Using piece of fairy tale performances to promote oral skill at Bethlemitas Brighton High School

in Pamplona

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Practicum

Pamplona

2019

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Integral Practicum

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2019

Acknowledgment

I thank first of all God, to whom I attribute all recognition because He provided the opportunity to realise this project.

A thousand thanks to my family for their unconditional support, for their words of encouragement and motivation.

I also express my sincere gratitude to my practicum mentor, teacher Carlos Jaimes Guerrero, who guided me in this process, for his time, his suggestions and efficiency.

Finally, I thank my closest friends for giving me their help and moral support to end this cycle.

My gratitude for you all.

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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Presentation

The following research proposal is based on the interest that students shown to have, according to what I observed through the development in an English class. Thus, the purpose of the project is to promote sixth graders' oral skill at Bethlemitas Brighton Pamplona, through the use of piece of fairy tale performances.

On the other hand, I would like to implement the use of puzzles as a strategy of participation, memorizing vocabulary with its correct pronunciation and motivation to learn short phrases at Brighton Primary School in Pamplona.

To better understand the content of this paper, this research is guided into four chapters: the first one is the Pedagogical component, which develop five sections such as, the theoretical framework, literature review, the methodology and the lesson planning. The second chapter is the Research component, composed of the literature review, the methodology (design, setting, participants and instruments used for gathering data), the data analysis and the findings. The third chapter is about the Outreach component; in this part, the pre-service teacher, offer an extra aid in order to fill a need in the school, in this case at Pre-school. The last one is administrative component it is about the researcher's participation in the activities of the institution, for example, institutional celebrations, and other extracurricular activities.

Introduction

Learning a foreign language is a process that goes beyond memorizing a large list of vocabulary and verbs, while taking into account, that this could be the first step to follow and so that familiarize with the language; even more if this process begins from an early age. However, this process involves the integration of four main skills: writing skill, comprehension skill, oral skill, listening skill, the ongoing learning allow the learner to obtain a level (A1, A2, B1, B2 and C1).

Nowadays, learning English in primary and secondary school has become as important as learn any other subject. Nevertheless, many students do not find a great interest in learning English during one or two hours per week established to this subject. Taking it into account is necessary to implement a project that captures the student's attention, in order to generate in them an interest for learning English.

Today, speaking a second language is considered as a requirement for responding to social demands. For that reason, the National Ministry of Education (MEN for its acronym in Spanish) contributes with the engagement of the students in learning of a foreign language by establishing the National English Program, (2004-2019) "National Bilingual Program" in order to increase the competitiveness of the country through the improvement of the communicative competence in English as a Foreign Language learners (EFL) in the country, in which it proposed to develop the Competence Basic Standards for Foreign Language in any school in Pamplona, Norte de Santander, Colombia. This plan takes into account the Common European Framework of Reference (2009): learning, teaching and assessment in which education proficiency levels and goals are established in order to have a common guide to teach English.

Thus, after four non-participant observations conducted at the institution during one week, I realized that there was one relevant issue in the English classes and it is the students' low English proficiency level at the moment of communicating or even at the moment of saying basic words. They didn't use English; they were not able to communicate their ideas in the target language because their knowledge about English was not enough, it can be said they spoke in Spanish all the time, the only case when they used English was when the teacher said "repeat after me…" it means, students only had an indirect contact with the language, and it caused low productivity when communicating orally.

Hence, this proposal will be carried out via action research method, which specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. Ferrance, E. (2000).

This proposal offers activities in which "fake communication" can be applied. For this reason, students must be encouraged to use the language with a correct pronunciation or a perfect grammatical structure but with the guidance of the teacher. Thus, it is more appropriate to work on the oral production which involved the foreign language learners into a process putting into practice what will be acquired during the interventions in the classes, and with a series of short and simple kind of activities in which they could improve their English and start to practice the language step by step.

Justification

English is one of the most distinguishable languages worldwide, which has gained greater momentum in recent years, both in the workplace and school, demanding an approach and real interaction every day. This project is focused on the implementation of using piece of fairy tales' performance, in order to promote oral skill as working on the speaking competence to improve vocabulary, pronunciation and the no communication in the target language and development of oral skills, that sixth graders have; the idea is to get students involved in a specific situation with speaking abilities, the communicative activities will be planned to be done in both languages Spanish and English to be developed by groups but always with the purpose of being performed in front of the whole class.

As Peña, M., & Onatra, A. (2009) state, the oral skill in most of the time is not taken into account at schools, but the class are focused on the other skills such as reading and writing. For this reason, it become essential to reflect on how explore and motive students to develop their communicative competence. Hence, I consider important the implementation of this project, taking into account that this could be an opportunity for students to show their abilities in speaking.

To better understand the content of this paper, this research is guided into four chapters: the first one is the Pedagogical components, which develop five sections such as, the theoretical framework, literature review, the methodology and the lesson planning. The second chapter is the Research component, composed of the literature review, the methodology (design, setting, participants and instruments used for gathering data), the data analysis and the findings. The third chapter is about the Outreach component; in this part, the pre-service teacher, offer an extra aid in order to fill a need in the school, in this case at Pre-school. The last one is administrative

component which is about the researcher's participation in the activities of the institution, for example, institutional celebrations, and other extracurricular activities.

Objectives

General objective

- To promote oral skill among the 6th graders at Bethlemitas Brighton High School in Pamplona throughout the use of piece of fairy tale performances.

Specifics objectives:

- To improve 6th graders' pronunciation of short sentences through oral production activities such as fairy tales' performance.
- To assess the oral production by proposing fairy tales 'performances concerning topics taught in the classroom 'interventions.
- To reinforce 6th graders' grammar and vocabulary studied throughout the course.

Conclusions

The development of the integral practicum was a space of experience both personal and professional. On the one hand, it allowed us to reflect on ourselves, on what we were reflecting as a person, since we have not only to become the teacher of a lesson, but also, in a human teacher who give an advice to the students when it is necessary, or who know to solve ethic or moral problems of their students. On the other hand, this stage allowed us to reflect on the professional performance, upon the way we are sharing our knowledge and capturing the student's attention.

Furthermore, the practicum stage, offered an opportunity to implement a project, in order to know if it was effective, and so that to have a perspective upon the interest of students in learning nowadays. This project was focused on promoting oral skill among the 6th graders at Bethlemitas Brighton High School in Pamplona throughout the use of piece of fairy tale performances. Thus, this study produced several results: 1) students like to watch fairy tales in English, because they know most of them and they can understand almost all the dialogues and the scenes of the tale, making a comparison with the tale in Spanish. 2) students like to perform this kind of tales. 3) despite the students like what was already mentioned, most of them are not able to learn complete or large phrases in English because of the pronunciation confuse them. 4) a little part of the students memorize some phrases of the fairy tales, but sometimes they forgot it due to they are being recorded, or they are in front of a camera.

In addition, this stage allowed us to know and learn about the real educational context which teachers have to face every day, and the way in what we must react or take measures in front any situation.

Institutional observation

The institutional observation is a period of time that encompass one week, in which the pre-service teacher must analyze some important aspects of the institution in order to contextualize and take part in the role of teacher. Those aspects include: the topographical location of the educative center, the historical context of the community, the institutional authorities, the Institutional Educational Project (P.E.I), and some relevant aspects about the coexistence handbook, the institutional calendar, and distribution of the physical plant, the institutional organization chart and the supervisor's time table.

Topographical location of the school

The Bethlemitas Brighton Educational Institution is located in the North Department of Santander, south east of the urban perimeter of the city of Pamplona, Carrera 1 N°5-90, Barrio Brighton and headquarters RAFAEL AFANADOR and CADENA, Carrera 4 No. 6 -84.

Historical context

On April 13, 1896 they arrived in Pamplona, the first Bethlemitas Sisters and on the 17th of the same month they settled and took under their care the Institution under the name of "ASILO DE LA SAGRADA FAMILIA BRIGHTON".

Father Numa Julián Calderon donated the Fifth, in order to initiate an apostolic and educational work aimed at girls with low economic resources.

