

**PROMOTING WRITING PRODUCTION THROUGH SHORT STORIES IN 9TH
GRADERS AT CRISTO REY SCHOOL IN PAMPLONA, COLOMBIA. AN ACTION
RESEARCH**

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FACULTY OF EDUCATION

FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

PRACTICUM

PAMPLONA

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Acceptance note

Teaching Practicum Committee

Cooperative Teacher

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Presentation of the proposal

Nowadays, it is essential to learn English since it allows us to meet the needs of our current society if we consider that our country's relations with the Anglophones ones have increased, as long as the touristic activity and also the information that we receive (which we access via social networks, radio or television channels; moreover, learning a language) is one of the most required and valued professional skills in a selection process to cover a job.

The Common European Framework of Reference for Languages (CEFR) establishes the aspects that language students must acquire in order to communicate in a second language, as well as to provide the knowledge and skills that students must develop to be able to act effectively; it also covers the cultural context where the language is located. The CEFR manages six levels which allow students to know the skills they have to achieve or in which they are, people who are in levels A1 and A2 are basic users, those who have a level B1 and B2 are independent users and finally those who have a language level C1 and C2 are called proficient users. On the other hand speaking, writing, listening and reading are communicative language activities that are framed in the CEFR and according to each level of language the student develops diverse activities; writing is the focus of this project therefore this communicative activity will be carried out through the creation of short stories.

This proposal will be developed at Cristo Rey educational institution in Pamplona, with ninth graders; the objective is to motivate students to learn English through their own writing creations. The students of this degree are in a basic level of language and sometimes they have troubles to make simple productions; this aspect was evidence in the courses because they are not able to construct simple sentences, besides, due to the fact that the teacher always talks in Spanish they do not have the required input, nevertheless, the teacher in training will make a

constant guidance in all the production activities with the objective that the students strengthen their knowledge by creating individual productions and following guidelines, which the CEFR implements for the students who are in the ninth grade. To carry out this proposal, it is necessary to take into account four components: pedagogical, research, outreach and administrative component.

The pedagogical component comprises the research proposal that is conducted in a ninth-grade class Cristo Rey High School which aimed to promote student's writing skills through the creation of short stories. Moreover, the research component outline the development of a macro study project focusing on reflective practices in pre-service teachers from a Foreign Languages program at the University of Pamplona; therefore, trainee teachers must participate in writing reflections, talking about their experiences and recording their classes; in order get the required data for this component, the pre service teacher will register her classes by using a camera. On the other hand, the outreach component concerned about the execution of a classroom project proposal at primary school level concerning English language knowledge in Pamplona, this project will be carry out with students from third and fifth grade. The last component is the administrative one which includes the active participation of the pre-service teacher in all the activities that involve the educational institution. It is important to highlight that for a better understanding each component include an introduction, justification, theoretical framework, methodology and other aspects.

Introduction

The need to interact every time more with cultural, research or economic objectives has awakened in people a desire to learn a second language in order to have an effective communication. Colombia is not the exception in these aspects that is why, since 1994 the

general education law declared the presence of learning a foreign language an essential aspect; as a consequence of that, the institutions had to adopt the mandatory areas of Humanities, Castilian language and foreign languages in basic and middle education. The Ministry of National Education made a study to know and establish plans to deepen the teaching of a foreign language, this study showed that the educational establishments are categorized into four: establishments without deepening in a foreign language, establishments with intensification in a foreign language, national bilingual establishments and international bilingual establishments.

The Ministry of National Education is responsible for creating conditions for Colombians to expand communicative competences, establishing Standards of Competence in Foreign Language where the guidelines and basic levels to which children are entitled are framed at a national level; therefore these criteria include what the child must learn and what they should be able to do. Regarding to the standards brought about in the Foreign Language for the writing competence for ninth grade, the student must be at a pre-intermediate level B1.1; therefore at this stage the student must be able to write short stories, produce simple texts, organize paragraphs, paraphrase, among other aspects.

Furthermore, during the observations carried out at Cristo Rey school, it is evident that the students present low levels of language and have difficulties to produce simple English structures and also do not have a wide lexical competence even though the institution has been working activities to develop these skills; nevertheless, it is important to keep in mind that this population does not always have access to all means to deepen the learning of a foreign language considering most of the population have low income and also do not feel motivated to learn due to the complexity of the language. The main job to conduct with the ninth graders is to motivate them to have a deeper approach with the English language and to perceive it as a tool to be used

in the future and not simply as an institutional requirement. The development of dynamic activities within the classroom as the main base the writing of short stories, isto enrich the vocabulary, strengthen the basic structures of English and also encourage their imagination.

Justification

Chapell (2011) states that writing is fundamental since it brings lots of advantages such us to develop critical thinking, to express ideas, to prepare students for working life and school issues and for foster communication. According to Walsh (2010) *“If students don’t know how to express themselves in writing, they won’t be able to communicate well with professors, employers, peers, or just about anyone else”*, as the author states writing is a fundamental aspect that people must develop to improve their communication skills increasing their opportunities in the professional world, that is why it is necessary for schools to encourage students to promote communicative skills since early childhood.

Through the observations’ process the pre-service teacher could evidence that students have troubles in grammar structures that’s why they are not able to make writing productions, besides the guidelines to evaluate English does not include a specific aspect to develop it.

One of the major factor for students is the lack of interest is to consider English as a mandatory requirement, so they do not have a significant learning inasmuch as most of the items are learned by heart; in addition to this, they have not acquired an average level during all the process at the school, so when they work in a new subject they cannot develop it in an effective way.

In light of that, this project aim to improve English learning via writing productions encouraging students from ninth grade at Cristo Rey high school to discover new vocabulary, stimulating their imagination and practicing English basic structures by creating short stories.

Conclusion

The development of this project allowed to know that short stories are a great tool to use in the acquisition of the English language, when reading and writing them, students can discover new vocabulary and relate it with they already know. Besides, it is important to take into account student's likes and interests. Furthermore, teachers have to make that students feel that they can write in English, likewise the teacher must guide students' work to solve coherence problems.

On the other hand, the development of this project provides the teacher in training a space to reflect about her performance during integral practicum, besides it allows to know the social and economic reality of the community, as well as reflect about her teaching methodology.

Finally, the pre-service teacher had the opportunity to be an active member of the institution, besides she had to stay all day in the school, in that way she could interact and gain a deeper understanding of the responsibilities that becoming a teacher implies in a real context.

Institutional observation

This section describes the topographical location of the school, a description of the educative authorities, a brief description of the Institutional Educative Plan (PEI), main aspects of the coexistence handbook, a description of the physical plant, the institutional organization, the institutional calendar, the supervisor's schedule, and finally, some pedagogical aspects.

Topographical location

The “INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS” (ITASFA) is an official educational institution located in Pamplona, Norte de Santander. It offers mixed-gender education –men and women- and it was created by “Decreto Departamental 000132” of January 28th, 2003 to provide formal education in the levels of preschool, primary and high school in addition to technical and adult education with a project called “Ser Humano”.

On the other hand, ITASFA has four headquarters in different locations of the city as follows:

- a. Sede José Antonio Galán: carrera 6° N° 1B-71. Barrio Galán – Sede Principal
- b. Sede Cristo Rey: Barrio Cristo Rey.
- c. Sede Cuatro de Julio: Calle 1ª N° 6-19. Barrio Galán
- d. Sede Santa Martha: Barrio Santa Martha

This project will be carry out in the Cristo Rey’s institution High school located in the 5th n street #12-3660 Cristo Rey neighborhood. This educational center was founded on February 2nd 1963 and it only provided primary school. By the 8th February of 2000, high school was approved.

Educative authorities

The Cristo Rey institution’s board of authorities is composed of, a) Bernardo Wilches Gelves, head of the institution; b) Olga L. Barajas, Mario A. Castellanos, and José Joaquín Rincón as the coordinators of the mentioned centers; c) the representatives of the different committees,

including teachers, students, parents and administrative staff; and finally, Alba Milena Florez Gonzalez, as the pre-service teacher supervisor.

Fundamental aspects of the Proyecto Educativo Institucional (PEI)

The ITASFA educational institution presents its PEI, which is regulated by the principle of inclusion and is assumed not only as a required document but also as a life proposal where all the agents involved participate in the discussion, agreement and applicability thereof.

On the other hand, it is considered that the educational institution contains a large number of students in conditions of vulnerability, extra-age and / or disabled status, therefore the PEI must continually reevaluate to continue with its sense of inclusion, respect and attention to all the population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability, situation of disability, displacement and illiteracy, among others.

Mission

To provide our students with training spaces that ensure them, their families, the city, the region and Colombia, meaningful learning and life experiences to be applied as alternatives to employment in the solution of their economic problems, so that they can build their life project with responsibility. To achieve this purpose, our institution will promote projects towards skills enhancement and professional development, community engagement and inclusion in a framework of tolerance and respect for men, women and the environment.

Vision

By the end of the year 2020, this educational institution should demonstrate competitiveness in social, cultural, and academic aspects as well as in sports, so that recognition can be achieved at local, regional and national level.

Philosophy

Our educational institution aims at the development of its pedagogical and social proposals of coexistence in order to focus its efforts on the integral formation of its students with the objective and concrete criteria such as the respect for the Social State of Law (Estado Social de Derecho), the recognition of the individuality proclaimed in the Constitutional principle of the primacy of the general interest, the competitive training in the academic field and the emphasis on job training as an alternative to individual and collective development, as well as the inclusion of all our students with any limitations and/or special needs or vulnerability; by educating young people that are capable of becoming agents of change in their environment under the principles of community organization, job training, sense of appreciation, conservation and love for nature and the environment.

Symbols of the Institution

Institutional anthem

CORO

Paz y bien, es el lema de mi
Institución, que convierte mi ser en
semilla,
De esperanza, justicia y amor.

Que convierte mi ser en semilla,
De esperanza, justicia y amor.

ESTROFA

En mi mente siempre presente,
el amor siempre a Dios debe estar,
Para así al que sufre ayudar,
con alegre actitud fraternal.
Para así al que sufre ayudar,
con alegre actitud fraternal.

ESTROFA

Siento orgullo de ser
Franciscano y a la patria poder
aportar:
“la verdad, la virtud y el honor
que construye el sol de la paz”.
“la verdad, la virtud y el honor
que construye el sol de la paz”

Letra: Mons. Rafael Tarazona Mora

Música: Daniel Solano Ortiz

ITASFA's institutional flag

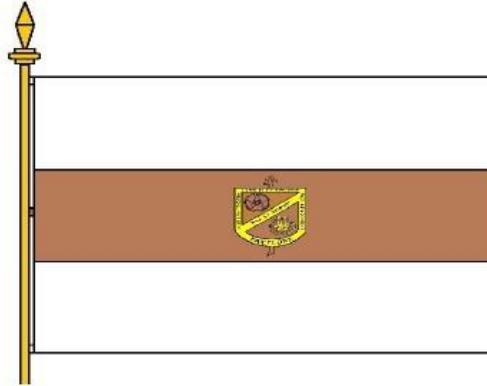


Figure 1: Institutional flag

The flag of ITASFA is a bi-color one featuring three horizontal bands. First, the upper and lower colored in white, which symbolizes peace, as it is built from the heart of our institution; and second, the central band, smaller in size, colored in brown. This color, which characterizes the Franciscan community, is not only perceived as a symbol of poverty and humility but also as a representation of the spirit of service and dedication to others, as illustrated by our founder, St. Francis of Assisi.

