

STORYTELLING TO IMPROVE EIGHTH GRADERS' ORAL PRODUCTION AT
ESCUELA NORMAL SUPERIOR DE PAMPLONA

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FACULTY OF EDUCATION

FOREIGN LANGUAGES PROGRAM

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Final report of practicum

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Acceptance Note

Principal of the Foreign Languages Program

Yesid Contreras

Mentor

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Presentation of the proposal

This project aimed at improving eighth graders' oral production through the implementation of storytelling at "Escuela Normal Superior de Pamplona". This proposal is composed of four components.

The pedagogical component, which presents the specific work of the pre-service teacher in the practicum process. Then, the research component, which aimed at implementing the reflection as a way to improve the practicum process.

Moreover, the out-reach component, whose main purpose was to assist to the specific needs of the school community. Finally, the administrative component, which is related to all the extra academic events that are developed within the institution and in which the pre-service teacher has to take an active part.

Introduction

Communication has been, since ancient times, one of the most important needs of human beings, with the purpose of being part of a community. Now, with the development of globalization and multiculturalism, learning a foreign language has become essential. Indeed, learning a foreign language is a tool to interact with other people who think differently and see life in a distinct way.

Nonetheless, in the process of learning a language, it is important to integrate more than just one skill (Speaking, listening, reading and writing) in order to develop it in a whole term. Besides, as pre- service foreign language teachers in training, it is essential to integrate those skills in an academic field in order to improve students' learning process.

However, speaking and listening are considered the most important skills when learning a language, since it is essential to have correct pronunciation and understanding. That is the reason why this study was focused on the improvement of the oral skills in high school students.

Taking this into account, one week of observation was conducted at the “Escuela Normal Superior de Pamplona” in which it was evidenced that seventh and eighth graders' have difficulties to express their ideas and mispronunciation in a foreign language.

In addition, it was evidenced that students know a lot of English vocabulary. However, some of them showed lack of self- confidence when speaking in English; some others were doing different tasks and did not have interest towards the English class.

Furthermore, the cooperating teacher agreed in reinforcing this skill and proposed a strategy to work on it. For that reason, this project was focused on the implementation of storytelling as a strategy to improve the speaking skill in eighth graders.

The principal goal was to have an impact in the students' learning process at "Escuela Normal Superior de Pamplona" and not only to encourage the students' oral participation, but also the correct pronunciation and use of English vocabulary and self-confidence when communicating in a foreign language.

Justification

English is considered the most spoken language around the world in the XXI century, since it has the status of international, global, and world language. English is the language of science, knowledge and work.

UNESCO (1967), (The United Nations Educational, Scientific and Cultural Organization) states that learning a second language must be an essential part in the formation of a personality in the modern world, since this enables a person to live and move in more than one culture or linguistic community.

Besides, teaching a foreign language means to encourage students to be open mind and to establish good relationships with other people. It is to form competent people in the real world. Thus, this project was focused on the implementation of storytelling in eighth graders at a high school, in order to improve their oral production in the classroom

Furthermore, this project was composed of four components: firstly, the pedagogical component in which the pre-service teacher worked and her role as teacher is specified; secondly, the research component which served to the improvement of the pre-service teacher in the educational field; thirdly, the outreach component, whose main purpose was to respond to the specific needs of the school community. Finally, the administrative component, which included all the institution events where the pre- service teacher had to participate.

Objectives

General Objective

To improve eighth grader's oral production through the implementation of storytelling at "Escuela Normal Superior de Pamplona".

Specific Objectives

- To promote in the pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.
- To improve fourth and fifth graders' oral skills through the use of songs at the "Escuela Normal Superior de Pamplona".
- To take part in academic events as a member of the administrative personnel at "Escuela Normal Superior".

Institutional Observation

“Escuela Normal Superior Pamplona” is located in the urban area to the south of the city occupying 11.4 hectares. Its facilities were constructed on land ceded by the municipality and designed by the German architect Leopoldo Rother. It is surrounded by agricultural environment and people who work on it. Most of the students arrive motivated and with expectations for their life project. They are punctual, with desires to learn, to participate, to live together and to be accepted.

However, there are several focused cases of students who are intolerant and aggressive. Those students show lack of motivation towards the future without a life project. Some of them with substitute ICBF homes, bullying, cyber bullying, vulnerable to the drug dependence and some cases of consumption of psychoactive substances, which has exploded and some cases of micro traffic occur. There are nearly 800 hundred students; even though, the institution is composed of primary, high school and the supplementary cycle.

Educative Authorities

“Escuela Normal Superior de Pamplona” is recognized as the institution with the best team of teachers and authorities. They are organized in: The principal authority of the institution, Mr. Oscar Fabian Cristancho Fuentes, he is the person who authorizes and organizes, logistically and academically, the school. Furthermore, the following authorities are in charge of the associations: the directive council, the academic council and the association of parents. The coordinator, the teachers, and the student’s representative are the people in front of the necessity of the students.

Proyecto Educativo Institucional (PEI)

Several components are part of the P.E.I. (Proyecto Educativo Institucional). It has lines of investigation in order to recognize the processes based on pedagogical teaching due to the institution intension to prepare future teachers.

Rulebook

The rulebook was created taking into account the mission and vision of “Escuela Normal Superior”, having in mind that it is an institution that forms trainers, establishes the duties and rights that will guide the actions of the members of the educative community. Students and teachers have as a rule to respect and accept the duties the teacher proposed with the purpose of having positive changes for the institution.

Physical facilities

This institution has some requirements for students, teachers, and people in charge. This institution counts with 17 buildings appropriated to the comfort of the personal. There are classrooms, laboratories, music and drawing rooms, library, computer rooms, theater, chapel, cafeteria, nursing care room, cultural room and restaurant. Besides, there are gardens where classroom projects are developed and sports fields that serve as recreation for students and the community in general. It is a very spacious place, surrounded by nature that stimulates learning.

Generally speaking, the students of this institution have to be educated to be leaders, researchers, knowledge builder’s kind and sensible leaders having in mind human rights and the schools’ coexistence. For that reason, “Escuela Normal Superior de Pamplona” (ENSP) has established its mission and vision as follows:

Mission

To form high-quality teachers, from preschool to the Complementary Training Program, with research, productive, technological and citizen competences within the pedagogical framework and social projection to perform at the preschool and primary levels of the rural, urban and marginal urban.

Vision

To lead initial and in-service training teacher programs within the framework of curricular and human integration where professionals of education re-contextualize and produce pedagogical knowledge for the improvement of educational quality since human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

Institutional Organization

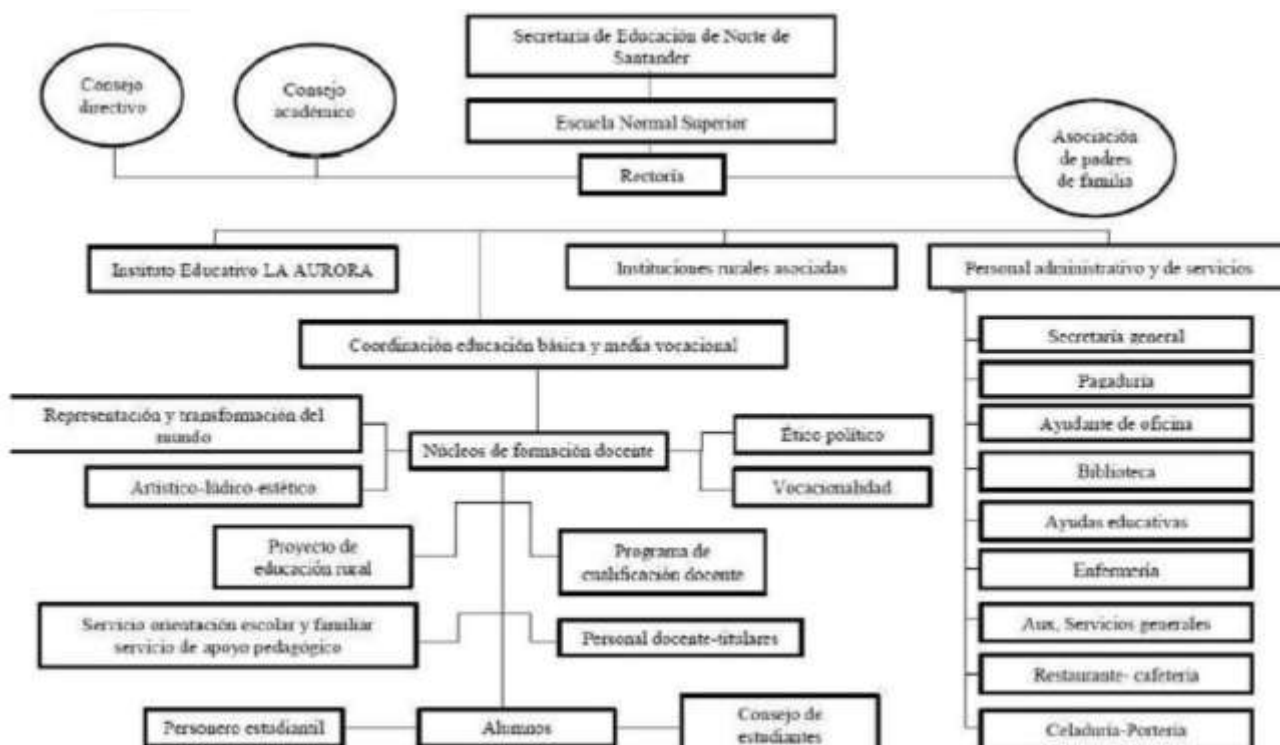


Table 1: Institutional Organization

Institutional Calendar

AGOSTO

FECHA	ACTIVIDADES	RESPONSABLE
4	Eucaristía normalista	OCTAVO Y NOVENO
5	Día del agua potable	NUCLEO 1
7	Desfile celebración fiesta patria	RECTOR, DOCENTES, ESTUDIANTES Y AUTORIDADES
9	Jornada pedagógica	Rector y Coordinador
18	Terminación del segundo periodo académico	RECTOR Y DOCENTES
22	Consejo académico	RECTOR
22	Iniciación del tercer periodo académico	RECTOR Y DOCENTES
22	Consejo de estudiantes	PERSONERO
23	Expo ciencia	NUCLEO 1
23	Jornada pedagógica	Rector y Coordinador
23	Consejo directivo	RECTOR
22 AL 24	Comisiones de evaluación	COORDINACIÓN
30 AL 31	Entrega de informes académicos segundo periodo académico	EQUIPO DOCENTE
31	Role Play festival	NUCLEO 2

SEPTIEMBRE

FECHA	ACTIVIDADES	RESPONSABLE
1	Eucaristía normalista	PFC
1 AL 30	"A limpiar el mundo"	NUCLEO 1
4 AL 8	Sensibilización visita a los reclusos	NUCLEO 3
6	Jornada pedagógica	Rector y Coordinador
19	Consejo académico	RECTOR
20	Jornada pedagógica	Rector y Coordinador
20	Consejo directivo	RECTOR
15	Celebración día amor y amistad.	RECTOR Y DOCENTES
20 AL 22	Revisión de planeamiento curricular	COORDINADOR
28	Exposición artística y festival musical	NUCLEO 2

OCTUBRE

FECHA	ACTIVIDADES	RESPONSABLE
6	Eucaristía normalista	PERSONAL ADMINISTRATIVO
19	Día internacional del árbol	NUCLEO 1
	Izada de bandera: día de la raza	NUCLEO 3
24	Consejo académico	RECTOR
25	Consejo directivo	RECTOR
7 AL 16	Receso estudiantil	SED
9 AL 13	Semana institucional	SED- RECTOR
25	Jornada pedagógica	Rector y Coordinador
	Primeras comuniones - eucaristía.	
31	Día del estudiante	RECTOR DOCENTES Y ESTUDIANTES

10	Eucaristía normalista	DÉCIMO Y UNDÉCIMO
10	Entrega de insignias	DÉCIMO
17	Terminación de clases	
25	Día de la no violencia contra la mujer	
20 AL 24	Nivelaciones estudiantes	ESTUDIANTES Y DOCENTES
22	Jornada pedagógica	Rector y Coordinador
27 AL 29	Comisión de evaluación	COORDINACIÓN
30	PLAZO PARA ENTREGAR INFORMES A secretaria académica	DOCENTES.

