Enhancing seventh grade students´ speaking skills through Project Based Learning using storytelling strategy at the Provincial San Jose High School: an action research

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Final report of practicum

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Acceptance Note

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Principal of the Foreign Languages Program

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Presentation of the proposal

This project targets the use of Project Based Learning (PBL) as an innovated tool for improving students speaking skill at Provincial San José high school. Here, it is shown a general overview of the project which is divided into four chapters: pedagogical component, research component, out-reach component and administrative component; that represent the pre-service teacher´s training in a high school environment.

The first component exposes those approaches, concepts, tools, and all strategies that the pre-service teacher used to offer a broad opportunity field for students to create abilities, values and knowledge that could indicate a proper learning process and building a bi-directional interaction among teachers and students for improving the learning process.

The research component portrays the reflection as an innovated and transforming space for always being reflecting about the practicum process made within the classroom, and that it could conduct to the development of a critical thinking where the student-teacher could become in a guide for seeking solutions to all the issues surrounding him.

On the other hand, the out-reach component, where the main purpose was to assist and support the different students' necessities that could emerge while learning to reinforce this process and that students could achieve, develop and have the same capacities and opportunities in the second language learning.

Finally, the administrative component deals with the extra academic activities that Provincial San José High School develops and where the pre-service teacher needed to take part in to be familiarized and learn about being a teacher and being part of an institutional community.

Introduction

Learning a foreign language has become essential, especially regarding English. In the same path, due to the globalized world, English learning has grown up as the international business and communication language that in some ways rises up as a mandatory language for interacting with all the fields and countries. Because of that, since 2004, Colombia in charge of the Ministry of Education (MEN) has been creating and implementing the National Bilingual Program (PNB), aiming the goal of making bilingual students in Spanish (L1) and English (L2) to respond to the world demands and achieving the fact of being a developed country.

Taking into account the above, learning English in our country has taken a special place while teaching a second language. That is why, the Colombian Government seeks to prepare its citizens and its future professionals in all the fields to face and being prepared for the current exigencies of the globalized globe. That is the reason why English learning is being located in one of the top part of the education in Colombia.

Regarding the mentioned before, and after making two weeks of observation at Provincial San Jose High School where was evidenced that sixth and seventh grade students had wide difficulties for expressing themselves while pronouncing or when they are asked to answer questions in English. Thus, this project was focused on the use of Project Based Learning (PBL) to improve students´ speaking skills; without moving aside the other skills (writing, reading and listening), but giving a special glace to this one, because the English Area Project of the institution in this year targeted the fact of improving speaking skills, oriented to develop the students' academic proficiency in a second language.

Justification

English is measured as the most worldwide spoken language. It has got that perception since the globalization started growing up as a status of an international language that encompasses it as science and knowledge language. Thus, English has become in part of our daily life and is found wherever the place we have contact with.

On the other hand, leaning English is vital for having access to knowledge in all the fields we have interaction with due to that English has become the knowledge language. Also, different subjects and degrees are taken in English as well. Those international conceptions have an important impact on the demanding of professionals that could be able to face and get on no matter the situation concerning the use of English. With this spectrum on mind, English learning is being privileged and plays an important role in education. Thus, the Colombian education in charge of MEN, has been looking and working for strategies, tools, educational laws and reforming the English learning standards to arrive at those goals concerning the teaching of English as a second language. Nonetheless, the results are not broad positive because inside the public institutions the English level required does not correspond with this one that the government states in different education reforms; because there is a lack of knowledge regarding English within the classroom. As is corroborated by the British Council (2015) who states that:

"(…) The 2012 SABER PRO results show that 31.5 per cent of university entrants were below A1 and 35.8 per cent were at an A1 level, while just one per cent of secondary students can be considered truly bilingual. This is well below the targets of 40 per cent at B1 for both groups. While there are significant barriers to achieving the 2019 goals, including a lack of progress-measuring mechanism (…)" (p. 17)

It is interesting to note, that this fact of a low English level is increasing and is a daily issue seen in the public institutions where English classes are carried. As was noticed during some English class observations with 6th, 7th and 8th grades students at the Provincial San Jose, where they do not have the skills when speaking or reading, due that the English teaching process carried is not focused on the development of the four linguistic skills a bilingual student should have. Also, many students feel bored for the English class' monotony due that English teachers at the Provincial San José School do not stimulate them to get their attention and that feel more engaged while learning. For that purpose, the use of PBL while improving speaking skills was the main objective of this proposal; taking into account that the use of PBL has a great important within the class; as is claiming for Gohmann (2017) who affirms that "PBL is a dynamic approach to teach in a way that students can explore real-world challenges by being given a variety of projects designed to enhance, encourage the course and enrich their understanding of the content" (p.30)

Objectives:

General objective

To enhance 7th grade students´ speaking skill through Project Based Learning using storytelling creation and representation at the Provincial San José High School

Specific objectives

- To implement reflection as a transforming too of the proper pedagogical processes of the integral practice
- To promote the development of a critical spirit in the pre-service teachers that allow then to analyze their pedagogical daily work
- To improve 6th and seven grade students English learning through personal tutoring
- To take part and participate in the activities from the Provincial San José High School all the time the practicum teacher is in the institution.

Institutional observation

Topographical location of the school facilities

Provincial San Jose is one of the most well-known educational institutions in Pamplona. It has more than 200 years offering to the whole Pamplona's community the opportunity of getting access to a great formation for facing and being prepared for life. It is the central head square of the public education in the city; that is why knowing about it turns so important.

The Provincial San Jose High School is located in Pamplona, Norte de Santander at the 11-118 Santander Avenue. It is built on public lands and took as motif the commemoration of the first 100 years commemoration of the General Francisco de Paula Santander, then for administrative dispositions more lands were added to make it bigger and having at present a big physical structure surround by the city main stadium, and forest areas that house, micro-football, football, tennis, and recreation fields.

Nevertheless, the physical structure is suffering several carelessness that affect the learning process in some ways. Most of the students specially the youngest ones show a desire to be ready for learning, while there are cases where some of them feel annoyed in classes, some intolerant and disrespectful with teachers what arrive in a distraction for the class time and for their peers. It is also noticed that here are cases where students belong to young gangs and others who use drugs out of the institution.

Educative Authorities

The San Jose Provincial High School is characterized for being one of the most organized institutions in the city, having as main goal the integral formation on va lues, well behave and will for learning. The administrative organization is divided into:

Principal; José Alirio Montañez Vera

Academic and discipline coordinator; Martín Omero Cuy Esteban

Supervisor, Blanca Azucena Villamizar

Proyecto Educativo Institucional (PEI)

Concerning the main aspects about the institutional PEI of the Provincial San José, it takes its main values and support from the mission and vision of the same, as well as the objectives that guide the PEI. Those aspects highlight the horizon and goals of the home.

Mission

The Provincial San Jose High School of Pamplona, is an official center that guarantees the educational services in kinder garden, primary and high school, aiming to the formation of integral, competent, investigative spirit and peaceful citizens in a plural and globalized community. Being respectful of the human rights, individual liberties and the human dignity values, based on Santanderinos and Lasallistas principles: honor, science and virtue

Vision

On 2020, the Provincial San Jose High School will continue being recognized for providing a quality educational service, based on humanistic and pluralistic principles in harmony and the current actualization of the pedagogical and the research practices, for facing the daily and environment challenges, and the commitment for the peace construction.

High school objective

General objectives:

- To educate in an integral way to facilitate human, scientific and technological development.

Specific objectives:

- To offer academic services that allow students to get participation into the higher education and their affectively incorporation into society.

- To foster respect and values by stimulating the development of the socio-affective process.

- To experience the conflicts resolution into the classroom by respecting the individual differences and plurality as peace elements.

- To develop communicative competences and the proper use of new technology devices and investigative practices.

- To preserve the person physical and mental health in order of taking advantage of the free time.

- To promote respect, the correct use and conservation of the environment as a whole.

- To promote the research practice in the different teaching areas as a pedagogical strategy for contributing with knowledge based on ICT.

- To encourage the transversals pedagogical projects lawed by the common education regulations to respond to the educational context conditions.

Coexistence handbook

The Provincial San Jose High School started to get its first steps toward its foundation in 1815 having as main head the bishop Rafael Lasso de la Vega. But, was in 1816 when this idea took place. Starting to offer educational services under the name of Casa de Estudios of Pamplona city. It had the Aristotelic and Scholastic as the main goal in the students' formation.

However, it was on 5th March, 1823 where it got the legal aspects for being an official public home of studies. In 1890, the San Jose Provincial turns into a university role that make its instruction stronger through the guide on math, jurisprudence, engineering, etc.

On July 26th 2002, an institutional restructuration was made in the regional field, establishing the educative institutions, being "Provincial San José" school one of those institution established in Pamplona. Then, on January 28th 2003, other schools were added to the Provincial School: Gabriela Mistral, Santa Cruz, Instituto Técnico de Bachillerato ISER, La Salle, and José Rafael Faría.

At present, this institution is well known because of its achievement on departmental and national success as one of the best educational institutions. Being one of the best organized, disciplined and due to the high level on students' preparation obtained in the back days.

Pedagogical approaches

Organigram and Institution physical distribution
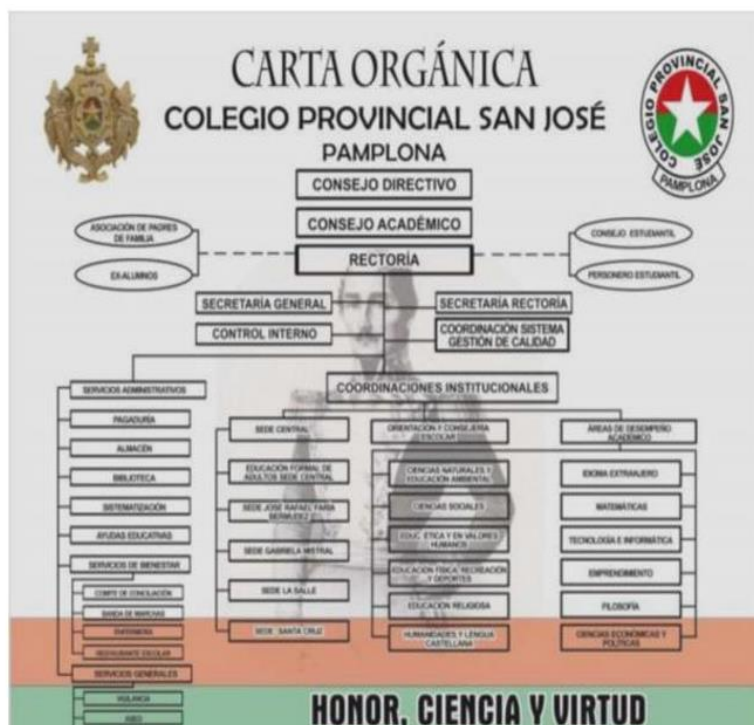
Figure 1: Institution organigram

This high school provides a high level in terms of the distribution of settings to teach students appropriately and other places in order to cover students' necessities and members of this school. For instance, it contains three upper floors where the students from sixth to eleventh grade and teachers' area are distributed. On the contrary, the first floor is comprised of the secretary, the principal's office, the coordinator's office, a chapel. On the second floor is situated the psychology office. On the other hand, it is essential to highlight another elements that this school offers to the members of it, so therefore, a gym, a parking lot, a restaurant service for the students, three huge sport field sand the technology classroom composed by new tablets.

