

The Use of Storytelling Strategy to Enhance Listening Skills in 7th Grade Students at the  
Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey in Pamplona

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## **CHAPTER 1: General presentation of the project**

### **Presentation**

This study is divided into three chapters, institutional observation and diagnosis report, pedagogical and research component, and intra-institutional activities component. These are part of the practicum process, in which each one has a connection with one another in order to develop and foster the learning process not only in pre-service teachers but in students as well.

Firstly, the institutional observation and diagnosis report includes an analysis done in order to recognize the school with some key elements to think about of this first step. In addition, these elements are linked to the documentary analysis, pedagogical, technological and population levels.

Subsequently, the pedagogical and research component include the problem perceived at the institution after the previous observations already done. This component focuses on the implementation of a strategy to help seventh grade students at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey to improve their listening comprehension in English. Therefore, the pre-service teacher will implement a pedagogical research: The use of storytelling strategy to enhance listening skill.

Finally, the intra-institutional activities component deals with the pre-service teachers' taking part in activities arranged by the institution with a view of what teachers experience in the academic field, which includes extracurricular activities and events such as teachers' meetings, flag raising ceremonies, among others. This component shows the integration of the pre-service teacher in the institution due to the fact that she is not only a teacher within the classroom but also, she may join in the institutional activities.

## **Introduction**

According to the British Council (2013), in the 21st century English is the principal international language. English language proficiency allows life-changing opportunities, promotes prosperity and security around the world – to the extent that development efforts have now become “inextricably linked in governmental and academic circles as well as in the media with English language education” (Bruthiaux 2002, as cited the British Council, 2013). Originally, English language was mandatory as an educational subject for high school in 1982 and since a few years ago, in elementary schools. Taking into account a research done by González (2010) a typical Colombian citizen may say that English instruction in government schools is quite poor, and that actual learning of the language takes place in private schools, language centers or in higher education. In this way, the National Ministry of Education (Ministerio de Educación Nacional, MEN) in 2004, created a policy to promote English in the country, named it National Bilingual Program (Programa Nacional de Bilinguismo, PNB).

The National Bilingual Program was created by the Colombian government with the purpose of encouraging English along the country to increase the proficiency rate in terms of business, education, and technology. Notwithstanding, the reality in Colombian is entirely different of what it was expected, because nowadays students barely achieve the basics English level in the schools. It means that Colombia is not accomplishing the mission of bilingualism, having problems either by the students or the lack of qualified teachers.

It is well known that in order to study a foreign language learners need to be proficient in all the skills: reading, listening, writing and speaking. Inside the classrooms, projects and studies speaking skill studies are the most developed methods in activities with the purpose of making students speak. Nevertheless, listening skills have not received enough attention by teachers.

This proposal aims at enhancing seventh grade students' listening comprehension through the use of storytelling strategies at the Institución Educativa Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.

### **Justification**

The implementation of this project will benefit not only the pre-service teacher, but also all the participants. As for the pre-service teacher, the project allows working with a population that is just beginner to speak a foreign language; in turn, this helps the personal and professional training, since it is possible to apply new methodologies and strategies that will improve English listening skill in each student.

Likewise, students are the beneficiary population because with the proposal surely, they will be able to improve problems related to the listening competence such as lack of control over the speed at which speakers speak, the listener's limited vocabulary and established learning habits. The main idea is to motivate both and raise up their curiosity, so in that manner they acquire the language without even noticing that it is happening. This, with the only purpose of improving students listening skill.

Moreover, the pre-service teacher attempted to encourage the teacher at the school to take the strategy suggested as to be applied in further academic practices. This, with the purpose of improving students listening skill. It could help other teachers to encourage students to improve not only the listening skill but also to know the importance of using storytelling strategy.



## **Objectives**

### **General Objective**

- To enhance 7<sup>th</sup> grade students' listening skill through the use of storytelling strategy.

### **Specific Objectives**

- To increase listening English habits implementing didactic tools.
- To fulfill the needs in English training of the child population of the primary school at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.
- To participate actively in all the activities organized by the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.

### **General conclusions**

Storytelling is a valuable tool which must be included in the foreign language learning process, that is the reason why students are open to the different possibilities offered by the teacher, it arrives when new teaching strategies are applied as a tool for teaching a foreign language in a different way.

The present study proved that although the use of storytelling attracts students' attention, the lack of students' compromise in listening to stories means that there is no improvement in the pronunciation of words. Fortunately, despite this, students are always open to the possibilities offered by the teacher, it arrives when new teaching strategies are applied as a tool for teaching a foreign language in a different way.

The outreach component was an appropriate space for the pre-service teacher who takes major advantage in getting to know the population, how handle wide groups and deploying experimental strategies and techniques that later on will give her the experience required to being in charge of a group by herself. Flashcards, videos, songs, among other tools encourage students in the second language learning process. The professional practice helps to introduce the pre-service teacher to his professional and future activity in the school.

To conclude, this stage permitted to know more about how the scholar community is constructed and allowed the pre-service teacher to better understand the educational field and teachers' role.

## **CHAPTER 2: Institutional observation**

After having done the observational institution, some important facts related to the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey School were identified. All this, to be more informed and to be more in contact with this institution.

### **Assembly and preparation of fieldwork**

#### **- Administration of the exploratory questionnaire designed by the coordination of practice**

The exploratory questionnaire aimed to provide documentary evidence for the teaching practice and the availability and the use of the computing resources that are being used in the institutions during this time of health crisis. The answers given by the supervisor present that Cristo Rey school takes advantages of different platforms and educational resources in order to continue with the accompaniment to the students in the virtual learning. Platforms such as Google Meet, Web Colegios, WhatsApp constitute this teaching and learning process. Likewise, work elements such as guides, workshops, explanatory videos, among others that are essential for the continuous development of this educational process.

#### **a. Development of an activity guide to enable the organization of work**

##### **- Reconnaissance of the environment**

The Instituto Arquidiocesano San Francisco de Asís is placed in the city center of Pamplona Norte de Santander but one of its branches is Cristo Rey high school where this project will be developed. This is a Colombian public secondary school, which is located in 5n N 12-3660 “Cristo Rey” neighborhood high side in Pamplona.

- Characterization of the environment

Cristo Rey School contributes the students to the formation of spaces which guarantee them and their families, the city, the region and Colombia, learning and life experiences, which can be applicable as labor alternatives to solve their economic problems, so that they consolidate responsibly their projects of life. Thereby, the institution implement projects directed to strength the human talent, the communitarian participation, the preparation for work, the inclusion of all without any type of discrimination in a tolerated and the respectful scope of man and woman and the environment.

- Design of immersion strategies, community outreach

The educational establishment has the cross-cutting school program called “Senderos de Paz y Bien” as a strategy for the prevention of psychosocial risks to the students and the school community. This is a significant experience that concludes with the agreement to generate an institutional cross-cutting program that integrates all sectors of the educational community.

- Knowledge of the different types of activities carried out in the educational community

The “Feria Franciscana” is mentioned in its PEI. This festival

It takes place in the José Antonio Galán branch and its schedule is determined within the framework of holy week, ephemeris of the city and the festival of the Señor de Humilladero. It depends directly on the office of the principal of the institution and is part of the institutional proposal of productive processes and entrepreneurship.

- Perceptions of the impact of the pandemic on the education process

Taking into account the institutional observation developed, the health crisis has had an impact in the students. The teaching learning process is limited to the students due to the amount of disabled and vulnerable students who do not have the resources to participate in the synchronic meetings. Therefore, a solution for this disadvantage is provided by the teacher. Considering the needs and the limited internet access of students, they can work through the development of guides and workshops that are delivered to the parents and the students. Additionally, these workshops are complemented by an explanatory video that is sent to the groups of WhatsApp of each course.

- Use and distribution of educational work time

Both synchronous and non-synchronous work is established by the institution. Synchronous meetings are held every fortnight by Google Meet and its maximum time is 1 hour per group.

**b. Preparation of interview guideline. Conduct of interview to supervisor and students.**

The pre-service teacher had 2 meetings with the supervisor in charge. The meetings were conversations in which how the development of the practicum was explained. She also answered to questions related to rules, planning, guides creation, among others. In the institutional observation, it was not possible to attend to classes due to the distribution of educational work time. In the week of the observation the students did not have English class.

**c. Meetings with the members of the educational community: Directors, students, teachers and heads of families**

The pre-service teacher met with the Head of the English area, Mg. Alba Milena Flórez González, who is my supervisor.

Documentary analysis


Topographical location

The “Instituto Técnico Arquidiocesano San Francisco De Asís” (ITASFA) is an official educational institution located in Pamplona, Norte de Santander. It offers mixed-gender education and it was created by “Decreto Departamental 000132” of January 28<sup>th</sup>, 2003, to provide formal education in the levels of preschool, primary and high school as well as technical and adult education.

ITASFA has four centers in different locations of the city:

- a. Sede Cristo Rey: Calle 5n 12-3660 Barrio Cristo Rey parte alta.
- b. Sede José Antonio Galán: Carrera 6° n° 1b-61.
- c. Sede Cuatro de Julio: Calle 1ª n° 6-19.
- d. Sede Santa Martha: Barrio Santa Martha

The Cristo Rey high school will be the institution where the present study will have place. This educative center was founded on February 2<sup>nd</sup>, 1963, and it only provided primary school. By February 8<sup>th</sup>, 2000, high school was approved. And finally, technical school was established by 2013.

NOMBRE DE LA SEDE	DIRECCIÓN
CRISTO REY	Calle 5n 12-3660 Barrio Cristo Rey parte alta
JOSE ANTONIO GALAN	Carrera 6° n° 1b-61
CUATRO DE JULIO	Calle 1 n° 6-19
SANTA MARTHA	Barrio Santa Martha
CORREO ELECTRONICO: <a href="mailto:instituto-sanfrancisco@hotmail.com">instituto-sanfrancisco@hotmail.com</a> . WEB: <a href="http://www.Itasfa.edu.co">www.Itasfa.edu.co</a> CELULAR: 311 5498950 Teléfono fijo: 5688128	
	

*Figure 1. Topographical location*

## 1. Administrative level

### a. PEI of the institution

As an educational institution, the Archdiocesan High School San Francisco de Asís is committed to permanently build coexistence, curricular and historical proposals that guarantee opportunities to compete with quality. For this reason, in the legal context, the institute is committed to constantly configure the institutional educational project proposal (PEI); assuming it as a document required by law, notwithstanding, as a proposal of life in which all of them

participate in its discussion, agreement and adoption, but overall, in its concreteness and applicability.

On the other hand, within the framework of the curricular processes, they understand that with the offer of the technical specialties are providing valid elements to face their economic condition that in their case obeys the most vulnerable population of the city of Pamplona, located in the periphery and that is debated in conditions of unemployment.

Given the large number of students in conditions of vulnerability and / or special educational needs, cognitive, physical and sensory the educational institution has the obligation to rethink the PEI and therefore the curricular proposals, evaluation and coexistence. The school guarantees social appropriate spaces assumed a sense of inclusion, respect and attention to the entire population of the sector without discriminating any race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability such as educational needs, displacement and illiteracy, among others.

The institution needs to review all its processes, identifying them with the quality criteria to achieve the goals set out in the institutional improvement route. Event that requires the adoption and implementation of the documentation that allows improving the administrative, pedagogical and community processes of the establishment. Clarifying that this implementation is an organizational dynamics attempts that governments guide the possible of certification of educational institutions.



### b. Organizational chart

In this organizational chart, it is possible to find the order of each one of the authorities of the educational institution.