DICIEMBRE

FECHA	ACTIVIDADES	RESPONSABLES
1	Terminación del tercer periodo académico	DOCENTES
5	Clausura primaria	RECTOR, COORDINADOR Y DOCENTES DE PRIMARIA
6	Clausura secundaria y media	RECTOR, COORDINADOR Y DOCENTES DE SECUNDARIA
7	Acto de graduación bachilleres y PFC	RECTOR-SECRETARIA GENERAL
4 AL 7	Semana institucional V semana	RECTOR Y DOCENTES
8 AL 29	Receso directivos y docentes	SED

Table 2: Institutional Calendar

Cooperating Teacher Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:50		8:B		5°	
7:50-8:40		8:B		5°	
8:40-9:30	7:B			4°	
9:30-10:20	7:B		7:B	4°	
10:20-10:50	BREAK				
10:50-11:40			7:B		
11:40-12:30	8:A	8:A			8:B
12:30-1:20	8:A	8:A			8:B

Table 3: Cooperating Teacher Schedule.

CHAPTER I

PEDAGOGICAL COMPONENT

Storytelling to Improve Eighth Graders' Oral Production at Escuela Normal Superior

De Pamplona

Introduction

In educational field, it is essential that students receive the necessary knowledge about the English language, in order to participate in oral practices with native and non-native English speakers.

Thus, they must learn to use the language to organize their ideas and speech, to reflect about specific issues, to solve problems. In this sense, storytelling is a strategy to lead students to think, to reflect and give their own opinions.

This project aimed at improving eighth graders' oral production at a high school through storytelling. Besides, these kinds of activities help students to increase their self-confidence towards the oral English production and improve their speech, fluency and rhythm.

Problem

One week of observations was carried out at “Escuela Normal Superior de Pamplona” in order to recognize the students’ weaknesses in the English oral production. It was evidenced that seventh and eighth graders had difficulties when communicating in a foreign language. Students knew a lot of English vocabulary, however, some of them showed lack of self- confidence when speaking in English; some others were doing different tasks and did not have interest towards the English class.

Students were accustomed to use dictionary, so that they had acquired enough vocabulary. Nevertheless, they did not know when and how to use each word, in other words, students were not able to express themselves and give opinions about any topic. Moreover, they mispronounced most of the English words because of the lack of oral production and communication in the foreign language.

Justification

This project emerged from the necessity observed by the pre-service teacher at “Escuela Normal Superior de Pamplona” with seventh and eighth graders. It was evidenced that students know an amount of English vocabulary; however, they had difficulties when using the language, they did not know how to express their ideas. In addition, it was noticed the lack of self- confidence when speaking in English, and the lack of interest towards the English class.

This project was considered as a possible solution to this problem, since storytelling motivates, amuses and allows the development of favorable attitudes in , not only language learning but also to exercise imagination, link reality with the imagination of children, exchange feelings and emotions and helps them gain confidence, courage and emotional performance (Ellis and Brewster, 1991). This means that storytelling is a powerful tool that teachers can use to improve the English learning process, more exactly, the oral production development (pronunciation, fluency and self-confidence).

Besides, the cooperating teacher agreed in encouraging the oral production. The principal purpose of this project was to have a positive influence in students’ learning process at “Escuela Normal Superior de Pamplona”.

Objectives

General Objective

To improve eighth graders' oral production (pronunciation and self-confidence) through the implementation of storytelling at "Escuela Normal Superior de Pamplona".

Specific Objectives

- To improve eighth graders' oral production (pronunciation and self-confidence) through storytelling.
- To increase students' self-confidence through the implementation of storytelling.
- To describe eighth graders' oral production (pronunciation and self-confidence) through the different types of storytelling.

Theoretical framework

Storytelling

Storytelling is the original form of teaching and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures (Samantaray, 2014).

These are certain characteristics of storytelling proposed by Samantaray (2014)

1. It provokes curiosity.
2. It evokes student's imagination and interest in language skill.
3. It builds vocabulary, comprehension, story sequencing.
4. It improves listening and oral communication skills.
5. It is an interactive and co-operative process.
6. As an art it is an enjoyable tool for practicing language learning skills and verbal expressions.
7. It binds listeners together.
8. It helps the listener to remember.
9. It uses all kinds of language conventions to make the story vivid.
10. It makes listeners forget their misery.

This author presents a methodology to develop storytelling activities inside an English class. This methodology includes different types of storytelling that students can perform in front of the class, including:

- a) A story which makes laugh : I was in the cinema and I was watching a film and half way through the person next to me the mobile phone rang and answered it and began to have conversation..... (Complete the story)

b) A story which keeps the mystery till the end: The other morning I heard a knock at the door. I was expecting a package so I jumped out of the shower, dripping wet, and threw on my bath robe..... (Complete the story)

c) A horror story: People are given a miracle drug that ensures that their children are born with the ability to become extremely intelligent. But the drug backfires and the children are born deformed. Scientific labs steal the children to cover up their mistakes and hide them trying to learn where they went wrong.... (Complete the story)

d) A romantic story: Boy meets girl. Girl meets boy. Boy and girl fell in love. Something keeps the boy and the girl from being together. Conflict is solved. Sad ending.....
(Complete the story)

Furthermore, Collins (2005) defined storytelling as “one of the most enjoyable and least intimidating forms of public speaking”. In fact, the most timid storyteller becomes so fluent when telling a story.

Oral production

Oral production concerns the ability to communicate effectively with others (Villalobos, 2015). Following that statement, O’Malley and Valdez (1996) cited in Villalobos (2015) say that oral production is the way people share information about things they are familiar with, taking into consideration the conversations’ context. According to this, the oral production is one of the most important skills when learning a foreign language, since it allows learners to develop in different contexts, having the language as a vehicle of communication.

Boulmerka (2003) cited in Sakhria (2012-2013) referred three areas of knowledge that learners must recognize when speaking:

a. Mechanics (pronunciation, grammar, and vocabulary): it means to use the right words in the correct order with the correct pronunciation.

b. Functions (transactions and interaction): knowing when clarity of message is essential.

c. Social and cultural rules and norms: (turn-taking, rate of speech, length of pauses between speakers); it means understanding how to take into account who is speaking to whom, in what circumstances, about what, and why.

These essential aspects must be developed in the language learning process in order to communicate with others without difficulties.

Nevertheless, oral production is a general concept including several aspects which can be developed through different strategies. In this project, aspects such as pronunciation and self-confidence were taken into account in order to improve the oral production.

Pronunciation

Walker, an expert in pronunciation said: poor pronunciation means poor fluency. He stated that one person cannot be fluent without getting the tongue around a sound, or getting the words out of the mouth. This reveals the relevance of pronunciation in the oral production development. The progress in the acquisition of a second language depends on the ability to understand and to be understood, which means a communicative language level. Pronunciation plays an essential role in the attempt of obtaining this level.

Self-confidence

According to Bandura (1986) cited in Ghaonta (2015) self-confidence is considered one of the most influential motivator and regulators of behavior in people everyday life. In other words, self-confidence is essential in language learning process since learners need to be motivated to acquire the necessary knowledge.

Oral Production and storytelling

Since prehistory, all cultures have passed along stories through the oral tradition, and they have always been an essential part of our humanness (Dujmović, 2006). This author claims that children do not learn their mother tongue by just solving written tasks or individual activities, but the essential exercise is to interact with other and manipulate the language using it in a community. This is the reason why storytelling is an appropriate tool to teach a foreign language, since it simplifies the foreign language acquisition process.

According to Ellis and Brewster (2014), storytelling is telling a story to listeners. This can be reading a story aloud, telling a story by word of mouth in the age-old oral tradition or telling an anecdote or even a joke. In this sense, this can be defined as a type of speech in which occur a series of events shared with others. Mistry (1993), cited in Pavlenko (2006). In other words, storytelling responds to the basic need of humanity to communicate, indeed, the art of telling a story is an innate activity of human beings that can be improved through practice and oral skills.

Literature Review

Storytelling

To support this idea, Burgos and Valencia (2015) proposed in their study storytelling to improve the speaking skill, having as result a major acquisition of English vocabulary, facilitating the English oral production. This means that students were motivated by the gestures and tones of voice used during the storytelling, which increased their attention.

Similarly Blaine (2004) cited in Burgos and Valencia (2015) states that in storytelling grammatical accuracy is taught but not in the traditional way through verb conjugations. In this sense, the storytelling method is an opportunity for students to get involved in a new context in which they are acquiring the language unconsciously, so that they would be able to use the language to communicate with accuracy and fluency.

Therefore, the main purpose of storytelling is to improve students' oral production, allowing them to use their imagination, to know new contexts and to communicate with others in a foreign language with confidence and security.

Pronunciation

In agreement with the previous statement, Marzá (2014) conducted a study on pronunciation and comprehension of oral English in the English as a foreign language class. The author wanted to know learners' perceptions of pronunciation and comprehension instruction in English as a Foreign Language (EFL) context by means of the administration to students of three questionnaires designed. The results showed that students' motivation and implication is high when being taught pronunciation, they believe in the usefulness of pronunciation instruction. The author concludes that it is beyond doubt that pronouncing a language properly is a key aspect when understanding and making ourselves understood.

Self-confidence

To support this statement, Prada (2015) carried out a study on student's self-confidence as a way to improve English oral production. The researcher developed a set of "building self-confidence" activities with the students. As a result, they become aware of their abilities to participate in the oral projects in English, share their experience and interact with others in a foreign language.

Moreover, Zapata (2016) conducted a study on the impact of the implementation of a project work in students' self-confidence, while developing public speaking performances. The population for this project was 35 eighth graders. The instruments to collect the information were research journals, focus group interviews and a semi-structures interview to the cooperating teacher. The results showed that students were able to improve some aspects related with self-confidence in public speaking activities such as power relations, language anxiety, presentation skills and social construction.

Power Relation: students under investigation had, initially, some negative perspectives about how they saw others. In order to interpret this, three aspects were found: first, some students saw their classmates as sources of insecurity; they were people who made mockery to the others' oral presentations, but at the end of the study, students showed a positive advance in this aspect. Second, students felt pressure to fulfill the expectations that teachers had about their works and felt fear of being judge, so teachers and students developed some activities where they had to speak using their own simple words, but the improvement was not too notorious because some students kept feeling afraid for being evaluated and they still feel the pressure for getting their presentations, mostly when they have to present individually. Finally, students felt the cooperating teacher had a bad attitude while interacting with them affecting their performance in class, but at the end she showed

them her support by encouraging them to be better in class, which was too beneficial for students because they found a good stimulus for being better and work harder.

Language Anxiety: in this aspect, people were worried about their peers thought and they were concerned with pleasing others. For this aspect, the main strategy taken was the use of scaffolding with the students. The result was positive in many cases and the fear was reduced.

Lack of Presentation Skills: when the process started, the students' lack of vocabulary, lack of oral skills to pronounce words and lack of preparation to oral performances was noticeable. One of the main actions in this study was to work with students about how to do oral presentations and to give them the space to expose their doubt for the presentations. The results were positives for students.

Social Construction: finally, it was found that knowledge was constructed by the interactions of individuals within society. Some students had lost their confidence due to bad experiences. For this, students were provided with opportunities to construct a better thought about their classmates and oral presentations, which affected positively their minds.

Oral Production and storytelling

For this reason, Quiceno (2015) carried out a study aimed at developing and improving oral English production in students of fifth cycle, through the Task - Based storytelling proposal. The results of this study showed that storytelling is a learning tool that allows not only to learn vocabulary but also to place the student as protagonist of their own learning, teamwork, and enjoy the classic literary stories. Besides, it improves their oral production in English through the proposed strategies.

