

IMPLEMENTATION OF SHORT DIALOGUES TO ENHANCE HIGH SCHOOL
STUDENTS' SPEAKING AT "ESCUELA NORMAL SUPERIOR PAMPLONA"

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IMPLEMENTATION OF SHORT DIALOGUES TO ENHANCE HIGH SCHOOL STUDENTS' SPEAKING SKILL AT "ESCUELA NORMAL SUPERIOR PAMPLONA"

Introduction

Regarding that speaking a foreign language involves a continuous learning process, in this case English, it is evident that one of the most important aspect is to communicate and deliver messages through the use of the language. Nowadays, English can be challenging and time consuming, however, it is also very valuable to learn because it can create many opportunities; besides, it may not be the most spoken language in the world, but it is the official language in a large number of countries, so it may be the open door for future generations.

Despite of the week interest of some students towards the foreign language, we as preservers teachers we have the wonderful task to prepare students to deal with today's world's challenges where the place of the language plays a crucial function. Bearing in mind that speaking English requires the management of the four basic skills (speaking, reading, listening and writing) and some others such as the cognitive process, cultural awareness, environmental influences, etc. Normally, in schools some of them are neglected because they are focused on what they consider is the most important. Leaving the student's interest or their strongest ability to manage the language outside.

Considering the previous aspects as the main need in the "Escuela Normal Superior", this project will be addressed to the main skill which is: speaking by using short dialogues, without leaving aside the other skills. By fostering the oral competence, students will be able to reinforce and gain confidence at the speaking. To reach the purpose of this project, the implementation of shorts dialogues as a method to accomplish the goals previously stipulated was considered.

Problem

A significant difficulty identified during the observation was the unawareness students have towards speaking, since they are habitually trained in traditional methodology which is closely related with learning by memory grammar structure and translation. Hence, in order to evaluate a specific lesson, the dialogues used were reviewed in class, where students were assessed by using the correct grammar structure and vocabulary rather than the communicative process and the performance at speaking. Other limitation found in the classroom was the poor motivation students have at speaking because role plays and dialogues are not implemented as activities but as oral evaluation. So most of the time, they do not feel comfortable from that perspective.

Justification

Learning a new language can be part of students' training for college or any other English requirement. Being able to speak a foreign language or having experience with a different culture may be the difference on any professional application. Considering this, most of the schools in Colombia demand and require all incoming students to know a second language, especially English. However, the importance of English is not as valuable for students, because of the weak interest towards learning, students perceive English as any other subject and not as a tool which may allow them to have access to valuable information or reach new job opportunities.

It can be difficult to communicate in English if it not conceived the basic elements to express phrases, even the correct pronunciation. The purpose of applying short dialogues in the students of "Escuela Normal Superior Pamplona" is to reduce the low performance students have at speaking and improve the oral competence considered as the student's weakest ability. With the implementation of shorts dialogues, students will improve the speaking skill by using the previously knowledge acquired not only in the classroom but with the intention to connect them with real life situations. Thus, by using the target language students will develop their learning process and the performance on daily conversations.

The following project is organized on the four main components. *The pedagogical component*, which includes all the pedagogical intervention during the practicum; *the outreach component*, focused on the aid the practitioner is able to bring to the school besides

his or her classes, and *the administrative component*, which depicts the level of involvement that the researcher had as a member of the institution. Finally, the *research component*, which concerns the dual role as teacher and researcher at the same time in order to carry out the strategy which better fits to achieve the objectives of the project.

Objectives

General Objective

- ✓ To implement shorts dialogues to enhance high school students' speaking skill at "Escuela Normal Superior Pamplona"

- ✓ **Specific Objectives**

- ✓ To support the approaches to the oral competence by the performance of dialogues.

- ✓ To encourage high school students to gain confidence at speaking by using short dialogues.

- ✓ To practice vocabulary by using the new expressions included in dialogues.

Institutional observation

Two weeks of observation were required to spend the enough time in the classroom. During this process, it was crucial the collection of information which works as the base to identify the main need students have, get involve in the academic context, and interact with teachers and the administrative staff in order to analyze the academic field of the institution.

Topographical Location of the School

The first "Escuela Normal Superior" was founded by the General Francisco de Paula Santander in 1823, but it was not until 1934 that one of the Normal Superior's seats was located in Pamplona, Norte de Santander, thanks to the law 6935 in December of 1934. Luis Alejandro Barrios, a teacher, was the first principal of the institution and the then president Eduardo Santos accompanied by her wife inaugurated the educative center located inside the urban area on "la Avenida Santander, en el barrio Zulia. The "Escuela Normal Superior Pamplona" was established as a school in charge of preparing teachers; therefore, the aim of the institution is teachers' preparation. Students belong to the 1st and 2nd social strata some of which are surrounded by agricultural work and come from rural and marginal areas of the city; this is one of the reasons why the school has strawberry fields, potato plantations and green areas all around the classrooms. Catholic religion is the most practiced, and inside the institution you can find primary school, high school and the supplementary cycle, with almost 800 hundred students.

Educative authorities

The principal authority of the school is the principal Mr. Oscar Fabian Cristancho Fuentes, head of the educative center is the first in line and the person who authorizes and organizes, logistically and academically, the school; the next authorities are the different associations: the directive council, the academic council and the association of parents. Inside the school's facilities, the hierarchy of authority does not change, the roles of the principal, and the committees are followed by the coordinator, the teachers and the student's representative, the students.

"Proyecto Educativo Institucional" (PEI)

The main aspect of this guideline is considered as the following notification: "El Proyecto Educativo Institucional **debe responder a situaciones y necesidades de los educandos**, de la comunidad local, de la región y del país, ser concreto, factible y evaluable". (Art.73. Ley115/94). The P.E.I possess lines of research where identifying the processes and pedagogical practices to recognize new branches of communication has a crucial interest, furthermore the objectives are formed gradually by the pedagogical nature of education, its ability to improve organization and its capability to reinvent itself. The constant redefinition of its identification and at the same time the improvement of the integral teacher trainings in personal, professional, scientific, ethical and esthetical aspects in pre-school and primary school settings emphasizing the artistic-humanistic education.

Rulebook

The rulebook of the "Escuela Normal Superior" was created from the mission and vision of the institution to lay the foundation for the duties and rights, which will lead the actions of the members of the educative community. It also encourages communicating, keeping in mind that communication allows expressing, understanding, compromise and developing a conscience of the power that words carry. Students and Teachers have important duties also rights that are stipulated in the rulebook, is pertinent to accentuate among with the job of the educator who is part of the institution and as a person to be respected and accepted, amongst the duties the teacher must foster propose positive changes for the educative project, the essential formation of the students, taking part in the school's activities, accomplishing the schedules given by the school, by following the regular conduct, and plan, evaluate and correct the methodological tactics implemented in the classroom.

Mission

To form new generations of teachers with high pedagogical and research competences, in order to lead the transformation of the rural and marginal urban sectors, enhancing the human and environmental development.

Vision

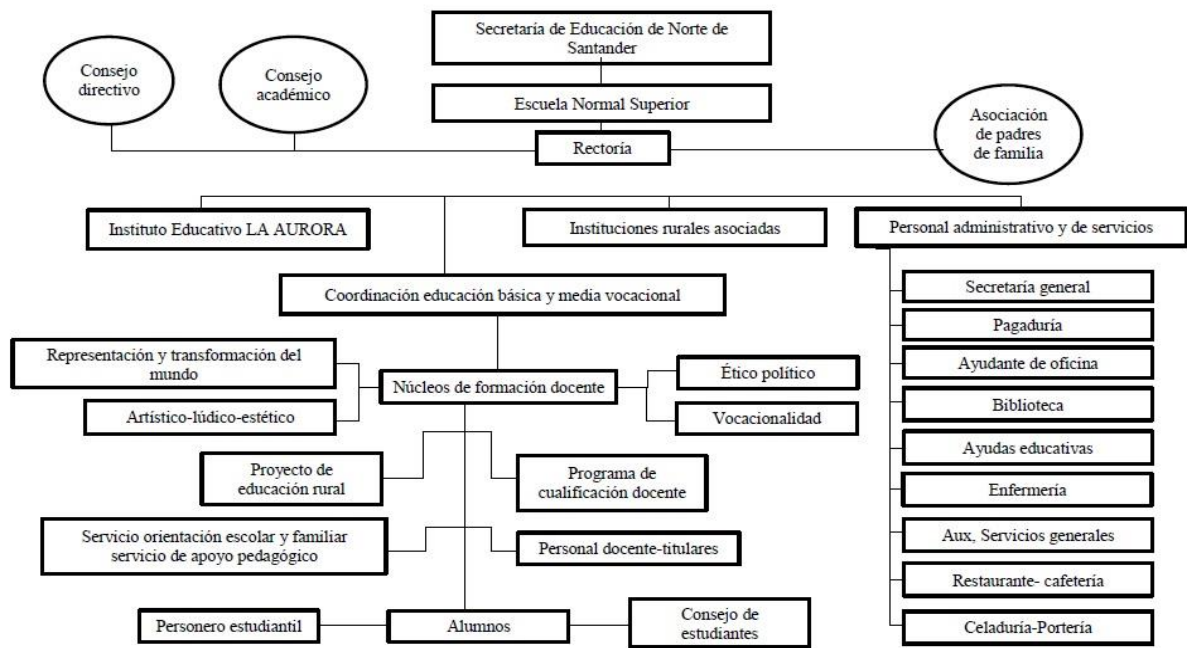
To be consolidated in 2017, as the best Normal Superior School of the Colombian Northeast that leads initial training teacher programs, agents of change in rural and urban sectors, from the construction of life projects.

