo.
Estándares Específicos
Escucha:
· Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
Lectura:
· Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.
Escritura:
· Copio y transcribo palabras que uso con frecuencia en el salón de clase.
Monólogos:
· Uso gestos y movimientos corporales para hacerme entender mejor.
Conversación:
· Participo activamente en juegos de palabras y rondas.
Indicadores de logro:
- Repito frases y oraciones básicas en inglés que me son modeladas por el profesor.   - Identifico palabras relacionadas entre si sobre temas que me son familiares.   - Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor.   - Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.

Assumed Knowledge: L1 (First language- Spanish)
Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)

Materials:
Markers, virtual flashcards.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS	COMMENTS

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		AND PLANNED SOLUTIONS	
May 4th **Teacher says...** **7:00- 7:05**	Teachers will start the class by asking students to follow the commands after the say each one of them; teachers will say "Teacher says show your pencil, teacher says show a color red…" and so on. Students will show different objects and colors they learnt in previous classes.		
Pictures time **7:05- 7:15**	Teachers will show students some pictures that have to do with a story. The students will be asked to say what they think about each image and what they think is going to be the story about.		
Story telling time 7:15 - 7:25	Teachers will tell the story "the thunderstorm" using the pictures, body language and code switching		
What did you understand? **7:25 - 7:30**	Teachers will ask some comprehension questions about the story.		
Repeating time **7:30- 7:35**	Learners will repeat after the teacher some key words		
Production			
Handwriting time **7:35 - 7:40**	Students have to write the title of the story following the sample at the board with a clear handwriting.		
Drawing and coloring time **7:40 - 7:55**	Students will draw what they understood about the story, they will have to color the drawing and this will have to contain what they consider is the main idea of the story and the main words learnt before (thunder, storm, board game and rainbow)		

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Class No. 17

Date of the class: May 12th 2016	Class Number: 17
AIM: At the end of the lesson the learners will be able to: Retell the story in their mother tongue but using some keywords. Donkey, rabbit, zebra, tortoise.	
Estándares Básicos de Competencias (MEN): **Estándar General:** Comprendo historias cortas narradas en un lenguaje sencillo. **Estándares Específicos** **Escucha**: · Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. **Lectura**: · Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. **Escritura:** · Copio y transcribo palabras que uso con frecuencia en el salón de clase. **Monólogos:** · Uso gestos y movimientos corporales para hacerme entender mejor. **Conversación:** · Participo activamente en juegos de palabras y rondas. **Indicadores de logro:** • Repito frases y oraciones básicas en inglés que me son modeladas por el profesor. • Identifico palabras relacionadas entre sí sobre temas que me son familiares. • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor. • Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.	
Assumed Knowledge: L1 (First language- Spanish) Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)	
Materials: Markers, flashcards, worksheets	

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DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
May 12th **Rock, paper or scissors** **7:00- 7:05**	Teachers will start the class by explaining the game in English and making them repeat the words of the game. Then, learners will play in pairs.		
Reviewing time **7:05 - 7:15**	Teachers will review to the students some words of previous stories presented. The students will be asked to say what they remember about other stories including the keywords studied.		
Story telling time **7:15 - 7:25**	Teachers will tell the story "Everyone is important" using flashcards, body language and code switching.		
What did you understand? **7:25 - 7:30**	Teachers will ask some comprehension questions about the story.		
Repeating time **7:30- 7:35**	Learners will repeat after the teacher some key words.		
Handwriting time **7:35 - 7:40**	Students have to write the title of the story following the sample at the board with a clear handwriting.		
Coloring time **7:40 - 7:55**	Students will receive a worksheet with cartoons of the animals named in the story, they have to color and match them with their names.		

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Class No. 19

Date of the class: May 18th 2016	**Class Number:** 19

AIM:
At the end of the lesson the learners will be able to: Retell the story in their mother tongue but using some keywords. (Pirate, treasure, bridge, beach)

Estándares Básicos de Competencias (MEN):

Estándar General:
Comprendo historias cortas narradas en un lenguaje sencillo.
Estándares Específicos
Escucha:
·   Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
Lectura:
·   Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.
Escritura:
·   Copio y transcribo palabras que uso con frecuencia en el salón de clase.
Monólogos:
·   Uso gestos y movimientos corporales para hacerme entender mejor.
Conversación:
·   Participo activamente en juegos de palabras y rondas.
Indicadores de logro:
  • Repito frases y oraciones básicas en inglés que me son modeladas por el profesor.
  • Identifico palabras relacionadas entre si sobre temas que me son familiares.
  • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por el profesor.
  • Durante los juegos y canciones realizo movimientos corporales modelados por el profesor.