The Asylum started with 20 orphaned girls, who were taught domestic skills, including religious and intellectual instruction. The first Superior was Mother Concepción Rubiano.

Years later the social reason of the work was changed, obtaining from the government the foundation of the Sacred Family School.

From the year 1.900, it begins to provide education, in the first grades of elementary school.

Years later it changed a bit the modality of the work getting the government the Foundation of the Sacred Family School in the same facilities of the home with the primary

basic, later it was growing until reaching the secondary basic, like educational center; At the moment we have the approval of the secretariat of Education as "educational institution Bethlemitas Brighton" with orientation of the SEINE, in the technical average (10th and 11th). It has a number of 1,059 students, from transition to eleventh grade and an excellent body of teachers.

General authorities

Bethlemitas Brighton Institution has the following principal authorities:

Table 1
Institutional authorities at Bethlemitas Brighton school.

CHARGE	NAME
1. The school principal	Especialista Hna Flor Elba Torres Miranda
2. Primary coordinator:	Especialista Luz Dary Solano Villamizar
3. Secondary coordinator:	Especialista María Socorro Jauregui Torres
4. English teachers:	Gennis Navarro, Consuelo Cristancho
5. Pre-service teacher's supervisor	Consuelo Cristancho

Presentation of the Principal authorities at the Institution and their names.

Fundamental Aspects of the "PEI"

The curriculum of the Brighton Educational Institution is structured according to the parameters established by the Ministry of Education, and also responds to the policies outlined in the PEI, the General and Specific Objectives of Education (Law 115 Art. 16, 20,21 22,33) the curricular guidelines, the basic standards of competence, the basic rights of learning, the holistic transformative methodology and the basic competences, citizens and Laboral. It contemplates the time intensity of each of the key areas, as well as the transversal projects and other pedagogical actions that reinforce learning.

The Curriculum is designed to apply it from the Transitional level to the Eleventh Degree in Technical Media (Systems Technician) and contributing to the care and preservation of the environment. The above, consciously and responsibly planned in the structuring of the area plans, learning meshes, unit glider, daily class record and other regulatory books (observer and auxiliary notebook) adopted by the Institution on the basis of teaching materials, textbooks, laboratories, application of new technologies and others.

Figure 1. Fundamental aspects of the P.E.I.

Principles and Foundations

The Brighton Bethlemitas Educational Institution is based on academic excellence and therefore its curriculum favors the proper course of reason and intelligence: right judgment, knowledge, conceptual rigor, research, artistic and cultural creation, as well as the interaction between theory and practice projecting in actions that strengthen sensitivity, tenderness, affection, commitment and solidarity with the most needy people.

Citizen education based on respect and love for the person and the knowledge to defend and promote human rights, involves all members of the educational community in the formation of honest citizens, fair, democratic, supportive and peace builders.

Mission

We are an Educational Institution that in the light of the Bethlemitas Philosophy seeks participation, updating and service in evangelization.

We contribute to comprehensive training by providing quality and inclusive education based on ethical, scientific, technical, research, environmental and participatory principles.

We have the strength of God and the legacy of the Founding Saints, the policies of the State and the commitment of the Educational Community.

Vision

The Bethlemitas Brighton Educational Institution in 2022 will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical and technical innovation, promoting care for the environment and respect for the public, of an inclusive nature, consolidated in its processes of comprehensive training of highly qualified persons

Community Handbook

It conforms to the educational policies established by the Ministry of Education, in accordance with General Education Law 116/94, in article 87, articles 2, 3, 3,1, 4,4 of Decree 1075/15 "Educational establishments shall have a regulation or a cohabitation manual, which shall define the rights, duties, of students, parents, attendants, caregivers, when they sign the corresponding registration number on behalf of their children, they are accepting it." They are complementary, Law 1620/2013 and Regulatory Decree 1965, Law 1098/2006, Decree 2383/2015 and other jurisprudence of the Constitutional Court.

This manual is available to the entire educational community on the Web Colleges platform.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.

- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.

- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.

- Dignity: recognition of human values as something inalienable to everyone.

This community handbook presents seven basic learning for social coexistence:

1) Learn to take care of yourself. 2) Learn not to assault the other. 3) Learn how to communicate. 4) Learn how to interact. 5) Learn to work in groups. 6) Learn to take care of the environment. 7) Learn to value social knowledge.

Furthermore, the following chapters compose the community handbook:

CHAPTER I general aspects

CHAPTER II of the educational institution

CHAPTER III obligations of the institution

CHAPTER IV participation agencies

CHAPTER V presentation guidelines and rules of personal hygiene and public health.

CHAPTER VI of the students

CHAPTER VII prevention, consumption and trafficking of psychoactive substances, teenage pregnancy and environmental protection.

CHAPTER VIII inclusion process.

CHAPTER IX of the other parts of the educational community

CHAPTER X rules for use and maintenance of furniture

Distribution of the physical plant

Bethlemitas Brighton Pamplona Educational Institution, for its infrastructure has the capacity to host children and young people in pre-school, primary basic, secondary and technical media levels.

Currently, the institution has two main builds. The first one destined for the development of the basic primary's classes and the second destined for the development of the basic secondary and technical medium classes. In addition, the institution has chemistry and English laboratories, a library that allows students better practice in that area of knowledge.

Bethlemitas Brighton High school is composed by primary and secondary levels each one of them with its own entrance. The primary school is organized in the following way: two floor, in the first one we find the secretary's office, the teacher's room, the central courtyard for the programs or events and formations, we can also find the audiovisual room, a football field and three classroom for the 5th grades students, and the cafeteria.

In the second floor, we can find only the rest of the classroom for the minors' grades students.

On the other hand, the high school is divided into two floors. In the first one, we can find the principal's office, the primary coordinator's office, and one football field; in the second floor there are various classroom for the high grades' students (see appendix 1).

Institutional organization chart

The organization chart is the graphical representation of an institution. Where we can clearly observe the relationships between the different existing entities and get a uniform idea about the formal structure of it.

The institutional organization chart:

- Plays an informative role.

- Obtain all the elements of authority, the different levels of hierarchy, and the relationship between them.

Figure 2. Institutional organization chart

The institutional calendar

This institutional calendar corresponds to the entire year 2019 from January to December in Bethlemitas Brighton School.

Table 2

Institutional calendar from January to December 2019

08th to 20th January	21th January	15th to 21th April	29th March	01th April	14th June	17th to 07th June
Two institutional development week	Beginning of the first period	One institutional development week student recess	End of the first period	Beginning of the second period	End of the second period	Student and work recess
08th July	**13th September**	**16th September**	**07th to 13th October**	**29th November**	**02th to 08th December**	**02th to 29th December**
Beginning of the third period	End of the third period	Beginning of the fourth period	One institutional development week / student recess	End of the fourth period	2 weeks of institutional development	Student and work recess

The supervisor's schedule

The teacher Consuelo Cristancho has more than two years of experience being a teacher, which allows her to be a supervisor of pre-service's integral practice. The following table presents the supervisor's schedule, who is in charge of three different grade's students in primary

school and just one grade's student in secondary school (3°, 4°, 5° and 6°). I will work with the

three last mentioned grades (4°, 5° and 6°) in the same supervisor's timetable.

Table 3
The supervisor schedule of four different grades.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:15	Reflection	Reflection	Reflection	Reflection	Reflection
7:15-8:10	3°-01	Meeting with parents	5°-01	4°-03	5°-01
8:10-9:05	3°-02	3°-01	5°-02	4°-02	5°-02
9:05-10:00	3°-03	3°-02	5°-03	4°-01	5°-03
	B	R	E	A	K
10:30-11:25	4°-03	3°-03			
11:25-12:15	4°-02	4°-01	6°-01		6°-01
12:15-1:00			6°-01		6°-01

Pedagogical Aspects

Being a teacher is demanding role in which has the responsibility to guide, to teach and to help students to act, and to achieve their goals, not only in academic challenges but also in life. In order to put into practice the entire acquired and the development of the different communicative skills in my academic training as a foreign languages student at the University of Pamplona, I will share a part of my time and knowledge with a new scholar community which is the last step as student but, the first for my profession.