First semester institution schedule

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES
Enero 2018

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
	1 FESTIVO	2	3	4	5	6
7	8 FESTIVO	9 SEMANA DE DESARROLLO INSTITUCIONAL	10 SEMANA DE DESARROLLO INSTITUCIONAL	11 SEMANA DE DESARROLLO INSTITUCIONAL	12 SEMANA DE DESARROLLO INSTITUCIONAL	13
14	15 SEMANA DE DESARROLLO INSTITUCIONAL	16 SEMANA DE DESARROLLO INSTITUCIONAL	17 SEMANA DE DESARROLLO INSTITUCIONAL	18 SEMANA DE DESARROLLO INSTITUCIONAL	19 SEMANA DE DESARROLLO INSTITUCIONAL	20
21	22 INICIO PRIMER TRIMESTRE	23	24	25	26	27
28	29	30	31			

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES
Febrero 2018

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			1	2	3	
4 EUCARISTIA ASISTEN GRADO 6º A 8º SEDE PRINCIPAL.ORGANIZA 6º GRADO	5	6	7 JORNADA PEDAGOGICA	8	9	10
11 EUCARISTIA ASISTEN GRADO 9º A 11º SEDE PRINCIPAL.ORGANIZA 9º GRADO	12 COMIENZA EL PROCESO DE SENSIBILIZACION CANDIDATOS GOBIERNO ESCOLAR	13 REUNION DE PADRES DE FAMILIA ELECCION DE REPRESENTANTES	14 MIERCOLES DE CENIZA	15	16	17
18 EUCARISTIA ASISTEN GRADO 6º A 8º SEDE FARIA ORGANIZA 6º GRADO	19 ELECCION DE LOS RESPRESENTANTES DE CADA GRADO	20 CONFORMACION DE CONSEJO DE PADRES DE FAMILIA Y ELECCION DE REPRESENTANTES AL CONSEJO DIRECTIVO	21 REUNION POR SEDES	22 CIRCUITO POLIMOTOR GRADOS PRIMEROS	23	24
25 EUCARISTIA ASISTEN GRADO 9º A 11º SEDE	26	27 ELECCION DE LOS RESPRESENTANTES DE	28 RENDICION DE			

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

Marzo 2018

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
				1	**2**	**3**
4 EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 5º GRADO	**5** ELECCION DE LOS RESPRESENTANTES DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	**6**	**7** JORNADA PEDAGOGICA ELECCION DE LOS RESPRESENTANTES DE LOS DOCENTES AL CONSEJO DIRECTIVO	**8** IZADA DE BANDERA SECUNDARIA ORGANIZA SEXTO GRADO IZADA SEDE MISTRAL ORGANIZA 4 GRADO ORGANIZA IZADA SEDE SALLE ORGANIZA 3er GRADO	**9** JORNADA ELECTORAL ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL	**10**
11 ELECCION SENADO Y CAMARA	**12** TRIDUO SAN JOSE ASISTE SEDE SALLE HORA: 6:00 P.M	**13** ELECCION DE LOS RESPRESENTANTES DE LOS ESTUDIENTES AL CONSEJO DIRECTIVO - TRIDUO SAN JOSE ASISTE SEDE MISTRAL Y SANTA CRUZ HORA: 6: 00	**14** TRIDUO SAN JOSE ASISTE SEDE PRINCIPAL HORA: 6: 00 P.M	**15** INAUGURACION JUEGOS INTERCLASES	**16** DIA SAN JOSE DESFILE Y EUCARISTIA, CONFIRMACIONES ORGANIZA SEDE FARIA	**17**
18	**19** FESTIVO	**20**	**21** JORNADA DEPORTIVA SEXTOS GRADO REUNION POR SEDES INSTALACION NUEVO CONSEJO DIRECTIVO	**22**	**23**	**24**
25	**26** SEMANA SANTA ASISTE SEDE FARIA	**27** SEMANA SANTA ASISTE SEDE CENTRAL Y ADMINISTRATIVOS	**28** SEMANA SANTA ASISTE SEDE SALLE	**29** DIAS SANTOS ASISTE SEDE MISTRAL Y SANTA CRUZ	**30** DIAS SANTOS	**31**

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

Abril 2018

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16** PRUEBA EFICACIA PRIMER TRIMESTRE	**17**	**18**	**19**	**20** DIA DEL IDIOMA	**21**
22 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 5º GRADO	**23** IZADA DE BANDERA SEDE MISTRAL ORGANIZA 3er GRADO	**24** CIRCUITO POLIMOTOR PREESCOLAR	**25** COMITÉ DE EVALUACION PRIMER TRIMESTRE	**26** ENTREGA DE PLANILLAS A COORDINADOR	**27** FIN DEL PRIMER TRIMESTRE	**28**
29 EUCARISTIA ASISTEN 6º A 8º SEDE PRINCIPAL ORGANIZA 7º GRADO	**30** INICIO SEGUNDO TRIMESTRE					

Figure 2: Institution schedule

Supervisor´ schedule

Table 1: Supervisor´ schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:55		7-02		7-01	
7:55-8:50	Meeting with students´ parents			6-03	
8:50-9:45		6-03			
9:45-10:15	*Break*	*Break*	*Break*	*Break*	*Break*
10:15-11:10					7-02
11:10-12:05	7-02			7-02	7-01

Pedagogic aspects observed

Regarding the different observations conducted during two weeks, it could be noticed that the field includes students from 6th, 7th, and 8th grades, where the supervisor teacher guides classes as well. During that time, it was able to see that regarding the class environment, there is a variation regarding participation and students disposition to learn; the younger ones from sixth and seventh grades show a better attitude from the older one in seventh and eighth grades. Also, bullying is presented but no in a high level. There are students that consume drugs and belong to gangs. Besides, there are students that do not have respect for the teacher in charge and create an atmosphere of chaos in the classroom.

Likewise, it was observed that the English teacher does not use a wide amount of material, and repetition is not commonly presented while explaining English topics. Moreover, those topics do not have a strong structure while explaining, which creates misunderstanding and doubts among students.

CHAPTER I

PEDAGOGICAL COMPONENT

Enhancing seventh grade students´ speaking skills through Project Based Learning using storytelling strategy at the Provincial San Jose High School: an action research

Introduction

When talking about the educational field in Colombia, it becomes essential to highlight that the government is continuously investing on, for placing education at the top place in the Latin America context. All of that, because it is vital to achieve the goal of providing the right on education conceived in the national constitution. In this view, the knowledge offered should be in accordance with the national laws, especially in the English language where the country has claimed ambitious goals, in which the fact of covering the four skills (listening, writing, speaking and reading), specially the speaking skill that allows students to communicate and give their opinions or ideas in a second or foreign language

Thus, the development of the communicative skill, particularly the speaking skill becomes an essential device that helps students to interact with new cultures, environments, knowledge, friends, etc., and gives the opportunity to be prepared for facing the world exigencies when mentioning the necessary abilities to seek solutions and get involved in the environment. For doing so, the use of Project Based Learning (PBL) defined by Wolpert-Gawron (2015) as "the ongoing act of learning about different subjects simultaneously. This is achieved by guiding students to identify, through research, a real-world problem developing its solution using evidence to support the claim, and presenting the solution through a multimedia approach" (p.2). In this regard above, PBL is a dynamic and methodological way of teaching that opens an opportunity to catch students´ attention because in PBL, in accordance to the researcher's experience and perspective is required to analyzed real-life, to

think about a situation, to take into account and evaluate people´s knowledge and opinions, to innovate in each step to present a final product that can grab their attention. All of that can be achieved with the use of storytelling creation and representation, which play an essential role to bring out the students' capabilities while speaking. Due that, students followed a process in which they were immerged but no feeling touched for the daily guidance inside the classroom. The entire contrary, the students created self-confidence while feeling part of a new process that step by step improved their fluency while talking.

Statement of the problem

Through conducted observations, it could be found that there were weaknesses points when student was demanded to pronounce or express an idea in English. In fact, the reality at the school showed that students are not able to communicate orally, they are afraid of pronouncing and where they are asked to do it, just say "*I do not know how to do it, teacher*", also read as it is, increasing the errors fossilization, even is difficult for the majority of them to describe a person, a task or their daily routines; what makes thinking about the following driving questions:

-How can the 7th grade students improve their speaking skill through the implementation of PBL methodology?

-Why PBL methodology is considered as an innovated tool for improving students´ speaking skill?

-How will respond the 7th grade students when facing the storytelling as a pedagogical strategy inside the class?

Justification

The idea of developing this project rose up after conducting two weeks of observation in which was evidenced that the speaking skill is the less used in the English sessions at the Provincial San José High School. Also, it was noticed that when the researcher asked students to speak in English, they stayed shy and did not make an effort about it, because they thought they were not able, even when they were asked to answer a question in English, the same difficulties were noted.

Thus, being speaking skill the most important tool for the speech and the communication process while learning a second or a foreign language and it expresses opinions and ideas about a specific topic, as is affirmed by Kamisah and Desmawati (2013):

> Speaking is one of the important skills that should master. In speaking activity, students are required to be able to comprehend the text that they have listened before. Besides, the speaker needs to know the meaning of the individual words. They construct an understanding of the sentences by assembling and making sense of the words orally (p. 96).

It becomes essential to study and carry out a Project Based Learning using storytelling creation and interpretation with the Provincial San José 7th grade students for reasons as: students feel motivated about doing interactive and new ways about teaching and learning, students show disposition to take part in, it is a possible solution for improving students´ speaking skill and creating a new conscience on how the institution English teacher teaches, but also, to continue and change the way the students want to learn.

Additionally, taking into account the researcher experience in this field, and as it was corroborated in the study of Acosta & Tabares (2017), where was implemented the storytelling for improving 2nd and 3rd grade students speaking through a PBL project in which

students from 5 to 10 years old were able to participate in with a high result on speaking

aspects.

Objectives:

General objective

To enhance seventh grade students´ speaking skills through Project Based Learning using storytelling strategy at the Provincial San Jose High School

Specific objectives

- To improve students´ speaking skill through the implementation of PBL methodology

- To use PBL methodology as an innovated tool for improving students´ speaking skill

- To motivate students to know storytelling as a pedagogical strategy inside the class

Theoretical framework

In order to have a broad idea about those concepts that shape this project, some definitions and theories are presented as a way to explore the main parts of the conceptual structure in this study. It can be found terms such as, Project Based Learning (PBL), storytelling, communicative skill and speaking skill

Project Based Learning

Project Based Learning (PBL) is a method where the students are centered and they can be able to get access to the experience through the problem solving and implementing strategies that can end into a flexible learning that can bring motivation and partners´ collaboration for doing a task. PBL is defined by Ferrara (2016) as a systemic teaching method that engages students in learning essential knowledge and skills through an extended, student influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. Also Intel (2007) affirms that PBL is an instructional model that involves students in investigations of compelling problems that finish in authentic products.

Generally, it can be shown several points that target PBL as diverse pedagogical techniques that successes into education and that follow certain steps to arrive at a proposed goal. However, Dewi (2016) proposes 4 steps to follow while conducting PBL:

The first one is *speculation* in which teachers provide the choice of project topics initially based on the curriculum and discuss them with students. Secondly, designing *the project activities*. referring to organizing the structure of a project activity that includes group formation, assigning roles, and methodology decision. The third, is *conducting the project activities* in which the students work out what was planned and designed in the previous stage. And the last one is *the students´ performing* in front of

the class; here is included the assessment of the activities by the participants themselves and discussions about whether the initial aims and goals have been achieved and implemented in the process and the final products (p.349).

In this same perspective, some authors propose several steps, as the case of Matsaggouras, (2003) (p.2) that propose 5:

1: Choosing the topic: Students decide jointly on the topic of the project. Within project-based learning is extremely important to provide freedom for students to take their own initiatives from the very beginning. . However, in most cases, this does not occur automatically, but rather requires a series of activities, e.g. meetings, lectures by experts, etc., or the use of a current topic of particular local importance. Students discuss about the various sustainability issues and the relevant concepts and make suggestions about themes, while the educators encourage the process, stimulating interests and identifying their ideas, e.g. by concept mapping, brainstorming, etc. on the various issues. Topics of "priority" are considered those which require an interdisciplinary approach for

2: Setting the framework: Students are discussing and defining key features of their work such as the objectives & activities, the group setting, the timetable to be followed, the allocation of tasks within the group's members.

3: Implementation: This phase includes all the action: the individual work and the work in groups, the elaboration of findings, as well as the synthesis of group work. At the end of the implementation phase students should formulate their conclusions and report their proposals.

4: Presentation Oral, Written, Artistic, Informing local society, Events: This refers to de final application of the product, in which all what was practicing will be implemented by the participants. In other words, the final product presentation.

5: Work assessment and group assessment.

