

Recreating storytelling as a strategy to foster speaking skill in tenth grade students at Bethlemitas

Brighton High School

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Faculty of Education

Foreign Languages English French-Program

Teaching Practicum

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Dedication

At first, this is dedicated to God, my parents Maria Concepción Sisa and Julio Cesar Baños for all the encouragement they provided me in each moment needed and for those motivating words to keep me forward.

Acknowledgements

Firstly, I just want to thank God for the opportunity of being here at this prestigious university achieving this important goal. Furthermore, I am completely grateful to my family for their support in the most difficult moments that I faced here; also to my father for his big effort. Lastly, I am grateful to the teachers that have guided me during all this process, especially teacher Claudia Mosquera, Lucy Durán, Iván Vargas, Gabriel Cote, Laura Torres, and Daniel Pedraza for their values, suggestions, and knowledge shared.

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Acceptance Note

Practicum Committee Signature

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General presentation

This proposal is divided into four chapters as follows: The first one which consists of the pedagogical component that aims at showing the reader how teachers develop pedagogical tools and also the different strategies within the classrooms.

In addition, the second chapter is the research component that takes into account the training of practitioners' reflective spirit. It represents the process of reflection that works on different instruments to gather data which enhance to improve the teaching process. Furthermore, the third chapter is about the outreach component that informs the reader how the English practitioners work in primary school is.

Finally, the fourth chapter contains the administrative component showing the role that a teacher has during the school life and whose purpose is to help themselves and students to organize all the events during the period of class. The four chapters present what practitioners can offer to the academic community throughout the learning and teaching process seen in the degree.

Recreating storytelling as a teaching strategy to foster speaking skill in tenth grade students at Bethlemitas Brighton High School

Introduction

Nowadays, learning a foreign language (FL) is a prominent and required factor in a constant and changing world. Hence, having in mind the advantages that English may offer such as: boost your employment potential, benefits to travel, meet new people, enhance your personal life style and also because it is the language for business and diplomacy. Although those may be true, in Colombia learning a FL does not have the importance it demands. In other words, it is crucial that the government realized the importance learning English has and start investing on education and so to help the Colombia children to get better opportunities as abroad as in Colombia as well. Besides, to get others' people attention to come and to invest in our country with the purpose to increase globally due to everything is turning around English.

Besides, The Colombian Board of Education focuses on developing all the competences to accomplish B1 level according to the CEFR and by doing so, students can increase the level of education. In Colombian, the National Ministry of Education (MEN) has established the importance of the high quality English teaching, allowing better levels of language performance. In fact, since 2004 the government has implemented the National Bilingual Plan (PNB), based on having students who perform in English as well as Spanish. Currently, PNB is part of the state curriculum, in which the Common European Framework for Language (CEFL) is used as a source of reference.

Furthermore, Richards (1990) states that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world because learners often evaluate their success in language learning based on how well they have improved in their spoken language skill. Taking into consideration the previous statement, the fact of mastering the speaking skill is very important when learning a foreign language (English) due to through this, the students could assess and know the progress or advancement they have gotten so far. Thereby, different approaches have been implemented in order to increase the performance of the speaking skill in EFL learners, especially for young learners. In that sense, Bilingualism is taking a new impact in Colombia because of the government considers the relevance of learning two languages, the universities are not concerned about just learning English, but also, interested in what students are doing with the new English acquisition (MEN, 2004).

English as a Foreign Language (EFL), is a process that covers four skills such as speaking, writing, listening, and reading. Nonetheless, oral production activities are one of the skills which is not highly practiced when learning a foreign language due to they do not have many opportunities to practice speaking other than in the classroom. Moreover, many times learners confront negative feelings about speaking English due to the fact that they are not often stimulated to adopt active speech roles, and have few contexts in which to speak it for communicative purposes (Khan, 2010; Savaşçı, 2014).

Under those circumstances, the level of English in Colombia has not such a relevance as shown by EF English Proficiency Index (EF EPI), which ranks a total of 63 countries and territories where Colombia is placed at number 62, confirming the low English level. In that sense, teachers need to provide learners with language that helps them to be involved in contexts in which real language is used; hence, this project will be carried out with the

purpose of fostering students' speaking skill through recreating storytelling at Bethlemitas Brighton School.

Problem

Currently, Learning a Foreign Language is highly important in this interconnected world where English is the most talked language in terms of trading and commerce, and which it has taken a capital factor owing to Globalization. Thus, it is meaningful the development of the communicative competence that facilitates us to be able to communicate with others.

During the non-participatory classroom observations carried out during two weeks, it was notorious the need of undertaking and implementing some oral activities within the learning environment in order to work the speaking skill in view of enhancing and strengthening this relevant skill. Besides, taking into account that the problem evidenced lies on the students' speaking skill, due to this important element when learning a foreign language was not enough worked and also the students' difficulties when pronouncing. As a matter of fact, it could be evidenced that there was not only a full involvement of the whole students to participate within the classroom but also some common mistakes committed by the professor during the classes.

Justification

Nowadays, English has the status of international, global, and world language, which is learnt and spoken by millions of people around the world (Alsagoff et al, 2012). In that sense, English is considered the language of science, knowledge and work; hence, it is highly required to learn English in this society.

Furthermore, Accordingly, UNESCO (The United Nations Educational, Scientific and Cultural Organization) expresses that learning a second language must be regarded as an

essential part of total personality formation in the modern world, since it enables a person to live and move in more than one culture or linguistic community. Additionally, it is mandatory to mention that teaching a foreign language is to help students to be competent speakers in the language, which means the development of language competence. In that way, teaching a foreign language means not only to encourage students to be open mind, to establish good relationships with other people, meet new people, know the importance English has but also to form qualified and competent people in the real world.

According to Harshbarger (2002), language competence is “the ability to use the grammatical, discursive, functional, socio-linguistic and strategic component of the target language appropriately in order to communicate effectively”. In that sense, learning a foreign language involves the development of a set of competences as established by the CEFR (Common European Framework), which are the pragmatic, linguistic and sociolinguistic competences. These components form the communicative competence, being speaking one of the four language skills. Similarly, Howarth (2001) defines speaking as a two-way process involving a true communication of ideas, information or feelings. In other words, speaking is a creative process, which demands an active interaction between the speaker and the listener that involves thought and emotion.

On the other hand, one of the most relevant aspects of the Ministry of Education is to provide the children a better quality of Education in order that childhood become a Bilingual with children able to communicate in this language. Hence, the English teaching must be centered on creating strategies to catch the students’ attention in order that they see the learning of this language as important as funny and useful. Here, it is essential the role that the teachers are going to play to achieve this strategy when teaching. Under those circumstances, this project

is carried out to overcome all the difficulties previously mentioned in order to guide the students towards a Colombia Bilingual and to reach the purpose established by the Ministry of Education.

General objective

- To foster the speaking skill through the use of recreating storytelling.

Specific objectives

- To focus the students' attention on increasing their vocabulary when learning a foreign language.
- To integrate all the students to participate.
- To create a pleasant atmosphere to motivate the students in the English learning.
- To learn relevant and useful vocabulary to be implemented in a real context.

Institutional observation

The educational institution Bethlemitas Brighton (before Hogar Sagrada Familia) was founded on April 13th, 1896 with the arrival of the Founding Mothers Concepción Rubiano, Soledad González, María del Carmen Montañez and Victoria Marroquín in Pamplona. Later on, in 1950s, the superior Sister Magdalena Niño promoted the creation of an urban school just for women.

Bethlemitas Brighton High School is located on Carrera 1 N°5-90 in the Brighton neighborhood in Pamplona, Norte de Santander. Additionally, the foundation of the school was officially known under the resolution N° 0011253 December 14th, 2004; providing the community education in Pre-school and primary levels from 1st to 5th grade. Likewise, the

resolution N° 004767 November 10, 2009 confers the school the name of “Institución Educativa”. In this prestigious school, we find the authorities of the school: the principal nun, the academic coordinator and the discipline coordinator.

Bethlemitas Brighton School was founded on April 13th, 1896 by Pamplona sisters’ founders. Besides, the school was offered as a Charity Home named Holy Family on April 17th. Finally, the Mission and the Vision are characterized in this important institution.

Mission.

“We are an educational institution encouraged by a pastoral project that in lights of the Bethlehemita philosophy, assumes as a pedagogical strategy teaching for understanding, contributing to the comprehensive education, inclusive and research in order to serve the community for evangelization.

Vision.

“The Educational Institution Bethlemitas Brighton will be recognized in the society as an institution with projection towards leadership in the educational, pedagogical and technical innovation, with inclusive nature, consolidated in its integral process.

School shield



Figure 1: Bethlemitas shield

School authorities

The main authorities at Bethlemitas Brighton School are shown in the next chart:

Occupation	Name
Principal	Flor Elba Torres
Discipline coordinator	Maria Socorro Jauregui
Cooperative teacher	Gennis Emilce Navarro Gómez

Table 1: School authorities

Fundamental aspects of the PEI

To establish a path to boost administrative and pedagogical processes of the quality of the management system of the pastoral and the comprehensive formation based on the values of the gospel taking into account the guidelines established by the National Ministry of Education (MEN). The charisma and the bethlemita spirituality regarding the institutional horizon are crucial to accomplish and ensure high levels of educational excellence. (Proyecto Educativo Institucional) establishes some principles as:

Bethlemitas Brighton School presents the following principles:

1. The Bethlemita education is based on the Christian anthropology that conceives the person like “a unique being and unrepeatable”. With conscience which has been created to image and God's resemblance. Free, responsible, autonomous and like being “in relation”.
2. The holy trinity reveals the community dimension of the human being. Equal persons in the diversity who construct unit. This principle is the base of Bethlemitas institutions brotherhood.
3. The mystery of Bethlehem and the cross-covered by Saint Peter of San José of Betancur and the Blessed Mother Encarnación Rosal, compromise the educational community to be the presence of God. God love and mercy.
4. Mary “Star of evangelization” encourages the task of evangelizing in Bethlemitas institutions.
5. The update and improvement are strategies that favor the excellence in the integral formation and the life quality of the educational Bethlemita community.
6. The formation is essential in Human-Christian values inspired by the Gospel and by the teaching of the Church, to lead the person, family, and society's transformation.

7. Bethlehemite education aims at the students' comprehensive formation through dynamic and coherent process that develops the students' potentialities personally, socially and environmentally.
8. Academic formation implies responsibility, knowledge appropriateness, conceptual rigor, as well as interaction between theory and practice. All those elements are boosted from the curriculum development in order to succeed academically.
9. Bethlehemite culture fosters free, autonomous, reflexive, critical and democratic participation as well as ethical and moral suitability; human, spiritual and professional quality; the sense of belonging and the effective interaction between different members of the educational community.
10. Citizen education is based on respect and love for the neighbor and in the knowledge of the law. It compromises each member of the educational community in the formation of honest, fair, peace-builders and caring human being with local, national and global identity

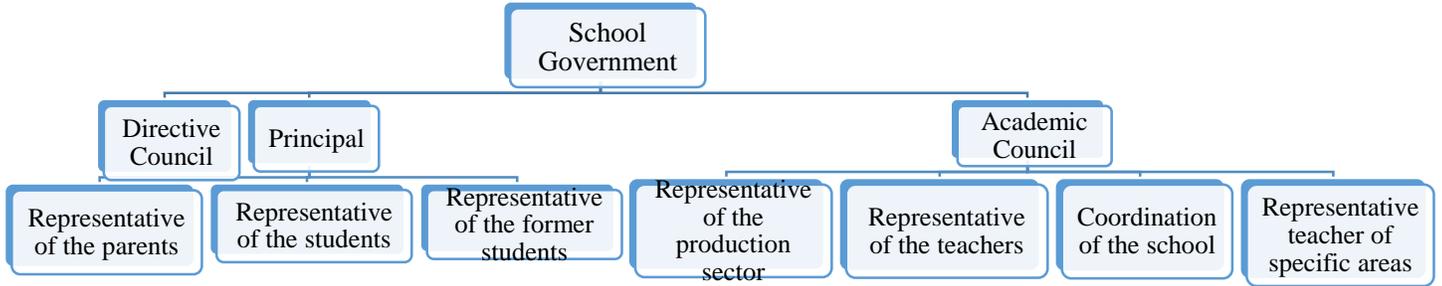
Physical plant description

Bethlemitas Brighton High School counts with 12 classrooms for normal classes divided into two stages. Teachers' room, a counsellor room, a chapel, 3 bathrooms, a laboratory, a library, an auditorium, a computer room, an English class computer room, and a comfortable cafeteria that is where not only the students but also the teachers go to have a relaxing time eating or sharing with their classmates or colleagues.

