APPENDIX A

PARENTS’ WRITTEN CONSENT FORM TEMPLATE

Bogota, ____________ de ____________ de 20___

De:    WILSON ANDRES PINEDA
Profesor de inglés Colegio Ofelia Uribe de Acosta IED

Para:    padres de familia y/o acudientes

Asunto:                 solicitud de autorización

Cordial saludo,
Respetado padre de familia, la presente tiene el propósito de solicitar su autorización para que su
hijo(a) participe en un proyecto de investigación que tendrá lugar en el aula de inglés, durante 6
semanas. Esta investigación hace parte mi tesis de grado de la Maestría en Lingüística Aplicada en
la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas, la cual estoy cursando
en el momento.

Esta intervención pedagógica tiene como propósito conocer las diferentes apreciaciones e
interpretaciones que su hijo(a) pueda hacer de la lectura en idioma inglés y describir el impacto que
esta experiencia tenga, para mejorar los procesos de aprendizaje del idioma extranjero. La actividad
pedagógica consiste en la realización de 9 talleres de lecto-escritura de tres pequeñas historias en
idioma inglés. Los productos escritos que haga su hijo(a) están relacionados con la apreciación y la
interpretación personal que él (ella) haga de las historias leídas. Posteriormente, su hijo(a) será
sujeto de una corta entrevista (4 preguntas) ya que sus respuestas complementarán la información
sobre las actividades y la experiencia de su lectura en inglés.

Con el fin de proteger el buen nombre de su hijo(a), durante toda la intervención pedagógica y en
la producción de lecto-escritura, se utilizarán nombres ficticios. Así mismo, las actividades
relacionadas a este proyecto, no tendrán ningún efecto en el normal desarrollo de la materia, ni en
las notas, ni en el rendimiento académico del estudiante en la asignatura.

Por todo lo anterior, me gustaría contar con su autorización para que su hijo(a) participe de este
proyecto que en ultimas, busca beneficiar sus procesos de aprendizaje del idioma extranjero.

Yo, ________________________________________________ con c.c. _________________

SI   NO    autorizo a mi hijo(a)_______________________________ del
curso__________ para que participe en este proyecto.
APPENDIX B

SCHOOL’S PRINCIPAL CONSENT FORM

Bogotá D.C. 02 de febrero 2015

Licenciado
WILSON ANDRES PINEDA ANTOLÍNEZ
Docente área de Humanidades- Inglés J-T
La ciudad

Atentamente le comunico que intuyo que solicita un permiso o autorización para realizar prácticas pedagógicas en su área de conocimiento.

Siendo así, esta rectoría autoriza la realización de los talleres con los estudiantes de gado 11º de la jornada tarde

Cordialmente,

[Signature]
LUIS MARIO ILANZA R.
Rector

[Prepared by Lui Dary Cárdenas]

[Logo of Bogotá]
APPENDIX C

STUDENTS’ LITERATURE PREFERENCES FORM SAMPLE

Hello,

In order to know your real interests in reading EFL short stories, please answer the following questions honestly.

1. Gender __ male ___ female ___ age ___

2. Rank the following types of literature from 1 (you like the most to read) to 6 (you do not like at all)
   - Comedy
   - Adventure
   - Love
   - Mystery
   - Thriller
   - Fiction

3. How important or no important is for you, reading English literature (short stories) in the English language class? Select ONLY ONE with “X” and justify your choice.

   It’s NOT important at all ____________________________
   It is irrelevant____________________________________
   It is VERY important X For example, read texts on fiction, news, or etc. (in English)

__________________________________________________________________________
APPENDIX D

LESSON PLAN SAMPLE
(First short story)

HELP!
By Philip Prowse

Lesson Plan

<table>
<thead>
<tr>
<th>TEACHER: WILSON ANDRES PINEDA</th>
<th>GROUP: 11-01</th>
</tr>
</thead>
</table>

GENERAL OBJECTIVE: To describe and analyze students’ reading experiences and responses that arise through the development of reading workshop in the English classroom using selected EFL short stories.

For the teacher: To get students interested in the short story and prepare them for reading tasks ahead.

