

DEVELOPMENT OF RECEPTIVE COMMUNICATION SKILLS THROUGH
NEURODIDACTIC STRATEGIES IN SIXTH GRADE LEARNERS AT JOSÉ
ANTONIO GALÁN SCHOOL IN PAMPLONA, COLOMBIA

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UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

TEACHING PRACTICUM

PAMPLONA

2017

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The most important think to success in life is to trust yourself and be surrounded with people who motivate and transform your everyday life. This space is to thank all those ones who contributed to this great process of learning, being God the firs who gives me faith, strength and constancy in every step I take.

Secondly, my mother, my sister and my family who believed in me and were always there to support me in any difficulty.

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List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

L2: Foreign language

MEN: Ministerio de Educación Nacional

SLA: Second language acquisition

TPRS: Teaching Proficiency through Reading and Storytelling

TPR: Total Physical Response

ITASFA: Instituto Técnico Aquidiocesano San Francisco De Asís

PEI: Proyecto Educativo Institucional

PRADO: Práctica docente

PLEX: Programa de Licenciatura en Lenguas Extranjeras

We certify that we have read this project and in our opinion, it is fully adequate in scope and in quality, as research project for the Degree in English-French Foreign Languages Educator.

Acceptance Note

Head of the Foreign Languages Department

Lucy Durán Becerra

Presentation of the proposal

This proposal consists of four essential chapters that will be developed during the pre-service teaching process, such as pedagogical, research, outreach and administrative components that are essential during the pre-service teaching process. The first one consists of the pedagogical component which describes the essential theoretical aspects related to the pedagogical strategy the pre-service teacher will implement in order to effectively develop receptive communication skills in a 6th grade foreign language classroom. Likewise, the second chapter tackles the research design, which emphasizes on the reflection as the main objective in order to contribute to the transformation of the pedagogical processes inherent to the development of the comprehensive practice.

Additionally, the third chapter presents an outreach component, which describes the work of the pre-service teacher in primary public school in order to enhance the educational field by providing all the experience and the abilities of the pre-service teacher. Finally, the fourth chapter relates to the administrative component and is intended to introduce the role that teachers play during their school life by involving the future teacher at the José Antonio Galán community.

Introduction

Taking into account the constant development of the country, the English language has provided a significant influence on the social, economic and educational fields. The importance of this language, is already fully know and that is why the Colombian government us carrying out a project since 2004 called National Program of Bilingualism that helps to promote an inclusive vision of bilingualism sharpening the communicative skills so that students become competent in this globalized world.

Thus, working on the receptive communicative skills (Listening and Writing) is somehow one of the most important aspects when teaching a foreign language. However, teachers tend to undervalue these skills in English classes. Consequently, this proposal aims to develop sixth grade students' receptive communication skills through neurodidactic strategies so as to advance the language learning process.

In this sense, this project aims to analyze and implement the use of new strategies when teaching English as a foreign language, including feedback after each class guided by the use of journals and observations as methods of constant reflection.

Justification

Nowadays, the goal of education has changed in order to be student-centered, providing students with significant learning that contribute to their education in the short and long term. Traditionally, students have a negative attitude towards the English language, and since they do not need English in their daily life, they are not exposed to it outside the classroom. That is why teachers should implement new strategies in order to reach the students' attention and interest.

In this sense, this proposal aims to develop the receptive skills through neurodidactic strategies in 6th grade students at the José Antonio Galán School in Pamplona. The proposal keeps in mind students' needs that affect the improvement of their communicative skills into the English classroom as well as the natural configuration of their brain inasmuch as learning ultimately takes place in the brain. So as to meet the standards and competences established not only by the Ministry of education, but also by the European framework.

General Objective

- To develop the receptive communication skills through neurodidactic strategies in 6th grade students at the José Antonio Galán School in Pamplona.

Specific objectives:

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To meet the English Teaching demands of child population in primary school in Pamplona city.
- To participate in the completely administrative activities proposed by the José Antonio Galán School.

Institutional Observation

Topographical Location of the School.

The Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA), Jose Antonio Galán headquarter, is one of the most representative public schools in Pamplona available for students with special educational needs or under vulnerable conditions receive the basic human right to education, including them in its facilities.

This headquarter is exactly located at Carrera 6 No. 1b-61 in the Humilladero neighborhood in Pamplona. This high school is known for offering education in kinder garden, primary and secondary school with a class schedule from 7 am until 1 pm. Tenth and eleventh graders receive technical formation during the afternoon in areas such as accounting and financial management; and multimedia design.



Educative Authorities

This public institution is under the direction of Bernardo Wilches Gelves graduated from the University of Pamplona, and who has been its principal head for over 14 years. Additionally, there are two main school coordinators in the academic and disciplinary field, the first one is Mario Armando Castellanos Davila who is in charge of coordinating from sixth to eighth grade and the second one is Olga Barajas who coordinates from ninth to eleventh grade. Both coordinators take their role seriously contributing to keep order at school through emphasizing in proper discipline, good behavior and a better organization of students inside and mainly, outside the classrooms where they may be in jeopardy.

Identification of the authorities

Principal:	Bernardo Wilches Gelves
Discipline coordinators:	Mario Armando Castellanos Davila Olga Barajas

Table N° 1: *Identification of the Education Authorities*

The Institutional Educational Project (PEI)

Briefly, the ITASFA (Instituto Técnico Aquidiocesano San Francisco De Asís) high school mission aims to provide spaces of education formation that guarantee students with life lessons and experiences as reliable labor alternatives to the solution of their economic problems. To this effect, the institute will promote projects aimed at strengthening human talent, community involvement, and inclusion of all its members without any type of discrimination.”

Additionally, ITASFA vision looks forward to gaining spaces for recognition at a local, regional and national level throughout demonstrating competitiveness in social, cultural, sportive and academic aspects at the end of 2020. On the other hand, the institution is permanently engaged in constructing proposals of cohabitation and curriculum that guarantee opportunities to compete with quality. For this reason, the institution is compromised to configure its proposal of educational project known for its acronym PEI (Proyecto Educativo Institucional) in which every member of ITASFA family is involved in its discussion, agreement and application.