Institutional shield



Figure 2: Institutional shield

Starting with its border, the shield has the design of the Archdiocese of Nueva Pamplona, as it was Monsignor Rafael Tarazona Mora, the founder and the first principal of this institution.

The shield is framed by the name of our institution –in golden letters- and it is divided into two sections by a diagonal line containing the Franciscan message: PEACE and ALL GOOD as the institutional motto that must lead us to be agents of peace by means of friendship, fraternity, and solidarity.

The upper and lower sections have, as background colors, the white and brown colors of the institution's flag. The former, in the shape of a triangle, has a white circle, which frames the five-pointed star that comprises our institutional principles: God, Nation, Study, Discipline, and Joy. In the center of the star, there is a circle with the anagram of Jesus Christ, a sign of the Christian orientation of our Institution. The latter section has a pinion framed in a circle, which represents the technical orientation of the institution and its mission to form citizens towards work and productivity. Additionally, inside the pinion, the outline of an atom, with the Greek letter PI in its center, is found as a symbol of science, research, and academia.

Our coat of arms has the double-arch Archdiocesan Cross in the background as a symbol of the Catholic origin of our institution.

Rulebook

According to the article 87 of Law 115 of 1994, the institution's rulebook main objective is to define the rights and obligations of students as well as each member of the educational community. It is a tool that is built, evaluated and adjusted by the educational community, with the active participation of students and parents. It is important to highlight that it is mandatory in public and private institutions and is seen as an essential component of the institutional educational project.

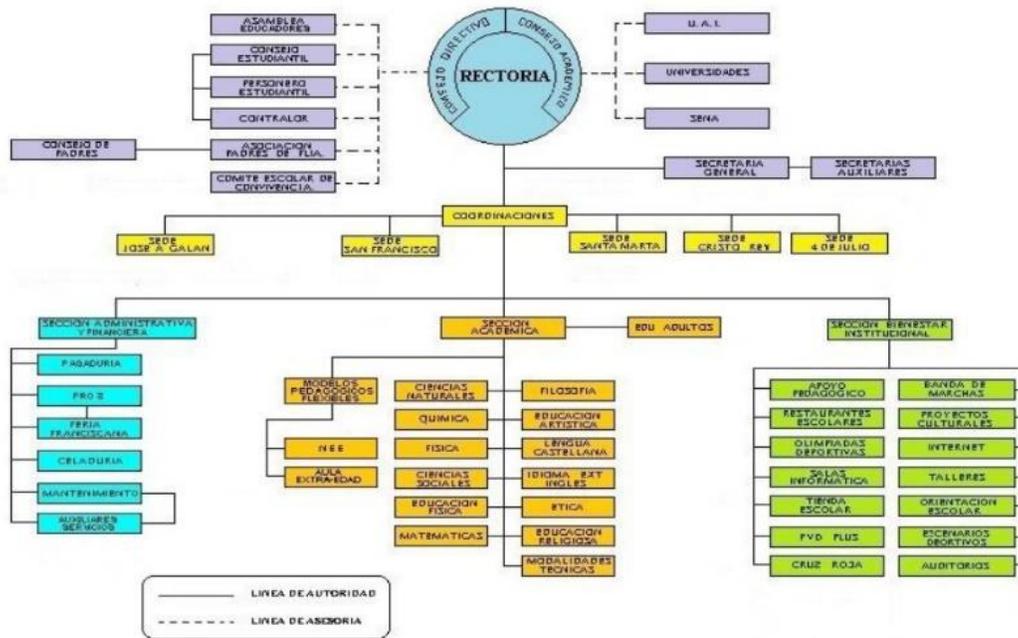
This rulebook will grant the educator the role of counselor and mediator in situations that may threaten school life and the exercise of sexual and reproductive human rights, as well as functions in the early detection of these mentioned situations. Additionally, students are given an active role to participate in the definition of actions in order to manage these situations, within the framework of integrity.

In this case, the rulebook of the school is conceived as a collective agreement which expresses the rights, commitments, and responsibilities to be assumed by each member of the educational community, and its main purpose is to create and promote spaces that enable students' full development of their personality as well as the community in general, living in harmonious coexistence, based on the principles of mutual respect, freedom, democracy, equality, and equity.

Physical infrastructure

ITASFA's infrastructure and facilities aim at responding to the requirements and needs of its students, teachers, members of the administrative sector and others. There are 16 classrooms, a computer room as well as a lounge for teachers and the coordinator's office. The institution also has a restaurant, a multifunctional court, and bathrooms for boys, girls, and teachers.

Organizational chart



School calendar

The present chart displays all the activities to be developed at Cristo Rey High School during the second period of the year.

CALENDARIO DE ACTIVIDADES		
2019-1		
MES	FECHA	ACTIVIDAD
	3	Terminación primer periodo académico – Cierre de plataforma Webcolegios para cargue de calificaciones
	7 AL 10	Desarrollo académico
	6	INICIO 2º PERIODO ACADÉMICO
	7	Consolidación de reportes académicos por parte de coordinadores

	8	Asamblea académica – comité de convivencia Primer periodo
	13 AL 17	Desarrollo académico
	14	Entrega de informes académicos primer periodo a padres de familia
	15	Celebración institucional día del educador y del personal administrativo franciscano
	20 AL 24	Desarrollo académico
	21	Simulacro 3°, 5°, 9°, 10° y 11°
	27 A 31	Desarrollo académico
	31	Tercera actividad experiencia significativa Proyecto Pedagógico Transversal “Senderos De Paz Y Bien” con padres de familia
Julio	4 AL 7	Desarrollo académico
	4	Sesión ordinaria consejo académico
	10 AL 14	Desarrollo académico
	13	SIMULACROS 3°, 5°, 9°, 10° y 11°

	17 AL 21	Vacaciones directivos, docentes, estudiantes
	24 AL 28	Vacaciones directivos, docentes y estudiantes
Julio	1 AL 5	Vacaciones directivos, docentes y estudiantes
	8 AL 12	Desarrollo académico
	11	Simulacro 11°
	15 AL 19	Desarrollo académico
	20	Desfile día de la independencia – estudiantes 11° grado
	22 AL 26	Desarrollo académico
	26	Cuarta actividad experiencia significativa Proyecto Pedagógico Transversal “Senderos De Paz Y Bien”
	29 AL 31	Desarrollo académico

Supervisor academic Schedule

The following chart is a visual representation of the supervisor’s academic schedule for the present year. It encompasses English courses of three weekly classes of 55 minutes each, from 6th to 10th grade.

Table 2 Supervisor’s academic schedule

SUPERVISOR'S ACADEMIC SCHEDULE

2017

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7:00-7:55		8th grade	7th grade	8th grade	
2	7:55-8:50				8th grade	
3	8:50-9:45				7th grade	6th grade
	9:45-10:15	BREAK				
4	10:15-11:10		9th grade			7th grade
5	11:10-12:00	6th grade				9th grade
6	12:00-12:50	6 th grade				9th grade

Pedagogical aspects

At the beginning of the semester, an institutional and pedagogical observation was conducted for a period of one week. During this stage, the purpose was mainly focused on observing the assigned courses from 6th to 9th grade as well as relevant aspects of the institution in which the practicum is taking place. Finally, the process of observation was registered through field notes in a journal so that any important details would not be omitted.

As previously stated, aspects regarding teacher's methodology, classroom organization, management and environment, along with student's learning difficulties, activities proposed, teacher-student interaction, attitudes and behaviors, and even the development of the English

class itself, among others have been taken into account in order to profoundly appreciate and understand the challenges and responsibilities that being a teacher in this institution would bring along. On the other hand, physical facilities and information about the school and its members were also observed and considered of vital importance as a way to become familiar and recognized in the institution.

Besides the mentioned aspects, the attention has been carefully centered on the lesson planning and how it unfolds throughout the classes. Certain features were detected inside the classrooms such as lack of interest and motivation, the language learning process, participation issues, discipline, pronunciation and vocabulary knowledge.

Chapter I: Pedagogical Component

Promoting Writing Production Through Short Stories in 9th Grade Students at Cristo Rey School in Pamplona, Colombia, an Action Research

Introduction

The Ministry of National Education pretends that Colombian citizens have sufficient capacities to establish a communication in the English foreign language, in this sense, the Colombian country can be involved in universal, economic and global processes. To achieve this goal, the MEN established the bilingualism law that must be adopted in each of the institutions at the national level.

According to the Common European Framework of Reference for Languages (CEFR) learning a language involves four skills, such as reading, writing, listening and speaking, this project takes as a reference the writing production which involves linguistic, cognitive and manual skills ; In

terms of linguistic competence, the Cristo Rey educational institution does not have sufficient foundations for the creation of written productions, however the interest of the project is to develop this skill through short stories in the ninth grade students.

Statement of the problem

This pedagogic research proposal is focused on the development of writing skills in the ninth graders through the creation of short stories, having as result the evolution of lexical and grammar competences. Through the observation process it was possible to evidence that the students present flaws in these aspects, likewise most of them have a high degree of disinterest and lack of motivation on learning the language, bearing in mind the suggested activities are not significant for them.

On the other hand it is necessary to highlight that the students do not have the enough tools to improve their language level since most of them live in a low resources area. Furthermore, students are used to work with a traditional method, which does not allow them to explore the communicative approach, yielding a boredom environment, since they perceive the programmatic contents as a linear aspect. This proposal will be focused on suggesting different writing workshops to develop students' ideas, based on their academic and communicative needs. To meet this goal, the following questions will guide this study:

Questions

Grand-tour question

- How to encourage students to learn English language, as well as its basic structures, by writing short stories?

Sub-questions

- How make students develop lexical skills using writing production activities?
- How to motivate students to write short stories using their imagination?

Justification

The integral teaching practice aims that the pre-service teachers to have the experience of working in a real context putting into practice all the knowledge learned during the degree; likewise this experience aims to propose activities in the institutions to improve the educational process in the English teaching. Based on the observations conducted in the ninth grade course, difficulties were identified in the communicative skills (writing, speaking, reading and listening) presented by the CEFR, insofar as they do not have the necessary bases to develop the linguistic requirements for the level and there is no motivation to learn the language by the method they have been working on throughout their student process. For this reason the teacher in training presents the short stories as a proposal to reinforce the writing ability, improving its production capacity and lexical competence.

Objectives

General Objective

- To encourage students from ninth grade at Cristo Rey high school to discover new vocabulary, stimulating their imagination and practicing English basic structures by creating short stories.

