IMPLEMENTING FAIRY TALES AS A TOOL TO ENHANCE CREATIVE WRITING IN SEVENTH GRADERS AT ESCUELA NORMAL SUPERIOR IN PAMPLONA, COLOMBIA: AN ACTION RESEARCH

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TEACHING PRACTICUM

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Acknowledgements

Implementing Fairy Tales as a Tool to Enhance Creative Writing

We certify that we have read this project and in our opinion it is fully adequate in

scope and in quality, as research project for the Degree in English-French Foreign

Languages

Educator.

Acceptance Note

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Head of the Foreign Languages Department

Lucy Duran

Contenido

Implementing Fairy Tales as a Tool to Enhance Creative Writing

Abstract

This action research was conducted in order to evaluate how the use fairy tale reading can improve students' English creative writing skills. A sample of 10 students from seventh grade of the Escuela Normal Superior de Pamplona supports this research. The researcher took a ten week program that implied a set of activities based on communicative approaches which focused on the process rather than the product. The students learned English by interacting communicatively and purposefully while engaged in meaningful activities. Tasks are either those that the students need to achieve in real life, or those that have a pedagogical purpose specific to the classroom. Data was collected through classroom observations, students' artifacts and semi-structure interviews, and then analyzed.To interpret and analyzed data was coded and categorized in three main categories.The findings of the present study revealed that the use of authentic material such as, fairy tales or children's' literature in an interactive and communicative context contributes to the development of written production and comprehension as well promotes students' confidence by providing them with plenty of opportunities to use the target language in the classroom without being constantly afraid of making mistakes when writing.

General Presentation

In this research the theoretical is presented bypedagogical and methodological aspects that guide this study, they are dived into four chapters. The first one is the pedagogical component in which the author presents information relating to the writing and reading skills and the implementation of fairy tales to improve these competences. The framework of the pedagogical procedurelook for overcome the students' writing production through reading different fairy tales creating new strategies to teach and review different grammatical topics, idioms, slangs and to explore students' imagination to create stories.

In the second chapter, the research component presents the design taking into account the formation of practitioners' reflective spirit. It also illustrates the process of reflection using different instruments to gather data as possible to enhance the pre-service teachers' teaching process. In the third chapter, it can be found the outreach component which explains the service offered by the researcher to the institutional community (primary school) helping the teachers in charge of the whole group in the realm of English. Finally, the administrative component is in the fourth chapter which states the intention to actively participate in the administrative and academic activities organized by the community.

Implementing Fairy Tales as a Tool to Enhance Creative Writing

Introduction

English learning process includes the development of productive skills such as speaking, listening, reading and writing, important aspects in the complex process of communication in a second language. With regards to the writing and reading skillsJacob (2002) stated that "Secondary school students can benefit enormously when teachers of all subjects integrate reading and writing strategies into their instruction" according to Jacob's article these strategies, typical of "reading and writing to learn" and "reading and writing across the curriculum," are problem-solving activities designed to help students move from simply knowing a fact to understanding a fact's significance. Helping students make that leap — from knowing to understanding — represents the very heart of the educational enterprise, (As cited by Educational Leadership 2002).

Although writing is one of the most important skills to master, learners may not reach a high level of writing skills because some teachers may not use strategies that permit them to develop these skills correctly. It is important that teachers implement strategies that improve their students' writing production and reading comprehension, such as: understand short stories, write little paragraphs, play activities, cooperative learning, and so on. All of that taking into account children's needs to be good writers in order to do well on exams or complete homework assignments.

Writing is one of the most important skills a child can learn is the way children can show what he or she knows and what had been learned. Also, encourage reading helps students to develop a process of critical thinking bringing together vocabulary, grammar and mental processing offering certain way of using words and a variety of sentence structures that they can use in their own writing.

Justification

Within the curricula of schools, foreign language has become an area of particular interest because it is the language that enables intercommunication between different cultures and access to technological advances. So, English is already a requirement to be essential part of   this world and is a tool that allows being more competent and competitive in it. Nevertheless, learners usually do not feel prepared to use the target language and most of the time they exhibit a passive and boring attitude in class, it seems to be easier for teachers to use Spanish during most of the class because students do not understand simple activities in English.

In Colombia, there are policies of bilingualism proposed by the Colombian ministry of Education that impel institutions to develop communicative skills in English preparing students to be more competitive in a society linked to English acquisition. Like in the educational field, as it is present in the Colombian examination for admission to university studies that is applied to 11th grade students from all the Colombian schools as a requirement to get the high school diploma. Taking into account that, the bilingualism plan's aim promote students to be able to use English for their communication processes to gained the level required at the end of school (B1).

This research project was made to enhancewriting and reading skills among seventh grade students, having in mind the situation observed during the observation process about the students' lack of interest and their awkwardness when learning English, the researcher decided to conduct this action research to improve students' level on creative writing and reading skills by using fairy tales through different kind of activities to carry out into the classroom to develop students' imagination and encourage them to learn English in a way

they can profit it.Lazar (1993) claims that "literature provides wonderful source material for eliciting strong emotional responses from students and using it in classroom is a fruitful way of involving the learner as a whole person". In other words, fairy tales can not only be used to learn English and produce texts but also they can open the old wisdom and knowledge of humankind and values which we often forget about.

In this way, students can learn English in imaginative situations letting them communicate and interact in a meaningful and fruitful form, which is, exchanging and inventing information, supporting ideas, facing writing and simple arguments in order to motivate them to see the foreign language as a vehicle for social interaction and show them it is possible to learn English doing what we like.

1.1 Objectives

1.1.1 General Objective

To enhance creative writing skill through the incorporation of fairy tales reading

among 7th grade students.

1.1.2 Specific objectives

❖ To analyze the effectiveness of the use of fairy tales in terms of improving students'

creative writing

❖ To identify weakness in the English teaching and learning process in the school.

❖ To support English teaching needs of child population in primary school in

Pamplona city.

❖ To get involved in the academic, cultural and administrative activities organized by

the institution

Institutional Observation

Topographical School's location

The "Escuela Normal Superior" (ENSP) is a fairly large space, being strength the contact with the nature that stimulates students learning process arrived to Pamplona in January 1940 from Bogota.It is located in the urban area of Pamplona, Norte de Santander. This school was designed by the architect German Leopoldo Rother and it is surrounded by agricultural environment. Moreover, most of the students (80%) belong to the low social status and several of them come from rural or marginal area of Pamplona city; even though the institution counts with primary, high school and the supplementary cycle. The school is specially situated on Carrera 7 # 12-633 Santander Avenue on Zulia's neighborhood.

Institution Authorities

The institution "Escuela Normal Superior de Pamplona" (ENSP) is recognized for having a great team of teachers and authorities that are the major members in the school, as follow; Mr. Oscar Fabian Cristancho Fuentes, the head of the institution in charge of the school organization. Furthermore, the different committees composed by: the academic coordinator, the disciplinary coordinator and the higher education coordinator, who work together in order to enhance the quality and performance of the institution's representative. The rest of the community of the institution is composed by: the students enrolled in the institution, the teachers associated to the institution, the head teachers and administrators, the general staff that offer their services to the institution, the parents or the people in charge of the students and lastly, the students' representative who are in front of the necessity of the students.

Fundamental Aspects of the Educational Institutional Project (PEI)

The Educational Institutional Project (PEI) has as main purpose the teachers'

training for pre-school and elementary education and emphases its educational action on an

improving pedagogical aspects that in exchange with science, culture and the ethical

formation, turns the future teacher into an autonomous and creative being, committed with

the transmission of values, skills and behavior. Answer to the necessities of the country and

of the current world. Educational Institutional Project must respond to situations and needs

of learners, local community, region and country, to be concrete, feasible and evaluable ".

(Art.73, Law 115/54). The current Educational Institutional Project was renamed in

November 2016.

Rulebook

The "Escuela Normal Superior" (ENSP) in the process of continuous improvement

of the institution and as part of the PEI, has elaborated the School Rules with the

participation of all the committees. This manual establishes the rules and agreements that

look for a healthy and harmonious coexistence to promote the academic standardization and

the formation in values and principles. The rulebook of thisinstitution was created taking

into account the mission and vision of it, also having in mind the actions of the members of

the educative community.As product of this labor, adopts it and recognizes it as susceptible

of changes accordingly to the events of the daily life and especially with the legal changes

that can arise. Therefore, the responsibility is imposed on all actors of the educational

community in the integral formation processes that respond to the demands of today's

education in Colombia. This book should be read and owned by all the institution

belonging members.

Physical Facilities

The Escuela Normal Superior has some requirements for students, teachers, and

people in charge of the administrative managers. This institution is divided into 17

buildings appropriated to the comfort of the personal. The preschool classrooms, the leisure

and sportive spaces, the laboratories building, the elementary-level building and the high

school-level building,here can be found the classrooms distributed all around the different

buildings, a teachers' lounge, a library, a chemistry lab, a physics lab, a English lab, music

labs, two computer rooms, one chapel, one auditorium, audio-visual rooms and educative

aids, two cafeterias, a restaurant, a farm, a psychology and orientation room and the

bathrooms for girls, boys and teachers. The school also has the following physical

resources: a soccer field, a basketball/volleyball court, a coliseum, a parking lot and most of

the school is surrounded by green areas and open spaces and an environment full of peace.

The coordination' office is in front of the rectory. Finally are complementary cycle

classrooms. Each classroom has chairs, tables, blackboards and so on.

Currently, as an important factor for this proposal is to integrate the mission and

vision of this institution taking into account students of this institution have to be educated

to be leaders, researchers, knowledge builder's kind and cultural affinity providing values

and quality education in the everyday life taking into account human rights and the schools'

coexistence.

Mission

Implementing Fairy Tales as a Tool to Enhance Creative Writing

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

Vision

The "Escuela Normal Superior" (ENSP) of Pamplona is seen as an Educational Institution that leads programs of initial and ongoing training of teachers formation within the framework of curricular and human integration where education professionals 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.

School Symbols

Fig. 1: institutional flag   *Fig 2: institutional shield*

Fig3: Institucional Motto

Normalistas: "A las Cumbres"

