IMPLEMENTING ROLE PLAYS AND SIMULATIONS AS A MEANS TO REINFORCE THE ORAL COMPETENCE OF 10TH GRADE STUDENTS AT JOSÉ RAFAEL FARÍA BERMUDEZ HIGH SCHOOL: AN ACTION RESEARCH

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2016

ACCEPTATION NOTE

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Mentor's Signature

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Supervisor's Signature

Acknowledgments

Throughout the accomplishment of this important stage in my degree and life, I want to express how grateful I feel towards those people who in one way or another contributed positively to the achievement of this goal. First of all, I address my parents, Cristina Mendéz and Luis Alberto Morinelly, who were the two supporting forces encouraging me to successfully complete my process of formation, there not doubt they represented my biggest inspiration to overcome the obstacles on the way, and therefore to become someone they can feel proud of.

I also want to express my gratification to all teachers who took part during my training, especially to those who were there to be more than a teacher, for instance, for instance for my models; the teacher Veronica Arciniegas who shared her knowledge and experiences with me from the beginning of my degree, and my supervisor, the teacher Sandra Sofia Castellanos who open the doors of the institution Rafael Faría Bermudez allowing me to experience a relevant stage of my learning and training process, they were the guides that led me towards the path of knowledge, providing me with the necessary tools to understand everything that teaching requires, but more important, educating me as an integral human being, aware of my role in society.

CONTENT

Presentment

The current proposal was established with the primary objective of contributing to the EFL learning of high school students in Pamplona, North of Santander, therefore, specifically it was developed as an attempt to develop students' communication and language skills, moreover, it was an opportunity to arouse a sense of interest and commitment towards a communicative culture of the spoken language in the English courses.

This work is segmented into four main chapters in which all the relevant aspects involved in the development of this project during this stage are introduced and highlighted: The pedagogical component, the research component, the outreach component and the administrative component.

The first one involves the pedagogical component of this research, for it shows how and through what strategies the pre-service teacher stage was conducted and implemented. The second chapter shows the analyzed benefits that the development of this project considered throughout the development of a reflective spirit. Regarding the third chapter, it describes the extracurricular activities or extra classes, carried out by the pre-service teacher in order to offer a space through which the institution could be beneficiated in terms of improving students' English level. Finally, in the fourth and last chapter, concerning the administrative component, presents the different scholar activities in which the Pre-Service Teacher played an active role as a member of the institution.

Introduction

This document contains the proposal that guided the pre-service teacher stage conducted during the second semester of the year 2016 entitled; "Implementing Role Plays and Simulations as a means to reinforce the oral competence of 10th grade students at José Rafael Faría Bermudez high school: an action research" and which made part of the assistant contribution that the University Of Pamplona makes every semester in order to complete the pedagogical process of instruction and the social work carried out by students from the Bachelor of Arts Degree in Foreign Languages, with the aim of alleviating the conditions of public school in Pamplona, North of Santander.

Language and its different manifestations have always made part of the development of human race; as a result, the ability to communicate has become a major need for all beings and societies when establishing relationships, looking for solutions or transmitting thoughts and feelings. Nowadays, being able to communicate properly represents advantages to succeed in terms of transmission and comprehension; therefore, conveying the listener about what one is attempting to express is widely linked to the speaker skills. As humans beings, the procedure of becoming accurately speakers, usually involves a particular course of exposure to an specific culture and its language, then, a systematic interpretation of the patterns listened and observed come to be knowledge that will be used to interact with that specific community, which is generally perceived as a natural process.

However, in a globalized world that demands interactional language abilities as a major need to develop other perceptions and expressions in terms of tolerance and respect; the inclusion of English as a second language represents a relevant attempt to make of any educational system a proficiently scenario for the future professionals. In Colombia, the implementation of English in the educational field embraces a pluralistic perspective of the world's diversity. According to Altablero's interview of Romero, it is evident that the management of only one language is not enough in an interconnected world. The bilingual or multilingual ability is a constant necessity in the academic, professional and daily relation's field, therefore the acquirement of a skillfully language learning leads to the relevance of the English Language teacher role inside the classroom. (Romero, 2005).

As pre-service teachers of foreign languages, students from the Bachelor of Arts Degree in Foreign Languages at the University of Pamplona are aware of the relevancy of their incorporation to an educational system and its curriculum, as a required assistance to improve the conditions of a common learning environment, in order to have a notable stage in this academic atmosphere the purpose of this proposal was to strengthen the skill in which there was absent of reinforcement, so that, a previous period of observations was carried out in the action field in order to identify those potential weaknesses, stating as a result a law level of English language use to communicate or interact, so knowing that speaking was usually excluded to be thought as a less important competence for high schools standards, this proposal interest was to develop a project in which the speaking skill was the main goal of improvement, therefore, the development of this project was focused on implementing role-plays and simulations as means to reinforce the oral competence through language performances that were linkable to the other

three language skills; writing, reading and listening, taking into account the explanation of the final chapter of the English book of 10th grade students of the José Rafael Faría Bermudez High School.

Problem

During the two weeks of observation that were carried out at the José Rafael Faría Bermudez High School, and that were intended to detect the possible problems to be treated, it was evidenced that the students counted with the guidance of a well prepared teacher who made conscientious efforts to cover every aspect and subject the student book demanded, and to share her knowledge and experience with the learners, as a result students showed to be capable of making use of the grammatical rules and understanding the general ideas of certain topics. However, it was observed that their main difficulty was the communicative component; during the week of observations they rarely made use of the target language to communicate among them or to interact to each one, neither to express the simplest expressions, nor to put their ideas into words. On the other hand, and as it was indicated above, little attention is paid to the oral use of the language, the teacher did not interact directly with any of them in English, therefore, the target language was mainly used to give instructions, but there was not any kind exchange of spoken words between the teacher and the students or among the students, it seemed like the idea of speaking in the English class is not even considered, this diagnostic implied the challenge for this research, since the purpose became to work and focus on the communicative skill.

Justification

Communicating by the use of oral language is a necessary ability for which an accurate and proper use of the spoken structures comes to be a basic part of humans´ daily activities, the possibility of sharing ideas, beliefs and daily news with others, represents an everyday requirement. English language has become a global language, being a standard language to communicate information in most of the branches of science, knowledge and working world, and because of this, many countries have adopted English language as a foreign and target language that is taught in almost every school all around the world with the aim of preparing professionals with the interactive abilities to establish relations with the rest of the world, and therefore having better life opportunities, thus, it is relevant that during the English learning process, students learn how to employ the foreign language, for the most part, to transmit their thoughts in a correct manner.

This proposal purpose and major interest was centered on the implementation of role-plays and simulations as a tool to employ the knowledge shared inside the classroom and with the aim of generating real life situations around the subjects the students were learning and through the application of those grammatical tools previously learnt and given by the teacher, this attempt was therefore a way to improve the speaking skills of 10th grade students at the Jose Rafael Faría Bermudez High School, to profit their communicative abilities and to prepare them to express themselves by speaking in English, at the same time that an English Language culture inside the dynamic of the classes was incentivized.

Objectives

General Objective

- To implement Role-plays and Simulations as a means to reinforce the oral competence of 10th grade students at the José Rafael Faría Bermudez high school.

Specific Objectives

- To foster the speaking skills of 10th grade students at the Jose Rafael Faría Bermudez High School by employing role plays and simulations.

- To promote the oral use of English language as a classroom culture of 10th grade students' interactional dynamics at the Jose Rafael Faría Bermudez High School.

- To provide of service and sources the high school students and my supervisor teacher.

- To increase students' input of vocabulary.

Institutional observation

During the stage of observation the main purpose was to get to know a summary of the institution academic history, the regular protocols of operating, as well as a general perspective of the action field and interactional dynamics, therefore, it was relevant to pay attention to the

school environment and to ask the school authorities to facilitate information about those aspects that have constituted the school transcendence.

The Jose Rafael Faría Bermudez administrative and educational center started offering its service to the population of Pamplona, North of Santander after having been founded on November 3, 1972. At the beginning, it was a house of study where pre-service teachers used to carry out nocturnal and transitional stages of practices before graduating from the University of Pamplona. Afterwards, the day division was included and the first promotion of high school graduated one year later. The preceding name of this institution was CEMUP (Educational Media Center of the University of Pamplona), but then it was assigned the name of José Rafael Faría Bermudez High School, to tribute the founder of the institution. Since 2003, it became member of the San Jose Provincial High school and nowadays it is an educational institution renowned for having gained multiple local, regional and national recognitions, appreciations given to the students' performance in the state tests currently called SABER 11.

Location

The José Rafael Faría Bermudez high school is located in Pamplona, North of Santander, on the North East side of the city, specifically on the 8th street N° 6-61, close to the Avenue Santander and next to the building where the electric energy is delivered to city.

School Authorities

The organization of the school authorities is the next:

1. Principal: Guillermo Alfonso Acevedo Vargas.

2. Academic and discipline coordinator: Luis Ernesto Suarez

3. Supervisor: Sandra Castellanos

Fundamental Aspects of the Institutional Educational Project (PEI)

As a renowned institution of the city the José Rafael Faría Bermudez high school attempts to cover and accomplish the most relevant aspects of its PEI, some of the general aspects leading the institution goals are:

Mission

The Provincial San José high school is an integrated and inclusive institution which offers the educational service to the Preschool, Basic and Middle academic modalities, with the purpose of training upstanding, competent and enterprising beings. Citizens for a globalized society, respectful when concerning the human rights, based on the honor, science and virtue principles through pedagogical processes focused on the shared structure of the knowledge.

Vision

To the 2016 year The Provincial San José de Pamplona high school will still be known in the region by offering an integral training of quality, based on humanistic principles and in continuous updating of the pedagogical practices, responding to the challenges and demands of the environment.

General Institute Objective

The primary aim of the Provincial San José High School and its headquarters is to educate sensitive, supportive and productive people with cultural identity and self-suggestive capacity, who act harmoniously with themselves, their pairs and the environment. Equally important, communication is the basis of individual and group affirmation.

Specific Institute Objectives

- To promote an educative model towards the construction of an authentic and equal environment of opportunities, respect and integration of the differences among men and women.
- To develop communicative skills to read, comprehend, write, listen, talk and express correctly in the student's first language and in a foreign one (English).
- To stimulate the development of activities and habits that enhances the conservation of physic and mental health and the rational use of free time.
- To promote the capacity to create, adapt and transfer the required technology in the development processes of the country.

- To enhance the study of the values, the knowledge and the respect for the different characteristics of each social group.