Specific Objectives

- To develop students' lexical skills related to the writing production activities.

- To promote students' interest to learn English by writing short stories using their imagination with topics of their interest.
- To create an animated book using the short stories writing production of the ninth graders.

Theoretical Framework

The following section describes the function and the importance of each key concept related to the current project. These definitions are essential in the development of this action research, furthermore they help the reader to comprehend the nature of the study and to go smoothly over the whole pedagogical component.

Writing Skills

Writing skills are a relevant aspect in communication. When having well writing skills people are able to communicate with clarity in diverse settings. Based on Brown (2007) the writing process is described as the development of the ideas creation, its organization in a coherence form, additionally the use of discourse markers and rhetorical conventions, be able to edit text for appropriate grammar and also to create a final product. In this regard, writing skills comprise lexical, grammar, opinions, contents and structures of a text elements. Baker (2012) states that writing lets students to clarify their thinking and attribute teachers an excellent source of information. For instance, writing is fundamental in the development of this project, since this study focuses on promote students to learn English by writing short stories aiming at stimulating their imagination and additionally training them in English basic structures.

Short stories in English Classroom

Short stories were established as a literary form in the 19th Century thanks to many writers, however it was a well-established literary form until 20th Century in the West, writers such as Edgar Allan Poe, Guy de Maupassant, and Anton Chekhov contributed to the development of it using this literary form in a variety of genres such as love stories, fantasy and horror stories, crime and mystery stories, and science fiction. When selecting short stories to work with students it is essential that it is part of the instructional level, in order for students to understand the main idea of the text and the vocabulary, since if it is difficult for students the teacher must spend a lot of time explaining and the objective of the course is lost, as a result students are centered on the vocabulary but not on meaning, therefore, they cannot develop language skills, critical thinking and creativity (Pardede, 2011).

Creative Writing

Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative nonfiction writing and more. The purpose is to express something, whether it be feelings, thoughts, or emotions (Writers' Treasure, 2019).

Creative writing will allow students to break with monotony and increase motivation to learn in a more original way through their imagination, likewise students will have the opportunity to reflect and concentrate on aspects such as word building, vocabulary and the use of the language.

Task based learning

According to Rodriguez and Rodriguez (2010) Task Based Learning is an approach focused on language acquisition and learning via diverse tasks, which have an objective.

Language is used at all times, however students focus their attention on the purpose when making the tasks. Based on Willis (1996) a task is an activity “*where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome*”. *The Task have to involve students in comprehending, manipulation, producing or interacting in the target language, however their attention is focused on meaning rather than form* (Nunan, 1989)

In TBL, teachers must involve students for real communication, but they are only a guide and they have to supervise learner’s work without interrupt the process in which learners are working on, therefore students become autonomous, they receive specific guidelines, but they make decisions about the roles they will have in order to achieve a final product. Another important aspect is that, motivation increased since they have to develop many kinds of tasks what means that classes are varied.

According to this model, there are three stages, the pre-task in which students are instructed about they have to do, besides learners planning the time and the activities they will use to develop the task, thereupon during task consist of communication activities using the language, the students complete a task using the language they have as the teacher monitors and offers encouragement. Finally, in the post task, learners give a report about what they did, learners can review each other's work and offer constructive feedback, and this is a reflection time.

Literature Review

Short stories to improve writing Skills

According to the study conducted by Bartan (2017) entitled *The Effects of Reading Short Stories in Improving Foreign Language Writing Skills*, the development of the ability to write

short stories is effective if it is done through a Reading model, besides this, the use of short stories allows to identify the components of this literary form and also "using a writing log, adding in adjectives and adverbs in a sentence, polishing and rewrite effective expressions, using stylistic devices, setting scenes, using different types of sentences, strategies that help with action writing, strategies that help to build up character etc "(p. 72). On the other hand Pardede (2011) the use of short stories is a powerful and motivating tool both in foreign language and in the mother tongue, according to the author they can be seen as models when the short story is similar to the original story, but it can also be seen as a subject when the text created by the student is original and emerges from his creativity. The short stories created, also allow to improve language approaches, students' interpretive strategies, the development of linguistic and lexical skills.

On the other hand, according to Saeed (2015) in the learning of a foreign language short stories are an element that serves as a source of motivation, in addition, it allows to develop literary comprehension skills and improve cultural knowledge and thinking. In the light of writing, short stories allow to develop this ability eliminating the difficulties that the students face in this process. Otherwise, this literary form promotes students' imaginative thinking and develops lexical competences in students.

Based on Ghasemi (2011) in the English field it is important to choose short stories taking into account the level of the students in order to offer them an adequate participation in linguistic, intellectual and emotional aspects improving their learning experience. On the other hand, short stories are seen as a multidimensional literary genre in the acquisition of diverse linguistic skills and it is a very useful material to develop reading and writing skills. Likewise, this literary form has particular characteristics such as brevity, modernity and variety, which

invites students to participate in the development of discussion activities about their participation in the text and their own personal experiences relevant to the world of text.

Erkaya (2010) states that short stories allow the development of the four communicative skills (writing, reading, listening and speaking) and those are also a tool to teach culture and literature, as well as the improvement of lexical skills.

Methodology to accomplish the pedagogical component

This study focuses in developing writing, lexical and grammar skills through the creation of short stories. To carry out it is fundamental to take into account the guidelines proposed by the Ministry of Education in order to know the skills that the students must achieve in the level they are; this aspect will let the teacher in training to stablish a relationship between the thematic axes to work and the activities she can implement. During development of the present project, the teacher in training will be guide by the tutor of the University of Pamplona and the supervisor teacher of the Cristo Rey Institution.

Development

During the observations the teacher in training could evidence that the supervisor teacher gives the students a list of vocabulary each period of the year, therefore, these terms will be used in the construction of the short stories. To carry the writing of the short stories the pre-service teacher will show the students different models them, besides she will explain how to do it and what the stages they have to take into account are. Due to the fact that students do not have the enough basis to write a text, short stories will be done during the whole stage of the pre-service teacher, in that way she could help them making corrections. At the end the short stories will be exposed by an animated book.

Research Methodology

Design

An action research design was selected to conduct this proposal, 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”. As a result, this research design gave the pre-service teacher two roles, as a researcher and as an implementer of the pedagogical intervention before-mentioned.

On the other hand, it is important to highlight that within education, the main goal of action research is to determine ways to enhance the lives of children. Furthermore, action research encourages teachers to become continuous learners within their classrooms and school.

Population and sample

The population is composed by ninth graders at a public school in Pamplona named Cristo Rey, these students are among the age of 14 to 16 years and come from different locations in Colombia and Venezuela, from which a sample of 10 students are randomly selected to help the teacher-researcher in answering the questions proposed at the beginning of the study.

Instruments

Participant Observations

According to Kawulich, (2005) participant observation allows researchers to corroborate all the aspects that have been exposed by the participants through other instruments used in the research, as well as everything they have described above, the role of the researcher is to observe the subject of study being an active actor in the process. This author states that:

“... The process of conducting this type of field work involves gaining entry into the community, selecting gatekeepers and key informants, participating in as many different activities as are allowable by the community members, clarifying one's findings through member checks, formal interviews, and informal conversations, and keeping organized, structured field notes to facilitate the development of a narrative that explains various cultural aspects to the reader... (P.19)”

This instrument will allow the teacher in training to collect data in the natural environment and to be in contact with the students themselves in order to know the process they develop in the writing of short stories and also in the construction of knowledge in the English area. On the other hand, the use of participant observations will allow the pre-service teacher to be an active actor and a guide for the students.

Journal

The journal is an instrument of great importance since it is "an instrument for reflection and analysis based on objective and verifiable data" (Boutin & Camaraille, 2001), therefore it allows registering all emotions, experiences, ideas and descriptions of the aspects seen or heard, as well as the environment where the study is developed.

The journal will serve the pre-service teacher to record all the aspects observed in the classroom as well as the aspects related to the learning process of the students, besides she can reevaluate their teaching strategies or continue with them if these are effective. On the other hand, the teacher in training will make use of this instrument at the end of each course or during the classes in order to collect all the information without leaving any important aspect aside.

Table 2. Schedule of data collection

Instrument	Date
Journal	From 3 to 7 May
	From 10 to 14 June
	From 8 to 12 July
	From 15 to 19 July
	From 22 to 16 July
Participant Observations	From 3 to 7 May
	From 10 to 14 June
	From 8 to 12 July
	From 15 to 19 July
	From 22 to 16 July

Methodological Intervention

During the development of the integral practicum, the implementation of the proposal has not advanced as it was expected. At the beginning of the stage, the teacher in training established a schedule of activities (see appendix 1) taking into account the space that the supervisor allowed to carry out it, nevertheless, due to academic activities proposed by the educational institution, these could not be possible.

According to the schedule of activities proposed on May 31st the project had to start, however for that day there was an activity framed in the institutional project SEMILLEROS DE PAZ Y BIEN, therefore, that day there was not academic work with the students.

Along these lines, the project began on Friday, June 7, the teacher in training spoke with the students and gave them an overview about the project, they showed good attitude towards it and looked interested on the proposed activities. In order to begin with the project, the pre-service teacher tell the students about what a short story is and what its components are, afterwards, they had to write on their notebooks these concepts. To carry out this activity, the teacher in training distributed each of the concepts throughout the room as if they were stations (see appendix 2), the supervisor was very helpful in this activity in terms of organization. When students finished to write, the pre-service teacher gives the students an example of a short story (see appendix 3) and asked them to identify each one of the components. Due to the time was not enough, this activity had to be postpone for the next session, which was scheduled for Friday June 14, nevertheless, for this date there was not academic activity since the institution had decided to give this day to the teachers because of the teacher's day; therefore, the teacher in training had to talk with the academic coordinator with the purpose that he allowed her to work on her project on Wednesday, June 12 in one of the courses proposed to teach the subject of religion, fortunately, he agreed; consequently, the second session for the project could be done.

During the second class proposed for the project students finished identifying all the aspects concerning the short story that they had begun to work on the previous class. At the end of the class the teacher in training gave the students a worksheet (see appendix 4) in which they should start writing the first paragraph of their short stories, the first thing they had to do was write a possible title, the characters and the setting of the story, however time was not enough,

therefore in the next class, the teacher in training will ask the students to write the first paragraph.

Unfortunately the time is too short, hence, the teacher in training will have to quickly work on the activities to come; additionally, it will be necessary to talk with the coordinator and the supervisor with the purpose that they provide her an extra space to finish working on the project. The objective was to create a primer, at the end of the short stories writing process.