For the students: to learn new vocabulary related to this short story and to familiarize with the comedy genre

MATERIALS:
- Original examples of the short story *Help!* written by Philip Prowse for all the students.
- Personal English language notebooks
- Colored letter-sized sheets
- English-Spanish dictionary

DESCRIPTION:
In general, this plan focus on the development of a series of pre, while and after reading activities that help students to familiarize and build confidence with

TIME ALLOTED:
210 minutes divided in 2 sessions of 105 each.
the target short story that they read and interact during next sessions.

**PARTICIPANTS:**

32 mixed (girls and boys) students of 11th grade aged between 15 and 17 years old

**METHODOLOGY**

1. The teacher briefly introduce this workshop focusing on the general objective and explain the class steps
2. In order to activate and stimulate students’ minds, the teacher draw on the board the story-name and a book cover poster. Then students brainstorm ideas on what they expect from the book. The teacher writes them on the board and students as well in their notebooks.
3. The teacher tells students that they are going to read a story with that title; students make some initial predictions on what kind of story it is. The teacher elicit students’ perceptions
4. The teacher asks students what they expect to find in this comedy short story, eliciting ideas, and establishing that it is usually an exciting story. Do students like comedies? Why / why not? Elicit students’ perceptions.
5. After a short guessing activity about the country where the short story takes place, the teacher tell students that the story is set in Britain, putting students into small groups to discuss what they know about Britain and giving them focus questions on geography, size, population, language, etc.

**1. PRE-READING STAGE**

After the warming-up answers’ discussion guided by the teacher, students organize in pairs in order to share materials (books, dictionaries, etc.) and opinions about the following tasks. However, students will work individually on their own given sheets.

2. Look at the book cover. What does it tell you about the story? Justify your answer
3. Look at People in the story on page 4. Write short answers to these questions.
   a Who are they? And what role do they play in the story?
   
   b observe the pictures across the book. What places can you name? What do you think happen in those places?
4. VOCABULARY. Students are given a set of five sentences from the story and have to fill-in-the-blanks using a provided vocabulary list. (they might also try to fill in the blanks using their own ideas)

5. VOCABULARY. Students will match ten words taken from the story with synonyms or definitions taken from the dictionary

6. STORY PREDICTIONS. The students predict the story from the title and pictures as they pass pages and see the story pictures. Such predictions are written in the provided colored sheet joined with pictures. OR

7. Students create a short conversation based on the book title, characters and pictures observed. Then, perform to class.

8. After developing these exercises, students have some time to discuss in small groups about how they have felt when working with the book and the activities above. Group’s conclusions are performed orally to the whole class as well.

9. Teacher leads a general conclusion of the activity and collect books and colored sheets.

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2. READING STAGE

Methodology

Time: 3 and ½ hours (210 minutes) divided in two sessions of 105 minutes each.

Objectives:

To ensure all students understand as much as possible different events covered in the story

To get students make connections (associate) of characters and events to their life experiences

Research objective:

To observe, collect data, students’ artifacts and take field notes from the workshop

1. The students read the story in two phases. Each phase covers one 105-minutes session. The first session covers chapters 1 to 5 and the second phase covers the story from chapter 6 to 10. The students read each phase separately, that is, they do not have access to read the second part until they finish completely all the workshop proposed for the first one.

2. However, both first and second workshops will have similar design. Meanwhile students read each chapter of the story; they develop different tasks assigned.
### 3. Workshop Tasks

3. Workshop Tasks consist on reading the short story (chapter by chapter) taking individual and small group notes of relevant events, characters, topics and answering proposed comprehension questions.

4. After reading each chapter, students will stop for a while and in groups of 3 or 4 express opinions, appreciations about what they have read, based on questionnaire previously given. Then, students remember and retell the story for themselves using their notes.

5. After reading and develop all the reading workshops, students design (assigned as homework) an individual and reflective poster in which each student reflect his/her general reading appreciations.