Relevant aspects of the Community Rulebook

With regards to the philosophy and ideology, this institution has established clear principles of Christian orientation and attempts to train upstanding, competent and enterprising citizens through equity, commitment and quality, developing on them competences such as the appropriate management of a second language and the TICS, as well as values like intellectuality and competence through a participative, self-managed and contextualized education.

Physical distribution of the institution

The José Rafael Faría Bermudez high school building is composed by three stages, in the first stage; the entrance of the building is divided in the academic coordinator's room, the orientation's room, a living room and a small cafeteria, on the left side of this floor there is an auditorium in which annual events like cultural gatherings and extra classes activities take place, on the right side of the building there are three classrooms, and at the end of that corridor the men restroom can be found, in the middle of the two halls and the auditorium there is a yard where cultural, recreational and leisure activities are carried, the second floor is divided in classrooms and an two laboratories, one for the employment of TICS, and the second for the bilingual learning, inside the last one, there are several English books, dictionaries, a television set and a video beam projector. The last stage in only one corridor in which the last grades are located, also there can be found the chemistry and physic laboratories.

Institutional Organization

Figure 1

It shows the distribution and organization of the administrative component of the institution.
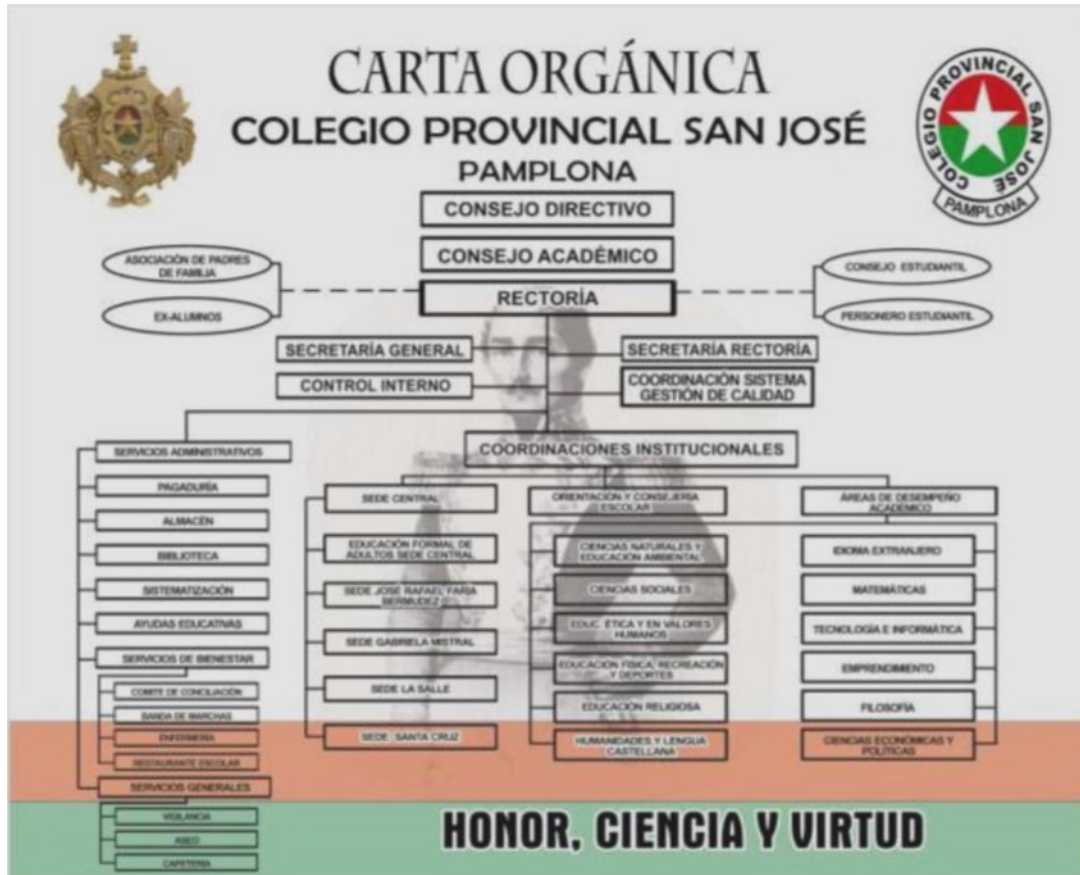
School Calendar

Figure 2

COLEGIO PROVINCIAL SAN JOSE - SEPTIEMBRE 2016						
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
				1 BENDICIÓN DE BIBLIAS PARA COLOCAR EN LOS ALTARES DE CADA SALÓN	2 JORNADA DEPORTIVA SEDE CENTRAL	3
4 EUCARISTÍA 6º A 8º SEDE CENTRAL ORGANIZA 6º	5 SEMANA POR LA PAZ	6	7	8 EUCARISTÍA NACIMIENTO DE LA VIRGEN MARÍA	9	10
11 EUCARISTÍA 9º A 11º SEDE CENTRAL ORGANIZA 9º	12 DIA DE LA DIVERSIDAD	13	14	15 IZADA DE BANDERA RESPONSABLE 10°	16 JORNADA DEPORTIVA SEDE FARIA	17
18 EUCARISTÍA 6º A 8º SEDE FARIA ORGANIZA 6º	19 CONCURSO INSTITUCIONAL DE CIENCIAS NATURALES	20	21 CAPACITACIÓN SEGURIDAD Y SALUD EN EL TRABAJO	22	23 INFORME A TITUARES	24
25 EUCARISTÍA SEDE FARIA	26	27	28 ATENCIÓN A PADRES DE FAMILIA	29	30	

COLEGIO PROVINCIAL SAN JOSE - OCTUBRE 2016

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
				1	2	3
4 SEGUNDA EUCARISTIA SEDE MISTRAL – ORGANIZA 2°	5 SEMANA POR LA PAZ	6	7	8 EUCARISTÍA NACIMIENTO DE LA VIRGEN MARÍA	9	10
11 EUCARISTÍA SEDE SALLE Y SANTA CRUZ	12 RECESO	13 RECESO	14 RECESO	15 RECESO	16 RECESO	17
18	19	20	21	22	23 PRUEBA DE EFICACIA	24
25 PRIMERAS COMUNIONES	26 INFORME A ESTUDIANTES	27	28	29	30	

COLEGIO PROVINCIAL SAN JOSE - NOVIEMBRE 2016

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			COMITE DE EVALUACIÓN	1 ENTREGA DE SIMBOLOS	2 LISTA DE RECUEPRACIONES	3
4	5	6 ACTAS DE RECUPERACIONES	7	8	9	10
11	12	13	14	15	16 TERMINA TERCER TRIMESTRE – ENTREGA DE RESULTADOS	17
18	19	20 ENTREGA DE BOLETINES FINALES - PRIMARIA	21 ENTREGA DE BOLETINES FINALES – SECUNDARIA	22	23	24
25	26 DESAROLLO INSTITUCIONAL	27 DESAROLLO INSTITUCIONAL	28 DESAROLLO INSTITUCIONAL	29 DESAROLLO INSTITUCIONAL	30 DESAROLLO INSTITUCIONAL	

Figure 3

The following chart contains the total number of interventions my pre-service teacher stage will include per week:

Pre-service Teacher Schedule					
Hour	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07 – 7:55		5th 04		4th 02	
7:55 – 8:50			10th 05	10th 05	
8:50 – 9:45	10th 05	3th 02	4th 02		10th 06
break	**break**	**break**	**break**	**break**	**break**
10:15 – 11:10	10th 04	10th 06	10th 06		10th 05
11:10 – 12:05				10th 04	10th 04
12.05 – 01:00			10th 04		

Pedagogical Aspects Observed

During the period of observations that was carried out during the first week of interventions, the opportunity to be the witness of the school ambience inside the courses the assistance stage involved during ten weeks was offered, and all the way through several aspects related to teaching English as a Foreign Language (EFL) in this institution were identified; most of the classes took place in the bilingual laboratory, my supervisor and teacher in charge of the English courses let me know she preferred to teach in the lab, since it provides good

illumination, comfort for the students and some electronic devices like a TV set and a video

beam projector, which are quite useful when teaching a foreign language. The activities carried

out in every course were highly associated to the students book, nevertheless, the teacher was

always trying to work with dynamic activities, she used to encourage students by delivering extra

points to those learners who actively participate or work harder in class, however, every single

session seemed to be mainly focused in what the written part is concerned; for the most part

students were working on translation exercises or formation of simple sentences. Because of

those reasons this proposal was established as an attempt to respond to the competence that has

been apparently declined; the oral competence, which was the center of reinforcement by the

implementation of Role-plays and Simulations.

Chapter I: Pedagogical Component

IMPLEMENTING ROLE PLAYS AND SIMULATIONS AS A MEANS TO

REINFORCE THE ORAL COMPETENCE OF 10TH GRADE STUDENTS AT JOSÉ

RAFAEL FARÍA BERMUDEZ HIGH SCHOOL: AN ACTION RESEARCH

Introduction

According to website infoplease, there are more than 6,500 languages spoken all around

the world, each one of them with its own unique cultural patterns of thinking and

communicating, therefore, learning a foreign language has become more important and

beneficial for students nowadays, however, learning a second language is not always easy,

several factors may disrupt the process of acquiring an accurate language level; one of the most common is having or not having access to a proper educative system, in which several models and strategies may be implemented in order to help students to achieve a good English level.

According to the document entitled National Educative Forum 2016 Colombia's national government has set the ambitious goal of becoming the most educated nation in the region by year 2025, with a range goal of less than 1% of Colombian public high school students graduating with a pre-intermediate B1 level of English, the English Teaching Fellowship Program has been structured to support teachers and public schools in the teaching of English to make this ideal a reality, making English language learning a priority that will be conducted by national institutions to achieve a level of English that will allow students for efficient communication, and to contribute to a global knowledge around the economy as they will have prospects to obtain better employments and professional development opportunities in the future. Ministry of National Education, 2016 (pg. 4).

In line with the national goals this project aimed to work with high school students, more specifically with 10th grade students from the José Rafael Faría Bermudez high school, the pre-service teaching stage was conducted throughout ten weeks of work in the action field, meaning the classroom sessions, in which the four competences were developed, nevertheless, this proposal was focused in the communicative competence, and with the aim of achieving those expectations Role-plays and simulations were the attempts implemented to encourage the language use. Being aware that it is pretty difficult to speak any language if students do not

know any of the words in the target language, this proposal expectations were that just as actors have to prepare for their roles by learning a script, so students had to do too while building up a base of vocabulary, which was the ultimate necessary groundwork, equally important was to make the scripts come alive, so that, performances took place in order to take the input words on new shades of meaning, at the same time the students developed self-confidence feelings towards the use of oral English and improved their fluency and rhythm when speaking in English.