Assessment could be conducted on the outcomes of the project and on the project itself, as well as on the manner (efficient or not) in which the groups worked. In any case, the assessment of a project should be carried out as stipulated in its objectives, as set in the beginning.

Storytelling

Storytelling is an authentic way to grab students' attention inside the class. This strategy increases up the students' interest for being part of a place or time where learning becomes an adventure that could trespass what is normally a traditional class. And it has some characteristics that change the educational field.

Those characteristics are proposed by Samantary (2014) who affirms that storytelling could: improve curiosity, which makes and plays an important role when we want that the students show an interest about the English class. Evokes students´ imagination, improves communicative skills, builds vocabulary, creates partners' interaction and co-operative work, helps students to remember, allows students to be closer of a real context, and encourages students to training each day.

Moreover, at the shape of Safdarian & Gyasi (2013) storytelling is a technique of teaching that has stood the test of time. Students can briefly summarize a tale or story the heard from somebody before, or they may create their own stories to tell their classmates. The technique of storytelling for learner may share experience and learn from other' wisdom, beliefs, and values.

Furthermore, Ji (1999) points out that stories increase interactional opportunities among the students because the lively atmosphere and real life environment created by stories

encourages the students to talk and discuss with each other. Besides decreasing nervousness by learners' fully attending to the plot, stories are capable of bringing reality to the language classroom because children can actively take part in dramatizing the stories, extending and adding more details to them.

As well as, Lordly (2007) indicates that storytelling could positively influence the learning environment. This occurs through the creation of a greater focus on personalized information, glimpses of real-life experience, a connection with a topic as participants recognize similarities in their own personal experience and knowledge, and connections between different topics and through the emphasis on key concepts. Additionally, for Taylor (2000) storytelling is a tale to one or more listeners through voice and gesture in oral telling, in which things are repeated with more redundancy, especially if the students are having difficulty following.

Communicative skills

Communicative skills are those tools that allow people to transmit a message. In the same path, they allow replying to it. But to arrive into communication some processes are needed to be done, as that one of having an emissary, a receptor and a message to create and have the communication process. To do so, both sides need to have a required level of skills to transmit and understand an intended message.

For Tara and Martin (2002) who study communication skill,

A more accurate way of looking at the process of communication is probably as a dynamic, circuitous process in which elements such as non-verbal behavior and individual styles of interpreting and ascribing meaning to events have significant influence. Strategies such as constructing a clear, unambiguous message can encourage effective communication, but so too can seeking to understand meanings

imposed by the listener via processes such as actively listening to feedback, as we shall see (p.8).

Now, if we have a glance toward the educational field, we find the Communication Skills World (2017) that states that in education is important to do some activities to achieve communication such as:

"The first activity to develop communication skill in students is group activities. Teachers should limit group activities not only in the classroom but also ask students to complete assignments in equally divided groups. Also the teacher should continuously change the groups. This is so that there is more interaction among the students. This process helps a lot in the long run.

The next activity is to develop communication skills for students. This is to put in the habit of active listening. For this, the teacher should continuously read out something from newspapers magazines and other sources in order to ask questions from that. Also the teachers should make it a point to encourage active participation of the students. By infusing a healthy feeling of competition and curiosity in students, it would become possible to develop communication skills for students. With these tips, go ahead with confidence and put them into practice."(p. 1).

Speaking skill

Speaking is the system that allows people to communicate the different perspectives, ideas or thoughts in an oral way, also is the ability that needs to be mastered the most by students, because it makes part of the daily live and daily communication. It is defined according to Efrizal (2012) as the speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Also, Dewi (2016) who states that students by learning speaking can

improve their ability to give their opinions or ideas and adds that speaking, is the productive skill in the oral mode. Besides, learning speaking was useful for students because speaking as a verbal communication is a common way to communicate with others.

Related to Speaking, Radjab (2013) suggest that it:

"is one of the important skills that should master. In speaking activity, students are required to be able to comprehend the text that they have listened before. Besides, the speaker needs to know the meaning of the individual words. They construct an understanding of the sentences by assembling and making sense of the words orally. In other words, the students should have rich vocabulary as a basic component to speak" (p. 86)

Literature review

This part shows the study background, which becomes vital while conducting this project. It can be found studies related to PBL as a methodological approach to develop speaking skill and others related to Storytelling as a technique that enhances the speaking skill. In total, it will be found 4 prior studies concerning authors such as: Saddam (2015), Radjab (2013), Dewi (2016), Burgos and Valencia (2015)

Project based learning, a methodological approach to develop speaking skill

When talking about PBL and its uses to work with the development of students´ speaking skill, we can assure that there is a vast range of studies that point its benefits in terms of a motivated and friendly strategy that seeks the students' personal growth. As is claimed by Saddam (2015) who assumes that:

"PBL refers to a method allowing "students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or

presentation", as well as, through PBL, the learners are engaged in purposeful communication to complete authentic activities (project-work), so that they have the opportunity to use the language in a relatively natural context" (p. 217).

In the same study of Saddan (2015) who aimed to use PBL to improve students´ speaking abilities and also used the action research as a method to bring student to the context; it was found that the implementation of PBL can improve the students' speaking ability through the participation, performance and it has helped them to be more active in asserting their ideas. Through performance, the students are enabled to be actively involved in presenting and giving feedback which are acquired from small and big group discussion. In this same path, it was seen that the students´ attitude towards PBL was positive and they had a good performance on doing the assignment gave by the teacher.

Similarly, Dewi (2016) in his research concluded that the application of the PBL technique could improve the students' speaking achievement. The students' improvement in cycle 1 increased from 67 in the pre- test to 71 in the cycle 1 post-test. The greatest improvement was in cycle 2; the students' test result in the second cycle post-test was 79, an increase of 8 from the first cycle post-test which meant that the success indicator of 76 for this research had been surpassed. Furthermore, the number of students highly active in the teaching-learning activities increased gradually from the first cycle to the second cycle.

By the same token, we found that Radjab (2013) describes in his research carried out about the use of PBL as a method to enhance students speaking skills concluded that the application of the PBL technique could improve the students' speaking achievement technique such as the improvement activation of the students background knowledge, the real life topic given, given peer response to other friends project and group work.

Storytelling, a pedagogical strategy to enhance speaking skill

Storytelling is an alternative teaching technique which involves the combination of written word, song, acting, mime, dance, and role play that provides ability to generate character and make logical conclusion. It is one of the alternative techniques to improve speaking skill, especially in elementary school. Besides that, the steps of executing storytelling can be modified based on teacher's style, students' needs, and learning atmospheres. The strenghts include students' affective filters are decreasing. Moreover, it can incorporate opportunities for reflective dialogue, foster collaborative endeavor, nurture the spirit of inquiry and contribute to the construction of new knowledge.

Accordingly, Burgos and Valencia (2015) about the use of storytelling to improve speaking skill in a setting where the pre-service teachers talk in English and the student did not know how to respond to the context. These authors concluded the study into 4 important parts described in their own words as:

"First at all, nonverbal communication engages 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. Second of all, the design of the materials used is essential specially if it is adapted or created for learners in an early age. For instance: colorful flashcards, realia (real objects) and videos. In addition, the material presented call their attention and increase participation in the target language during the stories due to it helps them to remember the vocabulary because they can see the image or relate it with something. Thirdly, a positive sense of humor provides a nicely atmosphere in the classroom helping students gain confidence, especially those students who are worried about making mistakes at the moment of speaking. Fourthly, 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." (p.51)

All in all, the previous studies shown above give a support to the development of this project, because they offer a view about what have been made in the PBL and storytelling field and also show the success of the application of this pedagogical approach and technique. Those studies presented, will become in a values help when analyzing and giving the final result of this project, due that these results could be compared with those ones of the authors presented above, which will give a deeper understand and relevance to this investigation.

Pedagogical Methodology

In this part, it will be presented the core line that will help with the Project development; regarding the two methodologies that will guide this component, the investigative (Action research) and the pedagogical one (Project Based Learning)

Table 2: Pedagogical component schedule

Project Based Learning Schedule					
Week/Time	Week 2	Week 4	Week6	Week 7	Week 9	
	7-01 March the 19th	7-01 April the 4th	7-01 April the 19th	7-01 April the 23rd	7-01 Final product May the 8th	
	7-02 March the 20th	7-02 April the 3rd	7-02 April the 20th	7-02 April the 25th	7-02 Final product May the 8th	

The aim of this project is to use storytelling to improve seventh grade students speaking skills using PBL for creating an interactive scene where the students feel motivated and interested for participating in. Furthermore, to create stories in which the students´ imagination and ideas could be taking into account when writing about the setting, the plot and the characters to create a working space with students for those arguments, it is proposed the use of PBL as the main approach to carry out this project.

After showing this glance, it was used the steps suggested by Dewi (2016) who proposes 4 while conducting PBL: firstly, *speculation* in which teachers provide the choice of project topics initially based on the curriculum and discuss them with students. In other words, at the beginning is the teacher who conceives the main idea of the PBL, but it is

complemented and modeled with the help of students at the moment of sharing what they would like to do or to see in the project. Secondly, *designing the project activities*, referring to organizing the structure of a project activity that includes group formation, assigning roles, and methodology decision. In this part, the structure of the project starts to be built because each one of the students is being given to a special and specific place where a specific role will be played. Third, *conducting the project activities* in which the students work out what was planned and designed in the previous stage. It means that students will practice and feature their roles out of the class to start preparing the play. And the last one is *the students´ performing* in front of the class; here it includes the assessment of the activities by the participants themselves and discussions about whether the initial aims and goals have been achieved and implemented in the process and the final products.

Apart from that, to improve the students' speaking skill at 7th grades, it was helpful to use an action research, that is defined by Kochy *et al* (2010) as a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented. And also give features as: Action research is participative and collaborative; it is undertaken by individuals with a common purpose. It is situation-based and context specific. It develops reflection based on interpretations made by the participants. Knowledge is created through action and at the point of application. Action research can involve problem solving, if the solution to the problem leads to the improvement of practice. It shows that action research is a space where students could have participation and where the collaborative process brings out enthusiasm, to find solutions and do a bi-directional learning process that involve the students and the teacher.

Then, the idea of this project was implemented at the Provincial San José High School in Pamplona, where the participants were two groups of the seventh grades ranged between

11 and 14 years old. For gathering the data, 5 observations, a journal and an evaluation rubric were used.

At first, observation is defined by the Centers for Disease Control and Prevention CDC (2008) as a:

> "Way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. However, you will typically need to conduct overt observations because of ethical problems related to concealing your observation." (p.1)

The second technique, journal; is defined by Lloyd and Gillard (2010) as,

> "A systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. This method is used most to document spontaneously occurring events or those connected with the day to day experience of the researcher."(p.154)

Methodological framework

The fact of choosing the appropriate instruments for gathering the data that will be the core tool in a research is very important, due that this choice draws the path of the whole research process. Now, with this aim in mind, for gathering all the data, the researcher used some instruments such as recording, participative observation, journal and questionnaires. However, it will essential to know each definition of those instruments.

The first one, recording is defined by Mae (2012) as a research instrument that refers to all numbers and statistic that institutions, organization and people keep a record of their activities; it is unbiased and help to cover a long period of time. The second, the participative observation, is defined by Zohrabi (2013) as an instrument

> "where the observer enters the classroom and integrates with the students directly. Researcher becomes a member of the context and participates in its culture and activities. In this regard emphasizes that the observers "dive headlong into the field." Nevertheless, participant observation has attracted some criticism in the field. The observer becomes too much involved in the classroom processes which consequently cannot concentrate on selected behaviors and activities."(p. 257).

The third one, journal which is defined as by Lewis (2015) as

> "a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. This method is used most to document spontaneously occurring events or those connected with the day to day experience of the researcher".(p.1).

And the fourth, questionnaire which are doubtless one of the primary sources of obtaining data in any research endeavor and is defined by Abawi (2014) who states that "a questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents., it can be: closed-ended (or structured) questionnaires; open-ended questionnaires; a mixture of closed-ended and open-ended questionnaires" (p.3); being this one which was applied for the researcher.