Assumed Knowledge: L1 (First language- Spanish)
Students know how to write their names; they know how to answer to the question "what is your name?". Students recognize the first three letters of the alphabet, the vowels, the colors, the numbers until 15 and some animals (domestic and wild)

Materials:
Markers, virtual flashcards, worksheets

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DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
May 18th **Let's move** **7:00 - 7:05**	Teachers will play the song "Clap your hands"; students will have to listen to the teachers' explanation of lyrics and movements first, and then both teachers and students will listen to the song and make the respective movements it requires.		
Identifying time **7:05 - 7:10**	Teachers will show some flashcards and ask what learners know about each one.		
Thinking time **7:10 - 7:20**	Teachers showing the flashcard will ask to learners: How do you identify a pirate? **If you knew a pirate what would you want to ask him/her? What would you keep in a treasure?** **Where would you hide your treasure?**		
Story telling time **7:20 - 7:30**	Teachers will tell the story "The treasure map" using flashcards, body language and code switching.		
What did you understand? **7:30 - 7:35**	Teachers will ask some comprehension questions about the story. **Why does pirates have rules?**		
Repeating time **7:35 - 7:40**	Learners will repeat after the teacher some key words.		
Drawing a story **7:40 - 7:50**	Students will receive a worksheet in which they will have to draw the 3 moments of the story previously told		
Find a solution **7:50 - 8:00**	Students have to write the title of the story following the sample at the board with a clear handwriting.		

	Then, learners will have to color the right way to find the treasure in a maze		

13.2 Appendix 2: Observation's formats

Class No. 7

Class: First grade   No of learners: 35 learners   Age of learners: 6 - 7 years old
Date: April 7th 2016   Length of class: 1 hour (7:00 - 8:00)
Name of the school: Instituto Tecnico Superior Sede Primaria
Aim of the lesson: At the end of the lesson the learners will be able to: mention at least three characters of a story which were presented through flashcards.(Little red Riding Hood, granny, woodcutter, wolf)
Observer's name: Laura Juliana Serna Vera
Pre-service teacher observed: Vanessa Alexandra Serna Grajales

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	X			the pre-service teacher presented the characters of the story before it was presented, in addition she asked learners according to their background about the main idea of the story.
Does the student-teacher model the task/activities that learners will do during the practice stage?	X			During the presentation of the stories the pre-service teacher uses body language and modeling in order to make the story/instructions clear for the learners.
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?			X	Due to this class was introducing a new topic, pre-service teacher uses new vocabulary.
Does the student-teacher give clear instructions for tasks/activities to the learners?	X			The instructions were clear and easy to understand according to their level. Additionally, pre-service teachers asked learners to repeat them.
Are the teaching resources well prepared		X		since this was the first classe, it took too much time (8 minutes) to the pre-service teachers to

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and helpful?				prepare the TV and the resources.
Does the student-teacher check learners' comprehension of the new topic of the lesson?	X			the story that was presented was a known story for the learners so it was easy for them to understand the main idea and to get the new concepts.
Do learners participate actively in the class?	X			it was a known story, they wanted to participate and told the others learners what they know about it.
Are ground rules clearly established?	X			pre-service teachers reminded the ground rules that were stablished in the first class due to some learners were laying on the floor and others were talking while the pre-service teacher were preparing the TV.
Are the stages well-paced?	X			presentation, production and practice
Does the student-teacher manage time appropriately?		X		it took about 8 minutes to start the class, during this time learners got distracted and took more time to call their attention again.
Does the student-teacher provide enough time for the learners to participate?	X			most of students participated when they knew the name of the story and at the end of the video they repeated the story using the new vocabulary that was presented.
Does the student teacher use different strategies to grouping learners?			X	during this class grouping was not implemented.
Does the student-teacher manage disruptive behaviour appropriately?	X			at the beginning of the class learners were colouring and drawing things of other subject, pre-service teachers reminded ground rules and they started to pay attention. Additionally, when some of the learners started to stand up and do other things they call their attention and made them work in a worksheet.
Are the standards to				the standards are apropriated to the class and the

teach English appropriately included in the lesson planning?	X			level of the learners.
Do learners show progress in the language learning process?	X			at the end of the class most of students were able of recognize the characters of the story
Does the student-teacher provide a relaxing atmosphere to his class?	X			the use of video made students to be quiet and relaxing while this is playing
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	X			pre-service teachers used body language, re-tell the story and used L1 to explain some concepts.