Some important pedagogical aspects observed in the institution were:

- Planning class:

    - Primary: English curriculum map proposed by the Ministry of Education

    - Secondary: welcome to outstanding book

- Support tools:

    - English laboratories

    - Audio-visual aids

- Methodology

- Classroom management

- Classroom environment

- Discipline control: book for taking notes

- Grade control: draft lists

The academic process

The delivery of the consent letter was done at the beginning of the semester in order to carry out the practicum in this institution (the principal Flor Elba Torres), then the presentation with the teacher in charge of the English courses (supervisor) teacher Consuelo Cristancho. Concerning observations, carried out for one week in 6th graders (corresponding to the supervisor). Also, the Institutional and pedagogical observations, notes about the structure and suggestions made by teacher's administrative work of the school. About planning of the lesson, the practitioner observed and asked about the development, management and topics to teach during the current period. Also, the arrangement of the schedule and the feedback give every Friday.

Chapter I

Pedagogical Component
Using piece of fairy tales' performances to promote oral skill at Bethlemitas Brighton High
School in Pamplona among 6th Grades

Introduction

The prominence of teaching English for basic education through any project is that students learn the necessary knowledge to participate in social practices of oral and written language with native and non-native English speakers, in this case, through a specific activity as fairy tale performance to use the language. Through this activity that involves the comprehension of various fairy tales, students will be able to memorize complete and structured phrases that could satisfy basic communication needs in communicative situations.

Therefore, they must learn to use language to organize their thoughts and speech, to analyze and solve problems for example: role plays in different places and situations concerning daily activities, and to have access to know different cultures. It is also essential to recognize the role of language in the construction of knowledge and cultural values, and develop an analytical and responsible attitude to the problems affecting the world.

Statement of the problem

We often think that speaking English is one of the skills that may prove someone "know a language" even if one does not know perfectly the grammar of the language. With regard to this, in the context of foreign language learning, however there is a problem which teachers have been

aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. In order to overcome this problem, the processes were involved in fluent conversational interaction need to be dealt with (Qureshi, I.A., 2012, p.04).

In fact, when we analyze the cause of this problem, we find that it could be different in each context where the language is learning, in this case, at Bethlemitas Brighton Pamplona Institution. Thus, after four non-participant observations conducted at the institution during one week, I realized in the English classes that the students have a low English proficiency level at the moment of communicating or even at the moment of saying basic words. They didn't use English; they were not able to communicate their ideas in the target language because their knowledge about English was not enough, it can be said they spoke in Spanish all the time, the only case I observed they used English was when the teacher greeted them and asked them how they are, also when she motived them to learn a song for a future event they will have, saying "repeat after me each phrase of the song" it means, the cause is evident because students only had an indirect contact with the language, and it caused low productivity when communicating orally.

This proposal offers activities in which "fake communication" can be applied; through the use of piece of fairy tales' performances with the purpose of promoting oral skill among the 6th graders at Bethlemitas Brighton High School in Pamplona. In this way, student have to memorize complete and structured phrases that could serve them to know the correct grammatical structure of a sentence and use it in their real communication.

This is also a way to encourage students to use the language with a correct pronunciation or a perfect grammatical structure, firstly with the guidance of the teacher. Thus, it is more appropriate to work on the oral production which involved the foreign language learners into a

process putting into practice what could be acquired during the interventions in the classes, and with a series of short and simple kind of activities in which they could improve their English and start to practice the language step by step.

Research Questions

- How the use of piece of fairy tales performances promote oral skill at 6th grade's students from Bethlemitas Brighton High School in Pamplona?
- How the use of fairy tales' performances could improve 6th graders' pronunciation of short sentences?
- Could fairy tale performances reinforce 6th graders' grammar and vocabulary studied throughout the course?

Justification

To acquire a foreign language is not achieved by simple repetition or exposure to it. By contrast, it requires a series of individual and collective experiences that include different ways to participate in oral exchanges, reading and writing texts.

So, teachers' responsibility is to create and provide spaces in which students can practice the language in a communicative way, where the students can simulate real context situations and be aware of the language use. For such reasons, this project aimed to use piece of fairy tale performances to promote oral skill to help students with the improvement of their oral production skills using the English language.

Objectives

General objective

To promote oral skill among the 6th graders at Bethlemitas Brighton High School in Pamplona throughout the use of piece of fairy tale performances.

Specifics objectives:

- To improve 6th graders' pronunciation of short sentences through oral production activities such as fairy tales' performance.

- To assess the oral production by proposing fairy tales 'performances concerning topics taught in the classroom 'interventions.

- To reinforce 6th graders' grammar and vocabulary studied throughout the course.

Theoretical framework

To better understand this project, it is necessary to know different theories that support the importance of implementing this proposal, taking into account its purpose which try to promote oral skill through the use of piece of fairy tale performances. Hence, some important concepts are: fairy tale, performance and speaking skill.

Fairy tales

According to Mikešová, L. (2006, p.11), fairy tales are considered as one of the possible supplementary teaching materials with young learners. Since fairy tales have an understandable language for children, students of 6th grades could learn vocabulary and structured phrases while reading, and at the same time they could fun themselves recreating the fairy tales through the performances.

Performance

The Merriam Webster dictionary defines from the *English Language Learners'* point of view, a performance is an activity (such as singing a song or acting in a play) that a person or group does to entertain an audience. Thus, 6th grade's students will present their performance, not only to entertain an audience, but also to put in evidence their oral skill.

Speaking skill

According to Harmer (2007), speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.

Chastain (1976) stated that learning to speak is obviously more difficult than learning to understand the spoken language; although, it is difficult but it can be achieved by doing much practice in real situations.

Literature review

This literature review is based on previous studies concerning the importance of promoting speaking skill at schools and teachers' challenge, and the influence of the use of performance (drama) in English class to promote oral skill.

The importance of promoting speaking skill at schools and teachers' challenge

"To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson". Khameis, M.

(2007), p.4. In fact, nowadays attract students' attention has become a challenge, a difficult task for teachers and most of all for long-serving teachers, due to the globalized world we are living. Technology has reached attract new student's generation attention, causing a lack of interest in traditional classes. With regard to that, Khameis, M. (2007) also add that the strategies the teacher should focus on should be interesting and should capture students' attention.

In fact, Speaking, gains a considerable significance among other language skills. However, learning to speak is not an easy task because students usually face a number of problems that hinder them from speaking. These include five factors: (1) lack of exposure to language, (2) lack of motivation, (3) Students' anxiety and lack of confidence (4) limited knowledge of English and (5) inefficient teaching methodology. (Al-Sobhi, & Preece, 2018, p.02).

With regard to that, we can consider that the development of speaking skill at schools become very important, because is one of the competences that show how much the student have learnt in the English matter, and is what seem the most interesting for students of having the opportunity to learn a foreign language in the school. Thus, Liando, Sahetapy, & Maru (2018) state: "speaking is one of the four basic competences that students should gain well. It has an important role in learning language, because practically the main purpose of learning language is being able to communicate" (p. 04). Which seems to indicate that it is required the use of an interesting strategy that captures the student's attention in order to reach they learn to "speak" in English.

However, it is important to say that oral skills may vary by different influential aspects of learning, but it is quite satisfactory to recognize that little or much that the student can express in their own words, ideas are important for teachers and of course for the students knowing that they can acquire the foreign language.

Moreover, Al-Sobhi, & Preece (2018) add:

> "It is very important for teachers to choose the most effective methods and approaches in
> order to improve the teaching outcomes in general and develop the students' oral
> proficiency in specific. Accordingly, a language teacher is required to facilitate the
> communication process between the students by involving them in the activities taking
> place in the classroom to enhance their speaking ability and emphasise learner-centred
> and cooperative learning" (p.5).

**The influence of using performances (Drama) in the English class to promote the
learner oral skill.**

Diniarty, F., & Bunau, E. (2018) conducted a study entitled: *improving students'speaking
by using drama technique*, in which aimed the improving of the students' speaking of the class
eleven multimedia by using drama technique. These authors affirm "the researcher of this
research believed that using drama technique could improve students' speaking during the class"
(p.05). Moreover, they claim the results demonstrated that "using drama technique was good to
improve the students speaking" (p.06).

