Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research

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Teaching practicum

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Dedicatory

Firstly, I want to thank God to allow me until this point of my degree, to give me health to achieve my goals. It was not easy to face the difficulties presented during my life, but thanks to my faith it was possible to overcome them.

I dedicate this final step of my degree to my parents and my entire family for supporting me during all this process, to have believed in me when nobody else did it. Thanks to my mother and my dear father to have allowed me to study this beautiful career. I will never have how to pay them for it.

To my teachers for their patience and love when teaching and guiding me. For motivating me when I said that I couldn't do it. I want to thank my mentor Mayeini Garcia and my teachers Diana Barón, Magdaleidy Martínez, Iván Vargas and Lucy Durán who were essential people in my life to become what I'm today. I will never have the words to thank them for their knowledge shared with me.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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General presentation

This study that is divided into four components or chapters, each one of them are described below in order to understand its respective objectives proposed in this action research study.

Firstly, the pedagogical component where tenth Foreign Language students must work in an educational institution in order to develop their teaching practice as pre-service teachers. Moreover, the pre-service teacher has to develop a research proposal taking into account the needs observed during a week non-participative observation. In that way, the pedagogical component is focused on the implementation of StoryJumper digital platform in order to improve writing and pronunciation in 9th grade students of a private institution.

Secondly, there is a research component that aims to the improvement of the pre-service teacher practicum during the teaching process in the institution through reflection and critical thinking aspects. In this chapter the reader will find the reflections concerning the pre-service teacher experience when teaching English. Furthermore, this chapter is based on previous research studies that support the importance of reflecting after have conducted a class.

Thirdly, the outreach component that is implemented in primary school. In this chapter the main objective is to help primary students with English difficulties through tutorials given by the pre-service teacher. Moreover, the future teacher has to conduct two hours English classes during the week where a mini project will be executed in order to improve students' vocabulary through images.

Finally, there is an administrative component where the pre-service teacher is involved in all the activities and events proposed by the institution during the teaching practice time. In this chapter, the future teacher takes an active part in extra activities at “Seminario Menor” high school.

Introduction

Nowadays, the use of digital platforms has an important impact on education because of technology development. Different methods have been implemented when teaching a foreign language such as the use of authentic materials in the classroom in the form of films, radio, television and so on. These technologies have demonstrated an efficient way of replacing traditional teaching (Hashim, Yunus, & Embi 2016). However, these methods have evolved through time and currently, the usage of internet on digital platforms take a significant role inside the classroom “ebooks, social networks, applications, websites, videos, podcasts and google classroom” enhance the teaching process (Harnish, Bridges, Sattler, Signorella, & Munson 2018). That is the reason why this action research is focused on the implementation of StoryJumper digital platform to improve students writing skills and pronunciation. Taking this into account, StoryJumper digital platform will be the application implemented in this study to motivate students to use their imagination to create short stories, tales, poems or even dialogues that will be recorded by them in an audiobook way.

Moreover, for pre-service teacher, teaching process is a new experience for them that is the reason why Cranton (1996) highlights that the teacher might reflect about his own teaching process in order to get a critical teaching about his own teaching process. Critical reflection is understood such as the process where adults identify the assumptions presented in their actions, where there is a question about the assumptions in order to develop alternative ways of acting (Cranton, 1996). the reflection process of this study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999). Teaching is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), there are different stages to reflect about the teaching process.

On the other hand, the role of tutoring is understood by Wood, Bruner and Ross (1976) such as a kind of "scaffolding" process that enables a child to solve a pedagogical difficulty or a social problem through a task execution or achieving a specific goal which would be beyond his unassisted efforts. In addition, a number of classroom studies have shown that instructional programs such as peer tutoring service with a strong focus on meta-cognition improve students' learning outcomes (Brown & Campione, 1996) Moreover, when supporting students in difficulty is important to highlight the need to implement tools and strategies to improve students' difficulties when learning a foreign language. That is why, the implementation of images as a pedagogical strategy could help students in difficulty to improve their obstacles in English language acquisition.

Finally, be involved on different activities while executing a teaching practice, will allow pre-service teachers to get an important role in their teaching practice. It is for that reason why pre-services teacher will be developing an administrative role in the institution where they are executing their practicum.

Justification

The second principle of The United Nations Educational, Scientific and Cultural Organization (2003) aims to “support bilingual and/or multilingual educational all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies” (p.32). Regarding the national context, Colombia, has adopted academicals policies addressed to foster the English language as a foreign language through the National bilingual program created in 2004 following three specific guidelines: basic, intermediate and higher education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6). According to the UNESCO, the communication is not just done in the mother tongue but also in the national language as well as in one more foreign language in which schools are a fundamental entity to accomplish this objective. Besides teaching a foreign language, it is important to highlight the motivation teacher gives to students to use the language to communicate orally or in a written way in real contexts as proposed by the action approach (CEFRL, 2001).

After having observed 9th grade English classes during 4 hours in a week, the need for working writing skill and pronunciation was evidenced. That is why this study aims at implementing StoryJumper e-learning platform to improve writing skills and pronunciation in 9th-grade students of “Seminario Menor Santo Tomás de Aquino” secondary school. Writing is a challenging task for ESL students who present difficulties during the English learning process. As teachers don’t implement innovator strategies, they feel bored to do it in a conventional approach. Normann (2011) states that the use of this digital resource can motivate students to do their writings through a different way where they can link their imagination with a variety of writing creation exercises or situations given by the teacher. It is worth mentioning that motivation is an important aspect when learning a foreign language (CEFRl, 2001).

Moreover, through reflection and critical thinking, pre-service teachers could improve their teaching practices because it will allow teachers to the improvement of their teaching practice. On the othe hand, Zeichner and Liston (2013) state

> If a teacher never questions the goals and the values that guide his or her work, never considers the context in which he or she teaches, or never examines his or her assumptions, then it is our belief that this individual is not engaged in reflective teaching (p. 22).

In that way, pre-service teachers will create a reflection and critical thinking habit in their teaching lives in order to improve their teaching process when conducted English courses. Additionally, tutoring service is an important strategy to guide the learning process when students have difficulties concerning the language. Griffin and Cole (1992) recognize the importance of students' knowing and implementing diverse strategies to support students' difficulties. For this reason, the image is a fundamental aspect to reinforce topics in students. As is evident, image include several tools such as the use of flashcards, videos, posters, images and so on (Torres, Rodriguez, Espitia and Jiménez 2015). On the other hand, as a part of professional development, pre-services teachers have to get involved on extra activities proposed by the educational institution where the future teacher is executing his teaching practice.

Objectives

General objective

- To improve writing skills and pronunciation through the use of StoryJumper e-learning platform in ninth-grade students of "Seminario Menor Santo Tomás de Aquino" high school.

Specific objectives

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their teaching practice.
- To reinforce secondary students' difficulties when learning English
- To guide secondary students in their difficulties when learning a foreign language.
- To implement images such as a tool to improve students' vocabulary in students of secondary school.

Institutional observation

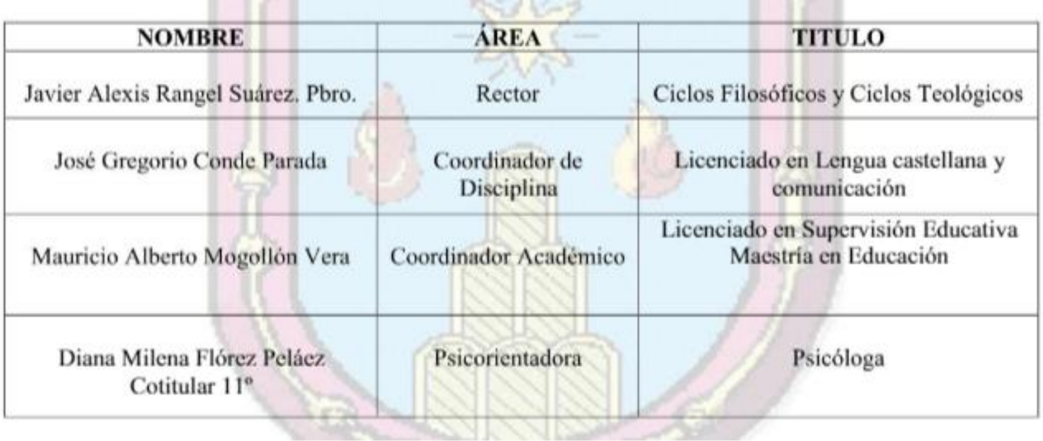
After have done the observational institution, different aspects were analyzed in order to know and to be in contact with important aspects. In this part, there is a deep description of the topographical school's location, the educative authorities, the fundamental Aspects of the Educational Institutional Project (PEI), the mission and vision, the school symbols, the rulebook, the physical facilities, the institutional organization, the scholar calendar, the supervisors and pre-service teacher schedule and the pedagogical institution aspects.

Topographical school's location

"Seminario Menor Santo Tomás de Aquino" high school is part of the catholic religion emerged in Pamplona city during the 80s. This educational institution is located in the urban area of Pamplona, North of Santander. This school was built on August the 1st, 1843 being diocesan bishop Monseñor José Jorge Torres Stans. "Seminario Menor" comprises a large space that has contact with the nature stimulator of students learning process. Furthermore, a huge number of the students (80%) belongs to the upper social status most of them are professional's sons. This institution counts with preschool, elementary education: primary, high school and secondary education. The school is situated on Calle 10 # 8 – 185 Escorial neighborhood.

Educative authorities

The information given by the Educational institutional project (PEI) establishes that at "Seminario Menor" high school there is a team of teachers ruled by the private politics proposed by the Pamplona Archdioceses. The institution comprises authorities that are the major members in the school, as follow; the priest Javier Torres who is the head of the institution. Moreover, there are different institutional committees composed by the academic coordinator, disciplinary coordinator, psychology, the academic and the financial secretary who ensure the good development, quality and performance of the educational institution. On the other hand, others dependencies are part of the "Seminario Menor" school such as teachers, the teacher council, students, the student council members composed by the student’s representative, school coexistence committee and the parents’ association.



NOMBRE	ÁREA	TITULO
Javier Alexis Rangel Suárez. Pbro.	Rector	Ciclos Filosóficos y Ciclos Teológicos
José Gregorio Conde Parada	Coordinador de Disciplina	Licenciado en Lengua castellana y comunicación
Mauricio Alberto Mogollón Vera	Coordinador Académico	Licenciado en Supervisión Educativa Maestría en Educación
Diana Milena Flórez Peláez Cotitular 11º	Psicorientadora	Psicóloga

Figure 1. Academic Authorities/Administrative staff.

Fundamental Aspects of the Educational Institutional Project (PEI)

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Figure 2. School

The Educational Institutional Project (PEI) aims to guide the student in order to be a subject of his own development and able to be involved in social transformation through spiritual values that benefits his abilities and qualities. Also, the PEI integrates students with special educational needs and is currently preparing to provide a quality inclusive education. This educational institution comprises all the academic, social, research, technological, inclusive and culture processes with the main purpose to educate competent men and women in order to be social actors. On the other hand, the pedagogical approach implemented by high school is social constructivism focused on the Christian humanist.

The Educational Institutional Project of the “Seminario Menor” is based on different fundaments such as the philosophical that looks to enhance the person concept. In that way, the axiological fundament aims to stimulate on students the importance of life, the creation of a new and better society and values such as justice, love, solidarity in order to help people in need. Moreover, the sociological fundament has the purpose to make student social actors and finally the epistemological that is based on constructivist learning.

Mission

“Seminario Menor” high school is an Educational Institution inspired by the Gospel and the Doctrine of the Church oriented by the Archdiocese of Nueva Pamplona and committed to the formation of candidates for the Priesthood and Christian leaders, in the context of the global Archdiocesan plan of New Evangelization. As a Catholic Educational Community, the institution aims to serve the country and the Church formed with integral excellence, competent and conscious men and women committed to the cause of peace capable of responding with attitudes and facts to the historical moment we are living.

“Santo Tomás de Aquino” high school has the help of God. It has the educational experience that exceeds the 150th anniversary ruled by the Colombian legal framework and with the human quality of those who are part of the “Tomasina” Educational Community such as the teachers, parents, students and administrative staff and services team.

Vision

In 2019, “Seminario Menor Santo Tomás de Aquino” will be the first alternative in education based on values in the Colombian Northeast leader in educational management, excellent in the quality of the pedagogical criteria and strategies that has adopted to guide its educational process. The institution will be always in the light of the Gospel and the Magisterium of the Church to build a just and supportive society.

School symbols

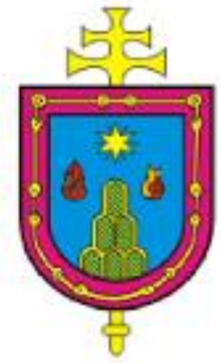


Figure 3. Institutional field

Templo de ciencia y virtud

Figure 4. Moto

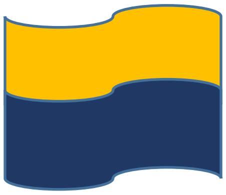


Figure 5. Institutional flag

Rulebook

The “Seminario Menor Santo Tomás de Aquino” has created the institutional rulebook in order to promote a harmony environment in the educational institution. These School Rules have the purpose to integrate students’ values, beliefs and educational aspects that are conceived in the mission and vision of this school. On the other hand, the Rulebook was created having in mind the physical, psychological integration of the member of the educative institution. It comprises twelve chapters divided into different aspects such as rights and duties all the educational community have to accomplish. Chapter III focused on fundamental, social, moral and ethical students’ rights and duties in which rights are highlighted in terms of equality.

As “Seminario menor” high school is an inclusive institution, the rulebook makes emphasis on the inclusion and equal treatment for everybody. Furthermore, the students’ duties are based on academic, social and moral aspects they have to accomplish such as the to accomplish with different tasks and activities proposed by teacher, be punctual, respect teachers, classmates, administrative and personal in and outside the educational institution. In addition, regarding the uniform, students have to wear uniform every day. Similarly, the rulebook establishes the evaluation system that is from 3.5 as the minimum requirement to pass an activity until 5.0. In the same way, the formative assessments that guide teaching is learning to learn, learning to do and learning to live together. On the other hand, the school rulebook presents the types of misconduct in the school, from type one to type three situations.

Taking into account teachers aspects, the rulebook promotes teachers’ participation in investigation, project execution and gives them the opportunity to get permissions when they have situations that require to be absent for a determinate period of time. At the same time, they have to work on some duties such as the moral and academic formation regarding the integration, respect and guidance in students. Likewise, teachers have to elaborate their planning and to assist to administrative and teachers' meetings.

Physical facilities

The "Seminario Menor" school is one of the largest educational institution in Pamplona. It is divided into 22 buildings that comprises recreational and academic spaces in which students, teachers and administrative personal have access to. The administrative buildings are places where these spaces are the cafeteria, the major office, the security classroom, the secretary, teachers' classroom, bathrooms, the academic coordinator office, psychologist.

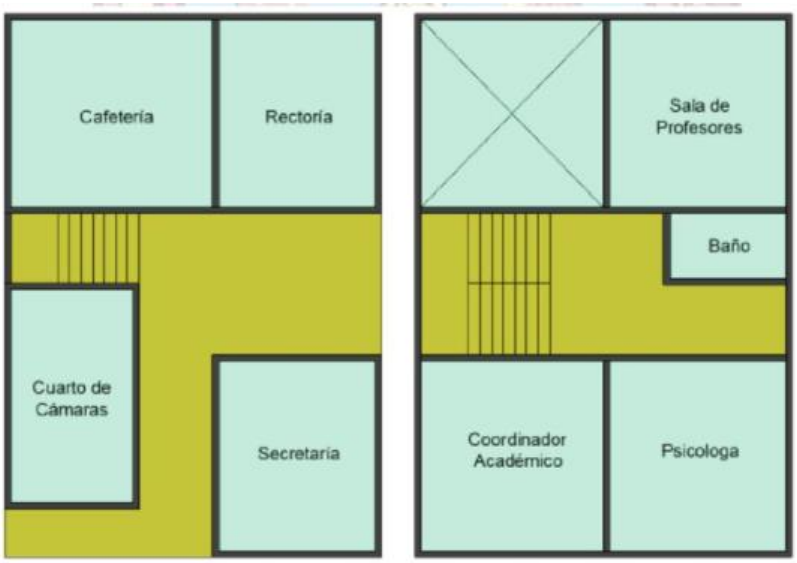


Figure 6. Administrative buildings

Regarding the academic buildings where teachers and students are currently, the educational institution counts with an informatics lab and 3 more classrooms. There are also five classrooms that correspond to each grade. Sixth, seventh and eighth grade are organized in a rising structure. The same situation is presented in ninth and tenth grade. Next to tenth grade there is an extra bathroom and the recreate and sports classroom.

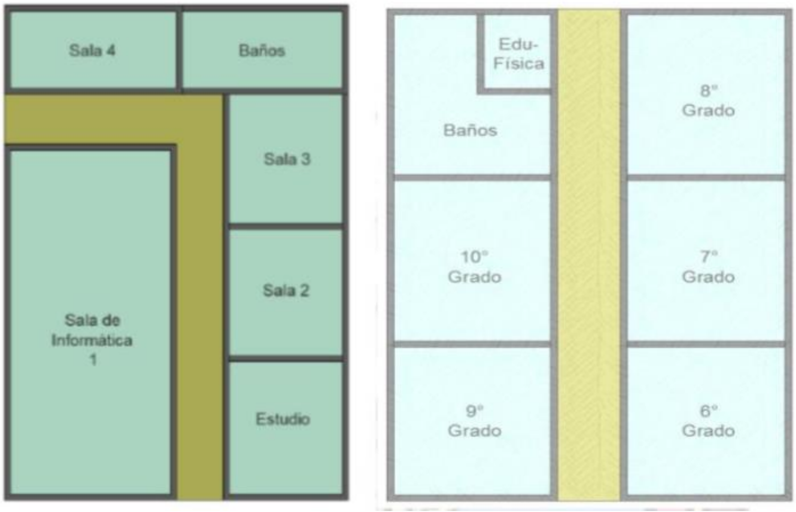

Sala 4
Baños
Sala 3
Sala 2
Sala de Informática 1
Estudio
Edu-Física
Baños
8° Grado
10° Grado
7° Grado
9° Grado
6° Grado

Figure 7. Academic buildings

The educational institution is composed of rich lab equipment resources such as a chemistry, physics and biology lab as well as a theatre that allow students to be interested on the learning process proposed by teacher and the institution.

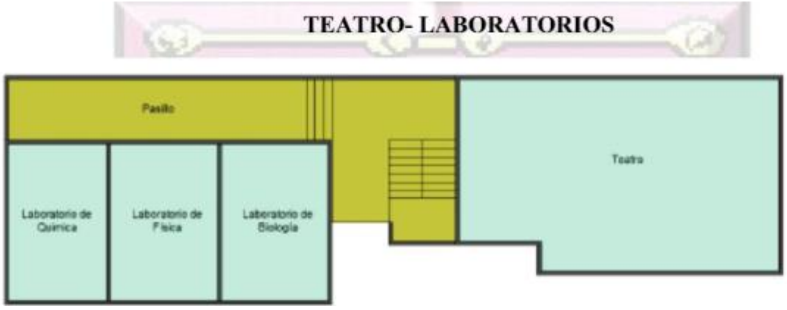

TEATRO- LABORATORIOS
Pasillo
Teatro
Laboratorio de Química
Laboratorio de Física
Laboratorio de Biología

Figure 8. Lab equipment

On the other hand, as mentioned before the educational institution counts with recreational spaces where students can share and interact with others during the break time such as one court, green spaces, a big yard and different aisles.

Institutional organization

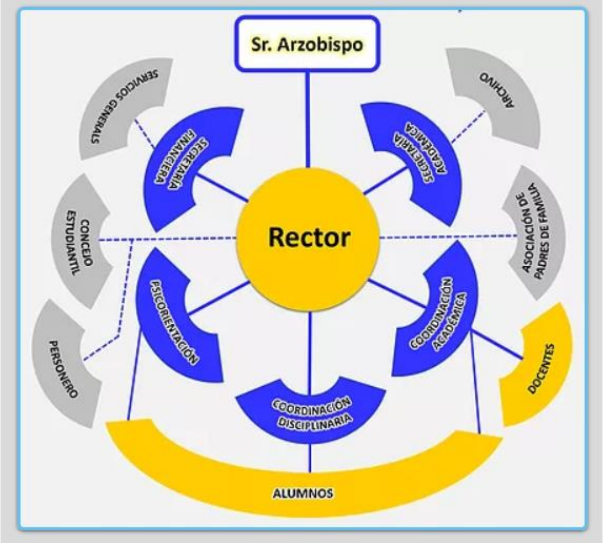

Sr. Arzobispo
SERVICIOS GENERALES
ARCHIVO
SECRETARIA FINANCIERA
SECRETARIA ACADÉMICA
CONCEJO ESTUDIANTIL
Rector
ASOCIACIÓN DE PADRES DE FAMILIA
PSICORIENTACIÓN
COORDINACIÓN ACADÉMICA
PERSONERO
DOCENTES
COORDINACIÓN DISCIPLINARIA
ALUMNOS

Figure 9. Institutional organization chart.

Scholar calendar

The scholar calendar of this educational institution is organized by the different entities and administrative committees at the beginning of the scholar year. The committees stablish everything to do during the year, that is why in the calendar are presented the different activities and events the educational community is going to develop. Hereafter is presented the “Santo Tomás de Aquino” scholar calendar.

Table 1

September Scholar calendar

SEPTIEMBRE - RESPONSABLES						
DOMINGO	**LUNES**	**MARTES**	**MIERCOLES**	**JUEVES**	**VIERNES**	**SABADO**

1 EUCARISTÍA 2°	**2** BIMESTRALES Semana por la paz (2-8)	**3** BIMESTRALES Eucaristía pre-escolar	**4** BIMESTRALES	**5** BIMESTRALES	**6** BIMESTRALES	**7**
8 EUCARISTÍA 2°	**9** Retroalimentacion bimestrales Nivelación tercer bimestre	**10** Eucaristía 5° Retroalimentacion bimestrales Nivelación tercer bimestre	**11** Retroalimentacion bimestrales Nivelación tercer bimestre Consejo academico y convivencia	**12** Eucaristía 9° Retroalimentacion bimestrales Nivelación tercer bimestre	**13** Retroalimentacion bimestrales Nivelación tercer bimestre	**14**
15 EUCARISTÍA 2°	**16** Nivelaciones tercer bimestre	**17** Eucaristía 4° Nivelaciones tercer bimestre	**18** Nivelaciones tercer bimestre	**19** Eucaristía 8° Nivelaciones tercer bimestre Izada de bandera maestros	**20** Nivelaciones tercer bimestre Celebración amor y amistad	**21**
22 EUCARISTÍA **Profesore primaria** **Retiros 11° 2**	**23** Retiros 11°	**24** Eucaristía 3° Día del recluso Retiros 11°	**25** **Anversario fundación Arquidiósesis.** Reunión docentes Retiros 11°	**26** Eucaristía 7° Entrega de bolestines Retiros 11°	**27** Convivencia Jardín y pre-jardín Clubs Retiros 11°	**28**
29 EUCARISTÍA **prof secundaria**	**30**					

Table 2

October Scholar calendar

OCTUBRE - CONFIADOS						
DOMINGO	**LUNES**	**MARTES**	**MIERCOLES**	**JUEVES**	**VIERNES**	**SABADO**
		1 Semana cultural	**2** Semana cultural	**3** Semana cultural Song festival	**4** Semana cultural	**5**
6	**7** **RECESO**	**8** **RECESO**	**9** **RECESO**	**10** **RECESO**	**11** **RECESO**	**12**
13	**14**	**15** Eucaristía 2°	**16** Reunión docentes	**17** Eucaristía 6°	**18** Retiros primera comunión Clubs de 2:30 p.m. – 5:00 p.m.	**19**
20 **Eucaristía 5°** **Primeras comuniones**	**21** Reunión general con padres de inclusión	**22** Eucaristía 1° Proyecto sexualidad,	**23** Reunión docentes	**24** Eucaristía 11°	**25** Retiros confirmación Clubs de 2:30	**26**

		afectividad y buen trato			p.m. – 5:00 p.m.	
27 **Eucaristía confirmaciones Padres de familia 11°**	**28** Jornada deportiva primaria	**29** Eucaristía pre escolar	**30** Reunión docentes	**31** Eucaristía 10° Jornada deportiva bachillerato		

Table 3

November Scholar calendar

NOVIEMBRE - SOLIDARIOS						
DOMINGO	**LUNES**	**MARTES**	**MIERCOLES**	**JUEVES**	**VIERNES**	**SA-BADO**
					1 Hollywins Celebración del día de todos los santos Primer día novena de navidad Clubs de 2:30 p.m. – 5:00 p.m.	**2**
3	**4**	**5** Bimestrales Eucaristía 5° Segundo día novena de navidad	**6** Bimestrales Tercer día novena de navidad	**7** Bimestrales Eucaristía 6° Cuarto día novena de navidad	**8** Bimestrales Quinto día novena de navidad	**9**
10 **Eucaristía Administrativos y psicología**	**11** Bimestrales Sexto día novena de navidad	**12** Bimestrales Eucaristía 4° Septimo día novena de navidad	**13** Bimestrales Octavo día novena de navidad	**14** Bimestrales Eucaristía 11° Entrega de símbolos izada 11 y 10 Noveno día novena de navidad	**15** Bimestrales	**16**
17	**18** Nivelaciones	**19** Nivelaciones	**20** Nivelaciones	**21** Nivelaciones	**22** Consejo académico y de convivencia	**23**
24	**25**	**26**	**27** Entrega de notas grados de transición y 5°	**28** Encuentro de egresados homenaje 25 y 50 años	**29** **GRADOS 11°**	**30**

Supervisor’s schedule

Table 4

Supervisor’s schedule

Hour	Monday	Thursday	Hour	Thuesday	Hour	Wedenesday	Friday
07:00-07:15	Formación	Catequesis	07:00-07:50	Free	07:00-07:50	9th grade	7th grade
07:15-08:05	10th grade	Eucharist	07:50-08:40	7th grade	07:50-08:40	7th grade	10th grade
08:05-08:55	9th grade	11th grade	08:40-09:30	10th grade	08:40-09:30	Free	10th grade
08:55-09:45	9th grade	11th grade	09:30-10:05	BREAK	09:30-10:05	BREAK	
09:45-10:20	BREAK		10:05-10:55	Free	10:00-10:50	11th grade	6th grade
10:20-11:10	7th grade	9th grade	10:55-11:45	6th grade	10:50-11:40	8th grade	6th grade
11:10-12:00	6th grade	6th grade	12:00-02:00	LUNCH TIME	11:40-12:30	Free	8th grade
12:00-02:00	LUNCH TIME		02:00-02:50	8th grade			
02:00-02:50	11th grade	10th grade	02:50-03:40	9th grade			
02:50-03:40	11th grade	7th grade	03:40-03:55	BREAK			
03:40-03:55	BREAK		03:55-04:45	Free			
03:55-04:45	8th grade	8th grade					

Pre-service teacher schedule

Table 5

Pre-service teacher schedule

HOUR	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
07:00-07:50			9th grade		
07:50-08:40					
08:50-9:40	9th grade				
08:55-09:45	9th grade				
BREAK					
10:20-11:10			8th grade 10:50-11:40	9th grade	
11:10-12:00					8th grade 11:40-12:30
BREAK					
02:00-02:50		8th grade			
02:50-03:40		9th grade			02:30-04:30 Tutoring service
BREAK					
03:55-04:45	8th grade	Tutoring time		8th grade	

Pedagogical aspect

"Seminario Menor Santo Tomás de Aquino" high school is an institution based on different fundaments. According to the pedagogical aspect the PEI, the pedagogical approach followed by the institution is the social constructivism focused on the Christian humanist approach understanding this model from a cognitive, social and significant perspective based on Piaget, Vygotsky and David Ausbel learning theories. Teaching is conceived such as a critic, interactive and participative activity between the educational actors.

The implementation of the social constructivism approach in this institution aims to understand the epistemology about how to know reality and how to learn. That is why the significant learning is the principal point in “Semimario Menor” pedagogical approach where students’ interests, dimensions meaning and the knowledge construction are important factors in the construction of the students’ comprehensive training.