The 12th July a third session was proposed to work on the short stories project, during this opportunity the teacher explained the students how to write them, first of all she told them that they will write the first paragraph, therefore in this first part they had to give an overview of what the text would be about, they have to introduce the characters and the context where the text would develop. At the beginning it was complex for students to start writing, they were confused and lost, they did not what to write and how to do it, hence, the teacher gave an example, she started talked about the short story "Little Red Riding Hood" she divides this story in three parts: beginning, climax and ending, in order to tell them what they have to write in each paragraph. Afterwards that the pre-service teacher gave this example students understood and they started writing, some of them wrote their ideas in Spanish, they told the teacher in training that for them it was easier to do it in their mother tongue and then translate, Other students immediately wrote in English, they knew expressions such us "Once upon a time", "Long time ago" and "there was once". The teacher in training guided students' work, when they finish she collects the writing exercise in order to make the correction.

The fourth session of the project was carried out on July 16th, which date was not established on the schedule to develop the project, however the pre-service teacher needed to move forward, hence, she asked the mathematics teacher to let her working in one of her classes

and she accepted it. During that session the teacher asks the students to write the second part of their short stories by following a sandwich chart (see appendix 5), the teacher guided the students' work. That day, she realized that some students had already finished their short stories, but some of them had done them in Spanish, therefore during this session they work on translation, for students it was difficult to write in English, the teacher in training could evidence that most of the times they know the structure, the vocabulary but they didn't know how to write, for example, in an opportunity one of the students asked her "*Teacher, ¿como puedo decir el caminaba al colegio?*"; therefore, the teacher asked them for each one of the components of the sentence (the subject, the verb and the complement) and as she hoped, they knew them, but most of the times they doubted of their knowledge. On the other hand, she could evidence the likes of students and this aspect was satisfactory, since one of the purposes of the project was to make them write about topics of their interest. When the students finishes the activity, the teacher collected it to check it.

The last session was carried out on 19th July, that day students had to write the last part of their short stories following a chart (see appendix 6); besides, those who had already written the short story in English must translate into Spanish, in order for the teacher help them with the corrections related to coherence. As in the other classes about the project, at the end of the session, the teacher in training collected the students' productions, the purpose was to correct them and give them feedback next class.

On Tuesday 23th July the pre-service teacher gave the students the whole text with the corrections, they must deliver it on Friday 26th; however, the class was not conducted during the established date. Hence, the teacher in training must collect the productions on Thursday 24th, in which some of the students did not delivered it; therefore the teacher in training must talk with

the supervisor and she collected the other productions the following week. In that way the process of writing short stories finished.

Findings

In this section, a detailed description of the results is provided. Three main categories emerged from the data collection process: Short Stories in students' language learning, Reinforcing writing skills, vocabulary acquisition. These categories are supported by information taken from journals, participant observations and students' writing productions.

Short stories in students' language learning

The development of this project allowed to realize that short stories are of great interest to the students, the first time the teacher in training talked with the students about them, they showed a positive attitude towards the subject. In the first opportunity, the pre-service teacher showed them the components of the short stories; this activity caught the attention of the students considering they did not know what they were, and also they did not know terms such as plot or point of view in writing.

Nevertheless, the pre-service teacher could evidence, that most of the times, the students have lacks in simple terms such as *setting, character or theme* (even in Spanish) since, before showing students the meaning of each one of the components of a short story, the teacher in training asked them for the definition of each one of them; for instance, it was difficult for students to describe what a character, setting or theme was.

On the other hand, before writing a short story it was important to show an example of it, therefore, the teacher in training showed students the story of Jack and the Beanstalk, in this, they could identify each one of the components of a short story, this activity was attractive for

students, since they already knew the story, besides, they could discover vocabulary in English and due to the fact that the short story was written in past, they could practice and identify some of the verbs they work each week.

Furthermore, the short stories were written following a process in which the students wrote in three stages: the beginning, the climax and finally the end of the story. The final product was the whole writing production. As the students chose a free topic to write, the purpose of the project was for them to write about aspects of their interest, thus, it was easy for them to do these creations by avoiding any kind of limitations.

On the other hand, it is important to highlight that students' work was outstanding since students were able to make the short stories even if time was a limitation ; therefore, this kind of activities require more time to be developed, especially because of the students' low level of proficiency.

Reinforcing Writing Skills

Writing a short story was a great activity for students, since it helped them to stimulate their imagination and to explore their likes; nevertheless, when writing students experienced troubles, considering they did not know or remember many basic grammar structures; during the students' production, the pre-service teacher identified different mistakes in the students' writing, such as: language structure and conjugation, however, these mistakes generally occur in students' learning processes but do not interrupt their communication, as can be evidenced in the following example “*the kind teached the rooms of the house*” “*she was alon*”. Each week students worked on ten verbs which were in the present, past and past participle form, however, at the moment to

write, they did not remember the conjugation in past or present and its position in the sentence, they wrote ideas in past and then they talked in present.

One of the problems found in the writing productions were that students forgot to write the subject of the sentences or to use punctuation signs, they wrote in English in the same way they wrote in Spanish and they used words in Spanish which have translation in English, for example "*there was once a **grillito** called Benjin **had** two great clear friends*". In certain cases, some students did not know how to structure their text even if they have good ideas, understanding that their texts did not have cohesion, and this is an aspect that must be improved in their mother tongue.

Vocabulary acquisition

The writing of short stories develop lexical skills in students, especially when they wrote and read about what they like. Nevertheless, when students are faced with an English text, one of the principal barrier is the students' lack of vocabulary. At the beginning of the workshops proposed for the development of the project, a short story entitled "Jack and the Beanstalk" was read, in order to show them what a short story was. The students and pre-service teacher realized that students did not understand the text at all because there were many new words. In addition, when students had to write their short stories, it was a complex task, since they did not know many vocabulary and they did not write some words correctly, as can be evidenced in this example "*Rosyta decided to be human and graduated from collage*"; nevertheless, these trouble had to be solved, therefore during the classes the ninth graders had to use dictionary; in this way, it was easy for them to look for unknown vocabulary. When the words could not be found the pre-service teacher told the students the word they needed. Furthermore, for the writing process, the ninth graders had to use the vocabulary proposed to work during the second term; while

writing the text, they also practiced it; As a result, the development of this project supported students in the acquisition of vocabulary and expressions, which was fundamental for them when writing about different their short stories. However, it had been necessary to have more time in order to make them a quiz at the end of the process.

Conclusions

Short stories are a great tool to use in the acquisition of the English language, therefore, it is fundamental that the teacher creates a learning environment that is both familiar and fun, it is necessary to create activities that are attractive for them; when students know about short stories in their mother tongue and then they read them in the foreign language, they feel attracted since they can discover new vocabulary and relate it with they already know about the story; therefore, the learning process is meaningful. During the implementation of the project and before writing the short stories, it was important that students know about what a short story was and how it was composed, hence, ninth graders of the Cristo Rey Educational Institution read the short story Jack and the Beanstalk, for students it was interesting, however they did not have the enough time to examine and understand it completely. In their case the process should be extensive because of their low level.

On the other hand, in order to attract students to write in the foreign language through short stories, it is important to take into account student's likes and interests, in that way they can feel free about what they write and can express their thoughts, ideas, believes and feelings. Furthermore, they can write better if we give them examples and also expressions to include in their texts with the purpose they do not feel lost, in the case of ninth graders they knew some expressions such us "once upon a time" and "there was once". In addition, teachers have to make that students feel that they can write in English, one of the strategies is that they start writing

sentences and then they relate these sentences by using connectors; writing ideas students can realize that they know pronouns, verbs and they can look for new vocabulary. At the same time, during the writing process the teacher must guide students' work, in some occasions students have coherence problems and they do not know how to organize a text; this is an aspect that must be corrected not only in the foreign language, but from the mother tongue.

Consequently, an important aspect is that in the early learning stage, students need to be surrounded by a lot of comprehensible and production input to help them in the learning process, in that way students become more successful while reading and writing short stories or another kind of texts. Most of the times students do not understand what they read in Spanish, fewer they will understand in English.

Recommendations

When teaching a foreign language, in this case English, teachers have to look for strategies that motivates students and increase their interest to learn. Short stories is an outstanding method, due to they let to explore different skills, when reading and writing a short story students can improve and develop their lexical, comprehension, production and grammar skills, nevertheless working with these require a considerable amount of time, in order to have a good development in each one of the skills previously mentioned, especially when students have a low linguistic level. Finally, when selecting short stories, it should be take into account the students' likes and the tenses they have already worked, besides, when writing it is better if the teacher establishes a specific topic but at the same time let students to have a free writing about it, in that way, students do not feel lost about what they have to write.

Chapter II: Research Component

The training of reflective spirit in PLEX practitioners, Training tool to qualify pedagogical practice

Introduction

In the context of training in PLEX, the novice teachers' pedagogical practicums are recognized as one of the relevant aspects and updating to document in order to improve the teaching-learning processes and the education assessment.

Even though, there is a manifested interest regarding the necessity of comprehending and transform the pedagogical practice also it is certain that the majority of local studies focus mainly on learning than teaching issues.

It has been considered relevant to formulate a project that encompass a reflective approach about the professional practicum as a way to achieve knowledge, behaviors and attitudes that guide the teacher practice; also as an exercise of internalization, immersion and a consistent exploration of the teacher's own subjectivity. Through the formulation of questions and searching of information in order to solve problems and self-recognition.

Statement of the problem

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture. When the events are developed without major alteration, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture. A practice lacking of reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible.

Taking that into account, the pedagogical practicum is assumed since repetitive codes that place the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs.

As a solution to that situation, it is necessary that the process of forming educators encourage the teachers' reflective spirit that contributes to improve their pedagogical practices that at the same time might be essential elements that transform their job and professional life.

Regards to the bachelor in foreign languages of the University of Pamplona, the reflection is seen as a fundamental exercise to students develop their practicum, self-assessing and being critics about their teaching practices.

Justification

The formulation of this project in the context of the Integral professional practicum of foreign language students, is part of the professional conception of practice as a spearhead to improve educational processes in the application centers where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the models as well as the approaches to attend a problematic situation stablishing an analytical look on the fact. According to the postulation of the educational philosopher Jhon Dewey, pioneer of the reflective thought field applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Objectives

General Objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

Specific Objectives

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

Theoretical Framework

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a clearer view about the encompassed concepts, closely related to this research project, an approximation of each one of them is presented hereafter.

The teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students, but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

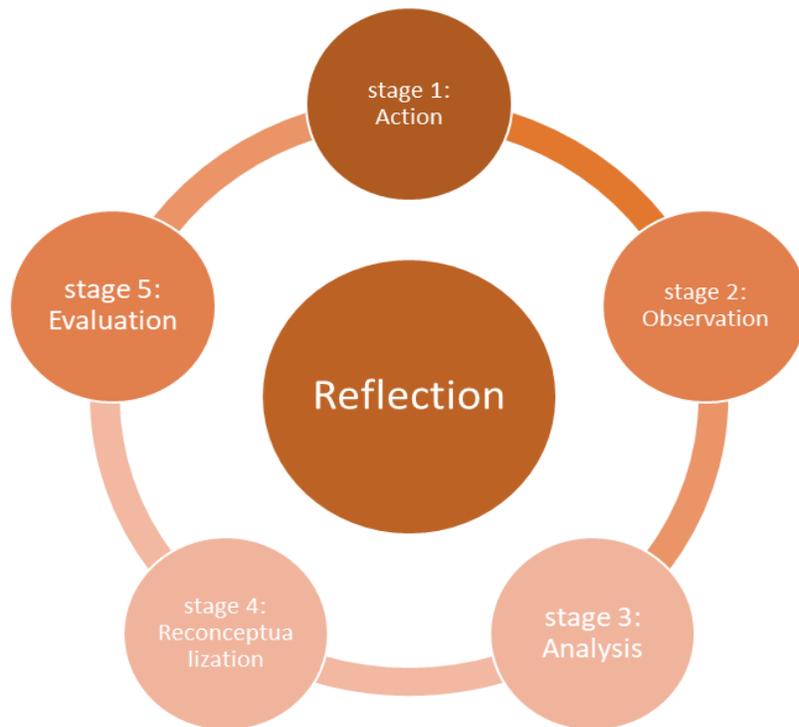
The reflection

Talking about reflection, implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

The Reflection as a Process

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the

individual's experiences, which would allow extracting a new structure of the situation". The stages of the process of reflection as a process are evidenced in the following scheme:



The reflection as a theme

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

The teaching reflection

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context, the problem of practice and class space demands a particular treatment oriented towards understanding and social interaction.

The need of articulating the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

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

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. the reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use. On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make

pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practicum

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

Academic Practicum

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

Social Efficiency Practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

The teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person

Social reconstruction

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

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

Activators of reflection

According to Schulman (1987), these triggers are the teacher's cognitive foundation on classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critic element of the reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration

5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

Based on 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 relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which the writing triggers the elaboration of reflective thinking of the teacher, on their experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy proposed has as a central axis the continuous reflection that additionally contains some meetings to strength the practicum as an initial space to aboard the teaching and labor problematic. The principles of organization are the autonomy, planning and self-observation.

This study is developed under a qualitative approach, from the reflective perspective as a professional space that will contribute widely to the description, identification and analysis of the own pedagogical didactic. This concept is back up by Cottrel 2011, who states that the reflective perspective refers to “the active, persistent and careful consideration of any belief form of knowledge in the light of the grounds that support it”

To collect the data in this study, some instruments will be applied.

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

Objectives

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist

The main objective of the self-observation checklist proposed is to guide the student-practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative

The reflection exercise will allow students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Findings

During the work developed in the eight weeks of the integral practicum the teacher in training has realized that at the beginning of a course, it is fundamental that the teacher expose the objectives in class, as well as the rules that must be taken into account to create a good work environment, likewise it is important to listen the opinion of the students. On the other hand, it is important to take into account that not all students learn in the same way or with the same methods, therefore it is important to plan diverse activities to achieve the understanding of each of them.

Regarding the methodology of the teacher in training, she has not could work in her own way, since she must follow the work that the supervisor has established, all classes started by checking the dictionary and the development of the class is done using the mother tongue, rarely she uses English, of course she can understand this aspect, since students have a low level, however, the pre-service that the use of the second language is essential, the class should be given in this language around most of the time to get used students. On the other hand grammar explanations are important, however they must be accompanied by communicative activities, in the institution it is sometimes a bit complex due to time issues.

Talking about the planning of the courses, the teacher in training always takes into account the comments given by the supervisor; in this part, there are three moments during the class such as warm up, explanation of the topic, production activities or evaluation. Generally these three moments are always implemented. Additionally, planning is done taking into account the level of students and their linguistic and communication skills.

On the other hand, the pre-service teacher has maintained a good relationship with the students, they go to her with great respect and recognize her as a teacher, in addition, they have confidence to express their doubts or comment on academic situations, sometimes students approach and greet her during the breaks, in addition, during classes they always participate and have a good attitude with the proposed activities.

With regards to the resources in the institution, most of the time the teacher in training must provide worksheets since the students do not have books or other material to work, also in the school there is no internet which does not allow to use pages for games, online activities, quizzes, etc.

In matter of discipline, the control of this aspect varies according to the degree in which it is worked and the way of the students behave, there are grades in which it is very easy to do it because students show a lot of respect towards the teacher, simply with the fact of telling them to be quite and silent they obey, instead there are groups in which the teacher indicates them to be quiet, silent, even she lowers the behavior grade, separates the students and it does not work. The teacher in training has evidenced that in these cases it is important to keep students busy and to carry activities that get their attention.

Finally, it is important to highlight that instruments such as narratives (see appendix 5) auto-observations and reflections workshops allow the teacher in training to have a feedback

about her role as a teacher, in this way she can verify if her teaching methods are effective, likewise she can think about whether the proposed activities served the students and if they called their attention or if on the contrary it is necessary to look for other methods, in addition the reflection allows the teacher to rethink on her methods to control the discipline and the organization of the course, as well as to contemplate about the student needs since each class is a new experience even if teachers always work with the same course.

Conclusion

The main purpose of this research component was to provide the teacher in training a space to reflect about her performance during integral practicum. The reflection process was extremely important, since it allowed the pre-service teacher to innovate, create and transform their lesson plans and classroom management to motivate students to learn. Therefore, reflecting is a tool that provides the construction of knowledge, skills and also allows to model the identity and teaching methodology. On the other hand, the fact of having an experience in a real educational environment allows to know the social and economic reality of the community, as well as create strategies to meet the needs of students with special abilities and also motivate students to learn English, showing them that it is not a complex task and that they have all the abilities to learn it. With regards to the instruments used (narratives, self-observation checklist, class recordings) these allowed the teacher in training to reflect about positive experiences, frustrations, inconveniences presented during the integral practicum, class development, motivation, and self-assessment.

Summing up, the reflection process was enriching and effective, since it provides the teacher in training significant experiences and knowledge in the teaching and learning process, additionally it allows the improvement of her performance and rethinking about her teaching

methodology. Finally, more opportunities to reflect should be done during the development of the degree, in order to give the future teachers in training the possibility to analyze, improve and overcome any difficulties they may face in their teaching process.

Chapter III: Outreach component

“Awareness raising project to English language in primary schools in Pamplona, Colombia”

Introduction

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

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

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes; however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

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

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

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

Justification

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

Objectives

General objectives

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

- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

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

- Familiarizing children from primary schools in Pamplona with the essential foundations in English
- To engage students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- To articulate the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

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

Contribution lines

- Contribution to the academics formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the

inequality of the educational system.)

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

Theoretical framework

Teaching languages

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

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

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

person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program. Colombia, as other countries in Latin-American and the world, has adopted academics policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

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

Teaching English in primary School. According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. “la adquisición del lenguaje se hace de manera natural e inconsciente en

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

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

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

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children

who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society.

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

Sub-project

The song as a playful strategy to strengthen the learning of the English area in primary education

Identification of the need

The teaching of the English area is stipulated in the curriculum of the Cristo Rey educational institution, however there isn't a specialized teacher to guide the teaching-learning process of this area, therefore students present difficulties at the moment to perform actions that involve communication using the English language, in other words students can't write simple sentences, not all of them have a basic vocabulary and also the knowledge they have acquired is not evident in their oral and written productions. On the other hand, the students perceive the English learning of as a complex process, therefore they have the representation that it is difficult

and assume that they are not able to speak it or to listen it, which has as a consequence their little motivation to learn.

Justification

Currently the field of a foreign language, in this case English, is fundamental, since it offers opportunities for both in work and intellectual growth, therefore it is necessary that in the educational institutions English teaching language is essential for the students to reach a level that allows them to be competent and to develop activities that involve the use of this second language. In this sense, the teaching of English language should be promoted from primary education in schools through a didactic way in order to awaken the interest of students for their learning from early ages.

The use of songs for English teaching-learning allows students to appropriate and strengthen the language in a playful and fun way, far from traditional learning. The students will develop oral comprehension skills and in the same way improve lexical and grammatical aspects since the songs are composed of a great variety of adjectives, verbs, nouns and sometimes idiomatic expressions.

Population

Due to this project is aimed at primary education, the population that belongs to this study are students from third, and fifth grade of the educational institution Cristo Rey, these students are among the age of 10 to 13 years and come from different locations in Colombia and Venezuela.

Objectives

General Objective

- To strengthen the learning of English through song as a tool to develop comprehension and communication skills.

Specific objectives

- To encourage students to learn English through the song.
- To encourage the learning of vocabulary and grammatical structures through the song as a didactic tool.
- To develop oral comprehension skills and written production.

Theoretical framework

English learning depends to a large extent on the teaching method of the teacher, therefore it is necessary to be dynamic with the purpose of attract the attention of the students and also to respond to their needs. The song is an element that allows to acquire knowledge because it contains sounds, rhythms and emotions. According to Bengoechea (2008) the song is an instrument of exchange, favors socialization and it is also a significant content in the school; because when we sing or create songs, the process of incorporating words is simpler having more significant value because there is an integration between the word and music.

On the other hand Lerner (2000) considers that music is a beneficial resource for two factors, firstly because throughout life the human being is in constant proximity to it and also because music allows to integrate the language and the culture, which is of paramount importance when teaching a foreign language. Likewise, Lerner (2000) states that there are five elements that

attribute a didactic importance to music in the learning of a language: first of all, music function as a system of memory and repetition; on the other hand the songs use a colloquial and simple language; thirdly, they are considered as simple texts with a unit, which facilitates the work in class; likewise, music and songs do not constitute categories of study in the learning of another language (as are grammar, reading, conversation, etc.), but they may be contained in other categories; finally, the content of the songs does not simply cover linguistic structures but also cultural ones, which is fundamental, since learning a language also implies learning their culture.

Methodology

In order to carry out the proposal set in this project, first of all there was an approach with the teachers in charge to know the topics that were previously established in the institutional timetable. Having this information clear the trainee educator organizes the development of the classes according to the objectives to be achieved, therefore each class must include a song for the explanation of the topics. Classes start with the greeting that was also done through a song: "Hello, Hello, Hello, How are you? I'm fine, I'm Fine, I'm Fine, I'm fine Thank you. " In addition, at the beginning of each class the teacher says some commands such as "Open your notebook, close your notebook, stand up, sit down, clap your hands and raise your hands" this, with the objective that students identify these actions when the teacher ask them to do it.

Moreover, to continue with the development of the class, the teacher indicates that the students are going to watch a video of a song, the video is watched 3 times, in the first listening they must identify the general theme, then a review of the song was made with the objective that students learn vocabulary through repetition, in this step importance is given to pronunciation; finally, in the third listening the students must begin to respond in didactic worksheets activities that corresponded with the subject. Next, the teacher clarifies doubts about the subject worked in the

song, this is done especially when the developed subjects are related to grammar. At the end a production activity is worked both written and oral. The project is developed in two courses: Third and Fifth grade.

Primary English class timetable

This chart displays the timetable established to carry out the outreach component effectively. It is important to highlight that this component is developed in a period of 8 weeks in two primary courses, which have a fixed schedule of two hours for English class per week.