Methodology

The purpose of this study was to implement storytelling as a strategy to improve students' oral production. Therefore, Samantaray (2014) presents different types of storytelling including mystery, romantic and comedy which can be implemented in English class in order to catch the students' attention and allow them to have an effective learning process of the language. The purpose of implementing storytelling in eighth graders was to motivate students to learn English in a dynamic and interesting way. Through storytelling, students could learn vocabulary, grammatical structures, verb tenses, and improve pronunciation, intonation and self-confidence. Taking into account these types of storytelling (mystery, romantic and comedy), this project was developed in three steps:

1st step: *Aladdin* - The main goal of this activity was to make students know the project and motivate them to learn English through stories, to make students know the advantages of storytelling and to encourage them to write their own productions and tell them in front of the other students.

The pre-service teacher told a mystery story, using her body language and different tone of voice. Individually, students answered a questions worksheet.

The time we had for implementing the first storytelling was one hour (50 minutes). First of all, we played a memory game with students in which they had to find the picture with its name, for example "lamp" with the picture of a lamp, in order to teach them the vocabulary of the story. Then, we started to tell the story of Aladdin with a partner's help. We used realia material as a padlock, jewels, and didactic material as a lamp made in foamy, counterfeit bills, a ring made in foamy, pictures of a genie, a palace and the king.

Afterwards, students in pairs developed a worksheet with specific questions about the story. At the end, the teacher gave students some instructions on how to write a story. They learn phrases to write at the beginning, at the middle and at the end of their own story. **(See annex 1)**

2nd step: *You and Me Forever* - The objective for the second storytelling was to reinforce the present simple tense, celebrate love and friendship day, but mainly, to motivate students to participate orally in a second language, to encourage them to tell their own productions (stories) and to improve pronunciation and self-confidence through this activity, since they felt they could do something valuable and the teacher gave them a feedback about what they did correct or grown, but also she motivated and congratulated them for their excellent job.

The pre-service teacher told a romantic story and students created a sequence of the story in 5 acts with pictures. Later, students invented a romantic story. The time for this storytelling was one hour and a half (50 and 20 minutes).

Before students arrive to the classroom, we had already prepared the place. We decorated the classroom with colored balloons, posters, pictures and others. Students had to think they were in a real marriage. Once they arrived, we had to continue with the previous topic and they had to do an evaluation. Students wanted to finish the evaluation promptly because they were anxious to know what the new story was about.

Firstly, we presented the characters of the story and showed them the context, it means the marriage. Two students wanted to participate voluntarily, so they were the prince and the princess. We started to tell the story and students were translating into Spanish each sentence they understood in order to keep the sense of the story. When we finished telling

the story, students asked to read it again but in Spanish, and they followed the written story in English.

Subsequently, students in pairs had to create a sequence of the story in 5 acts telling the main idea of it. The students who finished first, read the sequence in front of the group. In the same groups, they invented a romantic story and handed to the teacher who read them and correct them and gave them back to students. Then, some groups performed the storytelling in front of the class. **(See annex 2)**

^{3rd} step: *The red nosed reindeer* - The objectives of the third storytelling were to learn Christmas vocabulary, to reinforce the past simple tense and to show the improvement in oral production (pronunciation and self-confidence). Students worked harder in the final step and were responsible and punctual with what was asked.

In different groups, students invented a comedy story about Christmas. They had to hand the story to the teacher and the best story was performed at the end of the practice process.

The implementation of the final storytelling took place in the video classroom the last week of practicum. It lasted 2 hours (100 minutes).

Once the teacher finished praying and greeting students, she asked them to go to the video room, where the pre-service teacher was waiting for them and started the activity. The room was decorated with balloons and Christmas decorations as a start, a stocking, bells, a wreath and some pictures.

To start, students repeated the Christmas vocabulary written on the board. Then, they associated the vocabulary given with other words they knew. When the students were familiarized with the Christmas vocabulary, we started to tell the story about Christmas. Students paid attention to the story and the gestures of the teacher. The teacher used her

body language and some elements of the classroom in order to make students understand the whole content of the story, like for example turning off the lights or walking from one side to another inside of the classroom. The teacher did not finish the story, but students had to invent a funny ending to it with the teachers' help.

The next class, certain students presented their alternative endings of the story in front of the class and started writing their own Christmas story, which they told and handed in a folder with the previous productions. **(See annex 3)**

This project was focused on a qualitative approach with an action research design. It was carried out in an educational institution of Pamplona, Norte de Santander named "Escuela Normal Superior de Pamplona". The population was composed of 24 students from eighth grade, aged from 12 to 15, female and male. According to Easton and McColl's (1997), random sampling is the basic sampling technique where it is selected a group of subjects (a sample) for study from a larger group (a population). This means that each participant was chosen by chance and each member of the large population had the same chance to be selected. According to this statement, 6 students composed the sample for this study. The data analysis technique used in this study was triangulation, which was proposed by Patton (1999) who referred triangulation to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.

To collect the necessary information, four instruments were implemented during this process:

Classroom observations: Liu & Maitlis (2010) stated that "Non-participant Observation can offer a more nuanced and dynamic appreciation of situations that cannot

be as easily captured through other methods”. In this sense, classroom observation was the most important tool which allowed us to begin the process of researching from a problem observed.

One week of observation was carried out in seventh and eighth graders at “Escuela Normal Superior de Pamplona”. Its main purpose was to identify the weaknesses of students from “Escuela Normal Superior de Pamplona”, in order to propose a strategy which would help students in the English learning process. These observations helped us to distinguish the necessity of reinforcing students’ oral production and implementing a tool to promote the language. It also helped us to know the students and to discover activities which would lead them to be interested in the English language.

Narrative: according to Abbott (2002), narrative is “the principal way in which our species organizes its understanding of time”. It is a set of acts that happen in a determined occasion and serves to understand situations.

During this study, narratives were implemented 3 times, one per implementation of storytelling. Its main purpose was to analyze the students’ progress in the oral production development (pronunciation and self-confidence), but also in the level of interest and motivation throughout the different storytelling. It allowed the pre-service teacher to reflect on her teaching work but also to improve the strategies of the implementation of storytelling. **(See annex 4)**

Storytelling: Dujmović (2006) affirms that “children learn and create their mother tongue by engaging in meaningful use of language in a community of language learners”. The author claims that storytelling is the original form of teaching, since it is a direct expression of a literary and cultural heritage. Through tales, people can express their

values, fears, hopes and dreams, and it is an opportunity to develop self-confidence and to improve pronunciation and fluency.

Throughout this study, 3 storytelling were implemented, in which students had an important role. In the first one, the teacher was the teller and students the listeners, who had to understand the story to answers to specific questions about the same. In the second one, the teacher told the story again, but in this case students created a sequence of the story and invented a story on the same genre, it means romantic stories. In the last one, the teacher performed the story but did not finish it, in order students to invent a funny alternative ending. Then, they wrote a comedy story about Christmas, read it in front of the class and handed it in a folder with the 2 previous activities. **(See Annex 5)**

Videos: Video recordings are increasingly being used as primary field materials that are later treated as “data” for particular research questions (Erickson, 2006). According to this statement, video recording can be use as a tool to gather information about a specific issue being studied.

In this case, video recordings were used 3 times for the implementation of the three storytelling (fantasy, romantic and comedy). The main purpose of this instrument was to review the students’ progress in their pronunciation and self-confidence when telling stories. The three video recording allowed the researcher to compare the level of language since the beginning to the end of the process. **(See annex 6)**

	Task	Topic	Activity	Description
1 st	Give information about the project	Information	Teacher told students about the implementation of the project	Teacher explained and inform students about the project which would be developed during the practicum time. Students wrote in their notebooks the project’s chronogram.

	Implementation of the first storytelling	Fantasy storytelling	Students listened to the storytelling and developed a worksheet about the story.	<p>Teacher started teaching the new vocabulary about the story by means of a memory game. Then, with a partner's help, the teacher told the fantasy story "Aladdin", showing pictures and using supporting and realia material such as billets, a lamp, a ring, a padlock and jewels. Subsequently, students made pairs and each group received a worksheet in which they have to answer to specific questions about the story. For example: What were the characters? What did the characters say? And others.</p> <p>The group which worked the best received a small prize.</p>
2 nd	Implementation of the second storytelling and instructions to create new stories	Romantic storytelling	Students listened to the story and make a sequence in 5 acts.	<p>Teacher told a romantic story "You and me forever" with two students' help. Students listened attentive to the story. Then, in pairs or group of three students summarized the story in 5 acts with pictures and short sentences. The winners came in front of the group and read the sentences. They received a chocolate. After the implementation of the romantic storytelling, the teacher explained to students how to write a story (Beginning, middle and the end). Also, students learned some sentences that they could use to write their own story. Students had as homework to start writing their own romantic story.</p>
	Collection of stories from students	Romantic storytelling	Students created a romantic story in English.	<p>In this week, students gave to the teacher their own productions in English and some in Spanish. Certain students searched on internet the story in Spanish and translated it into English. Some others wrote the story in Spanish and then in English and others handed it out just in Spanish. The teacher, with the tutor's help, corrected the stories and returned</p>

				them back to students in order them to practice the story orally to perform it in front of the class.
3 rd	Implementation of the fourth storytelling	Comedy storytelling	Students listened to a comedy story. Then, they invented a different ending to the story.	The teacher told a comedy story using Christmas' symbols. Students listened to it. Then, students worked individually to invent a funny ending to the story. The student with the best ending read it in front of the class.
	Final product	Merry Christmas	Students created a comedy story in English.	Students worked in groups in order to create a comedy story. This comedy storytelling was the final product of this project. The whole group took part in the final performance which include the presentation of a folder with the three storytelling and perform the comedy storytelling about Christmas.

Table 4: Project Schedule

Results

Storytelling

At the beginning of the practicum process, the implementation of four storytelling was proposed in order to improve eighth graders' oral production at "Escuela Normal Superior de Pamplona". Due to the short time we could devote to the project, just three storytelling were implemented in eighth graders. Students were not familiarized at the beginning, but at the end they loved the project. During the implementation of the first storytelling, students had just to listen and to answer to the questions. They just need to know what the project was about and how they had to perform the stories then. Students were attentive to the teacher and since the first moment they showed interest towards this exercise. The results of the fantasy storytelling were positive, since I spoke to them in the mother tongue, but I received the answers in English, as shown in the following extract from a narrative.

"Luego de la narración se lanzó una pregunta en la lengua materna al grupo en general y un estudiante dio respuesta usando la lengua extranjera, lo que nos permitió

saber que entendieron la idea general del cuento. De igual manera, en el desarrollo de la guía de preguntas se pudo notar que el cuento les gustó y lo entendieron”.

Extract of 3rd narrative- Storytelling 1: Aladdin

Students were at the expectation about the next storytelling, so that they asked many times about that. During the implementation of the second storytelling, students were already familiarized with that so they behaved and the activity had success. They got the main idea of the story; however they told me to tell it again in the mother tongue. Then, they created the sequence of the story in 5 acts with pictures and one student went to de board and read the sequence. Later on, students invented a romantic story. Some students wrote it with others' help, but some other searched it on internet. Nonetheless, they were responsible with their homework. The student who invented herself the story presented it in front of the class. Finally, the comedy story was which they liked the most because of the topic. They knew lots of Christmas stories and they wanted to listen to one more. Students had to invent an alternative ending to the story. Because of the time they could not finish the alternative ending in class, but the next day, even if we had not English class, they looked for the teacher and handed their work. Students made groups, they worked in a very organized way and created wonderful comedy stories about Christmas which they handed in a folder with the previous. They wanted to present all the stories, but due to the short time, just few stories were performed. **(See annex 7)**

Self-confidence

Self-confidence is one of the most important values in human beings. It allows us to have a major acquisition of the knowledge we need in life. Based on the narrative followed each class, we can analyze that at the beginning of this process, eighth graders were

indifferent towards the English class and the pre-service teacher. Even though, the group A was the most organized group. When the process of implementing storytelling started, a considerable change was noticed in this group. That means that these students started to show more interest to this area and wanted to participate in all activities. In fact, there were students that did not use to participate in class or speak in English. Then, the whole class was involved in this environment of storytelling, which made them to be at the expectation of what came next and to have the answers to all questions. This is the analysis of a video registered in the class where the third storytelling was implemented.

