ENHANCING LISTENING SKILLS USING I.C.T IN TENTH GRADE

STUDENTS OF GUAYABALES HIGH SCHOOL IN PAMPLONITA

LIZ YACID COCHERO GARRIDO

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

PRACTICUM PROCESS

PAMPLONA

2018-2

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Acknowledgments

This success is dedicated to God who has always been my greatest support and who has given me the strength to move forward. To my beloved mother who is my inspiration and my unconditional friend, to my little sister who has been with me at all times and circumstances and to my mentor Gonzalo Vargas who has guided my teaching and learning process in this important stage of my life.

Liz Cochero Garrido.

APPROVAL NOTE

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Practicum Committee Signature

4

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__Cooperative Teacher Signature__

TABLE OF CONTENT

List of Tables

List of Figures

8

List of Appendixes

Introduction

Learning English has become a priority for the education system in Colombia. It is a fundamental axis because the knowledge of this language allows obtaining more employment and academic opportunities.

Faced with this, and in order to accomplish a personal development, the management of English has been considered as one of the needs that has to be taught in an educational establishment. For that, the Ministry of Education has implemented access to teaching of a foreign language throughout the educational process of children, which begins in preschool and continues until eleventh grade.

The process of teaching and learning English is the result of a reflexive act performed by the teacher, which allows him/her to make decisions to benefit their students strengthened by motivations, needs and individual ideas that are involved in this process. The purpose is to provide students with a tool that allows them to access to all the information, knowledge and technologies, as well as to appreciate other lifestyles, traditions and ways of thinking.

Taking into account those parameters it is necessary to look for diverse strategies to develop reading, writing, listening and speaking skills in children, in this case the implementation of new technologies.

Therefore, the network management is essential in various productive and recreational activities. In this same way, there has been a need to incorporate these technologies into pedagogical practices, as part of new teaching strategies. Thus, the growing access to technology has promoted the inclusion of technological tools in the classroom.

The use of technology at teaching foreign languages is an increasingly relevant factor in education in order to reinforce the different skills required to learn a foreign language such as the listening skills.

Renukadevi (2014) states that listening skill involves a very important function in developing foreign language proficiency. It is the elementary skill in the language learning. Segura (2011) ''listening is an essential skill, present in most of the activities we carry out throughout our lives''.

This project aimed at improving listening skills using I.C.T in tenth grade students, and it was carried out at Guayabales High School in Pamplonita.

The following research project was divided into four chapters that will be presented as pedagogical component, research component, outreach component and administrative component.

Justification

This project was implemented in order to allow students to improve listening skills taking into account the use of new technologies, in which it was necessary to implement some activities (television programs) in a dynamic way.

On the other hand, this project looked for generating a significant impact in the institution where was developed. At the same time, the implementation of this Action Research offered to the pre-service teacher a space for self-reflection and about her own practices as a beginner teacher.

General objective

- To enhance listening skills using I.C.T in tenth grade students of Guayabales High
  School in Pamplonita.

Specific objectives

- To implement the reflection as a transforming tool of the pedagogical processes of
  the integral practice.
- To create a critical and reflective mind in the pre-service teacher
- To meet the needs of English language education of children in elementary schools
  in Pamplona.
- To participate in all the administrative activities proposed by the Guayabales school.

Institutional observation

Topographical location of the school facilities

Guayabales rural educative center is located in the 22th Km Cúcuta-Pamplona road belonging to La Palmita County in Pamplonita municipality. Following this information, the ordinance N° 004853 on April the 12th, 2005 ordained the creation of the Guayabales High School with the following dependent locations: ''Sede San José De Tulantá, Sede Bajo Santa Lucía, Sede Carlos Pérez Escalante, Sede La Libertad, Sede Buenos Aires, Sede El Nuevo Cucano, Sede Alto Santa Lucía and Sede San Antonio''.

Identification of the authorities

PRINCIPAL	Miguel Peralta Ruiz
SECRETARY	Magaly Sarmiento

Table N•1: Identification of the school authorities

Identification of key aspects of the P.E.I:

Philosophy of the institution

Humans are social individuals by nature, they are born, they evolve, they educate and build themselves to live in society. Hence, the educational community attempts to train integral people based on principles of autonomy, awareness, respect, authenticity, critical thinking and responsibility, forming the people of tomorrow, the development of values, abilities and aptitudes, educating them in the environment and for the environment.

MISSION

The educational center Guayabales offers an education of humanistic integrality to the entire educational community based on an active pedagogy that leads to the practice of social and environmental values that allow to lean on knowledge, leading to a productive and technologic development, improving its surroundings and quality of life.

VISION

The rural educational center Los Guayabales will be by 2020 a competitive institution in the lending of educational service with technical training according to the current pertinence and needs, with efficiency, coverage and quality of life.

Learning and teaching objectives:

The principles and foundations of the CER Guayabales guarantee unity, identity and development. Educating boys and girls as social, cultural and historic individuals.

According to this, the CER Guayabales has as institutional objectives:

➢　To accomplish the goals of the Colombian education through the curriculum development and the application of pedagogical projects that frame the P.E.I., contributing to enhancing the integral education and the quality of life of students and their environment.

➢　To create mechanisms of participation that integrates the educational communities to other institutions and governmental and non-governmental entities to identify problems and needs giving them a solution.

Specific Objectives

➢　To look for integral education for all students.

➢　To prepare the students to be useful in the society.

➢　To foster the integration of the educational community.

➢　To fulfill the legal policies kept by the MEN and the Colombian political constitution.

➢ To organize and implement the execution of productive projects.

Rulebook's summary

The rulebook is basically the guidebook for students, teachers and parents for a good behavior labor in the institution. It contains every important aspect of the high school and the rights and duties of each one the actors involved in the educational process of the educational center. It is of vital importance that everyone in the school follows and executes each one of the points remarked on the rulebook.

Educational Community rights and duties

The students and workers at CER Guayabales must be all responsible, respectful, honest, tolerant, helpful people with a high self-esteem. They have to be creative and be able to develop their abilities and strengths.

Relevant students' rights and duties

Rights:

✓ To receive a Christian, ethical, cultural, academical and scientific education to prepare them to a responsible vision of the future.

✓ To know the goals for each subject and the criteria for the evaluation.

✓ To receive a respectful trait from each member of the educational community.

✓ To receive an education of quality with clear, concrete and updated orientations.

✓ To know the rules of the internal dependencies and the services of the institution to give them an appropriate use.

✓ To know and apply the content of the rulebook.

✓ To be responsible with the accomplishment of the required activities of the institution such as homework, tasks, workshops, evaluation and productive projects.

✓ To contribute with the hygiene, conservation, improvement and prettification of the physical resources and materials as well to save the environment and participate in campaigns made for this specific objective.

✓ Not to carry any type of weapon nor to consume cigarettes, alcohol

✓ To have free thinking supported by different means used in the high school as a newspaper, an information wall, etc.

Duties:

- ✓ To know and apply the content of the rulebook.
- ✓ To be responsible with the accomplishment of the required activities of the institution such as homework, tasks, workshops, evaluation and productive projects.

- ✓ To contribute with the hygiene, conservation, improvement and prettification of the physical resources and materials as well to save the environment and participate in campaigns made for this specific objective.
- ✓ Not to carry out any type of weapon nor to consume cigarettes, alcohol or drugs that can endanger the wellbeing of the individuals.
- ✓ To show loyalty and appropriateness in every moments and place for the CER Guayabales.

In addition, the rulebook states some students' duties to be followed in the general community.

- ✓ To show a remarkable behavior in the public transport and others public spaces.
- ✓ To defend, preserve and recover the environmental resources.
- ✓ To use an appropriate language that excludes any verbal aggression, rude words, expressions, gestures and attitudes against the correct behavior of and individual.