Regarding the English teaching process, the educational institution follows “Hit the Road” English book from 6th to 11th grade. This book is based on the Common European Framework and it is distributed by levels for each grade. There is the teacher’s, student and workbook where they have access to the different content such as listening, reading, writing, speaking, grammar exercises, quizzes and vocabulary proposed by the book. The structure of the book is divided into six units each one proposes different goals to accomplish during the five lessons. The purpose of Hit the Road book is to achieve a B1 level. The book has a wide variety of activities using a combination of learning strategies (memory, cognitive, compensation, metacognitive, affective and social), which motivate students to play an active role in their learning process and foster autonomy.

Figure 10. Book worked by teacher

After having observed the classes conducted by the English teacher, it was found that all the classrooms have a video-beam and speakers in order to promote teachers to be familiar with technological tools. The teacher uses in 60% these tools in order to catch students' attention. He implements different strategies such as slides, videos, audios, the book and worksheets to work on during the class. In order to control discipline, teacher has a folder in which he can write students who don't behave during the class. This folder is analyzed in teachers' meetings and the number of entries by student determinate the behavior evaluation.

Concerning the observation in primary school, teacher works on a book called "here we go" that is divided into levels from first grade to 5th grade. The book includes different activities in which primary school students develop during the classes and at home. The book has mini projects such as posters creation, basic readings and starter listening apart from grammar exercises. It is a complete book that allows students to work on all the abilities in creatively.

Figure 11. Primary school book used by teacher

CHAPTER I

PEDAGOGICAL COMPONENT

Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at "Seminario Menor" in Pamplona, Colombia: An action research

Introduction

Most of the non-native speakers conceive the English learning such as a difficult practice because of the development of the four abilities (listening, writing, speaking and reading). Nevertheless, nowadays teachers have been implemented different strategies, methodologies, approaches and tools in order to catch the English learners' attention and interest regarding the learning process. Moreover, the Ministry of Education (MEN) in Colombia has changed the prospects about learning a foreign language, that is why from 2004, MEN proposed the National Program of Bilingualism in which the country aims that educational institutions develop the communicative competences in mother tongue and at least a foreign language. Moreover, the Ministry of Education proposed that students in 11th grade might have B1 level at finishing college.

It is important to mention that in order to accomplish the objectives the government has, to improve the English acquisition as a foreign language the use of technology is currently one of the most important strategies to teach students in a dynamic and innovative way. Shyamlee and Phil (2012) highlight that the use of technology through Multimedia and network technology, teachers can implement and offer students different sources of authentic materials and an attractive and a friendly connection from contents such as vivid pictures and sounds, news, TV shows and so on that enhance students' interest in learning English. Based on that, this project aims to develop and improve writing skill competences and to enhance reading pronunciation in English learners students through technology using StoryJumper e-learning educative platforms. The digital story tellers allow foreign languages learners students to express their opinions and create an emotional context to the audience (Hayes, 2011). On the other hand, Castañeda (2013) states "The digital stories in the foreign language classroom are part of project based learning that integrates, reading, writing, pronunciation, the theater representation and technology" in that way, students learn the language integrating technology and learning with a specific purpose.

The Ministry of Education in Colombia (2006) proposed that the level required students in ninth grade is between A2 and B1. After having observed ninth grade during a week (3 hours), it was identified students have difficulties when writing and pronouncing. Having this aspect in mind, it was necessary to work on students writing skills through a story teller digital platform not only to enhance students writing but also to improve students' pronunciation from the narration of their own writing productions. Lee (2012) highlights the importance a story teller platform has in pronunciation because these e-learning educative webs help students to improve pronunciation and can emerge them in real contexts such as a better participation during class activities and also can attend students' needs and difficulties when learning a second language.

This project consists of the creation of digital activities that involve creative writing, imagination and narration where 9th students grade will have access to StoyJumper platform in order to create different contents such as short stories, e-mails, tales, books, comic strips and so on based on the grammatical topics teacher is working during the class and guided by Task Based Learning model.

Problem

Three non-participative observations were conducted in 9th grade English courses with the objective to analyze and observe the needs students had when learning English and also to identify general aspects the teacher takes into account during his classes. Through these observations several features were identified, firstly it was evidenced this is a blended class where there are 16 students. Moreover, it was noted that students have a lack of vocabulary when writing. The teacher asked them to do phrases using six verbs to express likes and six to express dislikes and some of the students didn't know basic vocabulary such as colors and clothes, they just asked to one of their classmates to do the translation or they looked for the word in their dictionaries. However, the principal teacher has an excellent methodology to conduct his classes. The use of technological resources such as a video beam and speakers are used during the lessons, but the teacher is focused on the projection and doesn't ask students to take notes about what was explained on the slides;

what evidenced the lack of writing practice in order to get new vocabulary and right writing words. Moreover, it was identified the need to work on pronunciation because students evidenced a wrong English pronunciation when reading the phrases done.

Taking into account these analyzed facts, the researcher found essential to execute this project focused on writing production and integrating pronunciation through StoryJumper platform. According to Luria (1984) written language is an essential instrument that includes verbal categories and guarantees the process of thoughts. Furthermore, Harmer (2004) states that writing enhances students' accuracy and improve the language use because they think as they write and writing productions can guide students' critical thinking when solving problems.

Moreover, Shyamlee and Phil, M. (2012) affirm that the use of technology in the classroom cultivates student's interest regarding the learning and creates an imaginable thinking. On the other hand, these strategies improve teaching effect. Kavanaugh (2018) states that teaching in 21st century brains, it is important to activate working memory in the online world what makes efficiently the proposal of integrating StoryJumper digital platform with writing skills and pronunciation. Through this e-learning educative platform, students have the opportunity to work and to learn the language from a different perspective in which they mix creativity, technology, writing and narration.

The population to participate in this study is ninth grade students aged between 14 and 16 years old. The sample was chosen by convenience taking into account the difficulties students had when learning English specially in writing skill and pronunciation. On the other hand, the requirement of MEN (2006) establish that ninth grade students might have B1.1 English level.

Table 6

Standards by grades

GRADES	CEFR REQUIREMENT	LEVELS TO COLOMBIAN EDUCATION
10th to 11th grade	B1	B1.2
8th to 9th grade	B1	B1.1
6th to 7th grade	B1	A2.2
4th to 5th grade	B1	A2.1
1st to 3rd grade	A1	A1

Statement of the problem

Taking into account the improvement of writing skill integrating pronunciation in 9th grade students at Seminario Menor high school, there were proposed the following questions in order to guide this research study.

- ✓ How does StoryJumper e-learning educative platform enhance writing skills production in 9th grade Seminario Menor high school students?
- ✓ How does this story teller platform improve pronunciation in 9th grade Seminario Menor high school students?
- ✓ How does this digital platform motivate students to learn English foreign language?
- ✓ What is learners’ perceptions of using StoryJumper in writing?

Justification

The Seminario Menor Santo Tomás de Aquino high school aims to the implementation of ITC in the teaching process. The conception of technology in this educational institution is really important for the development of students in the learning field. The school counts with an audiovisual classroom where there are 28 computers with internet access and where are conducted informatics classes. That's why digital storytelling can be a support for writing specially using a software called StoryJumper. This online digital has caught the attention of millions of users around the world because of its simple and engaging environment and that is the reason why it was selected as the computer assisted prompt in this research study.

The e-learning educative website offers a high quality digital content where it is possible also upload photos from the computer or use the drawings proposed by the platform. The implementation of StoryJumper platform is possible to do during the English classes. StoryJumper website integrates different skills students can improve. Firstly, it comprises creative images in order to create writing productions to finally be narrated. The use of this e-learning digital resource will allow students to be interested on the English learning process. Students are going to work on writing productions from the instructions given by the teacher. The exercises will be focused on the creation of fables. Even though the effectiveness of implementing different digital storytelling resources on English foreign language (EFL) learners (Conrad, 2013; Robin, 2008; Sadik, 2008, Sukovic, 2014), there are not enough research studies regarding the development of writing using StoryJumper platform (Menezes, 2012; Wertz, 2014) neither integrating writing and narrative at the same time.

Moreover, the use of this tool will reinforce the teaching practice because it could be taken such as an innovate strategy to teach English and it can be an interest point to teacher who participate in the teaching process in this institution. According to Hayes (2011) the story telling allows English learners to express their opinions and to create an emotional context.

Objectives

General objective

- ✓ To improve writing skills and pronunciation through the use of StoryJumper e-learning platform in ninth grade students of "Seminario Menor Santo Tomás de Aquino" high school.

Specific objectives

- ✓ To enhance students writing skills using StoryJumper digital platform.
- ✓ To reinforce participants' pronunciation ability through written productions' narration.
- ✓ To analyze the impact StoryJumper website has in the students' skills accuracy.
- ✓ To develop students' interest in English learning through the creation of a final product.
- ✓ To motivate students to learn English from a different perspective they are used to.

Theoretical Framework

Integrating technology when teaching a foreign language is a good strategy to motivate students to learn a foreign language. In this section it is provided the theoretical foundations that guide this research study: Digital storytelling, StoryJumper, writing, narration, literacy, communicative approach, tales, accuracy, task, Task Based Learning.

Digital Storytelling

Normann (2011) defines the Digital Storytelling such as a short story where users can record their voices in order to narrate their own written production. "Digital story is basically any combination of a spoken narrative, a number of visuals, perhaps a soundtrack and new technologies to edit and share the story" (p.11). Furthermore, Lugmayr A, Stockleben B, Zou Y, Anzenhofer S, and Jalonen M (2013) proposed the components of storytelling. Firstly, the narrative factor is the creation content of the story, that is based on different story objects and narrative features that give the users better settings to the content to create. This element comprises different story features such as mimesis/digenesis, time/space, cause/effect, and sequence/plot. Moreover, the perspective factor proposed by the authors allows the users to convey the readers including story aspects such as cognition/emotion, rendering/presentation, and the process of encoding/decoding. The interactivity component, aims to implement the development of digital resources while learning and it includes features concerning human-computer-interaction, modification/decision of narrative flow, and engagement. Finally, the medium aspect which is understood such as the tool used in order to create the digital content includes medium, mediation, technology, channel, digital content, and forms (Lugmayr et al, 2013).

StoryJumper

According to Damavandi, Hassaskhah & Zafarghandi (2018), StoryJumper is an e-learning educative platform for learners in order to create digital stories. Moreover, authors highlight that StoryJumper gives teachers, students, parents, and authors amounts of tools regarding the creation and illustration of stories. It is also a straightforward, user-friendly and easy to use source.

Writing

Nunan (2003) defined writing such as mental activity where ideas and thinking about important aspects focused on how to communicate. Furthermore, Nunan points out that writing has purposes based on how to impress and how to express. Writing process is conceived such as process and a product. Writing is a process because the writer creates, plans, write drafts, revises, edits to finally publishes. Moreover, Writing is a product because the content or what the audience reads is a final product.

Narration

Hayes (2011) states that narration of digital stories allows foreign languages students to express their opinions. In accordance, Bruner (1991) highlights narrative is the fundamental operation to the sense's construction that mind's has and consequently for the construction of possible worlds. Moreover, Bruner affirms that narration allows human beings to be the authors of their own fates and also explains that speaking and narrative share narrative functions. On the other hand, McEwan and Egan (1998) explain "narratives have an important role to perform in the curriculum comprehension, the teaching practicum, the teaching processes, the rational learning resolution of educational issues and the rich and subtle teaching practice" (p.18).

Literacy

The connection between writing and reading is known such as literacy. Genlott and Grönlund (2013) states “Reading and writing are culturally defined social activities. There are always underlying purposes and relations, texts are not neutral. We learn reading and writing through social relations, with parents, teachers, friends, media, etc”. The critical thinking and perspectives are constructed by reading practices where texts always represent values and views about something. From this perspective, literacy activities in the classroom become crucial for developing critical thinking and writing habits.

Luke and Peter (1997) propose four literacy resources models that allow to implement practices that children used and need to reinforce the literacy skills as readers as writers. Breaking the code of written texts, participating in understanding and composing meaningful written, visual and spoken texts; using texts functionally and critically analyzing and transforming texts.

Communicative approach

Richards (2005) explains the communicative approach “as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” it means that communicative approach is focused on knowing how to use language in real contexts, how to use language depending the formal or informal speech and how to produce different types of text such as narratives, reports, interviews and dialogues. On the other hand, Finocchiaro and Brumfit (1983) establishes some characteristics of this approach such as:

- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
- Linguistic variation is a central concept in materials and methodology.

Fables

Fables are known as short-stories that aims at telling how to behave through different life's lesson. Fables are commonly about animals that have a person role. It means that animals are personified in the story. Moreover, fables give a lesson at the end of the short-story. Camurati (1978) explains that a fable presents a dramatized schema with dialogues in a direct or indirect style. Moreover, Camurati highlights that the character in a fable have a characterized relationship. Finally, the author states that the intension of the fable is to persuade and that there are two types of interactions: the internal that looks to persuade other fields and the visible fable that is literal, didactic or moral.

Accuracy

Menditto, Patriarca, and Magnusson (2007) explain the meaning of accuracy such as "a qualitative performance characteristic, expressing the closeness of agreement between a measurement result and the value of the measured". Moreover, Brown (2007) states "accuracy is what it is clear and grammatically correct by allowing students to focus on elements of phonology, grammar and discourse in their spoken output" (p. 323).

Task

Ellis (2003) explains a tasks "are activities that call for primarily meaning form-focused language use. Whereas, a task is concerned with pragmatic meaning, the use of language in context" in order to require participants to employ the language in communicative situations and to interact with the real world such as language users. In contrast, Lee (2000) conceives task such as a classroom exercise that might be perform by students' interactions and it is also a mechanism to structure interaction. In that way, authors differ about the meaning of task. Ellis points out that tasks are used in order to enhance the communication role with the language learnt and by the way, Lee conceives it just like a mechanism to interact.

Task based learning

Harmer (2007) points out that Task-Based Learning (TBL) is a common way of communicative language teaching in which the main purpose is based on the task and put the use of language in a second place. Moreover, Harmer establishes a sequence chart in order to follow the steps when implementing task based learning in classes. Firstly, the Pre-task is presented, secondly the Task Cycle and finally Language focus. That is why is important to highlight that TBL aims teacher and learners to focus on the achievement of different things through the language use and tasks proposed.

Pronunciation

Pourhossein Gilakjani, A. (2016) states that pronunciation is the production of a foreign language sounds and it is learnt through repetition and correction when committing mistakes during the oral productions. When students practice pronunciation they overcome difficulties presented during the second language process learning.

Moreover, pronunciation is conceived such as the production of sounds' systems which doesn´t have an interference in communication and the listener's viewpoint. Furthermore, Morley (1991) affirms that teachers have to teach English in ESL and EFL classes because it is an essential part of communicative competence and if teachers don't integrate pronunciation skills, learners won't be able to communicate in foreign language in an effective way.

Literature review

In this project section, five research studies are presented such as support guiding this project. There are researchers based on the importance of integrating technology in English learning, the use of digital platforms when teaching English, the effectiveness of storytelling, and the use of StoryJumper e-learning educative platform to improve students' skills.

Integrating technology in English teaching

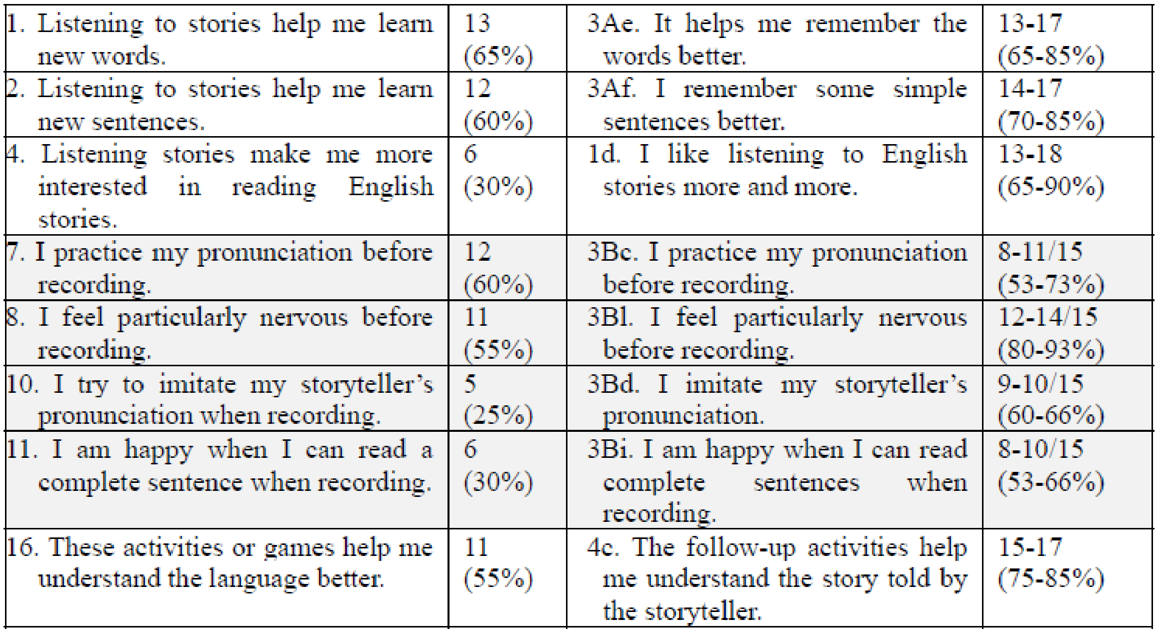
Taking into account previous studies and different authors about the use of technology in the classroom in order to motivate students to learn a foreign language, it is necessary to highlight Salasiah, Murni, Baso and Suradi (2018) research study about technology integration in English language teaching. This study was conducted in an Indonesian high school with the purpose to analyze factors might be taking into account in the English language learning and teaching improvement as well as types of the technology tools options to be adopted for ELT enhancement. The data analysis was focus on using inclusion and exclusion criteria. The results obtained during the investigation process found that “the integration of technology in teaching can improve the experience for students and teachers and improve learning for students” (Salasiah et al, 2018). Furthermore, the authors highlights that diverse factors may affect technology integration in the teaching process. Firstly, the knowledge teacher has about the use of new technologies and how they could be implemented during the teaching process because if the teacher has good competence on technology, the more practical the teacher with technology will be in his classes. In that way, the results shown in this study found that Social media, Whatsapp, mobile learning, websites, blogging, and learning software are some of technology tools the most used for teaching and they can be an important resource or support for the active and interest learning of the students. “The article shows that many challenges are still faced by education stakeholders in integrating technology for English language teaching, particularly for teachers as the agent of educational mobility” (Salasiah et al, 2018).

The use of digital platforms when teaching English

It is evident that when teaching English, teachers have access to a big quantity of digital platforms they can implement in their English classes. These tools motivate students to participate actively during the classes because of the strategy proposed by the teacher. Lin, Yu, Wang and Ho, (2015) investigated about learning English writing via a Web Digital Platform. The purpose of the study was to analyze the learning students experience in a social networking web digital platform and its impact on their learning outcomes. During the data collection, 162 aboriginal students aged between 18 and 23 at a nursing college in Taiwan participated in the project. Results obtained from this study found the participants' perceptions and learning outcome to be significantly related to the chosen instructional pedagogy. The first result shows that there was a strong positive relationship between students' pretest writing scores versus their posttest scores in which the correction strategy showed a positive contribution in writing performance on students and the grammas one was the less effectiveness regarding the other dimensions. Likewise, second and third results showed the differences of the participants writing, the ethnic sample showed difficulties when using punctuation in their writing productions through the Website. Finding number four establishes that the common mistakes between participants were when using present simple sentences. The fifth result shows the effectiveness of a web digital learning platform that helps not only teacher but students answering questions about the implications of culture in technologies and about the conceptual framework of principles into a broader philosophy of teaching and learning through technology.

The effectiveness of storytelling

Lee (2012) conducted and action research that aimed to investigate the improvement of storytelling through technology in order to enhance EFL students' attitudes and motivation with learning difficulties by using power point designs and an online recording system—VoiceThread. Participants in this one-year research study were 20 Taiwanese EFL children presenting learning-at-risk. Different instruments were implemented during the data collection process such as survey questionnaires, storytellers' ethnographic notes, and teacher interviews with the aim to examine the students' progress regarding their changes in attitude, motivation, and responsiveness to storytelling and English learning. The results obtained in this study showed the effectiveness in the task of reading while recording students’ voices and the increasing of participants’ attitudes and motivation. Moreover, these digital resources allowed students to practice pronunciation before recording their voices and create students’ interest to imitate a narrative voice when doing the storytelling exercise.



1. Listening to stories help me learn new words.	13 (65%)	3Ae. It helps me remember the words better.	13-17 (65-85%)
2. Listening to stories help me learn new sentences.	12 (60%)	3Af. I remember some simple sentences better.	14-17 (70-85%)
4. Listening stories make me more interested in reading English stories.	6 (30%)	1d. I like listening to English stories more and more.	13-18 (65-90%)
7. I practice my pronunciation before recording.	12 (60%)	3Bc. I practice my pronunciation before recording.	8-11/15 (53-73%)
8. I feel particularly nervous before recording.	11 (55%)	3Bl. I feel particularly nervous before recording.	12-14/15 (80-93%)
10. I try to imitate my storyteller’s pronunciation when recording.	5 (25%)	3Bd. I imitate my storyteller’s pronunciation.	9-10/15 (60-66%)
11. I am happy when I can read a complete sentence when recording.	6 (30%)	3Bi. I am happy when I can read complete sentences when recording.	8-10/15 (53-66%)
16. These activities or games help me understand the language better.	11 (55%)	4c. The follow-up activities help me understand the story told by the storyteller.	15-17 (75-85%)

Figure 12. Attitudinal changes on participants

On the other hand, Normann, (2011) conducted a qualitative research study about digital storytelling in second language learning where students in order to explore learners’ meta-reflections regarding their potential for learning when digital storytelling is used as a second language learner. Data was collected through different instruments such as questionnaires, semi-structured interviews and reflection logs. This research study showed that students demonstrated a development of oral, written and digital skills. Moreover, research found that students increased motivation regarding academic work during English classes. The first result showed that the 20 participants had used storytelling platform before and they stated that this tool was an interesting strategies and, participants said that work with storytelling means to create a digital story based on a self-written. Moreover, this platform enhance motivation on students because it was a source of inspiration to write where they had to accomplish an educational objective about what they have learnt before. Furthermore, concerning the learning process, participants expressed the meaning of learning giving different perceptions about this concept such as a way to build knowledge and memorize facts about a specific topic.

Another important result from this research study was the use and effectiveness of Digital Story Telling (DST) when learning a second language. Firstly, there is category based on Basic skills development such as oral, written and digital skills that help students to practice document oral abilities, written productions and use digital skills when developing English linguistic competences.

StoryJumper

Regarding the use of StoryJumper digital platform, Damavandi, Hassaskhah and Zafarghandi (2018) conducted a mix study about the effects of computer assisted mediating prompts on EFL learners writing ability through StoryJumper digital platform. The study aimed to analyze English Foreign Languages Students' perceptions about the effectiveness of StoryJumper and about the process of writing development through the use of this digital storytelling tool. Participants in this study were 15 EFL students. Regarding the qualitative information of the study, data was collected through semi-structured interviews and self-reported reflective journal and the stories written via StoryJumper platform. Concerning the quantitative variable of the study, each participant was measured using repeated tests. Results obtained during this research study allowed the authors to identified the development of participant regarding writing skills before and after the treatment. Moreover, participants in the study admitted a positive effect on their skills after having used this e-learning educative platform. The findings in this study were based on the repeated pre and posttests administered during the research execution. Researchers found that students improved their written skills using StoryJumper. In order to have an objective perception about the process, researchers gave the written productions to other teachers and paired sample t-tests in order to be evaluated. Furthermore, authors conducted semi-structure interviews to analyze the effectiveness of StoryJumper were it was found that images proposed by the website allowed students to have a better inspiration when starting write their productions. Participants stated that at the beginning they didn't have idea about what to write and when they saw the images they could get ideas about the topic to work on.

Methodology

Methodology that guides this study is a qualitative research understands such as holistic approach that comprises discovery. Qualitative research is a type of study that follows the researcher to investigate in a natural setting where the investigator can develop an important detail level related to current experiences (Creswell, 2003). One of the characteristics established by Creswell is that the research study is based on the social phenomenon investigated. This study follows an action research design that involves qualitative as well as quantitative data collection method. The action research aims at investigating a specific, practical issue in order to solve a natural problem. Moreover, this design is implemented by teacher during the investigation process (Creswell, 2003).

Participants

This project is conducted on the private school in Pamplona, Colombia at the "Seminario Menor Santo Tomás de Aquino" based on 9th grade students. The sample are 21 students aged between 14 and 16 years old. The criterion to select this population was because students in 9th grade have to be in B1.1 level according to MEN (2007) and because of the results students got in their third term exams. After having observed the class was evidently the need to work on students' writing ability and pronunciation skills. Moreover, the major of the school established the importance to prepare these students to the national exam ICFES.

Data collection instruments

This action research study follows a qualitative methodology where instruments establishes to the data collection process are: The non-participant observation, the participant observation, semi-structured interview and the written productions.

Non-participant observation

Non-participant observation is presented when the research observed the setting of the possible nature of his project without interacting and interrupting the setting observed. "This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years."(Liu & Maitlis 2010, p.416). This instrument allows the research to identify the phenomenon to study and to analyze the possible participants in his project. This instrument allows the researcher to focus on the need students had that is why three non-participant observations were conducted during the first week.

Participant observation

Eric Laurier (2016) states that participant observation “involves participations in and observation of places practices and people”. The participant observation follows two important trajectories. The first one is finding a setting in order to establish the phenomenon to study and the second trajectory is when the researcher understand the setting. Moreover, the participant observation will help the researcher to analyze real situations presented during the class such as the time required to develop activities in the classroom and the interests’ students have when writing. The participant observation will be done during the second and third week in order to establish specific and important factor for the development of this research project and its execution.

Semi-structured interviews

In order to know general aspects about the tools required by StoryJumper platform and finally at evaluating its effectiveness, semi-structured interviews are taken into account. Michele, McIntosh1 and Morse (2015) establish that the semi structured purpose interviews is “to ascertain participants’ perspectives regarding an experience pertaining to the research topic” (p. 2). At implementing this instrument researcher will take into account the participants’ voices about the project conducted and will know how effective StoryJumper platform was for them in their written process. Researcher will implement one semi-structured interview after having done the three workshops in order to know students’ perceptions about the use of this digital e-learning web page (Appendix 2).

Written productions

While conducting this action research, the investigator used three students' written productions in order to analyze participants process during the execution of the research study. Moreover, written productions will serve the researcher to create a final product in order to show the process done regarding the investigation process. Researcher will follow the step proposed by Harmer (2004) in order to develop student's written productions (appendix 5).

Table 7

Chronogram Timetable

		AUGUST				**SEPTEMBER**				**OCTOBER**			
	STAGES AND ACTIVITIES	**MONTH 1 WEEK**				**MONTH 2 WEEK**				**MONTH 3 WEEK**			
		I	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
1	Non-participant observation					🟥							
2	Questionnaire						🟥	🟥					
3	Participant observations							🟥					
4	(2) Semi-structured interviews												
5	(3) Student's written production							🟥	🟥				🟥
6	Journal						🟥	🟥	🟥	🟥	🟥	🟥	🟥
		NOVEMBER				**DECEMBER**							
	ACTIVITY	**MONTH 4 WEEK**				**MONTH 5 WEEK**				**MONTH 6 WEEK**			
		I	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
4	Semi-structured interviews		🟥										

6	Journal	🟥	🟥	🟥									

Data analysis

The process of data analysis in this research study is based in the 6 steps proposed by Creswell (2003).

> These steps represent preparing and organizing the data for analysis; engaging in an initial exploration of the data through the process of coding it; using the codes to develop a more general picture of the data descriptions and themes; representing the findings through narratives and visuals; making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings; and finally, conducting strategies to validate the accuracy of the findings (p.237).

