IMPLEMENTING STORYTELLING ACTIVITIES TO ENHANCE SPEAKING SKILLS

AMONG 9TH GRADERS AT "INSTITUCIÓN EDUCATIVA TÉCNICA NUESTRA SEÑORA

DE LA PRESENTACIÓN CHINÁCOTA N.S"

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FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

TEACHING PRACTICUM

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DEDICATION

This is dedicated to God and my family who always were by my side when facing hard and happy

moments and gave the courage to carry on in order to achieve my purposes.

ACKNOWLEDGEMENTS

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative teacher signature

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Presentation

The goal of this proposal is to enhance the improvement of the speaking skills of public institution learners and simultaneously, be part of the teaching-practice experience and development of a pre-service teacher. This proposal is divided into four components: Pedagogical component, research component, outreach component and, finally, administrative component.

In the pedagogical component, it is mentioned the report of the problem to solve, and the theoretical framework and literature review used to develop the appropriate methodology and obtain the expected results. The research component is emphasized on the reflection as the most important objective in order to contribute to the pre-service teacher teaching process. To continue, the outreach component presents the teaching process that the pre-service teacher follows in a primary school. Finally, the administrative component presents the role that a pre-service teacher has in a school life as a teacher at "Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota" high school.

These four chapters reveals the assistance that the practitioners offer to the academic community throughout the teaching and learning process.

Introduction

The world is facing an increased globalization that demands a universal channel of communication through a language known by everyone: English. Its importance is already accepted by all, thus it is indispensable for the government to make a significant emphasis on its implementation on the citizens' daily life and education specially, because it would give lots of benefits and new opportunities for people and for instance, the country.

In Colombia, there have been created several strategies in order to promote and diffuse the importance of learning this language. The Ministry of Education (2004 – 2019) has implemented a bilingualism project that requires the participation of every public school in the country in order to achieve the proposed goals: Improvement on the students' English learning.

In the process of learning this language, it is important to integrate more than just one skill (Speaking, listening, reading and writing) (Walsh Dolan, 1985). It is not only focused on having a good grammar or a variety of vocabulary, there are other important features such as the good understanding of it and being able to communicate appropriately so as to express thoughts, feelings and ideas.

With regards its communicative importance, teachers must ensure that students develop their speaking skills properly for them to be able to function in a globalized world. Considering this fact, some strategies can be implemented with aims of improving speaking skills: dialogues, playing games, singing songs, storytelling, oral reporting, role playing, small group discussions, giving speeches, news reading, poetry reading, debates, etc.

This study is based on the implementation of storytelling activities as a teaching strategy to help 9th graders from the ""Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota" improve their speaking skills.

Justification

Nowadays, teachers should implement innovative and creative classes to reach learners' attention and interest for English. For this reason, they might use plenty of strategies and methods that make students learn with ease and enthusiasm. During the four non-participant classroom observations, it was identified the necessity of capturing students interest on the class due to the fact that they think it is pointless to learn English and they do not behave properly during the activities. For instance, the teacher is forced to implement new strategies that keep them interested not only in the class but the language itself.

The purpose of this study is to explore the benefits of implementing storytelling as a new strategy to improve the students' speaking skills. Moreover, this research aims at fostering the students in the use of the four communicative skills in order to become an active agent in the country's development. Additionally, it will be noticeable that student will not only improve their speaking skill, but they will learn new vocabulary, expressions and cultural facts from Anglophone countries.

Objetives

General objective:

- To implement storytelling activities to enhance speaking skills among 9th graders at "Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota".

Specific objectives:

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

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

- To meet the English Teaching demands of child population in primary school in Chinácota.

- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Chinácota.

- To participate in the administrative activities proposed by "Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota".

Institutional observation

This section describes the topographical location of the school, a description of the educative authorities, a brief description of the Institutional Educative Plan (PEI), some

important aspects of the coexistence handbook, the physical plant, the institutional organization,

the institutional calendar, the supervisor's schedule, and finally, some pedagogical aspects.

Topographical location of the school

"Institución Educativa Técnica Nuestra Señora de la Presentación Chinácota"

(COLPRECHI) is located in Chinácota, Norte de Santander – Colombia; it is placed on the North

East of the town, at Street 6 No. 2 - 17, El Cristo neighborhood.

Figure 1Topographical location of the school

Educative authorities

COLPRECHI is recognized as the best educative institution of the town and it has a well-known team of authorities and teachers. Hna. Eudelia Saavedra Zabala is the principal; she is the first in line and the person who authorizes and organizes logistically and academically the institution. Furthermore, there are two coordinators: Mrs. Maria Esperanza Patiño Leal, the person in charge of Chapinero primary school headquarter; and Mrs. Doris Teresa Rincón Garcia, the person in charge of Centro primary school headquarter. Additionally, in the main headquarter, there are 24 teachers, including two English teachers and a school counselor called Sara Victoria Prada Alvarez. (Appendix 1)

Fundamental aspects of the Proyecto Educativo Institucional (PEI)

"La Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota" was found by Mother Maria Ebbon (french) in 1894 and the government recognized it by act n° 0027 on March in 1914. It was the result of the mixture of Escuela Urbana Anexa, Escuela Urbana de Niñas and Nuestra Señora de la Presentación. This institution offers a technical education in Diseño Industrial through an agreement with Universidad Industrial de Santander, Secretaría de Educación Departamental and Institución Educativa Técnica Nuestra Señora de la Presentación. Furthermore, this institution offers preschool and primary school in two headquarters: Chapinero and Centro.

Mission

"La Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota" is an official establishment that offers preschool, basic and middle technique school with emphasis in

Diseño Industrial. This institution is oriented by a humanistic horizon and, quality and inclusion principles, which contributes to autonomous, responsible, generous, entrepreneur and competitive citizens' formation. These characteristics allow students to get a high academic proficiency and continue their professional studies as well as being active part in a social and working context. It aims at:

- Forming people in Christian- human values.

- Offering a personalized pedagogy in which people are formed as autonomous, active and creative.

- Incentivizing analysis, criticality and science to develop research.

- Rescuing organized and generous work.

- Contributing with health, sexual education and sanity formation.

- Generating reflection and learning spaces in which students build their own knowledge.

Vision

By 2019, "La Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota" will be leader in humanistic, academic and technological development processes through the implementation of quality politics aimed at formation and promotion of human talent that allow the graduated to interact in a socio-cultural, politic and economic area in the region and country.

Principles

- Autonomy

- Generosity

- Tolerance

- Creativity

- Diversity

- Singularity

- Opening

Main aspects of the coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence. Its principles are justice, dialogue, conciliation and harmony and it contains:

- Chapter I. Institutional identification, mission, vision, principles, quality objectives

- Chapter II. Educational population and their instances of participation

- Chapter III. School socialization

- Chapter IV. Rights, duties and responsibilities of the institutional classes.

- Chapter V. From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

- Chapter VI. From the pedagogical strategies to the solution of problems, situations' classification I-II-III

- Chapter VII. Protocol

- Chapter VIII. Procedures

- Chapter IX. Coexistence handbook committee.

Physical plant

- 15 classrooms

- A chapel

- Reception

- Dourdan

- A library

- Sciences and physics laboratories

- A cafeteria

- A recreational patio: Betania

- 4 Patios: La Virgen, Arcos, Cubierto and Capilla.

- Teachers' room

- Bathrooms

- Corridors

- 4 administrative offices

- Carpentry

- Glass workshop

Figure 2 Physical plant

The institutional organigram

Figure 3 The institutional organigram

The institutional calendar

The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which are divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Table 1

The academic calendar

ACADEMIC PERIOD	
First	From 22nd -January to 6th -April (10 weeks)
Second	From 9th -April to 15th June (10 weeks)
Third	From 9th -July to 14th- September (10 weeks)
Fourth	From 17th - September to 30th November (10 weeks)

Furthermore, there are several social and cultural activities such as flag-raising ceremonies, graduated students meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

The supervisor's schedule

The teacher in charge of the English course, Cecilia Cote, has a schedule according to the high school main calendar. She works with 8th, 9th, 10th, and 11th graders who have a length of two or three institutional hours (55 min) per week with each one of them.

Table 2

The supervisor's schedule

	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6: 45 – 7:40	8- C	8- B	9- B		9- A
2	7:40 – 8:35		8- B		8- B	
3	8:35 - 9:30	9- B	9- B	9- A	10- A	10- B
	B R E A K 9:30 – 10:00					
4	10:00– 10:55	10- A	9- A	8- C	10- B	10- B
5	10:55- 11:50			8- C		11- B
6	11:50- 12:45	11- A	11- B	10- A	11- A	

Pedagogical aspects

During the observation week there were identified some pedagogical aspects designed with the purpose of controlling discipline on the classrooms. This format is called "Seguimiento académico y disciplinario" and it is comprised of six sections in which teachers or students write the subject, the missing students, the topic, to know- to be- to know how to do observations, suggestions from the group and teacher's signature. (Appendix 2)

On the other hand, the researcher identified the book provided by the school. The book, "English, Please!" is used taking into account the students' grade and level of proficiency. There are three teachers' books and 50 students' books.

Figure 4 Workbook English, please!