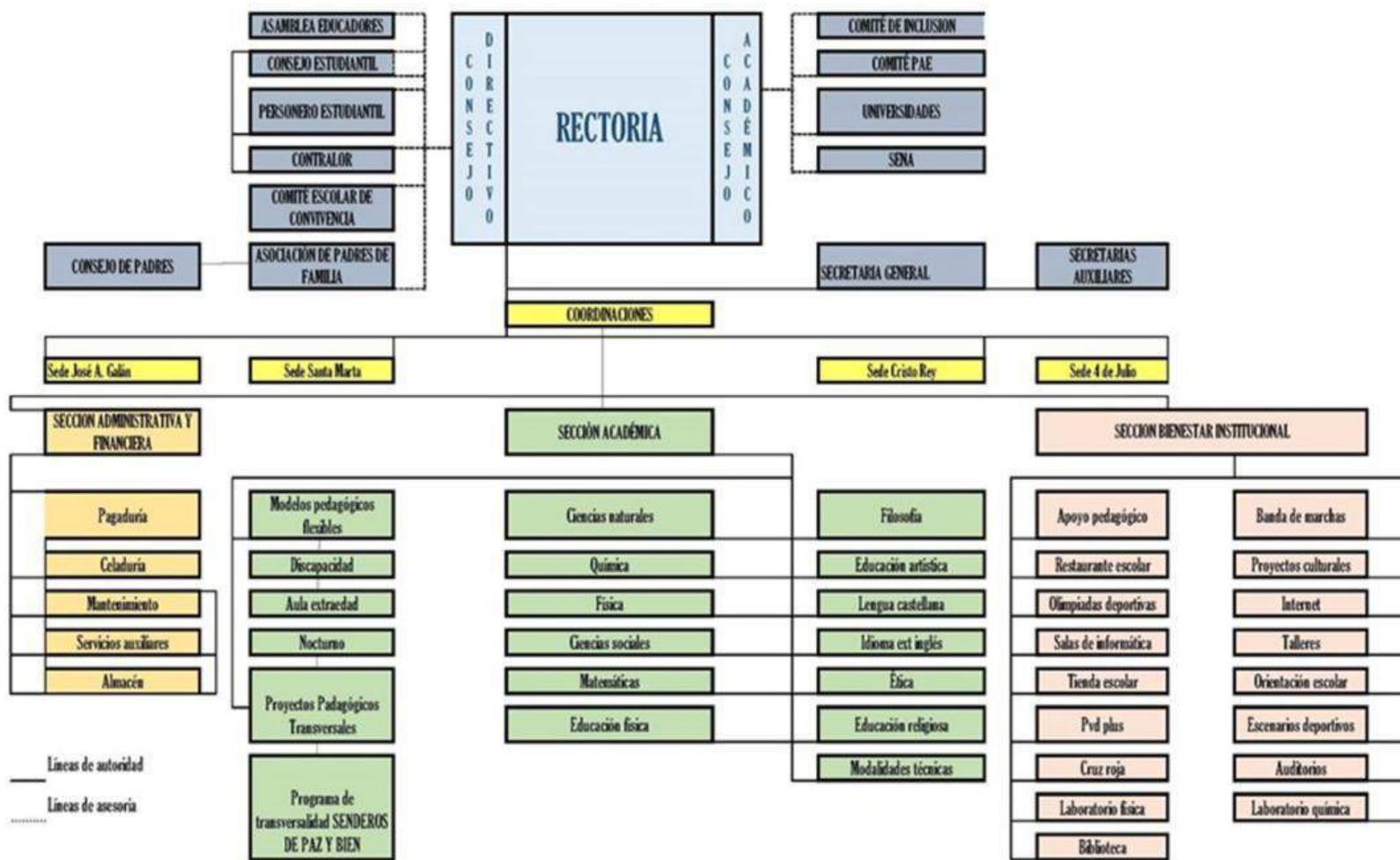


Figure 2. Organizational chart

### c. The Community Handbook

The Community Handbook 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 ITASFA, contains briefly and expresses the philosophy and policies that guide the Educational Community to establish clearly and precisely what is expected to 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.

d. MNE guidelines and normativity to face the health emergency

Considering the health emergency, the National Education Ministry (Ministerio de Educación Nacional, MEN) has settled on a possible solution the public institutions in Colombia that offers an education services throughout virtual platforms and alternation work in the administrative resolution 385 (2020). These measures are the result of the unified work with the Ministry of Health and Social Protection and local and educational authorities. The ITASFA has adopted the guidelines proposed by the MND, since it develops the autonomous work by the students at home and the guide of the teachers through virtual platforms.

## e. School hours

The educational community assumes the short working day with the following schedule.

<b>PERIODO DE CLASE</b>	<b>HORARIO</b>
1° PERIODO DE CLASE	7.00 a 8.00
2° PERIODO DE CLASE	8,00 a 900
3° PERIODO DE CLASE	9.00 a 10.00
DESCANSO	10.00 a 10.30
4° PERIODO DE CLASE	10.30 a 11.30
5° PERIODO DE CLASE	11.30 a 12.30 Salida de Primaria
6° PERIODO DE CLASE	12.30 a 1.30 Salida de Secundaria
<b>AREAS TÉCNICAS</b>	
PERIODO DE CLASE	2.30 a 3.15
PERIODO DE CLASE	3.15 a 4.00
PERIODO DE CLASE	4.00 a 4.45
PERIODO DE CLASE	4.45 a 5.30

*Table 1. School hours*

## f. Institutional timetable and programming

The following chart displays the administrative schedule to be developed at Cristo Rey school during the current year.

2021	L	M	X	J	V
	4-ene	5-ene	6-ene	7-ene	8-ene
	11-ene	12-ene	13-ene	14-ene	15-ene
	18-ene	19-ene	20-ene	21-ene	22-ene
	25-ene	26-ene	27-ene	28-ene	29-ene
Semana 1	1-feb	2-feb	3-feb	4-feb	5-feb
Semana 2	8-feb	9-feb	10-feb	11-feb	12-feb
Semana 3	15-feb	16-feb	17-feb	18-feb	19-feb
Semana 4	22-feb	23-feb	24-feb	25-feb	26-feb
Semana 5	1-mar	2-mar	3-mar	4-mar	5-mar
Semana 6	8-mar	9-mar	10-mar	11-mar	12-mar
Semana 7	15-mar	16-mar	17-mar	18-mar	19-mar
Semana 8	22-mar	23-mar	24-mar	25-mar	26-mar
	29-mar	30-mar	31-mar	1-abr	2-abr
Semana 9	5-abr	6-abr	7-abr	8-abr	9-abr
Semana 10	12-abr	13-abr	14-abr	15-abr	16-abr
Semana 11	19-abr	20-abr	21-abr	22-abr	23-abr
Semana 12	26-abr	27-abr	28-abr	29-abr	30-abr
Semana 13	3-may	4-may	5-may	6-may	7-may
Semana 1	10-may	11-may	12-may	13-may	14-may
Semana 2	17-may	18-may	19-may	20-may	21-may
Semana 3	24-may	25-may	26-may	27-may	28-may
Semana 4	31-may	1-jun	2-jun	3-jun	4-jun
Semana 5	7-jun	8-jun	9-jun	10-jun	11-jun
Semana 6	14-jun	15-jun	16-jun	17-jun	18-jun
	21-jun	22-jun	23-jun	24-jun	25-jun
	28-jun	29-jun	30-jun	1-jul	2-jul
Semana 7	5-jul	6-jul	7-jul	8-jul	9-jul
Semana 8	12-jul	13-jul	14-jul	15-jul	16-jul
Semana 9	19-jul	20-jul	21-jul	22-jul	23-jul
Semana 10	26-jul	27-jul	28-jul	29-jul	30-jul
Semana 11	2-ago	3-ago	4-ago	5-ago	6-ago
Semana 12	9-ago	10-ago	11-ago	12-ago	13-ago
Semana 13	16-ago	17-ago	18-ago	19-ago	20-ago
Semana 14	23-ago	24-ago	25-ago	26-ago	27-ago
Semana 1	30-ago	31-ago	1-sep	2-sep	3-sep
Semana 2	6-sep	7-sep	8-sep	9-sep	10-sep
Semana 3	13-sep	14-sep	15-sep	16-sep	17-sep
Semana 4	20-sep	21-sep	22-sep	23-sep	24-sep
Semana 5	27-sep	28-sep	29-sep	30-sep	1-oct
Semana 6	4-oct	5-oct	6-oct	7-oct	8-oct
	11-oct	12-oct	13-oct	14-oct	15-oct
Semana 7	18-oct	19-oct	20-oct	21-oct	22-oct
Semana 8	25-oct	26-oct	27-oct	28-oct	29-oct
Semana 9	1-nov	2-nov	3-nov	4-nov	5-nov
Semana 10	8-nov	9-nov	10-nov	11-nov	12-nov
Semana 11	15-nov	16-nov	17-nov	18-nov	19-nov
Semana 12	22-nov	23-nov	24-nov	25-nov	26-nov

Figure 3. Institutional timetable and programming

## 2. Pedagogical level

### a. Language area planning

Período: 1	Grado: Séptimo	Desde: 2021-02-15	Hasta: 2021-05-07	Hora: 30
Eje Temático: PREPOSICIONES (IN, ON, AT) Y PRESENTE SIMPLE			Area:	
			Asignatura:	
Docente: FLOREZ GONZALEZ ALBA MILENA	Sede: CRISTO REY	Jornada:		
DIAGNÓSTICO				
Estado de referencia:	Habiendo analizado los resultados del diagnóstico académico, se procede a establecer estrategias de apoyo y refuerzo para los estudiantes con desempeños básicos y bajos, a la vez que se trabaja en los aprendizajes propios de grado séptimo, que se encuentran en la malla curricular.	Situación Deseada:	El estudiante usa el inglés para comunicarse de manera sencilla, hablando de tiempos (días, años, meses, etc.) y acerca de la localización básica de objetos con las preposiciones in, on, at. Además, describe su rutina diaria, y solicita información de la de los demás; usando el presente simple.	
Aprendizaje por mejorar:	-Preposiciones in, on, at. -Presente simple.			
Evidencia de aprendizaje:	- Describir situaciones y eventos. - Dar y solicitar información personal y de actividades cotidianas. - Expresar gustos, pasatiempos e intereses. - Describir hábitos y rutinas de cuidado personal, de alimentación y de actividad física.			
Estándar básico de competencia:	Escucha: Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. Lectura: Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. Escritura: Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. Monólogos: Narro o describo de forma sencilla hechos y actividades que me son familiares. Conversación: Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo.			
Derechos básicos de aprendizaje relacionados:	DBA 2: Describe personas, actividades, eventos y experiencias personales. Estructura estas descripciones con frases y oraciones sencillas previamente ensayadas con sus compañeros y su docente. Por ejemplo, hace una presentación breve y coherente sobre cómo convivir armoniosamente en el salón de clases. DBA 3: Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido. DBA 7: Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.			
ACCIONES DENTRO DEL AULA				
MOMENTOS	ACTIVIDAD	SEGUIMIENTO		
Exploración	Par iniciar con la etapa de exploración, las guías/talleres que se han compartido con los estudiantes tienen una presentación de vocabulario nuevo así como de expresiones y explicaciones para que el estudiante pueda repasar y hacer las preguntas necesarias al docente en caso de presentar alguna dificultad. Esta etapa está desarrollada de manera creativa, didáctica y de manera muy explícita y concreta, pensando en los estudiantes que aprenden de manera visual; evitando al máximo la confusión ahora que están haciendo trabajo en casa. Para esta etapa también es muy importante resaltar los videos explicativos para los estudiantes con estilos de aprendizaje más auditivos y los ejemplos que derivarán en posteriores ejercicios, para aquellos con estilos más kinestésicos.	El seguimiento de esta etapa se hace a través de los grupos de WhatsApp, del interno del docente, con las llamadas de los estudiantes y con las asesorías a los mismos. Es también posible hacer seguimiento a la lectura comprensiva de esta primera etapa, observando el desarrollo de las siguientes, ya que todas guardan una secuencia lógica.		
Estructuración y práctica	En esta segunda etapa hemos querido dar paso al desarrollo de las competencias en el saber hacer, es decir en la aplicación de los aprendizajes presentados y explicados en la etapa anterior. Para este momento, se privilegian las actividades de tipo literal, donde el estudiante puede observar ejemplos directos y a través de los cuales se puede llegar a la respuesta que solicita el docente en el ejercicio. Aquí también tuvimos en cuenta los tres principales estilos de aprendizaje que presentan nuestros estudiantes.	Una vez más, el seguimiento se hace a través de los canales virtuales acordados con los estudiantes. Se presta pronta asesoría y se recalca mucho en la atención a los ejemplos, la lectura comprensiva de la fase de exploración y la observación de los videos explicativos, que con lenguaje sencillo, muestran cómo resolver los ejercicios propuestos.		
Transferencia y valoración	Para la etapa de transferencia y valoración se privilegia el saber de estudiante, es decir, la interiorización de los aprendizajes a través de los momentos anteriores. Se presentan actividades de orden inferencial o de carácter creativo en las cuales los estudiantes puedan poner en práctica lo aprendido.	El seguimiento a estas actividades de transferencia y valoración se hace principalmente a través de: -La participación de los estudiantes en los grupos de asesorías o las solicitudes de las mismas a través del interno del docente. -La presentación puntual, completa y efectiva de los		

	talleres/guías. -La interiorización de observaciones y su aplicación. - Coevaluación y autoevaluación. - Prueba de calidad.
--	--

*Table 2. Language area planning*

b. Methodology of the language work from the teaching collective

The language teaching collective of the institution works both synchronously (every fortnight) and asynchronously, considering the needs and limited internet access of students. The work is carried out through guides and workshops that are delivered to parents and students.