Students were attentive to the activity since the beginning. They participated in the first exercise that was about associating words with the Christmas vocabulary given. Some students looked for in the dictionary, others remembered known words and others just repeated the same words but the whole class was interested in the activity. Then, they paid attention to the story and tried to discover the meaning of the words by the teacher's gestures. There were some students who started to talk, but the other partners asked them to be silent and pay attention.

Once the teacher finished telling the story, she asked them to invent an ending for the story and they worked in pairs with the teachers' help. Afterwards, the teacher challenged students to tell the story to their partners and the time was not enough to listen to everybody, because they were enthusiastic about their job and wanted to share with others. The teacher had to privilege the participation for the students that were not used to participate in class. Those students did not participate before because they felt afraid of being mocked and they preferred to show to the teacher instead of showing their tasks in front of the other students. Through storytelling, students felt more comfortable and accurate because they became aware of their

abilities to participate in oral projects in English, then, they wanted to share their experiences and interact with others in a foreign language.

Analysis of a video – Storytelling 3: A red nose reindeer

When students are interested about a topic or an activity, they enjoy that, they forgive the fears, lose the shyness and want to be part of that event. In this way students increase their self-confidence, and that was the case of eighth graders at Escuela Normal Superior de Pamplona. (See annex 8)

Oral Production (Pronunciation – Self-confidence)

During the practicum process, three storytelling were implemented (fantasy, romantic and comedy storytelling). During the implementation of the first storytelling, students were not well familiarized with the project; however they liked the activity and answered to specific questions about the story. In the second storytelling, students were at the expectation of what the story would be about. Students work the oral English production throughout the presentation of the sequence of the story in 5 acts. This is the transcript of the sequence of two eighth graders. (Ellis and Barkhuizen, 2005 - error analysis)

Participant 1

1. *Margaret finds /fɪnds/ Julian.*
2. *Margaret parents say: you must /mɒs/ get /jet/ married /marry/.*
3. *The queen and king prepared /prepeɪr/ the great /gret/ feast /fes/.*
4. *Margaret walked /wɒl/ to altar and she has a sad face /fais/.*
5. *Margaret married with Julian and live /laɪv/ happy forever.*

Abstract from a video – storytelling 2: You and Me Forever

Participant 2

1. *She finds /fɪnd/ a handsome boy. They fall /fal/ in love immediately /ɪmediətli/.*

2. *You must **/must/** get **/jet/** marry. You have to get **/jet/** marry with the king's son.*
3. *Queen and king prepare **/prepar/** the great **/great/** feast **/feast/**.*
4. *Margaret walks **/walk/** to the altar. She has a sad face **/face/**.*
5. *Margaret marries **/marries/** Julian and live happy forever.*

Abstract from a video – storytelling 2: You and Me Forever

The words in black are the mistakes the students made. As shown, participant 1 made ten mistakes in 51 words and participant 2 made 12 mistakes in 64 words. These were the students who finished first the activity proposed by the teacher.

Then, they created a romantic story with pictures and performed it in front of the rest of the class with the teachers' help. This activity gave students accuracy and improved their self-confidence, since they had some time of preparation and could ask for help about the pronunciation and some other aspects. Finally, the teacher told a comedy story about Christmas, with Christmas symbols and a Christmas carol. Those aspects such as songs, pictures, decoration and stories raised the students' interest. Even if they did not understand every single word, they tried to guess the meaning by the teacher's gesture or from the context. The teacher did not finish the story, so that students had to use their imagination to invent an alternative ending to it. In this opportunity, more students participated in the activity, but we selected the video of the same student to see if there was any improvement. This is the transcript of the alternative ending that the same eighth graders gave to the story.

Participant 1

*Rudolph losing his red nose and the Christmas presents, he got lost with the magic reindeers searching the way out and they found **/find/** a flock of reindeers, in that moment, Santa Claus was missing abruptly. Santa fell **/fol/**with a mountain*

/mountain/and knocking in his head he lost the memory and got lost into the snow to never return /turn/ over. The reindeers left Santa Claus and became /bicom/ single reindeers, but /but/ Rudolph didn't leave Santa, he went to search Santa but the Christmas ruins lasted forever.

Abstract from a video – storytelling 3: A red nose reindeer

Participant 2

A long time ago /ago/ in a very distant land, there were some goblins that were very selfish and did not want the gifts to be given to the children of the world. Then, in the same Christmas, Santa Claus got sick and sent the goblins to deliver the gifts for the children. Then, the elves /elves/ took advantage of the situation of Santa and decided /decide/ to hide /hid/ the gifts in a cabin away from that place /plus/.

Although Santa was sick, he felt very happy believing /believing/ that the gifts were going to be delivered /delivered/ by the goblins.

Abstract from a video – storytelling 3: A red nose reindeer

Since it is possible to see, these students made an improvement from the first production to the second one, considering that in the first production participant 1 made 10 mistakes in 51 words and participant 2 made 12 mistakes in 64 words, but then, participant 1 made 6 mistakes in 88 words and participant 2 made 7 mistakes in 102 words.

Later on, in groups, students created a comedy story about Christmas which was handed to the teacher who corrected them and gave to students to prepare the performance. They handed a folder with all their productions at the end of the practicum process. (See annex 9)

Conclusion

Storytelling is a valuable tool which must be included in the foreign language learning process. Students do not hate English, but they do not like the way in which this has to be learnt. Teenagers like having fun, like telling experiences, inventing new things. They have the necessity to feel that they can do something, that they are authentic. Storytelling is the ideal strategy to tell students they can do wonders with the language. In this way, they are not going to feel that are obligated to learn something unnecessary. On the contrary, they are going to recognize the importance to know and use a foreign language, and when a person is sure about that, it becomes uncomplicated.

Moreover, storytelling is an opportunity to improve students' oral productions, since it allows teachers to correct the pronunciation while students tell a story. As it is a different way to learn and use the language, students will show interest and will be more likely to participate and make others know what they can do with a foreign language, which is favorable to improve self-confidence.

CHAPTER II: RESEARCH COMPONENT

Introduction

In PLEX training context, training teachers' pedagogical practices are one of the interests and update focuses to study and document for the improvement of teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focus on the learning problem than in matters of teaching.

It has been considered relevant to design a project that establishes a reflective approach on practices with the aim of objectifying knowledge, behavior and attitudes that guide teachers' labor. Additionally, as an assimilation, immersion, and conscious exploration exercise of one's own teachers' subjectivity, through the formulation of questions and search for information for problem solving and for self-recognition.

Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice that not reflect to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation which affects teachers, it is required teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these can be essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise, so that students who carry out their integral practice, can evaluate themselves, install a critical and constructive sense at their work in the teaching role

To start this study the following guiding questions are formulated:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?

- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Justification

The formulation of this project in foreign languages integral practicum context focuses on a more professional conception of practicum as a spearhead to improve educative processes in rollout 65 centers where PRADO is held. It is considered that giving importance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the own performance and to be interested on the models and approaches to face a problematic situation and establish an analytic gaze about the fact.

In accordance with what the educational philosopher Jhon Dewey, a pioneer in the field of reflective thinking applied to education, it is justified of this project to provide students with tools of analysis and self-observation that allow them to distinguish among a daily action and reflective action. It is consider that a reflexive approach protects the agents from the traditional context of inertia, and authority that pervades in the school.

Objectives

General Objectives

To implement reflection as a transforming tool of the pedagogical processes of the integral practice.

To promote in the pre-service teachers the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a pre-service teachers group with a critical spirit who reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and to be effectively inserted in the institution.
- To identify and to analyze the strategies that the student uses in his pedagogical practice.
- To implement reflection workshops and development of didactic units that guides the pre-service teachers' reflection.
- To analyze students' believes about the teacher work and about students.

Theoretical framework

The theory on the teaching profession, reflection, reflective and pedagogical practice, constitutes the conceptual framework of the present study. In order to have a better grade of clarity on the concepts concerning this research project, we present an approximation to each one of them.

Teaching Profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge based on science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently establish a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must act in accordance with some competences in the discipline that allow him/her to master a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level on which he/she develops his/her activity.

Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize its competences to be being learned by the students but also provide teaching conditions inside or outside the educational context. The most immediate function that teacher must develop is to design and provide teaching practice.

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason, to deepen its definition; two aspects will be taken into account: reflection as process, and reflection as thematic. (Correa Molina et al 2010)

Reflection as a process

The reflection is carried out from a series of stages in a cyclical way resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies "a kind of reflective dialogue with the situation, where the language would favor the access to the individual's experiences, which would allow to extract a new structuring of the situation". The stages of the process of reflection as a process are evidenced in the following schema:



Figure 1: *Reflection as a process*

Reflection as a subject matter

The conception of reflection is based on a topic that is related with that concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of experience. The external aspects, the source of knowledge that allows to reflect; and the contextual aspects on the first two perspectives is which allows to reflect in the third perspective. In turn, these perspectives have mediators, so that this process is executed; in the first instance, the action, the context, the colleagues and the same person who reflects are found.

Reflective Practice

To update and to qualify the academic proposals in the university and to guide the students to new ways of relating to the world, it is necessary that teachers interrogated on their own practice and on the impact that it has generated; that they are able to objective their behaviors, and to assume the different roles in the pedagogical relation.

The teacher occupies a central role in the current educational world; he acts in a complex field subjected to constant change determined by the interaction of various factors and conditions. The teaching profession requires that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot:1986). In this context, the problem of the practice, of the class space requires a particular treatment, oriented to the comprehension and to the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced in the existence of numerous attempts to explain the school phenomena and in the search of ways to attend these phenomena, to make effective the schoolwork.

This study will serve the participating teachers to reflect on their methodological processes

in the light of reflection as the only rational and ethical way of intervention. (Sacristan 1999).

According to Van Manen (1997) there are different levels of reflexivity. In the first level, the effective application of technical skills and knowledge is given in the classroom. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use. In the second level, the reflection is on the budgets implicit in the specific practices of the classroom. The consequences of the strategies adopted, of the curriculum are then analyzed; the practices are then chosen by the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and to the contexts.

In the third level, Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

To the analysis and the reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of practice classification; for this purpose is assumed the Zeichner's proposal, who has established several modalities of practice as well:

Academic practice

It aims to prepare teachers able to reflect on the courses that imparts, so that they transform them into comprehensible structures for the students.

Social efficiency practice

The aim is to achieve an effective teaching through the application of didactic techniques that are deducted from general principles to which has reached the pedagogical

research. In this case, reflection consists of a strategic decision: “To select between the range of available techniques the one that is considered more effective”.

This is the way to proceed in the technical rationality.

Development

Teaching is based on the students’ interests and development, and at the same time, it considers the teacher’s development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, in order to promote democratic relations in the classroom, and equal and fair in the social sphere.

Generic

The programs allude to the reflection in a generic way, but without specifying the pretensions of the programs or the contents on which it is necessary to reflect or the strategies to promote the reflective learning.

Reflection activators

According to Schulman (1987), these activators are the teacher’s cognitive foundation on the life of the classroom; they are essential since they constitute the element of the reflective thinking that contributes to the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical element of reflective thinking

This element of reflective thinking is related to "the moral and ethical aspects of compassion and social justice" as Sparks-Langer and Colton 1991:39 pose. The interest in relation to social justice and ethics in education.

These authors established classification categories of knowledge.

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Curricular knowledge (materials, programs, others).
4. Teaching knowledge and professional configuration.
5. Knowledge of the students and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, axiological.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thinking that is included in this study as an instrument related to the narratives of the teacher, to encourage the stories of their experiences in the classroom that are presented in many ways and perform diverse functions in subjectivity, and in the constitution of subjectivity. In this component, the teaching journals are situated in which the writing triggers the workings of the reflective thought of the teacher, on their experiences of practice, objective and subjective and inter-subjective.