In addition, the Institution is represented by two colors in its flag White, a representation of peace and brown a symbol of humbleness and spirit of service alike Francisco de Asís was in his time, a vivid example to ITASFA students who are called to develop values such as solidarity, creativity, inclusion and leadership.

Rulebook

According to article 87 of 115 law of 1994 and registered under institutional code A2M1V6, the rulebook of the “Instituto Técnico Arquidiocesano San Francisco de Asís” is defined as a collective agreement in which the rights, compromises and responsibilities of each member of the school community are expressed. This implies it is specified the role of coordinators, administrative staff, teachers, students and parents in the institution.

The main objective of the rulebook in ITASFA context is to create favorable environments to promote the full development of students’ personality based on the principals of reciprocal respect, freedom, democracy, equality and fairness. As well, the educational Institution is open to the entire community of the city without distinction of any kind, such as race, color, sex, language, religion, national or social origin, economical condition, in vulnerable situations or with educational needs; and expresses its institutional compromise of continuing working under a frame of inclusion.

Physical Distribution

The institution counts with a variety of physical spaces where students can attend classes without having any inconvenience that may be generated in adverse inclement weather conditions. Its structure is composed mainly by three blocks. In one block, primary school takes place and in the other two blocks, students of secondary school attend classes. In total, there are thirty classrooms divided in three floors where there are rooms especially designed such as a chemistry and two computer laboratories in which computers are available for students have their first contact and take advantage of the most technological devices.

To distinguish primary from secondary school, the institution is divided in two main sectors. There is a block with two floors exclusively for children of primary school. In addition, the rest of the school is available for those students in secondary. For sportive practices, the school counts with two multipurpose courts, one is indoor, for primary, and the other one is outdoor, for secondary students. There are also some open spaces where students can play and share with their classmates. Finally yet importantly, the institution has five offices for its administrative component. The first one is for secretary, another one is for the principal, there are two for the coordinators and the last one is the main office in which important meetings are held.

Institutional Organization

This chart shows how the ITASFA institution is organized and distributed.

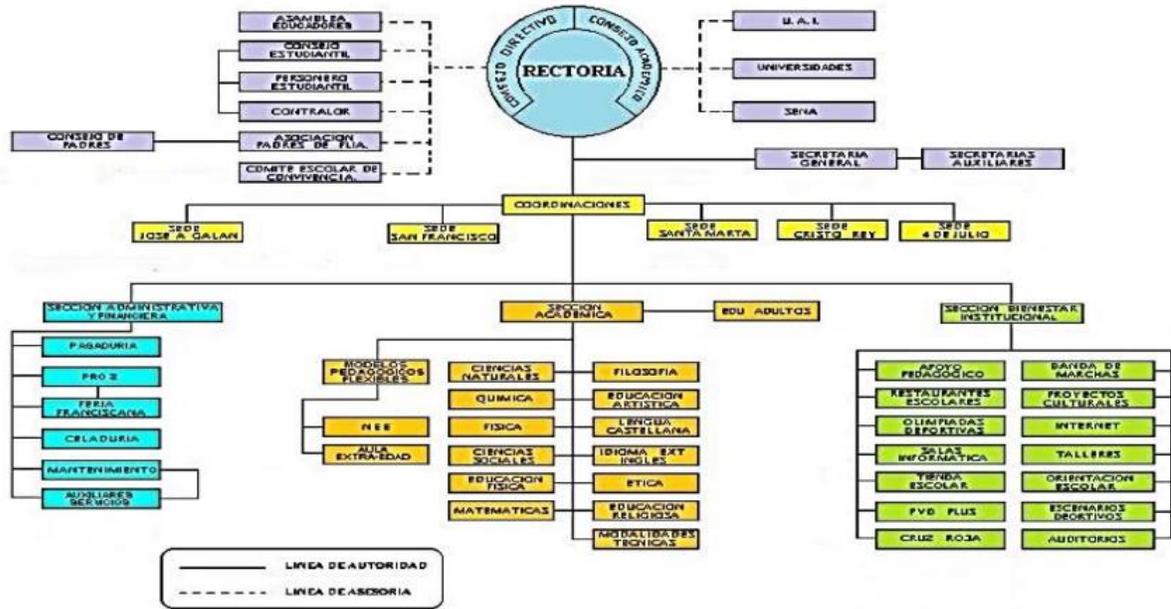


Figure N° 1: institutional organization.

CHAPTER I

PEDAGOGICAL COMPONENT

Development of receptive communication skills through neurodidactic strategies in sixth grade learners at José Antonio Galán School in Pamplona, Colombia

Introduction

Moravcová & Maďarová (2016) argue that mastering one or more foreign languages is considered one of the key prerequisites in order to obtain employment and to establish expertise in one's work. However, Colombia falls in the lowest ranking group according to its English level in schools. A Central Bank investigation from September 2013 reported that 90 percent of secondary school learners in Colombia reach a basic English level of A1 towards the minimum B level required to consider that a person is bilingual.

The learning language process itself depends on important aspects including strategies, learning environment and students' motivation. Nevertheless, this process tends to be difficult due to traditional methods used by secondary school teachers. That is why implementing useful strategies can allow students to learn easily and get enthusiastic about learning foreign language.

The traditional way of teaching (a teacher – a textbook – a student) has been progressively substituted by innovative methods and in the 20th century another subfield has emerged in the education realm; it is called neurodidactics. This new perspective is becoming more popular nowadays and it is considered by many researchers as a revolution in education deriving from an amalgamation of didactics and brain research.