Institutional Organization

Fig 4: **Institutional organization chart.** It shows the distribution and organization of the administrative component of the institution.
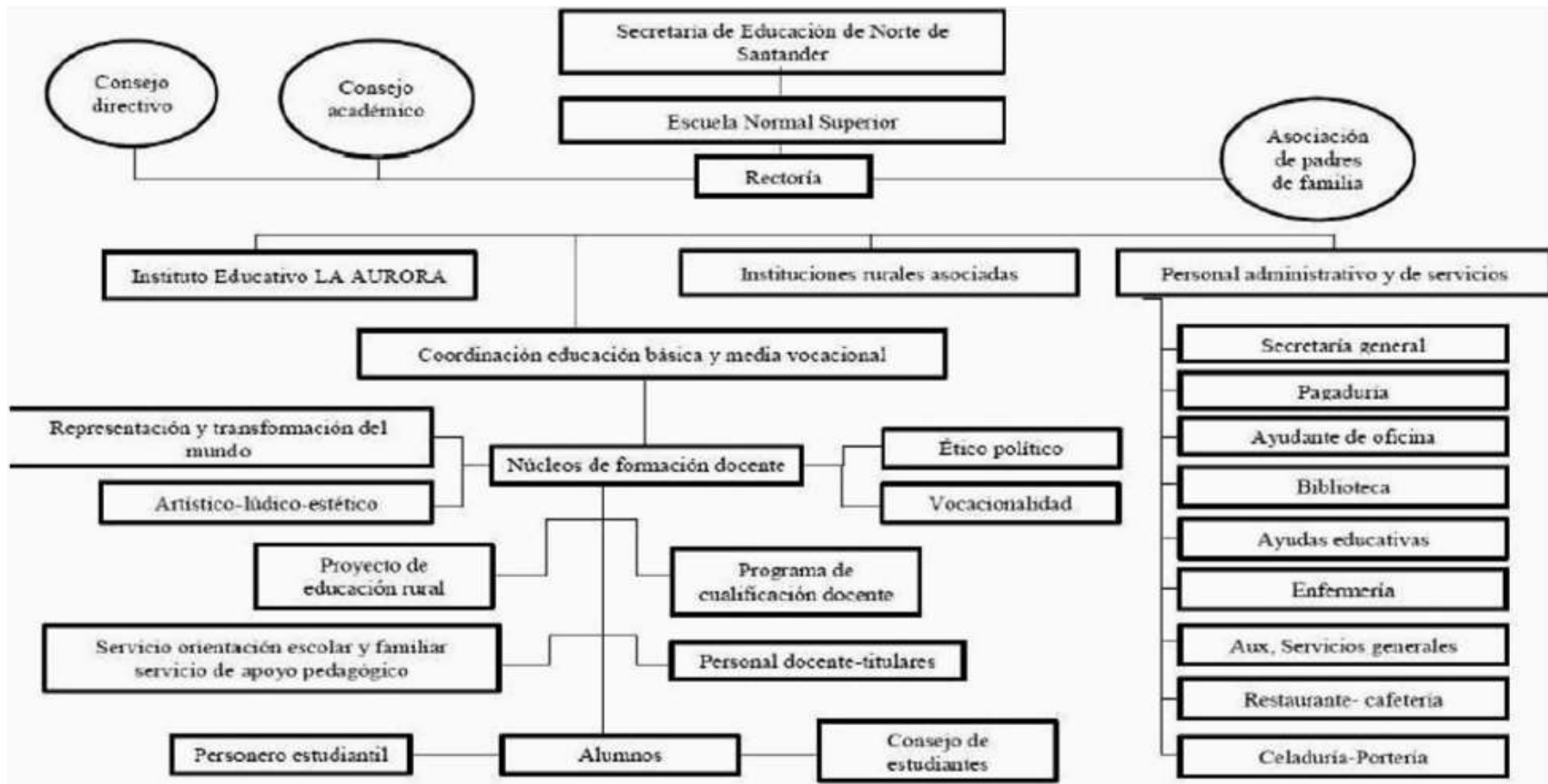
Fig 5: Institutional map of processes chart.
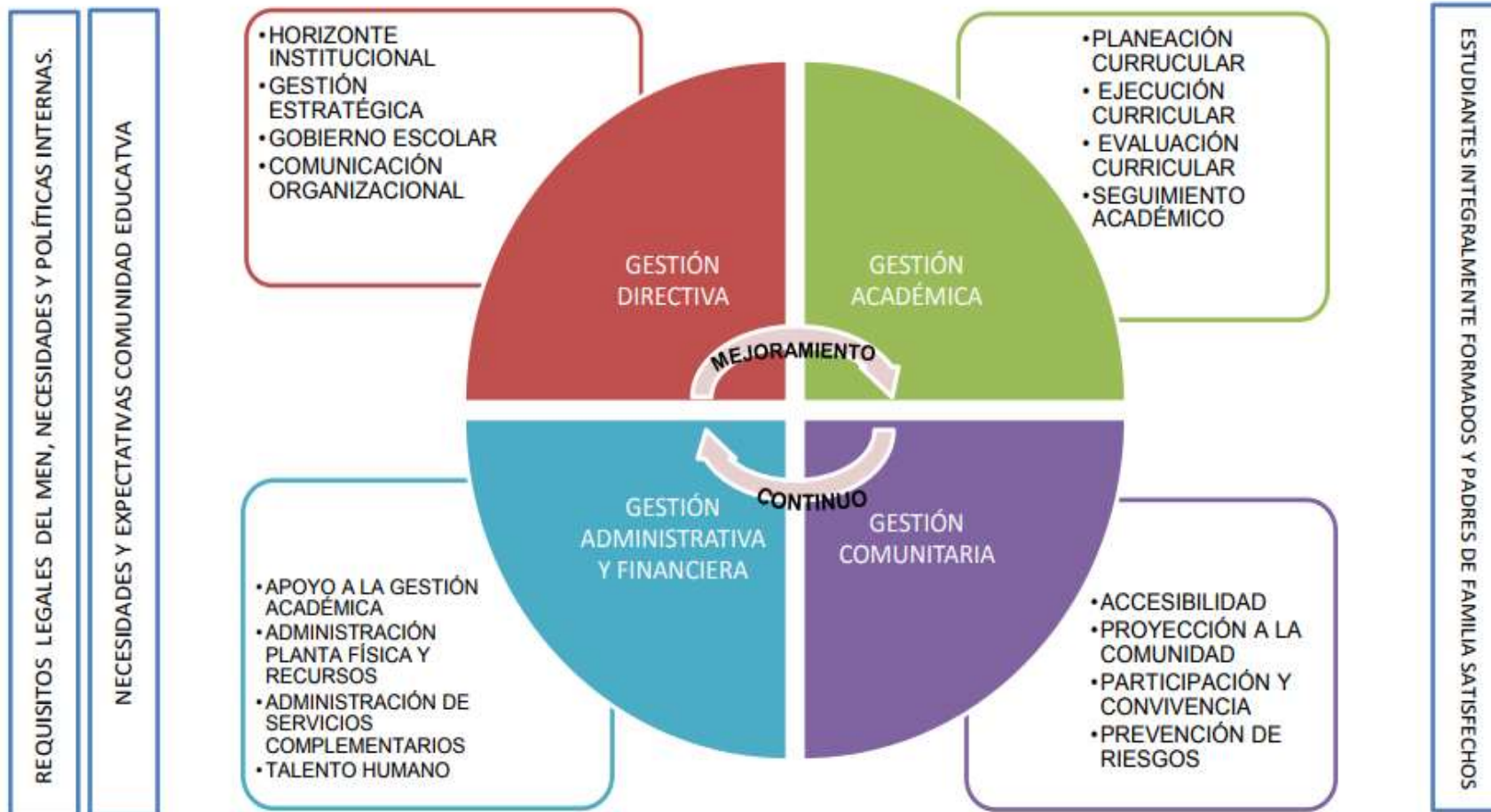
Implementing Fairy Tales as a Tool to Enhance Creative Writing

Scholar Calendar

Fig 6: **Scholar Calendar**. *It shows the activities corresponding the dates and activities of*

the institution.

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"	NÚCLEO 1
4 AL 8	Sensibilización visita a los reclusos	NÚCLEO 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	NÚCLEO 2

OCTUBRE

FECHA	ACTIVIDADES	RESPONSABLE
6	Eucaristía normalista	PERSONAL ADMINISTRATIVO
19	Día internacional del árbol	NÚCLEO 1
	Izada de bandera: día de la raza	NÚCLEO 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

NOVIEMBRE

FECHA	ACTIVIDADES	RESPONSABLES
1	Día mundial de la ecología	NÚCLEO 1
1	Fundación de Pamplona	
8	Jornada pedagógica	Rector y Coordinador
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

Dado en Pamplona, a los 12 días del mes de ENERO de 2017.

En constancia firman:

MSc. OSCAR FABIAN CRISTANCHO FUENTES
Presidente del consejo - Rector

SATURIO DELGADO SANABRIA
Representante docentes

77 Años Formando Maestros
"Hacedores de sueños en búsqueda de nuevas cumbres".
Telefono: 5686308 - Telefax 568 2877. E-mail norsupam@gmail.com.

Supervisor's schedule

*Table 1:***Supervisor's schedule**.

N	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 – 7:50	7A		7A		2do (7:15)
2	7:50 – 8:40	7ª	3ro (8:05)	7A		
3	8:40 – 9:30	1ro (9:10)				
4	9:30 – 10:20				6A	6B
	10:20 – 10:50	BREAK				
5	10:50 – 11:40				6A	6B
6	11:40 – 12:30	6ª			6B	
7	12:30 – 1:20	6ª			6B	

Pedagogical aspects

As a pre-service teacher, the researcher was able to identify all the knowledge teachers in charge have and all the abilities used to promote the English learning process. Through this observation stage teachers provide all the requirements to face the challenges of teaching; meaning that they master the language, know the theories behind teaching a foreign language, have the ability to teach inside a classroom and that they can identify the teaching flaws on children's' learning process by researching, reflecting and proposing solutions. Also, it is relevant to mention that teachers' works with the national plan of bilingualism created by Colombian Ministry of Education with the modules that it offers facing students with a foreign language.

Fig 7: *Books worked by teacher*

Implementing Fairy Tales as a Tool to Enhance Creative Writing

CHAPTER I

PEDAGOGICAL COMPONENT

Implementing fairy tales as a tool to enhance creative writing in seventh gradersat a public school in Pamplona, Colombia: An action research

1.1 Introduction

Teaching a foreign language isa difficult process due to the conception students have about learning a second language. Nevertheless, every teacher creates their own teaching preconceptions in order to look for the best way to transfer contents. All of that, based on English as foreign language has become a fundamental goal in the educational field for the Colombian Ministry of Education**.** Actually, it is possible to estimate that English as foreign language is the language of preference in our contextthis is why teachers search to apply different strategies in their teaching process to encourage students to gain a good English level.

Writing and reading play a significant role in the people's livestaking into account they have features in common. Considering the four major areas of communication skills and language development, listening, speaking, reading, and writing, it is evident that learners have to read before learning to write. Furthermore, reading helps students to acquire vocabulary, recognition of words, expressions and grammar structures which can be applied in the writing process. For this reason, the author of this study considers that those skills should work together in order to develop this competences at the same time.

According to the Ministry of education it is supposed that seventh grade is placed in basic level, it means A2 level. However, when the trainee teacher observed, it was noticed that the students do not have A2 level, because they are not able to connect a simple text which is familiar to them or create short sentences.Because of this, it was selected to work on the enhancement of creativewriting using reading through the implementation of fairy tales.

So, Using fairy tales as the newest strategy in teaching and learning EFL carry positive advantages to students, given that, an advantage of introducing this strategy at an early stage of language learning is that,according Cameron(2001) "Good stories provide a study of universal values and needs and capture students' interest and challenges them to explore new roads of meaning" (p.9). This means that, fairy tales have a great influence on the development of children's personality from an early age and are a basis to motivate them to take risks and to complain their goals in life.

As such, the pre-service teacher decided to implement the fairy tales in the practicum process at the ENSP to improve the 7th students' creative writing and reading skills. The importance of this is justified trough the meaningful learning process obtained as a result through interesting activities with which scholars are more likely to be engaged and motivated in their language learning.

In this chapter it was explained the basic characteristics of the implementation of fairy tales and the definition of creative writing and reading skills to improve a high school's students English level. These concepts helpedthe researcher to better understand how to overcome students' needs through different activities applying them in terms of

procedure, methodology and lesson plan to encourage them to increase their self-

confidence towards the use of English language.

1.2 Problem

The development of different communicative skills in a foreign language is the main target of a teacher of this area. Among these skills, the written production is one of the most complex because writers must have basic knowledge in the language and as well as it has truly domain over it. Nevertheless, according to the standards for foreign language and the grade in which this project was centered, it is consider students must be able to create short texts related to its environment and small histories that must arise from students' creativity.

The main difficulty during the observations carried out in this institution was the arduousness to generate correct short sentences in L2 during the activities developed in classes. Although most of the students had the materials to work satisfactorily in the class such as teacher explanation, worksheet, modules, dictionary, and so on, they seemed to be resilient and confused to the commands and proposals of the teacher and felt nervous when asked.

Throughout the observation phase at "Escuela Normal Superior", the researcher could identify several difficulties concerning the teaching and learning of English. On the one hand, the classes were dedicated on doing activities mostly focused on learning grammar and vocabulary, given that these activities had the additional purpose of training students for succeeding written tests; but, learners' writing production was not developed satisfactorily, given that, students did not understand or apply properly the grammatical structures they have learned previously.

Therefore, it is possible to observe that spite of students have a great interest in learning English language, they are not able to produce short sentences or phrases, fact reflected on their tests orgrades, due to the lack in basic structures to produce coherent texts that allow them to communicate effectively in writing. What generates a certain frustration in them, since they do not find the adequate vocabulary to express their thoughts, the use of the dictionary is difficult for them and do not know how to organize the words to make a coherent sentence and associate it with an image. As such teacher was obligated to use his mother tongue and repeat the explanation of the topic in order to carry out the lesson or activity properly.

To start this study the following guiding questions are formulated:

❖ How the use of fairy tales can improve creative writing skill?

❖ How does the implementation of readingfairy tales contribute to the acquisition of the vocabulary and grammar in the learning students' process?

❖ How does the exercise of creative writing influence on the development of students' imagination in their learning English process?

Implementing Fairy Tales as a Tool to Enhance Creative Writing

1.3 Justification

Nowadays, English has made its place among the different current languages thanks

to its influence in a globalized society, which has situated it as one of the main languages

for communicating. Nevertheless, learners usually do not feel prepared to write the target

language and most of the time they exhibit a passive or boring attitude in class, it seems to

be easier for teachers to use Spanish during most of the class because students do not

understand instructions to develop writing in English. This is reflected in the stage test,

where it can be seen that less than 31% of students have a basic A1 level.

Fig 8: Colombian students' English level in the last two years.

PRUEBA INGLÉS	A-	A1	A2	B1	B+
	41.09%	31.46%	17.18%	8.53%	1.74%

Comparación del puntaje por competencia durante los últimos dos añ

PRUEBA	SABER 11 2015-2		SABER 11 2016-2	
	Media	Desviación	Media	Desviación
INGLÉS	50.4	10,9	51.9	11,6

Thispedagogical study intended for enhancing creative writing skills in seventh

grade students by means of the implementation of fairy tales, and it was chosen bearing in

mind the observations held during the first week. Likewise, having a discussion with the

main teacher in which the major problem was to complainwritten activities. However,

teacher's methodology is successfullybut it is necessary to implement activities that

motivate students to learn English.

Thereason of choosing the reading to enhance creative writing was because during

the observational process it was noticed that students had difficulties to write texts or short

coherent sentences. This problem is presented because of the lack of vocabulary, knowledge, and grammar structures. In this way, writinglook for stimulating students to learn English in creative situations letting them communicate and interact with the L2 in a meaningful and fruitful method, which is, exchanging information, improve their imagination, supporting ideas, gain vocabulary, in order to motivate them to see the foreign language as a vehicle for social interaction.

On the other hand, after some observations students are limited to listen to the teacher. So, the researcher considered that it is relevant to work on creative writing skill and at least achieved an improvement in matter of producing some phrases and short texts. That is why, vocabulary and grammar would play important role in the learning process given that it is easier to use readings in a second language knowing a lot of vocabulary and the rules of grammar but using strategies that can boost the learning process.

This project could be very useful for students because they could have an opportunity to write texts in English during their classes. In fact, students could put into practice all the grammatical background that they have learned during the learning process, besides, they could express their own opinions, own ideas and explored their creativity and imagination.

1.4Objectives

Before starting the application of this pedagogic component, it was fundamental to elaborate a series of objectives to accomplish.

1.4.1 General Objective

To enhance creative writing skill through the incorporation of fairy tales reading among 7th grade students.

1.4.2 Specific Objectives

- Toimprove writing skill through fairy tales reading.