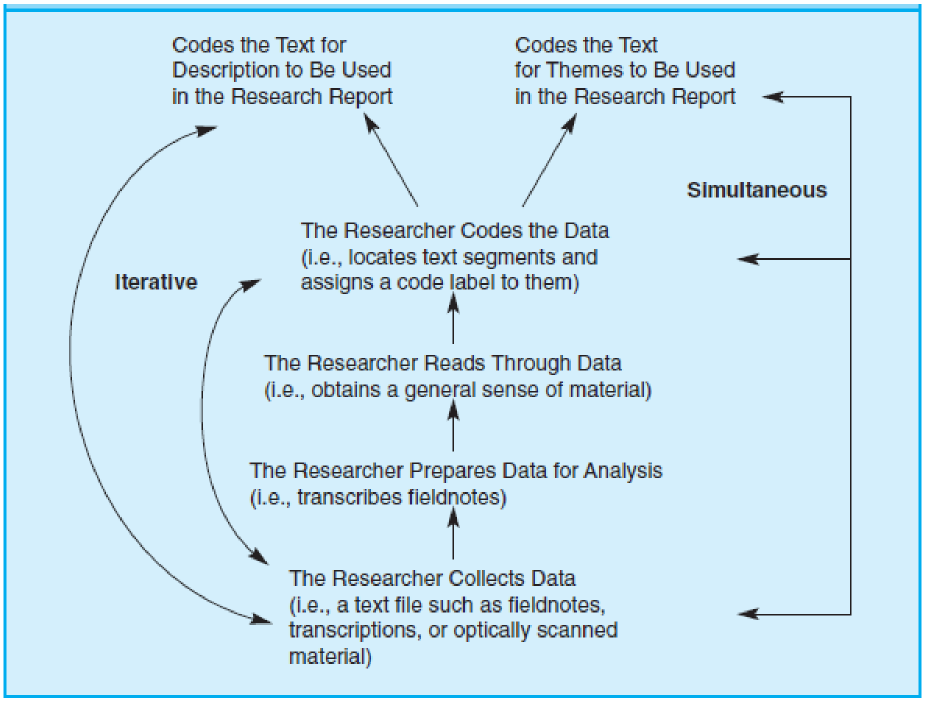

Codes the Text for Description to Be Used in the Research Report
Codes the Text for Themes to Be Used in the Research Report
Simultaneous
Iterative
The Researcher Codes the Data (i.e., locates text segments and assigns a code label to them)
The Researcher Reads Through Data (i.e., obtains a general sense of material)
The Researcher Prepares Data for Analysis (i.e., transcribes fieldnotes)
The Researcher Collects Data (i.e., a text file such as fieldnotes, transcriptions, or optically scanned material)

Figure 13. Data analysis process

Pedagogical methodology

For the development of this research project it is necessary to follow a procedure in order to enhance students written production and pronunciation. That is why the pedagogical methodology of this research study is based on the steps of written production proposed by Harmer (2004), the pronunciation steps established by Celce-Murcia (1983) and the StoryJumper platform to integrate writing productions and pronunciation.

Written production

Harmer (2004) proposed a written production model in order to follow steps in this procedure.

Planning: During the planning time, students do a plan about what they are going to write.

Drafting: In this step, students have to do a drafting about their reports.

Editing: In this phase, students read and identify their mistakes. They decide how effective the report is and correct language mistakes.

Final version: Students have to re-write their final reports. It is possible to repeat the same steps more than once.

Pronunciation

Pronunciation is an important fact when learning a foreign language, that is the reason why Celce-Murcia (1983) established a model to enhance this skill. Firstly, teachers have to identify sounds that complicate students' accuracy in the learning language.

Secondly, teachers have to look for naturally contexts linked to the target sounds. Thirdly, teachers develop communication tasks that integrate the use of the words such as implementing games, problem-solving activities, information grids, dialogs or role-play situations and the last one is based on the exercise practice.

StoryJumper

StoryJumper is a digital platform that offer students the possibility to write short stories, narrates and publish their own stories. This web site allows students to develop creativity using different tools in order to improve students' abilities. Students have free access to the platform, teacher can create a class and students can join it. There are a lot of scenes and pictures that allow students to create written productions.

Table 8

Project execution timetable

ACTIVITIES	**SEPTEMBER**				**OCTOBER**				**NOVEMBER**			
	WEEKS				WEEKS				WEEKS			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Presentation of the project	X											
Preparation for the 1st writing exercise		X										
Writing process "Saving the forest"				X								
Feedback and platform use				X								
Preparation for the 2nd writing exercise								X				

Writing process “The best festival”			X		
Feedback and platform use	X	X			
Preparation for the 3rd exercise				X	
Writing process “The perfect world”				X	
Feedback and platform use					X

Development of the project

After have done a first observation week, during the third one; researcher became involved in the teaching process with ninth and eighth grade. In the first 9th grade English class, teacher did a general presentation about the action research she was going to develop with them. The presentation comprised the title of the project, the objectives, a timetable of the development of the project, some examples about the workshops to develop and the use of StoryJumper e-learning platform. Once presented the research project, researcher asked students about the importance to integrate technology and English and students highlighted their interest on the use of technology when learning. Moreover, the use of this platform was explained taking into account general aspects because the use and management of this one would be explain during the first workshop. Moreover, a questionnaire was implemented in order to know general aspects about new technologies use and students’ process in writing and pronunciation abilities in English foreign language learning.

First workshop: Saving the forest

The first writing workshop entitled “saving the forest” was executed on September 26th and 30th. In this first writing production students integrated the environmental vocabulary proposed by unit 5 of “Hide the Road” book. Moreover, researcher proposed students to use basic forms of conditionals studied during the class developed on previous weeks. During this workshop, students had to write a fable following the next task proposed “*Amazonia is suffering the worst situation ever seen. You are going to write a short fable about forest destruction. Your fable is going to be sent to UNESCO and the best author’s fable will receive 60.000 dollars to implement environmental projects in the Amazonia”.* As this project follows different steps in order to write a short story, the following didactic sequence was taking into account.

FIRST WORKSHOP SEQUENCE ***“Saving the forest”***		
Teacher: Yelitza Santos	***Level:*** A1	***Group:*** 9th grade
Linguistic objective: To implement the zero and the first conditional with modal verbs grammar topics in order to write a short fable using the environmental vocabulary proposed in the book.		
Communicative objective: To communicate the different environmental issues through a short fable.		
Socio-cultural objective: To know Amazonia’s real situation		
Project: Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research		
Task: Amazonia is suffering the worst situation ever seen. You are going to write a short fable about forest destruction. Your fable is going to be sent to UNESCO and the best author’s fable will receive 60.000 dollars to implement environmental projects in the Amazonia.		
STRATEGY	**DESCRIPTION OF THE ACTIVITY**	
Reading	**PREDICTING**	

comprehension	Before doing the reading, teacher will follow Oczkuks (2003) reading strategies. Firstly, researcher will show students a picture of Mars and Earth planets and she will ask some questions about the images such as: 1. What is the story about? 2. Who are the characters? 3. Where does the story take place? Teacher will provide students a short fable translated from Spanish to English called "the planets" written by José Soza. In this first step, teacher showed students the picture about earth and mars planets. Based on that picture, she asked students some general questions that lead the reading before knowing what was about. Firstly, teacher proposed students to told her hypothesis about the image observed. Regarding this question, some students said that the story was about the creation of the universe, others said that it was about planets and just one students said that the fable was about earth and mars planet because he knew the color of mars planet and that is why, it was easy to answer that the characters were those two planets and that it took place in the universe. Most of the students were very attentive and participative to this first activity.
Example	**The planets** One morning, Mars asked to the Earth. Mars- why are you so hot? Earth- because these humans don't stop making me sick, they call it global warming. Mars-ha ... while my inhabitants are ecological and walk from one planet to another. Earth- Can you give me your inhabitants? Mars- No! You don't stop this. 200 years later ... The day came. The earth got sick. Mars: I told you, now you're dying and you are sit around. Earth: You were right, see you later.

	The Earth died, it was still in orbit but lifeless, it no longer had trees and the water rotted. ***Moral: if we continue like this, the earth will die. Let's take care of the earth.*** Secondly, teacher gave students the fable "the planets".
Pronunciation	Teacher is going to ask students to read the text. She will choose randomly a student to read the fable given as example by the teacher. She will follow the next stages. - Identify the words students have difficulties to pronounce - Teacher will put in context these words - Teacher will ask students to give examples using the words with pronunciation difficulties In this part, teacher asked some students to be the narrator, another one earth and the last one mars. Once students finished the reading, teacher asked them to repeat the words she found difficult for students to pronounce. Those words were: - **Global warming** - **Inhabitants** - **Walk** - **Earth** - **You are dying** - **You were right** - **Lifeless** - **Water rotted** After asking students to repeat the pronunciation of these words, teacher contextualized them giving some examples. - The global warming is damaging our environment. - Earth's inhabitants are human beings - I walk my dog every day - You were right when you told me the planet was dying - If we pollute water, it will be rotted.
Reading comprehension	**QUESTIONNING** Secondly, in questioning stage, students will answer and formulate simple questions from the text. Teacher will provide the following questions. What was the story about? a. The global warming b. Two planets c. The earth's dead

What is the problem?

a. There is no problem
b. Pollution by inhabitants
c. Mars and earth discussion about inhabitants

Who are the villains?

a. Mars planet
b. Human beings
c. Earth planet

What happened 200 years later?

a. Inhabitants die
b. Mars was destructed
c. Earth got sick and die

What is the moral of the story?

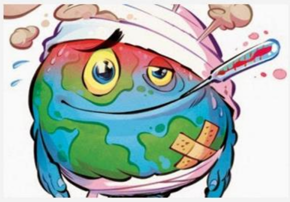
____

After having done the reading comprehension, students took 3 minutes to answer the questions proposed. Then, she asked different students to read the questions and the answers. I noticed that the lecture was easily understood because all the questions were right answered.
Moreover, as I didn't take the worksheets to evaluated them, students manifested a little angry. They are used to do activities or different things in the class to be noted.

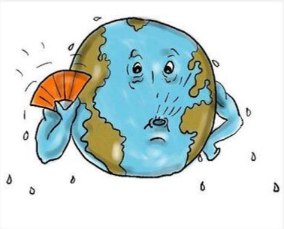
CLARIFYING

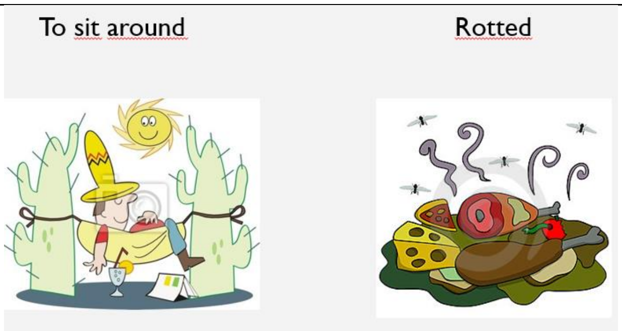
In this stage, teacher will clarify the unknown vocabulary for students through images.

Make someone
sick



Global
warming





Moreover, students learnt the known vocabulary through the use of flashcards. Teacher started showing students some cards about the environment vocabulary and she asked them to say the word related to the picture. In some cases, students say the word in Spanish and then teacher demanded to say it in English. Most of the words were said correctly and others were invented.

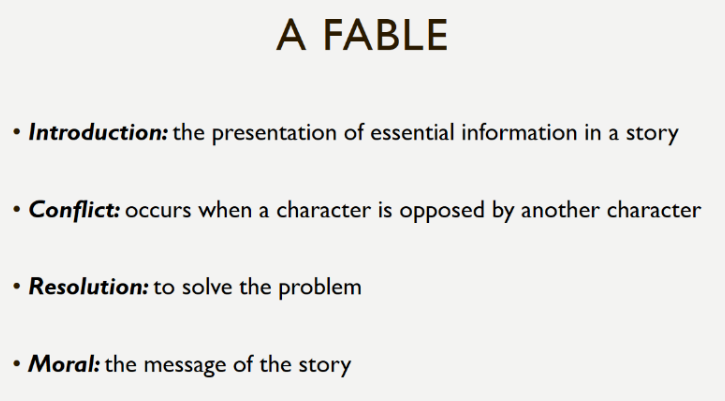
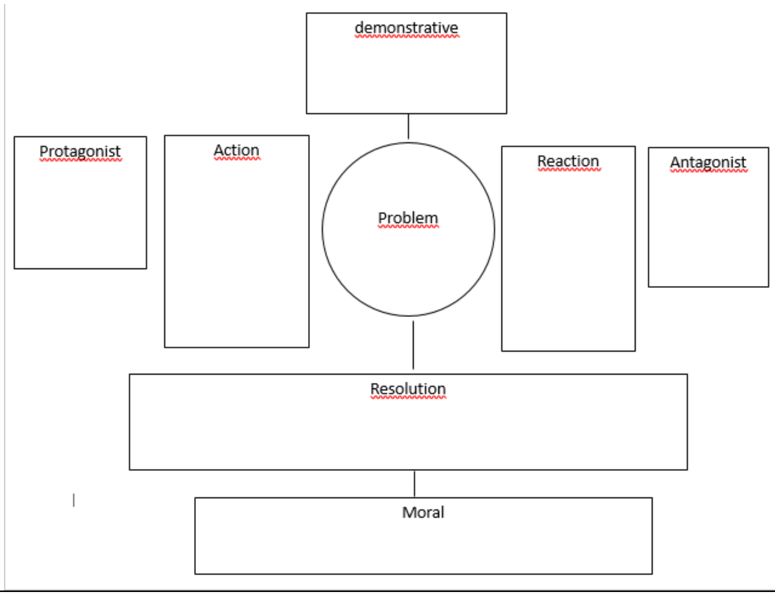
In this process, teacher pasted the flashcards and then, asked students randomly to write the English word in front of the image.

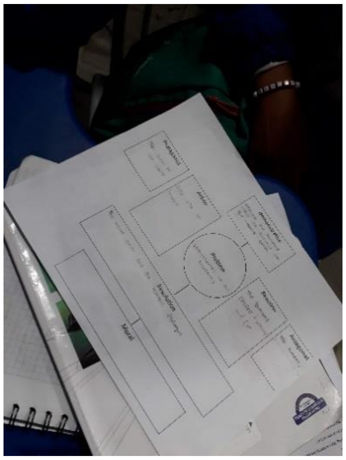
Concerning the English vocabulary found on the fable, teacher asked students to highlight the new words. Then, she projected on slides the words students didn´t know. Regarding the expression “to sit around” was difficult to understand. That is why teacher gave an English example using the expression: “the Amazonia is burning and we are here, sit around”. With this explanation, it was better to students to understand the expression.

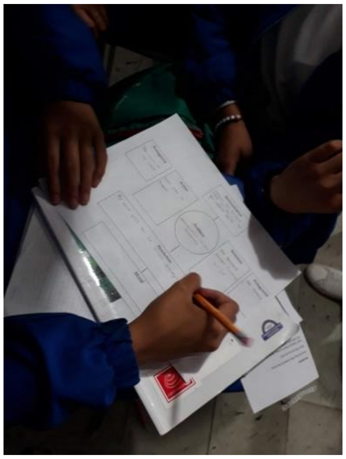
SUMMARISING

In this final step students will summarize the story orally to know if it was understood.

After having done all the steps proposed before, I asked one of the students that wasn’t paying attention to the reading and he didn’t answer but, their classmates started to summarize the fable in Spanish and I immediately proposed them to do it in English and one student summarize the story in English foreign language.

Fables	Teacher will present the structure of a fable - Introduction - Conflict - Resolution - Moral Also, researcher will ask students to say to her each part of the structure in the fable “the planets” in order they can understand better this structure.  A FABLE • ***Introduction:*** the presentation of essential information in a story • ***Conflict:*** occurs when a character is opposed by another character • ***Resolution:*** to solve the problem • ***Moral:*** the message of the story Moreover, with the help of the template of the fable mentioned before, teacher based on that to explained students how a fable was structured
Writing production	**PLANNING** Teacher will provide a fable’s scheme proposed by Juan Carlos Dido (2009) in order to facilitate students written production.  demonstrative Protagonist Action Problem Reaction Antagonist Resolution Moral



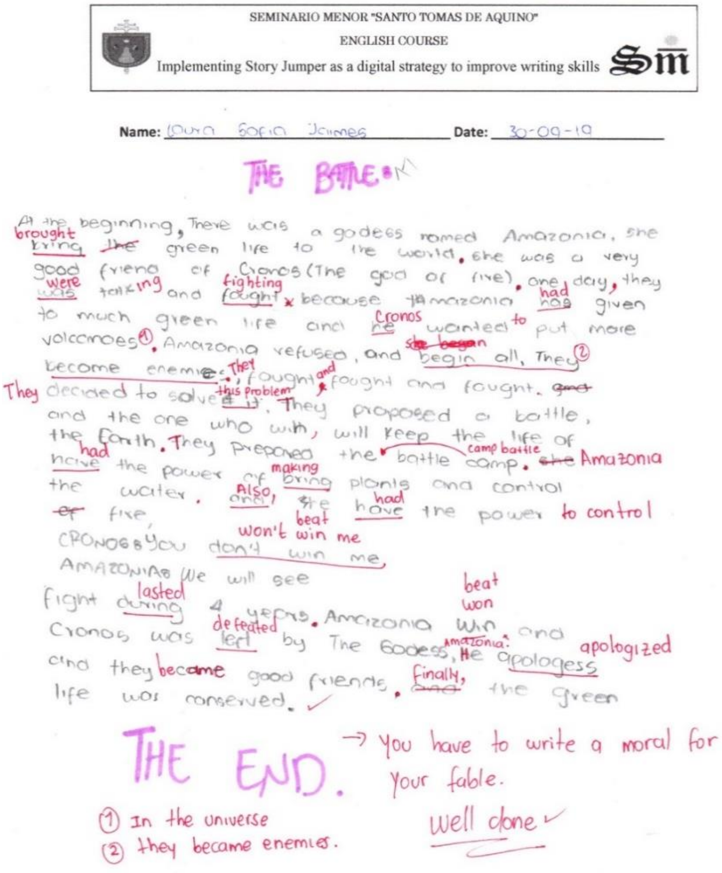


In this planning part, I proposed the chart established by Dido (2009). Firstly, I explained the chart twice because some of the students didn't understand how to do the process. So, the supervisor and me were guiding the planning process. For some of the students was easy to follow the chart and for others it was really difficult because they didn't have a clear idea about what to write. That's the reason why I has to follow thei written process one by one in order to clarify their ideas about the fables.

On the other hand, I found that when students understand the chart, they organized in a better way their ideas to create the fable.

	DRAFTING
	Students will write a preliminary written about the fable. They are going to organize the ideas they established in the chart proposed by Dido (2009) In this writing process, I identified students who had finished their chart or mind map about what they were going to write finished their story in a short time. On the contrary, students who didn't do the process demonstrated difficulties when writing their fables. Moreover, I noted that most of the students used dictionaries to search unknown vocabulary for them while the others just asked the teachers about the translation of some words. Something I found really interesting was that almost 5 students were looking for vocabulary and structures learnt in previous classes. It really caught my attention because they followed instructions given at the beginning of the activity. On the other hand, I highlight that some students wrote long fables and others really short ones. The creativity by some of them was really interesting and they were motivated when writing because teacher said that the best fable was going to receive some point for the final exam.
	EDITING

Students will give the written production to teacher and she is going to check grammar structures, vocabulary, punctuation and order word of students' fables.



SEMINARIO MENOR "SANTO TOMAS DE AQUINO"
ENGLISH COURSE
Implementing Story Jumper as a digital strategy to improve writing skills

Name: laura Sofia Jaimes Date: 30-09-19

THE BATTLE.

At the beginning, There was a godess named Amazonia, she
brought bring ~~the~~ green life to the world. she was a very
good friend of Cronos (The god of fire). one day, they
were was talking and fighting fought because ~~th~~ Amazonia had has given
to much green life and Cronos he wanted to put more
volcanoes①. Amazonia refused, and ~~she began~~ begin all, They②
become enemies. They, fought and fought and fought. ~~and~~
They decided to solve this problem it. They proposed a battle,
and the one who win, will keep the life of
the Earth. They prepared the camp battle battle camp. ~~she~~ Amazonia
had have the power of making bring plants and control
the water. Also, and, she had have the power to control
~~of~~ fire,
CRONOS: You won't beat win me don't win me
AMAZONIA: We will see
fight lasted during 4 years. Amazonia beat won win and
Cronos was defeated left by The Godess. Amazonia: He apologized apologess
and they became good friends. Finally, ~~and~~ the green
life was conserved. ✓

THE END. → You have to write a moral for your fable.

① In the universe
② they became enemies.

Well done ✓

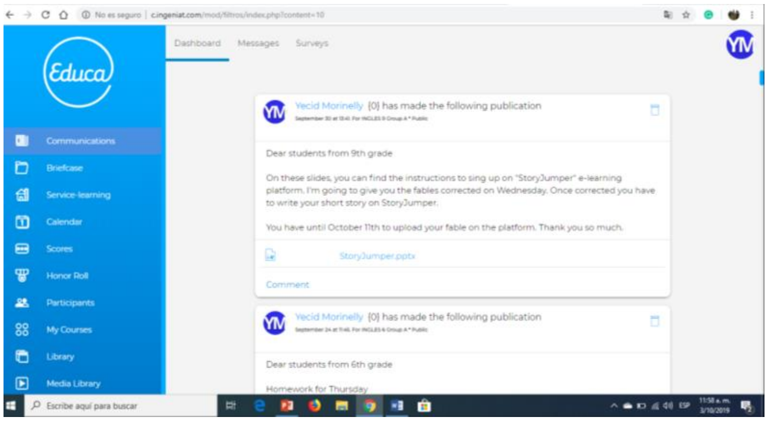
In editing process, teacher collected all the fables students did during the class. Furthermore, she corrected them and identified some mistakes they had in their written productions. When correcting the fables, she realized most of the errors were based on grammar topics and word order. Firstly, I noted that students confused present simple with past simple because they are writing in past simple and then they start writing using present tenses. Moreover, regarding the word order, I found students just put the words assimilating English structures are similar to their mother tongue.

StoryJumper Platform

I started telling students the process we will do. I explained them the use of the platform. Firstly, I did an example with one student about how to sing up to the page and I presented some slides. Then, I explained how they could add to my English class in the platform and how to write the fables they were writing.

Some students were focused on the explanation and they manifested it was similar to Storybird web page because they had done short stories on that platform but, I highlight that in this platform we will record their voices in order to narrate their short stories. Most of the students were interested on that. I noted they were attentive to the explanation and some of them asked me questions about the general use of StoryJumper. My supervisor also remarked that this page will be very useful for students to improve their skills on the language.

At the end of the class, I told students that the slides explaining the process will be on educaevoluciona institutional platform in order to guide their process when singing up StoryJumper


No es seguro | c.ingeniat.com/mod/filtros/index.php?content=10
Educa
Dashboard
Messages
Surveys
YM
Communications
Briefcase
Service-learning
Calendar
Scores
Honor Roll
Participants
My Courses
Library
Media Library
Escribe aquí para buscar
11:58 a. m.
3/10/2019

Yecid Morinelly {0} has made the following publication

Dear students from 9th grade

On these slides, you can find the instructions to sing up on "StoryJumper" e-learning platform. I'm going to give you the fables corrected on Wednesday. Once corrected you have to write your short story on StoryJumper.

You have until October 11th to upload your fable on the platform. Thank you so much.

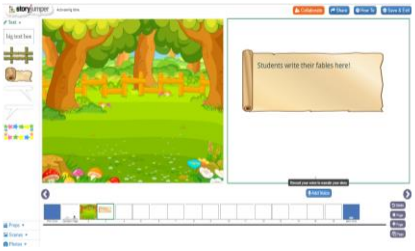
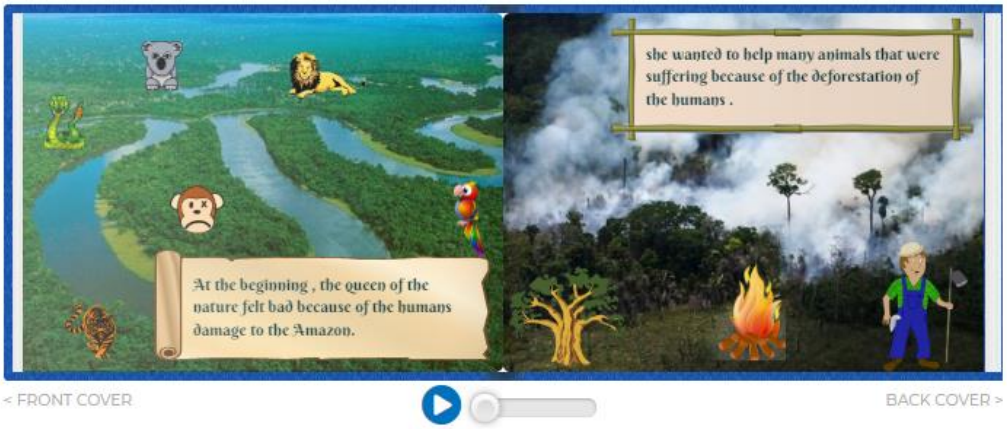
StoryJumper.pptx

Comment

Yecid Morinelly {0} has made the following publication

Dear students from 6th grade

Homework for Thursday

	FINAL VERSION Students will receive the corrections given by teacher and they are going to correct their mistakes and write a final version of the fable on StoryJumper platform.   At the beginning , the queen of the nature felt bad because of the humans damage to the Amazon. she wanted to help many animals that were suffering because of the deforestation of the humans . This is an example of one of the participants of this study. Students wrote their fables and then record their voices in order to narrate their fables.

Second workshop: The culture here

The second workshop was implemented on October 21st. This workshop aimed at integrating cultural facts presenting in unit number 6 of the book “hit the road” through the writing production of a fable. The researcher proposed the following task “*You have to choice your favorite animal and write a short story where its best friend how is the culture of the country you are in through a postal*”. This time, the task was proposed to do in groups of three students in order to promote the cooperative work in students and to accomplish the task proposed by the supervisor in which students had to write a postcard.

The following didactic sequence was taken into account to develop and execution of this second workshop.

FIRST WORKSHOP SEQUENCE
"The culture here"

Teacher: Yelitza Santos	***Level:*** A1	***Group:*** 9th grade

Linguistic objective: To implement the zero and the first conditional with modal verbs grammar topics in order to write a short fable using the environmental vocabulary proposed in the book.

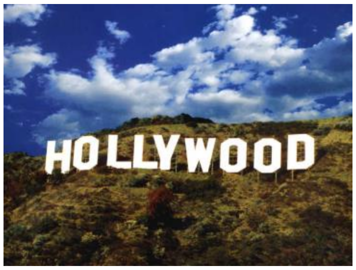
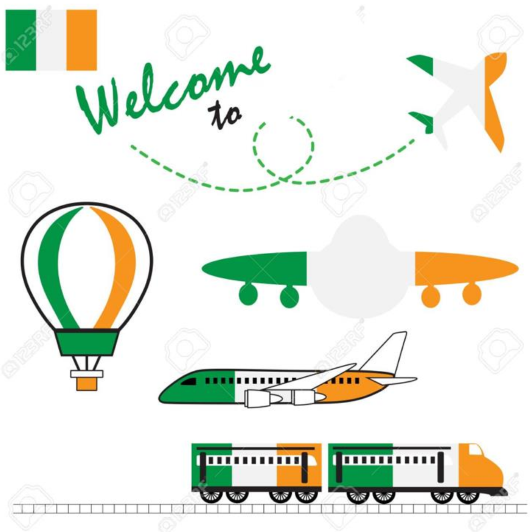
Communicative objective: To communicate the different.