Justification

This research project came out from the period of observations that took place at the José Rafael Faría Bermudez high school, taking into account that the oral competence was not employ almost at any circumstance inside the classrooms; most of the activities were focused on the reading and writing competences, so this research project was an attempt to encourage students to speak in English, to create a culture of second language communication during the English classes, and also an effort to accomplish the building of a wide base of vocabulary that helped students to improve their second language productions in any of the four competences, besides, this research project was conceived to allow the students not just to understand the language, but to use it in simulations of everyday situations while putting in practice the grammar lessons the institution standards demand to follow.

For the development of this research, a grand tour question was the guide:

- How the implementation of role-plays and simulations can contribute to the fostering of students' oral competence at the José Rafael Faría Bermudez high school?

Objectives

General Objective

- To pursue speaking activities in the target language while fostering students' oral competence at José Rafael Faría Bermudez high school.

Specific Objectives

- To create a culture of second language communication during the English classes at the Jose Rafael Faría Bermudez High School.

- To accomplish the building of a wide base of vocabulary in 10th grade students from the Jose Rafael Faría Bermudez output.

- To improve 10th grade students' from the Jose Rafael Faría Bermudez second language production in any of the four competences.

Theoretical framework

The bilingual program:

Nowadays, and as a result of the globalism, the relevance of being able to communicate in at least two languages has acquired much importance related to the intercultural possibilities to establish connections with the rest of the world, consequently, in Colombia the attempt to

educate professionals having the requisite qualities to interact with the world has mainly focused on an ideal of bilingualism that has adopted English as the means to increase competitive and international Colombians. Even when bilingual education in Colombia was associated principally with private bilingual schools set up to cater for the middle and upper-middle-classes, which in most of the cases were institutions located in big cities, the current National Bilingual Program run by the Ministry of Education, aims to improve English teaching in the country, in order to strengthen innovation and competitiveness and enhance Colombia's international presence; as mentioned by Mejía 2011, the National Bilingual Program has helped to promote an inclusive vision of bilingualism by requiring that by 2019 all school and university graduates should reach a certain level of bilingualism in English and Spanish at the end of their studies (either B1 or B2 as regards English). Thus, bilingualism (however it is understood) is seen as a possibility for everyone, and not just for social elite, as it has been in the past. (pg. 14)

The speaking skill

We speak for many reasons; to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006: 58). In the education field, the speaking skill may be perceived as one of the most difficult abilities to develop when learning English as a second language, and two reasons my support this hypothesis; first, speaking happens in real time, and second, there is no time to edit and revise what is being said, but even when more attention has been paid to teach students how to write, to read and sometimes even to listen in the target language, teaching speaking has

also represented a major consternation as speaking in a language other than our own, is anything but simple. For many years teachers have taught speaking by Audi-lingual repetition drills, however, during the twentieth century the communicative language teaching emerged, and invited teachers and students to employ interaction as the method to speak the target language. Though, teachers usually do not have enough time to teach this skill as it is required, because they only have three hours per week and the great majority of the time is used to go into grammar because it is the base of the language.

Role-plays and Simulations in Education

Role-plays and Simulations can be seen a classroom teaching methodologies or classroom tasks intended to arise students oral production, in any of the cases, role-plays and Simulations seem to be effective, ludic and dynamic techniques that encourage and challenge students to emotively speak in the target language while having fun, making language acquisition, reflecting on new vocabulary and allowing them to make an approach to real context situations, however it could be inferred that in language teaching role-plays and simulations are rarely used, especially because of the little importance is given to oral production in high schools, which can be seen as a unfortunate theory, taking into account that "Faculty recognized that simulations and role-play exercises could be used to achieve a variety of different learning objectives, ranging from content and substantive knowledge to critical thinking and problem solving." (Shaw, 2010, pg. 7).

Literature review

This literature review provided six previous studies carried out by others authors related to the implementation of Role-plays and Simulations in oral production field and the error speech analysis. They were divided in two categories: the first one referring to Role-play in English Language Teaching and the second one referring to Simulation in English Language Teaching.

Role-play in English Language Teaching

In the educational field there is a constant necessity to encourage students to commit their efforts to learn, nevertheless, to catch students' attention is not always an easy task, especially nowadays when the outside world offers them thousands of entertainment manners, because of this the creativity of the educator plays a significant role in order to succeed, many techniques may be employ according to certain needs, for this particular case the need has been already identified; students low employment of the English language orally, so an effective response may be the classroom immersion of a technique that animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive, and as attempt to reach that goal, role-plays and simulations were employed in English language teaching as a technique to reinforce students' oral skills. Relatively speaking F, Liu & Y, Ding 2009 research focused on how to apply role-play successfully and take the most advantage of it in English class that involved 30 Chinese freshmen learning English as a foreign language. The outcome showed that there were four crucial factors for its success: the topic chosen should be real and relevant; the teacher need 'feed-in' the appropriate language; correct errors in a proper way; some of teachers role are facilitator, spectator or participant. The general assumption that emerges from

F, Liu & Y, Ding research is that Role-play in English Language Teaching offers to students the opportunity get involve in real situations in which they may feel identified, and therefore the experience leads to the memorization and application of new vocabulary, moreover, students' imagination and intelligence plays a major role when performing, so that the proper use of language easily develops, also, feeding-in the language students need is fundamental because by doing so, students will learn new vocabulary and structure in a natural and memorable environment and will have the chance to interact with his/her teacher using realer and more natural language. On the other hand, error correction may be a little difficult since some students may feel unmotivated if the teacher jumps in the middle of the performance and corrects straight right after the mistake took place, however, some students prefer to be corrected while the error stills fresh in their minds, in any of the cases, F, Liu & Y, Ding suggest to make use of self-correction, when there is the proper equipment to record the role-plays given the opportunity to listen to the dialogue again and reflect on the language used, or peer-correction, in which fellow students may be able to correct some mistakes made by their peers, listening the language and paying attention to their classmates proper or improper use. Finally the authors state that when it comes to role-play in English teaching the teacher may become a facilitator; feeding in of new language, a spectator, watching the role-play and offering comments and advices at the end or a participant getting involved and taking part in the role-play activity.

Closely associated to F, Liu & Y, Ding research; Dorathy & Mahalakshmi, 2011 paper focused on the need of task-based language teaching in classrooms and role play as an instructive method which served the authors as a multi-skill developing weapon for the development of a broader perspective about tasks or new roles, and of understanding others behavior while team

working, better communicating, and employing interpersonal skills and management development. The author suggest that incorporating role-play into the classroom adds variety, as well as opportunities for a lot of language production and also a lot of fun, and that the use of role plays can be an integral part of the class and not only an every now and then activity, since it motivates students to express themselves offering a much wider range of language opportunities, in real situations that can be recreated. On the other hand, authors state that mistakes can be made with no drastic consequences because the purpose is to boost students' self-esteem, to increase classroom morale, to encourage participation and to create confidence. Moreover, authors suggest that children who engage in creative learning learn faster, retain more of what they learn, and are more prone to apply their learning outside the classroom.

Simulation in English Language Teaching

Teaching English Language now a days is no longer a labor in which only grammar structures and vocabulary drills are taught inside the classrooms, a proper language acquirement requires to recognize and develop social patterns that are linked to the language culture, because of this, offering students the opportunity to employ their knowledge in real situations is pretty important when recognizing that accurately adopting a language, also represents adopting a new reality, however, many teachers only focus on teaching one aspect related to the language, avoiding to go beyond the ultimate goal of learning, for instance, teachers may share new vocabulary without encouraging students to employ the input for communication, and sometimes, when they do, classroom environments provide few opportunities to engage in real context communication. As the purpose of this research is to reinforce students' oral competence, simulations will be employed after the explanation of some topics, taking into

account that according to the Best Practice, Best Language Teaching Methods; "Simulation is a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four. It is related to Role Play, but in Simulation students retain their own personas and are not required to pretend to be someone else." So, simulation is a useful language learning technique which will facilitate the achievement of this research goal, allowing students to express themselves to their classmates while interacting, experimenting with new vocabulary, and overall, improving their oral skills, besides, there are several benefits that raise from simulation in English teaching; Hyland (1993) stated that there are three things that make the simulation becomes very important to apply in English language learning for young learners. *First* simulations motivate learners, young learners are naturally curious to explore and discover. If their explorations bring pleasure or success, they will be motivated to learn more. By having some interesting and real activities, simulations encourage them to explore their experience to make decisions so unconsciously they feel that they are not in the process of learning. *Second* encourage interaction, simulation provide a supportive atmosphere for the students to do some interactions. Students will interact with the other students and also with the teacher based on the topic or material. And *third* provide opportunities for purposeful communication, in a setting of simulation, the students will have some purposeful communication, for example the students will communicate with others about how to buy some fruits, or how to go somewhere while the others also communicate offering something or giving directions. In general terms, and as the main goal of this research is to improve students' oral skills, a create a communicative culture inside the English classes, to interact and communicate with other learners or with teachers in a real context, simulation seems to be the proper technique to employ as it creates classroom opportunities to interact and communicate with others, as well

as to develop students' personal and social characteristics, promoting engagement and enjoyment in learning.

Developing the speaking skill in English class

Gutierrez (2005) article entitled « Developing Oral Skills through Communicative and Interactive Tasks "described a project that was carried out at the Institución Educativa Distrital Britalia, in Bogotá with a sample of 40 students that belonged to ninth grade, and whose ages ranged from 14 to 17 years old. The aim of this project was to do an analysis and inquired about the development of the oral production in these students and to identify how the interaction and task-based approach could contribute to improve the students' skills. Four instruments were used during the research; (1) questionnaires at the beginning of the stage and that were need as a base to know the students´ opinions and experiences related to their speaking skills, (2) Observations that were carried out along the project and that allowed the analysis of the students' attitudes toward the speaking task. (3) A personal journal that the researcher used as a way to reflect and rethink about his teaching practice and take notes about meaningful teaching experiences. Finally, the last instrument (4) was the audiotapes and videotapes that were useful because they allowed the author to capture valuable information and analyze it. The findings showed that at the beginning the students only repeated instructions and memorized dialogues so the speaking skill was assimilated as an isolated product. However, using interactive tasks the students develop the speaking skills as the saw it as a social skill, where the interaction, the feedback and the group work played an important role. Moreover, the students were in contact with some important patterns of the foreign language as music and culture, which motivated the students to learn and communicated in English. In the same way, working in groups and allowing the

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students to rehearse their speaking skills with their partners allowed them to overcome their fear and interact first with their partners. Finally, all the interactive tasks allowed the students to increase their motivation to learn and communicate using the foreign language.

