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Formando líderes para la construcción  
de un nuevo país en paz

# **Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method. A classroom action research at the seventh-grade students of Jose Antonio Galan school.**

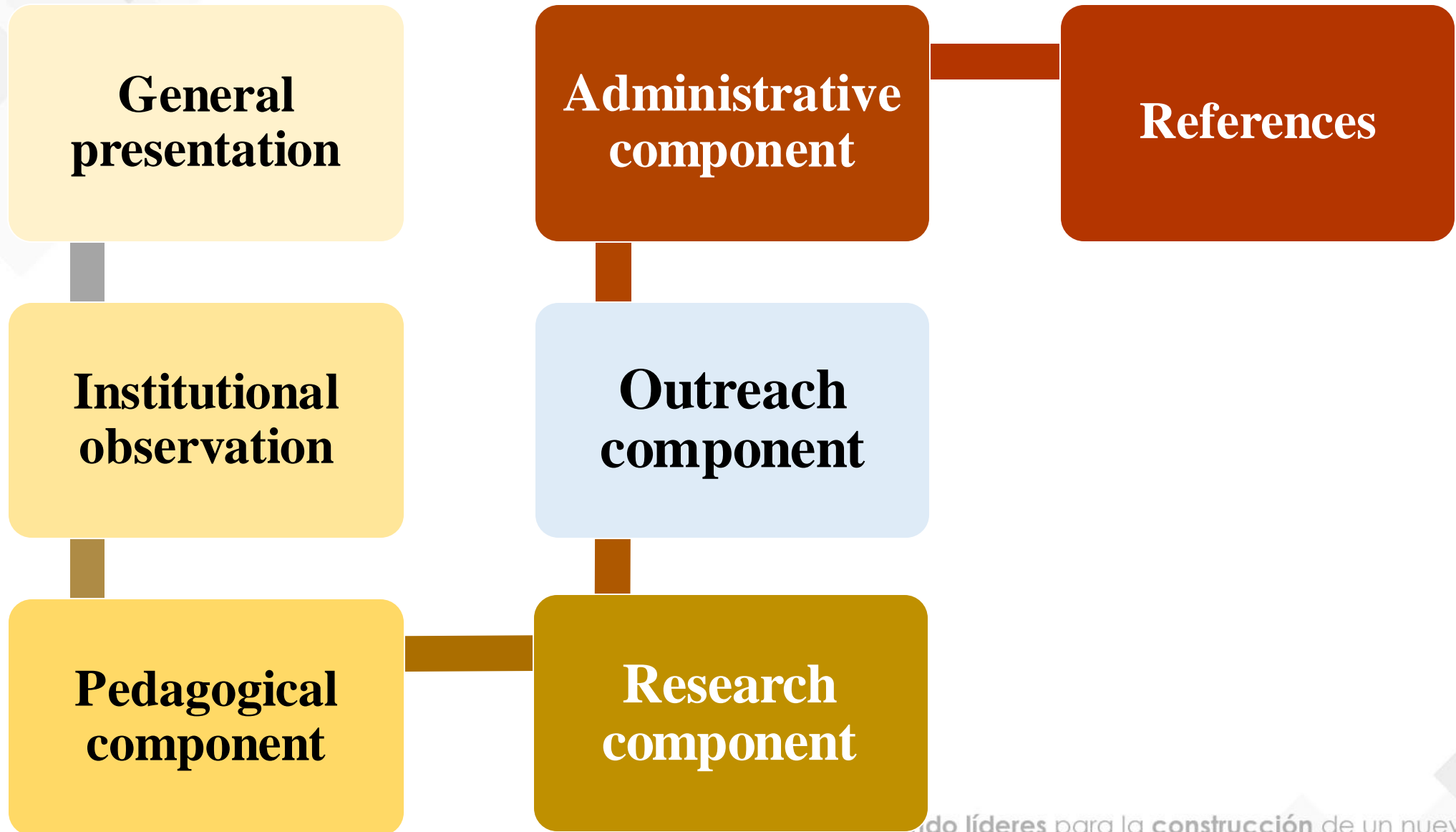
**Practitioner: Adrián Joseph González Santos**

**Mentor: Carlos Jaimes**

# Outline



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To enhance writing skill based on Local culture

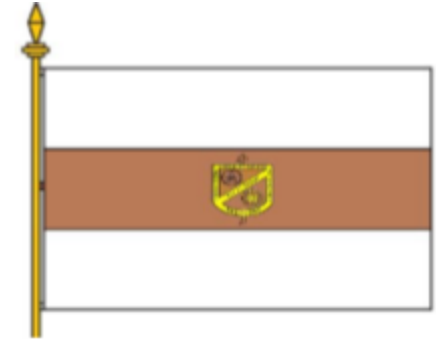
## Institutional observation



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### José Antonio Galán Educational Institution