Class No. 9

Class: first graders groupe 1   No of learners: 35 Age of learners: 6 and 7 years old
Date: April 14th, 2016   Length of class: From 7 a.m to 8 am
Name of the school: "Tecnico"
Aim of the lesson: At the end of the lesson, leaarners will be able to tell the sequence of the story by using their mother tongue, but including specific words and actions in English (Lion, mouse, asleep, help, thank you)
observer's name: Sandra Atehortua
Pre-service teacher observed: Vanessa Serna

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	x			The student-teacher introduces the topic in a creative way. Before starting the class, she explains the students what story they will listen and if they ever heard "The lion and the mouse".
Does the student-teacher model the task/activities that learners will do during the practice stage?	x			For the study and activate stage, she performances the story by using their body. Also, she draws the principal characters and writes their names on the board in order for

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				students do the same in their notebooks.
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?	x			she remains students the greetings and the elements that they use in the classroom like pencil, sharper, eraser and notebook. Students have learned this vocabulary in previos sessions.
Does the student-teacher give clear instructions for tasks/activities to the learners?	x			The instructions are simple and clear. Besides, she checks the instructions by asking the students to repeat them aloud,
Are the teaching resources well prepared and helpful?	x			she uses a tablet with a large screen which allows all the learners to see the characters of the story.
Does the student-teacher check learners' comprehension of the new topic of the lesson?	x			After students listed the story, the student-teacher asks them some questions about the characters and vocabulary to reinforce students' comprehension.
Do learners participate actively in the class?			X	Some of the students participate activaly, but others continue working on a task that the in-service teacher assigned them before the English class.
Are ground rules clearly established?	x			She has to remind students some of the ground rules as some of them were laughing of their partners.
Are the stages well-paced?	x			Pre- reading- while reading and post- reading.
Does the student-teacher manage time appropriately?		x		The time for the first stage is not enaugh for students internalize new vocabulary and comprehend the principal idea of the story.
Does the student-teacher provide enough time for the learners to participate?	x			Some of them participate activately.

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Does the student teacher use different strategies to grouping learners?		x		Grouping is not a factible technique for this type of population.
Does the student-teacher manage disruptive behaviour appropriately?		x		Some of the students talk to their partners and some others do not paying attention; they were drawing and painting things that were not from the English class.
Are the standards to teach English appropriately included in the lesson planning?	x			the stardards are suitable for the class.
Do learners show progress in the language learning process?				Students remember some of the words they learned from the previos stories like lion.
Does the student-teacher provide a relaxing atmosphere to his class?	x			Rapport is evidenced
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	x			she uses body language and students´ mother tongue to re-explain the story and the meaning of some words.

Class No. 11

Class: First grade   No of learners: 35 learners   Age of learners: 6 - 7 years old
Date: April 20th 2016   Length of class: 1 hour (7:00 - 8:00)
Name of the school: Instituto Tecnico Superior Sede Primaria
Aim of the lesson: At the end of the lesson the learners will be able to: Repeat and point to different sizes of an object (big, medium and small)
Observer's name: Laura Juliana Serna Vera
Pre-service teacher observed: Vanessa Alexandra Serna Grajales

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES				

Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	X			A short discussion about the story was made at the beginning of the class.
Does the student-teacher model the task/activities that learners will do during the practice stage?	X			Pre-service teachers acted the story in order to learners understand the difference between the sizes of the characters.
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?		X		It was not evidenced
Does the student-teacher give clear instructions for tasks/activities to the learners?	X			The instruction were clear enough at the moment of do the task.
Are the teaching resources well prepared and helpful?	X			This time the pre-service teacher prepared the TV before in order to avoid delay.
Does the student-teacher check learners' comprehension of the new topic of the lesson?	X			Pre-service teacher made pauses during the video asking information about what they were watching.
Do learners participate actively in the class?	X			They were very engaged participating and re-telling the story to their partners
Are ground rules clearly established?	X			Some rules were reminded for instance to be nice and to be quiet.
Are the stages well-paced?	X			Pre-reading, while reading and post-reading
Does the student-teacher manage time appropriately?	X			The time that was distributed for each activity was enough for the learners.
Does the student-teacher provide enough time for the learners to participate?	X			Learners do not take too much time while participating.
Does the student teacher use different strategies to grouping learners?			X	During this class grouping was not implemented.