Tsou (2005) article entitled "Improving Speaking Skills through Instruction in Oral Classroom Participation" attempted to provide language educators with teaching tools to increase the students´ participations during the English classes. This research was carried out in a Taiwanese university with two English courses with a totally of 70 students. The research included both qualitative and quantitative data. The qualitative was gathered through passive participant observations, interview with the EFL teacher, and surveys; the quantitative data was gathered through questionnaires, tests, and observations. During the research project a same approach was used "the participant instruction" that is focus on the cultural awareness, the interaction, the encouragement of oral participation, the motivation to have more confident and the use of topics related to the students. Both the qualitative and quantitative data showed that the participant instruction is an excellent tool to increase the students´ skills and motivation in the English courses and as there is not a specific rule to follow this approach the teachers can use it and modify it as they want and depending on the students' needs.

Error Speech Analysis

This section analyzed two previous studies about the error speech analysis due to the importance of having a better understanding of the process that was carried out with the oral productions of the students. The analysis of these documents helped to comprehend the steps, the methodology and the utility of an error speech analysis.

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In Baghery and Heydary's (2012) paper aimed at "*helping EFL teachers and educators to become familiar with the most frequent errors committed by EFL learners leading them to make more objective decisions about how to go about adopting appropriate teaching strategies to help EFL students learn better*", the authors divided the error in two categories; interlingual an intralingual errors. The first one is the interference of the L1 in the L2 and the second one is the contrary, interference of L2 in the learning of the L1. The authors established that intralingual errors were less than interlingual; this information was supported for 25 studies that demonstrate this fact. However they highlighted the importance of the two sources of errors and recommended to have both into consideration.

Furthermore, Kovac's (2011) case study conducted with the purpose of investigating the frequency and distribution of the speech errors, using a sample of 101 students of engineering in Croatia, and based on the research question; how do L2 learners allocate their attention for speech monitoring in different task types? The author could found that morphological errors were the most made, follow by the syntactic and lexical ones. However, these results are for those tasks in which students' had to improvise or talk about a sequence of chronological events which was considered the most difficult of the tasks. The statistics changed in those tasks in which students had to speak with the aid of a guide in which the most common mistakes were of the pronunciation and rhythm.

As a conclusion the author stated that the rate of lexical and phonological errors depends on the frequency of use, it meant, students´ knowledge of difficult words and the use of the language they had when they found a word they did not know.

Methodology

The pre-service teacher stage represents the first real opportunity to face up the action field of an English language teacher, for this action research the practicum performance took place in three 10th grades composed by approximately twenty five to thirty students each one, at the José Rafael Faría Bermudez High School. During first week, the mission was to identify any issue inside the classroom related to English teaching that could represent weakness in the students learning process, so, a journal was employed as the instrument in order to write down the class procedure and take note of the most relevant aspects related to the students' performance and attitudes towards the English activities, as well as the students' knowledge needs. Afterward the observations, and taking into account the supervisor suggestions, it was proposed the use of Role-plays and Simulations inside the classroom as an attempt to improve lack related to the oral competence, to reinforce the use of grammatical topics in real context and to help building a culture of language interaction inside the English classes. To conduct this action research it has been necessary to follow the institution teaching standards, for what each session (see annex 1) was planned following the students' book lessons, then, the implementation of a Role-Play activity was introduced by following the grammatical knowledge previously shared, so, making an effort to reach new vocabulary, the improvement of student's pronunciation and fluency in the target language, and the encouragement of an speaking culture inside the classroom were the main goals.

In line with the above ideas and as cited from F, Liu & Y, Ding study, in a first stage the purpose was to look for a script dialogue that not only worked as a feeding-in for new

vocabulary or language structures, but to find a situation in which students may have felt linked, as it represented a common life situation, therefore, the script was chosen from the student book content (annex 2), taking into account the topic that the students were learning by the time, which was modal verbs, and focusing on a real life situation script with one hundred and eighty eight words, then the participants were selected, two grades from the José Rafael Faría Bermudez High School, tenth 04 and tenth 06, for which the script characters division, let to conform fifteen groups to work on the oral production of the activity, a total amount of thirty students were invited to participated, then it was decided that the final production would be collected in pod-cast formats which facilitated the speech error analysis.

For the development and achievement of the pod-cast activity the below sequence was followed:

The aim of this project was to pursue a speaking activity in the target language while fostering students' oral competence, for which the analysis and inquired about the procedure, development and final oral production help to identify how the interaction in the target language inside the English classes, and the accompaniment of the students procedure contributed to improve the students' oral skill. Six instruments or stages were developed to conduct the research; (1) Observations that were carried out at the beginning of the pre-service teacher stage and which allowed the analysis of the main deficiency in the students' competences, and from the speaking skill was identified to be the learning component for which less attention was being paid. (2) A personal and reflective journal which was written taking into account the pre-service teacher experiences within the action field, and which were employed as a way to reflect and

rethink about the teaching practice and to take notes about meaningful achievements or even weaknesses. (3) The script presentation, for which the pre-service goal was to introduce the script to the students, so that, and aiming to achieve a proper language acquirement required to recognize and develop social patterns that were linked to the script, the teacher took to the classrooms a dynamic activity in which students had to identify three key elements that facilitated the script interpretation and appropriation; characters, context and problem. (4) vocabulary and script sense understanding, this stage could took place when the students had the opportunity to listed to the script recording as they had to complete some blank spaces with modal verbs, as this task was accomplished, they had to translate the whole script, so that they got familiar with the sense of the lines. (5) Practice, once students have got closed to the script speech and vocabulary, it was time to practice the input, so that the pre-service teacher and the supervisor teacher performed the role-play in the classroom with the aim of becoming the students aware about aspects like intonation, pronunciation and fluency, during a whole week students had the opportunity to practice the script with the guidance of the teachers until they mastered it, and felt comfortable to perform it. (6) The last instrument was the pod-cast recordings which were pretty useful as they allowed the pre-service teacher to capture valuable information and analyze it carefully.

Planning principles

In order to achieve those goals the following steps were follow referring to the educational field and the planning procedure that may have facilitated the organization of all the units stipulated in the school curriculum and the purpose of obtaining the goals of this action

research; according to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra- class homework. So, in order to achieve those goals the classroom sessions in which there were Role plays or Simulations employment were conducted as follows; first, to introduce the session topic by bringing a game or a dynamic activity to open the students minds to the new information, second, to present a general explanation of the topic, giving examples and specific details, for which the use of materials and equipment such as posters, videotapes, listening exercises, worksheets, games, needed to successfully develop the lesson plan will be useful to properly develop the explanation, third, to go to the students' book and work on its workshops and exercises as the school curriculum demands to, and finally reinforce and evaluate the inputs by developing a short performance.

Results

Throughout this teaching experience, the findings showed that at the beginning of the pre-service teacher stage the 10th grade students from the José Rafael Faría Bermudez high school rarely made use of the target language to interact orally, only repeated instructions and memorized expressions were employed every now and then, so it could be infer that the speaking skill was assimilated as an isolated product, less important than the other three competences. However, the pre-service teacher immersion in the school action field, making a constant use of the target language to interact and to guide different tasks helped to achieve the main objectives of this proposal, as through the development of the role-play activity (1) students were able to

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foster their oral competence (2) at the same time that an English Speaking culture rouse in the English classes, (3) they also could become familiar with new vocabulary as they master the scripts, (4) and finally, students proved themselves how capable they were to improve their second language production as the pod-cast grades were mainly good, and they learnt about speaking features like; pronunciation, intonation and fluency. Moreover students developed an important skill such as the interaction, the group work played an important role, and the week of script preparation did as well; students were in contact with some important patterns of the foreign language which motivated them to master the script and to communicate in English.

This proposal aimed to analyze the errors produced when speaking in a given short speech task in a pod-cast format which went through three phases; (1) introduction, (2) preparation, and (3) recording. The analysis comprised pronunciation, morphological and syntactic analysis. It attempted to answer the question: how the implementation of role-plays and simulations can contribute to the fostering of students' oral competence at the José Rafael Faría Bermudez high school? In terms of the data collection, and for the purpose of analyzing the errors produced by the students, they were required to give a short speech which was then recorded in pod-cast format, after the week of preparation, and once students completed the recording, the recording was transcribed for the purpose of analysis. The analysis first focused on the pronunciation errors, on words that were not pronounced and then morphological and syntactic errors were analyzed, therefore it was necessary to count with a phonetic transcription (annex 3) of the script, which facilitated the analysis and represented the opportunity to listen carefully each one of the one hundred and eighty eight words that the script contained; four aspects were taken into account to follow the supervisor teacher directions on evaluating this activity: (1) words

mispronounced, each word wrongly pronounced represented one point less in the amount one hundred and eighty eight points or words that should have been well-pronounced, the pronunciation was evaluated taking into account the phonemes of each word speech. One of the most common errors had to do with another aspect evaluated, (2) the complete recording of the script, for which some groups presented unpronounced words, words that were forgotten or deleted from the script recording, and therefore represented missed point when evaluating the activity. (3) Intonation and fluency of the speech were also qualified during the pod-cast analysis, since during the week of preparation students had the opportunity to listen the audio file, and then to practice and perform the script with the guidance of the pre-service teacher, intonation and fluency were taken into account with the aim of evaluating the activity, it was noticed that even when students did improve a lot in terms of fluency, and it is something understandable since the oral production had not been properly conducted, their intonation evidently improved, students seemed to have paid much attention to the intonation that the characters and the situation required. (4) an extra factor within this activity took place as the groups were demanded to create a role-play introduction in which they had to present the context, the characters and the problem, this was an opportunity to evaluate students employment of new vocabulary and grammar structures, this aspect represented the creativity of each group and let to notice the improvement in the grammar and vocabulary basis. (annex 4)

In terms of the grand tour question that guided this project; how the implementation of role-plays and simulations can contribute to the fostering of students' oral competence at the José Rafael Faría Bermudez high school? It is remarkable to state that the implementation of the role-play activity positively stimulated the students willing of speaking in the target language, it

represented the opportunity to experience a one of a kind activity that was new for them, therefore, they had the chance to get involved in a procedure which allowed them to become familiar with a daily life situation to which they could feel related, and therefore, which encouraged them to become appropriated towards the morphological and lexical aspects linked to script.

