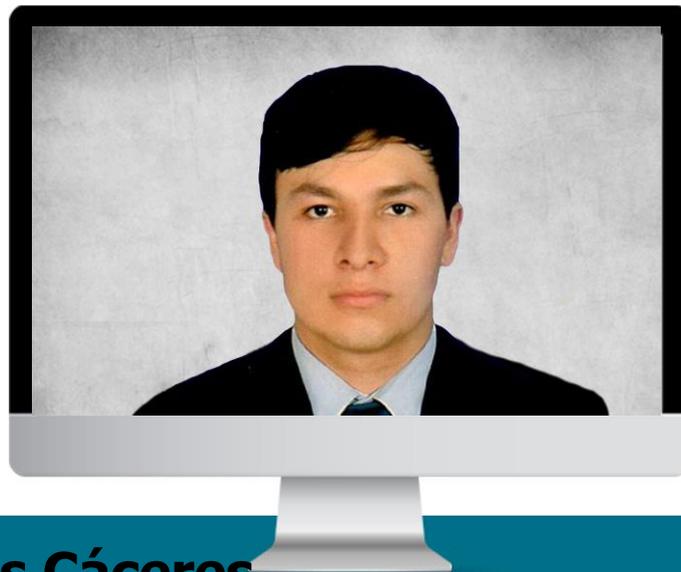




# CONGRESO INTERNACIONAL VIRTUAL SOBRE LAS TECNOLOGÍAS DEL APRENDIZAJE Y DEL CONOCIMIENTO

**Influencia del modelo interactivo de Keith E. Stanovich en la comprensión de los textos cortos en inglés de los estudiantes de 9° de la I. E. Escuela Normal Superior San Mateo, Boyacá**



**PONENTE:**

**Anderson F. Colmenares Cáceres**

# Hola!

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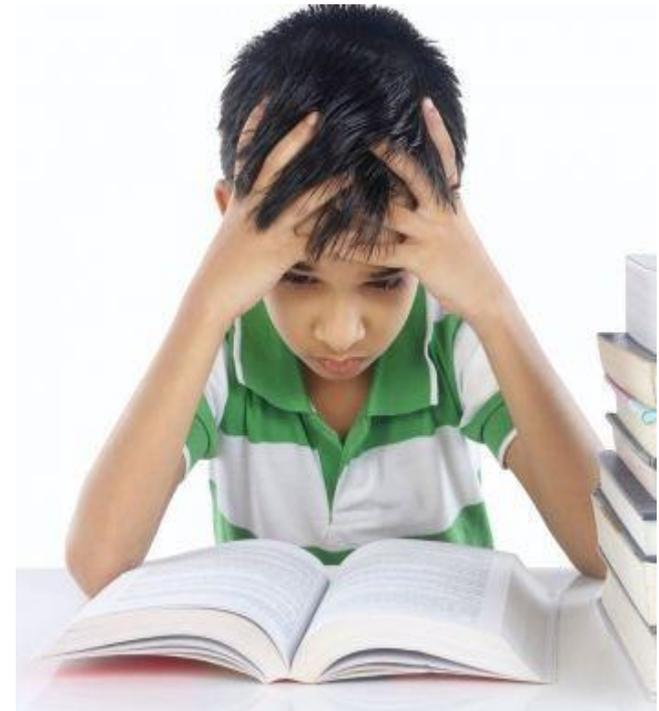
# **INFLUENCIA DEL MODELO INTERACTIVO DE KEITH E. STANOVICH EN LA COMPRESIÓN DE LOS TEXTOS CORTOS EN INGLÉS DE LOS ESTUDIANTES DE 9° DE LA I.E. ESCUELA NORMAL SUPERIOR SAN MATEO, BOYACÁ**



**Anderson Fabián Colmenares Cáceres MEV**  
**Asesora: Doris Vanegas Vanegas, Mg., Ph. D.**  
**Maestría en Educación Modalidad Virtual**  
**2020**

## Descripción:

- ❖ **Situación:** Bajos resultados de inglés en las pruebas internas internas (de la I.E) , y de tipo SABER, e ICFES.
- ❖ **Contextualización:** Dificultades de los estudiantes de 9° al momento de realizar actividades de comprensión lectora de textos cortos en inglés.
- ❖ **Descripción del problema:** No implementación de estrategia de comprensión lectora en inglés.



## Formulación del Problema.



¿Cómo influye la aplicación del Modelo Interactivo de Keith E. Stanovich en la comprensión de los textos cortos en inglés de los estudiantes de 9° de la IE Escuela Normal Superior San Mateo, Boyacá?

## Justificación:

### Necesidad

Mejorar la comprensión lectora de textos cortos en inglés de los alumnos de 9°.

### Brechas

- Falta de conectividad y de recursos tecnológicos.
- Contexto cultural y geográfico.

### Oportunidades

Afianzamiento de vocabulario, de reglas gramaticales y la contextualización de los contenidos vistos en clase.

### Posibles impactos

- Brindar herramientas dinámicas efectivas en los ejercicios de comprensión lectora en inglés.
- Referencia para otros investigadores en estudios similares.

## Objetivo General:

Analizar la influencia de la aplicación del Modelo Interactivo de Keith E. Stanovich en la comprensión de los textos cortos en inglés de los estudiantes de 9° de la IE Escuela Normal Superior San Mateo, Boyacá.

## Objetivos específicos

1

Identificar las falencias en la comprensión lectora de los alumnos por medio de la implementación del Modelo Interactivo de Keith E. Stanovich en la lectura de textos cortos en inglés.

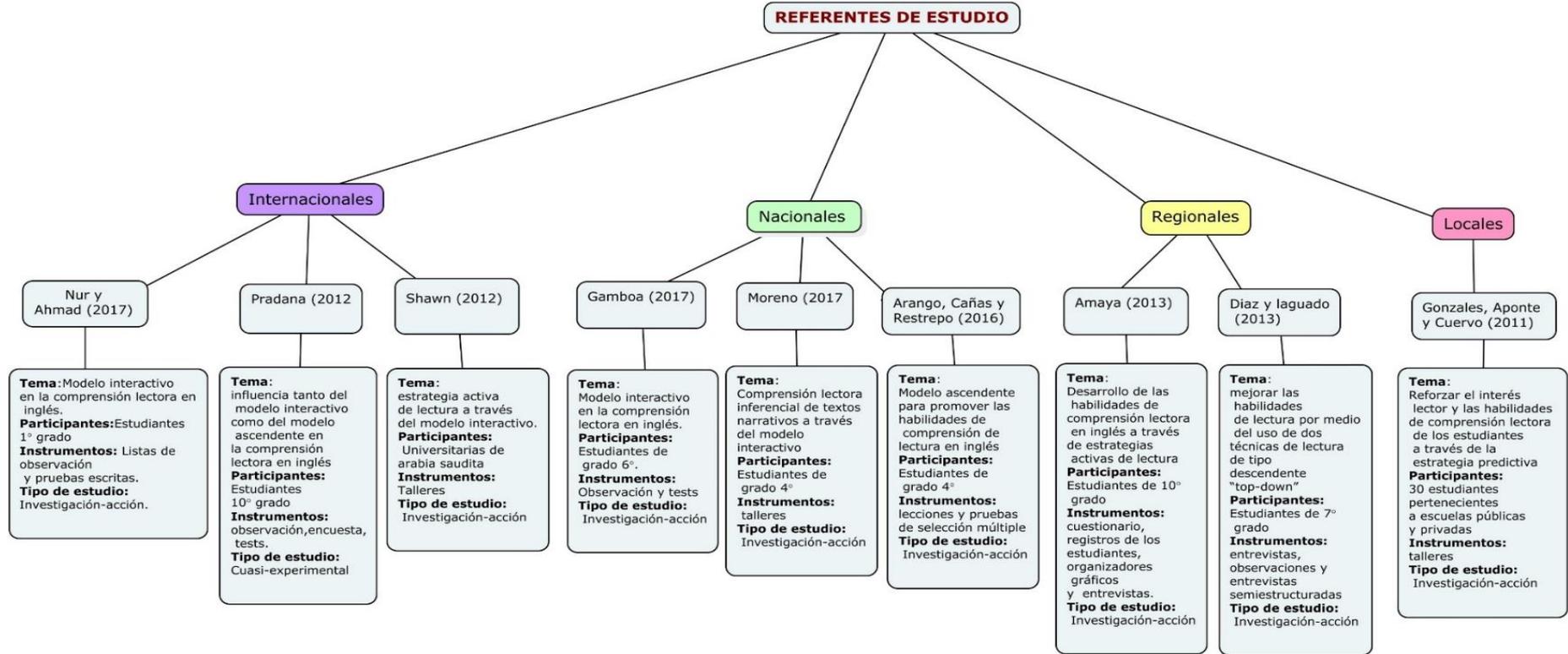
2

Crear una propuesta pedagógico-didáctica que facilite la comprensión de textos cortos en inglés a los estudiantes de noveno grado de la I. E. Escuela Normal Superior San Mateo, Boyacá a través de la aplicación del Modelo Interactivo de Keith E. Stanovich.