Bethlemitas organization structure

The Institutional organization of Bethlemitas Brighton is divided into as the following image represents:

Table 2: Bethlemitas organization structure



School calendar



Figure 3: School Calendar



Figure 2: Chronogram of activities

Supervisor's academic schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 am – 7:15am		10-02			
7:15 am- 8:10 am		10-02			
8:10 am – 9:05 am		11-01			
9:05 am – 10:00 am				10-01	
10:00 am – 10:30 am	BREAK	BREAK	BREAK	BREAK	BREAK
10:30 am – 11:20 am				10-01	
11:20 am – 12:10 am	11-02	10-01		10-02	11-01
12:10 am – 1:00 pm	11-02	11-02			11-01

Table 3: Supervisor's academic schedule

Pedagogical aspects

During the observations, it was perceived that there is no a full preparation of the class or the topics that are going to be taught. In fact, the teacher spent two classes or even more classes explaining the same topic. Consequently, there was no an advancement or a progress of the topics explained inside the classroom. Additionally, it is relevant to say that the students do not

allow a well development of the same due to the behavior they had during the classes and also because they present difficulties related to the topics. In simple words, , the teacher has no patience when teaching grammar, explaining a new topic, providing suggestions or reinforcing some doubts presented by the students, what makes the class boring and in most of the time the students are afraid, ashamed to participate or even to say something. Indeed, during two observations, some of them have manifested their disagreement with the teacher's explanation due to the teacher shout frequently when clarifying questions.

On the other hand, another pedagogical aspect perceived was that the teacher spends too much time showing some videos in order to let the students know with what they are going to face in the "Pruebas Icfes". To better illustrate this: videos concerned about the methodology of the test, the types of questions, and other ones about some possible sample test whose the students get familiarized with the purpose that they get a perception and know very well how the test is going to be developed.

Finally, the teacher has explained to the practicum student what must be done when a student misbehaves during the classes. The process to be followed which consists of making a notes in the behavioral book of each course. Likewise, the same process when grading a quiz or checking an assignment; furthermore, all the quizzes evaluated should have pasted on the notebook and signed by the representative parent in order that the parent know the students' learning process.

Chapter I: Pedagogical component

Introduction

Given that the world turns around the Globalization, learning a foreign language is highly significant in this interconnected world. Therefore, it is essential to involve the students in a process that streamline and improve the speaking skills and at the same time to have teachers capable of taking out the best of the students to become Bilingual citizens.

To accomplish this goal, there are specific functions concerning the learning process such as teachers that support and encourage the students to be better every day; teachers who become a friend and not a just a teacher fulfilling his role, didactic materials, pedagogical classes which involve the students and so on. Regarding what is mentioned above, it is mandatory to have teachers whose methodology adapts to the students' necessities, what the students want to learn, also that the teachers bring up the best of their students and motivate them to keep forward in spite of the circumstances, teachers who teach them for life and not for the moment, and finally, classes that catch the students' attention and a great learning atmosphere in where the students feel comfortable.

Justification

This proposal is mainly based on fostering the speaking skill through the use of recreating storytelling in tenth grade students in a public institution. Likewise, storytelling is not just fun within the learning environment, it is a crucial factor that enrich visualization and imagination, due to it fosters the teamwork, a cooperative learning. Another aspect is that they can be used with students at different levels and ages and, the most important is that they can be adapted in

different topics according to the students' context and the students' needs. Finally, Recreating storytelling is a vital element that help and strengthen the students' self-confidence when speaking in front of a specific public or context.

On the other hand, based on what it was evidenced during two weeks of observations, it was necessary to undertake a proposal which benefits the population where this was going to be applied. Moreover, it was a challenge for the pre-service teacher due to he was going to put in practice all the knowledge learnt or acquired so far. This proposal aimed at developing 10th grade students' English speaking skill at Bethlemitas Brighton High school during the English classes, the teacher did not demand the speaking skill when learning and also the lack of vocabulary that affecting the students' learning process was evident. For this reason, it is mandatory to undertake relevant methods and strategies for the learners to be able to become familiar with English and face the reality of the world in a different way.

Finally, carrying out this proposal served as a contact with a real problem in an educational context like it was the low level of speaking evidenced and as an experience for the pre-service teacher with different methodologies that helped to foster and enhance the current needs in the learning process of students in Colombia.

General objective

- To develop the speaking skill through recreating storytelling in tenth grade students at Bethlemitas Brighton School.

Specific objective

- To foster the students' interest in learning English as a didactic way.

- To integrate all the tenth grade students to be part of this strategy to improve the speaking skill.
- To develop students' self-confidence when speaking in front of their classmates.

Theoretical framework

In order to undertake this research, is essential to take into consideration some important terms that support such as communicative approach, speaking skill, and storytelling.

Communicative approach

The communicative approach is emphasized on developing the communicative competence. Also, through the communicative teaching, learners are encouraged to consider language not only in terms of its grammar and vocabulary but also in terms of the communicative functions it performs. According to Richards and Rodgers (2007), this theory focuses on language teaching on communicative proficiency rather than on mere mastery of structures.

According to Ying (2010) argues that CLT is an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as a “communicative approach to the teaching of foreign languages” or simply as the “communicative approach” (Ying, 2010, p, 2). Thus, this approach allowed the pre-service teacher to engage in the teaching of the real function of the language rather than focusing only on grammatical instructions.

Furthermore, Richards (2006) considers communicative language teaching as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities, and the roles of teachers and learners in the classroom. In this sense, he illustrated some aspect of language knowledge as the followings:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Besides this, the author showed a set of principles to be followed concerning about the communicative language teaching as follows:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually come together in the real world.

In conclusion, Communicative competence involves four components: discourse, strategic, sociolinguistic and linguistic which main goal of language teaching is conceding the communication. In other words, is the ability to understand and use the language effectively to be able to communicate properly.

Speaking skill

Luoma (2004) considers speaking skill as an interactive process of constructing meaning which involves producing, receiving and processing information. Besides, its form and meaning are highly dependent on the context in which it happens involving the purposes for speaking itself, the participants and the physical environment as well. In that sense, speaking skill could be regarded more than making the sounds properly, choosing the right words and even getting the constructions grammatically correct.

In like manner, Interaction is designed to improve the learners' competences inside the classroom discovering how the pedagogical strategy is implemented by teachers that support or affect the students' participation during an English class. The implication for the classroom practice is that everything done during a class involves some kind of communication mediating by the use of language. In other words, Ibrahim (2012) defines classroom interaction (CI) as a practice that intensifies the advancement of speaking and listening, two important language skills among students, because they facilitate an active classroom interaction that help students not only to become competent but to think critically and share their views among their peers as well.

Storytelling could be considered as a useful and valuable factor in instructional methods. To better illustrate this idea, Neuburger, (2012) defined storytelling as “the perfect, most nourishing food for growing minds. Also, the concepts that come to mind tend to be attached to

stories. This is because they engaged your mind and helped you make sense of the world” (p. 11). In this path, one of the main purpose of using storytelling in this research is to enhance students’ speaking skill.

Additionally, Marsh and Luzadder (2002) stated many benefits of storytelling as following Using their imaginations; developing their oral communication skills; refining auditory discrimination skills; growing their creative abilities; strengthening sequencing skills; distinguishing between reality and fantasy; building self-confidence; and growing their love for books and reading.

Literature review

This section critically shows a general overview of studies in two main categories: Storytelling to improve the speaking skill; and improving vocabulary through storytelling.

Blaine (2004) cited in Burgos and Valencia (2015) claimed that in storytelling grammatical accuracy is taught but not in the traditional method. To better illustrate this, the storytelling method is an opportunity for students to get involved in a new context in which they are learning the language unconsciously. Thereby, the learners are able to use the language to communicate with fluency and accuracy.

Akhyak and Indramawan (2013: 18) stated in their study “Improving the students’ English speaking competence through storytelling”, that when storytelling was implemented in teaching speaking it could improve the students’ fluency, grammar, pronunciation, vocabulary, and content. The strangeness of speaking using storytelling are the students feel that the teacher is giving them something very personal; besides, storytelling provides motivation, meaning, fluency, language awareness, and stimulus for the students speaking.

Vocabulary

Alfaki (2015) suggests that vocabulary is considered as the words of a language, including phrases or chunks of several words transmitting a particular meaning. (Barcroft, Sunderman, & Schmitt 2011, p. 571). According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Farzaneh Kalantari¹ & Mahmood Hashemian (2016) revealed that the storytelling approach to teach vocabulary proved effective learning for the experimental group. All the experimental group participants experienced a significantly meaningful increase in their vocabulary knowledge, compared to the control group. Finally, there was a boost in the interest rate of the experimental group participants in terms of motivation.

Taking into account the previous statement, it was highly evidenced the advantages for the whole group that provided the storytelling when teaching vocabulary. Besides, and taking into consideration the previous comment, it was concluded the meaningful progress in terms of increasing and enhancing the vocabulary through storytelling. Under this reason, it is essential that when expanding the vocabulary that is a vital element it is improved the speaking skill as well.

Likewise, Dewi, Nur Halimah and Budiasih (2017) conducted an action research whose main purpose was to know the process of improving students' vocabulary mastery by using story telling for seventh grade students". The authors showed that the students were able to take the word meaning based on the context. Moreover, by using story telling in teaching vocabulary,

students could easily understand and memorize new vocabulary. In the teaching process, when the teacher uses story, the students were enthusiastic and enjoy during teaching learning process.

Methodology

Based on the purpose of this research, a qualitative approach was undertaken. The design that better guided this proposal was an action research. Mills (2011) defines action research designs as “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning” Likewise, The purpose of implementing storytelling in tenth grade students was to let the students assume the importance of learning English through a dynamic and a motivating way that support them to see English differently. Thereby, Samantaray (2014) states different types of storytelling including comedy romantic mystery that may be implemented in English class to get the students’ attention and also provide them to be engaged in and active in their learning process. On the other hand, Storytelling introduces children to literature. It develops a student’s sense of story and the knowledge that stories have (Norfolk, Stenson, & Williams, 2006).

Population

The study was set in a Bethlemitas Brighton High School in Pamplona, North of Santander, Colombia with a small number of participants from tenth graders who were taking a recreating storytelling project in a public school. There were eight students who took part in this pedagogical project. At the beginning of the practicum, the pre-service teacher obtained permission from the coordinator and explained the nature and process of the project to the

students. After explaining the general objective, the students were given a personal information about what they were going to face and the final results.