As a learning process in a High School some limitations were found, the first of them and probably the most common was the lack of time to develop the activities that were planned at the beginning of the practicum stage, since the school standards required to follow the students book thematic and therefore the explanations that sometimes took more time than the expected, a little time could be designated for the preparation and presentation of role-plays and simulations, in some other cases cultural activities proposed by the school authorities took place during the English classes, and those obstacles were not stipulated at the beginning of the practicum, but the biggest obstacle within the process was the need that there was to accomplish the explanation of some topics that ten grade student must know before passing to the last year of school, therefore the practicum service was mainly focused on reaching the goals that the school standards set up at the beginning of the year. These obstacles did not allow the proper development of the proposal, nevertheless, and as it was mentioned before, a significant improvement in terms of English speaking language interaction emerged during the practicum period, and the assistance offered to encourage students' oral production definitely represented a successful attempt.

Pedagogical recommendations

It is recommended to continue with the use of Role-plays and Simulations since in most of the academic curriculums the writing and reading skills have more importance than the listening and the speaking competences, it is equally important to encourage the English speaking culture inside the English courses, even when students may show hesitation or fear when facing and interactional dynamic trough the oral production, it is a nice methodology to improve their vocabulary and help them to express their ideas in the target language, however, to achieve an appropriate and whole level of the language it is important to integrate all the skills as it is in the native language, as it was identified during this proposal stage, it is up to the teacher and the school the way they integrate all the skills, but it is advisable to pay more attention to the oral competence.

Chapter II: Research Component

The Formation of A Reflective Spirit in Pre-Service Teachers, Training Tool To Qualify the Pedagogical Practice

Introduction

In educational field the teachers' role in the learning process transcendence is quite obvious, because of this; the pedagogical practice of the pre-service teachers in training involved the pre-service teacher individuals with the aim of representing an essential element to be studied

and interpreted; the reflective spirit as a tool to qualify the pedagogical practice, this procedure took place as the the teaching and learning process development improved taking into account their own action field experiences and knowledge.

Currently, learning a foreign language does not only implies the ability of understanding it in a unique expression, it also represents an engaging immersion in the social, economic and cultural factors that surround the language adoption, consequently, mastering a language requires some specific learning conditions and sources which facilitate the achievement of an accurate foreign language level which is not only a students' concern, but also, a matter that represents teachers' interests, as they constitute the guidance of the learning procedure, they also have the responsibility of identifying needs, circumstances, difficulties and of course the characteristics of the context, so that, teachers are able to propose and offer solutions to face those obstacles while training themselves and improving their classroom techniques and methodologies. When a teacher has the ability of observing, analyzing, identifying patterns and behaviors which may represent learning difficulties, and starts looking for the possible solutions to implement taking into account all the factors previously mentioned, then the teacher becomes a researcher, and that is one of the most difficult teacher's roles, yet, one of the most important and satisfactory too.

From this perspective, teaching practices have currently been highlighted as the indispensable means when analyzing strengths and weaknesses of the education system. On the other hand, practice experiences constitute a process of reflection, which mirrors educational institutions' reality, as needs to respond by seeking and implementing appropriate methods.

Hence, the formulation of this project was an attempt to approach a reflective practicum process as a way to promote the knowledge, behaviors and attitudes that teachers directing the work have considered necessary. Moreover, this project development offered the opportunity to generate internalization, since dipping and conscious exploration of the pre-service teacher subjectivity facilitated finding information for problem solving and for self-recognition.

Statement of the problem

The practicum stage service and training in institutes of higher education most of the time is heading towards a traditional approach by not having a proper training plan. As soon as these studies are completed, the professional is incorporated in the labor area bringing with them some shortcomings, incomplete knowledge, and confusions that obstruct the proper performance when teaching. Other difficulties such as routine, lack of training programs and conformism for performance may slow and even minimize the teacher development, leading to assume problems without knowing how to do it. When these eventualities occur, the teacher runs the risk of reacting inappropriately, generating the worsening of the situation. All this leads to the production of barriers preventing the emergence of educational practices, tending to generate transformations of thought and knowledge to meet the needs and social demands.

To respond to these needs, the development of the pre-service teacher stage has involved a new element which promotes a reflective critical attitude that contributes greatly to the improvement of the teaching process. In this space of reflection, the pre-service teacher finds the necessity to become more engaged to problem solving, taking past experiences as reflections to

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deal with future problems, taking also into account the students' needs and interests, to encourage the action field performance, methodologies and learning styles. The Bachelor of Arts Degree in Foreign Languages, from the University of Pamplona has embraced the reflection in order to conceive it as a fundamental exercise for practicum students, in order to carry out a professional improvement, evaluate themselves, and generate a critical and constructive view on their functions as a teacher.

For the development of this research, some questions have been raised as a guide:

- How the implementation of reflection contributes to the transformation of the pedagogical processes of integral practicum development?

- How the exercise of reflection influence on the development of a critical thinking of pre-service teachers in the analysis of their pedagogical performance?

Justification

The statement, organization and execution of this project were focused on the implementation of a reflective attitude as a mean of improving educational processes. The pre-service teacher's role was then to put themselves into reflective questions, being assigned to respond correctly and honestly to specific needs such as providing knowledge, developing skills and attitudes, allowing an authentic and meaningful learning, and providing flexibility in the process of adapting the student to today's world demands. Thus, the pre-service teacher role was to act as a mediating figure that had to reflect on his teaching practice and experiences to

determine the positive aspects to hold on, and those to be worked on and improved. Following these premises, it was considered of great magnitude to give full importance to the role of reflection in the teaching process in order to know, understand and respond to the difficulties of the profession, recognizing the own behavior and interest in the knowledge of the models and approaches to which the access is facilitated.

Considering the implication that has a reflective process in the search for improvements for the whole educational community, it was justified the application of this project to the extent of all the pre-service teachers, as they represented an analysis tool based on experience and theoretical knowledge.

Objectives

General objectives
- Implement reflection as transformative tool of the pedagogical processes proper of integral practicum.
- Promote in the pre-service teachers the development of a critical spirit enabling them to analyze their pedagogical performance.

Specific objectives
- Consolidate a group of teachers-practitioners who reflect critically and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their practicum and insert effectively in the institution.

- Identify and analyze the strategies students use in their pedagogical practice.

- Implement reflection workshops and develop didactic units to guide reflection of pre-service teacher.

- Pre-service teachers will analyze their beliefs about teaching and also about students.

Theoretical framework

The theory over the teaching profession, the reflection, and the reflective and pedagogical practice, constitute the theoretical framework presented in this research. In order to count with a major grade of clarity in terms of the above concepts, and in a tight relation with this research project, here is presented an approaching to each one.

The Educational Profession

One of the fundamental members of any educational institution is the teacher, who has the function to give knowledge placed in a certain science or art, but the one who in addition has among his responsibilities the integral formation of the pupils. The educational profession demands a series of competitions, which now a days constitute a conceptualization and a way of operating in the planning and management of human resources orientated to facilitating a joint between management, work and education. It is as well, as we think that every teacher must expire with a few competitions in the discipline which will allow him to have domain of a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level in the one that develops his activity. In the same way, any teacher

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must own a few competitions in the organization of the contents, that is to say that the pedagogical practice does not only demands to arrange its components to be learned by the pupils, but to foresee the conditions of the teaching practice in the educational context or out of it. The most immediate function that the teachers must develop is designing or foreseeing the practice of the education.

The Reflection

To speak on reflection, it implies approaching different conceptions on the above mentioned notion. For such a reason, to penetrate into its definition, two aspects will be taken into account: the reflection as a process and the reflection as a subject. (Strap Molina et 2010)

The reflection as a process

The reflection takes place from a series of stages that in a cyclical come to be a process. According to Schön (1983) mentioned by Strap Molina et all (2010) to think about the experience implies "a type of reflexive dialog with the situation, where the language would favor the access to the experiences of the individual, which would allow to extract a new structure of the situation ".

The reflection as a subject

The conception of reflection is based on a topic that is related to the above mentioned concept. In line with this idea and taking as a reference to Grimmet and all (1999) mentioned by Strap

Molina and all (2010), the reflection is based on three perspectives: the reflection like an instrumental mediation of the action, the reflection like a deliberation and the reflection like reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge which allows thinking over; and the contextual aspects which allows doing the exercise of reflection in the third perspective. In turn, the above mentioned perspectives count with mediators in order that the above mentioned process be executed; in the first instance one finds the action, the context, the colleagues and to the same person who reflects.

The Reflexive Practice

To update and qualify the academic proposals in the University, and to guide the pupils towards new ways of relating to the world, it becomes necessary that the teacher interrogates on his own practice and on the repercussion that this one has generated; to be in aptitude to target his behaviors, and of assuming the different roles in the pedagogical relation.

The teacher plays a central role in the current educational world; acting in a complex space submitted in constant exchange determined by the interaction of several factors and conditions. The educational profession demands that: "the teachers develop their professional knowledge in relation with the changeable circumstances " (Ebutt and EllioT:1986). In this context the problem of the practice, and of the space of class demand a particular treatment orientated to the comprehension and the social interaction.

The need to articulate the changeable social reality to our pedagogical occupation is demonstrated in the existence of numerous attempts for trying to explain the school phenomena and in the search of manners to attend to these phenomena, to make the school work effective.

This study has served the pre-service teachers to think about their methodological processes in the light of the reflection as the only rational and ethical way of intervention. (Sacristan 1999)

In agreement to Van Manen (1997) there are different levels of reflection, in a first level in the classroom takes place the effective application of skills and technical knowledge; the reflection is applied to the selection and adapted use of the didactic strategies that the is going to employ.

In the second level, the reflection carries on the implicit budgets in the specific practices of the classroom. Then, the consequences of the adopted strategies are analyzed, the curriculums, the practices, it is chosen then the application of educational criteria to the practice of the education to take pedagogical decisions adapted to the institutional reality and to the contexts.

In the third, Van Manen establishes an exercise of critical reflection; in this level it is formulated that one presents the most elaborated reflection, a question to the ethical, moral and normative criteria, related indirectly or indirectly with the classroom.

The pedagogical practice
For the analysis and the reflection on the practice is considered suitable to resort methodologically to a conceptual operation of classification of the practice; for such an end,

Zeichner's proposal is assumed, someone who has established several Modalities of practice like these:

Academic practice

It is orientated to prepare teachers capable of thinking about the courses that they give, so that, they can transform them into understandable structures for the students.