This new approach focuses on brain stimulation and channels' activation to ease the learning process. Based on Moravcová & Maďarová's work, (2016) they argue that the left hemisphere is the center of analytical thinking, speech and logic. The right hemisphere is responsible for our synthetic thinking. If several senses are simultaneously used during foreign language teaching, certain linguistic schemes are developed in the brain, which accelerates the process of remembering and prevents forgetting the vocabulary. In these terms, this learning process can be boosted thanks to this stimulation that activates the brain channels' reception setting learners active and eager to learn.

When learning a foreign language it is essential to develop the skills and subskills in order to achieve communication. Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are one in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer, 2007: 246).

Moreover, listening is one of the most important skills when learning a foreign language. Unfortunately teachers tend to undervalue meaningful listening in English classes, due to the erroneous belief that this skill will be developed automatically afterwards. When talking about reading, it is the ability to process information that we have read and to understand its meaning. "Reading is useful for language acquisition...the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing" (Harmer, 2007, p.99). However, teachers are used to delivering students long lectures without caring whether the text is appropriate to the learners or not.

On the other hand, the University of Pamplona imparts in the practicum process the development of four components to form a proposal, which intends to put into practice trainee teachers' knowledge, teaching skills and research experience.

Statement of the problem

This pedagogical proposal is focused on the problems that the students presented during the institutional observation; in this case, the difficulties related to reading and listening comprehension due to the lack of method, concentration and interest that affect the English learning process in 6th grade students. Unfortunately, there is no innovative strategy that motivates students; consequently, English learners lose the interest in their classes.

Even though the students were paying attention to the teacher, it was evident that the classroom environment was ineffective to promote language learning skills and knowledge acquisition. Thus, some students may be motivated and sustained through their self-efficacy beliefs, whereas others are motivated to try hard, persist, and achieve because of their goals, their personal interests, their value beliefs or contextual factor (Pintrich, 2003, p. 671). In other words, we can boost learners' motivation through neurodidactic strategies to stimulate their learning process because the teaching process is not limited to the teacher's talking, but it also encompasses the promotion of a participative and humorous learning environment inside the classroom.

Justification

The following pedagogical study intends to enhance receptive communication skills in sixth grade students by using neurodidactic strategies, bearing in mind the observations held during the first week where it was remarkable lack of students' motivation, concentration and interests. Although the teacher's methodology follows the school guidelines accordingly, it is important to implement new strategies that strongly motivate students to learn English.

In this respect, this proposal is based on a new methodology implementing neurodidactic strategies in order meet the challenges that EFL students face in terms of cognitive and emotional difficulties when learning a foreign language. In this way, we place a major emphasis on the ability to communicate when teaching foreign languages in order to make oneself understandable and to meaningfully communicate in a foreign language (Moravcová & Maďarová, 2016).

General Objective

- To develop the receptive communication skills through neurodidactic strategies in 6th grade students at the José Antonio Galán School in Pamplona.

Specific objectives

- To recognize the neurodidactic strategies and their practical implications in order to develop receptive communication skills.
- To enhance the students' receptive communication skills by using TPR-S.
- To design material taking into account neurodidactic principles.

Theoretical Framework

In order to develop this pedagogical project, it is essential to clarify some keywords such as Neurodidactics, receptive communicative skills, TPRS.

Neurodidactics

According to Anastasia (2016) Neurodidactics is a modifying method of teaching and learning. In combination with biological psychology and social psychology, it focuses on the learning states supporting brain functions. In other words, this new method is based on the knowledge in relation to the structure and functions of the brain, sensory preferences, differences of the cerebral hemispheres and learning styles. The aim of pedagogy according to neurodidactics study is, the discovery of stimuli, encouragement, abatement and rules reinforcing a child's learning-susceptible stage and the information that are important to concentrate brain processing on these (Anastasia, 2016). That is why the implementation of the neurodidactics method when teaching a foreign language may help students to have higher performance in their learning process.

Receptive Communication Skills

Communication skills, according to Harmer (2007) comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech. Bearing this in mind, it is necessary to define below the receptive skills concepts:

Listening

Listening, as we know, is one of the most important and essential skills when learning a foreign language. As Bueno, Madrid and McLaren (2006) affirm:

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking (pag.282).

The listening competence has been brought into focus as an essential skill to foster inside the classroom when teaching a foreign language.

Reading

Having in mind all the skills mentioned previously now we step on reading comprehension perceived as an important ability to improve given that through it, readers can get the message of a text, paragraph, essay, story and so forth directly. That is how Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence. As a consequence of working on this skills learners may enhance their lexicon, and linguistic competence which will hugely boost each student English level.

TPRS

TPR (Total Physical Response) based on Bernal & Garcia (2010) was settled down by James Asher, its developer, who laid its foundations based on his left brain research, as the model for explaining the amazing results of TPR. According to this, Asher stated that “the brain is independent of us (in that it can process information without intruding upon our awareness) and the brain has the answer to any question we may ask at least one-half second before we do”. (2000, p. 1-1).

The TPR method worked out until certain point, its small percentage of the words in a language were not enough. Thus, TPR-ST (Total Physical Response- Storytelling) came up and innovated Asher’s TPR method by incorporating stories. Stories actually come to be raw material to pick up contextual vocabulary, that is to say, vocabulary from meaningful contexts. Bernal & Garcia (2010).

In addition, stories are easy to remember because of the sequence and episodes that helps learners’ mnemonic or memory which retain with little effort and much efficiency.

In order to meet the objectives of this project, to achieve interest and motivate students in learning English, through TPR-S, these will be the main source of exercises and application of topics and grammar concepts.

TPR-S is an excellent method for students to develop their receptive skills by using storytelling. Therefore, there are certain guidelines, tips or steps that should be monitored closely to ensure the success of the activity.

Regarding TPRS, Bryce Hedstrom (2012), proposes the following:

- First step: **Establish Meaning**

In this step the researcher should pick useful grammatical structures (usually three target structures) and TPR gestures for a few minutes.