Methodology

The proposed methodological strategy has as a central axis the continuous reflection that in addition, provides the realization of meetings for the strengthening of the practicum group as initial space of approach of the educational and labour problematic. The principles of organization are autonomy, planning and self-observation.

In order to review the impact of the proposal of reflection on the practice process, a process of socialization and systematization is going to take part.

This study is a qualitative research approach, from the perspective of reflection as a professional space that will contribute in a great extent to the description, identification and analysis of the pedagogical practice itself.

To collect the information in this project, the application of the following instruments is proposed:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the reflection process of the pre-service teachers, but at the same time to socialize and to share their experiences to enrich their process and to insert new tools that allow to transform their pedagogical practices.

Objectives

- To consolidate a pre-service teachers group with critical spirit who reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practicum.

- To be effectively inserted in the educational center.

Self-observation format

The main objective of the self-observation card is to guide the practicing student towards a view of his teaching practice and his role in the classroom and in the environment of the educational community in which he is inserted.

Narrative

The exercise of reflection will allow the student to express himself on his work from the narrative of his experience as a way of giving meaning to the daily teacher's life.

Class record

Having evidence of the pre-service teachers' actions in the classroom, allowed to reflect different aspects, related to the foreign languages teaching/learning process that may have been taken into account or not by the teacher in training in his exercise of reflection.

These records allowed an external and constructive look of their pedagogical practices.

Data collection timetable

Instrument	Date	Times
Narratives	Within the 10 weeks of implementation	5 times
Self-observation Format	Within the 10 weeks of implementation	1 times
Class Record	Within the 10 weeks of implementation	2 times

Table 5: *Data Collection Timetable*

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valle del Espíritu Santo, in the Colombian Andes. Pamplona is founder of cities at the colony time, it has been center of confluences and religious influences throughout its history; It welcomed a large number of religious communities, among which are found: the Franciscan community, the poor Clare sisters; The Brothers of St. Juan de Dios, the Company of Jesus, the Community the Sallista, likewise, feminine religious communities: Sisters of the Presentation, Bethlemitas sisters, among others; The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context that this study is located, which has the school as an agency in which the school actors are involved: practitioners of PLEX.

The school is understood as a specific educational community that as an organ is in charge of the institutionalized education, it means that the school is the place where the education is carried out, where the education is fulfilled and where the education is ordered. Currently, the school is considered as the community way of life, in other words, the school transmits those learning and values that are considered necessary in the community and that lead students to use and to improve their capacities to benefit both of the society and of their own.

In school, there are always a number of fundamental elements such as teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school itself takes its organization.

The school is a body of society, a social institution designed, within the specific area of education, to administer systematic education and to condition the formation and

organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfils specific functions including:

Socializing function

It is about the young people learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context in which they belong. This function covers all the socialization processes in which the school members participate.

Instructive function

The instructive function uses two functions, the refinement of the spontaneous process of socialization, to guarantee the formation of human capital, which requires the functioning of the labour market. It is a greater possibility of adaptation to the higher level of culture, knowledge, values, etc.

Educational function

The educational function requires a community of life, of democratic participation, of intellectual search for dialogue and learning. An educational community that breaks the barriers between school and society, a space of culture where the concepts, technical tools and codes of the humanity culture are learned.

As a consequence of the active participation in the exchange of meanings, desires and behaviors with the companions and adults (Vizcaino, 2010).

Population

The total population of this study is constituted by 13 tenth semester practicing students, belonging to the Foreign Languages Program English-French, of the University of Pamplona.

The direct benefited population:

Teachers in training

Cooperating teachers

Students from the centers of implementation of the Integral Practicum.

The indirect benefited population:

It is composed of the teaching community of the Foreign Languages Program, the result will feed back the vision of the agents of the program on their practices.

Integral practicum team

Institutional dependencies articulated to the project

Foreign Languages Program

Languages and Communication Department

Faculty of Education

External institutions linked to the project

José Antonio Galán School

Brighton school

La Presentación school

Normal Superior de Pamplona school

José Rafael Faría school

Institución Educativa Cristo Rey

Results

The self-observation card was a guide to assess our teaching practice. Through this practice, I realized that sometimes we pretend to do the best, what is right, but when we analyze in a deep way each aspect that the teaching work includes, it is not as perfect as it is supposed to be. Some of the efficiencies we found in our practicum process were the group-work inside the English class, the reinforcement in difficult topics, the permanent assessment and the unification with the whole team of the English area.

The exercise of reflection is essential in every activity the human being performs. In the teachers' case, this is more important since we are preparing citizens and competent people to the society. That is why a teacher must reflect on his own practice in order to improve the weaknesses and prove new strategies to give students the opportunity to learn in a good and pleasant environment.

This practice of narratives allowed me to express my worries and fears. It gave me the opportunity to tell my daily experiences and while I performed this exercise I realized new things, new aspects, not only negative but positives, encouraging and pleasant.

Through this exercise I realized that each day, each class and each week was an opportunity to grow as a professional, to correct weaknesses and to show that the teaching work is a process in which the teacher is the person supposed to teach, but students teach us to deal with them, to enjoy that practicum process.

I recorded two of my English classes and took out some suggestions and aspects to improve. When analyzing the first video, I could notice some mistakes in the way of teaching, the way I used the board, the way I started my class, and also some mispronunciation that I said unconsciously inside of the classroom.

This video helped me to see my students from a different perspective, to see my class from

a different point of view and to improve several aspects that would not be possible without this exercise.

Conclusion

To conclude, reflection can be defined as an ability that everybody possess, but at the same time, it is a competence that must be developed by professionals in all fields, especially in education. Teaching a foreign language is an activity that needs to be analyzed, reformed and improve, in order to have positive impact in learners.

Observe oneself, analyze oneself and criticize oneself is the best way to reach perfection and to be a competent person in the professional field. That is why assessing our work, telling our experiences in the educational world and analyzing class recording about oneself was an important exercise that helped me to improve my teaching practice during the practicum process.

CHAPTER III

OUT-REACH COMPONENT

Project of Sensitization to the English Language in Primary Schools of Pamplona City

Introduction

The Colombian national government implement the foreign languages teaching addressed to the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allows getting to the equals conditions face to the individual and social development of the country, to promote the English language learning in Colombia, to be more competitive citizens, the ministry of national education implemented the National Plan of English, Colombia very well 2015 which aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening’.

On the other hand, the ministry implemented a broad series of strategies into the different education levels focused on the achievement of this goal; one instance is the quality of the English standards addressed to secondary and basic education and the definition of a cohesive and a solid evaluation system, the description and development of training plans. Additionally, this program is developed and joined by the Education Secretaries, the public and private universities, and the languages centers around the country. However, the findings were not essential because most of them did not reflect the impact into several educative institutions, on the other side, the national government attempts to cover widely the English teaching language addressed to children in the primary school because some of the institutions sometimes do not have an English teacher that

guides the teaching-learning process, for that reason, the results of the national evaluation are not appropriated.

The foreign language program of the University of Pamplona is engaged to the reality that the primary school face with regards to the national policy of bilingualism, due to most of institutions need an English teacher to overcome the needs of formation in primary, the current proposal is aimed to support the needs of training process focus on English in children of the primary school in Pamplona and integrate foreign languages training of the students who belong to the foreign language program English and French in order to decrease the rift generate among the private and the public school related to the foreign language, the governmental policies identify the problem but that is not well-covered normatively in doing so, it is essential to train individuals focused on the foreign language area so as to get better results in the exams, tests and achieving the goal that the students' results will be according to the proposals to become one of the most educated countries.

Justification

The acquisition-learning of a foreign language allows to get involved to the own necessities that the world demands, for that, in order to gain knowledge at the end of the primary school it is relevant to implement the learning process into the higher, vocational and secondary education to well-prepared students focused on this area.

This project aims to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the outreach component by pre-service teachers of the foreign language degree of University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary school.

The implementation of this project favors both Institutions and students population, as well as the Foreign Languages Program and the pre-service teacher. This benefit results for the school children as their first contact with the foreign language and also to the practicum students who culminate their training process at the university in order to become familiar with the reality and educational needs of the setting given that, they are able to help by implementing procedures based on the improvement of these needs the school must support.

Objectives

General Objective

To improve fourth and fifth graders' oral skills through the use of songs at the "Escuela Normal Superior de Pamplona".

Specific Objectives

- To implement songs with fourth and fifth graders to improve the English pronunciation and vocabulary acquisition at a primary school.
- To encourage the students' oral participation through comprehensible and entertaining songs.
- To describe the oral skills development through songs in fourth and fifth graders.

Methodology

This outreach component was proposed in order the pre-service teacher could contribute to the improvement in fourth and fifth graders' listening and oral skills through the use of songs at the "Escuela Normal Superior de Pamplona".

Eken (1996), cited in Kuśnierek(2016) enumerates eight reasons for using songs in a language classroom:

First, a song may be used to present a topic or new vocabulary. Second, it may also be used as a practice of lexis. Third, songs can be used as a material for extensive and intensive listening. Fourth, some teachers may use them to focus on frequent learner errors. Fifth, songs are a perfect source for stimulating discussions about feelings and attitudes. Sixth, learners may talk about what happened in the song and then share their opinions with the rest of students. Seventh, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.

For this reason, the pre-service teacher proposed interesting and entertaining songs each week during the practicum process, according to the class topic, to allow students to listen, to understand and to talk about what they understood.

The idea was to transform the English class, in which the teacher speaks and makes students to repeat English vocabulary, to an interesting and motivating environment, in which students feel free to talk, to learn and to make mistakes.

Certain limitations were presented related to the use of videos due to the difficulty to transport students from their normal classroom to the video-room and the exigencies of

the teachers of these courses (fourth and fifth). In this way, we had to make some changes in the strategy of using this kind of tool. It means that, even though we did not have access to the video songs, we brought the visual material to the class and taught students the topic based song with our own voice, making students to repeat and to use their body to better learn and understand the song. Besides, the worksheet we gave to students was related to the song and with the topic or vocabulary.

Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			Fifth: 2 hours Fourth: 2 hours	

Table 6: Primary schedule.

Topic Based Songs Timetable

	Song	Topic	Material
1st week	I like to eat apples and bananas	Fruits and colors	Visual material. Flashcards about fruits. Word search about fruits. Song
2nd week	Head and shoulders	Human body	Audio-visual material. Video-song. Poster of human body
3rd week	You put your hand in	Human body	Worksheet. Song.

4th week	X	Clothes	Visual material. Flashcards about clothes.
5th week	I have a little house	Parts of the house	Poster of a house. Song.
6th week	Old McDonald had a farm	Domestic animals	Worksheet. Song.
7th week	Old McDonald had a farm	Domestic animals	Worksheet. Song
8th week	Animals' house	Animals classification	Video. Speakers. Board.
9th week	Jingle Bells	Christmas	Realia material Speakers
10th week	Jingle Bells	Christmas	Song. Worksheet.

Table 7: *Topic Based Songs Timetable.*

Results

During our practicum process, we implemented topic based songs as proposed from the beginning. We can say that we attained the objectives of this component, since students that did not used to participate in class, they participate now orally with enthusiasm when they like the song and the topic. Students were encouraged to participate in class, to sing the songs and to answer to specific questions about the songs. According to the class

journal that the pre-service teacher followed during the ten weeks of application of this proposal, we can represent through the next graphic, the difference among fourth and fifth graders' participation over this process with the English songs.