3

Analizar contrastiva, cualitativa y cuantitativamente los resultados de desempeño respecto a los registros de aplicación de la propuesta pedagógica implementada desde el Modelo Interactivo de Keith E. Stanovich para la comprensión de textos cortos en inglés en estudiantes de noveno grado de la I. E. Escuela Normal Superior San Mateo, Boyacá, para evidenciar la influencia de la aplicación teórica en el desempeño.

## Antecedentes.



## Marco teórico:

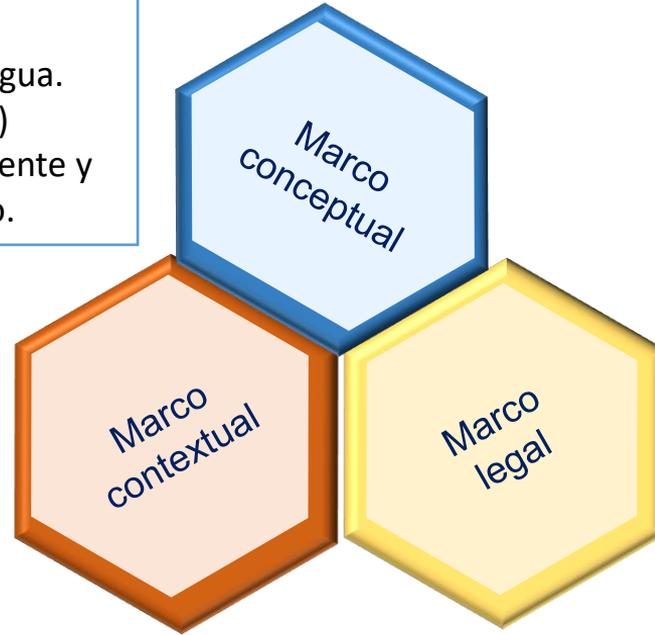
**Marco  
Teórico**

**Modelo  
Interactivo de  
Stanovich**

1. Interacción entre los modelos de lectura ascendente (decodificación de palabras) y descendente (conocimientos previos del lector).
2. Interacción entre los procesos mentales que ocurren en el cerebro del lector.
3. Interacción de los elementos que componen el texto.
4. Interacción entre el lector y el texto.
5. Fases: apertura de la lección, contenido, cierre.

1. Comprensión lectora.
2. Lectura como proceso cognitivo.
3. Lectura en segunda lengua.
4. Estrategias de lectura: a) ascendente b) descendente y c) el modelo interactivo.

Departamento: Boyacá.  
Municipio: San Mateo.  
Institución Educativa: Escuela Normal Superior de San Mateo.



- Constitución Política de Colombia 1991 (artículos 13 y 67).
- La ley 115 de febrero 8 de 1994 (artículos 23 y 199).
- Lineamientos Curriculares Lenguas Extranjeras, 1999.
- Estándares básicos para las competencias en Lenguas extranjeras.
- Programa Nacional de Bilingüismo (MCER).

## Enfoque. Diseño. Participantes. Fases. Categorías.

**Enfoque: mixto**

**Población: Estudiantes de La I.E  
Escuela Normal Superior de San  
Mateo.**

**Muestra: 10 alumnos de 9° grado.**



**Diseño metodológico:  
Investigación-acción**



**Categorías e Instrumentos**



| CATEGORÍAS DE LECTURA   | INDICADORES DE LOGRO  | CATEGORÍA DIDÁCTICA  | CATEGORÍAS DE LA TEORÍA   |
|---|---|--|---|
| <p><b>DL:</b> Dimensión lectora</p> <p><b>nl:</b> Nivel literal</p> <p><b>ni:</b> Nivel inferencial</p> <p><b>nci:</b> Nivel crítico-intertextual</p> <p>Según Lineamientos Curriculares Lengua Castellana del MEN (1998)</p> | <p><b>DBA:</b> Derechos Básicos De Aprendizaje.</p> <p><b>EBC:</b> Estándares Básicos De Competencia</p> <p>En relación con la lectura comprensiva en Inglés para grado noveno.</p> | <p><b>CD:</b> Categoría Didáctica Según Vanegas, 2020.</p> | <p><b>CMI:</b> Categorías de la teoría/modelo Interactivo.</p> <p><b>CMIA:</b> Categorías de modelo interactivo ascendente.</p> <p><b>CMID:</b> Categorías del modelo interactivo descendente.</p> <p>Estas categorías se articulan a lo propuesto por Feuerstein (1993), en cuanto al Aprendizaje Mediado, y a contribuciones de diversos autores.</p> |

## Metodología. Fases **Ejemplo:**

### Primer ciclo. Problema

- Identificación de la problemática a través de la observación directa
- Lluvia de ideas para proponer alternativas de solución a la problemática.
- Documentación bibliográfica relacionada con el objeto de estudio.
- Determinación de descriptores y categorización de los mismos.
- Descripción y formulación del problema



### Segundo ciclo.

Elaboración del plan

Planteamiento de objetivos.

- Documentación bibliográfica en profundidad.
- Diseño de instrumentos para la recolección de información.
- Diseño de estrategias y plan de acción.
- Programación general de actividades (tiempo).



### Tercer ciclo

Implementación y evaluación del plan

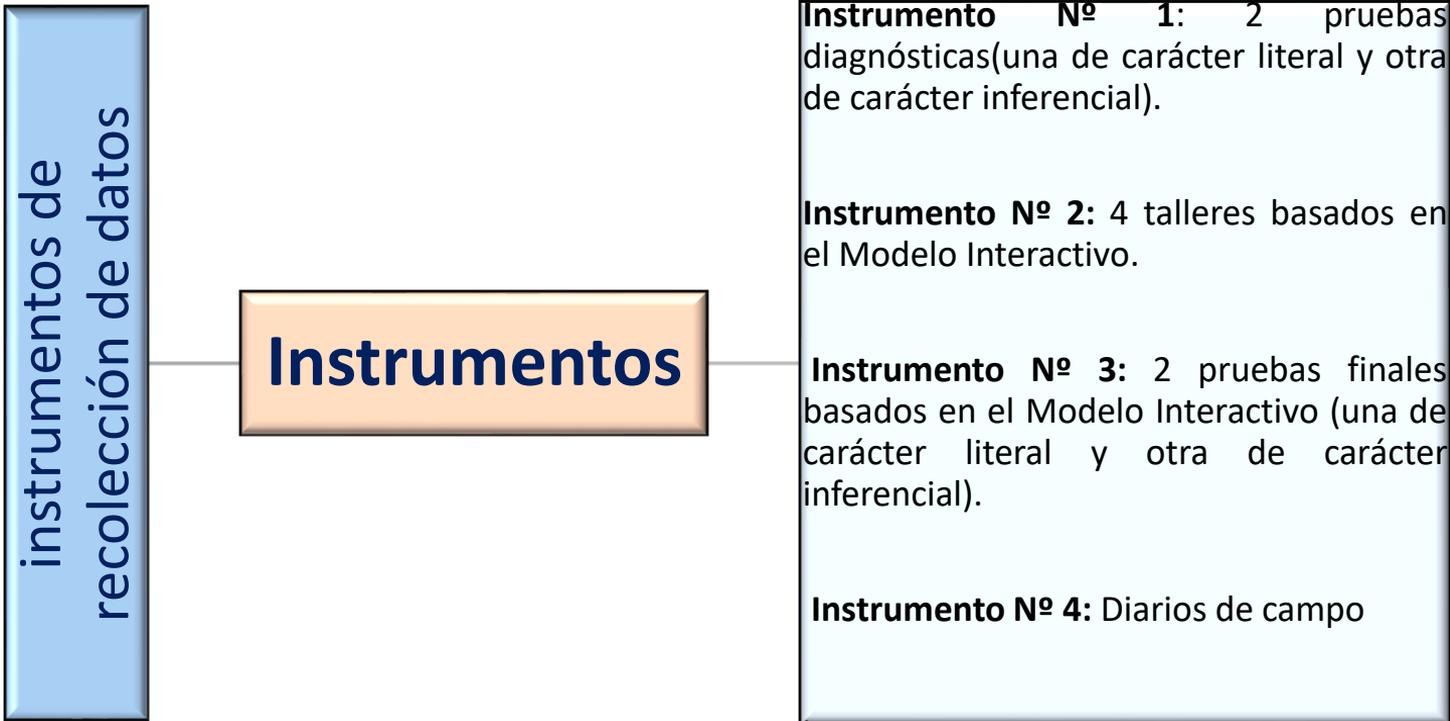
- Aplicación de instrumentos.
- Análisis de información recopilada.
- Puesta en marcha del plan.
- Revisión permanente de los avances del plan.