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Does the student-teacher manage disruptive behaviour appropriately?	X			At the beginning of the class some students refused to start working in other subjects, and the pre-service teacher had to remind the ground rules.
Are the standards to teach English appropriately included in the lesson planning?	X			The standards included in the lesson plan were evidenced during the class
Do learners show progress in the language learning process?	X			At the end of the class most of students were able of recognize the characters of the story and their size.
Does the student-teacher provide a relaxing atmosphere to his class?	X			During the video, learners were quiet, but most of the time were talking and doing noise
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	X			Pre-service teachers used body language, re-tell the story, flashcards and used L1 to explain some concepts.

Class No. 13

Class: first graders groupe 1   No of learners: 35 Age of learners: 6 and 7 years old
Date: April 27th, 2016   Length of class: From 7:00 am to 8.00 am
Name of the school: "Tecnico"
Aim of the lesson: At the end of the lesson, the learners will be able to: recognize and understand the meanings of the keywords presented on the story (videogame, homework, school and hobby)
observer's name: Sandra Atehortua
Pre-service teacher observed: Vanessa Serna

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of			x	Vanessa starts introducing the unknown vocabulary. Then she tells the students the story.

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the lesson by a clear introduction?				
Does the student-teacher model the task/activities that learners will do during the practice stage?	x			She explains students how to develop each of the activities. She uses the board to paste some images and write some words that students will learn during this class.
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?		X		It is not evidenced.
Does the student-teacher give clear instructions for tasks/activities to the learners?	x			The instructions are clear and comprehensible.
Are the teaching resources well prepared and helpful?	X			She uses some flashcards and a tablet to present the story.
Does the student-teacher check learners' comprehension of the new topic of the lesson?				The pre-service teacher asks students some questions related to the story, she also responds questions to clarify doubts.
Do learners participate actively in the class?				Some of them participate, others were drawing and the rest had their head on their desk.
Are ground rules clearly established?	x			Some of the rules have to be remained like be nice and be sit.
Are the stages well-paced?	x			Pre-reading, while reading and post-reading
Does the student-teacher manage time appropriately?	x			The time is well distributed
Does the student-teacher provide enough time for the learners to participate?	x			Few students take advantage of the time of the class to participate.
Does the student teacher use different strategies to grouping learners?		X		Grouping is not evidenced

Does the student-teacher manage disruptive behaviour appropriately?		X		Some of the students do not want to participate; they were standing up and chit-chatting.
Are the standards to teach English appropriately included in the lesson planning?	x			All the standards that are include in the lesson plan make sense. they are related to the topic.
Do learners show progress in the language learning process?			x	Students rarely use the words they learned.
Does the student-teacher provide a relaxing atmosphere to his class?		X		The students are very noisy
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	x			The activities are designed for different learning styles like spatial, linguistic, visual...

Class No.15

Class: First grade   No of learners: 35 learners   Age of learners: 6 - 7 years old
Date: May 4th 2016   Length of class: 1 hour (7:00 - 8:00)
Name of the school: Instituto Tecnico Superior Sede Primaria
Aim of the lesson: At the end of the lesson the learners will be able to: Recognize the keywords
of the story: thunder, storm, board game and rainbow.
Observer's name: Laura Juliana Serna Vera
Pre-service teacher observed: Vanessa Alexandra Serna Grajales

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	X			Pre-service teachers presented flashcards with actions related to the story.
Does the student-teacher	X			pre-service teachers modeled and explained

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model the task/activities that learners will do during the practice stage?				through body language the story
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?	X			learners were asked about some objects, colors and sizes.
Does the student-teacher give clear instructions for tasks/activities to the learners?	X			pre-service teachers had to call the attention of the learners constantly while giving instructions, then they asked learners to repeat them.
Are the teaching resources well prepared and helpful?	X			they used a tablet with big screen to show learners the flashcards and the images of the action that were happening in the story
Does the student-teacher check learners' comprehension of the new topic of the lesson?	X			pre-service teachers made pauses while reading the story, and repeated vocabulary and use body language to explain new concepts.
Do learners participate actively in the class?	X			learners recognised/remembered the order of the story and participated. some of them remembered the vocabulary in English.
Are ground rules clearly established?	X			Some rules were reminded for instance to be nice and to pay attention.
Are the stages well-paced?	X			Presentation, practice and production
Does the student-teacher manage time appropriately?	X			the time that was distributed for each activity was enough for the learners.
Does the student-teacher provide enough time for the learners to participate?	X			learners participated actively telling objects and colors that they recognised.
Does the student teacher use different strategies to grouping			X	during this class grouping was not implemented.