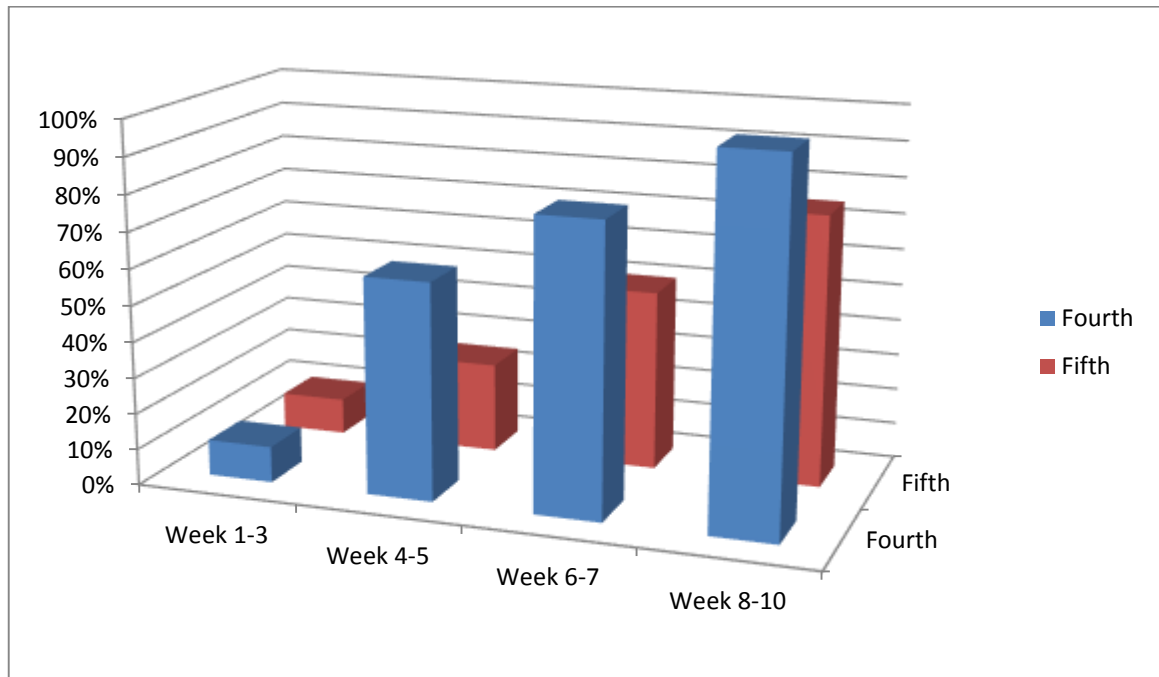


Figure 2. *Fourth and fifth graders' participation in songs.*

The students' oral skills development had improved through the different topic based songs implemented in fourth and fifth graders. Each song had a different effect in students. Sometimes, students sang the song with joy without taking into account the pronunciation, sometimes they were carefully to have a correct pronunciation and in other cases they preferred to develop activities related to the song's vocabulary. In all cases, students practiced the English language orally.

Writing	Students' pronunciation	Correct pronunciation
Duck	duc	/dʌk/
Head	Head	/hed/

Feet	Fet	/fit/
Finger	Finjer	/'fɪŋ·gər/
Hall	Al	Hall : al - /həl/
Dining room	Dinin run	/'daɪ·nɪŋ ,rum/
Studio	Estudio	/'stu·di·oʊ/
Mouse	Mause	/maʊs/
Nose	Nose	/noʊz/
Horse	Orse	/hɔrs/
Make	Make	/meɪk/

Table 8: *Students' pronunciation*

The previous table contains 3 columns. The first one shows the correct writing of some words, the second shows the pronunciation of some fifth and fourth graders and the last one shows the correct pronunciation, which they learnt at the end of the process, according to the class journal.

Fifth graders were indifferent towards the English class, they did not pay attention to my teaching and instructions, they wanted to play and go out the classroom. Then, they started to participate singing the songs we proposed. At the end of the process, students liked the songs and they learnt the lyrics in short time. This was an opportunity to teach vocabulary and pronunciation in a dynamic way.

Conclusion

The implementation of English songs in primary courses is one of the best tools in order to promote the English learning. Children learn by playing, dancing, singing and having fun. This strategy gathers those features to transmit to students the desire of learning a foreign language. It is recommended that children do not focus on grammar or structures but they acquire these skills unconsciously by speaking, producing orally, pronouncing words and learning songs. Topic based songs recover all the requirements to help students to improve not only their oral skills, but it improves listening, reading, writing and comprehension.

CHAPTER IV: ADMINISTRATIVE COMPONENT

Introduction

The purpose of this chapter was to present the extra administrative activities, in which the pre-service teacher had to participate actively during the process of implementation of the project. The pre-service teacher needs to take part in all cultural, academic celebrations' activities, being an example in punctuality and authority.

In addition, it is essential for the future teacher to keep an active role with the other teachers. Being familiar with each event and personal aspect of the teachers' life could be necessary during this process in order to acquire experience in the teaching work.

Objectives

General objective

- To take part in academic events as a member of the administrative personnel at “Escuela Normal Superior”.

Specific objectives

- To participate actively in all academic and cultural events proposed by the institution.
- To be part of the logistics team in those events.

Methodology

The pre-service teacher had to participate in all the events proposed by the institution according to the school calendar and in the role that the cooperating teacher assigned her during the practicum process. Those activities were flag-raising, parents and teachers meetings, informative meetings, Christmas carol event, the student's day, bazaar, the reading marathon, ensigns' delivery, among others.

Chronogram

Date	Activity
Agosto 31	Role Play festival
Septiembre 1 1-30 4-8 15 28	Eucaristía normalista "A limpiar el mundo" Sensibilización visita a los reclusos Celebración día amor y amistad Exposición artística y festival musical
Octubre 6 19 31	Eucaristía normalista Izada de bandera: día de la raza Día del estudiante
Noviembre	

1 20-24	Día mundial de la ecología Nivelaciones estudiantes
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Table 9: *Chronogram*

Results

Having the opportunity of been involved in all the extra academic events at the “Escuela Normal Superior de Pamplona”, I consider that those activities gave us the experience that we needed to be competent professionals in the real world. It also allowed us to interact with the other teachers, keeping an essential role and learning from them.

Some of the most important events at the school were:

1. Flag-raising: we participated in three flag-raising (Battle of Boyacá, Columbus Day, ensigns’ delivery). Our role as pre-service teachers was to organize the students in the yard and keep the order. Each flag-raising was organized by a specific grade and they had to prepare all the presentations. Students perform songs, plays, poems, readings and others.
2. Meetings: we participated in a meeting with students’ parents to give the academic report about the second trimester. My work that day was to be in the meeting and give information to parents about their children in the third trimester in the English area.
3. Christmas carol event: with a partner, we prepared 13 students to participate in this event organized by La Presentación School. During three weeks approximately, we met with students every afternoon at Casa Agueda or Casona to rehearse the song and the choreography. We also looked for the adequate clothe to participate that

day. The date of the event we were in charge of those 13 students to be with them and keep the order in the event.

4. Reading marathon: the reading marathon lasted a month. During that month students had to read books about different topics in the second hour each day (7:50 – 8:40am). They could read the book inside the classroom or out of the classroom. At the end of the time, they had to give the report about how many pages they had read and make a summary about it.
5. Bazaar: the principal of the institution proposed a bazaar as a fund-raising event for the school. Teachers sold different types of food. Together with other pre-service teachers, we collaborated on what was needed. **(See evidences below)**

Conclusions

As pre-service teachers in an educational institution, we had an authority over the students. In our case, the coordinator of the institution gave us the authority to guide and organize the students in the informative meetings that he proposed. Also, we had the responsibility to keep the students' order when there was a cultural event.

Besides, we were charged of supervising students in the quarterly evaluation weeks. We also helped to assess these evaluations and to formulate the evaluation to give an opportunity to students who lost the quarterly English evaluation.

The main idea was to be completely involved in "Escuela Normal Superior" community within the teaching work.

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Evidences

Pedagogical Component – Annex 1



QUESTIONS

1. What are the characters?



The characters are: _____ and _____.

2. What is the name of Aladdin's uncle?

The Aladdin's uncle's name is _____.

3. Choose the correct answer. Where does Aladdin find the lamp and the ring?

- a. He finds the lamp in the palace.
- b. He finds the lamp in the cave.
- c. He finds the lamp in his house.

4. What is inside of the lamp?

Inside of the lamp there is a _____.



5. Choose the correct answer. Where do Aladdin with the princess live?

They live in:



a temple

a palace

a house

6. What does the genie say to Aladdin when he turns on the lamp?

- He says: "_____".

7. What were the wishes that the genie granted to Aladdin?

Aladdin 

1.

2.

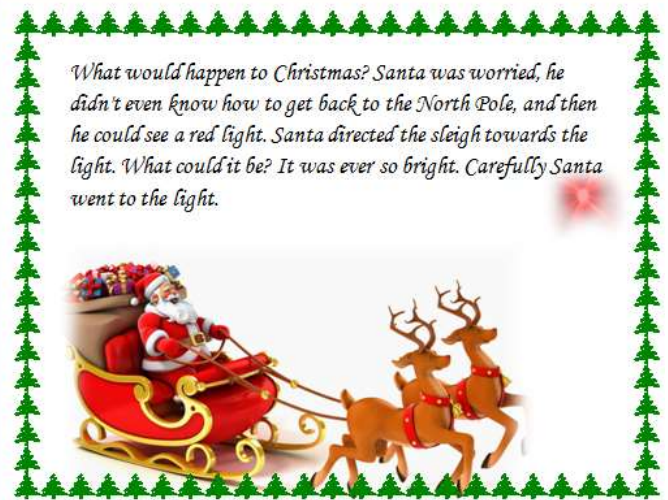
Annex 2



The other deer laughed about Rudolph's nose. They played together and poor Rudolph was lonely and very, very sad trying to have fun by himself, because it was Christmas after all.



Everyone was loading Santa's sleigh and the lights turned off. The day became dark fast, and a fog was making matters worse. Santa was already late, and it was so dark he couldn't see anything. Santa was flying in circles.





You and Me Forever!

This is the story of a royalty family, composed by the mother, the father and a beautiful young girl, Margaret. She is very happy and likes going to walk in the village.

One day, she finds a handsome boy. - Hello, I'm Julian. What's your name? - I'm Margaret, she says, nice to meet you. They fall in love immediately and they continue having meetings for many days and that love grows up more and more.

✓ Margaret is 20 years old and her parents say to her: - You must get married. Margaret is very happy because she meets the perfect man, but they continue: - You have to get married with the king's son. Margaret is very angry and disappointed but there is no other way.

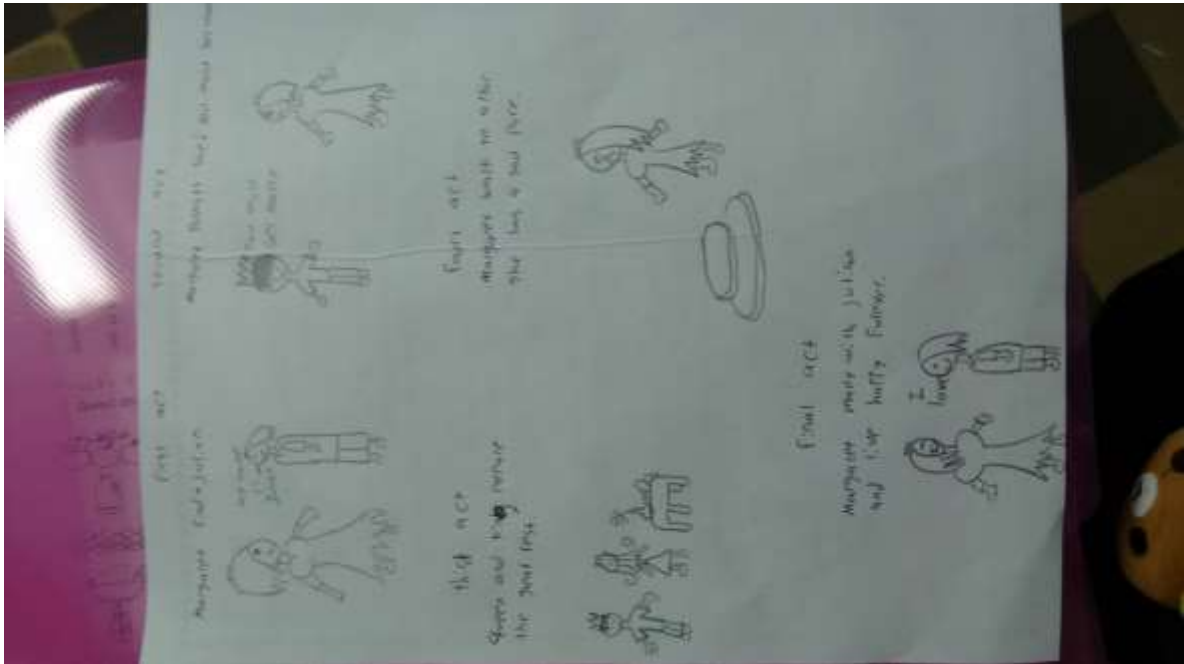
— The king and queen are preparing the great feast to celebrate Margaret's marriage but she is the only one who isn't so happy because she can't forget Julian.