In the same token, all of these four instruments used by the researcher play a special role while gathering all the data of the project, due that they offered the opportunity to be closer of the participants and of the field where the investigation was carried out. Besides, those instruments allowed the researcher to obtain different information through the use various data gathering tools.

On the other hand, 4 participative observations, a journal, a questionnaire and 3 recordings were used in the data gathering process with all the participants that took part in this project. The participants were 8 students from seventh grade, aged from 12 to 13 years old. They were selected as volunteers to take a specific role in the research. Those participants were observed and recorded during the project preparation and execution in accordance with their parents' authorization for doing such instruments appliance. In the same order, for applying these instruments, the researcher had the support of his tutor, that guided him during all the process and application of the project; the tutor corrected the questionnaires and made changes that could improve the participants' responses in order to enrich the information. The chance of having the tutor to corroborate these instruments fits with the project was a great tool for achieving all the goals planned at the beginning of the research project.

The data analysis is the process of evaluating data using analytical and statistical tools to discover useful information that then is used to write the main results of an investigation.

This data analysis allows the researcher to take information from different instruments and place it into a specific category with specific features, which origins the triangulation process. This is well-defined by Heale (2013) as

> "a method often used to describe research where two or more methods are used, known as mixed methods. Combining both quantitative and qualitative methods to answer a specific research question may result in one of the following three outcomes: (1) the results may converge and lead to the same conclusions; (2) the results may relate to different objects or phenomena but may be complementary to each other and used to supplement the individual results and (3) the results may be divergent or contradictory" (p.1).

Converging results aim to increase the validity through verification; complementary results highlight different aspects of the phenomenon or illustrate different phenomenon and divergent findings can lead to new and better explanations for the phenomenon under investigation. Here, as is stated by Heale (2013) the triangulation process is a useful method or technique that helps the researcher to compare different gather sources to validate information. Thus, the application of triangulation was beneficial for the project result because it was taking into account the triangulation among journal, participant observation and questionnaires. The triangulation of these instruments allowed the researcher to have different perspective at studying a single topic, this gave to the investigation a stronger point while assuming and assuring the final results and a best quality to the project and its results.

Table 3: Methodological framework

SPECIFIC OBJECTIVES	METHODS	TECNICS	INSTRUMENTS	SOURCE
• To improve students´ speaking skill through the implementation of PBL methodology:	Hermeneutic	Participative observation Speech analysis	Recording Teacher journal	Students Research teacher

• To motivate students to know storytelling as a pedagogical strategy inside the class	Phenomenological	Participative observation	Recording Teacher journal	Students Research teacher
• To use PBL methodology as an innovated tool for improving students´ speaking skill	Phenomenological	Participative observation	Recording Teacher journal	Students Research teacher

Table 4: Coding process

INSTRUMENT	CODE	SOURCE
Questionnaire 1	Q.1	Students
Questionnaire 2	Q.2	
Questionnaire 3	Q.3	
Questionnaire 4	Q.4	
Questionnaire 5	Q.5	
Questionnaire 6	Q.6	
Questionnaire 7	Q.7	
Questionnaire 8	Q.8	
Participative observation 1	P.O 1	Research teacher
Participative observation 2	P.O 2	Research teacher
Participative observation 2	P.O 2	Research teacher
Participative observation 2	P.O 2	Research teacher
Participative observation 3	P.O 3	Research teacher
Participative observation 4	P.O 4	Research teacher
Researcher Journal	R.J 1	Research teacher
Researcher Journal	R.J 2	Research teacher
Researcher Journal	R.J 3	Research teacher

Record 1	Record 1	Students
Record 2	Record 2	Students

Results and discussion

The implementation of PBL methodology was a successful strategy that allowed the teacher to go beyond normal classes and allowed students to improve their English speaking skill throughout the use of storytelling as a strategy to learn English in a different way. In that perspective, 5 categories emerged as the main insight of the uses of PBL and storytelling inside the classroom: speaking skill: a skill fostered by storytelling, students' motivation when learning English by storytelling, students facing PBL in class, advantages and disadvantages when using PBL in ESL classes and the degree of speaking improvement using PBL and storytelling.
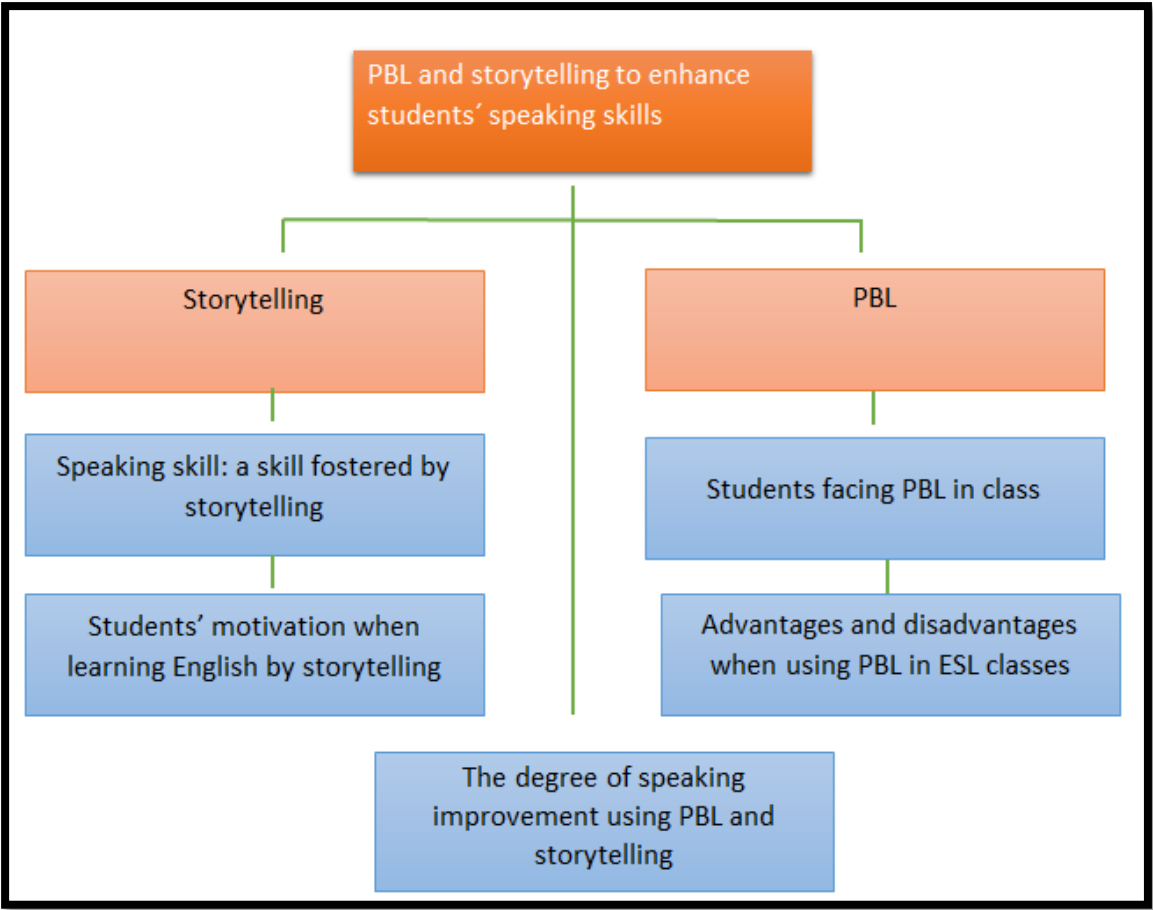

Figure 3: Categories organization

Storytelling

Speaking skill: a skill fostered by storytelling

With regards to this first category that shows the storytelling as a way to improve students speaking skills, it was able to observe that the implementation of this strategy inside the class, is a doubtless idea that really catches the students´ attention and that really brings a "revolution" when learning English in a way is not commonly used every day in the education field of our country. Because, when the teacher used it in the classroom, the students started to gain confidence with the teacher and among their partners, due that they learnt to follow a process in which they needed to pay attention to be at the correct way and time with their mates. It means that in the realization or the practice of the story by students, they needed to know when get into and out of scene. Those affirmations are supported by the researcher that in his main journal stated that "in the third meeting, the used of scripts was in a minimum; the participants knew when and where take their roles… here, the corporal movements were more marked that before, due that at first some of the students were shy interacting in the event practice with their class colleagues…" (R.J 3).

In this order, storytelling goes further of the known classes that students face each day, due that if the students follow successfully the indication and see storytelling as innovated tool, they will reach new goals while learning English. That is just how students behaved during this process; they always followed the instructions and the recommendations given by the teacher charged to guide them while prepared a theater event for then to present. The students improved up their English speaking skills, as is affirmed by the researcher in his own journal when he wrote that "there was a large difference when the process began to be practicing. It went from knowing a little part of the script that at first was only read, till the point of speaking fluently at the end of the theater presentation" (R.J 3). All of that came a

significant advancement of the students, because at the end they were able to articulate the way of speaking and the movement and action that represented what they were representing.

Similarly, their pronunciation was a relevant aspect that is impossible to omit, due that they changed in their accuracy that was exceptional, until the point that it was clear and in high level that is essential to remark in a seventh grade student. And is one of the most benefits a student can get when participating in storytelling representation. All of these, is in the students´ own voices when affirming that "…Aprendí un Nuevo o mas vocabulario y también me facilitó la buena pronunciación…" (Q.1), " …aprendí a hablar más en inglés y mas vocabulario…" (Q.5), " …pues porque me ha ayudado a leer de manera mas fluida en inglés…" (Q.3)

Students' motivation when learning English by storytelling

One of the benefits that carry the use of storytelling inside the classroom is the students´ motivation when they are always surrounded by the same teaching methodology. When using storytelling representation for improving students´ speaking skill will always become a core point. The application of a new and innovative strategy (storytelling) for upgrading student at speaking, created sympathy among the participants, due that was a great activity in which the pupils bring out a self-exigency that contributes to get better on speaking; as is said by themselves "… profe es muy poquito para mi, deme más que decir " (P.O 1).

The self-exigency could be brought out because the students felt attracted by something new they had ever experimented before when learning English and that new sensation of learning. This motivation grew up when the students as participants started to play their roles and they got involved in some fun scenes that spread a sense of relax and

harmony that became into smiles that flood all the students, even the teacher. All of this was possible to the story representation that at the beginning started by just reading the sketch and at that point the teacher was always motivating the students to read in a perfect way where it could be seen the punctuation marks and that it will be reflected on the speaking. Besides, "when the participant that played the role of a teacher began to imitated it and as he/her was surrounded by his/her partners, it was inevitable not to laugh when him/her was acting, that laugh already spread to all the classroom" (P.O 1). Those spaces and moments were vital to motivate students to speak, get involved with them in the activities they did, give them confidence that motivate all of them to feel freer and learn and practice English from a different perspective.

In the other hand, motivate students to learn a new language is a hard work the present teachers that teach a foreign language need no deal with, due that contemporary students are discourage and see the English subject as something that bothers and annoys them at school. This is one of the reasons why storytelling jumps at a top point when motivating students to learn a second language by expressing themselves in an atmosphere where the teacher proposes known strategies or activities such as theater events, but this time in English. And the students are who affirm that the implementation of storytelling will be beneficial to continue developing such a process. They stated that "…si, ya que ayuda a los alumnos a ver el inglés de una mejor manera, no aburrida" (Q.3, " …si porque es una manera dinámica de aprender cosas nuevas" (Q.7), " …si porque nos hace ser mejores y esforzarnos" (Q.4). These claims support all the affirmations above and continue developing the process of implementing storytelling as an innovated tool to ameliorate students´ speaking skills.

Project Based Learning (PBL)

Students facing PBL in class

The use of PBL in this project was established as a very useful methodology that encloses the use of some common steps to achieve at this methodology. In this case, the researcher followed the steps set by Dewi (2016) who asserts that this methodology "is not just a manner of learning; it's a way of functioning together. If scholars learn to take responsibility for their own learning, they will build the basis for the way they will work with others in their adult lives" (p. 41)

This reasoning permitted the researcher to know that students felt nervous when starting the application of this methodology in class; these nerves came from the fact of getting contact with a new methodology they had never had contact with during their English training. Expressions such as "No teacher, es que me da nervios" (P.O 1) emerged as a natural struggle when working on PBL. Nonetheless, this is an aspect that can be shaped while continuing with the steps suggested in this research methodology. Due that at the beginning students see PBL as something unknown.