Period length and dates table

Period	1st period	2nd period	3rd period
Beginning	January 22nd	May 14th	September 3rd
Ending	May 11th	August 31st	November 28th

Table 2. Period length and dates table

English teacher weekly schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1st	11th grade		11th grade		10th grade
2nd	10th grade	7th grade			
3rd		8th grade	9th grade		
4th					
Break					
5th	9th grade		6th grade		8th grade
6th	6th grade				7th grade

Teacher: Carmen Rosa Bastos.   *Table 3. English teacher weekly schedule*

Distribution of the Physical plant

      The Guayabales High School is an educative institution that integrates all the grades of primary and secondary education in the same space of coexistence to accomplish a competent student and trespass the boundaries of living in a countryside society. The school has six conventional classrooms for each grade to take the classes. One of the classroom is shared between the 6th and 7th grades taking advantage of the room size. Primary education is given in two separated classrooms for 1st and 2nd grade and the other for 3rd, 4th and 5th grade. Besides, the high school counts with 4 bathrooms differentiating women and men, and teachers and students, a cafeteria and a scholar restaurant. In the central part there is a playing field and next to it the teachers' room, a little library and a little farming house for the students to harvest. Finally, next to the entrance of the school, there is an office that belongs to the director and his secretary where all people are welcomed.

CHAPTER I

PEDAGOGICAL COMPONENT

Enhancing listening skills using ICT in tenth grade students of Guayabales High School in Pamplonita.

Introduction

We are immersed in a society in which information and communication is required, characterized by multiple knowledge where continuous learning is necessary to keep abreast of the advances that occur in all areas of that society. For that, it is important to teach students all the skills and abilities needed to get on.

Currently all the information is flexible and is constantly evolving. However, from primary it is necessary to train students to access and make sense of the information they have, as well as providing them with skills and learning strategies to do an adequate and critical selection of it. In fact, students can use a learning platform as Duolingo, it is a free learning platform for students who want to start with something basic, but it also works well for after class, as a review of the most important grammar and vocabulary topics.

Taking into account that we are in a time where English language has a great influence at a gblobal scale. For this, the Ministry of Education created the National Program of Bilingualism 2004-2019 to strengthen the use of new technologies for learning a second language that includes the new Standards of communicative competence in English.

According to Diaz & Bruce (2011) students found in technology a new tool to socialize and interact with others in a different native language, in addition, this becomes interactive and motivating for them. Therefore, it is necessary to take into account that technologies offer a lot of access to information, besides it helps improving English skills, especially oral comprehension, due to the implementation of several activities related to listening.

This study aimed to identify how the use of ICT contribute in the transformation of the process of teaching English he tenth grade students in the Guayabales School, especially in the development of oral comprehension in English.

Problem statement

Carried out the observation process at Guayabales School, it was possible to verify some deficiencies in the different grades regarding the teaching-learning process of English as a foreign language, especially in oral comprehension.

Firstly, because the school is located in an area where new technologies are not so used or are not so important at the moment of teaching and learning English. Also, teachers only focus on writing and do not pay much attention to the listening part and the pronunciation, because they say the most important is to learn to write the different vocabulary and know the grammar rules. .

That is why the use of ICT to enhance listening skills was proposed, because it is useful not only to learn grammar and vocabulary but also, to promote creative ways of learning. So, it is necessary to analyze:

How can the 10th grade students improve their listening skill using ICT?

How the use of ICT can contribute to the transformation of teaching and learning English as a foreign language for tenth grade students at the Guayabales School?

Justification

In education, ICT have been a useful tool not only for teachers but also for students who day by day are more immersed in this new digital era, for this reason, it is important for teachers to get involved and interested in these new tools and look for these new alternatives in their classes to reach a higher degree of interest on the part of their students.

Due to the relatively unappreciated role of listening in language development, educators and language experts have been actively promoting the equal or emphasized enhancement of listening skills among students.

Therefore, in this project I used multimedia as one strategy to improve listening comprehension in a rural center where students did not have the sufficient access to technology, thanks to that, they learnt to work in a motivated ambience in which they observed different things in front of an electronic screen.

Objectives

General objective

- To enhance listening skills using ICT in tenth grade students of Guayabales High School in Pamplonita.

Specific objectives

- To improve students´ listening skill using ICT

- To recognize the interest and motivation that tenth grade students express for the use of ICT

- To identify the perceptions of teachers and students about the contribution of technologies in the process of teaching and learning English.

Theoretical Framework

The main idea of this project was to improve listening skills using I.C.T in tenth grade students at Guayabales High School in Pamplonita.

In order to have a broad idea about those concepts that shaped this project up, some definitions and theories were presented as a way to explore the main parts of the conceptual structure such as: I.C.T, listening comprehension, teaching strategy.

I.C.T (INFORMATION AND COMMUNICATIONS TECHNOLOGY)

Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions.

According to Adell (1997) "ICT is understood as the set of all those technologies that are related to communication, storage, processing and transmission of information which provide new knowledge for an improvement in professional, personal and educational development. "

Taking this definition into account it plays a very important role in the educational field since according to Matute (2013) communication and information technologies can lead to improve student learning and teaching methods.

Similarly, according to the different studies related to the learning of English using communication and information technologies, students can learn English in an animated

27

and pleasant way. Further, ICT help to develop receptive and productive skills in students based on the use of technological supports, because they facilitate the acceptance of the English language as a means of global communication and serve as an essential tool for accessing diverse sources of information.

Listening comprehension

According to Saricoban (1999) in listening activities, people listen for a purpose. They make an immediate response to what they hear. There are some visual or environmental clues as to the meaning of what is heard.

Gulec & Darmus (2014), listening is not only done in order to set up communication, but at the same time, it develops learning, understanding and mental skills. According to this, listening is not just the process of hearing sounds correctly. It is the whole of mental activities realized in order to understand what is heard. That is to say, listening means making choices from among what is heard, organizing them, integrating what is transferred by the speaker with background knowledge and structuring them mentally. Listening in educational communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory.

Teaching strategy

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

Wati (2013) define teaching strategy is a generalized plan for a lesson which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. It means that, teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline and communications in order to achieve goals and objectives.

Teaching strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

Literature Review

Some studies were taken in order to support this proposal. In this part were presented previous studies based on the use of T.I.C in order to enhance listening skills.

THE IMPACTS OF MULTIMEDIA TECHNOLOGY IN THE DEVELOPMENT OF LISTENING SKILLS

Trimave (2013) aimed to investigate how the use of multimedia enhance listening skills, and in his research he concluded that multimedia can provide authentic materials which are more motivating for the learner. This could include webcasts, newsroom video claims, videos from YouTube and other providers, digital stories, online newspapers, and others.

Therefore, using technology in the teaching of listening skills tends to promote the achievement of participants. It tends to function as a facilitator in acquiring newly taught materials. The new technologies not only constitute a set of tools at the service of the teaching and learning activities, but they make up an environment, a space, a cyberspace, in which human interactions occur

Multimedia applications for learning English provide a more realistic picture of the new language and culture in the classroom. Digital stories could be useful in developing children's listening skills as they tend to be visual and interactive. This interactivity may facilitate learning as the children are actively involved in decoding and understanding the stories.

30

Similarly, Diaz & Bruce (2011), were focused on learning English using technologies: perceptions of students and teachers of English at the secondary level in Chile and they stated that:

''the multiplicity of technological means constitutes part of everyday life of each individual, which allows you to be in contact with a lot of information. Unquestionably, the learning of a language not only considers its linguistic aspects, but also the cultural ones, and this is the strengthening that technologies generate when learning the language., especially to strengthen listening skills using authentic materials´´.

Conclusions pointed out that the use of technology on foreign language teaching and learning implies considering factors such as the role students fulfill, their learning styles, the importance of the selected technological resources, their support to learning, teachers' roles and their teaching approach.

MULTIMEDIA AND LISTENING SKILLS

On the other hand, many authors give their opinion about the multiple activities that can be worked in the classroom in the listening part taking into account the use of technologies.

As Sejdiu (2017) Multimedia applications for L2 learning provide a more realistic picture of the new language and culture in the classroom. Digital stories could be useful in developing children's listening skills as Are Listening Skills Best Enhanced Through the Use of Multimedia.

31

Similarly, according to Vega (2017) in her project entitled Uso de las TICS y su influencia con la enseñanza –aprendizaje del idioma inglés en los estudiantes del I yII ciclo de la Escuela Académico Profesional de la Facultad de Educación UNMSM-Lima, stated that in order to address different contents and work the four skills with technological could be the ones that we relate below, but in this section it is fundamental to mention the interactive materials to develop listening skills.

