READING & VALUES: A READING PLAN TO ENHANCE CRITICAL THINKING

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READING & VALUES: A READING PLAN TO ENHANCE CRITICAL THINKING

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INTRODUCTION

Reading is one of the most important skills people practice throughout their lives. It is usually learned at an early age and remains lifetime. Through reading, people can perceive, acquire and learn different sets of things since it implies attention, interest, motivation and reflection. Lopera Medina (2012) defines reading as a mental process where one of the main factors is communication. This process involves interaction between readers and writers. Due to this, active participation in meaning creation and knowledge of strategies is important in order for students to establish ideas while reading.

On the other hand, critical thinking is a relevant component for the reader to promote the ability to question, evaluate and criticize. According to Fahim, Barjesteh and Vaseghi (2012, p.140) “critical thinking skills are strategies people use to consider and evaluate new ideas”. Reading is a complex process that goes beyond simply knowing what is written on the text. That is why critical thinking promotes interpretation, inference and analysis in students.

For that reason, this internship project seeks to promote critical thinking on students by implementing an English reading plan. The implemented texts are based on values and principles that will guide students to develop social skills. A social environment in the classroom will support the communication between students and the teacher.
JUSTIFICATION

Taking into account the Common European Framework (Council of Europe, 2001), reading is an important skill that must be developed in schools, since it is an important tool to develop communication. The act of communicating may not be complete without a text. The activities and processes of reading are analyzed and classified in function to the relation among the student and the text. Added to that, the philosophy of Gimnasio Artístico de Suba is focused on creating a learning environment that fosters thinking abilities, and at the same time, citizens with sense of participation in social reality with ethical and moral values.

Thus, this project seeks to contribute to the Gimnasio Artístico de Suba’s goals of critical thinking and values through a reading plan aimed at a social and cultural learning process. Through this project, students will be able to critically think and comprehend when reading different types of texts in English and question the text’s evidences to make conclusions by the agency of inference.

This project is implemented at Gimnasio Artístico de Suba with 30 ninth grade students who are 14 and 15 years old. According to the English curriculum, this area does not implement a reading plan. Due to this, the relevance of this project lies on fostering inference through critical thinking while reading, since thinking and analyzing rationally will contribute to future students’ decisions both personally and socially.
OBJECTIVES

The reading plan has the following objectives.

- To enhance inference when reading texts based on values through critical thinking.

The next specific objectives are considered to develop not only students’ reading skill, but also values and principles.

Specific objectives:

- To foster English reading in order for students to develop it as a habit.
- To encourage critical reading through the analysis and inference of texts.
- To strengthen values through different types of texts with implicit morals.
- To encourage social skills by sharing perspectives while working in groups.
SETTING AND PROBLEM STATEMENT

This project took place at Gimnasio Artístico de Suba. This is a mixed private school approved by Secretaría de Educación de Bogotá. This school offers its service to kindergarten, elementary school and high school. In kindergarten level there are two classrooms with thirty students each one, maximum. In elementary school level there is only one classroom per grade, except for third and fifth grade which have two classrooms per grade. In high school level there is only one classroom per grade with twenty-five students each one. Additionally, this school is only shift, calendar A. It is located in Suba, Las Flores neighborhood.

In order to develop this project, short reading activities were carried out by sixth, seventh, eighth, ninth, tenth and eleventh graders. From this population, ninth graders were the most suitable population because of factors of time. In this grade there are thirty students who are fourteen and fifteen years old.

This internship project emerged from the necessity of including a reading plan at Gimnasio Artístico de Suba’s English curriculum, as an alternative way for students to learn the target language. This school counts with an independent subject where students read in Spanish once a week, therefore, including a reading plan in the English curriculum is meaningful in order to enhance even more the reading habits in students. Furthermore, the project was carried out taking into account the need of including values as a constant topic in each text to be read for students.

The first problem is that students’ major input in their English classes was grammar. Each year has four periods and each period has eight topics, from those, at least six are mainly
grammar and the other topics may be translation or writing. This situation led this project to work on a reading plan once per week so that students could learn the target language through a different method besides a regular grammar class.

Secondly, Gimnasio Artístico de Suba’s philosophy reiterates the importance of educating students in values. Consequently, the idea of selecting texts that contain implicit morals and values emerged in order for students to think critically so learning becomes meaningful, therefore students may be able to recognize and apply such values not only while working in class but also outside the school.

In conclusion, this internship project contributes not only to increase reading habits in students but also to emphasize on values that cannot be lost. Most significantly, through this project it is expected to promote on students the appreciation towards values at the same time they are developing inference abilities.
Why is a reading plan important?

An EFL Reading plan is relevant since it complements students’ knowledge in three competences such as social, linguistic and academic. In the first competence knowledge is also considered socially and culturally constructed. Students’ ideas can be established through interaction with other students, the teacher and the text. Swinehart (2011) indicates that students, in order to participate adequately in nowadays society, should be more motivated towards reading. Besides, students should read texts which encourage them to actively set their own values and believes before social life.

In the linguistic aspect, students increase reading comprehension as well as strengthen vocabulary and expressions in the target language by means of reading different types of texts. Students progressively increment their abilities in comprehending texts due to the development of their vocabulary recognition. Besides, implementing activities, which involve students to go over the previous text, increase the students’ motivation before the next reading. In the academic aspect, students cultivate reading habits and enhance reading inference in critical thinking.

Introduction

In order to accomplish those competences successfully, it is necessary to take into account certain skills and abilities. As stated in the Common European Framework (Council of Europe, 2001), students use competences in order to develop certain tasks that are necessary in
daily life. One of those is the heuristic skill, which is related to the adaptation to new experiences. With this, students have the ability to find, comprehend and convey new information through observing, analyzing, inferring and memorizing. This skill, along with practical and intercultural abilities, leads the student to a profitable reading.