- To associate reading and writing exercises to the topics proposed by the institution.

- To implement strategies to tech grammar structure and vocabulary by using fairy tales.

- To analyze the impact of the use of fairy tales in helping students boost their written production.

1.5 Theoretical framework

Nowadays, English is important because it can offer learners different opportunities in distinct fields. Besides, English is fundamental, because reading, listening, speaking and writing in another language allow people to get more experiences with other cultures. With the purpose of offering the reader a global understanding of the matter and the implications of this current research, the keywords' definition which drove this study was presented.

1.5.1 National Plan of English: Colombia very well.

Colombia, like some others countries in Latin America and in the word has adopted language policies aimed at spreading English as a foreign language, the program being, The National Plan of English, Colombia very well 2015-2025 created by the Colombian Ministry of Education, it offers all students in the county the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalized world.According with the ministry of education the reason for adopting the levels given by the Common European Framework of Reference (CEFR) is that they represent a common language to establish foreign language performance levels in the Colombian educational system, particularly in relation to international standards.

Table 2: shows the ideal level of proficiency Colombian students should have until 2025. In this chart students' level of proficiency is grouped according to their grade.

Levels

GRADES	CERF Levels	MINISTRY OF EDUCATION LEVELS
From first to third	A1	Beginner
From fourth to fifth	A1	Basic 1
From sixth to seventh	A2	Basic 2
From eighth to ninth	B1	Pre – intermediate 1
From tenth to eleventh	B1	Pre – intermediate 2

1.5.2 Fairy Tale:

Cambridge dictionary claims that a fairy tale is "a traditional story, usually written for children, which often involves imaginary creatures and magic" (para.1). So, students who are learning English as a second language will benefit from any discussion before, after, and during reading fairy tales. These discussions will give the students an opportunity to refine their own interpretations of the story enhancing their imagination capacity, and their cooperative learning which will help them to make connections to the story by others interpretations allowing them create new stories' version.

As affirm the British Council "fairy tales provide a wealth of possibilities for teaching English topics. Each fairy tale has its own magical setting and is split into several scenes. Within each scene there are sets of vocabulary that you can exploit"(para.1). According to that, it is important taking into account there are different types of them as a Catch Tales, Endless Tale, Jokes and Anecdotes, Marriage Tales, Tall Tales, Thrifty Bride Tales, Cautionary Tales, Fable, legends and so on. Reid (2002) claims that, "teachers have to avoid overloading students with activities that may exhaust their energies or interest in a particular topic or book" (p. 12), with the assumption that fairy tales provide students with a powerful basis for both acquiring a second language and in a personal development of values.

1**.5.2.1Characteristics of Fairy Tales**

Fairy tales are considered to be a part of folklore. Main elements of fairy tales are (Ashliman, 2004; Hallett & Karasek, 2009; Kready 1916; Chinen, 1989).(p. 8)

1. A fairy tale begins with "Once upon a time...",“In a far- far away land…”, “Lon

   long time ago…” So on.

2. Fairy tales happen in the long ago and placed and time is unknown.

3. Fairy Tales have fantasy and make believe in them.

4. Fairy Tales have clearly defined Good characters vs. Evil characters.

5. Royalty is usually present in a fairy tale, a beautiful princess/handsome prince.

6. There may be magic with giants, elves, talking animals, witches or fairies.

7. Fairy tales have a problem that needs to be solved.

8. It often takes three tries to solve the problem.

9. Fairy tales have happy endings – “they all lived happily ever after.”

10. Fairy tales usually teach a lesson or have a theme.

1.5.3 Reading

Reading is a mental process, in which the reader collects the information of their interest.

According to William (1984), “he defines reading as a process whereby one looks at and understands what has been written” (para.1)which is means that is necessary create a relationship between reading and writing skills in order to improve both competences to become effectively readers and writers.

As teachers, we want our students to improve their level in terms of the acquisition and use of a language with the aim that they can become better communicators in any field, and according to some writing tips reading is of great importance in this process and also

has been found to have a reciprocal relationship with writing, taking into account that good habits and reading skills improve the intellectual and cognitive student's ability to write.

At the same time, Loban (1963) claims that relate reading and writing can benefit students' test scores, through his study he indicated that students read well also can improve their written production (p.115). And according with Lepin (2012) fairy tales can contribute reader's knowledge, and enhance their creative writing using their imagination.(p.23)

1.5.4 Writing

According to Cambridge Dictionary writing is alsothe activity of creating stories, poems, or articles (para.1). And Hsieh, L. (1983), says that "writing is credited with a creative analytic potential, but also writing is employed to record reality" (para.1), it means that writers express in every single composition the reality of their thoughts or beliefs.

Raimes, (1983) asserts that in the English learning process, writing is an effective tool taking into account that while learners write they are implementing their knowledge and exploring the language, as well, that is an opportunity where the students become involved with the second language (para.1). Being that,the implementation of fairy tales to enhance creative writing could be an effective method providing useful tools that allow students to freely express their opinions on themes related to their preferences.

1.5.5 Creative Writing

Creative writing is often defined as the writing of fiction, where the author creates events, scenes and characters, sometimes even a world. "A storyteller's narrative is designed to express the storyteller's feelings about some aspect of life and to engage the reader in those feelings"(para.1).

As Crystal (1998) states, 'Reading and writing do not have to be a prison house" (p.42).So, in that way creative writing by using fairy tales could an effective tool to enrich writing skill which can be opportunity for children to enjoy while learning.

1.5.6 Creativity

Cambridge Dictionary claims that creativity could be the ability to produce unusual ideas from the imagination. Therefore, through creativity we can reflect our gifts, talents, or the vision that each one has of an external reality inside each one being new and useful.

According to Young (1985),creativity is those attitudes by which we fulfill ourselves, being so,and fairy tales can help in the development of the imagination as well as the critical and creative thinking of the students,(para.1).

1.5.7 Collaborative Learning

Collaborative learning is considered as an educational approach in which it look for to solve problems, carry out activities or create new products, this approach is composed of a group of learners working together to complain this objective, which is based in the assumption that learning must be a naturally social and interactive act.

According to Lejeune (1999) the main characteristics of collaborative learning are: "A common task or activity; small group learning, co-operative behavior; interdependence; and individual responsibility and accountability"(para.1), and we can notice usually students are working in groups of two or more, mutually looking for looking to understand problems, find solutions to these problems, and create products.

Talking about cooperative learning, it is important to clarify that the development of interpersonal skills is equal or more important than learning itself. As well, the acquisition of social skills in group work, because of, learning to cooperate is the key to achieving high quality works.so, in that case the implementation of creative writingby using fairy tales search to enhance the creativity working in pairs.

1.6Literature review

The previous studies presented below contributed to enrich the knowledge about the research topic. Besides, these previous studies guide this research in terms of methodology and theories, the use of fairy tales studies was focused on improving reading and writing skills among EFL learners improving creativity and help the researcherto decide the instruments that was applied to collect meaningful data to answer the research questions.

1.6.1 Connecting reading and writing using children's literature in the university L2 classroom

This article was based on the potential using children's literature in second language classrooms implementing activities to promote it. The author strongly recommends teachers to pay special attention to teach writing in the L2 classroom, being that,an useful tool to improve student writing can be the use of children's literature, since, with this method it is probably students will develop more their critical thinking, giving them, the opportunity to be involved in the middle of meaningful discussions and it can facilitate the production of creative and interesting compositions.

Moreover,taking into account the context, students' experiences are very similar to those described by Chen's (2006) in the English classes in Taiwan, where "writing is often practiced for practice's sake in the university composition class and students do not see a need or purpose for their writing." (p. 219). Therefore, according to this article, the author assumptionwas that linking students' writing with children's literature can be an effective method by which students could improve their linguistic, cognitive and socioemotional

skills. In addition, The use of literature can not only help students to improve their

linguistic communication, but also can have a satisfactory result in them, since it can

encourage them to participate in discussions, and also to share their ideas in written form

stimulating their creativity and imagination.

Consequently, we can conclude that creative writing help students to feel confident

in writing.

Fig 9: *Sequence proposed by the author in order to improve reading and writing*
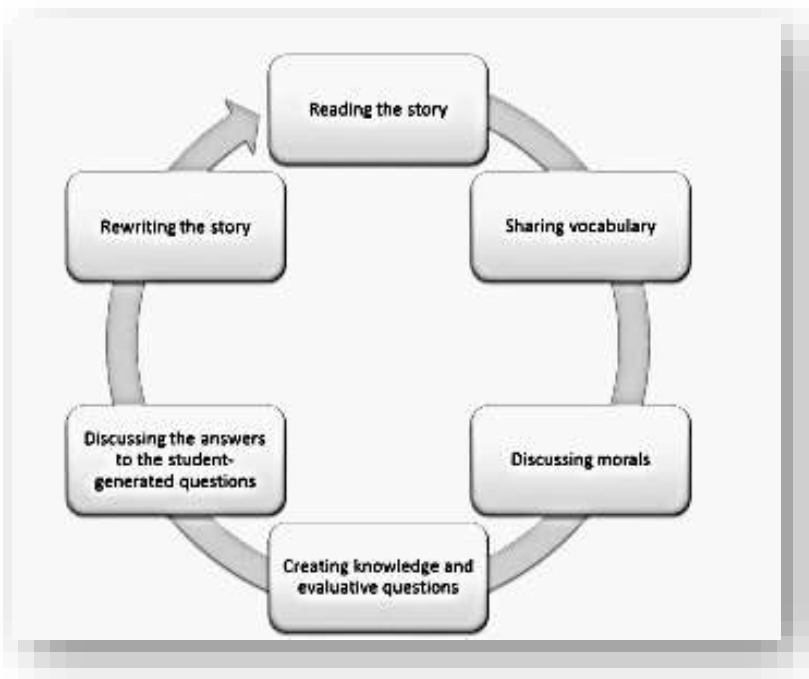
1.6.2 Using Creative Writing as a Tool for Teaching English as a Foreign Language

This project was carried out with the goal of presenting that one of the best ways to

develop the ability of expressing oneself in written form can be through the use of creative

writing, being that, critical thinking is an effective way, for creating powerful texts with the

aim of communicating something to the society or simply as a means of one's artisticexpression through which the author's personality can be shown in any field.It is considered that the implementation of creative writing in a foreign language from an early age offers students the possibility of developing effective writing skills, thus improving their imagination, enthusiasm, motivation and creativity, and the most importantly practice the language.

In creative writing it is common for students to read the writings of their classmates, in this way, they can not only know the way their colleagues write but also compare and discover their writing style and much better help them realize how they can improve his own writings. According to Crusan (2010) "This is a necessary skill because many times in life we will be asked for our input and ideas in writing" (p. 9).In addition, creative writing offers numerous opportunities for developing learners 'skills.

Creative writing can be a very useful tool, since it can be very advantageous for students in terms of the development of language skills in all that concerns a foreign language. In addition, using creative writing can be a method with which students can have an approach to the language, as well as analyzing deeply what they are going to write, rethink, change or revive them, in order to that they write reflect their reality. Takinginto account the entire author mentioned, the researcher see creative writing as a truly versatile tool which offers a lot of potential for engaging and creative learning.

1.6.3Fairy tales in teaching English language skills and values in school stage II

The objective of this study was to enrich the students' vocabulary, improve their grammar, and their reading and writing ability, at the same time, that provide knowledge to

the students to be part of meaningful discussions and develop the values in each one of

them exploiting all the elements found in fairy tales. And as the author of this study

affirms, literature plays an important role in the development of our life, for example, using

a branch of this, as it is children's literature through fairy tales could be of great help for the

teaching English as a foreign language.

Into the bargain,fairy tales are considered one of the most effective teaching

materials for students when learning a language, in this case English. Because use fairy

tales in English language classrooms provide students with a powerful basis for both

language and personality development. Farther, according to Cameron (2001) "good stories

provide a study of universal values and needs and capture students' interest and challenges

them to explore new roads of meaning "taking into account that, fairy tales provide children

with an imaginary world, created with their own language and imagination in which they

can access and enjoy learning a foreign language.

In the foreign language classes teachers have the responsibility of increasing

students' motivation towards reading, by making it interesting to them, giving them the

opportunity to have a closer relation with the language they are acquiring. Also, taking into

account what Cameron (2001) affirms "The texts which teacher offers students to read

should be: interesting for students, be at the right level of difficulty and authentic" ,being

that, fairy tales are stories that illustrate our impulse toward a greater level of

consciousness.

Otherwise, fairy tales are very useful, people can exploit their content in many ways

to be used as a valuable and effective source in foreign language classes such as English.

Children's stories contain uses of language which are considered poetic and literary texts.

Hanlon (1999) claims that"Thus, fairy tales are enjoyable but meaningful", taking into

account that they are enriching in terms of language and more important for students, is that

they are not extensive, in this way teachers can avoid boring the learners, they are also less

complex to understand thanks to their grammatical structure than many other forms of

literature. Equally, fairy tales are also a great source of vocabulary, grammar structures and

syntax.

1.7Methodology of the research process

This wasa qualitative research that aimed to study a daily teacher's life work in which there was presented different situations that can be studied involving us as a teacher and as a researcher as Mason (2002) says, "Qualitative researching is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter"(p.11) Furthermore, when we interact with people we can significantly take advantage of all those behaviors, relationships and experiences they can offer to us. Besides, this pedagogical component encompasses an action research in order to teach English at Escuela Normal Superior high school.

This section presented some important aspects that guide the pedagogic solution planned in order to overcome the educative needs observed in the institution. The following process was implemented to achieve the objective that leaded this project, improving creative writing and reading skills through the implementation of fairy tales.