Instruments

The population in which this research was conducted was tenth graders students at Bethlemitas Brighton School located in Pamplona, Norte de Santander. The students chosen agreed to be part of this research and to help the pre-service teacher to reach the main objective previously stated. Furthermore, to gather all the necessary data, three instruments were implemented during this process:

- Questionnaire: According to Bulmer (2004). The questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics with respect to the topic under investigation
- Non-participant classroom observations: are defined by (Liu & Maitlis 2010) as “an element that are often used in tangent with other data collection methods and can offer a more dynamic appreciation of situations that cannot be as easily captured through other methods”.
- Class recordings: In order to have an evidence about pre-service teachers’ development or even the progress done in the classroom will contribute to the analysis and reflection of aspects concerned about the teaching and the learning process.

- Planning sample:

Planning sample
<ul style="list-style-type: none"> • According to Brown (2001), the term lesson is considered to be a unified set of activities that cover a period of classroom time. Furthermore, he suggests this type of lesson planning. • • Opening: In this part where the teacher has the first contact with the students greeting them and praying as the school requires. • • Warm up: this is an ice breaker activity that motivates students and review the preceding topic already taught. • • Introduction of a lesson: it stands for linking the objectives of the lesson with the students' daily life. • • Presentation: The teacher explains grammar using different resources. • • Production activities: In this section the students will put into practice the grammar and vocabulary previously taught. • Evaluation: This phase is really relevant given that the teacher assess learners' knowledge and the pre-service teacher gives individual feedback to each student to correct the mistakes and explain errors.

To see an example of planning go to the [appendix 1](#)

Implementation of the project

In this part of the process, the pre-service teacher introduced the project through some slides concerned about the main objective, the final product, the schedule, the participants and

how the steps were going to be in order to achieve the main objective. While presenting and let the students know the project, the pre-practicum student asked who wanted to be part of the project taking into account the advantages that this project may offer to the students.

In the second stage, some examples of printed tales were provided to each student in order that the participants knew some possible ones which they could work on. After giving them the tales, they decided which tale they were going to work with. In that way, the pre-service teacher carried the characteristic audio about the tale they have chosen in order to let the students recognize the pronunciation of some words and the unknown vocabulary as well. Later on, in groups of five students, they had to write the main idea they were going to represent. In other words, there were six main ideas at the end of the exercise. Once, they finished writing, those ideas were socialized in the whole group and it was chosen the best one randomly. This activity enriched students' vocabulary and helped them with the learning of grammar structures. (To see an example of the printed tales provided go to the [appendix 2](#))

With regards the third stage, the students prepared the script. In this stage, the pre-service teacher just worked with the eight participants that were going to participate in the final product, they shared as a whole group their own ideas. In this way, they wrote until complete all the script. It is important to say that most of the time, they worked in the library in order to not to disturb the others students' process due to the supervisor let me work just with the participants and she was in charge of the rest of the students teaching them grammar or any other topic. (To see the first draft of the script go to the [appendix 3](#))

On the other hand, it is necessary to say that the whole script took more than three weeks due to in some cases the pre-service teacher lost classes because of the extra-curricular activities presented unpredictable in the school. Additionally, having this in mind, the pre-service teacher

had to meet with the participants in a different place to the school to be able to finish the whole script owing to it was in a different place to the school was a little complicated to work with the students.

The fourth step was the creation of the whole script. The participants and the practicum student gathered all the brainstorming ideas the students had and finally, after three weeks of hard work they concluded the final product. Later on, there were implemented some changes regarding the script taking into account that there were some common grammar structures mistakes and lack of coherence. Thus, owing to those factors, it was the necessity to edit the final script thanks to the supervisors' help. (To see the whole script go to the [appendix 4](#))

Data analysis procedure

During this project, the data were collected through non participatory observation, questionnaire, and class recordings. At first: two non-participant classroom observations were done by the pre-service teacher. Throughout this first instrument, he was able to observe the development of the class, the students' weakness, and what aspect the pre-service teacher had to be focus on to be able to carry out his project.

Secondly, the implementation of questionnaire that was given at the end of the process to examine the changes or the improvements of students' speaking skill through recreating storytelling during this process. In this sense, one questionnaire was implemented once the project had finished in order to know the students' perception, experiences, opinions, and suggestions related to the implementation of the project and its effects on the students' speaking skill. The questionnaire consisted of four questions in which there were two open and two closed ones. In this sense, the pre-service teacher made use of this instrument to verify the progression

reached through this project in the students' speaking skill. (To see the questionnaire implemented go to the [appendix 5](#))

Video recordings are used as primary field that are treated as "data" for particular research questions (Erickson, 2006). Based on this, video recording can be used as a tool to gather information about a specific issue or phenomenon. Those instruments were implemented twice while carrying out this process with the purpose of knowing the students' advancements in their pronunciation and the acquisition of new and useful vocabulary and expressions.

Results

The data of this study was collected through different instruments which helped to answer the main objective that was to develop the speaking skill through recreating storytelling in tenth grade students at Bethlemitas Brighton School. The participants that took part of this project felt really comfortable executing or even participating in the whole activities proposed in the project. In this sense, three categories emerged from the implementation of recreating storytelling: Oral production improvement; Advantages and disadvantages of storytelling and Benefits when implementing storytelling as a teaching strategy.

Concerning to the first category "Oral production improvement" which evidenced that was a useful method in which students enhanced their speaking skill. A clear example was how this strategy got the students' attention within the classes and how it promoted the students to see English interesting and didactic and not as a something that must be studied and learnt mandatorily. Additionally, it was evidenced that the students really liked the project purpose and the meetings that helped them to enhance the speaking skill implemented not only inside the classroom but also out of the classroom at Casa Agueda building.

The meetings previously mentioned were about simulations, creation of stories, and dramatization of the same. Those activities, encouraged the participants to love the project and also to wake up the students' interest in improving their oral production. To better illustrate the information above, the participants affirmed that “Estas actividades han contribuido mucho al mejoramiento de mi speaking” (**participant 2**)

“Este tipo de actividades me fortaleció mi speaking de forma fluida y también las expresiones en Inglés” (**participant 3**). All of that allowed to know the importance of using storytelling not only to enhance the students' speaking skill but also to memorise some english and useful expressions when speaking. Likewise, in terms of pronunciation, that is a pertinent factor that is really linked to the oral production and in which it was evidenced that the students increased their level of pronunciation when speaking in the exercises implemented such the simulations and in the final product that was a theater representation and in which they were pleased doing it. Those answers evidenced the following affirmations in which the participants stated the benefits that storytelling provided them:

“Mejóro mucho mi pronunciación en el transcurso de los ensayos” (**participant 4**)

“Facilita el acento para hablar en Inglés, saber que dice mi personaje al identificar conexiones que tienen distintas palabras en Inglés y así tomarles sentido” (**participant 3**)

However, while preparing the rehearsal representation, the participants made different mistakes throughout the process carried out that were the two meetings and the final product in which the researcher evidenced some difficulties while facing storytelling as a strategy enhance the students' speaking skill. Those mistakes are presenting next, in a chart that contains little extracts of the moment when performing that presentation, including both meetings conducted

and the final theater representation. These charts have three columns and different colors such as green, red and blue. The green one, exemplified the mistakes; the red illustrates what really said the participant and the blue one, how the correct pronunciation should be.

First chart participant 2

Participant 2	First meeting	Second meeting	Final product
	<p>“Do you think /tɪŋk/ /θɪŋk/ we are able to continue /ˈcontɪnu/ /kənˈtɪnjuː/ tolerating this situation? /ˈsɪtʃuːʃən/ /ˌsɪtʃuːˈeɪʃn/</p> <p>“I know how tired /traɪəd/ /ˈtaɪəd/ you are of being /bɪŋ/ /ˈbiːɪŋ/ here /jɜː/ /hɪr/ Trust /trʌʃ/ /trʌst/ me, we'll just /jʌs/ /dʒʌst/ escape /espeɪk/ /ɪˈskeɪp/ and that's it.”</p> <p>“Say yes /jes/ /jes/ and you'll see it I know everything</p>	<p>“Do you think we are able to continue tolerating this situation?”</p> <p>“I know how tired you are of being here /jɜː/ /hɪr/ Trust /trʌʃ/ /trʌst/ me, we'll just escape and that's it.”</p> <p>“Just say yes /jes/ /jes/ and you'll see it, I know everything</p>	<p>“Do you think we are able to continue tolerating this situation?”</p> <p>“I know how tired you are of being here. Trust me, we'll just escape and that's it.”</p> <p>“Just say yes and you'll see it, I know everything /evrɪtɪŋ/ /ˈevrɪθɪŋ/ will be fine.”</p>

	/everitin/ /'evriθɪŋ/ will be fine.	/everitin/ /'evriθɪŋ/ will be fine.”	
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Table 4 first, second and final theater representation record transcription of participant 2

First chart participant 3

Participant	First meeting	Second meeting	Final product
3	<p>“What is going on? Can I help you /viu/ /ju:/ I see you nervous /nervous/ /'nɜ:rvəs/ and restless /restles/ /restləs/.</p> <p>“My house is a few meters /miders/ /'mi:tə/ from here /jer/ /hɪr/, you can stay /stai/ /steɪ/ there.”</p> <p>“Ey charming /chermin/ /tʃɑ:rmɪŋ/ guys, would /wuld/ /wəd/ you like</p>	<p>“What is going on? Can I help you? I see you nervous and restless.</p> <p>“My house is a few meters from here, you can stay there /jɪr/”</p> <p>“Ey charming guys, would you like something /sonɪn/ /'sʌmθɪŋ/ to eat?”</p>	<p>“What is going on? Can I help you? I see you nervous and restless /restles/ /restləs/.</p> <p>“My house is a few meters from here /jer/ /hɪr/, you can stay there.”</p> <p>“Ey charming guys, would you like something to eat?”</p>

	<p>something /sɒmtɪn/</p> <p>/ˈsʌmθɪŋ/ to eat?”</p> <p>“What a fuck! The children are not here /jer/ /hɪr/ You are going to know /corou/ /noʊ/ who I am, you won't /von/ /wɔːnt/ escape”</p>	<p>“What a fuck! The children are not here /jer/ /hɪr/ You are going to know who I am, you won't escape”</p>	<p>“What a fuck! The children are not here. You are going to know who I am, you won't escape”</p>
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Table 5 first, second and final theater representation record transcription of participant 3

First chart participant 4

Participant	First meeting	Second meeting	Final product
4	<p>“Anastasia convinced Fercho to leave that place. Thus, he decided /disaid/ /diˈsaɪd/ to accept and flee. However, a man of a strange appearance semed as an inoffensive person was watching them some weeks ago. Meanwhile Anastasia and Fercho</p>	<p>“Anastasia convinced Fercho to leave that place. Thus, he decided to accept and flee. However /uoever/ /haʊˈevər/ a man of a strange appearance /apereans/ /əˈpɪrənz/ semed as an inoffensive person was watching them some weeks</p>	<p>“Anastasia convinced Fercho to leave that place. Thus, he decided to accept and flee. However, a man of a strange appearance semed as an inoffensive person was watching them some weeks ago. Meanwhile Anastasia</p>

	<p>prepared /'prɪpə/ /prɪ'pɛrə/ their escape.”</p> <p>“Just at that moment, the strange man they had seen outside the orphanage /orfanach/ /ɔːrfənɪdʒ/ appeared on the road.”</p>	<p>ago. Meanwhile Anastasia and Fercho prepared their escape.”</p> <p>“Just at that moment, the strange man they had seen outside the orphanage appeared on the road.”</p>	<p>and Fercho prepared their escape.”</p> <p>“Just at that moment, the strange man they had seen outside the orphanage appeared on the road.”</p>
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Table 6 first, second and final theater representation record transcription of participant

Throughout this process, it was evidenced some errors committed by the participants in which they were classified as followings: psycholinguistics, they occur when the speaker is nervous, tired or even anxious for example: the word “**you**” that was pronounced as “**viu**” by the participant 3 and it was evidenced that the participant knew how the correct pronunciation was. Phonological that is about the student pronounce wrongly. For example, the word “continue” that was mispronounced by the participant 2 doing the accent wrongly. Phonemic, which occurs when a person produces a sound that is a phoneme of the language but not one that was intended by the speaker. For example, in the phrase “I know how tired you are” being the word **tired** **mispronounced as a “traid”** semantic and pragmatic.