Socio-cultural objective: To know Amazonia's real situation

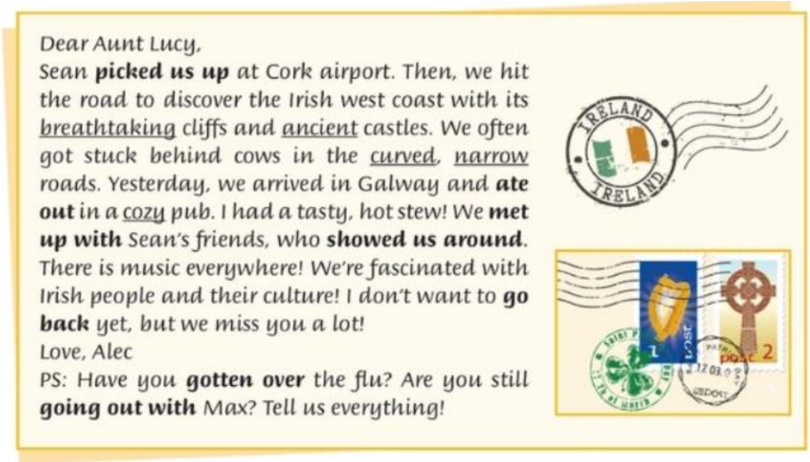
Project: Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research

Task: You have to choice your favorite animal and write a short story where its best friend how is the culture of the country you are in through a postal.

STRATEGY	DESCRIPTION OF THE ACTIVITY
OPENING	Researcher will start the class showing students through cards different places and traditional things from USA and then, she will put on the board pieces of colorful papers with their names and will ask students to match the place with the image.

	 Teacher started the class showing students the following images and she asked them what was the image about. So, they answered correctly because of the help of some words were next to the image. This activity was developed in order to contextualized students with the unit to develop "culture"
READING COMPRENHENSION	**PREDICTING**
	Before doing the reading, teacher will follow Oczkuks (2003) reading strategies. Firstly, researcher will show students a picture of Ireland's flag and a trip and she will ask some questions about the images such as: 1. Where is the flag from? 2. What is the text about? 3. Who are the possible characters?  A sort of images was presented through a slide. They were all about Ireland trips. Students analyzed it and then answered the questions proposed before.

	So, researcher asked in a general way to students and they answered. Some of them were confused with the flag presented because they thought it was about Italy and not to Ireland. It is important to mention that this image was related to a short lecture was presented through a postcard by the book "hit the road"
CLARIFYING	Researcher is going to teach the vocabulary presented in the reading part. Before giving them the postcard, she will ask them to divide the group into two groups and then, she will put a word search in front of each group. Also, she will ask students to stand up in a line and when she says an English word she will show an image and the first who find the word will give the market to his partner to continue searching the word. The vocabulary to work is the following: • Pick (somebody) up • Hit the road • Breathtaking • Cliff • Castle • Cozy • Pub • Get • Stew • Music • Customs • Culture • Flu • Tasty • Cows • Stuck It is important to say that both groups will have the same vocabulary. In this activity, researcher wanted to teach vocabulary through a different way. That is the reason why, she adapted a game to students age. So, she did two word searches and pasted them on the board. Then, she divided the group into two sub groups and they asked them to do be stand up in a line form. So, the first student searched a word teacher gave and when the student finished, he had to pass the marker to his partner and was going to look for the other word given. In this activity, researcher realized students were disorganized and she took the decision to ask them to sit down and do the activity from their chairs. But, it was not enough, the indiscipline continued and the supervisor had to

	make an intervention.
EXAMPLE	**Alec postcard** Researcher is going to give students s postcard in order to be read. The postcard is not a fable, is just an example proposed by the book on the page 82 of the 6th unit.  Dear Aunt Lucy, Sean **picked us up** at Cork airport. Then, we hit the road to discover the Irish west coast with its breathtaking cliffs and ancient castles. We often got stuck behind cows in the curved, narrow roads. Yesterday, we arrived in Galway and **ate out** in a cozy pub. I had a tasty, hot stew! We **met up with** Sean's friends, who **showed us around**. There is music everywhere! We're fascinated with Irish people and their culture! I don't want to **go back** yet, but we miss you a lot! Love, Alec PS: Have you **gotten over** the flu? Are you still **going out with** Max? Tell us everything! Researcher asked students to go to the page 82 of the student book and to follow the reading proposed in the postcard.
PRONUNCIATION	Teacher is going to ask students to read the text. She will choose randomly a student to read the fable given as example by the teacher. She will follow the next stages. - Identify the words students have difficulties to pronounce Researcher asked to students chosen randomly to read the postcard out loud. While students were reading, she corrected the mistakes of pronunciation.
READING COMPRENHENSION	**QUESTIONNING** Secondly, in questioning stage, students will answer simple questions from

the text. Teacher will provide the following questions.

1. Where was Alec?

   ____

2. Answer T or F
   a. Alic was visiting Ireland _____
   b. She visited a new castle _____
   c. She ate out _____
   d. She met up with Janes' friend _____

3. Where did she eat?
   a. In a cozy pub
   b. In a restaurant
   c. At home

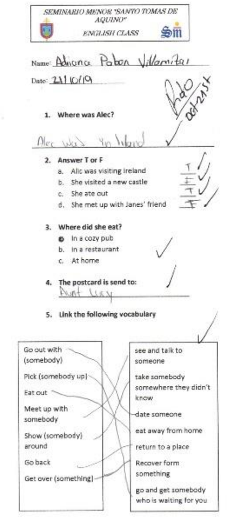
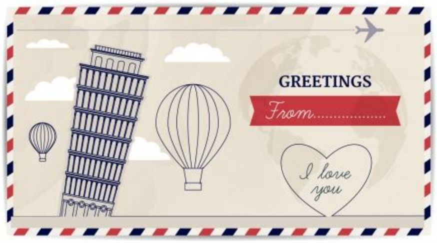
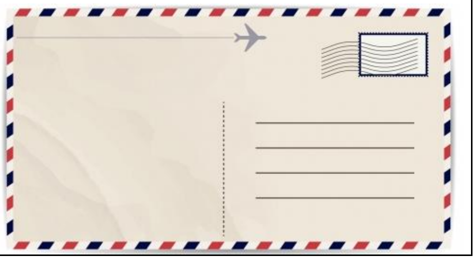
4. The postcard is send to:

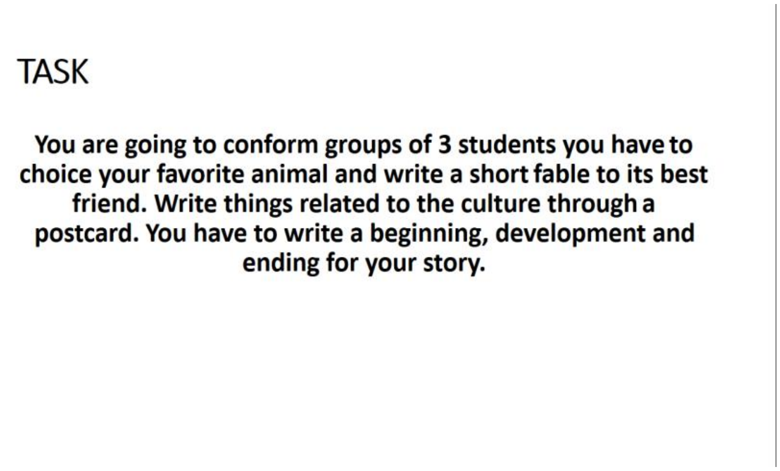
   ____

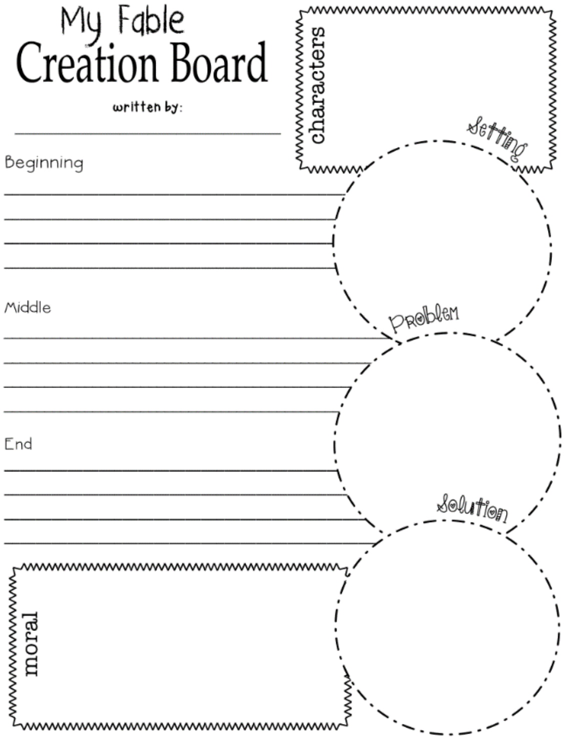
5. Link the following vocabulary

Pick (somebody up)	__take somebody somewhere they didn't know
Eat out	__ date someone
Meet up with somebody	__eat away from home
Show (somebody) around	__ return to a place
Go back	__ Recover form something
Get over (something)	__ go and get somebody who is waiting for you
Go out with (somebody)	___ see and talk to someone

Once students have read the short text, researcher proposed students to develop the following activity that was composed by different types of questions such as open questions, linking, multiple choice and true or false questions. Researcher explained what they had to do, but as the class was disorganized students didn't pay attention to her so that was the reason why students asked teacher continuous times to explain again.

	 SEMINARIO MENOR "SANTO TOMAS DE AQUINO" ENGLISH CLASS Name: Adriana Pabon Villamizar Date: 21/10/19 oct-21st 1. Where was Alec? Alec was in Irland ✓ 2. Answer T or F a. Alic was visiting Ireland T ✓ b. She visited a new castle F ✓ c. She ate out T ✓ d. She met up with Janes' friend F ✓ 3. Where did she eat? ● In a cozy pub b. In a restaurant ✓ c. At home 4. The postcard is send to: Aunt Lucy ✓ 5. Link the following vocabulary ✓ Go out with (somebody) — see and talk to someone Pick (somebody up) — take somebody somewhere they didn't know Eat out — date someone Meet up with somebody — eat away from home Show (somebody) around — return to a place Go back — Recover form something Get over (something) — go and get somebody who is waiting for you
	SUMMARISING In this final step students will summarize the story orally to know if it was understood. In this part, researcher asked students to tell her what was the little postcard about. When they started saying words in Spanish, researcher said to them to express their ideas in English and they could do it.
PARTS OF THE POSTCARD	Researcher is going to explain students the elements of the postcard that is why she is going to project a postcard model. Researcher projected through a slide, a postcard template. She explained its parts such as where to put their names, the address, the country and the city. So, she showed them an example and asked them to write what she was explaining.  

TASK	Researcher is going to from groups by 3 people and is going to explain the task to develop. She will say "You have to choice your favorite animal and write a short story to its best friend how is the culture of the country you are in through a postal. You have to write a beginning, development and ending". The story is going to be done by group of 3 people because one of them is going to write the beginning of the story, another the middle and the last one the end. Researcher asked a student to read the task, as some of the students weren't paying attention to what they had to do, she asked a student to repeat what to do and he didn't answer so, she explained again.  TASK **You are going to conform groups of 3 students you have to choice your favorite animal and write a short fable to its best friend. Write things related to the culture through a postcard. You have to write a beginning, development and ending for your story.**
WRITING PRODUCTION	PLANNING Dido (2009) proposed the structure of a fable: beginning, middle and end. So, teacher will provide a fable's scheme that follows Dido's theory in order to facilitate students written production. In this part, as the teachers proposed to firstly develop general ideas about what they were going to write, teacher delivered students some sheets in which they had to organize what they had to write before starting the other process.


My Fable
Creation Board
written by:
characters
setting
Beginning
Middle
problem
End
solution
moral

In this planning sequence, students developed the first part of the chart. So, they classified what they were going to write in the right part of the worksheet. They started writing characters, the setting, problem, solution and the possible moral for the story. This chart was just a drafting organizer to give students a better understanding and comprehension about what to write.

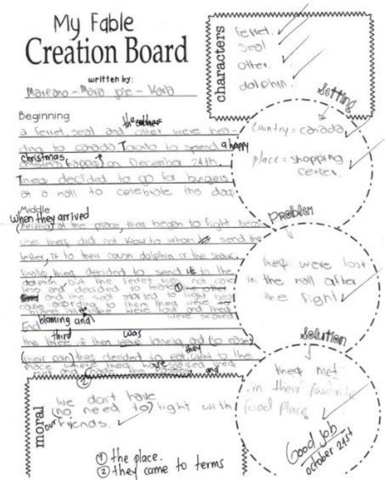
DRAFTING

Students will write a preliminary written about the fable. They are going to organize the ideas they established in the chart proposed by Dido (2009). Once students finished the planning part, students started writing the fable.

They had to do a beginning, a middle and an end to their stories. It is important to mention that in this part, students did this process in less time and finished their fables during the class execution.

EDITING

Students will give the written production to teacher and she is going to check grammar structures, vocabulary, punctuation and order word of students' fables.



My Fable
Creation Board

written by:
Mariano - Maria Jose - Karla

characters
ferret.
seal
otter.
dolphin.

Beginning
a ferret, seal and the ~~other~~ otter were tra-ding to canada Toronto to spend a happy christmas ~~christmas happy~~ on December 24th. They decided to go for burgers at a mall to celebrate this day.

Middle
When they arrived ~~Arriving~~ at the place, they began to fight beca-use they did not know to whom ~~to~~ send the letter, if to their cousin dolphin or the shark. finally, they decided to send it to the dolphin but the ferret was not care-less and decided to leave ① ~~the other~~ ~~friend~~ and the seal started to fight be-cause according to them they were [illegible] place all the [illegible] were lost and they were scared

End blaming and
the ~~three~~ third of them ~~were~~ was lonely and [illegible] (their pain) they decided to eat, went to the place where they have shared they met and ② made the peace and

Setting
Country = canada
place = shopping center.

Problem
they were lost in the mall after the fight

Solution
they met in their favorite food place.

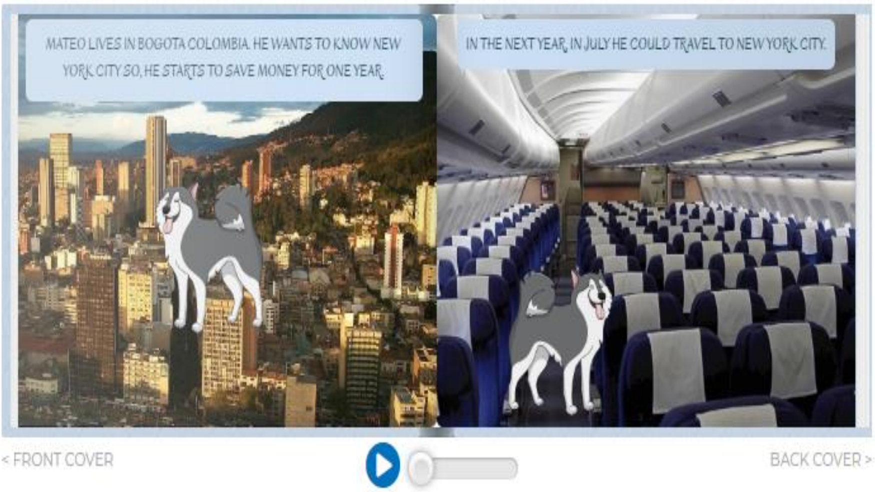
moral
We don't have (no need to) fight with our friends.

① the place.
② they came to terms

Good job
october 21st

FINAL VERSION

Students will receive the corrections given by teacher and they are going to correct their mistakes and write a final version of the fable on StoryJumper platform.

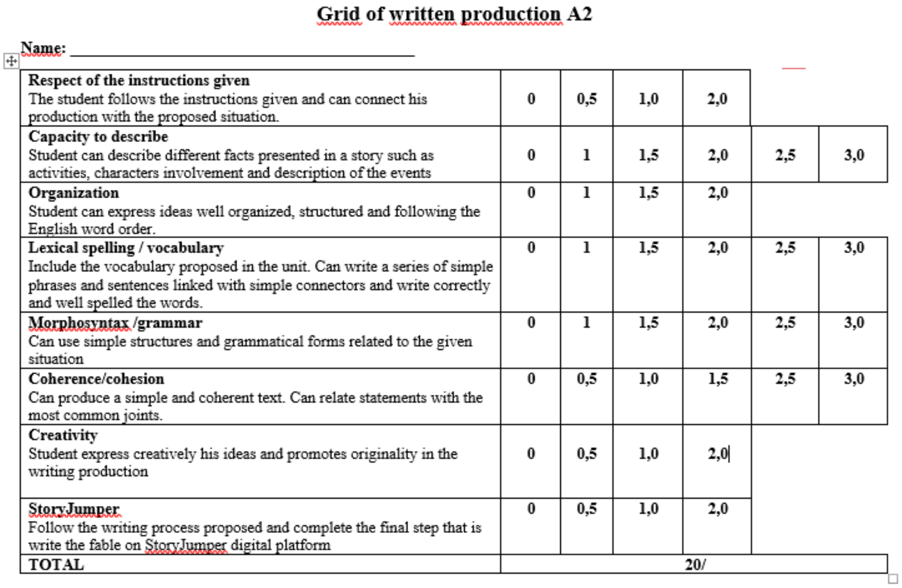


MATEO LIVES IN BOGOTA COLOMBIA. HE WANTS TO KNOW NEW YORK CITY SO, HE STARTS TO SAVE MONEY FOR ONE YEAR.

IN THE NEXT YEAR, IN JULY HE COULD TRAVEL TO NEW YORK CITY.

Evaluation

The following grid of in written production A2 was proposed to evaluate students performance and written in the language.

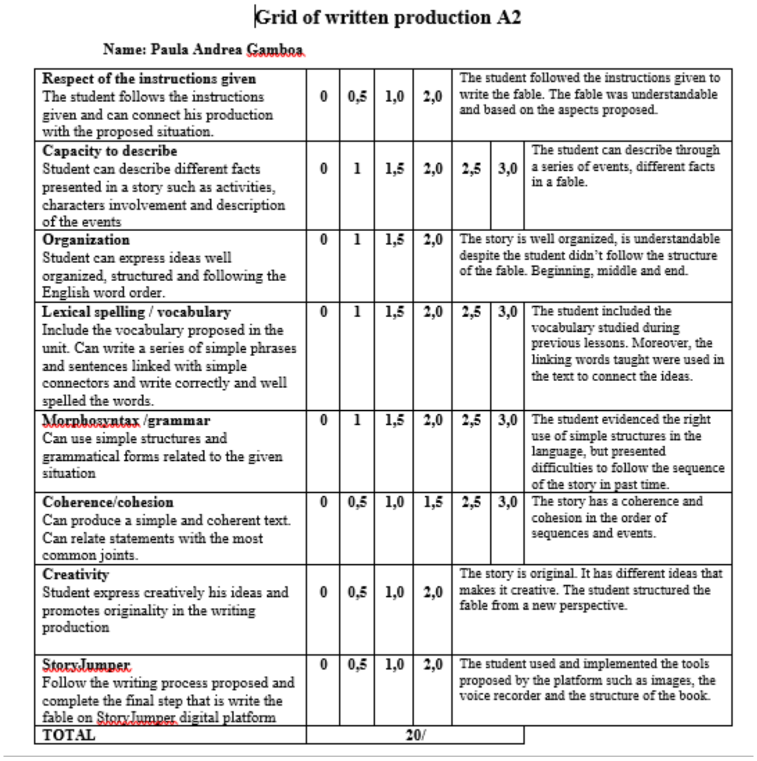


Grid of written production A2

Name: ______________________________

Respect of the instructions given The student follows the instructions given and can connect his production with the proposed situation.	0	0,5	1,0	2,0		
Capacity to describe Student can describe different facts presented in a story such as activities, characters involvement and description of the events	0	1	1,5	2,0	2,5	3,0
Organization Student can express ideas well organized, structured and following the English word order.	0	1	1,5	2,0		
Lexical spelling / vocabulary Include the vocabulary proposed in the unit. Can write a series of simple phrases and sentences linked with simple connectors and write correctly and well spelled the words.	0	1	1,5	2,0	2,5	3,0
Morphosyntax /grammar Can use simple structures and grammatical forms related to the given situation	0	1	1,5	2,0	2,5	3,0
Coherence/cohesion Can produce a simple and coherent text. Can relate statements with the most common joints.	0	0,5	1,0	1,5	2,5	3,0
Creativity Student express creatively his ideas and promotes originality in the writing production	0	0,5	1,0	2,0		
StoryJumper Follow the writing process proposed and complete the final step that is write the fable on StoryJumper digital platform	0	0,5	1,0	2,0		
TOTAL	**20/**					

Participants were evaluated through this grid of written production proposed to evaluate in A2 level. Moreover, they received some comments during each one of the aspects evaluated.



Grid of written production A2

Name: Paula Andrea Gamboa

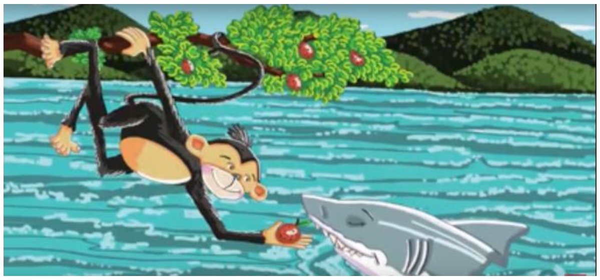
Respect of the instructions given The student follows the instructions given and can connect his production with the proposed situation.	0	0,5	1,0	2,0			The student followed the instructions given to write the fable. The fable was understandable and based on the aspects proposed.
Capacity to describe Student can describe different facts presented in a story such as activities, characters involvement and description of the events	0	1	1,5	2,0	2,5	3,0	The student can describe through a series of events, different facts in a fable.
Organization Student can express ideas well organized, structured and following the English word order.	0	1	1,5	2,0			The story is well organized, is understandable despite the student didn't follow the structure of the fable. Beginning, middle and end.
Lexical spelling / vocabulary Include the vocabulary proposed in the unit. Can write a series of simple phrases and sentences linked with simple connectors and write correctly and well spelled the words.	0	1	1,5	2,0	2,5	3,0	The student included the vocabulary studied during previous lessons. Moreover, the linking words taught were used in the text to connect the ideas.
Morphosyntax /grammar Can use simple structures and grammatical forms related to the given situation	0	1	1,5	2,0	2,5	3,0	The student evidenced the right use of simple structures in the language, but presented difficulties to follow the sequence of the story in past time.
Coherence/cohesion Can produce a simple and coherent text. Can relate statements with the most common joints.	0	0,5	1,0	1,5	2,5	3,0	The story has a coherence and cohesion in the order of sequences and events.
Creativity Student express creatively his ideas and promotes originality in the writing production	0	0,5	1,0	2,0			The story is original. It has different ideas that makes it creative. The student structured the fable from a new perspective.
StoryJumper Follow the writing process proposed and complete the final step that is write the fable on StoryJumper digital platform	0	0,5	1,0	2,0			The student used and implemented the tools proposed by the platform such as images, the voice recorder and the structure of the book.
TOTAL	**20/**						

Third workshop: The shark says

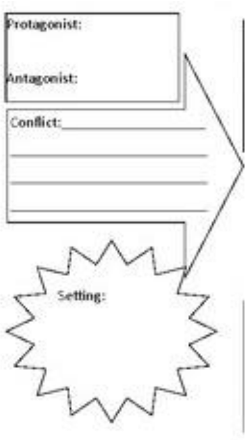
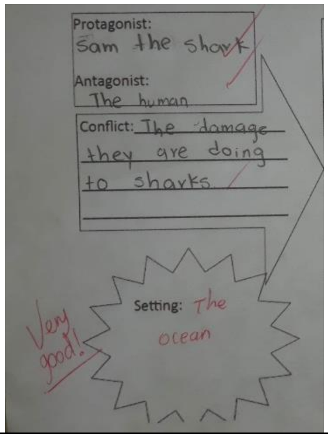
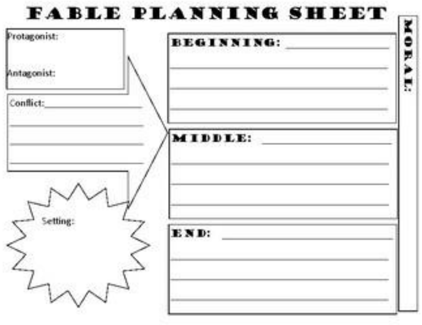
This third workshop was executed during the two last weeks. This was a different activity from the others workshops. In this case, the workshop was done at students' home. Researcher gave students the link of the story proposed "The heart of a monkey". As it was the final workshop and because of the time, researcher decided to give students the lecture of the example and the instructions to participants in order they could write their stories. During the week teacher corrected the mistakes made in the stories and then, she delivered them to participants.

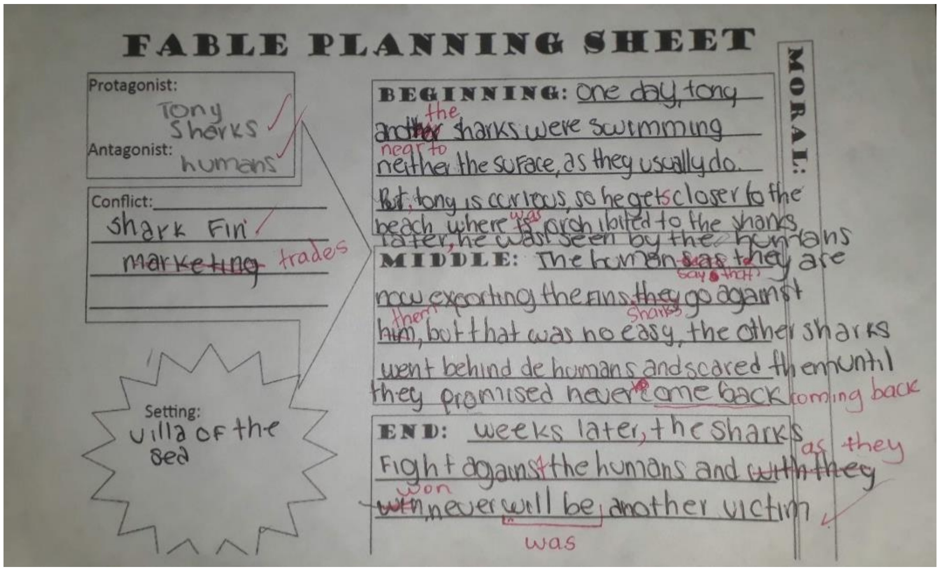
This final workshop was only until the editing part; the final version wasn't published in StoryJumper platform.

THIRD WORKSHOP SEQUENCE ***"The shark says"***		
Teacher: Yelitza Santos	***Level:*** A1	***Group:*** 9th grade
Linguistic objective: To implement the linking words after and before + ing in order to connect the sequences of a story.		
Communicative objective: To communicate the sharks' Colombian situation through a short fable.		
Socio-cultural objective: To know the new law implemented by the Colombian government.		
Project: Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research		
Task: You are going to write a short fable about shark fin trades in Colombia. You have to use the prepositions before and after + gerund.		
STRATEGY	**DESCRIPTION OF THE ACTIVITY**	
READING	PREDICTING	

<table>
<tr><td>COMPRENHENSION</td><td>Before doing the reading, teacher will follow Oczkuks (2003) reading strategies. Firstly, researcher will show students a picture of a shark and she will ask some questions about the images such as:
4. What is the story about?
5. Who are the characters?
6. Where does the story take place?
</td></tr>
<tr><td>EXAMPLE</td><td>The heart of a monkey
https://www.youtube.com/watch?v=MRuZfQkBx3I
Teacher will Project this video about a short story called “the heart of a monkey” written by Swahili. Researcher will ask students to pay attention to the story that is in English and then she will ask them some questions about it.</td></tr>
<tr><td>READING COMPRENHENSION</td><td>QUESTIONNING
Secondly, in questioning stage, students will answer and formulate simple questions from the text. Teacher will provide the following questions.
What was the story about?
a. A shark and a monkey
b. A monkey and a crocodile
c. A monkey
What is the problem?
____
Write T or F to the following statements
a. The villain is the Shark
b. The monkey thought the shark wasn’t its friend
c. The shark didn’t want to eat the monkey</td></tr>
</table>

	What happened to the monkey? d. He gave it hearth to the shark e. He cheated the shark f. He helped the shark's father What is the moral of the story? ____ Teacher will provide the reading comprehension to other student in order to be graded.
	CLARIFYING In this stage, teacher will clarify the unknown vocabulary for students through images. Moreover, she will teach students some expressions they can use to tell their stories. -After -Later on -Moreover -After that -once upon a time
	SUMMARISING In this final step students will summarize the story orally to know if it was understood.
	TASK Colombia government authorizes the exportation of sharks' fins. You are going to write a short fable about shark fin trades in Colombia expressing your opinion about this subject. You have to use the prepositions before and after + gerund studied in the previous class.