The day arrives and Margaret is walking to the altar to get married with the king's son. She has a sad face. Suddenly, one voice says: - Do you accept Julian as your husband? When she listens to that beautiful voice she opens her eyes and, what a surprise! The king's son is Julian, the handsome boy, her first love. Finally they get married and live happy forever.

End







Annex 3







Annex 4

UNIVERSITY OF PAMPLONA
SECOND WEEK NARRATIVE
PRE-SERVICE TEACHER: Esther Paola Silva Rey

En la segunda semana de desarrollo de la práctica integral, he podido tener un mejor desenvolvimiento dentro del aula de clase, gracias a las sugerencias de mi supervisora de práctica, pero también al comportamiento de los estudiantes, ya que son ellos los que nos enseñan a cómo ser docentes y cuáles son las estrategias que se deben manejar con cada uno de estos grupos de estudiantes.

En el transcurso de esta semana los estudiantes estuvieron presentando las bimestrales, de manera que nuestro trabajo en algunas clases fue vigilarlos mientras presentaban las evaluaciones y en otras hacer la retroalimentación de la bimestral. Durante esta semana no se pudo adelantar en los temas propuestos por el docente al inicio de la práctica, ni implementar la propuesta pedagógica debido a lo mencionado anteriormente.

En cuanto al componente de extensión a la comunidad, personalmente siento que el trabajo que se realizó esta semana fue mucho mejor a la semana anterior. En la primera semana tuve la experiencia de conocer a los estudiantes y saber lo que les gustaba, lo que les llamaba la atención y lo que no. De esta manera, aunque el primer día fue un total desastre, esto me permitió prepararme mejor para la segunda semana, en la que pude llegar con una actitud diferente y consciente de que los grados cuarto y quinto está conformado niños que aman el inglés, quieren aprender, sin embargo les encanta el juego, las actividades dinámicas y salir de la rutina. Cuando se entiende a los estudiantes, el docente puede realizar mejor su clase y los estudiantes, en medio de su hiperactividad, captan lo que se les quiere transmitir y aprender con alegría y amor.

Por otra parte, en cuanto al componente administrativo he podido tener una estrecha relación con algunos docentes y participar en conversaciones educativas, así como aportar ideas para el desarrollo de una actividad que se piensa realizar en el área de inglés. De igual

MYSTERY STORYTELLING

Aladdin

Once upon a time, there was a poor **widow** and her son, **Aladdin**. One day, Aladdin's uncle, **Mustafa**, says to his sister, "let Aladdin work for me". She agrees. Mustafa and Aladdin arrive to a cave full of treasures. Mustafa says to Aladdin "go inside and find me the jewels and the **lamp**."

Aladdin goes inside and finds a beautiful **ring** and wears it on his finger. Mustafa says, "Quick! Just hand me all!" Aladdin refuses. Mustafa is angry and blocks the entrance of the cave and leave.

Then, Aladdin turn on the lamp and out came a **genie**! "Master, I will grant you three wishes," he said. Aladdin says, "Take me home!" In seconds, Aladdin is at **home**. Aladdin also brings the ring with him and when he rubs it, out came another genie! "Master, I will grant you three wishes!" says the genie. "Make us **rich and happy!**" says Aladdin. And Aladdin and his mother lived happily.

Aladdin falls in love with the **king's daughter** and they get married. They lived in a big **palace** and when the king died, Aladdin receives the **kingdom**.

Meanwhile, Mustafa wanted to take the lamp back, but the genie killed him. Finally, *Aladdin and the princess lived happily forever.*

The End

You and Me Forever!

This is the story of a royalty family, composed by the mother, the father and a beautiful young girl, Margaret. She is very happy and likes going to walk in the village.

One day, she finds a handsome boy. - Hello, I'm Julian. What's your name? - I'm Margaret, she says, nice to meet you! They fall in love immediately and they continue having meetings for many days and that love grows up more and more.

Margaret is 20 years old and her parents say to her: - You must get marry. Margaret is very happy because she meets the perfect man, but they continue: - You have to get marry with the king's son. Margaret is very angry and disappointed but there is no other way.

The king and the queen are preparing the great feast to celebrate Margaret's marriage but she is the only one who isn't so happy because she can't forget Julian.

The day arrives and Margaret is walking to the altar to get marry with the king's son. She has a sad face. Suddenly, one voice says: - Do you accept Julian as your husband? When she listens to that beautiful name she races her eyes and, what a surprise! The king's son is Julian, the handsome boy, her first love. Finally they get married and live happy forever.

End

Annex 6



Annex 7



Love of four

story starts with two many calls gyria and adl who where friends, they took a lot of the time they went to school together they cam together and live for the same place.



They met two brothers, called Danelis and Kibe



Rudolph

Rudolph had to end his name but he could not help his nose so sure Rudolph was by and in full there they could help me have for the year they missed her they did not want but at last he found the way was able to save Christmas and make every glad and for give you gifts and make everyone to be proud of those who give !!



Annex 8





Annex 9



Participant 1

*Rudolph losing his red nose and the Christmas presents, he got lost with the magic reindeers searching the way out and they found **/find/** a flock of reindeers, in that moment, Santa Claus was missing abruptly. Santa fell **/fol/**with a mountain **/mountain/**and knocking in his head he lost the memory and got lost into the snow to never return **/turn/** over. The reindeers left Santa Claus and became **/bicom/** single reindeers, but **/but/** Rudolph didn't leave Santa, he went to search Santa but the Christmas ruins lasted forever.*

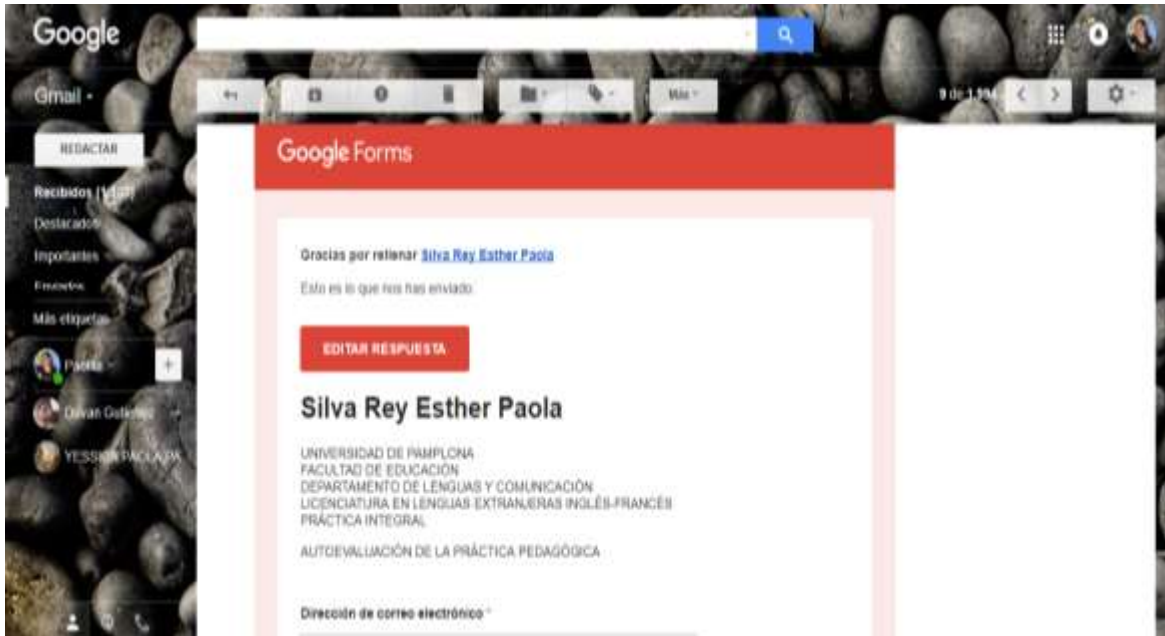


Participant 2

A long time ago /ago/ in a very distant land, there were some goblins that were very selfish and did not want the gifts to be given to the children of the world. Then, in the same Christmas, Santa Claus got sick and sent the goblins to deliver the gifts for the children. Then, the elves /elves/ took advantage of the situation of Santa and decided /decide/ to hide /hid/ the gifts in a cabin away from that place /plas/.

Although Santa was sick, he felt very happy believing /believing/ that the gifts were going to be delivered /delivered/ by the goblins.

Research Component



Outreach Component







Administrative Component











Appendix

Letters



Universidad de Pamplona
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Pamplona, 3 de agosto de 2017

Magister
OSCAR FABIAN CRISTANCHO FUENTES
Escuela Normal Superior
Rector

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.

Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que los estudiantes SILVA REY ESTHER PAOLA y SUAREZ CARVAJAL JENIFFER ELIZABETH del programa de Licenciatura en Lenguas Extranjeras Inglés- Francés, realicen la Práctica Profesional durante el segundo semestre académico de 2017, quienes estarán bajo la supervisión de los Licenciados Rafaela Cote y Ariel Mogollón respectivamente.

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

Agradeciendo su amable atención, se despide de usted,

Atentamente,

Sonia Patricia Gómez Silva
Sonia Patricia Gómez Silva
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona

A. Cristancho
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Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz.



Pamplona, 31 de agosto de 2017

Señor,

OSCAR FABIÁN CRISTANCHO FUENTES
Rector Escuela Normal Superior

Señor,

DARIO JAIMES
Coordinador Escuela Normal Superior

Cordial saludo,

Por medio de la presente el programa de Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona y la Coordinación de Práctica Integral de dicho programa agradecen a ustedes por el espacio que brindan y el recibimiento dado a nuestros estudiantes de 10° semestre del programa.

La Práctica Integral de la Licenciatura en Lenguas Extranjeras se define como el "ejercicio de formación pedagógica profesional, que le permite al futuro licenciado el desempeño continuo y gradual de su capacidad creadora para interpretar los aspectos del proceso de enseñanza-aprendizaje, dominio de las competencias intelectuales propias de su programa de estudio, las habilidades y destrezas, para que pueda aplicarlas oportunamente, mediante la realización de proyectos que integren la docencia, la investigación, la extensión y la administración como actividades inherentes al ejercicio de la profesión de educador".

Con el objetivo de que ustedes tengan conocimiento de la forma como se desarrolla la práctica desde la Licenciatura en Lenguas Extranjeras Inglés-Francés, a continuación se envía información relacionada con acompañamiento que se hace a los estudiantes, calendario de práctica, proyecto que los estudiantes desarrollan en la institución, evaluación del proceso, permiso para hacer tres videos en la institución y bocarinos de los practicantes.

