

A personal reflective account on the teaching practicum experience

Narrative inquiry study: Experiences and pedagogical reflections upon the pedagogical practices of an English pre-service teacher

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Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

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ABSTRACT

This study wants to portray a pre-service English teacher's experiences during the teaching practicums of the Bachelor program in Teaching English as a Foreign Language at Universidad Santo Tomas, in three different moments: Pedagogical Practice V, Pedagogical Practice VI and Computer Assistance for Language (CALL). During this practicums it was necessary to give face to face and online English classes to children, adults and university students correspondingly. The experiences lived and the reflections made on each class were significant to enrich the role as a pre-service teacher in order to make visible the voice of the pre-service teacher and in this way empower the voices of their students by implementing a narrative inquiry.

This narrative inquiry was done through narrative frames, semi-structure interviews and reflective journals. These instruments were useful to collect data related to the teaching and learning as a pre-service teacher. The data was coded using different colors to identify some patters in order to identify and find themes and subthemes. The main themes were: living the experience of teaching English to kids, living the experience of teaching English to adults and Living the experience of teaching to beginners through the mediation of ICT.

Through this analysis also emerged other subthemes that helped to find relevant aspects to help the students in their learning process. This analysis offers meaningful and powerful experiences to enrich the labor as a pre- service teacher. For this reason, I would like to invite to all of you to continue doing narrative studies because it helps to enrich our labor as an English teacher taking into account the voice of the students to increase new pedagogical strategies to reinforce the learning process inside the classroom.

KEY WORDS: Narrative inquiry, pre-service teacher, pedagogical practices, learning experiences

1. CONTEXTUALIZATION

While being in the 8th and 9th semesters of the Bachelor's Degree in English as a foreign language, I had to carry out the pedagogical practicums. Although, I had been a teacher for about 9 years, this experience was different because I had to be under supervision by a program professor and on site staff. Concurrently, I also had to be enrolled in the pedagogical practice courses, in which I must fulfill certain requirements and complete assignments related to lesson planning, didactic unit design and writing a journal. Trujillo and Hernandez (2017) stated that *“The teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers' motivations, attitudes, and engagement towards the teaching profession”*, and in fact, this quotation reflects what I as a student- teacher experienced when being in a classroom, where I had to put into practice all those theoretical aspects learnt along all the previous semesters at university and faced contextual challenges and difficulties. Thus, this research focuses on narrating the experiences of three of these pedagogical practices while I was a student of the Bachelor in English as a foreign language.

During the first practicum (Pedagogical Practice V), I gave face to face classes to children. There were ten students from third grade who attended the course. Their ages ranged from 6- 8 years old. They had to attend a two-hour class twice a week. In the second practicum (Pedagogical Practice VI), I taught English to adults. They were seven teachers between 23 to 52 years old. In both practices, I conducted a needs analysis and a diagnostic test which helped me to identify students' English level, their learning difficulties and needs, but also their abilities in the English language. These two practices demanded to look for a

school where I was allowed to teach English and demonstrate my teaching abilities. In fact, it was not an easy task, because I was working in the mornings, so I needed a school that had a schedule in the afternoon, but schools in Ubatè, my hometown, do not work in the afternoon, so I came up with the idea of creating an extra English course for students and then for teachers in the school where I worked. I talked to the principal and she agreed because she saw in this an opportunity to reinforce students and teachers' English level.

The name of the school is Liceo de los Reyes, it is a private elementary school, and it has 6 grades (from preschool to 5th grade). It is located in Ubatè–Cundinamarca, an urban town, two hours far away from the capital city Bogotá that is well known for its dairy products. The school has two floors with big classrooms. Each classroom has good furniture. The school also provides different material to learn English such as posters, videos, cd players and free access to internet. Besides, this institution has a very successful project that emphasizes on human values. This project started in 2013 as a response to the law 1620, 2013/ 1965, 2013 and 1732 established by the Ministry of Education called “Catedra de la Paz”. The main objective of this legislation is to promote positive coexistence at school as well as peaceful and team spirit environment. All the staff in the school contributed to carry out this project in order to prevent conflicts, to avoid their recurrence among students, and to be able to solve them wisely and respectfully.

This project is very meaningful taking into account the country's current peace process, that's why I decided to make it also part of my classes by teaching humanistic and coexistent topics through the English Language. Ramirez (2007) said that *“there are always attitudes and values to promote among the learners by means of the language*

taught”, so values must be a crucial component of the classroom to help students be better human beings and citizens.

On the other hand, the third pedagogical practice offered me the opportunity to teach English online. It was a requirement of the course called Computer Assistant for Language learning (CALL) which involved the use of different English teaching mediations. In this course, as a pre-service teacher, I had to support learners of the program Inglés Transversal I. They were students from Universidad Santo Tomás who belonged to several professional careers of the Faculties of Education and Science and Technology. This practicum allowed me to acquire and demonstrate my ICT proficiency combined with my teaching skills to help students to improve their writing skills and to understand the structure of the English Language.

Through these three practicums I enriched my role as a pre-service teacher and future professional English teacher, but they also became the main source of information to narrate my teaching experience and to be more aware of what teaching English as a Foreign Language (EFL) implies, and how important it is to take into account students’ needs and to keep on reflecting on each pedagogical practices at the Licenciatura en Lengua Extranjera Inglés.

By narrating my experiences in the classroom, I could gain a deeper understanding of the teaching knowledge and practice (Barkhuizen & Wette, 2008, p. 374), and also a way to provide useful information and significant interpretation of data to comprehend relevant aspects that are implicit and explicit in the development of any practicum, so that this study might be enriching for the B.A program and the context of other professional programs, pedagogical practice courses, pre-service teachers and teacher-educators.

2. RESEARCH STATEMENT

Through this study I intended to reflect and narrate my experiences during the development of three English teaching practices: Pedagogical Practice V, Pedagogical Practice VI and Computer Assistance for Language (CALL), which were requirements to be met while studying at the B.A English Language Program. Fajardo & Miranda (2015) consider that the teaching practicum allows pre-service teachers to become exposed to the real world of teaching English and to gain knowledge about the complexity of current classroom practices. In fact, during these practicums, I, as pre service teacher, became aware of all the different types of academic and non-academic situations I must face and solve as teacher in an educational context, but I also realized about the importance of reflecting on those situations and how narrating these teaching experiences can become a powerful opportunity to make visible my own stories and at the same time, to empower my voice and through my voice, empower my students' voices to show our realities while teaching and learning a foreign language in a particular context.

Hence, this investigation can be considered a narrative inquiry since this “type of research in language teaching aims to understand the experiences of teachers in the particular contexts in which they teach” (Barkhuizen, 2008. p.373). It allows me to do research by reflecting on my teaching and then, write my own stories from my own perspectives making those narrations significant and valuable to be revealed to others as a way to enhance my teaching practices and to discover their impact on my own live, as well as, on my students' lives. To narrate these experiences, I used different sources of information such as

oral narratives, written narratives and multimodal narratives carried out through reflective journals, students', interviews and frames, in order to collect information, then analyze it and in this way, interpret my teaching process during the practicums. The reflection could enrich the process as a teacher as states Herman, L., & Vervaeck, B. (2005) *"The narrative, the data for the studies, typically take the form of reflective journals or written autobiographies in which they reflect on their own teaching and language learning experiences (past or present) and relate these to the content of the course that they are taking"*. (p.106)

Taking into account that the B.A. English program at VUAD (Vicerrectoria de Universidad Abierta y a Distancia) proposes Macro projects and Subprojects as a new methodology and didactic option to facilitate research at distance education modality, this study has been articulated to the subproject that gives voices to the LLEI (Licenciatura en Lengua Extranjera, Inglés) realities through life stories and experiences, making visible those unheard and unknown voices of teachers and learners who live in a regional context. This subproject makes part of the Macro project that intend to understand and characterize the English language and its contexts.

The question that leads my study is as follow:

- How do the experiences in the pedagogical practices of the B.A program in Teaching English as a foreign language from Universidad Santo Tomás emerge from my narrative as an English pre-service teacher?

Therefore, the main objective of this research project is:

Research objective: To depict the role as an English language teacher through my experiences in the pedagogical practices of the B.A program in Teaching English as a foreign language from Universidad Santo Tomás.

2. THEORETICAL FRAMEWORK

As having the opportunity of revisiting, reflecting on and telling others my experiences as a pre-service teacher and the challenges and demands that I had to face during the pedagogical practice levels in the Bachelor of Teaching English as a Foreign Language at Universidad Santo Tomás, I do think this study might be a contribution to mirror what pre-service teachers and likely teachers face in the everyday practices of the classroom and educational institutions.

Narrative inquiry allows the research teacher to collect stories and the voice of the main character in this study, me as a pre-service teacher, with the purpose of reflecting upon and interpreting my own view, which at the same time, enriches the learning process to become an English professional teacher. Also, in this way teachers can be the voice of their students and this is a great point to create new pedagogical strategies to motivate our students. Olaya (2018) in her narrative research called “Reflective Teaching: An approach to Enrich the English Teaching Professional Practice” recalled the importance of having spaces for reflection “teachers should implement continuous phases of reflection to identify what is going on in the classroom as an opportunity to improve their professional practices”.

This study aims to describe my experiences as pre-service teacher during the practicums V with children, practicum VI with adults and also, the experience living during the pedagogical practice of ICT in Language Teaching from the role of e-moderator via online with adults in a beginner’s course. When I started to narrate these experiences, I can refer to memories of important personal events and make people remember them, this is what McAdams (2011) called a narrative inquiry. *Barkhuizen* (2007) also states that a narrative

inquiry can offer teachers the possibility of telling their lived experiences into the classroom, in order to enrich their teaching process.

For example, there are some narrative studies that are related and enrich my research. For instance Fajardo & Miranda (2015) showed a great description about relevant and significant points of the experiences during the pre-service teacher process in their research study named “*Pre- service English teacher’s voices about the teaching practicum*”. This research how the results of a pedagogical experience with a group of pre-service English teachers during their first semester of teaching practicum and they showed that pre-service English teachers develop a sense of awareness of the context they work on. Similarly, Castaneda (2017) and Aguirre (2017) analyzed “Pre-service English Teachers’ Voices about the teaching practicum” and show the results of a pedagogical experience with a group of pre-service English teachers during their first semester of teaching practicum where they could explain and tell each experience to help others pre-service teachers in order to enrich and learn new pedagogical strategies to reinforce the learning process.