Physical distribution


The facilities inside the "Escuela Normal Superior" are there to respond to the requirements of students, teachers and administrative managers, among others. There are 17 buildings, in which primary and high school are distributed, in those buildings we can find: a psychology and orientation room, a cafeteria, a restaurant, a farm, a library, a language laboratory, 3 audio visual rooms, classrooms for high school students, classrooms for primary students, a football field, a basketball court, a volleyball court, two music laboratories, chemistry and physics laboratories, a chapel, a theatre, nursing care room (called "Bienestar Normalista"), bathrooms for boys and girls, and a computer room, all surrounded by green areas and open spaces. Finally, as one of the Normal's singular signatures the availability of a school bus for the use of the students only.

The organization of the high school's classrooms is stated as follows: High school is organised into 3 buildings: "El Prodigio" composed by 6 classrooms, "La Gruta" with 5 classrooms, "El Bosque" with 4 classrooms, a coordination office and 5 complementary cycle classrooms. Each classroom is endowed with chairs, tables, blackboards, billboards and cleaning tools.

Institutional organization



Letter to the principal.


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Pamplona, 22 de febrero de 2016

Señor:
OSCAR FABIAN CRISTANCHO FUENTES
Escuela Normal Superior
Rector

*Beatriz 6-9-76-82
Vanessa 6-8-72-88
Tutores Rosalba y Aniel.*

Respetado Rector,

En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.

Concedores de su espíritu de cooperación, me permito solicitar su autorización para que las estudiantes BEATRIZ EMIRA VEGA TORO y VANESSA CAÑAS AFANADOR del programa de Licenciatura en Lenguas Extranjeras Inglés- Francés, realicen la Práctica Integral y el proceso de observación que esta implica durante el primer semestre académico de 2016, quienes estarán bajo la supervisión de las Licenciadas RAFAELA COTE y ROSALBA ESPINOZA.


Quedo a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral.

Agradeciendo su amable atención,

Cordialmente

Judith Albarracín Trujillo
Judith Albarracín Trujillo
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona

Autorizado
Rosalba
Rosalba Cote
II - 22-2016



Una universidad incluyente y comprometida con el desarrollo integral

Activities chronogram 2016. Acuerdo 004 consejo directivo

Fecha	actividades
18 enero al 1 de abril	Iniciación del primer periodo académico
18 enero	Eucaristía normalista
8 marzo	Commemoración día de la mujer
10 marzo	Izada de bandera
21 al 25 marzo	Receso escolar semana santa
4 abril	Iniciación del segundo periodo académico
22 abril	Día del idioma/día del logro
29 abril	Día del niño
1 mayo	Fiesta cívica día del trabajo
2 al 6 mayo	Semana cultural
6 mayo	Misa fundación de la escuela normal superior
13 mayo	Día del maestro
20 mayo	
26 mayo	Día de la mujer
3 junio	Eucaristía normalista
10 junio	Finalización segundo periodo/ izada de bandera

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50	7A				
7:50-8:40	7A				
8:40-9-30		7B	7B		7A
9:30-10:20		7B	7B		7A
10:20: 10:50	B	R	E	A	K

10:50 - 11:40		3B: 10:00			8A
11:40-12:30 11:10 primaria	4A	8A	4A	3B	8A
12:30-1:20		8A			

Chapter I: Pedagogical component

Introduction

The professional learning of teacher is an ongoing process of knowledge building and skill development in effective teaching practice. In this context, professional development and teacher training on research, also support the importance of teaching quality. By identifying a specific pedagogy as a key ingredient in teaching quality, it is important to include theory of diverse pedagogy, content learning, and the way this can be integrated into a professional development program for teachers in a multicultural and demanding society. The Colombian Ministry of Education (MEN) has created the national bilingual program (PNB) (2004) with aim of developing communicative competence in English, both students and teachers using new and innovator strategies to benefit the insertion of Colombian people to the global economy. To support this program, the Colombian government has created measures and plans to improve the learning of a foreign language in the schools based on a guideline which assesses the foreign language proficiency called The Common European Framework (CEF). The assessment of this framework concerns measuring the proficiency of the four skills: writing, reading, listening and speaking which contemplates that a person should be able to manage. It should be point out that the program stablished by the Ministry of Education is not

only addressed to students but also to teachers who have the responsibility of impacting students towards English language.

This project aims at working with high school students throughout the four competences. Nevertheless, it is focused on the communicative one, that is to say: speaking. Diverse exercise such as; role plays, short dialogues, simulations among others, will be implemented in the classrooms to foster in the students a self-confidence feeling towards the use of oral English and improve their fluency and rhythm when speaking in English. Furthermore, the use of short dialogues gives the opportunity of use the other competences because students must read and comprehend a given script, write their own short dialogues, listen and understand to their peers and finally speak in English and also they will learn grammar, vocabulary, culture and expressions intrinsically.

Justification

Regarding the context of the school, the population and the content of the English subject, some weaknesses were perceived by the observations. It was noticed that most of student were not aware of the reason why they were learning English. Unfortunately, they are not motivated and they just learn for getting a grade or because it is just another requirement to continue in the academic field. This project seeks for creating a new strategy in order to encourage students to continue learning through the different activities, they would have the opportunity of interacting with the classroom as if they were in real situations by interacting with their classmates as the same time they are learning.

General Objective

- ✓ To perform shorts-dialogues to enhance high school students' speaking skill at "Escuela Normal Superior Pamplona".

Specific Objectives

- ✓ To improve students' fluency in the oral competence using short-dialogues.
- ✓ To aid high school students to acquire new vocabulary through the academic activities proposed (adjectives, formal and informal expressions).

Theoretical framework

In interest of having an overall of the pedagogical component, different terms were taken into account, such as Dialogue, role play, oral competence, the communicative approach, the speaking skill and teaching speaking. The conception of these terms are important in order to clarify and differ each of them and its connection at the main aspect which is the speaking skill. In fact, this theoretical framework englobes several concepts considered to guide some of the aspects which are significant to understand what the speaking skill means.

Dialogue

Littlewood (1981) stated that a dialogue "is one of the method based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning". Likewise, Richards and Rodgers (1986) state "dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal". Varela and Torre (2011) support this idea by stating, "The dialogues contribute to the development of conversational skills and are suitable to develop student's fluency and interaction ".

The dialogues give students the opportunity to link the learning process with real life creating an extra motivation at the moment of learning. Using dialogues as a technique is an excellent method to improve students' speaking skills because it offers an explicit feedback when the teacher corrects while the students hear and pay attention not only to the teacher but to their classmates. As well, the usage of dialogues in the English classroom will allow the improvement of the grammar skills as the students will have to use a correct formation of the grammar to speak correctly.

Role play

In relation to the technique in teaching speaking skill, role play is one of the techniques that can be used for this purpose. According to Freeman (2000: 137), role plays gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, Brown (2004: 174) states that:

Role playing is a popular activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say and it has the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves.

Many research findings showed that this technique is effective to be used in teaching speaking. One of them is the study conducted by Adriyati (2009: 221), revealed that role play can improve students' speaking skill because they can interact each other.

Oral competence

According to Bygates (1991) states that oral competence as the ability to form abstract sentences that are produced and adapted to circumstances at the moment of speaking. Therefore, making instantly decisions and contributions that adequately fit the situation. On the other hand, O'Malley and Valdez (1996) say that oral competence refers to an ability to understand meaning between two or more speakers. Yet another definition by Brown and Yule (1983) considers oral competence as an interactive process where a meaning is built on by producing and receiving processed information. Bearing this in mind, it is important to point out that students have to take into account the

sense of the dialogue and to know what the dialogues are about, the meaning of the conversational situation they are performing.