*Recibido
12-09-17
Dario Jaimes P
Oct 31/2017
hora*



Formando líderes para la construcción de un
nuevo país en paz

Lesson plan

Group: 8th		Date/Day September	Topic Simple present tense	
Pre-service teacher: Esther Paola Silva Rey		Cooperating teacher: Rosalba Espinoza		Objective: At the end of the lesson students will be able to use simple present tense to communicate with others
STAGES	DESCRIPTION OF THE ACTIVITY		TIME	MATERIAL
Opening	The teacher will start the class by making a prayer with students (Our Father, Holy Spirit).		5	Board Markers House figure Worksheet
Warm up	The teacher is going to start the class by singing "I have a little house". (Appendix 1)		25	
	Then, she is going to write a message on the board, asking students to look for the words meaning. Once wrote the quote, volunteer students are going to express their thinking about the message and finally the teacher will give a reflection on it. (Appendix 2)			
In order to introduce the vocabulary of the parts of the house, the teacher is going to show the figure of a house and with students' help, she is going to write the parts of the house. (Appendix 3)				
Explanation of the topic	The teacher is going to explain the use of past progressive tense by means of a timeline. Then, she is going to make sentences to teach the affirmative, negative and interrogative form.		20	
Production activities	Memory Challenge The teacher is going to show pictures that show a lot of activity and give students some minutes to study the picture. Then, she will turn over the picture and ask questions using <i>wh</i> -questions about what was happening in the picture. (e.g. <i>What was the little girl doing? How many people were eating?</i>)			
Evaluation activity	Students will be provided with a worksheet in which they have to answer		20	

	to specific questions using <i>wh</i> -questions in past progressive tense. (Appendix 4)	
Closure	Students have to draw a house with its parts and make 10 questions and answers in present simple using the vocabulary of the house.	5

Appendix 1

I have a little house, like this like this like this

I'm knocking on the door like this like this like this

Smoke from the chimney always tour like this

I clean my little shoes like this like this like this

Appendix 2



Appendix 3 House figure



Appendix 4 Worksheet

Exercise 1

Look at Jane's diary. What was she doing at these times?

My diary

Monday 4.30 - 5.30 p.m.	have an appointment at the dentist's
Tuesday 7 - 8 p.m.	play tennis with Mimi
Wednesday 8 - 10 p.m.	watch the Black Widows
Thursday 8.30 - 9.30 p.m.	revise for an English test
Friday 5 - 7 p.m.	do the shopping with Carrol
Saturday 11.30 - 12.30 a.m.	cook lunch
Sunday 9 - 10 a.m.	tidy the house with mum

According to Jane's diary:

1. Answer the questions.

What was Jane doing on Monday at 5 p.m.?

What were Jane and Mini doing on Tuesday between 7 - 8 p.m.?

What was Jane watching on Wednesday at 10 o'clock?

2. Complete the sentences.

On Thursday from 8.30 to 9.30 she for an English test.

On Friday at 6 o'clock Jane and Carrol the shopping.

On Saturday between 11.30 and 12.30 she lunch.

On Sunday at 9.30 Jane and her mum the house.

But I don't know what she at 12 p.m. on Sunday. Was she sleeping?

3. Make two questions about Jane's routine.

> PARTS OF THE HOUSE

3. Ubique las partes de la casa en inglés en el espacio correspondiente.

BEDROOM	LIVING-ROOM	DINING-ROOM
KITCHEN	GARDEN	BATHROOM
		HALL



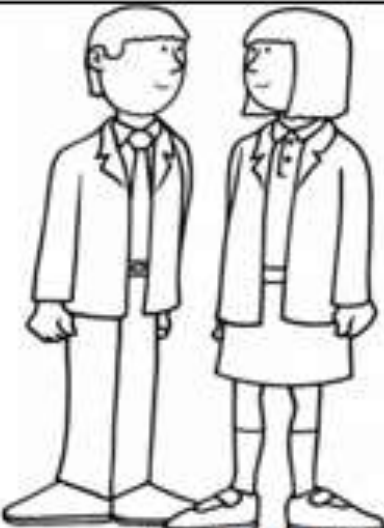
Choose the correct option.

- ~~Alcoba~~
 - Bedroom
 - Bathroom
 - Attic
- ~~Garaje~~
 - Attic
 - Garden
 - Garage
- ~~Jardín~~
 - Attic
 - Garden
 - Garage
- ~~Estudio~~
 - Bedroom
 - Studio
 - Garage
- ~~Baño~~
 - Bathroom
 - Living-room
 - Dining-room
- ~~Sala~~
 - Hall
 - Dining-room
 - Living-room
- ~~Basillo~~
 - Hall
 - Dining-room
 - Living-room
- ~~Cocina~~
 - Kitchen
 - Chicken
 - Dining-room
- ~~Comedor~~
 - Kitchen
 - Dining-room
 - Living-room
- ~~Patio~~
 - Yard
 - Hall
 - Attic

EVALUACIÓN TRIMESTRAL DE INGLÉS

> CLOTHES

1. Colorear los dibujos de acuerdo a la descripción dada en la parte de abajo. Escriba al frente de cada oración en inglés su traducción al español.

			
He has a grey jacket		She has a green jacket	
He has a purple tie		She has a blue t-shirt	
He has a pink shirt		She has a red belt	
He has a blue belt		She has a grey skirt	
He has black trousers		She has yellow socks	
He has brown shoes		She has orange socks	

2. Busque las siguientes prendas de vestir en la sopa de letras.

1. CALCETINES
2. SHORTS
3. PANTALONES
4. JUMPER
5. CAMISETA
6. CAMISA
7. CHAQUETA
8. VESTIDO
9. FALDA
10. ZAPATOS

G	K	M	E	H	F	J	D	E	S	O	T
L	D	U	J	U	M	P	E	R	Y	K	R
S	Q	R	G	A	W	C	T	S	E	V	O
O	H	P	A	N	C	F	O	H	J	S	U
C	I	O	P	I	B	K	L	I	Y	K	S
K	X	V	E	Z	U	T	E	R	S	I	E
S	H	X	T	S	H	I	R	T	M	R	R
Q	D	N	R	Z	W	S	H	O	R	T	S

EVALUACIÓN TRIMESTRAL DE INGLÉS 8

1. Read the following text and then answer the questions

I'm sitting on the beach, eating an ice-cream, Alice and Paul are swimming in the sea and Tom is in the park.

He's playing with a friend. Peter is listening to the radio and reading.

We're having a fantastic holiday. Abercwm is a little fishing village in north Wales with a park, a castle, some Roman remains and some lovely gardens, and there's a little fishing port with a lighthouse.

Everybody here is really friendly. I think we're lucky. This is our second holiday this year and we're doing just what we want to do: sleeping, eating and playing games. The food is lovely too.

- | | |
|--|--|
| 1. Who are swimming in the sea?
a. Alice and Paul
b. Tom
c. Peter | 3. Who is listening to the radio and reading?
a. Alice and Paul
b. Tom
c. Peter |
| 2. Who is in the park?
a. Alice and Paul
b. Tom
c. Peter | 4. Who is friendly?
a. Nobody
b. Everybody
c. We don't know |

2. Choose the correct answer.

- | | |
|--|---|
| 1. Whose is this ball? (Bert)
a. This ball is Antony
b. That ball is from his
c. That ball is his | 4. Whose are these rulers? (Sheila)
a. Those are hers
b. Those are Mary
c. Those is hers |
| 2. Whose is that camera? (Anny) | 5. Whose is this iPod? (Antony and I) |

3. Choose the correct questions for the following answers.

1. That desk is mine.
a. Who is this desk?
b. Whose is this desk?
c. Whose are this desk?
2. This computer is hers.
a. Whose is that computer hers?
b. Who's is that computer?
c. Whose is that computer?
3. Those shoes are yours.
a. Whose is this shoes?
b. Whose are these shoes?
c. Whose are those shoes yours?

4. HOW MUCH OR HOW MANY? Answer the questions

1. _____ apples are there?

2. _____ brothers do you have?

3. _____ sugar do you take in your coffee?

4. _____ students are there in your class?

5. _____ water is there?

6. _____ girls are there in your school?

5. Find the mistake, underline it and write the correct sentence. Encuentre el error, subrayelo y escriba la oración correcta.

- a. How many milk is the cat drinking? _____
- b. How much eggs are you buying? _____
- c. How much waters is your father drinking? _____
- d. How many students is there? _____

6. Answer the question correctly.

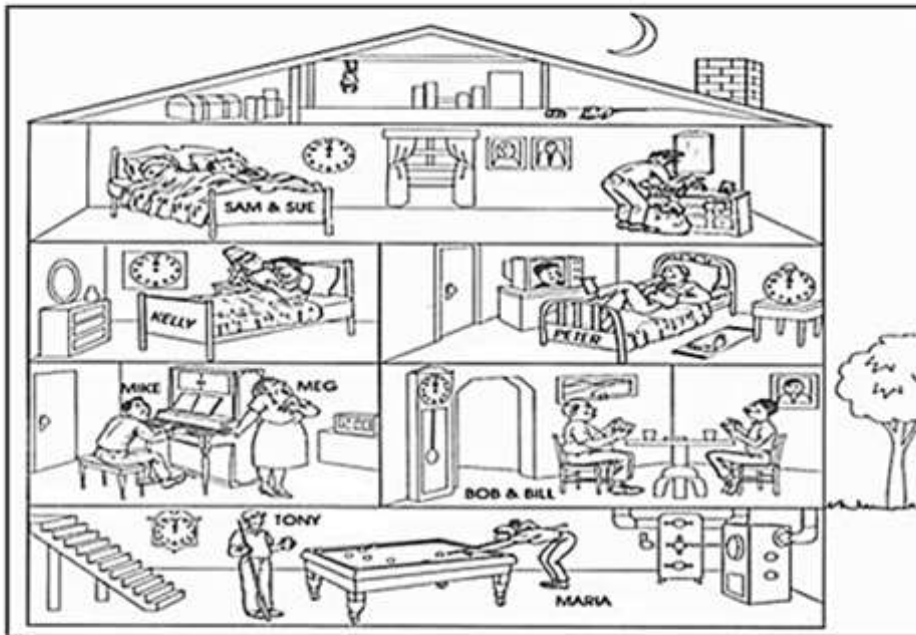
1. Who is waiting at the park?

2. Who is calling my mom?

Make a question for each answer

1. _____
- Jorge and Juan are sleeping in your bedroom.
2. _____
- Maria is cooking the dinner.

9. Look the picture and make sentences. Follow the example.



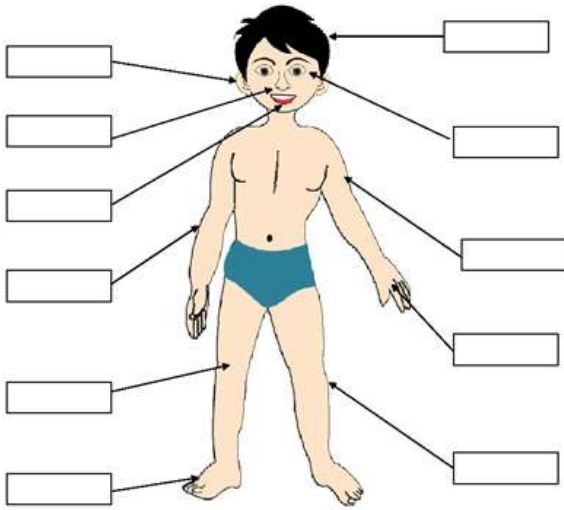
Example: Sam and Sue are sleeping in the bedroom.

1. Kelly _____.
2. Peter _____.
3. Mike _____.
4. Meg _____.
5. Bob and Bill _____.
6. Tony _____ in the parking.
7. Maria _____ in the parking.

Name: _____





Escriba las partes del cuerpo en inglés.

Hair	Eye	Leg	Arm	Nose
Mouth	Hand	Ear	Knee	Elbow
		Foot		



Complete las oraciones con el verbo "to have"

1. She _____ 2 legs
2. I _____ 1 mouth
3. You _____ 10 toes
4. They _____ one nose
5. He _____ 2 shoulders
6. It _____ 2 eyes
7. We _____ 2 arms

DOMESTIC ANIMALS

Escriba el nombre de cada animal en inglés y búselos en la sopa de letras.

R	O	O	S	T	E	R	A
A	T	E	G	I	P	M	C
B	E	R	O	N	A	O	H
B	I	R	D	H	R	E	I
I	C	O	W	O	R	O	C
T	A	S	T	R	O	H	K
W	T	Q	U	S	T	E	E
M	O	U	S	E	X	N	N