Another study that focused on pre-service teaching entitled “Exploring Pre-Service EFL Teachers’ Beliefs about their Roles in an Elementary School Classroom in Regard to Pedagogical and Emotional Aspects of Students” by Aguirre (2014). This article aims at exploring the beliefs of a group of pre-service teachers from a B.Ed. program in Bilingual Education in Bogotá (Colombia), regarding their role as teachers in some general pedagogical and emotional aspects of their primary school students inside the classroom.

Furthermore, the role of pre- service teacher is an extraordinary experience in which they could grow with each experience but in this process the mentor teacher has an important

role because she or he provides theories and personal experiences that contribute to the reflection and in these could enrich the voice of their students and themselves.

There is other narrative research related to my pre-service experience called “Incorporating values into the English Classroom” by (Contreras, 2007). This paper shows the results of how the teacher illustrated the way to incorporate values into the English as a Foreign Language (EFL) class and the importance of the role teachers play in the education of new generations nowadays. It states that language forms can be used to contribute to foster values in a given society when they are taught in a learner-centered curriculum approach, as well as, with a cross-curriculum view. Those researchers help me understand and relate these findings with my own experience in order to enrich my learning - teaching process taking into account the values.

Another study related to this study is *Narrative Events of Pre-Service Teachers at the End of their Teaching Practicum with Regard to their Pedagogical Advisor: Learnings Reported*. (Castaneda-Peña, Rodríguez-Uribe, Salazar-Sierra, & Chala-Bejarano, 2016). As the citation below describes it, narrative studies centered attention on similar experiences from the voice and perception of other pre-service teachers in Colombia:

This article reports results of a qualitative study which aimed to inquire about meaningful narratives of 184 students of a teaching degree in Modern Languages in a private university in Bogotá. The study intended to identify and characterize different aspects (linguistic, social, cognitive, pedagogic, emotional, or else) which pre-service teachers narrated as being meaningful for their learning once they finished their foreign language teaching practicum, (Castañeda-Peña, Rodríguez-Uribe, Salazar-Sierra, & Chala-Bejarano, 2016. p. 10) this article has relation with

my research narrative because through it, I could learn about different experiences lived by pre-service teachers during their teaching practicum. All these aspects helped me to reflect in my role as a pre- service teacher too.

Taking into account the previous researchers the constructs that lead this study are: (a) narrative inquiry, (b) the teacher's narrative and (c) the emerging pedagogical reflections, (d) Pre-service teacher and (e) Learning Experiences from pedagogical practices. Those constructs will be explained having clear the research statement and the objective of this study.

3.1 Narrative Inquiry

Narrative inquiry is a way of understanding an experience in which the person who lived it can reflect in it in order to find some relevant aspects that in this case helped me to enrich the teaching language based on the needs of the students to give them new learning strategies to acquire a foreign language. "The main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them."(Barkhuizen, Benson, & Chik, 2014, p. 2). Narrative inquiry is a good tool for telling our experiences and at the same time to take into account our voice as pre-service teachers.

According to Barkhuizen, Benson, and Chik (2014), "Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings". Each experience is useful to collect and analyze data in order to find relationship with the participant's reality. Narrative inquiry has proved especially fruitful in the study of teachers' professional lives and careers

(Bathmaker and Harnett, 2010; Clandinin and Connelly, 2000; Goodson and Sikes, 2001; Loughran and Russell, 2002; Webster and Mertova, 2007). (Czarniawska, 2004, p. 17 cited by Creswell, 2013, p. 70). For this reason, the intention of this study is determining how each experience help me to reinforce my role as a pre-service teacher while developing the practicums.

3.2 The teacher's narrative and the emerging pedagogical reflections

Reflecting inside the classroom is necessary and important for teachers because it helps them to identify difficulties during the teaching process, as well as strengths, and it gives them the opportunity to apply appropriate changes and make wise decisions for future classes taking into account student's needs. Mendieta (2013) points out that

“The use of stories in research help us better understand the world of teaching and learning since teachers and learners, like any other human being, are storytellers who engage in narrative acts to make sense of their and others' knowledge and experiences”, (p. 7)

The process of reflection helps teachers to collect and analyze information related to students' attitudes and performance in order to improve the teaching strategies, methodologies, techniques and procedures in each class. Tice (2004) affirms that “As a result of reflection teachers may decide to do something in a different way, or just decide that what the teacher is doing is the best way”. In this sense, the reflection helps to enrich our teaching in order to benefit the learning process of the students. Johnson and Golombek (2002) argue that it is through reflection that pre-service teachers can establish a relationship between the knowledge acquired along their formal education and the context where they begin teaching.

3.3 Pre-service Teachers.

Pre-service teacher is an important period of growth in which students will have a supervised teaching. The pre-service teacher begins teaching as an observation and finishes it experience as a requirement to complete the pedagogical practicum in the university. Students will have the opportunity to experience and assume the responsibility of teaching.

“The teaching practicum allows pre-service teachers to become exposed to the real world of teaching English to students of other languages and to gain knowledge about the complexity of current classroom practices, which contribute to enhancing pre-service teachers’ motivations, attitudes, and engagement towards the teaching profession” (Fajardo & Miranda, 2015 cited by Castaneda and Aguirre 2017, p.157).

Likewise, we know that the pre-service teachers have to be enrolled in a specific course in which they have to demonstrate their skills facing the reality into the classroom, and applying each theory and knowledge learned during the previous semesters in the university. This experience can help pre-service teacher to portray the reality in each class and in this way, reflect and improve how to convey the knowledge to those students as Trujillo and Hernandez (2017) assert *“The teaching practicum is constituted as a perfect scenario for learning about different aspects. In first place, pre-service teachers’ reflections show that they are in a constant process of reexamining their practices in order to understand what happened and how to solve different situations in the classroom”.* (p.3) Inside the classroom pre-service teachers can solve different situations and these are opportunities to

reflect how teaching can impact other people and at the same time how it can impact society. “For pre-service teachers, becoming a teacher involves analyzing their own classroom, the activities they design, and the way they teach their classes to make them significant” (Castaneda and Aguirre, 2017)

Throughout my practicums, I could reflect on my role as a pre service teacher and I could feel the passion and enthusiasm towards teaching. In this process, I had an important support who help me to improve during each class, my university tutors of pedagogical practice Yolanda Duarte, Sandra Rodríguez and Andres Ballen. They helped me to believe in myself and strengthen my self-confidence.

I could reflect upon my personal experience as an English pre-service teacher, and the experience was wonderful because I could learn how being in classroom means as (Carter, 1993, p, 7) points out, “through narratives, teachers are able to impose order and coherence on the stream of experience and work out the meaning of incidents and events in the real world” and the reality is totally different because I found out important and relevant things which I had not imagined.

For example, when I interacted and observed my students, I could understand their needs and behaviors, their likes and preferences which help me to design each activity in order to acquire a meaningful learning process. These experiences were recorded in the format given for the University called “Reflective Journal”

3.4 Learning Experiences from pedagogical practices

In my experience during my pedagogical practice I had observed that the teacher have to take into account the context, behaviors, age and the needs of their students in order

to create spaces where students are able to interact freely in a mutually beneficial manner in the acquisition of the foreign language. “Teachers who explore their attitudes towards the teaching profession through critical reflection can benefit their professional practices as well as the improvement of their students’ learning education” (Olaya 2018 p.2).

I could observe that the interaction is important and necessary to acquire a meaningful learning process in the students. For instance, Allwright (1984:156) in his book has argued that interaction is “the fundamental fact of pedagogy” and that successful pedagogy involves the successful management of classroom interaction” and Ellis (2012) states that “Second Language Acquisition can provide information about how the language learning takes place in such contexts and how instructional events contribute to this process”. In the classroom the students have the best opportunity to produce and communicate themselves with their classmates and if those events are important and have relevance in the teaching process, it is necessary to stop and think about the way that teachers can collect the data.

For example, Barkhuizen, 2008 expresses that “Language teachers (pre-service and in-service) write about their teaching practice for professional development, usually for a course activity or assignment. The goal of the writing is explicitly for the professional development of the teacher writers, and may take the form of reflective journals or stories they write about their own teaching experiences (past or present) and typically relate these to the content of the course that they are taking” (p. 4). In this sense the reflection in each lesson was enriching in my training as an English teacher in order to improve and create new and significant changes according to the needs of the students. I registered each experience and I could observe how the students were acquiring confidence to use and communicate in

English through each activity developed in the coexistent institutional project of the school. It was very motivated for me because I could impact this context.

4. RESEARCH DESIGN

4.1 Narrative as a Research methodology

Narrative research helps teachers to emphasize on reflection in order to take into account what they are thinking and how they make decisions to develop each class, and talk about their experiences or difficulties. “Narrative inquiry is relevant to research in our field because it helps us to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity” (Barkhuizen, Benson, & Chik, 2014, p. 17). Also it is important to take into account that “the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them.”(Barkhuizen, Benson, & Chik, 2014, p. 2) Narratives are stories of experience, and stories lived and told are the core of any narrative research activity (Connelly and Clandinin, 1990; Pavlenko, 2002).

Narrative research can be considered a research method in which the focus could be the written or spoken words which ones could be useful for me to portrait my project because help me to address it, and also take into account some instruments to reflect and analyze in this process, as is claimed by Barkhuizen (2013) “Narrative inquiry can help us to understand

how language teachers and learners organize their experiences and identities and represent them to themselves and to others”.

Also, to develop a narrative research there are some important and necessary characteristics that all researchers have to take into account as Barkhuizen (2013) points out

“have purpose and meaning within the context of their telling, are situated in time and space, are produced by people who have something to tell , are spoken or written text” the previous statement allow the teachers to tell and analyze each experience lived in the classroom.

Based on Barkhuizen, Benson, and Chik, (2014, p.2) “self-narratives, or the stories people tell about themselves, help us to understand the ways in which individuals situate themselves and their activities in the world.” In this way, this narrative contributed to reflect about my experience during the practicum and how this process have impacted in my life and specially in my professional life as an English teacher. “Narrative inquiry expands the range of voices that are heard in research reports, often highlighting the experiences of marginalized groups outside the academy, although we should always bear in mind the ways in which these voices are mediated through those of the researcher in published work” as the authors above mentioned included the citation from (Casey, 1995: p.215).