### Cuarto ciclo

Realimentación

- Evaluación de la estrategia aplicada en el plan.
- Información de resultados (sustentación).



## Descripción y evaluación de la propuesta.

1. -Dos Pruebas diagnósticas.
2. -Cuatro talleres/Proyectos.
3. - Dos pruebas finales.

## Diagnósticas

### Diagnóstico 1

|   |  |      |              |
|---|--|------|--------------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO |      |              |
|   | READING COMPREHENSION ACTIVITY #1                          |      |              |
|   | ENGLISH  |      |              |
|   | 2020   |      |              |
| GRADE   | 9°   | DATE | TIME: 1 hour |
| NAME  |  |      |              |

**Activity:** Read through the text below, answer the questions that follow.

#### Japan's most famous dog

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive—just look for the crowds. Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Eisaburo Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial College, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home. Although Hachiko was still a young dog, the bond between him and his owner was very strong and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1995, Hachiko died at the place he last saw his friend alive.

- The statue of Hachiko is small.
  - Right
  - Wrong
  - Doesn't say
- The statue isn't difficult to find because there are so many people there.
  - Right
  - Wrong
  - Doesn't say
- The professor worked in a school.
  - Right
  - Wrong
  - Doesn't say
- The professor died at work.
  - Right
  - Wrong
  - Doesn't say
- The dog waited every day at the station.
  - Right
  - Wrong
  - Doesn't say
- Nobody gave the dog any food.
  - Right
  - Wrong
  - Doesn't say
- He doesn't became a familiar sight to commuters over time.
  - Right
  - Wrong
  - Doesn't say
- The dog died before the statue was put outside the station.
  - Right
  - Wrong
  - Doesn't say
- Where did the doctor die?
  - At home
  - At the hospital
  - At work
- Street vendors fed Hachiko when his owner died.
  - Right
  - Wrong
  - Doesn't say



### Diagnóstico 2

|   |  |      |              |
|---|--|------|--------------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO |      |              |
|   | READING COMPREHENSION ACTIVITY #2                          |      |              |
|   | ENGLISH  |      |              |
|   | 2020   |      |              |
| GRADE   | 9°   | DATE | TIME: 1 hour |
| NAMES   |  |      |              |

#### Amanda's News

It was a long week for Amanda at school. She stayed after school to work on a special project three days in a row. When she got home on Friday, she plopped down in her favorite chair with a sigh. "What's going on, Amanda?" her dad asked as he was reading the newspaper. "I have to create a webpage for my technology class, and it is taking a lot more time than I thought it would," Amanda answered. Her dad looked over his newspaper and said, "When I was your age, we didn't even have computers, let alone the internet." He folded his newspaper and asked Amanda what the webpage is about. "It's about the difference between newspaper news and internet news," Amanda said and added, "I have to provide information, examples and illustrations." "Sounds tough; do you have someone to help you?" her dad asked. "I have a partner named Zach," Amanda replied. "We did research on the internet today and found some pictures to use." "You are lucky you have the internet for research," her dad said. "Back in my day, we had to do all of our research at the library and look through books, newspapers and magazines." He then asked, "What is the difference between newspaper news and internet news? Amanda explained to her father the main differences: newspaper news is printed on paper, and internet news is published online; newspaper news is only available once a day, and internet news is published almost as soon as the news happens; many newspapers don't even print a daily paper, and internet news is published around the clock.



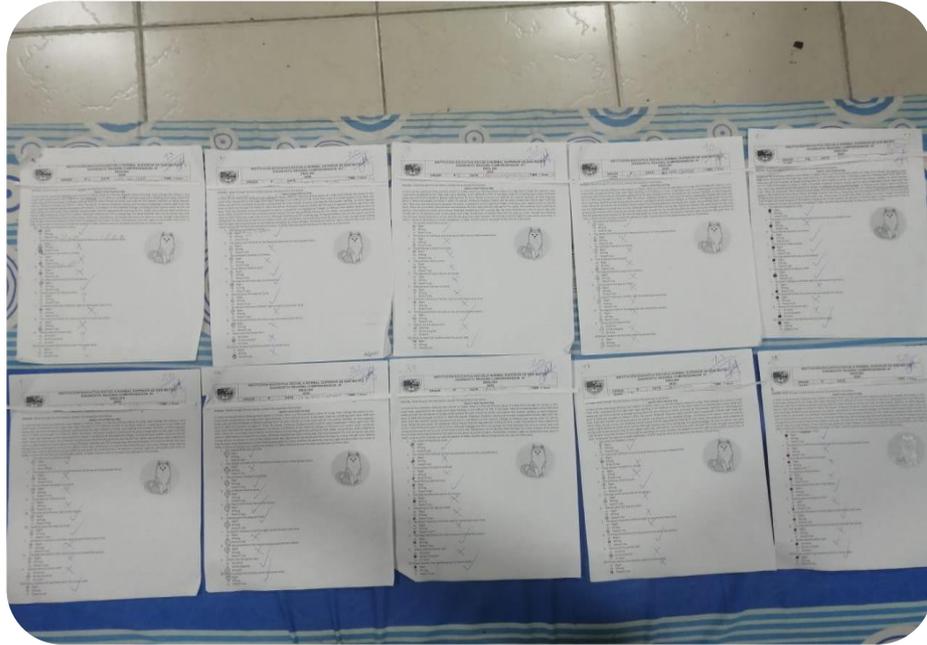
When Amanda and Zach finished their webpage, it had many examples which compared the times certain news stories were available to readers of newspapers and readers of internet news. It also had pictures of traditional newspaper headlines and internet news headlines. Amanda's dad saw the webpage and thought it was very well done. He asked, "Which type of news do you like better?" I like internet news better because I like to learn about the news when it happens," she answered. Her dad said, "I still like newspaper news better because I like to hold the paper in my hands and turn the pages." Amanda plopped down on her chair again and said, "You are so old school, Dad."

**Read the short story. Then answer each question.**

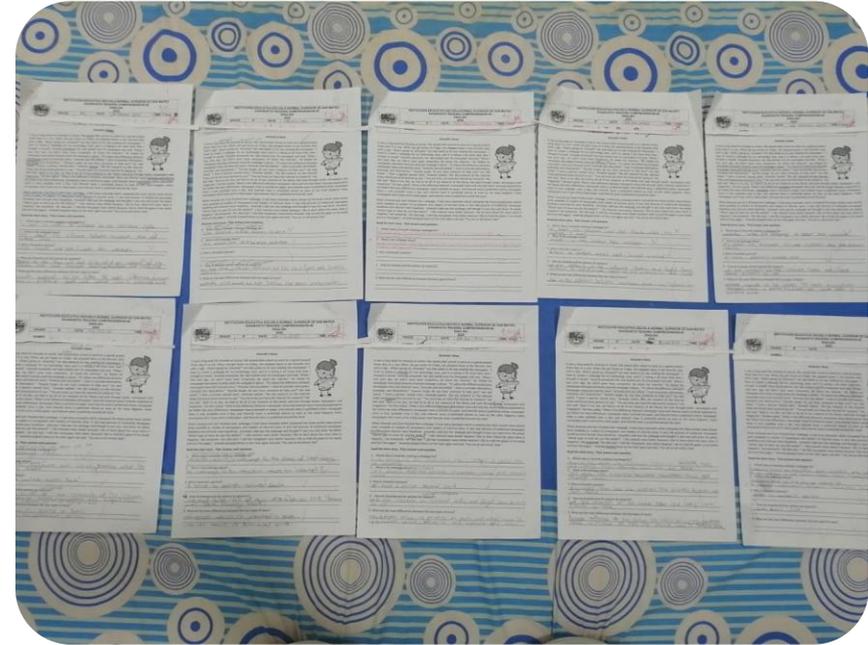
- Which class is Amanda creating a webpage for?  
\_\_\_\_\_
- What is the webpage about?  
\_\_\_\_\_  
\_\_\_\_\_
- Who is Amanda's partner?  
\_\_\_\_\_
- How do Amanda and her partner do research?  
\_\_\_\_\_  
\_\_\_\_\_
- What are the main differences between the two types of news?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Evidencias de aplicación de pruebas diagnósticas.