- Second step: **Tell a Class Story**

Consequently, the researcher tell a class story uniquely built by asking questions using the target structures. It is sometimes described as “asking” the story. The goal of the story is to provide compelling comprehensible input. This phase can last much longer, the researcher can spend a lot of time here, hours even days.

- Third step: **Read**

Finally, reading is based on the material in the two previous steps because it reinforces the content in a different format.

Literature review

In order to support this proposal, some studies were taken into account based on the use of neurodidactics and its utilization in the field of language teaching.

Boscán (2011) study aims to propose a didactic method based on neuroscience for the teaching of natural sciences at the Universidad Nacional Experimental Rafael María Baralt (UNERMB). This qualitative study was carried out based on the parameters of a descriptive, non-experimental design. The author concluded that in the natural science department a high reception-transmission conception tendency prevailed and the use of a traditional approach, which bring a low neuroscience strategies tendency use out into the open.

Concerning that, the author suggests that neurodidactic strategies should be develop since de operational, socio-emotional and methodological viewpoint in order to establish reflexive and meaningful instructional standards to encourage the compromise on the teaching experience.

On the other hand, Segura (2013) developed a research at the Complutense University to show the importance of listening and speaking skills in the classroom in order to get a perfect acquisition of the second language. The author establishes that 82 percent of the students responded in favor of primary communication skills (listening and speaking) and to be more complicated than the acquisition of other skills, such as reading or writing, since the former ones are quite difficult to practice when the student does not live in an English speaking country.

The author concluded that it is indispensable to focus the activities and strategies during the oral language process acquisition in a receptive and productive way. As well as the indispensable role of motivation as an important key for the effective communicative skills development and the relevant interaction using real and contextualized activities.

Furthermore, the Moravcová & Maďarová's study (2016) of neurodidactics and its utilization in the field of language teaching developed at the University of Agriculture in Nitra, Slovak Republic state that there is not any unique way of learning, not even in learning foreign languages. Each learner has his or her personal style or form to learn. Also, show and highlight the existing neuro-functional networks that are only specialized in processing some special language aspects during the process of language acquisition.

Methodology of the Research Process

The methodology that fits best into this study is an action research, taking into account that it involves teacher's life work presented in different situations. As Wallace (1991) says:

Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes (p.94).

The current project is focused on an action-oriented approach that creating a common point in the phase of acquisition of skills and learn the knowledge calls the learners as “social actors” (C.E.F.R., 2000, p. 9). In that case, students from 6th grade of José Antonio Galán High School will be selected for developing this pedagogical proposal in order that they develop the receptive communication skills through neurodidactic strategies.

Participants

This study was held at José Antonio Galán High School located in Pamplona, Norte de Santander mainly with sixth grades classrooms, which the homeroom teacher is in charge of; these groups are composed of 45 students aged around 10 to 15 years old. Additionally, the focus group is going to be seven students from sixth grade group C because they are in the middle of the learning process. The criteria to choose these students are based on their difficulties and lack of motivation when learning English.

Data collection instruments

The main purpose of this study is to develop receptive communication skills through neurodidactic strategies, but it is necessary to go through a data collection process that gives validity to this research. Consequently, the current research administered three reflective journals, two participant observations and one non-participant observation.

Non-participant Observation

"The observation process is a three-stage funnel, beginning with a descriptive observation, in which researchers carry out a broad scope observation to get an overview of the setting, moving to focused observations, in which they start to pay attention to a narrower portion of the activities that interest them the most. Then, a selected observation is conducted, in which they investigate relations among the elements they have selected as being of greatest interest" James Spradley (2010). In this approach, the research does not live as a member of the subjects of the study.

The researcher watches the subject of his or her study, with their knowledge of his status as a researcher, but without taking an active part in the situation under study. Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. (Liu & Maitlis 2010)

Participant Observation

Participant observation is a qualitative method with roots in traditional ethnographic research, which provides the teacher-researcher with a flexible source of information and an emotional support, helping the researchers to learn the perspectives held by the study population. Sarkissian, W, Perlgut, D & Ballard, E (1988) state that the participant observer

consequently is given much more detailed information, and may identify specific issues and assist groups to address these by developing mutually agreed principles and practices.

To support the participant observations, the three activities were recorded. In order to see the development of the receptive communication skills during the implementation of the Total Physical Response Storytelling classroom activities.

Journal

This instrument is significant given that aims to keep the essential entries of the students' perspectives during exploration of the phenomenon. Likewise, Ahein Russell & Kelly (2002) say that rather than attempting to control researcher values through method or by bracketing assumptions, the aim is to consciously acknowledge those values.

Richards and Lockhart (2007) state:

“A journal is a teacher or a student teacher’s written response to teaching events”. It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool which allows studying and analyzing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.
2. Questions or observations about problems that occur in teaching.
3. Descriptions of significant aspects of lessons or school events.
4. Ideas for future analysis or reminders of things to take action on.

(Richards and Lockhart, 2007, p.7)

Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00am – 7:55am			6° C		7°D
7:55am – 8:50am			6°C	7°A	7°D
8:50am – 9:45am				7°A	7°A
9:45 am – 10:15am	BREAK				
10:15am – 11:10 am			6° B	7°D	6°C
11:10am – 12:05pm			6° B		
12:05pm – 13:00pm	6°C				

Table N° 2: *Schedule: Pre-service teacher Jessica Manuela Villamizar Medina.*

Development of the component

This pedagogical component is focused on the development of the receptive communication skills through neurodidactic strategies in an EFL classroom. This process was divided into three main TPRS activities at the beginning, in the middle and at the end of the practicum. At the beginning, the researcher decided to pick useful grammatical structures and vocabulary and TPR gestures in order to get students' attention. This was not only about listening and repeating; students were showing they understand with gestures. After having given students the bases, the researcher could begin to get deeper into students' memories with novel commands and very short "mini-stories". Once students had the vocabulary and structures in the short term memory, the teacher could begin asking personalized questions (PQA) and then play with their answers.