Chapter I: Pedagogical component

Title: Implementing storytelling activities to enhance speaking skills among 9th graders at

"Institución Educativa Técnica Nuestra Señora de la Presentación Chinácota N.S"

Introduction

In a globalized world, the acquisition of a foreign language (FL) is a complex process that includes engaging learners in using several strategies to facilitate their learning growth. In Colombia, learning an FL is an important factor in education. Nowadays, only 1% of high school students acquire the B1 level in English in contrast with the 40% of teachers who get the B2 level of proficiency. (Colombia Aprende, 2013).

In spite of that fact, educators have increasingly turned to alternative strategies for improving students' learning. In educational field, it is essential that students receive the necessary knowledge about the English language, in order to participate in oral practices with native and nonnative English speakers.

Statement of the Problem

In Colombia, public schools' teachers focus their attention on teaching grammar and vocabulary following the workbook proposed by the institution. However, it is know that communication processes requires more than knowing about the language rules and working on a book. Speaking a foreign language involves all language skills letting the communicative process flows ease; likewise, it is indispensable that English teachers seek for new language

teaching methods, considering that language is evolving day after day and the teaching/learning process should be adapted to those updating.

Research Questions

To start this study, the following guiding questions were formulated:

- ✓ How does the implementation of storytelling enhance the speaking skills in the 9th graders?
- ✓ How does the implementation of storytelling enhance the pronunciation and fluency in the 9th graders?
- ✓ How the use of storytelling can contributes when encouraging the students to learn more about the Anglophone culture?

Justification

Dewi (2016) affirms that the causes of the students' low speaking skill are as follows: (1) not having enough time in practicing speaking, (2) not having enough vocabulary, (3) not having interest in speaking because of uninteresting teaching method, and (4) not being able to relate the speaking content to their real life. (p. 342)

Based on the four non-participant classroom observations carried out in 8th, 9th and 11th grades, some of the previous mentioned difficulties were identified regarding the students' speaking skills. Most of the times, the teacher used to work on reading comprehension activities from the institutional book. As a result, the students reinforced their reading skills and vocabulary basis; however, the other skills were left aside. Due to this fact, the students were unable to express their thoughts and ideas; they did not want to participate orally in class or read

the texts aloud and seemed bored during the classes. For this reason, the authorities of the institution proposed the pre-service teacher to help the students to improve their speaking skills by reshaping the teaching process, and implementing some new strategies.

Objectives

      General Objective:

- To implement storytelling activities to enhance speaking skills among 9th graders at "Institución Educativa Técnica Nuestra Señora de la Presentación de Chinácota"**.**

      Specific Objectives:

- To enhance 9th graders' oral production through storytelling.

- To enhance students' pronunciation and fluency through storytelling activities.

- To raise students' awareness about Anglophone culture through the implementation of storytelling activities.

Theoretical Framework

      In order to have a better understanding of this project, it is essential to clarify some concepts and definitions that are related to keywords of this proposal such as National Bilingualism Project, speaking skill, pronunciation and storytelling.

      National Bilingualism Project:

NBP (2004 – 2019) is a project implemented by the National Ministry of Education that aims to improve the English teaching and learning process and to raise the standards of it.

To accomplish its goal, first of all, the government did an analysis of the different results of tests of the state "Pruebas de Estado" that are carry out in the national school-.leaving examination and higher education in order to the government to know in which aspects they have to make an improvement. According to the CAMBRIDGE ENSLISH Language Assessment, "(…) The Colombian Ministerio de Educación Nacional (MEN) wanted to improve English language learning so as to improve the skills of its workforce and increase opportunities for working and studying abroad (…)". With the suitable implementation of this project, Colombian people will be able to enhance their speaking skill and have new opportunities in their personal and professional life.

Additionally, the MEN (2014) proposed several quality standards with aims at delimiting the goals for a determined year. For this research, it is necessary to know the standards of quality from 8th to 9th *Básica Secundaria Pre intermedio 1* (B 1.1) aim at accomplishing the following goal on the students:

"Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. Además de lo que logré en el nivel anterior, en este nivel participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria. Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro. Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones. Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero (see figure 5). En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas

complejas, cometo errores. Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables." (p. 24- 25)

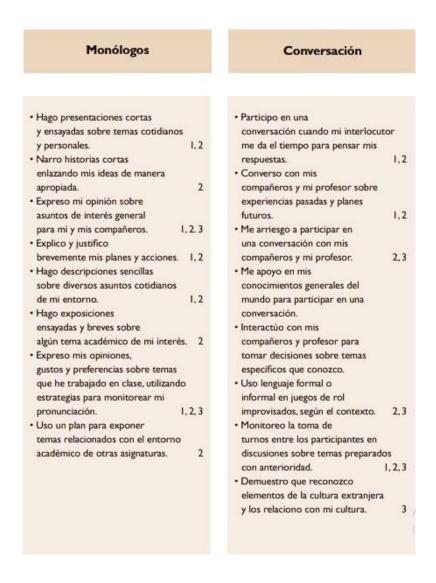| Monólogos		Conversación	
• Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.	1, 2	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.	1, 2
• Narro historias cortas enlazando mis ideas de manera apropiada.	2	• Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros.	1, 2
• Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros.	1, 2 3	• Me arriesgo a participar en una conversación con mis compañeros y mi profesor.	2, 3
• Explico y justifico brevemente mis planes y acciones.	1, 2	• Me apoyo en mis conocimientos generales del mundo para participar en una conversación.	
• Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.	1, 2	• Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.	
• Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.	2	• Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto.	2, 3
• Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación.	1, 2, 3	• Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad.	1, 2, 3
• Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas.	2	• Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura.	3

Figure 5. Standards of quality for speaking skills (MEN, 2014. p. 25)

Speaking

"Speaking is one of the four language skills (reading, writing, listening and speaking). It is the mean through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints." (Abd El Fattah Torky, 2006, p. 13).

This skill has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Nunan (1989) has classified speaking to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. (p. 27). In addition, it is considered as productive skill since it accomplishes the goal of communicating orally with other speakers.

Coming to a deeper definition of speaking, Prima (2015) said that speak "is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech.". This author emphasizes in the idea that skill is the ability to do something well. For instance, speaking skill "is the ability to make use of words or a language to express oneself in an ordinary voice." Additionally, Prima stablished five components of this skill:

Pronunciation, defined as the way for students to produce clearer language when they are speaking even though they have limited vocabulary and grammar. Moreover, pronunciation includes articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Grammar was defined as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language." Moreover, the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator and is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

Vocabulary is essential for successful second language use because "without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative." Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Words come in at least two forms: oral and written. The former is the set of words for which we know the meanings when we speak or read orally. The latter consists of those words for which the meaning is known when we write or read silently.

Fluency was defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16). Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

According to Bayetto (2013), there are three components of fluency: Accuracy, the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized; rate, speed and fluidity a reader uses as he/she reads a text; and prosody, comprised of the intonation, punctuation, phrasing and stress that sounds like speaking.

Comprehension is an "ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Its function is to make the listeners easily to catch the information from the speech."

The speaking skill was crucial in the development of this project. The students practiced their oral production and were able to express and share their thoughts, ideas, feelings, and creativity throughout the storytelling workshops.

Pronunciation

Walker (2010), an expert in pronunciation said: "poor pronunciation means poor fluency". He consider that one person cannot be fluent without getting the tongue around a sound, or getting the words out of the mouth. This reveals the importance of pronunciation in the oral production development. The progress in the acquisition of a second language depends on the ability to understand and to be understood, which means a communicative language level. Pronunciation plays an essential role in the attempt of obtaining this level.

Storytelling

Some authors have defined storytelling as a potential teaching technique to promote and help students improve their communicative skills, specially, the speaking skill. (Dujmovic, 2006; Al-Bulushi & Alkaaf, 2017; Bin, 2016;)

Dujmovic (2006) stated, "Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behaviour."(p. 111) He remarked the original use of storytelling, and its importance to our ancestors when communicating their feelings, ideas, thoughts, history, etc. "Storytelling is the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times." (Dujmovic, 2006, p.111). This author said that storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures. This idea was retaken by Al-Bulushi & Alkaaf (2017), who expressed that storytelling improves the four essential skills in language learning along with grammar and vocabulary.

Additionally, Bin (2016) considers that "storytelling can be an enjoyable tool for practicing both listening skills and for verbal expression." (p. 195). Besides, the teacher can choose stories from folk tales, guidebooks, literary tales, real life stories, festivals, and mythology as a teaching technique to be implemented in in preschools and elementary schools up until university level. Furthermore, Gallets (2005) indicated that in storytelling, one person relates the story from memory to a different person or a group. The teller acts as a transmitter and the listener(s) as a receiver of thoughts and ideas with interaction between the two. Young children listen to stories and other narratives and subsequently incorporate them in their writing through drafting, sharing, or editing.

Moreover, Forest (2000) created a rubric to evaluate the *Effective Storytelling Performance Skills*

"***Voice Mechanics***. Speaks with an appropriate volume for the audience to hear. Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text.

Face/Body/Gesture. Expressively uses non-verbal communication to clarify the meaning of the text.

Focus. Concentration is clear. Eye contact with audience is engaging. Maintains a charismatic presence in space (stage presence).