Likewise, the authors convince the reader to implement the use of drama technique by
persuading:

> "Besides, the students get motivation to be confident to speak because in drama, the
> students were not working alone. They worked as a team that help, encouraged and
> motivated each other. Drama performs something different in the classroom that
> encouraged the students to learn. It made the students be more active in the classroom.
> Drama technique could positively encourage the students to speak English. Based on the

result of analysis and conclusion, it is concluded that the Drama technique can improves

the students' speaking of the class…" (p.06)

Thus, according to Diniarty, F., & Bunau, E. (2018) It was proved that Drama technique

was more interesting and made the students be active in speaking. Therefore, it is suggested to

teacher to apply Drama technique frequently. (p.06)

To sum up the two categories of this literature review, it could be said that through these

studies' revision, it has been found that applying oral activities that include learning strategies

and training in use, careful selection of activities to be applied, and pleasant working

environment, will improve oral production of English as foreign language. In this sense, the data

and information to be obtained, is expected to serve as a contribution to better understand the

problem of poor oral performance, the importance of learning strategies in the training process of

students and their possible impact in learning process.

Methodology

Research methodology

This project was focused on a qualitative research with an action research design, taking

into account that it was undertook to implement teaching technique to improve students' skills.

Krause (1995) considers qualitative research as tool to produces descriptive data: people own

words in oral or written field and observable behavior." According to Harmer, J (2007) action

research is the name given to a series of procedures teachers can engage in, perhaps because they

wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the

success and/or appropriacy of certain activities and procedures. In this way, the teachers

sometimes conduct an action research because there is a problem which is worrying them and

they want to decide what to do about it. The purpose of undertaking action research is to bring about changes in specific contexts. Thus, this project was conducted at Bethlemitas Brighton School Pamplona, with the objective to use piece of fairy tale performance to promote oral skill.

Population

This study was conducted with a population composed by thirty-six participants from sixth grades' students, aged from 12 to 15, females and males from the Bethlemitas Brighton High School in Pamplona, Colombia. Their English class contact was four hours per week on Wednesdays and Fridays at 11:25am -1:00 pm.

Sample

The participants were six students of sixth grade, who expressed to like to perform fairy tales' scenes, in one question of a survey applied before selecting a fairy tale to present.

Instruments for gathering data

Since de purpose of this study was to promote oral skill among the 6th graders at Bethlemitas Brighton High School in Pamplona throughout the use of piece of fairy tale performances, the techniques and instruments to collect data were: four non-participant observations defined by Liu, F., & Maitlis, S. (2010), this instrument was very useful for this project, because allowed the researcher to know the issue that required to be studied. The researcher observed and analyzed the method implemented in classes in order to carry out this project. Also, the students' attitude towards the English activities, and the students' English knowledge needs were analyzed in the observation process.

Another instrument used to conduct this study was a survey, applied at the beginning to know the student's perception, interest and preferences towards the fairy tales and performances, and in this manner, to pursue their interest for carrying out the project (see appendix 2). I also gathered information through two interviews (see appendix 3) applied to the sample in different moments each one. The first one, was applied in the middle of the development of the study, with the goal of analyzing the participant's opinions and fillings being part of the project, and the last one, was applied at the end, with the purpose to know how much the students learn participating in this study. Before applying these interviews, the researcher delivered to their participants a consent letter of free participation in the project where was explained the protocol to follow (see appendix 4).

Furthermore, it was used 9 weekly journals Porlan (1987) (see appendix 5) as data collecting instruments in order to reflect about the pre-service teacher's methodology. This reflection exercises have been a very useful instrument to improve the development of the pedagogical practice as a teacher. Since, it allows analyzing how well or bad the pre-service teachers are doing everything such us planning the lessons, evaluations, activities, developing a class, the ambiance they create into the classrooms, etc.

Data analysis

Data analysis was done under interpretative analysis, which "is an approach to qualitative, experiential research that recognises the central role of the analyst in understanding the experiences of participants. It involves a two-stage interpretation process whereby the researcher attempts to interpret how the participants make sense of their experience. (Pringle, J., Drummond, J., McLafferty, E., & Hendry, C., 2011). Thus, this type of analysis was useful to

analyze data gathered from the nine reflective journals, the survey and the interviews and was chosen because it is based on the interpretations of what the researcher consider is evident in data, a method that involve a more "spontaneous" and subjective mental process. For the analysis of the interviews there was a process of transcription with the help of a Microsoft word format designed by the researcher (see appendix 6) in order to contrast information from all participants.

Chronogram of the research proposal and data collection

To develop the proposal of the project it was necessary to create a chronogram in order to carry out each activity and apply the instruments to collect data. The following timetable presents the last mentioned.

Table 4
Timetable for the implementation of the proposal and for gathering information

Objective	Date
Institutional observation	On September 9th to 13th 2019
Application of the survey to know the student's perceptions of performing fairy tales	On October 02th
First application of the proposal (students watch a fairy tale video and write the script)	On October 15th to 18th
Second application of the proposal (the participants learn the pronunciation of their script and they do a rehearsal)	On November 01th
Third application of the proposal (recording of the performance)	On November 06th
Application of the first interview	On November 08th

Fourth application of the proposal	On November 13th to 15th
Application of the second interview	On November 20th

Pedagogical methodology

With the purpose to carry out this pedagogical proposal, the researcher used the action research method, the outstanding English book for understanding language and grammar y context, and the theory proposed by Rodríguez, M. & Jacobo, S. (2015) to guide the execution of the use of theatrical performance for the learning of a foreign language.

As regards the latter, Rodríguez, M. & Jacobo, S. (2015) affirm that:

"The dramatised is a didactic tool to develop oral expression in English, since through them the issues presented during the classes seen are put into practice. In this sense, it is considered that the performances, by allowing the dramatization of different roles, encourage the use of the language and diminish the fears that the students have regarding the foreign language".(p.16).

Of the above, Rodríguez, M. & Jacobo, S. (2015) suggest the following process for the creation and interpretation of a performance taking into account the topics seen in the classes:

1. Determine the foreign language vocabulary that will be taken into account for the performance dialogues. To follow this step, the researcher decided to choose fairy tales already known for the students, according to their answer in the applied survey at the beginning of the practicum stage (see appendix 2). Thus, the selected fairy tales were "little Red Riding Hood" and "Snow White", these present a basic vocabulary, easy to

understand by the participants, most of all because they have seen these fairy tales in Spanish and they could imagine what could mean each dialogue in English.

2. Write performance dialogues that do not exceed a 3-minute display. In order to carry out this step, it was realized an activity consisting of watching twice a video in English with subtitles also in English of each chosen fairy tale during the English classes (each one on different weeks) (see appendix 7). The first time, they had to analyze the characters and to remember or to know what the fairy tale was about. The second time, the researcher paused the video when each character talked, then students had to write in their notebooks each dialog (script) of each character in order to do they learn vocabulary and correct grammatical structures (see appendix 8). However, in this step the results were not the better, because of the conditions of the classroom were not so good for watching videos, due to the little projector and the outside light reflected on it. This caused that some of the students did not write the complete dialogs in their notebooks because it took too much time waiting for them to understand everything, and it was necessary to continue. For this activity it was create a planning (see appendix 9).

3. Determine who will play each character. For this step, the researcher selected 5 participants, who expressed to like doing dramas and every one agreed to choose their own character.

4. Socialize scripts dialogues. In this part, the researcher took some minutes apart from the English class hours to socialize the scripts dialogs and clarify doubts about the meaning of the vocabulary and the complete phrases. Moreover, it was a time established to choose only a piece of the fairy tale, and for that, it was done a summary of the dialogs of each character to facilitate the learning of short phrases in English. The participants

enjoyed those spaces because they expressed to feel a better understanding of the English grammar, so they felt motivated to participate of this project.

5. Establish a time in which students will practice the performances. With regard to this step, the participants were demanded to rehearse at home their dialogs of the own character with the correct pronunciation already taught by the researcher, and then, they were met their partners and the researcher on free times during the school day to practice the performance. (See appendix 10).