Apart from this situation above, the students when starting to be closer of this procedure began to worry about its application, to know what will be next, to start feeling fascinated by how all the process will be develop. Also, they wanted to do all at the same time as cause of this fascination, which evolves as a positive feature for take advantage of all that could be offered in the implementation of PBL. Along the same lines, students when interacting with PBL developed the sense of responsibility and mutual work with their partners. This responsibly emerged as the commitments that students set with the group and self-work, like it was observed in the different participant observations where was "Satisfactory to see how they help each other among them with the pronunciation and the acting at the same time…" (P.O 2).

Following the same token, the students when facing PBL developed and used all the strategies or resources they had around to try to do all the things as better as possible and gain enrollment that enrich their personal abilities. Thus, in the implementation of this methodology

"the students had to use some instruments as mandarins and grapes, but how all of those fruit were not in the classroom; they use their own pencils, pens, and markers to exemplify the action and movement said by the sketch; an uplifting alternative that caught the teacher´s attention" (P.O 2).

The sense of cooperative work and responsibility, are some of the best benefits when applying PBL. These characteristic enrich not only the class or the methodology, but the students' personal growing. Similarly to the study conducted by Dewi (2016) that concluded that

"…the students' responses were that the PBL technique gave a positive impact. The technique also stimulated their speaking skills to be better because the students became practiced speaking more. This was proved by the overall mean scores shown in the table above. All the responses of the students had met the criteria for success…" (p. 356)

Advantages and disadvantages when using PBL in ESL classes

Depending on the field of application, PBL can bring positive or not wished experiences; however, the major times PBL arrives as a methodology that fits clear on the students´ needs. With this aim, next the advantages and disadvantages are presented by separated to illustrate how important becomes its application.

Advantages

According to students, this methodology brings:

"mas conocimiento, nos ayuda a pronunciar, leer, y expresarnos mejor en inglés…" (Q.3), "…aprender más vocabulario, el lenguaje empleado es esencial para nuestra vida…" (Q.4), "…nos empezamos a sentirnos más identificados con el inglés…"(Q.2)", "…una ayuda a aprender a leer, hablar, escuchar inglés…" (Q.8), "…nos ayuda a un nuevo vocabulario, a expresarnos más, nuevo vocabulario y a no ser mas timido…" (Q.6).

According to the researcher PBL is a space where

"the students can get fun in each meeting, they can interact more among them and create self-confidence,… the participants have another way to improve their English and have more contact with the foreign language,…an specific knowledge can be practice repeatedly, the student can develop the sense of freedom regarding the fact of creating and developing their own learning" (R.J 2).

Disadvantages

According to some of the participants, there are not disadvantages. Some other think that "…aveces salimos temprano y nos quita ese tiempo, son extra clases que son diferente a las del horario normal, toca venir en uniforme a las practicas…" (Q.2). Furthermore, it was relevant to note that

"in class was difficult to concentrated only in PBL, because all the students were not participating as a consequence of the group amount of students,…the school support for conducting such activities is not enough,…there are no spaces adequate for open more real context to students " (P.O 3).

Thus, from that personal positions with regards of PBL, it is beyond a shadow of a doubt that PBL fits to solve the necessities the students have when speaking in English, because it offers not just steps given by an author, but hundreds of possibilities that can be placed and tasted in the large fields of English teaching and exploit all its welfares.

Level of speaking improvement using PBL and storytelling

The measurement of the students´ speaking skill using PBL methodology and storytelling strategy could be shown using the records of each meeting where the students assisted to. Here, it was found that at the beginning, the students used the script as a support to follow the sequence of the sketch and to get closer to the theater representation flowing. It was compared, the transcription of three of the eight participants during the first and the final sessions to size the evolution of some of the participants that took place part in the story.

Here below, are shown 3 of 8 transcription of the speaking part in a specific moment. The red color describes the mistake, the green, what was intended to be pronounced and the blue how is the real pronunciation. In addition, a part of the students´ speech was selected to be transcribed in order to try to measure the level of advancement through the use of PBL and storytelling with seventh grade students.

Participant 5	First meeting	Final meeting

	"Now boys, if you take 5 pens and add 3 /tree/-/θri:/ it´s 8, and if you add 4 it´s 12, but /but/-/bʌt/ if you subtract 3 it´s 9 /not understood/. But/but/-/bʌt/ if you throw /track/-/θrəʊ/ out 2 No guys, that is not the way /way/-/weɪ/, it is just a supposition. Not to do it literal and throw /tru/-/θrəʊ/ the pens"	"Now boys, if you take 5 pens and add 3 it´s 8, and if you add 4 it´s 12, but /but/-/bʌt/ if you subtract 3 it´s 9. But/but/-/bʌt/ if you throw /track/-/θrəʊ/ out 2 No guys, that is not the way it is just a supposition. Not to do it literal and throw /tru/-/θrəʊ/ the pens
Type of errors	Phonologic, semantic et pragmatic	Phonologic, semantic et pragmatic
Amount of words mispronounced	12/53	6/53

Figure 4: 1st and 4th record transcription P.5

Participant 4	First meeting	Final meeting
	"ok, the first /firs/-/fɜː:st/ thing I do is to take the bigger amount, in this example is 12, then /than/-/ðen/ I add 5, but I start adding one by one. Example, 12 +1, then 13 /tirtin/-/θɜːˈtiːn/ +1 till I complete the addition of 5 to the 12. Sometimes, I can count with my fingers but if the numbers are too large /lerge/-/lɑːrdʒ/I use a pencil"	"ok, the first thing I do is to take the bigger amount, in this example is 12, then I add 5, but I start adding one by one. Example, 12 +1, then 13 +1 till I complete the addition of 5 to the 12. Sometimes, I can count with my fingers but if /omited/- /ɪf/ the numbers are too large use a pencil"

Type of errors	semantic et pragmatic	Pragmatic
Amount of words mispronounced	4/66	1/66

Figure 5: 1st and 4th record transcription P.4

Participant 1	First meeting	Final meeting
	" Once upon a time, there was a school grade classroom in which there was a great /grit/-/ greɪt/ work atmosphere /atmotsphere/-/ ˈætməsˌfɪə/, all the students work together and so hard for being the better in the school. The students help each other; they did not continue a new topic if the whole group did not understand. They were all as a family. But one day, 2 students have finished a workshop and they started to play around the classroom. The teacher was not upset or cross about that, because they had finish the work. But suddenly, the students slipped down and their heads hit the floor. They just stand up, felt a little headache and were to their places"	" Once upon a time, there was a school grade classroom in which there was a great /grit/-// work atmosphere all the students work together and so hard for being the better in the school. The students help each other; they did not continue a new topic if the whole group did not understand. They were all as a family. But one day, 2 students have finished a workshop and they started to play around the classroom. The teacher was not upset or cross about that, because they had finish the work. But suddenly, the students slipped down and their heads hit the floor. They just stand up, felt a little headache and were to their places."
Type of errors	semantic et pragmatic	Pragmatic
Amount of words mispronounced	2/113	0/113

Figure 6: 1st and 4th record transcription P.1

These tables above show that the speaking skill over the PBL methodology and storytelling creation was improved in a satisfactory percentage that can be observed in the progress of each participant. Consequently, the use of this two elements inside the class could successfully help with the improvement of English speaking skill, due that at the beginning the mistakes go all along the original text, while practicing and correcting students, the grade of success goes from downgrading the 50%, the 80% or even the 100% of the mistakes committed, amount that support the good application of this two elements when teaching English and aiming to increase the English speaking skill.

Discussion

Speaking skill: a skill fostered by storytelling and Students' motivation when learning English by storytelling are supported by the preliminaries studies concerning storytelling, which bear witness to the success of this strategy to improve students´ speaking skill. These studies such as this one of Burgos and Valencia (2015) who stated in his study that

> "…First at all, nonverbal communication engages 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…, a positive sense of humor provide a nicely atmosphere in the classroom helping students gain confidence, especially those students who are worried about making mistakes at the moment of speaking…., 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." (p. 51).

This affirmation regarding the importance of using storytelling inside the classroom for improving students at speaking, correspond with the results found for the researcher in this

study. Fact that gives a special support to this study that resembles to this one of Burgos and Valencia (2015); this support opens different possibilities to continue implementing storytelling when teaching English and to lead its application more often in all the fields when English is taught as a second language.

On the other side, Students facing PBL in class and the advantages and disadvantages when using PBL in ESL classes can be supported by some studies that help with the result that the implementation of PBL inside the classroom appeared as a method through which the students could develop and put into practice diverse personal strategies and characteristic such as responsibility, which helps creating an excellent performance of what is practicing in the context. This goes similarly by hand with the results of Saddan (2015) where "it was found that the implementation of PBL can improve the students" speaking ability through the participation, performance and have helped them to be more active in asserting their ideas" (p.217). This goes hand by hand with the improvement of the students´ speaking skills that participate in the inquiry.

Moreover, the results of this project support those claims found by Radjad (2013) who "concluded that the application of the PBL technique could improve the students' speaking achievement technique such as the improvement activation of the students background knowledge, the real life topic given, given peer response to other friends project and group work" (p.98). Aspects that are similarly with those found in this project, where students took their own knowledge and experience to surpass difficulties and adapt different elements to the field under study.

Conclusion

In a general aspect, it was found that the use of storytelling as an innovative and new strategy inside the class, can bring positive benefits to the whole students this strategy is applied with. It was also noticed that the students that get involved in storytelling can develop self-confidence, sense of responsibility and cooperative work to achieve personal and group goals. Also, they are always motivated to learn and to explore the curiosity that arrives when new teaching methods are applied as a tool for teaching a foreign language in a different way. The use of PBL was useful to improve the students' speaking. In accordance to that, it was possible to enhance the students speaking skill, using PBL as methodology and storytelling as that great strategy to go beyond the daily and non-practice speaking skill.

In that glance, PBL and the fact of following the steps proposed by Dewi (2016), contributed with the improvement of students when talking, the enhancement of vocabulary and development of reading and speaking skills and talk in a fluent way when practicing a given text.

CHAPTER II

RESEARCH COMPONENT

Formation of the reflective spirit in the PLEX practicum teachers, a training tool to qualify the pedagogical practice

Introduction

In the teaching context of the Foreign Language Program (FLP), the teachers´ in training pedagogical practices emerge as a point of interest and update to study and note for improving the teaching learning process to obtain the educational qualification.

Nonetheless, there is a special to understand and transform the pedagogical practices. In the same way, is to follow the same path is being followed by the local studies, this one of focusing on learning rather than teaching.

Thus, it was considered to bring up a project that works on the reflective approach about the practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching practice. Besides, as an internalization, immersion and conscious exploration exercise of the teacher's own subjectivity, through the formulation of questions and search of information for problems solving and for self-recognition.

Justification

The design of this project in the Foreign Languages practicum context, focuses on a professional conception of the pre-service teacher process as a top priority to enhance the educational processes on students. It is considered that giving importance to reflection in the teaching process is the first steps to understand difficulties of the profession, the own actions and to inquiry about the knowledge of the models and approaches to give a solution to the issue and start an analytic glimpse about.

In accordance with what was exposed for the education John Dewey, precursor in the applied teaching reflective thinking field, the necessity of carrying out this project is justified, with the aim of giving students analytical and self-observation tools that allowed them to distinguish between routine action and reflective action. For that, it is considered that a reflexive approach protects the traditional context of inertia and the authority permeating the school.

Problem

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and the school culture. When the events are developed without major alteration, the teacher runs the risk of getting installed in logic of action that does not allow the pedagogical practice and the evolution school culture renovation. A practice where is a lack of reflection does not allow the emergence of problematic situations, those realities are ignored and become visible. In this way, the pedagogical practice is assumed from reproductive codes that fit the teachers into a traditional way of doing, of cultural reproduction becoming a barrier for the appearance of emerging practices that conduct to generate transformations of thought and knowledge, to respond to social necessities.