Table 7 Primary courses academic schedule

FIFTH GRADE COURSES ACADEMIC SCHEDULE						
2017						
	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	7:00- 7:55					
2	7:55- 8:50			3th grade		3th grade
3	8:50- 9:45					
	9:45- 10:15	BREAK				
4	10:15- 11:10				5th grade	

5	11:10- 12:00				5th grade	
6	12:00- 12:50					

Findings

During the development of the classes a song has being include for the explanation of the topics. Classes start with the greeting that is also done through a song: "Hello, Hello, Hello, How are you? I'm fine, I'm Fine, I'm Fine, and I'm fine Thank you. " In addition, at the beginning of each class the teacher says some commands such as "Open your notebook, close your notebook, stand up, sit down, clap your hands and raise your hands" this, with the objective that students identify these actions when the teacher ask them to do it.

Moreover, to continue with the development of the class, the teacher indicates that the students are going to watch a video of a song, the video is watched three times, in the first listening they must identify the general theme, then a review of the song was made with the objective that students learn vocabulary through repetition, in this step importance is given to pronunciation; finally, in the third listening the students must begin to respond in didactic worksheets activities that corresponded with the subject. Next, the teacher clarifies doubts about the subject worked in the song, this is done especially when the developed subjects are related to grammar. At the end a production activity is worked both written and oral. The project is developed in two courses: Third and Fifth grade.

As it was mentioned before, during the development of the classes a song is always presented, this fact makes the students show interest. At the moment in which the pre-service teacher indicates that they will see a video that contains a song with the topics studied, they quickly pay attention to the class. When the song ends the students show an attitude of participation and they comment on everything they saw and could identify.

On the other hand, most of the topics studied in the fifth and third grades are related to lexicon, the teacher in training have could evidence that for students it is easier to relate the vocabulary with the images that are contained in the songs, when they forget a word the teacher in training remember some part of the song and they quickly remember the word. In one occasion the teacher in training taught emotions, for this she used the song "If you are happy, happy" (see appendix 5), in this song students should relate body movements with emotions; during this activity the students were very attentive, at the end if they forgot a word the pre-service teacher sang the song and made the movement, in this way the students quickly remembered the emotion.

On the other hand, it is important to highlight that for the students it has been easy to identify the vocabulary in the songs, which shows that this is a good tool to develop comprehension skills; furthermore, the vocabulary worked during the class is generally related to a production activity. It is important to clarify, that the productions that the students do are short and simple since their level is low, however they manage to do it, when the pre-service teacher taught the emotions, she also worked on the verb to be, at the end the students had to see some images and describe how the person felt, for example: She is happy, she is angry, he is hungry, etc.

Finally, it is relevant to say that during the development of this project, there was an important accompaniment by the teachers in charge of the courses, in addition the teachers allowed the activities to be carried out as such as the educator in training raised it.

Conclusion

The use of songs in the English teaching is a useful tool that attracts students' attention, children learn easier a language and are more flexible, for instance, when the teacher in training indicated the students that they would listened a song, they showed an attitude of attention and interest. On the other hand, when the songs are accompanied by a video, the students become more interested and even it was easier for them to associate the vocabulary with what they could see, likewise, when the songs were accompanied by body movements, the students' learning was more significant.

Chapter IV: Administrative component

Introduction

The process of integral practice stage implies that the pre-service teacher is involved in all the aspects that concern the educational institution, therefore his/her work not only consists of teaching in a certain number of courses but also being part of all the activities of religious, cultural and academic character that are stipulated in the school calendar. Therefore it is essential that the teacher in training know all the places and entities that participate in the school, with the aim of having a cordial treatment and thus be able to develop the proposed activities in an optimal way.

On the other hand, the teacher in training must be throughout the school hours, which starts at 7:00am and ends at 1:00 p.m. The hours in which there is no English class, the pre-

service teacher can take advantage of this time to grade the work of the students, make the planning of the following classes and likewise prepare the material to work.

Justification

The administrative component aims to involve the pre-service teacher in institutional and extracurricular activities proposed by the school, because the main purpose is that the teacher is an active member in the educational community.

On the other hand, it provides the trainee teacher an extraordinary opportunity to be in contact with the functioning of the institution, the school community where students, teachers and administrative staff are included and also to get involved in the activities that are developed in the institution, which allows become familiar with the teaching work and know that profession more thoroughly.

Objectives

General objective

- To participate in the academic and administrative activities proposed by the Cristo Rey educational institution.

Specific objectives

- To become familiar with the members of the school community in order to know how they work and what are their functions.
- To establish a pleasant relationship with the members of the institution creating an environment of communication and interaction.

- To collaborate with the academic and administrative activities proposed by the educational institution.
- To encourage and help students to participate in the activities proposed in the school.

Methodology

The process in this component is based on the attendance to extra activities that are part of the institution, besides the collaboration with any job proposed by the Cristo Rey School. In that regard, pre-service teacher must be available and cooperate during the integral practice stage being involved in all the activities, as a result the trainee teacher is not focused only in her/his work as a teacher, but also as an important part of the school community.

In this sense, during the observation phase, the pre-service teachers are presented with all members of the educational institution, besides he/she becomes familiar with the physical distribution of the school and with the students. On the other hand, the academic schedule is from 07:00 am to 12:50 pm and the pre-service teacher is asked to stay at the school during all these hours a week to get some work done, for example, revising and editing lesson plans, preparing the material needed, grading the students' work among others.

Institutional calendar of activities

Table 9 Institutional calendar of activities

CALENDARIO DE ACTIVIDADES		
2018 1		
MES	FECHA	ACTIVIDAD
	3	Terminación primer periodo académico – Cierre de

		plataforma Web colegios para cargue de calificaciones
	7 AL 10	Desarrollo académico
	6	INICIO 2º PERIODO ACADÉMICO
	7	Consolidación de reportes académicos por parte de coordinadores
	8	Asamblea académica – comité de convivencia Primer periodo
	13 AL 17	Desarrollo académico
	14	Entrega de informes académicos primer periodo a padres de familia
	15	Celebración institucional día del educador y del personal administrativo franciscano
	20 AL 24	Desarrollo académico
	21	Simulacro 3º, 5º, 9º, 10º y 11º
	27 A 31	Desarrollo académico
	31	Tercera actividad experiencia significativa Proyecto Pedagógico Transversal “Senderos De Paz Y Bien” con padres de familia
Julio	4 AL 7	Desarrollo académico
	4	Sesión ordinaria consejo académico

	10 AL 14	Desarrollo académico
	13	SIMULACROS 3°, 5°, 9°, 10° y 11°
	17 AL 21	Vacaciones directivos, docentes, estudiantes
	24 AL 28	Vacaciones directivos, docentes y estudiantes
Julio	1 AL 5	Vacaciones directivos, docentes y estudiantes
	8 AL 12	Desarrollo académico
	11	Simulacro 11°
	15 AL 19	Desarrollo académico
	20	Desfile día de la independencia – estudiantes 11° grado
	22 AL 26	Desarrollo académico
	26	Cuarta actividad experiencia significativa Proyecto Pedagógico Transversal “Senderos De Paz Y Bien”
	29 AL 31	Desarrollo académico

Findings

During the development of the integral practicum, the teacher in training has had an attitude of participation in the activities that has been proposed in the educational institution. During the five weeks developed so far, the pre-service teacher took part in an activity of the cross-school project SENDEROS DE PAZ Y BIEN; this is a strategy for the psychoactive consumption prevention in the educational community. The purpose is to generate a significant experience, concluding with the commitment to generate an INSTITUTIONAL TRANSVERSAL PROGRAM that integrates all sectors of the educational community. In that opportunity, the activity was addressed only to the parents; to begin with, a Eucharist ceremony was carried out, and then the parents were divided into five groups with the objective of going through five different stations which represented values. In each station there was a different activity, in which the time for each of them was about 20 minutes. At the end of the activity, they were given a snack. The role of the teacher in training was to serve as a guide in one of the stations, she had to be integrated with the parents and also to stay on top of the organization at a general level (see appendix 6).

On the other hand, from the observation week, the teacher in training had the opportunity to know which the members of the educational institution were and what their functions were, this was not a complex task, since the school is small. She could evidence that most of the subjects had a specialized teacher to teach them and also each one of the professors has a course in charge.

Furthermore, from the first day that the pre-service teacher arrived to the institution, the administrative and the teaching staff showed a positive attitude towards her; on the other hand, the place given to her has been very pleasant since she receives an equal treatment, and also she

is always called as "teacher" by the entire educational community. Besides, the teacher in training always maintains a very respectful and cordial attitude with all the members of the institution and they are always willing to collaborate with all the activities that she proposes and help if necessary.

Moreover, during the development of the integral practicum, there have not been activities which involve the students; therefore, the teacher in training is always aware that students have a respectful and collaborative attitude with each one of the members of the educational community.

On the other hand, the teacher in training must stay in the school during the whole academic day even if she did not have classes, during the free time, she must grade each one of the works proposed for students, besides this time was used for planning and in some cases she had to tend the students when they have doubts about their grades or the topics worked during the classes. In addition, during the free time the teacher in training had the opportunity to talk with the other teachers who make part of the institution, they told her their teaching experiences and how to solve problems, for example when we have rebel students or when a student is sick, simple aspects but which are necessities in a classroom, besides they told her strategies to teach in order to make some topics more interesting; each one of those conversations allowed to establish an excellent relationship with the teachers of the institution.

In conclusion, this experience was very pleasant, with regards to the activities with the parents, they showed a good and friendly attitude towards the teachers; in addition, with this kind of meetings it is possible to know deeper about the reality of this community, its behavior and its culture; in the matter of the school community (teachers, students and body administrative) the teacher in training has had the opportunity to get involved with the teaching work and know that

profession more thoroughly, besides she has had a cordial treatment with each one of the members of the school and thus, she can be able to develop the proposed activities in an optimal way.

Conclusion

The role of the pre-service teacher in the Cristo Rey School was satisfactory, she established a good interaction with the school teachers, students and members of the administrative staff, during her stage there was a support attitude, empathy, and respect with all the members. The teacher in training was an active member of the institution, since she participated in all the activities proposed there, besides she had to stay all day in the school, in that way she could interact and gain a deeper understanding of the responsibilities that becoming a teacher implies in a real context.

On the other hand, it is important to point out that as a teachers it is important to know the reality of the students, trying to understand them when they behave oddly in order to help them and not only judge them. Finally, by collaborating in the organization and development in one of the activities established in the school calendar, the teacher in training had an approach with the school community, therefore, she had the opportunity to know the role of a teacher not only as a guide of the academic process but as a member of a community.