- Principal: Bernardo Wilches Gelves
- Supervisor: Gloria Esperanza Duarte



**Institutional shield**

### Location

- Pamplona Norte de Santander



**Institutional Flag**

# Pedagogical component To enhance writing skill based on Local culture



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## Introduction

It allows students to have a real world experience through observation

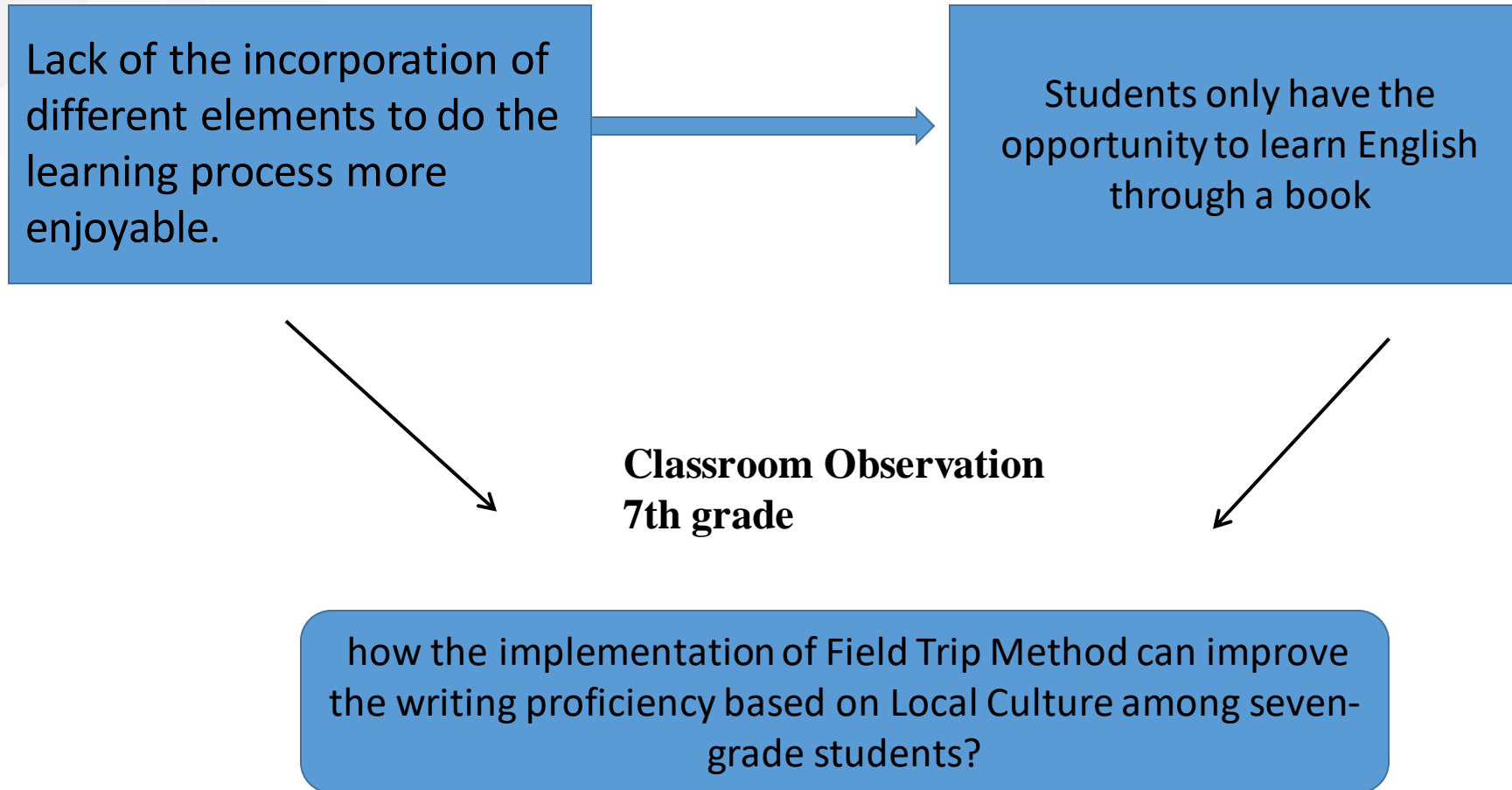


# To enhance writing skill based on Local culture

## Statement of the problem



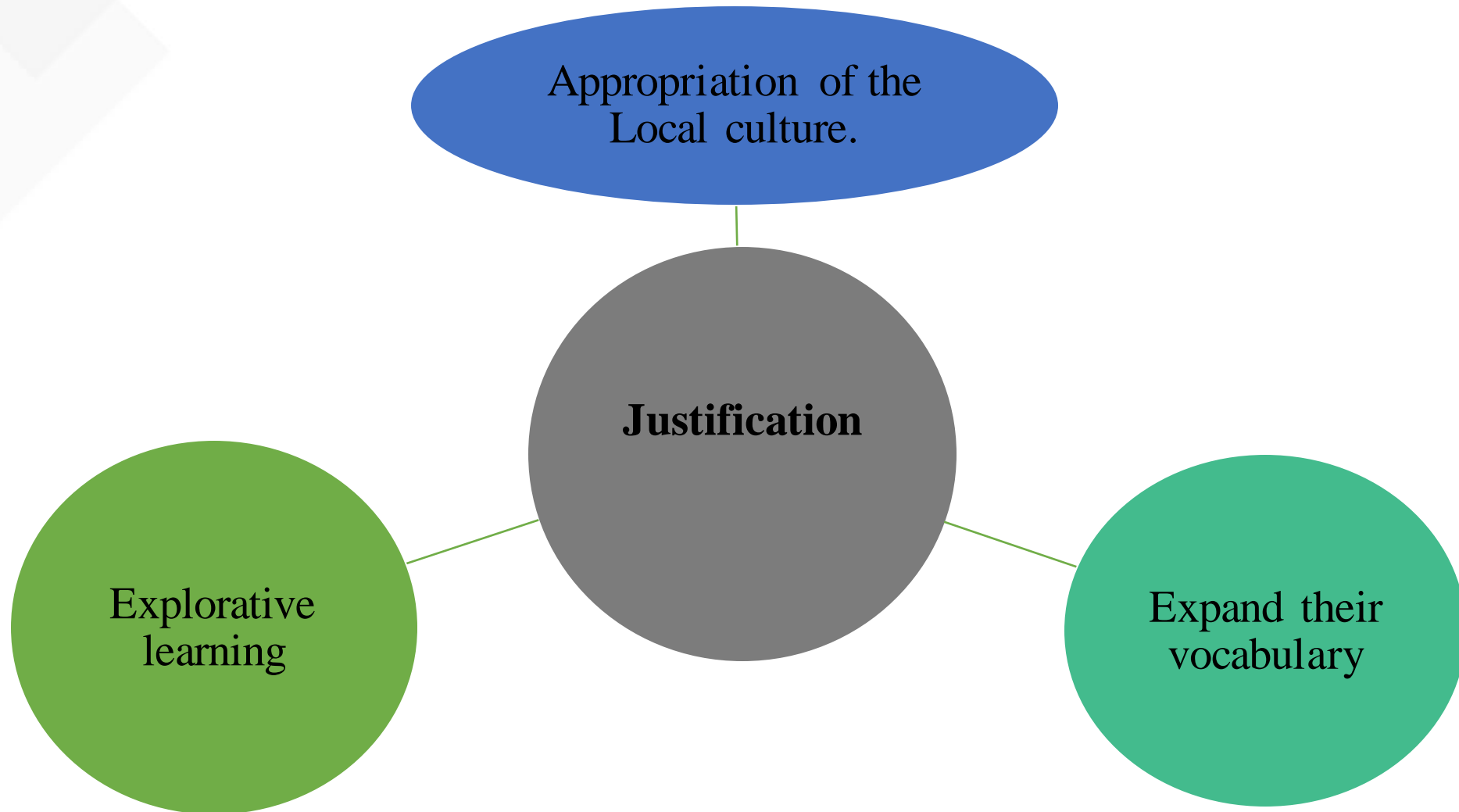
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# To enhance writing skill based on Local culture



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# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method

## Objectives

### General objective

To implement Field Trips Methods for the growth of seven-grade students' writing production based on local culture at the Jose Antonio Galan School.

### Specific objectives

---To encourage local cultural awareness in seven-grade students.

---To reinforce writing production through the description of the most representative sightsee in the town.

---To create a guidebook with the most representative places in town.

# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method



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## Theoretical framework

### ***Field Trips Method.***

Hamilton (2007) it provides students with experiences outside their everyday activities.

