

**THE IMPLEMENTATION OF MOVIE - TRAILERS TO ENCOURAGE
CULTURAL LEARNING AS STRATEGY TO IMPROVE LISTENING
COMPREHENSION IN EIGHTH GRADE STUDENTS AT JOSÉ ANTONIO GALÁN
HIGH SCHOOL**

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FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM
PRE-SERVICE TEACHER**

PAMPLONA

2020

Movie-trailers to improve listening

**THE IMPLEMENTATION OF VIDEO TRAILERS TO ENCOURAGE
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LISTENING COMPREHENSION IN ENGLISH IN EIGHTH GRADE STUDENTS
AT JOSÉ ANTONIO GALÁN HIGH SCHOOL**

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Quiero dar los primeros honores a Dios, por haberme dado todo lo que voy a mencionar a continuación:

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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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General Presentation

This proposal is divided into four chapters as follows: The first one, is the pedagogical component that presents to the reader how teachers develop pedagogical tools also the different strategies within the classrooms.

Additionally, the research design encompasses the second chapter, which takes into account the academic level of practitioners' reflective spirit. It demonstrates the process of reflection that operates with different instruments to gather data that supports to improve the pre-service teachers' teaching process.

Moreover, the third chapter is about the outreach component that notifies the reader about the labor of the English practitioners in primary school.

To finish, the fourth chapter covers the administrative component that illustrates the role that a teacher has during school life whose purpose is to service to the students and teachers to lay out all the events in the course of the period of class.

The four chapters show what practitioners propose to the academic community throughout the learning and teaching process.

Introduction

Teaching a foreign language requires academic preparation and socio-cultural contextualization, its importance is supported by globalization and the needs of society. The academy, for its part, has been called to be a fundamental part of the needs of each individual on a global level. This is why the implementation of new methodological strategies can be great help such as educational tools for teaching foreign languages.

For its part, the Colombian educational context aims to increase the academic intensity in English hours within the country's public schools such as San Francisco de Asis, which provides opportunities for students to develop the English language through the use of new technological tools found in this new era. As the National Bilingual Program in Colombia, (2014) desires to cosign the opportunity to all students to have English language access at school and improve their linguistic skills to be well-suited in the world.

On the other hand, multimedia tools such as video trailers can be used to improve listening comprehension and also encourage students to speak English eight grade students through the cultural contextualization that exists today internationally.

Finally, the development of this proposal was transformed from a face-to-face to a virtual way because of the pandemic caused by health emergency of the Covid-19, therefore the implementation of the workshops and planned activities have not been carried out as planned in the beginning.

1. Justification

The use of new technologies is an open door to arrive to implementation of video trailers to teach English. Pitifully, teachers do not use multimedia as an integral part of ordinary classes due to the space and the limit sources that the school provides, In addition, timing issues are a limitation for the teachers keeping in mind the 50 minutes of class each teacher possess, and additionally, students are not delighted with this situation. For that reason, these instruments are not being fully exploited.

In this way, educational institution “Instituto Técnico Arquidiocesano San Francisco de Asís” become the educational setting in which proposal will be implemented, however, as a specific location or headquarter in “Jose Antonio Galan school” that accommodates secondary and primary education, thus, English is one of the courses studied and it was evinced the need to work om multimedia, specifically with video trailers, which would bring the opportunity to involve learners ability in listening comprehension along with a specific population that will be eight grade students group B chosen regarding the observations made during the last two weeks inside the school by looking over 3 eight grades and 1 seventh grade.

Furthermore, it exists lot of good methods to learn the language but learners have to learn real English by using the words in context. Also, learners have to hear how things are said and with video trailers in the native language is the best option to do it. In addition, video trailers are shorter than a full movie and time is enough to work on that and students can learn and easily memorize English words from what they hear by watching movies

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trailers in which they also can find natural dialogues, idioms, slang, and other rich examples of language.

General Objective

To improve eight grade learners listening comprehension through implementation of cultural movie trailers at Jose Antonio Galan school.

Specific objectives

- To improve eight grade learners listening comprehension through implementation of cultural movie trailers at Jose Antonio Galan school.
- To Implement reflection as a transforming tool's pedagogical processes of integral practice.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogy.
- To use chants as a pedagogical strategy to teach A1 vocabulary to fifth grade students.
- To take part in all the regulatory exercises proposed by the José Antonio Galán School administration staff.

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General Conclusions

The objectives of this project are linked to the educational interests of the institution where emphasis is placed on social and cultural aspects related to values, respect, empathy and awareness for the reality of the world.

Therefore, in the selection of material these aspects were taken into account, where it is sought by means of short videos of famous films already known in order to facilitate linguistic and vocabulary understanding, because the content would be better assimilated to your previously taught knowledge with your perspective of it in the past.

With respect to the explanatory videos of the workshops, it must be said that this strategy could not be implemented since the institution was not working with these technological tools, which means that they were not requested by the supervisor.

In addition, narratives were developed that relate each moment and activity that occurred during the period of development of integral practice.

On the one hand, planning and development of the extension component was truncated by the health emergency. Finally, it was decided not to work with 4 and 5 graders in my case. Nevertheless, some videos explaining the workshops related to the extension component were made. On the other hand, there was no active participation in any institutional activity due to the health emergency.

Finally, it is possible to conclude that the development of the 4 components of this proposal was modified, adapted and some developed in person and others through the virtual modality.

Institutional Observation

If we talk about culture and education in Colombia should be mentioned the city of Pamplona, called the student city, is located at the north of Colombia, in the department of Norte de Santander. It is a place where many Colombians travel from different cities of the country looking for professionalism, and the livelihood of many inhabitants who survive thanks to the services offered to university students. Pamplona is also recognized as a source of great educational promise thanks to the good results of the student tests carried out at the schools every year, among which the San Francisco de Asis School stands out.

In the figure 1, it is possible to appreciate the topographical location of the institution within the urban center of Pamplona city.



figure 1

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Moreover, it is important to mention the social work carried out at the Jose Antonio Galan Educational Institution of Pamplona. With the initiative of Monsignor Rafael Tarazona Mora, founded the Arquidiócesano School of San Francisco de Asís in 1978, which worked in the facilities of the Major Seminary, through Agreement No. 23 of 1990, the Honorable Council of the city created the Archdiocesan College San Francisco de Asís of Pamplona with the modalities of cabinetmaking and technical drawing.

In relation with the educative authorities, Monsignor Rafael Tarazona Mora retired from the rectory of the establishment in 2000. His successors were Master Amparo Zapata de Lozano, Specialist Marcos Daniel Carrillo Merchán and since 2002 the teacher Bernardo Wilches Gelves who leads the institution on all educational processes. Subsequently, the academic component is organized by the teachers which are divided by: primary and secondary school teachers. Finally, the community is established to integrate the educative environment where it is possible to find the parents' association, and students' council.

In addition, the main facilities are located in Jose Antonio Galan school, one of the headquarters is "Cuatro de Julio", where facilities to the pre-services teachers to work on elementary grades. This is one of the two places in which practitioner will be working in order to apply community outreach project.

On the other hand, thanks to the efforts of teachers and administrators, as well as students and parents, the Technical Institute Arquidiócesano San Francisco de Asís, managed to raise the levels of test scores in 2000 to know that they are held annually in Colombia. In this way, it is certified that the academic requirements are more and more

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rigorous, as well as the control of the student and institutional behavior through the regulated in the manual of interim coexistence.

PEI

The educational institution, San Francisco de Asís High School is dedicated to continuously building knowledge, coexistence, instruction, and historical ideas that ensure opportunities to compete with efficiency. it is divided into four chapters or sections threating of conceptual and contextual component; administrative component; the pedagogical component and the community aspect. Within this framework, it is possible to identify the academic division by levels and degrees within the institution, in the same way the appreciation of different venues that allow better distribution of the educational community within the scope of infrastructure. In this particular case, it will benefit the population located in the Galan College where it will work with high school students and the headquarters of the Fourth of July that has primary school students.

In the figure 2, it is possible to appreciate the *educational institution organizational structure*.

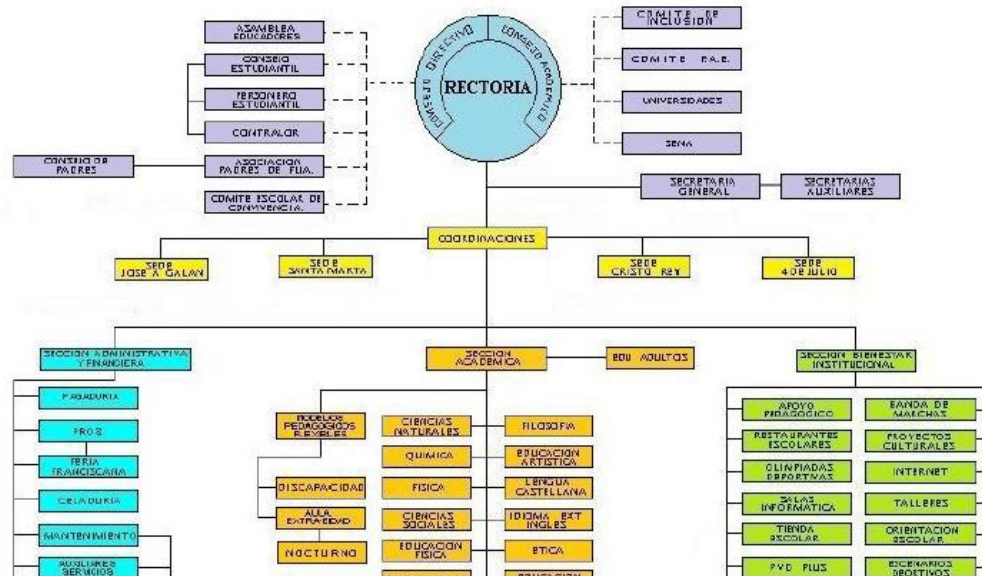


Figure 2

In the figure 3, it is possible to appreciate the “Franciscano” student role in the meaningful learning model implementation: pedagogical approach.