These workshops present 3 main stages:

1. Exploration (explanation and activation of prior knowledge)
2. Structuring and practice (implementation exercises)
3. Transfer and assessment (reading comprehension and production by students are privileged)

The workshops are designed to benefit the students who cannot connect to the synchronous class with the teacher, they can understand throughout the lesson reading and viewing examples designed in the workshops. In addition, these workshops are accompanied by an explanatory video created by the teacher per workshop and the virtual meeting that is not mandatory but is available to students who can access it.

c. Knowledge of available teaching resources

Teachers use printed workshops, explanatory videos, Online meetings, WhatsApp, phone calls, group tutoring, academic advice, Google Meet and Web Colegios as resources.

## d. Textbook of the Ministry

The educational institution received the textbook Way to go by the Ministry of Education but the pre-service teacher stated that they do not use it completely since they are few and are not sufficient for all students. In addition to this, the students' English level is basic compared to the level presented in the textbook. For this reason, teachers design their own workshops taking into account certain elements of the textbook.

## e. Syllabus

Competencia	Estándar SEVENTH GRADE	Componente	Aprendizaje	Evidencias	Saberes	Derechos Básicos de Aprendizaje	Competencia Interdisciplinar
Lingüística Pragmática Sociolingüística	<p><b>Escucha</b></p> <p>-Comprendo y sigo instrucciones puntuales cuando estas se presentan en forma clara y con vocabulario conocido.</p> <p>-Comprendo una descripción oral sobre una situación, persona, lugar u objeto.</p> <p>-Identifico el temageneral y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales.</p> <p>-Comprendo la idea general en una descripción y en una narración.</p> <p><b>Lectura</b></p> <p>-Comprendo relaciones establecidas por palabras como</p>	<p>Semántico</p> <p>Lingüístico</p> <p>Pragmático</p> <p>Sociolingüístico</p>	<p>-Identificar expresiones sobre temas cotidianos a partir de textos descriptivos cortos orales y escritos.</p> <p>-Hacer una descripción oral sencilla previamente ensayada sobre temas cotidianos.</p> <p>-Intercambiar información sobre temas cotidianos a través de preguntas y respuestas.</p> <p>-Elaborar una serie de oraciones descriptivas sobre temas cotidianos.</p> <p>-Hacer una narración corta sobre actividades cotidianas en el aula y el entorno inmediato de manera oral y escrita.</p>	<p>-Dar y solicitar información personal y de actividades cotidianas.</p> <p>-Expresar gustos, pasatiempos e intereses.</p> <p>-Expresar planes futuros.</p> <p>-Describir hábitos y rutinas de cuidado personal, de alimentación y de actividad física.</p> <p>-Expresar habilidad física y mental.</p> <p>-Describir creencias y emociones.</p> <p>-Describir estados de salud.</p> <p>-Describir experiencias pasadas.</p> <p>-Expresar estados de ánimo.</p> <p>-Dar y solicitar</p>	<p><b>Saber</b></p> <p>-Identifica expresiones y palabras relacionadas con actividades recreativas y su frecuencia de realización.</p> <p>-Distingue los dominios de cuidado personal (físico, intelectual, emocional, social y espiritual)</p> <p>-Reconoce las expresiones propias de las rutinas diarias, hobbies y planes futuros.</p> <p>-Identifica estructuras básicas de los tiempos presente y futuro simple.</p> <p>-Identifica palabras y expresiones relacionadas con el manejo de emociones en textos descriptivos cortos escritos en lenguaje sencillo.</p> <p>-Reconoce expresiones relacionadas con sentimientos,</p>	<p>-Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares.</p> <p>-Describe de manera oral, personas, actividades, eventos y experiencias personales.</p> <p>-Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares.</p> <p>-Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto.</p> <p>-Reconoce información específica</p>	<p><b>Salud</b></p> <p>Definir actividades para el cuidado personal integral a nivel físico (cuerpo), intelectual (mente), emocional (psicológico), social (relaciones) y espiritual (creencias)</p> <p><b>Democracia y paz</b></p> <p>Proponer acciones de convivencia e inclusión en el aula.</p> <p><b>Sostenibilidad</b></p> <p>Especificar actividades para la conservación del medio ambiente en la comunidad.</p> <p><b>Globalización</b></p> <p>Reconocer las características</p>

<p><i>and</i> (adición), <i>but</i> (contraste), <i>first</i>, <i>second...</i> (orden temporal), en enunciados sencillos.</p> <p>-Valoro la lectura como un hábito importante de enriquecimiento personal y académico.</p> <p>-Identifico el significado adecuado de las palabras en el diccionario según el contexto.</p> <p>-Aplico estrategias de lectura relacionadas con el propósito de la misma.</p> <p>-Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.</p> <p>-Identifico la acción, los personajes y el entorno en textos narrativos.</p> <p><b>Escritura</b></p> <p>-Completo información personal básica en formatos y documentos sencillos.</p> <p>-Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares.</p> <p>-Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas.</p>	<p>-Identificar frases y oraciones relacionadas con actividades cotidianas en el entorno inmediato en textos orales y escritos sencillos.</p> <p>-Intercambiar información sobre actividades cotidianas en el aula y en el entorno inmediato a partir de preguntas y respuestas.</p> <p>-Intercambiar información sobre actividades cotidianas en el aula y en el entorno inmediato a partir de preguntas y respuestas.</p> <p>-Identificar palabras y expresiones sobre actividades cotidianas en textos orales y escritos cortos.</p> <p>-Hacer una descripción simple sobre Actividades cotidianas de manera oral y escrita.</p> <p>-Producir un texto descriptivo corto sobre las características de personas y lugares de manera oral y escrita.</p> <p>-Intercambiar información sobre características de personas y lugares a partir de preguntas y respuestas.</p>	<p>información.</p> <p>-Pedir y ofrecer disculpas.</p> <p>-Dar instrucciones.</p> <p>-Dar y recibir información.</p> <p>-Dar y recibir recomendaciones y sugerencias.</p> <p>-Describir situaciones y eventos.</p> <p>-Proponer acciones de mejoramiento.</p> <p>-Dar y solicitar información.</p> <p>-Describir hábitos, personas y lugares.</p> <p>-Establecer comparaciones y contrastes.</p> <p>-Expresar puntos de vista.</p> <p>y</p>	<p>emociones, valores, cualidades, etc.</p> <p>-Distingue expresiones empleadas para dar sugerencias y recomendaciones.</p> <p>-Identifica estructuras básicas de los tiempos presente y pasado simple.</p> <p><b>Saber Hacer</b></p> <p>-Diligencia un formato con información relacionada con actividades de cuidado personal y sus correspondientes dominios (físico, intelectual, emocional, social y espiritual) a partir de un texto escrito sencillo y con base en el vocabulario y las expresiones estudiadas.</p> <p>-Formula preguntas Yes/No questions previamente preparadas sobre hábitos de cuidado personal con una pronunciación y entonación adecuadas.</p> <p>-Elabora una lista de oraciones simples sobre actividades de cuidado personal y su correspondiente dominio con el apoyo del profesor y los compañeros de la clase.</p> <p>-Expresa actividades recreativas a través de oraciones sencillas a partir de un modelo dado.</p> <p>-Construye colectivamente las normas básicas para mantener una sana convivencia en el aula de clases.</p> <p>-Produce textos descriptivos cortos en</p>	<p>relacionada con objetos, personas y acciones.</p> <p>-Da y recibe instrucciones, recomendaciones y sugerencias.</p> <p>-Describe acciones relacionadas con un tema de su entorno familiar o escolar.</p>	<p>culturales de algunos países.</p>
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<p>-Utilizo vocabulario adecuado para darle coherencia a mis escritos.</p> <p><b>Monólogos</b></p> <p>-Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo.</p> <p>-Narro o describo de forma sencilla hechos y actividades que me son familiares.</p> <p>-Hago exposiciones muy breves, de contenido predecible y aprendido.</p> <p>-Describo con oraciones simples mi rutina diaria y la de otras personas.</p> <p><b>Conversación</b></p> <p>-Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer.</p> <p>-Utilizo códigos no verbales como gestos y entonación, entre otros.</p> <p>-Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición.</p> <p>-Hago propuestas a</p>		<p>-Identificar frases y expresiones relacionadas con características particulares de personas y lugares en textos descriptivos cortos.</p>		<p>los cuales describe valores y cualidades de pares y/o familiares.</p> <p>-Intercambia sugerencias y recomendaciones sobre situaciones específicas del aula de clases.</p> <p>-Intercambia información relacionada con temas académicos.</p> <p>-Produce textos orales o escritos, en los que da a conocer información sobre un tema de interés.</p> <p>-Propone acciones sencillas para la conservación del medio ambiente.</p> <p>-Elabora un cuadro comparativo sobre diferentes características culturales de algunos países previamente establecidos.</p> <p>-Intercambia información relacionada con características culturales de algunos países.</p> <p>-Produce textos orales o escritos, en los que da a conocer información sobre características culturales de algunos países.</p> <p><b>Saber Ser</b></p> <p>-Interioriza la importancia del cuidado personal integral.</p> <p>-Valora y respeta las opiniones de sus compañeros.</p> <p>-Acepta las sugerencias</p>		
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<p>mis compañeros sobre qué hacer, dónde, cuándo o cómo.</p> <p>-Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.</p>					<p>y recomendaciones de otros.</p> <p>-Colabora con la consecución de una atmósfera agradable en el aula de clases.</p> <p>-Respetar las diferencias.</p> <p>-Respetar el medio ambiente.</p> <p>-Valorar las opiniones de sus pares.</p> <p>-Respetar las diferencias culturales.</p> <p>-Valorar los aportes de sus compañeros.</p>		
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Table 3. Syllabus

#### f. Methodology

Teachers design an explanatory video for each workshop and share it to the courses. For complementing the videos teachers schedule a virtual meeting that is not mandatory but is available to students who can access it. The workshops are designed in order to benefit the students who cannot connect to the synchronous class with the teacher.

#### g. Modalities of accompaniment to the learning (tutoring, communication tools and strategies, etc.)

The school has a schedule specially designed for virtual working times, a schedule of attention to parents and students throughout WhatsApp groups in which information is shared and advice is provided, the latter are also done individually by chat or calls.

#### h. Design of guides and materials

Teachers design their own workshops taking into account elements presented in the textbook of the Ministry of Education called **“Way to go” (MEN, 2016)**, regarding the English level of the students.

#### i. MNE guidelines (Standards)

The main function of the Ministry of National Education is to design the general guidelines of the curricular processes that orient public educational institutions. In this way, this organism serves as a guide for the development of all educational processes that involves many institutions in Colombia, such the Proyecto Educativo Institucional (PEI). In this way, MNE proposed the Basic Competence Standards which are designed by areas. Thus, the area of foreign languages allows showing the learners’ performance in the scope and development of communicative competence, which is divided into linguistic, pragmatic and sociolinguistic competences. The language teaching collective of the Cristo Rey school has adopted the Basic Competences Standards issued by the MNE with a view to guarantee the progressive development of the English language.

#### j. Groups

The pre-service teacher will work with 4 groups: 4° and 5° (primary) 6°, 7°-1, 7°-2 and 8° (high school).