### Diagnóstico 1



### Diagnóstico 2



## Evidencias de aplicación de pruebas diagnósticas.

### Diagnóstico 1



## Taller 1

|   |  |    |      |              |
|---|--|----|------|--------------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO<br>READING COMPREHENSION ACTIVITY #3<br>ENGLISH<br>2020 |    |      |              |
|   | GRADE  | 9° | DATE | TIME: 1 hour |
| NAME _____  |  |    |      |              |

Read the short story. Then answer each question.

### The Life Cycle

When you plant a seed, does it stay a seed forever? No! Plants and animals grow and change throughout their lives. Many plants begin as seeds. As the seed gets what it needs (water, sunlight, and nutrients from the soil), it begins to grow. The seed turns into a little sprout. It keeps growing until it is a full-grown plant. Then the plant makes new seeds, so that new plants can grow even after the plant grows old and dies. Those seeds will then go through their growth process. Because seeds go through this process over and over again, it is called a life cycle.

Animals also have life cycles. A frog begins as an egg. When the egg hatches, it turns into a tadpole. The tadpoles grow legs and arms, and eventually grow into adult frogs. The adult frogs lay eggs, so that new frogs can live even after the frog grows old and dies.

A dog's life cycle is a little different than a frog's, because a dog does not start out as an egg. It is born from its mother's belly. The puppy keeps growing and is eventually an adult dog. Then the adult dog might have puppies to continue the life cycle! Insects like caterpillars go through life cycles, too. Caterpillars begin as eggs. When they hatch, they are larva. The caterpillar becomes a pupa, and inside of the pupa it turns into an adult. The adult is not a caterpillar; it is a butterfly! Then the butterfly lays eggs, so that new caterpillars and butterflies can live even after the butterfly grows old and dies.

Plants and animals don't stay the same throughout their lives, they grow and change through their life cycle.

Questions:

1. What is the short story mostly about?

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2. What is a life cycle? Do all life cycles have things in common?

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3. What is the main topic of the second paragraph?

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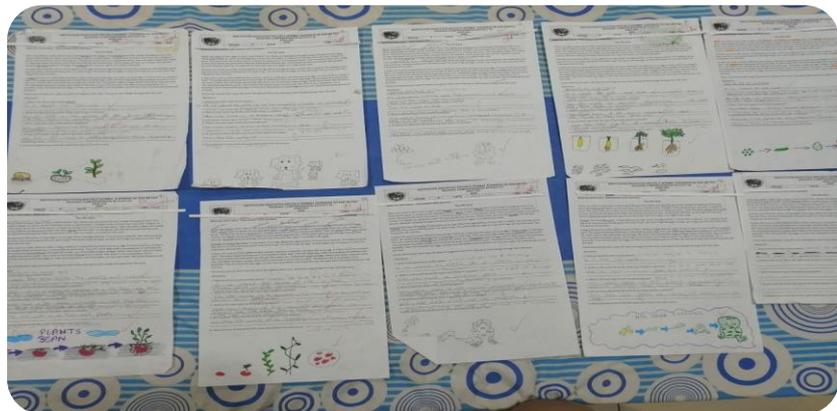
4. Do you know about the life cycle of any other plants or animals?

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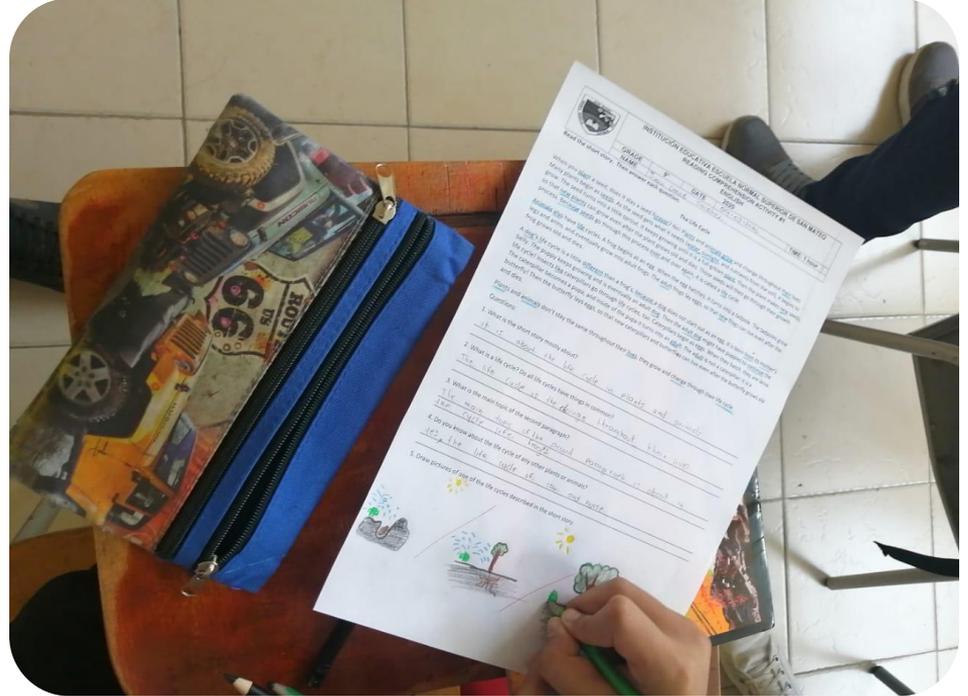


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5. Draw pictures of one of the life cycles described in the short story.



## Taller 1 Evidencias de aplicación de talleres.



## Taller 2

|   |  |      |              |
|---|--|------|--------------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO<br>READING COMPREHENSION ACTIVITY #4<br>ENGLISH<br>2020 |      |              |
|   | GRADE<br>NAME  | DATE | TIME: 1 hour |

### Pre reading activity

1. After looking at the title and the picture, what do you imagine is the story about?

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2. What type of text do you think it is?

- a) Narrative  
 b) Informative  
 c) Descriptive  
 d) persuasive

3. Have you ever had a pet?

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4. Why do you consider it is important to read this text?

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### Read the text and answer the following questions.

#### Mary's family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old. Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.



### Activity

1. How many pets has the family got?

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2. Who is Mary's dad

3. Who is Jhon? and what does he do?

---

4. Who have blue eyes?

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5. Do all mary's relatives have a pet? (yes/not) and why?

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6. Where is the family from?

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7. Who is the daughter in the family?

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8. How many friends has the family got?

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9. According to your perception, what are the possible reasons why this family has many pets?