That is why the pre-service teacher used the stages proposed by Kemmis and McTaggart (1995), they suggested that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action (para.1). New knowledge gained results in changes in practice. As it is known an action research plays a relevant role in research considering that it can generates an impact in each center where it is carried out as a study

and the opportunity of being a pre-service teacher in a public school is allowing

practitioners to face up to all demands and commitments of teacher's real work.

1.7.1 Participants

This project was focused in a public school in Pamplona, Colombia at the

"ESCUELA NORMAL SUPERIOR" mainly with 7th graders. Which students aged was

around 12 and 16 years. The criterion to choose these students was because they presented

some difficulties when learning English so it was necessary to see their process since the

beginning until the end of the practicum process. Therefore, the development of this

pedagogical proposal helped them to learn vocabulary and enhance their English level, their

creative writing skills and be able to create their own written productions through the

implementation of fairy tales into the English content.

1.7.2 Data collection instruments

In this action research project, it was important to define the data collection

instruments implemented in order to gather data. The researcher of this study forecast used

participant and nonparticipant classroom observations. Besides, data come of

complemented with semi-structured interviews and students' artifacts.

1.7.2.1 Non -participant observation

Non-participant Observation involves observing participants without actively

participating. In other words, when using nonparticipant observations researcher does not

interact, in any manner, with the teacher or the students while the learning session is in

progress. "This usually takes a period of days or months, but, depending on the

phenomenon in question, sometimes several years."(Liu &Maitlis 2010, p.416).This option was used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed.

Then, with the objective of determining the level of seventh graders there was a week dedicated only to the non-participant observation from the beginning of the practicum, in which the researcher implemented three observations which helped her to detect the problem.

After having done these non-participant observations, the researcher concluded that it was necessary to look for and implement different strategies to improve writing skills. Taking into account the context in which students are immersed, the researcher implemented activities that called students' attention, and consequently they felt in a better environment at the time of implementing the different activities(See annex A).

1.7.2.2 Participant observation

In the present study the researcher takes into account Gordon's definition (2008), the participant observation is a research strategy which aims to gain a close and intimate familiarity with a given area of study through an intensive involvement with people in their natural environment(p.115). Being part of the phenomenon was advantageous considering that the researcher can remember everything step by step

participant observations were used meanwhile the pre-service teacher in permanent and real contact with the students during the English classes, this gave her the opportunity to gather real data about the students' behavior and reactions towards the activities that the teacher implemented in class during all the practicum process. Consequently, this

instrument was administered to determine collaborative work and the ways students and teachers learned during this process.

The main purpose of the observations was to verify the effectiveness on creative writing by using fairy tales. So, those participant observations have been carried out during the implementation of the study related to the four activities already developed with the help of a format in which the researcher wrote everything observed and the way students worked to follow the process to create their own tale (See annex B).

1.7.2.3 Semi-Structured Interviews

According to Wengraf(2001) "Semi-structured interviews were designed to have a number of interviewer questions prepared in advance but such questions were designed to be sufficiently open that students can express their opinions freely" (p.25). So, this instrument is useful in the purpose of gathering deeper information about the phenomenon, taking into account the participants' voices, opinions, thoughts and answers at the moment of analyzing each question.

For this study, the researcher developed two semi-structured interviews to seventh graders at the beginning and at the end of the practicum process in order to know their opinions and reflections about their English learning process before and after implementing the research proposal.

In addition, semi structured interview was conducted to know how was the students' English learning process before the pre-service teacher arrived.The first semi structure interview was conducted to ten students who were chosen randomly to answer it; this was also done with the aim of improving the English teaching-learning process using different

strategies based on the analysis of the questions applied in the semi structure interview. And also, the same students answered the last interview in order to contrast their perceptions about the pre-service teacher methodology after implementing the proposal (See annex C).

1.7.2.4Students Artifacts

An artifact is known as an object which has been made for a specific purpose. According to Kathy Schick and Nicholas Toth (1993, 49), human artifacts are "objects that have been modified by humans, either intentionally or unintentionally."(para.1)In that case, students' artifacts helped the researcher to know the students' progress and to analyze their productions.

Theresearcher collected four artifacts from the students related to the four activities already developed through the entire learning process, in which the researcher can found the entire students' tale and to evaluate them.The teacher used a specific rubric(See annex D).

1.7.2.5Data Analysis

Data analysis is the process of transforming raw data into usable informationin order to find something out, or to help with making decisions. According to Shamoo and Resnik (2003) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data"(para.1) which was useful at the moment of analyze data.

1.7.2.6 Timetable of the Research Process

Table 3: Instruments schedule

INSTRUMENT DATE	Non participant observation	Participant observation	Journal	Interview	Students Artifacts
Aug. 8th – 27th	X				
Aug. 28th- 1st Sep.				X	
Sep. 4th – 8th		X	X		X
Sep 11th – 15th					
Sep 18th – 22nd		X	X		X
Sep 25th – 29th					
Oct 2nd – 6th		X	X		X
Oct 9th – 13th					
Oct 16th – 20th		X	X		X
Oct 23rd – 27th				X	X
Oct 30th – 03rd Nov					

Implementing Fairy Tales as a Tool to Enhance Creative Writing

1.8Methodology of Pedagogical Component

This pedagogical study aimed to enhance learners' creative writing skill trough fairy tales reading implementation. In such manner, to reach the objectives of this project this was the way of fairy tales implementation. On account of this, to implement fairy tales in classes the researcher associated the grammatical topics proposed by the institution with the content of each fairy tale. So, the pre-service teacher used different strategies to exploit it emphasizing three important aspects; review students grammar background, teach new grammar structures and enrich students' vocabulary, while improving students imagination through fairy tales reading.

Therefore, it was important to know students' progress while working with fairy tales. That is why, to demonstrate the students' learning process, the researcher was made someworkshops in which they made their own tale. These workshops was divided into four stages, which mean that in the first they created the beginning of the story, in the second and third they concentrated on the development of the same and in the final part they produced the end of it. Evenly, Aside from the story, students looked for a different way of telling it to his peers, whether with recyclable material, drawings, or otherwise. All of this, with the aim students enhances their literacy skills using their creativity and imagination.

1.8.1 Workshops Schedule

Table 4: It shows the different activities will be develop in each workshop

WEEKLY SCHEDULE	TOPIC	OBJECTIVE	DATA COLLECTION INSTRUMENTS
Week 0		To identify the problem.	• Non- participant observation

Week 1		To know students' pre-conceptions about fairy tales.	• Semi-structured Interview
Week 2	Present continuos	To use a specific fairy tale which contain this topic with the aim students start to create their own using it.	• Participant Observation • Students Artifacts
Week 4	Wh question present continuous Clothes vocabulary	To continue the creation of students' tale using another fairy tale related to the subject mentioned.	• Participant Observation • Students Artifacts
Week 6	Past continuous House's parts	To advance in the development of students' tale based on the grammar topic proposed by implementing another fairy tale.	• Participant Observation • Students Artifacts
Week 8	Present simple	To conclude students' tale creation applying the grammar topic exploiting one more fairy tale.	• Participant Observation • Students Artifacts
Week 9		To gather students' fairy tales creation. To have knowledge of students' opinions about their learning process through the implementation of fairy tales and their experience as a creators.	• Students Artifacts • Semi-structured Interview
Week 10		To analyze students' learning progress through their written productions.	• Students Artifacts • Data Analysis

1.8.2 Principles for Planning

It was necessary to consider some of the aspects suggested by Harmer (2007) when planning:

❖ **Description of the Students:** A general picture of the group (level, age, etc.) or detailed description of individual students.

❖ **Aims and objectives**: What I expect to achieve. Most lessons had a series of primary and secondary aims.

❖ **Procedures:** The explanation of how everything was executed.

❖ **Materials to be used in the lesson**: To evaluate their effectiveness. But also it was followed the planning chart teachers use for their classes.

1.8.3 Lesson Plan

Before we do anything we must plan what to do, how to do, why to do and when to do. Also in the teaching, a teacher must plan what he wants to teach the students, why he wants teach and how to teach. The first thing that a teacher must do is preparing a lesson;Planning is one of the methods this proposal used because of their importance into thedevelopment of classes and the teaching experience.

The WIPPEA Model, is an acronym that define the process of planning a class as Warm up, Introduction, Presentation, Practice, Evaluation, Application, that lesson plan model represents a cycle in which each learning concept builds on the previous one. The WIPPEA lesson plan model is adapted from the work of Hunter(1982)

Warm-up – Assesses prior knowledge by reviewing previous materials relevant to the current lesson. .

Introduction – Provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson.

Presentation – Teaches the lesson content and concepts.

Practice – Models the skills and provides opportunities for guided practice

Evaluation – Assesses each learner's attainment of the objective.

Application – Provides activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives.

Fig 10: *The WIPPEA process with backward design in a lesson planning wheel.*
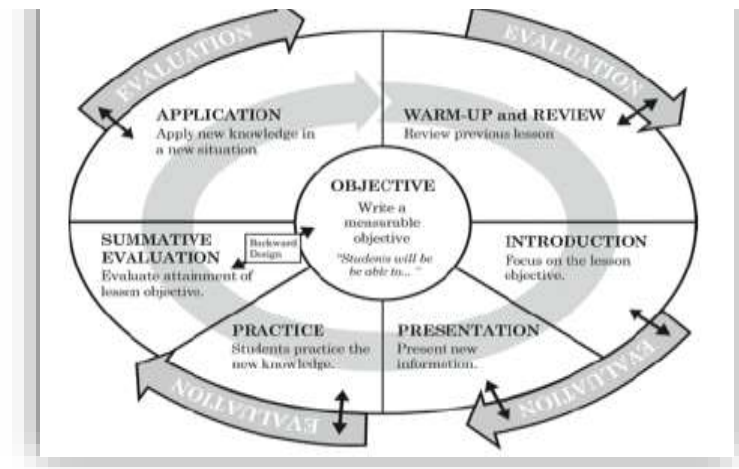
1.8.4 How to Write a Fairy Tale

A fairy tale is a story of fantasy. Most fairy tales include magic and at least one villain who challenge the hero or heroine of the story. Fairy tales can be written for children or adults, as long as they feel original and interesting to the reader.

Before, it was important to know what topic the fairy tale will teach. Then, the student can practice creating their own.

- **Step 1**: Create a good character, taking into account that a fairy tale needs someone to root for.

- **Step 2:** Devise an evil character. A fairy tale must have an evil character that works as an antagonist to the good character.

- **Step 3** Design a magical character or object to write into the fairy tale

- **Step 4** Identify what obstacles your good character is going to have to face

- **Step 5** Write a happy ending. A fairytale isn't a fairytale unless it has a happy ending.

Alike, the preservice teacher followed a sequence to obtain an effective written productionaccording to Hammer, J. (2004).

Planning: In this stage the writer should decide what they want to write.

Drafting: Drafting is the phase where the writers should express the first ideas about the topic or what they want to write.

Editing: is the phase where writers read the text and decided what work or not.

Final Version: as the final step and it should be totally different form the first version.

Fig 11: Writing Process Hammer (2004)

planning ➡ drafting ➡ editing ➡ final draft

1.9 Development of the Workshops

This study took into account Hammer (2004) process to develop students' fairy tale.

1.9.1First Activity

The objective of the first activity applied on 13th September was to show the students a short version of the little red riding hood (see annex E)by a power point presentation, in order to help them to understand it, and obtain ideas to write their own composition about whatever they wanted write taking into consideration the knowledge learners already had. Besides, students applied and used the grammar tenses, vocabulary, expressions that they had worked through the time. The main idea of this activity was students began to work inthe beginning of their own tale.

1.9.1.1 Planning

In this stage the trainee teacher explained to the students what the prewriting stage was, what they had do in this stage.After that, the researcher distributed the handouts to students (see annex F),then the trainee teacher introduced the students some qualities of a character and vocabulary to create a fairy tale, and later the teacher asked the students to predict what topic they was going to write. Finally, students created a brainstorming (see annexG) about the ideas that they got from the sample and about the knowledge that they had.

1.9.1.2 Drafting

In this stage, pupils started to write the draft of the beginning of the tale using the ideas that they wrote in the brainstorming. The goal in this step was to help learners

organize their ideas, using the subjects worked in class. The students made use of the

dictionary because they had some doubts about the spelling, and the meaning of some

words. After some minutes the learners created the draft of the composition.

1.9.1.3 Editing

In this phase the learners revised the draft, nevertheless it was acceptable for them,

the teacher revised each draft to observe and identify the weakness students had, such as the

vocabulary, the grammar tense, the spelling, and the structure of the text, the coherence,

and the sense. After that, the teacher made a feedback to clarify the doubts. Moreover, in

this phase the students were attentive to the corrections and took notes about the trainee

teacher made. In some cases, students made questions about the difference between the

verb to be and the present continuous tense.Theyalso asked for the explanation of the use of

"WH questions". When the researcher finished the feedback and the corrections, the teacher

gave back the draft and students corrected the mistakes.

1.9.1.4 Final Version

The researcher provided instructions to the students about how to correct the

mistakes, it means that students checked all the corrections that the trainee teacher did to

identify the mistake, and they learned the correct way of writing, and correct the mistake.

The aim in this step was that students present an acceptable product (See annex H).

1.9.2. Second Activity

The second activity was developed on fourth (04th) October, the title of the reading was the brave little tailor by Grimm's Fairy Tales(See annex I), the reading was taken from an internet web page where there are different English fairy tales. This time students started working in the body of their tale.