### ***Writing***

. Coulmas (1999) describes writing as a set of visible or tactile signs used to represent units of language in a systematic way.

### ***Local culture***

To Squire (2003) local culture is the forms of ideas (norms, moral, ethics, and religious values), activities (traditional ceremonies).

### ***Motivation***

Meniado (2016) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; interest; persistence; task-endogen; and the learning of challenging.

### ***Intercultural***

Barany (2016) states that intercultural refers to “symbolic exchange processes whereby individuals from two (or more) different cultural communities negotiate shared meaning in an interactive situation.



# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method



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## Literature review

### Culture

Doganay and Yergaliyeva (2013)

Cultural activities contributed mainly in learning a foreign language. Cultural activities have an effective influence on the development of linguistic competency

#### Local culture

Pourkalhor and Esfandiari (2017).

It significantly contributed to the appreciation of the students' own culture

### Field trip

Wayne (2006)

field trip for educational purposes motivate their students' learning making students more creative.

### Field trip to improve writing

Meiranti (2015)

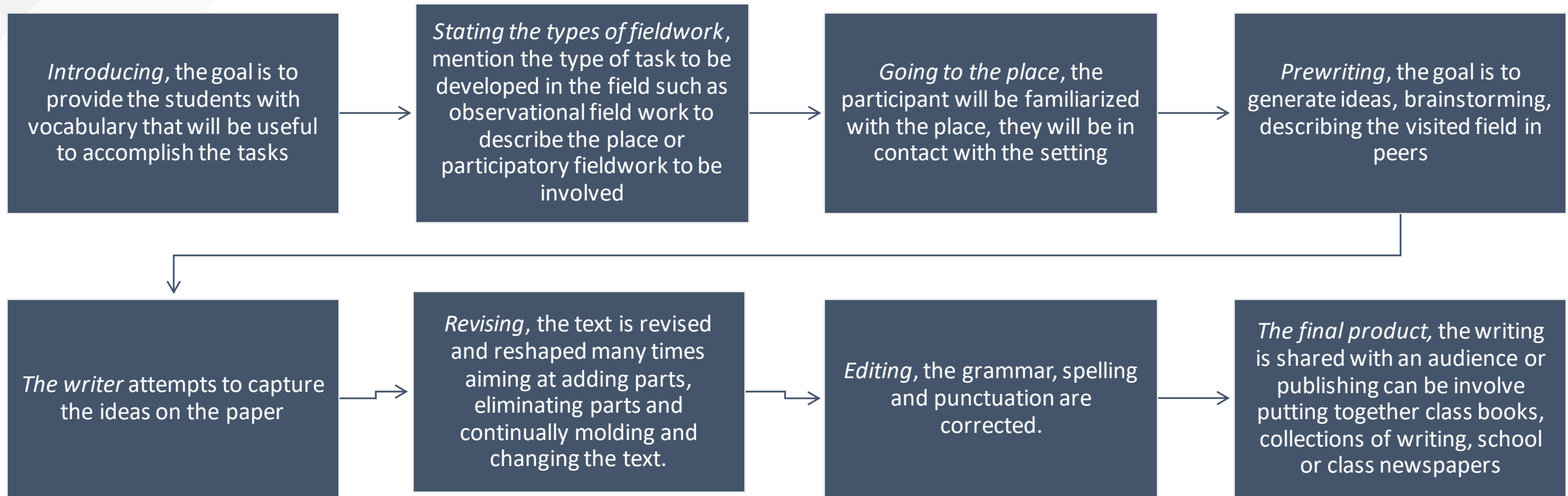
Through the observations of cultural objects, field trip method applied to the learning of writing skills made easier the process of writing description essay so that learners' writing skill improved .