In this research, I referred my own lived experience in my pedagogical practice through some instruments such as reflective journals, interviews and videos in which I could describe my process during my practicum but it is important to take into account some aspects according to Barkhuizen, Benson, and Chik, (2014 p.7), to understand about narrative inquiry “Every narrative inquiry follows these principles: they are spoken or written texts, are

produced by people who have something to tell, are situated in time and space, involve development over time, have structures that correspond to the developments they describe, encapsulate a point that the narrator wants to get across, have purpose and meaning within the context of their telling” (p.7). These aspects are very useful to understand the correct way to develop a narrative inquiry and in this way could describe each experience in order to grown in our process as a pre-service teacher.

According to (Barkhuizen, Benson, & Chik, 2014, p 40) “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning. The purpose of these journals is for teachers to reflect on their own experiences of teaching and learning to teach.” I agree with this statement because with each experience lived, I could reflect and analyzed each one in a chronological way during the ten reflective journals that I had to send to my tutor in the pedagogical practice. Also, the reflective journals helped me to reflect about the role of English teacher, the interaction, the motivation which one important and necessary in the learning process.in the same way the videos, interviews and artifacts of my students were important evidence to collect data and find common and meaningful patterns.

4.2 Instruments and participants

For this research this narrative is based on my personal experience during my process as a pre- service teacher. The instruments carried out for the data collection were reflective journals structured by the university, videos in which it is evident my performance in each practicum, some artifacts developed by my students and interviews of my tutors in order to identify my strengths and weaknesses and so enrich this experience. Also, the reflective journals also helped me to understand the context, the needs of my students and the connection with the pedagogical practice and the real context.

I organized the data collection in three steps in order to classify the information to be analyze. In the first step, I documented the pedagogical practice experiences, while teaching English to three different groups in the three practicum courses: (a) children, (b) then adults and finally, my role as an e-moderator via online with a group of © adults -beginners of the program Inglés Transversal. The second step was to revisit the evidences of the pedagogical practice courses aforementioned, in which I described through narrative frames my reflections and perceptions, and then collect the voices of my tutors' in charge of the courses: Teacher Andrés Ballen, national tutor in charge of the course Inglés Transversal 1 and the course ICT in Language Teaching, teacher Yolanda Duarte, regional tutor in charge of the Pedagogical Practice I and II and I also involved a peer partner, Michael Cabra, pre-service teacher with whom I shared the academic process of the course ICT in Language Teaching. The third step was explained in detail based on data collection in the section of data analysis.

4.2.1. Detailed description of instruments in narrative inquiry

- **Reflective Journals focused on English teaching experiences**

A reflective journal is an instrument in which teachers can reflect in a critical and analytical way about the progress developed during each class. Barkhuizen (2014) states that reflective journals may collect, “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning. The purpose of these journals is for teachers to reflect on their own experiences of teaching and learning to teach,” (p.40)

Through reflective journals, teachers can evaluate and reflect different aspects related to language teaching and learning, such as materials, context, methodology, strategies and their role as a teacher and even a motivator in order to improve academic processes because

it is important to understand how this can influence the way teachers work inside the class. To sum up, journals are defined as “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning. The purpose of these journals is for teachers to reflect on their own experiences of teaching and learning to teach (Barkhuizen, Benson, & Chik, 2014, p. 40). See evidences from journals on appendix 1.

- **Narrative Frames**

Narrative frames provide guidance and support in terms of both the structure and content of what is to be written. From the researcher’s perspective, the frames ensure that the content was more or less what is expected (and required to address the research aims) and that it will be delivered in narrative form (Barkhuizen, 2007). A narrative frame is “a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form”. (Barkhuizen, Benson & Chik, 2004, p.45).

This instrument is useful to write in a coherence way about a specific topic that describe a context or a moment in the life who are narrating an experience. The aim of this frame was to elicit from teachers some background information about their training and their classroom practice, reflecting the content of what was covered in the professional development, according to (Barkhuizen, Benson & Chik, 2004, p.46). See evidences from narrative frames on appendix 2.

- **Interviews**

One of the advantages of using structured interview is consistency. With pre-set questions and sequence, structured interviews may provide a more uniform collection of oral narratives in projects involving a larger number of participants. For the purpose of my project, I made

interviews to my pedagogical practice tutors to find information and collect data that might be useful to find information related to the implications and comprehension of my pedagogical practices as a pre-service English teacher. Also, the interviews allowed me to understand much more my academic process through this courses and my career. The transcripts of the interviews made with my tutors are available in appendix 3.

4.3 Trustworthiness

According to (Barkhuizen, Benson & Chik, 2014) “Trustworthiness refer to the rather complex question of the relationship between the findings of narrative inquiry studies and the underlying “realities, they purport to represent”, (p. 90). It refers to the credibility that the narrative has. For this reason, the data collection has to be meaningful and trustworthy.

In this research project I decided to involve others participants as my tutors and one of my partners in order to share and identify what perspective they had of my teaching experience with children and adults in different contexts, because from my point of view I think that these interviews enriched my process. Also, I could obtain other points of view to strengthen my research project and at the same time give credibility to it.

Barkhuizen (2008, p.45) states that when teachers share their stories with collaborating researchers they display both their lived experiences and their understandings of these. Researchers, or narrative inquirers in this case, therefore have access to these narrative data for their own analysis and interpretation. In other words, they too have the opportunity to make meaning of the teachers who participate through living experience questions.

5. DATA ANALYSIS

In this part, I analyzed the collected data in order to find the patterns to support this narrative research according to the approach of thematic analysis stated by (Barkhuizen, Benson, & Chik, 2014) “In general terms, it involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings.” p. 75). For this reason, I decided to use some different colors in order to identify and find the themes and subthemes.

Furthermore, the idea was to collect data and code information through the selection and interpretation of the most relevant information to establish categorization through themes and sub-themes. In this way, the process of data analysis responds to the approach of thematic analysis that is described from theory as a procedure that “involves repeated reading of the data, coding and categorization of data extracts, and their reorganization under thematic headings.” (Barkhuizen, Benson, & Chik, 2014, p. 75)

5.1. Steps to analyze data

According to the approach of thematic analysis aforementioned, the steps that best describe this procedure correspond to:

- a) Writing and describing my experiences during the pedagogical practice courses.
- b) Collecting written narrative from other participants, in this case my tutors of the pedagogical practice courses.

- c) Collecting oral narrative through semi-structured interviews made to the participants in order to expand and understand much more my own experiences as a pre-service teacher.
- d) Revisiting evidences to identify common information and establish themes for data analysis.
- e) Interpreting the themes and sub-themes in regards to the previous steps for the exercise of categorization.

5.2. Themes and sub-themes

The following themes and sub-themes emerge from the description of my pedagogical practice experiences, I mean, from my experience as an English pre-service teacher, and also from my tutors' voice including one of my partners to keep trustworthiness while doing this research project. Themes and sub-themes were also organized in terms of revisiting the evidences obtained from journals, narrative frames and interviews.

<i>Themes</i>	<i>Sub-themes</i>	<i>Narrative (select reflections from the journals and excerpts from the interviews)</i>
Theme 1: Living the experience of teaching English to children.	-Learners' feelings about English in the classroom: My students expressed to have gained confidence and happiness while learning English in the classroom.	My students who were children expressed how they felt about my classes and then, I included such feelings in my journal as a pre-service teacher: <i>"I like the English class because we can play and learn many things"</i> <i>The students expressed the pleasure for learning English.</i> <i>"During the class I felt good because the students were motivated and they developed all the activities during the class".</i> <i>"A situation happened when students had to draw their families. A student started crying because he does not want to draw his family when I talked with him. He said me "I miss my dad"</i>

	<p>-Breaking the barriers of fear and anxiety through as a result of my pedagogical practice experience</p>	<p>Students felt they are learning <i>“Students were attentive all time because they told me “ teacher this class is funny” or “ Teacher I can write in English”</i></p> <hr/> <p><i>“Students were motivated to speak in English with their peers and they were so happy.”</i> During each lesson I could learn a lot of things which help me in my role as a preservice teacher such as the correct use of methodologies, pedagogical strategies and activities taking into account the needs of my students to help them in the learning process to acquire a foreign language. Also, I could strength my weaknesses in order to be a good English teacher.</p> <p>These are some excerpts of my tutor which were very important to break barriers in myself. <i>“you were highly committed to your students and they valued your dedication by attending your classes and being grateful towards you”</i></p> <p><i>“I remember that your performance went through different stages during the practicum. The first stage, which I call the “frustration stage”, was at the beginning of pedagogical practice V. The second stage was the lack of motivation, I think you felt frustrated and wanted to give up. Fortunately, you overcame this difficulty by asking for guidance and being aware of all the great effort and dedication you had to put into this subject to take it forward.</i> <i>The third stage was the “awakening” one. Although your major difficulty was writing in English, you tried to devote time to this skill by attending extra English courses”</i></p>
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		<p><i>“This stage was very important because you were also able to discover the great potential you had as a teacher. You improved your self-esteem and self-confidence when giving classes and implementing methodologies and techniques that tried to satisfy students’ needs and made your classes more effective and enjoyable.”</i></p>
<p>Theme 2: Living the experience of teaching English to adults</p>	<p>-Understanding how adults perceive and live the process of learning English a foreign language</p> <p>-Living and learning English teaching as a growing up an experience for a practitioner</p>	<p>These are some reflections and excerpts during my experience lived teaching adults. <i>“I observed that they had some difficulties”</i></p> <p><i>“They told me that their English level is low”</i></p> <p><i>“There was a student who told me that learn English was difficult for her and sometimes she felt nervous when she had to repeat in class”</i></p> <p><i>I remember when I started the course they told me that they do not know English and that in addition they thinking that learn English when you are adults are very difficult.</i></p> <p><i>“Some students showed difficulties but I helped them and then they could write”</i></p> <p><i>I could observe that my students developed all the activities because they felt happy and motivated. In this moment they think that learn English is funny and I am feel happy”</i></p> <p>The interaction teacher-student is important to create a good atmosphere</p> <p><i>“I could interact with my students and I think that it is important in my training as an English teacher because I can hear them and help in their process”</i></p>