Furthermore, the previous charts illustrated the progress of students' regarding the enhancement of the speaking skill through the use of storytelling. Besides, the charts showed the progress of three from eight participants that took part in the project whose main purpose was to enhance the students' speaking skill and whose it was reached satisfactorily during the whole process. In that sense, the implementation of storytelling as a teaching strategy was a crucial aspect owing to through this could succeed with the improvement of a very important skill when learning a foreign language as the speaking skill, given before carrying out her project was notorious the difficulties of the students in terms of pronouncing and the vocabulary as well.

Advantages and disadvantages through storytelling.

The importance of storytelling as a strategy to foster the students' speaking skill is highly important. However, there are also some advantages and some disadvantages implementing this strategy.

With regards to the advantages of storytelling, it is an instrument which transfer emotions and feelings and also can boost one's capacity for thinking. The most prominent advantage to storytelling is boosting a child's knowledge and learning base.

Furthermore, taking into account the students' answers from the questionnaire they answered:

“salimos de la rutina y aprendemos más” “confianza en nosotros mismos; se trabaja en equipo” “desarrollamos competencias lingüísticas; nos divertimos” “aprendemos más fácilmente sin embargo, esto solo pasa con los practicantes una o dos al año.

“Nos ayuda muchísimo en la pronunciación y en la expresión corporal; nos ayuda a tener una confianza más en nosotros mismos; perfecciono mi vocabulario; perfeccionamos nuestra forma de hablar y de leer en Inglés”.

According to some of the participants' answers the disadvantages could be:

“Perdemos horas de clase; detenimiento de las clase (salir a ensayar); no avanzamos en los diferentes temas de la unidad del libro; perdemos horas de clase y de explicación más en este grado que se ven temas de vital importancia; nos quita días de descanso en los que podemos descansar”.

On the other hand, it is meaningful to say that the participants that took part in this project were given the explanation of the topic. In other words, they got the explanation of the topics seen in the class whereas they were in the activities related to the project as simulations, meetings, theater rehearsals.

Finally, regarding the benefits that provided the use of recreating storytelling as a teaching strategy were: At first, it was developed the team work inside the classroom, also the cooperative learning in which the students helped each other when a mistakes was being committed, storytelling provided children a window to new worlds. It gave them the opportunity to learn new ideas, words, phrases, to increase students' vocabulary, and see English as an innovative and useful subject and not just being sat down listening the professor guiding the class.

Different from the problems concerning the implementation of storytelling at the school that lied when writing the script due to the students' difficulties in terms grammar sentences, coherence, the students' time to be able to work with them owing to they were in class as in the morning as in the afternoon and the only solution found was to meet each other on Saturday at Casa Agueda. (To see an evidenced of the the meetings at Casa Agueda go to the [appendix 6](#)).

Finally, another negative aspect was the place to present the final product, due to it was stipulated to be carried at the main yard of the school. Indeed, all the theater rehearsal we had done had took place there. However, due to some unforeseen inconvenient, it was necessary to move in the library to undertake the theater representation. Furthermore, being inside the library, we have to rearrange the scenario because the space was very small and we were been observing by the some public that were present during the stage, the coordinator and the supervisor.

Benefits when implementing storytelling as a teaching strategy

Storytelling can be a useful and important tool and method of instruction and education. During the first two weeks of the project, it was noticed a low level of students' motivation inside the classroom due to the same methodology implemented in the classes. Nevertheless, when implementing the storytelling project as a teaching strategy to foster the students speaking skill it really changed, there was a pleasant atmosphere inside the classroom, the students were highly motivated to enhance their oral competences. Additionally, the implementation of this strategy caught the students' attention due to it was an innovative strategy that strengthened the students' speaking skill.

Additionally, storytelling allowed to them to design their own learning in terms of planning the project. Also, through storytelling the students broke out the routine, the project was done inside and outside the classroom, what motivated them to work in a place completely different to the classroom that was where they usually had their classes. The students enjoyed the

process of the learning and their skill is improved. Therefore, the researcher implied that implementing storytelling as a useful tool was effective to increase students' learning motivation.

On the other hand, the motivation was highly increased when the participants and the teacher met at Casa Agueda to put in practice the theater rehearsal and the script pronunciation. In fact, the teacher created an agreeable atmosphere in order to help the students played their role and felt relaxed when doing those activities. Besides, the ambiance was great owing to the participants mocked about themselves what facilitated the process. It is necessary to say that all this process was facilitated thanks to the fact of acting in front of their classmates but in a respectful way where the self-confidence, the self-esteem were mandatory.

Under those circumstances, storytelling was a valuable and essential tool to learn a second language and to strengthen not only the oral competence but also the increasing of vocabulary, the students' motivation in which they could express by themselves in a scenery with the implementation of body gestures, all of this with the purpose of enhancing the English skills.

Conclusion and recommendations

According to Zaro and Saberri (1998: 2) storytelling is an activity which requires a certain level of interaction between storyteller and audience and between individual and listener. Storytelling is a meaningful and valuable instrument that is encompassed in the process of learning a foreign language, in this case English. Additionally, students get interest in learning through this innovative strategy that motivate them to be involved in the learning process and also to love it.

On the other hand, storytelling is an appropriate opportunity not only to enhance the students' oral productions, but also the fact of socializing with new friends, express their ideas when creating a story and represent it also in front of a particular public. Furthermore, it helps with the self-confidence that is an important factor when learning English. (To see the schedule of the pedagogical project go to the [appendix 7](#))

Chapter II: Research component

Formation of the reflective spirit in the PLEX student-teachers, a training tool to qualify the pedagogical practice

Introduction

In the teaching context of the Foreign Language Program (FLP), the pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching learning process to obtain the educational qualification. Nonetheless, there is a clear interest to understand and transform the pedagogical practices, it is also true that a great deal of the local studies focus especially on the learning rather than teaching.

Under those circumstances, it was considered appropriate to formulate a project that implements the reflective approach about the practice as a tool of objectifying knowledge, behaviors and attitudes that guide the teaching practice. Besides, as a tool as an of internalization, immersion and conscious exploration of the teacher's own subjectivity, through

the formulation of questions and search of information to solve problems and for self-recognition.

Justification

The design of this project in the Foreign Languages practicum context focused on a professional conception of the practicum as a cutting edge sharpen to improve educational processes in the educational field where it was implemented. It was considered that conceding importance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the own actions and to inquiry about the knowledge of the models.

In accordance with the philosopher of education John Dewey, precursor in the applied teaching reflective thinking field, it was justified the necessity of carrying out this project with the aim of giving students analytical and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect the traditional context of inertia and the authority permeating the school.

Problem

At schools, it is assumed that central aspects of the constitution of the subjects, and the institutional life without questions which are seen as imprints, stable and invariable traits that are part of the identity and school culture. When the events are develop without major disruption, the teacher takes risks of setting up in the operating logic that does not allow the pedagogical development and the renewal of school culture. Thereby in this way, the pedagogical practicum is assumed from reproductive codes that install teachers in a traditional-doing of cultural reproduction, becoming a barrier to the emerging practices tending to generate transformations of knowledge in order to address social necessities.

Due to this situation that affects teachers, it is required that the teachers training process, foster the teacher in the training, a future teacher, a critical and reflective spirit that contributed to the improvement of the pedagogical practices.

Concerning the Bachelor of Arts in Foreign Languages at the University of Pamplona, reflection is seen as a key exercise for students who perform their practicum to evaluate themselves, setting up a critical and constructive thinking about his work in the role of teachers. To start this study the following guiding questions were asked: How does the implementation of reflection contribute to the transformation of the pedagogical processes when developing the practicum? How does the exercise of reflection influence the development of the critical thinking of students-teachers in the analysis of their pedagogical work?

General objectives

- To implement reflection as a transformative tool of the pedagogical process of the practicum.
- To promote in the student -teachers the development of a critical spirit, allowing them to analyze their pedagogical work

Specific Objectives

- To consolidate a group of teachers-students 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 in the institution.

- To implement reflective workshops and development of didactic units that guide the reflection of pre-service teachers.

Theoretical framework

The theory about to the teaching profession, reflection, the reflective and pedagogical practice, constitute the theoretical framework of this study. For greater clarity on the concepts investigated, which are strong to this research project, we present an approximation to each one of them:

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose main role is to transmit a set of knowledge based on science or art, but also the person responsible for educating students integrally.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding a link between management, work and education. Hence, each teacher has to carry out some competences that allow the teacher to master the knowledge and the skills on a specific subject since the main intellectual requirement is to provide a high level to develop his task. However, the teacher must have the competences relate to the organization of contents but the teaching conditions inside or outside the educational field, the main objective of a teacher is to design the teaching practice.

Reflection

Concerning about Reflection, it requires taking into account different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process

Reflection is developed through out a set of stages that result in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010), reflecting on the experience implies a reflexive dialogue with the situation where language has access to the individual experiences.

The stages of reflection as a process are presented in the following figure:

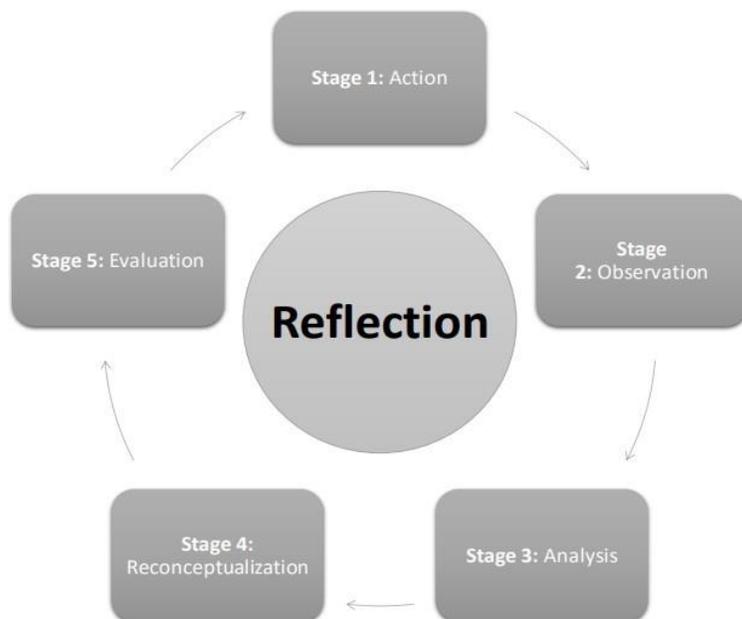


Figure 4: Reflection process

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. As a point of reference to Grimmet and Al (1999) which consider 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 is the contextual aspects what allow the reflective exercise.

Likewise, those perspectives count with mediators in order to well 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. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

Pedagogical practicum

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

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it 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 as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just 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 methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out. This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself. To collect the information in this project, the application of the following instruments are proposed.

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the reflection process of the pre-service teachers, but at the same time to socialize and to share their experiences to enrich their process and to insert new tools that allow to transform their pedagogical practices.

Objectives

- To consolidate a pre-service teachers group with critical spirit who reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practicum.
- To be effectively inserted in the educational center.

Self-observation format

The main objective of the self-observation card is to guide the practicing student towards a view of his teaching practice and his role in the classroom and in the environment of the educational community in which he is inserted.