Because of this situation which touches teachers in different levels, it is essential that the teacher training process will be improved in the future teachers to enhance a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that, while doing so, those essential elements will impact their work and future professional performance.

Regarding Foreign Languages Degree of the University of Pamplona, the reflection is conceived as a fundamental practice for the practicum students, because they make a self-assessment, install a critical and constructive sense at their work in the teaching role. To start this study, the following driving questions are formulated:

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

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

Objectives:

General objective

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

- To promote the development of a critical spirit in the pre-service teachers that allow then to analyze their pedagogical daily work

Specific objectives

- To consolidate a pre-service teachers group with a critical spirit who reflects and presents proposals and alternatives of solution to the problematic existing in their pedagogical practice.

- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and to be effectively inserted in the institution.

- To identify and to analyze the strategies that the student uses in his pedagogical practice.

- To implement reflection workshops and development of didactic units that guides the pre-service teachers' reflection.

- To analyze students' believes about the teacher work and about students.

Theoretical framework

The theory on the teaching profession, the reflection, the reflexive practice and the pedagogical practice, construct the theoretical framework of this inquiry. Thus, to have a high point of clarity on the concepts treated about the study, some of them are presenting next.

Teaching profession

One of the main members of no matter what educational institution is the teacher, who has the function of guiding the knowledge according to a specific science or art, but who also has in his/her responsibilities the students' integral formation.

The teaching profession demands an amount of competences that at present form a conceptualization and way of guiding in the planning and human resources management focus toward facilitate an articulation between management, work and education. Thus, we find that all teachers should accomplish with a series of discipline competences that allow them featuring an amount of knowledge and abilities in a specific area, because the first intellectual requirement of a professional is the level in which develops his/her work. Additionally, the teacher should have competences on the contents organization, it means; that the pedagogical practice is not only organizing those contents to be learnt for the students, but foresee the teaching conditions in or out of the education field. The closer function that teacher should develop is to design of predicting the teaching practice.

Reflection

Taking about reflection implies to address to different conception about it. For that reason, to go deeper in its definition, the following aspects will be taken into account: reflection as a process and the reflection as theme matter. Correa *et al* (2010)

- *The reflection as a process*

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

Figure 7: Reflection process

- ***Reflection as theme matter***

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

Reflective practice

Update and qualify the academic proposal at the university and guide students toward new way of connecting with the world, it is necessary that the teacher question him/her-self about the own practice and about the repercussion generated; also, be able to objective his/her behaves and assume different roles in the pedagogical relationship.

The teacher has a central role in the actual educative world, his/her acts in a complex space that is constantly changing and that is determined for diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge linked to the current changing circumstances" Ebutt and Elliot (1986). In this context, the practice issues, and the space need to be work with the particular orientation of the comprehension and social interaction.

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

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

According to Van Manen (1997) there is different reflexivity. In the first level, the effective application of technical skills and knowledge is given in the classroom. The reflection is applied to the proper selection and use of the didactic strategies that the teacher is going to use.

In the second level, the reflection gives on the budgets implicit in the classroom specific practices. The consequences of the strategies adopted, of the curriculum are then

analyzed; the practices are then chosen by the application of educative criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and contexts.

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

Pedagogical practice

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

- **Academic practice**

  Is guided to the training of teacher, who is able to reflect on the course he/she works. In the way to transform in comprehensive structures that can be understood by students.

  Social efficiency practice

  The aim is to achieve an effective teaching through the application of didactic techniques that are deducted from general principles to which has reached the pedagogical research. In this case, reflection consists of a strategic decision: "To select between the ranges of available techniques of what are considered the more effective". This is the way to proceed in the technical rationality.

  Development

  Teaching is based on the interests and on the development of the students. And at the same time, consider the teacher´s development as professor and a human being.

  Social reconstruction

The main point of reflection in the social, economic and politic contexts, as a way to enhance proper classroom democracy and equal and honest, regarding the social context.

Generic

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

Reflection activators

Regarding to Schulman (1987), these activators are the teacher's cognitive basis on the classroom environment; they are essential since they constitute the element of the reflective thinking that contributes to the process of the own knowledge that a good teacher needs to make decisions in the educational field.

Critic elements of the reflective thinking

This element of the reflexive thinking refers to "moral and ethical aspects of compassion and social justice" as is claimed by Sparks-Langer and Colton (1991: 31) the interest for what is concerning to social justice and the education ethic.

These authors establish some categories classifying knowledge.

1. Content knowledge

2. Pedagogical general knowledge

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

4. Teaching knowledge and proper professional configuration

5. Knowledge about students and their characteristic

6. Knowledge on the education contents

7. fundament Knowledge: philosophic, historic and axiological

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

Methodology

The methodological strategy proposed seeks as the main point the continuous reflection that additionally encompasses the reunions to enlarge the collective practice as initial landing space that took the educative issue and work. The organization principles are: autonomy, planning, and self-observation.

Thus, to prove the incidence of the reflexive proposal over the practice process it will be carried out a socialization and systematization process as well.

This study touches the qualitative approach, from a reflective perspective as a professional space that will actively contribute to description, identification and proper analyze on the pedagogical practice.

For gathering the data, it is proposed the following instruments:

- **Reflective workshops**

  The reflective workshops aim to guide the reflective process of the pre-service teachers, and at the same time, to socialize and share experiences of the daily work to

enrich the training process and bring new tools that allow the pedagogical practice transformation.

- **Objectives**

- To include the reflection process on the pre-service teacher´s practicum

- To use reflection as a way to express worries and practicum development

- To learn each day reflecting on the teaching work

- **Self-observation format**

The self-observation format targets as a main objective, to guide pre-service students toward seeing it daily work and their role inside the classroom and the educative home that surround they.

- **Narrative**

The reflection exercise will allow that the students express themselves about their daily work using the daily experience as a way to give sense to the routine

- **Class record**

Having evidences about the practicum students´ behaves into the classroom, will let to reflect on different aspects concerning the teaching and learning of foreign languages that could have been or not taken into account for the pre-services in their reflective exercise. These records will permit to have an external and constructive glance of the pedagogical practice.

Context

Pamplona city was founded in 1549, is the most ancient city in the region of Norte de Santander. It is located in the Valle del Espiritu Santo, in the Colombian Andes. It was founder of the cities in the colonial time; in its history it has had great influences and religious influences; it received a great amount of religious communities among: the Franciscan community, the poor Clare sisters; The Brothers of Saint John of God, the Company of Jesus, the Lasallista Community, likewise, feminine religious communities: Sisters of the Presentation, Bethlemitas sisters, among others; the presence of those communities in the city brought the creation of educative institutions with beliefs and values projections. This is the geographical context where this inquiry is situated, which has the school as an agency where scholars interact.

The school is understood as a specific educational community that as an entity is in charge of the institutionalized education, it means that the school is the place where the education is carried out, where the education is fulfilled and where the education is ordered.

At present, the school is considered as the community way of life, in other words, the school transmits those learning and values that are considered necessary in the community and that lead students to use and to improve their capacities to benefit both of the society and of their own.

At school, we always find a series of fundamental elements that takes part in both, students and teachers´ cases which actions and ways of behave are link to the social and cultural order from where the school takes its organization.

"The school is a dependent society organ, a social institution destined to the specific area of the education, to administrate the systematic education that conditions the

formation and organization groups presented for the teachers and students". Crespo (2010)

The school as an educative institution, fulfills specifics functions such as:

- **Socializing function**

  Is about the young learning, the values, laws, behaves, attitudes or aptitude, focus on the social dominant culture, to the politic and economic context where they belong to. This function covers all the socialization processes where the school members take participation in.

- **Instructive function**

  The instructive function uses two functions, the perfection of spontaneous process of socialization, to ensure the formation of the human being that is required for the working environment. It seeks the high culture level, knowledge, values, etc., existing a big adaptation possibility.

- **Educative function**

  The educative function requires a life community, of democracy participation, of searching intellectual dialogue and learning. An educative community that breaks the strong barriers between school and society, a culture space where concepts could be learnt, technique tools and codes of the humanity culture. As consequence of the active participation in the meaning exchange. Vizcaino (2010)

Population

The total population of this inquiry is composed of 22 students of 10th semester, practitioners of the Foreign Language Program English-French of the University of Pamplona.

Directly benefited population

Practicum teachers

Supervisor teachers

Community student of the center where integral practice is carried out

Indirectly benefited population

Is composed for the teaching community of the Foreign Language Program, the results gave feedback the vision of the agents of the program on their practices and on their peers on the same field

External institutions articulated to the project

José Antonio Galán School

Brighton school

La Presentación school

Normal Superior de Pamplona school

José Rafael Faría school

Institución Educativa Cristo Rey

Provincial San José High School

Guayabales School

New Cambridge School

For accomplishing the goals on this part of the project, it was used as instrument: narratives and self-record video to implement the reflection process. For doing that, it was taken into account the following timetable.

Instrument	Date	Times
Narratives	During the 10 week practicum	10
Tutor teacher observation	During the 10 weeks practicum	3
Class record	During the 10 week practicum	2

Figure 8: Instruments plication schedule

Table 5: *data collection*

INSTRUMENT	DATE	TIMES
Narratives 1	March 12th till 16th	1
Narratives 2	March 19th till 23rd	1
Narratives 3	April 2nd till 6th	1
Narratives 4	April 9th till 13th	1
Narratives 5	April 16th till 20th	1
Narratives 6	April 23rd till 27th	1
Narratives 7	April 30th till May 4th	1
Narratives 8	May 7th till 11th	1
Narratives 9	May 14th till 18th	1
Narratives 10	May 21st till 25th	1

Tutor teacher observation	During the 10 weeks practicum	3
Class record	During the 10 week practicum	2

Results

The fact of reflecting on the daily practices and work is an activity that allowed me in the practicum process to reinforce and improve each day my teaching experience and learning strategies. This act of reflection helped me to see how I developed my work inside the classroom. It also allowed finding those weak points where it was crucial to make a strengthening and changes to better guide the teaching-learning process. In that order, the narratives allowed me to write and express how my teaching experience in the English class flowed. Thus, while doing those narratives I could describe how my classes, my students and the role taken by my supervisor teacher were. It was a method through which the pre-service teacher could write those aspects to improve and those positive ones that help him while encouraging the teaching practice. Narratives gave me the opportunity to see my personal growing regarding how I teach and express all what I had lived during each week as a pre-service teacher. Through these narratives, I could write about my worries and the difficulties I faced each day during the time of the practicum. It showed the importance of seeing the weak and strong points regarding the teaching process and the students' development, and reflect about that for finding solutions and getting patient when the troubles come all at the same time.

Besides, not only the narratives helped with the reflection process, also the fact of recording classes was an excellent tool for reflecting on the daily practice at school. I recorded two of my English classes for analyzing how I guided each class and to find mistakes while teaching. In that way, I found that recording the class is one of the most useful tools to know the pre-service teachers´ development when guiding an English class, because I could notice some mispronunciation made unconsciously inside the classroom, which allowed me to be more attentive in each class. These records facilitated me to see my class from a

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

On the other hand, the tutor teacher observations also lend a hand on the reflective process, due that the tutor from her experiences could give her opinion about how I conducted a class, and all the positive aspects and those ones to improve and prepare myself each day to do a great job while guiding students to learn a second language. Her advices were a core point in my classes' improvement and in my personal and professional growth.

Conclusion

All in all, the implementation of a reflective process during the practicum, helps all the future teachers to see how they can be aware of their daily practice, how they can implement different strategies to surpass all kind of issues regarding the class, the discipline, the learning process, the students´ needs and to try to be each day analyzing the way the teacher acts and conducts himself while guiding an English course. In that way, the reflection process on practicum students, helped with the personally and professionally growing to better affront and develop a future work.

CHAPTER III

OUT-REACH COMPONENT

Accompanying 6th and 7th grade students to improve their English difficulties through tutoring time.