The importance of reading lies on giving the ability to receive and, at the same time, create new ideas as well as interpret the world. Vargas (2001) considers that there are two important moments in the reading process: when learning to read and when learning while reading. The most crucial in students’ academic life is the second moment. Merino (2011) agrees that children and young learners approach to literature goes beyond the mere knowledge; it is the beginning of using a valuable tool. In this manner, as Alvarez & Sebastian (2013) propose, teachers should encourage an interactive reading and education in values and dialogic methodologies in order to foster the development of linguistic and literary skills. Furthermore, Swinehart (2011, p.3) states that “reading is a prerequisite for almost every social and cultural activity, engaging and interacting with texts are essential skills needed for socially responsible citizens”

In order to develop social skills, students should be immersed in interaction not only with the text. Powell & Kalina (2009) suggest that ideas are established as a result of interaction with the teacher and other students according to social constructivism. Social interaction is a very important factor to be developed through reading in the target language. The language role is to connect students with the world, facilitating new concepts and ideas creation and expansion. Kim (2001) considers that culture and context are important for social constructivism in order to understand what takes place in society and construct knowledge based on that.
On the other hand, reading works as a strategy for students’ critical thinking development. Rodriguez (2011) states that critical reading as a learning strategy refers to a reflexive and analytic reading. Besides, the author considers that students need to think about what is read taking into account previous knowledge and comprehension of the world. According to this, reading is a mean to discover new ideas within a text and critical thinking is the strategy to evaluate those ideas in order to decide what to accept and believe about it. Mason (2009) considers that a critical thinker rather than just emphasizing on a particular and individual argument is able to see and understand different points of view. Consequently, communication with others who have distinct perspectives and positions is a fundamental component in critical thinking.

Another main factor in critical thinking is inference. In reading, inference is crucial considering that some information in texts could be implicit. Due to this, students would have to go beyond the mere text and make inferences to reconstruct the texts ideas and at the same time generate new ones. In agreement with Todaro (2010) almost every text would be arduous to comprehend without inference. According to Rodriguez (2011), inference is a skill that determines necessary aspects to narrow logical conclusions. Inference contains three subskills: questioning evidences, proposing alternatives and making conclusions. Therefore, inference is a significant skill that provides tools to consider information and deduce ideas from the texts, allowing the reader to build new concepts and make conclusions.
English reading at school

English reading should be presented to students who already have some English structures clear regarding to grammar, vocabulary and comprehension. Some important aspects to consider when introducing reading in English as a foreign language in the classroom are, according to Lie (1993) that students’ background plays a significant role in reading, besides students should use the same skills to read in the target language than they use to read in their mother tongue. Students should have opportunities to process information so they can communicate in the target language. Additionally, reading skills should be blended with writing skills.

What is Critical Thinking?

Critical thinking is the way in which thinkers (students) enhance their thinking by successfully analyzing, assessing and reconstructing any task or problem. Besides, it is a process that implies autonomy because it is a self-directed, self-disciplined, self-monitored, and self-corrective thinking. Since it is part of social aspect, efficient communication is required in order for students to cope with egocentrism and sociocentrism.\(^1\) To complement this idea, Ennis (1987) cited by Hager and Kaye (1992) says that “critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do”. Taken from a social point of view, students can share thoughts and choose, from different ideas, the most suitable for them.

\(^1\) In web page Criticalthinking.org: [http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/] a complete definition of Critical Thinking can be found.
An important aspect to take into account is that nowadays, we found ourselves in a technological era, according to Mendelman (2007), children grow up absorbed by passive activities such as video games, television and internet, that is the reason why teaching critical thinking has become one of the main and most difficult concerns of the classroom. A successful critical thinking is only achieved taking a step back from the limited criterion of the superficial moment. If reading the world can be correlated to reading texts, students will find the vehicle to learn the fundamental critical thinking skills to analyze. Once students have created awareness about the importance of thinking beyond, they will favorably take active participation in real world context.

Critical Thinking, according to Arango (2003) cited by Rodriguez (2011), is the kind of thinking identified by leading and dominating certain ideas from reviewing, assessing, thinking, processing and conveying what was understood. At this point, the author highlights six abilities which are linked one another: interpretation, analysis, evaluation, inference, explanation, and self-regulation:

- Interpretation is the ability to comprehend and express the meaning and importance of a variety of experiences, situations, judgments, procedures or criteria.
- Analysis identifies the relation among cause and effect, explicit or implicit within concepts that seek to convey judgements, experiences, reasons, information or opinions.
- Evaluation imposes the credibility of representations which analyzes or describes the perceptions, experiences or situations of people, in this case, students.
Inference identifies required elements to elaborate hypothesis, give ideas and subtract consequences.

Explanation organizes and logically conveys the results of reasoning, justifies conclusions by evidencing.

Self-regulation consciously observes and monitors cognitive activities, used tools and obtained results.

Particularly, this project will be focused on the fourth skill of critical thinking. This leads to the following concept, inference.

What is Inference?

In reading, inference is the comprehension process made by combining information of what is read and what is thought about the reading, in other words it is the consolidation of the reading and the reader’s previous knowledge. As Kispal (2008, p. 2) states, “the ability to make inferences is, in simple terms, the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit.” Moreover, the author expresses that “different researchers have identified different kinds of inference” as listed below.

- Coherence inferences: these maintain textual integrity. The next sentence has to be filled with information from the previous sentence.
- Elaborative inferences: these endow mental descriptions of the text. The reader will use previous life experiences and general knowledge to make a connection between the sentences.
- Local inferences: these make proper representations at local levels of sentences and paragraphs.

- Global inferences: these make coherent representations referring to the complete text. This means that the reader infers overall ideas about the topic, main idea or moral of a text.

- On-line inferences: inferences made during reading.

- Off-line inferences: inferences made after reading.

Bearing these in mind, inference can be a complex task since it is necessary to subtract implicit information in texts, transmitted through precise words, sentences or paragraphs and taking into account the reader’s background knowledge.

**Importance of background knowledge while inferencing**

Background knowledge is meaningful since the reader will make use of it when inferring from a text. As claimed by Nokes (2008) and Phillips (1998) readers’ background has been an important factor to understand a text through inference, while the inference is based on the observations that the reader has made. In the moment of considering observations, readers make use of their background knowledge. For an appropriate inference, this must be based on information observed in the text and the reader’s relevant background knowledge. Consequently, background knowledge is a facilitator on inferential comprehension.
Social constructivism

Social interaction is a valuable tool for students while learning not only inside the classroom or during school, but also outside the classroom and for the rest of their life’s experiences. That is why, interactive activities where students can share thoughts and ideas are so meaningful. In agreement with Kim (2001), social constructivism sees the learning process as a social one and it does not take place with a single person. Instead, it is a process shaped by external factors, thus, meaningful learning happens when that single person is integrated in social activities.