Practice of social Efficiency

It is a question of obtaining an effective education by means of the application of didactic technologies that are deduced of general beginning to which the pedagogic investigation has come. In this case, the reflection consists of a strategic decision: "to select between the ranges of available technologies, the one that is considered to be more effective ".

This one is the way of coming from the technical rationality.

Practice of development

The education is based on the interests and on the development of the student body, and, at the same time, it considers the development of the teacher as an educator and as a person.

Social Reconstruction

The object of the reflection is the social, economic and political context, so that, real democratic relations are promoted in the classroom, egalitarian and fair in the social area.

Generic

The programs allude to the reflection of a generic way, but without specifying either the pretensions of the programs or the contents on which it is necessary to think over the strategies to promote the reflexive learning.

Activators of the reflection

According to Schulman (1987), these activators are the teachers' cognitive bases on the life in the classroom; they are indispensable since they constitute the element of the reflexive thought that reaches in the process of the own knowledge, that a good teacher needs to take decisions in the classroom.

Critical element of the reflexive thinking

This element of the reflexive thinking has a relation with "the moral and ethical aspects of the pity and the social justice" Sparks-Langer and Colton 1991:39. The interest for which concerns the social justice and the ethics in the education.

These authors established a few categories to classify knowledge

1. Knowledge of the content

2. General, Pedagogical knowledge

3. Curricular Knowledge (materials, programs, etc.)

4. Educational knowledge and professional own configuration

5. Knowledge of the pupils and its characteristics

6. Knowledge of the educational contexts

7. Knowledge of foundations: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element is different of the elements of the reflexive thought that is included in the present study as instrument. This one guards relation with the stories of the teacher, to stimulate the statements of his experiences in the classroom that are presented under many forms and diverse functions fulfill in the subjectivity, In this component there place the educational diaries in which the writing unleashes the production of the reflexive thought of the teacher, on his experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy established contemplate the continuous reflection as main axis, which further contemplates developing meetings aimed to strengthening the collective practice as an initial space of approaching to educational and labor issues. The organization principles are autonomy, planning and self-observation. This study was focused on qualitative research approach, from the perspective of reflection as professionalizing space that contributed greatly to the description, identification and analysis of pedagogical practice itself.

For data collection process, instruments considered most relevant to the case have been

selected.

Reflection workshops
The reflection workshops had as primary purpose to guide the process of reflection of pre

service teachers, but also to socialize and share own experiences to enrich their work process and

insert new tools to transform their teaching practices**.**

Self-observation sheet
The self-observation sheet had as main objective to guide the pre-service teacher toward their

own view about the exercise as teacher and their role in the classroom and in the environment of

the educational community of which are taking part. (see annex 5)

A reflection, which was sent weekly, was used to describe the different situations

experimented in the course of the practicum process. (see annex 6)

Figure 4

Chronogram of Data Collection

Instrument	Date
Week of Observations	August 22nd of 2016 to August 26th of 2016
First Journal Report + Self-observation sheet	September 16th - 2016

First Questionnaire + Self-observation sheet	September 23rd - 2016
Second Journal Report + Self-observation sheet	September 23rd - 2016
Third Journal Report + Self-observation sheet	September 30th - 2106
Fourth Journal Report + Self-observation sheet	October 7th – 2016
Fifth Journal Report + Self-observation sheet	October 14st – 2016
Sixth Journal Report + Self-observation sheet	October 21st – 2016
Seventh Journal Report + Self-observation sheet	October 28th - 2016
Eighth Journal Report + Self-observation sheet	November 4th – 2016
Ninth Journal Report + Self-observation sheet	November 11th – 2016
Second Questionnaire + Self-observation sheet	November 18th - 2016
Tenth Journal Report + Self-observation sheet	November 18th - 2016

Results

In general terms the whole procedure of formation around the reflective spirit during the pre-service teacher stage came out to be a helpful pedagogical practice which contributed significantly in the reinforcement of the practicum procedures, therefore, each session of handwriting took the necessary time to analyze the pre-service teacher performance each week, this represented the opportunity to find out the strengths and the weaknesses during the

performance stage, hence, it was possible to think about the different obstacles and advantages in the action field in order to reinforce the aspects that needed to be improved, and to keep on working on those that resulted to be successful. As the weeks were going on it was easy to realize how much better it was to work daily on taking notes about the day performance, the information was then more recently acquired, and thus, the quality of the reflections was evident, on the other hand, when the time factor affected the reflective production, the final analysis did not result to be as completed as one may wanted. Several factor may have positively affected the narrative reflections methodology, since the whole experience involved several social connections that through the critical interaction contributed to the analysis of the pre-service teacher performance, on the other hand, it is relevant to state that several workshops meetings took place at the laboratories of the Bachelor of arts in foreign languages, those sessions represented the opportunity as established by Ebutt and EllioT (1986) to reach a social treatment on the critical thinking and enquiring experiences experimented. The auto-evaluation formats came to be another useful procedure in which was easy to make evidence of the pre-service teacher performance, those formats helped to analyzed how the procedure was taking place step by step, realizing if there were any positive or negative changes each week, and therefore to foster the achievements of the main goals and to execute the wanted changes, and consequently to make a wakeup call on the aspects that may have been left behind on the way of accomplishment.

In terms of the influenced that the procedure had over the transformation of the pedagogical processes towards an integral practicum development, this research contributed immensely to the analysis of the self-performance in order to ameliorate as the pre-service teacher stage was being

to develop a proper action field execution, it helped to determine the necessary changes to overcome the difficulties and becoming plenty aware of the requirements of the teaching circumstances, therefore to become integral in several aspects that did not only involve the knowledge that was shared, but the ways in which the instructions were developed to better terms. The daily reflection on the critical thinking of the pedagogical performance came to be a regulated pattern that constructed an objective perspective on the pre-service teacher performance, from inner aspects like the attitude and interactional dynamics between the pre-service teacher and the students and school authorities, to more physical aspects like the materials employed in every class session and the relativity of a formal presence in the institution.

Chapter III: Outreach Component

Introduction

The pre-service teacher assistance did not only imply being present in some of the grades and being responsible for the amelioration of a group of students' difficulty, it also implied being part of the institutional community, which meant that the pre-service teacher assistance had to do with the service to the individuals from action field, meaning the whole educative population, especially those groups in which there were specific necessities that could have been supplied. For this action research the Outreach Component took place in one of the institutions members

of the San Jose Provincial High School, a primary school named La Salle school, and in which students presented specific learning difficulties.

On the other hand, the pre-service teacher assistance labor represented an experience as challenging as grateful at the same time, for instance, the pre-service teacher labor required the teacher immersion in elementary grades from Pamplona schools, as those groups required the assistance of teachers with a wider knowledge and proper pedagogical performance, as a result of the lack of abilities or preparation from the teacher in charge of those junior grades, in many cases teachers who do not count with the basic knowledge to teach a second language, but, who are demanded to teach it as if they do, besides, some elementary schools' teacher have expressed that they do not have the materials or sources to prepare a proper English class.

Justification

Now a days the Ministry of Education has established the National Program of English 2015-2025: as a long term goal, comprehensive strategies which aims to encourage Colombian students to communicate in English with the rest of the world, and therefore, to have better professional opportunities have been set up. Consequently, and as attempt to support the government goals around the national education, this action research demanded to carry out the outreach component, by supplying institutions necessities in terms of contents and pedagogy, thus, the role of the pre-service teacher went beyond the assigned grades interventions, to offer English teaching assistance for the junior grades that required it. In line with that purpose, the pre-service teacher stage covered the Third.02, Fourth.02 and Fifth.04 grades at the primary school La Salle, attempting to make a pedagogical intervention, teaching English and

encouraging a culture of Environment Care, conducting the component throughout series of learning tasks.

Objectives

General objective

- To foster students awareness about the relevance of the Environment Care through the learning of English as a second language.

Specific Objectives

- To contribute at students second language skills at the primary school La Salle who do not count with the sources and conditions to learn and study a second language.
- To promote the Environment Care through the implementation of thematic related to this purpose. ·
- To establish pedagogical tasks which facilitate children learning and study of English as a second language.

Methodology

The Outreach component was developed through the implementation of task-based teaching; it is remarkable to state that well organized learning tasks also propose intervention objectives. Therefore, it was necessary to examine and understand four essentials factors to the pedagogical development of the intervention.

First, teaching languages based on learning tasks, focuses on language and learning in students' engagement towards significant tasks, making use of the target language; according to Prabhu (1987) a task is "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (p.24). Moreover, task-based learning comprehends the employment of the target language to establish specific tasks, such as; establishing security rules, elaborating messages and building classroom projects. For this process students played a major role in the learning procedure, therefore, the pre-service teacher role involved the encouragement of the students to use the language in creative and natural ways when solving the tasks, as to ask for directions and to clarify doubts.

Second, the meaning of a pedagogical task according to Breen (1987) refers to the procedure that consists in any structured language learning endeavor which has a particular objective, appropriate content, specified working procedure, and a range of outcomes for those who undertake the task. (pg. 23) A task is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making. Consequently, the second phase is focused on the task itself, which allows different manners of instruction, including time pressure or not. The final phase is the post-task, which implies procedures to be followed around the task. As stated by Ellis (2001), "The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition." (pg. 80)

Third, there are seven principles linked to the language task-based learning, they will be taken into account during the time of pre-service assessment; in first place, the teacher is the platform of each task, all the same, students are the principal actors who will be in charge of developing the activities, in second place, the seven principles and the tasks will be employ as a single unite in which the task should precedes the following activity. In third place, promoting an Environment Care culture will offer the students the opportunity to experience different situations employing the target language through the environmental purposes. In fourth place, the learning active will facilitate students' achievement of language learning through the tasks development. In fifth place, each task incorporation and development will imply the implementation of linguistic, communicative and socio cultural goals. In sixth place, the proper development of each task will imply students' creativity as they will produce ideas and materials around their learning experience. In seventh place, task-based teaching offers to students a space of reflection over what they will learn, what they will produce and the ways they could improve.

Fourth, a pedagogical task should take into account *the topic* it aims to be taught, as well as *the materials* that students will observe and employ while learning, *the activities* in which teacher and students will be focused during the lesson, *the goals* that are meant to be reach after employing a task, and *students' capabilities, needs and interests* are quite important as well if the purpose is to experience and share a significant teaching-learning process. The above mentioned pedagogical factors will be taken into account as the outreach component of this action research takes place.