The communicative approach

Gumperz (1972) stated that the concept of communicative competence has its origin in the Ethnography of communication, discipline that appeared as a reaction to the approaches that reduced the speaking abilities from a student into a L2 to the domain of the linguistic code.

Chomsky (1965) made a distinction between competence and performance. Competence is the speaker general knowledge about the grammatical rules of the target language; the way to convey and understand these rules. Whereas, performance is the ability of the speaker to use these knowledge of rules and applying them to the real use of the target language.

This approach uses an innovator way of teaching a language has a set of principles about teaching where the focus is on meaningful communication; it is more important to use the language in a real context instead of getting to study the language as Munby (1978) pointed out "Here we shall not need to draw a distinction between an idealized knowledge of the language and its actualized use: between "the code", and "the use of the code" or between "competence" and "performance".

The speaking skill

The speaking skill is a medium of communication to express ideas, feelings, and information. It is essential to the speaker at the moment of expressing himself or herself to express through language.

According to Revel (1979):

communication is an exchange between people, of knowledge, of information, of information, of ideas, of options, of feeling, so there must be concept, ideas, in the fellow speakers of what they are going to say. To be able to communicate their ideas, the students should be given opportunity to practice their English.

Chastain (1976) stated that learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult but it can be achieved by doing much practice in real situation.

Clark and Clark (1977) stated that communication is a language, which is carried out through two basic human activities, namely speaking and listening. In speaking we put our idea into words for other people to understand our ideas and hope people give us feedback.

Teaching Speaking

Brown (2000:7) states that "teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, proving with the knowledge, causing to know or understand". Similarly, teaching speaking means the process of teaching students knowledge about the target language and skill in using the knowledge orally in communication. This is in line with what Nurmaida (2011: 79) clarifies that "teaching speaking means teaching students to involve in target language, since speaking course cannot be separated from conversation itself". So, students will be directly involved in speaking activities whenever they are conducting a conversation.

Methodology

As mentioned before, this project has been conducted in Normal Superior School during 10 weeks long according to the academic institutional chronogram. This project was aimed at implementing short dialogues as a method to enhance students' speaking skill. The population selected was 8th grade. Students aged from 15 to 19 years old. It is important to mention that the criteria to select the dialogues was along with the topics already taught in the classroom. Considering the time of the English class in the student's schedule (four hours per week) and the supervisor advise, it was expected to implement this technique on three times: one at the beginning of my pedagogical intervention, then the second, in the middle of the period and the last one, have been implemented at the end of the practicum process. The reason why it was decided implementing the dialogues three times, was to gather enough data to analyze how this technique influences the oral competence. It is important to point out that the oral competence is not only to communicate or speak, in fact, as mentioned by O'Malley

and Valdez (1996) the oral competence enclose several aspects such as understanding the meaning of the conversation in which there are more than one participant. With this in mind, the oral competence concerns the speaking skill as one of its aspects. On the other hand, the last dialogue was implemented as a role play in order to finish the pedagogical component. The procedure to perform the dialogues have been developed as follow: The dialogues were selected from a web page grammar worksheets. Nevertheless, some changes have been modified, such as the length, the level and the vocabulary (if needed) of each dialogue. The first dialogue was a reading comprehension about the use of the verb to be. Students were commanded to read the dialogue and answer the questions about the reading (annexe # 1). Then, by taking the advantage that the school has a native speaker (Tyson Brown) who support the English classes, with his aid, students first listened the pronunciation, then they repeated line by line, and then, they were commanded to learn it by heart and be prepared for the performance the next class. Students performed the dialogue in front of their classmates. The second dialogue, (annexe # 2) was about another grammar topic (the present continuous) and the procedure was the same as before. They were participating by the attendance list. As previously mentioned, the third dialogue was a roleplay about "The adventures of Peter Pan" (annexe # 3) as the last activity to finish my pedagogical intervention in the school. Thought this last activity was taken as a grade, not all the students participated, due to the fact it was taken as an opportunity for those students who wanted to get better grades in the English subject. It is important to mention that to assess students' performances, it was not used a rubric or an instrument as a model to evaluate their performance. They were graded taking into account their performance including the attitude, the intonation and the pronunciation.

The main purpose of implementing dialogues, was to enhance student's speaking skill, that is to say to encourage them to reduce their limits at speaking, such as fear, the lack of practice and the low basis of vocabulary. By promoting this kind of activities students reinforce their pronunciation and develop the habit of working by groups when performing a conversation.

Planning principles

The guide prepared previously to develop the class lesson that helps teacher is called planning.

The teachers' planning principles are based on the stages proposed by Brown (2001):

- Warm-up/Review: It encourages learners to use what they have been taught in previous lessons. Teacher asks students for the topic presented in the previous class e.g. direct question or asking for the homework.

- Introduction to a new lesson: It focuses learners' attention on the objective of the new lesson and relates the objective to their lives.

- Presentation: It introduces new information, checks learner comprehension of the new material, and models the tasks that the learners made in the practice stage. Teacher explains the new lesson by using materials which helps students to conceptualize the information already learned.

- Practice: it provides opportunities to perform and apply the new language or information. The students do exercises in order to apply all what they learn from the teacher explanation.
- Evaluation: it enables the instructor and learners to assess how well they have grasped the lesson.

The classes planning was delivered to the supervisor every week, each of them were written with a different topic, according to the theme previously establish in a table content stipulated by the school. All the planning was written by following a specific criterion. The first one, was the warm up, in which the teacher develop in all of the classes any kind of activity before starting the class itself (a game, dynamic or any exercise to introduce the English class). Then we continue with a prayer in English. The materials used to explain the topic (video beam, board, speakers, markers, posters, etc). production activities, refers to what students are able to do according to what they have learnt in the class (reading comprehension, workshop, dialogue, copies, etc.). Then, we can find the homework, which is the task for the next class. and finally the evaluation, when the teacher assesses the knowledge of the students about the topic already taught.

Results and conclusions

The positive influence of using dialogues was evident. Nevertheless, during the process of this technique, some disadvantages and limitations were found. At the beginning it was not easy for them to get involve into the activity, in fact they ask the teacher for more time to

better prepare the presentation of the dialogue. Despite of practicing the pronunciation several times and have learned it by heart the transcription, it was not enough for students to achieve the presentation a hundred per cent as expected.

In order to conceptualize the topic, the first dialogue was about how to use the verb to be, about three people who met for the first time and who were from different countries. So the students choose their pairs and their roles. The second one, was about how to use the present continuous, about meeting a friend in the street and the last one, was a role play, about the adventures of Peter Pan. Each dialogue had a length between 10 and 18 lines. The role play has had 5 pages.

When performing the dialogue, it was perceived they were insecure about what they were saying, some of them asked about the pronunciation in the middle of the presentation. But not all the cases, a few students were the exceptions, they performed the dialogue in an excellent way. Besides, it was noticed that the intonation was not the appropriate, for example some students demonstrated that they knew the lines of the dialogue, but the intonation was not the adequate, they were not using the intonation at the end of the sentence, so they did not differ a statement from a question or an exclamation. Even, they ignored the punctuation marks. Some students did not make the pause in the phrase, so this phenomenon may be related to the target language. Despite of they were demanded learning the dialogue by heart, some students were reading the dialogue and this has a negative influence in their grade. Nevertheless, regarding the pronunciation, comparing the performance of the first dialogue with the second the progress was remarkable. that the progress from the first dialogue in

comparison with the second have been evident. Since the first performance students in fact demonstrated low efficiency in the oral competence and insecurity, in the second dialogue on the contrary, students were motivated to participate, and their weakness at the oral competence were reduced. That is to say that they have overcome their insecurity at the moment of speaking in front of their classmates, the use of the appropriate intonation was noticed, they did not feel shy if they made mistakes in pronunciation or grammatical errors but they have tried to keep speaking well. On the other hand, taking into account the role play, just a few students made part of this activity because the characters were limited. During this activity, the context has been changed because students were commanded to present the role play in front of other courses. After three weeks of rehearsal, the role play has had a duration of 7 minutes. Although, there were still some mistakes in the pronunciation, at the end they have achieved the goal of performance the dialogues learnt it by heart. This time the teacher was not the main intervenor, but the students were.

Results

Taking into account the inconsistency of all of the students in all the three dialogues activities, for this research just the students who were participating in the three times were selected as the sample of this study. Nevertheless, the whole group also was taken into account to compare their efficiency in general related to the English subject. The results of the data reveals that the student's score at speaking taught by implementing short dialogues was better. This was demonstrated in the grades. In the first dialogue, from 35 students, 18 have got good grades. The progress can be noticeable at the second dialogue. The average of

having good grades were 23 from 35 students. And finally, in the role play, the performance at speaking was improved, that is to say, students have learnt the vocabulary of the dialogues, the meaning of the conversation and have conceptualized the topic. A significant difference between students who were participating in all the three activities by using dialogue were noticeable in the class in comparison with students who were not participating.