Narrative

The exercise of reflection will allow the student to express himself on his work from the narrative of his experience as a way of giving meaning to the daily teacher's life. (To see an evidenced of narrative format go to the [appendix 8](#))

Class recordings

Having evidence of the pre-service teachers' actions in the classroom, allowed to reflect different aspects, and related to the foreign languages teaching/learning process that may have been taken into account or not by the teacher in training in his exercise of reflection.

Context

Pamplona city was founded in 1549, 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 school is the environment where actors of school systems: PLEX practitioners perform. School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of 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 accounts. 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.

Socialization role

This is the youth learning of values, rules, behaviors, attitudes or aptitudes focus on the dominant social culture in the political an 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. This implies higher level of culture, knowledge, values and so on. 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 twenty-one students from tenth semester, practitioners of the Foreign Languages Program of French-English at 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 Foreign Languages Program, the results will re-feed the program's vision of their practices and the collective 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:

- Bethlemitas Brighton School

Conclusion

The teaching process has been an indispensable opportunity of growing regarding the Foreign Languages program, and also the role of reflecting during this stage carried out so far. Moreover, the pre-service teacher engaged in a project, which purpose was to build up reflective practices to be able to enhance as the professional as the personal growing related to teaching and learning process implemented in this public institution.

A capital aspect in the role of pre-service teacher were the instruments implemented as narratives, class recordings, questionnaires, and interviews. Nevertheless, the last one could not be implemented due to practical limitations and extracurricular activities presented in the school.

With regards the narratives, it is important to highlight that the purpose was centered on providing the pre-service teacher a way to share the experiences lived in the practicum. Similarly, those narratives were done and delivered every week before 6 pm as a parameter established by the Practicum committee.

Continuing with the classroom recordings, they were implemented as a way to guide to the pre-service teacher to know the aspects that should be improved. In this way, he had the opportunity to reflect on his performance taking into account some factor such as students' lack

of attention, classroom management, students' confidence, students' motivation that were aspects that always were presented inside the classroom and which the pre-service teacher could assess and then enhance them thanks to the implementation of these useful instruments carried out as class recordings.

On the other hand, it is important to say that the mentor could never come to the school to observe his practitioner. Thereby, the pre-service teacher just did two class recordings to evidence his teaching practicum. One of them was in the middle of the practicum whereas the other one at the end of the practicum.

With regards the Reflection, it was important for the pre-service teacher owing to this, he could notice the changes he had to do to keep improving and be able to success his practicum. Besides through reflections, the pre-service teacher identified the strengths and weaknesses of each group what helped him how to face this teaching experience in a real context with a great amount of students.

In conclusion, throughout this process, the reflective practices were highly important. Those elements allowed the pre-service teacher to reflect on his pedagogical practicum from different perspectives taking into account the advice, suggestions and recommendations made by the supervisor and the mentor of the project.

Subsequently, self-evaluating guided the pre-service teacher to strength his teaching performance. Likewise, it is capital to say that not only favored the pre-service teacher but also the students in their learning process. In this sense, Reflective practices were a valuable source of information because the pre-service teacher was able to enhance many aspects that needed to be changed during his practicum.

Finally, more opportunities to reflect upon one's performance should be promoted during this stage in such a way the future teachers have the possibility to realize, improve and overcome any potential difficulties they may encounter in this real teaching process.

Results

The fact of being able to reflect on our teaching process was a guide to know and assess our teaching process. This, allowed the pre-service teacher to see and how the process is being done and thus improve in the aspect that are required. Throughout this process, the practicum student have the option to identify the weakness and the difficulties he has facing and thereby to strengthen them to keep forward. Additionally, with the help of reflecting, the pre-service teacher is aware of keeping improving due to it is essential to reflect on his methodology, how the class are, the classroom management, that are crucial factors in this society.

Subsequently, self-evaluating formats allowed the pre-service teacher to strength his teaching performance and so to take into consideration many aspects when reflecting on one's progress. Similarly, these practices not only benefited the pre-service teacher but the students because as the teacher improved his teaching performance, the students get benefit as well on their learning process.

On the other hand, through the narratives we expressed some important factors when doing the practicum such as the relationship with the supervisor, the students' relationship, the context, and some extracurricular factors that could be present inside the learning environment as well. Also, we looked through the supervisor's role a mirror in which we consider what aspects are important and which not to take into account and so to implement in a future as a teacher.

Finally, reflection is one of the most important parts of teaching process because it allows students, training teachers, teachers to identify weaknesses and look for other different strategies whether they are necessities. Additionally, it was an opportunity to consider the advice that the supervisor could tell us as a future teachers and which we can put them into consideration

Chapter III: Outreach component Sensitization to the English Language in Primary Schools of Pamplona City

Introduction

The Colombian national government implement the foreign languages teaching addressed to the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allows getting to the equals conditions face to the individual and social development of the country, to promote the English language learning in Colombia, to be more competitive citizens, the ministry of national education implemented the National Plan of English, Colombia very well 2015 which aims to have citizens who are able to communicate in English composed of the internationals standards that add the universal communication processes in the country related to the global economy and the cultural opening’.

On the other hand, the ministry implemented a broad series of strategies into the different education levels focused on the achievement of this goal; one instance is the quality of the English standards addressed to secondary and basic education and the definition of a cohesive and a solid evaluation system, the description and development of training plans. Additionally, this program is developed and joined by the Education Secretaries, the public and private universities, and the languages centers around the country. However, the findings were not essential because most of them did not reflect the impact into several educative institutions.

Furthermore, the national government attempts to cover widely the English teaching language addressed to children in the primary school because some of the institutions sometimes do not have an English teacher that guides the teaching-learning process, for that reason, the results of the national evaluation are not appropriated.

The foreign language program at the University of Pamplona is engaged to the reality that the primary school face with regards to the national policy of bilingualism, due to most of institutions need an English teacher to overcome the needs of formation in primary, the current proposal is aimed to support the needs of training process focus on English in children of the primary school in Pamplona and integrate foreign languages training of the students who belong to the foreign language program English and French in order to decrease the rift generate among the private and the public school related to the foreign language, the governmental policies identify the problem but that is not well covered normatively in doing so, it is essential to train individuals focused on the foreign language area so as to get better results in the exams, tests and achieving the goal that the students' results will be according to the proposals to become one of the most educated countries.

Justification

The acquisition and learning of a foreign language allows to get involved to the own necessities that the world demands. In that sense, in order to gain knowledge at the end of the primary school it is relevant to implement the learning process into the higher, vocational and secondary education to well-prepared students focused on this area.

This project aims at raising awareness of the English teaching in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary

and primordial at these levels. For this reason, it is carried out as part of the outreach component by pre-service teachers of the foreign language degree of University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary school.

The implementation of this project favors both Institutions and students population, as well as the Foreign Languages Program and the pre-service teacher. This benefit results for the school children as their first contact with the foreign language and also to the practicum students who culminate their training process at the university in order to become familiar with the reality and educational needs of the setting given that, they are able to help by implementing procedures based on the improvement of these needs the school must support.

General Objective

- To address the English formation of the primary school children in Pamplona.
- To integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Pamplona

Specific Objectives

- To make the primary school children become familiar with Basic English knowledge.
- To involve student-teachers in the teaching of English in the primary school in Pamplona
- To articulate the formation of student-teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Methodology

This outreach component aims at contributing the English learning at the improvement of the speaking skill in third graders through the use of storytelling at the Bethlemitas Brighton High School.

Decarrico (2001) points out that vocabulary learning is central to language acquisition whether it is a second, or a foreign language. Even in a learner’s mother tongue, there is an incessant learning of new words and new meanings for old words.

The pre-service teacher will work four hours per week with third graders students’. Additionally, it is relevant to say that he will implement all his capacities to make the students get involved in this learning experience. He also will create a comfortable ambiance inside the learning environment to catch the students’ attention in order to achieve the goals established.

Pre- service teacher schedule in primary school

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:05-8:10am					
8:10-9:05am	3°2				
9:05-10:00am	3°03		3°03		
10:00-10:30am	B	R	E	A	K
10:30-11:25am			3°02		
11:25-12:10am					

Table 7 Pre-service teacher schedule in primary school



Figure 5: Primary students' book

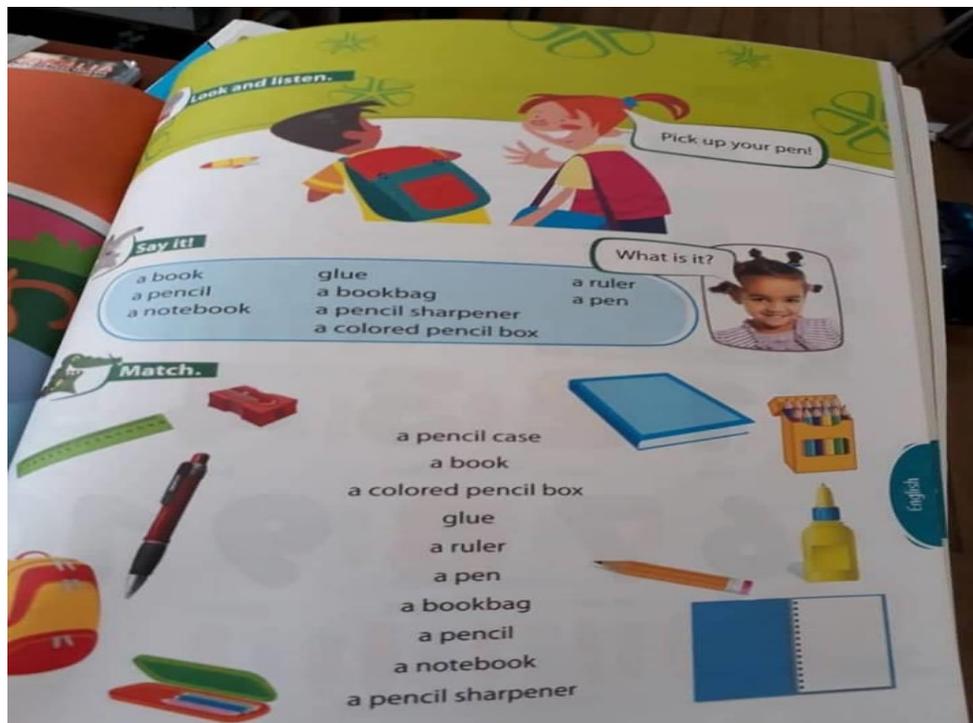


Figure 6: Example basic grammar activities

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal was connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona. The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Development of the outreach component

Weeks	Topic taught	Material implemented
1 st week	Fruit	Flashcards
2 nd week	Health problems	Flashcards
3 rd week	There is / there are	Videos
4 th week	Quality test	Sheets
5 th week	Use of should	Board and marker
6 th week	Review of health problems	Flashcards and sentences
7 th week	Diseases	Flashcards
8 th week	Numbers	Song and board

8 th week	How much	Board and video
10 th week	How many	Video

Table 8 development of the outreach component

The main goal of this component was to address the English formation of the primary school children in Pamplona. Taking into account this, it was relevant the implementation of dynamic and innovative classes to motivate the students learning. During the practicum process, flashcards were used in some of the classes as part of the vocabulary taught. In doing so, the learners enjoyed the class and the development of the activities taking into account that the classes not only were concerned about flashcards but also with songs and videos what encourage them to focus on the class given during that stage. Additionally, primary students seemed to be more active and attentive inside the classroom. Moreover, they it was a different way too play while learning because in some cases the pre-service teacher used songs to keep the students focus and motivated when starting the class.