		<p>Tutors' perceptions are important to reinforce the process in a pre-service teacher.</p> <p><i>"Facing the pedagogical practice course with adults, allowed me to reflect upon the necessity of taking care about the activities proposed the more she/he learns." On the other hand, I consider important to have a good English level, in this case the pre-service teacher goes from learner to teacher and students will get as much as you can give them. And finally, it is important to apply the pedagogical theory in terms of having an appropriated classroom environment and a suitable teaching. But the most important fact is the human factor quality, I consider teachers affect the students 'feelings more than they think"</i></p> <p><i>"To be able to receive constructive criticism and feedback gracefully as a way to improve your teaching performance". This comment mirrors that critical view that a preservice teacher needs even if the pre-service teacher has experience as in my case. Also the feedback and the evaluation help to preservice-teachers improve their practices of English teaching.</i></p>
Theme 3: Living the Experience while teaching to beginners through the mediation of ICT	-Enriching the role as a pre-service teacher being an online and e-moderator	<p>In this part I take into account my voice and the voice of my peer Michael Cabra.</p> <p><i>"I felt safer and more comfortable, and I think that this help me to develop each activity and this impacted positively on them because they were participating and developing each activity. When I finished the class they wrote me on the chat "thanks teacher" "I could understand this topic"</i></p> <p>Perception of my peer Michael Cabra</p>

	<p>-Reflecting about the new experience as an online moderator.</p>	<p><i>“I think that these experiences offered the possibility to change the point of view of how teaching English is in this century. However, it's important to understand that to get a meaningful learning in the students it's important to innovate and being more creative”</i></p> <p><i>“It's important to understand that nowadays students want to use technology all the time for example of cellphones, computers and etc... We have to understand that it is important to use those kinds of resources to help students in the learning and for that reason this process change our traditional perspective of teaching to another in a meaningful way”.</i></p> <p>During this experience I could learn new pedagogical strategies in order to help my students in their learning process. Although the process was different I could understand the importance to be an online moderator.</p> <p>The perception of my tutor when I finished the practicum</p> <p><i>“The most important thing that I noticed was your human skills. You are always able to listen to your students. You care about the student's process”.</i></p> <p><i>“I think you got the most important objective because you always tried to make sure the students learn”</i></p>
	<p>-Describing the opportunity of being an online tutor with students from different regions of Colombia.</p>	<p>In this experience I could have the opportunity to share with students from different places of Colombia and it was interesting because I faced several cultures and needs</p>

		<p><i>“As living the experience of having a formal online class for the very first time, I felt more safe and comfortable, and I think that this help me to develop each activity and this impacted positively on them because they were participating and developing each activity. When I finished the class they wrote me on the chat “thanks teacher” “I could understand this topic” and I felt so good because I could help them”</i></p>
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5.2.1. Theme 1: Living the experience of teaching English to children

I had to enroll in a course called pedagogical practice V. I was a pre service teacher in that process. The best thing about my teacher training was that I could apply the concepts acquire during the previous semesters in the University and at the same time face the reality inside the classroom. I had the opportunity to know the needs of my students and interact with them all the time.

The first sub-theme behind the experience of teaching English to children is learners’ feelings about English in the classroom: My students expressed to have gained confidence and happiness while learning English in the classroom. When I first started to teach, I felt nervous and anxious because I had to be exposed through permanent or continuous observation of my tutor in charge of the course.

Notwithstanding, this process was not easy, my tutor helped me to believe in myself. Also, I faced difficult moments but those situations taught me to be strong. Making changes to my teaching practice is something that helped me to apply some instruments according to student's needs in the previous extract she explain the importance to be responsible in this process to gain a meaningful learning process.

In terms of feelings, Gary Barkhuizen (2014) states that “sometimes diaries record general reflections and observations, such as the writer's thoughts and feelings about their learning and stories of language-related successes and failures” (p.35). This statement help me to understand the importance of writing the experiences in order to record these reflections that help to enrich the learning process in each students because they can express their feelings. Clandinin & Connelly (1990) state that “The study of narrative is the study of the ways human experience the world” to take into account the previous information and since the educational view could say that the narrative help us to construct our personal experiences as a teachers, learners or maybe pre-service teachers.

This experience was relevant in my life because it helps to believe in myself this experience change my thoughts. For example my tutor in an extract wrote about how I was committed with this experience and how my students were grateful towards me because the lessons were very motivating, creative and funny. Quintero (2016) states that

“Teaching is seen as a central part of the intellectual life in school. This is a life experience of relevance for the participants because it mediates knowledge and helps to form attitudes and values” (p. 115)

Another sub-theme that I identified through data analysis corresponds to the experience of breaking the barriers of fear and anxiety through the positive influence

of my pedagogical practice tutor. During my experience, I lived difficult moments but in this moment my tutor had an excellent role in my life as a preservice teacher. I remember that several times I wanted to give up but my tutor all the time gave me her support. Quintero (2016) states that

“Life experiences leads the participants to perceptively and reflectively value their own university experiences as part of their formation and to consider themselves as autonomous moral agents living under a variety of real constantly-changing circumstances that can never be exactly repeated” (p.115) from my point of view these experiences lived taught me to open to make changes to learn and create new pedagogical strategies which one help me to enrich my English teaching and at the same time find out the reality or the role of a pre-service teacher. The experience was amazing because I could reflect about my own experience as a teacher and I could find some interesting points that help me to reinforce and improve such as methodologies or the correct way to develop each class. See evidences from journals on appendix 1

5.2.2. Theme 2: Living the experience of teaching English to adults

My second experience as a pre-service teacher was the pedagogical practice with a group of adults, in my particular case, my students were teachers of the school where I carried out my practice. The best thing about my teacher training was that I could teach to adults this was a new experience for me because it is totally different to teach children but I realize that in this group of adults they liked to learn through games.

When I first started to teach, I applied a need analysis in which I could identify the students' needs. During this experience I learned a lot of things to help me improve in my

process. My students were motivated all the time and it was very important to develop each activity. In this practicum I use instruments such as the reflective journals format given by the University in order to record the most relevant situations to strengthen these weaknesses in my process as a pre-service teacher.

I could reflect about this experience and the results were evident. My students could be motivated to learn a foreign language and at the same time they could read and write simple sentences using the same vocabulary about values in order to relate the practicum with the coexistence project worked in this school.

The first sub-theme behind the experience of teaching English to adults is Understanding how adults perceive and live the process of learning English a foreign language: when the students told me about the difficulties and fears that they have had, this help me to make a stop along the way in order to reflect and create new activities to support these weaknesses and in this way learn in a funny way. Also, I think that in this part it is important the role of the pre-service teacher to help each student to impact in their learning process.

Although, the context in this pedagogical practice was different, this process helped me to acquire and discover new abilities as a pre-service teacher. Olaya (2018) states that “when teachers think about their teaching and analyze what could be improved, they could impact their classroom and students”. (p.5) the reflection about each experience help me to improve and at the same time I could observe the progress of my students.

For instance they were acquire new expressions and vocabulary and they could use these knowledge to communicate in English with their classmates and this experience was useful to change the thought about learn a foreign language in this case English. This create a big change in my mind, my thought and my hearth as Quintero (2016) states in his narrative research. Sense making can also be understood as an epistemological dimension of stories (Barkhuizen, 2013).

Another sub-theme that I identified through data analysis corresponds to Living and learning through the experience as a preservice teacher: During my life I have had different experiences but I think that this experiences marked my like and at the same time it could enrich me as an English teacher because each difficulty help me to be strong and find the big abilities that I have as a teacher. Likewise, I think that it is important to be able to share this experience to others pre-service teachers in order to reflect and create new pedagogical strategies according to the needs of the students to get a meaningful process. Olaya (2018) states that *“Teachers who explore their attitudes towards the teaching profession through critical reflection can benefit their professional practices as well as the improvement of their students’ learning education”* (p.4) The previous statement help to support the importance to reflect in our labor as a preservice teacher for this reason it is necessary to be open to learn each day. The reflection is so important to strength the weakness and improve each day. Also, the reflection help to make new changes in order to impact in a positive way in the learning process of the students too. See evidences from journals on appendix 2

During the process as pre-service teachers it is necessary to take into account the tutor's perceptions because it helps us to learn, for this reason I asked my tutors Yolanda Duarte and Andres Ballen to help me answering a Narrative frame and a semi structured interview in which I could gather their perceptions about my process during each Pedagogical Practice. Barkhuizen (2008) states that *"The aim of the frames was to encourage the teachers to reflect on their own working lives in relation, generally or more specifically, to what was covered in the relevant course"*. From my point of view, I agree with this statement because while reading each frame I could find interesting perceptions that strengthened my process as an English teacher, some aspects and qualities that I have as a teacher and which I had never found.

Also, I could collect some important and relevant aspects since their experience as a pedagogical practice tutor which enrich and help to understand the reality world of the teaching. Above all in this moment I can say that during my experience as a pre-service teachers my tutors Yolanda Duarte, Andres Ballen and Sandra Rodriguez helped me to discover the great potential that I had as a teacher.

5.2.3 Theme 3: Living the Experience while teaching to beginners through the mediation of ICT

During the process of the pedagogical practice 3 the experience was totally different because the context was virtual but I could learn a lot of things and resources to apply during the lessons. I could understand the importance of acquire knowledge about ICT in order to be more competitive and use new ways and strategies to obtain a meaningful learning process. In this process, I had a role as an e-moderator. I taught college students. They study

a distance because it is an opportunity to be professional approaching technology. Carvajal & Duarte (2018) state that “Distance education or distance learning uses technology to deliver instruction to students who cannot attend regular classes because they live far away from the university, or they do not have time to go to classes due to work or family responsibilities” (p.74)

On the other hand, in this experience I decided use a semi-structured interview in order to gathering information and new perceptions to take into account the voice of the pre-service teacher Michael Cabra. Also, I was gathering information of my tutor Andres Ballen in order to take into account her perception and her voice during my process as a pre-service teacher.

I remember that I felt nervous at the first classes because it is very different to teach online but after that I could understand the importance the role of the teacher in different contexts in order to help the students to acquire a foreign language to take into account their needs.

A sub-theme that I identified through data analysis corresponds to Enriching the role as a preservice teacher being an online moderator. This was my third pedagogical practice when I first started to teach, I thought that it was impossible because the experience is totally different in this practicum I was a role of e- moderator via online.

I remember once developed the google site I had some difficulties trying to create the activities but my tutor give me support to develop each activity, this experience helped me to use and apply new resources to innovate and increase in the learning process. In this practicum I could reflect about my performance during the practicum. In this course I use a

reflective e- journal in which I could recorder all the aspects that help me to improve in each class.