Afterwards, on the next activity the researcher started the class story by asking questions using the target structure taught before. The goal of the story is to provide compelling comprehensible input. It is necessary to mention that this telling of stories creates personal and entertaining experiences for the learner. On the other hand, circling is a technique that the researcher used to ask about the story. During this part, the teacher asked the students to become actors who would dramatize the story. This form of instruction activates the student's right brain and kinesthetic sensory.

Finally, after presenting the story and students acted out, some students were encouraged to retell the story in their own words to the class. Then, with the help of the teacher, the class had to create a story. Here is where reading appears, Ray believes that reading is a large part of literacy. In this step, reading was based on the material in the two previous steps because it reinforced the content in a different format. Then, reading passages were translated either by one person or by the entire class with the aim to explain grammar.

Results

In general terms, I felt satisfied of my performance as a pre-service teacher because I could be immersed in the whole teaching role and live the real and total experience as a foreign language teacher in basic secondary education. During the implementation of my professional practicum based on TPRS, everything I planned with 6th grade students was successful and it allowed me to create a connection with them. In addition, their gratitude and motivation made me feel that my work was significant for their learning process.

On the other hand, in regard to the results of this pedagogical component, during the stage of 10 weeks the researcher can confirm that the performance of the students with whom The researcher worked with during the third academic period improved significantly. This fact was evidenced in both the partial and the final results of this period. Moreover, during the three activities developed by the active participations of the students the researcher could confirm that Total Physical Response Storytelling is an effective way to teach a foreign language. Because the use of body movements not only accounts for retention of the language, but also creates a fun, second language learning environment. It is of high importance to mention that the following results became tangible due to the change in methodology from a grammar-translation method to neurodidactic strategies through the implementation of TPRS in ITASFA classroom.

The use of neurodidactic strategies

Learning a foreign language as a beginner may sometimes be a difficult process that demands commitment from the learner. However, as part of this process, the students may get motivated not only for keeping the pace, but also because there are some factors that hinder their performance. In this sense, the neurodidactic strategies and their practical implications were studied in order to develop the receptive communication skills. For instance, the traditional method was something that affects the students' learning process, as I stated in my first journal:

“[...] Me gustaría resaltar el rol del método tradicional en los salones de clase y su impacto en el proceso de enseñanza-aprendizaje de una lengua extranjera. Cuando le pregunto a mis estudiantes sobre su proceso de aprendizaje, la mayoría de ellos resaltan que se basa en un método tradicional en donde la traducción y la repetición hacen parte fundamental del salón de clase. Lo cual muestra una desmotivación al momento de aprender esta lengua, siendo más una obligación.”

Something that I observed was that certain students were demotivated on account of cognitive and emotional difficulties when learning a foreign language. Because there was no innovative strategy that motivated students, learners lost interest in their classes.

For that reason, the goal was clear and I attempted to recognize the implications when implementing new strategies that innovate the learning-teaching process. TPRS is one of the most effective methods for Second Language instruction because of its implication with the brain functions in relation to language learning. According to Asher, J. J. (1984, summer), children understand a language long before they can speak it; they do not learn it

by memorizing lists. That is the reason why language acquisition should begin as children acquired their first language, creating personal and entertaining experiences for the learner.

Enhancing reading and listening comprehension

Validating what students may have developed through TPRS activities does not seem to be difficult to spot since the title and main objective of this practicum proposal was to enhance ITASFA high school students' reading and listening comprehension. It is said that we acquire language by understanding input that is a little beyond our current level of competence. Therefore, listening and reading are important components of acquisition when learning a foreign language. Some methods support the theory that a long period of reception, such as listening and reading, before speaking, should precede any effort to reproduce the language (e.g., the Natural Approach, TPR, and TPRS; Ray, 2000 as cited in Werstler, 2002).

Listening

Asher (2000) believes that the comprehension of the spoken language should be developed before speech, through the movements of the student's body. A student who attempts to acquire a second language should be supported in the efforts to heighten listening skills before being required to speak. That is why TPRS is appropriate, because it focuses on building the confidence of the student as well as activation of the kinesthetic sensory channel.

Students were exposed to this skill several times during the practicum and especially during the development of the activities. Students did not feel ready for understanding English in its oral form, but with the implementation of TPRS, a stressing exercise turned into a stimulating one. Ray (2005) asserted that personalization is an essential skill that should be utilized with TPRS as I stated in my fourth journal:

“[...] Los estudiantes no solo se implican más en la clase sino que muestran su interés por el tema y la historia que se está contando. El hecho que material es interesante y divertido para los estudiantes hace que ellos pongan cuidado y que por ende se cree una relación ente la comprensión de las historias y las preguntas sobre la misma”

Reading

The hungry snake, a walk with Simon and Marcos the monster were the readings of the three activities. Each reading was intentionally introduced to have a special purpose in regards to enhancing students' reading comprehension through the implementation of TPRS. Ray's (2005) belief that a TPRS program is not complete without a very heavy emphasis on reading. As the last step of this method, reading in the language needs to be discussed. The situation, characters, and plot should be related to the students.

Reading was in a higher level than the spoken language in the classroom because students can comprehend more vocabulary and more grammar forms since the input is more under the reader's control. As the researcher states in the participant observation:

“[...] Después de haber enseñado cierto vocabulario y estructuras gramaticales por medio del método TPRS, le era más fácil a los estudiantes comprender el vocabulario escrito. Puesto que ya se había puesto en contexto de una manera interesante lo propuesto en el texto.”

Conclusions

An English teacher in the 21st century must be prepared to implement innovative strategies and activities that help to develop the communication skills of the students in a foreign language. However, it is thought that it is not necessary to innovate or that it is difficult to try because of the limitations we find within the classroom, the institution and the poor conditions that the government offers.