Conclusion

This main purpose of this component was to address the English formation of the primary school children and to integrate foreign language student-teachers to the educational reality of the teaching process in the primary school in Pamplona. Besides, taking into account the fact of helping this part of the Bethelemita community (Primary) to enhance English, the practicum student designed some dynamic classes and used some varied materials such as flashcards, videos, and in some cases songs to be able to reach the main target proposed. Furthermore, the practicum student reached the 40 hours of classes in the primary school stipulated the practicum committee as a vital requirement.

On the other hand, during the stage at Bethlemita Brighton School, the pre-service teacher worked with third grade students in which, it was notorious the improvement of the students' level, also the students interest in learning taking into account that the pre-service teacher implemented flashcards to increase their vocabulary, he used also songs to catch the students' attention and discipline of them inside the classroom. Additionally, it was noticed that when implementing those interesting aids, the learners really enjoyed the classes.

Chapter IV: Administrative component

Introduction

Bethlemitas Brighton High School implements several activities during the scholar academic period that involve the whole educative community as teachers as students to be part of this. Additionally, those events show the importance that school has and the institutional organization, which involves the pre-service teacher as a part of the community working in different activities and being aware of what is happening within the institution.

On the other hand, this administrative component is one of the steps to become a defined teacher due to, it is also a training which provides a lot of benefits and experiences through sharing perspectives and thoughts with others inside and outside the institution.

General objective

- To participate actively in all different activities and events organized by Bethlemitas Brighton School.

Specific objectives

- To be part of the educational community as the first contact as a Pre-service teacher.

- To motivate the students to participate in all the events of the high school.
- To have a better relationship between teacher and students.
- To comprehend why the implementation of extra-curricular activities are relevant.

Methodology

During the practicum stage at school, the pre-service teacher has to take an active part in the all activities proposed by the institution in which the most relevant are: Eucharistic celebrations, cultural events, raising flags weeks of exams, weeks of mocks, pregnancy sensibilization, teachers and parents meetings among others.

Domingo 4	Lunes 5	Martes 6	Miércoles 7	Jueves 8	Viernes 9
Visita canónica Hna. Provincial.	Mañana: Jornada lectura crítica Y Pruebas saber. Tarde: Celebración Fiesta de la Mujer Conferencia Hna. Natalia Duque	Lanzamiento del Valor del perdón ambas sedes.	7.30 Brighton Saludo Hna. Provincial 8:30 Saludo Hna. Provincial Sede Afanador	Celebración día de la mujer. Conferencia Hermana Natalia Duque para Decimo y Once 6:00 Eucaristía Secundaria Capilla. San Juan de Dios.	
Domingo 11	Lunes 12	Martes 13	Miércoles 14	Jueves 15	Viernes 16
Eucaristía Familiar 7-01 FIESTA SAN JUAN DE DIOS. 11.00 A.M.	COMPENSACION ELECCIONES	Trabajamos clases del lunes	Izada de bandera Decimos: Instalación Gobierno Escolar	Encuentro con Cristo 10-01 Reunión de SIGCE	Encuentro con Cristo 6-03
Domingo 18	Lunes 19	Martes 20	Miércoles 21	Jueves 22	Viernes 23
	Festivo	Pruebas de calidad áreas de menor intensidad Consejo Directivo	Clases del lunes Eucaristía y ágape fraterno Afanador. Tarde: Agape Fraterno docentes Pruebas de calidad áreas de menor intensidad	Agape fraterno primaria Pruebas de calidad áreas de menor intensidad	Santo Viacrucis Izada de bandera Quinto 03 y Quinto 04 Pruebas de calidad áreas de menor intensidad

Figure 7: Chronogram activities in the school

Domingo 25	Lunes 26	Martes 27	Miércoles 28	Jueves 29	Viernes 30
Inicio de la semana santa	Semana santa Participación en procesiones	Semana santa Participación en procesiones	semana santa Participación en procesiones	semana santa Participación en procesiones	semana santa Participación en procesiones
DOMINGO Abril 1	LSUNES Abril 2	MARTES 3	MIERCOLES 4	JUEVES 5	VIERNES 6
		Prueba de calidad FILOSOFIA	Prueba de calidad FISICA	Clases del lunes Prueba de Calidad CIENCIAS SOCIALES	Prueba de calidad CIENCIAS NATURALES
DOMINGO 8	LUNES 9	Martes 10	Miércoles 11	Jueves 11	Viernes 12
Eucaristía familiar 7-02	Prueba de calidad INGLES	Prueba de calidad MATEMATICAS	Prueba de calidad LENGUA CASTELLANA FINALIZACION PERIODO	Encuentro con Cristo 10-02	CIERRE PLATAFORMA Encuentro con Cristo 5-01

Domingo 4	Lunes 5	Martes 6	Miércoles 7	Jueves 8	Viernes 9
Visita canónica Hna. Provincial.	<u>Mañana: Jornada</u> lectura crítica Y Pruebas saber. <u>Tarde: Celebración</u> Fiesta de la Mujer Conferencia Hna. Natalia Duque	Lanzamiento del Valor del perdón ambas sedes.	7.30 Brighton Saludo Hna. Provincial 8:30 Saludo Hna. Provincial Sede Afanador	Celebración día de la mujer.	
Domingo 11	Lunes 12	Martes 13	Miércoles 14	Jueves 15	Viernes 16
Eucaristía Familiar 7-01 FIESTA SAN JUAN DE DIOS. 11.00	COMPENSACION ELECCIONES		Izada de bandera Decimos: Instalación Gobierno Escolar	Encuentro con Cristo 10-01 Reunión de SIGCE	Encuentro con Cristo 6-03
Domingo 18	Lunes 19	Martes 20	Miércoles 21	Jueves 22	Viernes 23
	Festivo	Pruebas de calidad áreas de menor intensidad Consejo Directivo	Eucaristía y ágape fraterno Afanador. Tarde: Ágape Fraterno docentes Pruebas de calidad áreas de menor intensidad	Agape fraterno primaria Pruebas de calidad áreas de menor intensidad	Santo Viacrucis Izada de bandera Quinto 03 y Quinto 04 Pruebas de calidad áreas de menor intensidad
Domingo 25	Lunes 26	Martes 27	Miércoles 28	Jueves 29	Viernes 30
Inicio de la semana santa	Semana santa Participación en procesiones	Semana santa Participación en procesiones	semana santa Participación en procesiones	semana santa Participación en procesiones	semana santa Participación en procesiones

DOMINGO Abril 1	LUNES Abril 2	MARTES 3 abril	MIERCOLES 4	JUEVES 5	VIERNES 6
				Prueba de Calidad CIENCIAS SOCIALES	Prueba de calidad CIENCIAS NATURALES
DOMINGO 8	LUNES 9	Martes 10	Miércoles 11	Jueves 11	Viernes 12
Eucaristía familiar 7-02	Prueba de calidad INGLES	Prueba de calidad MATEMATICAS	Prueba de calidad LENGUA CASTELLANA FINALIZACION PERIODO	Encuentro con Cristo 10-02	CIERRE PLATAFORMA Encuentro con Cristo 5-01

Conclusions

This component concerns the pedagogical activities that were took place in the public institution Bethlemita Brighton in which the main target was to involve all the educational community. Through this component, the pre-service teacher noticed the importance that all those activities means for the institution.

It is meaningful to say that during all the practicum process, the pre-service teacher was considerate as one more member for the all scholar community what was very gratifying for him the way others treated him and involved him in all the activities carried out in the institution. Through the stage there, the practitioner learnt to coexist not only with all the students and also with the teachers but also how the institution managed the different activities that were related from raising flags, particular meetings, common celebrations, pregnancies drills, and jean days. (To evidence all the activities carried out in the school go to the [appendix 9](#))

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Appendix

[Appendix 1](#)

Lesson plan		
Teacher: Emerson Baños	Grade: 10 ^a 01 – 10 ^a 02	Time: 2 hours
Topic: project	Unit: None	Material: Tape recorder, speakers, markers, sheets.
Standards:	<ul style="list-style-type: none"> • Use adequate strategies for the purpose and the type of text (activation of prior knowledge, uses of body language and gestures, use of images) to understand what is heard. • Identify the values of other cultures and that allows the pre-service teacher to build the interpretation of their identity. 	
Objectives:	<ul style="list-style-type: none"> • Recognize implicit information in argumentative oral and written texts related to the impact of cultural and social practices on health. • Exchange opinions verbally in spontaneous conversations. 	

Opening:

In the opening, the teacher will start the class saying “Our Father” and “Holy Mary”.

Warm up:

The teacher in charge of the class will continue with a little activity in order to introduce what the students are going to develop in the class.

Explanation of the topic:

The teacher will begin with the explanation of the topic writing on the board some tales in order that the students can choose which they are going to work with and present in the final project. Besides, he will provide the tale chosen in physic in order that the students can have a broad idea about the tale and start writing their main idea but adapting to what they want to present.

Production activity:

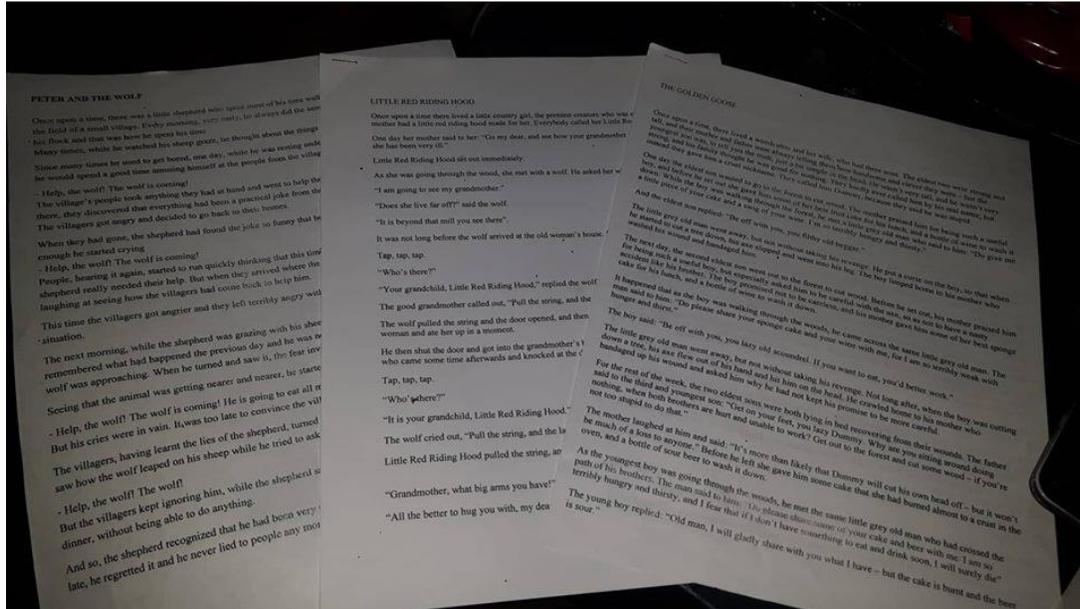
The students will have to work by groups in order to take off the unknown vocabulary about the tale. Then, they have to write in a piece of paper the main idea they would like to work on. Moreover, once they have finished, they will have to choose one representative of each group to read in front of the class what they have written to choose the better idea.