One of the objectives of this project is to engage students in different activities where they can build relationships, and consequently have a direct and positive impact in their learning process. With regards to Powell & Kalina (2009) individually, a student constructs knowledge based on personal experiences, and he or she needs guidance in order to draw on those experiences. Thus, teacher has to be a guide and facilitator to students so they can construct their own concepts on what is being taught. All the activities proposed in the classroom should be used interactively lest students can acquire what they learnt from the group. These authors point out that according to Vigotsky, the social constructivist environment should include activities which students can use in order for them to experience and so get to another level of understanding. Furthermore, language helps individuals to learn in a social environment, as a consequence, students must communicate in order for them to learn.
CHAPTER III

METHODOLOGICAL FRAMEWORK

This project attempted to implement an EFL reading plan for the first time in an English classroom. Students’ behavior is fluid, dynamic and unpredictable. Thus, it is important to consider that the main purpose was to enhance inference through critical thinking in students, although every student’s perceptions may be different. Besides, this project allowed the teacher to consider theories about an EFL reading plan in order to strengthen students’ critical reading skills.

Project stages

Through this project, an innovative intervention, as already mentioned, was developed in a private school in Suba. This proposal sought to implement a reading plan based on values where students enhanced their critical thinking and social skills. The first step was to direct a survey aimed to know students’ interests in reading, and after that, to establish texts the students might want to read.

This reading plan was divided in three stages. In these stages, students read one book and short stories that were divided in two categories: companionship and citizenship and personal development. In the first stage, students read chapters and important passages of the well-known book “The Little Prince”, from the first category: companionship, there were three subcategories or main values: friendship, love and solidarity. In the second stage, students read short stories
from the second category: citizenship and personal development, with three subcategories or main values: tolerance, respect and responsibility. In the third stage, students explored their creativity by creating their own stories to teach different values. This whole process as shown in the next chart:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITY</th>
<th>CATEGORY</th>
<th>VALUES</th>
<th>MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Book reading</td>
<td>Companionship</td>
<td>- Friendship</td>
<td>The little Prince</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Love</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Solidarity</td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td>Short story reading</td>
<td>Citizenship and personal development</td>
<td>- Tolerance</td>
<td>- Text 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Respect</td>
<td>- Text 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- responsibility</td>
<td>- Text 3</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Students’ creation</td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chart 1: summary of project stages

Throughout this project were implemented texts that might convey certain values, however, the intention of this reading plan was to encourage students to infer, from the text, different values and not only the mentioned above. The major aim was that students read and think beyond the mere text, identifying different values from particular perspectives. Likewise,
the texts were selected in order to give an idea to the students, so they could express their creativity in the third stage of students’ writing.

Stage I

This first stage was designed to be developed in ten weeks. Students did not read the whole book but long fragments, important paragraphs, or complete chapters, even so, they did not miss the context of the book at any moment since the teacher’s role was guide them from one chapter to the other with summaries of the chapters in between. Besides, at the beginning of each reading class the teacher and students started with a brief talk about the previous chapters. It is also important to mention that reading mentally, reading aloud, reading in pairs and reading while listening to the teacher were some of the strategies used not only in stage I but also in stages II and III.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITY</th>
<th>MATERIAL</th>
<th>WEEK</th>
<th>TITLE</th>
<th>GENERAL TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage I</td>
<td>Book reading</td>
<td>The Little Prince</td>
<td>2</td>
<td>Pre-reading</td>
<td>- Use some images taken from the book to develop a comic or story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Chapter 1</td>
<td>- Read a chapter from the book and share expectation upon the book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>Chapter 2</td>
<td>- Read the chapter, write down possible morals and talk about it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>Chapter 7</td>
<td>- Teacher socializes previous chapters to catch up by reading short paragraphs and sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- What do you think the text wants to express by “roses and Thorns”. Maintain topic of discussion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>Chapters 10-11</td>
<td>- Teacher socializes previous chapters to catch up by reading short paragraphs and sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Choose one of the two chapters and prepare a short role play showing the moral of the chapter.</td>
</tr>
</tbody>
</table>
Stage II

The second stage was executed in four weeks. In this stage, students read three short stories in four sessions. The tasks they were required to do, were realized in small groups in order for them to socialize and discuss among them. Then, they would share their thoughts in written or oral form. The purpose of these tasks was mainly to train students in writing so they could be confident when continuing to stage III.
Stage III

This last stage implied an only task but due to the complexity of the same, students had to develop it in three sessions with the teacher’s help.
All of the stages were carried out by the students in pairs or small groups in order to enhance in them participation, and social skills. Most of the tasks required the students to write before speaking. In this way, they had the opportunity to correct grammar previously.

**Development of social skills**

As mentioned before all of the tasks were done by students in pairs or small groups, every time. It was noticeable how important was to focus this project not only in students’ reading skills but also in their social skills. It was crucial for them to carry out a task with someone they could share information and thoughts. In that way, they could find supporting ideas not only in the texts but in their classmates points of view.
CHAPTER IV
PEDAGOGICAL INTERVENTION AND RESULTS

Role of student and teacher

The role of student and teacher are not structured and more important, are not taken for granted since this project is about individual decisions taking into account observations made from texts and their classmates points of view. Nevertheless, it is important to focus on some ideal parameters: what the students are supposed to know and do (reading) and how the teacher should proceed to guide the students. In agreement with kispal (2008), in order to be good at inferencing, the student needs to be an active reader and make sense of the text, have adequate vocabulary to understand the text and have a competent working memory. The role of the teacher is to guide the students, asking how as inference is generated in discussion of a text, asking questions about relationships between characters, goals and motivations and asking questions that promote comprehension such as “is there information that does not agree with what I already know?”. The teacher, as Snyder & Snyder (2008) state, should think on his/her students as users of information instead of receivers of information, in order to lead students to a successful use of critical thinking skills while reading in the classroom.