Characterization. If dialogue is employed, characters are believable to listener. Storyteller's natural voice is differentiated from character voices.

Use of Space. Storyteller seems comfortable, relaxed and confident in front of listeners. Storyteller maintains clear spatial relationships for characters and narrator.

Pacing. The story is presented efficiently and keeps listeners' interest throughout."

Table 3

Performance Skills Rubric

	Beginner	Intermediate	Proficient	Accomplished
Voice Mechanics				
Facial Expression				
Body Language & Gesture				
Focus				
Characterization				
Use of Space				
Timing/Pacing				

To improve the speaking ability on the students, there are many techniques that can be used such as practicing dialogues, playing games, singing songs, storytelling, oral reporting, role-playing, small group discussions, giving speeches, news reading, poetry reading and debates (Forest, 2000). This study chose to use storytelling as a technique to help students to improve the speaking abilities in 9th graders at COLPRECHI high school.

Literature review

Several authors have identified the benefits of storytelling for the students' learning process: communicative skills' improvement, creativity, vocabulary basis improvement and participation. (Rivera, 2016; Samantaray, 2014; Zuhriyah, 2017; Al-Bulushi & Alkaaf, 2017; Valencia & Burgos , 2015; Bin, 2016)

Rivera (2016) affirms that using stories in class has been a valuable teaching tool in order to catch students' attention and interest in learning and increasing students' vocabulary. Additionally, stories help introduce new vocabulary and language patterns that would be used later by students in their own stories. In this regard, Samantaray (2014) affirms that:

> Storytelling technique attracts student's attention and higher concentration, this technique provokes prediction and expectation of events. Consequently, those effects lead to deeper comprehension, enjoyment and happiness. Moreover, storytelling technique has great effects on students in their learning of English language. It changes the classroom environment from a dry boring one to a warm environment full of student's concentration, participation and production (p. 44)

Furthermore, storytelling is considered as a "pedagogic resource that strengthens communicative skill development. Besides, it encourages students' interaction and it promotes collaborative work where students can distribute different tasks and cooperate with their work." (Rivera, 2016). In addition, it fosters understanding and learning through negotiation of meaning and the use of different learning strategies. Zuhriyah (2017) demonstrated that storytelling could

improve speaking skill of students of class N in the second semester of intensive English program of Hasyim Asy'ari University (UNHASY) Tebuireng Jombang in the academic year of 2016/2017. Due to these results, some authors recommended the implementation of storytelling as a teaching technique.

> Policymakers, curricula professionals and practitioners would also find that employing the storytelling strategy in language curricula and instruction could entail benefits for their learners. They would be able to better understand the different aspects of storytelling and story writing that their learners need to focus on in order to improve their language skills. (Al-Bulushi & Alkaaf, 2017, p. 135)

In addition, Gallets (2005) supports the notion that both story reading and storytelling can be used as part of an effective program for emerging readers. As it was evidenced, this technique is highly recommended. Furthermore, there are some authors that explains how to implement this learning strategy. (Valencia & Burgos , 2015; Bin, 2016)

Nonverbal communication engage students when using storytelling. Facial expressions or different tones of voice can have an enormous value in the classroom due to students show more interest on the story and they leave behind distracting behavior. (Valencia & Burgos , 2015) moreover, the stories presented during the sessions, are the grounds to start speaking in the target language due to these tells provide oral expressions and vocabulary they are familiar with in order to reinforce it and new vocabulary in order to extend their lexis.

In this regard, some procedures can be followed by teachers in applying storytelling in teaching speaking. They are as the following:

a. The teacher divides the teaching material into two parts.

b. Before the lesson material is given, the teachers introduce the topics to be discussed. Teachers should write the topic on the white board and ask the students what they know pertaining to the topic. This brainstorming activity is aimed to activate their schemata in order to be readier for the new learning materials. In this activity, teachers need to emphasize that providing correct guesses is not the point. The important thing is students' readiness in anticipating the instruction that will be given.

c. Teacher put the students into pairs.

d. The first part of the material is given to the first students, while the second material will be given to the second students.

e. Then, the students are ordered to read or listen to their respective parts.

f. While reading or listening, students are asked to take notes and enlist some key words or phrases in their respective parts. The number of words or phrases can be adjusted in accordance with the length of reading text.

g. While remembering or paying attention to parts that have been read or heard. The students own version of the composition is, of course, not necessarily the same with the actual material.

h. When students complete their writing, some students may be given the opportunity to read their essay result.

i. This activity can be ended with a discussion on the topic of the instruction material. Discussions can be carried out between a couple (a pair) or with the whole class. (Bin, 2016, p. 200- 201)

At COLPRECHI high school this process was adapted according to the disposed time, the topic and the different activities proposed by the pre-service teacher for each session.

Research methodology

Action Research is the principal applied focus guiding this qualitative research. According to Mills (2011) cited by Creswell (2011) "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". This design fits to be used while implementing storytelling as a pedagogical tool because it aims at improving a part of the education process concerning the teaching and learning procedures. In addition, Action Research allows educators to reflect on their own practices arriving at the point of looking for new strategies to learn and teach in this case English.

Techniques and instruments to collect data

The main purpose of this study is to improve 9th graders oral production through storytelling, for instance, it is necessary to go through a data collection process that gives validity to this research. Thus, the researcher administered four non-participant classroom observations, seven narrative-reflective journals and one participant observation.

Non-participant classroom observations

During this study, non-participant classroom observations were an important instrument to gather information we might not notice with other instrument.

"The observation process is a three-stage funnel, beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of

the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest" (Spradley, 2010).

Non-participant observations allow the researcher to fully study the phenomenon setting an objective and a strategy to accomplish that goal. There were four non-participant observations with the aim of knowing which the level of English proficiency of the students was, the routine of their classes and the resources used by the teacher. Identifying that students did not have the level they were supposed to be on (B1.1). Most of the times, the teacher used to work on reading comprehension activities from the institutional book. As a result, the students reinforced their reading skills and vocabulary basis; however, the other skills were left aside. Due to this fact, the students were unable to express their thoughts and ideas; they did not want to participate orally in class or read the texts aloud and seemed bored during the classes.

Journals - Narratives

The exercise of reflection allows pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event and will allow the researcher to keep the essential entries of the students' perspectives during exploration of the phenomenon.

Richards and Lockhart (2007) stated:

"A journal is a teacher or a student teacher's written response to teaching events".
It is a useful tool that helps the researcher to reflect constantly and to discover

essential insights in the teaching process. It is an open tool which allows studying and analyzing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.

2. Questions or observations about problems that occur in teaching.

3. Descriptions of significant aspects of lessons or school events.

4. Ideas for future analysis or reminders of things to take action on.

(Richards and Lockhart, 2007, p.7)

With this instrument of data collection the research process was registered and evaluated in terms of efficacy, participants' expectations and perceptions, advantages or drawbacks and organization.

Participant Observation

Participant observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews (Kawulich, 2005). The researcher watches the subject of her study, with their knowledge of his status as a researcher, taking an active part in the situation under study. This author stated that

"Participant observation involves the researcher's involvement in a variety of activities over an extended period of time that enable him/her to observe the cultural members in their daily lives and to participate in their activities to facilitate a better understanding of

those behaviors and activities. The process of conducting this type of field work involves gaining entry into the community, selecting gatekeepers and key informants, participating in as many different activities as are allowable by the community members, clarifying one's findings through member checks, formal interviews, and informal conversations, and keeping organized, structured field notes to facilitate the development of a narrative that explains various cultural aspects to the reader." (Kawulich, 2005)

In this research, a participant observation was administered in order to identify participants and analyze their perceptions and improvements in their speaking skills. As participant observer, I was immerse in the research process while implementing the storytelling activities and workshops.

Population

The participants of this project were 45 ninth graders from "COLPRECHI" High School aged between 14 and 17 years old. However, the focal group was chosen from a voluntary basis comprised of five students who expressed their interest on being part of the research. In addition, the participants of the research received the letter of permission to be video or voice recorded during the storytelling workshops.

Data analysis

To analyze data it is important to consider the type of data this proposal will gather, which is qualitative. For this reason, some steps were followed to organize and interpret the data.

Firstly, the researcher needed to choose an appropriated technique to analyze data, in this case, a typological one. According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on predetermined typologies that are generated from a theory, common sense, and/or research objectives. This study took the research objectives as typologies and, additionally, an Excel book was used (appendix 3), which facilitated the process of organizing data and finding the three typologies and sub-typologies that emerged from this research.