1.9.2.1 Planning

In this stage the researcher provided the worksheets and started to make some questions about the title of the reading. The idea was to guess the content of the reading itself. Moreover, the trainee teacher gave some words to clarify the meaning of the text and at the same time to teach new vocabulary. After that, the students read the text, and the researcher made a conversation with the whole class. Later, the learners read the tale again and they started to produce the brainstorming with the information they obtained from the text to continue with their own.

1.9.2.2 Drafting

In this phase the students started to express the ideas that they had in mind. They used the ideas that they wrote in the brainstorming to organize the first sentences of the text. Some students took into account the corrections that the trainee teacher did in the first activity to avoid misunderstandings. The goal of this phase wasto translate ideas into written organization and continue with the second part of their tale.

1.9.2.3 Editing

Students started to revise the text to find mistakes or errors. Besides, in this stage they had the possibility to rethink, rework, and refine the composition. Furthermore, some learners asked to the teacher if the corrections were good or not. The second person who revised the text was the trainee teacher, she revised every text to correct all the mistakes that student did in the process, and add coherence, and sense to the text.

The teacher could perceive students used words from their native language because of those words were similar in the foreign language or because they did not how to write it in English, after that the teacher made the feedback, she made a contrast among English and Spanish words to avoid that kind of mistakes.Also, the trainee teacher explained a topic that is call false friends with the aim to make students understand that some words do not have the meaning that they think.

1.9.2.4 Final Version

At this point learners enhanced the texts (See annex J) to catch the attention of the readers. The goal of this step was to improve the composition. In this stage was more coherent and clear. Students were aware about the importance of this step, all the time they were asking if the corrections were favorable or not.

1.9.3Third Activity

This activity was developed on eighteenth18th) October, it was about an adapted version of a famous fairy tale called Cinderella (See annex K).This activity was with rhe purpose to continue working in the body of the tale.

1.9.3.1 Planning

The trainee teacher started the activity providing the tale to the students; they read it to understand what the reading was about. Later, the teacher proposed a discussion to verify if the students understood the text. After this, the learners produced the brainstorming with the ideas that they got from the text.

1.9.3.2 Drafting

Pupils started the composition using the ideas that they wrote in the brainstorming. They organized the text; while writing the body of the tale they combined information from the text and what they knew about the topic in the reading. It was an individually task that required the text and the audience. Many ideas emerged in this phase; however, students were limited because of lack of vocabulary, and knowledge in the subject of English.

1.9.3.3 Editing

Students read the text to find some possible mistakes, and tried to correct them.Furthermore, learners used the dictionary to look for words, and verbs to complete the idea that they wanted to communicate to the audience. In many cases students changed the whole idea, because they considered that it was not convenient. Then the teacher revised the compositions, and she corrected the mistakes, and suggested adding some phrases to have sense and coherence to the text. Later, the researcher made the feedback to analyze the mistakes and explained the correct use of the grammar.

1.9.3.4 Final Version

Students received the composition from the teacher and they noticed the mistakes they made, immediately, learners started to correct all the mistakes and created the new version of the text. In this final version many students reorganized the ideas and added more information taking into account the comments the teacher did in the compositions.

1.9.4 Fourth Activity

This activity aimed creates the final part of students' tale. The fourth activity was applied on twenty-fifth (25th) October, the reading was about a Christmas tale (See annex L).

1.9.4.1 Planning

At this point the students knew the process, and they started to read the tale. Then, the trainee teacher made some questions to encourage students to think in English and to verify if they understood the text. Later the learners produce the brainstorming, with the ideas that they got from the text and in some cases ideas about the conversation with the whole class.

1.9.4.2 Drafting

The pupils started to write the composition using the brainstorming and the dictionary, it is vital to say that in this phase students were not worried about the spelling or the grammar, they were concentrated in writing down of all the ideas they got. It is evident that the draft contained many mistakes. In some cases students did not find the way

of starting to write, but with some instructions given by the teacher they could start the composition.

1.9.4.3 Editing

In this stage pupils rechecked the composition, added more information or changed the whole text if it was not adequate to the audience or to the purpose. Besides, students included fixing style, grammar, spelling, mechanics, and punctuation. The idea was to revise everything to turn it into a paper.

1.9.4.4 Final Version

The learners prepared the final version to be without any grammar mistakes. It cpuld not have any spelling and grammatical errors, it had to be perfect or as close to perfect as the learners could do it(see annex M). Something interesting in the last activity and in the last step of the writing process was that some students changed all the text and presented an acceptable version without using the dictionary just taking into account all the feedback made by the trainee teacher.

1.9.5. Last activity

After implementing a research, it is very important to know the way it was developed and the different participants' perceptions about it. therefore this last activity implied that student show their fairy tale to their classmates, they told them the process followed to obtain an effective final product and how they were benefited from this work. This activity was developed on November8[th](See annex N).

2.Data analysis

Marshal and Rossman (n.d) say that data analysis is the process of organizing the structure and meaning of the mass of data. It is an ambiguous, creative, fascinating and long process. The objective of analyzing data is to obtain usable and useful information. The analysis, regardless of whether the data is qualitative or quantitative can: describe and summarize data, identify relationships between variables, compare variables, and identify the difference between variables all of that based on Powell and Renner (2003).

This is a qualitative research that implemented the fairy tales to develop English writing production skill among students from Escuela Normal superior de Pamplona. In this opportunity, the investigator selected the two type of data analysis proposed by Hatch (2002) the inductive and interpretive models of qualitative data analysis, where he states that "using interpretive technique will make studies richer and findings more convincing when interpretive analytic processes are used along with or in addition to inductive analyses" (p. 181). However, the researcher did not use all the stages of each one, the preservice teacher chose the most appropriate steps for this analysis and get the best results which let her answer the research questions.

The aspects the researcher decided to carry out to analyze the data were: reading the data for a general idea, review impressions from the participant observations and from the semi-structure interviews, identify common domains, code them and put them aside, record the relationships found in the data, and complete an analysis within these domains.

2.1Results

The results that are presented in this section belong to the participant observation, students' artifacts, and the semi-structure interviews applied during the whole action research process.

During the practicum the pre-service teacher administered two semi-structure interviews to identify the different participants' perceptions before and after implementing fairy tales to learn and practice English. The answers from this instrument allowed the researcher to verify if each one of the objectives was achieved successfully. Once the data was analyzed, the researcher show the findings by presenting three categories related to the students' and the teacher's perceptions and the importance of implementing literature to enhance students' writing and creativity.

In general terms the pre-service teacher found that this is an interesting and advantageous opportunity to allow students experience new things they have not learned through their language learning process and also have a closer relationship with the foreign language.

Since the first workshop, the participants could notice that English is not simply a subject that is seen while the pre-service teacher is in the school, but it is also useful and now necessary for the future offering them better opportunities and also giving them the opportunity to create new things and express themselves easily.

being that, they knew that learning a foreign language is not only limited to knowing how to communicate orally or listening but also writing motivating them not only to learn the grammatical rules of the language but to apply them in writing.

2.1.1 Students' perceptions about the implementation of fairy tales as a tool to improve creating writing skills.

When teaching a foreign language, we have to consider the methodologies that might help students to enhance their writing production skill inside the classroom. As a result, the researcher could describe that fairy tales can be as revolutionary and helpful methods to innovate the way students learn and teachers teach English in a real setting.

With regards to this statement, it can be considered as a crucial part of this investigation the students' voice and perceptions about these methodologies implemented with them during the practicum. First, the researcher highlights some opinions given by participants:

Participant 1

"*Es un buen método ya que es creativo, y es algo diferente, además se enfoca en el trabajo en grupo*"

In the same way the participant 2 claimed that:

"*Pues me pareció muy chévere por que pudimos emplear mucha imaginación y ver los resultados de nuestro aprendizaje en nuestras propias producciones escritas, viendo unos resultados magníficos*"

Equally, the participant 3affirmed that:

"*Es un método muy eficaz ya que fue un proceso muy creativo y dinámico y también aprendemos a escribir bien en Ingles*"

According to these three participants the researcher stated that they were comfortable when learning and developing the writing tasks that helped them to understand that learning a foreign language can be fascinating and not boring. Moreover, when implementing fairy tales to teach English, these facilitated language learners to access

easily and deeply to more language patterns that they used to see in the classroom, such as idioms, vocabulary, useful expression. They can use them to start interacting with other people and reflect their thoughts and beliefs in a written form. More importantly, another aspect that was explicit among the use of this method was an enhancement in their writing production. To support these opinions, the researcher mentioned anotherparticipant who claimed that:

"*la experiencia que tuve fue muy bonita porque primero nos enseñó a trabajar en grupo y segundo nos enseñó a mejorar la escritura en inglés*" Participant 4

"*Muy bien porque con este método fue más fácil expresar nuestros pensamientos de forma escrita*" Participant 5

"*es un método muy productivo ya que desarrolla nuestra imaginación y aprendemos mucho vocabulario, también practicamos lo que vemos en clase*" Participant 6

Regarding these three arguments the researcher can express and notice that implementing fairy tales in English learning is not only a methodology to achieve a particular goal in the writing competence, but it is an interactive tool for learners to change their thoughts about how English is taught and learned at schools, and have a different view of the subject that probably seems to be hard for them.

In the same way, the investigator stablished that when managing a classroom activity implementing fairy tales, teachers might not be focused on a specific skill to improve, because the pre-service teacher discovered that this methodology increased other relevant aspects, mainly internal such as self-confidence which is one element that can influence them to participate in all activities proposed by the teacher.This makes part of all students who tried to learn a foreign language. Forexample, otherparticipantsexpressedthat:

"*Me sentí más seguro ya que con el cuento tuvimos la oportunidad de expresar nuestros pensamiento sin miedo a ser juzgados*" Participant 3

"*Me sentí confiado ya que mientras escribíamos el cuento me sentía seguro y gane más confianza en el momento de escribir y expresarme ya sea en inglés o español*" Participant 8

To conclude, the pre-service teacher ratify the use and implementation of fairy tales in the English lessons, to help students' to express their feelings and it could be an interesting method that reveled on them positives aspects. If they continue working with this method they are encouraged to achieve the language level, they are supposed to have. But for this, there must be a teacher who guides them through this process. Teacher might make good use of those didactic resources to keep or increase the level of attention and motivation of the students from the beginning until the end.

2.1.2 Improvement of communicative skills through the implementation of fairy tales reading.

According to the information gathered from the participants, *Pronunciation*was one of the most important aspects that students highlighted as improved after having learned through the use of communicative competences. At the beginning they expressed that they not only had to learn how to write short texts in English but also how to pronounce each single word, and this can be done by reading aloud and also listening to the teacher's pronunciation while reading the fairy tale, in this way they could learn the sound, and then they could easily start saying and writing words or expressions in English noticing the words difference when speaking and writing. In order to support these ideas some participants' opinions claims that:

"A través de la lectura y pequeñas traducciones puedo decir que una de las habilidades en las que siento que mejore fue en la pronunciación y la escritura ya que pude notar que las palabras en inglés no se escriben como se dicen" Participant 10

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"Con la lectura de los cuentos pude notar que además de enseñarnos como escribir correctamente pudimos aprender la pronunciación de las palabras algo que es muy importante para comunicarse en la lengua extranjera" Participant 2

When the researcher did the first reading which involved the students' voice, most of them manifested nervousness and insecurity. However, with the motivation and help of the pre-service teacher they tried to carry out the activity doing their best to overcome their weaknesses while reading.At the end they received feedback in which they were understood that in English the words were not always written as they were pronounced. Additionally, we should reflect self- confidence, and adopt a good attitude practicing at home, because it is hard to read aloud and pronounce perfectly at the first time we try, only when we have more rehearsals, more autonomous work, and interest, we are going to reach that level of the language we want to have. Unfortunately, students think more about their failure; this consequently blocks learners to show to the teacher any kind of self-improvement.

To conclude, any kind of particular language patterns cannot be separated from the language as well. Every language is a complex of signs and symbols, each one of the words, contains a particular form of pronunciation and writing. One of these particularities of this language is that words cannot be written as they are read. Something interesting is that students like to be challenged about their abilities, and more importantly, when they have to use the language in a written form, because their activities with their previous teachers were totally limited by learning grammar rules but not how to apply it in written production exercises. As a result, they started to believe differently about how a language must be taught and learned. Although, the researcher always tried to link the fairy tales with the grammatical topics seen in classes to enhance students' writing skills, making it more

interesting for them using their imagination. As we have noticed, it is important emphasize that while students' improved their writing skills, they can also enhanced their pronunciation in a foreign language through reading fairy tales.

When we want to interact with other people in written form, we have to be understood, no matter how; the purpose of an effective writing is that readers can understand the message the writer want to transmit through their texts.

2.1.3 The importance of vocabulary and grammar structure in EFL classroom when using fairy tales to improve creative writing.

As we know when we talk about vocabulary and grammar rules, we have to think that they are more than single words, these represent one of the most relevant skills that teachers and learners need for a foreign language. They are the main ingredient for the development of the communicative skills: such as writing, listening, reading, and speaking. When learners handle enough vocabulary and know how to apply correctly the grammar rules, then they can use the language fluently, and effectively. In fact, most of the students find difficult to learn a foreign language having to learn new words and structures. They usually confront some problems when communicating their toughs, they express that writing is the hardest part when create a text, because this can be interrupted due to their lack of vocabulary. Another reason is that they forget the spelling of the words and their real meaning. It is the reason why; they have to start adopting useful strategies to memorize every word they learn in class and how to apply them when writing an effective text.