In Listening: Interactive CD-ROMs prepared by publishers, Videos, movies DVD in original version (with or without Subtitle), Music WWW where you can have access to the song and its lyrics, as well as the discography and trajectory of the musical groups and Radio news.

I chose those studies because they were focused on to identifying the impacts of multimedia when developing listening skills, as I attempted to do with the current study. The authors previously mentioned have taken different approaches to understand the benefits, the strategy during the development of this competence.

Methodology

This study was a qualitative research because the researcher could explore and interact with people by examining their behaviors, relationships, etc. Creswell (2007) conceived the qualitative research as "the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (p. 37). In here, researchers took into account the participants' voices, the researcher's reflexivity, and the description and interpretation of the problem.

As I mentioned before, the aim of this project was to use multimedia to enhance listening skills taking into account different materials. To carry out this project was necessary to organize classes planning in which the topics and the development of the proposal could be attached.

Stages to develop a listening activity

When developing a listening activity, the teacher had the responsibility to create a good environment in order to achieve the goals proposed for each lesson. The British Council suggested to implement some stages such as:

- Pre-listening, during which we help our students prepare to listen.
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.

- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization and preparation.

Motivation

It is enormously important that before listening students get otivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

Contextualization

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualize the listening and access their existing knowledge and expectations to help them understand the text.

Preparation

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

34

While listening

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times – three or four usually works quite well – as I've found that the first time many students listen to a text they feel nervous and have to tune in to accents and the speed at which the people are speaking.

Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure.

The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text.

Listening to a foreign language is a very intensive and demanding activity and for this reason I think it's very important that students should have 'breathing' or 'thinking' space between listenings.

Post-listening

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

35

Reaction to the text

Of these two I find that tasks that focus students reaction to the content are most important. Again this is something that we naturally do in our everyday lives, because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

Analysis of language

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

Data collection instruments

In this specific project, instruments and tools such as, observations, questionnaires and interviews was used to collect data.

Participatory Observation

Participant observation is a part of the broader qualitative research paradigm (Denzin and Lincoln, 2000), where the researcher serves as the primary instrument for observing and collecting data (Creswell, 2003).

The process of participant observation requires the researcher to become involved as a participant in a social setting and make descriptive observations of him/herself, of others, and of the setting. The extent to which the researcher becomes involved needs to be made explicit. In this regard, three participant observations were carried out all along the proposal implementation and they have been described in the reflective journal.

Questionnaires

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. McLeod (2018).

Therefore, in this research project I carried out two questionnaires in order to have an idea about the students' level in listening comprehension specially when using media.

Interviews

On the other hand, data will be gathered through semi-structured interviews. According to Creswell (2012), a semi-structured interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis. They are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. This instrument will be useful in gathering participants' voices, opinions, thoughts and answers.

I carried out two interviews in order to know and analyze the perceptions of the students regarding the contents and the development of the activities I prepared for the lessons.

Schedule of data collection

Instrument Weeks	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Observations				X			X		X	
Questionnaires			X					X		
Interviews		X							X	

Table 4: **Schedule of data collection**

In the implementation of this classroom project, practitioners used visual aids such as pictures, flashcards, which will work as supporting material when addressing listening.

Also, the use of digital media such a video beam, computers and speakers were favorable

for the execution of this project.

Findings

Once I collected the data from the participants, the word processor was used to organize code and categorize the data gathered. A typological analysis was used in order to describe the different phenomenon around the participants' behaviors in the context under study.

This section aimed to identify the perception and the benefits that students had when working in listening comprehension using I.C.T, in which the students' role, the importance of the selected technological resources, the active learning, the students' responses, were the most remarkable effects that students faced when working on listening tasks using I. C. T.

The students' role

In this first category, it was reflected the student's role in the teaching process and learning, who was focused on acquiring knowledge of the language from technological resources that support their learning.

With regard this category, it is important to emphasize the role of the student in their learning since an autonomous, conscious and active process obtained the desired results and a significant understanding. In order to confirm it, I took into account two interviews with three participants, 2 boys and a girl. (Appendix 1). As the participant 1 stated: ''la verdad si he mejorado, entiendo más, por eso es que le participo más en clase, hablo más en clase'', in this fragment it was noticeable that the student obtained a better understanding when working on listening tasks and as a result, his role changed at the moment of developing the activity.

Similarly, participant 2 expressed his way of working during the listening activity as a strategy, This fragment confirmed it: ''es que en las actividades que hemos hecho yo voy escuchando y así voy mejorando y es como más fácil porque no se me olvidan las palabras que pronuncian''. In the same way, participant 3 expressed her willingness to overcome certain mistakes while listening the pronunciation of some words: '' si he mejorado, bueno eso creo porque entiendo más y no sé si se ha fijado pero casi todas mis notas son buenas en inglés, por eso es que me gusta escuchar música en ingles porque mejoro mi pronunciación y la verdad con lo que usted nos ha traído si he mejorado mucho más''.

Consequently, in this first category it was reflected that the student is the main axis in the learning, which played a very important role in the improvement of listening comprehension from the technological resources and the interest of each of the students interviewed had good results.

Learning style

In this category emerged the learning style as a fundamental factor that students presented while using media as a tool to work on listening comprehension.

In terms of **learning style,** this sub-category reflected the progress that the students had thanks to the different learning style that was carried out during the practice, in this case, the use of media to enhance listening skills. In the following passage it will be presented the voices that confirmed it:

Therefore, participant 1 said that the fact of changing the methodology was more useful to change the mentality that he had about English language. ''Yo creo que

eso es lo que me ha ayudado a querer un poquito más el inglés, porque por fin cambiamos la metodología, antes iba aburrido a clase jajajaj ahora es más súper chévere porque cantamos, jugamos, escuchamos historias osea es algo diferente''.

Also, participant 2 expressed his opinion about the benefits of changing the methodology: '' es algo diferente que vemos, antes no hacíamos nada de lo que hacemos ahora, y además yo creo que uno con la tecnología trabaja mejor porque hay más cosas chéveres y nuevas y es una manera de trabajar mejor y con entusiasmo''. This student affirmed too, that with technology he worked better because there are more cool and new things that can change their learning style, as participant 3 stated: ''Las tecnologías siempre llaman la atención y más en una clase que a la mayoría de los estudiantes no les gusta y con el uso de ellas uno mejora más por el montón de actividades que se puede hacer, es algo nuevo y llamativo'', it was similar to the voice of the other students who said that technology can offer multiple activities that can catch the students' attention.

Importance of the selected technological resource

On the other hand, importance of the selected technological resource was another fundamental factor that allow students to enhance their listening skills. Therefore, in this aspect two sub-category emerged that were the media to support learning and benefits of technological resources.

Media to support learning

The importance of using different strategies for the learning of English specifically for listening comprehension provides an innovative and different approach

and also provides the students recreation and even to a certain rest to the stress that develops all teaching - learning process

Regarding this sub-category, the students recognized how the sequence and kind of activities allows them to see how and how much they learnt, in the following passage participant 1 affirmed '' totalmente, por ejemplo las canciones me ayudan a pronunciar mejor y a saber el significado de las palabra''. This student mentioned the songs as a good strategy to improve listening comprehension but also to enrich their vocabulary. The second participant recognized that working through technology was of great importance, and that provided him the facilities through activities that can be motivating for a student. As he stated: '' si me ha gustado trabajar con las TICS porque podemos utilizar muchos materiales y hacer muchas actividades que yo ni sabía que se podían trabajar en clases''. Similarly, The third participant said ´´motivador y llamativo, me encanta diría yo y más los juegos que hacemos y los programas que también nos muestra en clase, hasta nos ayuda a aprendernos más palabras en inglés y a pronunciar mejor''.

As we saw in the previous comments, the students felt motivated when using the technological resources thanks to the many activities found there. According to that, it can be said that technology is an important resource in the process of learning English in the classroom, they add variants to a class and increase motivation, providing a great incentive to learn and use it better.

Benefits of technological resources

This sub-category involved the advantage of using media. According to this, technology resources offer an incentive to use English in the classroom. It is important to remember that for most students learning a new language can be uninspiring and even boring; that's why technology gives life to the language by making it fun.