Chronogram

Table 4

Chronogram

STEPS AND ACTIVITIES	AUGUST		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
WEEK >>	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1 Project formulation	■	■																
2 Socialization			■	■														
3 Implementation					■	■	■		■	■	■	■	■					
4 Instrument Application					■	■	■		■	■	■	■	■					
5 Data Analysis														■	■			
6 Findings Socialization																	■	

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Pre-service Teacher Schedule

	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6: 45 – 7:40	8- C	8- B	9- B		--------
2	7:40 – 8:35		8- B		8- B	--------
3	8:35 - 9:30	9- B	9- B			
	B R E A K 9:30 – 10:00					
4	10:00– 10:55	Chapinero 5- A/B		8- C	Centro 5- C/D	
5	10:55- 11:50	Chapinero 5- A/B		8- C	Centro 5- C/D	11- B
6	11:50- 12:45		11- B		---------	
	T A R D E					
7	2: 30 – 3: 30 Tutorías	8- B/C	9- A/B	8- A	ECAES	--------

Figure 6 Pre-service Teacher Schedule

Ethical considerations

The researcher guaranteed the protection of the participants' rights by observing Bryman's (2007) ethical considerations. Firstly, the participants were not affected by the results of the research and their integrity was respected. For example, participants were named with a number from one to five. Additionally, it was taken into account that "any type of misleading information, as well as representation of primary data findings in a biased way must be avoided." Secondly, before starting the implementation of the study, the researcher obtained a full consent

from participants, in which there were explained their rights and responsibilities. In addition, there were explained the procedures that were taken into account when carrying out the study.

Their privacy, anonymity, and confidentiality were guaranteed. Thirdly, the researcher and participants of this study were not given any economic benefits. Finally, it is important to highlight that non-psychological risks have been associated with the participation in these types of research. Honesty and transparency during the research process were the key features in this research.

Methodology to accomplish the pedagogical component

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. According to Ferrance (2000)" Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research." He proposed a routine of five phases of inquiry: 1. Identification of problem area; 2. Collection and organization of data; 3. Interpretation of data; 4. Action based on data; and 5. Reflection.

The purpose of this study was to implement storytelling as a strategy to improve students' oral production. Therefore, Samantaray (2014) presents different types of storytelling including mystery, romantic and comedy, which can be implemented in English class in order to catch the students' attention and allow them to have an effective learning process of the language. Through storytelling, students can learn vocabulary, grammatical structures, verb tenses, and improve pronunciation, intonation and self-confidence. For instance, this research implemented three types of storytelling: romantic, descriptive and comedy.

In this study, there was used Georgiou's (2010 -2011) storytelling process. It is comprised of three stages: Pre-storytelling stage, to prepare the students to follow the story; while-storytelling stage, to engage students in the storytelling process; and, after-storytelling stage, expanding the story to further creative activities, consolidating/evaluating understanding. This author recommends several actvities depending on the stage:

Table 5

Storytelling stages

STAGE	YOUNGER LEARNERS	OLDER LEARNERS
PRE-STORYTELLING	• Pre-teach key vocabulary • Use a song connected with the theme • Introduce and talk about the main characters	• Give words or phrases from the story for children to guess what it is about • Show pictures from the story and have students guess what the story is about • Give title and students guess story • Give part of the story and students predict the story • Give gapped summary ands students have to create the story
WHILE-STORYTELLING	• Students hold up pictures of objects or characters when these are mentioned in the story • Join in the story • Asked to guess what comes next • Aequence pictures	• Hold up words when these are mentioned • Sequence sentences • Joining in the story • Predicting what's to follow • Taking notes
AFTER-STORYTELLING	• Draw a picture of a favourite scene • Make a class book of the story • Act out the story • Learn the story in the form of a chant	• Make their own story • Create their own ending or make other changes to the story • Complete worksheets about the story • Create posters about the story • Put a class play about the story • Carry out an investigation into similar stories/ the characters or countries in the story / etc"

Pedagogical intervention

Although the time for English class at the institution was not enough to fully accomplish with the proposed activities of workshops, as it was above mentioned, the researcher implemented three workshops with three different types of storytelling: romantic, descriptive and comedy, taking into account the three stages and activities proposed by Georgiou (2010 -2011).

First workshop: ROMANTIC

The first workshop took place during the third week, taking into account the first type of storytelling proposed in the methodology of the proposal: Romantic; thus, the pre-service teacher chose *Romeo and Juliet* story, written by William Shakespeare, with aims at integrating the four language skills, but focusing the attention on the productive skills and the sociocultural factor transversally. This intervention included three stages that were developed as follows:

Pre- storytelling

During this stage, the main objective was to identify the general aspects and context of the story. The pre- service teacher wrote a list of vocabulary, comprised of 12 words, on the board and asked the students to look for their meaning. Then, the teacher showed a video about Shakespeare's biography and after, the students were asked for specific information and details of the author's life and works. Subsequently, the teacher asked them to compare the list of vocabulary with Shakespeare's works and find out the story they would be working on during the session. Finally, the students re constructed the story in Spanish and continue with the following stage. The students' participation and motivation was meaningful in terms of

accomplishing the second specific objective related to fostering self-confidence when speaking through storytelling.

While- storytelling

During this stage, the students had a direct contact with the story. They received the story and looked for unknown vocabulary, additionally; they watch a video about the story. Their response to this stage was positive, they not only demonstrated interest on the story but they also tried to express their impressions and thoughts about it, even if their fluency and pronunciation were not the appropriated. Then, the students received a reading comprehension worksheet comprised of a matching, an ordering and a "true or false" activity. Throughout the development of this task, the pre-service teacher guided and assisted students. The worksheets were collected at the end as part of the "Proyecto Lector" implemented at the institution.

After-storytelling

The students moved to the third stage as soon as students finished the reading comprehension task. The pre-service teacher had them to produce their own text by developing a task related to drawing, writing and speaking. In this opportunity, students were asked to continue the story and make a draw about it. Finally, the students had to pass in front of the class and read their stories aloud. During this stage, the participants' voice was recorded and their productions were collected.

Finally, the pre-service teacher gave a feedback to each one of them in terms of voice mechanics, facial expression, body language & gesture, focus, characterization, use of space and timing/pacing (Forest, 2000). See Appendix 4

Second workshop: DESCRIPTIVE

Pre- storytelling

The teacher started the class greeting students and praying the Our Father. After that, the teacher asked the students about their normal day in Spanish with the following questions:

- "¿Qué hacen antes de ir al colegio?

- ¿Qué hacen durante la mañana?

- ¿Qué hacen después del colegio?

- ¿Qué hacen en la noche?"

While- storytelling

The teacher asked the students to be silent because they were going to listen to an audio about an American boy describing his daily routine. After, the students retold the story in Spanish. Then, they listened to the audio again. Afterwards, they completed a table about Matt's daily routine. Then, the students completed the same table with their own daily activities.

After- storytelling

To finish, the students wrote a description of their day and passed in front of the class to share their routine. At the end, the teacher gave the students a feedback with some corrections on pronunciation and word choice. See Appendix 5

Third workshop: COMEDY

Pre- storytelling

During this stage, the main objective was to identify the general aspects and context of the story. The teacher started the class greeting students and praying the Our Father. After that, the teacher wrote on the board a list of vocabulary and students had to look for them in their dictionaries. Then, the teacher asked the students to give her the answers orally and corrected their mispronunciations. After, the teacher asked the students to share the homework consisted of searching and reading about the English writer Beatrix Potter and her famous works. Finally, the teacher asked the students to stablish a relationship between the words on the board and Potter's works in order for them to guess the story they were going to work on.

While- storytelling

Afterwards, the teacher asked the students to be silent because they were going to watch a movie-adaptation of Peter Rabbit story. After, the students retold the story in English.

Afterwards, they read the story individually and silently looking on their dictionaries the unknown vocabulary. Then, they practiced pronunciation reading aloud one by one; receiving corrections by the teacher while reading.

After-storytelling

First, the students will receive a reading comprehension activity comprised of a questionnaire the students have to answer orally. Then, the students were asked to create a story about one of the animals that appeared in the story. To finish, the teacher and the students were

organized in a circle and students read their written productions. Students who are part of the project were voice-recorded. At the end, the teacher gave the students a feedback with some corrections. See Appendix 6

Findings

In addition to the speaking skill, the structure of the workshops aimed at integrating and enhancing both productive and receptive skills. After analyzing data, three main typologies emerged in the light of the research questions: students' productive skills improvement, receptive skills enhancing and students' awareness about Anglophone culture

Students' productive skills improvement

Productive skills are divided into speaking and writing skills. The former were crucial in the development of this project. The students practiced their oral production and were able to express and share their thoughts, ideas, feelings, and creativity. The latter, were a complement which enriched the storytelling process.

Students' speaking skill improvement

With regards the speaking skill improvement, Dewi (2016) affirms that the causes of the students' low speaking skill are as follows: (1) not having enough time in practicing speaking, (2) not having enough vocabulary, (3) not having interest in speaking because of uninteresting teaching method, and (4) not being able to relate the speaking content to their real life. (p. 342). Effectively, during the non- participant classroom observations, there were identified the

difficulties that students have when producing oral output. These difficulties included the students' low motivation and vocabulary to express their thoughts and ideas, participate orally in class or read the texts aloud. Additionally, they seemed bored during the classes, adding that the teacher used to implement the activities proposed by the workbook. For this reason, the first typology centers its attention on the speaking skill and the improvement that students manifested in its five components: Pronunciation, grammar, vocabulary, fluency and comprehension.