Survey

Bearing that in mind, the first step taken was to carry out a short and simple survey with twenty-eight ninth grade students. The purpose of this survey was to identify interests and the level of English and reading in which students might be. This was not only to identify English

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2 Reading interest survey taken and modified from: https://www.surveymonkey.com/
reading level, but in Spanish as well. This survey (see list of annexes Pg. 13) was directed in one session where students had to answer the questions as complete and sincere as possible, so that, students were told that the survey did not have any implication in scores or notes in the English area and it was not necessary to write down their names.

This survey leaded to find suitable book genres and text topics, and also took into account possible students’ comprehension strategies and learning strategies. On the other hand, students were asked to write some values they have been taught in school and what they thought would improve their learning into the classroom.

**Results of the survey**

The first question given to the ninth grade students was: Do you enjoy reading? This question was important for the teacher in order to if emphasis this project in reading skill was suitable. The result showed that a reading plan was a suitable project to develop.
The second question was led to find the correct amount of minutes to develop each reading plan in the classroom. Taking into account the minutes that students would spend reading and the minutes the students would spend to realize the activities proposed by the teacher.

The question five was specifically about English reading. This question was explained carefully by the teacher at the moment of developing the survey. In this way, the students would be able to identify which of those strategies they recognized and used when reading in English. This question led the teacher to find various reading strategies each time the reading plan was carried out in the classroom. Most of those reading strategies were the use of dictionary, asking questions about text, rereading passage, looking at illustrations for clues. Besides, these strategies were using at different moments during the reading plan sessions.
In question six, results showed that most students preferred to work in groups of two people. With the results of this question, this project was focused on taking into account social constructivism. Due to students’ lack of interest on working with their classmates, one of the objectives was to foment interaction among students. At the same time, foster in them certain values that allowed them to realize the importance of hear and respect others’ ideas.
Question eight was an open question, with the purpose of letting the students express the ideas that came to their minds. This question permitted the teacher to find suitable texts and books in order to introduce them in the reading plan sessions. Some of those values were summarized (chart 1: summary of project stages) in only two categories of values: companionship and citizenship and personal development which involve other values that students could infer from the texts.

The results previously discussed helped this project to evaluate possible ways to implement a reading plan in ninth grade. The other questions of the survey were a complement of the main questions. Hence, the idea of developing a reading plan divided in three different stages surged. Each one with sessions explained in chapter III: Methodological framework. The results are discussed below.
Stages I, II and III

The different results taken from the survey done in ninth grade contributed to the elaboration of a reading plan. This reading plan, as mentioned before, was divided in three stages to give variety of texts to students and avoid working with only one book, therefore the class would not turn monotonous. Besides, these results showed certain values which were useful at the time of finding the texts. Below, each of the stages is shown in detail.

Stage I

This stage was based on the category of companionship and was implemented taking as main material the book “The Little Prince” (see list of annexes Pg. 18). In this stage students did not read the complete book, they read some of the most important quotations, passages or paragraphs in order for them to infer some of the many morals found in the book. In this stage, as well as in the second one, English grammar was not a crucial factor to take into account, the most important was the content of the analysis made to the different chapters or paragraphs from the book.

The activity of the first week was carried out with the purpose of introducing the very first text for the reading plan. In this activity students had to use their creativity and imagination by putting together a story with different images taken from the book. As a result, students made some posters in English proposing some short stories (see list of annexes Pg. 20). Some of these stories showed that students had a vague idea on how to create a short story and also, that those stories might need be written with a purpose: teach something. As English grammar was not
important, some of those stories showed frequent mistakes. On the other hand, some other stories seemed to be complete in every sense: content and moral.

Once the first part of this stage was completed, students would begin a routine in English reading since the reading plan was carried out every week. This led students not only to get used to a routine but also to awake in them the sense of responsibility considering that most of them started to bring dictionary or other kinds of pocketbooks in English to develop the activities.

The following activities were thought for students to strengthen their inference skills and activate their background knowledge. Most of the activities were about the different ideas that came to students’ minds, the purpose of those were to lead the student to a discussion about the conclusions they could take from the text. Sharing and discussing feelings, thoughts and ideas were important aspects in each week’s activity and finally all this activities were developed both written and oral.

All things considered, in this first stage, students were able to use some situations taken from their daily life and connect them to the morals that the texts were offering. In this way, students made a relation between some other things they had learnt with what they learnt from “The little prince” as noticed in their production (see list of annexes Pg. 21)

Stage II

This stage was based on the category of citizenship and personal development and was implemented taking as material short stories taken from internet sources (see list of annexes Pg.
In this stage, students read texts with implicit messages based on values (chart 3: summary stage III). However, the values exposed in the chart were not the only valid that students could infer. Also, as previously mentioned, English grammar was not as important as inference in this stage. The main purpose was to enhance inference while reading. In other words, students had to make sense of the text they were reading.

In this stage the main purpose of the activities was for students to establish ideas and identify if they were able to make a relation between their previous experiences and the ideas from the text. Most of those activities were implemented as a manner of discussion in the classroom. These discussions were made by groups of two or three people, in order for them to arrive to a conclusion and then socialize it with the teacher and classmates. Those kinds of activities sought to show the students stories with which they could feel identified. That is the reason why some of those discussions were about what they thought about those texts and if they had had some experiences similar to those or at least they were able to associate those texts’ morals with morals they could find in any other kinds of situations.

On the whole, those activities were designed in order for students to relate background knowledge and previous experiences to the ones they could find in the texts. Students could take information from the texts and make explanations on how the morals found in certain situations from the texts, could be also found in diverse contexts, as in current situations or situations they had passed through.
Stage III

The last step was focused on writing. Although this project’s purpose is to enhance reading skill, this stage was taken as a production for students and as a way for students to evaluate themselves whether they could or not put in practice different values reinforced through the reading plan. The main activity in this stage was to create a short story with free topic. This story had to be written with the purpose of teaching something to the person who would read it. Besides, the moral, this short story needed to be created around different implicit values.