During my experience in ICT I could develop important and significant professional competences which help me to reinforce my process as an English teacher. To start, I had to look for activities that help me introduce and implement each topic according to the needs and the English level of my students. I had to develop the ability to organize each activity in a coherence way taking into account the objective in order to provide my students a complete learning process. Other important point was the language proficiency in this case English to create a successfully communication and so transmit knowledge. Also, I could apply and take into account important steps to design a class such as: planning, implementation and evaluation in order to adjust me their level. The feedback from my teachers was useful for me in order to improve more and more, even though , the first days were difficult because it was a new experience for me but at the moment when I have finished this course I can say “ I have learned”

I could share this experience with my peer Michael Cabra and he expressed the importance to use new technologies and resources to implement in each lesson because as a teachers we need to be more competitive. This experience was different for us because the context was totally new and sometimes you need to create awesome strategies and be motivator to catch the attention of the students. Also, we think that the motivation is so important that students can be constants in their learning process.

Another sub-theme that I identified through data analysis corresponds to Reflecting about the new experience as an online moderator. This part was very enriching

for me because I realized about an important thing in my role as a preservice teacher and was the need to help my students all the time as state Carvajal and Duarte (2017) “During tutorial sessions, the role of the Tutor is to facilitate the interaction among students and foment knowledge construction and collaborative work.” (p.74) I think that it is important that they can understand and apply the knowledge. Also, my tutor explained me the importance of thinking that we are teaching people and sometimes these people could have some difficulties or problems. We should be more sensible in each situation because maybe these situations can help us to teach our students. All about this experience was new but I could enrich me in my role as a pre-service teacher. Sometimes it was difficult to create the online activities because I had never used this resources but it was a great opportunity to explore them. Actually, I think that nowadays teachers need to know and use the ICT’s to apply in each activity and at the same time motivate their students to learn.

I found another interesting subtheme that I could identify through data analysis corresponds to Describing the opportunity of being an online tutor with students from different regions of Colombia. This part of this experience was difficult for me too because I thought that teach adult people by online it would be more difficult because you do not know your students you do not see your students face to face. Also, they were from different places of Colombia and they belong different cultures and different needs too but during this experience I could observe that it was totally different from what I thought. They could express me their difficult to learn English and I could help them. From my experience, I think that the most important thing for a teacher is to listen to your students.

CONCLUSIONS

This research project which emerge through this narrative study allowed me to show and highlight the voice and the experience of a pre-service teacher during the development of the different pedagogical practices in the B.A. program of Teaching English as a Foreign Language at Universidad Santo Tomás. Just as stated by Barkhuizen and Wette (2008) “in telling their stories of experience teachers necessarily reflect on those experiences and thus make meaning of them; that is, they gain an understanding of their teaching knowledge and practice” (p. 374). Those experiences and reflections told throughout this document were useful and necessary to myself meaningful input about my role as a pre-service teacher. As states Polkinghorne (1995). “Narrative inquiry refers to a subset of qualitative research designs in which stories are used to describe human action” (p.3)

During the semesters students can acquired important and relevant knowledge related to theories, methodologies or material design in order to increase and improve their meaningful learning process, I call this the first part, the first step that brings us closer to the world of teaching and learning but since my experience I could say that this knowledge becomes meaningful in the real class where pre-service teachers have to assume the teacher's role where you have to implement new things or make decisions. This is the second and the most important step to be a pre-service teacher because you could learn.

These experiences help each pre-service teacher to improve each day in his or her role and in this way, they will be prepared as a professional teacher of English for the future. For this reason, my narrative research tries to share my experience as a pre-service teacher

to take into account the voice of each one participants in order to enrich this project and provide different perspectives toward the teaching and learning process.

In this experience, I could collect data to reflect and analyze each instrument and find relevant points of view that allow me to change our thought as a pre-service teachers or future teachers because to be a teacher is not only to give instructions or knowledge, being a teacher is more than this.

Furthermore, a pre-service teacher has to maintain a strong interaction with his or her students in order to know their needs, their fears or maybe their difficulties to help them in their learning process because sometimes we do not know the different situations that our students live. (Barkhuizen, Benson, & Chik, 2014) states that “written reflections on teachers’ practices, teaching contexts, emotions, development, and language learning. The purpose of these journals is for teachers to reflect on their own experiences of teaching and learning to teach.” (p.40)

A pre-service teacher always has to be aware about his or her role inside the classroom this implies adapt and apply some important and necessary characteristics which I could learn with my tutor Yolanda Duarte and Andres Ballen:

a. To be able to receive constructive criticism and feedback gracefully as a way to improve the teaching performance, b. To embrace new challenges and to be able to think differently. C. to be responsible, punctual, self-confident and determined. To be ready to learn but above all to be passionate about teaching and to love helping others.

I would like to make special emphasis on the characteristic because I think that it is the most relevant because if the pre-service teacher or teacher has this passion of teaching

and help others in each activity will be developed by the best way and it could impact the learning process inside the classroom. From my experience, I could reflect in a very important thing if you as a pre-service teacher create a good atmosphere your students will be comfortable and happy and the learning will be easier and funny and it will create a good interaction with your students and at the same time self-confidence to use a foreign language in this case English.

Although, sometimes I had difficulties in this process I could understand the importance of taking into account the instructions or feedback from my tutors because it is very useful and it is necessary to create our performance as a preservice teachers. These voices are important to enrich our labor and to acquire new pedagogical strategies that help us to improve in this world of teaching. Olaya (2018) states that *“Teachers who explore their attitudes towards the teaching profession through critical reflection can benefit their professional practices as well as the improvement of their students’ learning education”* (p.4) this reflection helped me to enhance my practicum thanks to my tutors because they helped me to break the barriers of fear and anxiety through their positive influence.

Through this narrative I would like offer this information to others pre service teachers who as myself in this moment have to start this process and have some questions about this new experience. I will tell them that in this process it is normal to be nervous, anxious or maybe fear but in this moment it is very important to believe in yourself in your abilities and in the passion that you have for teaching.

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ANNEXES

1. Evidences from the courses' journal

1.1 Reflective Journals Pedagogical Practice V


UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

STUDENT'S NAME: <u>Magda Munar</u> JOURNAL # <u>1</u> School and/or community name: <u>Liceo de los Reyes</u> Group: <u>3rd</u> Session / Class #: <u>1</u> Date: <u>22-08-2017/23-08-2017</u> Place: <u>Ubate</u> Activity to reflect on: <u>Student's English level</u> Purpose of the activity: <u>Gathering information</u>	
Description	Reflection/ Analysis
<p><i>What I & my students did in during the lesson (very detailed description)</i></p> <p>Today I started my Pedagogical practice at Liceo de los Reyes School at 3:00 p.m. I was excited to start the lesson. When students arrived, I greeted them and then I invited them to sit everyone in a circle around me and I rolled a ball to each student, but when I said stop, students told me his or her name. In this game students were happy because they like to play all the time. For example, some students asked me to play one more time.</p> <p>Then we learned a song according to the topic What is your name? and it was interesting because students sang the song for practicing the correct pronunciation. They played with some glove puppets to asked and answered about personal information. This activity was useful for practice speaking and pronunciation and in this way I could observe how students demonstrated the knowledge about the topic. When students developed the worksheet they were attentive and ready to realize the activities. They said: "I like English class because we can play and learn many things"</p>	<p><i>What I think about what happened</i></p> <p><i>Make explicit difficulties or unexpected situations during the lesson</i></p> <p>I have had difficulties to write correctly and for this reason I have decided to be responsible in practice every day because I do not like to feel frustrated.</p> <p>During the class I felt good because the students were motivated and they developed all the activities during the class. and it was very useful for me because I could observe the students in order to gathering information about their needs or their English level to take into account the Common European Framework of Reference for Languages (CEF) and the basic standards given by the Ministry of National Education</p> <p>One Student express me how she feels in English class</p>

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What I & my students did in during the lesson (very detailed description)

In this lesson, I started played a game with students "who stole the cookies" in this game. We made a big circle for sing the song the activity was useful for motivate my students and in this way I could introduce the new vocabulary about some actions such as: Stomp, clap, sing, swim, dance, climb, fly, and run.

I used some flashcards with big letters because it is important for the students need to relate the sound with the word or image. Then, I used a song according to the topic: "Yes, I can" by Super Simple Song. The idea is practice the pronunciation. Then I used others flashcards to teach the structure the modal verb can because it was important to write some sentences using it.

I distributed some magazines and then I wrote some sentences in the board using the vocabulary in order to students will can cut the letters to write the structure of the modal verb can in affirmative and negative form. That activity was useful because students could demonstrate their knowledge about the topic

I used the song "I can" again and students had to listened it to complete with the correct word.

For our project "Good citizens" we were working in our big album. But firstly they could learn an important word "lovely".

*What I think about what happened
Make explicit difficulties or unexpected situations during the lesson*

During the lesson students followed the instructions to develop the different activities. The activity where they had to cut the letters was interesting for everyone because they could create new sentences according to the topic easily

Also, they always interacted comfortably with their peers all the time.

Students feel good during the lessons



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What I & my students did in during the lesson (very detailed description)

In this lesson, I practiced the vocabulary worked in the last class about verbs because I think it is important in order to reinforce the topic That activity was useful for review the topic worked in the last class with this game students were motivated because they could apply the previous vocabulary. I played a game with my students called: ini, mimi, mani, mou because I have observed that students enjoyed this game Then, I used flashcards which helped me to introduce the new vocabulary. Such as: banana, spaghetti, ice cream, French fries, watermelon, kiwifruit, strawberry and onion. I wrote these words on the board and students repeated with me to practice the pronunciation then students wrote the vocabulary in their notebooks to practice writing Students repeated several times and they were so happy using the vocabulary. Students learned a new song about the topic called "the fruit song" by Super Simple songs then I introduced the structure using flashcards with words such as I like to eat banana. Then students drew a happy face to relate that food that they like and in the same way with a sad face with the food that they do not like. And finally, they wrote sentences according to the topic. I continued with the lesson observed and developed the assessment because it was important to understand if the students could use the verb like correctly. For our project "Good citizens" we were working in our big album. We were practice the pronunciation about different words that they have learned during the course.

*What I think about what happened
Make explicit difficulties or unexpected situations during the lesson*

During the activities students were interacted comfortably with their peers all the time.

The activities were interesting for them and they could acquire new vocabulary and structures to talking about their likes Students were motivated to speak in English with their peers and they were so happy

Students were happy during the lesson



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STUDENT'S NAME: Magda Munar

JOURNAL #8

School and/or community name: Liceo de los Reyes

Group: 3RD

Session / Class #: 8

Date: 9-10-2017/11-10-2017

Place: Ubate

Activity to reflect on:

Things I like to do such as I like to run

Purpose of the activity:

Students will be able to use the verb "like" in order to talk about their likes by using some verbs that they know.