Evaluation activity:

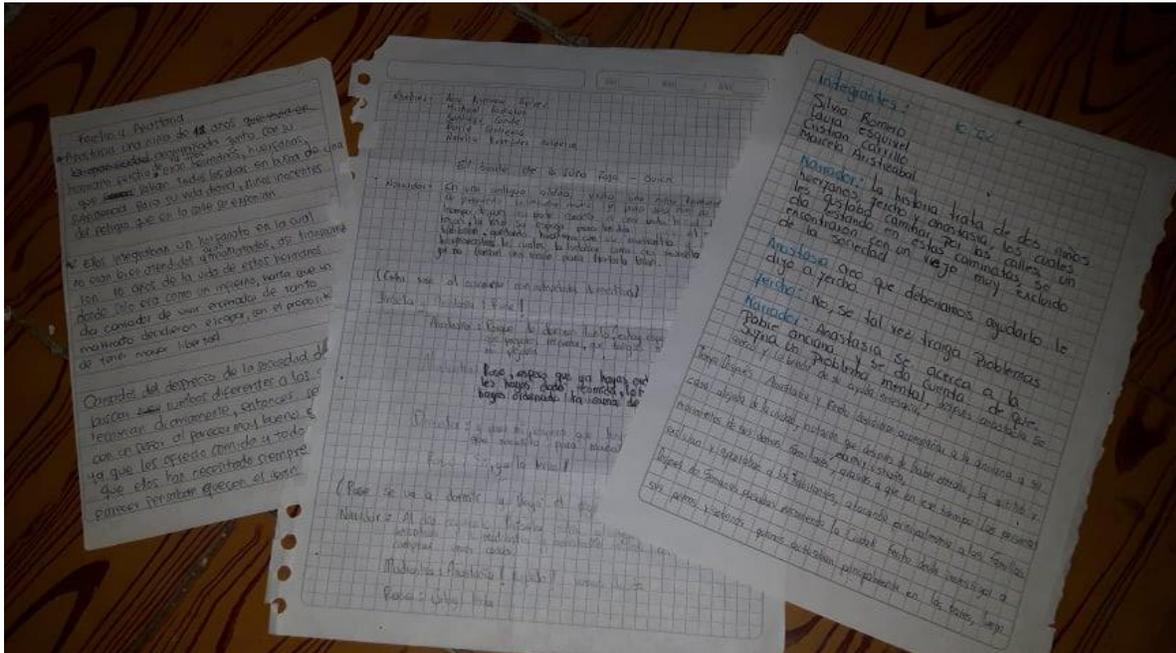
After having written the idea, they are going to decide which idea they prefer developing. Thereby, the teacher will write on the board each idea and the students will have to vote for the prefer one.

Closure: The teacher will thank you the students for having come and participated in the whole activity.

Appendix 2



Appendix 3



Appendix 4

FERCHO AND ANASTASIA SCRIPT

Narrador: Fercho y Anastasia, two lonely and abandoned brothers who grew up in an orphanage waiting for a sign of affection. However, they only found mistreatment and misfortune. So, it passed 10 years in the same situation until one day, tired of the same thing, they decided to make a decision regarding the problematic lived.

Anastasia: Do you think we are able to continue to tolerate this situation. ?

Fercho: This is the only option we have. What can we do? Despite the abuse we are living, here we have a place to live.

Anastasia: Really, does this look a home to you? You don't see the way they treat us. We have to find a solution quickly and get out of here as soon as possible. I can't stand another single day in this damn place...

Fercho: You're right but I'm afraid that they discover us.

Anastasia: I know how tired you are of being here. Trust me, we'll just escape and that's it.

Fercho: The problem is that, you know...

Anastasia: just say yes and you'll see it, I know everything will be fine.

Fercho: It's ok!

Narrator: Anastasia convinced Fercho to leave that place. Thus, he decided to accept and flee. However, a man of a strange appearance seemed as an inoffensive person was watching them some weeks ago. Meanwhile anastasia and fercho prepared their escape.

Anastasia: It is now or never. Let's move on!

Narrator: Fercho and Anastasia run away without any problem

Fercho: Anastasia, you have to run faster.

Narrator: just at that moment, the strange man they had seen outside the orphanage appeared on the road.

Victor: What is going on? Can I help you? I see you nervous and restless.

Anastasia: sure! Somebody is chasing us.

Victor: My house is a few meters from here, you can stay there.

Fercho: That sounds great! Please move on.

Narrator: In this way, they got into the house 'lord. Being inside the house, the weird man treated them in a very kind manner so that the man created a confidence that children had never felt before.

On the arrival at home...

Victor: Ey charming guys, would you like something to eat?

Anastasia: Yes of course we are starving...

Narrator: On the other hand, Fercho did not trust in the Lord because he noticed something mysterious in his attention. In that way, they lived days of tranquility and happiness until one morning, Victor arrived with two suspicious men saying they were relatives.

From that day, everything really changed. The children were forced to do hard work such as carrying wood, cooking, washing clothes, cleaning the house among others.

All the days, Victor and his friends behaved strangely until one day the children heard a suspicious conversation.

Lord 1: we should do something with these guys. We can send them and earn some money. Just think about it.

Lord 2: If we decide to do this we must think that everything goes perfectly. I don't want any kind of problem.

Narrator: When hearing this, the children were worried about what was happening and they thought that they should not be there anymore.

Anastasia: Did you hear that Fercho? Those damn people want to sell us. For Goodness sake!
We are in troubles.

Fercho: Yes I know, I listened perfectly what they plan to do and we thought they were good people.

Anastasia: we must pay attention to each movement they make and start thinking about a way to escape.

Fercho: But how we will escape? You do not realize that they are watching us all the time.

Anastasia: Chill out! We will do our best effort.

Narrator: The next day the children started to see all the movement made by the three men. At the end of the day, they could devise a perfect plan for the escape. When the night came, they were having fun drinking some beers. Then, the children began to think carefully about how to flee, so they thought that it would be easier when they were completely drunk.

Fercho: look at Anastasia! These misters got drunk. I am quite sure if we run away, they won't notice anything.

Anastasia: Perfect! Let's wait until midnight, try not falling asleep please.

Narrator: Being midnight, Fercho and Anastasia left carefully. They went down the stairs but unexpectedly Anastasia stumbled a table knocked down a few bottles on the floor.

Fercho: Anastasia be quiet please. You should do things carefully.

Anastasia: Relax Fercho, they are asleep, I didn't make much noise.

Narrator: What the children did not realize was that sound woke up one of the kidnappers. So Victor went to the children's room immediately and he noticed they weren't there.

Victor: What a fuck! The children are not here. You are going to know who I am, you won't escape

Narrator: That's how an odyssey had started for those brothers. They were really scared and frightened because they wanted to get out of that horrible place. Victor pursued them however they were already far away but not too much for the children realized that they were being chasing "It is the time to carry out our plan without having any error". They thought.

Victor: Look at! You are there damn brats; you won't get away with it. Once I catch you, you will know the consequences...

Anastasia: Come on! Come on! You can do it Fercho, we almost get it.

Fercho: look at sister, there is a window.

Narrator: Victor, noticed that they were going to escape, so, he desperate run behind the children but he stumbled with some rods and hit his head with some rusty and pointed rods which caused him a serious damage. In that moment, there was a shuddering noise that was heard throughout the house that alerted the other lord. They went immediately to see what was happening and they found such a terrible scene, one of them chased the children while the other was helping Victor.

Anastasia: look at! The window is opened. It is our great opportunity.

Fercho: Hurry up! They are going to kill us.

Narrator: Fercho helped Anastasia and saw that the man who had been chasing them pulled a gun out and shot it.

Lord 1: damn kids.

Narrator: While the children climbed the window, the man shot wounding Fercho on the back. Anastasia saw her brother wounded but she continued running up leaving her brother back.

Anastasia: Fucking bastard.

Narrator: the man trying to climb the window stumbled and fell on the pieces of glass window he had broken bleeding out immediately. One of his kidnaper's accomplice observing all this, decided to get away at that moment because the police were coming.

Narrator: The police arrived instantaneously and investigated the place.

Police: What is all this? There was a massacre here. ¡My god!

Usted arresta a los secuestradores y le lee la razón por la que fue arrestado y los derechos.

You have been arrested by attempted manslaughter in the shooting deaths of Anastasia's brother

- You have the right to keep silent
- You have the right to call a lawyer
- Everything you say can be used against you

Narrator: The policemen baffled by what they were hearing, decided to take her with them to the police station so that she could be adopted by a good family who provided all the possible love and affection to be able to forget this horrible nightmare.

Narrator: The policemen inspected and cordoned off the crime scene. Anastasia could not resist leaving her brother and returned to the place where he lay bleeding out.

Anastasia: Fercho! Where are you? Fercho please...

Narrator: The policemen was embarrassed because they did not know why this girl was desperate and crying. So, one of them asked her “what were you doing here little girl? So, they interrogated her about the facts and she related everything that had happened.

Anastasia: That boy who is on that stretcher is my brother, they killed him trying to run away from those people. We were kidnaped by them, they wanted to hurt us. Fercho is my brother and the most important in my life. Now I am alone... he has gone

Appendix 5

CUESTIONARIO

Responde las siguientes preguntas teniendo en cuenta la experiencia vivida durante la realización de la obra de teatro "FERCHO AND ANASTASIA" en la clase de inglés en el grado de 10º. El momento tiene presente que el objetivo de este instrumento no es evaluar la percepción de los estudiantes sino conocer sus concepciones relacionadas al uso del Storytelling. Del mismo modo, es importante resaltar que toda información recogida será totalmente confidencial y únicamente con fines investigativos.

1. ¿Cómo ha contribuido la realización y práctica de la obra de teatro "FERCHO AND ANASTASIA" en sus conocimientos del inglés?

En realidad el hecho de haber hablado inglés y memorizado las palabras sobre que dice el personaje en diferentes situaciones que hacen dichos contextos en inglés y así tenerlos escritos.

2. ¿La presentación de la obra de teatro "FERCHO AND ANASTASIA", ha fortalecido cuál de las siguientes competencias comunicativas?

- Speaking
- Listening
- Reading
- Writing
- Grammar

¿Por qué?

Haber el inglés con más fluidez y poder entender como se habla en este idioma y tenerle sentido a lo que se habla.

3. ¿Considera importante la implementación de este tipo de actividades en la clase de inglés? SI-NO (Por qué?)

SI, porque los estudiantes deben dejar las nervios y sentirse más a la hora de actuar o de mantener una conversación en este idioma.

4. ¿Cuál cree usted que son las ventajas y desventajas de realizar este tipo de actividades?

Desventajas: muchas ya que se pierden horas de clase y de explicación más en este grado que enseñan cosas de vital importancia. Las ventajas son las ventajas que cobije anteriormente.

MUCHAS GRACIAS

CUESTIONARIO

Responde las siguientes preguntas teniendo en cuenta la experiencia vivida durante la realización de la obra de teatro "FERCHO AND ANASTASIA" en la clase de inglés en el grado de 10º. El momento tiene presente que el objetivo de este instrumento no es evaluar la percepción de los estudiantes sino conocer sus concepciones relacionadas al uso del Storytelling. Del mismo modo, es importante resaltar que toda información recogida será totalmente confidencial y únicamente con fines investigativos.

1. ¿Cómo ha contribuido la realización y práctica de la obra de teatro "FERCHO AND ANASTASIA" en sus conocimientos del inglés?

SI, ya que me fortalece en speaking de forma fluida y también sus expresiones en inglés.

2. ¿La presentación de la obra de teatro "FERCHO AND ANASTASIA", ha fortalecido cuál de las siguientes competencias comunicativas?

- Speaking
- Listening
- Reading
- Writing
- Grammar

¿Por qué?

Porque al tener toda esta obra va a ser mucha mejor en la hora de cultura y actividades.

3. ¿Considera importante la implementación de este tipo de actividades en la clase de inglés? SI-NO (Por qué?)

SI, ya que me da mucha más comprensión y es de una forma más correcta para aprender inglés.

4. ¿Cuál cree usted que son las ventajas y desventajas de realizar este tipo de actividades?

Las desventajas es que no avanzamos en los diferentes temas de la unidad. Las ventajas son que perfeccionamos nuestra forma de hablar y de leer en inglés.