Lastly, students demonstrate that they were able not only to infer ideas from a text, but also to do the same procedure the other way around. Students could put their ideas in a short story without letting its message or moral explicit to the eye of the reader, and at the same time, could make a story which taught something important (see list of annexes Pg. 23).
CHAPTER V

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

This reading plan project sought to enhance inference in students using texts based on values and at the same time strengthen social skills by developing those activities in groups. The results of this intervention showed that students achieved the goals proposed at the beginning. First of all, students developed an English reading routine at least inside the classroom, and as explained before students became more responsible bearing in mind materials as tools that were used in the classroom during the reading plan sessions. Besides, thanks to the kinds of texts used in the classroom, students reinforced inference by analyzing texts which contained morals and values to be learnt. Last but not least, students consolidate relationships with their partners by working in pairs or small groups and at the same time, learnt to come to conclusions even when there are different perspectives.

Accordingly, this project is significant and innovative since an English reading plan is a different way for students to learn, it goes beyond the traditional class where students can learn grammar structures. Thus, this reading plan was not only useful for students to develop a reading routine, to enhance values and to reinforce social interaction with classmates, as mentioned before, but also for students to acquire English vocabulary and even fluency at writing. Furthermore, the proposed English reading plan, is innovative since the main purpose is not only to foster reading as an alternative to traditional classes in order for them to learn only English, but also to teach students values that help them grow not only mentally but personally, as well.
Pedagogical implications

Gimnasio Artistico de Suba

The implementation of an English Reading plan in this school was meaningful since it complemented not only the methodology in the English classroom but also complemented the school’s institutional fundaments: philosophy, mission and vision. As mentioned in these institutional fundaments, Gimnasio Artistico de Suba constantly seeks to educate its students in values and principles in order for them to be respectable citizens in their present and future. Finally, taking into account the PEI “Formando artistas”, the stories made by the students are a plus, since they could demonstrate their artistic abilities, creativity and imagination.

Future teachers

As previously discussed, a Reading plan is a valuable tool for teachers in the classroom. This project focused the reading plan with ninth grade students due to factors of time, but this intervention could have been applied with any grade. In order to carry out this project with different grades, the Common European Framework is crucial and has to be taken into account, so that teachers can identify the most suitable texts according to the students English language level. Besides, it is also important to know that every class is different, so the students’ interests might change from grade to grade. For this reasons, this is a convenient project that can be carried out at any time in the classroom.


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INTERNERSHIP HOURS CERTIFICATION

This internship project was developed from June 22nd, 2015 to February 17th, 2016 in order to complete more than 384 hours of teaching experience and practice. These hours were divided in reading plan lessons, grammar classes and preparation of both reading plan lessons and grammar classes.

First of all, the reading plan was carried out once a week with ninth graders, the grammar classes were developed with fourth, fifth, sixth, seventh, tenth, and eleventh graders two days per week. Besides, the preparation of reading plan lessons and grammar classes took two hours per session given, as show in the following chart.

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<td>300 hours</td>
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<td>Preparation Reading Plan and Classes</td>
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404 hours

Juliana Moreno
Docente Inglés
Turora externa pasantía
CONCEPTO ESCRITO TUTORIA EXTERNA

A continuación se evidencia el concepto escrito de la tutora externa de la pasantía: Juliana Moreno, desarrollada en el Gimnasio Artístico de Suba por la estudiante-pasante de la Universidad Distrital Francisco José de Caldas: Laura Camila Ospina Godoy, durante el segundo semestre del año 2015.

Evaluación de la pasantía: cualitativa y cuantitativa (de 1 a 5)

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<tr>
<th>Responsabilidad</th>
<th>Su puntualidad siempre fue buena. El trato con los estudiantes siempre fue bueno. Sus actividades siempre fueron de acuerdo a lo establecido y desarrolladas de acuerdo a las necesidades de los estudiantes. Los recursos que usó siempre fueron adecuados para cada clase.</th>
</tr>
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<tr>
<td>Desarrollo</td>
<td>Actividades siempre desarrolladas de acuerdo a las necesidades de los estudiantes. Su manejo de grupo es bueno. Los objetivos mencionados fueron cumplidos.</td>
</tr>
<tr>
<td>Aspectos Metodológicos</td>
<td>El desarrollo de su pasantía tuvo relación con la vida cotidiana de los estudiantes. Sus actividades siempre fueron muy didácticas.</td>
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<tr>
<td>Procedimientos Didácticos</td>
<td>Se favoreció la comunicación entre los estudiantes, las estrategias que se usaron demostraron el aprendizaje de los estudiantes siempre hubo claridad en la presentación de cada actividad.</td>
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<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Recursos</td>
<td>Siempre fueron adecuadas para el aprendizaje de los estudiantes teniendo en cuenta su nivel.</td>
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Promedio Total: 5.0

Dado en Bogotá a los 22 días del mes de Febrero, 2016.

Juliana Moreno
Docente Inglés
Gimnasio Artístico de Suba
Tutora Externa Pasantía
ACUERDO DE VOLUNTAD PARA LA REALIZACIÓN DE PASANTÍAS DEL PROYECTO CURRICULAR DE LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS, FUNDAMENTADO EN EL ACUERDO 031 DE JUNIO 25 DE 2014 SOBRE MODALIDADES DE TRABAJO DE GRADO DE LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

El presente documento acordado entre las dos partes tiene como objeto establecer bases de cooperación académica y/o educacional y/o social entre la UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS y CamArtístico de Suba para la realización de PASANTÍAS de los estudiantes del Proyecto Curricular de la Licenciatura en Educación Básica con Énfasis en Inglés.

OBLIGACIONES DE LA UNIVERSIDAD: Esta se obliga a: (a) Presentar a la INSTITUCIÓN, por escrito, los estudiantes que desarrollarán la pasantía. (b) Asignar al docente DIRECTOR, quien en este caso será el/l la profesor/a Ruth Amira Calderón, responsable de la supervisión y evaluación del proceso de la pasantía y del logro de los objetivos propuestos. (c) Establecer los correctivos necesarios en caso de que los estudiantes contravengan alguna norma de la INSTITUCIÓN. (d) Velar porque los estudiantes cumplan con lo pactado en el presente Acuerdo. (e) Velar porque los estudiantes estén afiliados a una EPS o al SISBEN y tengan contratada una Póliza de Accidentes Escolares o estén afiliados a una ARP, que se deberá presentar a la INSTITUCIÓN antes del inicio de la pasantía. PARÁGRAFO: El tiempo reglamentado para el desarrollo de la pasantía será de mínimo 384 horas y la organización de este tiempo se establecerá de acuerdo al plan de trabajo previamente aprobado.