## k. Schedule

## HORARIO BÁSICA PRIMARIA PRIMER PERIODO ACADEMICO

<b>FEBRERO</b>						
SEMANAS	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
<b>31</b> <u>Semana 1</u>	<b>1</b> SEMANA INDUCCIÓN	<b>2</b> SEMANA INDUCCIÓN	<b>3</b> SEMANA INDUCCIÓN	<b>4</b> SEMANA INDUCCIÓN	<b>5</b> SEMANA INDUCCIÓN	<b>6</b>
<b>7</b> <u>Semana 2</u>	<b>8</b> Ciencias Naturales GUIA 1 DIAGNOSTICO ACADÉMICO	<b>9</b> Lengua Castellana GUIA 1 DIAGNOSTICO ACADÉMICO	<b>10</b> Matemáticas GUIA 1 DIAGNOSTICO ACADÉMICO	<b>11</b> Ciencias Sociales GUIA 1 DIAGNOSTICO ACADÉMICO	<b>12</b> Inglés-Artística GUIA 1 DIAGNOSTICO ACADÉMICO	<b>13</b>
<b>14</b> <u>Semana 3</u>	<b>15</b> Ciencias Naturales GUIA 2 NIVELACIÓN	<b>16</b> Lengua Castellana GUIA 2 NIVELACIÓN	<b>17</b> Matemáticas GUIA 2 NIVELACIÓN	<b>18</b> Ciencias Sociales GUIA 2 NIVELACIÓN	<b>19</b> Inglés-Artística GUIA 2 NIVELACIÓN	<b>20</b>
<b>21</b> <u>Semana 4</u>	<b>22</b> Ciencias Naturales GUIA 3 NIVELACION	<b>23</b> Lengua Castellana GUIA 3 NIVELACIÓN	<b>24</b> Matemáticas GUIA 3 NIVELACIÓN	<b>25</b> Ciencias Sociales GUIA 3 NIVELACIÓN	<b>26</b> Inglés-Artística GUIA 3 NIVELACIÓN	<b>27</b>
<b>MARZO</b>						
<b>28</b> <u>Semana 5</u>	<b>1</b> Ciencias Naturales GUIA 4	<b>2</b> Lengua Castellana GUIA 4	<b>3</b> Matemáticas GUIA 4	<b>4</b> Ciencias Sociales GUIA 4	<b>5</b> Inglés-Artística GUIA 4	<b>6</b>
<b>7</b> <u>Semana 6</u>	<b>8</b> Ciencias Naturales GUIA 5	<b>9</b> Lengua Castellana GUIA 5	<b>10</b> Matemáticas GUIA 5	<b>11</b> Ciencias Sociales GUIA 5	<b>12</b> Inglés-Artística GUIA 5	<b>13</b>
<b>14</b> <u>Semana 7</u>	<b>15</b> Ciencias Naturales GUIA 6	<b>16</b> Lengua Castellana GUIA 6	<b>17</b> Matemáticas GUIA 6	<b>18</b> Ciencias Sociales GUIA 6	<b>19</b> Inglés-Artística GUIA 6	<b>20</b>
<b>21</b> <u>Semana 8</u>	<b>22</b> FESTIVO	<b>23</b> Ciencias Naturales GUIA 7	<b>24</b> Lengua Castellana GUIA 7	<b>25</b> Matemáticas GUIA 7	<b>26</b> Ciencias Sociales GUIA 7	<b>27</b>
<b>28</b>	<b>29</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL	<b>30</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL	<b>31</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL	<b>1</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL	<b>2</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL	<b>3</b> SEMANA SANTA DESARROLLO INSTITUCIONAL  RECESO ESTUDIANTIL
<b>ABRIL</b>						
<b>4</b> <u>Semana 9</u>	<b>5</b> Ciencias Naturales GUIA 8	<b>6</b> Lengua Castellana GUIA 8	<b>7</b> Matemáticas GUIA 8	<b>8</b> Ciencias Sociales GUIA 8	<b>9</b> Inglés-Artística GUIA 7	<b>10</b>
<b>11</b> <u>Semana 10</u>	<b>12</b> Ciencias Naturales GUIA 9	<b>13</b> Lengua Castellana GUIA 9	<b>14</b> Matemáticas GUIA 9	<b>15</b> Ciencias Sociales GUIA 9	<b>16</b> Inglés-Artística GUIA 8	<b>17</b>
<b>18</b> <u>Semana 11</u>	<b>19</b> Ciencias Naturales GUIA 10	<b>20</b> Lengua Castellana GUIA 10	<b>21</b> Matemáticas GUIA 10	<b>22</b> Ciencias Sociales GUIA 10	<b>23</b> Inglés-Artística GUIA 9	<b>24</b>
<b>25</b> <u>Semana 12</u>	<b>26</b> Ciencias Naturales GUIA 11	<b>27</b> Lengua Castellana GUIA 11	<b>28</b> Matemáticas GUIA 11	<b>29</b> Ciencias Sociales GUIA 11	<b>30</b> Inglés-Artística GUIA 10	<b>1</b>
<b>MAYO</b>						
<b>2</b> <u>Semana 13</u>	<b>3</b> Ciencias Naturales Prueba de calidad	<b>4</b> Lengua Castellana Prueba de calidad	<b>5</b> Matemáticas Prueba de calidad	<b>6</b> Ciencias Sociales Prueba de calidad	<b>7</b> Inglés-Artística Prueba de calidad	

Figure 4. Schedule (Primer periodo Primaria)

	I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASIS Puno - Norte de Puno	Código DDFV/1
	GESTIÓN DIRECTIVA Y ADMINISTRATIVA ORGANIZACIÓN	30-04-10

**HORARIO BÁSICA PRIMARIA SEGUNDO PERIODO ACADEMICO**

SEMANAS	LUNES	MARTES	MAYO			
			MIÉRCOLES	JUEVES	VIERNES	
Semana 1	10 Ciencias Naturales Guía 7	11 Lengua Castellana Guía 7	12 Matemáticas Guía 7	13 Ciencias Sociales Guía 7	14	15
Semana 2	17 FESTIVO	18 Ciencias Naturales Guía 2	19 Lengua Castellana Guía 2	20 Ciencias Sociales Guía 2	21	22
Semana 3	24 Ciencias Naturales Guía 2	25 Lengua Castellana Guía 2	26 Matemáticas Guía 2	27 Ciencias Sociales Guía 2	28	29
<b>JUNIO</b>						
Semana 4	31 MAYO Ciencias Naturales Guía 4	1 Lengua Castellana Guía 4	2 Matemáticas Guía 4	3 Ciencias Sociales Guía 4	4	5
Semana 5	7 FESTIVO	8 Lengua Castellana Guía 4	9 Matemáticas Guía 4	10 Ciencias Sociales Guía 4	11	12
Semana 6	14 FESTIVO	15 Ciencias Naturales Guía 5	16 Lengua Castellana Guía 5	17 Matemáticas Guía 5	18	19
Del 21 Junio al 2 De Julio <b>Vacaciones directivos docentes - estudiantes</b>						

SEMANAS	LUNES	MARTES	JULIO			
			MIÉRCOLES	JUEVES	VIERNES	
Semana 7	5 FESTIVO	6 Ciencias Naturales Guía 6	7 Ciencias Sociales Guía 6	8 Matemáticas Guía 6	9	10
Semana 8	12 Ciencias Naturales Guía 7	13 Lengua Castellana Guía 7	14 Matemáticas Guía 7	15 Ciencias Sociales Guía 7	16	17
Semana 9	19 Ciencias Naturales Guía 8	20 FESTIVO	21 Lengua Castellana Guía 8	22 Matemáticas Guía 8	23	24
Semana 10	26 Ciencias Naturales Guía 8	27 Lengua Castellana Guía 8	28 Matemáticas Guía 8	29 Ciencias Sociales Guía 8	30	31
<b>AGOSTO</b>						
Semana 11	3 Ciencias Naturales Guía 10	4 Lengua Castellana Guía 10	5 Matemáticas Guía 10	6 Ciencias Sociales Guía 10	7	8
Semana 12	9 Ciencias Naturales Guía 11	10 Lengua Castellana Guía 11	11 Matemáticas Guía 11	12 Ciencias Sociales Guía 11	13	14
Semana 13	16 FESTIVO	17 Lengua Castellana Guía 12	18 Matemáticas Guía 12	19 Ciencias Sociales Guía 12	20	21
Semana 14	23 Ciencias Naturales Prueba de calidad	24 Lengua Castellana Prueba de calidad	25 Matemáticas Prueba de calidad	26 Ciencias Sociales Prueba de calidad	27	28
					29	30
					31	1

Se diseñarán 12 guías de desarrollo y 1 prueba de calidad para las áreas Lengua castellana, matemáticas.  
 11 guías de desarrollo y 1 prueba de calidad para las áreas Ciencias naturales y Ciencias Sociales  
 Se diseñarán 8 guías de desarrollo y 1 prueba de calidad para el área de Inglés  
 Se diseñarán 4 guías y prueba de calidad de artística.

Figure 5. Schedule (Segundo periodo Primaria)

## HORARIO PRIMER PERIDO 6º A 9º

## ITASFA

2021	L	M	X	J	V
Semana 1	1-feb	2-feb	3-feb	4-feb	5-feb
Semana 2	8-feb	9-feb	10-feb	11-feb	12-feb
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 3	15-feb	16-feb	17-feb	18-feb	19-feb
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 4	22-feb	23-feb	24-feb	25-feb	26-feb
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 5	1-mar	2-mar	3-mar	4-mar	5-mar
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 6	8-mar	9-mar	10-mar	11-mar	12-mar
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 7	15-mar	16-mar	17-mar	18-mar	19-mar
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 8	22-mar	23-mar	24-mar	25-mar	26-mar
		CIENCIAS	LENGUA	MATEMÁTICAS	INGLES
Semana Santa	29-mar	30-mar	31-mar	1-abr	2-abr
Semana 9	5-abr	6-abr	7-abr	8-abr	9-abr
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 10	12-abr	13-abr	14-abr	15-abr	16-abr
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 11	19-abr	20-abr	21-abr	22-abr	23-abr
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 12	26-abr	27-abr	28-abr	29-abr	30-abr
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 13	3-may	4-may	5-may	6-may	7-may
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física

Figure 6. Schedule (Primer periodo Secundaria)

**SEGUNDO PERIODO  
SEXTO A NOVENO**

2021	L	M	X	J	V
Semana 1	10-may	11-may	12-may	13-may	14-may
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	
Semana 2	17-may	18-may	19-may	20-may	21-may
		SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 3	24-may	25-may	26-may	27-may	28-may
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 4	31-may	1-jun	2-jun	3-jun	4-jun
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 5	7-jun	8-jun	9-jun	10-jun	11-jun
		CIENCIAS	LENGUA	MATEMÁTICAS	Edu Física
Semana 6	14-jun	15-jun	16-jun	17-jun	18-jun
		CIENCIAS	SOCIALES	MATEMÁTICAS	INGLES
	21-jun	22-jun	23-jun	24-jun	25-jun
	28-jun	29-jun	30-jun	1-jul	2-jul
Semana 7	5-jul	6-jul	7-jul	8-jul	9-jul
		CIENCIAS	SOCIALES	LENGUA	INGLES
Semana 8	12-jul	13-jul	14-jul	15-jul	16-jul
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 9	19-jul	20-jul	21-jul	22-jul	23-jul
	CIENCIAS		LENGUA	MATEMÁTICAS	INGLES
Semana 10	26-jul	27-jul	28-jul	29-jul	30-jul
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	Edu Física
Semana 11	2-ago	3-ago	4-ago	5-ago	6-ago
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 12	9-ago	10-ago	11-ago	12-ago	13-ago
	CIENCIAS	SOCIALES	LENGUA	MATEMÁTICAS	INGLES
Semana 13	16-ago	17-ago	18-ago	19-ago	20-ago
		SOCIALES	LENGUA	MATEMÁTICAS	PC- INGLES
Semana 14	23-ago	24-ago	25-ago	26-ago	27-ago
	PC-CIENCIAS	PC- SOCIALES	PC- LENGUA	P-C MATEMÁTICAS	PC -Edu Física

*Figure 7. Schedule (Segundo periodo Secundaria)*

### 3. Technological level

#### a. Connectivity

The connectivity of the students is low, since the academic offer that the institution provides is to a community that its economic status obeys the most vulnerable population of the city of Pamplona, located on the periphery and that is debated under unemployment and underemployment.



b. Access and use of platforms

The access and use of platforms depend on the elements available to students such as telephone, computer, mobile data or internet connection.

c. Types of meetings: Synchronous, asynchronous

The institution works both synchronously and asynchronously, taking into account the needs and limited internet access of students. The teacher synchronously meeting is not mandatory but is available to students who can access it.

d. Development and duration of interactions

The development of the class is on Friday every fortnight; its duration is between an hour or 45 minutes.

e. Description of the digital resources used

Teachers use printed workshops, explanatory videos, Online meetings, WhatsApp, phone calls, group tutoring, academic advice, Google Meet and Web Colegios as resources.