As it was demanded, during the development of the Outreach Component, this pre-service teacher intervention took place during the students' active learning time; this implied four hours per week in which the pre-service teacher performed at the primary school La Salle

Figure 5

Classes Schedule

Outreach Component Schedule at the primary school LA SALLE					
HOUR	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
07 a.m – 07:55 a.m		**5th 04**		**4th 02**	
07:55 a.m – 08:50 am					
08:50 am – 09:49 am		**3rd 02**	**4th 02**		

Population

The population that made part of this outreach component was composed by the grades; Third.02, Fourth.02 and Fifth.04 from the primary school La Salle, one of the institutions members of the San Jose Provincial High School, and which needed the intervention of teaching assistance, since children did not show any interest for learning English as a second language.

The outreach component was developed taking into account the procedure characteristics of task-based teaching; it was considered the range of ages of the primary students, and therefore, it was thought to be the proper methodology to employ, since, students from the primary school barely counted with the target language basis. Consequently, for the development

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of the component, three recyclable projects were carried out at the end of the pre-service teacher

stage, for which the following sequence was established: (1) to deliver to each student a list of

tasks (steps) to accomplish, (2) to comprehend the task directions, for it was necessary to learn

new vocabulary, (3) and finally to operate each one of the steps task to accomplish a final

product.

Figure 6

Chronogram of activities

DATE	GRADE	DURATION	RESULTS
November 1st	Third 02	One week	Recyclable Christmas starts
November 2nd	Fourth 02	One week	Recyclable Christmas ornamentation
November 8th	Fifth 04	One week	Recyclable Christmas Card

Results

Throughout this teaching experience at the primary school La Salle, some positive

aspects were evidenced by the end of the practicum. In first instance, it could be said that even

the main objective of this component may have been affected by the time and pre-established

activities that took place during the pre-service teacher stage, the purpose of reinforcing and encouraging students to become familiar with the foreign and target language was accomplished, in the three courses in which this component took place, students showed their feelings about how monotone their English classes were, so, one could say that the pre-service teacher intervention was a significant immersion which contributed to the encouragement of the classroom dynamics at the same time that proper materials and contents were shared with the young students.

Only one project directly related with the main goal could took place within this component at the primary school La Salle, this was a Christmas Recycling Project in which the three courses in which the pre-service teacher stage was developed took place, so, with the permission of the teacher in charge of those courses each group chose a different Christmas ornament to make, working only with recyclable materials, so the little girls from third 02 decided to work on a paper start to put on their Christmas trees, so that, each little girls was demanded to bring any kind of recyclable paper from home, also a list of steps to follow was given and explain to each girl (see annex 7) in order to accomplish the final goal, by the end of a week of work, each girl had created a beautiful start that they took home to decorated their Christmas trees (see annex 8). With the children from fourth 04, another direction was taken, they decided to work on the creation of some recyclable ornaments to decorate the doors of their houses, once more a list of steps to follow was shared and explained to each student with the aim of accomplishing the final goal, by the end of a week of work, each student took home a beautiful Christmas ornament to decorate their houses, (see annex 9). With the children from fifth 04 the project was focused on creating a recyclable Christmas card to Santa Claus, after

sharing and explaining a list of steps to follow, each students work on the decorations and handwriting of some beautiful Christmas cards (see annex 10) that they took home at the end of the scholar year.

As a learning process in a Primary School some limitations were found, the first of them and probably the most common was once again the lack of time to develop the activities that were planned at the beginning of the practicum stage, since the school standards required to follow and cover some topics and therefore to develop the explanations that sometimes took more time than the expected, a little time could be designated for the preparation activities related to the environment care, in some other cases cultural activities proposed by the school authorities took place during the English classes, and those obstacles were not stipulated at the beginning of the practicum, but the biggest obstacle within the process was the need that there was to accomplish the explanation of some topics that the student must know ending the scholar year, therefore this component was mainly focused on reaching the goals that the school standards set up at the beginning of the year. These obstacles did not allow the proper development of the component objectives, nevertheless, and as it was mentioned before, a significant project was developed in terms of English learning and the embracement of a cultural environment care, taking advantage of the Christmas celebration, students could work on some nice projects in which recyclability was involved.

Chapter IV: Administrative component

Introduction

As soon as the pre-service teacher stage started, pre service teachers immediately became members of the educative institution, and for that reason an extra factor must be involved in the whole procedure that assisting an institutions considers, in line with this idea it has come to be part of the integral performance of pre-service teachers to make part of the events organized by the high school, taking part into account activities such as meetings, flag raisings, cultural, religious and administrative events, and some others that required the presence and participation of the teachers under formation. Through this process the opportunity to get an action field experience quite close to the real circumstances of a professional in the educative field took place, therefore, pre-service teachers can experience and know how to perform appropriately in front of the sort of activities that go beyond the classroom standards, with the aim of making the practicum stage an opportunity to become aware about how the administrative procedures of any educational institution are commonly organized.

Objectives

General objective

To participate in all the events proposed and organized by the educative establishment.

Specific objectives

To help organizing along with other teachers the events proposed by the institution.

To encourage students to participate in all the activities carried out by the institution.

Methodology

It is clearly understood that the pre-service teacher should not only focus on the pedagogical processes of the courses in charge, but also attend and participate in all and events carried out by the institution, showing in this way how important and relevant has been the inclusion as a member pertaining to the establishment and expressing the commitment and gratefulness with the institution. In line with these ideas, the development of this component will imply my participation in events organized by the institution.

Figure 7

Chronogram of Activities

DATE	ACTIVITY
September 20th	**Love and Friendship Celebration in the grades 10-05 and 10-04**
September 21st	**Love and Friendship Celebration in the grade 10-06**
September 30th	**Eucharistic**
October 5th	**Singing contest organized by The Seminario Menor High School** (see annex 11)

October 7th	**Academic Report**
October 24th	**Show and Tell expositions** (see annex 12 & 13)
October 31st	**Halloween celebration**
November 1st	**Venice Carnival celebration** (see annex 14)
November 4th	**Eucharistic for the end of the scholar year**
November 11th	**Final academic report**

Conclusions

Being involved in the religious, cultural, academic and inter-institutional activities was an unknown part of the educative service which represented a wide opportunity to become familiar with the institution traditions and protocols. This kind of activities helped the pre-service teaching experience to engage with the common academic English processes, but especially to link with some aspects related to the educational lifestyle. The different strategies to stimulate students to become responsible and participative members of the institution then were not only presented during the classroom session, but beyond them during the different events in which they had to opportunity to participate and at the same time to be recognized for their efforts, their achievements and their goals. All those institution principles established the chance to share

different community spaces and common aspects which were important for the familiar structured of the institution.

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Annexes

Annex 1. Planning Sample

GRADES: 10th 04 – 10th 05 – 10th 06	LEVEL: B1	CLASS N: 1 DATE: September 12th 2016
PRE-SERVICE TEACHER: Jesid Alberto Morinelly Mendez	SUPERVISOR TEACHER: Sandra Castellanos	UNIT 7TH You Should Have Studied More
COMMUNICATIVE OBJECTIVE: At the end of the class the students will be able to identify the use and function of the new topic.	LINGUISTIC OBJECTIVE: At the end of the class the students will employ the new topic on a role-play.	SOCIO-CULTURAL OBJECTIVE: At the end of the class the students will recognize the relevance of the new topic in daily life.
GOAL: Students will be introduced to a new topic as they understand its utility, significance and use.	STANDARDS: Students will identify the new topic's function as well as the general construction of its structure by solving a worksheet.	TOPIC Modal Verbs in the past tense

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	SOURCES
Warm up	• Taking into account that this will be my first class I will start by introducing myself and the proposal I will be conducting in the institution. • In order to introduce the new topic I will deliver to each student a worksheet (appendix01) in which they will have to play polices to solve an investigation. I will give the task' directions and ask students to read the sheet information, they will work in groups of four each one on the worksheet as they try to explain how a thieving	10	Reading & Writing	Worksheet

	happened employing the **Modal Verbs in Past Tense** to create deductions. Once students have finished writing their ideas I will pick up the sheets for the upcoming corrections.			
Explanation of the topic	• To explain the topic, firstly, I will ask students to go to the first page from unit number seven (p 80) where they will be introduced to **Modal Verbs in the Past Tense** as they find its function and an example inside a chart I will ask some of them to read, plus, I will explain the general rule for the employment of this construction that is presented on the book by pasting four paper banners on the board, one with *subject* written on, the second with *modal* written on, the third one with *have* written on, and the last one with *past participle* written on (appendix02) then I will ask someone to come to the board and to organize those banners in relation to a sentence will be written on the board.	10	Reading & Speaking	Students book – paper banners – the board
	• Later on, I will ask students to comfort eight groups as I give to each group some pieces of paper which are words to structure broken sentences (appendix03) that will reveal some examples of Modal Verbs in Past Tense, for instance; **You should have seen a doctor,** consequently, I will ask students to identify what are the functions of each modal verb in past tense, for example; **Ability: I *could* have run faster in the race,** each function will be written on a paper banner too, then I will ask	15	Reading & Speaking	Paper banners – The board

	some of them to come to the board and match the function with some phrases that will be written on the board.			
Production Activities	• Students will keep working on the same groups, then; I will deliver some Role-Plays **(appendix04)** in which students will play the characters they met during the warm up activity making use of Modal Verbs in Past Tense.	15	**Reading & Speaking**	**Student Book**
Evaluation	✎ The evaluation will consist on students individually ordering four sentences that can be found at the bottom of the page number 80, from unit seven. (in the case the time is not enough this activity will be assess to finish at home)	5	**Writing**	**Student Book**

APPENDIXES

Appendix01: (attached)

Appendix02:
Paper banners: SUBJECT + MODAL + HAVE + PAST PARTICIPLE
Sentence: I should have studied more during the last semester.

Appendix03: Eight Broken Sentences (to organize in groups)
1. **You should have seen a doctor before taking those pills. (Advice)**
2. **You mustn't have smoked in the library. (prohibition)**
3. **I could have run faster in the race. (Ability)**
4. **He must have been rich. He had a big house and an expensive car. (certainty-conviction)**

Annex 2. Student's book scrip

Listen and fill in the missing models

Valery had a car crash. Fortunately, it was not serious.

| should have | must have | have to | may |
| don't have | should | might | shouldn't |

Valery: Mom? How are you? I... umm... well, I'm ok... but...

Mom: Oh my God! What happened? Don't tell me! Did you get a traffic ticket? Because you are always speeding. You ___MUST HAVE___ been speeding!