In terms of pronunciation, it was defined as the way for students to produce clearer language when they are speaking even though they have limited vocabulary and grammar. Moreover, pronunciation includes articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. This was evidenced during the first intervention, in which the P5 mispronounced 15 out of 107 words. For example, decided /desaɪdɪd/, continue /kənˈtɪnuːe/, united /ˈjuːnɪt/, all /al/, girl /ˈgIrl/. These results were different to the ones of the following intervention, in which the P5 mispronounced only 5 out of 67 words. For example, live /ˈlaɪf/ and eat /eat/. Although the topic and vocabulary were different, the P5 improved his intonation and rhythm, as well as his body gesture when speaking. Similarly, during the first intervention, the P3 mispronounced 5 out of 44 words. For example: fight /fight/ dead /dId/ happened /hæpened/. Furthermore, during the third one, she only mispronounced 2 out of 94 words. For example: said /ˈseɪ/. These facts demonstrated how students improved pronunciation through storytelling workshops.

Grammar was defined by Prima (2015) as a "systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language." Moreover, the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator and is a rule that is needed for the

students to combine correct sentences in conversation both in written and oral forms. During the first workshop, the P5 did not use punctuation marks. "…the families get married and made a celebration and everything happened again as it had happened with Romeo and Juliet a young man from the Capulets family fall in the love with a girl from the family Montagues and the 2 families when they found out they agreed to the 2 youngsters (P5. Romeo & Juliet)" The P5 used to write stories without any punctuation mark; the pre-service teacher identified his error and gave him the correction throughout the feedback activity. Thus, in the second workshop, the P5 used punctuation marks. "Hello, my name is P5, I live in Chinacota, Norte de Santander, Colombia, I every day wake up and an get ready for school at 5:30 am y take the bus to school at 6:20. (P5. My Day)" Evidently, his pronunciation when speaking was improved and misunderstandings were avoided even in the written from of the text although the errors.

Vocabulary is essential for successful second language use because "without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative." Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Storytelling activities were an appropriated tool for students to extend their vocabulary basis because the structure of the workshops, adapted from Georgiou (2010 -2011) allowed the students to acquire new words throughout the pre-storytelling stage, and use it in the after-storytelling activities, as it was evidenced in the first workshop in which the P3 used the word *fight*, reviewed during the pre-storytelling activity, in her story: "-*You are right I promise never fight any more…(P3. Romeo & Juliet)"*. Similarly, the P4 used the same expressions mentioned by the American boy from the video of the second workshop when relating his daily routine. "[I] *take the bus to school*

at 6:20. Arrive at school at 6:35, all classes finish at 12:45, and leave school at 1:20, eat dinner at 7:30, and do homework at 8:00 but sometimes. Always listen to music at 8:30 (P4. My Day)"
He modified the hour, but not the expressions of the audio. In addition, due to the fact the P4 was repeating ad imitating the boy from the audio, his pronunciation and intonation were almost perfect.

Fluency refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16). Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". According to Bayetto (2013), there are three components of fluency: Accuracy, the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized; rate, speed and fluidity a reader uses as he/she reads a text; and prosody, comprised of the intonation, punctuation, phrasing and stress that sounds like speaking. Storytelling can be a facilitator of fluency improvement owing to the continuum reading and speaking practice. This fact was witnessed on the P1. During the first workshop, the P1 read the story (139 words) in 62 seconds with ease. However, she doubted and interrupted the reading six times due to the words she did not know how to pronounce. For example: "*She only gave a slight bob and extended her hand to seal their deal and bury the past ... wit... with a he... with a handshake.* (P1. Romeo & Juliet). Nonetheless, during the second workshop an improvement was evidenced. The P1 read the story (116 words) in 50 seconds, not only without any interruption but also with ease and her intonation and tone of voice were appropriated.

Finally, Comprehension is an "ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Its function is to make the listeners easily to catch the information from the speech." (Prima, 2015) During the first workshop, the students presented difficulties when making the listeners comprehend their stories because of not only their pronunciation but the syntax as well. However, in the final workshop, they seemed to improve this ability, as stated by the researcher in the participant classroom-observation card, in which she stated that during the second workshop "students listened to their classmates' presentations and seemed interested in their classmates' stories… (PC-O- My Day)"

The speaking skill was evidently enhanced in its five components thanks to the structure of the workshops and the students' collaboration and participation when developing the activities. Moreover, for further research it is recommended to implement or adapt a rubric when evaluating students oral output.

Students' writing skill improvement

During the development of the workshops, the pre-service teacher focus her attention on assessing students' speaking output, nevertheless, as part of the storytelling process, writing skill was monitored and enhanced as well. According to Al-Bulushi & Alkaaf (2017), the storytelling strategy is "an instructional strategy that provides learners with a visual guide to the basic story structure and the relationship between the elements of the story, which teachers may consider to be a useful resource during story writing lessons. (p. 134)" During the workshops, the students were asked to write a story during the last stage of the storytelling workshops. They were given a topic, a story, and the instructions to complete the activity. For example, during the third

workshop, after having showed them a poster of the movie with all the characters, the students were asked to create a story about one of the animals that appeared in the story (Peter Rabbit). The students have to use their imagination and creativity, as well as their previous knowledge on the basic language structures, linkers, vocabulary and discursive techniques to write the story. Furthermore, the students' response towards these kinds of activities was positive, hence, it could be concluded that teachers must always design activities in which creativity is fostered and make pupils use high order thinking skills.

Receptive skills enhancing

According to British Council (2016), the receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. In this case, building speaking skill throughout storytelling activities can contribute to the reading and listening skills.

Students' reading skill improvement

Cirino et al (2012) said the five targets for instruction to enhance proficiency in reading are the phonemic awareness, phonics (decoding), comprehension, fluency, and vocabulary. Phonological awareness and phonics are clearly tied to the development of word recognition skills, whereas vocabulary and comprehension are tied together as the comprehension component. The storytelling workshops were a tool to enhance reading skills on students since

the first and third interventions included a reading comprehension activity based on the story chosen. These activities complemented and facilitated the ease of the while-storytelling stage as it was evidenced in the third narrative, where the researcher expressed "….students were joyful and interested in the activities. Most of them (specially the participants) completed successfully the worksheet." During the first workshop, four participants got the higher score (Superior) in the reading comprehension worksheet, demonstrating their comprehension and understanding of the story features and details.

Students' listening skill improvement

Sealey Sanchez (2013 -2014), found that "Storytelling highly contributes in the development of listening and therefore also improves pupil's concentration and comprehension skills." She said while the teacher tells the story in the classroom, students have to pay attention and understand the meaning of different words, linguistic structures and so on in order to comprehend the already above mentioned story. In this research, the listening comprehension was a fundamental activity that introduced the story. The activities proposed were a video about Romeo & Juliet, an audio about an American boy daily routine and, a movie based on the tale Peter Rabbit. Additionally, the teacher ensured the students' comprehension through open questions such as "Who were the main characters of the movie?", "How were they like?"(Planning 3rd workshop- Peter Rabbit) Students answers were appropriated and demonstrated their understanding of vocabulary and detailed information of the story.

Students' awareness about Anglophone culture

"To prevent cultural misunderstandings, it is important to promote cultural understanding." (Swanepoel, 2016). The acquisition of an FL requires attention not only in language features but also in real life contexts and culture. In this research, there were

implemented some activities including a video, an audio and a movie. Watching videos, movies in English not only helps to learn new vocabulary but helps to build cultural knowledge too. Understanding the context around certain words and phrases helps the learner use English more effectively and communicate more clearly.

Taking into consideration that learning an FL is more significant when the learner connects the knowledge with real context, the students learnt about Anglophone culture throughout this storytelling project, as stated by the pre service teacher in her planning of the first workshop, "…the teacher will show a video about William Shakespeare's biography in Spanish. After having watched the video, the teacher will ask the students to stablish a relationship between the words on the board and Shakespeare's works in order for them to guess the story they were going to work on.(pre-storytelling stage)" Notwithstanding, students participated actively in the activities that included authentic material. As it was evidenced during the third workshop, in which the researcher showed a comic movie about the adaptation of the tale the students were working on. Their involvement in the activities was attested through the while-storytelling activities, in which students answered a questionnaire successfully.

Conclusions

The main purpose of this action research was to improve the 9th graders speaking skills at COLPRECHI high school' throughout the implementation of storytelling activities, and to get this objective, there were established three specific objectives, when it comes to the first specific objective: "To enhance 9th graders' oral production through storytelling." it was carried out successfully as it was demonstrated that Storytelling is a useful strategy that can be implemented

in any English class level owing to its flexibility and noteworthy, added to its value as a tool to enhance language skills, both productive and receptive, on learners.

Additionally, another objective was related to the students' pronunciation and fluency enhancing through storytelling activities. This aspect was accomplished as it was evidenced on the students' artifacts, class-recordings and narrative-reflective journal; however, it needed more intensification since the students agreed on saying that it was not worked properly due to the lack of time.

In terms of the objective related to raise students' awareness about Anglophone culture through the implementation of storytelling activities, the practitioner also noticed that knowing about cultural facts facilitated the learning process since students have a real contact with the language through authentic material and valid information.

Recommendations

As recommendation for further research, it is important to take advantage of time when planning and developing this kind of strategies, being organized and keep the students busy are key aspects. Additionally, it is necessary to use plenty of instruments to facilitate the data analysis. For example, the use of interviews or questionnaires before and after the implementation of the project in order to know students' suggestions and preferences, and, to corroborate students' improvement. Finally, when evaluating speaking and writing productions, it is necessary to use a detailed rubric that fully describes and bounds the criteria to analyze.