Introduction

The low level of the Provincial San José High School students when interacting with the English subject as the second language set in our country, is one of the support that the institution authorities consider to promote the tutoring time by the practicum teachers of the University of Pamplona that go to share their English knowledge there.

Also, with the aim to promote the English learning upgrade in the provincial San José High School, the pre-service teacher, with the help of the institutional authorities opens spaces for offering the opportunity to those students that had different learning difficulties while facing the English subject. All of that with the goal of providing the same equitable conditions regarding the personal academic and personal development of all the students where the practicum student attended classes. In that way, implementing strategies in this educational level, aiming to the common fulfillment in the foreign language became essential to include all the pupils and help them to overcome the difficulties inside the class.

In addition, this idea is being developed by all the pre-service teachers that had the opportunity to do their practicum process in this institution, because they had the capacities to promote the English learning and strategies to overcome the mentioned struggles on students.

Justification

The learning and acquisition of a foreign language allow to be prepared for facing the own necessities and those demanded by the daily world. This is the reason why, the implementation of the process becomes necessary to carry out and work from the first educational moments as a tool that lets to have strong and fundamental basis at the end that allow them to continue the same learning at high school, vocational and secondary education to well-prepared students focused on this area.

This project aims at accompanying with tutoring the sixth and seventh scholars, for contributing to the basic formation in foreign language what becomes necessary in those levels. For this reason, this project is developed as the outreach component of practicum, as a way to contribute to the enhancing of the English teaching in in high school ground.

The implementation of this project benefits in a high amount of students at the Provincial San José High School, as well as the Foreign Language Program and the students that develop the pre-service teacher. This benefit is highlighted, because of the possibility of those students that get some problems in English classes to have more contact with the language in order to achieve the required goals to do at school.

Objectives

General objective

- To improve 6th and 7th grade students English learning through personal tutoring

Specific objectives

- To offer to student the possibility to surpass their English difficulties

- To seek strategies according with the students´ needs to encourage than in the foreign language learning

- To have a specific space to attend students´ demands on their needs

Methodology

For achieving the component goals, the following schedule, which was this one that guided the tutoring moment and where different techniques were applied according to the students' necessities, aiming that they understand the topic in which they have problems to get the main structure.

Table 6: out-reach schedule

Time/ Day	Monday	Tuesday	Wednesday	Thursday	Friday
15:00- 17:00		6th	7th		
15:00- 17:00		6th	7th		

Table 7: *topics treated on the out-reach component*

TOPIC	DATE
*Present continuous tense: affirmative form ***Professions**	Week 1
*Present continuous tense: negative and interrogative form ***Possessive pronouns**	Week 2
*Past continuous tense: affirmative form ***possessive pronouns**	Week 3
*Past continuous: negative form ***Verb to Be**	Week 4
*Past continuous: interrogative form ***Months of the year and days of the week**	Week 5
*Past simple: regular verbs	Week 6

*Describing adjectives	
*Past simple: irregular verbs *Describing adjectives	Week7
*Past simple: affirmative form *Countries and nationalities	Week 8
*Past simple: negative form	Week 9
*Past simple: negative form *countries and nationalities	Week 10

In accordance of the above, the main strategies used in the weeks of tutoring with 6th and 7th grades were to try to explain the topic in different ways in order to catch the students´ attention, then the teacher used to write some exercises and ask to each one of those in the classroom to find the mistakes in their own answers. For example, with 6th grades we worked about the Possessives, and the first thing to do was to ask students about the specific thing they had difficulties on, and some students said they did not understand the topic. So, I decided to start for the main explanation about the topic, and their main need was to identify the subject in the sentence. For explaining this part, I brought flashcards (**See Appendix 1**) with the possessives on, and I wrote each personal pronouns or subject on the board and then I replace the subjects for names (we: john and I) in order they could identify the subject in a sentence for then add the possessive pronouns. After that, I pasted on the board the possessive pronouns for the students to understand. After that, I wrote some exercises to complete and I used the flashcards to show the correct possessive. However, in some cases, I tried to show a wrong possessive for them to identify the mistake. Using those strategies, the students learnt to corroborate their answers and not to doubt. These main strategies brought into the class and created a better atmosphere on the students´ understanding, because the pupils that took

participation on that time, were more collaborative and participative during the next classes and at the same time they showed a change on the topic understanding while doing a compensatory practicum evaluation to overcome their grades.

Results

During the practicum process, I worked with some students who needed help with some class topics; here, the main purpose was to improve 6th and 7th grade students´ English learning through personal tutoring where firstly the teacher offered a space to work on that time with the students. That was why, the teacher with the students set a specific space to have time to reinforce the needs of the students in class on the different topics. For doing so, it was established one day per week (Tuesday and Wednesday) two hours' time for each group. Firstly, the teacher proposed a schedule for the students to assist and it was discussed in the classroom. Some students said the teacher´s schedule fits, but other no, and it was voted and the majority chose the teacher's schedule. Tuesday from 3 to 5 pm with sixth graders that present difficulties in class and home work. And Wednesday, from 3 to 5 pm for seventh graders. It was also proposed to the other students that said it was impossible to go to tutoring to change some of their activities to take advantage of this space to surpass the difficulties on the English subject.

This time and space set, were aiming to offer to students the possibility to surpass their English difficulties. In that way, the tutoring weeks were conducted in some cases with 8 or 12 students from 6th and 10 or 12 from 7th grades that presented a low level in the class. Those students manifested after the tutoring time a better understanding on those topics they presented needs on**.** We worked on the tutoring time 8 weeks, and the students´ progress could be observed when the students participate in the different exercises done in the tutoring and their answers were right. Also, the students in each class showed that were capable of doing different examples and that their participation is active if they feel to have a support to help them to overcome their struggles in class. Besides, they were able to understand each topic if the teacher worries about their progress in all the topics and if he or she seeks different strategies to encourage students while learning a foreign language.

Conclusion

The out-reach part that the pre-service teacher need to do, in my particular case as develop by helping students with personal tutoring time, that was and opportunity for students to improve their difficulties. However, lots of those students with more difficulties did not assist to this space, but those one that really took advantage of this time, showed an improvement in the English class and the different topics covered.

During this tutoring time, it could be observed that students that really took advantage of this chance to improve the difficulties in the English classes went further than the others when overcoming the different struggles a student can deal with while learning a foreign language. In this way, the sixth grade students were those that assisted to the tutoring time with an excellent disposition to understand those topics were hard to understand in class. They expressed their worries and weak points in order to work on those parts.

Differently to what happened with the seventh grade students, which felt to be forced going to that spaces to improve the English, almost the 50% of the pupils that assisted to this meetings became in a distraction for the others who wanted to clear doubts on some topics. This fact, let to observe that the youngest scholars give a higher value to the tutoring time and show a better disposition to improve their English learning.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

When we as student-teacher have the opportunity to go and belong to an institution where we guide a specific course, it becomes essential to take into consideration those aspects that concern to the institution events that are developed as part of the cultural and social development within the school.

The main idea of this chapter is to present the extra-academic activities, and culture at the practicum teacher is required to be in, being a part of the Provincial San José High School. This exercise becomes in a core technique when talking about the pre-service teacher training, because he/she is involved in all the special aspects surrounding the educational practice. Thus, a part from his/her work the teacher is required to be in parent's meetings, cultural events, supervision of students, control of discipline, and going to the religious events.

Objectives:

General Objective

- To take part and participate in the activities from the Provincial San José High School all the time the practicum teacher is in the institution.

Specifics Objectives

- To help the institution authorities while developing all the different cultural activities

- To be an active participant of the events proposed by the institution

- To offer the experiences and ideas gained in the whole process of the practitioner degree.

Justification

As a future teacher that will face and will get involved in different educational meetings and struggles apart from guide English classes; the pre-service student in his/her practicum process is called to get immerged in some of those activities a teacher has contact with in the real context. Claiming the above, having the opportunity to take participation in the big majority of the extra-activities conducted by the institution where the pre-service student do the practicum, become essential to enrich the experiences necessary to face the real teaching world.

With that purpose in mind, the assistance to those extra-curricular events planned by the institution; become in a core point for each practicum students, due that those extra-activities will offer them the chance to deal with a real context and to prepare themselves to know in advance the atmosphere where they will work. All of that show the assistance to those extra-activities as a mandatory time for each tenth semester foreign languages student.

Methodology

As a practicum teacher, it is essential to take an active participation in the different activities established in the institution chronogram. In this view, the pre-service teacher should be in current disposition, be active and be motivated for the development of the planned activities. Moreover, the pre-service teacher should show interest with extra-curricular activities in order to contribute efficiently when working with the members of the institution community.

The methodology follows in this chapter is this one that could be adapted from the institution chronogram, it means that the researcher followed the schedule that describes the cultural, social, and activities the institution has programmed.

Table 8: Administrative schedule

March	April	May
The 12th -Triduo San Jose 6:00 pm	*The 4th* -Pedagogical duty	*The 4th* -Santanderino day
The 13th -Representatives election -Triduo San José	*The 20th* -Idiom day	*The 9th* -Report delivery
The 16th -San José parade	*The 23th* -Cultural activity	*The 15th* -Teacher´s day
The 27th -Easter		*The 24th* -Cultural event

Results

While taking part at the Provincial San José High School, the practicum teacher had the opportunity to face real teaching context and know how the school management works and how teacher discusses the educational issues inside the classroom. In this real context, the pre-service teacher got involved in new events that made grow up the personal and professional experience, such as raising flag, meetings, mass, parades and report delivery. Those extracurricular events helped the pre-service teacher to feel more involved in the institution daily work.

Regarding the Raising Flag Ceremony, the practicum student had the opportunity to show all what he had learnt during the last semester, because he gave a hand on the preparation of some poems (**See Appendix 2**) regarding the women´s day. In the same way, he was charged to look for some students in sixth and seventh grades to read and recite those poems. For doing so, were chose the most participative students in the classes and he gave them the poem and asked them to read aloud in order to identify the mistakes. All of that showed to the practicum student that all what he learnt during his career had a great impact and use in the real context, a fact that gave more confidence with the teaching process.

On the other hand, the religious events proposed for the institution such as the assistance to mass and parade (**See Appendix 3**) honoring to Saint Joseph regarding the Easter week. They were moments that allowed the pre-service teacher to know the school ideology followed by a big amount of the school members and try to respect and also include students in the school religious values.

In the same path, the time while teaching, offered moments to be present in some meetings like the new institution platform capacitation in which there was the whole institution teachers. Here, we were trained in the use of this new platform that facilitates the

scholar management and articulates some new tools for keeping saver the teachers' work and parents' contact. Also, he assisted to a teachers training about the new national statements given by the MEN. This time was a meeting (**See Appendix 4**) to share and discuss about the Active Pedagogy (AP), which is needed inside the classroom to get closer to the students in the learning and teaching process. In this moment, the teachers showed their personal postures while implementing those items in the school reality. This space, allowed the practitioner to know the teachers´ experiences in this field and how they contrast the MEN statements with the school's daily reality. Those discussions and personal positions showed a wide dissociation between what is given by the politics laws and the schools daily life and necessities, which enrich the practitioner's experience

Conclusion

Going to the extra activities, they are without any doubt one of the most useful moments the practitioner can have contact with, because getting involved in those activities enrich his experience and give him a core glance about the real teacher's work. Due that in those events is possible to touch or live different experiences according to some aspects a teacher face each day; it is also grateful to know the other teacher experiences and learn from them when meeting the teachers´ discussions about pedagogical and institutional struggles.