WRITING PRODUCTION	**PLANNING** Teacher will provide students a sheet in order they can write their short stories. This chart was designed by the researcher taking Dido's planning sequence into account. Students firstly organized their ideas and then they wrote the fables following the instructions given by the researcher.  Protagonist: Antagonist: Conflict: Setting:  Protagonist: Sam the shark Antagonist: The human Conflict: The damage they are doing to sharks Setting: The ocean Very good!
	DRAFTING Students will write a preliminary written about the fable. They are going to organize the ideas they established in the chart proposed by Dido (2009)  FABLE PLANNING SHEET Protagonist: Antagonist: Conflict: Setting: BEGINNING: MIDDLE: END: MORAL:
	EDITING Students will give the written production to teacher and she is going to check grammar structures, vocabulary, punctuation and order word of students' fables.

	 FABLE PLANNING SHEET Protagonist: Tony Sharks Antagonist: humans Conflict: shark Fin ~~marketing~~ trades Setting: villa of the sea BEGINNING: One day, tony an~~other~~ the sharks were swimming ~~neither~~ near to the surface, as they usually do. ~~But~~, tony is curious, so he gets closer to the beach where ~~is~~ was prohibited to the sharks. later, he was seen by the humans MIDDLE: The human ~~sas to~~ say that they are now exporting the fins, ~~they~~ sharks go against ~~him~~ them, but that was no easy, the other sharks went behind de humans and scared them until they promised never ~~come back~~ coming back END: weeks later, the sharks fight against the humans and ~~with they~~ as they ~~win~~ won, never ~~will be~~ was another victim MORAL: As this final exercise was done in students' house, it was evidenced the use of Internet to translate the story. Most of the mistakes found were made about structures and the bad use of some words in that context. **FINAL VERSION** Students will receive the corrections given by teacher and they are going to correct their mistakes and write a final version of the fable on StoryJumper platform.

Findings

Four main categories were found in the data analysis process: literacy, written productions, communicative approach, use of new technologies and motivation. The literacy and written production categories are based on sub-categories that guided them. Moreover, the description of the categories is supported by three of the instruments implemented during the data collection process such as journals, written productions and participants' interviews. In this section, each one of the categories is explained through the theory and the data gathered.

Literacy

The connection between writing and reading is known such as literacy. Genlott and Grönlund (2013) state "Reading and writing are culturally defined as social activities. There are always underlying purposes and relations, texts are not neutral. We learn reading and writing through social relations, with parents, teachers, friends, media, etc" (p. 54). The critical thinking and perspectives are constructed by reading practices where texts always represent values and views about something. From this perspective, literacy activities in the classroom become crucial for developing critical thinking and writing habits. From data collected, reading is an important tool in the writing process.

Literacy was conceived by participants and researcher such as a fundamental aspect before and after writing the stories. Firstly, before writing because it was a guide to students know the structure of their own fables; in that way, "*The example provided by the teacher helped us to guide our process and to structure the fable. It also, helped us to had a better form and at the end a better writing" P1.* On the other hand, P4 stated "*the reading was a guide because I know how to start, how to end and the middle of the story. In other words, how to develop the fable".* From this point of view, it is important to highlight that participants agree that the lecture is a fundamental aspect to take into account before starting to write.

On the other hand, The Education and Science Minister (2006) arguments that "reading and writing are complementary processes because each one supports the learning of the other" (p. 42). In these terms, the researcher highlights in the third journal "*It was* *found that some students were reading the fable example given in order to write their own fables".* The results found in this investigation, allow to think about the importance of doing a reading comprehension or lecture before starting doing a written production.

Written productions

Nunan (2003) defined that writing process is conceived such as process and a product. From that point of view, writing is a process because the writer creates, plans, write drafts, revises, edits to finally publishes. Taking this into account, during the development of this project, three workshops were conducted following the steps proposed by Nunan where participants were guided from planning to the publishing process.

It was noted that the planning process is an important tool to students because they can organize their ideas in a better way before writing. In that way, a planning fable's chart proposed by Dido (2009) was implemented. Researcher stated in second journal that *"students who did the planning process didn't present difficulties when writing their short stories"*. Likewise, participants in this research expressed that the ***planning process*** was an essential part to organize their ideas and the story to write. *"The scheme was really good because is a guide to do easier the process in the fable creation"* (P3). Moreover, P4 expounded "*The planning exercise helped a lot because it was a good way to know how to start the story and to organize our ideas".* In that terms, students argue with Dido in which the fable's structure is a fundamental aspect before doing the final writing production because it provides them a way to better organize their ideas.

Communicative approach

Richards (2005) explains the communicative approach "as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 243), it means that communicative approach is focused on knowing how to use language in real contexts, how to use language depending the formal or informal speech and how to produce different types of text such as narratives, reports, interviews and dialogues. In that way, applied what it is clear and grammatically correct by allowing students to focus on elements of phonology, grammar and discourse in their spoken output. During the three writing workshops execution, researcher analyzed the following aspects of the language in participants' writings: *Morphosyntax, Pronunciation and Vocabulary.*

Regarding the ***morphosyntax*** aspect, researcher affirmed that "*in the second workshop, students improved their writing productions because of the teamwork and because the story was written in present simple time" (Journal N2)* since in the first workshop the researcher found that participants made mistakes when using past simple tenses in affirmative phrases "*The monkeys start to create tramps" (Production 1, P3),* in the second workshop those mistakes weren't made because participants wrote their fables in present simple tenses, what allows the researcher to stablish that is difficult to English learners to express their ideas narrating in past tenses.

On the other hand, it was found that the editing process proposed by Harmer (2004) had a positive impact in students' grammar correction. As researcher did the editing process, participants stated that the mistakes corrected by the teacher helped them to identify what was wrong in their writing productions "*The fables helped me to improve my*

English grammar because we learnt something new and with the corrections done, we knew how to build the structures in this language" (Interview 1, P4). Thus, participants allude to the editing process as a way to learn from their own mistakes after having analyzed and comprehended them from the teacher's recommendation.

Moreover, during the three workshops execution, participants worked on ***pronunciation*** ability through the narration of their own writing productions in StoryJumper platform. Pronunciation is the production of a foreign language sounds and it is learnt through repetition and correction when making mistakes. When students practice pronunciation they overcome difficulties presented during the second language process learning (Pourhossein Gilakjani, A, 2016). Taking this statement into account, researcher affirmed "*participants evidenced difficulties when pronouncing the regular verbs and the strength of some words such as worked/ decided/ arrived/ damage/ hotel and so on" (Journal 3)*. Furthermore, it researcher noted that *"some of the participants improved their pronunciation while other just had the same mistakes*" *(Journal 2).*

In theory, this means that participants found this narration tool effective to improve their pronunciation and accuracy in the language, and it is evidenced through the information gathered from the interview where participants stated that the narration exercise helped them to improve their pronunciation in the English language "*the narration helped me because there were unknown words I had to search how to pronounce them" (Interview 1, P5).* From this data gathered, it is important to highlight that StoryJumper platform helps and encourage students to enhance their skills in pronunciation and speaking abilities.

Finally, ***vocabulary*** related to each topic to work on was thought. When students were doing their writing productions researcher noted that most of them were searching vocabulary studied in previous classes and others were using their dictionaries. As participants had to write fables, they had to look for new words. This is the reason why, participants affirmed that the writing productions aimed them at gaining more vocabulary "*the fables' writing helped me to learn new vocabulary because in the fables' creation new words were coming up and there were words that we had not seen before and that helped us to create our own dictionary with those new words learnt" (Interview 1, P1).*

Use of technology

The integration of technology in teaching can improve the experience for students and teachers in order to improve learning for students" (Salasiah et al, 2018). That is the reason why, researcher proposed participants to use StoryJumper platform in order to publish their fables "*participants from this project created their final version on StoryJumper platform. Some of them used all the tools the web page offers. They included images, backgrounds, dialogues and oral narration"* (*Journal 1).*

Researcher noted that students had a good management of the tools the platform has *"The use of new technologies is good. This job was innovative for us because we can learn more about the different platforms" (Interview 1, P2)*. Regarding the use of StoryJumper, participants stated that it was a new e-learning platform for them and that it was easy to handle. *"Storyjumper was useful because there, we can correct our mistakes and see the final result. We can put other things in such as the voice. If we make mistakes in the narration, we can sort it out and it is a good app" (Interview 1, P1).* Normann (2011) highlights that the implementation of digital storytelling tools brings students about developing skills such as oral, written and digital abilities that help them to practice document oral abilities, written productions and use digital skills when developing English linguistic competences.

Motivation

Ellis (1984) argues that motivation is a determining factor in the development of the language skills of a second or foreign language that can influence some of the most important parameters for language appropriation such as: implementing learning strategies and integrating new strategies in teaching. During the execution of the three workshops, students showed motivated regarding the methodology, the topics, the platform and the project.

Firstly, researcher noted that students were more motivated in the second workshop rather than in the first one and the third one "*students were motivated doing this exercise because they were writing the fables in groups. Something important to highlight here is that students were disorganized and when they started to work in groups, they low their voices and started working" (Journal 2).* In that way, participants seemed to be motivated when working in groups, but most of them stated that they felt more comfortable when working alone than in groups because like that they could express better their ideas without confronting them with other people.

Additionally, participants replied in the interview that the topics on which they worked on, motivated them to write because they were real situations lived nowadays in the society. Participants argued that the first workshop was the most interesting for them *"The* *fable I loved the most was about "La Amazonía" because it motivates to take care of the planet, to know the consequences and how animals are suffering" (Interview 1, P5).* After this argument, it is important to mention that participants liked to wrote about real and environmental problems that are affecting their current life.

Finally, participants affirmed that this project motivated them because they saw the workshops as a different way to learn the language. They highlight the process done before the final writing production and the use of the platform as innovating tools. Participant 1 mentioned in the interview "*This kind of projects are a new way to implement didactic and funny classes and it makes that they aren't done through the book and the board".*

Conclusions

As the purpose of the study was to improve writing skills and pronunciation through the use of StoryJumper e-learning platform in ninth grade students of "Seminario Menor Santo Tomás de Aquino" high school, different points emerged from its execution.

During the implementation of this project, it was evidenced that students writing skills were developed in a large part. Participants of this project showed that is important to follow a chart in order to organize in a scheme their ideas before writing. Moreover, it is necessary to mention that when teachers want their students write in foreign language is essential to follow a process where correction is implemented. As the results, its evidenced that students learnt from their mistakes that is why the correction part is a fundamental aspect to enhance students' abilities in grammar in this language.

On the other hand, the immersion of technology during the teaching process seems to be a way of motivation for students. Taking this into account, through the use of different platforms students can express better their ideas and at the same time learn from a different way a foreign language. Furthermore, there are different e-learning web sites in which students can practice their abilities when learning a foreign language, as this one that offered students to practice writing and pronunciation after having wrote their short stories. Additionally, researcher found out that when teaching writing, teacher have to look for the new strategies to motivate students to learn in a creative way and innovating in the learning process such as implementing games or projecting videos in order to get students' attention in the process.

Finally, this project helped students not only to improve their pronunciation and writing skills in the language, but also to reinforce students' vocabulary acquisition, creativity, use of new tools, autonomous and group work and to motivate them to integrate all these aspects. Moreover, it enhanced students' imagination through the writing process of short fables about real situations presented nowadays in the society.

Chapter II – research component

The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum

Introduction

When analyzing the context of foreign languages programs in superior education, the pre-service teachers' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education.

Although there is a stated interest facing the evident necessity of over stand and renovate the pedagogical practicum, most of the local studies are mainly focused on learning issues more than teaching problems.

It has been considered relevant to conceive a project that sets up a reflexive approach about the practicum stage as a way of objectifying knowledge, behaviors and attitudes, more than leading the teaching labor. As well as an exercise of internalization, immersion and self-conscious exploration of the teaching subjectivity, through the formulation of questions and the research of information aimed at solving problems and the self-recognition.

Problem

At school some core aspects about the constitution of the subjects, about institutional life itself are assumed without questioning. These aspects are seen like stamps and steady traits that play a part in the school identity and culture. When events go on without any alteration, the teacher run the risk of becoming part of a model that does not allow a pedagogical evolution, as well as the renovation of the school culture.

Furthermore, a non-reflective practicum does not allow any upcoming problematic situation; Those kind of issues are ignored and kept hidden. In this way, the pedagogical practicum is assumed from reproductive codes that place teachers in a traditional context of cultural reproduction, becoming an obstacle for the emergence of groundbreaking practicum spaces in terms of thinking and knowledge, something necessary to afford social necessities.

Given this situation, that differently affects almost teaching staff, it is necessary that the teaching training fosters their critical and reflective spirit contributing to the improvement of their pedagogical practicum. These considerations should be taken for the purpose of reaching an impact and the transformation of their personal endeavor and future professional performance.

In the case of the foreign language program at the University of Pamplona, the reflection is conceived as a basic exercise for the practicum students to achieve a high level of self-assessment and a constructive perspective about their teaching role.

Before starting this study, these guiding questions were proposed:

- How the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the development of the integral practicum?
- How does it influence the exercise of reflection in the development of the practitioners’ critical spirit in the analysis of their pedagogical endeavor?

Objectives

General objectives

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

Specific objectives

- To strengthen a teaching-practitioners staff with critical spirit that reflect and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.
- To identify and analyze the strategies that the student use throughout the pedagogical practicum.
- To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.
- To analyze the own beliefs regarding teachers' work and students.

Theoretical framework

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

Teaching profession: one of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

Reflection: to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process,* and *reflection as a subject.*

Reflection as a process: reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates "*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages* of reflection as a process are shown in the following schema.

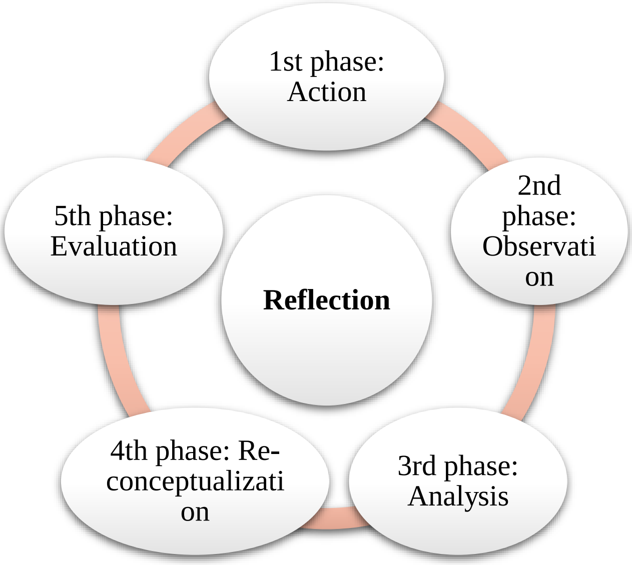

1st phase: Action
2nd phase: Observation
3rd phase: Analysis
4th phase: Re-conceptualization
5th phase: Evaluation
Reflection

Figure 12. Reflection as a process

Reflection as a subject: based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience.* For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action*, *context, colleagues* and even *the person who reflects*.

Reflective practice: in order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation with the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum: for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

Academic practicum: it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

Social work practicum: its main goal is to accomplish an effective way of teaching through the application of educational techniques, deducted from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical decision: “to select the most effective one among a spectrum of available techniques”. This is the way how technical rationality works.

Development practicum: teaching is based on students’ interests and development and, at the same time, it considers teacher’s development as a professional and as a person.

Social reconstruction: the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom's dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc)
4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological.

According to Georgea Spark-Langer y Amy Colton, the narrative element is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

Methodology

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are the autonomy, the planning and the self-observation.

To check the impact of the proposal of reflection about this practicum process some stages of socialization and systematization will be carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that will contribute, in a high way, to the description, identification and analysis of the pedagogical practicum itself.

With regard to the data gathering process in this project, it is proposed the implementation of the following instruments:

Reflection workshops

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Sheets of self-observation

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself, but also about his role inside the classroom and the educative community setting to which he belongs.

Narratives

The exercise of reflection will allow the student to express himself about his labor, starting from the narrative of his experience like a way of giving sense to the teacher's everyday life.

Class records

To have evidences of the practitioners' performances inside the classroom will allow them to reflect different aspects in terms of the teaching/learning process of foreign languages. These aspects could be taken into account or not by practitioners in their training during their reflection exercise. These records will allow an external and constructive insight about the pedagogical practicum.

Objectives

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum.

- To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

Context

The city of Pamplona, founded in 1549, this is the oldest city of the department *of Norte de Santander*. This city is located in the valley of the *Espiritu Santo* in the *Andes* of Colombia. Founder of cities in the time of the colonies, this city has been throughout history the center of confluence and religious influence. Furthermore, Pamplona sheltered a lot of religious communities among which are: *la comunidad se franciscanos, la Hermanas clarisas; los Hermanos de San juan de Dios, la Compañía de Jesús, la Comunidad la sallista*. Likewise, female communities: *Hermanas de la presentación, Hermanas bethlemitas,* entre otras. The concurrence of these communities in the city brought in the foundation of educative institutions with projection of their values and beliefs. In this geographic context where the study is located, the school is the agency in which the scholar actors are involved: foreign language program practitioners.

The school is taken like a specific educative community that in this role is responsible for of the institutional education, it means this is the place where education takes place, where it is finished and organized.

Nowadays, the school is considered as the form of life of the community, that is to say, the school shows up all the learning and values that are considered necessary in the community. These contents lead the students to use and improve their capacities for their benefit and the society as well.

At the school, we always find several basic elements that intervene that is the case of teachers and students whose actions and behaviors belongs to a socio-cultural order which serves as a basis for the school organization.

The school is a society dependent institution aimed at managing the systematic education that conditions the formation and organization of the groups represented by teachers and students (Crespo,2010). The school seen as an educative institution comply some specific functions, in which we can highlight:

Socializing function

This is related to the teenagers' learning, the values, the codes, behaviors, attitudes or aptitudes, focused on the mainstream social culture in the politic and economic context that they belong to. This function covers all the processes of socialization in which all the members of the school participate.

Instructive function

The instructive function use two features, the improvement of the spontaneous processes of socialization to guarantee the training of the human capital that requires the operation of the labor market. The idea is that a higher level of culture, knowledge, values, etc, there is a higher possibility of adaptation.

Educative function

The educative function requires a life community of democratic participation, as well as an intellectual searching of dialogue and learning. An educative community that breaks the artificial barriers between the school and society, a space of culture where concepts, technical tools and codes of culture of mankind are learned as a consequence of the active participation in the exchange of meanings, wishes and behaviors with partners and adults (Vizcaino,2010).

Population

The population of this study is composed of 38 students from tenth semester, practitioners of the foreign languages English-French program of the University of Pamplona.

Direct beneficiary population:

Teachers in formation

Supervisor teachers

Students community from the implementation center of the integral practicum

Indirect beneficiary population:

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

Institutional agencies joint to the project

- Foreign languages program
- Language and communication department
- Education faculty

External institutions linked to the project

- *Colegio José Antonio Galán*
- *Colegio Brighton*
- *Colegio La Presentación*
- *Normal Superior de Pamplona*
- *Colegio José Rafael Faría*
- *Institución Educativa Cristo Rey*

Expected results

The expected results are derived from the objectives proposed for this experience:

- Formation of the reflective spirit in the FLE practitioner, as a formation tool to qualify pedagogical practice.
- Analyze the background, the reality and the social representations of trainee teachers, the notions and concepts about the scholar world.

Implementation of the project

In this process of reflection, narratives, self-observation sheets, reflection's workshop and a class recording analysis were implemented such as instruments during the practicum development.

Narrative: Eight narratives were done from the first week class execution. It is important to emphasize that during the week from September 30th to October 11th there wasn't send narratives because of the cultural week and the recess week. The reflection process plays an important role in the teaching practice. It allows pre-service teachers to think about their process as a teacher. Moreover, the implementation of narratives, self-observations is an important instrument that address the pre-service teacher at analyzing his process and at establishing new changes that could help him to improve in their classes.

On the other hand, reflect after having executed an English class through narratives give the teacher the opportunity to examine a list of things and facts to take into account in future classes.

Self-observation: As the same to the narratives, three self-observation sheets were sent. These self-observation sheets aimed at doing an auto-evaluation about what was done during the teaching practice per week. Furthermore, it helps to analyze different aspects such as the methodology, evaluation and motivation aspects. This self-observation sheet is an important tool for teachers because it brings teachers the opportunity to auto-evaluate their teaching process in a quantity way (appendix 5).

Reflection's workshops: the reflection workshop was applied on September the 7th and November the 8th. The meeting organized aimed at listening the pre-service teacher experiences during the teaching process. Furthermore, teacher could express how they felt in their classes and finally, there were open questions addressed to students in order to reflect about the process lived during the sections of classes given during the teaching practice.

Class recording analysis: The class recording analysis was an exercise done during the third week of November were pre-service teachers had to analyze a partner's video in order to give advices and positive aspects about the class observed. This activity aimed at constructing the integral practicum from an objective perception *(appendix 6).*

Chronogram

In this chronogram there are evidenced the activities developed in the research component. It is important to highlight that in the fifth and sixth week there are not narratives because of the cultural and recess week proposed by the school.

Table 9

Research component chronogram

ACTIVITIES	**SEPTEMBER**				**OCTOBER**				**NOVEMBER**			
	WEEKS				WEEKS				WEEKS			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1st narrative			X									
2nd narrative				X								
3rd narrative								X				
1st auto-observation sheet			X									
2nd auto-observation sheet				X								
3rd auto-observation sheet								X				
Reflections' workshop					X				X			
Class recording analysis										X		

Conclusions

It is known that reflect after having conducted a class helps a lot to improve the teaching practice because it allows the teacher to think about his experiences in the classroom and correct what wasn't doing properly, but also, about the methodology, planning, interaction, activities, tools, instructions given, classroom climate, diversity attention, discipline, evaluation, teacher communicative competences and so on.

The methodology implemented by the pre-service teacher during her practicum was focused on the social constructivism proposed by the institution. In that way, the pre-service teacher had the purpose to make student social actors in different environments using the language as a sort of communication to help the others and to grow regarding values and spiritual components. Moreover, ***the planning*** sequences are important for the execution of classes because it guides the process a teacher has to do during the class. Moreover, I could say that planning is important because it helps teacher to organize better the structure of classes. As I lived this experience, I had to planning each sequence weekly what was important for me because when I arrived to the classroom I already had the activities and topics to teach in.

On the other hand, ***preservice teacher and students' interaction*** was focused on constructing good classroom environments based on respect and good relationships between students and the pre-service teacher. Moreover, the pre-service teacher, presented different ways to present students the ***content and introductions*** to learners such as using and implementing technological resources during the classes and motivating students to participate in the activities proposed by the teacher. Teacher tried to mixed didactic classes taking into account the students interest and following the topics proposed.

Regarding the ***activities in the classroom,*** pre-service teacher implemented a set of tools in order to enhance students' abilities in the language. Teacher tried to look for strategies to catch students' attention in each one of the activities done during this process as well as implementing r***esources*** to do games, explanations and even evaluations. Taking into account ***the organization in the classroom*** different facts such as discipline took teacher to think about new strategies to have a better relationship with her students. So, for example in eighth grade, a leader in the classroom was assigned to help her to distribute things such as worksheets or paste thing on the board.

Furthermore, the pre-service teacher guided all the process students done during each activity and each class given. ***Instructions and clarifications*** aspects were taking into account to guide the students' actions and contact with the language. As this institution is an inclusive school, ***diversity attention*** was one of the challenges teacher had to face up. There was a deafness girl from 8th grade. At the beginning she didn't know how to establish a direct relationship with the students. Pre-service teacher felt afraid of that, but these she had to memorize the sign alphabet and she could have a better communication with her.

Finally, the ***pre-service teacher communicative competences*** were focused on students' comprehension level. Firstly, the pre-service teacher started to talk in English, but then she realized students didn't understand her. That is the reason why she decided to mixed both languages the mother tongue and the foreign one.

Furthermore, self-evaluation is important because it guides the teacher to improve their practices in which the methodology, the evaluation and the motivation of students are involved. Finally, the workshops seem to be an excellent method to share pre-service teachers' perceptions about real facts lived in the classroom. These reflection methods not only help teacher in their teaching practice, but also it helps students' development and interest concerning the English class.

Chapter III: Outreach Component

Tutoring service and support primary English teacher

Introduction

It is known that when learning a foreign language difficulties are presented during the process and they are focused on the development of one of the four skills; listening, speaking, reading and writing. That is why, students with learning difficulties in English need a tutor that guides and helps them to solve doubts about topics studied during the classes. The tutoring service is conceived such as a process that enables children to solve a problem or pedagogical difficulties through the execution of tasks that allow them to improve their leaning outcomes (Wood, Bruner and Ross, 1976). There is a need to reinforce topics regarding the curriculum established by the institution and the topics to be executed during the English courses.

Justification

Over time the English language has been considered as one of the most important languages in the world. That is why UNESCO (2003) implemented the teaching of this language as a mandatory requirement in national institutions. In our country, the Ministry of National Education (2007) conceives the learning of English as a foreign language since the basic standards of proficiency in the language contribute to Colombian students preparing themselves to meet the demands of the globalized world.

On the other hand, the National Government requires that Colombians develop communicative competencies in another language in this case, English that is taught in schools in the country. That is why having a good level of English in Colombia can facilitate access to employment and educational opportunities that help improve the citizens’ quality of life. Nevertheless, the difficulties presented when learning English are a reality. Different strategies have emerged through time in order to help student who find hard learning a foreign language. That is why tutoring service is one of the most effective reason to help students with learning difficulties in the language.

Through tutoring service, the researcher seeks to create spaces for practicing to students with learning difficulties. Tutoring service is a great support for both students and teachers because it facilitates the learning process of students in the language as children's interests in learning and motivating students’ initiative to learn.

General objective

- ✓ To reinforcing English as topics in students with learning difficulties at Seminario Menor school in Pamplona, Norte de Santander.

Specific objectives

- ✓ To enhance students' difficulties in the learning process.
- ✓ To reinforce topics studied during English classes in the tutoring space.
- ✓ To encourage students in learning English as a foreign language.

Theoretical framework

Tutoring service: Wood, Bruner and Ross (1976) explain that tutoring service involves “a king of scaffolding that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90). The scaffolding process consists of the adult controlling the task that is beyond the students’ capacity.

Teaching languages

Languages international policies: The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood though the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program: Colombia, as other countries in Latin-American and the world, has adopted academicals policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

Bilingualism: Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary School: According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language.

From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua” “Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”.

Authors show their point of view regarding the topic and they differ in saying that the terms ‘learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production**:** it is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore, at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production**:** in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech: in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society.

Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

Why learning English in a primary school?

Frandiño, Bermudez J, & Vasquez V (2012) quoted below Madrid y McLaren (1981) who affirmed that there are different types of reasons justifying the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start learning foreign language at school tend to achieve better results than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that surpasses those of young people and adults.
- Children not only tend to be afraid to make mistakes but often they acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life where the plasticity of their brains makes it easier to learn foreign languages.

To sum up, it is found that the human being learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy. Especially in the life cycle of childhood, where there is an infinity of theories from the psychological and sociological realms which argues that the learning is given through the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the cognition process through mental processes address and bring to a meaningful learning in boys and girls who are in the beginning of learning especially in a foreign language.

Methodology

Tutoring service has been executed in two opportunities. The first time was on September 20th and the second one was on October the 18th. In the first tutoring, three students came to the school to take this service. The activities developed here were only based on grammar aspects. So, as they had a quiz during the following week, they wanted to reinforce the topics to be evaluated. Those topics were zero and first conditional with modal verbs. After having explained the structure of each conditional, teacher proposed students to do some exercises from their perspective (appendix 6).

On the other hand, in the second tutoring service five students from 7th and 9th grade joined the process. They wanted to be guided in an oral presentation they had to present about a mask they designed. So, the role here was to correct pronunciation mistakes and help them to out in English their Spanish ideas about the aspects given.