<table>
<thead>
<tr>
<th>3. AFTER READING STAGE</th>
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<tbody>
<tr>
<td><strong>Time:</strong> one class session (105 minutes)</td>
</tr>
<tr>
<td><strong>Objective:</strong> to encourage students to communicate personal reactions, feelings, associations with life experiences and other responses after finishing reading the complete story.</td>
</tr>
<tr>
<td><strong>Research objective:</strong> To collect data, students’ answers from a structured questionnaire.</td>
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<tr>
<td>1. The teacher selects randomly a meaningful sample of participants (12 students) to develop this stage.</td>
</tr>
<tr>
<td>2. Participants answer individually a structured questionnaire designed by the teacher.</td>
</tr>
<tr>
<td>3. For this, the teacher will use a questionnaire made of 4 research and structured questions - Was the story and the reading workshops/activities valuable for you? Why? Why not? Explain - Can you associate any event and/or character from the story you read with your personal life experience? Explain - Did you identify any lesson moral or message from the story? Which one? Explain - Can you describe any story event, character and/or setting that called your personal attention? Which one? Why?</td>
</tr>
<tr>
<td>4. After students answer the questionnaire, the research-teacher collects them.</td>
</tr>
</tbody>
</table>
# APPENDIX E

## FIELD NOTE FORM TEMPLATE

<table>
<thead>
<tr>
<th>Teacher-researcher’s name: WILSON ANDRES PINEDA</th>
<th>GROUP: 11-01</th>
<th>DATE: ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students: <em><strong>32</strong></em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CLASS METHODOLOGY

1. The teacher-researcher introduces the activity and organizes students into groups of 4 and 5 students.
2. The teacher-researcher provides the groups with short-story copies and the pre-reading questionnaire; students in groups, read and socialize the questions and take notes individually based on the questionnaire provided.

### RESEARCH DATA # 1

Students’ reactions and comments about pre-reading questions related to the short-story’s cover, title, setting and characters observed, using their own lives’ knowledge and experiences.

- The title of the book is Dirty Money. What do you think the word ‘HELP’ mean? Why?
- Look at the book cover. What does it tell you about the story? Why?
- Look at people in the story on page 4. Think and write a brief description and their role in the story.
- Look at the different pictures in the book. Can you name the places? What do you think happen in those places?

### RESEARCH DATA # 2

Classroom dynamics, environment, group interactions & topic-conversations, activities, students’ notes, students’ attitudes & behavior, use of resources available and time.

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# FIELD NOTE FORM SAMPLE 1

**EXPERIENCING LITERATURE IN THE EFL CLASSROOM**

**RESEARCH PROJECT**

**FIELD NOTES FORM #**

<table>
<thead>
<tr>
<th>Teacher-researcher's name: Wilson Andres Pineda</th>
<th>GROUP: 10-01</th>
<th>DATE: Oct 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td></td>
<td></td>
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</table>

## CLASS METHODOLOGY
1. The teacher-researcher introduces the activity and organizes students into groups of 4 and 5 students.
2. The teacher-researcher provides the groups with short-story copies and the pre-reading questionnaire; students in groups, read and socialize the questions and take notes individually based on the questionnaire provided.

## RESEARCH DATA # 1

Students' reactions and comments about pre-reading questions related to the short-story's cover, title, setting and characters observed, using their own lives' knowledge and experiences.

- The title of the book is *Dirty Money*. What do you think the phrase *Dirty Money* mean? Why?
- Look at the book cover. What does it tell you about the story? Why?
- Look at people in the story on page 4. Think and write a brief description and opinion of each one of them.
- Look at the map on page 5. What do you know about Canada? What is British Columbia? Where is Mountie town? Think and write:

> Despite students felt comfortable with the short-story (I provided them with ten samples of the book), they found challenging to understand the questions but with the help of their dictionary, troubles were over.

> Students demonstrated lack knowledge about Canada and other geographical names.

## RESEARCH DATA # 2

Classroom dynamics, environment, group interactions & conversations, activities, students' notes, students' attitudes & behavior, use of resources available and time.

> The activity /the questions were interesting (they were really engaged in giving all answers) and motivated in producing good written responses according to the questions. Despite some variability, so that's why I describe the activity as challenging and encouraging.
### FIELD NOTE FORM SAMPLE 2

<table>
<thead>
<tr>
<th>DATE</th>
<th>APRIL 8th</th>
<th>Short story: WHAT A LOTTERY</th>
<th>TIME: 4:30 to 6:00 pm</th>
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<tbody>
<tr>
<td>Room:</td>
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**Research objective:** to collect data students’ written responses, reactions and comments from reading questions related to the short-story’s events, setting and characters observed, using their own lives’ knowledge and experiences.