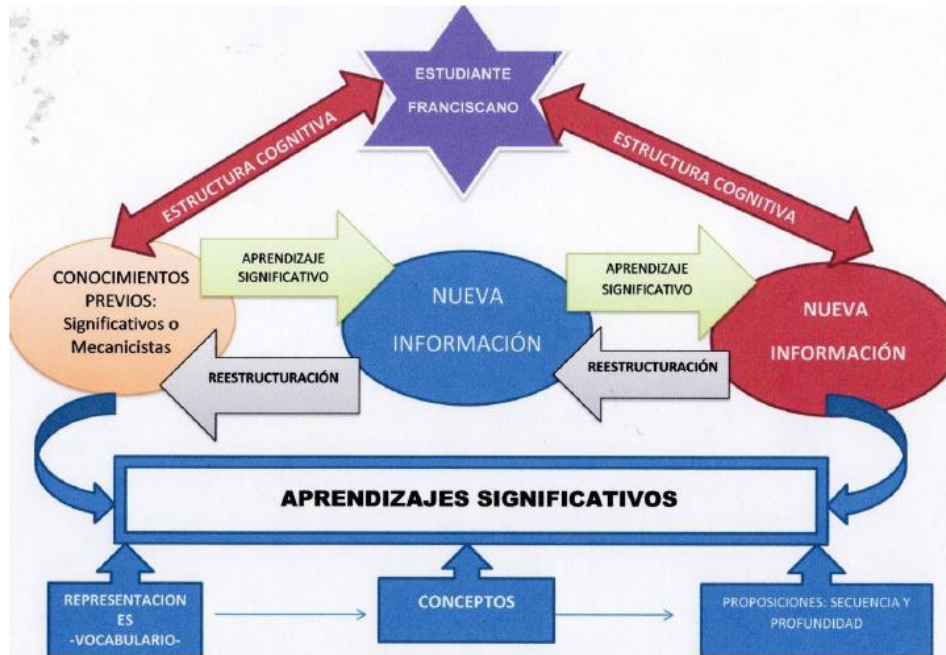


Figure 3

In the figure 4 it is possible to appreciate Educational networks and alliances.

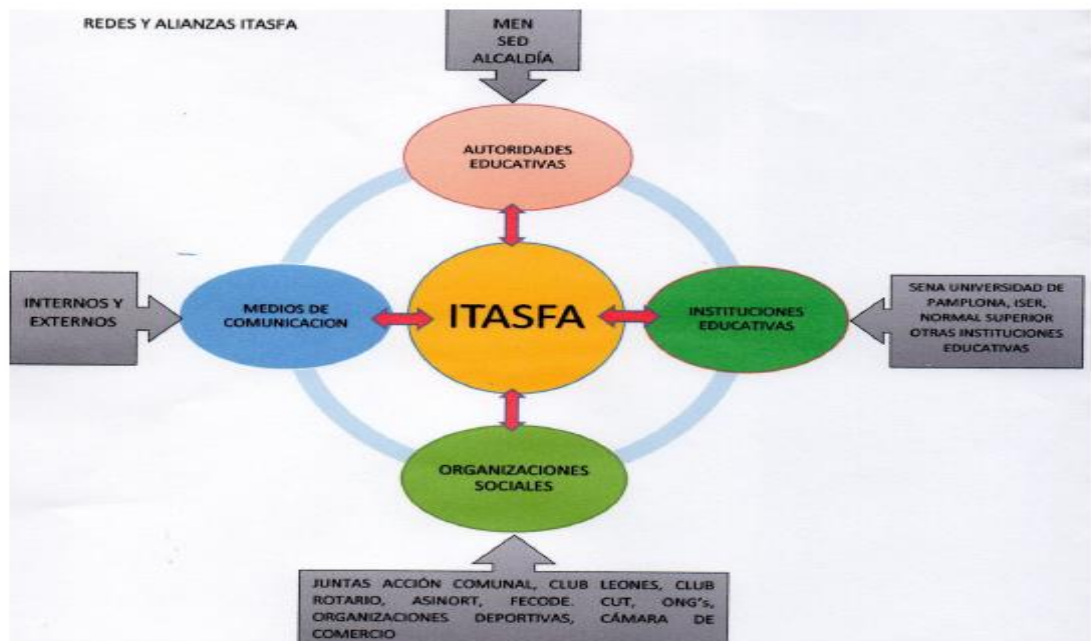


Figure 4

Manual of coexistence

The Manual of Coexistence is presented as an educational instrument that contains clearly and in detail the principles and criteria that guide the process of training educating, allowing him to become aware of his commitment as a member of a community, knowing their rights and responsibilities, which include respect for life, differences, peaceful coexistence, work, justice, equality, knowledge, freedom, peace and faith that is professed, within a legal, political, economic, social, fair and committed to promote the integration of the Colombian community.

The function of the Manual is to regulate school coexistence, based on the principles, values and social precepts. When all the institutions establish it in practice, contribute to training in an environment of healthy coexistence based on values of a democratic component of freedom, equality, justice, pluralism and peace, within a legal and participatory framework.

The Manual of Coexistence of the Educational Institution José Antonio Galán, contains briefly and expresses the philosophy and policies that guide the Educational Community to establish clearly and precisely what is expected of each of the members, their commitments and the Institution to them. It also determines the rules and the agreements to ensure a climate of harmony and understanding among all estates.

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Mission

To provide students with suitable training spaces that guarantee them, as well as their families, city, the region and for Colombia, the learning process and life experiences applicable as work alternatives to the solution of their economic problems, so they can go consolidating their life project with responsibility. As a result, the institution will promote projects aimed at strengthening human talent, community participation, preparation for work, inclusion of all without any discrimination in a framework of tolerance and respect for men and women and the natural environment.

Vision

At the end of the year 2020, the educational institution must demonstrate competitiveness in the social, cultural, sport and academic areas by gaining recognition at the local, regional and national levels.

Philosophy

Our educational institution attempts with the development of its pedagogical proposals and social coexistence to direct its efforts to the integral formation of its students with objective and concrete criteria such as the respect to the Social State of Law, the recognition of the individuality subject to the precept constitutional of the general interest, to the competitive formation in the academic and the emphasis to the formation in the labor thing like alternative of individual and collective development, as well as to the inclusion of all the students with limitations and / or vulnerability conditions; forming young people capable of

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transforming agents of their environment with criteria of community organization, work preparation, with a sense of value, conservation and love for the environment.

Calendar

Day by day teachers and administrative staff develop their work on accordance with the provisions of decree 1075 of 2015, the guidelines of the Departmental Education office, the Institutional Educational Project, the manual of functions and working hours issued by the Rector. In this way, the school calendar for the respective institution in the period 2020 starts on Monday the 20th and finishes November 27th.

In the figure 5 it is possible to appreciate the scholar calendar.

Academic period	weeks	Date
1 period	14	From January 20 st to April 30 th
2 period	14	From May the 4 th to August the 29 th
3 period	12	From August 31 th to November the 27 th .

Schedule

Teacher Carmen Rosa Daza Montes has under her control English classes in seventh and eighth grades at Jose Antonio Galan school. In the figure 6 it is possible to appreciate the schedule of English classes during this year.

	1	2	3	BREAK	4	5	6
TIME	7:00 – 7:55	7:55 – 8:50	8:50 – 9:45	9:45 – 10:15	10:15 – 11:10	11:10 – 12:00	12:00 – 12:50
Monday		8C	8C		8B	8B	
Tuesday	7B					8A	8A
Wednesday		8C					
Thursday			8A				
Friday	7B	7B	8B				

Pedagogical aspects observed

The educational institution San Francisco de Asis is a public school located in Pamplona, north of Santander in Colombia. It has primary and secondary headquarters in the different establishments with a single day in the morning hours from 7:00 am to 12:50 pm. Generally speaking, the students of this institution do not have great economic resources and are

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vulnerable to the major social problems facing the country, such as delinquency and drug addiction.

In addition, During the week of institutional observation, the pre-service teacher carried out a series of analysis of aspects such as the physical plant and teaching staff of the institution, and the recognition of the educational community, according to that, it was possible to identify some academical need regarding the English course and the linguistic level of the students of seventh and eighth grades.

Moreover, it was possible to identify the infrastructure place and the sources the school has in order to implement new strategies of teaching English. Also, students are very active people, they do not like the traditional ways to learn, to they demand real life strategies, learning ways of think and behaviors through knowing by studying English in their own culture and in the foreign culture.

Chapter I: Pedagogical component.

THE IMPLEMENTATION OF VIDEO TRAILERS TO ENCOURAGE CULTURAL ENGLISH LEARNING AS STRATEGY TO IMPROVE LISTENING COMPREHENSION IN ENGLISH IN EIGHTH GRADE STUDENTS AT JOSÉ ANTONIO GALÁN HIGH SCHOOL

Introduction

In Colombia, learning English has been commonly seen as boring and tedious, usually because teachers use the same strategies, methodologies and structures to teach it. But, today, with the new technological tools, it is possible to generate new teaching-learning strategies for the Colombian community, regardless of the economic and educational scope they have. As Y. Chen established: “English films are vivid and can help students improve their listening, speaking abilities, strengthen language sensitivity, raise the literary accomplishment, learn more about western cultures and cultivate study interests.” What means, that there is a big probability that this idea works.