The methodology implemented in the tutoring service in high school was focused on students' needs and interests. On the contrary, in primary school there was an accompanying by the pre-service teacher to the English teacher. As in primary school there is only an English teacher, the pre-service teacher took the role to support her in second grade. In that way, different activities were supervised by the teacher as guiding students in the tasks proposed or grade students' activities. The process here was the same to an assistance teacher. So, the pre-service teacher had to be attentive of students and follow them in their process.

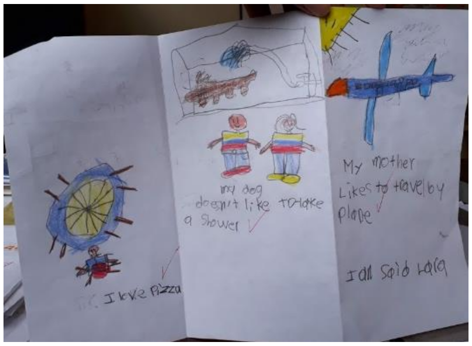

I love Pizza
my dog doesn't like to take a Shower
My mother Likes to travel by plane
Ian Said Lara

Figure 14. activity graded and supervised

This tutoring service has contributed positively in my teaching process because it has helped me to understand students in class don’t understand everything we teach. Moreover, when working with children at primary school is much difficult to follow and guide the learning process student by student and as they are just kids the teacher guidance become harder. During this period of time in the institution, an attendance was signed by students (Appendix 7).

Chronogram

The activities executed in primary school and in high school in these tutoring services are presented in the following table.

Table 11

Outreach component chronogram

ACTIVITIES	**SEPTEMBER**				**OCTOBER**				**NOVEMBER**			
	WEEKS				WEEKS				WEEKS			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
2nd grade (teacher and students’ assistance)			X									
High school tutoring service			X									
2nd grade (teacher and students’ assistance)				X								
2nd grade (teacher and students’ assistance)							X					
High school tutoring service								X				
2nd grade (teacher and								X				

students' assistance)		

Conclusions

It is known that when learning a foreign language difficulties are presented during the process and they are focused on the development of one of the four skills; listening, speaking, reading or writing. That is why, students with learning difficulties in English need a tutor that guides and helps them to solve doubts about topics studied during the classes. During this tutoring service focused on primary and high school, the pre-service teacher could say that not all the students take advantage of this opportunity given by the pre-service teacher and supported by the educational institution. However, in primary school students and the English teacher had made the most of this because students have been guided and teacher has been helped by the pre-service teacher.

CHAPTER IV

Administrative Component

Introduction

The main purpose of the administrative component is to present the activities the pre-service teacher has to be involved on. The teacher might have and actively participation in extra administrative activities stablish by the educational institution during the execution of the project. Cultural, academic, and religious events are examples of this activities the teacher ha to participate.

Moreover, the future teacher has to establish good interpersonal relationships with all the educational community including students, administrators and teachers. In addition, the pre-service teacher has to have a good attitude regarding the different roles the academic coordinator and supervisor assigned him during his stay in the institution.

During the teaching practice weeks, the pre-service teacher develops a teacher role in the institution who apart from guiding English courses and lessons, he has to get a participative role in activities, events and extra-curricular facts. These activities allow the pre-service teacher to get a knowledge about the functioning of a school. In addition, this process of getting involved in the institution is not only a support for the school but also it helps to the training process of the teacher and his experiences in real lives contexts.

Objectives

General objective

- ✓ Getting involved in extracurricular activities at Seminario Menor high school.

Specific objectives

- ✓ To take an actively role in academic, extra-curricular and cultural events proposed by the institution during the teaching process.
- ✓ To cooperate with English teachers, the song festival in the institution.
- ✓ To understand and comprehend the importance of events in the students' learning process.

Methodology

The pre-service teacher might participate in each extra-curricular activity proposed by the educational institution. Each activity is developed according to the scholar calendar

has to participate in all the events proposed by the institution according to the school calendar and in the role that the cooperating teacher assigns during his practicum process. Those activities are parents and teachers' meetings, informative meetings, English Festival, cultural week and so on.

Table 10

Time Table of the school activities

DATE	ACTIVITY
SEPTEMBER-19	**Izada de bandera maestros**
SEPTIEMBRE-26	**Entrega de boletines**
SEPTIEMBRE-29	**Eucaristía profes secundaria**
OCTUBRE 1-4	**Semana cultural**
OCTUBRE 3	**Festival de la canción**

OCTUBRE 16, 23 y 30	**Reunión docentes**
OCTUBRE 31	**Jornada deportiva**
NOVIEMBRE 14	**Entrega de símbolos patrios**
NOVIEMBRE 27	**Entrega de notas**
NOVIEMNRE 29	**Grados 11°**

Activities developed

Pre-service teachers have to be involved in different administrative activities. So that is why, as a member of this institution community the participation in each one of the extra-curricular activities were: teachers flag raising (love and friendship day), the cultural week.

Teachers flag raising (love and friendship)

This first activity was developed on September 19th. Teachers organized the flag raising corresponding love and friendship month. Different activities were presented such as representations, theater plays, songs and so on. The objective of this flag raising was to teach students friendship and love values. Moreover, as teachers were the participants, the pre-service teacher had to pay attention to students' organization during all the program. The flag raising took two hours and the students considered to have a great leadership were the ones who raise the Colombian flag.

Additionally, it's important to highlight that in this flag raising, students from first until eleventh grade participated actively in this activity.

figure 15. Flag raising (love and friendship)

Cultural week

The cultural week at Seminario Menor Santo Tomás de Aquino took place from October the 1st until Octobre the fifth. Pre-service teacher had to participate on the activities were proposed by the institution such as the ecological walk, theatre and dance festival, English song festival, the science fair, MasterChef Junior and the Olympic Tomasina games.

The ecological walk: During this activity, the institution proposed to do an ecological walk at Semenor field in which students had to pass for six different stations and develop activities teachers guided. In this activity students from kindergarten to eleventh grade students who had to take care of primary school children.

figure 16. Ecological walk

Theatre and dance festival: On October the second, students participated from different activities that involved cultural facts such as theatre and typical dances from Colombia. This activity was developed during all the morning where students from primary and secondary school demonstrated their aptitudes and abilities in theatre and dance facts.

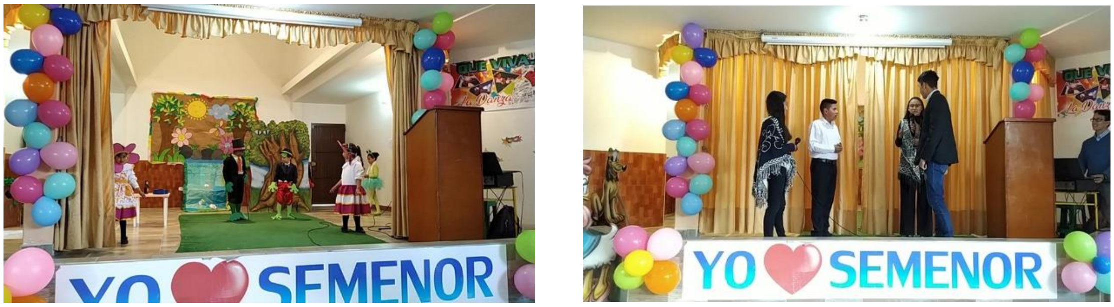


figure 17. Theatre and dance festival

The science fair: Science teachers from primary and secondary and students organized the science fair in which students demonstrated their creativity and ability in science experiments and the creation of products. Students explained each one of the experiment and talked about their projects in the creation of products. Moreover, students from other educative institutions, parents and teachers were invited to observe the experiments students did. These event took place on October third in the morning.

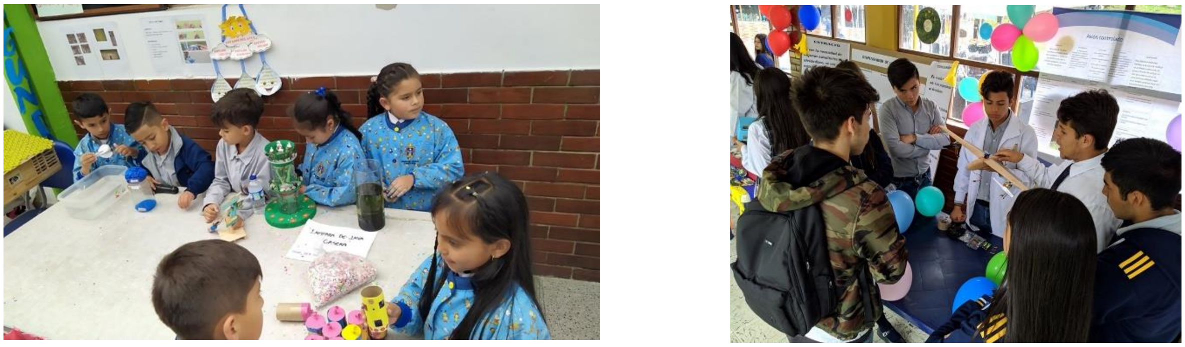


figure 18. The science fair

English song festival: During the cultural week, the educative institution integrated the english song festival on october the third. This event was organized by english teachers and pre-services one. The english teachers invited other schools from Pamplona in order to develop this event more open to the educative community. Different students from public and privated institutions participated with song performances. As an engish preservice teacher, I had to be involved in this event. That I why the presentation of the program was lead by me. The event took three hours.

It is important to highlight that these kind of events allow students to learn the language from another point of view. Through music students could be motivated to learn this language and for those students who participated, it was an opportunity for them to express their talent and profiency in english foreign language.

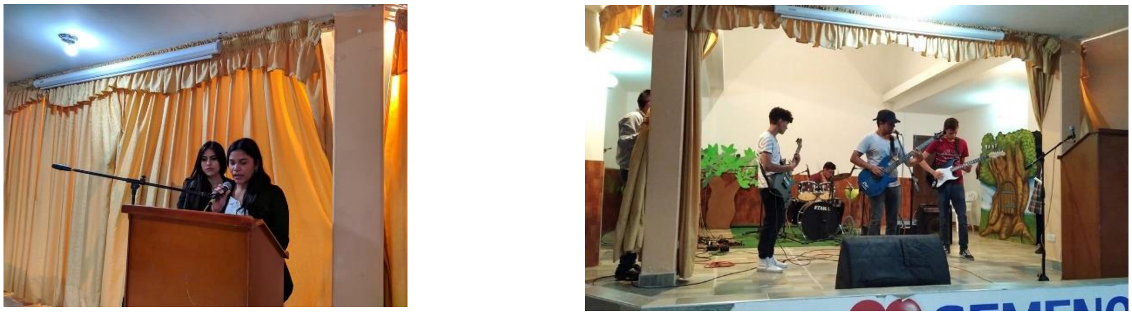


figure 19. English song festival

Olympic Tomasina games: The last day of the cultural week was about games that integrated students. There were different table games and athletic competitions. This activity was leader by all the institution teachers and it aimed to provide students the opportunity to have a different space to share with others. Moreover, students profited from a run color space organized by the sport teacher.

figure 20. Olympic *games*

Master Chef Junior: This activity was implemented in primary school students in which they had the opportunity to create edible products prepared by students and guides by teachers. The objective was to integrate students in cooking abilities. It was developed during the October the 4th in the morning.

PRIMERO
MASTERCHEF
PREESCOLAR

figure 21. Master Chef Junior

Sign language workshop

On November 23rd there was sign language workshop headed by a deafness person. He taught us about the national sign alphabet and some expressions and common words. This was an activity from the university, but 8th grade was invited because in this course there is a deafness girl. It really helped me to understand how to communicate with this population and how to integrate them in the class. It was effective this workshop for me because it is part of one of the challenges I have in my English class with eighth grade daily. Moreover, it is important to highlight that this is something important to take into account when teaching because of the diversity of students we can have in an English class.

Figure 22. Sign language workshop

Conclusions

The activities proposed by an institution are part of the dimensions of the human being because it integrates moral, values, art, culture, knowledge and so on. During this period of teaching process, the pre-service teacher was involved in extra-curricular activities proposed by the institution. In that way, the importance of celebrating and executing this kind of activities in a school is based on objectives proposed by the same. From this perspective, aspects such as how to organized a macro-event, to be involve in administrative events have been learnt by the pre-service teacher.

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Appendix

Appendix 1. Questionnaire

Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research

Ejecutora del Proyecto: Yelitza Santos

Esta encuesta tiene el objetivo de conocer aspectos generales del manejo de las nuevas tecnologías y su proceso en la habilidad de escritura y pronunciación de la lengua inglesa.

Por favor responda a las siguientes preguntas.

1. **¿Cuál es su opinión sobre el uso de las nuevas tecnologías para el aprendizaje de inglés lengua extranjera?**

____
____
____

2. **¿Tiene acceso usted a una cuenta de correo electrónico?**

Si ____ No ____

3. **¿Ha escuchado hablar de la plataforma StoryJumper?**

Si ____ No____

4. **¿Presenta usted dificultades en la producción escrita en el área de inglés?**

Si ____ No____

5. **¿Presenta usted dificultades en cuanto a la pronunciación de este mismo idioma?**

Si____ No_____

6. **¿Cuáles son las estrategias que utiliza para mejorar la escritura y la pronunciación en inglés?**

____
____
____

Gracias por su colaboración!

Appendix 2. Journals

<table>
<tr><th colspan="2">1ST JOURNAL: SAVING THE FOREST WORKSHOP
September 26th and 30th</th></tr>
<tr><th>Task</th><th>Researcher’s reflection</th></tr>
<tr><td>Introduction</td><td>Regarding the execution of the first workshop entitled “saving the forest”, researcher started the class by showing students an image in which there were two planets and then she asked students to tell her what they could see on the image in order to build hypothesis for the story to read. The questions that guided this introduction of the fable were; what is the story about? Who are the characters? And Where does the story take place? Students could answer those questions when they identified that the image was about earth and mars planets. They found that easy to answer because of the color of those two planets. Moreover, after having answered this questions, they could say who were the characters and the place where the story took place.</td></tr>
<tr><td rowspan="2">Reading</td><td>Pronunciation</td></tr>
<tr><td>In order to work on pronunciation, researcher provided students an example about the fable “the planets”. In this part of the workshop, researcher asked one student to be the narrator, another one to be earth and the last one mars. Once students finished the reading, it was asked to students to repeat the words that were found difficult for students to pronounce.
Those words were:
- Global warming
- Inhabitants
- Walk
- Earth
- You are dying
- You were right
- Lifeless
- Water rotted
After asking students to repeat the pronunciation of these words, they were contextualized through some examples.
- The global warming is damaging our environment.
- Earth’s inhabitants are human beings
- I walk my dog every day</td></tr>
</table>

	- You were right when you told me the planet was dying - If we pollute water, it will be rotted.
Reading comprehension	**Questioning**
	In order to make students to comprehend the development of the story, researcher implemented a reading comprehension part in which students had to answer to five questions. Four of them were about multiple choice and the last one was an open question. Students were able to solve the questions on less than 3 minutes, what followed researcher to identify students had a good comprehension about the fable given.
	Clarifying
	Regarding the new vocabulary, it was learnt through the use of flashcards. Researcher, started showing students some cards about the environment vocabulary and she asked them to say the word related to the picture. In some cases, students say the word in Spanish and then researcher demanded to say it in English. Most of the words were said correctly and others were invented. In this process, researcher pasted the flashcards and then, asked students randomly to write the English word in front of the image. Concerning the English vocabulary found on the fable, researcher asked students to highlight the new words. Then, she projected on slides the words students didn´t know. Regarding the expression "to sit around" was difficult to understand. That is why researcher gave an English example using the expression: "the Amazonia is burning and we are here, sit around". With this explanation, it was better to students to understand the expression.
Writing process	**Planning**
	In this section, researcher provided students a chart proposed by Dider (2009) in order to encourage students to write their fables. What was evidenced during this planning process was that students could develop better their ideas in order to write their fables. For some of the students, the chart allowed them to create the story easier because what they did was to organize their ideas to finally do their final writing productions. During this planning process, researcher gave students some important expressions about the fable such as how to start or finish their stories. Moreover, researcher guided the process students by students explained what they had to do and verifying they really had understood the instructions given.

	Drafting
	This part of the writing process was executed on September 30th. It took two hours. Students who had finished or had done their planning chart didn't have difficulties when writing their fables. On the contrary, it was observed that students who didn't do the process demonstrated difficulties when writing their short stories. Moreover, I noted that most of the students used dictionaries to search unknown vocabulary while the others just asked the teachers about the translation of some words. Something I found really interesting was that almost 5 students were looking for vocabulary and structures learnt in previous classes. It really caught my attention because they followed instructions given at the beginning of the activity. On the other hand, I highlight that some students wrote long fables and others really short ones. The creativity by some of them was really interesting and they were motivated when writing because teacher said that the best fable was going to receive some point for the final exam. It is important to say that thirteen students from 20 delivered the fables. The other seven students finished their fables at home but, the students' who wrote their short stories during the class were taking into account to analyze in this research project.
	Editing
	In this editing process, researcher delivered all the students productions and corrected them. Researcher noted that most of the mistakes done by students were focused on grammar and word order. Students confused past simple tenses with present simple ones. It was noticed because they were writing in past and then they started writing in present. Moreover, as they translated phrases from Spanish to English, they wrote the same word order in the foreign language without taking into account that in English the word order is different from the mother tongue.
	Final version
	After have delivered the fables corrected to students, the task was to write their fables on StoryJumper e-learning platform. As students had a vacation week, researcher asked students to write their fables and record their narrations on this web page.

2nd JOURNAL: THE CULTURE HERE ***October 21st***	
Task	**Researcher's reflection**
Opening	Regarding the execution of the second workshop entitled "the culture here", researcher started the class by showing students images in which there were typical aspects from USA culture. There was the golden bridge, las vegas, American football team and hamburgers. So researcher asked students to analyze them and finally she asked them what were the images about, so students could finally answer that it was about cultural facts. So that is how the unit 6th was introduced.
Introduction	In order to follow the steps proposed in the reading comprehension, teacher showed students an image that represented Ireland destination and trip. They were all about Ireland trips. Students analyzed it and then answered the questions proposed before. So, researcher asked in a general way to students and they answered. Some of them were confused with the flag presented because they thought it was about Italy and not to Ireland. It is important to mention that this image was related to a short lecture was presented through a postcard by the book "hit the road"
Reading	**Pronunciation**
	In order to work on pronunciation, researcher provided students an example about a postcard. In this part of the workshop, researcher asked one student to read until a period and then other student continued reading. While students were reading, researcher corrected the mistakes in pronunciation presented by students.
Reading comprehension	**Questioning**
	In order to make students to comprehend the development of the story, researcher implemented a reading comprehension part in which students had to answer to five questions. the activity was composed by different types of questions such as open questions, linking, multiple choice and true or false questions. Researcher explained what they had to do, but as the class was disorganized students didn't pay attention to her so that was the reason why students asked teacher repetitive times to explain again. Moreover, they didn´t know the meaning of some vocabulary used in the actitviy.

	Clarifying
	Regarding the new vocabulary, it was learnt through a game with word searches. Before doing the game, researcher asked students the vocabulary unknown. So, she say a word and asked them for the meaning, but they didn’t take notes and that was the reason why students didn´t know what to search on the word searcher. Researcher did two word searches and pasted them on the board. Then, she divided the group into two sub groups and they asked them to do be stand up in a line form. So, the first student searched a word teacher gave and when the student finished, he had to pass the marker to his partner and was going to look for the other word given. In this activity, researcher realized students were disorganized and she took the decision to ask them to sit down and do the activity from their chairs. But, it was not enough, the indiscipline continued and the supervisor had to make an intervention and end the activity.
Writing process	**Planning**
	In this section, researcher provided students a chart proposed by Dider (2009) and adapted with the structure of a fable (beginning, middle and finishing) in order to encourage students to write their fables. What was evidenced during this planning process was that students could develop better their ideas in order to write their fables. Researcher could identify that it was easier for them to make a general chart about what they were going to write to finally do the fable. This activity was done in groups where students have to demonstrate their cooperative job.
	Drafting
	In this part, students started to write their fable taking into account the planning chart. Researcher evidenced that for students is easier to plan what to write and then start writing because it helps them to have a sequence to do their final fables. Students took around 40 minutes to do this process, but it is important to mention that some of them didn’t finish the fables and didn’t deliver the writing productions while most of them finished it in class.
	Editing
	In this editing process, researcher delivered all the students productions and corrected them. Researcher noted that this time, students had less mistakes what let her think about the effectiveness of the cooperative work and the effectiveness of the chart proposed. Moreover, researcher could identify that the story was shorter than the last one they did individually.

	Final version
	After have delivered the fables corrected to students, the task was to write their fables on StoryJumper e-learning platform. Researchers asked students to write their fables and record their narrations on this web page during the weekend.

Appendix 3. Interview

Entrevista 1

Implementing StoryJumper as a digital strategy to improve writing skills in 9th grade students at Seminario Menor in Pamplona, Colombia: An action research

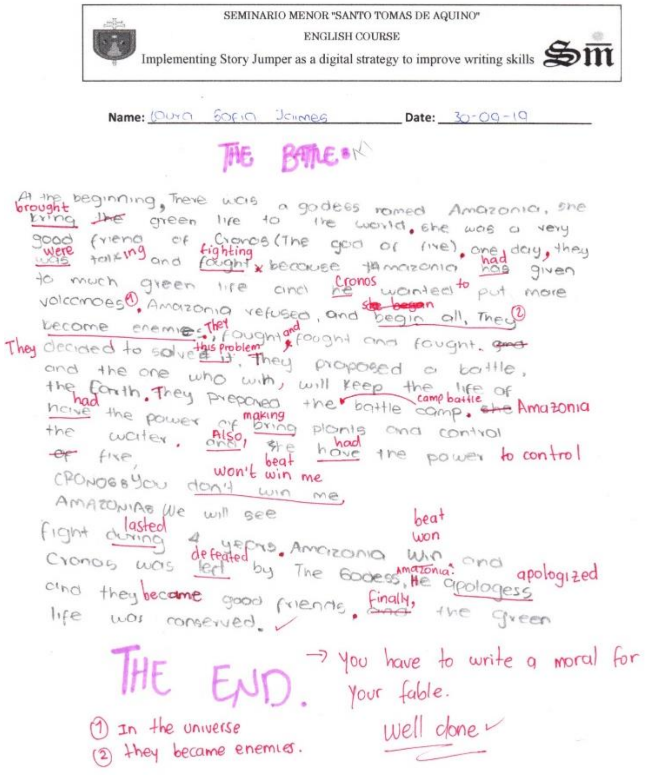
Objetivo: La siguiente entrevista tiene como objetivo conocer su percepción acerca del proceso realizado en el proyecto de escritura durante los tres talleres realizados en clase de inglés.

Por favor responda a las siguientes preguntas.

1. ¿Cuáles de las fábulas escritas le gustó más? (nombrarlas) ¿por qué?
2. ¿Cómo le ayudó la lectura de fábulas antes de escribirlas?
3. ¿qué piensa usted del ejercicio de planeación realizado antes de la redacción final?
4. ¿la escritura de fábulas le ayudó a mejorar la gramática? Si/no ¿por qué?
5. ¿Aplicó usted las correcciones y sugerencias dadas por la profesora en la escritura final de las fábulas?
6. ¿Cree usted que estas actividades le han ayudado a mejorar sus habilidades en la lengua? si/no ¿por qué? ¿de qué manera?
7. ¿la narración de las fábulas le ayudó a mejorar la pronunciación? Si/no ¿por qué?
8. ¿Cuál es su opinión acerca del uso de las nuevas tecnologías en el aula de clase?
9. ¿Qué piensa de la plataforma usada para la publicación de las fábulas?
10. ¿cuál es su opinión respecto a la posibilidad de narrar de manera oral las historias en la plataforma StoryJumper?

11. ¿cree que este tipo de proyectos deberían seguirse implementando? Si/no ¿por qué?
12. ¿la escritura de fábulas le ayudó a mejorar el vocabulario? Si/no ¿por qué?
13. ¿qué piensa respecto a la escritura de fábulas en inglés?
14. ¿Si tuviera la oportunidad de seguir escribiendo fábulas en la clase de inglés lo haría? Si/no ¿por qué?
15. ¿para usted cuál fue la mejor manera de realizar las fábulas, de manera grupal o individual?
16. ¿qué aspectos positivos destaca usted de su proceso de escritura en cuanto a las fábulas en inglés?
17. ¿considera usted que la actividad implementada contribuye a la realización de otras habilidades que no hacen parte a la materia de inglés?

Appendix 4. Participants' writing productions



SEMINARIO MENOR "SANTO TOMAS DE AQUINO"
ENGLISH COURSE
Implementing Story Jumper as a digital strategy to improve writing skills

Name: Laura Sofia Jaimes **Date:** 30-09-19

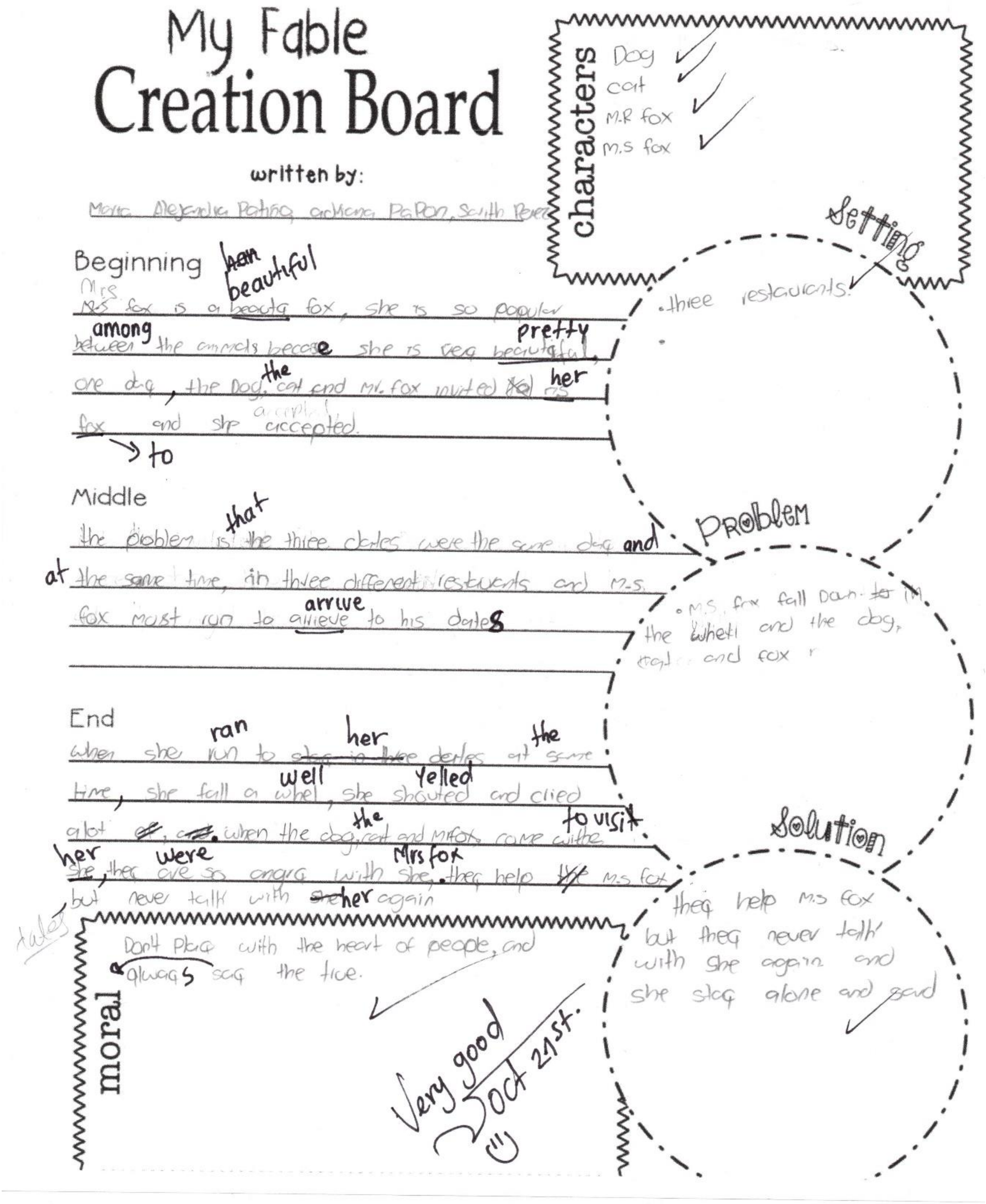
THE BATTLE

At the beginning, There was a godess named Amazonia, she
brought bring ~~the~~ green life to the world. she was a very
good friend of Cronos (The god of fire). one day, they
were was talking and fighting fought x because ~~th~~ Amazonia had has given
to much green life and Cronos he wanted to put more
volcanoes ①. Amazonia refused, and ~~she began~~ began begin all, They ②
become enemies: They, fought and fought and fought. ~~and~~
They decided to solve this problem it. They proposed a battle,
and the one who win, will keep the life of
the Earth. They prepared the camp battle battle camp. ~~she~~ Amazonia
had have the power of making bring plants and control
the water. Also, and, she had have the power to control
~~of~~ fire,
CRONOS: You won't win me beat don't win me,
AMAZONIA: We will see
fight lasted during 4 years. Amazonia beat won win and
Cronos was defeated left by The Godess, Amazonia: He apologized apologess
and they became good friends. Finally, ~~and~~ the green
life was conserved. ✓

THE END. → You have to write a moral for your fable.