	YES	NO	NA	EVIDENCES
learners?				
Does the student-teacher manage disruptive behaviour appropriately?	X			Pre-service teachers provided extra activities to those learners who finished their tasks before in order to control the class.
Are the standards to teach English appropriately included in the lesson planning?	X			the standards included in the lesson plan were evidenced during the class
Do learners show progress in the language learning process?	X			learners used the vocabulary that was presented at the beginning of the class.
Does the student-teacher provide a relaxing atmosphere to his class?	X			learners payed attention while pre-service teachers were telling the story also they were quiet while doing their tasks.
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	X			pre-service teachers used body language, re-tell the story, flashcards and used L1 to explain some concepts

Class No.17

Class: first graders groupe 1   No of learners: 35   Age of learners: 6 and 7 years old
Date: May 12th, 2016   Length of class: From 7:00 am to 8.00 am
Name of the school: "Tecnico"
Aim of the lesson: At the end of the lesson the learners will be able to: Retell the story in their mother tongue but using some keywords such as Donkey, rabbit, zebra, tortoise
observer's name: Sandra Atehortua
Pre-service teacher observed: Vanessa Serna

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	x			The pre-service teacher explains what will be the story for the class.She also explains some vocabulary in order for students grasp the story

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Does the student-teacher model the task/activities that learners will do during the practice stage?	x			Before assigning the activities, they are model by the teacher.
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?	x			The story that is presented, have some vocabulary and names of animals that students have already learned.
Does the student-teacher give clear instructions for tasks/activities to the learners?	x			The instructions are clear and simple.
Are the teaching resources well prepared and helpful?	x			The images are big and colorful.
Does the student-teacher check learners' comprehension of the new topic of the lesson?	x			At the end of the story, she asks students for the moral message.
Do learners participate actively in the class?	x			Some of them participate.
Are ground rules clearly established?	x			They are established at the beginning of the class.
Are the stages well-paced?	x			Pre, while and post reading
Does the student-teacher manage time appropriately?	x			
Does the student-teacher provide enough time for the learners to participate?	x			students have many opportunities to participate and to give their opinions
Does the student teacher use different strategies to grouping learners?	x			As a warming up, students play in pairs "rock, paper and scissors" but this activity does not work as students make noise.
Does the student-teacher manage disruptive behaviour appropriately?		X		Two in-service teachers have to intervene three times because students misbehave.

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Are the standards to teach English appropriately included in the lesson planning?	x			The standards have relation with the aim of the class.
Do learners show progress in the language learning process?	x			They recall some names of animals and colors.
Does the student-teacher provide a relaxing atmosphere to his class?	x			Rapport is evidenced
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?				The activities involve different learning styles like kinesthetic, linguistic and spatial.

Class No.19

Class: First grade   No of learners: 35 learners   Age of learners: 6 - 7 years old
Date: May 18th 2016   Length of class: 1 hour (7:00 - 8:00)
Name of the school: Instituto Tecnico Superior Sede Primaria
Aim of the lesson:At the end of the lesson the learners will be able to: Retell the story in their mother tongue but using some keywords. (Pirate, treasure, bridge, beach)
Observer's name: Laura Juliana Serna Vera
Pre-service teacher observed: Vanessa Alexandra Serna Grajales

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	X			Pre-service teachers made a brainstorming about what things are saved in a treasure and have a short discussion with the learners.
Does the student-teacher model the task/activities that learners will do during the practice stage?	X			Learners were showed what they had to do through body language, but some of them did not pay attention.
Does the student-teacher encourage the learners to recall what they learnt in previous	X			The students responded to the commands and ground rules without teachers modeling.