Chapter II: Research component

Introduction

In PLEX training context, training teachers' pedagogical practices are one of the interest and update focuses to study and document for the enhancement of the 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 is relevantly considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity. By means of questions wording and searching of information to seek a solution for any problem and for the self-recognition.

Statement of the 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 lacking in reflection does not lead 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 to a greater or lesser extent, it is required that the 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 at the same time are 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, self-evaluate, install a critical and constructive look 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 to development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a

problematic situation and establish an analytic gaze on it. In agreement with what the

philosopher in education John Dewey, precursor in the teaching applied reflective thinking

realm, it is justified the necessity of this study in order to give analytic tools and self-observation

to the students that allow them to distinguish among a daily action and reflective action. It is

considered that a reflective approach shields the agents in a traditional context of inertia and the

authority they have in the school.

Objectives

    General Objective:

- 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.

    Specific Objectives:

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to 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 guide the reflection of Students-Practitioners.

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

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. In addition, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands to not only organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación"

The stages of reflection as a process are shown in the following figure.
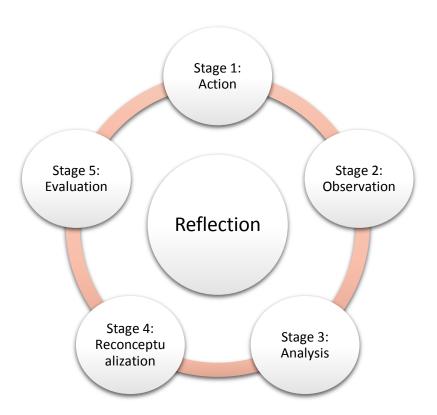

Figure 7. Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

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

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. 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.

Development

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

Social reconstruction

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

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

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.

Critical element on 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 (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals 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 vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, there were implemented the following instruments:

Reflective workshop

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. This reflective workshop helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.

- To qualify, facilitate and be set in an effective way to the school.

Data collection

Self-observation card

The self-observation card has as main objective to allow the pre-service teacher to form a perspective of her own professional activity as a teacher does; this is feasible by playing such role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise will allow students to express their endeavor based on the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class Recording

Having evidence of the students practitioners' performances in the classroom allows teacher-students to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process.

These recordings will allow having an external and constructive view of their pedagogical practices. In this practicum process, students have to record a class of themselves in order to analyze and reflect about how the process of teaching is advancing.
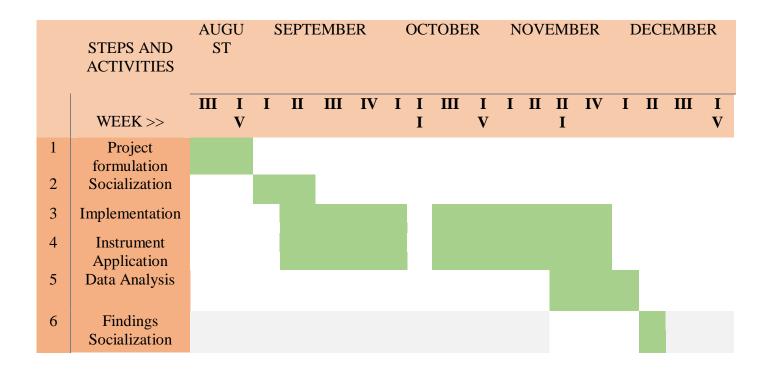
Chronogram

Table 6

DESCRIPTION	DATE	
Classroom Observation	22nd August – 30th August	
Narratives	14th September 21st September 28th September 5th October 19th October	16th November 23rd November
Reflective Workshops	27th November	
Self-observation card	27th November	

Figure 8 Research Component Chronogram

	STEPS AND ACTIVITIES	AUGUST		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	WEEK >>	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation																		
2	Socialization																		
3	Implementation																		
4	Instrument Application																		
5	Data Analysis																		
6	Findings Socialization																		

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Conclusions

Instruments for the collection of data range from narratives, self-observation checklist, class recordings, and reflective workshops. In the following paragraphs, a report on the process and its impact in the participant will be given. Evidences are provided.

Beginning with the narratives, it is important to restate that their purpose is mainly focused on providing the pre-service teacher with a space to express and share her experiences as the teaching practicum develops. These narratives have been done and delivered weekly via e-mail as established by the practicum coordinators (Appendix 7). This instrument enabled the pre-service teacher to reflect upon the development of the practicum on a daily basis while representing a great impact in personal and professional aspects.

Continuing with the aforementioned instrument, self-observation checklists, it was implemented as a way to guide the pre-service teacher on the assessment of its own teaching performance. The fulfillment of this checklist was carried out online on the fifth week. This self-observation checklist has been answered in terms of planning, execution, and evaluation of the pre-service teacher teaching practicum performance (Appendix 8). From this reflection, it was identified the need to follow a format to plan the classes, for them to be more organized and better structured.

Having the participant to record and analyze classroom recordings, a self-reflection process is promoted. In this case, the pre-service teacher recorded two classes that took place on September the 25th and November the 20th with students from 9th grade. Once the pre-service teacher had the opportunity to reflect upon her performance, she was able to notice the following aspects: a) the amount of teacher talking time was higher compared to students; b) the use of Spanish when introducing the activities was higher than the use of English; c) students were

distracted when the teacher provided the instructions for the activity, which led to confusion and having the pre-service teacher to repeat them twice; d) the teacher assessed students work constantly; and finally, e) the students' output was not enough to verify the understanding of the topics. (Appendix 9)

Taken together, the implementation of the mentioned instruments was both effective and enriching. They provided the pre-service teacher with meaningful insights on the teaching and learning process while encouraging mainly reflective teaching practices. This category is important in the field of teaching, thus teachers will always need to be evaluated, not only to be aware of drawbacks, but also to improve their methodology and strategies.

Introduction

This chapter presents the activities that were developed inside the two headquarters of the institution with the aim of incorporating the use of games with students in order to promote learners' motivation and extend student's knowledge of English in the classroom. This project attempted to enhance students' language learning process in primary headquarters of COLPRECHI high school by providing all the experience and the abilities of the pre-service teacher. For doing so, the researcher did a classroom observation before starting the lessons in order to observe and analyze the different needs that the students could have in the English language. This project proposed the use of games as a tool to improve the students' English level. This project is the key to integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in Centro and Chapinero headquarters in Chinácota. The main idea is to create a learning atmosphere for children where they can feel comfortable when learning English. Teachers are always looking for strategies where the students can interact with a foreign language.

In doing so, this project propose the use of games are useful to draw children's attention. This project opened the door to new teaching experiences, especially in primary schools where students are full of expectations, and willingness to learn something new. In the same way, it gave the opportunity for students to keep improving other skills such as reading and writing, because they are children who are still in the process of enhancing the four skills in their mother tongue.

Justification

Nowadays, in Colombia the institutions which only have English teachers in primary are private schools, that is the reason why the teaching practice will allow to supply this necessity through a project that aims at supporting English learning from primary with the purpose of creating strong knowledge basis of the language in order to have access to a higher educational quality, Although the ministry provides projects of bilingualism for the country, these are not correctly developed at all primary schools to face a growing world of the foreign languages.

During the observation week, it was possible to identify some difficulties in the English learning process. In addition, it was possible to demonstrate that the students of each group are provided with an English level deficit for the four communicative skills; since the knowledge of the language is limited, they have an English teacher prepared in the realm of English. For that reason, during some observations it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment.

Objectives

General Objectives:

- To meet the English Teaching demands of child population in primary school in Chinácota.

- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Chinácota.

Specific Objectives:

- To familiarize schoolchildren of Chinácota with fundamental knowledge of English.

- To teach English through the use of games in order to promote learners' motivation and extend 5th grades knowledge at COLPRECHI high school.

- To create lesson plans adapted to the learners' learning needs.

- To promote strategies that foster students' participation in each class and implement didactic material for learning of the different topics.

Methodology

First of all, it is important to emphasize the importance of collaborative work, which is an exercise based on cooperation, in which members exchange information, activating both prior knowledge and the one they investigate (Glinz, 2010).

Therefore, collaborative work aims to promote cooperation among students, and the exchange of knowledge and skills in order to accomplish a task and finally acquire certain understanding.

In addition, it is essential to consider that collaborative work involves activities that meet certain requirements or conditions, so that the target can be reached.

Ainscow and West (2006) propose the following aspects to consider:

- The presence of incentives to encourage participants in the collaborative process to explore possibilities for the benefit of their own educational communities.

- Developing a sense of shared responsibility towards the improvement of the majority of individuals.

- The identification of shared priorities for improvement in order to be seen as relevant by most of individuals.

- Availability of external aid with credibility and commitment.

- Support and trust from the educational authorities to the collaborative process by adopting new roles and relationships when necessary.

In this sense, the teacher plays a key role in the development of collaborative student work, since he or she is responsible for choosing and implementing activities, providing all the advice and support required, without being rigid with students, but being a constant guide for them.