In fact, in order to identify the perceptions of students about the contribution of technologies in this process I did two interviews (Appendix 2): one at the beginning of the practice to see the connection with listening and the other to identify the advance in this skil, in which I asked them how they feel when I developed listening activity using a different strategy, especially through the new technologies and I obtained positive answers. Participant 1 stated: ''Yo creo que eso es lo que me ha ayudado a querer un poquito más el inglés, porque por fin cambiamos la metodología, antes iba aburrido a clase''. Similarly, the second participant said that the fact of carrying out a class using the technological resources, gave them the opportunity to change the environment, which was very motivating and productive and in the same way the third participant was expressed: '' and in the same way the third participant was expressed''.

Associations of the listening activities through the images

This category, associations of the listening activities through the images was another factor that allows students improve their listening skills and it was reflected when students showed interest while working on.

The use of visual aids helped students identify specific vocabulary when they developed different activities while listening to songs (Appendix 3). For example,

students completed successfully a filling gaps activity when they watched different images.

It was noticeable in a classroom observation where I told you ''in this class we are going to listen one story and you are going to tell me what you understand'', the story was about ''magic cow story'', (Appendix 4) they listened to the story but without seeing you anything, only watching it.

When the story finished, the teacher asked them what they understood, and some students said: profe, yo no entendi bien la historia pero entendi algunas palabras como happy, farmer, money, cow. But one girl said: yo entendí que se trata de dos granjeros y una vaca, pero no sé exactamente qué pasa con ellos.

On the other hand, in order to know the results, I showed the video in which were the transcription, clear images according to the story and one narrator. I could see that all of them were very concentrated and smelling of the story, this made me think that they were understanding it.

When the story finished, I answered what they understood and I could notice that all of them wanted to participate, but their answers were in Spanish, however, I consider that their answers were good, because in that case the most important was the listening comprehension.

Also, the teacher showed them a video of ''El chavo animado'' in English (Appendix 5), they were very motivated, it does not matter if they did not understand what they listened to, but they were guided by the images and that caught their attention. At the end of the video the majority of them expressed their opinions.
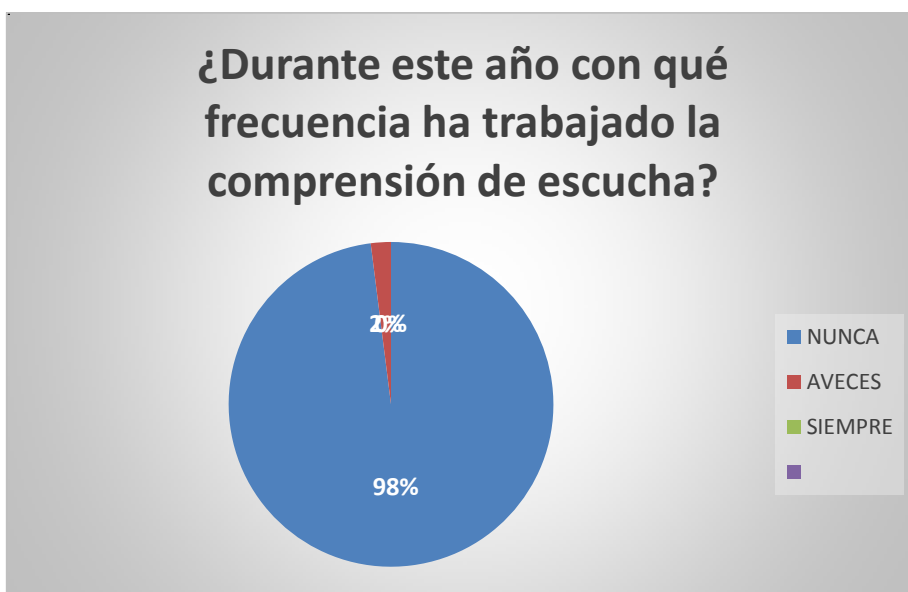
45

Active learning

It was a factor that promoted in the students the autonomy, the skills of search, analysis, as well as active adaptation to the solution of problems. In this category, the students' participation as a motivating factor and the students' behaviors played an important role in this project.

The students' participation as a motivating factor

At the beginning of the practice I noticed through a questionnaire (Appendix 6) that students felt discouraged in English classes due to many factors, which made the students not love English language. For example: because of the failure practice of English and the lack of motivating strategy.

One of the questions that reflected that factors was:

¿Durante este año con qué frecuencia ha trabajado la comprensión de escucha?

- NUNCA
- AVECES
- SIEMPRE

98%

Figure 1: results of the first questionnaire/ first question

18 students stated that they never practiced listening comprehension during the English classes. On the other hand, 2 students said that sometimes they practiced listening comprehension. Therefore, in this graph it was possible to demonstrate that students in Guayabales School never practiced listening comprehension in their English classes.

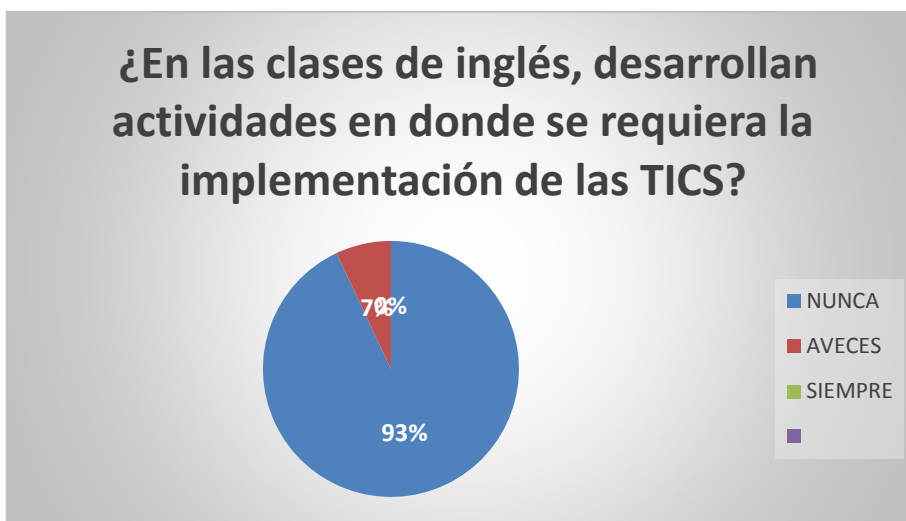Other important question to identify the use of ICT in the English classes was:

¿En las clases de inglés, desarrollan actividades en donde se requiera la implementación de las TICS?

- NUNCA
- AVECES
- SIEMPRE

7% 0%

93%

Figure 2: results of the first questionnaire/ second question.

According to this graph was identified that there were a failure practice of English through the implementation of TICS. Therefore, 13 students confirmed it and 7 of them, stated that sometimes, they used media in their classes.

However, through a second questionnaire, it was possible to verify the importance of using media as a tool to improve listening comprehension. One of the questions was:
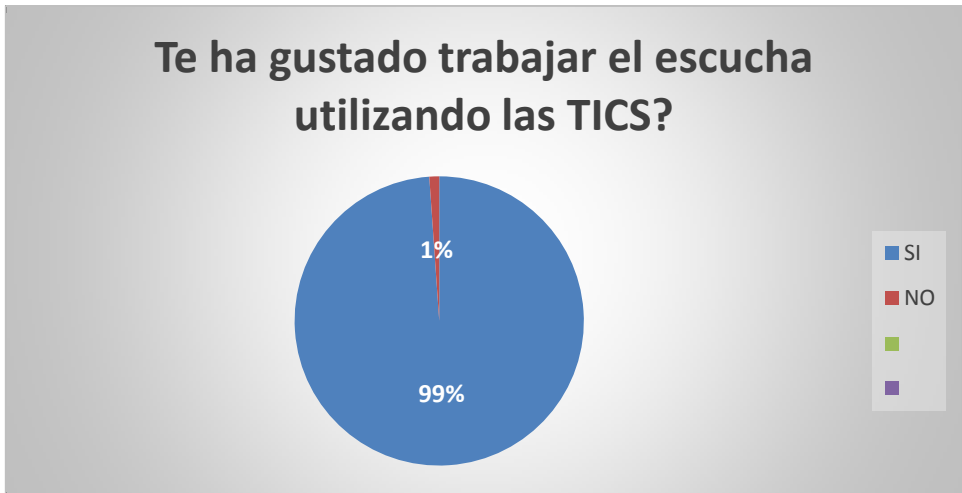
Te ha gustado trabajar el escucha utilizando las TICS?