lesson(s)?				
Does the student-teacher give clear instructions for tasks/activities to the learners?		X		while the instructions were given some students did not pay attentions and were asking what they had to do in the worksheet.
Are the teaching resources well prepared and helpful?	X			Pre-service teachers used a tablet with a big screen to show images and flashcards while telling the story.
Does the student-teacher check learners' comprehension of the new topic of the lesson?	X			learners were asked to repeat and to organise the sequence of the story.
Do learners participate actively in the class?	X			during this class learners were focused in the story and the task where they had to draw and solve a maze.
Are ground rules clearly established?	X			Learners respected most of the ground rules without pre-service teachers reminder.
Are the stages well-paced?	X			presentation, practice and production
Does the student-teacher manage time appropriately?	X			The class started on time and the passing of the activities were accurate to each one of them.
Does the student-teacher provide enough time for the learners to participate?	X			Students participate while telling the story.
Does the student teacher use different strategies to grouping learners?			X	During this class grouping was not implemented.
Does the student-teacher manage disruptive behaviour appropriately?	X			Learners were paying attention and focused on their tasks.
Are the standards to teach English appropriately included in the	X			The standards included in the lesson plan were evidenced during the class

lesson planning?				
Do learners show progress in the language learning process?	X			At the end of the class some learners remembered the concept of few words that were presented during the lesson.
Does the student-teacher provide a relaxing atmosphere to his class?		X		By the end of the class there were a group of learners that were talking and running across the classroom.
Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?	X			Pre-service teachers used body language, retell the story, flashcards and used L1 to explain some concepts.

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13.3 Appendix 3: Reflections

Class No.7

REFLECTION SESSION:

What went well?
Learners were excited for watching a video and for recognizing the story

How do you know it?
They kept silent and said they like watching videos

What did not go that well?
the technological devices arrangement spent more time than planned and in-service teacher made a lot of interventions while the first minutes of the class.

What would you do different next time?
Arriving earlier at the classroom to organize the supplies that will be used during the lesson.

Bringing to class aspects or resources that are not commonly used by teachers for facilitating the learning process have a beneficial impact in the learners since it is unexpected.
That element in this case was using a video which tells a story. Learners said that they will behave well because they like watching videos and it is difficult to have this multimedia tool during a common day of classes. In this lesson, teachers used the video without the audio the first 2 times as is proposed in the article of Institute of Teaching and Learning Innovation of University of Queensland, Australia in which it is explained how useful is for a language class the fact of including technology as it allows learners to predict what the story will be about.

The result of this class was satisfactory since students were engage with the tale "Little Red Riding Hood", all of them know about it and in the moment of teachers showing the slides and the video students were really interested to participate and give opinions about it, they were too active. They gave correct answers when teachers questioned them to check if they were paying attention, they also talked about what was going to continue in the tale. It was evidenced that they had an intrinsic motivation since teachers did not asked for opinions all the time and they equally participated.

As a post viewing activity learners had to organized a sequence of the meaning events of the fairytale, recognize and color the characters of it what they managed very good after telling what was the story about.
The interference made by the in-service teacher at the begging of the class made

challenging the concentration of learners and their disposition to the class. Additionally, pre-service teachers spent much time trying to organize the technological devices. For that reason, it is concluded that when technology is included in lessons, pre-service teachers should arrive earlier and get all the aspects ready to the class. Besides,   it is necessary to take into account some inconvenience that may be occur when using them, for this, it is necessary to have other alternatives and options if these devices do not work on the class in order to continue with the class, not generate distractions and maintain the class controlled.

Pedagogical benefits of video for teaching and learning. *Institute of Teaching and Learning Innovation*. University of Queensland. Australia. Retrieved from: http://www.uq.edu.au/teach/video-teach-learn/engaging-students.html

Class No. 9

REFLECTION SESSION:

What went well?
Learners enjoyed the way they were exposed to the story;   they guessed what the fable would be about.

How do you know that?
The majority of students wanted to participate. Also, they sayed what they thought could happen in the story based on the images that represented some scenes of it

What didn't go that well?
The pre-reading activities took less time than planned. As a result, students did not have the enough input and time to internalize the new vocabulary. On the other hand, some students did not participate as they were done a drawing activity that their in-service teacher assigned them before the English class starts despite the teacher asked them to close their notebooks.

What would you do different next time?
Next time, the   pre-reading stage will spend more time in order for students internalize and repeat the new vocabury. Besides, the teacher will be sure that all the students keep on their bags everything they have on their desk different from the English class.