On the other hand, technology plays a big role in the art of teaching, by exploiting cognitive skills at higher levels. In fact, this paper has as purpose to identify the benefits of use of video trailers to improve listening comprehension of English.

Consequently, this strategy would motivate students to take a stronger interest in the great benefits and advantages of learning to communicate in the different languages of the world, in this case, analyzing communication in English by using different social and cultural topics expressed by short movie- trailers.

Moreover, this study aims to increase students’ motivation to social and cultural issues not only in Colombia but also around the world, moreover overlook more

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meaningful context for the students will give the chance to explore how people express according to their real life. Therefore, find students' attention in relation to the topic presented through videos is the link with the English learning.

Finally, there was a need to make some significant changes in the planning and implementation of the tools that would allow compliance with the guidelines and parameters proposed to accomplish this stage of integral practice with satisfaction. These changes were caused by the health emergency occasioned by the Covid-19 pandemic. In this way, virtual work took prominence at this stage, leaving aside the reality of the impossible implementation of classrooms in these times of humanitarian crisis.

Justification

While it is true that traditional methods of learning a language have not been enough for the Colombian population to become familiar with English language, Generally, acquire high levels of production and understanding of English is really harder for the population. This is stated by MEN (2004/2019), where it was estimated that a very small proportion of Colombian students can be classified as bilingual. This shows how badly it has been handled despite the existence of the necessary tools take advantage of bilingualism in Colombia.

Therefore, when learning a language through culture or derived from culture is it possible to find new strategies are being implemented to experiment in the teaching of languages. This are pedagogical strategies that are been used in the new technological tools offered by in this new era.

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In addition, in the learning of foreign languages, the inclusion of cultural aspects increases the cognitive capacity, besides provoking a greater linguistic ability” Barón (2014). Therefore, the use of innovative tools adapted to the current needs of the population is the immediate priority in the country’s educational institutions.

As a result, the strategy that this study seeks to implement is to bring San Francisco de Asis School student’s a close possibility to the interact in real forms of communication that the English speakers have worldwide. Therefore, it will break with the traditional teaching scheme. Finally, students will acquire new English vocabulary and expressions not common when learning English in Colombia

The above, is intended to be done through the use of video trailers which will serve as a linguistic and cultural link in eighth grade students looking for a final product in which students will use the new knowledge acquire by listening activities to express their desires in a final personal learning dairy in which students will use future tense and modal verbs such as would, will, wish, among others. The video trailers related to well-known and pleasing films of the students allow to increase the interest in the content and development of material and learning spaces.

Problem

Considering that the purpose of this project is to know how students can improve listening skills when learning English through the use of cultural video trailers. It was possible to identify through the observations done in the 2 weeks in the educational institution that most of the students are bored when learning English with the traditional methods, which makes the learning process of the students difficult and does not advance. In addition, students look bored and the technological tools offered by today's world are being wasted.

It will be possible to teach English to eighth-graders through video trailers and improve reading in them?

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General Objective

To improve eight grade learners listening comprehension through implementation of cultural movie trailers at Jose Antonio Galan school

Specific objectives

- To identify the positive effect movie - trailers has on eight grade school students.
- To examine the relationship between learning English and watching cultural movie - trailers.
- To identify whether watching movie - trailers improve and enrich student's culture and vocabulary in English.

Theoretical framework

Culture

Generally speaking, culture has been related with the way people behave, is what Anna Wierzbicka (2006) established in “Meaning and Culture”, the concept of a ‘reasonable man’ is one of the most important concepts in British and British-derived common law. Roughly speaking, ‘a reasonable’ man is, as a British judge famously put it, “the man on the Clapham omnibus” that is, an ordinary man, a humble commuter, who epitomizes an ordinary person’s putatively sound judgment. A reasonable man’ is not an intellectual, not a theoretician, and yet he is seen as someone whose judgment can be trusted—perhaps more so than that of a theoretician, a philosopher, a professional thinker or scholar.

Listening skills

The construction-integration model was proposed and refined by Kintsch and his colleagues (van Dijk & Kintsch, 1983; Kintsch, 1988, 1998, 2005). As the name indicates, this model hypothesizes that text comprehension involves two phases, construction and integration of propositions. The comprehended constructs initial elementary propositions based on words and sentences in the text. These initial propositions, then, have to be integrated with propositions from preceding parts of the text, and ultimately across the text and with background knowledge.

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Video trailer

As Kernan (2004) points out trailers display images from a specific feature film to assert its excellence, ultimately becoming the "Film we want to see", making movie trailers appear as a hybrid form of advertising and cinema, which aligns with today's heavily commercialized cultural forms that make art and marketing increasingly indistinguishable.

This method allows teacher to propose several activities, in this case videos, not just to watch in classroom, but also for learning in a cultural and dynamic way.

Reading comprehension.

Reading is one of the most important activities in the ESL classroom taking into account its complexity and extent to gain information or verify existing knowledge, thus, Alyousef (2006) defines reading comprehension as a combination of identification and interpretation skills. However, it is significant to underline the assumptions based on the common European framework of reference for the languages in accordance with this language usage in which de l'Europe,

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Vocabulary

McCarthy and O'donnel (1994) "English vocabulary has a remarkable range, flexibility and adaptability."

Pronunciation

Cook (1996) defined pronunciation as the production of English sounds which is learnt by repeating sounds and correcting them when produced inaccurately.

Through pronunciation, it is possible to make a mental representation of the phonemes emitted by the emitter whereby, the better a word is pronounced, the better it will be understood

Literature Review

Balambo (2015) "The Impact of Using Movies on Learning English Language At University of Halabja". The use of movies as a modern technology in the area of language teaching in ESL classrooms, have become an essential requirement for the purpose of learning a second language. This study has analyzed carefully that movies have an essential role in developing and improving language skills of ESL learners.

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Baron (2014) “La cultura en la enseñanza del inglés” Culture as the main theme of the project gives many options to be able to carry it out, since it is a very broad topic, it can be worked in many ways and there can be many objectives to achieve. The most important point I have made has been to give it the importance it deserves in the foreign language classroom. This is because language without a culture behind it is incomplete. When culture evolves, language also does. These are two aspects of life that go together, so let’s not separate them in the classroom.

Alvarado (2017) “Teaching English using video materials: design and delivery of a practical course” for listening, speaking, reading and writing was designed using authentic video material. The aim of this paper is to offer tools to the TEFL teacher in order to design new course materials using video material. The development procedure is explained in detail, and the underpinning main theories are also mentioned, in order to facilitate the future development of new materials to the TEFL teachers.

Polat, M. & Erişti, B. (2019). “The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Listening Anxiety at Different Levels of English Proficiency” The main purpose of the research is to investigate the effects of using of authentic videos in developing English listening skills and foreign language listening anxiety levels of students from different levels of English proficiency. Taking into consideration the findings that showed authentic videos provide effective results in the development of listening skills, the experimental groups that had made more progress in the development of the listening skills had a stronger development in the development of other language skills as a result of this. It is considered that the difference between the

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experimental and control groups in terms of the relationship between the language skills may have resulted from this situation.

Sitti Hadijah (2016) “Teaching by using video: ways to make it more meaningful in efl classrooms” Actually, there are many ways that can be implemented by the teachers, they are; fast forward, partial viewing, active viewing, repetition and role play, follow up activity, silent viewing, picture less listening, prediction, reproduction activity, freeze framing, picture or speech, sound on and vision off, dubbing activity. In this paper some of the ways were classified into three phases to provide more meaningful ways for the teachers in deploying the video

Methodology

Big changes are always full of unresolved questions and answers, and the development of this methodology is one such case as it could not be done because of the Covid-19 pandemic. As a consequence, the methodology of the virtual work did not facilitate the implementation of the project, so the planning of workshops and ideas to be developed will be reflected in this paper to be applied in the future.

According to Mason (2017) states that through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. the instrument of data collection will be the interviews in order to know what type of video trailers the study must to conduct.

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Moreover, according to Creswell (2012) the main idea is to explore a specific issue in order to give a solution. It is a systematic procedure developed by educators who collect information, teaching and learning data from students.

Population

This study will be carried out at Jose Antonio Galan High School with 8th grade students.

This course count on four hours of English per week. It will be implemented in 8th grade.

Techniques and instruments of data collection

Being part of the phenomenon is advantageous considering that we can remember everything step by step. Besides, According to Roulet, T. J., Gill, M. J., Stenger, S., Gill, D. J. (2017) affirm that the objective of this is to help researchers learn the perspectives held by study populations.

In addition, the uses of series of interactive pre-listening, listening and post-listening activities. Choosing an interesting movie trailers with and without English subtitles according the English level the students have, additionally the use of the dictionary will be essential to search the unknown vocabulary, after that exercises of repetitions of short phrases. Moreover, the questionnaire composed of open-ended, closed-ended questions and rating scales. Open questions in class as a daily conversation, related to the style of movies they prefer, the language, the duration, the favorite protagonists, as well as the ones they don't like and their reasons.