Description	Reflection/ Analysis
<p>What I & my students did in during the lesson (very detailed description)</p> <p>In this lesson, I started <u>played</u> a game with my students I asked my students made a circle and then I gave them a ball and while I will repeat <u>ini, mini, mani, mou</u></p> <p>Students passed the ball around the circle from hand to hand but when I said stop the student with the ball in his or her hand sang a song which they learned in the last class. The idea with this activity was review the vocabulary and the pronunciation. When I developed this activity students were motivated and they wanted to sing the song.</p> <p>Then I introduced the new vocabulary such as: swim, ride, drive, play, run and jump for the class using a video where students could related the word and pronunciation with this video that video helped me to introduce the new vocabulary. Students watched the video several times to relate the sound with the correct pronunciation. Students repeated several times and they were so happy using the vocabulary with their peers while they played a game called BINGO. Then I continued with the lesson and I introduced the structure with the verb like using some flashcards then students wrote a short text to demonstrate their knowledge about the topic then I</p>	<p>What I think about what happened</p> <p>Make explicit difficulties or unexpected situations during the lesson</p> <p>This lesson was very special for me as a teacher because my students were able to demonstrate their knowledge about the verb like. For example they could write and <u>talk</u> sentences using the verb like such as <u>I like to run.</u></p> <p><u>Students were attentive all time because they told me " teacher this class is funny" or " Teacher I can write in English"</u></p> <p>Students were interacted comfortably with their peers all the time.</p>



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STUDENT'S NAME: <u>Magda Munar</u> JOURNAL #9 School and/or community name: <u>Liceo de los Reyes</u> Group: <u>3rd</u> Session / Class #: <u>9</u> Date: <u>17-10-2017/18-10-2017</u> Place: <u>Ubate</u> Activity to reflect on: <u>Food- I like and I don't like</u> Purpose of the activity: Students will be able to recognize food vocabulary in order to talk their classmates about their own food likes and dislikes.	
Description	Reflection/ Analysis
<p>What I & my students did in during the lesson (very detailed description)</p> <p>In this lesson, I practiced the vocabulary worked in the last class about verbs because I think it is important in order to reinforce the topic That activity was useful for review the topic worked in the last class with this game students were motivated because they could apply the previous vocabulary. I played a game with my students called: ini, mimi, mani, mou because I have observed that students enjoyed this game Then, I used flashcards which helped me to introduce the new vocabulary. Such as: banana, spaghetti, ice cream, French fries, watermelon, kiwifruit, strawberry and onion. I wrote these words on the board and students repeated with me to practice the pronunciation then students wrote the vocabulary in their notebooks to practice writing Students repeated several times and they were so happy using the vocabulary. Students learned a new song about the topic called "the fruit song" by Super Simple songs then I introduced the structure using flashcards with words such as I like to eat banana. Then students drew a happy face to relate that food that they like and in the same way with a sad face with the food that they do not like. And finally, they wrote sentences according to the topic. I continued with the lesson observed and developed</p>	<p>What I think about what happened Make explicit difficulties or unexpected situations during the lesson</p> <p>During the activities students were interacted comfortably with their peers all the time.</p> <p>The activities were interesting for them and they could acquire new vocabulary and structures to talking about their likes Students were motivated to speak in English with their peers and they were so happy</p> <p>Students were happy during the lesson</p>



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1.2 Reflective Journal Pedagogical Practice VI



STUDENT'S NAME: _Magda Yohana Munar Villamil_ JOURNAL # _1_	
School and/or community name: _Liceo de los Reyes_ Group: _Adults_	
Place: Ubaté Cundinamarca_	
Activity to reflect on: Warm up, vocabulary, structure introduction and assessment.	
Purpose of the activity: In this lessons, students were completing a test and a questionnaire, in which we could learn important things such as their context or needs.	
Description	Reflection/ Analysis
Date: _26-02-2018/27-02-2018_. Session: _1_	
<p>What I did: To start this class, we played a game called "Who took the cookies to the cookies jar" students could practice their names, they could use different expressions such as: My name is..., My last name is..., or simple questions such as How old are you? Students were working with me and they were so happy because they want to learn English. After that, I introduced the new vocabulary using some flashcards. We repeated several times to practice the pronunciation. In this part they reviewed simple expressions and I could observed their previous knowledge. Then students developed the diagnostic activity in which they had to complete some sentences using the verb to be in simple form. Students wrote about their families in order to identify their writing competence and their previous knowledge. In that diagnostic test, they had to organize some expressions to create a short conversation. During the activity I observed the process and I helped them when they did not understand anything. Finally, students developed a short questionnaire in which I could observe important such as: their context, need, age or how they prefer learn English in order to create great activities during my didactic unit and in each lesson. My students developed all the activities. They were motivate all the time.</p>	<p>When we were playing the game. Students were interesting and motivated. I think it was because the game had simple expressions that they could use easily. This was good for me because they practiced pronunciation.</p> <p>During the diagnostic test, I observed that they had some difficulties to write or use the verb to be in simple form. They told me that their English level is low and according to the need analysis it is true.</p> <p>There was a student who told me that learn English is difficult for her and sometimes she feels nervous when she had to repeat in class. To take into account the previous information I decided help her all the time because she needs to feel comfortable in my classes</p> <p>The discipline was great because the students were motivated to learn English. Furthermore, during the activities I could interact with my students and it is important to create a good atmosphere for the learning process</p> <p>When we finished the last activity the students were happy because they could write simple sentences in English</p>
<p>The teacher-student interaction was</p>	

Breaking the difficulties to learn English



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STUDENT'S NAME: Magda Yohana Munar Villamil JOURNAL # 2
School and/or community name: Liceo de los Reyes Group: Adults
Place: Ubaté Cundinamarca
Activity to reflect on: Warm up, vocabulary, structure introduction and assessment.
Purpose of the activity: In this lesson students describe themselves using some personality adjectives in simple sentences with the verb to be in affirmative or negative form.

Description	Reflection/ Analysis
<p>Date: <u>5-03-2018/6-03-2018</u></p> <p>Session: <u>2</u></p> <p>What I did: To start this class, we played a game "Broken telephone" in order to review the previous topic and students practiced pronunciation. They played several times. After that, students found some flashcards that were hidden around the classroom. They brought me each picture and then they had to repeat after me to practice pronunciation. The new vocabulary was: lazy, funny, jealous, selfish and greedy. I wrote those adjectives on the board and then they wrote the same words on their notebooks. Then I introduced the structure of the verb to be in affirmative and negative form using the personality adjectives. In this part students told me that they could understand because it is easy related the picture with the word. And for this reason they were motivated and in this way they could write their own sentences. This was great for me.</p> <p>Then they developed a worksheet "words that describe me" in which they used some personality adjectives. When they finished the activity I presented them the project "My school is a place in peace" this project is related with the big project that has this school called City of peace where students learn to be good citizens. Students were motivated developed each activity and I could monitoring this work</p>	<p>During the class I could observe that students learned each personality adjectives easily when I used different pictures according to each one. They wrote simple sentences in their notebooks and they are so happy because they could write in English.</p> <p>Some students showed difficulties but I helped them and then they could write.</p> <p>Students worked in the project "My school is a place in peace" and they used different materials to create a big book. In this class students had a good behavior during each activity because they were motivated. Also, I am working with adults and I did not have any problem with respect the discipline. When we played some games in class or when developed the other activities, we could interact and the experience is very interesting because I could understand their difficulties</p>

Breaking the difficulties to learn English



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STUDENT'S NAME: _____ Magda Yohana Munar Villamil **JOURNAL #** 4
School and/or community name: _____ Liceo de los Reyes --- **Group:** Adults course
Place: Ubate
Activity to reflect on: Warm up, vocabulary explanation, structure introduction and final assessment.
Purpose of the activity:
 In this lesson, students were to learn about the modal verb "CAN", which will allow them to talk about their abilities

Description	Reflection/ Analysis
<p>Date: 20-03-2018/21-03-2018. Session: <u>4</u></p> <p>What I did: In this lesson plan, I started with the warm up of the class through a game to review the vocabulary worked in the last class. First, I asked them to do two groups, group A and group B and the group who wrote the most words about the vocabulary learned was the group B and they were the winner. In this activity students were motivated all the time because they could write all the words easily. It was a good way to practice writing. Then, we sang a great song called: "The Rocky song" we sang the song several times, it was useful to practice pronunciation. I use the television and the students could watch the video of this song. This video had subtitles and it was fantastic because they could practice pronunciation. After that, I introduced the new vocabulary about verbs: (run, jump, walk, eat, write, read, color, sing and dance). I used some flashcards to practice the pronunciation, because I asked them to repeat each word after me.</p> <p>Then, students wrote these vocabulary in their notebooks. When they finished to write. I gave them a photocopy with some pictures where they could identify each verb with the same picture. In this activity I could monitor the process and I could help some them. When they finished the previous activity, I introduced the grammar structure about</p>	<p>During the lesson, I could monitor the process in each activity and it was meaningful for me in my process as an English teacher because I could help them to strength their weakness to learn a foreign language in this case English.</p> <p>The video was useful because they could practice the pronunciation and they felt confidence and I think that it is important in the learning process.</p> <p>They told me that they like and could understand easily when I used flashcards to introduce the grammar structure or vocabulary. And I think that it is useful because students were attend all the class</p> <p>How the class went in terms of: Discipline: the discipline was good. I think that they want to learn and all the time they want to learn new things in English.</p> <p>Teacher-students interaction: I could interact with my students and I think that it is important in my training as an English teacher because I can hear them and help in their process.</p> <p>students' and teacher's motivation: I think that the motivation is important for this reason I used different activities to take into account their needs to</p>

Breaking difficulties to learn a foreign language

The significant role as a preservice teacher





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STUDENT'S NAME: _Magda Yohana Munar Villamil_ **JOURNAL #** _3_
School and/or community name: _Liceo de los Reyes_ **Group:** _Adults_
Place: Ubaté Cundinamarca_
Activity to reflect on: Warm up, vocabulary, structure introduction and assessment.
Purpose of the activity: In this lesson students describe themselves using some personality adjectives in simple sentences with the verb to be in affirmative or negative form.