Conclusions

It might exist several techniques that can be implemented to achieve any purpose to improve any skill when learning English. However, regarding the speaking skill, various activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Dialogues and role plays involve a lot of conversation and discussion. Thus it may not be very suitable for low proficiency students who do not have the necessary communicative competence to carry out the activity. These activities would be more suitable for intermediate and advanced learners. However, can be solved if careful thought and planning are given before the activities already planned to be used in the classroom. The teacher himself/herself must be convinced of the effective use of these activities if he/she wants to encourage students to have a positive attitude towards these novel ideas in language learning.

Suggestions

It is important to notice that this kind of activities are not practiced in the school (Normal Superior School) due to the fact that English subject is centered in learning by copying in the notebooks, practicing grammar and translation. So the oral production is neglected and students are not motivated because the oral production is associated to oral evaluation. In order to improve students' speaking ability, there are some suggestions to be considered as follows. Before assigning the dialogue to the students, the teacher should make sure that the students have fully understood and have the information or vocabulary they need. In addition, the teacher should choose the appropriate dialogues taking into account the students level and the topic of the lesson in order to make students enjoyable in learning. It needs a strategy and good preparation to make a teaching learning process successful, effective and meaningful. Students must be involved in the activity and participate actively. The students are expected to use English when they practice the dialogue even if they make mistakes in pronunciation or grammatical errors.

Chapter II Research component

Introduction

During the training process in PLEX, the practicum stage of preservice teachers is preview as one of the main aspect of interest and current topic to be studied with the objective to

improve the teaching-learning process in order to guarantee the education quality. In fact, a clear interest that face the evident need of conceive and renovate the pedagogical practicum have existed, besides, most of local studies have been especially focused on learning problematic rather than the teaching problematic. It has been relevant considered to set out a project which will be mainly focused on a reflexive approach regarding the practicum stage as a way to contemplate the knowledge, behavior and attitudes that leads the educational work. Moreover, by carrying out this project, during the process, it would be considered as an internalize exercise of immersion and a conscious discovering of the inner teaching subjectivity by drawing up questions and searching for the information to solve problems and the self-recognition.

Methodology

For this study, this component has been based on a qualitative approach with a reflexive perspective where the description, the identification and the analysis in general about the practicum process itself, concerns the major aspects to be considered. Basically, the data was gathered from different sources such as the reflexive workshops (annex # 4), the narrative self-reflections, the self-evaluation sheets (annex # 5) and classes registers (annex 6). Through all these instruments, valuable information was gathered in order to complete the research process. Bearing in mind that the narrative self-reflection essentially has been conducted by an autonomous perspective, taking into account the most relevant aspects, it has been considered divided the reflections by themes. 10 narrations have been written during the ten weeks in the school and they have been transcribed as follows:

Reflexión # 1

De acuerdo al calendario estipulado con respecto al proceso de observación, cabe notar que por motivos de actividades programadas en el colegio y por tareas asignadas de parte de la profesora supervisora durante esa semana, este proceso no se llevó a cabo de la debida manera. Sin embargo, esto no quiere decir que ésta primera etapa no se haya realizado (la observación). Teniendo en cuenta que en la institución durante esta semana se estará llevando a cabo las nivelaciones correspondientes al primer periodo, el trabajo básicamente consiste en asistir a la profesora en tareas tales como calificación de evaluaciones, tareas, talleres y cualquier otra actividad. Por otro lado, con respecto al control de la disciplina, prácticamente está también incluido en la metodología que hace parte de los criterios para aprobar con éxito la materia. La estimulación que la profesora utiliza en clase se acopla también con los intereses de los estudiantes. Como por ejemplo hacer la rifa de varios diccionarios, los puntos positivos por participar en clase y los castigos dependen de las acciones de los estudiantes. Conducirlos a coordinación o ponerlos de pie al final del salón de clase.

Reflexión # 2

Esta semana la profesora me ha estado dando las pautas acerca de los criterios que se manejan en la institución y los aspectos a considerar con respecto a la manera de calificar además de cómo se mide a cada estudiante. Entonces partiendo desde este punto, básicamente lo que se logra a percibir es que a la hora de valorar a los estudiantes, los requisitos se basan en lo que el estudiante produce dentro y fuera del salón de clase, es decir, el trabajo por parte de ellos dentro del aula de acuerdo a las actividades realizadas (talleres, tareas, quizzes, participación) más las actividades extra clases (tareas, consultas, etc.). Sin embargo, debido al bajo interés de los estudiantes o por cualquier otro motivo, y luego de un tiempo significativo dedicado a la calificación de todas las actividades y el análisis del ambiente durante las clases, se observa que el rendimiento académico no es el esperado. La mayoría de los estudiantes no cumplen con las tareas a realizar. Cabe notar que no en todos los cursos pasa lo mismo. Es importante aclarar que algunos estudiantes si responden y se destacan en comparación con la mayoría. No obstante, cabe mencionar que dentro de las políticas de la institución se conoce un proceso llamado nivelación, en donde los estudiantes tienen la oportunidad de ponerse al día con todas las actividades que no realizaron durante el periodo. Entonces, esto también se convierte en una esperanza para los estudiantes que no rinden en el curso o por el contrario un motivo para desatender las actividades y esperar la nivelación.

Reflexión # 3

El acercamiento con los estudiantes ya se ha venido realizando desde la primera semana de ingreso a la institución debido al acompañamiento en clases con la profesora. A pesar de

que no ha sido muy repentino el cambio, no ha sido fácil el manejo del salón de clase. Teniendo en cuenta que la indisciplina por parte de algunos estudiantes perjudica la atención de otros y por ende interrumpen el ambiente de la clase, cuando estos sucesos se presentan la opción a optar es hacer firmar al estudiante una hoja como llamado de atención que se le tendrá en cuenta dentro de un proceso interno que maneja la institución para solucionar los problemas con estos estudiantes. Sin embargo, muchas veces la personalidad también tiene una fuerte influencia en el comportamiento de los estudiantes. Más que todo algunas de estas circunstancias se han presentado cuando la profesora supervisora está ausente. Aunque a pesar de todo, se logra proceder con la clase. No obstante, luego de que la jornada ha finalizado, se vuelve inquietante cuestionarse acerca de cómo se puede proceder para evitar que se fomente la indisciplina. Entonces, varias estrategias sugeridas por parte de la profesora se toman en cuenta para ponerlas en práctica cada vez que sucedan este tipo de circunstancias.

Reflexión # 4

A pesar de haber sido una semana intensa, es satisfactorio cuando algunos estudiantes se acercan al final de la clase a expresar sus afinidades y dificultades en cuanto a la dinámica y el procedimiento de la clase. Es decir, la recepción por parte de ellos de acuerdo a la explicación de un tema. Algunos, se interesan por aclarar sus dudas, mientras que otros por retroalimentar y así asimilar lo aprendido. En cuanto a la aplicación del proyecto (los diálogos) la mayoría de los estudiantes han respondido positivamente con entusiasmo a participar, mientras que otros se les dificulta por el hecho de tener que hacer el diálogo en

frente de sus compañeros. sin embargo, al final de la actividad no todos participan, generando así que esto les afecte en sus notas. En general, por medio de algunas estrategias los grupos se han calmado y atienden a las clases. Sin embargo con el llamado de atención se neutralizan. El estímulo que permite despertar en los estudiantes la motivación de participar ayuda a que se interesen en aprender; dependiendo del "warm up" los estudiantes se animan desde el inicio de la clase. Gracias a que el colegio cuenta con otras aulas como por ejemplo la sala de video, el salón inteligente o el laboratorio, las clases se pueden adaptar teniendo en cuenta el material que estas ofrecen. La ventaja sin duda alguna es que para los estudiantes es más llamativo escribir en el cuaderno desde una pantalla que desde el tablero, naturalmente el ambiente en estos establecimientos es más ameno que el del aula, ya que la rutina de tener las clases en el salón crea una monotonía intensa; entonces tanto los estudiantes como los profesores se sienten cómodos a la hora de trabajar, lo cual es muy importante para incentivar el aprendizaje de parte y parte.