Grietje, (2019)

descriptive writing skills increased by applying the Field Trip method in learning compared to learning methods that were only in the classroom

## methodology implementation

Grave (1983) quoted in Adam (2016) and the field trip method process of Lonergan & Andersen (1988)



# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method.

**SEQUENCE:** The teacher will present the topic's day that is describing a museum through images. These images contain some important museums and famous people.

## Flashcards of famous.

The teacher will ask students if they recognize one of the famous presented.

Afterword, The teacher will present some images and with the students will relate them.

## Flashcard of vocabulary museum.

- Museum
- Art exhibition
- Gallery
- Oil painting
- Painter
- Portrait
- Sculpture

The teacher will distribute a worksheet about a museum in Britain and the students will have to answer some questions about the lecture.

## Text about a museum Annex 2

After that. The professor will give students some vocabulary related to the topic.

Vocabulary

Collection

Story

Culture

Still-life

Cultural heritage

Watercolor

Portrait

Self-portrait

Self-portrait

Rare

Precious

Ancients things

Treasure

Finally the teacher will ask student to visit some important museum in order to describe it.

# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method.



## MADAME TUSSAUDS

**Madame Tussauds** is a famous wax museum in London with branches in a number of major cities. It was set up by wax sculptor Marie Tussaud.

Marie Grosholtz (1761–1850) was born (Marie Tussaud) in Strasbourg, France. Her mother worked as a housekeeper for Dr. Philippe Curtius, who was a physician skilled in wax modelling. Curtius taught Tussaud the art of wax modelling. Tussaud created her first wax figure, of Voltaire, in 1777. Other famous people she modelled at that time include Jean-Jacques Rousseau and Benjamin Franklin. During the French Revolution she made masks of prominent victims. She would search through corpses to find the heads of the citizens which the death masks were to depict. When Curtius died in 1794, he left his collection of waxworks to Marie. In 1802, she went to London. As a result of the Franco-English war, she was unable to return to France, so she travelled throughout Great Britain and Ireland exhibiting her collection. She established her first permanent exhibition on Baker Street in London in 1835. The museum moved to its current location on Marylebone Road in 1884.

**Madame Tussaud's wax museum** has now grown to become a major **tourist attraction** in London, incorporating (until recently) the **London Planetarium** in its west wing. Today's wax figures at Tussauds include historical and royal figures, film stars, sports stars and famous murderers. All of the waxworks are life-size, and posed to look as real as possible. They have The Beatles playing guitars... James Bond with a Martini... Kylie in her skimpy shorts, etc... even a George Clooney machine spitting out cheesy chat-up lines! A lot of the exhibits are interactive, so you can step up and have a go. You can have your photo taken in 'an audience with the Queen', for example, or take a penalty with David Beckham. The Grand Hall is home to all of the religious leaders and political heavyweights. You can see many crazy get-togethers – Winston Churchill and Abraham Lincoln standing alongside Gandhi, and Picasso painting pictures with Beethoven. But watch out for the fake guests sitting on the benches and taking photos in the corridor – you will undoubtedly stop and chat with a few of them, believing they are real!

**The Chamber of Horrors** shows not only 500 years of history of crime with figures of infamous murderers and serial killers, but also includes Chamber Live show, in which hired actors present psycho maniacs and move among scared visitors. The settings, the lights, the sounds, the atmosphere is... scary. Torture, agony and death are all around. This is the home of Jack the Ripper and Vlad the Impaler (better known as Dracula).



Nombre del museo

Dirección (calle-carrera)

Fecha de construcción

¿Que objetos podemos encontrar? Cuantos cuadros, pinturas y esculturas hay?

¿Cual es la pintura, cuadro, escultura más antigua y quién fue en su creador?

¿cuando fue el museo abierto al público?