1%

99%

- SI
- NO

Figure 3: results of the second questionnaire/ first question

This graph, reflected that students felt motivated when practicing listening comprehension through the implementation of TICS. The majority of the, 99% felt comfortable when using it.

The other question that confirmed positive results was:

En las clases de inglés, ¿consideras que has mejorado en la habilidad de escucha?....
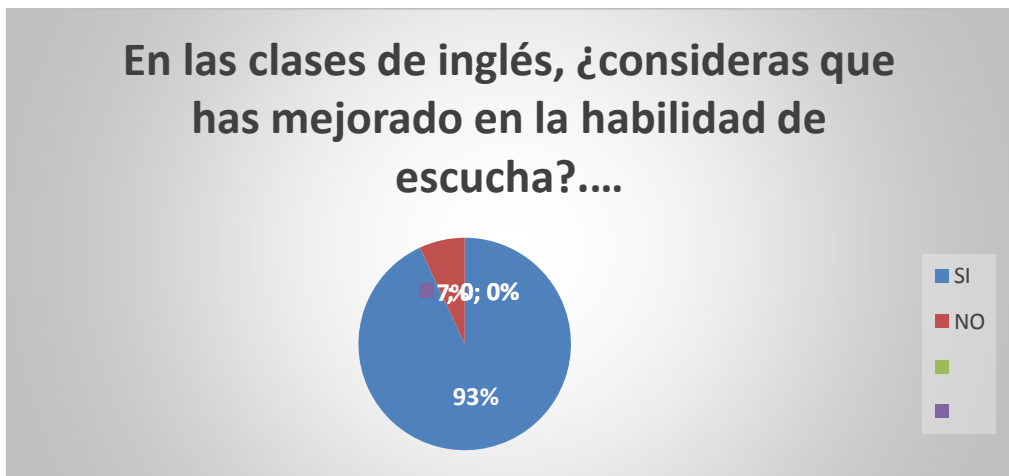
7;0; 0%

93%

- SI
- NO

Figure 4: results of the second questionnaire/ second **question**

From it, it was confirmed that students improved their listening skills, only 7 students found it difficult.

Consequently, comparing the two questionnaires at the beginning and at the end, it is demonstrated that students improved their listening skills, which allowed them have an active participation during the activities. A classroom observation confirmed it.

''When the story finished, I asked them what they understood and I could notice that all of them wanted to participate, but their answers were in Spanish, however, I consider that they answers were good, because in that case the most important was the listening comprehension.

Therefore, it is conclude that students learnt or improve their listening comprehension and it was observed through the active participation they had during the different activities.

Students' behavior

This sub-category, took into account the behaviors of the participants under study, in which it was noticed an improvement in the practice of listening activities thanks to the disposition and the interest that students showed during the classes. One classroom observation that I carried out confirmed it: '' the teacher began with the explanation of the topic (past tense) and immediately, she played a song called (we found love) and the students had to look for the word in past tense, all of them, were interested and I could see it because they were singing very concentrated and writing the verbs''.

The achievement of this part will be reflected when the listening activity start to be implemented thanks to some strategies such as songs, films, programs etc. The main purpose of that activities was to see how students reacted when developing classes or implemented strategies in this way and also, to practice and to familiarize with the listening skill. (Appendix 7).

Conclusion

It is affirmed by many researchers that using multimedia as a learning and teaching strategy can develop skilled learners because multimedia can create "a learning environment in which students can improve their language skills and acquire target culture" (Brauer, 2001, p.130).

For some teachers, multimedia provides the opportunity to present course material in a more stimulating, compact, and time-efficient manner (Brinton, 2001). Multimedia tools such as audio, video, computers, software, and Internet materials are considered effective and authentic tools which can help L2 learners successfully apply learning in real-life contexts.

Therefore, Listening comprehension tends to be central to the learning of a foreign language. Students With regard to the listening role, seen as relatively unappreciated in the development of language, language experts including educators tend to promote the emphasized or equal enhancement of these listening skills among the students and in this case, according to this study the objective to improve listening comprehension through media had positive results.

<center>**CHAPTER II**</center>

<center>**RESEARCH COMPONENT**</center>

The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

In the teaching context of the Foreign Language Program (FLP), the teachers´ in training pedagogical practices emerge as a point of interest and update to study and note for improving the teaching learning process to obtain the educational qualification. Nonetheless, there is a special to understand and transform the pedagogical practices. In the same way, is to follow the same path is being followed by the local studies, this one of focusing on learning rather than teaching. Thus, it was considered to bring up a project that works on the reflective approach about the practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching practice. Besides, as an internalization, immersion and conscious exploration exercise of the teacher's own subjectivity, through the formulation of questions and search of information for problems solving and for self-recognition.

Justification

The design of this project in the Foreign Languages practicum context, focuses on a professional conception of the pre-service teacher process as a top priority to enhance the educational processes on students. It is considered that giving importance to reflection in the teaching process is the first steps to understand difficulties of the profession, the own actions and to inquiry about the knowledge of the models and approaches to give a solution to the issue and start an analytic glimpse about. In accordance with what was exposed for the education John Dewey, precursor in the applied teaching reflective thinking field, the necessity of carrying out this project is justified, with the aim of giving students analytical and self-observation tools that allowed them to distinguish between routine action and reflective action. For that, it is considered that a reflexive approach protects the traditional context of inertia and the authority permeating the school

Problem

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and the school culture. When the events are developed without major alteration, the teacher runs the risk of getting installed in logic of action that does not allow the pedagogical practice and the evolution school culture renovation. A practice where is a lack of reflection does not allow the emergence of problematic situations, those realities are ignored and become visible. In this way, the pedagogical practice is assumed from reproductive codes that fit the teachers into a traditional way of doing, of cultural reproduction becoming a barrier for the appearance of emerging practices that conduct to generate transformations of thought and knowledge, to respond to social necessities. Because of this situation which touches teachers in different levels, it is essential that the teacher training process will be improved in the future teachers to enhance a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that, while doing so, those essential elements will impact their work and future professional performance. Regarding Foreign Languages Degree of the University of Pamplona, the reflection is conceived as a fundamental practice for the practicum students, because they make a self-assessment, install a critical and constructive sense at their work in the teaching role.

To start this study, the following driving questions are formulated:

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

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

Objectives:

General objective

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

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

Specific objectives

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

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

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

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

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

Theoretical framework

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

Teaching profession

One of the main members of no matter what educational institution is the teacher, who has the function of guiding the knowledge according to a specific science or art, but who also has in his/her responsibilities the students' integral formation. The teaching profession demands an amount of competences that at present form a conceptualization and way of guiding in the planning and human resources management focus toward facilitate an articulation between management, work and education. Thus, we find that all teachers should accomplish with a series of discipline competences that allow them featuring an amount of knowledge and abilities in a specific area, because the first intellectual requirement of a professional is the level in which develops his/her work. Additionally, the teacher should have competences on the contents organization, it means; that the pedagogical practice is not only organizing those contents to be learnt by the students, but foresee the teaching conditions in or out of the education field. The closer function that teacher should develop is to design of predicting the teaching practice.