Reflexión # 5

Reunión de padres de familia

Esta semana se realizó la reunión de padres de familia (esta reunión se hace después de la culminación de cada periodo) en donde además se le comunica a cada acudiente el desempeño de los estudiantes, se les da a conocer a manera de reporte el progreso en todos los aspectos de la institución (la llegada de un nativo, la posición de la institución a nivel

regional y nacional, los avances de los proyectos ambientales, entre otros). Luego de una charla a cargo del tutor de cada grupo, algunos padres se acercan preocupados por el rendimiento académico de sus hijos, mientras que otros se interesan más por su comportamiento en general. Lamentablemente en la institución últimamente se han presentado varios casos de estudiantes que solo vienen para pasar un momento de esparcimiento o para hacer otras actividades diferentes a las académicas, poniendo en riesgo su estancia en la institución o más aun a su salud. No es fácil, sobre todo cuando no se está preparado para atender este tipo de circunstancias, es decir, notificarle al padre de familia que el colegio y los docentes no son responsables de lo que hacen los estudiantes una vez finalizada la jornada de clase por fuera de la institución, y por parte de la institución, la obligación y el compromiso de hacerse responsables por lo que pase dentro del establecimiento, por ejemplo, la mayoría de los padres de familia están confiados en que sus hijos vienen al colegio, ignorando el hecho de que muchas veces no asisten a clases. Por otro lado, retomando lo académico, algunos padres manifestaron su inconformidad con respecto a las apreciaciones por parte de los profesores en cuanto a las notas de cada área, pero no toman en cuenta que ellos también deben incentivarlos para que complementen el proceso de aprendizaje. Sin embargo, otros padres de familia estaban complacidos con el desempeño de sus hijos, naturalmente cabe notar que estos estudiantes son quienes se destacan por su comportamiento en clase y su participación en el área.

Reflexión # 6

Semana cultural

Esta semana estuvo dedicada a actividades extra clases, es decir, ensayos, juegos deportivos, desfiles, bailes y danzas. Tanto para los profesores como para los estudiantes la presencia de los practicantes en cada uno de los eventos es primordial ya que les brinda confianza y que además representa para ellos un gesto de apoyo. Aunque no por el hecho de ser semana cultural las actividades de clase se dejaron a un lado, por el contrario, dentro del cronograma de actividades estaban estipulados dos días de clase (martes y miércoles). A pesar de que se trataba de un espacio en donde los estudiantes son los protagonistas, asistir a estos eventos también contaba como parte del trabajo. Algo positivo de este tipo de actividades es que los estudiantes tienen la oportunidad de demostrar sus habilidades creativas, motrices y el incentivo del trabajo en grupo. Además, crea un ambiente de sentido de pertenencia en pro de la institución, ya que los estudiantes deben portar el uniforme en cada uno de los eventos el cual se ofrece a la comunidad en general diferenciándose de otros colegios, como por ejemplo el desfile de faroles que se lleva a cabo en las calles de la ciudad. Cabe notar que a pesar de que sean actividades fuera del salón de clase, es evidente que los estudiantes adoptan una actitud formal debido a que están dando a conocer su institución, y por lo tanto ofrecer una buena impresión. En conclusión, las actividades dentro y fuera del aula fueron la base para desarrollar así el cronograma establecido de la semana cultural.

Reflexión # 7

Normas de la institución

Aunque la institución maneja un conducto regular, acatar a las reglas no siempre es considerado por parte de los estudiantes, algunos hacen caso omiso a las normas de convivencia o de comportamiento establecidas por la institución. (llegar a tiempo, portar el uniforme, no faltar a clase, etc.). No obstante, el control de que estas reglas se cumplan, no depende únicamente de los estudiantes, sino que también concierne una responsabilidad de parte y parte, es decir, que los docentes también toman parte dentro de este proceso, que son estos quienes deben ser el ejemplo a seguir, teniendo en cuenta el contexto estudiantil. Sin embargo, pasando de las normas que deben acatar los estudiantes, a las normas que debemos acatar los practicantes, luego de un mutuo acuerdo con la profesora supervisora, el uso del uniforme fue considerado opcional, debido a que este no es relevante siempre y cuando se asista a la institución vestidos de la debida manera o bien presentados. En cuanto a la participación dentro de la institución como miembros de ella, (teniendo en cuenta que el papel de los practicantes tiene el mismo valor de un docente) hay algunas excepciones debido a que esta depende de la consideración por parte del señor rector o por parte de la supervisora, es decir, que las normas también incluyen las responsabilidades a asumir por parte de los docentes, como por ejemplo: asistir a las reuniones de padres de familia, reuniones de profesores, actividades extra-clases, etc. En conclusión, es importante tener en cuenta el estatuto del establecimiento estudiantil y no pasar por alto las reglas para así evitar cualquier tipo de inconveniente que pueda generar un aspecto negativo durante el proceso de práctica.

Responsabilidad del docente a cargo de la clase

La importancia de asumir el rol de docente dentro y fuera del aula de clase, sin duda alguna es significativo en cuanto a la percepción que tienen los profesores, los estudiantes y el personal administrativo en general. De hecho, si nos centramos dentro del aula, naturalmente los estudiantes esperan que el docente los conduzca de la mejor manera dentro del contexto de la clase, incluso, de nosotros depende que ésta se lleve a cabo con éxito. Sin embargo, muchas veces esto también depende del carácter del profesor, de cierto modo esto influye en la actitud de los estudiantes a la hora de estar atentos, es decir, que esto genera que algunos estudiantes se predispongan al momento de estar en clase, o por el contrario que saquen provecho de eso. No ha sido fácil mantener una actitud rigurosa sobre todo cuando mi personalidad no va de acuerdo con el carácter apropiado para llevar a cabo esta labor, sin embargo, cada día es una nueva oportunidad para aprender. Por otro lado, otro aspecto a considerar es la metodología a la que los estudiantes están habituados, es decir, los criterios y responsabilidades que ellos asumen para poder responder con los objetivos de la asignatura. Cabe notar que las apreciaciones por parte de los profesores pueden diferir teniendo en cuenta al estudiante y su desempeño. Teniendo en cuenta que la profesora tiene establecida sus metodologías para calificar el trabajo de los estudiantes, al final es esto lo que cuenta al momento de la valoración de cada uno de ellos, por ende, he aprendido a adaptarme a seguir y mantener este proceso para que así no haya una desapacible disconformidad en cuanto a la valoración de cada estudiante.

Rendimiento positivo de los estudiantes

A pesar de que la indisciplina en algunos estudiantes promueva el desorden en la clase, no falta el estudiante que no quiere que su rendimiento en el área se vea afectado por culpa de otros. Últimamente, como se han dado cuenta de que las notas tomadas por mi (la practicante) tiene el mismo valor como el de la profesora titular, están más atentos y pendientes en las lecciones. Sobretudo esos estudiantes que en un principio expresaban su apatía hacia la clase y su desinterés en participar, son ellos quienes se acercan preocupados para pedir otra oportunidad y evitar el riesgo de perder el periodo. Por otro lado, con respecto al desarrollo de la clase, los estudiantes ya sabían cómo empezaba, se desarrollaba y terminaba cada sesión. Es decir, antes de empezar la clase, siempre traía una frase para reflexionar, una dinámica, la oración, continuaba con la explicación del tema, se aplicaba un taller y antes de finalizar la dejaba una tarea. Si pasaba por alto alguna de estos pasos, los estudiantes me hacían caer en cuenta de eso. Algo que me gustaría recalcar, es el desempeño en general de los grupos que tengo a cargo ha mejorado significativamente, incluso, últimamente no tengo que llamar a lista para que pasen al tablero, sino que automáticamente ya están atentos para pedirme el marcador y pasar de manera autónoma. En fin, puedo decir que, a estas alturas del proceso de práctica, no se han presentado inconvenientes que no se hayan resuelto debidamente. Fue una semana tranquila.

Reflexión # 10

Ensayos del role play

No ha sido fácil ensayar una puesta en escena prevista para la última semana de clase. Sobretudo que el compromiso de asistir a los ensayos no sea constante por parte de los participantes. Sin embargo, la actitud positiva de los que no han faltado, nos motiva a seguir con los ensayos. El lado bueno de citar a los estudiantes fuera de las aulas de clase es que permite que estos se sientan más a gusto y en un ambiente diferente al académico. Esto genera que se trabaje de manera amena con cada uno de ellos en cuanto a la pronunciación y aprendizaje de las líneas de sus diálogos. Además, cada vez que hay ensayos, cada uno debe pasar al frente a practicar sus líneas y a representar su personaje. Antes de desarrollar la puesta en escena, cada estudiante debe encargarse de conseguir el traje de acuerdo al personaje que representa. Algo, que me llama la atención de este proyecto es que los estudiantes que por algún motivo no sienten afinidad con el inglés, sean quienes asisten a los ensayos simplemente por querer representar un personaje en específico o porque les llama la atención la idea de hacer parte de esta actividad. Solo queda esperar a ver cómo se desarrolla al final.