Young learners generally enjoy listening stories and guessing what the story would be about, those learners were not the exception. While teachers told them the fable "The lion and

the mouse" by highlighting some words and explaining what was happening in the story with body language, they were paying attention to the teachers' corporal movements in order to find the relation between what they were listening and the actions of the teachers. Learners enjoyed this story as well- known animals were the main characters.

When the teachers requested them to repeat the story, they did it using their mother tongue, but they included some of the words in English that the teacher emphasized; Although some of them wanted to do the retelling activity in English, they were unable to utter complete simple sentences in L2. it happened because they do not have a large lexicon and repertoire event in Spanish.

The post-reading activity worked so well due to the fact that this encouraged learners to use their imagination and creativity to draw a free picture related to the story which let them express themselves and the world around them (Thibault, 2000); they seemed to be comfortable when they were coloring and drawing even some learners needed extra time than others to finish the activity because they focused on some details of the animals like the lion's mane.

On the other hand, time and classroom management were not well controlled. In the pre-reading activity. Teachers spent little time introducing the story; this stage is crucial for help students to learn vocabulary and activate their prior knowledge. As a result, it was evidenced that activities that involve choral repetition and cue respond drills should have been included in this lesson to prove learners' comprehension. Regarding classroom management, it was difficult to make students concentrate on their tasks as many of them often were calling by the in-service teacher who asked them their notebooks to send notes to their parents.

As a conclusion, although students have not heard the story before, they used cognitive abilities and STW strategy to guess the middle and the end of the story. At the moment of predicting, some of the students though the characteres of "Little Red Riding Hood" could be in this new story while others used their background to invented the story by using the tittle and the flashcards of the new story, but they did it using Spanish; It happened because they did not remember the vocabulary that they saw in the previous class and also because learners were not exposed to the same vocabulary in different contexts and more than once however students put into practise the STW strategy and use their imagination to predict what the story would be about, so those students were closed to the real one.

Class No. 11

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REFLECTION SESSION:

what went well?
Students were very engaged during the whole class.

how do you know that?
students were quiet while watching the video and after the video they participate actively and retell the story to their partners.

What didn't go that well?
when the students finished their task some of them stand up and had a disruptive behavior, started singing, walking around the classroom and talking with partners.

What would you do different next time?
next time I would give more time to students to discuss the main idea of the story and engage them to use the vocabulary in English due to they already knew the story in spanish it was easy for them to talk abou it in their L1 and do not use the target language.

On the other hand it would be good to make activities where they associate the words and the concepts in English even if their are just learning to read and write. Additionally, it is necessary to have a better control over the children due to after they finished their task they had a disruptive bahviour, in this case it would be good to have other activities for those students who finish their tasks before.

Class No. 13

What went well?
Students understood the meaning of keywords which allows them to catch the principal idea of " Goldilocks and the three bears".
How do you know that?
At the moment of reviewing if the students grasped the story or not, they responded rightly all the reading comprehension questions.
What didn't go that well?
Some of the students did not participate; they seemed to be unmotivated as they had their head on the desk.
What would you do different next time?
Next time, the pre-service teachers will encourage all the learners to be active during the whole class by asking each one of them simple questions to attract their attention.

Body language and flashcards are useful tools which help learners to comprehend written texts. The teachers in development used their hands to explain learners the meaning of keywords. It was a positive action that let students make connections between what they saw in the flashcards and what they heard. As a result, some students wanted to confirm if they were understanding the reading; they asked the pre-service teachers some questions in Spanish related to the characters and their roles in this. Moreover, the use of a electronical device fostered these learners to pay attention and be quiet while the teacher was telling them the story.

Once again, it was evidenced that this target population enjoy drawing and coloring as they showed good mood when the teachers asked them to draw the characters and to wrote its names on their notebooks, they also adore listening and singing songs in English. it made that the ninety percent of students were engaging during the three stages of the class. On the other hand, few students were not fully concentrate on the grounds that the in-service teacher usually called them to ask them personal questions, to complain their jobs and to send messages to their parents.

Class No. 15

REFLECTION SESSION:

What went well?
Students responded to commands and recognise colors and objects.

How do you know that?
some students recognised/remembered the order of the story and participate actively, in addition some of them used the vocabulary in English.