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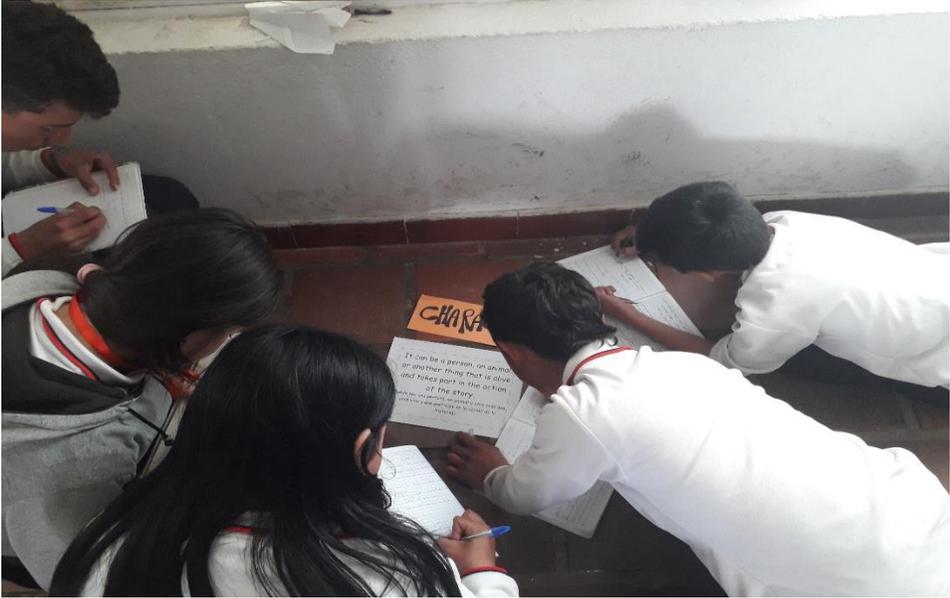
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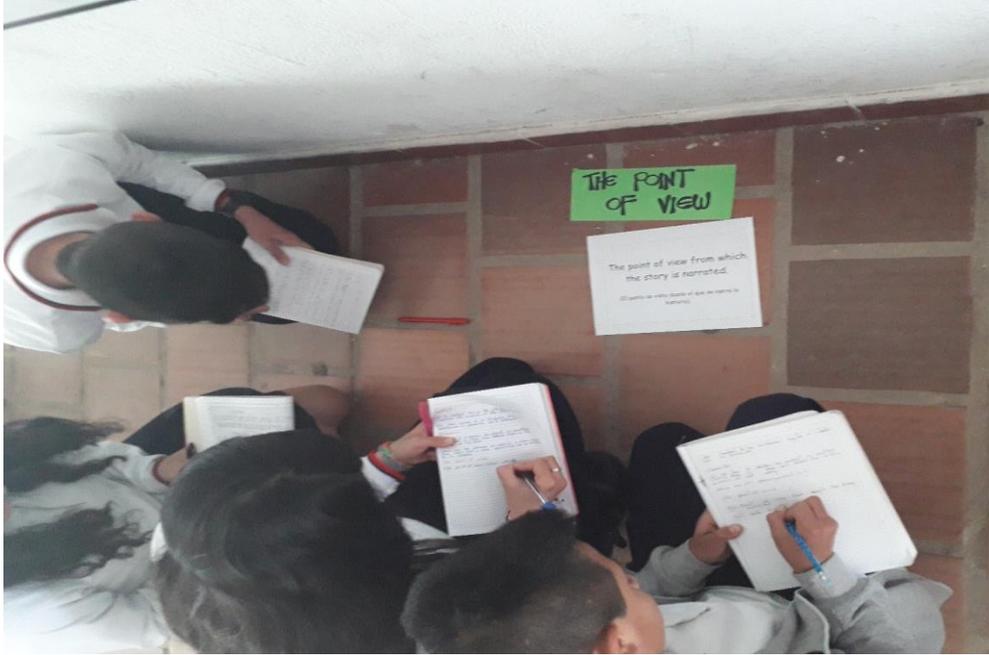
Appendices

Appendix 1. Schedule Of activities

SCHEDULE OF THE PROJECT		
Week	Date	Activity
Third Week From 27 to 31 May	31st May	What is a short story? Elements of a short story
Fourth Week From 3 to 7 June	7th June	Writing of the first part of the students' short story
Fifth Week From 10 to 14 June	14th June	Writing of the second part of the students' short story
Sixth Week From 8 to 12 July	12th July	Writing of the first third of the students' short story
Seventh Week From 15 to 19 July	19th July	Corrections of the whole students' short story
Eight Week From 22 to 16 July	16th July	Final delivery of the short story

Appendix 2. First session project





GROUP: NINTH GRADE	LEVEL: A1	DATE: JUNE 7TH SECOND HOUR
TEACHERS: DIANA CAROLINA EUGENIO MOGOLLÓN	OBSERVER: ALBA MILENA FLÓREZ	TOPIC: SHORT STORIES

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	MATERIAL
Warm-up and preliminary activities	To continue with the course, the teacher reminds the students about the Short Stories project in which they will work. Therefore it is important that they know what it is a short story and how it is composed.	2 minutes	
Explanation of the topic and cloze activities	The teacher asks the students about what is a short story, if they do not answer the teacher clarifies doubts and gives an exact definition. Afterwards, she begins to explain the elements (Character, setting, plot, Conflict, theme) that a short story must include. Then, she asks the students to write each one of the concepts related to the short story. To continue the teacher shows the students an example of a short story, she asks them to look for unknown vocabulary,	45 minutes	Board Markers Notebooks Appendix 1. Key concepts about the elements of a short story

	then they start reading and asks them to identify the elements of it by making questions.		Appendix 2. Short Story Jack and the Beanstalk
Production activities	To continue the teacher tells the students that they are going to start writing a short story, therefore, they must start to get a list of ideas about what they want to write.	8 minutes	Notebooks

Appendices

Appendix 1. Key concepts about the elements of a short story

It can be a person, an animal, or another thing that is alive and takes part in the action of the story.

(Puede ser una persona, un animal u otra cosa que esté viva y que participe en la acción de la historia)

A short story's setting is the place and time in which the action takes place.

(Es el lugar y el tiempo en que tiene lugar la acción)

It is the series of events and actions that move the central conflict.

(Es la serie de eventos y acciones que mueven el conflicto central)

It is central idea of the story. It helps to identify the purpose of the story.

(Es idea central de la historia. Ayuda a identificar el propósito de la historia)

The point of view from which the story is narrated.

(El punto de vista desde el que se narra la historia)

Appendix 2. Short Story Jack and the Beanstalk

NAME: _____

Jack and the Beanstalk



Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home.

When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb it. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. "Fee, Fi, Fo, Fum!" Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay!" said the giant. The hen laid an egg. It was made of gold. "Sing!" said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, "Help, master!" The giant woke up and shouted, "Fee, Fi, Fo, Fum!" Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, "Mother, help!" Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

CHARACTERS	
SETTING	
PLOT	
CONFLICT	
POINT OF VIEW	

GROUP:

LEVEL: A1

DATE: JUNE 14TH

NINTH GRADE		SECOND HOUR
TEACHERS: DIANA CAROLINA EUGENIO MOGOLLÓN	SUPERVISOR ALBA MILENA FLÓREZ	TOPIC: SHORT STORIES

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	MATERIAL
Warm-up and preliminary activities	To continue with the course, the teacher reminds the students about the Short Stories project in which they will work. She asks the students about what a short story is and what their characteristics are.	2 minutes	
Activities related to production, evaluation and assessment	First of all they have to write the title, characters and the setting. To continue they have to start writing the first part of their short stories through a sandwich chart that lets to link ideas. Students will have 40 minutes to develop it. When they already have the ideas, she will ask them to write a paragraph with those ideas using connectors. At the end the teacher will collect the writing productions in order to correct them.	53 Minutes	Notebooks Vocabulary list Dictionary Appendix 1. Worksheet: My short story

Appendix 1. Worksheet: My Short Story

NINTH GRADE

NAME: _____ DATE: _____

MY SHORT STORY

TITLE	CHARACTERS	SETTING

Let's start with your Short Story writing, therefore, write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom



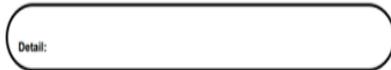
Topic:



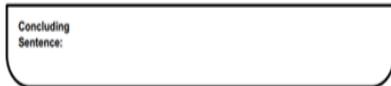
Detail:



Detail:



Detail:



Concluding Sentence:

Appendix 4. Narratives

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Narrativa: Semana 1

Antes de empezar el desarrollo de la primera clase que realicé en calidad de profesora, me sentí un poco nerviosa e inquieta ya que no sabía si los estudiantes realmente comprenderían la manera en la cual yo les explicaría los temas a trabajar y además si los ejemplos que yo les daría serían suficientes para su comprensión, aun cuando todas las actividades estaban listas para su nivel. No obstante, yo me sentía de esta manera, ya que como profesores en ocasiones hacemos las planeaciones de clase pero cuando estas son puestas en marcha lo que preparamos puede cambiar a causa del tiempo o por el hecho de que no todas las personas pueden aprender y comprender de la misma manera y al mismo ritmo. Por otro lado, me intrigaba el hecho de saber si mi presencia les gustaría y si por ser una estudiante universitaria me tomarían con el mismo respeto y autoridad que a los profesores ya establecidos en la institución.

La primera clase de la cual estuve a cargo se realizó con los estudiantes de sexto grado, en la primera parte hice una presentación con los estudiantes, este es un curso que está compuesto por 37 estudiantes y pude notar que se presentan dificultades en cuanto a la disciplina, no obstante trate de manejar este aspecto manteniéndolos ocupados y además establecí unas reglas que se deben tener en cuenta en cada clase; debo admitir que a pesar del hecho que se presentaron algunos focos de indisciplina los estudiantes participaron constantemente en clase y se interesaron por aprender.

La siguiente clase fue con los estudiantes de noveno grado, este curso es menos numeroso y los estudiantes tienen un comportamiento bastante adecuado y además son muy respetuosos, por lo tanto el trabajo fue más sencillo, sin embargo en este curso también establecí unas reglas; con este grado trabajé solamente una hora y fue para hacer una evaluación de verbos y entregar el vocabulario a trabajar durante todo el periodo. Trabajar con estos estudiantes fue una experiencia muy amena, me lleve una muy buena impresión y además pude notar que son muy inteligentes y

se les puede exigir; me parece muy agradable compartir con ellos más por el hecho de que hay muchos estereotipos con los estudiantes de esta comunidad y en realidad, en lo que he podido observar son muy dedicados y talentosos.

Por otra parte, tuve la oportunidad de trabajar con los estudiantes de séptimo grado, en este curso los estudiantes son muy participativos y pude evidenciar que la clase se puede desarrollar de una buena manera pues ellos se interesan por realizar las actividades, sin embargo con el objetivo de que la clase se mantenga con un buen ambiente le indique a los chicos reglas básicas a través de un poster.