6. Perform the fairy tale. (p.51). Finally, for this step, the participants were recorded under the permission given by their parents through a letter (See appendix 11) that the researcher sent them explaining the project and requesting the permission to record their minors. Some of the participants performed the fairy tales using a part of the costumes of their characters. (See appendix 12).

Findings

The main objective of this study was to promote oral skill among the 6th graders thorough the use of piece of fairy tale performance. In general terms, something important that was detected by the practitioner in the English class was the difficulty related to the acquisition of vocabulary, pronunciation and oral production in students. The following results show how much the objectives of this project were achieved.

1. The students liked to watch fairy tales in English, because they knew most of them in Spanish and they could understand almost all the dialogues and the scenes of the tale, because they made a comparison with the tale in Spanish. With regard to that, the researcher in her first journal about this step (see appendix 13) of the application of her project, could reflect upon the likes of the grade she had in charge, since it was analyzed

that students' attention is almost capture presenting them any video. So, this activity was pleasurable for them and it was evident that they understood the story because they participated when the investigator asked questions like "*what was the moral of the story*?" Their understanding were also evidenced in their answers of the first interview, the participant 5 expressed: "Sí*, me he desarrollado bastante bien ya que esta habilidad al leer los cuentos de hadas que yo ya conozco en otro idioma me permite saber qué es lo que estoy hablando, que estoy diciendo y por qué lo estoy diciendo".* In this sense, Rodríguez, M. & Jacobo, S. (2015) state:

> "Fairy tales have the basic vocabulary of everyday expressions, and are easy to understand, in order to ensure that the expressions used are relevant to the subjects worked in class and in the students' daily context, In this way, students are motivated and brought to learning situations that allow them to cope with everyday life while interacting with others". (p.16-17).

2. Most of the participants were not able to memorize complete large or short phrases in English corresponding to their script, the researcher assumed it could be because of the pronunciation confused them and the nerves to be recorded made that they forgot what they had to memorize and for that, the paper of the scrip was always with them for help. On that subject, participants answered in the second interview in this manner: "*pues a veces si se me dificultaba decir el guion pero logré aprender algo nuevo"(*participant 1, interview 2). And the participant 3 expressed: "*Me sentí muy nerviosa y también muy feliz porque me gustaba dramatizar" (*participant 3, interview 2). So, the previous allows the researcher to deduce that students liked to participate in the project because it was a different manner for them to learn English. Only a little part of the students memorized

some phrases of the fairy tales, but sometimes they forgot it due to they are being recorded, or they are in front of a camera.

Conclusion

As a conclusion, it can be inferred that the principal goal of this study was somehow achieved because students demonstrated to like this way to learn to speak in English, because it was a different manner to learn and it was doing what they like to do which is to perform or to do dramas. That means, that this is a good strategy to promote the oral skill in sixth grades students, as well as to learn vocabulary. Nevertheless, it is important to highlight that there was a failing to reach the good pronunciation and that students memorize complete phrases, for that, it could be required much more time to practice the pronunciation and more motivation to memorize phrases, perhaps across another strategy.

Chapter II

Research component
Formation of the reflective spirit in the PLEX teacher training tool to grade the
pedagogical practice.

Introduction

Teaching practice is an opportunity for academic training focused on teaching-learning in a real context. Campo and Restrepo (2002) mean by practice "everyday modes of action either intellectual or material-practices in plural responding to a tactical logic by which the human being sets his existence as an individual and as a community building culture". The practice is considered the tool that has the human being to build, train, and modify things according to the perception that he has on what should be.

Teaching practice is more than a professional role that intervenes in the preparation process of the new and future generations, is the chance that the pre-service teacher has to be reflective in his own process allowing to be analytical, critical and conscious of his continuous development and advances for his self-recognition and solving his own problem. Reflect on teaching practice allows to think about the totally educational actions that they are present in the environments of learning. The pre-service teacher as a significant component must think not only in the students but also in the teaching process and knowledge, so that in this way can be transformed into a meaningful learning.

Statement of the problem

In the school there are assumed fundamental aspects of the constitution of the subjects, of the institutional life without question, are seen as stamps, stable and invariable features that form a part of the identity and of the school culture. When events unfold without major alteration, the teacher takes risks installed in logic of action that does not allow the pedagogical development and renewal of school culture. A practice lacking in reflection does not conducive to the emergence of problematic situations; these realities are ignored, and invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed to teachers in a traditional making, of cultural reproduction turning into a barrier for the emergence of emergent practices tending to generate transformations of thought and of knowledge, to attend to the social needs.

In reason to this situation, which affects teachers in a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, in the future teacher, critical thinking and reflection that contribute to improving their teaching practices, so that they in turn are essential elements that impact and transform their work and their future professional performance. Furthermore, the questions that followed this study were: How does the implementation of the reflection contribute in the transformation of the pedagogic processes of the development of the integral practice? How does the exercise of the reflection have an influence in the development of the critical spirit of the pre-service teacher in the analysis of their pedagogic occupation?

Justification

The formulation of this project was an initiative to improve educational processes in institutions taking as a reference the important role of reflection in the teaching process as it is

the first step in understanding the difficulties of profession, the own actions and the interest about the knowledge of the models and approaches to address a problematic situation and establish an analytical look on the fact.

In accordance with the exposed by the educational philosopher Dewey, a pioneer in the field of reflective thinking applied to teaching, justified the need for this project so that student had tools of analysis and self-observation that allowed him to distinguish between routine action and reflective action. I believe that a thoughtful approach protects to the agents of the traditional context of inertia, and authority that permeate the school (Dewey, 1993).

Objectives

General Objective

-To implement the reflection as a transformative tool of the pedagogical processes.

Specific Objectives

-To consolidate in the pre-service teacher a critical spirit who reflect and present proposals and alternative solutions to the problems present.

-To socialize criteria, to share ideas and directives to take up office and to be inserted in an effective way in the institution.

-To analyze pre-service teacher beliefs about the educational work and about the students.

Theoretical Framework

The theory on the educational profession, the reflection, the reflexive practice and the pedagogic practice constituted the conceptual framework of this study. To possess with a major

degree of clarity about the included concepts in close connection with this research project, is presented an approximation to each of them.

1. Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to give knowledge placed in a certain science or art, but the one who also has inside his responsibilities to the integral formation of the students.

The teaching profession requires a set of skills, which they constitute at present, a conceptualization and a way of operating in the planning and management of human resources orientated to facilitating a joint between management, work and education (Vélaz&Vaillant, 2009). Which are currently a conceptualization and mode of operation in planning and human resources management aimed at facilitating a link between management, labor and education? Thus, is as well as is found that every educational one must expire with some skills in the discipline that there allow him to have domain of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in the one that develops his activity. Similarly, every teacher must have some skills in the organization of content, that is to say, the teaching practice requires not only order the components to be learned by students, but also to provide the education conditions in the educational context or outside it. The most immediate function that the teachers must develop is to design or provide the practice of the teaching.

2. Reflection

Talking about reflection, it involves addressing different conceptions of this notion. For this reason, to deep its definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al., 2010).

Reflection as a process

Reflection is performed from a series of steps in a cyclical way giving like proved a process. According to Schön (1983) mentioned by Strap Molina et al. (2010) reflect about the experience implies "a type of reflexive dialogue with the situation, where the language would favor the access to the experiences of the individual, which would allow to extract a new structure of the situation.

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

Figure 3. Reflection as a process

Reflection

Step 1: Action

Step 2: Observation

Step 3: Analysis

Step 4: Reconceptualization

Step 5: Evaluation

Reflection as a thematic

The conception of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al. (1999) cited by Correa Molina et al. (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience (p.139). The first two perspectives of the external aspects show the source of knowledge that allows for reflection, and contextual aspects allowing the exercise of reflection on the third perspective. In turn, the idea above mentioned perspectives possess mediators in order that the above mentioned process should execute; in the first instance one finds the action, the context, the colleagues and to the same person who thinks.

3. Reflexive Practice

Update and qualify the academic proposals and guide the students to new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; that is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context the issue of practice, class space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and in finding ways to address these phenomena, to make effective schoolwork.