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Furthermore, survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160)

Investigative Methodology

The main goal of this project is to implement videos to improve listening comprehension in eighth grade students. This will require identifying appropriate strategies to attract students' attention and make them fall in love with project activities, instruments such as interviews and questionnaires on the students' preferred topics will be a key part of the meeting of each session, making it motivating, interesting and productive through learning and contact with the language. Similarly, cultural material will be offered to enable students to become better acquainted with international and local customs.

Specifically, workshops will be held with pre, while and post- listening activities for each video trailer. Then, students will be able to familiarize themselves at first with previous content about the movie, then the direct insight of the video and finally a production of the understood, among other things.

In addition, Chien – Hui Yang (2012) said “debate is what we want. Films that produce it as a spontaneous response to viewing combine the visceral provocation of action films with problems that are debatable. Consequently, within the planed tools a survey was made to select the short videos It was possible to determine that not just any film will do. Indeed, it is often astonishing what films will not do sense, films that participants like, they may have nothing to say about. As might be expected, action pictures do not work. Therefore, many Hollywood films that appear every year designed to attract large numbers of young people. Moreover, it goes for films that deal with social common problems remote

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from the experience of Students, movies such as Rocky, Avengers or Toy story were selected at the end.

Finally, movies - trailers should be used in the analysis of the dialectical thinking in classroom, not all English movies, but are suitable for teaching. Moreover, the process of selection is also a kind of a kind of discrimination of culture, because English teaching is not only language teaching, the more important is a kind of cultural education. Only by achieving the combination of culture and language teaching, can it be called successful language teaching, and reach a higher level in the way of English learning.

DEVELOPMENT OF THE INTEGRAL PRACTICE

Face – to - face practice

First o all, for the effective realization of this pedagogical project it is necessary to create and implement workshops that allow the development of the desired competencies to work.

In addition, for the development of these activities it was necessary to identify and adapt my role as pre-service teacher, to the class schedule of the teacher and English supervisor of the institution who is in charge of the seventh, eighth and ninth grade of high school. The timetable is the following:

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SCHOOL TIMETABLE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st : 7:00 – 7:55		7B			7B
2nd : 7:55 – 8:50	8C		8C		7B
3rd: 8:50 – 9:45	8C			8A	8B
9:45 – 10:15	B	R	E	A	K
4th: 10:15 – 11:10	8B		PRIMARY Astrid 4th	PRIMARY Astrid 4th	PRIMARY Gladys 5th
5th: 11:10 – 12:00	8B	8A	PRIMARY Astrid 4th	PRIMARY Astrid 4th	PRIMARY Gladys 5th
6TH:12:00- 12:50		8A			

Taking into account the previous timetable it was possible to establish the dates for the implementation of the workshops related to the pedagogical component, the workshops were planned in this way, moreover the development of the plans carried out during the first two weeks was a success. An example of such planning is as follows:

Learning English in Galán High School

UNIVERSITY OF PAMPLONA



Teacher: Diego Oses

PLANNING # 2

Topic: To evaluate Irregular Verbs

Time: 1 session of 2 hours, (110')

Group: 8 – A, B &C

LINGUISTIC OBJECTIVE	COMMUNICATIVE OBJECTIVE	SOCIO-CULTURAL OBJECTIVE
To reinforce irregular verb form before evaluate the knowledge	Students will be able to show their knowledge through evaluation activity.	Students will be able to share their knowledge through tell their favorite activities.

OPENING: Greetings

Time: (7')

Material:

-  Board
-  Marker

- Every class will begin by learning a different greet in English.

In this occasion the greeting to learn is:

“How's it going?”

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(*como vamos?*)

- Teacher explanation:



When we are trying to be particularly polite, stick with "How are you?"

- Students will repeat 5 times the new greet learnt.

Activity 1: Habitual quotation

Time: (7')

Material:

-  Board
-  Marker

After greeting, the first-class activity will be learning an educative quotation taking into account values such as: Respect, responsibility, self-esteem, happiness and faith.

In this occasion the Quotation of the day is:

“Be kind, for everyone you meet is fighting a hard battle”. Plato

(Se amable, cada uno a quien conoces esta peleando una dura batalla)

- Students will read and repeat the quote in English.
- Students will reflect about the quote orally.

Activity 2: Past simple worksheet

Time: (15')

Materials:

-  Worksheet (**Annex 1**)

- Teacher will give a past simple worksheet

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- Students have to complete the exercise.

Activity 3: Past Participle worksheet

Time: (15')

Materials:

 **Worksheet (Annex2)**

- Teacher will bring past participle worksheet
- Students have to complete the activity.

Activity 4: Concentration

Time: (25')

Material:

 Flashcards

- If time is enough, concentration game will be implemented.
- Teacher will demand to conform 2 teams.
- Teacher will give some flashcards (**Annex 3**)
- Each flashcard will have a irregular verb in English. Each verb will have a twin
- Students have to join the couple of each card. Moreover, the student who join the flashcards will have to say the meaning and the infinitive form of the verb.
- The team who join more couples will be the winner.
- Winner team will have a 5.0 and loser team will have 3.5
- Student who will not participate will have 1.0 in the grade.

Activity 5: Irregular verbs Evaluation

Time: (30')

Materials:



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Evaluation sheet

- Teacher will bring the evaluation sheet (**Annex 4**) to test students' knowledge.
- Students will have 30 minutes to answer it.

ANNEXES

Annex 1:

	UNIVERSITY OF PAMPLONA GALÁN HIGH SCHOOL	
DIEGO OSES PRE-SERVICE TEACHER PAST TENSE, IRREGULAR VERBS		
Name: _____		
Group: _____		
1. Write the verbs in brackets into the <i>past simple</i>. Use regular or irregular verbs.		
Yesterday (be) _____ a busy day. Willy (sleep) _____ until 6am,		
He (have) _____ breakfast quickly and then he (go) _____ to		
work. He (finish) _____ at noon and then (eat) _____ some lunch.		
Afterwards Willy (drive) _____ to the shops, (buy) _____ some		
paint and then he (paint) _____ his bedroom. His housemate (come)		
_____ home from work so Willy (help) _____ him paint his room, then		
they (repair) _____ his chair as it (break) _____ a lot. Finally,		
Willy was pretty tired by then so He (eat) _____ some dinner, and (go)		
_____ to bed.		

Annex 2:

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UNIVERSITY OF PAMPLONA
GALÁN HIGH SCHOOL



DIEGO OSES
PRE-SERVICE TEACHER

IRREGULAR VERBS

Name: _____

Group: _____

Write the PAST **PARTICIPLE** of the verb:

Example: Aquaman has ~~swim~~ swum (swim) all over the ocean.

1. Faber has _____ (go) to the shops.
2. Leo and Raffa have _____ (begin) painting the living room.
3. We have _____ (run) this route for three years.
4. Mario has never _____ (drive) a motorbike before.
5. Reinaldo and Ruben have _____ (be) sick all week.
6. The children have _____ (eat) chocolate.
7. The birds have _____ (fly) south for the winter.
8. Maria has finally _____ (come).
9. You have _____ (buy) a lot of new clothes recently.
10. Rita has _____ (read) Harry potter books.



Annex 3:

Irregular Verbs Memory Game

 BREAK	 BROKE	 BUILD	 BUILT
 BURN	 BURNT	 BUY	 BOUGHT
 CATCH	 CAUGHT	 CUT	 CUT
 DRAW	 DREW	 DRINK	 DRANK
 DRIVE	 DROVE	 EAT	 ATE

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Annex 4:

 UNIVERSITY OF PAMPLONA GALAN HIGH SCHOOL  DIEGO OSES PRE-SERVICE TEACHER EVALUATION IRREGULAR VERBS		
Name: _____		
Group: _____		
1. Complete the following chart in <u>PAST SIMPLE</u> .		
PRESENT	PAST SIMPLE	PAST PARTICIPLE
2. Buy	1. Was/ Were	
		3. Come
	4. Cut	
		5. Done
6. Drink		
	7. Drive	
		8. Eaten
	9. Flew	
10. Go		
	11. Have	
		12. known
	13. Learnt	
14. Lose		
	15. Read	
		16. Run
	17. Sang	
		18. Seen
19. sleep		
	20. spoke	
		21. swum
	22. went	
23. Think		
		24. Taken
25. Write		

VIRTUAL PRACTICE

On the other hand, the implementation of the workshops of this pedagogical component has had to be postponed because of the pandemic suffered and the educational consequences to which the nation was not yet prepared to attend, The aim is to highlight the government's abandonment of the education sector, which is one of the most vulnerable sectors affected by the blatant government corruption in Colombia today.

It is here, where thousands of children do not have the resources, much less the support, to acquire the tools such as computers or high-quality internet service that allow virtual education without any problems.

Given this, the implementation of these workshops will take place in the future and everything will be planned on a drive.

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MOVIE - TRAILERS workshops



PLAN 1

8th GRADE

English Reading Comprehension

OBJECTIVE: STUDENTS WILL BE INTERESTED IN LEARNING ENGLISH THROUGH READING SUBTITLES IN ENGLISH OF THEIR FAVORITE MOVIES.

I. READ ABOUT THE MOVIE


Avengers: Endgame (2019)

This is the film that ultimately brings together more than 20 years of characters from the Marvel series and their superheroes. Each with its own history and super powers.

Avengers: Endgame (2019) comes loaded with dialogues full of simple and everyday vocabulary, paused dictions, short and celebrated phrases.

Big names on the list of the best actors that increases interest enormously. Together with a variety of accents that may increase difficulty, but at the same time strengthen listening and understanding skills.