MUCHAS GRACIAS

Appendix 6



Appendix 7

<i>DATE</i>	<i>ACTIVITY DESCRIPTION</i>
February 26 th - 11 th	Institutional observation. First contact with the students
March 12 th	Initiation of class
March 19 th - 23 rd	Second week of class
March 26 th – March 30 th	Third week of class
April 2 nd - April 06 th	Socialization of the pedagogical project
April 09 th – 13 th	Implementation of my proposal
April 16 th – 20 th	Sixth week of class
April 23 th – April 27 th	Implementation of the pedagogical proposal
May 1 st – May 4 th	Implementation of instruments of instruments
May 07 th – May 11 th	Ninth week of class
May 14 th – May 18 th	Tenth week of class.

Appendix 8

Narrative 1 semana

El proceso de inicio de la práctica integral en el colegio Bethlemitas Brighton fue un poco complejo durante la primera semana de clase. Se siente demasiada presión estar observado por la supervisora, miedo a equivocarte, miedo a cometer errores, dudas de ti mismo y miedo a mirar a los chicos de frente.

En el primer día de clase, sentí mucho nervio, miedo y un poco de ansiedad. De hecho, hablaba más rápido y sentía que no vocalizaba al expresarme en la clase. Sin embargo, respiraba y confiaba en mí mismo y en mis capacidades y eso me tranquilizo mucho. Un aspecto positivo fue que los chicos tuvieron un muy buen comportamiento durante ese día. Referente a la planeación de la clase fue bastante bueno ya que pude llevar a cabo todo lo que había planeado, percibí interés en la mayoría de los estudiantes las actividades implementadas fueron llamaron la atención de los chicos y los resultados de las mismas fueron positivos.

Diferente de la segunda y tercera clase ya que me sentí más confiado, inicie con unas actividades de diversión que llamara la atención de los estudiantes y eso me ayudo al desarrollo de la misma. En efecto, note un cambio en ellos para conmigo y la clase, los note más pilas, más participativos. De esas clases me llamo la atención el interés de los chicos. Ellos son estudiantes muy aplicados, respetuosos, con capacidades y con muchas ganas de aprender.

En la cuarta clase me encontré con los cursos de décimo grado que es donde pienso desarrollar mi proyecto llamado “Recreating storytelling as a strategy to foster the speaking skill” en donde hable con los chisos, les explique en qué consistía mi proyecto y cuál era el objetivo de este. La supervisora me ayudo con los estudiantes. De hecho, ella los motivo diciendo que daría una nota con el fin de incentivarlos a que hicieran parte de esto y aprovecharan esta gran oportunidad. Al final de la clase logramos involucrar 16 estudiantes en cada decimo, en otras palabras 32 estudiantes que harán parte de este gran proyecto cuyo objetivo es mejorar la habilidad oral en ellos.

En el último día de la semana tuve la última clase de la semana y fue con once grado, trabajamos muy bien, los chicos hacen de esta agradable ya que ellos preguntan, colaboran con el desarrollo de la misma lo que hace que la clase no sea aburrida. Un aspecto importante es que la supervisora en algunos casos se involucra en las clases. En otros términos, me ayuda con los chicos ya que el salón es numeroso y su intervención es de gran ayuda para mí.

En resumen, para la próxima entrante quiero implementar un poco más actividades dinámicas con el único objetivo de incentivar a los estudiantes a que se enamoren del inglés. Hacer entenderles que no estoy ahí para rajarlos sino más bien que me vean como un compañero de clase, esa persona que los oriente en esta nueva etapa.

Narrativa 3 Semana

La tercera semana de clases fue después de Semana Santa, debo decir que el día lunes no hubo clase en el colegio por razones de la Coordinadora. Por tal motivo, comencé el día martes, este día tengo clases con los dos grupos de decimo y once grado. Me sentí muy bien durante esta semana, de hecho, mi supervisora me felicitó y me dijo que ya me estaba soltando un poco en las clases ya que al principio gastaba mucho tiempo y me notaba nervioso.

Un aspecto importante del día martes fue que pude trabajar todo lo que había planeado. Ese día trabajé el libro de lectura de cada curso haciendo énfasis en el vocabulario desconocido y al final hicimos una actividad de Speaking que consistía en grabar sus voces por medio del celular con el objetivo de verificar la pronunciación de los estudiantes. Debo admitir que los chicos estaban nerviosos y algunos sentían pena cuando hablaban pero al final pudimos sacar el ejercicio adelante y fue terminamos muy bien. De hecho, algunos chicos mostraron interés en la lectura porque me dijeron “teacher toca que nos enseñe más a pronunciar”.

El día miércoles me encontré con los estudiantes de tercer grado de primaria. Cuando iba a comenzar con mi clase, la profesora de la clase anterior me dijo que les diera 10 minutos mientras ellos copiaban un mapa conceptual que estaba en el tablero. Esperé 15 minutos, unos niños estaban copiando, otros estaban gritando y otros tirando papeles. Este hecho me molestó un poco puesto que no sabía cómo controlarlos. Les hablé de buena forma pero se callaban por un minuto y seguían, entonces empecé a escribir los nombres de los chicos que estuvieran hablando o molestando. En ese instante llegó a profesora encargada del curso y me ayudó un poco con el silencio.

Finalmente pude comenzar con la clase, ese día teníamos un quiz sobre las frutas y debía revisar una tarea. El quiz consistía en unir la imagen de la fruta con la palabra apropiada. Muchos chicos terminaron y de paso colorearon las imágenes de una forma muy bonita que me llamó mucho la atención. Un aspecto importante es que he podido implementar mi proyecto debido a que en el colegio se pierde mucho tiempo y nos quitan horas de Ingles para hacer otras actividades. Por ejemplo, llegan unas practicantes a implementar talleres y eso me hace posponer ciertas actividades. Otro factor es que tampoco he podido trabajar tutorías con los estudiantes ya que ellos asisten al SENA y también tienen clases en las tardes y la supervisora me dijo que no se podía trabajar por fuera de la Universidad ya que son reglas de la institución por lo que me he visto un poco afectado con esto. Es importante decir que las tutorías con los estudiantes de bachillerato son por mi cuenta ya que he notado ciertas falencias en ellos y me gustaría reforzar algunos temas trabajados en clase.

En el día de hoy viernes solo pude trabajar una hora de dos que tengo porque la otra la tomaron para hacer un taller con unas practicantes que llegaron, por lo cual solo pude medio trabajar y de una manera rápida.

Narrative 5 semana

Esta semana fue un poco difícil ya que el día martes no pude trabajar con los grados 10° debido a que el día martes no pude trabajar con los grados 10° debido a que ese día se escogió para hacer un simulacro que tomó 3 horas y media y después de eso, se implementó una prueba de ortografía para todos los cursos por lo que fue bastante difícil continuar con el desarrollo de mi proyecto en otras palabras, no pude implementar nada de lo que había preparado con ninguno de los grados.

Para el miércoles que trabajo con los chicos de primaria, todo fue muy bien, se trabajó el uso de “Should”. Ese día implementé unas fichas para poder ilustrar el tema y poder captar la atención de los chicos pero debo admitir que la indisciplina de uno de los dos cursos que manejo es muy complicada y esto hace que las clases se vean afectadas e interrumpidas. Del mismo modo, he hablado con la profesora titular del curso y ella ha hablado con los padres de familia pero no se ha notado o evidenciado ninguna mejoría en la clase.

10°02 e hice lo mismo que había implementado con el otro grupo de decimo que fue escoger el cuento, hicimos la idea principal de la obra y avanzamos redactando el script de la obra final.

La semana la terminé trabajando con 11°01, en este grupo trabajamos el presente simple, les llevé una cartelera para poder diferenciar la pronunciación de los verbos regulares en pasado, unas diapositivas sobre el tema y vimos algo de fonética además lo que les llamó y les gustó mucho. De hecho, me lo manifestaron al finalizar la clase, la supervisora mostró su conformidad con el desarrollo de la clase y me felicitó por la forma como se trabajó y el desempeño de los estudiantes en la misma.

Narrativa 7 semana

En esta semana no se trabajó mucho debido a que los docentes no laboraron el día lunes y el martes tampoco por ser festivo. Por lo tanto, mi semana empezó el día miércoles trabajando en primaria con los niños de tercer grado. Ese día trabajamos los números del 1-50 con ambos grupos (3°02 y 3°03).

Por otra parte, el día jueves implementé mis clases con bachillerato y me enfoqué con proyecto. En esa ocasión terminamos el script de la obra como tal y dejamos esa parte terminada. Debo reconocer que estoy un poco atrasado en el proyecto debido a que se han perdido algunas clases por diferentes motivos y actividades llevadas a cabo en la institución. No obstante, llegamos a un acuerdo con los chicos que están participando en la obra y estamos trabajando los jueves en la tarde en la Casa Agüeda Gallardo de 4:30 a 5:30. En ese espacio adelantamos y definimos ideas con respecto a la obra como tal. Sin embargo, este día jueves no se pudo trabajar porque la mayoría de los chicos tenían compromisos como entrenamientos deportivos, citas médicas entre otras.

Para finalizar, hoy viernes trabajé mis clases con ambos grupos de 11° y se trabajaron 2 simulacros online que abarcaban comprensión de textos, complementación de textos, identificación de imágenes etc. Este ejercicio se desarrolló en la sala de técnica de la institución y fue supervisado por la supervisora respectiva de mi curso.

[Appendix 9](#)



“SPANISH LANGUAGE DAY”

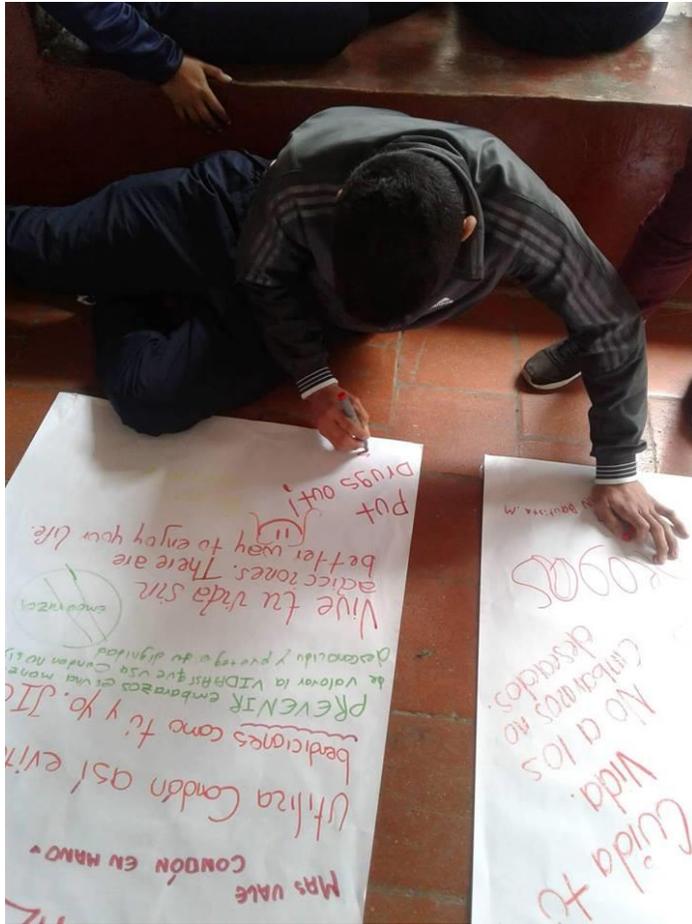


“ENTREGA DE BOLETINES”





“BAILE DE INTERCLASES”



“BETHLEMITAS FOR PEACE!