OBLIGACIONES DE LA INSTITUCIÓN OFERENTE DE LA PASANTÍA: Esta se obliga a: (a) Certificar la legalidad y pertinencia de la institución mediante registro de Cámara de Comercio y Matrícula de Industria y Comercio vigentes u otras formas equivalentes de certificación de existencia jurídica. (b) Manifestar su interés de trabajo con la universidad y enunciar sus responsabilidades mediante la firma de este documento dentro del cual se establecen los objetivos de la pasantía y la remuneración respectiva si existe. (c) Designar a una persona de la institución que actúe como profesional encargado del acompañamiento del proceso de pasantía en la Institución, quien en este caso será el señor/a Juliana Moreno. (d) Avalar el plan de trabajo y la propuesta de desarrollo e innovación de los estudiantes donde se estipule el cumplimiento de las 384 horas mínimas reglamentadas para el desarrollo de la pasantía, distribuidas en trabajo presencial, documentación, búsqueda bibliográfica u otras requeridas por la pasantía. Este plan de trabajo debe ser concertado entre el profesional encargado del acompañamiento de la pasantía, el docente DIRECTOR y el PASANTE. (e) Suplir las necesidades de recursos humanos, físicos y técnicos para la realización de las pasantías. (f) Oficializar un concepto de finalización de la pasantía que se remitirá al Docente DIRECTOR, en el que se evalúe el desempeño de los pasantes y los resultados obtenidos en la misma, para ser usado como instrumento de soporte para la evaluación final del trabajo de grado.

OBLIGACIONES DE LOS PASANTES: (a) Cumplir la labor asignada en el plan de trabajo según la distribución de horas acordadas que beneficien tanto a la UNIVERSIDAD como a la INSTITUCIÓN oferente. (b) Demostrar ante la INSTITUCIÓN que están afiliados a una EPS o al SISBEN, que tienen contratada una Póliza de Accidentes Escolares o que están afiliados a una ARP. (c) Los estudiantes no podrán por sí o por terceros reclamar personal o judicialmente a la INSTITUCIÓN indemnizaciones en dinero o en especie por cualquier enfermedad o accidente que sufrieran mientras se encuentran en desarrollo de la pasantía. (d) Cuidar de los útiles, materiales y equipos que para adelantar la pasantía se les haya facilitado. (e) Cumplir los reglamentos y normatividad de la INSTITUCIÓN y de la UNIVERSIDAD. (f) Concurrir puntualmente al lugar donde se desarrolla su pasantía y asumir las instrucciones disciplinarias que impone la INSTITUCIÓN, si ésta
así lo considera. (g) Elaborar un trabajo teórico-práctico producto del desarrollo de la pasantía, según los lineamientos reglamentados por el Consejo Curricular de la LEBEI. (h) Socializar el trabajo final de la pasantía ante la Comunidad académica y los docentes DIRECTOR y evaluador.

**OBLIGACIONES DEL DOCENTE DIRECTOR:** (a) Verificar el desarrollo del plan de trabajo de los PASANTES. (b) Garantizar la previa programación y diseño de las clases y/o actividades académicas con los pasantes, así como su respectiva evaluación y/o corrección en caso de ser necesario. (c) Realizar seguimiento por escrito de las actividades presenciales y no presenciales de los pasantes, acordadas en el plan de trabajo. (d) Promover el estricto cumplimiento del horario establecido en el presente Acuerdo por parte de los pasantes. (e) Generar y garantizar a los pasantes los espacios necesarios para la dedicación completa al grupo objeto de la pasantía, así como los espacios para el desarrollo bibliográfico y de contenido para la elaboración del documento final que los pasantes se comprometen a entregar a la INSTITUCIÓN OFERENTE. (f) Evaluar en conjunto con el profesional encargado de la Institución el desempeño general de los pasantes durante el desarrollo de la pasantía. (g) Presentar ante el Consejo Curricular, mediante oficio, el documento final con sus debidos soportes, realizado por los pasantes, al igual que una copia del concepto entregado al final de la pasantía por el profesional encargado de la Institución.

**OBLIGACIONES DEL PROFESIONAL ENCARGADO DE LA INSTITUCIÓN:** (a) Suministrar la información institucional requerida para el desarrollo de la pasantía. (b) Realizar seguimiento, acompañamiento y evaluación al plan de trabajo de los pasantes y a las actividades programadas. (c) Facilitar la consecución de recursos institucionales. (d) Apoyar a los pasantes en actividades académicas que se programen. (e) Convocar a los pasantes a las reuniones programadas por la Institución. (f) Realizar seguimiento por escrito de las actividades presenciales y no presenciales de los pasantes, acordadas en el plan de trabajo. (g) Evaluar en conjunto con el docente DIRECTOR el desempeño general de los pasantes durante el desarrollo de la pasantía. (h) Elaborar el informe final de la pasantía y remitirlo al docente DIRECTOR.

**EVALUACIÓN:** El resultado final del proceso de la pasantía se define a través de su evaluación permanente por parte del profesional encargado de la Institución y del Docente DIRECTOR. El docente DIRECTOR, mediante un oficio, presentará ante el Consejo Curricular el documento final con sus debidos soportes, realizado por los pasantes, al igual que una copia del concepto entregado por el interna de finalización firmada por profesional encargado de la Institución.

Para constancia se firma en la ciudad de Bogotá D.C., el día 23, mes Julio, año 2015.