Conclusion

The incident of carrying out this project have allowed the preservice teachers to analyze their work in the institution and with the students. That is to say, it has helped them to be conscious about his/her own performance in the classroom, to realize whether they have made the suitable decision facing any situation, and how did they handle and solve it. Whether in the classroom or inside the institution related to their duty as teachers. During this

process, this exercise of reflection has influenced the teacher role. In mi case, I have considered the strategies to plan the classes according to the supervisor methodology and adopt them taking into account the material and the facilities that the school offers for English teachers, such as the English laboratory, the video classroom, etc. Another aspect to be considered during the reflective process was that I realized I have learnt in the experience itself, for example I have learnt about how to control the discipline when I did not handle it, to manage the time of the class to accomplish the goals expected to be achieved on each class, and some others experiences. on the other hand, during this process, the influence of the reflective narration has included an important background of situations that we as preservice teachers has overcome when comparing each of them. It can be perceived a progress depending on the theme.

Chapter III Outreach Component

Introduction

Students aged from 8 to 11 enjoy learning anything by playing games or by being involved with the dynamic of the learning process. By the use of ludic activities such as songs and drawing it is considered that this methodology motivates students to participate actively in the classroom regarding the topics taught at this level. Therefore, the outreach component comprises the songs, drawings and games that the preservice- teacher will implement in order to aid the community they are part of.

Justification

The lack of interest and motivation is a factor that affects primary students learning, then it is important to work with them by fostering students in 4th and 5th grade to be motivated while learning English.

Games, songs and drawings help students get closer to the English language and it motivates them to learn English vocabulary and pronunciation, taking into account that this kind of activities surrounds students' lives they will be interested in learning English.

General objective

To improve learning through the use of songs, drawing and games in students of 4th and 5th grade

Specific

- ✓ To teach basic vocabulary through drawing activities (animals, colors, numbers, etc)
- ✓ To motivate students to learn English by using the body language.

- ✓ To foster student's motivation to learn English by playing games regarding the topics at this level

Methodology

These activities have been carried out during 40 hours along with the practicum, the activities will be developing sequentially. Firstly, the vocabulary planned to be taught have been previously concreted by the titular teacher, so the different activities to be developed were related to level and the number of students. So, students were willing to sing, to draw and to solve puzzles and crosswords. The instruments used to carry out this component were workshops, copies, colors, posters, etc.

The sample of this component have been students from 3 and 4 grade.

Conclusion

During this process, the experience with kids have been grateful, the students were always with a positive energy, and this has been the motivation to continue bringing them a moment of learning English in a dynamic way. I did not have complications to implement games or

dynamics, students were always excited about what it would be new as activity to learn English. the material used were posters, flash cards, songs, copies, workshops about the vocabulary to be taught. To sum up, the students have enjoyed learning vocabulary through Ludo pedagogics activities which breaks the traditional learning because it promotes the students' psychometrics abilities, that is to say, their abilities to imagine, draw, sing, color, using their common sense to solve puzzles or crosswords at the same time of learning.

Chronogram

Fechas 2015	Actividades a realizar	Recursos	Horas de interacción
15 Marzo	Ronda infantil para enseñar las partes del cuerpo	Grabadora	2
23 Marzo	El uso de flash cards para enseñar vocabulario de animales, para que luego los dibujen.	Flash cards	2
	El uso de flash cards para enseñar los colores, luego se implementa un juego para evaluar	Flash cards	2
04 abril	A través de un juego de ronda los estudiantes aprenderán el vocabulario de las frutas con una dinámica llamada "le declaro la guerra a la fruta" con el vocabulario previamente visto.	pelota	2
8 mayo	Los números: con el fin de que los estudiantes aprendan los números del 1 al 20 se hará uso de un documento de audio con la pronunciación y luego se llevará a cabo un juego llamado "la vaca sin mancha" en	Grabadora Sopa de letras	2

	donde a cada estudiante se asignará un número y continuará con la dinámica del juego. Finalmente una sopa de letras.		
12 mayo	El alfabeto: la profesora llevará un afiche con el alfabeto y la pronunciación correspondiente. Los estudiantes deberán pronunciar las letras y finalmente a través del juego tingo-tingo-tango. Los estudiantes pasan al tablero a escribir su nombre y lo deletrean.	Pelota/ afiche	2
24 mayo	Profesiones: se explicará el vocabulario en el tablero de las profesiones más comunes, luego se dividirán los estudiantes en dos grupos, cada líder del grupo debe representar en el tablero un dibujo y	Afiche /	

Chapter IV: Administrative component

Introduction

The administrative component illustrates the institution schedule which seeks to integrate the pre-service teachers into the academic activities during the practicum period. As teachers was important to take part in the academic and cultural activities established by the institution such as flags rising, supervision of students at break time and verification of students' assistance.

Justification

During the length of these weeks Teachers not only are involved into the extracurricular activities established by the educational community; but also they are familiarized with the scholar environment.

Objectives

General objective

- ✓ To be a member of the "Escuela Normal" community.

Specific objectives

- ✓ To participate in the events established by the school.
- ✓ To help with the preparation of de different events.

Methodology

Throughout this process; the pre-service teacher as a member of the institution will be involved in the activities and events organized in the educative community; such as: turns to

supervise the break time, academic and commemoration ceremonies and in the end of the term exams. The institution carries out activities as the discipline control in break time which lasts (30 minutes) daily. During the break time, each teacher has to supervise a zone of the institution, while students stay and share with others. The length of the discipline control is 30 minutes, in this period me as part of the institutions will have to stay with our supervisor watching student's behaviors on the zone previously assigned by the coordinator per week.

Conclusions

As a preservice teacher, is crucial to be part of the institution get involved in all of the activities stipulated by the school which includes the religious, cultural, academic and inter-institutional activities. This kind of activities helped preservice teachers to get involve with the academic English process but in all the aspects of an educational life. The ways of stimulating the students were not only present during the classes but during the different events where they were recognized for their effort, their achievement and their goals. Also, there was a space to the spiritual aspect which was important for most of the teachers and the students of the school. These activities were important because allowed the pre- service teachers to be part of the Normal Superior and not only to be pre-service teachers.

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Annexes

Annex 1

Read the passage and answer the questions: (verb to be)

Sophia: I am Sophia Berger. Are you Jordan Turner?

Jordan: Yes, I am. Are you English?

Sophia: Hector is. I am French. Are you from the United States?

Jordan: Yes, I am. Hector, are you from London?

Hector: Yes, I am. Are you from California?

Jordan: No, I am from New York City. Is London a big city?

Hector: Yes, it is a big city. Sophia, are you from Lyon?

Sophia: Yes, I am from Lyon.

Hector: Is Lyon near Florence?

Sophia: No, it isn't. Florence is in Italy.

Hector: Oh, isn't it in France? I am a real fool.

Jordan: No, Hector. Of course you are not a fool! Are you and Sophia students?

Hector: I am a student. She is an actress in France. We are tourists in the United States.

Sophia: Are you a student, Jordan?

Jordan: No, I am not a student. I'm a lawyer. I am on a holiday.

*** Give long answers. If the answer is negative, then give the right answer:**

Example: *Is Sophia from Paris? ...No, she isn't..... She is from Lyon.....*

- Is Jordan from California?.....
- Is Florence in Italy?
- Are Sophia and Hector students?
.....
- Is Hector from Manchester?
.....
- Is Sophia a dancer?

Annex 2

Dialogue: Meeting a friend in the street. (Present continuous)

Molly: Hi, Patrick. Nice to see you. What are you doing these days?

Patrick: Hi, Molly. I am working in a hotel near the beach. And you? Are you still studying French at the college?

Molly: Yes, but I am finishing next year. At this time, I am writing my thesis. Are you going to work now?

Patrick: No, I don't. I am going to the supermarket to do some shopping. Do you want to come with me?

Molly: No, I can't sorry. I am swimming this afternoon with my friend Christina. She is waiting for me.

Patrick: Great! Can I call you tomorrow?

Molly: Ok, call me tomorrow. Bye.

Patrick: Bye.

Annex # 3

Role play : THE ADVENTURES OF PETER PAN



SCRIPT:

NARRATOR: Once upon a time there were three brothers named Wendy, Michael and John. They lived in London in a very big house. Every night Wendy, the oldest sister, told her brothers stories about the adventures of Peter Pan.

MICHAEL: Tell us more about Peter Pan!.

JOHN: Yes, please Wendy!. Tell us another story, please, please!.

WENDY: It's late and tomorrow we have school.

MICHAEL: Oh.

WENDY: Now, close your eyes and go to sleep. Good-night and sweet dreams.

MICHAEL AND JOHN: Good night, Wendy.

NARRATOR: A few hours later they woke up frightened because they heard strange noises in the room.

JOHN: Did you hear that?.

MICHAEL: Yes, did you, Wendy?.

WENDY: Yes. What's that light over there?.