For example:

	INSTITUCIÓN EDUCATIVA INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS PAMPLONA – NORTE DE SANTANDER
	Fecha: Área: ENGLISH Grado: 8 MOVIE TRAILERS

The British English of Benedict Cumberbatch (Doctor Strange), up to the Australian accent of Chris Hemsworth (Thor), or the North American accent of Robert Downey Jr.

II. Watch tráiler

<https://www.youtube.com/watch?v=TcMBFSGVi1c>

- The first time will be just watching and listening without subtitles
- The second time the trailer will be screened with English subtitles
- The third time, students will take note of words they understand in English.
- Finally, the trailer will be screened with subtitles in Spanish in order to confirm the vocabulary previously perceived.

<https://www.youtube.com/watch?v=znk2OICHbjY>

III. Socialization of content, plot and characters.

IV. Socialization of the Vocabulary found. It will be given meaning and use in the English language.

V. **Activity:**

Students will write a (5 lines) story about their *“favorite super-hero”* using the vocabulary learned with the trailer.



PLAN 2

8th GRADE

English Reading Comprehension

OBJETIVE: STUDENTS WILL BE INTERESTED IN LEARNING ENGLISH THROUGH READING SUBTITLES IN ENGLISH OF THEIR FAVORITE MOVIES.

- I. READ THE TEXT ABOUT THE MOVIE AND HIGHLIGHT UNKNOWN VOCABULARY

The world ain't all sunshine and rainbows – Rocky Balboa (2006)

“The world ain't all sunshine and rainbows. It is a very mean and nasty place and it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't how hard you hit; it's about how hard you can get hit, and keep moving forward. How much you can take, and keep moving forward. That's how winning is done. Now, if you know what you're worth, then go out and get what you're worth. But you gotta be willing to take the hit, and not pointing fingers saying you ain't where you are because of him, or her, or anybody. Cowards do that and that ain't you. You're better than that!”

“Cause if you're willing to go through all the battling you got to go through to get where you want to get, who's got the right to stop you? I mean maybe some of you guys got something you never finished, something you really want to do, something you never said

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to someone, something...and you're told no, even after you paid your dues? Who's got the right to tell you that, who? Nobody! It's your right to listen to your gut, it ain't nobody's right to say no after you earned the right to be where you want to be and do what you want to do!"

"Going in one more round when you don't think you can – that's what makes all the difference in your life."

II. Watch tráiler

<https://www.youtube.com/watch?v=-HUJkUod11s&t=41s>


- The first time will be just watching and listening without subtitles
- The second time the trailer will be screened with English subtitles
- The third time, students will take note of words they understand in English.
- Finally, students will watch the trailer in Spanish to verify vocabulary and the content

<https://www.youtube.com/watch?v=QWnNWx4VJUA>

III. Socialization of content, plot and characters.

IV. Socialization of the Vocabulary found. It will be given meaning and use in the English language.

V. **Activity:**

	INSTITUCIÓN EDUCATIVA INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS PAMPLONA – NORTE DE SANTANDER
	Fecha: Área: ENGLISH Grado: 8 MOVIE TRAILERS

Students will write a short story (5 lines) about *“how to confront problems in life”* using the vocabulary learned with the trailer.



PLAN 3

8th GRADE

English Reading Comprehension

OBJECTIVE: STUDENTS WILL BE INTERESTED IN LEARNING ENGLISH THROUGH READING SUBTITLES IN ENGLISH OF THEIR FAVORITE MOVIES.

I. READ ABOUT THE MOVIE

The Present (2014)

The Present is an animated short film that was released in 2014 and quickly went viral. The film was created by German animator Jacob Frey who was inspired by a comic strip by Brazilian artist Fabio Coala.

The film is about a boy who is enthusiastically playing video games indoors; his Mom comes home and brings him a new puppy as a present but the boy seems more interested in his video games than playing with his new dog. The dog has a disability and it turns out that the dog and the boy have something in common, which is revealed at the end. The film can spark a conversation about people with disabilities in an age appropriate, accessible and engaging way.

II. Watch tráiler

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

- The first time will be just watching and listening without subtitles

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- The second time the trailer will be screened with English subtitles
- The third time, students will take note of words they understand in English.
- Finally, the trailer will be screened with subtitles in Spanish in order to confirm the vocabulary previously perceived.

<https://www.youtube.com/watch?v= RP1GsCyoAE>

- III. Socialization of content, plot and characters.
- IV. Socialization of the Vocabulary found. It will be given meaning and use in the English language.
- V. **Activity:**

Students will write a story (5 lines) about “ *the last time you help somebody*” using the vocabulary learned with the trailer.

Virtual planning

On the other hand, during this time class plans have been developed with various workshops and activities, some of them made during two weeks of class and others made at home to implement virtually by the supervisor in charge in the institution.

Materials for special needs students in the seventh and eighth grades have also been developed. The next chart shows the material created during the 2 weeks on-site class.

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TYPE OF MATERIAL	BRIEF DESCRIPTION OF MATERIAL	TOPIC	GRADE	CHECKED?	DEVELOPED BY STUDENTS
Classes # (1 – 3 – 4) https://drive.google.com/drive/u/1/folders/1vTM-QVmVdvk-nUE-IRy8DyuP_6bllSyJ	Worksheets and activities	Regular and Irregular Verbs	8th, (A – B – C)	YES	YES
Class # 2 https://drive.google.com/drive/u/1/folders/1p0ZunBDXgOu3PaIV8sg7klQwIMBFc8nD	Poster and Flashcards	Past simple (to be)	7B	YES	YES
Classes # (5 – 7 – 8) https://drive.google.com/drive/u/1/folders/11zW2c1usFG15a_v2azntPgHB3utTI9zN	Worksheets	Irregular verbs	8th (A – B – C)	YES	YES
Class # 6 https://drive.google.com/drive/u/1/folders/1m6J2aEEmfNpEP_O59pH6Af-C7LV611-fz	Games	Past simple (to be)	7B	YES	YES

OTHER ACTIVITIES

On the other hand, during the beginning of the pandemic, there was a waiting period when schools were on vacation for a period of approximately 20 days. During this time, the following activities were carried out:

TYPE OF MATERIAL	BRIEF DESCRIPTION OF MATERIAL	TOPIC	GRADE	CHECKED?	DEVELOPED BY STUDENTS
A. FUTURE PLANNINGS https://drive.google.com/drive/u/1/folders/1wAMcZh8rp-p3F1z0IReKlixZ7z4ZNDHM	In addition to the previously established development,	Past simple (to be)	7mo 8vo	No	No

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	evaluation material was carried out on the topics discussed, as well as a review of them with more activities.	Regular and Irregular verbs			
B. CLASS MATERIAL https://drive.google.com/drive/u/1/folders/1wAMcZh8rp-p3F1z0IReKLixZ7z4ZNDHM	Material of activities corresponding to the topics to be worked was made. Slides, video games, guides, evaluations .	Past simple (to be) Regular and irregular verbs	7mo 8vo	No	No
E. REVIEW WORKSHOPS https://drive.google.com/drive/u/1/folders/1wAMcZh8rp-p3F1z0IReKLixZ7z4ZNDHM	Explanatory slides were made to review the topics seen in class.	Past simple Regular and irregular verbs	7mo 8vo	No	No

Finally, after a thorough search for the best solution to the national educational problem. At the Jose Antonio Galán institution, the decision was made to develop workshops that will be physically delivered to students. The development of these workshops has been of total responsibility and realization by the practitioner named Diego Oses who through the electronic mail and WhatsApp is carried out the logistics of the realization of the same. As

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a result, there have been 7 workshops so far. therefore, for the Second Academic Period the following is proposed:

TYPE OF MATERIAL	BRIEF DESCRIPTION OF MATERIAL	TOPIC	GRADE	CHECKED?	DEVELOPPED BY STUDENTS
WEEK 1	WORKSHOP	IMPERATIVE	8	YES	YES
WEEK 2	WORKSHOP	IMPERATIVE	8	YES	NO
WEEK 3	WORKSHOP	IMPERATIVE	8	YES	NO
WEEK 4	WORKSHOP	IMPERATIVE	8	YES	NO
WEEK 5	WORKSHOP	IMPERATIVE	8	YES	NO
WEEK 6	WORKSHOP	COMPARATIVES	8	YES	NO
WEEK 7	WORKSHOP	COMPARATIVES	8	YES	NO

In a way, this work is considered education through virtuality. In this link you can find the workshops implemented to eight grade.

<https://drive.google.com/drive/u/1/folders/1KTbjGCNoldUQHe3XqubUNdNLtCDJ1xw>

Far ahead, 7 more workshops were done, thus ending with the planning of classes for the second period of the eighth grade in the English course. You can find the workshops in this link.

<https://drive.google.com/drive/u/1/folders/1KTbjGCNoldUQHe3XqubUNdNLtCDJ1xw>

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Finally, the second period class plans for the ninth grade were developed. These included topics such as adverbs, relative clauses and connectors in English. The workshops can be found in the following link.

<https://drive.google.com/drive/u/1/folders/1chOtiUfhHt25k1-Kw0P5aqL51qPK1hJN>

As a final result, around 30 virtual classes were planned which will serve as support to the school supervisor in charge of implementing them. In addition to the classes mentioned above, which were planned and developed in person at the beginning of the integral practice within the institution.

Expected Results

The expectations for this study are seek to indicate the increased interest in learning English through movie trailers and that foreign language teachers can implement this strategy in their future classes as they would allow students facilities at the moment of learning. One of the great reasons why short videos are implemented is to take advantage of as much time as possible in class sessions, which indicates that a complete film would involve longer disposal time which increases the guarantees of interest and development.