#### 4. Community level and information of the subjects

##### a. Number of students

6°	34 students	7°-2	29 students
7°-1	27 students	8°	30 students

##### - Gender

Mixed-gender education.

##### - Age

6° between 10-14 years old.

7° between 11-15 years old.

8° between 12-16 years old. Furthermore, a 20-year-old student belonging to the indigenous community Bari.

##### - Language level

The language level of the students is A1.

##### b. Teaching staff

<b>TEACHER</b>	<b>BRANCH</b>
<b>Carmen Rosa Daza Montes</b>	<b>José Antonio Galán</b>
<b>Gloria Esperanza Duarte Caicedo</b>	<b>José Antonio Galán</b>
<b>Román Antonio Flórez Bautista</b>	<b>José Antonio Galán</b>
<b>Alba Milena Flórez González (Head of area)</b>	<b>Cristo Rey</b>

*Table 4. Teaching staff*

c. Administrative staff

Organizational structure

1. School government

Principal

Board of directors

Academic council

2. School coexistence committee

3. Parents' association

d. Parent community

The parent community is a private entity. Its work is governed by his own statutes and the recognition of its legal personality. It should be clarified that this is private in nature, its institutional action proposes by:

1. Carry out of the conviviality manuals, functions and procedures
2. Guarantee the participation of this state in institutional decision-making
3. Direct the financial resources for the strengthening of the educational institution.

### **CHAPTER 3: Pedagogical and research component**

#### **Project title**

*The Use of Storytelling Strategy to Enhance Listening Skills in 7th Grade Students at the Instituto Técnico San Francisco de Asís, Sede Cristo Rey in Pamplona*

#### **Introduction**

Ages ago, English started to be a world language and people have increased their interest for learning it. At the present time, learning English is essential and an alternative for students to increase their perspectives. In Colombia, the consciousness of the English learning and teaching need was already acknowledged by the national government. Consequently, the National Ministry of Education (Ministerio de Educación Nacional, MEN) has introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia 2014). This policy has announced the notion of bilingualism which focuses on standardizing foreign language teaching and learning in the whole educational system establishing the Common European Framework of Reference for Languages (2001) as the guiding norm for this reform. Parallel that, to have more knowledge and opportunities to be more competent and competitive and improve the quality of life of all citizens.

Even though, listening is fundamental in daily life and in an academic context, people find it difficult. That is why, the current project aimed at Enhancing Listening Skills in 7th Grade Students who attend Cristo Rey School in Pamplona. Joined with the purpose of smoothing the learning process by means of catching learners' attention with the implementation of Storytelling strategy. In the institutional observations, the pre-service teacher's supervisor suggested the implementation of new strategies to overcome the students' difficulties in their listening skills.

### **Statement of the problem**

In consideration of the only class observation at the “Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo” and based on the data gathered during the two initial weeks of the current semester, where the teacher in training observed and analyzed different aspects of sixth, seventh and eighth grades’ English classes. In one hand, the students experienced some troubles in the pronunciation of words, also when they had to speak in the target language they did not do and use the mother tongue. Likewise, they were so interested on participating, but they got frustrated because they did not know the translation of the words that they wanted to say.

On the other hand, the pre-service teacher noticed the lack of listening activities to teach, the teacher guided them for working in the workshop exercises. This proposal intended to build up seventh grade students’ listening comprehension using Storytelling Strategy at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.

### **Justification**

While learning a language it is highly important to learners to reinforce all the linguistic skills. Nevertheless, learners often are limited to have an appropriate practice space in which they can integrate all English skills and instead of that, they put one or two skills into practice. As a matter of fact, when a student works on his listening comprehension is integrating the other skills, basically because listening provides a basis for all aspects of language and cognitive development. Therefore, classroom listening practice is needed for the students so they can have good preparation for their later successful communicative ability. Mainly, listening to spoken English allows the learners with necessary input that serves as the basis for the language achievement.

Due to the weak students' listening comprehension activities, the purpose of this project is to improve the listening skills. Considering the suggestions made by the pre-service teacher supervisor and the mentor of this proposal, to implement this pedagogic research will be helpful to solve the difficulties that some students have when listening in English.

### **Objectives**

#### **General Objective**

- To enhance 7<sup>th</sup> grade students' listening skill through the use Storytelling Strategy.

#### **Specific Objectives**

- To increase listening English habits implementing didactic tools.
- To strengthen 7th grade student's listening skill throughout audios.
- To implement storytelling in an out-of-class environment.

#### **Research questions**

✓ How can 7<sup>th</sup> grade students improve their listening skills by the implementation of storytelling strategy?

✓ How effective is the use of storytelling strategy in 7th grade students throughout virtual learning?

## **Theoretical Framework**

To comprehend the nature of this study it is necessary for the reader to learn about certain definitions regarding the listening skill and how it can be improved by the use of Storytelling at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey. Moreover, the aforementioned definitions will be explained in detail in the following paragraphs of this project as well as some examples that put into context the definitions.

**Listening comprehension.** Grandisson (2020) stated that listening comprehension is a key skill in L2 (second language) acquisition because its practice benefits important aspects of the language, such as vocabulary and pronunciation. That helps learners understand the target language. In addition, Kim & Pilcher (2016) defined listening comprehension as one's ability to comprehend spoken language<sup>1</sup> at the discourse level – including conversations, stories (i.e., narratives), and informational oral texts – that involves the processes of extracting and constructing meaning.

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. As described Hamouda (2013, as cited Ahmadi, 2016) listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

**Storytelling.** Storytelling is the original form of teaching and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures (Samantaray, 2014).

These are certain characteristics of storytelling proposed by Samantaray (2014)

1. It provokes curiosity.
2. It evokes student's imagination and interest in language skill.
3. It builds vocabulary, comprehension, story sequencing.
4. It improves listening and oral communication skills.
5. It is an interactive and co-operative process.
6. As an art it is an enjoyable tool for practicing language learning skills and verbal expressions.
7. It binds listeners together.
8. It helps the listener to remember.
9. It uses all kinds of language conventions to make the story vivid.
10. It makes listeners forget their misery.

In addition, Serrat (2017) stated that "Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights". However, if listening to stories becomes a habit, it can help them become better listeners as it provides them the necessary training to listen and understand more, while becoming aware of rhythm, intonation and pronunciation of the target language (Brewster et al. 2002, as cited Soares 2018). To sum up, storytelling is a didactic tool that serves as a useful device to promote the listening improvement of English non-native speakers, based on the

reproduction of childhood stories at a beginner level that catch individual's attention by means of the description of fables, problematic situations and stories.

### **Literature Review**

In order to help students to learn a foreign language, finding a pedagogical tool that is effective for their learning process is a key aspect that most teachers strive for in their teaching methodology. Moreover, to have an overall view regarding this study's background, this section is divided into two categories: The importance of listening and storytelling to improve EFL learners' listening skill.

#### **The importance of listening in language learning**

In one hand, Yildirim, S. and Yildirim Ö (The importance of listening in language learning and listening comprehension problems experienced by language learners: a literature review, 2016) stated that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. In spite of the importance of listening in the development of the communicative and cognitive skills, it did not start to take its place in language teaching curriculum for long years. However, in recent years, with the emphasis given in communication in language teaching, listening started to take its long-deserved place in language programs. The above-mentioned article intended to review the basic concepts related to the place and importance of listening skill in learning English as second or foreign language, and, in the light of the related literature, it focuses on listening comprehension problems experienced by second and foreign learners. According to them, listening skills should not be disregarded in the language classrooms and teachers should be aware of and should try to address and minimize listening comprehension problems experiences by the students.



On the other hand, Ahmadi (2016) highlights in his article entitled “The Importance of Listening Comprehension in Language Learning” that listening has been ignored in second language learning, research, and teaching. This article aimed to define the terms “listening” and “listening comprehension”, review the components of listening, explain teachers’ role in listening comprehension, and present the general principles of listening comprehension. The literature review demonstrated that learners’ listening comprehension skill can be improved by teachers’ assistance and the use of appropriate learning materials and activities. In addition, the main conclusion drawn from this study has shown that the ability to understand the spoken language has an important role in second language learning and use. Language teachers should respond to their learners’ need to develop increased listening comprehension by making aural skills component of their instructional sequence.

### **Storytelling Strategy to improve EFL learners’ listening skill**

Santos (Improving Young Learners’ Listening Skills Through Storytelling, 2018) carried out a study which aimed to verify the possible benefits of using storytelling as a means to help improve young learners’ listening skills in English language learning by teaching them listening strategies, they could apply during storytelling to better comprehend the stories they listened to. The data was gathered through two questionnaires, storytelling activity sheets and her teaching journal. The results from this study provide evidence that teaching young learners specific listening strategies that they could apply when listening to stories or CDs in class might not necessarily help enhance their listening abilities. However, results suggested that children were more confident after the first two storytelling activity sheets after realizing there were strategies available for them to try and improve their aural skills. Finally, this study concluded that it can

be helpful to share and teach listening strategies to young learners as it can give them more confidence to try new ways to improve them.

In the same way, Lugo (*Digital Storytelling and Top Down Strategies For Enhancing Listening Comprehension Skills*, 2017) conducted an action research study which aimed to enhancing listening comprehension skills at Prado Veraniego Public School. The data was gathered through three stages: predicting, inferring and summarizing. The observational process shows that students have problems at the time of listening to others, but they present a positive response while dealing with audiovisual resources and stories. The results of the research evidence that digital storytelling and top-down strategies as technological resources allow the enhancement of listening comprehension skills among students who are involved in the English class in a foreign context.

Finally, Male (*Using Storytelling Technique to Improve Students' Listening Skill Performance-A Case Study in Indonesia*, 2017) carried out a study which aimed to improve the eighth graders' listening performance through storytelling technique. This study employed action research method. Initial students' listening ability, taken through a 20-objective-items test, which met the success criterion was 36.00%. After applying the storytelling technique, the listening skill got improved. There were found 40.75% of the participants achieving the success criterion, or 4.75% higher than the initial one. Male stated that the storytelling facilitates the development of the listening performance growth of the participants. The observation results showed that an interactive and interesting teaching atmosphere were more likely achievable through the storytelling application.

### **Methodology of the proposal**

In order to accomplish the general and specific objectives presented in this action research, the teacher in service designed a sequence of posters that at the end of her practicum evoke a positive impact on learners' English comprehension across the practice of the listening competence. This phenomenon was evidenced due to the fact that few activities focused to improve listening skills in seventh grade were developed in class. In view of that, the researcher opted for creating a series of workshops aimed to involve learners in a frequent habit of listening short audios in English and get to know the scripts.

To carry out this project, the pre-service teacher applied the Aural comprehension instruction Model 1 Listening and repeat proposed by Morley (2002). This model has a learner goal which is to pattern-match; to listen and imitate; to memorize. It includes the following steps:

- Instructional material: features audiolingual style exercises and/or dialogue memorization; based on a hearing-and-pattern-matching model.
- Procedure: asks students to (a) listen to a word, phrase, or sentence pattern; (b) repeat it (imitate it); and (c) memorize it (often, but not always, a part of the procedure).
- Value: enables students to do pattern drills, to repeat dialogues, and to use memorized prefabricated patterns in conversation; enables them to imitate pronunciation patterns. Higher level cognitive processing and use of propositional language structuring are not necessarily an intentional focus.

Before starting each activity with the seventh graders, the researcher sent an audio via WhatsApp to the project group (“Proyecto de Escucha 🗣️”) with the directions for the proper development of the task. (See annex 1)



## **Research Methodology**

### **Type of research**

Based on the purpose of this project, a qualitative approach was undertaken. Creswell (2013) defined qualitative approach as: “The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes.”. The pre-service teacher decided to work under this type of approach mainly because in this way she can look for a problem that needs to be modified or treated to improve the participants’ conditions and to obtain different results.

### **Design**

The design that better guided this project is an action research. Creswell’s (2012) states “action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classroom.” That is why the pre-service teacher employed the Aural comprehension instruction Model 1 Listening and repeat proposed by Morley (2002). This model has a learner goal which is to pattern-match; to listen and imitate; to memorize.