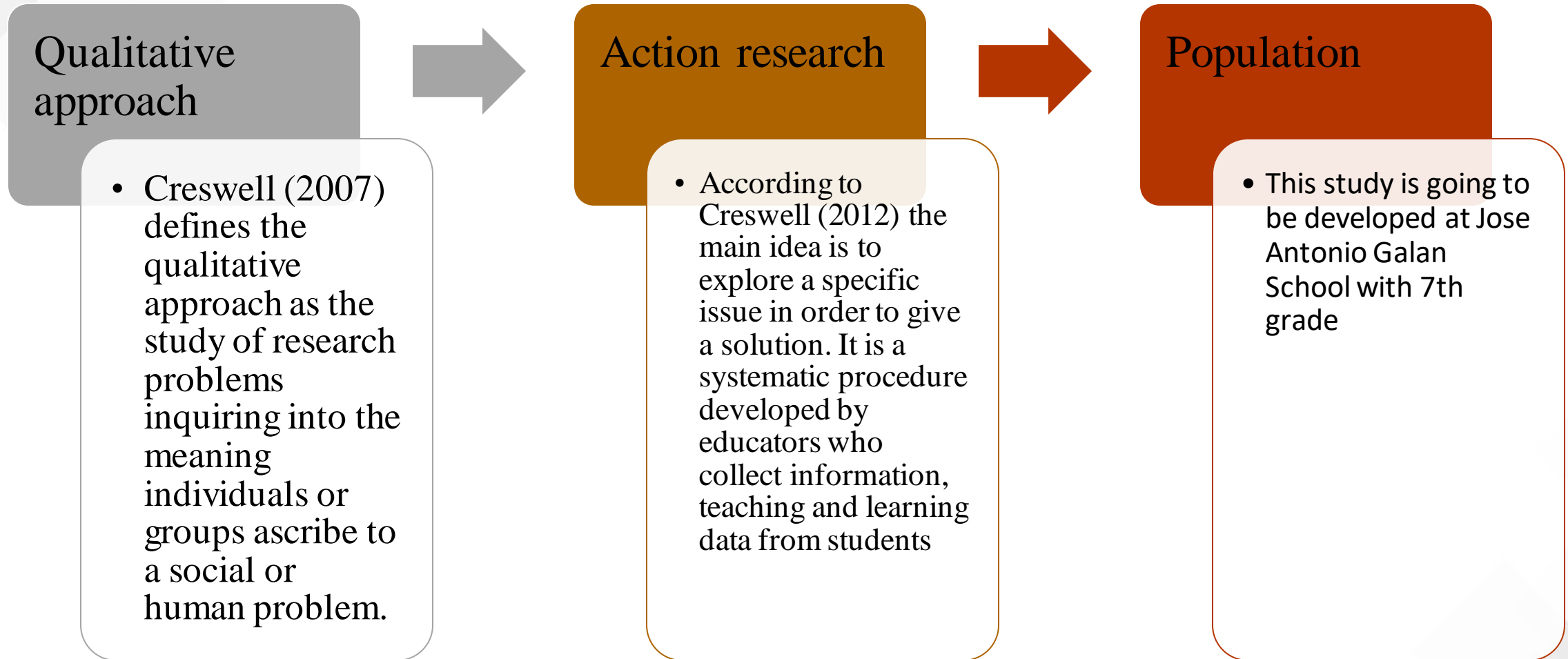
describir la pintura (cuadro), la escultura o escultura que más les gustó.

# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method



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## Research methodology



# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method

## Techniques and instruments to collect data

### Participant observation

The pre-service teacher is going to implement participant observations during the process in which he will describe student attitudes, class development and activities.

### Questionnaire

2 questionnaires, one post-introductory open-ended questionnaire that allowed the researcher to better understand the learning learning difficulties and assumptions about their own learning process and at the end of the process students will answer one reflective questionnaire in which students expressed their opinions about the developed project



# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method



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## Participant observation

## Questionnaire

Questionario para el desarrollo del proyecto: "Implementing local culture through the field trip method to improve English writing production" among seventh-grade students at the San Francisco de ASIS: Action research

FECHA: \_\_\_\_\_ CURSO: \_\_\_\_\_

Se debe tener en cuenta que las preguntas e información de este documento serán estrictamente confidencial y para el uso exclusivo del investigador interesado. La identidad no aparecerá en ningún informe o publicación y será tratada de manera anónima. Además la información dada por el estudiante no afectará su proceso académico.

Objetivo: identificar el progreso que los estudiantes del centro educativo han tenido con respecto a la implementación de la cultura como herramienta de aprendizaje en el proceso de adquisición del inglés como lengua extranjera.

1. Al escuchar la palabra cultura ¿Qué es lo que imagina?
2. ¿Considera importante incluir la cultura extranjera durante el proceso de aprendizaje?
3. Durante su proceso de aprendizaje del inglés ¿Usted cree que los profesores han utilizado la cultura como herramienta para aprender la lengua? ¿Podría escribir de qué manera la utilizaron?
4. ¿Considera usted que la implementación de este proyecto tendrá alguna influencia en su aprendizaje del inglés?
5. ¿Qué cree usted que aprenderá cuando el profesor introduzca la cultura extranjera?

## Expected results

**Data analysis and  
interpretation**  
Hatch (2002)



**Appropriation  
of local culture**



**Improved  
writing**



**Vocabulary**



This method is completely useful because it has showed through its implementation significant improvement on students' learning process

# Recommendations



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Give students specific directions where they are going to visit and give them specific indication about what every group has to do.

# VIRTUAL CLASSES



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Activity type	Description	Topic	Grade implemented	Checked by the supervisor	Developed by the students
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Números y horas	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Diversas expresiones decir hora	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	How much How many	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Contables y no contables	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Adjetivos posesivos	Sixth-grade	Si	si

Taller de repaso	Explicación del tema, ejercicios a desarrollar	Taller de repaso	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Formación de gerundio	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Presente progresivo affirmative	Sixth-grade	Si	si
Taller de repaso	Explicación del tema, ejercicios a desarrollar	Presente progresivo affirmative	Sixth-grade	Si	si
Taller evaluativo	Preguntas relacionadas a los temas visto	Adjetivos posesivos	Sixth-grade	Si	si
Taller evaluativo	Preguntas relacionadas a los temas visto	Números y hora	Sixth-grade	Si	si
Taller evaluativo	Preguntas relacionadas a los temas visto	Contables y no contables	Sixth-grade	Si	si
Taller evaluativo	Preguntas relacionadas a los temas visto	Presente progresivo	Sixth-grade	Si	si
Taller evaluativo	Preguntas relacionadas a los temas visto	Presente progresivo forma negativa-interrogativa	Sixth-grade	Si	si