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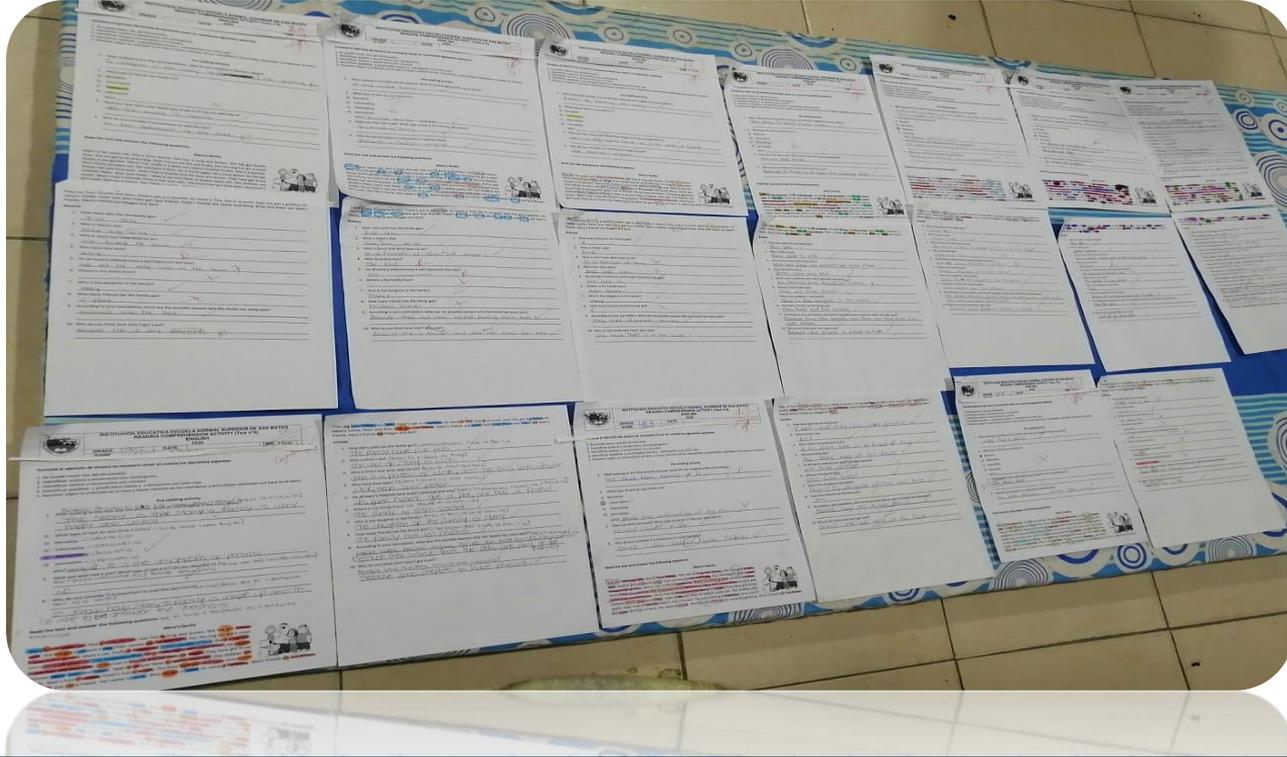


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10. Why do you think Jane hasn't have a pet?

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## Taller 2 Evidencias de aplicación de talleres



# Talleres

## Taller 3

|   |      |              |  |
|---|------|--------------|--|
|  <b>INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO</b><br><b>READING COMPREHENSION ACTIVITY # 5</b><br><b>ENGLISH</b><br><b>2020</b> |      |              |  |
| GRADE   | DATE | TIME: 1 hour |  |
| NAME  |      |              |  |

**Pre-reading activity.**

1. After looking at the title and the picture, what do you imagine is the story about?

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2. What type of text do you think it is?

- a) Narrative
- b) Informative
- c) Descriptive
- d) persuasive

3. What is your perception about your daily routine? Is it good or bad? A why?

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**Read the text and develop activities A and B**

**KAROL**

This is Karol. She's eleven. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby. She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then the girl goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake. After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm. The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Karol goes there at the weekend with her family. There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables. Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is her desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the



lamp. Her mother is angry. She says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks! Karol likes doing athletics and playing table tennis. Going swimming is fun! But she doesn't like playing basketball. She is very short! In the summer Karol would like to go camping with her grandfather! She wouldn't like to help her grandmother in the garden.

|   |   |
|---|---|
| <p><b>te YES or NO:</b></p> <p>4. Mary has got short brown hair. _____</p> <p>5. She has a toast and coffee for breakfast. _____</p> <p>6. The children don't have pizza for lunch. _____</p> <p>7. Her school is next to her house. _____</p> <p>8. There is a café in front of her house. _____</p> <p>9. Mary likes mangoes but doesn't eat watermelons. _____</p> <p>10. There is a desk behind the wardrobe in her room. _____</p> <p>11. Her room is a mess. _____</p> <p>12. There is one sock under the sofa. _____</p> <p>13. Her mum is scared because there is a mess. _____</p> | <p><b>Choose the right answer:</b></p> <p><b>14. The girl gets up at</b></p> <p>a) eight o'clock    b) seven o'clock    c) nine o'clock</p> <p><b>15. She goes to school by:</b></p> <p>a) car    b) helicopter    c) bus</p> <p><b>16. There is a ... next to her house.</b></p> <p>a) supermarket    b) café    c) swimming pool</p> <p><b>17. Mary doesn't like eating</b></p> <p>a) watermelons    b) potatoes    c) grapes</p> |
|---|---|

18. What time do you think Karol does her homework? and why?

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19. How do you imagine the Karol's house? Describe it briefly

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20. What is your opinion about the text? Did you like it? Yes/no, and why?

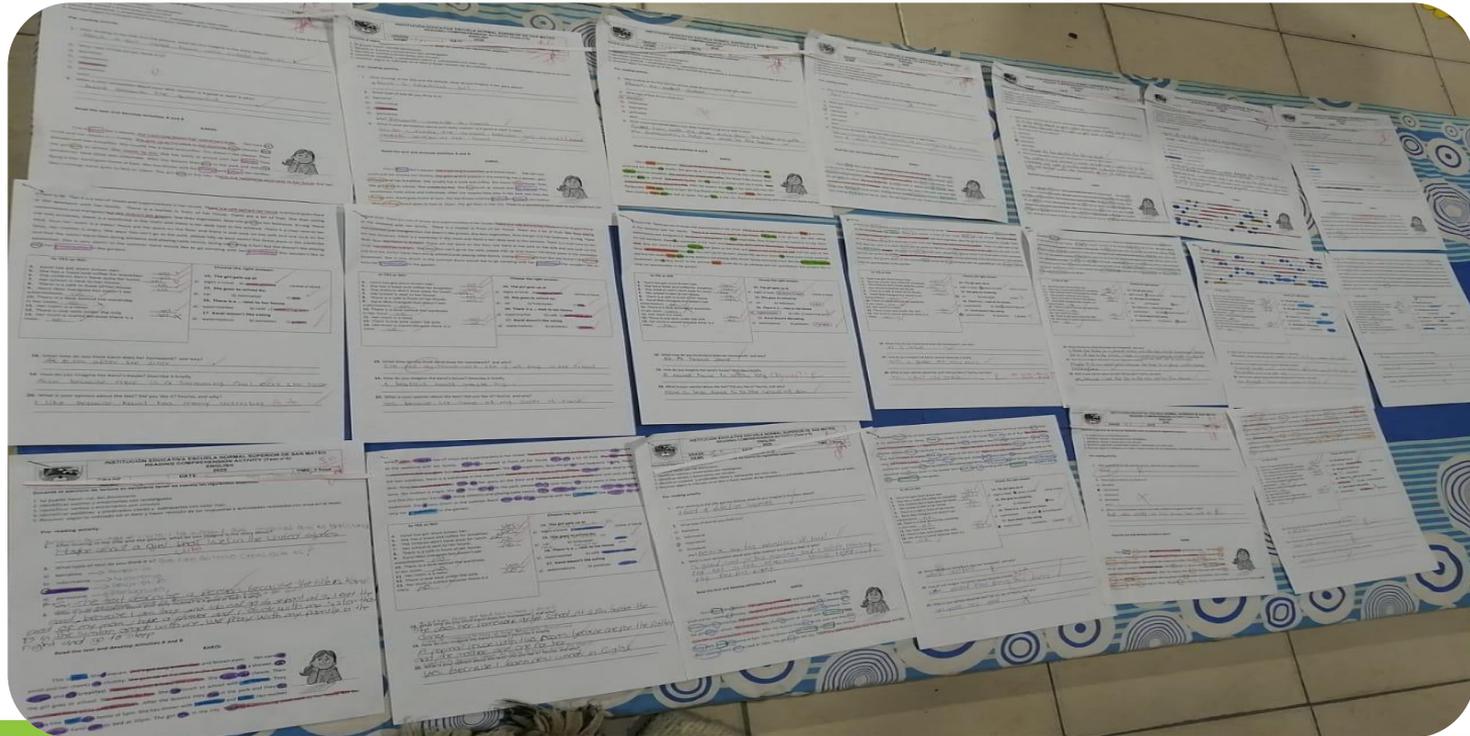
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## Evidencias de aplicación de talleres.

### Taller 3



## Taller 4

|   |   |      |              |
|---|---|------|--------------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO<br>READING COMPREHENSION ACTIVITY # 6<br>ENGLISH<br>2020 |      |              |
|   | GRADE<br>NAME   | DATE | TIME: 1 hour |

### Pre-reading activity.

1. After looking at the title and the picture, what do you imagine is the story about? (1,0)

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2. What type of text do you think it is? (1,0)

- a) Narrative  
 b) Informative  
 c) Descriptive  
 d) persuasive

3. What do you know about octopus? (1,0)

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### Read the text and develop the asked activities.