Teachers play an important role when helping learners to improve the way they learn vocabulary. They must guide students through this process; students do not only have

to learn all the words immediately and obviously there are a lot of strategies that can help

them acquire vocabulary easily. These new words have to be incorporated gradually, in all

the lessons. The purpose it is not to teach as many words as possible, but to create

individual or collective strategies to remember a huge number of words as they can. As

well as how to incorporate those words in the grammatical structures to make a good use of

them when writing.

Hopefully, when using fairy tales reading students recognized that for having a good

development of their written production, they do not only need to have a good imagination

but also, a huge knowledge of vocabulary and grammar rules. According to Participant 7,

this work helps to have a control of their vocabulary and teach her how to use correctly

grammar structures, when she/he said that:

"*Pues si por que por medio de este trabajo aprendimos demasiado en cuanto a gramática
traduciendo y a prendimos palabras que no conocíamos*"
Similarly, Participant 5 saidthat:

"*A través de las diferentes actividades aprendí mucho vocabulario, y como lo podíamos
usar de manera escrita*"
Regarding these two opinions, it can be stated that vocabulary is also a skill that

students need to start developing in order to develop the written production. In English

there will be always some words that are harder to memorize and some others as they are

almost identical to the students' mother tongue as we can notice in students' artifacts that

they compare them in their day to day work.

To sum up, vocabulary and grammar structure are one of the most crucial skills

when learning English or any other foreign language, the teacher must implement strategies

that help students to become the new words they learn more permanent and use them effectively when writing. Students should start training their long term memory from children; this is the period where the brain absorbs and process more information from the environment. For example, using images, or pictures improve their ability to memorize the words, it is important visualize the words they learn and also start to produce short written texts since an early age since through practice they will have a better management of the language. This will make this process less tedious and keep those words and grammar rules in the long-term memory.

2.2 Conclusions and suggestions for further studies

According to the method used for this study, it is possible to present some considerations related to the results obtained, the possible limitations and the possible successes that have been obtained. One of the first steps was to create the research question that was possible to answer besides; it was possible to know the influence of fairy tales reading on writing skill. On the other hand, it should be noted that the general objective was achieved through specific objectives, gathering information with the various instruments used in the research process.

This last part of the research component has as title conclusions, which is divided into three parts which are: the results of the objectives, the importance and limitations of the study and ultimately suggestions for future projects. This division aims to explain each item proposed facilitating the reading and understanding of each item

As already mentioned in the previous paragraphs, the research question was answered and each of the objectives proposed by the researcher at the start of the research was also met. To achieve each of the proposed objectives it was necessary to use different techniques and instruments to collect the necessary data. With the data collected, it was possible to establish that the proposed objectives were achieved during the research process.

The application of the different instruments that contributed to the data collection made possible to identify the influence that fairy tales reading has over the writing skill. Trainee teacher use reading activities to develop the writing skill, it was possible to

establish that learners identify some grammar structures using the reading and they apply them in their own compositions, besides, it was possible to develop not only the writing and reading skill, also the listening and speaking, it was an unexpected result because the project was developed to know the influence of reading over writing

After the process carried out in the research it was possible to establish the importance of the study and the limitations. This project can benefit teachers and language learners because this research has inputs into activities that contribute to enhance all the English skills. Teachers and students can use fairy tales reading activities to contribute in the improvement of writing skill. The results showed in this research can be used by the educational community because they can find activities that have been used to enhance the writing skill inside the classroom.

During the process of research some disadvantages in terms of achievement were presented but it is important to say that these problems did not have a negative impact on the research because the proposed objectives at the beginning of the research were achieved.

The first limitation was the time because it was few time for collecting and data. The schedule of the schools isharmful because in this all the activities are planned and in the second semester of the year most of the activities are carried out, it was a difficulty because the sample selected were busy because of the different activities planned by the school for this reason it was vital to organize a different schedule with the students.

Besides, it is essential to say that action research can provide more results if the duration is at least one year, the researcher consider that four activities are not enough to

state a strong result about the issue studied. Another disadvantage is the level of the

students, most of them do not know the basic topics in English and it makes the process of

research difficult, because the teacher researcher has to explain topics that were supposed to

be known.

Additionally, the interest of the students play a crucial role in the action research

process, the trainee teacher had to encourage students to develop activities, learners lost the

interest because the monotonous classes by the English teacher in charge.

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CHAPTER II

Research Component

1. 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 beenconsidered 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.

1.2 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?

1.3 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.

1.4 Objectives

1.4.1 General objectives

- To implement the reflection as a transforming tool of the pedagogical processes of

  the integral practice.

- To promote in Students-Practitioners the development of a critical spirit that allows

  them to analyze their pedagogical work.

1.4.2 Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who

  reflects and presents proposals and alternative solutions to the problems

  presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical

  practice and insert themselves effectively in the institution.

- To identify and to analyze the strategies that the student uses in his / her

  pedagogical practice.

- To implement workshops for reflection and development of didactic units

  that guides the reflection of Students-Practitioners.

- To analyze one's own beliefs about the work of teachers and students

1.4 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.

1.5.1 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.

1.5.2Reflection

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)

1.5.2.1Reflection as process

The reflection is made through out a set of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on experience implies "a type of reflexive dialogue with the situation, where language would favor access to the experiences of the individual, which would allow a new structuring of the situation".[1]

The stages of the reflection as process are evidenced in the following scheme:

Fig 12: Reflection Process

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[1] Free translation from the document: Concept de réflexion: un regard critique. Correa Molina et al (2010)
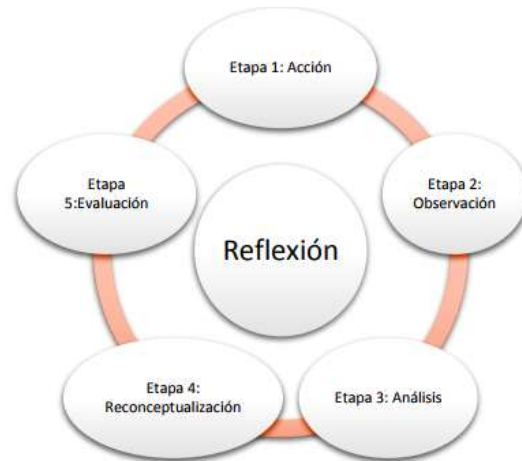
1.5.2.2 The Reflection as thematic

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

1.5.2.3 The Reflexive Practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teacher examines its own practice and the repercussion that it has generated; that is capable of objectifying their behavior, and of assuming the different roles in the pedagogical relation.

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The teacher plays a central role in the current educational world; acts in a complex space suppress to a 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 problems of practice and of the class spaces request a particular treatment oriented to the understanding and to the social interaction.

The need of articulating the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and to look for ways to attend to these phenomena to make school work effective.

This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a very first level in the classroom is given the effective application of skills and technical knowledge; reflection applies to the proper selection and use of strategies that the teacher will use.

In a second level, reflection carries on the implicit suppositions in the specific practices of the classroom. Then we analyze the consequences of the strategies adopted, the curricula, and the practices are then chosen for the application of educational criteria to the practice of teaching to make educational decisions adapted to the institutional reality and to the contexts.

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

2.2.3 Pedagogical practicum

For the analysis and reflection on the practice it is considered appropriate to resort methodologically to a conceptual operation of classifying the practicum; Zeichner suggests several modalities of practice:

1.5.2.4 Academic practicum

It is aimed at preparing teachers who are able to reflect on the courses they teach, so that they are transformed into understandable structures for the students.

1.5.2.5 Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are inferred from general principles that has arrived from the pedagogical research. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

1.5.2.6 Developmental

The teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person.

1.5.2.7 Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and fair in the social sphere.

1.5.2.8 Generic

The plans allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on neither which to reflect nor the strategies to encourage reflective learning.

1.5.2.9 Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

1.5.3 Critical Element of Reflective Thinking

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

These authors established classification categories of knowledge.

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another component of reflective thinking that is included in the present study as an instrument. This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom and to fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are located the teachers' journals in which writing triggers the elaboration of teachers' reflective though, about their experiences of practice, objective and subjective and inter-subjective.

1.6Methodology

The methodological strategy proposed has as its central axis the continuous reflection that contemplates the realization of meetings for the strengthening of the collective of practicum as an initial space of approach of the educational problematic and labor. The principles of organization are autonomy, planning and self-observation.

To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a vocational space that will contribute significantly to the description, identification and analysis of the own pedagogical practicum.

For the collection of data in this project, the following instruments are proposed:

1.6.1 Reflection Workshops

The purpose of reflection workshops is to guide the student-teacher reflection process, but at the same time to socialize and to share own experiences to enrich their process and insert new tools to transform their pedagogical practices.

1.6.2 Objectives

- To consolidate a group of pre-service teachers with a critical spirit who reflects and presents proposals and alternative solutions face to the educational problematic of their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.

- To qualify, to facilitate and be set in an effective way to the educational center

1.7 Data collection

1.7.1 Self-Observation card

The main purpose of the self-observation card is to guide the student practitioner towards a proper perspective from the professional activity as a teacher and from their role in the classroom and in the environment of the educational community of which they belong.

1.7.2 Narrative

The reflection exercise allowed the student to express about their work based on the narrative of their experience as a way to provide meaning to the daily life of the teacher.

1.7.3 Class Records

Having evidence of what student-practitioners did in the classroom allowed us to reflect on different aspects in the foreign languages teaching / learning process that may have been taken into account or not by the pre-service teacher in the reflection process. These records allowed an external and constructive view at their pedagogical practices.

In this process practicum students have to record a class of them in order to analyze and reflect about how was the process of teaching.

1.7.4 Schedule of data collection

Table 5: Instruments Schedule.

INSTRUMENT DATE	Self- observation card	Workshops	Narratives	Class Records
Aug. 8th – 27th				
Aug. 28th- 1st Sep.			X	X
Sep. 4th – 8th	X		X	
Sep 11th – 15th			X	
Sep 18th – 22nd	X	X	X	
Sep 25th – 29th			X	X
Oct 2nd – 6th	X		X	
Oct 9th – 13th		X	X	
Oct 16th – 20th	X		X	
Oct 23rd – 27th			X	X
Oct 30th – 03rd Nov	X	X	X	

1.8 Analysis of the instruments

1.8.1 Narratives

Ten narratives had beenwritten, in which the researcher expressed her lived experiences through the practicum process. here, the pre-service teacher told her feelings based on students' behavior and the effectiveness of her methodology and the material used to each activity, as well as the changes it has made during the process of this practice to generate a better working environment. A key aspect in that case, is to gather the necessary data with the aim of answered the research questions. But also, and more importantly with this, it is possible to improve the teaching practice by writing and reflecting on the experiences of the teaching practice (see appendix O).

Those narratives were divided into three main stages or categories: first stage (narratives 1 and 2), in which the researcher described the process of adaptation to the school and the difficulties she presented at the moment of developing her classes. For the second stage (narratives 3 to 8) the researcher exposed the whole process of working not only on her pedagogical research but also on the activities in general during her time in the school. Finally, the last stage (narratives 9 and 10) was about the process of closing down the practicum in the two last week.

1.8.2 Classes' register

At that time three classes were recorded, and are supports about pre-service teachers' actions and the way of teaching in the classroom. Those classes' records helped to the analysis and reflection of certain aspects dealing to the teaching- learning process, providing an external view of the pedagogical practices(See annex P).

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1.8.3 Self-Observation Form

On this way, five self-observation formats werefilled; the main objective of the self-observation format that the researcher filled in specific dates was to be a guide for the teacher in training. Since, it allows her to have a different perspective, evaluating her work as teacher and the work developed in the classroom. As well, as giving suggestions for possible improvements and how the researcher has been involved in the educational community of the institution(See annex Q).

1.9 Conclusion

Reflection is considered as the central point of any improvement in the teaching practice; and it is needed for this project to provide future teachers with tools that allow them to distinguish between routine action and reflexive action. This allows the researcher to identify weaknesses and plan different strategies to solve difficulties. Through this time, the researcher has noticed that despite of some students present troubles when learning a second language, the pre-service teacher could implement others strategies that could call their attention and they would learn in very easy way. This is where the teacher has to take advantage and incorporate English activities taking into account some of the students' interests and abilities.

CHAPITRE III

Outreach Component

Awareness to the English language for primary schools in Pamplona

1. **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.

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1.1 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**,** vocationalandsecondary educationtowell-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.

1.2 Objectives

1.2.1 General objectives

This project addressed to the foreign languages bachelor's degree pointed out:

- ➤ To support English teaching needs of child population in primary school in
  Pamplona city.
- ➤ To integrate foreign languages students training with the teaching educative reality
  of English in the primary school of Pamplona city.

1.2.2 Specific objectives
In order to better understand the formers objectives, this project aims:

- ➤ To provide English basis to the children who belong to the primary school in
  Pamplona city
- ➤ Toinvolve foreign languages bachelors' students degree with the English teaching
  processes in the primary school of Pamplona
- ➤ To join the foreign languages students training with the social Projects offered by
  the social-interaction office at the University of Pamplona

Implementing Fairy Tales as a Tool to Enhance Creative Writing

1.3 Methodology

This outreach component had as main purpose the pre-service teacher could contribute to enhance the level of English of students providing them extra-time to solve their doubts but also to reinforce English classes in primary students level at the "Escuela Normal Superior" which schedule was Monday, Tuesday and Fridays, in this way, student could promote and reinforced their knowledge and abilities.

The main aim of this component was to foster the learning language process of the L2 more precisely, to improve communicative skills of primary graders students by using flashcards and videos in order to increase their vocabulary.