Recommendations

Considering that the use of short films in teaching EFL is a subject that need to be more studied, there are still many unknown factors. More research is needed to find out, for example, if there are factors affecting the use of the film teacher. Also, it is recommended

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to try to understand the tastes of the students and to mold the activities emphasizing their interest, that would improve the experience when applying the workshops. On the other hand, due to the impossibility of implementing the workshops, it was not possible to investigate whether the films actually increase the motivation of the students. Finally, organization is key in any teaching process, which is always recommended when doing a good job.

Conclusions

First of all, from the reforms made in the planning and implementation of this project it is possible to conclude that teaching English today must be combined with new technological modalities for effective learning. Making use of these resources has been an essential part of the training and exploitation of students' knowledge adapting to modernity.

Likewise, through these tools it is possible to reinforce aspects that were necessary for humanity, such as the ability to listen and to communicate properly.

On the other hand, the films reproduce the rich international culture, also expand students' knowledge, break the resource limit of traditional listening teaching.

Even so, in the current reality of our country, it is inappropriate to speak of guarantees to every child living in our national territory, because economic and social situations do not allow ensuring the acquisition and proper use of the necessary tools such as the Internet or computers for the proper development of virtual learning.

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	ACTIVITY	MARCH				APRIL				MAY			
		WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	OBSERVATION	X											
2	OBSERVATION AND IDENTIFICATION OF THE CLEAR POPULATION		X										
3	CONTACT ACTIVITY					X							
4	PLANIFICATION						X						
5	VIDEO ACTIVITY 1							X					
6.	VIDEO ACTIVITY 2								X				
7	VIDEO ACTIVITY 3									X			
8	VIDEO ACTIVITY 4									X			

Chapter II: Investigative Component

The formation of the reflective spirit on PLEX' pre-service teachers, a training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional

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making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

General Objective

- Implement reflection as a transforming tool's pedagogical processes of integral practice.
- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogy.

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Specific Objective

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

Conceptual Framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

- **Teaching Profession**

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

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The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, ie teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

- **Reflection**

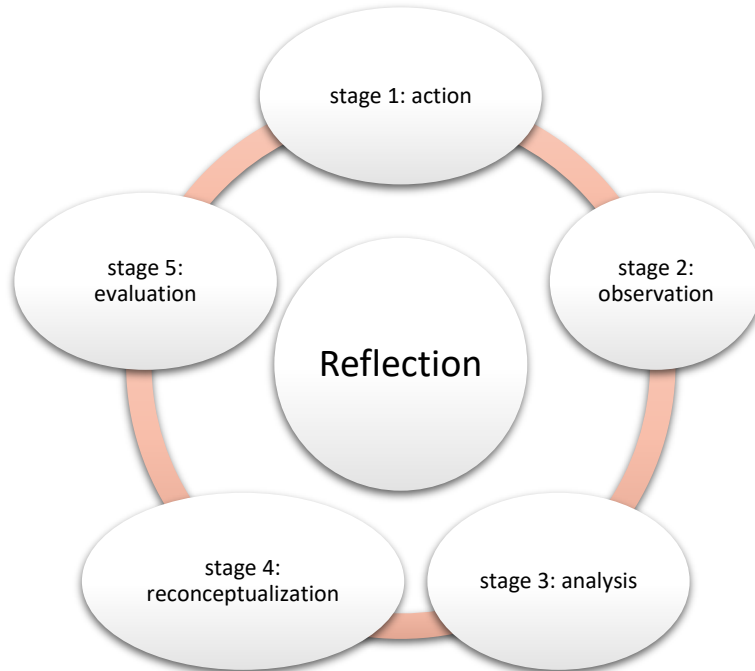
Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

- **Reflection as a process**

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".

The steps of the reflection process as the process appears at the following scheme:

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- As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al(2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

- **Reflective practice**

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and

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the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space require special treatment aimed at understanding and social interaction.

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

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

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given .; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

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On a second level, there is reflection on implicit assumptions in the specific practices of the classroom. The consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed ..

Van Manen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

- **Pedagogical practice**

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose the proposal Zeichner who has established various forms of practice and is assumed:

- Academic practice

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

- **Practice of social efficiency.**

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

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This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflexion objective aims at the social, economic and politic contex; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflexion, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflexion

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethic aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education.

These authors established some classification categories of knowledge 1. Content knowledge

2. General pedagogical knowledge

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

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4. Teaching knowledge and own professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument This is related to the teacher's narratives, to encourage the stories of their experiences in the classroom they persevere under many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the educational journals in which the writing triggers the elaboration of the reflective thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of it will take place.

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This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

Goals

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert the educational center.

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Self-observation tab

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

Narrative

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life.

Class records

Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects as regards the teaching / learning process of foreign languages that may or may not have been taken into account by the teacher in training in their exercise of review. These records will allow an external and constructive look at their pedagogical practices.

Context

Pamplona is a Colombian municipality, the third most important in the department of North of Santander.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered.

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At present, the school is considered as the way of life of the community, that is, the school transmits those learnings and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both Society as its own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which determines the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution accomplish specific functions within which the following stand out:

Socializing Function

It is about young people's learning, about values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructional Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of human capital, which requires the

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functioning of the labor market. It means that at a higher level of culture, knowledge, values etc., there is a greater possibility of adaptation.

Educational role

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks the ratification barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of humanity are learned. As a consequence of the active participation in the exchange of meanings, desires and behaviors with partners and adults (Vizcaino, 2010).

Population

The total population of the present study is made up of thirteen semester students, practitioners of the French English Foreign Languages Program of the University of Pamplona.

Direct beneficiary population:

- Teachers in formation
- Supervisor teachers
- Students community from the implementation center of the integral practicum

Indirect beneficiary population:

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

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- Institutional agencies joint to the project
- Foreign languages program
- Language and communication department
- Education faculty
- External institutions linked to the project
- Colegio José Antonio Galán
- Colegio Brighton
- Colegio La Presentación
- Normal Superior de Pamplona
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey

Expected results

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

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify the pedagogical practice.
- Analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

ATTACHMENTS

SELF-ASSESSMENT PRACTICE PEDAGOGICA

I. PLANNING

		1	2	3	4
1	I realize my educational programming activity having as reference the educational project of the program and programming area.				X
2	I raise the educational objectives so clearly they express the skills that my students should develop.				X
3	Selected and sequenced with a distribution content and a progression adapted to the characteristics of each group.				X
4	I program adopted strategies and activities based on the objectives of the different types of content and characteristics of students.				X
5	I plan flexibly classes, preparing activities and resources tight as possible to the needs and interests of students.				X
6	I establish, explicitly, criteria, procedures and tools for evaluation and self-assessment.				X
7	I plan my educational activity coordinated with other teachers.				X

Observations and proposed improvement

II. REALIZATION

Initial motivation for students

		1	2	3	4
1	Present and propose a work plan, explaining its purpose, before each unit.				X
2	Introductory situations pose prior to the subject being treated.				X

Motivation throughout the entire process

3	I keep the interest of the students from their experiences, with a clear and adapted language.				X
4	Communicate the purpose of learning, its importance, and actual application functionality.				X
5	I give information on the progress made and the difficulties encountered.				X

Presentation of content

6	The content and activities relate to prior knowledge of my students.				X
7	I structure and organize the contents giving an overview of each topic (indexes, concept maps, diagrams, etc.)				X
8	Facilitated the acquisition of new content sandwiching clarifying questions, synthesising, exemplifying, etc.				X

Classroom activities

9	Pose varied activities, ensuring the achievement of educational objectives set and basic instrumental skills and techniques.				X
10	I propose activities there balance between activities and group work.				X

Resources and organization of the classroom

11	Properly distribute time (short exposure time and the rest of it for activities that students perform in class).				X
12	Adopted different groupings depending on the task at hand, controlando provided that the working environment is the appropriate				X
13	Use varied teaching resources (audiovisual, computer, etc.) both for the presentation of content to practice.				X

Instructions, clarifications and guidance to student assignments

14	I find that students have understood the task they have to do: ask questions, make verbalize the process, etc.				X
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15	Facilitated learning strategies: how to find sources of information, steps to resolve issues, problems and make sure the participation of everyone				X
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Classroom climate

		1	2	3	4
16	I establish relationships with my students in the classroom they are fluid and from perspectives not discriminatory.				X
17	I favor the development of standards of living with the contribution of everyone and react with equanimity to conflict situations.				X
18	Promoting respect and collaboration among students and accept their suggestions and contributions.				X

Monitoring / control of the teaching-learning process

19	Reviewed and often correct contents and proposed activities inside and outside the classroom.				X
20	Provided information to students on the implementation of tasks and how they can improve them .				X
21	If insufficiently objectives achieved propose new activities to facilitate their acquisition.				X
22	If sufficiently achieved objectives in short time, I propose new activities that facilitate a greater degree of acquisition.				X

Attention to diversity

23	I consider the skill level of students and depending on it, adapt the different moments of the teaching - learning process				X
24	Coordinate support for change content, activities, methodology, resources, etc. and adapt to struggling students.				X

Observations and proposed improvement

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III. EVALUATION

		1	2	3	4
1	I have in mind the general procedure for the assessment of learning according to the programming area.				X
2	Apply evaluation criteria and qualification criteria in each of the subjects according to the programming area.				X
3	I made an initial assessment in the early going.				X
4	Use sufficient assessment criteria that address so balanced assessment of different content.				X
5	And I use various instruments systematically collecting information on procedures to students.				X
6	Usually, correct and explain the work and activities and give guidelines students to improve their learning.				X
7	Use different evaluation techniques based on the diversity of students, from different areas of topics, content ...				X
8	I use different means to inform parents, teachers and students (evaluation sessions, newsletter, individual interviews) the results of the evaluation.				X

Observations and proposed improvement

1ST WEEK REFLECTION

Presented by: **Diego Oses**

Galán High School

Last week was for observation, review and preparation of future class plans, and for internal academic reasons where it was necessary to square academic agenda prior to the initiation of the integral practice, where important aspects of the institution, the educational context, the educational community and the academic activities carried out could be identified. Therefore, and generally speaking it is possible for me to affirm that the labor of a teacher in Colombia is quite out of step compared to the great value given to this profession in other countries of the world.