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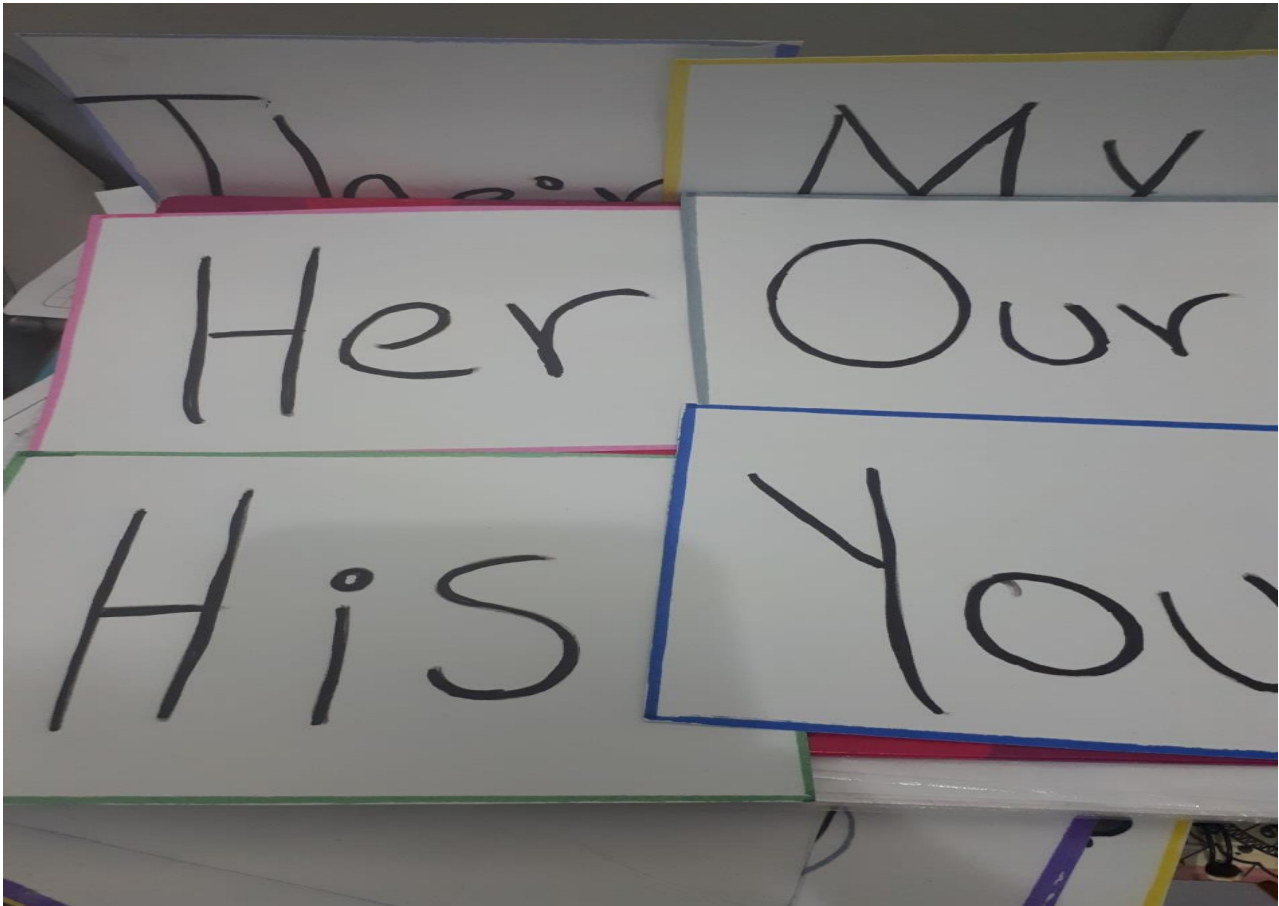Journal of English and Education. ISSN:2278-4012,Volume:2,Issue:3.

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Annexes

Appendix 1

Appendix 2

My Mother,
my friend so dear,
Throughout my life
you're always near,
A tender smile
to guide my way,
You're the sunshine
to light my day.
Happy Mom's Day!
I Love You!

Mai moder,

Mai fren sou diar,

Truaut mai laif,

Iur olwis niar.

A tender smail

Tu gaid mai uei

Iur de sonshain

Tu lait mai dei

Mi madre,

Mi amiga querida en toda mi vida, siempre estás allí.

Una sonrisa tierna, que guia mi camino

Tu eres la luz que guida mi destino.

Mother Is The Best
My mom is really great;
She's sweet as she can be;
When I need some help, I know
She's always there for me.
Mom loves me all the time,
Even when I'm a pest;
She always takes good care of me;
My mother is the best.

Mai moder is riili greit;

Shis suit as shi can bi;

Uen ai niid som jelp, I nou

Shiis olwis der for mi.

Mon lofs me ol taim,

Iven uen ai a pest ;

Shiis olwis teiks gut ker of mi;

Mai moder is de best

Mi mamá es fantástica,

Es tan dulce,

Siempre está para mi cuando necesito su ayuda.

Mi mamá me ama todo el tiempo, aun cuando no soy lo mejor.

Siempre me cuida,

Ella es la mejor

Appendix 3

Appendix 4

Evidences

Link to final result : https://photos.app.goo.gl/PpEqWTRbE9hig1Zz1

Link to preparation of the presentation: https://photos.app.goo.gl/N9DWEiFpmPEN2adS2

Link to practicing process: https://photos.app.goo.gl/sAD7y97UEeNokWth2

Script implemented in the scene:

Story for 7-02

Narrator: Once upon a time, there was a school grade classroom in which there was a great work atmosphere, all the students work together and so hard for being the better in the school. The students help each other; they did not continue a new topic if the whole group did not understand. They were all as a family. But one day, 2 students have finished a workshop and they started to play around the classroom. The teacher was not upset or cross about that, because they had finish the work. But suddenly, the students slipped down and their heads hit the floor. They just stand up, felt a little headache and were to their places.

Narrator 2: The next day (*poster that says: next day*), the math teacher was explaining about addition and all the students were paying attention, but when the teacher asked about doubts, all the classroom was silent excepting the two students, they asked themselves about the topic and the teacher saw their lost faces.

The teacher: Juan, Pedro what´s happening there? Did you understand the explanation?

(Juan and Pedro look themselves)

-Why don´t you answer? *Asked the teacher a little upset*

Juan and Pedro continued look themselves, so the teacher called Juan to go in front

Please, could you solve this addition? (*she wrote, 5 + 2*)

Juan wrote 3

-Are you kidding me Juan? *–she screamed*

Juan: No teacher, never. Just I made the addition and that was the result

The teacher got cross and called Pedro to go to the board

The teacher: Pedro please, solve the next operation (3+6)

Pedro wrote 5

The teacher: Ohh God, it can´t be possible

Pedro: Sorry teacher, it was my result also

The teacher did no pay attention and at the moment the ring rang

NEXT DAY

The teacher: Last class I had a problem, Juan and Pedro forgot how to add. So, today I will explain again. We have learnt the number. Now, let suppose I have 5 horses and a cow, how many animals there are? Tatiana!

Tatiana: 6 animals teacher

The teacher: that´s good Tatiana. Now, another one. (5 +12)

The teacher: how do you do that process Tatiana, to explain your partners please.

Tatiana: ok, the first thing I do is to take the bigger amount, in this example is 12, then I add 5, but I start adding one by one. Example, 12 +1, then 13 +1 till I complete the addition of 5 to the 12. Sometimes, I can count with my fingers but if the numbers are too large I use a pencil

The teacher: that´s good Tatiana

Pedro: but teacher, the problem is that I pay attention and I feel I understand but the result is not that one you want, sorry teacher

Juan: Teacher, my problem is that I feel lost while adding a number to another and my head get confused

Narrator 2: The teacher tried to explain different times the addition to Juan and Jorge but they did not understand, she felt worry about that situation and wanted the next day to talk with other teachers to expose the problem and to find a solution. But next day the students proposed something to them.

Paula: Teacher we want you to give the opportunity to the classroom to help our partners to surpass this difficulties, they maybe are just tired or a little frustrated. We want to talk with them tomorrow but just students, because we know each other and want to see what is the problem and then to tell you.

The teacher agreed

Felipe: Good morning to all, as you know today we have the two math hours to help our partners Juan and Pedro. So, we brought different articles to explain them how to add and what is the process to follow and achieve a great result. So, let´s start. Who is going to be the first?

Andrea: me, good morning classmates. I brought fruits to start my explanation

So, here you have (*give them mandarins*)

So Juan, you have 3 mandarins and Pedro have 4, how many of them are there? Remember what Tatiana said, count one portion and then add the other, right!

Juan 2: ehh, I have 3 plus 1 4 plus 1 5 plus 1 6 plus 1, it is 7

I don´t know if I am right

But I did not pay attention about the subtraction, I think the teacher explained that

Rodolfo: that´s is right. No problem with that addition. In a minute we talk about subtraction. Now the example for Pedro. 5 grapes * 12

Pedro 2: 12 + 1, 13 plus 1, 14 plus 1 18

Rodolfo: no Pedro, that´s wrong. The answer is 17. You missed the 15 and the 16. But do not worry. Let try a subtraction. Ok. If you have, 10 grapes and you eat 2 (*he eats the two grapes*)

No Pedro, you should not eat the grape in a literal way, it is an example.

I do not know what is happening with you guys.

Karina: Do not worry Rodolfo, let me try. Ok guys, if you have these 8 grapes and you subtract 3, how many are remaining?

So, you just take the 8 and start to go down three numbers. And the answer will be 5. Do you understand?

Pedro2 and Juan2: yeeessss

Arnold: Now boys, if you take 5 pens and add 3 it´s 8, and if you add 4 it´s 12, but if you subtract 3 it´s 9. But if you throw out 2 (*Pedro and Juan throw2 out in a literal way*)

No guys, that is not the way, it is just a supposition. Not to do it literal and throw the pens

Pedro2: but you said to throw them out and we did it

Karol: let me try something else.

I saw that you started to forget and not to catch the explanation since you fell down. And I think you need to go to a doctor and see what is happening to you.

Eduardo: yes, I think it is the reason, but do not worry. Everything will be ok. We will help you and will support you

- **What we can see here is that in a group, we need to support ourselves. No matter the personal problems or academic difficulties, we all are call to be patient and not to judge, just always try to find a solution and try to help our classmates in all the cases**

Narrative:

Narrativa 3

Leonardo Acosta Velilla

En mi tercera semana de clases han surgido diversas cosas que me han permitido entender mucho más la labor docente. Una de esas primeras cosas se enfoca hacia el hecho de sentirme frustrado por no ver un avance significativo y alentador en el aprendizaje de los estudiantes, ya que en las clases al explicar un tema se podía percibir un entendimiento del tema, pero en las evaluaciones se veía reflejado todo lo contrario, pues alrededor de un 70% de los estudiantes presentaba una dificultad en estos test. Por otro lado, la realización de las tareas no se estaba efectuando por una gran mayoría de los estudiantes, lo que me llevó a imaginar que los estudiantes adquirieron ese hábito de la docente titular; dado que ella dejaba tareas o ejercicios pero no las revisaba. Todo esto me había desmotivado en gran manera, pero aprendí que es el docente el ejemplo que los estudiantes siguen en los entornos institucionales y que hay que cuidar muy bien el buen ejemplo y promoción de buenos hábitos en medio de la clase y aún más en el área de inglés. Todo esto, me llevó a pensar y comenzar a concientizar de la importancia de ser responsable en las labores y deberes académicos y explicar a los niños la importancia de la lengua inglesa y de cumplimiento de esas tareas, dado que estas mismas ayudan con la práctica y el entendimiento de cada tema.

En concordancia con el componente pedagógico, se comenzó con los estudiantes a concretar el tema a trabajar en la creación de las historias, en donde se notó un gran entusiasmo por parte de los alumnos para participar y aportar ideas, dado que para ellos es algo nuevo. Entre los dos grupos focales, se estima una participación de 25 estudiantes de 43 que conforman los dos grupos. Ya aquí está en manos del profesor-estudiante crear con las ideas de

En el componente de extensión a la comunidad se comenzó a abrir los espacios para que los estudiantes pudieran asistir, dado que en las semanas anteriores la institución tuvo muchos eventos extra curriculares que impidieron establecer espacios para que se comenzara a gozar de esta oportunidad para apoyar las dificultades de los estudiantes en clase. Sin embargo, los estudiantes no asistieron a dichos encuentros, lo que obligará a motivarlos mucho más y buscar alternativas para que los estudiantes que presentan un bajo rendimiento en el área de inglés asistan y superen estos momentos y así estar en un mismo nivel que sus estudiantes y aprender más de la lengua extrajera.