Reflection

   Taking about reflection implies to address to different conception about it. For that reason, to go deeper in its definition, the following aspects will be taken into account: reflection as a process and the reflection as theme matter. Correa et al (2010) - The reflection as a process The reflection is carried out from a series of stages in a cyclical way resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on the experience involves "a kind of reflective dialogue with the situation, where the language would favor the access to the individual's experiences, that would allow to extract a new structuring of the situation". The stages of the process of reflection as a process are evidenced in the following schema:
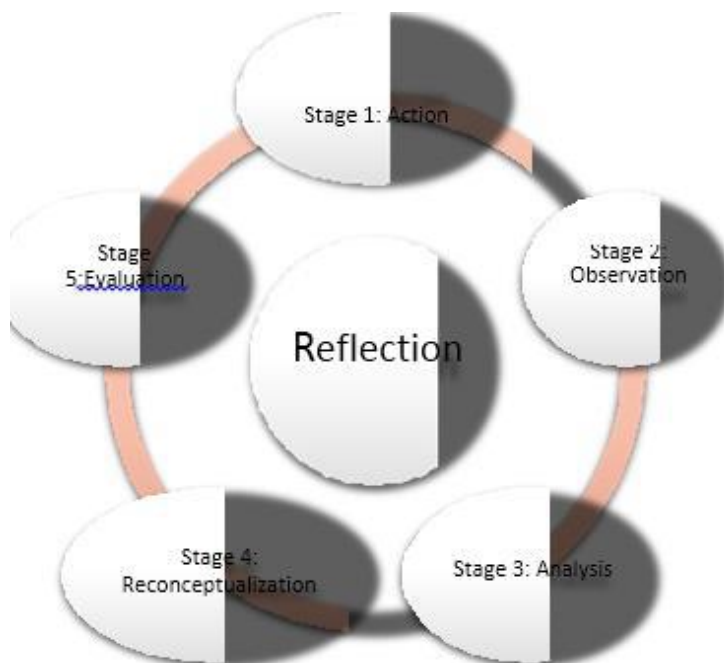

Figure 5: Reflection process

Reflection as theme matter

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

Reflective practice

Update and qualify the academic proposal at the university and guide students toward new way of connecting with the world, it is necessary that the teacher question him/her-self about the own practice and about the repercussion generated; also, be able to objective his/her behaves and assume different roles in the pedagogical relationship. The teacher has a central role in the actual educative world, his/her acts in a complex space that is constantly changing and that is determined for diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge linked to the current changing circumstances" Ebutt and Elliot (1986). In this context, the practice

59

issues, and the space need to be work with the particular orientation of the comprehension and social interaction. The need to articulate the fluctuating social reality to our pedagogical work is showed in the existence of numerous attempts to explain the school phenomena and in the search of ways to attend these phenomena, to make effective the schoolwork. This study will serve to the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention. Sacristan (1999). According to Van Manen (1997) there is different reflexivity. In the first level, the effective application of technical skills and knowledge is given in the classroom. The reflection is applied to the proper selection and use of the didactic strategies that the teacher is going to use. In the second level, the reflection gives on the budgets implicit in the classroom specific practices. The consequences of the strategies adopted, of the curriculum are then analyzed; the practices are then chosen by the application of educative criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and contexts. In the third level, Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, an ethical questioning, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

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

60

Academic practice

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

Social efficiency practice

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

Development

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

Social reconstruction

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

Generic

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

Reflection activators

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

Critic elements of the reflective thinking

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

1.Content knowledge

2. Pedagogical general knowledge

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

4. Teaching knowledge and proper professional configuration

5. Knowledge about students and their characteristic

6. Knowledge on the education contents

7. fundament Knowledge: philosophic, historic and axiological

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

Methodology

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

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

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

Reflective workshops

The reflective workshops aim to guide the reflective process of the pre-service teachers, and at the same time, to socialize and share experiences of the daily work to enrich the training process and bring new tools that allow the pedagogical practice transformation

Objectives

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

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

- To learn each day reflecting on the teaching work

Self-observation format

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

Narrative

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

Class record

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

Context

Pamplona city was founded in 1549, is the most ancient city in the region of Norte de Santander. It is located in the Valle del Espiritu Santo, in the Colombian Andes. It was founder of the cities in the colonial time; in its history it has had great influences and religious influences; it received a great amount of religious communities among: the Franciscan community, the poor Clare sisters; The Brothers of Saint John of God, the Company of Jesus, la Salle Community, likewise, feminine religious communities: Sisters of the Presentation, Bethlemitas sisters, among others; the presence of those communities in the city brought the creation of educative institutions with beliefs and values projections. This is the geographical context where this inquiry is situated, which has the school as an agency where scholars interact. The school is understood as a specific educational community that as an entity is in charge of the institutionalized education, it means that the school is the place where the education is carried out, where the education is fulfilled and where the education is ordered. At present, the school is considered as the community way of life, in other words, the school transmits those learning and values that are considered necessary in the community and that lead students to use and to improve their capacities to benefit both of the society and of their own. At school, we always find a series of fundamental elements that takes part in both, students and teachers´ cases which actions and ways of behave are link to the social and cultural order from where the school takes its organization. "The school is a dependent society organ, a social institution destined to the specific area of the education, to administrat the systematic education that conditions the formation and organization groups presented for the teachers and students". Crespo (2010).

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

Socializing function

66

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

Instructive function

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

Educative function

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

Population

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

Directly benefited population

Practicum teachers

Supervisor teachers

Community student of the center where integral practice is carried out

Indirectly benefited population

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

External institutions articulated to the project

José Antonio Galán School

Brighton school

La Presentación school

Normal Superior de Pamplona school

José Rafael Faría school

Institución Educativa Cristo Rey

Provincial San José High School

Guayabales School

New Cambridge School

Findings

The practicum process was considered as a significant stage in the formation of a teacher at the university, reason for which it is necessary for the teacher to create a reflexive spirit to make herself aware of her teaching practices and habits and in this way to improve them to benefit all the community. Therefore, these findings are divided according to the instruments that were used to collect the data in the field: narrative texts, classroom observations and class recordings.

Narrative reflective texts: During the ten weeks of practicum, the practitioner had to send a narrative, where she told the tutors and practicum coordinators how the process of teaching was going, if it had suffered changes, or if a difficulty was presented within a classroom. What the pros and cons of being a practitioner in that school were, and how methodologies and techniques were affected by the experience of being a real teacher. ([Appendix 8](#))

As an overall, narrative showed how I changed from a very traditional class to a full dynamic lesson integrating the four language skills needed for a good learning of English. I first started to limit myself to assigning them a task, for example a presentation of their family, because in the beginning of my practice, the teacher told me that the students have a low level of English, however, after, I realized that the students were able to make short

dialogues expressing their likes, dislikes, talking about the members of their family. Therefore, I tried to change my methodology, I explained the subject and they had to produce, in some cases, I assigned them as a task in which they had to talk 3 minutes about a topic. They studied and showed me that they were capable to do it. ([APPENDIX 9](#))

From that, I was able to reflect, that we as teachers should not limit the students, but we should look for these strategies to explore their potential.

Classroom observations during the institutional week: The institutional week, as mentioned before was a pre-stage on the practicum where the practitioner learnt about how the school worked, its PEI components, how is physically divided and what is the philosophy they follow. During this period, the practitioner carried out some classroom observation in which she identified the main aspects of the English class at this school. I decided to do an observation in the group I was going to work with, and in these activities, I noticed some important aspects that guided my plans to work on the school as well as the design of my pedagogical planning according to the learning methods the students had. [(Appendix 10).](#)

From the observation I noticed two important aspects that were going to lead my practicum development. First, the methodology implemented in every grade of the school during the English class was practically the same. Where worksheet and grammar exercises were the main pillar of the English learning. And secondly, students didn't develop any reflective skill during these classes. Primary skill needed in the implementation and development of PBL. That's why I reformed the methodology of my project to be adequate for them to understand the tasks they had to solve and make them simpler.

Class recordings: As a requirement for the university supervision made by the tutors, three classes were recorded during the semester, due to limitations on the activities and loose of several classes mainly by rising flags events and pedagogical journeys. In the two recordings made, some important aspects were extracted from the way in which I implemented the methodology of the class and the activities I give them during the lessons. ([Appendix 11)](Appendix 11)

Conclusion

Therefore, it is very important to analyze our educational practices that take place in the classroom, considering the reflection on the practice as a tool of changing our conceptions, our routine practices and, most importantly, our way of acting and developing the teaching processes. For this it is necessary to reflect and become aware as a teacher about the relevance of education and training, for this reason I assume this commitment, which is giving me tools and strategies to carry out my teaching practice in order to improve it.

For this reason I conclude that the reflection of educational practice is necessary for my professional growth and my development as a teacher, because it provides me innovative experiences and ideas to put into practice and at the same time to considerate the dynamics of educational practice.

Chapter III

OUTREACH COMPONENT

Presentation

When reading this proposal, readers will have two goals: To organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools' students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: "Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness". This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that

73

most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area. This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

➢ To serve the needs of English formation of children in primary schools In Pamplona.