JOHN: Where?.

MICHAEL: What is it?.

WENDY: It's...

TINKER BELL: Yes!. It's me Tinker Bell!.

WENDY, MICHAEL, JOHN: Tinker Bell!.

NARRATOR: Then something extraordinary happened. Peter Pan appeared right there in the middle of the room.

WENDY, MICHAEL, JOHN: Peter Pan!.

PETER PAN: Do you want to come with us?.

WENDY: Where?.

PETER PAN: Tinker Bell and I can take you to Neverland, where the lost boys live.

JOHN: To Neverland?.

MICHAEL: Where the lost boys live?.

WENDY: We can't fly.

PETER PAN: Tinker Bell will help you. She will blow on you fairy dust, and you will fly.

NARRATOR: Then Tinker Bell blew some fairy dust over the kids, and they started to fly.

MICHAEL: Look at me!.

JOHN: Look at me!. I am flying!.

MICHAEL: Oh, lovely!.

NARRATOR: And up and down they went, and round and round, until finally the five of them were out of the room and up in the sky. They flew days and nights. Sometimes they were cold, and sometimes they felt warm. Sometimes they were hungry, and sometimes they were sleepy. When they were flying over Neverland, Peter Pan pointed to a ship in the middle of the ocean, and said.

PETER PAN: Look!. That's Captain Hook's ship. We have to be very careful with him. He wants to have me prisoner.

WENDY: Who is Captain Hook?.

PETER PAN: A long time ago, a crocodile bit off Hook's hand along with his watch. That's why, when he hears a tick, tack he gets really nervous. Since he can't get me, then he tries to get the little children.

NARRATOR: Since Peter Pan was very kind and polite to Wendy, Tinker Bell felt a pain in his heart, and thought.

TINKER BELL: I am jealous!. I have been through a lot of adventures, but I can't stop feeling selfish. I have to get out of here!.

NARRATOR: And she flew away.

WENDY, MICHAEL, JOHN, PETER PAN: Tinker Bell!. Where are you going?.

NARRATOR: But Tinker Bell flew and flew until she decided to rest for a while in one of the houses of the lost boys.

TINKER BELL: Please, lost boys, help Peter Pan. He's flying with three children, but a great mean bird is chasing them.

LOST BOY : Where?.

TINKER BELL: Look, up in the sky!. There it is!. It's behind Peter Pan!.

NARRATOR: Then one of the lost boys took out his bow and arrow and fired straight at Wendy.

LOST BOY : Now Peter Pan is safe!.

NARRATOR: Wendy felt a strong pain and she fell down slowly to the ground. When the lost boys saw she wasn't a mean bird, but a beautiful girl, they were surprised. Then they said.

LOST BOYS: Will you be our mother?.

WENDY: I am only a little girl. I have no experience, but I'll try.

NARRATOR: That night and every day she took care of the little children and she told them about Peter Pan's adventures. However, one night, while they were at the square, they heard a terrible voice.

CAPTAIN HOOK: You are my prisoners!.

NARRATOR: Suddenly the clock struck, tick tock, tick, tock, and he was furious. He grabbed Wendy and said.

CAPTAIN HOOK: If you want to see her again, tell Peter Pan to come and get me.

NARRATOR: They got into their horses, and left quickly to their ship. The lost boys told Peter Pan about what had happened. Peter Pan left Michael and John with his friends, and headed to the pirate's ship.

PETER PAN: Captain Hook!. Here I am!. Let Wendy go!.

CAPTAIN HOOK: Ha, ha, ha, welcome aboard, Peter Pan!. My loyal men, take her to land!.

NARRATOR: When she arrived to land she went straight to the square of the Lost Boys, and said.

WENDY: Peter Pan is Hook's prisoner!. What can we do?.

NARRATOR: At that moment they saw a light coming down from the sky, it was Tinker Bell.

TINKER BELL: Forgive me, Wendy. Please, be my friend again.

NARRATOR: Wendy smiled and said.

WENDY: We have to save Peter Pan.

TINKER BELL: I have a plan. Follow me!.

NARRATOR: Tinker Bell, Wendy, Michael, John, and the Lost Boys headed to sea in a boat. When they were near Captain's Hook ship, Tinker Bell started to dance over the water. Soon, the sea waves started to sound, tick, tock, tick, tock.

1. **CAPTAIN HOOK:** Stop it, please!. I can't stand that noise!.
2. **TINKER BELL:** Let Peter Pan go, or the ocean will turned into a tick tock in your ears!.
3. **NARRATOR:** Hook set Peter Pan free, and while Captain Hook and his pirates escaped, he and his friends went back to the square of the lost boys. That night everybody was celebrating.
4. **PETER PAN:** Thank you my friends. You saved my life. We have experienced one of the most exciting adventures!.
5. **NARRATOR:** Then John woke up. They were in his bedroom.
6. **JOHN:** Was it a dream?.
7. **MICHAEL:** Yes, maybe it was all a dream.
8. **NARRATOR:** Then Wendy saw Tinker Bell and Peter Pan up in the sky. They were waving good-bye.

Annex #4

Beatriz Vega Toro

I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.

- Pienso que hoy en día la sociedad se ha desprendido de muchos prejuicios concernientes a una infinidad de temas a considerar. Sin embargo, si nos centramos en la libertad de expresión, es evidente que hoy en día las personas no se limitan a expresar sus creencias e ideologías. Indudablemente, en el aula de clase los estudiantes tampoco se cohíben de manifestar sus propias afinidades con respecto a diferentes temas de acuerdo a sus experiencias o la de los demás ya sean relacionados con su manera de pensar, su intimidad, las drogas, o la identidad sexual. Teniendo esto en cuenta, las consecuencias educativas pueden variar ya sean positivas o negativas dentro del contexto académico dependiendo de la temática y la solución que los intervinientes propongan.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.

Los cambios más notorios dentro del mundo de la educación han sido la forma de enseñar, específicamente me refiero a la inclusión de las nuevas tecnologías como herramientas que acompañan el proceso de aprendizaje de los estudiantes. Es decir, que no se trata de que los estudiantes almacenen información, sino que sepan utilizar esa información para convertirla en conocimiento a través de la práctica. De cierto modo esto representa una gran ayuda también para los docentes, a que no solo sea el aula de clase y el tablero las herramientas para generar conocimiento en los estudiantes.

3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

-Impactar a los estudiantes a través del conocimiento, es decir, buscar la manera de atraerlos hacia el saber.

-Generar una conexión con los estudiantes creando afinidad con ellos de tal manera que como seres sociales se incentiven los valores morales.

- Propiciar a través del ejemplo los buenos hábitos, (llegar a tiempo, saludar, presentación personal, etc.)

-permitirles el acceso a los conocimientos de la manera más simple con el fin de que puedan entender y conceptualizar el conocimiento.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?

Los estudiantes que más se les dificulta estar atentos y que demuestran indiferencia total con respecto a la clase.

5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

Que el conocimiento no se ponga en práctica, que los estudiantes no entiendan y se conformen con sus apuntes sin tener claro el sentido de la temática antes de abordar el siguiente tema. En cuanto a la disciplina, me preocupa que no pueda manejar una situación inesperada dentro del salón de clase.

TALLER DE REFLEXIÓN NO 2

PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

Objetivo: Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Tarea: Reflexionar y tomar decisiones de forma individual y en equipo.

I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?

Aparte de las actividades en clase, las extra-clases también son importantes ya que los estudiantes tienen la posibilidad de dar a conocer sus habilidades y talentos en otras disciplinas ya sea en el deporte, el baile, el dibujo, pintura o en la música.

2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?

Los juegos y dinámicas, ya que muchas veces estas promueven el trabajo en equipo, la resolución de conflictos y el sentido de pertenencia.

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

Nada.