This in its way, is explained by the lack of professionalism of teachers in general inside and outside the classrooms. It is also possible to allude to what Karl Menninger said, "What the teacher is, is more important than what he teaches". The above is directly linked to the main purposes of the Galan high school where values and ethics are the fundamental philosophy in the student community. Philosophy applied at school forming great men, wise men, of good heart and with sufficient reasons to go ahead following the steps of education.

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On the other hand, the success of education is in the evolution of it, and essential key of it is the happiness that comes from it, of the obstacles and hard ways of life that can be faced with what was learned in the academy and thus never lose hope of fighting for the dreams that are gradually being discovered by students with the help of teachers, life and knowledge guides. In fact, this was what was observed in the early days of class, where it was possible to break with false prejudices and dominate expectations by identifying the beautiful harmony between teachers and students inspired by spiritual beliefs and the values that build human beings that generate prosperity within Colombian society

On the other hand, students, are part of the huge population with vulnerability and economic, health and probably family instability in Colombia. In this way it is possible to understand when feelings are manifested in them that express pain, anger, sadness, among other emotions that reflect the great internal problems in which they live day by day

In terms of activities, the main goal of teachers is that students grow up cognitively and humanely, so teachers have lost the panic to use new teaching strategies and methods that attract students' attention, essentially, using the power of the word, which students follow with admiration and desire to learn them, to value them, like the disciple who follows his wise, his prophet, those words that remain in them forever.

Finally, it is a class reflection that the activities are total time consuming and ideas of teachers and students who seek to give importance to the priority, knowledge.

Date: 16/03/2020

SECOND WEEK REFLECTION

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Presented by: **Diego Oses**

Galán High School

It was the first Monday of class, I had already planned the activities I would perform during each session. But there was still a lot of nervousness on my part, even though I had already broken some of the speculations about students' behavior and attitudes, I still had no direct contact with them. And as a matter of fact, the first reaction in common that I notice from students from the youngest in fourth grade to the eighth grade in high school, the courses in their intention to test me, to calculate how far they could go.

Finally came the first days of class, I had already introduced myself, there was a lot of speculation about what I could do, but I stuck to what I had planned. After the two hours I was very close to finishing what I had planned, but in general I could leave with satisfaction of having had a good start, the students were animated and participative, constantly making jokes, but they were able to carry and included within the topics to work, *bullying* became a useful tool for teaching.

Over the next 15 days continue working in the 8th and 9th groups with the respective themes. In 8th I worked the past simple with verb to be and in 9th I worked the irregular verbs.

After this comes the pandemic and there was no more class attendance. Finally, everything stopped and the government proposes early holidays in public schools.

Date: 01/05/2020

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THIRD WEEK REFLECTION

Presented by: **Diego Oses**

Galán High School

Today humanity and the planet are going through great changes that will gradually show the new forms of life and act in the face of the realities that are presented. In this way, we have found ourselves in the need to adapt and change exclusive habits in the personal and the collective in order to survive. In the end, we all hope that these changes will be a positive thing, that it will have improved us and that it will be a great step towards the new humanitarian era, leaving behind other priorities such as money, power, corruption, among others, which I believe were the very causes of this entire health crisis.

To achieve this, it is necessary to implement tools to develop the activities needed to successfully achieve progress in the community.

On a personal level, the role as a citizen, parent, and teacher in formation must be directed towards making a significant contribution so that these changes are reflected in a positive way in the environment where I live. In this case, emphasizing the integral practice that was developing with the usual regulations and conditions, making adjustments and studying the best ways to fulfill the main objective of all this, which is the development with satisfaction and fullness of public children's knowledge in the institution to which I am a part.

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For this, it has been necessary the practice coordination instruction together with that of the supervisor of the institution, this has been done through video conferences by zoom, phone calls and conversations by WhatsApp.

Given this, initially, there was flexibility with respect to the work to be done, and when the emergency of the pandemic was declared along with the quarantine established by the national government the comprehensive practice as commonly performed was stopped completely for a few days. Subsequently, in a couple of meetings with the practice coordinators, it was suggested to continue the creation of workshops for students, as well as the workshops of the pedagogical project that was intended to be implemented. At this time, it was not known that these projects would not be implemented, as was revealed in these final days.

Additionally, during that time, there was contact with the supervisor through WhatsApp and telephone calls where the availability of my services to be offered was constantly reiterated. During this time, the government decided to give vacations to schools and the work was reduced. There was no instruction from the supervisor.

After vacations, the supervisor was able to contact her, who instructed her to make materials for students with special needs. Material was done and sent to the supervisor. At this time there was also contact with the tutor requesting his contribution, but to date it is nil.

Finally, there was another contact with the supervisor who gives new instructions. These are aimed at creating 2nd period workshops for 8th grade students and that is the activity in development.

FOURTH WEEK REFLECTION

Presented by: **Diego Oses**

Galán High School

Among the tools used throughout the teaching process - learning that has been developed, it is important to mention the authentic teaching material, which has been implemented during this process of practice and increased in order to support teachers in each institution to achieve better results in the teaching-learning processes of their students, in this case, eighth and ninth grade. Among the materials that allow this type of interaction are: computers, projectors, smartphones, audio players, video and all the equipment of a specific area, English learning.

Likewise, the material implemented sought to cover special requirements, with clear purposes within the educational planning. In addition, it was created to serve as a virtual physical support, something that the student can consult when he wants to access the information.

Moreover, it is important to take into account the diversity of teaching materials: physical, digital and technological, the latter, technological, have opened many possibilities to the teaching-learning process because it restores the use of diverse resources at the same time: text, image and audio.

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In addition, currently I think that the use of technological resources that allow an interaction between one or several groups of students should be increased to create spaces where the discussion and construction of knowledge in a collective way facilitate such process.

It is also necessary to talk about special learning environments, for example: it is necessary to take advantage of all available resources, including those that are outside the classroom and to which students can access from anywhere, such materials include: support texts that students consult, extra classroom advice in an electronic form through the benefits of the web.

Finally, before defining these strategies, students' learning styles should be known, as this would lead to better educational strategies in line with the stated objectives.

Date: 31/05/2020

FIFTH WEEK REFLECTION

Presented by: **Diego Oses**

Galán High School

Nowadays, the role of the teacher is linked to the great changes that humanity is going through in the wake of the Covid 19 pandemic, initially, It took by surprise all, not only the great powers and the imposing economists and managers of the world, but also to every professional, social and cultural field in the country and internationally.

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On the one hand, I consider that the role of the pre-service teacher, as well as that of the teachers, is subjected today to an emergency teaching, which is very different from online teaching, which is what is actually intended. Likewise, I believe that this emergency is directly linked with virtual tools or remote modalities.

For their part, teachers and practitioners have had to accelerate the expansion of technological and communication skills in order to plan and develop distance education services through virtual interaction. In fact, the challenges that this poses to the teaching role exceed the technical mastery of a tool.

On the other hand, the working conditions of students, pre- service teachers, titular teachers and including housekeepers have been increasing unlike the health and economic benefits and assistance offered by the government and big companies who demand an immediate adaptation to measures and forms of labor development regardless of the personal or family conditions that may affect the teacher's labor. Moreover, we as languages teachers have become researchers and technology promoters.

In addition, personally, I wanted to face the situation looking for a way to approach the students through news in the planning, in lists of tasks, videos and an oversaturation of information that has been used on a daily basis over the past few years as a way to give meaning to the current work. In addition, I tried to have a balance between the use of new technologies and pedagogy that must somehow be implemented in education.

Definitely, in the end, the reality was something different to the expectations I had at the beginning, those first days where I got all the energy, where adrenaline kept active

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every desire to go to every particular school situation. Now that reality that was always spoken of is more evident and sharper than ever, many of the students have the means and proper accompaniments to study at home.

Conclusions

Day by day the intensity of the world in educational aspects is increasing, so much so that today the adaptations that have had different mood of the world as the economic ones or the sports ones are being implemented in the teaching. In fact, the health emergency that humanity is going through is a great opportunity to instruct both the teacher and the students to the new tools and technological possibilities offered today. In this way, there will be no limitation or excuse to learn, of course, we must fight to build our world in equity and that in every home every child has equal access to information and learning.

Chapter III: Outreash component

Chants for the teaching English in primary school

This project will take into account the information contained in the main project entitled: “Raising awareness of the English language in primary schools”, in order to consolidate the sub-project to be carried out in the grades where the component will be implemented.

Introduction

In Colombia, the need to learn a foreign language is directly linked to trade and business through tourism. In the same way, the Colombian population has the mentality of rejecting English from the earliest age when it is presented in school on a compulsory basis.