➢ Integrating the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

➢ Familiarizing children from primary schools in Pamplona with the essential foundations in English

➢ Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.

➢ Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academicals formation in the foreign languages areas.

➢ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)

➢ Outreach towards the educational community in terms of University and program.

Theoretical framework

Teaching languages

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

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESCO suggests enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural

dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional

as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program. Colombia, as other countries in Latin-American and the world, has adopted academicals policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines:

Institutions of basic, intermediate, higher education, educational programs for human development, the ethno-educational flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

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

> *Teaching English in primary School.* According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction

79

between acquisition and learning in terms of LE. "la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua" "Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ in saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

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

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

➢ *Extended speech*, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy

to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society.

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

FINDINGS

The outreach component was implemented since the second week of my practicum process, centered around the use of worksheets to enhance the acquisition of vocabulary among the students of primary school. Given that the CER Guayabales implements a pedagogical model known as ''escuela nueva'', so primary school joins the two main stages of the first education in zero, first and second grades, and third, fourth and fifth grades into one classroom for the students to have a better acquisition of knowledge in small groups.

The first thing that I did when I arrived to the school, was to talk to the teachers in charge of primary students in order to organize my schedule and offer them 4 hours of classes.

During the classes carried out, I noticed the need that some students have, because it is a fact that each students presented some deficiencies when learning, but it is due to some conditions that it is important to take into account.

However, when developing my classes, I take into account who are the students who have special needs and I give them more attention with the purpose of feeling more motivated. I try to integrate them more and to give them the opportunity to participate in an active way.

I also take into account the way I develop my classes to catch their attention and to learn as much as possible English.

The outreach component has been divided in two main aspects, defining what each sort of activities and exercises have to be done with the students of each classroom, so these two aspects of the project were scheduled and applied as much as the teacher had access to the classroom, given that these groups are the ones that miss the most classes in the school.

That's why nearly the 70% of the final scheduled sessions were finally done. In the next chart it is shown the classes that were successfully given:

Weeks	Zero, first and second grade.	Third, fourth and fifth grade.
One	Numbers for one to 10	Numbers for 1 to 15
two	Vowels	Professions
Three		
Four	Classroom objects	The alphabet
Five	professions	professions
Six	Colors	Animals
Seven	Animals	Sports
Eight		
Nine	Fruits	Places of the city
Ten		

Table 5. Outreach project activity calendar

Due to the lack of motivation of the students and the lack of knowledge of teacher in English, students did not pay attention to the class. However, thanks to the implementation of activities in the teaching of English, I could observe that students have been assumed English as an important subject. Thus, I have seen their interest and the motivation when I arrived to the class.

Therefore, I took the role of helping them and to commit them with English language in a more creative and in a dynamic way. **(Annex 12).**

It is a fact that the teaching of another language different from ours has several disadvantages, so sometimes it is rejected by the students, in other occasions there is not the didactic material for the teaching and learning of that new language. Therefore, it is important to implement innovative tools that allow and facilitate the teaching and learning of English through strategies, methods and techniques. For example, during the English classes, I implemented activities, in which I used remarkable flashcards, with beautiful colors in order to catch their attention. Also, in fifth grade I implemented activities such as Karaoke, in which students had to learn a basic song. The teaching of another language different from ours has several disadvantages, so sometimes it is rejected by the students, in other occasions there is not the didactic material for the teaching and learning of that new language. Therefore, it is important to implement innovative tools that allow and facilitate the teaching and learning of English through strategies, methods and techniques. For example, during the English classes, I implemented activities, in which I used remarkable flashcards, with beautiful colors in order to catch their attention. Also, in fifth grade I implemented activities such as Karaoke, in which students had to learn a basic song.

Conclusions

Lack of English mastery in rural school in English area can be solved by giving the students to opportunity to have a real English teacher as practitioner that can give them authentic material and significant contents in interactive activities as conducted in this project. Regarding the objectives, goals were achieved as presented in the following list:

✓ Primary school children need significant materials that raise their interest.

✓ Sounds and images create better relation to what they know and the lexicon to be acquired.

✓ Vocabulary is better acquired and internalized when presented through relaxation activities.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction:

As pre-service teacher, the most important responsibility for a member of an educative community is to always participate and make part of the most relevant decisions of the school, fostering a culture of belonging to the place we work and interact with other. This can be reflected in several cultural and administrative acts that are done in the high school such as rising flag events, teachers and parents' reunions and even non-scheduled meetings the institution may organize.

It is important to remark that some high schools in Colombia follows a religious educative character which can be an interference to the teacher that is not a follower of this beliefs. However, it is a fundamental attitude for a teacher to be respectful of the different beliefs that people have no matter what rare they can seem to him. In this case, to attend to masses, and other religious ceremonies is a responsibility for the teacher and to demonstrate some respect for it. Taking into account this, a qualified and remarkable teacher is the one that shows interest for his work, for his profession and for his passion.

Objectives

General Objectives

To participate in all the extra activities, the high school propose and integrate all these events to the experience of being a teacher.

Specific Objectives

➢ To attend to all the events responsibly and according to procedure.

➢ To make aware the students of the importance of every event the school organizes.

➢ To organize performances and presentation for cultural acts in the school.

Methodology

       The teacher has a useful instrument when participating in cultural events organized by the school. The instrument are his students which are motivated and willing to be recognized for his talents. No matter if the student likes to sing, to dance, to act or even to make others laugh, everyone has a talent and the teacher himself does. Hence, the proper method to encourage the teacher and the students to get into these activities is to always work on how to arouse motivation and keep it always on top of the learning process as shown in the chart above:

EVENT	DATE	DAY	MEMBERS IN CHARGE
Izada de bandera	September 11th	Thursday	10 grade.
Amor y Amistad	September 14th	Friday	3, 4 and 5th grades
Izada de bandera	September 28th	Friday	10th grade
Semana cultural	October 15th	Monday	11th grade

Despedida de 11 grado	November 16th	Friday	10th grade
Novenas cada semana	From November 19th to November 23rd	During the week	All the grades

Table 6: administrative activities.

RESULTS

During all the stay in the CER Guayabales. I have been participating in several activities involving all the academic community. These events were done looking for the students to celebrate different special dates. One of the first activities I had contact with was a raising flag ceremony. Me, as a pre-service teacher was charged to prepare students to make articulations of the sentences that they had to learn regarding the day of the planet and the energy in Spanish. **(Annex 13)** In the same way, I was charged to help with organization of the chairs, posters etc.

Besides, I participated in Eucharist **(Annex 14)**. This was a space were the researcher could see the school ideology followed by a big amount of the school members. Besides, the institution authorities respect other religions followed by some members that have access and participation in the school.

89

One thing that I realized is that all students were interested and commit with each events developed in the school. For example, when they had to disguise, they did it, when they had to participate in front of the public, they did it, if they had to sing, they did it, and it is a habit that they have when there is an event.

Sometimes, the school organizes a ''jean day'' or a film, in order to collect money to other activity that it is necessary to buy, and I could notice that the majority of students participated.

I were an active participation during the cultural week of the school, I help students to dress, to organize the space, organize students in their space assigned, also, I were a jury in charge of choosing the best dress made with ecologic materials. It was a good experience for me. **(Annex 15).** Also, I participated in the love and friendship day, in which the students created posters with some phrases related to that day and with the purpose to dedicate it to the most loved partner. **(Annex 16).**

Conclusions

The pre-service teacher is not only a person in charge to complements the English contents that may not be clear for students in the classroom, but also a person that involves himself into the activities that represent important reunions and events for the school development. Also, school events are carried out to get community nearer from the processes that happen every day inside the educational center, and the pre-service teacher needs to know how these processes are developed and what their importance are.

To conclude it is necessary to say, a pre-service teacher is not only a person in charge to complements the English contents that may not be clear for students in the

classroom, but also a person that involves himself into the activities that represent

important reunions and events for the school development.

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Appendixes

[Appendix 1](#)

Interviews

FIRST INTERVIEW

Purpose: To identify the level of the students in listening skills.