Implementing TPRS at Instituto Técnico Arquidiocesano San Francisco de Asís was a complete success not only due to the innovation of the method that was used, but also because of its direct correlation between brain and second language pedagogy. In addition, this form of instruction used in TPRS activates the student's right brain through kinesthetic activities, which make the development of communication skills more significant, creating personal and entertaining experiences for the learner. Through the TPRS method, students could work on skills that they were not used such as listening and reading in their most basic level enabling them to develop the target language regardless of their circumstances.

Activities schedule

Activities	AUGUST				SEPTEMBER				OCTOBER				NOVEMBER			
<i>The hungry snake</i>							X									
<i>A walk with Simon</i>									X							
<i>Marcos the monster</i>											X					

Table N° 3: *Schedule of Activities Pedagogical Component.*

CHAPTER II

RESEARCH COMPONENT

Introduction

In the PLEX training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial to local studies specially focus on learning problems than in matters of teaching. It is relevantly considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers' labor.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of a cutting edge practicum so as to sharpen educative processes in rollout centers where PRADO (Práctica docente) is held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, the necessity of this study is justified in the sense that it provides analytic tools and self-observation to student-teachers, so that they are allowed to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, as imprints, stable and invariable features that are part of the school identity and culture.

When the events unfold without major alteration, the teacher is at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entails the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, that, otherwise, would respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective attitude that contributes to the improvement of their pedagogical practices. So that these at the same time will be essential elements to impact and transform their work and future professional performance.

In the case of the Foreign Languages programs of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, retail a critical and constructive look at their work in the teaching role.

Research questions

General questions

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

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to the development of the integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about the teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be clear about these concepts concerning this research project, it was presented an approximation of each one of them.

The Teaching profession

The teacher is one of the most important elements of every educational institution, and he/she has the function of imparting knowledge based on a science or art. But he/she also has the responsibility of his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way of operating in the planning and management of human resources that facilitate a link between management, work and education. Therefore, each teacher has to meet all the teaching competences that will allow him/her to dominate the knowledge and the set of capacities of the target area. Since the first intellectual requirement of an expert is the level, on which he/she develop his/her activity. Similarly, every teacher has to possess some competences dealing with the organization of content. It means that the pedagogical practice not only demands to organize the content to be taught but, it also provides teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

With regard to reflection, there are different conceptions to this notion that are to be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account in order to further elaborate their definition (Correa Molina et al, 2010).

Reflection as a process

Reflection is developed throughout a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflecting on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process are shown in the following figure.



Reflection as a theme

The conception of reflection is based on a theme linked to this concept. In this sense, Grimmet et al (as cited in Correa Molina et al, 2010) suggests that reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective it is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to properly

develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria are opted for language teaching practices in order to make pedagogical decisions adapted to the institutional reality and the context.

At a third level, Van Manen (1997) establishes an exercise of critical reflection; at this level, it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, the Zeichner's proposal is assumed since has established several modalities of practicum as follows:

Academic practicum

It is guided for preparing teachers who are able to reflect upon the courses they teach, so that they transform them into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development

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

Social reconstruction

The object of reflection is to impact the social, economic and political context thus, fostering reliable democratic relations in the classroom, in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the

element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers'

journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The proposed methodological strategy has as central axis, the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a vocational space that will contribute to a large extent with the description, identification and analysis of the own pedagogical practicum. For data collection in this project, the following instruments are proposed to be implemented:

Reflective workshops

The reflective workshops have a fundamental purpose to guide student-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. These three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical attitude that reflects and proposes alternatives of solution facing the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives so as to assume their pedagogical practicum.
- To identify and analyze the strategies used by the pre-service teachers in his/her practicum.

Data collection:**Self-observation card**

The self-observation card has as main objective to allow the student-teacher to form a perspective of her own professional activity as a teacher; this is feasible by playing such role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise will allow students to express their endeavor based on the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings

Having evidence of what happens in the classroom will allow teacher-students to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow having an external and constructive view of their pedagogical practices. In this practicum process students have to record a class of themselves in order to analyze and reflect about how the process of teaching is advancing.

Context

Pamplona city was founded in 1549, it is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which a school is the environment where actors of school systems and PLEX practitioners perform.

School refers to a specific educative community in charge of institutionalized education, it means that a school is the place where education is organized ordered and developed. Currently, the school is considered as a way of living for the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization. The school is a dependent body of the society it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

Socialization role

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong.

This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study is constituted by thirteen students of tenth semester Practitioners, of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population:

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice

Indirect beneficiary population:

It is composed of the teaching community of the Program and Foreign Languages, the results will re-feed the program agents' vision of their practices and the cooperation of Integral Practice.

Institutional units linked to the Project

- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the Project:

- José Antonio Galán School

Conclusion

Being part of this project was of great convenience and benefit to my own teaching process in which not only methodological aspects were implicitly influenced, but also those belonging to the humanist values. It is unbelievable how every reflection exercise proposed by Colectivo de Investigación CIEL significantly contributed to the indispensable improvement that my teaching work suffered. To sum up, this ongoing process of reflection upon our own helped me to realize about the aspects below:

- My high passion for teaching even when dealing with family calamities.
- The diversity of the material I used to teach and reinforce the class topics.
- Being encouraged because I knew my fellow practitioners were also dealing with students' issues such as misbehavior and lack of interest.
- My limitation of employing English in class most of the time because of students' lack of understanding.

Description	Date	
Classroom observation	4th- 8th September 2nd -8th October 23th-27th October	
Narratives	1st September 8th September 15th September 22nd September 29th September	6th October 13th October 20th October 27th October 3rd November
Reflective workshops	18th-22nd September 9th – 13th September October 30th – 03rd November	
Self- observation card	4th – 8th September 18th – 22nd September 2nd – 6th October 16th – 20th October October 30th – 03rd November	

Table N° 4: *Schedule of Activities Research Component.*

CHAPTER III

OUTREACH COMPONENT

Introduction

This chapter presents the activities that will be developed inside one of the headquarters of the institution with the aim of incorporating flashcards as a tool to improve the students' vocabulary.