**Pedagogical objective:**
- To learn vocabulary, enhance and practice the reading and writing skills in EFL by reading the short story WHAT A LOTTERY
- To provide students with a different learning strategy that support what they traditionally do in English class.

**METHODOLOGY** (this session is done after students read the short story)

1. Classroom organization. Since the classroom facilities allow students to work in groups, the teacher welcomes the class and ask them to organize their groups, put their reading material, dictionaries and other supplies on the table.
2. The teacher introduce the activity by asking at random five reading comprehension questions to assure students read the short story. Then the teacher presents the activity writing on the board instructions and questions to be discussed and answered by students.
3. The teacher provides students with pieces of cardboard in which students write their reading responses and do their own artifacts.
4. Students start their work
5. After 60 minutes, the teacher collects students’ artifacts and feedbacks some products.

**TEACHER’S NOTES**

1. Firstly, it is important to note motivation of most of students and the desire of participating of most of students. However students who are not very motivated to class, are encouraged by their classmates.
2. It is interesting to observe and due to classroom setting, students sit down in groups, most of them make single gender groups. After organizing groups, students listen to the teacher, pay attention and write down what the teacher writes on the board. Some students ask their classmates for unknown words. Likewise, few students ask the teacher individually for clarifying the whole instruction. Then the teacher hands students out individual pieces of cardboard, meanwhile some students talk and observe the reading material remembering the story they read. As soon as students gets materials, they start working individually helped by classmates since classroom organization allows it.
3. Throughout the activity, students evidence high use of their bilingual dictionaries in order to solve vocabulary doubts and despite they have learned many language structures. Nevertheless, this does not affect considerably the activity.
<p>| | |</p>
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<tr>
<td>4.</td>
<td>It is also evident collaborative work. Most of students ask and request each other about language doubts, spelling doubts sharing materials and sharing ideas and expressions, they want to use in their written products. Others ask directly to the teacher and few students use electronic devices to help in vocabulary.</td>
</tr>
<tr>
<td>5.</td>
<td>During the class work, the teacher walks around in order to check and solve any students’ doubts about their task.</td>
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<tr>
<td>6.</td>
<td>When the class is over, the teacher collects students’ artifacts.</td>
</tr>
</tbody>
</table>
APPENDIX G

SELECTED WRITTEN STUDENTS' SAMPLES (STUDENTS' ARTIFACTS)

1. Character Who Will Catch Attention

   The character which will catch attention is one who is named Sam Smith, because it was a very short, styled girl, but unbelievably, there is nothing exciting in terms without notice, most unforgettable him and his wife, due to persistence of imagination through the November to a series that accompanied the computer when opening emails that make people buy at cheap prices, but in the end they showed up much cheaper than achieved in American.

2. Scene Which Who is Their Learning

   At the beginning of the story there is a part that is been when Sam Smith is angry and speaks only to him, then open it your own and then that time is very dear because if it is seen to be angry, then you must know you can see a clear example of how their and young people bring them to the point and also on issues of technology and knowledge in handling and worthless.

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A flower for loves.

Character which will catch attention.

Louie went to sleep with away. Peter looked at him. He was good-looking, with dark hair. He was wearing a suit just like the one in the photograph. He didn’t look a day over twenty-nine. She looked very good for a woman of forty-three. But the dark colors were like the one the looked at never again and put her hand on his it was warm. Then she used the phone and was that the help... I liked the scene because there is a lot of abuse and fear from his wife what she thought him because stories.

2. I like the character lines that looks like character in the story on author on one, but is actually a robot.

Juanita Sanchez Cordoba 6th, 11-01
"What a lottery!"

I choose because I help Rick

She

I liked that scene because apart from asking you to help out his guitar.

Thanks

Rick

The character that I liked the most was Rick and Rick is what
he wanted was all about

Dogs and stuff animals that

She formed him.

Chapter liked most is that she

tries to understand all of the

smalls but no eseged it are

only words and ways about is.

Always that she will always be the

is also taught as a conger.
What a Lotterr

1. Think of the moment from the story that you like the most and describe it.
2. Say why you chose this moment. Explain why.

- The moment that I liked the most was when Singh invited me to help Rick, and she sang him the song and gave him the guitar. She is very happy.

- I chose this moment because it was a very good opportunity to help Rick, and because Rick was happy.