### **Data collection techniques and instruments**

Research journal: defined as by Lewis (2015) as “a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. This method is used most to document spontaneously occurring events or those connected with the day-to-day experience of the researcher”(p.1). In order to keep track with the study, research journal was implemented 4 times, one per implementation of

storytelling. Its main purpose was to analyze the students' progress in the oral production development (pronunciation and self-confidence), but also in the level of interest and motivation throughout the different storytelling.

Audio storytelling: Cagica and Cibrão (2016) affirm that it is a didactic tool that serves as a useful device to promote the listening improvement of English non-native speakers, based on the reproduction of childhood stories at a beginner level that catch individual's attention by means of the description of fables, problematic situations and stories.

Students' recordings: students' work can be considered as one of the richest sources of data. Jump (2017) defines audio recording as the process by which sound information is captured into a storage medium like magnetic tape, optical disc, or solid-state drive (SSD). The captured information, also known as audio, can be used to reproduce the original sound if it is fed through a playback machine and loudspeaker system. (See annex 4)

Error speech analysis: it is an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. According to linguist Corder (cited by Moiden & Liaw, 2021), the following are the steps in any typical EA research: collecting samples of learner language, identifying the errors, describing the errors, explaining the errors, evaluating/correcting the errors. (See annex 5)

### **Data analysis and interpretation**

The data will be analyzed and interpreted with the interpretative analysis suggested by Hatch (2002) for a qualitative research. This interpretive analysis includes eight steps:

1. Reading the data to gain a sense of the whole.
2. Reviewing impressions previously recorded in research and its protocols.
3. Reading the data, identifying impressions, and recording those impressions in memos.
4. Studying memos for salient information.
5. Re-reading data, coding places where interpretations were supported or challenged.
6. Writing a draft summary. The voices of the teachers became a key element to write the first draft.
7. Reviewing interpretations with the participants.
8. Writing a revised summary and identifying excerpts that support interpretations

For Hatch (2002), interpretation is “about giving meaning to data, making sense of social situations by generating explanations for what is going on within them, making inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons”.

In order to analyze the data, the researcher of the present study read and re-read it several times in order to make her own interpretations from the data, then she looked for the most common information. Then, the pre-service teacher created the codes that involved the use of tasks as a way to improve listening skills using different colors.

The participants made different errors throughout the process carried out in which the researcher evidenced some difficulties while facing storytelling as a strategy to enhance the students' listening skill. A portion of errors are presenting next, in a chart that contains the transcription of two stories. These charts have three columns and different colors such as yellow, green and blue. The yellow one, exemplified the errors; the green illustrates what the participant said, the blue one highlighted how the correct pronunciation should be, and the color purple belonged to the words that the participant did not pronounce.

Participant	Script	Transcription
1	<p>Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.</p> <p>On her way Little Red Riding Hood met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees.'</p> <p>The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.</p> <p>'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf.</p> <p>'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf.</p> <p>'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf.</p> <p>'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf.</p> <p>A woodcutter was in the wood. He heard a loud scream and ran to the house.</p> <p>The woodcutter hit the wolf over the head.</p> <p>The wolf opened his mouth wide and shouted and Granny jumped out.</p> <p>The wolf ran away and Little Red Riding Hood never saw the wolf again.</p>	<p>Little /lɪrʊl/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪndɪr/ /rɪ'dɪŋ/ Hood /juːd/ /hʊd/ lived /lɪvɪd/ /lɪvɪd/ in a wood /wʊd/ /wʊd/ with her /hɛndɪr/ /hɛ/ mother /maʊntɪr/ /'mʌðə/. One /jʌn/ /wʌn/ day /daɪ/ /deɪ/ Little /lɪrʊl/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪndɪr/ /rɪ'dɪŋ/ Hood /juːd/ /hʊd/ went /wɛnt/ /wɛnt/ to /to/ /tuː/ visit /vɪzɪt/ /'vɪzɪt/ her granny. She had /hæd/ /hæd/ a /ə/ /jə/ /ə/ nice /naɪs/ /'naɪs/ cake /keɪk/ /keɪk/ in her /de/ /'ðə/ basket /bæskɪt/ /'bæskɪt/ .</p> <p>On her /er/ /hɛ/ way /weɪ/ /weɪ/ Little /lɪrʊl/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪndɪr/ /rɪ'dɪŋ/ Hood /juːd/ /hʊd/ met /mɛt/ /mɛt/ a wolf. 'Hello!' said /sæd/ /sæd/ the /de/ /'ðə/ wolf. 'Where /wɛr/ /wɛr/ are /ɑː/ /ɑː/ you /juː/ /juː/ going? /goʊŋ/ /'goʊŋ/ 'I'm /ɪ/ /am/ /aɪm/ going /goʊŋ/ /'goʊŋ/ to see /si/ /si/ my /maɪ/ /maɪ/ grandmother. She lives /lɪvz/ /lɪvz/ in a house /haʊs/ /'haʊs/ behind /bɪnɪ/ /bɪ'haɪnd/ those /təʊz/ /ðoʊz/ trees /triːs/ /'triːs/.</p> <p>The /de/ /'ðə/ wolf ran /ræn/ /'ræn/ to Granny's /græni/ /'grænis/ house /haʊs/ /'haʊs/ and ate /de/ /'deɪt/.</p> <p>Granny /græni/ /'grænis/ up /ʌp/ /'ʌp/. He got /gɒt/ /gɒt/ into /ɪn/ /'ɪntuː/ Granny's /græni/ /'grænis/ bed. A /ænd/ /ə/ little /lɪtəl/ /'lɪtəl/ later /leɪtə/ /'leɪtə/, Little Red Riding /rɪdɪŋ/ /rɪ'dɪŋ/ Hood /juːd/ /hʊd/ reached /riːtʃ/ /rɪtʃ/ the /həʊs/ /'həʊs/ house /haʊs/ /'haʊs/. She looked /lʊkɪd/ /lʊkɪd/ at the wolf.</p>



5		<p>Little /lɪr/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪdɪ/ /rɪ'dɪŋ/ Hood /jud/ /hʊd/ lived /leɪd/ /lɪvd/ in a wood /guəd/ /wʊd/ with /gɪt/ /wɪθ/ her /je/ /hə/ mother. One /on/ /wʌn/ day /daɪ/ /deɪ/ Little /lɪr/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪdɪ/ /rɪ'dɪŋ/ Hood /jud/ /hʊd/ went /ɡe/ /wɛnt/ to /to/ /'tu:/ visit /vɪd/ /'vɪzɪt/ her /x/ /hə/ granny. She had /x/ /hæd/ a nice /nɪk/ /'nɪs/ cake /keɪk/ /keɪk/ in /x/ /ɪn/ her /x/ /hə/ basket /bas/ /'bæskɪt/.</p> <p>On her /x/ /hə/ way /ɡweɪ/ /weɪ/ Little /lɪr/ /'lɪtəl/ Red /re/ /rɛd/ Riding /rɪdɪ/ /rɪ'dɪŋ/ Hood /ju/ /hʊd/ met a wolf. 'Hello!' said /sɑɪ/ /sɛd/ the wolf. 'Where are you going?' 'I'm /aɪən/ /'aɪm/ going to /to/ /'tu/ see /se/ my /x/ /maɪ/ grandmother. She lives /lɪ/ /laɪvz/ in a house /hɑʊs/ /'haʊs/ behind /beɪn/ /bɪ'hænd/ those /trɪz/ /'ðoʊz/ trees /triːz/ /trɪz/.'</p> <p>The wolf /ɡwɒf/ /'wɒlf/ ran /ræn/ /ræn/ to /to/ /'tu/ Granny's /grænɪs/ /'grænɪs/ house and /x/ /'ænd/ ate /eɪt/ /'eɪt/ Granny /grænɪ/ /'grænɪ/ up /ʌp/ /'ʌp/. He /he/ /hi/ got /ɡɒt/ /ɡæt/ into /ɪntu/ /'ɪntu:/ Granny's /grænɪ/ /'grænɪs/ bed. A little /lɪtəl/ /'lɪtəl/ later /leɪtə/ /'leɪtə/, Little /lɪtəl/ /'lɪtəl/ Red Riding /rɪdɪ/ /rɪ'dɪŋ/ Hood /ro/ /hʊd/ reached /rɪtʃəd/ /rɪtʃd/ the house. She looked /lʊk/ /lʊkt/ at the wolf.</p>
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Table 5. Chart transcription

## Population

This project took place in a public institution of Pamplona, Norte de Santander named “Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey”. The population was composed of 56 students from seventh grade, aged from 11 to 15, female and male. According to McLeod (2019), volunteer sampling is “an individual who have chosen to be involved in a study”. This sample method was applied at the beginning of this integral practicum, the pre-service teacher explained to the whole group what the research was about, and how the researcher would work with them. This explanation was carried out to contextualize the population about the main purpose of this project.

## Schedule

Activities	Weeks of practice											
	1	2	3	4	5	6	7	8	9	10	11	12
A.												
B.												
C.												
D.												
E.												
F.												
G.												
H.												
I.												
J.												
K.												
Activities	Description of the activities											
A.	Observation week											
B.	Presentation of the project and invitation to participate											
C.	Diagnostic reading "Little red riding hood"											
D.	Seventh grade had no English class											
E.	Implementation of the first storytelling "Ali and the magic carpet"											
F.	Presentation of the school quality test											
G.	Seventh grade had no English class											
H.	Seventh grade had no English class (due to teacher's day)											

I.	Seventh grade had no English class
J.	Implementation of the second storytelling “Twins’ week”
K.	Implementation of the third storytelling “The snowman”

*Table 6. Pedagogical and research schedule*

## **Results**

Having collected the data proposed, the researcher proceeded to organize the information in some purposefully matrixes, which were extremely useful as they allowed the pre-service teacher to give a glance to the results achieved. Furthermore, the comments denoted by the investigator in the research journal were helpful to better shape the results that emerged from the study. The results that emerged from this action research project will be explained systematically by means of describing if the objectives were successfully accomplished.

Specific objective 1: To increase listening English habits implementing didactic tools.

With regards to this objective, for the participants developing listening skill through storytelling was a new process since tools such as audios where only the English language is present is rarely used in the development of classes. This was a process in which participants had to adapt and to which they were provided with the elements to make this a habit according to their conditions. That is, the researcher did not have the possibility to use diverse tools that she had planned, such as the website [www.storyjumper.com](http://www.storyjumper.com), since the population that was part of this study does not have the resources for full access to the Internet, this is why the only application through which the participants had access to be part of the study was WhatsApp. Regardless the circumstances, it can be stated that the researcher successfully achieved the target of carrying out four storytelling, in which students fulfilled each activity.

Specific objective 2: To strengthen 7th grade student’s listening skill throughout audios.

From this objective, it can be said that learners did not get much better in listening comprehension. The final students' recording shows that participants did not listen attentively to the storytelling that was sent for the correct pronunciation of the words and instead they made use of "Google Translator" to listen the pronunciation of unknown words. In the same way, participants were confused and lost when they were reading the story, throughout their recording they omit words that are in script of the story. The data gathered in the reflective journal imply that there are some negative factors that can affect the students' performance in the development of the activities, for instance, those students that did not have a good performing, it was because they did not follow the instructions to develop each activity, in the same way, the students did not take enough time to prepare the recordings and the results were evidenced in their performance.

Specific objective 3: To implement storytelling in an out-of-class environment.

This objective was accomplished inasmuch as students were working on the recordings outside the class by incorporating some tools as the researcher' storytelling and the script of each story. For the development of the project, it was important that the participants had a space outside the class due to the fact that the space they had in the class was short and exclusively dedicated to the explanation of grammatical themes.

## **Conclusions**

The results and research findings of the present study proved that although the use of storytelling attracts students' attention, the lack of students' compromise in listening to stories means that there is no improvement in the pronunciation of words. Even though, the storytelling shared with the participants is adapted to their language level, there was no improvement considering the first and last evidence presented by the students.

The research results also confirmed that students did not practice through repeated activities, this proceeding was suggested to carry it out by the directions in each activity, this could be a way in which the constant repetition of the reading and reproduction of the storytelling would achieve the improvement of the listening skill.

Despite the fact that few activities and tools were put into practice, storytelling is a valuable tool which must be included in the foreign language learning process. It was found that students are always open to the possibilities offered by the teacher, it arrives when new teaching strategies are applied as a tool for teaching a foreign language in a different way.