**FIRMA**

Mario Montoya Castillo  
Decano  
Facultad de Ciencias y Educación  
Universidad Distrital Francisco José de Caldas

Elvira Alejandra Chacón  
Director/Gerente/Coordinador/Representante Legal  
Gimnasio Artístico de Subcoordinación General

Eliana Garzón Duarte  
Coordinadora  
Licenciatura en Educación Básica con Énfasis en Inglés  
Universidad Distrital Francisco José de Caldas.
Estudiante

OSPINA GODOY LAURA CAMILA - Código 20091165033
Proyecto Curricular Licenciatura en
Educación Básica con Énfasis en Inglés
Universidad Distrital Francisco José de Caldas
Ciudad

Respetada Estudiante:

El Consejo Curricular LEBEI en su sesión del día 15 de Septiembre de 2015, Acta No.29, en concordancia con el acuerdo 038 de Julio 28 de 2015, avala y designa a la profesora RUTH AMIRA CALDERON, como DOCENTE DIRECTORA del proyecto de grado modalidad Pasantía titulado: “Developing and Implementation EFL Reading Plan in Ninth Grade at Gimnasio Artístico de Suba”.

De igual forma, se informa a la estudiante que el formato del acuerdo de voluntad se debe radicar en la Unidad de Extensión de la Facultad de Ciencias y Educación, junto con la resolución de funcionamiento del Gimnasio Artístico de Suba, institución que oferta la pasantía, para la emisión del aval correspondiente.

Cordialmente,

ELIANA GARZÓN DUARTE
Presidenta Consejo Curricular
Proyecto Curricular Licenciatura en
Educación Básica con Énfasis en Inglés
Bogotá D.C. 08 de Septiembre de 2015

Señores:

Consejo Curricular
Licenciatura en Educación Básica con Énfasis en Inglés

El motivo de la presente es para comunicarles que, siguiendo lo estipulado en el capítulo II, artículo No. 5 (requisitos) del acuerdo No. 38 de 2015, el profesional responsable del acompañamiento de la pasantía propuesta por la estudiante de la licenciatura en educación básica con énfasis en inglés, Laura Camila Ospina Godoy, que lleva como nombre "Developing And Implementing EFL Reading Plan in Ninth Grade at Gimnasio Artístico de Suba", será la docente de Inglés Juliana Moreno del Gimnasio Artístico de Suba, quien es la que seguirá de cerca el proceso de la misma.

Agradeciendo la atención prestada,

Laura Camila Ospina Godoy
C.C. 1032449411
Código: 20091165033
Correo: lcospinag@gmail.com

Gimnasio Artístico de Suba
Coordinación General

Director/Gerente/Coordinador/
Representante Legal
Gimnasio Artístico de Suba
EL SUSCRITO DIRECTOR DE LA UNIDAD DE EXTENSIÓN DE LA FACULTAD DE CIENCIAS Y EDUCACIÓN DE LA UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

COMUNICA

Que una vez analizado el acuerdo de voluntades allegado a este dependencia por parte del Consejo Curricular del Proyecto Curricular LEBEI, se llega a la conclusión de avalar la pasantía denominada "Developing and Implementing an EFL Reading Plan in Ninth Grade at Gimnasio Artístico de Suba" ofrecida por el Gimnasio Artístico de Suba, a LAURA CAMILA OSPINA GODOY, identificada con Cédula de Ciudadanía N° 1032449411, estudiante del Proyecto Curricular LEBEI con código 20091165033.

El anterior aval se expide en cumplimiento de las funciones asignadas a esta dependencia y de conformidad con la solicitud realizada por la estudiante.

Cordialmente,

ABELARDO RODRÍGUEZ BOLAÑOS
Director Unidad de Extensión
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas
Estudiante(s)
LAURA CAMILA OSPINA GODOY
CÓD. 20091165033
Licenciatura en Educación Básica con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas
Ciudad

Respetado(s) Estudiante(s):

El Consejo Curricular de la Licenciatura en Educación Básica con Énfasis en Inglés, en su sesión Ordinaria del 15 de Marzo de 2016, Acta No.8-2016; informa que aprueba el cambio de nombre de la pasantía titulada "DEVOLOPING AND IMPLEMENTING AN EFL READING PLAN IN NINTH GRADE AT GIMNASIO ARTISTICO DE SUBA" por "READING & VALUES: A READING PLAN TO ENHANCE CRITICAL THINKING".

Cordialmente,

RUTH AMIRA CALDERÓN SALCEDO
Presidenta
Consejo Curricular Licenciatura en Educación Básica con Énfasis en Inglés
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

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<td>COORDINADORA LEBEI</td>
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READING INTEREST STUDENT SURVEY

Name: ___________________________________________ Date: _____________

This survey’s results will provide to the teacher valuable information for improvements based on your concerns, habits, and needs about reading. Thank you.

1. Do you enjoy reading?
   - o Always
   - o Most of the time
   - o Sometimes
   - o Never

2. How many minutes/hours do you spend reading on a school day or weekend?
   - o 0-30 minutes
   - o 30 minutes-60 minutes
   - o one hour- two hours
   - o three hours or more

3. What types of genres do you enjoy reading?
   - o Romance
   - o Non-fiction
   - o Short Story
   - o Adventure
   - o Mystery
   - o Science Fiction
   - o Fantasy
   - o Autobiography
   - o Fiction
   - o Other (please specify)

4. Do you go to the library to read/or check out books?
   - o Always
   - o Sometimes
   - o Almost Never
   - o Never
5. Which comprehension strategies do you use when you are reading?

- Dictionary
- Punctuation
- Asking Questions about text
- Rereading passage
- Context Clues
- Looking at illustrations for clues
- Making Predictions
- Other (please specify)

6. How do you prefer to work?

- Individually
- In groups of 2
- In groups of 4-5
- Other (please specify)

7. How do you learn best?

- Listening in Class
- Viewing information provided in class
- Watching demonstrations
- Sharing
- Participating in discussions
- Other (please specify)

8. Which values taught in school have you been able to use in your daily life?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

9. What do you think would improve your learning in the classroom?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
A doctor entered the hospital in hurry after being called in for an urgent surgery. He answered the call as soon as possible, changed his clothes and went directly to the surgery block. He found the boy’s father in the hall waiting for the doctor.

On seeing him, the father yelled, “Why did you take all this time to come? Don’t you know that my son’s life is in danger? Don’t you have any sense of responsibility?”

The doctor smiled and said, “I am sorry, I wasn’t in the hospital and I came as fast as I could after receiving the call and now, I wish you’d calm down so that I can do my work”.

“Calm down?! What if your son was in this room right now, would you calm down? If your own son dies while waiting for doctor than what will you do??” said the father angrily. The doctor smiled again and replied, “We will do our best by God’s grace and you should also pray for your son’s healthy life”.