What didn't go that well?
it was evidenced that at the beginning of each class students refused to stop working in other subjects and it is necessary for the pre-service teacher to remind the ground rules and to repeat several times to close their maths books.
In-service teacher kept interrupting the class and ask students to do some assignments that are not related to what the pre-service teacher is teaching.

What would you do different next time?
it is pertinent to change the way instructions are given due to the fact that while pre-service teacher is explaining and talking some students are talking and doing other things that are

not related to the English class. it would be good to make students be quiet and pay attention while giving instructions and to check students comprehension. on the other hand in-service teacher continue interrupting the class and ask students to do other thing while pre-service teacher are explaining.

Class No. 17

REFLECTION SESSION:

What went well?

The activities for this class involved different learning styles such as kinesthetic, linguistic, visual, spatial and intrapersonal.

How do you know that?

The majority of the students were active during the whole class.

What didn't go that well?

The warming up activity did not operate.

What would you do different next time?

Teamwork and pairwork are not a good option for first graders, so the teacher will avoid those types of activities.

Pair Work as a warming up activity is not a factible option for first graders. At the moment to requested students to work in pairs, they disorganized in one second. Some of the students took advantage of the warming up to be stand up, others started talking to their partners and some others had problems such as if someone wanted to work with a specific person, this person wanted to work with a different person from the one who would like to work with him.

This activity also promoted misbehavior since students left their desks to be next to the person they wanted to work with. Besides, before the teacher finish to give them the instructions for doing the activity, they were looking for a friend, so they did not know how to develop the activity. On the other hand, students make a lot of noise to the extent that two people had to intervene to control students´ behaviors One of them was the in-service teacher who threatened them to not give them the brake. As a consequence, they changed their aptitude; they started to participate, they went back to their desk, and they were willing to do the homework.

Sufficient exposure to the language had a positive result. When the teachers showed students some flashcards about animals like rabbit, donkey, zebra and tortoise, some students started named them in Spanish. As a result. they taught students how to say those in English, so it made easy for learners to understand what the fable was going to be about. After teachers told the fable and explain that it had an important moral that everyone should be applied, students were able not only to name the animals in English, but also they were capable to share in Spanish what the moral message of the story was, students gave their opinions and wanted to

share orally the moral of the story with their partners in order for make it clear for everybody.

Class No. 19

REFLECTION SESSION:

What went well?
Learners motivation to participate was higher than in other lessons
How do you know that?
The topic was engaging for students and they wanted to say what they knew about it
What didn't go that well?
The use of Spanish by teachers in a second language classroom
What would you do different next time?
Next time the code switching should be done only for words that are not easy to understand by gestures

From the beginning of this lesson learners presented a good behavior what teachers acknowledged by prising them with a happy face and a congratulation. It makes students want to keep the happy face in the board. Particularly, in this class disrupted behavior issues such as a lot of talking and standing up presented in some previous classes did not appear probably because the in-service teacher the day before had warned them about not going outside for playing Friday' morning if they did not pay attention and be quiet.

Fomenting the students' critical thinking skills through questions worked very well because it made them reflect about what teachers was asking. Their response to this activity was positive on the grounds that the activities fostered their curiosity and imagination.

The fact that learners could draw what they would keep in a treasure coffer and express where they would hide made them feel comfortable with their own drawings due to the fact that everyone had different ideas so anyone was judging the others work.

What blurs this lesson is the amount of Spanish used by teachers during the lesson. Even though the story should be told in its majority in learners' mother tongue but emphasizing in key words (new vocabulary) and verbs, the instructions and what it was said in the classroom should be done in the foreign language and it was not made in that way all the time.

Teachers will work in using more English in the classroom the next lessons to leave their own and learners' comfort zone with that aspect.

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13.4 Appendix 4: Criteria used for assessment

Total score: **/50**

Portfolio   **Score:**   **/20**

Aspects to assess	Scores	Comments (strengths and things to improve)
The portfolio must contain the 95 % of the worksheets.	/10	
Students must be able to recognize the meaning of vocabulary evidenced in matching activities	/10	

Oral retelling   **Score:**   **/30**

Aspects to assess	Scores	Comments (strengths and things ti improve)
Students must be able to interpret images in order to guess what a story will be about	/10	
Students must be able to summarize stories in a short way	/10	
Students must be able to use the words they learnt in other contexts.	/5	

Body language and movements to facilitate the understanding of what is said	/5	

13.5 Appendix 5: Photographs (Production of students)

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