QUESTIONS	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3
¿Durante este año ha trabajado la comprensión de escucha?	Buenos días profe, bueno si las hemos trabajado pero no casi, a veces es que la profe nos pone a ver películas en inglés y los subtítulos pero eso es de vez en cuando, pero lo demás casi no trabajamos.	Hola profe, no casi no hemos trabajado esa parte, más que todo hacemos es trabajos en grupo como traducir algún texto o completar algo de acuerdo al tema, ahhh y de vez en cuando es que vemos películas en inglés.	No, yo creo que nunca, solo vemos películas pero es rara la vez.
¿Y en las películas en inglés las entiende?

¿Por qué te consideras malo en inglés? | Pues la verdad creo que si no tuviera el subtítulo no las entendería, creo que por eso es que las entiendo porque yo soy muy malo en inglés.

Porque no entiendo y además no le pongo empeño jajajajaj | Jajaja sí, porque me toca leer los subtítulos y además uno asocia lo que ve y pues eso me ayuda a entenderla. | Yo sí, a mí me gusta el inglés y por eso veo las películas en inglés, pero que tengan subtítulos, porque así sin subtítulos no entiendo. |
| ¿Consideras que eres muy bueno desarrollando | Ummm la verdad no sé porque casi no las trabajamos en clase, yo por mi parte es que escucho | No, yo creo que soy súper malo para el inglés, la verdad no me gusta porque | Casi nunca desarrollamos actividades de escucha |

SECOND INTERVIEW

Purpose: To know the improvement of the students in listening skills.

QUESTIONS	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3
En las clases de inglés, ¿consideras que has mejorado en la habilidad de escucha?	Hola profe, comparado como era antes y ahora pues sí, la verdad si he mejorado, entiendo más, por eso es que le participo más en clase, hablo más en clase y no es difícil, todo lo que usted nos pone en clase es como fácil, al principio si me pareció súper difícil pero finalmente comencé a cogerle el hilo y pues mis resultados son buenos, hasta yo me sorprendo porque a mí el inglés no me gustaba y ahora pronuncio mejor, ya parezco gringo jajaja	Si, la verdad considero que si he mejorado y no solo en la parte de escucha sino también en la pronunciación de algunas palabras por ejemplo: yo antes decía yOu y ahora digo "yiu', es que en las actividades que hemos hecho yo voy escuchando y así voy mejorando y es como mas fácil porque no se me olvidan las palabras que pronuncian jajajaja	Sí, yo siempre me he considerado bueno, pero si he mejorado, bueno eso creo porque entiendo más y no sé si se ha fijado pero casi todas mis notas son buenas en inglés, por eso es que me gusta escuchar música en ingles porque mejoro mi pronunciación y la verdad con lo que usted nos ha traído si he mejorado mucho más.
¿Cuánto crees que te ha ayudado la implementación de las tecnologías	Yo creo que eso es lo que me ha ayudado a querer un poquito más el inglés, porque por fin cambiamos la metodología, antes iba	Osea, es algo diferente que vemos, antes no hacíamos nada de lo que hacemos ahora, y además yo creo que uno con la tecnología	Las tecnologías siempre llaman la atención y más en una clase que a la mayoría de los estudiantes no les gusta y

94

[Appendix 2](#)

Questionnaires

FIRST INTERVIEW PARTICIPANT 1 AND PARTICIPANT 2

1. ¿Durante este año ha trabajado la comprensión de escucha?

2. ¿consideras que eres muy bueno desarrollando actividades de escucha?

3. ¿En las clases de inglés, desarrollan actividades en donde se requiera la implementación de las TICS?

4. ¿Con que frecuencia visitan la sala de informática para las clases de inglés?

5. ¿Te gustaría hacer uso de las TICS para trabajar la parte del escucha? ¿por qué?

6. Con relación al desarrollo de la parte del listening, que te gustaría que se trabajara en las clases de inglés?

SECOND INTERVIEW PARTICIPANT 1 AND PARTICIPANT 2

1. En las clases de inglés, ¿consideras que has mejorado en la habilidad de escucha?

2. ¿cuánto crees que te ha ayudado la implementación de las tecnologías para mejorar la habilidad de escucha?

3. Te ha gustado trabajar el escucha utilizando las TICS.

4. ¿Los materiales utilizados para llevar a cabo las actividades de escucha te ha facilitado la comprensión?

[Appendix 3](#)

Listening activity

[(Appendix 4)](#)

Listening activity

Appendix 5

Listening activity

Appendix 6

Answers of the questionnaires

FIRST QUESTIONNAIRE

1. ¿Durante este año con qué frecuencia ha trabajado la comprensión de escucha?
   a. Nunca
   b. Aveces
   c. Siempre

2. ¿Qué tan bueno eres desarrollando actividades de escucha?
   a. Malo
   b. Medio bueno
   c. Bueno

   Por qué?: No Entiendo cASi Nada

3. ¿En las clases de inglés, desarrollan actividades en donde se requiera la implementación de las TICS?
   a. Nunca
   b. Aveces
   c. Siempre

4. ¿Con que frecuencia visitan la sala de informática para las clases de inglés?
   a. Nunca
   b. Aveces
   c. Siempre

5. ¿Te gustaría hacer uso de las TICS para trabajar la parte del escucha? ¿por qué? SP para cAmBiar la metodologia

6. Con relación al desarrollo de la parte del listening, que te gustaria que se trabajara en las clases de inglés? canciones, PELICULAS

SECOND QUESTIONNAIRE

1. En las clases de inglés, ¿consideras que has mejorado en la habilidad de escucha?
   a. SI
   b. NO

   ¿Por qué? porque es comparado con antes siento que entiendo mas

2. Del 1 al 10, ¿cuánto crees que has mejorado en el escucha?
   8

3. Del 1 al 10, ¿cuánto crees que te ha ayudado la implementación de las tecnologías para mejorar la habilidad de escucha?
   9

4. Te ha gustado trabajar el escucha utilizando las TICS.
   a. SI
   b. NO

   ¿Por qué? es una manera de cambiar la metodologia y salir de lo habitual

5. ¿Los materiales utilizados para llevar a cabo las actividades de escucha te ha facilitado la comprensión?
   a. SI
   b. NO

Appendix 7

 Appendix 8

Narrative

Implemeentation of the methodology

Classroom observation

Recordings

Liz Garrido
Primera observación de clase
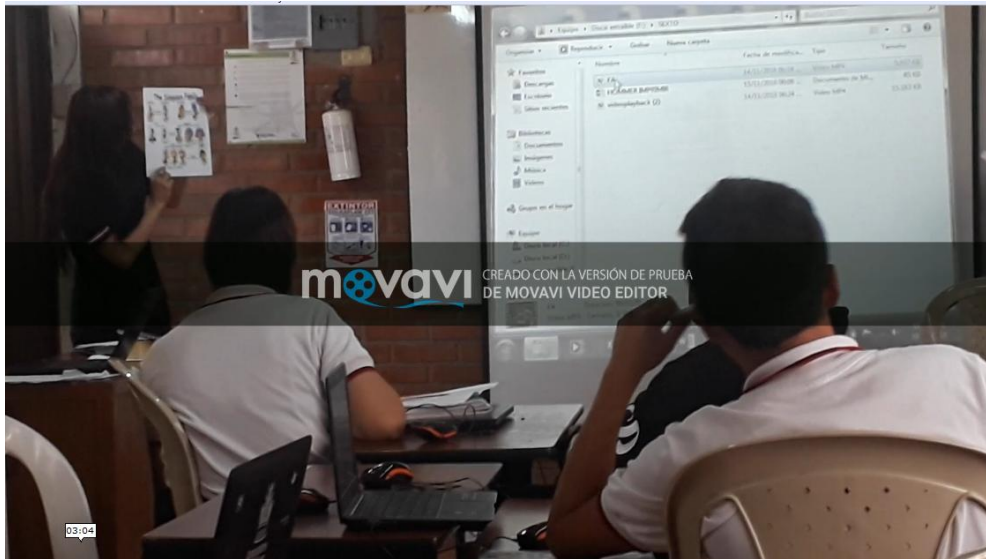
Annex 12

Activities with primary students

[(Annex 13)](#)

Evidences of administrative components

Annex 14

108

Eucharistic

Cultural week

Annex 16

Love and friendship day