### **Recommendations**

It is clear that storytelling is a meaningful and valuable instrument that is encompassed in the process of learning a foreign language, in this case English. According to Zaro and Saberri (cited by Akhyak 2013) storytelling is an activity which requires a certain level of interaction between storyteller and audience and between individual and listener. Taking into account that it involves students develop listening skills during the process of learning, the following reasons might be involved, and this is why is recommended to be executed: 1. Motivate learners to listen carefully the audios; 2. Guide learners throughout virtual meetings/videocalls, working in the development of the listening skill together (researcher and participant); 3. Involve students working together in order to interact with their peers during the process of learning. 4. Provide a feedback for each participant.

## CHAPTER 4: Outreach component

English language sensitization in primary Schools in Pamplona

*Improving English learning through explanatory videos in 4th and 5th students at*

*Cristo Rey school*

### **Introduction**

Aiming at promoting the learning of the English language in Colombia as well as creating competitive citizens, the Ministerio de Educación Nacional (MEN) launched in 2004 its policy of bilingualism which main objective is “to have citizens able to communicate in English, with international comparable standards, that insert the country in the universal communication processes, in the global economy and in the cultural openness”. Thus, the National Education Ministry has been implementing a wide variety of strategies in different levels of education at the accomplishment of this goal, a clear example of that is the creation of English high standards for elemental and high school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

The University of Pamplona in Colombia as a public institution trainer of trainers and more specifically the Program of Bachelor in Foreign Languages English-French, has approached to the reality that elementary schools face in Pamplona regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers to fulfill the training needs in elementary schools.

Facing this reality and the issue originated from it, the current proposal of this social projection attempts to fulfill the needs of training in English, in the child population at the primary school in Pamplona city and integrate the formation in foreign languages of the students

of the bachelor program in foreign languages English- French into the educational reality of this sector, to decrease the gap generated between the public and the private school in the foreign languages area.

The governmental policies identify the problem; nevertheless, the care of those needs is not fulfilled properly, it is necessary an effective support, trainers in foreign languages field, so that the results in the exams, the tests and the results of the students are in concordance with the proposals of Colombia the most educated.

### **Justification**

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students



who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

## **Objectives**

### **General objectives**

The implementation of this outreach project, by the Bachelor Program in Foreign Languages English- French of the University of Pamplona, it is led by the following guidelines:

- To fulfill the needs in English training of the child population of the primary school at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.
- To integrate the training in foreign languages of the bachelor program in foreign languages' students to the educative reality of the English teaching at the primary school.

### **Specific objectives**

In pursuit of a wider comprehension of the aspects previously stated, this proposal will attempt:

- To help the primary school children become familiar with Basic English knowledge.
- To create videos for fourth and fifth graders to improve the English language acquisition at a primary school.
- To involve the bachelor program in foreign languages English French students in the process of English teaching at the primary schools in Pamplona.

## **Methodology**

The pre-service teacher helped students to overcome the difficulties related to EFL and the development of abilities from students by implementing different activities in a proposed schedule. This component was applied to the population in primary school at the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey School. The pre-service teacher applied tools such as videos and guides.

Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey students' low level of interaction with the target language is one of the justifications that the institution authorities consider essential for producing explanatory videos by the practicum teachers. The explanatory videos were recreated taking into account the guides that were studied in class (See annex 6), the purpose of those videos were to try to explain the topic in an interactive way catching students' attention. Each one has three moments: 1. presentation, 2. practice and 3. production.

In the first part, the pre-service teacher explains the lesson of the week, covering all the necessary elements so that students can understand all about it, in order to continue with the second and third part. The second part is about what students must do as a first activity, such as: completing a sentence, drawing, making word search or a crossword puzzle, among others. For the third and final, an explanation is also made of what they must do. This activity aims to show what students understood the topic thanks to the explanatory video and the guide.

On the one hand, for the development of this component the practicum teacher has made certain explanatory videos of the guides that students receive from the institution. These videos were sent to the pre-service teacher supervisor on Monday and she was in charge of sending them to primary school teachers on Friday and each student receives it (See annex 7). On the

other hand, English classes with secondary groups were scheduled in the academic calendar of the institution on Fridays, so the pre-service teacher was in contact with the fifth-grade teacher and had four synchronous meetings with the students with the aim of interacting with them (See annex 8).

### Schedule of activities

Activities	Weeks of practice											
	1	2	3	4	5	6	7	8	9	10	11	12
A.												
B.												
C.												
D.												
E.												
F.												
G.												
H.												
I.												
J.												
Activities	Description of the activities											
A.	5° The time (class)											
B. (video)	4° Modal verbs (must/should/have to) 5° Healthy habits											
C. (video)	4° Linking words and, but, because 5° Numbers from 100 to 1000											
D. (video)	4° Descriptions											

	5° What time is it?
E. (video)	4° Expressions to give opinions 5° How is he/she like?
F.	Singular and plural (class)
G. (video)	Prueba de calidad
H. (video)	Prueba de calidad
I.	Celebrations (class)
J.	Countable and non-countable nouns (class)

*Table 7. Outreach component schedule*

### **Conclusions**

Considering the main purpose of this component, to fulfill the needs in English training of the child population of the primary school, the practicum teacher designed some didactic classes and explanatory videos to be able to reach the main target proposed. The educational work was satisfactory thanks to the students with whom the pre-service teacher work, the children are the most grateful people we can find. Fifth graders were always motivated and anxious to develop activities, games and exercises, and even better they can learned through them. It was noticed that when implementing flashcards, videos, songs, among other interesting aids, increases learners' interest in learning a second language (See annex 9).

This component and its developing were really helpful not only for the teacher, but also for students because at the end of the meeting most of them were really grateful for her collaboration and help during the weeks they attended the classes. It was a suitable space for the teacher in training who takes major advantage in getting to know the population, how handle wide groups and deploying experimental strategies and techniques that later on will give her the experience required to being in charge of a group by herself.

## **CHAPTER 5: Intra-institutional activities component**

### **Introduction**

Being a pre-service teacher is not only about teaching English to an assigned a number of courses but also to be part of the institution. Any school proposes extra activities out of the classrooms in which the trainee teacher must to take part of, in order to get familiar with all the educational community also, that is what complement and fill the teachers' work. The pre-service teacher is required to have an active participation in cultural, academic, religious and institutional events scheduled in the current school calendar.

To contribute to the professional and integral formation, the pre-service teacher will be involved to all the events proposed by the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey during the ten weeks period in which the practicum is done.

### **Objectives**

#### **General Objective**

- To participate actively in all the activities organized by the Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.

#### **Specific Objectives**

- To distinguish the administrative features of the school and how they work on a daily basis.
- To show respect to all the educative authorities of the school.
- To support teachers while developing all the different cultural activities.
- To encourage students to participate actively in the extracurricular activities.
- To show respect to all the educative authorities of the school.

## **Methodology**

This component looks for the constant and active participation to all the extra activities such as Eucharistic celebrations, school festivities, cultural events, teachers and parents' meetings, exams week, among others, proposed by Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cristo Rey.

One of the benefits found in the integral practicum stage is the opportunity to enrich and improve the teaching process by having the experience of transmitting knowledge in a real educational context. Once the pre-service teacher was located in the public institution, she introduced herself to the supervisor teacher. Additionally, the pre-service teacher will participate actively on the activities proposed by the institution according to the academic school calendar for the present year.

### **Description of the intra-institutional activities that the practicum teacher participated**

1. Meeting with sixth, seventh and eighth graders. Invitation by the headquarters' coordinator. This meeting was in charge of the police and some topics were explained to students such as: what coca planting entails, the responsibilities they have as teenagers in society, what penalties they have for breaking the law, among others. (See annex 10)

2. Meeting from Cristo Rey school and the Orientation service with students for sexting prevention, grooming and cyberbullying entitled "Let's learn more about social media!" Carried out by the University of Pamplona, Psychology program. (See annex 11)

3. Live meeting on Facebook to the Senderos de Paz y Bien del Instituto Técnico Arquidiocesano San Francisco de Asís, Pamplona. This is a school program that was created as a

strategy for the prevention of psychosocial risks to students and educational community, which integrates all sectors of the educational community. (See annex 12)

4. Information meeting. Headed by director with the aim of report about the current affairs of the school. (See annex 13)

5. Senderos de paz y bien. Socialization of “P.P.A para la prevención de riesgos psicosociales – Relaciones familiares”. (See annex 14)

6. Information meeting. Headed by director with the aim of report about the current affairs of the school. (See annex 15)

**Description of the events and activities that the practicum teacher has led and/or organized**

The practicum teacher did not led and/or organized an event since the institution has different headquarters. According to the schedule of activities of the institution where she was developing her practicum leads certain events in September and October.

**Schedule of activities**

Activities	Weeks of practice											
	1	2	3	4	5	6	7	8	9	10	11	12
A.												
B.												
C.												
D.												
E.												





## **CHAPTER 6: Reflective approach to the integral practice**

The reflective approach is deemed useful to formulate a project in which the reflective approach is established about the practicum process to think about behaviors and viewpoint that lead the educational work, as well as an exteriorization exercise of the pre-service teacher own subjectivity. The narratives were designed to serve as a tool in which the practicum teachers have the opportunity to write their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. Writing each week, contributed to realize about the pre-service teacher's perception when acquiring the role of teachers, taking into account different aspects lived in the setting of the school such as methodology as teachers, management of the classroom, behavior of the students, among others. Moreover, writing each week fulfilled to the self-reflection on the pre-service teachers, because drawing up helped to understand the changes undergone and how was possible to handle some issues presented in the classroom, taking into account a real context. A practicum without reflection does not allow the emergency of problematic situations because the realities are ignored and non-perceived. Furthermore, the role of reflection in the teaching process is the first step to understand the professional difficulties and establish a critical and constructive perception about their day-to-day in their role as teachers.

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## **Annexes**

*Annex 1. Storytelling instructions for students*

[https://drive.google.com/drive/folders/10B0PqZdlHGKI-J3ALYQWv1\\_JTVLt6R0h?usp=sharing](https://drive.google.com/drive/folders/10B0PqZdlHGKI-J3ALYQWv1_JTVLt6R0h?usp=sharing)

*Annex 2. Storytelling*

[https://drive.google.com/drive/folders/1KdI17BgG6RUQJeq-LNbqtbqw\\_BwmWTsl?usp=sharing](https://drive.google.com/drive/folders/1KdI17BgG6RUQJeq-LNbqtbqw_BwmWTsl?usp=sharing)

## Annex 3. Posters

## #1 Little red riding hood

INSTRUCCIONES:  
Lee el siguiente cuento.

## LITTLE RED RIDING HOOD

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.

On her way Little Red Riding Hood met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees.'

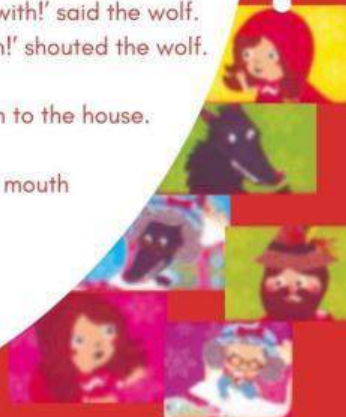
The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf.  
'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf.  
'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf.  
'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house.

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out.

The wolf ran away and Little Red Riding Hood never saw the wolf again.



### ACTIVIDAD

Debes enviar un audio leyendo el cuento a  
el WhatsApp de la teacher Alexandra  
315 2795487



## #2 Ali and the magic carpet

Instrucciones:  
Lee el siguiente cuento.

# ALI AND THE MAGIC CARPET

One very hot day Ali finds a carpet in his uncle's shop.

- 'What's this?'

Suddenly the carpet jumps! It moves and flies off into the air.

- 'Hey! What's happening?'

A loud booming voice comes from the carpet.

+ 'Welcome, O master. I am a magic carpet.'

First they fly high up into the sky and then they land in a jungle. It is hot and wet and it's raining.

+ 'It's raining! Yuck!'

Then they fly to the desert. It is very, very hot and dry.

+ 'It is very, very hot today!'

After that they fly to the South Pole. There is lots of ice and snow. It's freezing.

+ 'Brrr!'

- 'Where are we now? I can't see!'

+ 'In the mountains. Can you see me?'