During ten weeks of the development of this project, there will be implemented activities that prepare learners to explore this skill, in this way, students can be promoted and helped in all their communicative skills improvement. This proposal will be carried out with 5th graders. The pre service teacher will teach 4 hours per week that means one hour per group in each heard quarter. This Project aims at supplying a necessity of students from public primary schools, especially with children. The main aim of this outreach component is to implement games as a tool to enhance communicative skills of 5th grade students at COLPRECHI high school.

In addition, the trainee teacher will be working with 5th graders four hours per week following what the textbook demands and creating innovating activities and didactic material that wake up the students' interest to learn.

Chronogram

Table 7

Pre-service teacher schedule

HOUR		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6: 45 – 7:40					--------
2	7:40 – 8:35					--------
3	8:35 - 9:30					
B R E A K 9:30 – 10:00						
4	10:00– 10:55	Chapinero 5- A/B			Centro 5- C/D	
5	10:55- 11:50	Chapinero 5- A/B			Centro 5- C/D	
6	11:50- 12:45				---------	

As previously mentioned, this project aimed at integrating the use of games through different activities to promote learners' motivation and extend 5th grades knowledge. Having that said, some games have been implemented during the previous weeks:

Table 8

Primary school chronogram

WEEK	TOPICS	GAME
1-2 - 3	Review:- Greetings & farewells	"Hello" TPR
	- Verb to be	"Guess the activity" matching
	- Daily routine	"My day" drawing
4 – 5 - 6	Demonstrative pronouns	" matching"
		"staircase game"
7-8- 9	The city	Puzzle
		Wordsearch
10	Exams	

Conclusions

This project was created with aims at improving the English learning process of primary school students, implementing new teaching strategies, in this case the use of games. Even though, one hour per week (40 minutes) is not enough for students to achieve the standards for learning a foreign language. The pre-service teacher does her best to implement the most "attractive" material and method to promote a funny learning atmosphere to the children. However, the fact they did not had an English teacher, affects the development of the classes'

planning since it is evidenced their previous knowledge is not the required for the level they are supposed to be on. For instance, this process took three classes per topic.

Nevertheless, the implementation of games in primary courses is one of the best tools in order to promote the English learning. Children learn by playing and having fun. This strategy gathers those features to transmit to students the desire of learning a foreign language. It is recommended that children do not focus on grammar or structures but they acquire these skills unconsciously by playing. Evidences are provided in appendix 10.

Chapter IV: Administrative component

Introduction

COLPRECHI high school carries out different types of activities during the year, all these activities allow to integrate the whole educative community in order to discover new talents and create a peace atmosphere among students and teachers. Besides, these events give an idea to the practitioners to notice how is the procedure followed by the institution, in other words, this administrative component involves the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

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, the practitioners will also have the opportunity to feel the profession in one hundred percent being undergraduate. Hence, this experience may surely help when we face our works as teachers.

Objectives

    General Objective:

- To participate in the administrative activities proposed by COLPRECHI high school.

    Specific Objectives:

- To offer organization services in order to create a suitable atmosphere and succeed in the events proposed by the institution.
- To work together helping in discipline and the activities planning.

- To help and motivate students to do an excellent job and performance the day of the presentation.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by "COLPRECHI" high school. In this sense, it is important to let them know our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings , exams week, and so forth

The pre-service teacher is not focused only in her work as a teacher, but also as a part of the institutional community. That is why she is present in every aspect proposed by the institution concerning not only the educational field but also the social field.

Chronogram

Table 9

Flag-raising ceremonies calendar

GRADE	DATE
8-C & 9-A	**14th –September**
10- A & 10-B	**18th –October**
11-A & 11-B	**21st - November**

Table 10

Administrative and cultural events

ACTIVITY	DATE
Institutional development	From 8th to 12th October
Teachers' meetings	5th September 3rd October
Parents' meetings	8th September 7th December
Exams	From 10th to 14th September From 9th to 16th November
Promotion meetings	19th September 22nd and 28th November
Diversity day	5th September 27th October
Project PRAE – "Reciclón"	From 17th February to 27th October

Conclusions

Generally speaking, the role of the pre-service teacher in the institution and the interaction with the school teachers- students and members of the administrative staff both have been developed satisfactorily; it is relevant to highlight the support, empathy and respect that all the members have demonstrated to the pre-service teacher throughout the practicum period.

For that reason, this section will describe the activities in which the pre-service teacher participated:

Friendship Ceremonial Flag Raising Event:

This activity took place on Wednesday 12th September, where two students of each group of each grade went to the front of Betania (principal patio) in order to receive their appreciation for being the best friends of the classroom. 8th grade students presented songs, poems, dances, a parents' phono mimic, and friendship board advice.

During this event, the pre-service teacher was in charge of students' discipline and helped the supervisor to give the students the recognition for being the classroom best friends.

Talk on Drug Prevention

As agreed with the administration of the institution and the police of Chinacota, a *talk* on drug issues, prevention, and treatment was given to students from 8th grade on Thursday the 19th September. This hour talk was delivered by two police members. They explained students about the existing types of drugs in the city as well as the factors and consequences of drug abuse. Topics such as prevention and how addiction can be treated were also discussed.

To summarize, the pre-service teacher assumed the role of supervisor in order to help in maintaining a respectful and attentive environment while the talk was taking place.

Students' day celebration

This event took place on 20th September and was organized by groups, so the supervisor, as headline of 8th- B grade extended the invitation to some parents and the pre-service teacher. 8th grade headline teachers' were in charge of the place, snacks and games while the pre-service teacher helped them to distribute the food.

To sum up, this activity was enjoyable as it allowed the pre-service teacher to have the opportunity to share some quality time with students outside the classroom environment, as it was a space to interact and talk about themselves, their expectations and thoughts about the pre-service teacher's time and practicum in general.

Eucharist

Four Eucharists took place on 4th, 19th October, 21st and 30th November. The first one, in honor to the peace week, the second one in order to honor Marie Poussepin beatification and students' first Communion, the third one in honor to La Presentación day and the last one to celebrate the graduations. The pre-service teacher's role was participating and being in charge of 8th graders discipline. These ceremonies provided relevant information for recognizing the importance of teaching students aspects such as values, principles and the meaning of peace in times where our country is facing one of its biggest challenges regarding this issue.

"Vivir mejor, vivir felices" project closure

On 17th and 18th October the closing of a PRAE project took place. During this activity, the environment and science teacher recognized and published the benefits of "reciclón" project and the students, parents and administratives who participated actively in the project, leaving the school a budget to buy a sound equipment for the school. During this event, the pre-service teacher was in charge of students' discipline and helped the supervisor to give the students the recognition for being the classroom most compromised with the environment project.

Christmas Novena

As a catholic high school, to do the Christmas Novena is a tradition, even if there is one month missing to Christmas. During these days (from 15th to 27th November), the pre-service teacher

was in charge of discipline, and, she was involved in two Novenas, due to her role as teacher and graduate of the institution. She read and sing actively.

Finally, the organization of events or any other administrative procedures is one of the most relevant functions of the pre-service teacher. It allows her to witness the role that a teacher has during a school life in order to get involved with the academic activities in the institution. In that way, the pre service teacher always tried to be available to the supervisor when she needed her presence the activities. See Appendix 11.

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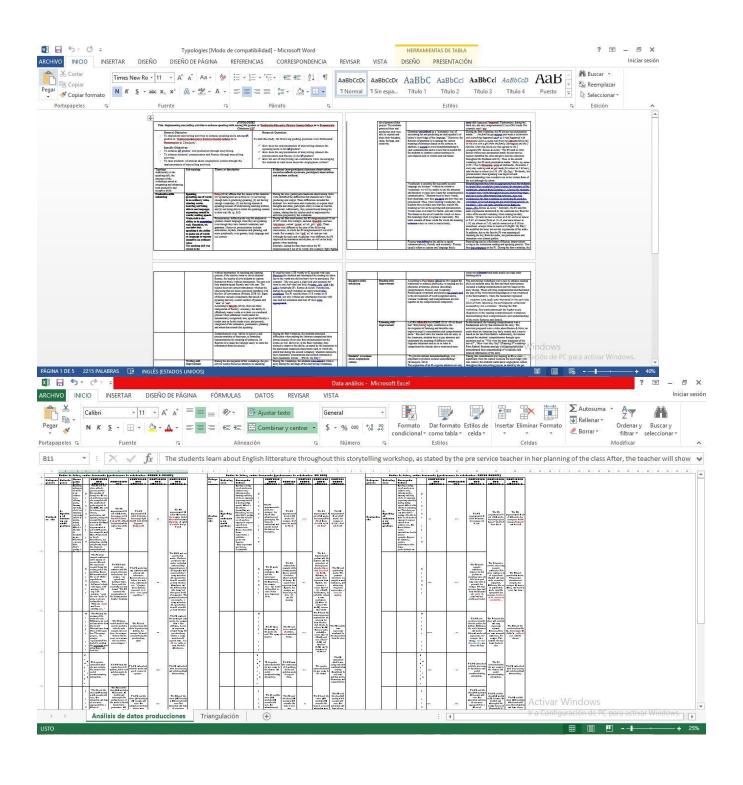https://ejournal.radenintan.ac.id/index.php/ENGEDU
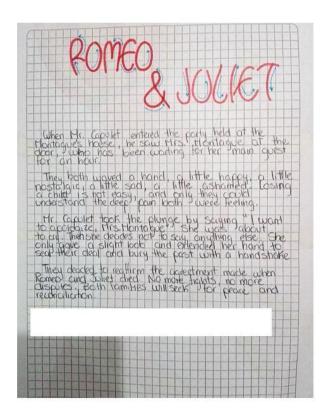
Appendixes

Appendix 1: Educative Authorities

Appendix 2: "Seguimiento académico y disciplinario

INSTITUCION EDUCATIVA TECNICA NUESTRA SEÑORA DE LA PRESENTACION

SEGUIMIENTO ACADEMICO Y DISCIPLINARIO

ASIGNATURA	ESTUDIANTES AUSENTES	INDICADORES	OBSERVACIONES DEL SER, EL SABER Y EL SABER HACER	SUGERENCIAS DEL GRUPO	FIRMA DEL DOCENTE

Appendix 3: Data analisys

Appendix 4: Example first storytelling workshop (Romeo & Juliet -P1)

TRANSCRIPTS

Romeo & Juliet

When Mr. Capulet entered the party held at the Montague's house, he saw Mrs. Montague at the door, who has been waiting for her main guest for an hour.