# Virtual class sequence example



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	INSTITUCIÓN EDUCATIVA INSTITUTO TECNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS PAMPLONA-NORTE DE SANTANDER	
	Inglés	Grado Sexto
Nombre _____		

## INFORMACIÓN GENERAL DEL TALLER

### TEMA: HOW MANY-HOW MUCH

Miembros de la familia

#### OBJETIVO

- > Aprender el uso correcto de HOW MANY y HOW MUCH
- > Aprender vocabulario miembros de la familia

#### 1. ETAPA DE EXPLORACIÓN

**NOTA IMPORTANTE:** Esta primera etapa está diseñada para que usted entienda de qué se trata el aprendizaje de la guía, por ello es muy importante que lo lea atentamente.

#### SUSTANTIVOS CONTABLES DEFINICIÓN

Como su palabra lo indica, los sustantivos contables son aquellos que podemos contar. Para hacer preguntas con sustantivos que podemos contar utilizamos:  
(How many?) (¿Cuanto?)

**POR EJEMPLO: UN HOMBRE, UN ANIMAL, UN OBJETO**

#### SUSTANTIVOS NOCONTABLES DEFINICIÓN

Como su palabra lo indica, los sustantivos no contables son aquellos que no podemos contar. Para hacer preguntas utilizamos: **How much?** ¿Cuanto?)

**POR EJEMPLO: LIQUIDOS. AZÚCAR. ARROZ. CEREALES**

#### MIEMBROS DE LA FAMILIA



## PROFESIONES

Activar V



Teacher



Doctor



Nurse



firefighter



Lawyer



Policeman - Policewoman



Waiter - Waitress



Baker

Activar V  
Ver a Contorno

## ETAPA DE PRÁCTICA

**NOTA IMPORTANTE:** Luego de haber leído y seguramente practicado el aprendizaje en la etapa de exploración, es momento de aplicar lo aprendido en los siguientes ejercicios.

**ACTIVIDAD 1:** Escribir el nombre en inglés profesión de acuerdo a la imagen










[https://drive.google.com/drive/folders/1ktyUoJj59arptS\\_1laJGGFuspWE9ZSvA?usp=sharing](https://drive.google.com/drive/folders/1ktyUoJj59arptS_1laJGGFuspWE9ZSvA?usp=sharing)

# Face-to-face class sequence example



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MEDIELLA

<b>INSTITUTION</b> José Antonio Galán	<b>SUPERVISOR TEACHER</b> Gloria Esperanza Duarte	<b>PRE-SERVICE TEACHER</b> Adrián González Santos
<b>GRADE</b> Seventh A and Seventh C grade	<b>TOPIC</b> Past simple verb TO BE	<b>PROGRAMME</b> Foreign Language
<b>LINGUISTIC OBJECTIVE</b> To learn the use of the past simple verb TO BE	<b>COMMUNICATIVE OBJECTIVE</b> To express past situations	<b>SOCIAL-CULTURAL OBJECTIVE</b>
<b>DATE</b> 2 March	<b>HOMEWORK</b>	<b>OBSERVATION</b>

	past simple of verb to be structure. There will be thought affirmative, negative and interrogative form with examples. <b>Appendix 3</b>				
Drilling activity	The teacher is going to write on the board some exercises that students will need to complete in affirmative way in their notebook. <b>Appendix 4</b>	10min	Writing	Board Markers	

## One hour class

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	MATERIALS
Warm-up	In order to start the class the teacher is going to greet the students. Later, the teacher is going to write on the board the date and the topic's day. After that, the teacher will distribute some worksheets containing a prayer for students. Teacher will tell the prayer for student get familiarized and then student will follow the reading with the teacher. <b>Appendix 1</b>	15min	Speaking Listening	Board Markers Worksheet
Introducing the topic	To implement the new topic the teacher is going to write some incomplete sentences in past form on the board. Then, professor is going to give some pieces of papers in where students will find the conjugation of the verb to be. After that, teacher will call a student to come to the board and the student will deduce the place where the conjugation suits. Not matter if the student is not correct, the aim here is student deduce. <b>Appendix 2</b>	10min	Writing Speaking	Board Markers Pieces of papers
Presentation of the topic	To the explanation, The teacher is going to write on the board the	20min	Writing listening	Board markers

## Second hour class

Reinforcing the topic	The teacher will play a video that presents the past simple of verb to be. After the video the teacher is going to ask some questions based on the video to know if students understood. When some questions answered, the teacher is going to explain the structure using the board. <b>Appendix 2.1</b> What are the two forms of the past simple verb to be? Which one is singular and plural? What is the short answer?	20min	Listening	Computer
Drilling activity	The teacher is going to write some exercises that students will complete on their notebook <b>Appendix 2.2</b>	15min		Board markers
Drilling activity	Every student is going to come to the board and he or she is going to write a sentence using past. The idea is to create a story between all the students <b>Appendix 2.3</b>	10min	Writing	Board Markers

## Third hour class

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	MATERIALS
Warm up	As always, the teacher is going to greet the students and they are all going to recite the prayer in	15min	speaking writing listening	