The main idea is to create a fun and learning atmosphere for children where they can feel comfortable when learning English. In other words, the role of the pre-service teacher will be significant to face child-related challenges and the emerging advantages in order to enhance the English teaching process in this primary school.

Justification

This outreach project is done in order to provide some benefit to the community in which I am currently. In this case, as a student of the Foreign Languages Program I have a responsibility to use my knowledge, tools and strategies learned throughout each semester to help the educational community.

At the José Antonio Galán School, I will be accompanying students of preschool students during their English classes, this benefits for the school children as their first contact with the foreign language. During some observations it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment. For that reason, I will develop the different activities by means of flashcards in order to facilitate their English learning process.

General Objectives

- To meet the English Teaching demands of kindergarten and primary population in schools in Pamplona city.
- To integrate the student-teacher's Foreign Languages pedagogy with to the educational reality in primary school in Pamplona city.

Specific objectives

- To familiarize school children of Pamplona with basic knowledge of English.
- To get foreign languages student-teachers involved with the English teaching processes in the primary school of Pamplona
- To link the foreign languages students training with the social projects offered by the social-interaction office at the University of Pamplona

This project attempted to enhance students' language learning process in primary school institution by providing all the experience and the abilities of the pre-service teacher. For this, she has designed plans in order to help them with their biggest language issues. In doing so, this project proposed the use of flashcards as a tool to improve the students' vocabulary. This project is the key to integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Pamplona city.

From kindergarten to primary school, it is important to give students the fundamental knowledge of English. Taking into account that in public school is not common to have an English teacher in primary school, the pre-service teacher works with the smallest in the school. Through different strategies that motivate them to go on the English level established by the government.

During the process when teaching English as a foreign language in primary school, the pre-service teacher has worked not only with 4th grade students but also with Kindergarten students. It means that it has been significant to the Pre-service teacher when facing the challenges addressed to work with children and the advantages emerged in order to enhance the English teaching process in this primary school.

Didactic materials as flashcards, videos and games have planned all the activities developed by the teacher. It is important to highlight that these kinds of materials have helped to promote a learning-funny atmosphere to the children in which they felt comfortable when learning English.

Conclusion

This project has been created aiming to improve the English learning process of primary school students, implementing new teaching strategies; in this case the use of flashcards as a tool to improve the students' vocabulary. Even though two hours per week is not enough for students to achieve the standards for learning a foreign language. The pre-service teacher does her best to implement the most “attractive” material and to promote a learning-funny atmosphere to the children.

Schedule for Lesson Plans

Grades: Kindergarten

Topics	August				September				October				November			
Family members				X												
Vowels					X											
Animals						X										
Colors							X									
Parts of my body								X								
Means of transportation									X							
Shapes											X					
Means of Transport												X				
Fruits													X			

Table N° 5: *Schedule of Activities Out-reach Component*

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

An educational institution is responsible not only for sharing knowledge, but also for the education of a student, which involves different activities in order to integrate the whole educative community to create a good environment among students and teachers. In other words, this administrative component involves the pre-service teacher as part of the community with the responsibility to be present and collaborate in all the extra-curricular events. In this sense, being part of the institution will provide trainee teachers some experience with a real teaching context assuming the complete role of a teacher.

Justification

To have the opportunity of being part of these spaces that will be gained is significant for an undergraduate work experience as well as the impact that pre-service teachers can generate in a public school. In addition, it shows the needs, strengths and weaknesses of an educational community, which ensure the work of the integral practicum offered by the Foreign Languages Program.

General Objective

- To participate in all the administrative activities proposed by the José Antonio Galán School administration staff.

Specific Objectives

- To become an active member of the institutional community as a pre-service teacher.
- To appreciate the importance of the every extra events during this school year.
- To help and motivate students to do an exceptional performance in the presentations.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by the José Antonio Galán School. In this sense, it is important to let them know our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth

The pre-service teacher is not focused only in her work as a teacher, but also as a part of the institutional community. That is why she is present in every aspect proposed by the institution concerning not only the educational field but also the social field.

The pre-service teacher participated in two extracurricular activities:

- **Family day:**

This activity took place on Friday 1st, September during the whole morning; only the teachers, the parents and the pre-service teachers assisted to the activity. There were some performances by the teachers and two students, presents and a holly mass.

- **Amor y Amistad:**

This took place on Friday 15th, September during the last two hours in the morning, they were organized in their classrooms according to the grade they were in, with their principal teacher and the pre-serve teacher. All the school was involved in this extracurricular activity.

Conclusion

Apart from the academic work, the organization of events or any other administrative procedure are relevant functions of the pre-service teacher. It allows the pre-service teacher to witness the role that a teacher has during school life in order to become acquainted with the academic activities in the institution. In that way, the researcher always tries to be available to the teacher when they need her presence.

Schedule of Activities

Description	Date
Family day	1 st September
Amor y Amistad	15 th September
Parents meeting	3 th October
Flag-raising ceremony	27 th October
Halloween	31 st October

Table N° 6: *Schedule of Activities for the Administrative component.*

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Appendices

APPENDIX A: Observation format for the teacher



PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
UNIVERSIDAD DE PAMPLONA

OBSERVACIÓN DE CLASE

Profesor: _____ Fecha: _____ Observador: _____ Hora: _____

N (nunca) AV (alguna vez) CS (con frecuencia) S (siempre)

El profesor ...	N	AV	CS	S
1 Sigue el plan de clase				
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3 Priviligia la interacción de las competencias comunicativas				
4 Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				
5 Utiliza variedad de material didáctico				
6 Incluye material auténtico				
7 Tiene en cuenta los diferentes estilos de aprendizaje				
8 Controla el desarrollo de la clase en sí mismo				
9 Controla el desarrollo de la clase en los estudiantes				

Comentarios:

INTERACCIÓN

El profesor ...	N	AV	CS	S
1 Facilita la participación de los estudiantes				
2 Da instrucciones precisas a los estudiantes				
3 Da tiempo suficiente a los estudiantes para que respondan				
4 Propone actividades que involucran el trabajo en grupo				
5 Orienta el trabajo de los estudiantes (individual y grupal)				
6 Corrige los errores de los estudiantes				
7 Refuerza continuamente el aprendizaje de los estudiantes				
8 Consulta por el aula entendiendo las necesidades de los estudiantes				
9 Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				

Comentarios:

COMPETENCIAS COMUNICATIVAS

El profesor ...	N	AV	CS	S
1 Conoce las diferentes competencias de la CL (socio-ling, pragmáticas)				
2 Controla los contenidos trabajados durante la clase				
3 Se expresa correctamente en forma oral en la lengua extranjera				
4 Se expresa correctamente en forma escrita en la lengua extranjera				
5 Se hace entender en la lengua extranjera				
6 Alterna el uso de la lengua materna y la extranjera				

Comentarios:

EL ESTUDIANTE

	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase				
2 Participa grupalmente de forma activa durante la clase				
3 Participa activamente en actividades orales				
4 Participa activamente en actividades escritas				
5 Sigue las instrucciones del profesor				
6 Muestra respeto y obediencia hacia el profesor				

APPENDIX B: Observation format for the student



PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
UNIVERSIDAD DE PAMPLONA

OBSERVACIÓN DE CLASE

Profesor: _____ Fecha: _____ Observadores: _____ Hora: _____

N (nunca) # (pocas veces) B (a veces) S (siempre)

El profesor...		N	AV	CS	S
1	Segue el plan de clase				
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3	Privilegia la interacción de las competencias comunicativas				
4	Desarrolla las competencias subyacentes (flexible, creativo, etc)				
5	Utiliza variedad de material didáctico				
6	Empieza material auténtico				
7	Tiene en cuenta los diferentes estilos de aprendizaje				
8	Centra el desarrollo de la clase en sí mismo				
9	Centra el desarrollo de la clase en los estudiantes				
Comentarios:					
INTERACCIÓN					
El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				
2	Da instrucciones precisas a los estudiantes				
3	Da tiempo suficiente a los estudiantes para que respondan				
4	Propone actividades que involucran el trabajo en grupo				
5	Orienta el trabajo de los estudiantes (individual y grupo)				
6	Corrige los errores de los estudiantes				
7	Refuerza continuamente el aprendizaje de los estudiantes				
8	Dirige por el aula estableciendo las necesidades de los estudiantes				
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				
Comentarios:					
COMPETENCIAS COMUNICATIVAS					
El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L1 (socio-ling., pragmática)				
2	Demuestra los contenidos trabajados durante la clase				
3	Se expresa correctamente en forma oral en la lengua extranjera				
4	Se expresa correctamente en forma escrita en la lengua extranjera				
5	Se hace entender en la lengua extranjera				
6	Adecua el uso de la lengua materna y la extranjera				
Comentarios:					
EL ESTUDIANTE					
		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase				
2	Participa grupalmente de forma activa durante la clase				
3	Participa activamente en actividades orales				
4	Participa activamente en actividades escritas				
5	Segue las instrucciones del profesor				
6	Muestra respeto y disciplina hacia el profesor				

APPENDIX C: Letter of permission

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels. (7) 3662503 - 3662504 - 3662505 - Fax: 3662790 - www.ungpamplona.edu.co

Pamplona, 3 de agosto de 2017

Magíster
BERNARDO WILCHES GÉLVEZ
Instituto Técnico San Francisco de Asís
Rector

Respetado Rector,

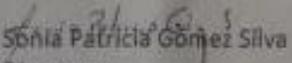
En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.

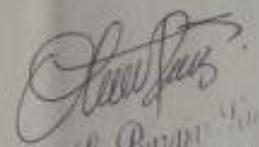
Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que los estudiantes ROJAS ANTELIZ DIANA YELITZA y VILLAMIZAR MEDINA JESSICA MANUELA del programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, realicen la Práctica Profesional durante el segundo semestre académico de 2017, quienes estarán bajo la supervisión de las Licenciadas Gloria Esperanza Duarte y Carmen Rosa Daza respectivamente.

Quedamos a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral

Agradeciendo su amable atención, se despide de usted,

Atentamente,


Sonia Patricia Gómez Silva
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona


Clara L. Buitrago
COORDINADORA

Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz

APPENDIX D: Certification of practicum

	I.E. INSTITUTO TÉCNICO SAN FRANCISCO DE ASÍS Creado por Decreto Nº 00132 del 28 de Enero de 2003 con aprobación de estudios según Resolución Nº 4453 del 26 de Octubre de 2016. Pamplona Norte de Santander	CÓDIGO D1F3V1
	CONSTANCIAS	

Pamplona, 17 de Noviembre de 2017

EL RECTOR DE LA INSTITUCIÓN

CERTIFICA:

Que, **JESSICA MANUELA VILLAMIZAR MEDINA**, identificada con Cédula de Ciudadanía número 1.094.277.925 expedida en Pamplona estudiante del Programa de Licenciatura en Lenguas Extranjeras, realizó satisfactoriamente su Práctica Integral en esta institución Educativa Sede **JOSÉ ANTONIO GALAN** en los grados 6º y 7º de Básica Secundaria y Media Técnica, con una intensidad horaria de 160 horas durante el segundo periodo académico de 2017.

Supervisada por el Docente de área: **GLORIA ESPERANZA DUARTE**.

Se expide la presente a solicitud de la interesada.


BERNARDO WILCHES GELVES
C.C. 13.353.025 de Pamplona -

Transcriptor: Aida Castellanos C

ITASFA - Constancias D1F3V1 1 de 1

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institutosanfrancisco@hotmail.com

PHOTOGRAPY GALERY