① In the universe
② they became enemies.

Well done ✓



My Fable
Creation Board

written by:

Maria Alejandra Patiño, adriana PaPon, Sa.ith Perez

characters

Dog ✓
cat ✓
M.R fox ✓
M.S fox ✓

Setting

• three restaurants.

Beginning ~~hea~~ beautiful

Mrs
M.S fox is a beauta fox, she is so popular
among
between the animals becase she is veq beautiful, pretty
the
one day, the Dog, cat and Mr. fox invited ~~her~~ ms her
accepted
fox and she accepted.
→ to

Middle

that
the problem is ~~the~~ three dates were the same day and
at the same time, in three different restuents and M.S.
arrive
fox must run to allieve to his dates

Problem

• M.S. fox fall Dan. ~~to~~ in
the whetl and the dog,
cat and fox

End

ran her the
when she run to ~~she in thee~~ derles at same
well Yelled
time, she fall a whel, she shouted and clied
the to visit
alot ~~of~~, ~~cat~~. when the dog, cat and MrFox come withe
her were Mrs fox
she, theq are so angra with she. theq help ~~the~~ m.s fox
but never talk with ~~she~~ her again

talk

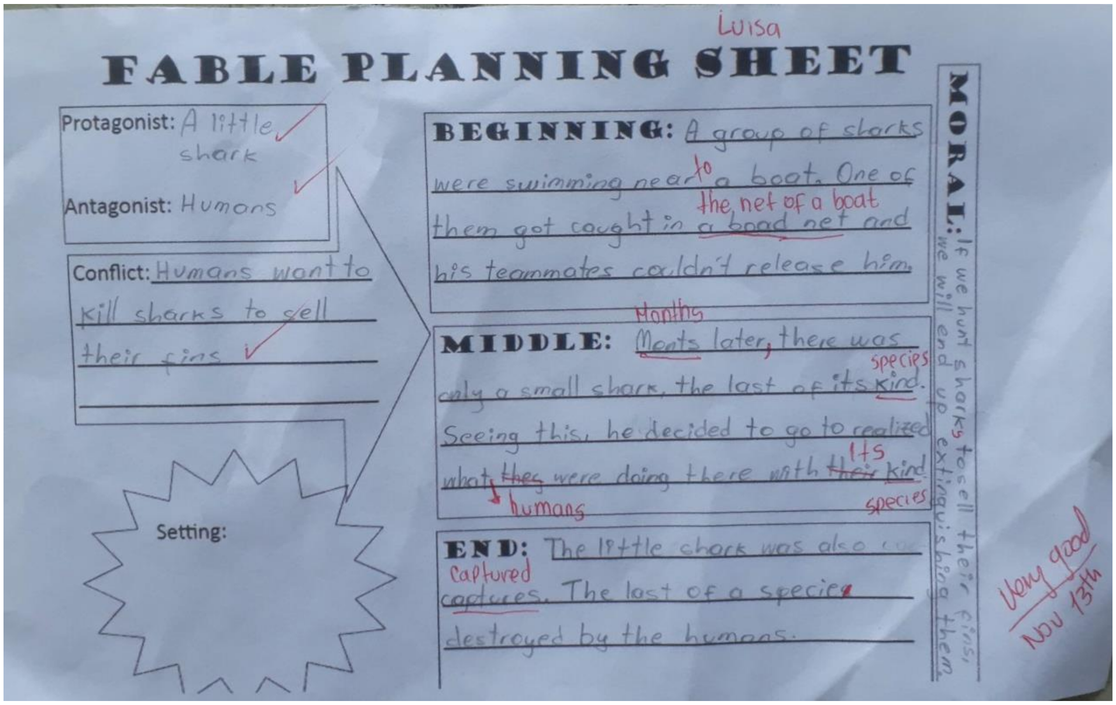
moral

Don't Plaq with the heart of people, and
always saq the tice.
✓

Solution

theq help m.s fox
but theq never talk
with she again and
she staq alone and sad
✓

Very good
Oct 21st.
☺



Luisa

FABLE PLANNING SHEET

Protagonist: A little shark ✓

Antagonist: Humans ✓

Conflict: Humans want to kill sharks to sell their fins ✓

Setting:

BEGINNING: A group of sharks were swimming near to a boat. One of them got caught in the net of a boat a boad net and his teammates couldn't release him.

Months

MIDDLE: Monts later, there was only a small shark, the last of its species kind. Seeing this, he decided to go to realized what ~~they~~ humans were doing there with ~~their~~ its kind species

END: The little shark was also ca captured captures. The last of a species destroyed by the humans.

MORAL: If we hunt sharks to sell their fins, we will end up extinguishing them.

Very good
Nov 13th

Appendix 5. Journal analysis

JOURNAL ANALYSIS					
GENERAL CATEGORY	**SUB-CATEGORY**	**THEORETICAL DESCRIPTION**	**2ND JOURNAL**	**3RD JOURNAL**	**4TH JOURNAL**
Literacy	*Reading-writing*	Genlott and Grönlund (2013) states “Reading and writing are culturally defined social activities. There are always underlying purposes and relations, texts are not neutral.	"Some students saw the example of the fable given by the teacher in order to write their own fables" "Students followed the structure of the fable's example" "For some of the students, the chart allowed them to create the story easier because what they did was to organize their ideas to finally do their final writing productions"	"It was found that students were reading the example given in order to write their own fables" "The example provided helped students to organized their fables' structure"	"As it was a real situation, students showed motivated in their fables. They wrote fantastic and original stories about the sharks' fins". "Some students wrote a similar story as the proposed in the video"

Written production	*Description and narration*	Hayes (2011) states that narration of digital stories allows foreign languages students to express their opinions. In accordance, Bruner (1991) highlights narrative is the fundamental operation to the sense’s construction that mind’s has and consequently for the construction of possible worlds. Normann (2011) defines the Digital Storytelling such as a short story where users can record their voices in order to narrate their own written production. “Digital story is basically any combination of a spoken narrative, a number of visuals, perhaps a soundtrack and new technologies to edit and share the story”	"Students who did the drafting process didn't present difficulties when writing their short stories"	"The planning is a good tool for students to organize their ideas about what to write" "The writting process was easy for students because they had already wrote about aspects and facts in the story" "The description of the stories was really good. As they did the process in groups, this time was wasy for them to join ideas to the final product"	"Participants wrote their fables after having done the planning process. It is noted that it reaaly helps them to organize their conceptions about the story to write"

	Communicative approach and accuaracy	*Morphosyntax /grammar*	"While writting, a few of students saw their notes and the student book in order to follow grammar structures" "Most of the students asked the teachers basic grammar structures" "Researcher noted that most of the mistakes done by students were focused on grammar and word order. Students confused past simple tenses with present simple ones. It was noticed	"Students used their notebooks and dictionaries to search basic grammar topics and verb conjugation" "When studying were writting their fables and they didn't know the structure of a sentence, they asked to the teachers how the phrase was"	"In the editing process, it was found that students didn't sed the translater. As it was an exercise to do at home, students had the same mistakes they had had in their previous writting exercises"
		Pronunciation	"Students have difficulties when pronouncing the end of the words. In the reading exercise, I asked some students to read the lecture and mistakes in pronunciation were ound such as *moon, earth, was"*	"While students were reading, researcher corrected inmediately the mistakes in pronunciation presented by students ". "Regarding the process of the oral narration in StoryJumper, some of the participants improved their pronunciation while other	
		Vocabulary	"I noted that most of the students used dictionaries to search unknown vocabulary" "Some students just asked the teachers about the translation of some words" "Almost 5 students were looking for vocabulary and structures learnt in previous	"Most of the students didn´t use the vocabulary proposed in the activity of the word search"	"Participants were free to use the vocabulary. However they used some expressions teacher taught in previous classes"
Use of new technologies			"Participants from this project created their final version on StoryJumper platfor. Some of them used all the tools the web page offers. They included images, backgrounds, dialogues and oral narration"	"Participants wrote their fables as a short book using StoryJumper platform. They used all the tools the platform has". "As the book had to be done in groups. The participants did the narration each one using the platform"	
Motivation			"Students were motivated when writing because teacher said that the best fable was going to receive a point for the final exam" "Students were contrasting their fables in order to know what was better"	"Students were motivated doing this exercise because they were writting the fables in groups. Something important to highlight here is that students were disorganized and when they started to work in groups, they low their voices and started working"	"As it was a real situation, students showed motivated in their fables. They wrote fantastic and original stories about the sharks' fins".

Appendix 6. Written production Analysis

GENERAL CATEGORY	SUB-CATEGORY	THEORETICAL DESCRIPTION	PARTICIPANT 1 PAULA	PARTICIPANT 2 KARLA	PARTICIPANT 3 LUISA	PARTICIPANT 4 MARIA JOSÉ	PARTICIPANT 5 MARIA CAMILA
Written production	***Description and narration***	Hayes (2011) states that narration of digital stories allows foreign languages students to express their opinions. In accordance, Bruner (1991) highlights narrative is the fundamental operation to the sense's construction that mind's has and consequently for the construction of possible worlds	**PRODUCTION 1** The student followed the instructions given to write the fable. The fable was understandable and based on the aspects proposed. Moreover, the student can describe through a series of events, different facts in a fable. **PRODUCTION 2** The student wrote her fable following the instructions given. She involved different characters to follow the description of the events in the story. Moreover, students mentioned iconic places from american culture that was one of the ideas of the written process. **PRODUCTION 3** Student could write a fable following the situation proposed. She described the problem lived by sharks through a fable.	**PRODUCTION 1** The student followed the instructions given to write the fable. The story has a sequence of events that are presented through the task stablished in the workshop. **PRODUCTION 2** The student respect and followed the instructions proposed in the written exercise. The fable has a good description of events where the characters are involved. **PRODUCTION 3** The student followed the example proposed in the video. She wrote a similar story, but with a different sense. She used different characters and settings to describe the fable.	**PRODUCTION 1** The student wrote a fable following the instructions given but she didn't write about the amazon, but the nature in general. The student can describe events presented in the fable. She perfectly described what happened in the story. **PRODUCTION 2** The student wrote her fable following the instructions given. She involved different characters to follow the description of the events in the story. Moreover, students mentioned iconic places from american culture that was one of the ideas of the written process. **PRODUCTION 3** The student followed the instructions given by the teacher in rfer to write a story about the sharks' situation.	**PRODUCTION 1** The student followed the instructions given to write the fable. She wrote about the amazon problem through the animal complaints. Also, the fable is well structured. It describes the situation lived by monkeys. There is a sequence of events and those are evidenced when reading it. **PRODUCTION 2** The student respect and followed the instructions proposed in the written exercise. The fable has a good description of events where the characters are involved. **PRODUCTION 3** The student wrote the fable narrating different facts lived by characters	**PRODUCTION 1** The student wrote about the animals' situation, but didn't focus on the amazon situation that was the task demanded. The student describes the story in short terms. She didn't talk about the events deeply. **PRODUCTION 2** The student wrote her fable following the instructions given. She involved different characters to follow the description of the events in the story. Moreover, students mentioned iconic places from american culture that was one of the ideas of the written process. **PRODUCTION 3**

	Communicative approach and accuaracy	*Morphosyntax /grammar*	**PRODUCTION 1** The student evidenced the right use of simple structures in the language, but presented difficulties when using prepositions such as "to". **Example:"she wanted help many animals".** The right form here is "she wanted to help many animals" **PRODUCTION 2** This time, the student shows a better use of grammar topics because the story was written in simple present. Neertheless, it was evidenced some mistakes when adding "s" to the verbs in third person. **Example "He get lose"** In the phrase is evidenced that the student doesn't apply the simple present rule and the word "lose" is misused. "**He gets lost"** **PRODUCTION 3** In this final written exercise, student had difficulties in the use of personal	**PRODUCTION 1** The student describes the story using past simple sentences, but she has problem in the English structure such as genre. The student present a female character and then, she starts talking in first or using male pronouns. **Example: "Maria was shocked. I thought all the happpiness I could have taking care of the kingdom".** So, intead of using I, the correct form is "**she"** **PRODUCTION 2** The student has difficulties in english word order. Some phrases are translated and wrote as in spanish as well as the writing of some words. **Example: "To spend a Chistmas happy".** Therefore, the correct writing and word order will be "**A happy christmas"** **PRODUCTION 3** This time, the student had the same mistakes in the first written	**PRODUCTION 1** The student implements the basic grammar topics studied before. Some mistakes about past simple and vocabulary in the story. **Example:" The monkeys start to create tramps".** As the story was written in past the correct form is "The monkeys started to create traps" **PRODUCTION 2** The student shows a better use of grammar topics because the story was written in simple present. Neertheless, it was evidenced some mistakes when adding "s" to the verbs in third person. **Example "He start to save money".** The right use of present simple in the phrase is "**starts".**	**PRODUCTION 1** The student implemented topics studied before, but she didn't do the first process of the drafting and editing process and that is why there are some mistakes such as the use of the indefinite articles. **Example: "They reached a agreement".** The right use of the indefinite article is AN. **PRODUCTION 2** There is a confussion when conjugating verbs according to the nouns. The student starts talking about an animal and then, they conjugate the verbs in third pluarl person. **Example. "The three of them were lonely".** Here we can find the missused of the ordinal number "three" and the conjugation of the ver to be in pas for "it". **"The third of them was lonely"** **PRODUCTION 3**	**PRODUCTION 1** The student implemented grammar topics studied, but she has difficulties to follow the sequence of the story in past time more specifically in the use of verbs in past. **Example**: "**Once upon a time… Yoggy plan to".** In this case, the phrase is "...Yoggy planned to..." **PRODUCTION 2** There are some mistakes when using the preposition **"to"** to specify the action to do. **Example "He wants ___ go to New York".** In this terms, the verb "want" is always with the preposition to in order to emphasize the action proposed by the other verb. It means that when we use want with another verb the strucutes is sub+want+to+infinitive **PRODUCTION 3**
		Pronunciation	**PRODUCTION 1** The student has a good pronunciation and she can read her story in a fluently way. Some mistakes such as the strong in the pronunciation of the words **"Damage"** and **"control"** **PRODUCTION 2** The student has a good pronunciation and soesn't present mistakes when reading. This time, it was fluently too and a good narration.	**PRODUCTION 1** The student presents difficulties when pronuncing the past simple of regular verbs and when doing pauses in punctuation. **"Was"** and **"lived".** It was evidenced that the pronunciation is equls as the verbs are written. **PRODUCTION 2** The student continues demonstrating the same difficulties she had in the first exercise. The most common mistakes here are the pronunciation of the end of the words and when she reads she change the word for another one. **Example "decided"** is pronounces as it is written. "**Celebrate"** is change for the noun celebration.	**PRODUCTION 1** The student has some difficulties when pronouncing some verbs in past, but she can read fluently. **PRODUCTION 2** The student has difficulties when pronouncing some words. One of the most comment word is **"live"** that in this case is pronounced like **"life".** Another mistake is the emphasis on the **"s"**	**PRODUCTION 1** The student has difficulties with the pronunciation of the final words, plural nouns and past verbs. For example the end of the word **"Good"** the final "s" of the word **"intentions"** and the past simple pf the regular verb **"arrived"** **PRODUCTION 2** The student showed the same difficulties when narrating her story. There is not the strenght in the pronunciation of the end of words. **Examples "decided"** is pronounced as it is wrote. "**letter"** she didn't pronounce the final sound of "r".	**PRODUCTION 1** The student has a good pronunciation in the language. She can read her story fluently and taking into account the pauses regarding the punctuation. However, she has difficulties when pronouncing irrugular verbs such as **"started" "worked"** **PRODUCTION 2** The student presents some mistakes when pronouncing words such as **"could",** the student reads the words as it is written. Moreover, she omits words are written in the text and she gets confused with the sound **"H". "hour" is pronounce "jour" "hotel"**
		Vocabulary	The student included the vocabulary studied during previous lessons. Moreover, the linking words taught were used in the text to connect the ideas. **Examples "at the beginning", "because of", "in order to"** **PRODUCTION 2** The student implemented some of the words proposed before doing the written exercise. "**one hour later", "the next year"**	**PRODUCTION 1** The student used the vocabulary proposed in the unit. Moreover, she didn't connect the ideas using sequences linking words, she divided the story through chapters. Examples **"a long time ago", "take care of", "deforestation"** **PRODUCTION 2** Student didn't use the words of the vocabulary and conjunctions explained before doing the fable. The word she used were from her own vocabulary.	The student uses vocabulary presented in the unit worked in previous classes. The student implements expressions taught to connect the ideas of her story. Example **"forest", "trash", "destroying", "waste"** **PRODUCTION 2** The student implemented some of the words proposed before doing the written exercise**. "one hour later", "the next year"**	**PRODUCTION 1** The student uses the vocabulary studied during the previous lessons. Moreover, she used some expressions proposed to connect the ideas of the story. Example "**A long time ago", "land"** **PRODUCTION 2** The student just used a word proposed in the vocabulary used in her fable. As the structure of the fable was divided into three parts, she didn't connect the story with a linking word to express the sequence of the fable. Nevertheless, she used the linking word **"Finally, they**	**PRODUCTION 1** The student uses words studied in the vocabulary proposed in the workshop and learnt in the unit. Example "**at the beginning", "some days later" "nature"** **PRODUCTION 2** The student implemented some of the words proposed before doing the written exercise. **"one hour later", "the next year"**
Use of new technologies			**PRODUCTION 1** The student used and implemented the tools proposed by the platform such as images, the voice recorder and the structure of the book. **PRODUCTION 2** The student makes use of all the tools proposed by StoryJumper platform. Images, the voice recorder and sequences of scenes	**PRODUCTION 1** The student wrote the final product of her story on StoryJumper platform. She implemented, images, voice recorders, styles and tools the web page has in order to represent her fable. **PRODUCTION 2** The use of the platform is well executed. This time, she changed	**PRODUCTION 1** The use of the platform was evidenced because she implemented tools the platform offers. **PRODUCTION 2** The student makes use of all the tools proposed by StoryJumper platform. Images, the voice recorder and sequences of scenes are projected	**PRODUCTION 1** The student represented through the platform the story she wrote. She used and implemented the tools it offers. The voice recorder and images were taking into account. **PRODUCTION 2** The student used the tools offered by the platform. Tere is a good	**PRODUCTION 1** The student uses the StoryJumper platform to represent the events occurred in her story. She implements the tools proposed in the platform. **PRODUCTION 2** The student makes use of all the tools proposed by StoryJumper platform. Images, the voice recorder and

Appendix 7. Interview Analysis

INTERVIEW ANALYSIS							
GENERAL CATEGORY	**SUB-CATEGORY**	**THEORETICAL DESCRIPTION**	**PARTICIPANT 1 PAULA**	**PARTICIPANT 2 KARLA**	**PARTICIPANT 3 LUISA**	**PARTICIPANT 4 MARIA JOSÉ**	**PARTICIPANT 5 MARIA CAMILA**
Literacy	*Reading-writing*	Genlott and Grönlund (2013) states "Reading and writing are culturally defined social activities. There are always underlying purposes and relations, texts are not neutral.	"con el ejemplo que nos dio la profesora nos sirvió para guiarnos e ir estructurando la fábula y nos ayudó a que nos quedara de una mejor forma y bien ecrita"		"Las lecturas nos daban la idea de como escribir las fábulas y las palabras que podíamos usar"	"Si, más que todo fue una guía porque sabía ehhh pord done empezar, por donde finalizar ehh, cual era el nudo, bueo si, como desarrolar bien la fábula"	"Los ejemplos fueron una guía para escribir las fábulas"

Communicative approach and accuaracy	*Morphosyntax /grammar*		La escritura de fábulas ayudó a mejorar la grmática "si porque de ahí aprendimos verbos nuevos o nuevas estructuras para formar oraciones y ya ehh como fue el caso formar una fábula que pues nunca lo habíamos hecho". "Los errores que la profesora nos dijo que estaban mal los utilicé de una buena manera al final de la fábula" "Me ha ayudado a mejorar las habilidades en la lengua porque es una manera más fácil de ir	"Las correcciones que la profe nos hacía las hice con ella me dijo"	"Si porque aprendemos algo nuevo y con las correcciones sabemos como se hacen bien las estructura de la lengua"	"pues si porque en unas partes me ayudaba a aclarar unas dudas que tenía" "las correcciones dadas por la profesora las apliqué pues para que quedara mejor" "Las fábulas me han ayudado en la forma de construir las oraciones, de lograr tener una idea más clara de la estructura"	"si porque, porque aprendemos nuevas estructuras gramaticales" "Las sugerencias de la profe las apliqué corrigiendo las fábulas y los errores cometidos"
	Pronunciation		"La narración de las fábulas me ayudó a mejorar para tener una buena pronunciación o cada palabra tenía una pronunciación y eso nos ayudaba a tener una mejor pronunciación al final de la historia"	"La escritura de fábulas nos ayudó a pronunciar esto ehh palabra que no sabíamos" "Si, la narración de fábulas me ayudó bastante en la pronunciación porque habían paabras que no sabía y ella nos dijo como pronunciarlas"	"si porque era necesario tener una buena pronunciación para que se pudieran entender mejor las cosas"	"Mas o menos porque más que todo me ayudo en la forma de escribir"	"Si porque, habían palabras que no conocía y tuve que buscarlas para saber coo se pronunciaban"
	Vocabulary		"La escritura de fábulas me ayudó a adquirir nuevo vocabulario porque ehh en la creación de las fábulas iban saliendo nuevas palabras pues que nosotros nunca habíamos visto y nos ayuda a ir creando nuestro propio diccionario con esas palabras aprendidas"	"La escritura de fábulas me ayudó a adquirir vocabulario porque esto, esto yo las palabras en inglés no las sabía escribir y osea, no tenpia tanto vocabulario y si definitivamente me ayudó muchísmo a aprender nuevas palabas"	"La escritura de fábula me ayudó en la gramática porque teníamos que usar diferente vocabuario, no como el que siempre usamos en las clases" "Si porque usamos palabras diferentes a la que siempre se usa en clase".	"Si, me ayudo a aprender vocabulario porque al construirlas oraciones, entonces tenía que buscar el vocabulario, nuevas palabras que no conocía antes"	"Las fábulas me han ayudado a aprender más palbras en inglés" "La escritura de fábula me ayudo a aprender vocabulario"
Use of new technologies			"El uso de las nuevas tecnologías fue bueno pues ya que nostros nunca habíamos realizado actividades esto en Storyjumper o hacer fábulas…" "StoryJumper fue buena porque ahí mismo nosotros podemos corregir y ver el resultado final de como nos quedó o si queremos añadir otras cosas o lo de la voz si nos quedó mal la podemos arreglar, pues es muy buena la aplicación"	"el uso de las nuevas tecnologías me parece muy buena, pues con este trabajo es algo innovador para pues para que nosotros aprendamos más de diversas plataformas que hay en internet y pues para lo de la pronunciación también es muy bueno" "Storyjumper es muy fácil de utilizar y pues ella nos dijo, ella nos dijo por medio de una diapositivas como y utilizarla y emm es muy fácil y buena la verdad, es algo diferente e innovador para nosotros distraernos y las herramientas que nos daba la plataforma"	"a mi me parece que es muy bueno utilizarlas ya que amplia nuetsros conociminetos en cuanto a las plataformas" "La plataforma es muy buena a diferencia de otras que habíamos usado antes en el colegio, es muy fácil de usar y muy sencillo"	"Pues me parece una forma diferente"	"el uso de estas plataformas es bueno porque ya que nos ayuda a utilizar mejor la tecnología" "La plataforma es muy fpacil de usar y muy útil"
Motivation			"La fábula de la Amazonía pues porque nos dio a entender que fue lo que sucedió y que fue lo que provocó ese incendio que hizo dañar esto una gran parte del pulmón de la tierra" "con el uso de la plataforma, la clase se hizo más didáctica" "Fue una nueva forma de nosotros como narrar nuestras propias historias sin estar siempre pegados	"La fábula que más me gustó a mí fue la de los animalitos perdidos en la ciudad porque nos inspiramos mucho con una compañera mía y nos interpretamos en cada uno de esos animales y pues le pasamos bastante creatividad al tema"	"La fábula de la amazonía me gustó más porque trata sobre un tema que, quee afecta a todo el mundo porque la Amazonía es un pulmón del planeta tierra". "Este tipo de proyectos debería seguirse implementando porque es salir de lo común, es salir de las tareas escritas" "Me gustaron los temas tratados"	"La fábula de Amazonía porque no motiva a cuidar más el planeta, a saber cuales son las concecuencias y lo que sufren los animales y pues coo nuestro entorno como tal" "La plataforma motivaba más porque uno a veces se aburre de lo mismo de, del mismo proceso de todo lo que uno ya repite y repite entonces ya es una nueva forma de como de	"La de la amazonía porque nos enseñó a cuidar los bosques"

Written production	*Description and narration*		La planeación antes de hacer la fábula "Ehh fue bueno ese proceso porque ahí nos corregía las cosas que estaban mal para que ya al final la fábula quedara bien estructurada y nos quedara bien" "Me gustó escribir fábulas en inglés porque es una forma divertida de explorar el inglés, una nueva forma en la que nosotros mimos podemos crear nuetsras propias historias a nuestro gusto" "Lo bueno de aprender fábulas en inglés fue que aprendimos cosas nuevas y nos informamos más sobre las cosas que estaban aconteciendo y las narramos en nuestra propias historia"	"El proceso de planeación me ayudó para la creación d emi fábula porque ehh algunas palabras no las tenía clara y la profesora nos ayudó y fue bueo además porque nos dio ideas y nos puso creatividad" "La narración de las historias es muy buena, osea ahí aparece el micrófono y es muy buena. osea yo la utilicé muy fácil"	"El esquema es bueno porque es como una guía más para poder hacer más fácil el proceso de la creación de la fábula" "Me parece muy bueno la narración de las historias porque no todas las plataformas lo permiten y nos da como una manera diferente de poder mostrar los trabajos"	"El ejercicio me pareció que pues ayudaba mucho que era, bueno fue un buen trabajo, un abuena forma para saber ehh por donde empzar, por donde si, organizar ideas" "La narración es una buena herramienta para hacer más fa´cil y completo el trabajo. Para tener una conlcuión más fácil, para simplemente dsarrollarlo de una mejor manera". "Escribir fábulas en inglés es una forma divertida"	"Nos sirven de mucho para poder realizar la fábula porque nos da ideas" "Es más practico para poder desarrolar nuestro lenguaje" "Los temas eran muy cheveres y los manejabamos bien "

Appendix 8. Narrative

Yelitza Santos
Mentor: Mayeini García

Mi segunda semana de práctica integral fue entre el lunes 23 y 27 de septiembre. En esta semana, diferentes aspectos fueron observados durante la ejecución de las clases como lo son aspectos de disciplina, académicos y en cuanto a la ejecución del proyecto en ejecución.