Description	Reflection/ Analysis
<p>Date: _5-03-2018/6-03-2018_ Session: _3_</p> <p>What I did: To start this class, I used a song in which students could practice pronunciation and some expressions that we have learned in the last class. It was useful to review the previous topic.</p> <p>I introduced the new vocabulary for this class I used different personality adjectives such as: selfish, loyal, joyful, bossy, easy-going and talkative. I used picture and some flashcards and we played with these flashcards and students could practice pronunciation and they could write each one correctly. After that we played tingo tingo tango and the students were motivated because they could pronounce them.</p> <p>Then, I introduced the structure of the verb to be in interrogative form using some flashcards of different colors. Students wrote sentences on their notebooks. Students were motivated playing with some cards in order to practice the topic. For example they had to ask and answer question like: Are you shy? Yes, I am or No, I am not. This activity was useful for practice pronunciation. Then students wrote sentences in interrogative form on their notebooks.</p> <p>Then, we were working in our project my</p>	<p>When I use songs in the class students are more motivated because they prefer to learn English listening to music.</p> <p>I used the cards for each one of them and this activity was great because they could practice pronunciation but, some students need to work more in their pronunciation for this reason. They have to practice these song in their house for the next class. It is necessary to practice pronunciation.</p> <p>There is a student that is very shy and she need more help when we are practicing pronunciation so I decide create new strategies such as I will monitoring her work in each activity carefully because it is important that she feels comfortable.</p> <p>I am working with adults and I did not have any problem with respect the discipline. Also, they want to learn and they always are receptive to learn.</p> <p>When we were developing the activity according to the consolidation part students told me that they could develop and then they created different sentences to take into account their context. For example they dis sentences according to the description of their students " Nicolas is talkative"</p>

The significant role as a preservice teacher



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activity I could monitor the process and I could help some them. When they finished the previous activity, I introduced the grammar structure about the modal verb "CAN" in affirmative and negative form. We used some flashcards of different colors to do sentences using the modal verb can. After that, We played a game called "hot potato" in this game firstly, students made a circle and then, they passed the ball quickly while listen to music when the music stopped, student who was holding a ball had to write on the board a sentence using the modal verb can. We played this game several times for practicing the simple structure of the modal verb "can" in affirmative and negative form. After that, I gave them a worksheet where they had to use the modal verb can to complete the activity. With this activity students could practice pronunciation and writing. I took into account this activity to the assessment. After, We worked in our project "My school is a place in PEACE" we worked in our big book in which we had to write sentences about our abilities using the modal verb "can"

How the class went in terms of:

Discipline:

The discipline in this lesson was excellent. I do not have problems with this part because I am working with adults and they all the time are motivated in each activity.

Teacher-students interaction: Students could interact easily because they felt confidence and they did not have any problem to ask anything about the topic.

Students' and teacher's motivation: I used different and funny activities and they were motivated all the time.

students' and teacher's motivation:

I think that the motivation is important, for this reason I used different activities to take into account their needs to catch their attention all the time.

Time management: *the time was right and I could develop the different activities*

Understanding from students:

sometimes students had difficulties with the pronunciation but I helped them and they told me that they felt confidence

Class evaluation:

When we developed the work could observe that students understood the topic because they could write their own sentences using the modal verb "can"

Breaking difficulties to learn a foreign language



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What I did: To start this class, I made some drawings on the board so that students could try to guess. This part of the class was a bit funny because students were laughing about my drawings. The drawings were according to the vocabulary worked in the last class it was for review the vocabulary. We played this game several times. Then, we sang a song in which students could practice some commands to practice language classroom.

After that, I introduced the vocabulary about school supplies using some flashcards of different colors. Also, I used pictures relate with the vocabulary to identify the word with the correct picture. Then, I used a short video about the same vocabulary to practice pronunciation.

Students watched the video several times to relate the word with the correct pronunciation. Then, I wrote these vocabulary on the board and I asked them to write the vocabulary on their notebooks to practice writing.

In this moment I could monitor the process and students could ask me about the pronunciation about some words.

Next, I introduced the grammar structure using the verb "have". I used flashcards with different colors to identify each part of the grammar structure and in this way I could catch their attention easily. In this moment they could do their own sentences using the same flashcards. We repeated several times these sentences to practice pronunciation. In this part I could observe that my students could understand the structure and they were motivated.

Then, they used different colors to write their own sentences on their notebooks.

Then, I asked them to create a small poster in which they wrote and drew

practicing the song related with some commands, students were interesting about it and I think it was because the song was related to their context. For me, it was a good point in the class. Because students were motivated. And in this way they could feel confident during the class. Also, they mentioned me that in this way English is easy. I think because they felt good. ~~And it is good because they can change their thought about the learning of the foreign language.~~

I observed during the class that my students were concentrated in the activities. They were paying attention and they did not difficulties.

Also, in each activity I could observe the process to help them.

Breaking difficulties to learn a foreign language

How the class went in terms of:

Discipline: I did not have difficulties with the discipline because I am teaching teachers and they think that the most important is learn English to interact with their students in class.

Teacher-students interaction:

This process during the lesson and my pedagogical practice has been interesting for me because in each class I can learn new things to improve in my training as an English teacher.

Students' and teacher's motivation:

I take into account these activities in which students are motivate to apply the new topic because the most important thing is that the students feel comfortable.

Time management: the time was right and I could develop the different activities

Understanding from students: From my



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Session: _____ 5 _____

What I did: In this lesson, I greeted my students and they were motivated to learn, so I said them that in this class we will learn to talk about our abilities. Then I played a game with my students called "hot and cold". Students had to help other to find a hidden flashcards. Which are according to the previous vocabulary worked in the last class about some verbs. With this activity students could practice pronunciation. This activity was funny and the students were motivated.

We played this game several times and then, I introduced the vocabulary for this class. I used flashcards to take into account that students told me in the last class that they like this strategie to learn easily.

We repeated several times the vocabulary to practice pronunciation. Students could related the picture with the sound and it was useful to practice and identify each word.

I used a video related with the same vocabulary because I consider that it is useful to practice listening and pronunciation. Students watched the video and they could repeat each word to correct some mistakes in the pronunciation. Then I wrote the same vocabulary on the board and I asked them to write the vocabulary on their notebooks to practice writing. Also, we repeated each word with them for associate the image with the sound. While students were writing the vocabulary they were reading each word to practice. They felt confidence because all the time they asked me how they could pronounce correctly. They told me that the pronunciation is very important and for this reason they want to practice.

In this lesson, I could observe that my students developed all the activities because they felt happy and motivated.

In this moment they think that learn English is funny and I am feel happy because when I developed the Need Analysis in this population, they thought otherwise.

Students were comfortable when I used the video because they could practice the pronunciation because they want to pronounce correctly.

When I used markers with different colors to do sentences, students used their own markers and this activity was interesting and funny for them. This is good because they could write sentences using the grammar structure.

How the class went in terms of:

Discipline: *I did not have difficulties with the discipline because I am teaching teachers and they think that the most important is learn English to interact with their students in class.*

Teacher-students interaction:

I could interact with my students and I think that it is important in my training as an English teacher because I can hear them and help them in their process.

Students' and teacher's motivation:

The motivation was excellent because I used different activities where they could practice and apply their knowledge.

Time management: *the time was right and I could develop the different activities*

Breaking difficulties to learn a foreign language

Breaking difficulties to learn a foreign language


The significant role as a preservice teacher




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2. Narrative Frames


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VIGILADA MINEDUCACIÓN - SNIES: 1704



Dear tutor, I kindly invite you to participate in my research project as an important participant since my study focuses on the narrative based on lived experiences of pedagogical practice courses in the B.A. program of Teaching English as a Foreign Language at Universidad Santo Tomás.

Purpose of the instrument: This written frame has the purpose of gathering your perceptions after being your student in the courses of pedagogical practice. In order to collect this information, I ask you to complete these answers before December 15th.

Teacher: Yolanda Duarte

1. How do you describe my performance during the courses of pedagogical practice V.



What aspects do you remember in terms of the course, the way I carried out such practices, my feelings or what you observed in regards to my role and the objectives I was supposed to achieve?

Hi Magda, I remember that your performance went through different stages during the practicum. The first stage, which I call the "frustration stage", was at the beginning of pedagogical practice V. I noticed that you were stress about the fact of finding a school in which you could carry out the practice. You were working in the morning, so you need to do the practicum in the afternoon, but schools in Ubaté mainly had school days in the morning, thus, you had to sort this problem out by creating an extra English course in the same school where you were working. You were also confused and overwhelmed with the amount of papers you had to fill out and the assignments you were supposed to develop for each week.

The second stage was the lack of motivation, once you sent the first lesson plans and you got low grades, you were discouraged. I think you felt frustrated and wanted to give up. Fortunately, you overcame this difficulty by asking for guidance and being aware of all the great effort and dedication you had to put into this subject to take it forward

Breaking the barriers of fear and anxiety through the positive influence of my pedagogical practice tutor

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Breaking the barriers of fear and anxiety through the positive influence of my pedagogical practice tutor

The third stage was the "awakening" one. Although your major difficulty was writing in English, you tried to devote time to this skill by attending extra English courses and asked people to help you by proofreading your texts. This stage was very important because you were also able to discover the great potential you had as a teacher. You improved your self-esteem and self-confidence when giving classes and implementing methodologies and techniques that tried to satisfy students' needs and made your classes more effective and enjoyable.

You were always open to make changes in the lesson planning, in the material used and in the activities planned for each stage. You definitely achieved most of both courses objectives, because you engaged in reflexive processes of your own teaching practice and integrated some elements of research when identifying the problematic situation and gave a solution through a class project which involved the whole community at school. Above all, you were highly committed to your students and they valued your dedication by attending your classes and being grateful towards you.

2. From your experience as a pedagogical practice tutor, what aspects do you consider crucial or important to develop the courses of pedagogical practices?

The most important aspects you must have to develop the pedagogical practice course are:

- To have a strong sense of commitment to our profession as teachers and to our students.
- To be able to receive constructive criticism and feedback gracefully as a way to improve your teaching performance.
- To embrace new challenges and to be able to think differently.
- To take the risk to implement different methodologies and to change traditional classes into innovative and memorable ones.
- To develop skills as a researcher and to be able to reflect on your own teaching and learning processes.
- To be knowledgeable about English language.
- To be passionate about teaching and to love helping others.
- To be responsible, punctual, self-confident and determined. To be ready to learn from your own mistakes and from the people around you.