This study provides to reflect on their methodology in the light of reflection as the only rational and ethical way of intervention processes (Sexton 1999).

According to Van Manen (1997) there are different levels of reflexivity, in the first level in the classroom one gives the effective application of skills and technical knowledge; the reflection applies to itself to the selection and use adapted of the didactic strategies that the teacher goes to use.

In the second level, the reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed the consequences of the strategies adopted, curricula, practices, then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to the institutional reality and contexts are then analyzed.

On a third level, Van Manen establishes an exercise of critical reflection; at this level the more elaborate formula that reflection occurs, a question of directly or indirectly to the classroom ethical, normative and moral criteria related.

4. Pedagogical Practice

For the analysis and the reflection on the practice is considered to be suitable to resort methodologically to a conceptual operation of classification of the practice; for such an end there is assumed Zeichner's offer who has established several Modalities of practice like that:

Academic Practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency

It is a question of obtaining an effective education by means of the application of didactic technologies that are deduced of general principles to which the pedagogic research has come. In this case, the reflection consists of a strategic decision: "to select between the ranges of available technologies which is considered to be more effective"

This is the way of proceeding of technical rationality.

Developmental

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

Social reconstruction

The object of the reflection is the social, economic and political context, so that the really democratic relations are promoted in the classroom, and equal and fair in the social sphere.

Generic

Programs refer to generically reflection, but without specifying the pretensions of programs and the contents that should reflect or strategies to encourage reflexive learning.

Activators of reflection

According to Schulman (1987) these activators are the cognitive basis of the teacher about classroom life; they are indispensable since they constitute the element of the reflexive thought that reaches in the process of the own knowledge that a good teacher needs to take decisions in the classroom (p.39).

Critical element of the reflexive thought

According to Sparks-Langer and Colton (1991:39), this element of the reflexive thought is related to "the moral and ethical aspects of the pity and the social justice". It shows the interest relating to social justice and ethics in education.

These authors establish the rating categories of knowledge.

1. Knowledge of the content

2. General pedagogical knowledge

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

4. Educational knowledge and professional own configuration

5. Student's knowledge and their characteristics

6. Knowledge of educational contexts

7. Fundamental knowledge: philosophical, historical and axiological

Methodology

This project was focused on a qualitative research with an action research design, taking into account that it was undertook to implement teaching technique to improve students' skills. Krause (1995) considers qualitative research as tool to produces descriptive data: people own words in oral or written field and observable behavior." According to Harmer, J (2007) action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures. In this way, the teachers sometimes conduct an action research because there is a problem which is worrying them and they want to decide what to do about it. The purpose of undertaking action research is to bring about changes in specific contexts.

According to (Valerie J. & H. Mc Coll's, 1997), random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being include in the sample. Every possible sample of a given size has the same chance of selection. In this case the sample will be fifth grades.

Data analysis was analyzed under triangulation technique; according Denzin (1978) defines triangulation as 'the combination of methodologies in the study of the same phenomenon'. 'Introducing triangulation into research design is one means whereby the evidence collected from one source is corroborated by evidence collected from another source. Thus, triangulation can enhance our belief that results are valid and not a methodological artefact.

Liu, F., & Maitlis, S. (2010) define "Non-participant Observation involves observing participants without actively participating. This option was used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. ". It was one of the instrument to collect the valuable information.

According Porlan (1987) the journal is "a tool for meaningful and experiential reflection of teachers", a basic tool for research in the classroom, it can adapt, by his personal character, all kinds of circumstances. Journal allows to enrich the theory-practice relationship, observation is a technique of investigation of primary sources, which as we have seen, needs a planning to approach an object of study or a community through a field work (practice), theory as a source of secondary information must provide information is not simply in the description but goes further in its analysis; In this way both practice and theory are feed-back and make the successful the process and in other hand , "it is an tool of analysis of the reflexive thinking of teachers both in training and in exercise.

According to Baskerville (2004), action research is "Fundamentally a change-oriented approach in which the central assumption is that complex social processes can be best studied by introducing change into these processes and observing their affects." It means, to develop a strategy, a plan, an idea which is the response to a necessity, implement it and test the results. Action learning and contextualized action research, but all are variations on a theme. In others words; action research is "learning by doing". The purpose is to identify a problem, and to provide the students with knowledge and to solve it, see how successful their efforts were and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day.

This section describes the activities proposed for the application of the pedagogic project. According Synteta, (2002), the activities will plan taking into account the characteristics of the communicative approach and objectives of the curriculum of the institution for the third period of the school year, and considering the learners "capabilities and characteristics for speaking the language".

1 video-recording was used as an instrument for this study. Fernandez, G (2011), and 9 weekly journals (Porlan (1987)) were used as data collecting instruments.

Workshop of reflection

The workshops of reflection were a very useful instrument to improve the development of the pedagogical practice as a teacher. Since it allows the researcher to reflect on how well or bad he or she was doing everything such us planning the lessons, evaluations, activities, developing a class, the ambiance we create into the classrooms, etc. and the way the pre-service teacher was facing the different situations or problems. In this way, through these workshops the pre-service teacher could improve the methodology used.

Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives of solution to the educational problems of their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to take on their pedagogical practice.
- To effectively qualify, facilitate and insert the educational center.

Chart of self-observation

The main objective of the self-observation card was to guide the pre-service teacher towards a proper view of his/her exercise as a teacher and of his/her role in the classroom and in the environment of the educational community he/she is part (see appendix 14).

Narratives

The reflection exercises were very useful for us to do a self-analysis in order to improve our self as teachers, and to understand everything that being a teacher involve, and in that way, to determine if we want to impact our students life with excellent teachings, or contrary to that, to be the teacher that students remember with bad feelings, or who never remember (see appendix 15).

Records of the class

In order to analyze different aspects of the development of a class, the researcher had to record one to be analyzed by a partner who is also in the practicum stage. It was also an evidence of the actions of the students-practitioners in the classroom that allowed themselves to reflect on different aspects in what the process of teaching/learning of foreign languages respect that they may have been taken into account or not by the teacher in training his exercise of reflection (see appendix 16).

Population

The population of this study consists of thirteen nine tenth-semester students, who are part of the practicum stage of the foreign language program at the University of Pamplona. There were an indirect benefited population who were principally the Teachers in training and the Supervisory Professors.

Research component time table

Table 5
Timeline of the implementation of instruments

Activity	Narratives	Self-observation card	Class recording	Reflection workshops
Weeks	Each Monday before 6:00 pm students have to send narratives.	One day on the week	The pre-service teacher must register a video of 30 or 40 minutes, showing the execution of the class.	
First week: from 23th September to 27th		x		
Second week: from 30th september to 04th october	x	x	x	
From 07th October to 11th	x	vacations		x
Third week: from 15th October to18th		x		
Fourth week: from 21th October to 25th	x			
Fifth week: from 28th october to 01th november	x			
Sixth week: from 05th November to 08th	x	x	x	

Seventh week: from 12th November to 15th	x	
Eighth week: from 18th november to 22th	x	x
Ninth week: from 25th November to 29th	x	
Tenth week: from 02th December to 06th		x

Conclusions

The implementation of the reflection has an important role in our practice, since it gives us a guide to analyze aspects that in most of the time we did not take into account when developing our practice. In addition, it makes us think on how well or bad teachers we are being and so that, to know what image we are leaving in the institution we are. Hence, the implementation of the reflection, become our mirror, making us know what is good, what is bad, and what we have to change or improve.

The reflection exercises have been a very useful instrument to improve the development of the pedagogical practice as a teacher. Since it allows us to analyze how well or bad, we are doing everything such us planning the lessons, evaluations, activities, developing a class, the ambiance we create into the classrooms, etc. these aspects define our role of teacher, and if we are being good or bad teachers.

Hence, the methodology I use has improved with the help of these instruments already mentioned, because I could analyze that at the beginning I was very flexible with the students, for example, at the moment to ask for homework, if they did not carry it, I gave them another

opportunity for next class; or if their behavior was not so good as almost always, I advised them of having a bad grade in their behavior item, but I never did it. What caused that they continue being irresponsible and creating disorder. However, since we reflect doing narrative and self-observation weekly, I could improve some aspects of my methodology, taking into account that the way I was doing things, was not the appropriate.