N	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:15 – 7:55					2do
2	8:05 – 8:55		3ro			2do
3	9:10 – 10	1ro				

Table 6: Primary schedule

In addition, during ten weeks of development of this project the pre-service teacher was working with three different courses complaining four hours per week. On the other hand, it is important to mention that all the classes prepared to carry out in Primary level was planned and presented to my supervisor teacher.

1.3.4Tutorials

It is important to highlight that students were preparing a Christmas carol to participate in a Christmas carol contest they needed the help of the pre-service to practice the pronunciation of the song taking into account this, two weeks before the presentation, all contacts, the days of 3, until six in the afternoon, rehearsing the song and assembling a choreography.

Likewise, some tutorials were held in the "Casa Agueda" addressed to all those who would like to attend with the aim of improving their academic activities and clarifying doubts, these tutorials were carried out on Wednesday from 4 to 6 in the afternoon.

1.4 Results of the study

The development of this component was a great opportunity not only to the ENSP finally achieved the tutoring classes project that the coordinators had in mind long time ago but also for the pre-service teacher since Shehelped students to improve their academic achievement, given that the trainee teacher focused her attention during the tutoring sessions in teaching grammar structures, listening activities, pronunciation and cultural issues. On the other hand, most of the students failed the previous English exams (second trimester), and the pre-service teacher wanted to give them a second chance to improve their English level, the only requirement was to attend the tutoring sessions as much as they could, and ask as many questions as they had to clarify doubts and succeed at the next terms. Another aspect to mention is the great number of students assisting to the tutoring sessions. The last day of tutoring sessions the pre-service teacher felt satisfied because those students kept assisting session after session with the same interest as the first day. They were really thankful with her for this space that she gave to them, they enjoyed their time in our meetings and they were aware of the importance of taking advantage of it.

Talking about English Classes in primary section, the pre-service teacher began to conduct an academic schedule, in order to teach English as a Foreign Language to students from the elementary school. The teacher trainee started to accomplish the out-reach component in three courses whose population were: First grade (34 children), second grade (28 children) and third grade C (30 children). In order to carry out the English classes, the teacher in charge of the group gave to the pre-service the topics to work, so that the topics approached were consistent of the curriculum. During the classes the student teacher tried to develop the activities by using innovative material and tools to call children's attention.

The main strategies used had been games, videos, flash cards and worksheets.All these

material had been prepared in advance with the cooperating teacher help.

1.5 Conclusion

From the beginning, tutoring sessions became essential for the gradessince most of the students failed the second trimester English exam at school.In addition, the majority of them expressed thatthey did not like English at all after this failure, thus it was a challenge for her to make the students find an entertained way to learn English and to get them familiar to the language, so they could improve their performance in this subject. Thus, the researcher tried to bring creative activities to the meetings in order to keep everybody attentive and interested in coming again and again. In conclusion, this component and its developing was really helpful not only for the trainee teacher but also for students because at the end of the implementation of the tutoring sessions most of them were really grateful to the pre-service teacher for her collaboration and help during the ten weeks they attended the classes.

Additionally, all the strategies the teacher implemented during the practicum as the implementation of flashcards and videos were based on students' interests, in this way they were motivated to learn and enjoy this process. One important aspect to highlight across this process is the teacher's attitude and guide, because students' participation is totally related to the actions that the teacher takes when developing all the activities, she might be able to reflect confidence and willingness to teach.

Implementing Fairy Tales as a Tool to Enhance Creative Writing

CHAPTER IV

Administrative Component

1. Introduction

In this final chapter, the extra administrative activities are presented, which will be developed at the "Escuela Normal Superior" during the third term, and as a pre-service teacher, it is important to be part of the different cultural, religious and institutional events taking into account that all these activities allow to integrate the whole educative community in order to reinforce social bounds, create a good relationship between teachers and students, new talents and create a peace atmosphere among students and teachers which facilitates the teaching - learning process.

Besides, the participation in those activities becomes an active, enthusiastic and responsible form to notice how the procedure is followed by the institution. Furthermore, being part of the institution will provide trainee teachers some experience dealing with a real teaching context assuming the complete role of a teacher. In this case, this experience may surely help when we face our works as teachers.

1.1 Objectives

1.1.1 General objective

To get involved in the academic, cultural and administrative activities organized by

the institution

1.1.2 Specific Objectives

- To offer organization services in order to create a suitable atmosphere and succeed

  in the events proposed by the institution.

- To internalize the norms of the institution.

- To establish a good relationship with all the school community.

Implementing Fairy Tales as a Tool to Enhance Creative Writing

1.2 Methodology

As a Pre-service teacher, it is significant to take part actively and be engaged in the different activities established by the institution from the beginning of the practicum offering knowledge to help students enhance skills. For this reason, it wasnecessary attend and participate in different meetings like the Area Committee's Meetings, information meetings for students and teachers.

Therefore, it is significant to get involved in the activities proposed by the institution as follows, cultural events, teachers and parents' Eucharistic celebrations, meetings, prevention meeting, exams week, and so forth.

Likewise, it was relevant work actively on the activities proposed by the institution according to the English teacher's schedule and organization. On the other hand, the academic journey was from 07:00 am to 01:20 pm so, the researcher stayed at the school the entire academic journey disposed to plan the classes, prepare the resources for them, grading the students' work and assuming different tasks that the institution requires.

1.2.1 Timetable of institutional activities
Table 7: Institutional Activities.

N	DAY	ACTIVITY
1	**August 31**	**Role play festival**
2	**September 4th to 8th**	**Sensibilización visita a los reclusos**
3	**September 15th**	**Celebración día del amor y la amistad**
4	**October 19th**	**Día Internacional del árbol**

		Izada de bandera: Día de la raza
8	**October 31**	**Día del estudiante**
9	**November 1st**	**Día mundial de la ecología**
		Fundación de Pamplona

1.3 Results

Working in this administrative component gave me the opportunity to have a different perspective about the educational field by relating with other teachers and get to know a different side of the practicum process; the fact of being completely involved inside the school's community provided the researcher a real perspective of the real work life in an official institution in our country since the preservice teacher was under the supervision of the lead teacher. During all the process all the teachers, administrative personal and students were really kind with the pre-service teacher, everybody treated her with respect and sense of humanity. The work environment at the Escuela Normal Superior De Pamplona was always very harmonious. Besides, the pre-service teacher was invited and included in every single activity the school prepared, even more personal meetings. Likewise, the researcher would like to share four special events on this component, the first one was the love and friendship celebration at Normal School on September 20,2017, the meeting was organized with students' help, gifts were exchanged and also there was some snack, at the same time friendship posters were also exchanged, so that was a moment in which pre-service teacher could be closer to the students.

The second activity was the flag rising on October 19th ,2017 , which took place at normal school, in which teachers took an important role; given that they were in charge of creating the decoration for the event and prepared the selected students to be part of each one at the same time prepare the different activities to develop it.

The third activity was the students' day celebration on October 31st, 2017 ;itwas a very nice day, in which the school organized a special activity, allowed students to go to the

school disguised, also prepared different activities, such contests, dances, and a little concert. Also the school gave the students some snacks. The pre-service teacher role in this activity was to help with the order and collaborate in whatever she could.

Finally, the last activity was a "Bazar" on November 5th, 2017 which is done every year to collect funds for the school.This took place on Sunday, October 5, and the pre-service teacher role was to collaborate in everything she could, there were food sales, raffles, games and was promoted. The entire community of Pamplona attended and had a nice day with the family.

To conclude, it is important to highlight that there were many more activities such as reading marathon, parent meetings, students' meetings and so on, also that the relationship with the supervisors, the researcher can say that it was a confident friendship since we could get to know us deeply, the researcher learnt a lot from their teaching experience, when they corrected her or gave some pieces of advices about her daily work as a pre-service teacher they always had a positive attitude and great affection.

1.3Conclusion

Being immersed in the school activities at the "Escuela Normal Superior De Pamplona", allowed the pre-service teacher to better understand the educational field and teachers' role in our country. Teaching is not an easy task nowadays and teachers must overcome challenges every day in order to provide students with the necessary tools to face further difficulties in life, since teaching is not only about sharing knowledge it is also about understanding students' needs and getting to know them in order to motivate them to learn new things every day and as many as possible. Consequently, the experience of being part of the "Normalista" community again was a great opportunity for the researcher to share with old friends, meet new people and learn more about the role of a teacher inside a great institution like this.

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ANNEXES

ANNEX A: *Non-observation format*

UNIVERSITY OF PAMPLONA
TEACHING METHODOLOGY
OBSERVATION FORMAT
DATE:
TOPIC: TEACHERS:

PROCESS	Positive Aspects	Aspects to improve

Time management:

Group management:

Material:

Observer:

ANNEX B: *Participant observation format*

PARTICIPANT OBSERVATION FORMAT

DATE:	HOUR:	
GRADE:	PARTICIPANTS:	
OBSERVATION #:		
OBSERVER:		

OBSERVATION OBJECTIVE:

ACTIVITY OBJECTIVE:

CLASSROOM ORGANIZATION:

HOUR	ACTIVITY DESCRIPTION	COMMENTS

ANNEX C: *Firs semi-structure interview*

Semi-structure interview

OBJECTIVE: To know the students' perceptions about their English learning process before implementing the research proposal.

Preguntas.

1. ¿Generalmente como es el desarrollo de las clases de inglés?
   _____
   _____

2. ¿Con que frecuencia trabajan en grupo?
   _____
   _____

3. ¿Qué tipos de actividades son las más utilizadas por la profesora en el desarrollo de la clase?
   _____
   _____

4. ¿Qué materiales aparte del tablero se utilizan en el desarrollo de la clase?
   _____
   _____

5. ¿les gusta la clase de inglés? Si – No ¿Por qué?
   _____
   _____

6. ¿Participa activamente en la clase de inglés? Si- No ¿Por qué?
   _____
   _____

7. ¿Les gusta la metodología de trabajo de la docente de inglés? Si –No ¿Por qué?
   _____
   _____

8. En ingles hay 4 habilidades comunicativas a desarrollar (speaking, listening, writing and Reading). ¿cuáles son las que más se trabajan en la clase de inglés?
   _____
   _____

9. ¿Qué aspectos de la lengua trabajan más en la clase? (vocabulario, pronunciación, gramática.)
   _____
   _____

10. ¿Qué actividades trabajan regularmente para reforzar la parte de escritura en inglés en la clase?
    _____
    _____

11. ¿Qué les gustaría que cambiara en el desarrollo de las clases de inglés para que sea más de su interés?
    _____
    _____

12. ¿Qué tipo de cuentos de hadas le llama más la atención?
    _____
    _____

Second semi-structure interview

Semi-structure interview

OBJECTIVE: Conocer las percepciones de los estudiantes acerca de la enseñanza del inglés a través de los cuentos en la clase con el objetivo de mejorar la producción escrita en los estudiantes

Preguntas.

1. Teniendo en cuenta estas diez semanas en las que fui su profesora de inglés y se trabajó en la creación de cuentos ¿Cómo fue su experiencia de aprendizaje con este método?
   _____
   _____

2. De las actividades realizadas en clase ¿cuáles considera que fueron las más productivas para mejorar la producción escrita en la lengua extranjera?
   _____
   _____

3. ¿Qué herramientas o material creen que fue el más productivo para mejorar la parte escrita en la lengua inglesa?
   _____
   _____

4. ¿Qué ventajas o desventajas encuentran en la utilización de cuentos de hadas para mejorar la producción escrita de los estudiantes en una segunda lengua? ¿por qué?
   _____
   _____

5. ¿considera usted que las actividades propuestas por la profesora permitieron que se expresara mejor en las producciones escritas en una lengua extranjera?
   _____
   _____

6. ¿Participo activamente en las clases de inglés? ¿Cómo?
   _____
   _____

7. En ingles hay 4 habilidades comunicativas a desarrollar entre esas la escritura ¿Cree usted que la utilización de cuentos de hada es un método efectivo para mejorar dicha habilidad?
   _____
   _____

8. ¿Qué aspectos de la lengua considera que se trabajaron más a través de las diferentes actividades implementadas en clase? (vocabulario, pronunciación, gramática o estructura).
   _____
   _____

9. ¿Qué piensa de las clases de inglés desarrolladas por la profesora practicante? ¿qué diferencia encuentra antes y después de su intervención?
   _____
   _____

10. ¿Hay algo más que quiera contar?

ANNEX D: *Writing rubric to evaluate students' artifacts*

Writing Rubric

Name _____

	Needs Improvement	Fair	Good	Excellent
Punctuation Student uses accurate punctuation.	1	2	3	4
Capitalization Student uses capital letters to begin sentences and for names.	1	2	3	4
Grammar Student uses subject/verb agreement and writes complete sentences that make sense.	1	2	3	4
Content/Ideas Student writes on topic and adds details.	1	2	3	4
Spelling Student writes most sight words correctly and applies spelling rules.	1	2	3	4

ANNEX E

Fairy Tales...

☆ Often begin with "Once Upon A Time..." or "Long Ago..."