	English. Then, the teacher is going to ask some students about what they did in the previous day, the teacher will help them to answer in past simple tense in that way student will familiarized with the topic. After that, the teacher will read some past sentences of the verb TO BE, the student are going to write them and then the teacher will check some students' writings to know if the wrote correctly. The student will write the sentence on the board. <b>Appendix 3.1</b>				
Explanation of the topic	The teacher will explain the topic's structure on the board following some examples. Explaining the affirmative, negative and interrogative form. Also the teacher will teach them some expression that can be used when using past tense. <b>Appendix 3.2</b>	15min	Writing Listening	Board Markers	
Drilling activity	In this activity, students are going to work in pairs. One student is the interviewer and the other one is the interviewed. The interviewer is going to ask question such as yesterday at 7pm where were you? Who were you with? When was your last birthday? When where you born? After answering these question the teacher is going to call some interviewer to present the information he or she has from the interviewed. <b>Appendix 3.3</b>	15min	Writing	Board Markers	
Practice activity	The teacher is going to write some disorganized sentences on the board t that the student will have to organize in pairs. <b>Appendix 3.4</b>	17min	Speaking Writing Listening		

# Reinforcing English learners' writing Skill Based on Local Culture through the Application of The Field Trip Method



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Face-to-  
face classes

Virtual  
classes

## Research component

# Justification

It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession

## 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

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- Identify and analyze the strategies that students used in their pedagogical practice.
- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- Analyze the beliefs that have on the work teacher and student questions.



## Methodology

### Approach

This study is focused on the qualitative research approach, from the perspective of reflection as a professionalizing space.

### Instruments

For the process of data collection, it is proposed the application of the following instruments:

**Reflective workshops**

**Self-observation card**

**Narrative**

**Class recordings**

## Data collection timeline

DATE	INSTRUMENT
March 6th	Narrative
March 13th	Narrative
March 17th	First reflective workshop
March 28 th	Sel-observation
May 1st	Narrative
May 22 th	Narrative
May 29th	Narrative

# Narrative

**Pre-service teacher:** Adrián González

**From** 9 March **to** 13 March

This second week, I can mention that there were two bad days and two days not that bad. On Monday, I continued working with verb to be in the past, some students have difficulties so I needed to review the topic again but I've had problems with other students because they already know the topic and they got bored due to that, so I feel frustrated. I would like to learn different kind of methodologies to attract students' attention and develop my class more enjoyable.

Talking about discipline, I continued having trouble with it. I constantly ask my supervisor to help me control the group and call students' behaviors that is the only way they can behave. It has been quite hurt getting adapted to the school system and to the supervisor methodology.

Talking about me, I can say that I have been receiving more support from my supervisor I completely thank her because in the first week I felt horrified and disappointed. I wish I could do my practice in another school, in a school where I can learn contemporary methodologies and new strategies of teaching to put in practice what I learnt from my teachers because I feel like moving backward. On the other, referring to feelings I continue having nightmares and anxiety problem, I'm concerned all the time but I need to look the positive side of it and continue improving.

I really thank my tutors and friends for the support they have helped me to be calmed and realize that this is a process, that everything is not lost and be positive. I hope the next week everything will work out better and try to do my best.

# Self-observation

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DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN  
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS  
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

\*Obligatorio

Dirección de correo electrónico \*

Tu dirección de correo electrónico

Autoevaluación

\*

0 puntos

# Reflective workshops.



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## PRIMER TALLER DE REFLEXION:

NOMBRE DEL ESTUDIANTE:

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA:

CIUDAD:

DEPARTAMENTO:

1. Responda las siguientes preguntas:

### OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. ¿Qué aprendió durante la semana de la observación institucional?

En cuanto a la semana de observación aprendí que la profesora utiliza un proceso de enseñanza tradicional en el cual el profesor es el eje fundamental de la clase.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

Efectivamente es muy importante esta semana de observación institucional ya que esta nos guía para identificar como la profesora desarrolla las clases.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

Porque de esta manera puedo saber el funcionamiento de cada colegio y expandir mis percepciones en cuanto al manejo de grupo.

d. ¿Qué se puede aprender mediante dicha socialización?

puedo aprender los aspectos más relevantes en cuanto a las reglas establecidas por cada institución.

### PRÁCTICA PEDAGÓGICA EN EL AULA:

1. Mencione algunos cambios que estamos viviendo en nuestra sociedad. ¿Qué consecuencias o impacto tienen estos cambios en el contexto educativo?

Unos de los cambios más notorios es la utilización de herramientas como las TICS que nos ayudan a acercarnos a un nuevo mundo, esto motiva al estudiante a ser más curioso.

2. ¿En qué medida ayudan o perjudican dichos cambios?

Veo con claridad más puntos positivos que negativos ya que los estudiantes tienen un acercamiento más profundo con otras culturas alcanzando un conocimiento más significativo

3. Mencione y explique al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

Mediador, el profesor juega un papel fundamental en el proceso de aprendizaje de los estudiantes.

Motivador, el profesor debe ser un sujeto motivador de esta manera los estudiantes se sentirán más cómodos con la clase.

Innovador, utilización de diferentes medios para hacer de la clase un proceso más significativo

Open-minded, el profesor debe ser participe de la inclusión de diferentes regiones

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que en su quehacer como docente?

Todos los estudiantes merecen tener mi atención

5. ¿Qué cosas le preocupan además que sus estudiantes acaben sabiendo contenidos académicos? ¿Cómo lo trabaja?

Lo que más me preocupa es que el mensaje no llegue correctamente, me refiero a que yo pueda crear un input erróneo en los estudiantes.