Primeramente, quiero resaltar que los estudiantes de noveno grado con los cuáles estoy ejecutando mi proyecto de grado, son personas muy competitivas y en ciertas ocasiones esto conlleva a que tengan conflictos entre sí. Además, se me ha sido muy difícil intervenir en situaciones conflictivas entre ellos por lo que mi supervisor ha optado por manejar y controlar la disciplina apuntándolos en la carpeta; lo que ha generado enfrentamientos verbales entre estudiantes y el docente.

La misma situación se presenta con los estudiantes de octavo grado, con quienes ha sido difícil lograr que todos trabajen al mismo ritmo pues, me he dado cuenta que no realizan los trabajos asignados. Cabe resaltar, el aporte del supervisor quien ha manifestado un mejor trabajo y compromiso por parte de algunos estudiantes.

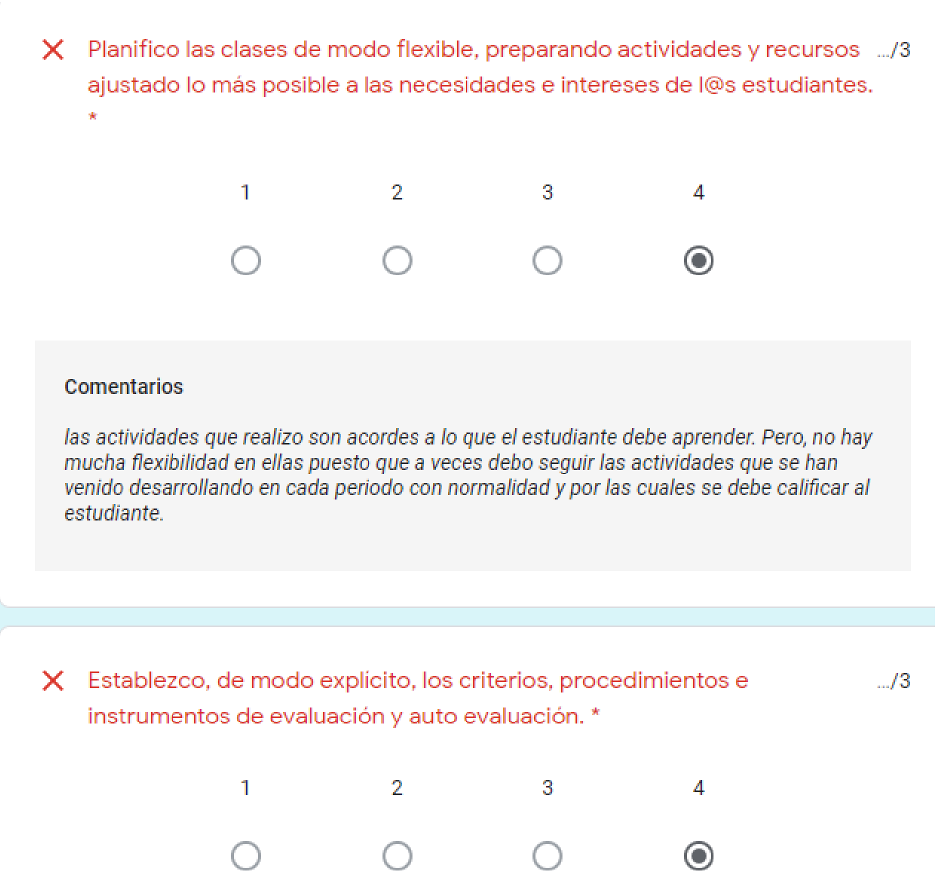
Por otra parte, en cuanto a la planeación y ejecución me he dado cuenta que los temas que se plantean para una semana de clase, se prolongan para clases futuras. Igualmente, se me ha hecho muy difícil dinamizar los temas que se proponen en el libro que trabaja la institución. Sin embargo, traté de realizar actividades que tomaron más de una clase y que nos retrasó un poco en lo planeado junto con mi supervisor.

La semana del 30 de septiembre al 4 de octubre se tiene programada la semana cultural, lo que me llevó a agilizar la planeación para la implementación del primer taller de escritura a partir de una fábula dos días antes de su ejecución. En cuanto a la planeación de la primera actividad del proyecto, se me dificultó un poco hacer las modificaciones pertinentes especificadas por la mentora del mismo.

Esta semana tuve una muy bonita experiencia donde se me permitió trabajar con un niño con síndrome de asperger. Estoy aprendiendo a incluir esta población con necesidades educativas especiales a mis clases. Aunque nunca me había enfrentado a este tipo de situaciones, mi supervisor ha sido fundamental en este aspecto porque me ha recomendado como intervenir desde su experiencia como profesional.

En esta segunda semana se perdieron dos clases concernientes a los días jueves y viernes lo que retrasó el proceso evaluativo en el curso de octavo. Sin embargo, se lograron cumplir los objetivos propuestos para cada una de las clases. Durante esta semana logré la atención de estudiantes que no hacían nada durante las clases de inglés, pues se vieron motivados y participaron en las actividades que propuse realizar.

Appendix 9. Auto-reflection



✕ Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. * .../3

1	2	3	4
○	○	○	●

Comentarios

las actividades que realizo son acordes a lo que el estudiante debe aprender. Pero, no hay mucha flexibilidad en ellas puesto que a veces debo seguir las actividades que se han venido desarrollando en cada periodo con normalidad y por las cuales se debe calificar al estudiante.

✕ Establezco, de modo explicito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. * .../3

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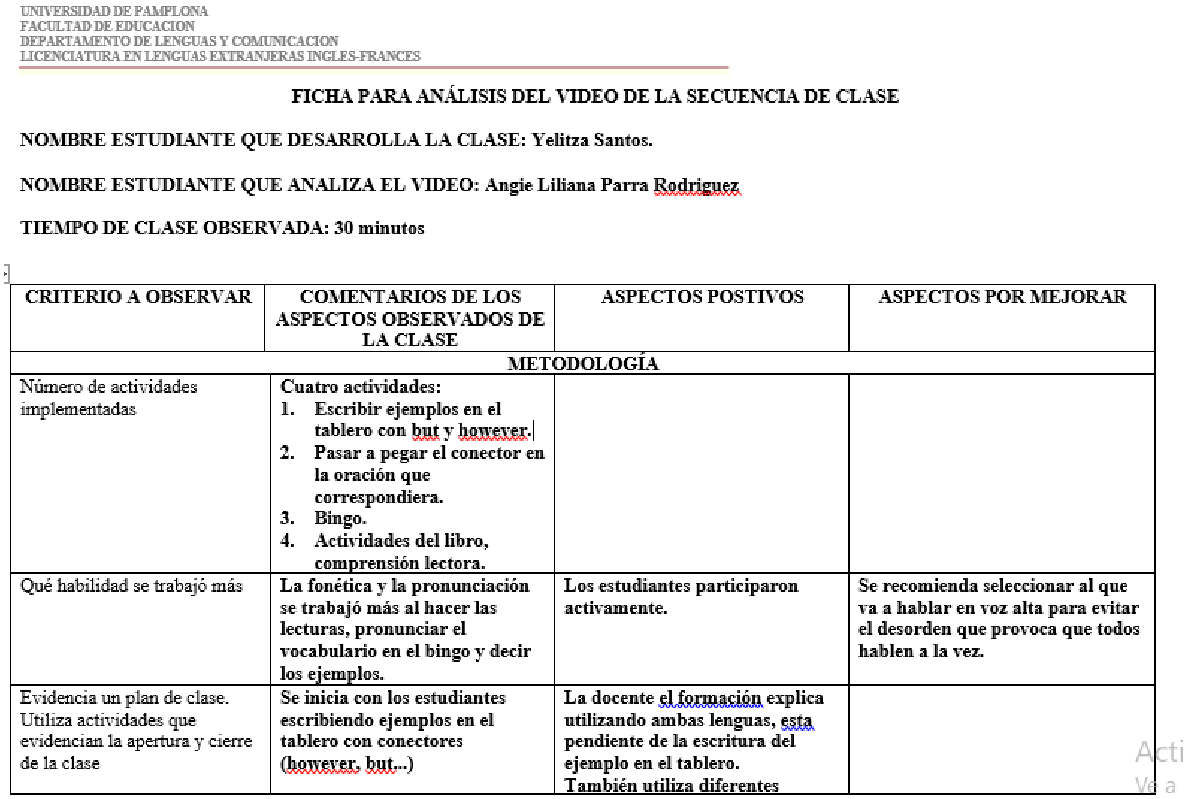
○	○	○	●

Appendix 10. Class recording analysis



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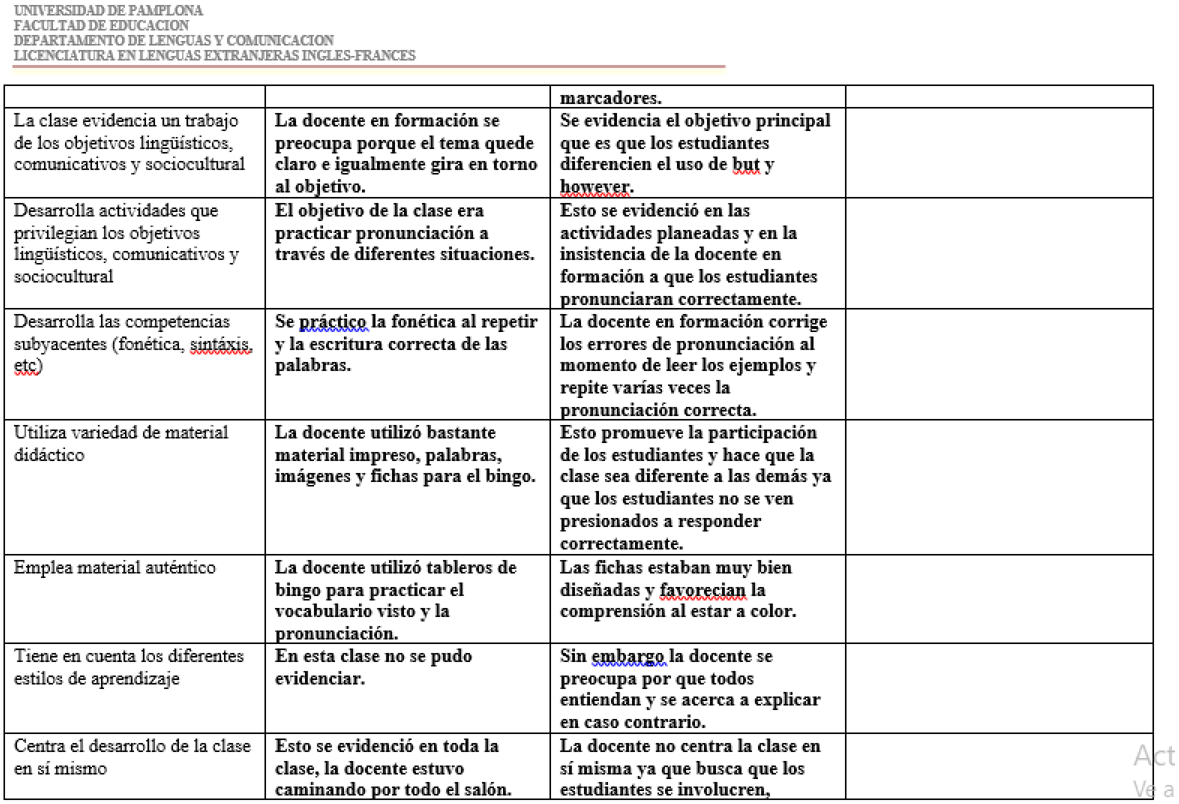
FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Yelitza Santos.

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Angie Liliana Parra Rodriguez

TIEMPO DE CLASE OBSERVADA: 30 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSTIVOS	ASPECTOS POR MEJORAR
	METODOLOGÍA		
Número de actividades implementadas	**Cuatro actividades:** **1. Escribir ejemplos en el tablero con but y however.** **2. Pasar a pegar el conector en la oración que correspondiera.** **3. Bingo.** **4. Actividades del libro, comprensión lectora.**		
Qué habilidad se trabajó más	**La fonética y la pronunciación se trabajó más al hacer las lecturas, pronunciar el vocabulario en el bingo y decir los ejemplos.**	**Los estudiantes participaron activamente.**	**Se recomienda seleccionar al que va a hablar en voz alta para evitar el desorden que provoca que todos hablen a la vez.**
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	**Se inicia con los estudiantes escribiendo ejemplos en el tablero con conectores (however, but...)**	**La docente el formación explica utilizando ambas lenguas, esta pendiente de la escritura del ejemplo en el tablero. También utiliza diferentes**	



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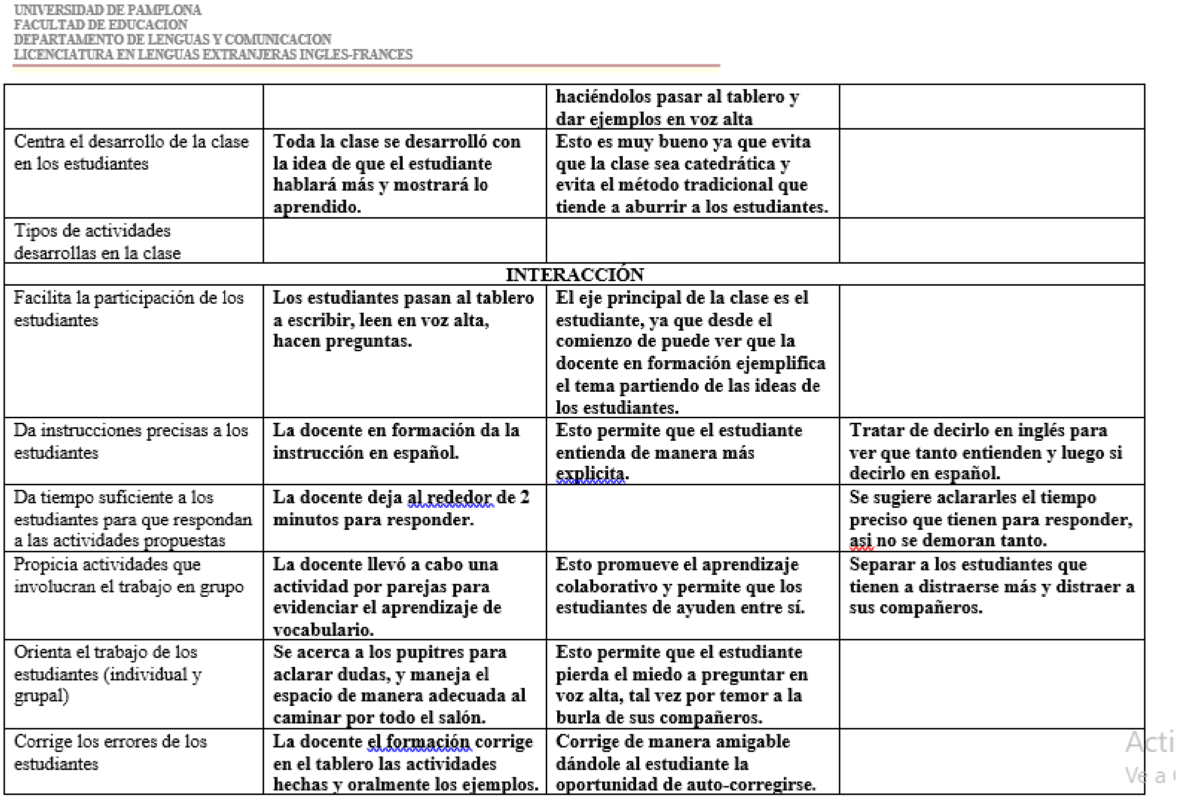
		marcadores.	
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	**La docente en formación se preocupa porque el tema quede claro e igualmente gira en torno al objetivo.**	**Se evidencia el objetivo principal que es que los estudiantes diferencien el uso de but y however.**	
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	**El objetivo de la clase era practicar pronunciación a través de diferentes situaciones.**	**Esto se evidenció en las actividades planeadas y en la insistencia de la docente en formación a que los estudiantes pronunciaran correctamente.**	
Desarrolla las competencias subyacentes (fonética, sintáxis, etc)	**Se práctico la fonética al repetir y la escritura correcta de las palabras.**	**La docente en formación corrige los errores de pronunciación al momento de leer los ejemplos y repite varías veces la pronunciación correcta.**	
Utiliza variedad de material didáctico	**La docente utilizó bastante material impreso, palabras, imágenes y fichas para el bingo.**	**Esto promueve la participación de los estudiantes y hace que la clase sea diferente a las demás ya que los estudiantes no se ven presionados a responder correctamente.**	
Emplea material auténtico	**La docente utilizó tableros de bingo para practicar el vocabulario visto y la pronunciación.**	**Las fichas estaban muy bien diseñadas y favorecian la comprensión al estar a color.**	
Tiene en cuenta los diferentes estilos de aprendizaje	**En esta clase no se pudo evidenciar.**	**Sin embargo la docente se preocupa por que todos entiendan y se acerca a explicar en caso contrario.**	
Centra el desarrollo de la clase en sí mismo	**Esto se evidenció en toda la clase, la docente estuvo caminando por todo el salón.**	**La docente no centra la clase en sí misma ya que busca que los estudiantes se involucren,**	



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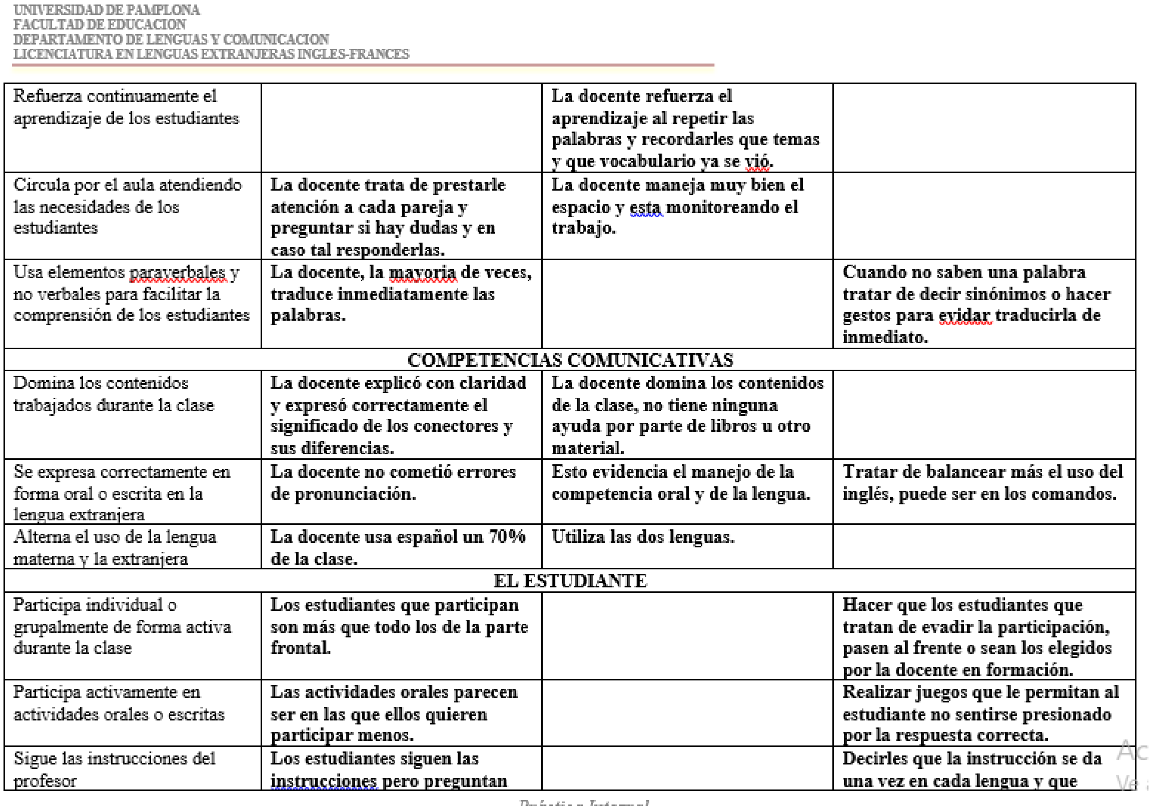
		haciéndolos pasar al tablero y dar ejemplos en voz alta	
Centra el desarrollo de la clase en los estudiantes	**Toda la clase se desarrolló con la idea de que el estudiante hablará más y mostrará lo aprendido.**	**Esto es muy bueno ya que evita que la clase sea catedrática y evita el método tradicional que tiende a aburrir a los estudiantes.**	
Tipos de actividades desarrollas en la clase			
INTERACCIÓN			
Facilita la participación de los estudiantes	**Los estudiantes pasan al tablero a escribir, leen en voz alta, hacen preguntas.**	**El eje principal de la clase es el estudiante, ya que desde el comienzo de puede ver que la docente en formación ejemplifica el tema partiendo de las ideas de los estudiantes.**	
Da instrucciones precisas a los estudiantes	**La docente en formación da la instrucción en español.**	**Esto permite que el estudiante entienda de manera más explicita.**	**Tratar de decirlo en inglés para ver que tanto entienden y luego si decirlo en español.**
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas	**La docente deja al rededor de 2 minutos para responder.**		**Se sugiere aclararles el tiempo preciso que tienen para responder, asi no se demoran tanto.**
Propicia actividades que involucran el trabajo en grupo	**La docente llevó a cabo una actividad por parejas para evidenciar el aprendizaje de vocabulario.**	**Esto promueve el aprendizaje colaborativo y permite que los estudiantes de ayuden entre sí.**	**Separar a los estudiantes que tienen a distraerse más y distraer a sus compañeros.**
Orienta el trabajo de los estudiantes (individual y grupal)	**Se acerca a los pupitres para aclarar dudas, y maneja el espacio de manera adecuada al caminar por todo el salón.**	**Esto permite que el estudiante pierda el miedo a preguntar en voz alta, tal vez por temor a la burla de sus compañeros.**	
Corrige los errores de los estudiantes	**La docente el formación corrige en el tablero las actividades hechas y oralmente los ejemplos.**	**Corrige de manera amigable dándole al estudiante la oportunidad de auto-corregirse.**	



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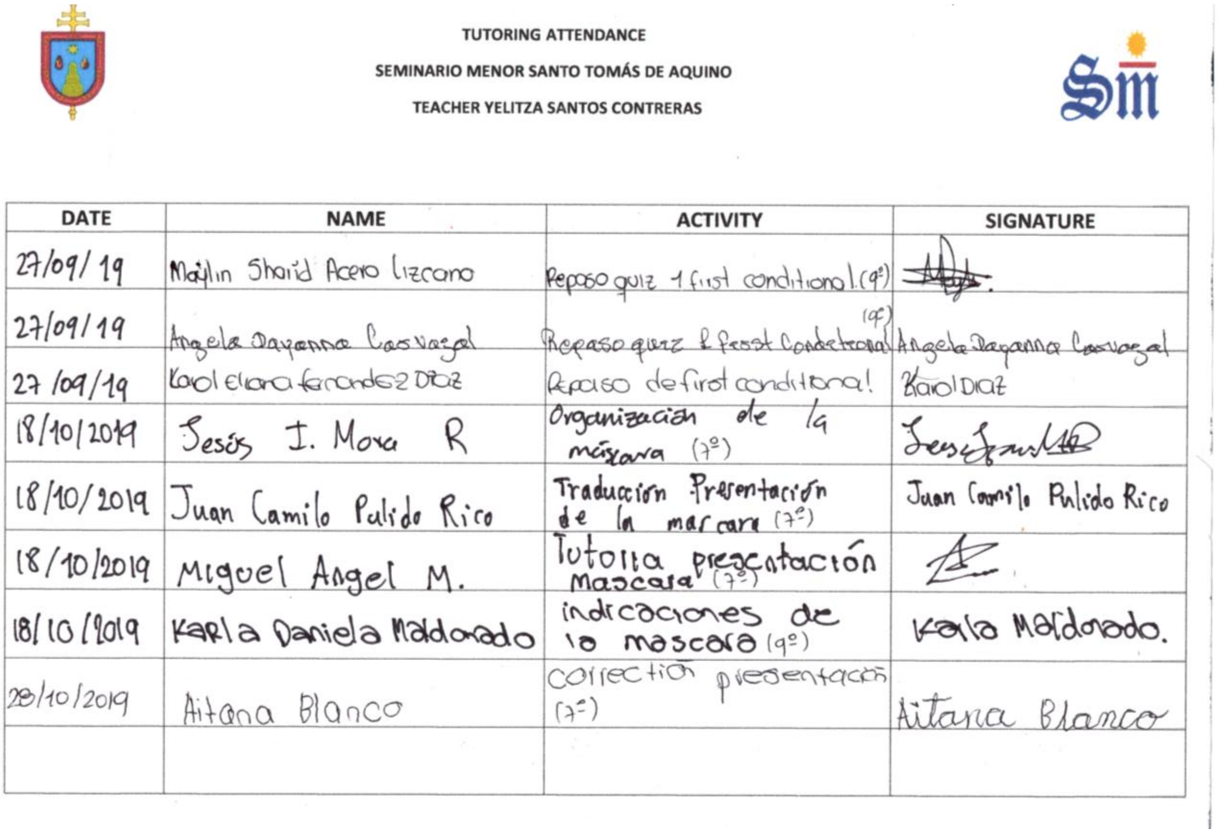
Refuerza continuamente el aprendizaje de los estudiantes		**La docente refuerza el aprendizaje al repetir las palabras y recordarles que temas y que vocabulario ya se vió.**	
Circula por el aula atendiendo las necesidades de los estudiantes	**La docente trata de prestarle atención a cada pareja y preguntar si hay dudas y en caso tal responderlas.**	**La docente maneja muy bien el espacio y esta monitoreando el trabajo.**	
Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes	**La docente, la mayoria de veces, traduce inmediatamente las palabras.**		**Cuando no saben una palabra tratar de decir sinónimos o hacer gestos para evidar traducirla de inmediato.**
COMPETENCIAS COMUNICATIVAS			
Domina los contenidos trabajados durante la clase	**La docente explicó con claridad y expresó correctamente el significado de los conectores y sus diferencias.**	**La docente domina los contenidos de la clase, no tiene ninguna ayuda por parte de libros u otro material.**	
Se expresa correctamente en forma oral o escrita en la lengua extranjera	**La docente no cometió errores de pronunciación.**	**Esto evidencia el manejo de la competencia oral y de la lengua.**	**Tratar de balancear más el uso del inglés, puede ser en los comandos.**
Alterna el uso de la lengua materna y la extranjera	**La docente usa español un 70% de la clase.**	**Utiliza las dos lenguas.**	
EL ESTUDIANTE			
Participa individual o grupalmente de forma activa durante la clase	**Los estudiantes que participan son más que todo los de la parte frontal.**		**Hacer que los estudiantes que tratan de evadir la participación, pasen al frente o sean los elegidos por la docente en formación.**
Participa activamente en actividades orales o escritas	**Las actividades orales parecen ser en las que ellos quieren participar menos.**		**Realizar juegos que le permitan al estudiante no sentirse presionado por la respuesta correcta.**
Sigue las instrucciones del profesor	**Los estudiantes siguen las instrucciones pero preguntan**		**Decirles que la instrucción se da una vez en cada lengua y que**

Appendix 11. Tutoring attendance



TUTORING ATTENDANCE

SEMINARIO MENOR SANTO TOMÁS DE AQUINO

TEACHER YELITZA SANTOS CONTRERAS

DATE	NAME	ACTIVITY	SIGNATURE
27/09/19	Maylin Sharid Acero lizcano	Repaso quiz 1 first conditional.(9º)	
27/09/19	Angela Dayanna Carvajal	Repaso quiz & first Condetional (9º)	Angela Dayanna Carvajal
27 /09/19	Karol Eliana fernandez Diaz	Repaso de first conditional!	Karol Diaz
18/10/2019	Jesús I. Mora R	Organización de la máscara (7º)	
18/10/2019	Juan Camilo Pulido Rico	Traducción Presentación de la marcara (7º)	Juan Camilo Pulido Rico
18/10/2019	Miguel Angel M.	Tutoria presentación Mascara (7º)	
18/10/2019	Karla Daniela Maldonado	indicaciones de la mascara (9º)	Karla Maldonado.
28/10/2019	Aitana Blanco	correction presentación (7º)	Aitana Blanco