☆ Often have characters such as kings and queens

☆ Often take place in far away lands

☆ Often contain magic

☆ Often have good and bad characters

☆ Often have talking animals

☆ Often have unusual names

☆ Often uses numbers like 3 or 7

☆ Often have happy endings

Taken from a website

ANNEX F: *First reading*

Taken from a website

ANNEX G :*Sample of the first brainstorming*
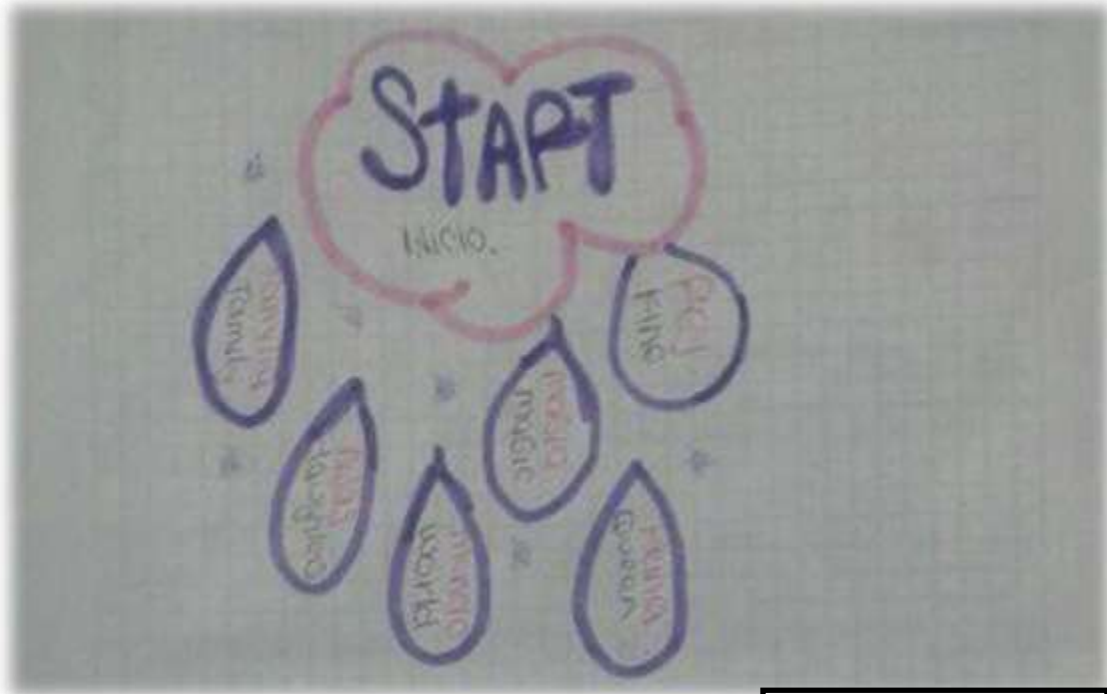
Taken by Suarez 2017

ANNEX H: *Sample of the first final version*


Taken by Suarez 2017

Taken by Suarez 2017

ANNEX I: *Second reading*

The tailor spread the jam on some bread, and put it down beside him. "I'll eat it as soon as I finish this shirt," he said to himself.

The smell of the jam soon attracted a number of flies. "Get out of here!" the tailor yelled. But the flies didn't understand his language and kept buzzing round the jam.

Finally the angry tailor struck at them with a piece of cloth. Seven flies fell to the ground, dead.
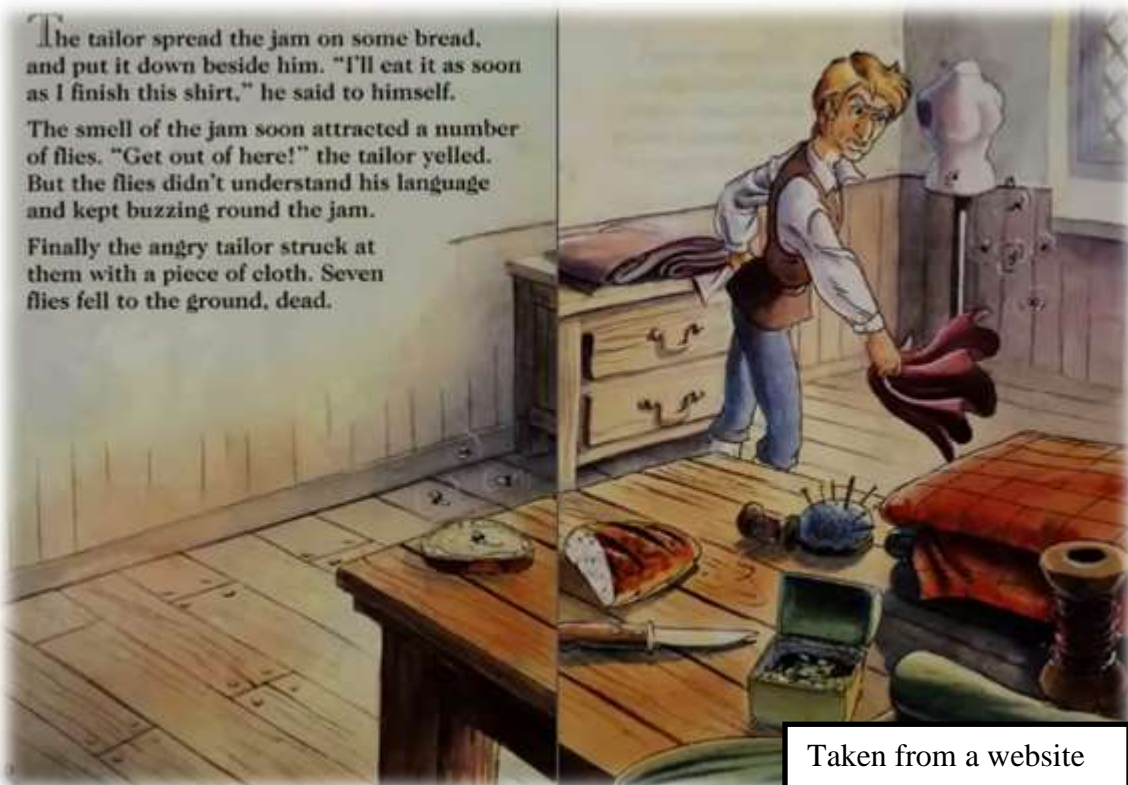
Taken from a website

ANNEX J: *Sample of the second brainstorming*

Taken by Suarez 2017

ANNEX K: *Third reading*

Characters:
Narrator
Stepmother
Cinderella
Stepsister 1
Stepsister 2
Fairy Godmother
Prince
Clock

SCRIPT:

Narrator: Cinderella lives in a house with her Stepmother and her two Stepsisters. Her Stepmother never works around the house. Everyday she says.

Stepmother: Cinderella, wash the dishes... Cinderella, clean the house... Cinderella, work, work, work!

Narrator: Her Stepmother is not good. She is bad. One of Cinderella's Stepsisters is fat with a big nose. The other one is thin, with big ears, and they don't like to work either.

Stepsister 1: Cinderella, come here!

Stepsister 2: Cinderella sweep the floor!

Stepsister 1: Cinderella clean my shoes!

Stepsister 2: Cinderella comb my hair!

Narrator: Cinderella is very beautiful, and hardworker. She is good to her Stepmother and to her Stepsisters. One day they receive an invitation.

Taken from a website

ANNEX L: *Fourth reading*

A christmas tale

Little Piccola

In the sunny land of France there lived many years ago a weet little maid named Piccola. Her father had died when she was a baby, and her mother was very poor and had to work hard all day in the fields for a few sous.

Little Piccola had no dolls and toys, and she was often hungry and cold, but she was never sad nor lonely.

What if there were no children for her to play with! What if she did not have fine clothes and beautiful toys! In summer there were always the birds in the forest, and the flowers in the fields and meadows, -- the birds sang so sweetly, and the flowers were so bright and pretty!

In the winter when the ground was covered with snow, Piccola helped her mother, and knit long stockings of blue wool. The snow-birds had to be fed with crumbs, if she could find any, and then, there was Christmas Day.

But one year her mother was ill and could not earn any money. Piccola worked hard all the day long, and sold the stockings which she knit, even when her own little bare feet were blue with the cold.

As Christmas Day drew near she said to her mother, "I wonder what the good Saint Nicholas will bring me this year. I cannot hang my stocking in the fireplace, but I shall put my wooden shoe on the hearth for him. He will not forget me, I am sure."

Knitting

"Do not think of it this year, my dear child," replied her mother. "We must be glad if we have bread enough to eat."

Taken from a website

ANNEX M: *Students' artifacts with the final version*

Taken from students' artifacts

Taken by Suarez 2017

Taken from students' artifacts

Taken by Suarez 2017

Taken from students' artifacts

Implementing Fairy Tales as a Tool to Enhance Creative Writing

ANNEX N: *Last activity*

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

ANNEX O: *Narrative*

NARRATIVA # 1

Esta primera semana de mi práctica integral me ha ayudado a entender el desarrollo y el funcionamiento del sistema educativo de nuestro país un poco más y aún más importante reconocer la gran responsabilidad que tendré en mis manos de aquí en adelante como futura docente de lenguas extranjeras, la cual es formar personas integras útiles para una sociedad. No es simplemente inculcar conocimientos en los jóvenes si no más importante motivarlos a ser personas de bien.

En mi caso, soy una practicante en formación en la Escuela Normal Superior a cargo de los grados primero, segundo, tercero, sextos y séptimo y esta primer contacto con estos niños me enseño que más importante que preocuparse por el desarrollo de las clases y si los niños aprenden o no, es la vocación que tenemos para enseñar y la manera como lo hacemos interesante para los niños.

Entrando en materia y sin más preámbulo la disciplina en los cursos, es un tema muy serio ya que los estudiantes no respetan ni siquiera a los profesores a cargo de la materia mucho menos nos respetan a nosotros, nos ven como alguien que llega a invadir su

ANNEX P: *Class record*

Taken by Silva 2017

Taken by Silva 2017

Implementing Fairy Tales as a Tool to Enhance Creative Writing

ANNEXQ :*Self-observation format*

Gracias por llenar Suarez Carvajal Jeniffer Elizabeth

Estas son tus respuestas:

EDITAR LA RESPUESTA

Suarez Carvajal Jeniffer Elizabeth

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

Nombre del estudiante *

jeniffer suarez carvajal

I. PLANIFICACIÓN

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

	1	2	3	4
	○	○	○	◉

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

	1	2	3	4
	○	○	○	◉

Selecciono y secuencio los contenidos con una distribución y

ANNEX R: *Letter of permission*

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

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
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona

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

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685205 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

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 horarios de los practicantes.

Formando líderes para la **construcción** de un
nuevo país en paz

ANNEX S: *Certificate*

ESCUELA NORMAL SUPERIOR DE PAMPLONA
Licencia de funcionamiento 2990 de 26 de sep - 2017, Legalización de Estudios
Resolución 04454 de oct- 26-2016 SED
Resolución 13656 verificación de condiciones de calidad de Dic-27-2010 MEN
DANE 154518000266- NIT 800197417-5

FD

CERTIFICADO DE PRACTICA

2017

Pamplona, 16 de noviembre de 2017

EL RECTOR DE LA ESCUELA NORMAL SUPERIOR DE PAMPLONA

CERTIFICA:

Que, JENIFFER ELIZABETH SUAREZ CARVAJAL Identificado con C.C No. 1094268298 expedida en Pamplona perteneciente al programa de Licenciatura en Lenguas extranjeras de la Universidad de Pamplona, realizó la práctica integral en esta Institución Educativa durante el periodo comprendido entre el 28 de agosto al 3 de noviembre con una intensidad de 16 horas semanales en el horario de 7 a.m. a 1:20 p.m. con los grados 6-01, 6-02 y 7-01 de educación básica secundaria y con los grados 1, 2 y 3 de básica primaria

Se expide a solicitud del interesado

MSc. OSCAR FABIAN CRISTANCHO FUENTES
C.C 13.561.541 de Bucaramanga

Elaboró: Carmen P.

77 AÑOS FORMANDO EDUCADORES
"Hacedores de sueños en búsqueda de nuevas cumbres"
Teléfono 568 8308 norsupam@gmail.com
PAMPLONA -NORTE DE SANTANDER

Photographic Gallery
Pedagogical Component

Classes

Taken by Silva 2017
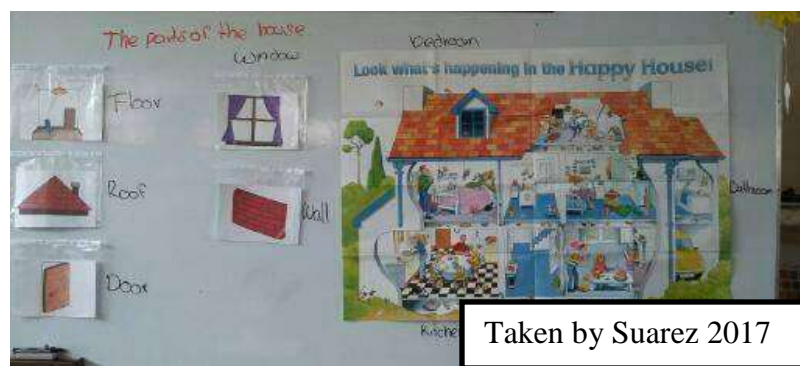
Taken by Silva 2017

Taken by Silva 2017

OUT- REACH COMPONENT

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

ADMINISTRATIVE COMPONENT

FRIENDSHIP DAY/   September 20/2017

Taken by Silva 2017

Taken by Silva 2017

Taken by Silva 2017

Taken by Silva 2017

Taken by Silva 2017

Taken by Silva 2017

FLAG RISING   October/19/2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

STUDENTS' DAY   October /31/ 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Silva 2017

Taken by Acevedo 2017

Implementing Fairy Tales as a Tool to Enhance Creative Writing

"BAZAR"   November/6/2017

Taken by Silva 2017

Taken by Silva 2017

Taken by Suarez 2017

Taken by Silva 2017

Taken by Suarez 2017

Taken by Silva 2017

Christmas contest   November /03/2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017

Taken by Suarez 2017