Furthermore, the planning class now are better, because the activities I plan are more appropriate to the students interests, necessities, students age, classroom condition, etc. however, one aspect that I feel I have to improve is the time management when developing a class, due to I plan some minutes for any activity, but in fact I spend more than I have planned, and I cannot do all the activities.

On the other hand, the interaction with students is something that I have also improved because I noticed that students feel more confidence to participate when I ask them about any topic and they ask me if they do not understand something.

Another aspect that I have improved reflecting through the narratives and self-observations is the types of activities developed in class, because at the beginning I tried to implement dynamic activities that implicated that students had to stand up of their chairs, but I noticed this kind of activities promoted many disorder into the classroom, and the classes were not so good carried out. So, I reflected on that, and I changed the methodology of developing activities and also the type of activity for activities that require more concentration and more work in the student's notebooks. This change also involved to carry another type of resources that captured the student's attention and allowed to work better, such us slides, videos, flashcards, and develop some classes out of their classroom, for example, at the library which is much better because is wide, illuminated and comfortable.

With regard to the atmosphere of the classroom, I noticed that students create less disorder when they are doing any activity, than when I explaining them a topic. What make me think that they need to be doing something during the class, or/and that I have to improve something at the moment to explain them a topic, maybe the voice tone, in order to attract their attention.

I also have improved the learning-teaching process monitoring, since I analyzed trough the student's results in the evaluations that they were not taking notes in class, which is an important fact for them to do they understand a topic. For that reason, I reflected on that and now I always pay attention to the notes of each student in their notebooks in each class. Equally, I pay more attention to those students with special necessities, in order to integrate them and reach they also learn as their partners.

All of the above, allow me to conclude that these reflection exercises are very useful for us to do a self-analysis in order to improve our self as teachers, and to understand everything that being a teacher involve, and in that way, to determine if we want to impact our students life with excellent teachings, or contrary to that, to be the teacher that students remember with bad feelings, or who never remember.

Chapter III

"Outreach Component"
Raising awareness of the English language in primary schools through the use of puzzles as
a strategy of participation, memorizing vocabulary with its correct pronunciation and
motivation to learn short phrases at Brighton High School in Pamplona

Introduction

      With the purpose to assure a better service to this scholar community, the participation of the teacher-practitioner working with Primary school students at Bethlemitas Brighton, in order to engage students in learning English language since basic education, in this case with those students.

Justification

      Assumed that in most public educational institutions and specifically in the primary section does not have English teachers in charge of this subject to assist and facilitate the acquisition of a second language in this case English, Pamplona University, principals and English teachers of some institutions in Pamplona, have opened the probability that practitioners work with children enabling access to learning a foreign language.

Objectives

      General objective

· To support children's training requirements in English at "Bethlemitas Brighton-Primary School" in Pamplona.

Specifics Objectives

· To motivate students learning English through the use of integrated skills activities.

· To encourage students' interest in English language with the use of puzzles, visual materials and diverse activities.

Methodology

The methodology of this project is to introduce the English language in an easy way. I proposed to motivate children to learn English through puzzles, because it could be a new and a didactic strategy. This component was developed with primary school students in 4°-01, 4°-02 and 5°-01,02,03 groups at "Bethlemitas Brighton School". The pre-service teacher was in charge of English classes during the academic period. The schedule was on Monday, Wednesday, Thursday and   Friday from7:00 am to 11:00am. During this time, the pre-service teacher had the opportunity to work with this population to know their interest in learning and their behaviors in front different activities proposed to develop into the classroom. Hence, the activities carried out with these courses were through flashcards, videos, posters, images and the most important, activities with puzzles with the topics explained in class. Most of these activities were sometimes difficult to develop because of each group was composed by more than 30 students, all children, which caused that the dynamics activities the teacher practitioner prepared, became the opportunity for children to create indiscipline.

However, the researcher noticed that the activities consisting in watching videos, helped to control the discipline and to develop satisfactorily the class, and the students learnt better.

Fortunately, the project proposed by the researcher about the use of puzzles to learn vocabulary and short phrases, was pleasant for the students, it was attractive for them, which allowed to

achieve good results. This project was applied two time in which students learnt vocabulary motivated in a didactic way, they were captured with images (see appendix 17) in order to collect evidence of this practice in primary school. To carry out these activities, it was prepared two planning class (see appendix 18).

Chronogram of the activities carried out with puzzles

Table 6
Timetable of the activities developed in primary of the project

week	topic	Activity	Objective
Third week: from 15th October to18th	School supplies	X Each student has a little bag with the pieces of a school supply, they have to organize these pieces to discover the image and the name of it.	To present their puzzle responding the question "what is your school supply?". They have to answer with a correct pronunciation "this is a…"
Sixth week	Means of communication	X Students had to choose their favorite means of communication for doing a puzzle and stick it their notebook.	To present their puzzle explaining in short words why they preferred that mean of communication.

Conclusions

Teaching English to young learners is important because it allows students to know, understand and learn to communicate, increasing their self-confidence. Furthermore, learning a second language helps children to know their own language. English teaching was done through visual materials, board and posters. The results were satisfactory, the students felt very satisfied, comfortable and grateful for the acquired knowledge. It is possible to say that it becomes necessary that the teachers take into account the use of the visual materials to promote the interest in the children and to facilitate the learning and the comprehension of topics that can be difficult to assimilate, since often this didactic resource transmit ideas, in addition provides important improvements of learning in the classroom.

How has the outreach component contributed in the pedagogical practice?

To teach English in primary school benefit the pedagogical practice because the pre-service teacher has an experience of working with children, and in that way to compare the development of the English class with teens and the English class with children. It is obviously very different. This opportunity makes the pre-service teacher to think about the field which he really wants to work as an English teacher. Nevertheless, despite the major difficulties that working with children imply, I consider it is satisfactory to share our knowledge with them, and most of all, to evidence their progress while doing our practice in any institution.

What indicate, that we really contribute with many important knowledge and ideas for teaching English and that we are very useful.

Chapter IV

"Administrative component"

Introduction

As a member of the scholar community it is essential to participate actively in all of requirements of the institution and to be part of social and administrative events organized during the trainee. For this reason, the pre-service teacher will be involved in those aspects because they are also important factors that could be another way to be engaging with the rest of the participants of.

Objectives

General Objective

- To help in the organization of the Administrative events at Bethlemitas Brighton High School

Specific Objective

- To engage in all the academic events established by the school.
- To achieve the integration in the context of the practice centre.

Methodology

The pre-service teacher participated in different events according to the school calendar, and followed the rules established in the community handbook. Besides, those aspects with the institution let that the teacher's role be seriously and responsible.

Activities' Chronogram

The timeline activities from the educational institution Bethlemitas Brighton were developed

every month, from September to November, in which the practitioners were involved in order to

guide, supervise and learn all about the institutional programs. The following table shows the

activities developed during those months (see appendix 19).

Table 7
Activities carried out in the Institution

Date	Activity	Function of the practitioner
from Monday to Friday	Reflection time	I had to be present every day in the reflection time, which carry out 15 minutes before starting the first hour of the day, it means, at 7:00 o'clock.
September 23th	Delivery of news bulletin	
October o2th	Talent show at secondary school	The practitioners were in charge to prepare, organize and guide the development of the event, under the guide of the English teachers in secondary school.
October 03th	Talent show at primary school	The practitioners were in charge to prepare, organize and guide the development of the event, under the guide of the English teacher in primary school.
October 07th	Flag-raising ceremony	
Ocotber 25th	Bussines festival (feria empresarial)	To guide the student´s presentations in English
November 01th	Student's day	
On November	Christmas novena	Supervise the students and control the discipline
November 20th	Delivery of the symbols.	