They both waved a hand, a little happy, a little nostalgic, a little sad, a little ashamed. Losing a child is not easy, and only they could understand the deep pain both were feeling.

Mr. Capulet took the plunge by saying "I want to apologize, Mrs. Montague" She was about to cry. Then she decides not to say anything else. She only gave a slight bob and extended her hand to seal their deal and bury the past with a handshake.

They decided to reaffirm the agreement made when Romeo and Juliet died. No more fights, no more disputes. Both families will seek for peace and reconciliation.
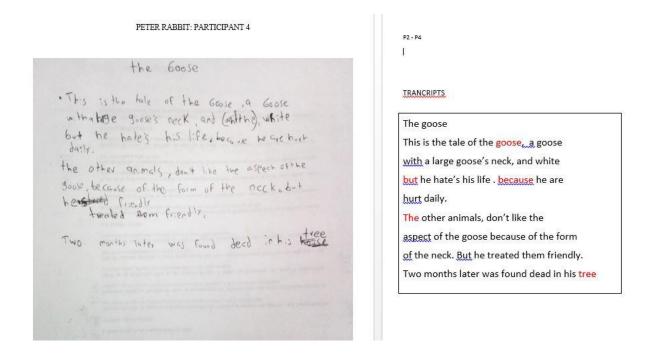
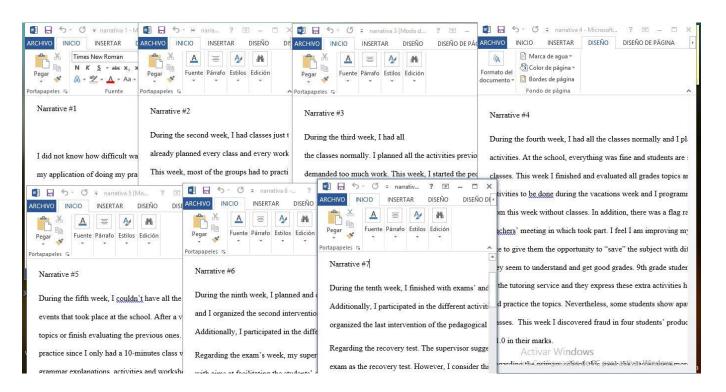Appendix 5: Example second storytelling workshop (My day -P5)

TRANSCRIPTS

Hello, my name is P1, I live in Chinacota, norte de Santander, Colombia, I every day wake up and an get ready for school at 5:30 am y take the bus to school at 6:20. I arrive at school at 6:45, all class finish at 12:45, leave school at 1:00, I eat dinner at 8:00 sometimes eat more, I liste music sometimes at 9:00 with my brother.
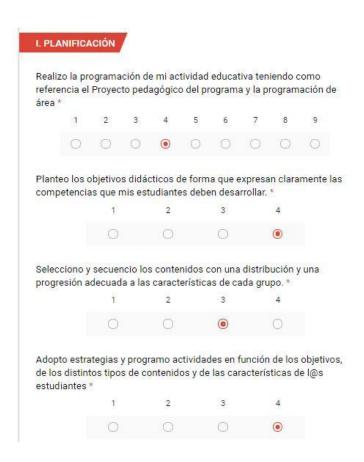
Appendix 6: third storytelling workshop (Peter Rabbit -P4)

PETER RABBIT: PARTICIPANT 4

P2 - P4

TRANCRIPTS

The goose
This is the tale of the goose, a goose
with a large goose's neck, and white
but he hate's his life . because he are
hurt daily.
The other animals, don't like the
aspect of the goose because of the form
of the neck. But he treated them friendly.
Two months later was found dead in his tree

Appendix 7: narratives

Appendix 8: self-observatiom card

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	5	6	7	8	9
○	○	○	◉	○	○	○	○	○

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 una progresión adecuada a las características de cada grupo. *

1	2	3	4
○	○	◉	○

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1	2	3	4
○	○	○	◉

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

	1	2	3	4
	○	○	○	●

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación. *

	1	2	3	4
	○	○	●	○

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

	1	2	3	4	5	6	7	8	9
	○	○	●	○	○	○	○	○	○

Observaciones y propuestas de mejora: *

Debido a que no me es exigido ningún formato obligatoria para la planeación de las clases, elaboro el esquema de mis clases en una agenda y de forma oral pido la opinión de mi supervisora, quien en algunas ocasiones me recomienda actividades o libros para determinados temas.

-Motivación inicial de l@s estudiantes:

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1	2	3	4
○	○	○	◉

Planteo situaciones introductorias previas al tema que se va a tratar. *

1	2	3	4
○	○	◉	○

-Motivación a lo largo de todo el proceso:

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1	2	3	4
○	○	◉	○

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1	2	3	4
○	○	○	◉

Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1	2	3	4
○	○	○	◉

-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

	1	2	3	4
	○	○	◉	○

Estructuro y organizo los contenidos dando una visión general de cada tema (indices, mapas conceptuales, esquemas, etc.) *

	1	2	3	4
	○	○	◉	○

Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

	1	2	3	4
	○	○	○	◉

-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

	1	2	3	4
	○	○	○	◉

En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo. *

	1	2	3	4
	○	○	◉	○

Recursos y organización del aula:

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

	1	2	3	4
	○	○	○	◉

Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado *

	1	2	3	4
	○	◉	○	○

Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica. *

	1	2	3	4
	○	○	○	◉

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc. *

	1	2	3	4
	○	○	○	◉

Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s *

	1	2	3	4
	○	○	○	◉

-Atención a la diversidad:

Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza-aprendizaje *

	1	2	3	4
	○	○	◉	○

Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. *

	1	2	3	4
	○	○	○	◉

Observaciones y propuestas de mejora: *

En dos cursos a los que voy, hay varios estudiantes con Necesidades Educativas Especiales. Por lo tanto he tratado de adaptarlas actividades y evaluaciones para ellos. Sin embargo, sólo he logrado progresos con una de las estudiantes.

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

	1	2	3	4
	○	○	◉	○

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

	1	2	3	4
	○	○	○	◉

Realizo una evaluación inicial a principio de curso. *

	1	2	3	4
	○	○	◉	○

-Clima del aula:

Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias. *

	1	2	3	4
	○	○	○	●

Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas. *

	1	2	3	4
	○	○	○	●

Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes. *

	1	2	3	4
	○	○	○	●

-Seguimiento/ control del proceso de enseñanza-aprendizaje:

Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula. *

	1	2	3	4
	○	○	○	●

Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas. *

	1	2	3	4
	○	○	○	●

En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición. *

	1	2	3	4
	○	○	○	●

-Atención a la diversidad:

Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza-aprendizaje *

	1	2	3	4
	○	○	◉	○

Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. *

	1	2	3	4
	○	○	○	◉

Observaciones y propuestas de mejora: *

En dos cursos a los que voy, hay varios estudiantes con Necesidades Educativas Especiales. Por lo tanto he tratado de adaptar las actividades y evaluaciones para ellos. Sin embargo, sólo he logrado progresos con una de las estudiantes.

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

	1	2	3	4
	○	○	◉	○

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

	1	2	3	4
	○	○	○	◉

Realizo una evaluación inicial a principio de curso. *

	1	2	3	4
	○	○	◉	○

Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos. *

	1	2	3	4
	○	○	◉	○

Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes. *

	1	2	3	4
	○	○	○	◉

Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes. *

	1	2	3	4
	○	○	○	◉

Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... *

	1	2	3	4
	○	○	○	◉

Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación. *

	1	2	3	4
	○	○	○	◉

Observaciones y propuestas de mejora: *

En cuanto a la evaluación, he variado bastante en cuanto a las estrategias y recursos para evaluar. He implementado la evaluación formativa y también la sumativa, y al calificar analizo las debilidades y fortalezas y las socializo de manera grupal en clase, y trato de reforzar esas temáticas en las sesiones de tutorías de las tardes.

Appendix 9: class recording

WhatsApp Video 2018-09-25 at 1.35.23 PM

Activar Windows
Ir a Configuración de PC para activar Windows.

00:01

Appendix 10: Word search and crossword

Appendix 11: Evidences administrative component