II. Puesta en común con el equipo docente con el grupo de práctica

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

Annex # 5

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.		x		
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.		x		
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				x

4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.			x	
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.			x	
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.	x			
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.	x			

Observaciones y propuestas de mejora

II. REALIZACIÓN

Motivación inicial de l@s estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.	x			
2	Planteo situaciones introductorias previas al tema que se va a tratar.				x

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Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				X
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.		X		
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.		X		

Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				X
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)	X			
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				X

Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.			x	
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.			x	

Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).			x	
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				x

Instrucciones, aclaraciones y orientaciones a las tareas de los

alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				x
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15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s		x		
----	--	--	---	--	--

		1	2	3	4
Clima del aula					
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				x
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				x

Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				x
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.	x			
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.	x			

22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.		x		
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Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje		x		
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.	x			

Observaciones y propuestas de mejora

III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.	x			
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x

3	Realizo una evaluación inicial a principio de curso.		X		
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.		X		
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.			X	
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				X
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			X	
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.	X			

Observaciones y propuestas de mejora

Annex # 6

Class register

ESCUELA NORMAL SUPERIOR 2016
LISTADO DE NOTAS SEGUNDO PERIODO
GRADO 8A GRADO

Nº	APELLIDOS Y NOMBRE	NOTAS
1	BARCO VILLAMIZAR DYLAN AMAURY	
2	BAUTISTA ZABALA ANDREAS	
3	CABEZA PARRA DUMAR HERNAN	
4	CACUJA CACUJA RONALD ARLEY	
5	CACERES TORRES JUAN JOSE	
6	CAÑAS PORTILLA KAROL DAYANA	
7	CARVAJAL CAMARGO SANTIAGO	
8	CHONA FUENTES FRANKLIN JOVANY	
9	FLOREZ SAAVEDRA EDNILSON STIVEN	
10	FORERO PEREZ ANDRES FELIPE	
11	FUENTES GARCIA DARIN ALEXA	
12	GAMBOA PARRA ANGIE YISETH	
13	JAIMES DIAZ ASTRID MARCELA	
14	JAIMES ESTEBAN CRISTIAN ALBERTO	
15	JAIMES MENDOZA JHONIER ESTEBAN	
16	LIZCANO FERRER CINDY YOHANA	
17	LIZCANO VILLAMIZAR OMAR FABIAN	
18	MALDONADO GONZALEZ FRANCY ALEJANDRA	
19	MENDOZA OVIEDO DEIMY LISEHT	
20	MENDOZA HERNANDEZ DIEGO ANDRES	
21	MERCHAN MENDOZA JULIETH CAMILA	
22	MONTES LEAL GERSON	
23	OSPINO LOPEZ WILLIAM FRANCISCO	
24	PORTILLA GONZALEZ DEISY DAYANA	
25	PUERTO ANTELLIZ YON KELY	

ESCUELA NORMAL SUPERIOR 2016
LISTADO DE NOTAS SEGUNDO PERIODO
GRADO 7B GRADO

Nº	APELLIDOS Y NOMBRE	NOTAS
1	ACUÑA JAIMES WENDY	
2	ANTOLINEZ KEVIN	
3	BASTO CAÑAS MARIA FERNANDA	
4	BARRIOS SOLANO ADRIANA	
5	BAUTISTA CONTRERAS JOHAN ANDREY	
6	BAUTISTA SILVA ANDRES GEOVANY	
7	BECERRA JAIMES NELSON ALBEIRO	
8	CABALLERO SEBASTIAN YESID	
9	CABEZA GELVES NAYRON JAVIER	
10	CALDERON JHON ESTEBAN	
11	CARREÑO HAXEL ENRIQUE	
12	CARRILLO FLOREZ FARILLY	
13	CORONADO DAYRON EDUARDO	
14	DELGADO CACUJA ANYELITH	
15	DELGADO PINEDA MARGARETH YINETH	
16	FLOREZ MIGUEL ANGEL	
17	GAMBOA FRANCESCO MILLER	
18	GARCIA SERGIO ANDRES	
19	GONZALEZ ALVARADO KAREN YAMILE	
20	JAIMES DIAZ SHARIT XIMENA	
21	JAIMES SHEYLA DANIELA	
22	JAIMES VERA HENRY DUVAN	
23	JARAMILLO NIETO JORDAN ANDRES	
24	MANTILLA ELKIN ARMANDO	
25	MEJIA ZAMBRANO YAMITH STIVEN	
26	MENDOZA SANTARE WILFRAN ALDEMAR	

IMPLEMENTATION OF SHORT DIALOGUES TO ENHANCE HIGH SCHOOL STUDENTS' SPEAKING AT "ESCUELA NORMAL SUPERIOR PAMPLONA"

ESCUELA NORMAL SUPERIOR 2016
LISTADO DE NOTAS SEGUNDO PERIODO
GRADO 8A GRADO

Nº	APELLIDOS Y NOMBRE	NOTAS
1	BARCO VILLAMIZAR DYLAN AMAURY	B B B A B B B A B B B S B B B A B S
2	BAUTISTA ZABALA	B B B B B B B B B B B S B B B A B S
3	CABEZA PARRA DUMAR HERNAN	A A B A B A B A B B B S S B B A B S
4	CACUA CACUA RONALD ARLEY	A B B B B B B B B B B S S B B A B S
5	CACERES TORRES JUAN JOSE	S B A B B A A B B B B S B B B A B S
6	CAÑAS PORTILLA KAROL DAYANA	A A B B B A B B B B A B B A B S
7	CARVAJAL CAMARGO SANTIAGO	A B A B B A B B B A B B B A B B
8	CHONA FUENTES FRANKLIN JOVANY	S B B B B A B B B B B S A B B B A
9	FLOREZ SAAVEDRA EDNILSON STVEN	S B B B B B B B B B B S A B B B A
10	FOIREIRO PEREZ ANDRES FELIPE	A B A B B B B B B B B S B B B A B S
11	FUENTES GARCIA DARIN ALEXA	A B B B B A B S B B B S A B B B A
12	GAMBOA PARRA ANGIE YSETH	A B B B B A B S B B B S A B B B A
13	JAIMES DIAZ ASTRID MARCELA	B B B B B B B B B B B S B B B A B S
14	JAIMES ESTEBAN CRISTIAN ALBERTO	A B B B B B B B B B B S B B B A B S
15	JAIMES MENDOZA JHONIER ESTEBAN	A B B B B B B B B B B S B B B A B S
16	LIZCANO FERRER CINDY YOHANA	A B B B B B B B B B B S B B B A B S
17	LIZCANO VILLAMIZAR OMAR FABIAN	B B B B B B B B B B B S B B B A B S
18	MALDONADO GONZALEZ FRANCY ALEJANDRA	S A B B B A B B B B B S B B B A B S
19	MENDOZA OVIEDO DEIMY LISEHT	S B B B B B B B B B B S B B B A B S
20	MENDOZA HERNANDEZ DIEGO ANDRES	B B B B B B B B B B B S B B B A B S
21	MERCHAN MENDOZA JULIETH CAMILA	D B B B B A B B B B B S B B B A B S
22	MONTES LEAL GERSON	B B B B B B B B B B B S B B B A B S
23	OSPINO LOPEZ WILLIAM FRANCISCO	A B B B B B B B B B B S B B B A B S
24	PORTILLA GONZALEZ DEISY DAYANA	S B B B B B B B B B B S B B B A B S
25	PULIDO ANTEUZ YON KELY	A B B B B B B B B B B S B B B A B S

ESCUELA NORMAL SUPERIOR 2016
LISTADO DE NOTAS SEGUNDO PERIODO
GRADO 7A GRADO

Nº	APELLIDOS Y NOMBRE	NOTAS
1	BECCERRA JAIMES BRAYAN ALEXIS	B B B B B B A B B B A B S
2	BLANCO QUINTANA KAROL JAKELINE	B B B A B B B S B B S A B S
3	BUITRAGO FERNANDEZ YANIS KATHERINE	A A B A B A A A B S A B
4	CAMACHO JAIMES JEFFERSON ARLEY	A A A A B B A A B S A B
5	CAÑAS TARAZONA JUAN MIGUEL	B B B B B B B B B B B S
6	CAPACHO DELGADO ANGY TATIANA	B B B B A B B B B B B S
7	CASTELLANOS VERA YENIFER MARISOL	B B B A B B A B B S A A A
8	CHACON LLANES ANDRES JOEL	B B B B B B B B B B B S
9	CONDE DAYRON LEONARDO	B B A B B B A B B A B S
10	CONTRERAS RODRIGUEZ LENNIN SANTIAGO	B B A B B B B B B A B S
11	ESPINOSA JAIMES ANGELA PATRICIA	A B A B B B B B B A B S
12	ESPINOSA PEREIRA CESAR ANDRES	B B B B B B B B B B B S
13	FLOREZ CACUA CLAUDIA YULIANA	B B B B A B A B B B B S
14	FLOREZ MOGOLLON SHIRLEY MARLEY	B B A B A B B B B B B S
15	FLOREZ VILLAMIZAR MICHAEL AUBIN	B B B B B B A B B B B S
16	GARCIA VELANDIA MICHELLE DANIELS	B B B B A B B B B B B S
17	GONZALEZ FERRER MARIAM ALEXANDRA	B B B B A B B B B B B S
18	GONZALEZ PORTILLA RAMON ANDRES	B B B B A B B B B B B S
19	GUERRERO JAUREGUI SARA GENNIS MELYSSE	B B B A B B B B B B B S
20	HERNANDEZ JAIMES JUAN DIEGO	B A B A B B B B B B B S
21	JAIMES GRANADOS MAICOL ERENDEY	B B B B B B B B B B B S