The significant role as a preservice teacher

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UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

VIGILADA MINEDUCACIÓN - SNIES: 1704



Dear tutor, I kindly invite you to participate in my research project as an important participant since my study focuses on the narrative based on lived experiences of pedagogical practice courses in the B.A program of Teaching English as a Foreign Language at Universidad Santo Tomás.

Purpose of the instrument: This written frame has the purpose of gathering your perceptions after being your student in the courses of pedagogical practice. In order to collect this information, I ask you to complete these answers before December 15th.

Teacher: Andres Ballen

1. How do you describe my performance during the courses of pedagogical practice

VI.

What aspects do you remember in terms of the course, the way I carried out such practices, my feelings or what you observed in regards to my role and the

objectives I was supposed to achieve?

Breaking the
barriers to learn a
foreign language

At the beginning of the course you had some idea about how to carry out the objectives proposed regarding the fact you had taken pedagogical practice I. Despite you already had had a previous experience, the first lessons were not easy for you in terms of planning but as lessons passed you improved that aspect. I could notice through the videos you shared that you care for students' understanding and sometimes this makes the class slow but you make yourself sure they have got the main objective of the class.

2. From your experience as a pedagogical practice tutor, what aspects do you consider crucial or important to develop the courses of pedagogical practices?

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3. Interviews transcriptions

Semi-structured interviews

Date: 14/12/2018

Time: : 2:00 p.m.

Dear tutor Yolanda Duarte, I kindly invite you to participate in my research project as an important participant since my study focuses on the narrative based on lived experiences of pedagogical practice courses in the B.A program of Teaching English as a Foreign Language at Universidad Santo Tomás.

The Purpose of this instrument is gathering your perceptions after being your student in the courses of pedagogical practice. In order to collect this information, I ask you to answer some questions.

Teacher Yolanda how do you describe my process in the pedagogical practice course VI?

Student research Magda Munar: *What aspects do you remember in terms of the course, the way I carried out such practices, my feelings or what you observed in regards to my role and the objectives I was supposed to achieve?*

Teacher Yolanda Duarte: As a role in the paper in Pedagogical Practice V I realize that you went to different stages, your option was give up but you were able to try to overcome or to start working in those difficulties. You did your best effort. you look for options for example to be enrolled in an extra English course in order to improve your English skills because I remember you had problems with your writing

but you try, you look for options so , I think that stages was the best for me because the kind despaired of the difficulties you had at the beginning you were able to like to overcome them and at the end you realise that you could do things and very good things because well apart from your difficulties in writing in English I think that as a teacher you have very good skills so, I think that you realised about your strengths and you started to use that potencial in your classes and you demonstrated that you could create and plan very nice lessons, effective lessons, lessons that try to to meet students needs and that help them to learn English in a very funny way, enjoyable way and creating a very nice atmosphere.

Breaking the
dificultes

Another thing at besides that you were always ready to follow to taking to account my feedback and to follow some observations and instructions in order to improve your classes so, I think that this is a point or an attitude that is in benefit of you because you are open to learn and to listen to others to try to enhance your pedagogical practice VI. I think that you were already familiarize with everything about the practice with the papers, assignments etc...

Student research Magda Munar: What advice would you give me and to others pre service teachers in order to improve our teaching process?

Teacher Yolanda Duarte: The teacher must be really to aware profession and to be able to face difficulties without being scared and to take the risk all the time in different ways try to experiment new things in the classroom. Try to innovate in class in order to have a better performance in class. It is a good idea implement new methodologies things that can be sound crazy but maybe can working at class.

The knowledge of the language it is important because also you have to need to teach students that are kids, adults or teenagers in the right way try to give your lessons in a positive way loving this profession, I consider these are the most important things.

Student research Magda Munar: What positive changes occurred during my practicum as a pre service teacher? **Teacher Yolanda Duarte:** The big changes was your attitude Magda. I think that went you starts on pedagogical practice V you lack self -confidence, self-esteem you were not able to identify and to see all the skill and all the knowledge that you had inside yourself. You were able to do many things.

The big changes was that you demonstrate me not just to me at the school and yourself that you can do wonderful things because your project I can say was one of the best project that I had have in practices in which I have being a tutor. Your project has being way of the best because you involve all community of the school and it was like a big day from the students.

Magda you demonstrated big changes, now you are more self confident, secure about you as a teacher and sure that if you have other opportunity or another different opportunity to teach you're gonna taking and you're not gonna be afraid.

Breaking the barriers

Student research Magda Munar: What factors did you identify as important in my practicum that contribute to development of preservice teacher? **Teacher Yolanda Duarte:** There are many factors that contributed. for me there are some of them that are important than the others, student teacher has to be really comminet and passionate to about being a teacher I think that it most important factor when you really love teaching. You're gonna able to see different ways to teach and to implement new methodologies. I think obviously for me that one's of the most

important factors apart from these ones obviously the responsibility, punctuality all these kinds of values that are important to be open to learn and to receive the feedback and to receive the constructive criticism in a very gratefully way.

Date: 13/12/2018

Time: 9:00a.m.

Dear tutor, I kindly invite you to participate in my research project as an important participant since my study focuses on the narrative based on lived experiences of pedagogical practice courses in the B.A program of Teaching English as a Foreign Language at Universidad Santo Tomás.

The Purpose of this instrument is gathering your perceptions after being your student in the courses of pedagogical practice. In order to collect this information, I ask you to answer some questions.

Teacher Andrés how do you describe my process in the pedagogical practice course VI?

Student research Magda Munar: *What aspects do you remember in terms of the course, the way I carried out such practices, my feelings or what you observed in regards to my role and the objectives I was supposed to achieve?*

Teacher Andres Ballen: *At the beginning despite you fact a previous experience in Pedagogical Practice V I consider some your lessons plans were a little bit short and maybe the process in the way you proposed the activities were not commitment for the objectives you propose at the beginning but as the class were you improve that aspects and the class were a little bit ore coherence in terms of following the objectives and getting them. This is the thing that I most could see at the end of the*

classes. I was observing the videos that you recorder for the last activity where you careful your students and their students learning so **I think you got the most important objective because you always tried to make sure the students learn** what you wanted to learn to them according to your role.

I think you got the idea of what a teacher is not only getting from home students and give them some vocabularies. I don't know some topics that they're living the classroom in for get out of them. I felt that you carried out a good learning teaching process.

Student research Magda Munar: What advice would you give me and to others pre service teachers in order to improve our teaching process?

Teacher Andres Ballen: The first thing that I always tell my students is that we're teaching people. so, we have to be people, so sometimes when we're getting the classroom we supposed that they are going to say but sometimes we forget that they've had from at home maybe they are having problems or with their classmates. The way we treat them that's the way they are going to learn. Right?

Student research Magda Munar: What positive changes occurred during my practicum as a pre service teacher? **Teacher Andres Ballen:** **In your experience you tried to speak in spanish most of the class but at the end of the course I could notice that you spoke English with your students and I think that in this way you could improve your practicum.** Also, you could organize your classes because at the beginning I told before the activities were separated activities not to spent some time at the end I could see that each activity follow the final objective.

The
perspective
of the tutor

Student research Magda Munar: What factors did you identify as important in my practicum that contribute to development of preservice teacher? *Teacher Andres Ballen:* *The most important thing that I noticed was your human skills. you are always able to to listen to your students. you care about the students process. You always try to improve yourself in the classes. The suggestions that I got were always done the next class, so I could see your lessons plans, some videos and I think that you try to improve yourself and it was an important thing. You care about your students. The English level in your English class was also good because at the beginning you had some difficulties but you can do it, you have a good English level and you could give the class in English it was an important thing in your practicum.*

Date: 14/12/2018

Time: 3:00 p.m.

Dear pre service teacher, I kindly invite you to participate in my research project as an important participant since my study focuses on the narrative based on lived experiences of pedagogical practice courses in the B.A program of Teaching English as a Foreign Language at Universidad Santo Tomás.

Participant: Michael Cabra

-Student research Magda Munar: How do you describe the experience of the courses of ICT or CALL on which we faced online teaching practices with technology and digital resources? What aspects do you highlight? **Pre service teacher Michael Cabra:** I think the best it was a great experience because in the moment in which we were teaching different kind of population in this case students from transversal I. I think the experience was important because we had the possibility to improve our skills teaching to others students

belong to the University and at the same time I think it's important to highlight the use of the digital resources like google slides and others pages that were very important for teaching those students. Also, I think that these experiences gave of the possibility to change the point of view of how is teaching English in this century. However, it's important to understand that to get a meaningful learning in the students it's important to innovate and being more creative and that's it.

The voice of
the
preservice
teacher

-Student research Magda Munar: Which were positive for your professional development?

-What did it imply for you to have an online class in a synchronous way with students from Universidad Santo Tomás, who were learners of Inglés Transversal 1? **Pre service teacher**

Michael Cabra: From my professional development I think was important the use of technology, the use of ICT was great because I will use these in the future as an English teacher. I had the possibility to use a kind of resources to teach students in order to get a meaningful learning for that reason it's very positive and I think that it is the best way to give an effective and didactic English lessons for the students using the technology.

-Student research Magda Munar: How was sharing this experience with me? **Pre service**

teacher Michael Cabra: First I want to say that it was a great experience because like a partners, like classmates in this case with you Magda was nice because we were in a continuous process of sharing experiences. We could share ideas to design each lesson. How to guide a good process to apply the topic obviously thinking i the needs of the students. The experience was so nice because we could enrich our teaching process.

-Student research Magda Munar: In what sense this experience of online pedagogical practice did change your perspective as a pre-service and future professional teacher? **Pre**

service teacher Michael Cabra: In this point it's important to highlight that this experience was great and amazing because we as a future English teacher will have the possibility the need to improve our lessons and for that reason do in this pedagogical practice game me the perspectives to change the way in which sometimes I teach the lessons from the traditional way to teaching to a constructivist way to guide an effective lessons and at the same time the use of technology could be the best way to get the best result of the students because it's important to understand that nowadays students want to use technology all the time for example of cellphones, computers and etc.. We have to understand that it is important to use those kinds of resources to help students in the learning and for that reason this process change our traditional perspective of teaching to another in a meaningful way.

The voice
of the
preservice
teacher

Student research Magda Munar: What advice would you give to others pre-service teachers? **Pre service teacher Michael Cabra:** My advice for future Pre service English teachers is known and use the technology because nowadays in this twenty four century students want to use technology all the time and for me it is necessary because I think that it is a great tool to guide a good learning in the students. Another advice it's to be responsible, disciplined in order to design each lesson because if the students find meaningful those lessons the learning could be better.