- 'It's very foggy.'

Then they fly to a forest. It's very windy there.

- 'Oh, it's windy in the forest!'

Then they fly to an island in the sea. There is thunder and lightning.

- 'Aaagh! Let's go home!'

+ 'What a storm!'


Finally they fly back home. The carpet lands in the shop and Ali gets off.

- 'Wow! What an adventure!'



Actividad:  
Debes enviar un audio leyendo el cuento  
a el WhatsApp de la teacher Alexandra.  
315 2795487

## #3 Twins' week



**Instrucciones:**  
Lee el siguiente cuento.

# TWINS' WEEK

Kim and Ken are twins and they live at the zoo. Their father is the zookeeper. He has so many things to do.

On Mondays they take a shower, the hippos join the fun. Then watch TV with the fish, the week has just begun.

On Tuesdays they eat breakfast with the pandas and the frogs. And eat dinner in the evening with chimps and cats and dogs.


On Wednesdays they clean their teeth, the crocodile helps them brush. Then at night they ride their bikes, the rhino gives a push.

On Thursdays they play football, with parrots in the park. Then take a swim in the pool, the one without the shark!

On Fridays they do their homework, the octopus helps too. Then play some games with their friends and run around the zoo.

On Saturdays they go shopping, with the kangaroos. Then come home on a big, red bus and have a little snooze.

On Sundays they are very tired and sleep until it's lunch. Then take a walk around the zoo and see the friendly bunch.



**Actividad:**  
Debes enviar un audio leyendo el cuento al WhatsApp de la teacher Alexandra.  
315 2795487



## #4 The snowman

**Instrucciones:**

Lee el siguiente cuento.

## THE SNOWMAN

It was nearly Christmas. Katie woke up and found that the world was white and magical.

'Snow!' she shouted. 'Snow for Christmas!'

She ran outside and danced in the snow.

Her brother Eddie came out too. They made a big round snowball and a small one. They put them together and made a huge snowman.

'Hello,' he said. 'It's Christmas. Would you like a present?'

'Yes, please!' they said.

The snowman waved his arms. Silver crystal snowflakes filled the sky. It was so beautiful.

'We must give you a present too,' said Katie. They gave the snowman a carrot for a nose, a scarf for his neck and a hat for his head.

'Happy Christmas!' they said.

The snow stopped and the sun came out. The snowman started to melt.

'Goodbye,' he said. 'Build me again next year!'

**Actividad:**

Debes enviar un audio leyendo el cuento al WhatsApp de la teacher Alexandra. 315 2795487



*Annex 4. Students' recordings*

<https://drive.google.com/drive/folders/10c5mdv95Fy1ZzJloeaOpV4bvIf0U4RTD?usp=sharing>

*Annex 5. Sample of error speech analysis*

Error speech analysis on students' recordings			
<b>Activity 1</b>	Group : 7 <sup>th</sup> grade	Date: April 4 <sup>th</sup>	Story: "LITTLE RED RIDING HOOD" Participant 1
Error detected	Type of error	Error correction	Possible cause of the error
Little /lirul/	Phonological	/'litəl/	Lack of practice
Red /re/	Phonemic	/red/	Lack of practice
Riding /rinder/	Phonemic	/rī'ding/	Lack of knowledge
Hood /jud	Phonological	/hʊd/	Lack of knowledge
lived /libed/	Phonological	/livd/	Lack of knowledge
the /del/	Psycholinguistics	/'ðə/	Lack of practice
One /jone/	Psycholinguistics	/wʌn/	Fossilization
day /dai/	Phonological	/deɪ/	Fossilization
to /to/	Phonological	/'tu:/	Fossilization

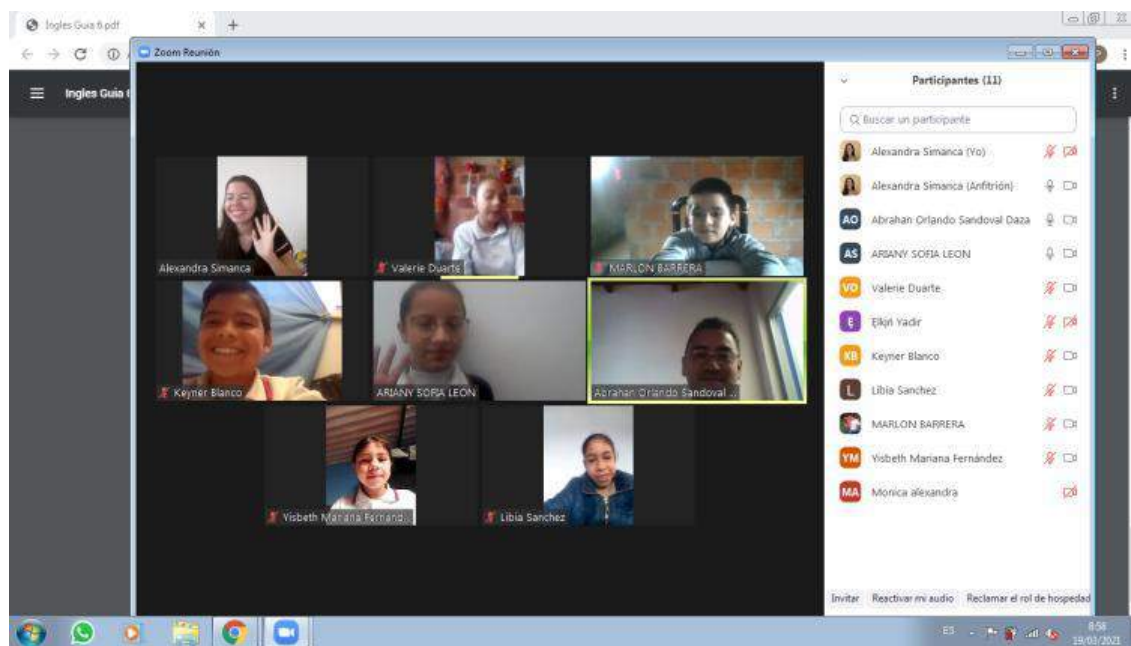
*Annex 6. Guides*

[https://drive.google.com/drive/folders/1Hru\\_SP1Z5\\_1FXvmsyTBDj1jtaKl3ykuW?usp=sharing](https://drive.google.com/drive/folders/1Hru_SP1Z5_1FXvmsyTBDj1jtaKl3ykuW?usp=sharing)

*Annex 7. Explanatory videos*

<https://drive.google.com/drive/folders/1ITsIVMzCSN29DfVIuMe6vt-Bznzmf-S5?usp=sharing>

## Annex 8. Fifth grade class

1<sup>st</sup> week6<sup>th</sup> week

9<sup>th</sup> week

Solve the following crossword taking into account the celebrations we learned in English (Resuelve el siguiente crucigrama teniendo en cuenta las celebraciones que aprendimos en inglés)  
 Translate each point to know which celebration you must write (traduce cada punto para saber cuál celebración debes escribir)

**HORIZONTAL**

2. Celebration to say goodbye to an old year
5. Gifts are placed under the christmas tree

**VERTICAL**

1. A day to give love
3. It is a religious week
4. You can dress up as your favorite character

10<sup>th</sup> week



Annex 9. Singular and plural song

<https://drive.google.com/file/d/11HkIrHtluNPTWSoQatzsBR93U2w7Yp6q/view?usp=sharing>

*Annex 10. Meeting with sixth, seventh and eighth graders*

The screenshot shows a Google Meet window with a presentation slide titled "SEMBRAR UNA HECTÁREA DE COCA DESTRUYE:". The slide contains the following data:

Category	Value
ESPECIES AMENAZADAS	343
ESPECIES DE MAMÍFEROS	85
ESPECIES DE AVES	134
ESPECIES DE ANFIBIOS	868
ESPECIES DE REPTILES	147
ESPECIES DE PECES	600

Additional text on the slide includes "AFECTACIÓN DE FAUNA Y POTENCIAL EXTINCIÓN". The meeting interface shows a host named HUGO RODRIGUEZ SANCHEZ and several participants in a grid view.

*Annex 11. Let's learn more about social media!*

The screenshot shows a Zoom meeting window with a presentation slide titled "¡CONOZCAMOS MAS ACERCA DE LAS REDES SOCIALES!". The slide features icons for social media platforms and three categories of digital risks:

- SEXTING:** Se denomina sexting a la actividad de enviar fotos, videos o mensajes de contenido sexual y erótico personal a través de...
- GROOMING:** "es el acoso sexual a niños, niñas y adolescentes a través de internet"
- CIBER ACOSO:** Es acoso o intimidación por medio de las tecnologías digitales. Puede ocurrir en las redes sociales, las plataformas de mensajería,

The meeting interface shows a host named Alexandra Sima and several participants in a grid view.

### Annex 12. Senderos de paz y bien.1

Programa Senderos de Paz y Bien del Instituto Técnico Técnico San Francisco de Asís Pamplona.

Unika Pamplona está transmitiendo en vivo.  
hace 16 minutos

Programa Senderos de Paz y Bien del Instituto Técnico Técnico San Francisco de Asís Pamplona.  
en vivo

Comentarios A continuación

- Marleny Velasco Un feliz y bendecido día para toda la familia Franciscana
- Gladys Delgado Buenos días, comunidad educativa Franciscana.
- Martha Ortiz Saludo de paz y bien a toda la comunidad franciscana
- William Diaz Rueda Buenos días para todos
- Claudia Villamizar Buenos días a todos
- Bernardo Wilches Gelves Un abrazo Joaquín

4. ¿Tienes cuenta en alguna de estas redes sociales?

NÚMERO DE ESTUDIANTES

Red Social	Número de Estudiantes
Facebook	79,002
Instagram	23,058
WhatsApp	106,974
YouTube	38,052

RESPUESTAS

### Annex 13. Information meeting.1

Unika Pamplona - REUNIÓN INF

https://www.facebook.com/106268217451950/videos/1143176799787835/

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REUNIÓN INFORMATIVA 19 DE MAYO DEL 2021.

Unika Pamplona está transmitiendo en vivo.  
3 min

REUNIÓN INFORMATIVA 19 DE MAYO DEL 2021.  
COLEGIO SAN FRANCISCO DE ASÍS PAMPLONA



### Annex 14. Senderos de paz y bien.2

The screenshot shows a Facebook live broadcast interface. The main video area displays a colorful invitation graphic for the 'Programa Senderos de Paz y Bien' at the 'Instituto Técnico Arquidiocesano San Francisco de Asís, Sede Cuatro de Julio'. The invitation is for a socialization of the P.P.A. program for the prevention of psychosocial risks and family relationships, scheduled for Monday, May 31st at 9:00 a.m. on Facebook Live with Unika Pamplona. The graphic includes an illustration of a family and the school's logo.

**Programa Senderos de Paz y Bien del Instituto Técnico San Francisco de Asís Socialización del P.P.A. para la prevención de riesgos psicosociales- relaciones familiares.**

Unika Pamplona está transmitiendo en vivo hace 2 minutos.

Programa Senderos de Paz y Bien del Instituto Técnico San Francisco de Asís Socialización del P.P.A. para la prevención de riesgos psicosociales- relaciones familiares.

Comentarios A continuación

- María Isabel Ortiz Lemus Buenos días. Saludos de PAZ Y BIEN
- Irmis Adriana Santander Suarez Muy buenos días a toda la comunidad Franciscana
- Vilma Elena Conde Villamizar Buenos días comunidad franciscana

Comentario fijado

Unika Pamplona Durante esta transmisión puedes colaborar con mi página enviando estrellas.

9:00 a. m. 31/05/2021

### Annex 15. Information meeting.2

The screenshot shows a Facebook live broadcast of an information meeting. The video area shows a man wearing a face mask and a blue jacket sitting in a black leather chair, reading from a document. He is in a room with a large religious painting of the Virgin Mary on the wall, a bookshelf, and a vase of flowers. The broadcast is titled 'Reunión informativa Colegio San Francisco de Asís Pamplona'.

**Reunión informativa Colegio San Francisco de Asís Pamplona**

Reunión informativa Colegio San Francisco de Asís Pamplona

Comentarios A continuación

Unika Pamplona Durante esta transmisión puedes colaborar con mi página enviando estrellas.

Comentario fijado

Unika Pamplona Durante esta transmisión puedes colaborar con mi página enviando estrellas.

2:00 p. m. 2/06/2021