#### "MAGICIAN OF THE SEA" By Kelly Hashway

What do three hearts, eight arms and one huge brain add up to? An octopus, a creature that can do amazing things.

Octopuses are extremely intelligent. They have even learnt a few tricks to get them out of sticky situations, as for example, when it is afraid of a predator. As octopuses don't have teeth or sharp claws to defend themselves, they hide themselves in the sand on the bottom of the ocean floor. Do you want to know how they do that? Well, the octopus is like a chameleon because it can change the color of its skin to match the sand. This color change happens in less than a minute.



Some octopuses like to stay in more shallow water where there are rocks and coral. Because octopuses are invertebrates, they can squeeze themselves into small spaces between the rocks to get out of reach of predators. Another way an octopus can hide is by shooting ink. An octopus uses a part of its body called a siphon to shoot ink into the water. The ink forms a cloud that hides the octopus. It's like a magician doing a vanishing act.

If an octopus is being attacked, it can actually make itself look like a venomous sea snake. It will bury itself in the sand, keeping two arms visible. It will change the color of those arms to match a sea snake. But if there's no time to hide? If an octopus is in trouble, it can break off one of its arms. The arm will then change colors and squirm around the water to distract the predator while the octopus swims away to safety. Don't worry though. The octopus's arm will grow back.

There is one kind of octopus that has venom to use in defense. The blue-ringed octopus is tiny; it could fit in the palm of your hand. Predators might think this size makes the octopus a great snack, but they know to stay away. The blue-ringed octopus is very poisonous and can kill predators much larger than it, including humans.

### Answer the following questions:

4. Was this text interesting for you? Yes/ no, and why? (1,0)

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5. Do you think octopus have feelings? Yes/not, and why? (1,0)

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6. Why are octopuses intelligent? (1,0)

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7. What happens to an octopus if it breaks off one of its arms? (1,0)

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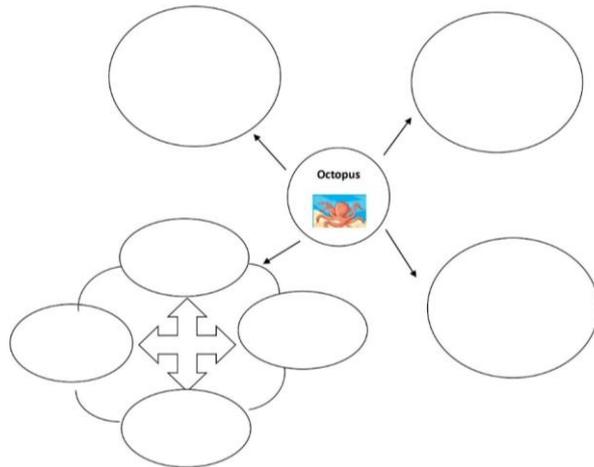
8. How do blue-ringed octopuses defend themselves? (1,0)

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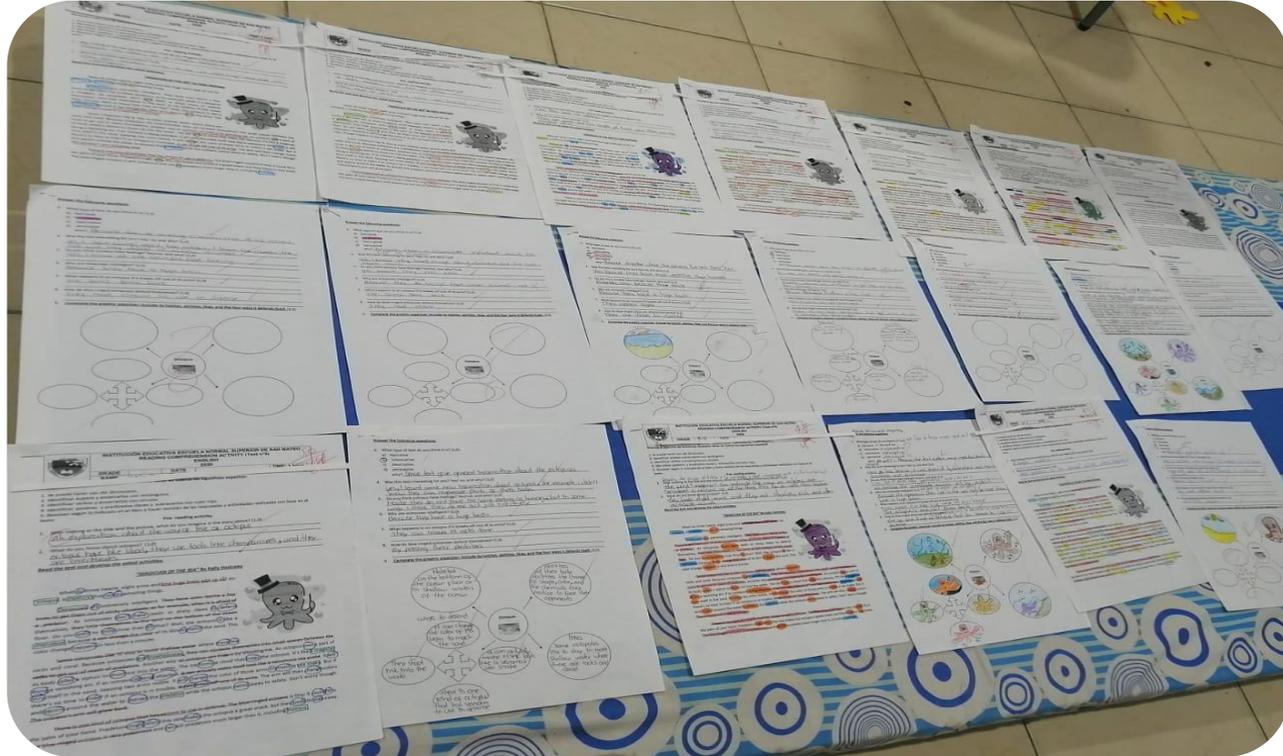


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9. Complete the graphic organizer: Include its habitat, abilities, likes, and the four ways it defends itself. (2,0)



## Taller 4 Evidencias de aplicación de talleres.



# Pruebas finales

## Prueba final 1

|   |      |              |   |  |  |
|---|------|--------------|---|--|--|
|  |      |              | <b>INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO</b><br><b>READING COMPREHENSION ACTIVITY # 7</b><br><b>ENGLISH</b><br><b>2020</b> |  |  |
| GRADE   | DATE | TIME: 1 hour |   |  |  |
| NAME  |      |              |   |  |  |

### Pre reading activity

1. After looking at the title and the picture, what do you imagine is the story about?

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2. What do you think about doctors' life?

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### Read the text and develop the activities A and B.

#### TIM BLACK

I'm Tim Black. I'm a doctor. I work at a hospital. My wife, Kim, is a teacher. She teaches Music at a college. We get up at seven o'clock every morning everyday. Kim sets the table, and we have breakfast. Kim likes toast and tea, but I don't. I eat an egg and I drink milk at breakfast. Then, we leave home at a quarter past eight.

I start to work at nine o'clock. I am very busy, so I can't have a break.

At half past twelve, I have lunch at the hospital cafeteria.

The food at the cafeteria is very good, so I don't go out for lunch. Kim returns home at three o'clock in the afternoon, and I come back at five o'clock. Afterwards, we have dinner at half past six. I watch TV in the evenings, but Kim doesn't.

She reads a book or she listens to music. We go to bed early after a tiring day.

At weekends we go to the cinema or theatre.

My wife and I like shopping, so we usually go on shopping on Saturdays. We have a holiday every August. We often go to Izmir in Turkey for holiday. I ride a bike and Kim walks around, because she doesn't know how to ride a bike. We like Izmir very much, so we go to there every summer.



#### ACTIVITIES

3. What type of text do you think it is?

- a) Narrative
- b) Informative

- c) Descriptive
- d) persuasive

### A. Select TRUE (T) or FALSE (F) according to the following statements.

- 4. They don't like cinema.....(T) / (F)
- 5. Tim and Kim wake up at 9 o'clock every day .....(T) / (F)
- 6. Kim works at a college.....(T) / (F)

### B. ANSWER THESE QUESTIONS

7. What does Mr Black do in the evenings?

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8. Do you think Tim and Kim live in a big city or in a small town? Justify your answer.

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9. In general, what do you think about the relationship between Tim and Kim?