En esta semana también tuve la oportunidad de iniciar la clase con los estudiantes de primaria en los grados de tercero y quinto; trabajar con los niños me pareció un poco más sencillo ya que con ellos se puede ser más expresivo y dinámico pues ellos aún no perciben algunas actividades con burla, además son muy obedientes y es fácil llamar su atención.

En cuanto a mi supervisora, debo decir que ella ha sido un apoyo incondicional pues siempre está atenta a los cursos y además siempre pide mucho respeto para mí y para el desarrollo de las clases, igualmente siempre me da consejos para la creación y explicación de los temas; he podido notar que es una persona muy organizada y tiene un protocolo con los estudiantes para el proceso de las clases, el cual funciona muy bien, los estudiantes la ven con respeto, autoridad y son muy obedientes. En alguna de las ocasiones en las que estábamos retomando un tema con los estudiantes de sexto, uno de ellos hizo una intervención para recordar lo que ella les había explicado, el estudiante hizo una corta explicación de manera muy clara y la mayoría de los alumnos tenían claro el tema, lo cual demuestra que su metodología de enseñanza es eficaz.

Para concluir, quiero expresar que a través de esta experiencia nuevamente confirmo que me gusta la profesión como docente, es muy satisfactorio ver que los estudiantes aprenden algo de nosotros y que de alguna manera aportamos a su vida y su crecimiento; así mismo, debo decir que es muy comfortable el hecho de que los estudiantes reconozcan nuestra labor docente y que les guste el desarrollo de las clases, más cuando se hace con tanta dedicación.

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Diana Carolina Eugenio Mogollón

Narrativa: Semana 2

Durante el desarrollo académico de esta semana tuve la oportunidad de trabajar con todos los cursos de secundaria, me he dado cuenta que los estudiantes son muy inteligentes y que tenemos un mal concepto hacia esta población, me ha sorprendido gratamente el ver las habilidades que pueden desarrollar; cada semana los estudiantes trabajan con una lista de verbos la cual se evalúa constantemente y los resultados son muy buenos, así mismo comprenden estructuras de manera rápida y dan ejemplos correctamente.

Por otra parte la mayoría de los cursos tienen un buen comportamiento, por supuesto hay algunos focos de indisciplina pero los estudiantes atienden rápidamente los llamados de atención, solo hay un curso con el que es complejo trabajar, sexto grado; en este grado los estudiantes constantemente hablan y hacen desorden, además no atienden a los llamados de atención, he utilizado estrategias como bajarles la nota de comportamiento, separarlos, ponerles trabajo e incluso hacerles evaluaciones, sin embargo no funciona, permanecen quietos por algunos instantes y luego vuelven a la misma situación, he podido evidenciar que en ocasiones es por falta de interés hacia la materia, a algunos de ellos les gusta llamar la atención y los otros simplemente prefieren continuar en sus asuntos, no obstante no todo es negativo, los estudiantes de este curso son muy listos y participativos, solo deben aprender a seguir instrucciones, seguiré conociéndolos para mejorar la disciplina del curso.

Durante esta semana también tuve la oportunidad de trabajar con los estudiantes de primaria, enseñarles a ellos siempre es un gusto, siempre se muestran muy interesados hacia todos los temas desarrollados y participan constantemente además siempre tienen una buena actitud hacia a las actividades propuestas.

En cuanto a las actividades, considero que los estudiantes han comprendido bien los temas, si en algunas ocasiones no aciertan es solo por falta de atención, pero en general los estudiantes responden de manera efectiva a estas.

Finalmente, mi supervisora es una gran compañía, puesto que siempre me guía con las actividades, además está muy pendiente de todo a nivel general y me brinda autoridad en el aula de clase, por ende no me siento presionada porque ella este ahí, sino la percibo como alguien que puede aportarme y enseñarme cada vez más.

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Practica Integral

Diana Carolina Eugenio Mogollón

Narrativa: Semana 3

Durante la semana tuve la oportunidad de trabajar con todos los grupos y en algunos casos sin la compañía de la profesora, lo cual me demostró que la supervisora tiene confianza en mi trabajo y los chicos respeto hacia mis clases, puesto que aun cuando estuve sola siempre atendieron a mis explicaciones e indicaciones, además mostraron una actitud de responsabilidad y participación.

Por otra parte, hubo una actividad de integración lúdica con los padres de familia en la cual también yo debí participar, durante esta jornada compartí con ellos y pude conocer un poco más su actitud frente al cuerpo docente y administrativo, además fue muy gratificante el hecho de que me reconozcan como docente de sus estudiantes y que me traten con el mismo respeto que a los demás; durante esta actividad también pude ver como las profesoras se comunican con ellos, su manera de hablar, de expresarse y sobre todo lo cordial pero firme que se puede ser.

En cuanto a los conocimientos de los estudiantes, he podido evidenciar que comprenden mi forma de explicarles pues cuando pido ejemplos siempre responden de manera correcta y en ocasiones entre ellos mismos aclaran sus dudas, por otro lado cuando les entrego las fichas las desarrollan correctamente, por supuesto siempre hay uno que otro error, pero en general los estudiantes responden correctamente con las mismas y son muy organizados.

El trabajo en primaria esta semana fue un poco exhaustivo, pues en el grupo de tercero los estudiantes estuvieron indisciplinados la mayoría del tiempo y aun cuando les bajaba puntos, trabajábamos comandos, les llamaba la atención, su actitud no cambiada, al final les puse una actividad y de esa forma estuvieron más calmados, espero que en la próxima clase estén más atentos y con una actitud diferente.

Durante esta semana también tuve la oportunidad de hablar con la supervisora, lo cual me hace sentir más en confianza, ella siempre está muy atenta a mi trabajo y siempre es una guía en todas las actividades. Para terminar debo decir que el trabajo realizado durante esta semana fue muy

gratificante ya que tuve la oportunidad de tener nuevas experiencias y siento que he afianzado habilidades en cuanto a manejo de las clases.

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Narrativa: Semana 4

El trabajo en la semana número cuatro fue bueno, no obstante el tiempo en ocasiones no es suficiente. Durante la semana tuve un trabajo extenso ya que estaban propuestas unas evaluaciones y actividades para todos los grados que requerían ser calificadas, por lo tanto tuve que revisar varios documentos, así como terminar las planeaciones y actividades propuestas durante la semana. Por otra parte, en los grados octavo y noveno tuve que enseñar el pasado perfecto, mientras enseñaba este tema me di cuenta que muchas veces logramos entenderlo pero hacer que otras personas lo entiendan es un poco complejo, para los estudiantes fue difícil distinguir entre el pasado perfecto y el pasado simple, sin embargo dando ejemplos en español los estudiantes lograron hacerlo.

En cuanto al manejo de disciplina, la mayoría de grupos presentan un comportamiento muy bueno, esta vez solo tuve inconvenientes con los estudiantes de sexto, pues interrumpen la clase, sin embargo el tema que trabajamos los mantuvo ocupados y concentrados la mayoría de las veces. En primaria solo trabaje con los estudiantes de tercer grado, con ellos es difícil captar mantener la disciplina, pues me he dado cuenta que no atienden a los llamados de atención y no le dan mucha importancia a las notas negativas.

Por otra parte, esta semana tuve la oportunidad de iniciar con la implementación de mi proyecto pedagógico, el cual estoy realizando con los estudiantes de noveno grado, ellos mostraron buena disposición y se interesaron por las actividades propuestas; lo primero que hice fue decirles que es una historia corta y cuáles son sus componentes, seguidamente ellos debían copiar estos conceptos por lo tanto distribuí cada uno por todo el salón como si fuesen estaciones, la supervisora fue de gran ayuda en esta actividad en cuanto a la organización. A continuación les mostré un ejemplo de historia corta y les pedí que identificaran cada uno de los componentes; como el tiempo no fue suficiente ellos debían terminar en casa.

En términos generales, fue una semana de trabajo arduo y de mucha preparación, he evidenciado que como docentes siempre estamos aprendiendo en cuanto a conocimientos y carácter.

Appendix 5. Third grade planning

GRUPO Tercero	NIVEL: A1	DATE: Mayo 29
Profesora Diana Carolina Eugenio Mogollón	Observadora	TEMA Las emociones

ETAPAS	DESCRIPCION DE LA ACTIVIDAD	TIEMPO	MATERIAL
Actividades preliminaries	La profesora inicia la clase saludando a los estudiantes con la canción, “Hello, Hello, Hello” y recordando los comandos que se deben tener en cuenta durante la clase. A continuación ella pide a los estudiantes que le recuerden lo trabajado en la clase anterior: “Los adjetivos de las emociones” y escribe en el tablero cada una de ellas para practicar pronunciación.	10 Minutos	Tablero Marcadores Cuadernos Anexo 1. Canción Hello, Hello, Hello

<p>Explicación del tema y ejercicios</p>	<p>Para continuar y con el objetivo de practicar el verbo to be, la profesora pega en el tablero un poster que tiene el título de este verbo, además están escritos los pronombres y su conjugación en desorden, la profesora pedirá a algunos estudiantes pasar al frente y organizarlas correctamente. Después, la profesora pegara al lado de las conjugaciones un adjetivo de las emociones como complemento y pedirá a los estudiantes crear otros ejemplos. Seguidamente, pedirá a los estudiantes que escriban en sus cuadernos.</p> <p>A continuación, la docente les mostrara un video a los estudiantes de una canción en donde podrán identificar alguna de las emociones vistas en clase y una estructura del verbo to be, además deben realizar las acciones que indican las canciones.</p>	<p>50 Minutos</p>	<p>Tablero</p> <p>Marcadores</p> <p>Cuadernos</p> <p>Poster</p> <p>Anexo 2. Canción “If you are happy”</p>
<p>Actividades relacionadas con la</p>	<p>A continuación, la docente le dará a los estudiantes una ficha en donde deben hacer oraciones con el verbo to be e identificar la emoción de cada imagen. Cuando los estudiantes terminen la profesora pedirá algunos estudiantes pasar al frente y escribir las oraciones que crearon,</p>	<p>30 minutos</p>	<p>Anexo 2. Ejercicio de las emociones.</p>

producción y evaluación.	en esta parte también aclarara dudas. Para terminar la profesora pedirá a los estudiantes que hagan oraciones integrando los adjetivos de las emociones y de descripción usando el verbo to be, ella mostrara un ejemplo, luego pedirá a los estudiantes que le digan los que crearon.		
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Anexo 1. Canción Hello, Hello, Hello

Hello, Hello, Hello

How are you?

I'm fine, I'm fine, I'm fine

I'm fine, thank you

Anexo 2. Canción, "If you are happy"



<https://www.youtube.com/watch?v=l4WNrvVjiTw>

Anexo 2. Ejercicio de las emociones

THIS GRADE _____ DATE _____

NAME _____

EMOTIONS

1. Write two sentences using the words to be, you have to take into account the emotion that the image represents. (Escribe dos oraciones usando el verbo to be, debes tener en cuenta la emoción que representa la imagen.)

	I am happy	_____
	She is happy	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Appendix 6. SENDEROS DE PAZ Y BIEN photos.