Conclusion

Taking part in these kinds of events, is a learning experience, in which is understood what is really being a teacher. Thus, I could learn somehow how to carry out events or programs that are part of an institution's academic process. This led me to reflect on the role played by a teacher, understanding the importance of being a good educator, prepared both intellectually and morally, to be able to face every situation that requires his intervention. In addition, this stage allows to understand that a good teacher should be useful, innovative, strategic, motivating, disciplined, responsible, committed, leader, among others.

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%C2%B3n.pdf?sequence=1&isAllowed=y

Appendix list

Appendix 1 **Physical plant of the Bethlemitas Brighton school**
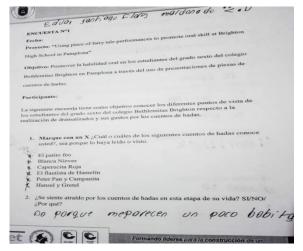
- High school
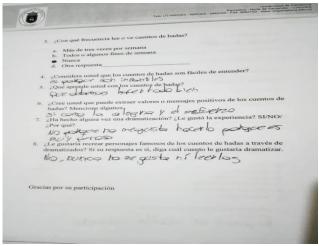

- Primary school

Appendix 2 **First instrument (survey)**

https://drive.google.com/file/d/1np8_WFsJBZKLa8G8q-HUTdOCjTVE3uPM/view?usp=sharing
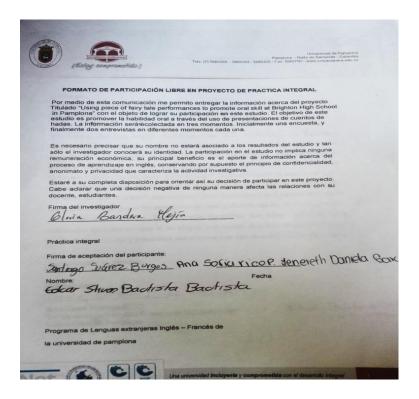
Appendix 3 **second and third instrument (interview #1 and #2***)*

https://drive.google.com/file/d/1d4hHzsGVakuT4agyffZYns7OmuW27IuU/view?usp=sharing

https://drive.google.com/file/d/1ACxgSbo1KtxvKTKX3DTqqCVA5mGlH9xw/view?usp=sharing

Appendix 4 **Letter of permission for the participants**

https://docs.google.com/document/d/1pZgCZuSU0xQD1NNFrubMsGa_NAsiKs0x/edit#heading=h.gjdgxs

Appendix 5 **nine weekly narratives**

https://drive.google.com/open?id=15MaSbZRyeYgSWZ7e5Kl-Y-7PJcA3SL5N

Appendix 6 **Microsoft word format of the interviews and recordings**

https://drive.google.com/open?id=1R1M_Gx9_F2ttAPO6cmCPNAET-DHrACPE

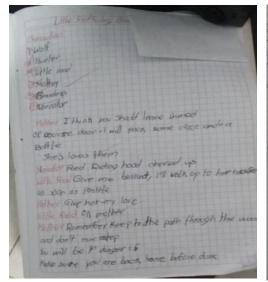*Appendix 7* **First step of the pedagogical methodology (watch the fairy tale videos)**
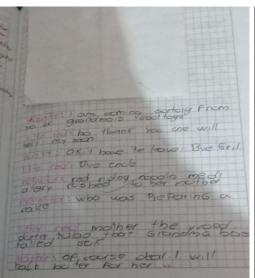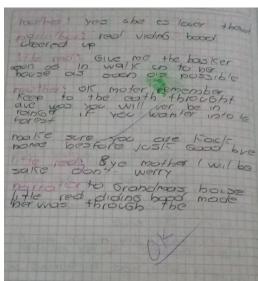
Little Red Riding Hood   Snow White

Appendix 8 **second step of the pedagogical methodology**

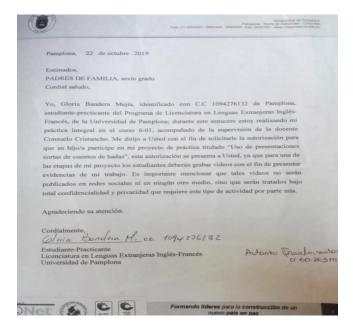## Appendix 9 **Planning to apply the project**

https://drive.google.com/file/d/1W7jJ3KpFzkapze9eRnIr3xeJZOAD-6u2/view?usp=sharing

Appendix 10 **Rehearsals of the performances**

https://drive.google.com/open?id=1pfgpypHEpgISExmdnqJJy5ui7zw-q3jp

Appendix 11 **Letter of permission for recording for the students' parents.**

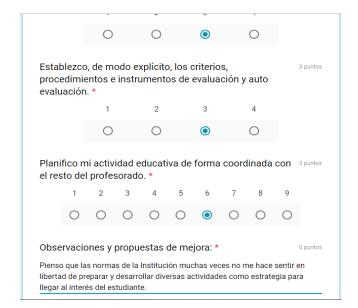https://drive.google.com/file/d/1JYBqosY39DWK9TwMGPsRIrbl7qqHdu6L/view?usp=sharing

Appendix 12 **Recordings of the performances**

- Snow White https://www.youtube.com/watch?v=Bo_Au4TwW5c

- Little Red   https://www.youtube.com/watch?v=ifqKy1gj0A8

Appendix 13 **Journals of the application of the project**

https://drive.google.com/open?id=1slEP3sArgr2Gc8RfWuvG-NZskfF4M1No

Appendix 14 **Chart of self-observation**

Appendix 15 **Narratives**

https://drive.google.com/open?id=15MaSbZRyeYgSWZ7e5Kl-Y-7PJcA3SL5N

Appendix 16 **Recording of one class and analysis of the recording**

https://www.youtube.com/watch?v=sgTuOWVT3Rc&t=185s

https://drive.google.com/open?id=1a1vgWjQuwapcoHs_-Qd3ylaaHI1ylbwH

Appendix 17 **Evidence of the project in primary (use of the puzzles)**

https://drive.google.com/open?id=1HYliLm9R2ykcFpkvaYTQadiglbPsBtzH

Appendix 18 **Planning for the development of the puzzle project**

Lesson plan

Group: 5° grades	
Date: 16/10/19	
Topic: School supplies	
Teacher: Gloria Bandera	
Objective: Students will present a school supply that they are going to discover organizing a puzzle.	
Materials: 1. Pieces of school supplies images in a little bag.	

Procedures		Time
Introduction	- I will start greeting students - Then I will introduce the topic writing the title at the board - Next, I will explain them what is the topic about and the activity they are going to do.	10 min
Stage 1	**Activity 1:** I will give each student a little bag containing the pieces of an image of a school supply. Then, I will explain them that they have to organize in their desk and discover what school supply they have. The pieces are very little, so they are going to spend about 20 minutes.	30 min
Stage 2	**Activity 2:** After they all organize their puzzles, I am going to teach them to answer the question "what is your school supply?". They have to answer "this is a(n) …". Then, I will use the student's list and I am going to choose some of them to present their puzzle, answering the question that I already taught them. Finally, I will use a poster to show them the list of school supplies for them to write it in their notebooks.	

Stage 1	**Activity 1:** I will show students the video where they will see some different types of medias. Then I will ask tell them the definition of mass media and they have to write it in their notebooks. After that, I will ask them what types of medias they saw in the video and I will write each one on the board with its translation. Then I will ask them what other types of media they know according to what they found in the homework and I will also write each one on the board.	35 min
Stage 2	**Activity 2:** I will ask students to choose their favorite mass media and write 5 advantages and 5 disadvantages. After that, I am going to teach them to answer the question *"what mass media do you prefer?"*, they have to answer *"I prefer ....(their mass media) because (they have to tell the advantages)*	
Homework	**Instruction:** Next class bring an image of your favorite mass media and we are going to do in class a puzzle with this image and present it to your classmate, explaining why this media is your favorite. For that, they have to memorize an advantage of their mass media.	3 min

Appendix 19 **Activities developed at the Institution**

https://drive.google.com/open?id=1kwQg7RDt5NM3P02KAQY_f88QPwmyfEp1

Appendix 20 **Evidence of the class observed by the mentor**

https://drive.google.com/open?id=17wu4xq6P0qKQN8Q2qE-MKdnsX13PncZ9