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10. Did you enjoy this text? yes/ no, and why?

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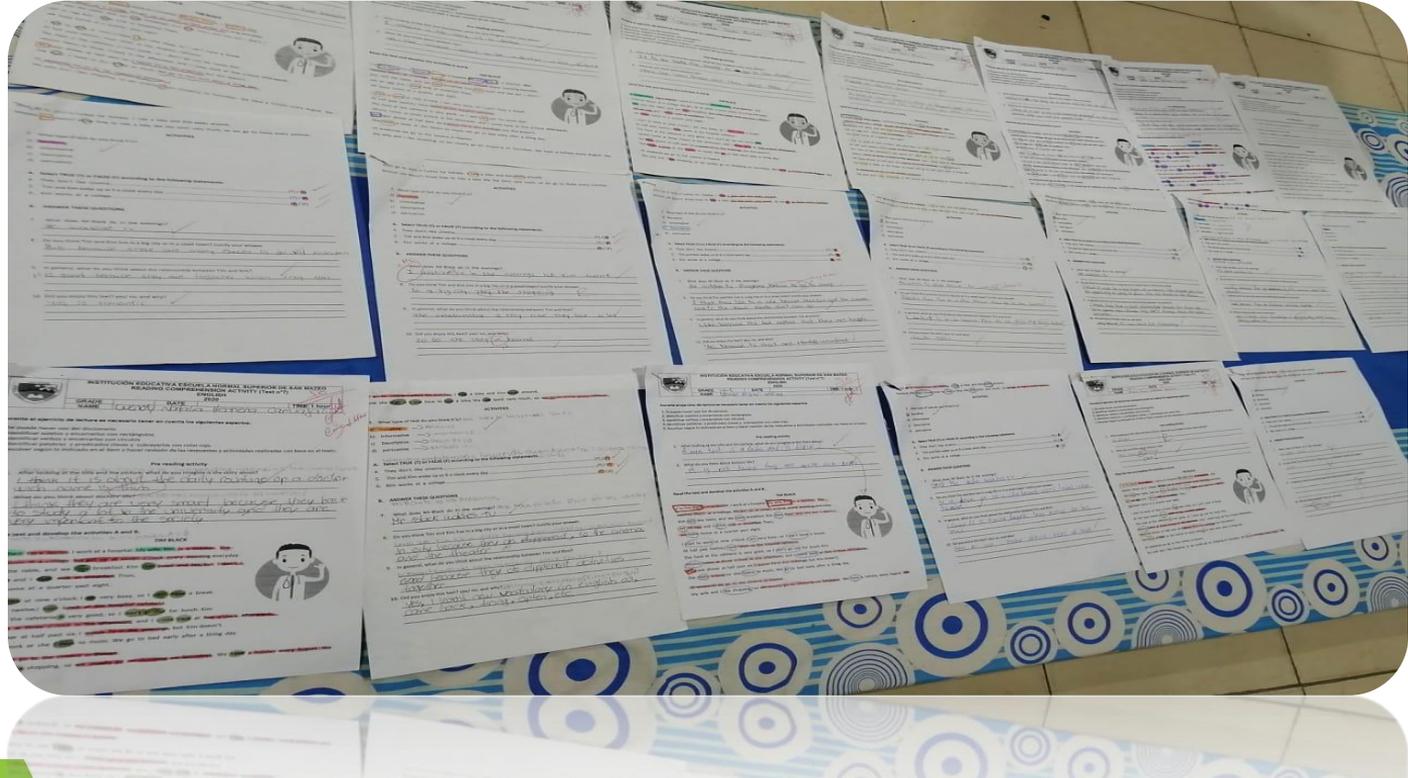


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## Prueba final 1 Evidencias de aplicación de pruebas finales.



# Pruebas finales

## Prueba final 2

|   |   |    |      |
|---|---|----|------|
|  | INSTITUCIÓN EDUCATIVA ESCUELA NORMAL SUPERIOR DE SAN MATEO<br>READING COMPREHENSION ACTIVITY # 8<br>ENGLISH<br>2020 |    |      |
|   | GRADE<br>NAME   | 9° | DATE |

Pre reading activity:

- Before reading the text look at the title and the picture and describe what you consider the text can be about:

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### Robot Birds

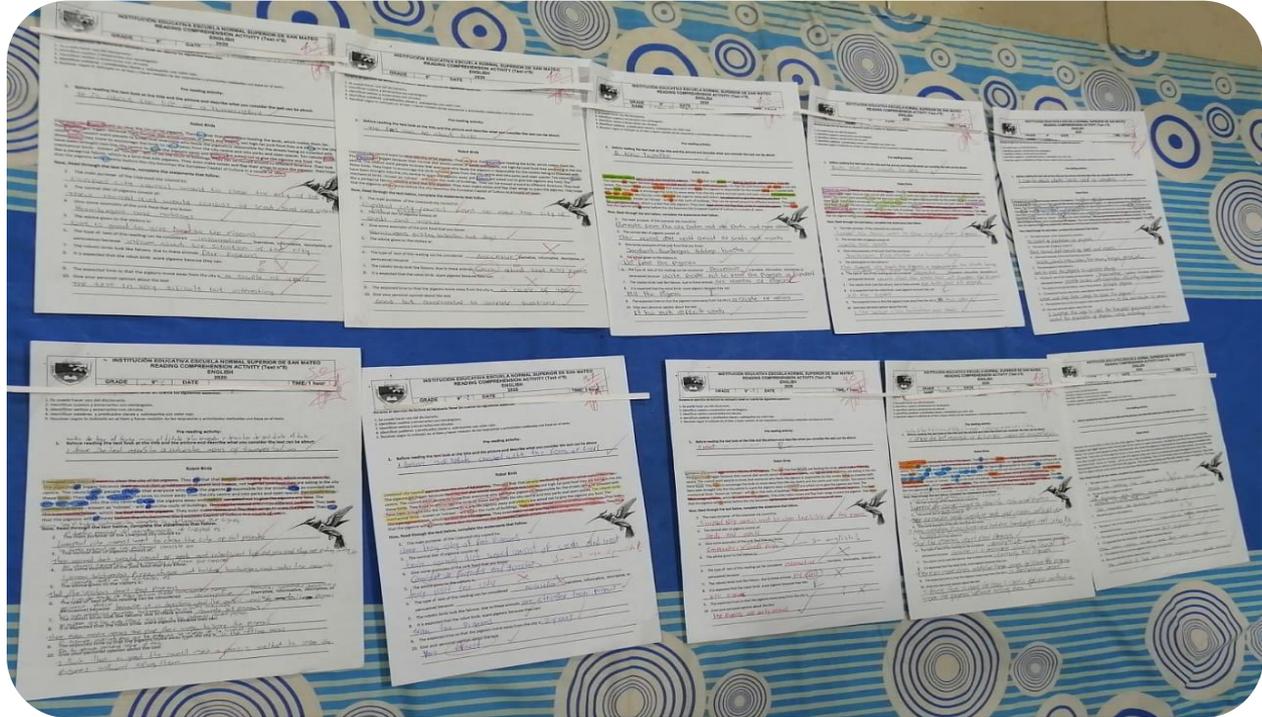
Liverpool city council want to clear the city of fat pigeons. They say that that people are feeding the birds, which makes them fat. The pigeons get bigger because their normal diet would consist of seeds and insects, not high-fat junk food they are eating in the city centre. The council want people to know that everyone who feeds the pigeons is responsible for the streets being so crowded with these birds. They hope to encourage the birds to move away from the city centre and into parks and open spaces. Ten robotic birds have been brought into the city centre to scare the pigeons away and visitors are asked not to give the pigeons any food. The mechanical birds - known as 'robops' - will sit on the roofs of buildings. They can be moved around to different locations. They look like a peregrine falcon, which is a bird that kills pigeons. They even make noises and flap their wings to scare the pigeons. They hope that the pigeons will go away before the city becomes the European Capital of Culture in a couple of years.



Now, Read through the text below, answer the questions that follow.