“Giving advises when we’re not concerned is so easy” Murmured the father.

The surgery took some hours after which the doctor went out happy, “Thank goodness! your son is saved!” And without waiting for the father’s reply he carried on his way running by saying, “If you have any questions, ask the nurse”.

“Why is he so arrogant? He couldn’t wait some minutes so that I ask about my son’s state” Commented the father when seeing the nurse minutes after the doctor left. The nurse answered, tears coming down her face, “His son died yesterday in a road accident, he was at the burial when we called him for your son’s surgery. And now that he saved your son’s life, he left running to finish his son’s burial.”
MAKING RELATIONS SPECIAL

When I was a kid, my Mom liked to make breakfast food for dinner every now and then. And I remember one night in particular when she had made dinner after a long, hard day at work. On that evening so long ago, my Mom placed a plate of eggs, sausage and extremely burned biscuits in front of my dad. I remember waiting to see if anyone noticed! Yet all dad did was reached for his biscuit, smile at my Mom and ask me how my day was at school. I don’t remember what I told him that night, but I do remember watching him smear butter and jelly on that biscuit and eat every bite!

When I got up from the table that evening, I remember hearing my Mom apologize to my dad for burning the biscuits. And I’ll never forget what he said: “Honey, I love burned biscuits.”

Later that night, I went to kiss Daddy good night and I asked him if he really liked his biscuits burned. He wrapped me in his arms and said, “Your Momma put in a hard day at work today and she’s real tired. And besides – a little burned biscuit never hurt anyone!”

What’s the moral of this story? Is there any value you could learn from this story?

33 Short Reading material taken and adapted from: http://www.moralstories.org/
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What’s the moral of this story? Is there any value you could learn from this story?

1. The moral is to learn to forgive heart and accept what the others people mistakes as to learn to love as we are as God created us. Also learn not to get angry about things.

2. In this reading the values of love of forgiveness and understanding, respect and sincerity.
In order to make his escape, I believe he took advantage of a migration of wild birds.
In April 1943, Le Petit Prince was published in New York, a year before Antoine de Saint-Exupéry was shot down over the Mediterranean by German reconnaissance planes. The English translation, by Katherine Woods, was copyrighted the same year, and the work was dedicated in that translation to “the child who became Leon Werth. All grown-ups were once children—although few of them remember it.”

As in the case of contemporaries like Mann and Gide (the latter a great admirer of Saint-Exupéry), new versions of “canonical” translations raise questions (or at least suspicions) of lèse-majesté. A second translator into English of The Little Prince accepts the responsibility of such an imputation, for it must be acknowledged that all translations date; certain works never do. A new version of a work fifty-seven years old is entitled and, indeed, is obliged to persist further in the letter of that work. Each decade has its circumlocutions, its compliances; the translator seeks these out, as we see in Ms. Woods’s pioneer endeavors, falls back on period makeshifts rather than confronting the often radical outrage of what the author, in his incomparable originality, ventures to say. The translator, it is seen in the fullness of time, so rarely ventures in this fashion, but rather falls back, as I say. It is the peculiar privilege of the next translator, in his own day and age, to sally forth, to be inordinate instead of placating or merely plausible. Time reveals all translation to be paraphrase, and it is in the longing for a standard version of a “beloved” work that we must begin again, we translators—that we must overtake one another.

R. H.
June 2000

ONCE WHEN I WAS six I saw a magnificent picture in a book about the jungle, called True Stories. It showed a boa constrictor swallowing a wild beast. Here is a copy of the picture.

In the book it said: “Boa constrictors swallow their prey whole, without chewing. Afterward they are no longer able to move, and they sleep during the six months of their digestion.”

In those days I thought a lot about jungle adventures, and eventually managed to make my first drawing, using a colored pencil. My drawing Number One looked like this:

I showed the grown-ups my masterpiece, and I asked them if my drawing scared them.
LIFE’S DEVELOPMENT

Hello, my name is Evan. Tonight, I’m daydreaming about being on the moon.

I lost everything and I became into a DRUNK.

I like school to have a better future.

I was looking for a job.

Don’t lose your head for life ambitions!

Valentina Pelo
Lynne Pena
vanessa Guadalupe
Sebastian Alveria
Michelle Espitia.

If my work wasn’t good and now I am the king of the world.
1) The little princess looked at the rose and the fox said, "You like rose with this my rose is more important for you?" because she is my rose and is my love and I protect. Since she is my rose.

2) I protect the rose because you don't know how important it is until you lose it.
1. Read the chapter.
2. Find the main idea of the text. What is the moral?
3. Answer the following questions in one paragraph:
   - Is the king behaving properly? What does the little prince think about him?
4. Draw the two principal characters in Chapter 10 and write what do you think about each one.

   **Solution**
   - Judge yourself than to judge others.
   - The curious one knows in the university.
   - The king was acting rude and the prince was embarrassed.

   - Extremely rude and hard
   - The king doesn't know how to judge himself
   - is curious and intelligent
   - the prince. Forgiven very fast.
Once upon a time a kid called Federico. Federico was a child too selfish who didn't lend to their classmates his toys. One day his fathers didn't buy the toys and your friends had all the toys. On one day the friends of Federico didn't lend to their classmates his toys and Federico broke to cry and here he learned that he should lend his classmates your toys and Federico change Moral be solidarity with all the people cause one day the people can be bad person with us
Reading & Values: A Reading Plan to Enhance Critical Thinking

Diego Gomez
Sergio Angel
Sulian Cumbles

A Day, a kid speaks with his father, the father tells a story of the war.

Was in the year 2015, your grandfather was in the twinkled to make dangerous contras, he traveled to more dangerous countries. He came back, he trusted nobody. In a keep out the millions vigilance the streets, he lost his keys of the horse. He went to a neighbor, with his tired, he talked what happened with the keys and the neighbor let him get in the horse inside, has medals of war, he asked, “Why was him?” “Yes, he asked, he was veteran.” “Yes, why did he let him in?” “Yes, because you have to trust on people who help you what to help you in any problem or you life, but it’s never helped you. But you can start a new friendship.”