Thus, the observations made during the first week at the educational institution in Pamplona, Colombia, highlighted the above, but specifically the population of the San Francisco Asis School, “cuatro de julio” who does not have a full English teacher, which indicates that the level of foreign language teaching at this educational institution is minimal.

In view of this, the researcher wishes to give the opportunity to the students of the fifth grade of this educational center to have a specialized contact with foreign languages and to know English through a musical project with chants for children.

First of all, it is about providing hearing aids, more specifically chants, which will serve as a teaching tool for elementary fifth graders at San Francisco School, “cuatro de julio”, learn A1 in English. For his part, Larousse(2019) defines the nursery rhyme as: "a children's song, recited to determine by the count of syllables, to whom a social role will be devolved in a game". There are different types of chants rhymes, some of which present characters, evoke events or tell stories. Others are rather fanciful and focus more on playing with words and sounds than on giving meaning. Also, in these spaces of rounds for children They will be addressed topics with vocabulary concerning animals, colors, clothes, days of the week, numbers and among others.

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Where possible, the researcher will search in English for the most popular children's chants, as well as the intervention of children's chants in the mother tongue of the participants, in this case Spanish, in order to familiarize them with the content, This will make it easier for participants to familiarize themselves with the material and have a fun experience learning English while singing.

Unfortunately, it was not possible to implement the workshops for the effective implementation and full development of this component due to the health emergency that humanity is currently going through. Access to primary schools was only possible in the first two weeks before full quarantine was declared.

Justification

The aim of this component is to meet the specific needs of the school community and, through the activity of the teacher-practitioner, the plan for the school community and the community.

The children's chants are an opportunity to work on the pronunciation and articulation of words in English, so they facilitate memorization and encourage the active participation of students in musical activities. Memorizing these small texts is easy and gives the learner a variety of sounds, words, expressions and structures». Zana Yahlali (2018).

This idea for research stems first from the researcher's concern about the rare opportunities for direct access to foreign languages that are not available to students at the San Francisco Primary School, "cuatro de julio.

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Regardless of the region, language, race or musical genre, all children love to sing, from the first years of their lives, history has imposed cultural traits through music in order to learn to communicate in a specific society. Drouais. D (2015) states that nursery rhymes belong to popular culture, they are transmitted orally from generation to generation. As a result, vocabulary and grammatical aspects of language are being acquired.

On the other hand, music is synonymous with entertainment and there may be a connection between learning English vocabulary and playing with music. It is also time to put into practice all that has been learned in the academic process in the foreign language career of the University of Pamplona.

It was necessary to set up an educational institution offering the population and the available space as well as sufficient time for the researcher to develop what was planned. In this case, the found school is a primary school located in the district of Santa Martha, in the city of Pamplona, north of Santander.

General objective

To use chants as a pedagogical strategy to teach A1 vocabulary to fifth grade students.

Specific Objectives

- To give the opportunity to fifth grade students at the San Francisco de Asis, Educational Institute, 4 de Julio, to have real contact with the English language.
- To encourage fifth grade students to learn A1 level vocabulary using chants.

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- Raise awareness and understanding of the importance of learning foreign languages and English culture from an early age through chants.

Methodology

The use of chants is the adequate strategy to motivate students to learn English, Noguera (2010) affirms that the round is literally the action of playing, that is, any activity that is conducted with the goal of having fun generally according to certain rules.

On the one hand, psychologist and pedagogue Lev Semyónovich Vygotsky, known for his socio-cultural theory and the upcoming development area and the game, Sequera (2012), asserts that the game appears as a need to reproduce contact with the rest. In other words, the pedagogy of the project will be through play and singing.

On the other hand, the smooth running of this pedagogical project was thus possible thanks to the active participation of students in the proposed cycles for learning French. The methodology would thus be based on participatory and alternative pedagogy towards new knowledge. That is why we have the innovative notion that it is possible to learn with pleasure and have fun, has appeared, and rounds and nurseries are an example. This is why we create the innovative notion that it is possible to learn with pleasure and diversion, and rounds and nurseries are a real example.

According to Perez (2014): “As far as their structure is concerned, they generally contain the following elements”:

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The chants

Is characterized because we apply the voice as a tool to sing and 22 make sounds that generate melodies that are pleasing to those present.

Pantomime

Is a theatrical part where there are scenes that do not necessarily have to use dialogue, but it simply reflects the use of gestures and movements on the part of the actors, in other words it is mimic.

The recited

It is represented as a play of words, for example, «trabalenguas» and nursery rhymes where they are read aloud and in the form of verses.

Each chants contains at least three of the previous elements, but the most common are singing, recital, pantomime and play. This is why the use of the named elements is very useful in activities with children's rounds because it is not just a matter of singing to learn the song by heart but rather of having meaningful and participatory learning.

Timeline of Activities

The beneficiaries will be the fifth-year primary students of the San Francisco Institute of Assis, headquarter of 4 of julio. Then, foreign language teachers who wish to set up rounds

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of children to have a guide and a prior knowledge to start teaching English through this musical medium. Also, there are factors of temp and space organization with the teachers in charge of the group. Another possible lack of student participation in activities due to social background or school studies is earlier discipline control. One more thing to take into account is having constant access to electrical energy conditions and services.

Taking into account that the linguistic contact with the students of the fifth grade of primary is 4 hours weekly, the following possible schedule of activities is proposed

The first week of practice was really an extra week of observation in which we had to share the spaces with other students of the same or even similar branch as physical education or

	ACTIVITY	MARCH				APRIL				MAY			
		WEEK				WEEK				WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	OBSERVATION	X											
2	OBSERVATION AND IDENTIFICATION OF THE CLEAR POPULATION		X										
3	CONTACT ACTIVITY					X							
4	PLANFICATION						X						
5	SONG ACTIVITY 1							X					
6.	SONG ACTIVITY 2								X				
7	SONG ACTIVITY 3									X			
8	SONG ACTIVITY 4												

pedagogy. For these, we met with the teachers of fourth and fifth grade together with the

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other practitioners and agreed to make a mixture between the contents for greater appropriation of the topics for the benefit of the children and so on.

The following workshops were held:

TYPE OF MATERIAL	BRIEF DESCRIPTION OF MATERIAL	TOPIC	GRADE	CHECKED?	DEVELOPPED BY STUDENTS
Class # 1 and 2	Song, slides, poster with animal descriptions	Animal farm	4th and 5th grade	Yes	Yes

You can follow the next link to find the activities:

<https://drive.google.com/drive/u/1/folders/1PN5CPgiQby925FZ0ohWgPVuDW4eAqyKE>

It is important to answer the question that ways: How has this need been met, either in primary education or through mentoring, contributed to teaching practice?

Well, nowadays teaching has to adapt to the new challenges imposed by life in different contexts, health, economic and of course educational. The new tools allow easier access to information and create more attractive materials for students and together the practitioner develops their skills in technology and education.

As a conclusion, it is a fact that education in Colombia is not well prepared to bring high level possibilities in technological access to the people. Even so, possibilities of learning English through music will be always available due to is a manner of acquire linguistic knowledge and a way to improve pronunciation.

Chapter IV: Administrative Component

Introduction

An instructive institution is capable not as it were for sharing information, but too for the instruction of a understudy, which includes diverse exercises in arrange to coordinated the entire educative community to make a great environment among understudies and instructors. Moreover, the pre-service teacher will be involved in the school activities, to keep permanency in the building in order to give aid, if needed, to teachers and directors and to get a better understanding of the school and to achieve the same time an insertion in the scholar context. In other words, this regulatory component includes the pre-service instructor as portion of the community with the obligation to be show and collaborate in all the extra-curricular occasions. In this sense, being portion of the institution will give learner instructors a few involvements with a genuine instructing setting expecting the total part of an instructor.

Justification

To have the opportunity of being portion of these spaces that will be picked up is critical for an undergrad work involvement as well as the affect that pre-service instructors can produce in an open school. In expansion, it appears the wants, qualities and shortcomings of an instructive community, which guarantee the work of the indispensably practicum advertised by the Foreign languages Program.

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General Objective

To take part in all the regulatory exercises proposed by the José Antonio

Galán School administration staff.

Specific Objectives

- To propose to be a dynamic part of the regulation community as a pre-service teacher.
- To appreciate the significance of each additional occasions amid this school year.
- To assist and propel understudies to do a remarkable execution within the introductions.

Methodology

The method in this component is based on the participation to additional occasions that are portion of the institution, as well as the collaboration with any work proposed by the José Antonio Galán School. In this sense, it is critical to let them know our accessibility and to participate amid this necessarily hone in arrange to urge involved and be submerged within the exercises proposed such as social occasions, gatherings, exams week, and so forward.

The pre-service instructor isn't centered as it were in her work as a educator, but moreover as a portion of the institutional community. That's why it is displayed in each perspective proposed by the institution concerning not as it were the instructive field but too the social field.

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Finally, and unfortunately, the development of this component required attendance at regular activities in the school environment. Because of the pandemic and the mandatory quarantine, these activities were not carried out. The administrative component has therefore been one of the worst affected by the new virtual modality of temporary education.

Final conclusions

The pre - teacher service had several stages during the course and development of this practice, which makes it clear that everything does not always go as planned much less as desired. It is also necessary to say that it was nice the time when the practice took place face to face, there were many expectations and activities to develop.

Even so, through the creation of plans, it was possible to modify and develop ideas different from what was originally envisaged. Starting a new stage of teaching and learning in virtual mode.

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