- The main purpose of the Liverpool city council to:  
\_\_\_\_\_
- The normal diet of pigeons consist of:  
\_\_\_\_\_
- Give some examples of the junk food that you know:  
\_\_\_\_\_
- The advice given to the visitors is:  
\_\_\_\_\_
- The type of text of this reading can be considered as \_\_\_\_\_ (narrative, informative, descriptive, or persuasive) because \_\_\_\_\_
- The robotic birds look like falcons due to these animals \_\_\_\_\_
- It is expected that the robot birds scare pigeons because they can:  
\_\_\_\_\_
- The expected time so that the pigeons move away from the city is \_\_\_\_\_
- Give your personal opinion about the text  
\_\_\_\_\_  
\_\_\_\_\_

## Prueba final 2 Evidencias de aplicación de pruebas finales.



## Instrumentos:



- Diarios de campo.
- Instrumentos de tabulación.
- Instrumento de análisis de la tabulación de la prueba diagnóstica.
- Instrumento de análisis de la tabulación de la prueba final.
- Instrumento de contrastación de prueba diagnóstica, de prueba final y de observaciones relevantes de registros de diarios de campo.

## Ejemplo de diario de campo

### DIARIO DE CAMPO #6

#### IMPLEMENTACIÓN DE LA ESTRATEGIA METODOLÓGICA

|   |   |   |                   |
|---|---|---|-------------------|
| FECHA: 11/05/2020   | LUGAR: Virtual                            | PERÍODO: 1                              | Nº DE LA CLASE: 6 |
| INSTITUCIÓN: I.E Escuela Normal Superior San Mateo (Boyacá) |   | DOCENTE OBSERVADOR: Anderson Colmenares |                   |
| ASIGNATURA: Inglés  |   | Nº DE ESTUDIANTES PARTICIPANTES : 10    |                   |
| Nº DE ACTIVIDAD: #6   | TÍTULO ACTIVIDAD: The magician of the sea |   |                   |
| RECURSOS:   |   | MEDIOS:                                 |                   |

#### ACTIVIDAD PUNTUAL:

- Actividades puntuales para todos los textos:

#### *Durante el ejercicio de lectura:*

11. Se puede hacer uso del diccionario.
12. Identificar sujetos y encerrarlos con rectángulos.
13. Identificar verbos y encerrarlos con círculos
14. Identificar palabras y predicados claves y subrayarlos con color rojo.
15. Resolver según lo indicado en el ítem y hacer revisión de las respuestas y actividades realizadas con base en el texto.

- Instrucciones dadas por el docente de manera oral relacionadas con el modelo interactivo:

- Hacer inferencias y plantear hipótesis a partir de elementos textuales tales como título, ilustración, tipo de texto.
- Hace predicciones del texto ya sea de su inicio o final.
- Planteamiento de preguntas frente al texto y genera hipótesis sobre el contenido narrativo del mismo.
- Realizar lectura silenciosa del texto prestando especial atención a los elementos explícitos

- Realizar lectura silenciosa del texto prestando especial atención a los elementos explícitos del mismo (personajes, lugares, problema) y su estructura sintáctica (palabras, frases, oraciones y preposiciones).
- Tratar de recordar y tener siempre presente la información relevante (ideas principales y secundarias).
- Recuperar información no explícita en el texto e interpretarla según la propia opinión o juicio de valor, reflexionando así sobre la situación narrativa y la realidad.
- Verifica las hipótesis predictivas e inferencias durante el proceso de lectura y realizar asociaciones entre el texto y las experiencias personales.
- Inferir información no expuesta en la historia a partir de la reflexión del texto desde un punto de vista personal.

#### CATEGORÍAS PEDAGÓGICO-DIDÁCTICAS:

**CD1:** Ejercitación de operaciones mentales (identificar, comparar, diferenciar, relacionar, (...)) y de funciones cognitivas.

**CD3:** Actividades puntuales.

**CD5:** Representación cognitiva (elaboración de mapas conceptuales, mentefactos...)

**CD7:** Selección y/o diseño de materiales académicos.

**CD14:** Mediación filosófica-crítica.

**CD15:** Mediación teórica disciplinar y conceptual.

**CD18:** Mediación relacional y analítico-deductiva.

## Ejemplo de diario de campo

### **OBSERVACIONES GENERALES:**

- Este taller se le solicitó a los estudiantes de forma oral la aplicación de ciertos pasos propios del modelo interactivo de lectura.
- Este fue el Tercer taller que desarrollaron los estudiantes en una modalidad no presencial. A pesar de ello, el docente decide entregar los mismos de manera personal en la casa de los estudiantes.
- Todos los estudiantes quienes se le aplicó el diagnóstico subrayaron sujetos, verbos y palabras claves o predicados los cuales le permitieron responder asertivamente a algunas de las preguntas a excepción de la participante # 10. Asimismo, (Algunos estudiantes presentan confusión al reconocer verbos como el To Be, mientras que otros subrayan los mismos sujetos del texto en diversas ocasiones, por lo que se les solicitó subrayar cada personaje del texto una única vez.
- Únicamente dos de los estudiantes demostraron acudir a la traducción para dar solución al taller (estudiantes #6 y #7).
- 8 de los 10 estudiantes alcanzaron el indicador a excepción de los participantes #9 y #10.
- 7 de 10 estudiantes obtuvieron calificaciones por encima de 4,0.
- La mayoría de estudiantes lograron recuperar información no explícita en el texto e interpretarla según la propia opinión o juicio de valor, reflexionando así sobre la situación narrativa y la realidad.
- Los estudiantes utilizaron sus propias experiencias para inferir o hacer predicciones acerca del texto.
- Adicionalmente, las opiniones personales sobre lo leído tienden a ser más estructuradas y completas.

**TIPO DE TALLER:** De preguntas abiertas con respuestas de tipo literal y libres. El texto cuenta con una imagen alusiva al personaje principal de la historia. El nivel de la lectura es B1, de acuerdo a lo estipulado en los Estándares Básicos de Competencias en inglés para el grado noveno.

## Discusión de resultados.

### El diagnóstico y sus hallazgos:

Los resultados obtenidos a través de los diagnósticos fueron los siguientes:

➤ **A nivel literal:**

- 9/10 estudiantes no cuentan con un método de comprensión lectora a excepción de la participante #1
- 1/10 estudiantes subrayó algunas palabras que consideró clave y tradujo palabras pertenecientes a las preguntas. Sin embargo, no alcanzó el indicador de logro.

Lo que quiere decir que el 90% de los alumnos no alcanzaron los logros propuestos.

➤ **A nivel inferencial:**

- 4/6 estudiantes que alcanzaron el indicador de logro subrayaron el texto (P1; P5; P8; P9)
- 2/6 estudiantes quienes alcanzaron el indicador de logro acudieron a la traducción de palabras clave.
- 4 de los 10 participantes no recuperaron información no explícita en el texto e interpretarla según la propia opinión o juicio de valor.

## Discusión de resultados.

### La prueba final y sus hallazgos:

- **A nivel estadístico comprensión lectora de carácter literal: 20% prueba diagnóstica a un 90% (prueba final).**
- **A nivel de comprensión lectora inferencial: un 60% en prueba diagnóstica a un 90% revelado en prueba final.**
- **El reconocimiento de ciertas unidades gramaticales como sujetos, verbos y predicados resultó fundamental a la hora de que los estudiantes formaran ideas globales de cada texto y a su vez respondieran asertivamente a preguntas de carácter literal.**

## Discusión de resultados.

### La prueba final y sus hallazgos:

- Los ejercicios de activación cognitiva propuestos tanto en talleres, como en prelecturas resultaron ser puntos de partida eficientes para la comprensión de textos, permitiendo a los estudiantes inferir y plantearse objetivos de lectura.
- los estudiantes de Noveno grado interactuaron con los textos, acudiendo tanto a sus habilidades sintácticas como a sus conocimientos y experiencias para deducir, relacionar y contrastar información que les llevase a comprender eficazmente el contenido de cada texto.
- Las falencias de comprensión lectora detectadas en algunos alumnos a través de los diversos instrumentos están relacionadas con dos aspectos: 1. A nivel sintáctico: no reconocimiento de unidades sintácticas pequeñas lo que imposibilita el reconocimiento de unidades más complejas; 2. La no implementación de un método o modelo de lectura.

## CONCLUSIONES

- ❖ El resultado de este estudio puede tomarse en consideración para guiar los relacionados en relación con la comprensión lectora de textos en inglés.
- ❖ Referencia para investigadores interesados en abordar los enfoques de la comprensión lectora.
- ❖ Mejorar la capacidad de los estudiantes para desenvolverse de manera más sistemática y eficaz en los ejercicios de comprensión lectora en inglés.

# Gracias!

Alguna Pregunta?

Me puedes contactar a través de:  
[afcolmenares@outlook.es](mailto:afcolmenares@outlook.es)

THANK YOU