### VIDEOS:

Visualice el siguiente video del link y escriba tres conclusiones

<https://www.youtube.com/watch?v=tju95fjc9GA>

### GRADO DE AVANCE DEL COMPONENTE PEDAGOGICO:

a. ¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.

## Reflection process

Narratives

self-observation

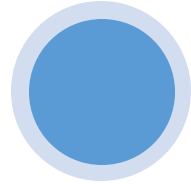
Reflective  
workshop

# Raising awareness upon English language learning

## Outreach component



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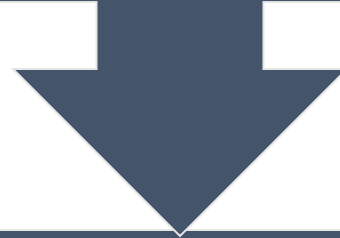


### Justification

This project aims to raise consciousness of the English teaching process in primary schools in Pamplona city contributing to the basic training in foreign language.

### General objective

- To fulfil the needs in English training of the child population of the primary schools in Pamplona.



### Specific objectives

- To familiarize children from primary schools in Pamplona with the essential foundations in English.
- To introduce the Total Physical Response Method and the use of spelling bee game to improve vocabulary to primary school students.

# Raising awareness upon English language learning

## Methodology



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### Total Physical Response



Memory increases when it is stimulated in association with a motor activity, it means, the foreign language learning process is developed properly when it is correlated with a physical activity.

### Spelling bee



Spelling bee is a competition that participants are sought to spell a broad selection of words, usually with a varying degree of difficulty.



# Class materials



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STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
OPENING	Teacher is going to start the class greeting the students. Then, they are going to ask students if they remember the topic that was discussed in the previous class. Then, teacher will ask them to tell the different activities they learned about and to answer questions.	10	Listening Speaking	Student
DEVELOPING	Then, they are going to learn the students some stage of English grammar rules in English. Then, they are going to explain a short story about the topic. <a href="#">Appendix 1</a>	15	Listening Speaking	Teacher
CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

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STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
OPENING	Teacher is going to start the class greeting the students. Then, they are going to ask students if they remember the topic that was discussed in the previous class. Then, teacher will ask them to tell the different activities they learned about and to answer questions.	10	Listening Speaking	Student
DEVELOPING	Then, they are going to learn the students some stage of English grammar rules in English. Then, they are going to explain a short story about the topic. <a href="#">Appendix 1</a>	15	Listening Speaking	Teacher
CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

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STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
OPENING	Teacher is going to start the class greeting the students. Then, they are going to ask students if they remember the topic that was discussed in the previous class. Then, teacher will ask them to tell the different activities they learned about and to answer questions.	10	Listening Speaking	Student
DEVELOPING	Then, they are going to learn the students some stage of English grammar rules in English. Then, they are going to explain a short story about the topic. <a href="#">Appendix 1</a>	15	Listening Speaking	Teacher
CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

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STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
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CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

Two hour class

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
OPENING	Teacher is going to start the class greeting the students. Then, they are going to ask students if they remember the topic that was discussed in the previous class. Then, teacher will ask them to tell the different activities they learned about and to answer questions.	10	Listening Speaking	Student
DEVELOPING	Then, they are going to learn the students some stage of English grammar rules in English. Then, they are going to explain a short story about the topic. <a href="#">Appendix 1</a>	15	Listening Speaking	Teacher
CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

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P NewSCHOOL ROUTINES ...

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	TEACHER ROLE
OPENING	Teacher is going to start the class greeting the students. Then, they are going to ask students if they remember the topic that was discussed in the previous class. Then, teacher will ask them to tell the different activities they learned about and to answer questions.	10	Listening Speaking	Student
DEVELOPING	Then, they are going to learn the students some stage of English grammar rules in English. Then, they are going to explain a short story about the topic. <a href="#">Appendix 1</a>	15	Listening Speaking	Teacher
CLOSING	After that, the teacher will ask students if they know some grammar rules in English and to compare them to what they learned in the previous class. Then, they are going to explain a short story about the topic. <a href="#">Appendix 2</a>	10	Listening Speaking	Teacher

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Through the use of Total Physical Response and the Spelling Bee Game activities learners were engaged in learning and improving English. Besides, those activities contributed to the students' understanding and retention of the foreign language

## Administrative component

This stage requires an engagement with all the processes involved during the academic semester related to several kind of events such as cultural, academic, religious and institutional meetings

# Pre-service teacher involvement in the Educational Setting

## Administrative component



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### General objective

- To actively participate in all the processes and events managed by the institution “Instituto Técnico Arquidiocesano San Francisco de Asís” during 12 week’s period

### Specific objectives

- To contribute as a member of the educational staff to arrange and plan the different activities.
- To take part of the different meetings or activities such as ceremonies, cultural events among others
- To help teachers with discipline when they require

# Pre-service teacher involvement in the Educational Setting

## Methodology



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The pre-service teacher has to make part of those essential events and celebrations with all the respect and responsibility required to be accepted by the community and the educational society that integrate this institution.

# Pre-service teacher involvement in the Educational Setting



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MONTH	ACTIVITY
February 28th	Women´and men´day
March 3th	Similacrum 7th-grade
March 10th	Activity about transversal pedagogical project « paths of peace and good »
March 17th	Similacrum 7th-grade
March 27th	Similacrum 6th-grade

Learn about the importance of being part  
of extracurricular activities to gain  
experiences.



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# GENERAL CONCLUSION



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**paz**