Valery: Mom! It is not that, and don't worry ok, but I did crash the car on the avenue near home and I know I ___SHOULD HAVE___ driven more slowly, but I was late and...

A police Officer: Miss, ___MAY___ I see your driver licence and papers, please?

Valery: Yes, officer, here you are... Mom? I ___MIGHT___ be late for dinner. Can you pick me up later?

Mom: You ___SHOULDN'T___ drive after the accident. Where is the car?

Valery: A nice police officer helped me and moved it next to the sidewalk. They asked me to stay out of the car so they can evaluate if I need medical attention, but I'm ok.

Mom: If they offer you to see a doctor you ___SHOULD___ go, just to make sure you're alright. We never know with those accidents, there ___MIGHT___ be an internal injury.

Valery: Mom! Don't worry, really, it was just a scratch.

Mom: Tell me where you're at, I'm on my way.

DISCUSS

What would you have done in this situation?

85

75

Annex 3. Phonetic translation

Phonetic Translation	Original script
vɑːlɛri: mɒm? haʊ ɑː juː? … wɛl, aɪm ˈəʊˈkeɪ… bʌt…	**Valery:** Mom? How are you?… Well, I'm ok… but…
mɒm: əʊ maɪ gɒd! wɒt ˈhæpənd? dəʊnt tɛl miː! dɪdjuː gɛt ə ˈtræfɪk ˈtɪkɪt? bɪˈkɒz juː ɑːr ˈɔːlweɪz ˈspiːdɪŋ. juː mʌst hæv biːn ˈspiːdɪŋ!	**Mom:** Oh my God! What happened? Don't tell me! Did you get a traffic ticket? Because you are always speeding. You must have been speeding!
vɑːlɛri: mɒm! ɪt ɪz nɒt ðæt, ænd dəʊnt ˈwʌri ˈəʊˈkeɪ, bʌt aɪ dɪd kræʃ ðə kɑːr ɒn ði ˈævɪnjuː nɪə həʊm ænd aɪ nəʊ aɪ ʃʊd hæv ˈdrɪvn mɔː ˈsləʊli, bʌt aɪ wɒz leɪt ænd …	**Valery:** Mom! It is not that, and don't worry ok, but I did crash the car on the avenue near home and I know I should have driven more slowly, but I was late and …
ə pəˈliːs ˈɒfɪsə: mɪs, meɪ aɪ siː jɔː ˈdraɪvə ˈlaɪsəns ænd ˈpeɪpəz, pliːz?	**A police officer:** Miss, may I see your driver license and papers, please?
vɑːlɛri: jɛs, ˈɒfɪsə, hɪə juː ɑː… mɒm? aɪ maɪt biː leɪt fɔː ˈdɪnə. kænjuː pɪk miː ʌp ˈleɪtə?	**Valery:** Yes, officer, here you are… mom? I might be late for dinner. Can you pick me up later?
mɒm: juː ʃʊdnt draɪv ˈɑːftə ði ˈæksɪdənt, weər ɪz ðə kɑː?	**Mom:** You shouldn't drive after the accident, where is the car?
vɑːlɛri: ə naɪs pəˈliːs ˈɒfɪsə hɛlpt miː ænd muːvd ɪt nɛkst tu: ðə ˈsaɪdwɔːk. ðeɪ ɑːskt miː tuː steɪ aʊt ɒv ðə kɑː səʊ ðeɪ kæn ɪˈvæljʊeɪt ɪf aɪ niːd ˈmɛdɪkəl əˈtɛnʃ(ə)n, bʌt aɪm ˈəʊˈkeɪ.	**Valery:** A nice police officer helped me and moved it next to the sidewalk. They asked me to stay out of the car so they can evaluate if I need medical attention, but I'm ok.
mɒm: ɪf ðeɪ ˈɒfə juː tuː siː ə ˈdɒktə juː ʃʊd gəʊ, dʒʌst tuː meɪk ʃʊə jʊər ɔːl raɪt. wiː ˈnɛvə nəʊ wɪð ðəʊz ˈæksɪdənts, ðeə maɪt biː ən ɪnˈtɜːnl ˈɪndʒəri.	**Mom:** If they offer you to see a doctor you should go, just to make sure you're all right. We never know with those accidents, there might be an internal injury.
vɑːlɛri: mɒm! dəʊnt ˈwʌri, ˈrɪəli, ɪt wɒz dʒʌst ə skrætʃ.	**Valery:** Mom! Don't worry, really, it was just a scratch.
mɒm: tɛl miː weə jʊər æt, aɪm ɒn maɪ weɪ.	**Mom:** Tell me where you're at, I'm on my way.

Annex 4. Sample of pod-cast production after being analyzed and evaluated

Podcast Activity

- **Juan Sebastian Ramirez Ramirez**
- **Brendan Pulido Peñaralda (braten10@gmail.com)**
- **Yesith Steven Suarez Santos**

Valery had a car crash, fortunately, it was no serious.

Valery: Mom? How are you? … Well, I'm ok… but…

Mom: Oh my God! What happened? Don't tell me! Did you get a traffic ticket? Because you are always speeding. You must have been speeding!

Valery: Mom! It is not that, and don't worry ok, but I did crash the car on the avenue near home and I know I should have driven more slowly, but I was late and …

A police officer: Miss, may I see your driver license and papers, please?

Valery: Yes, officer, here you are… mom? I might be late for dinner. Can you pick me up later?

Mom: You shouldn't drive after the accident, where is the car?

Valery: A nice police officer helped me and moved it next to the sidewalk. They asked me to stay out of the car so they can evaluate if I need medical attention, but I'm ok.

Mom: If they offer you to see a doctor you should go, just to make sure you're all right. We never know with those accidents, there might be an internal injury.

Valery: Mom! Don't worry, really, it was just a scratch.

Mom: Tell me where you're at, I'm on my way.

🟨 Words mispronounced: 18
🟩 Words no pronounced: 1

Number of words: 188 % 3.0 = 169 = 2.6
Intonation and fluency: 1.0 = 0.7
Podcast introduction 1.0 = 0.4
Final grade: 3.7

Annex 5. Aspects reflected on the self-evaluation formats

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.	X			
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.		X		
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				X
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				X
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.		X		
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.	X			
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.			X	

Observaciones y propuestas de mejora

____ La razón por la que no me he podido enfocar en las metas específicas de la propuesta es porque debo cumplir y culminar las temáticas de los libros que los estudiantes manejan, sin embargo de manera trasversal he estado alentando la producción oral de los estudiantes en cada sesión.

Annex 6. Sample of the narrative reflections

Semana 3

Esta tercera narración se debe remontar al pasado viernes 23 de septiembre cuando al terminar la jornada me senté junto a la profesora a establecer que abordaríamos durante esta semana de trabajo; actividades, evaluaciones, plannnings, etc. Para el día lunes 26 de septiembre la jornada inició como es costumbre con el grado decimo 05, con un proyecto bastante especial; la preparación de un musical para representar el colegio en un festival organizado por otra institución, la parte interesante de este proyecto es que el musical no solo va a implicar el canto, sino que también el baile y la actuación, esta última de gran importancia para mi componente pedagógico, así que durante esta primera hora de clase estuvimos practicando aspectos de pronunciación para el futuro performance, con el grado decimo 04 finalizamos la primera evaluación en referencia a la unidad que yo introduje al iniciar el periodo de práctica. El día martes inició en el la escuela La Salle, por primera vez me encontraba con los chicos de quinto 04, a algunos de ellos ya los conocía pues con ellos realice mi trabajo social, para mi sorpresa el planning de clase que había preparado no fue mi útil, pues debido a una decisión de los padres de familia, los chicos van a trabajar en un serie de talleres que tienen fotocopiados, a decir verdad creo que va a ser un obstáculo para el desarrollo de mi propuesta en el componente investigativo. Al haberse presentado este cambio, básicamente tuve que improvisar la clase para seguir las copias que ellos tenían, y debo añadir que este es un grupo con brotes de indisciplina y violencia. A la tercera hora tuve mi primer encuentro con el grado tercero 04 de la misma escuela, a jucio de primera impresión diría que este curso es mi alivio en la escuela la Salle, es un grupo solo de niñas, todas ellas con mayor sentido de respeto por ellas mismas y los profesores, y a su vez con mayor deseo de aprender, durante esta hora pude implementar el planning clase que había preparado y la clase se desarrolló de manera más armoniosa y natural. Para la cuarta hora tuve que dirigirme al colegio Faría donde trabajé con los jóvenes de decimo 06, con ellos continué trabajando

Annex 7. Sample of the step by step format employed in the task based teaching methodology at the primary school La Salle

Let's make a start

Christmas recyclable project

Primary School "La Salle", Pamplona

To create a Christmas start follow these STEPS:

1. Take a recyclable paper sheet.

2. Fold the paper sheet to the middle and then fold again.

3. Now cut! You will have four pieces of paper.

4. Fold each paper banner to the middle and then fold again until create a thin and resistive paper banner.

5. Now make a cross with two of the paper banners, then glue two pieces more at each side of the cross.

6. Now weave four more paper banner with the ones you glued.

7. Now glue the corners' ends.

8. Joint the two sections and you will have a beautiful Christmas start.
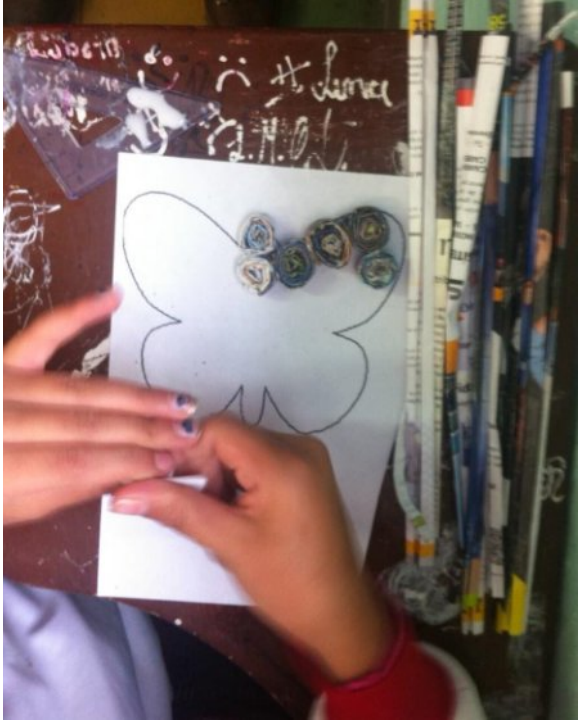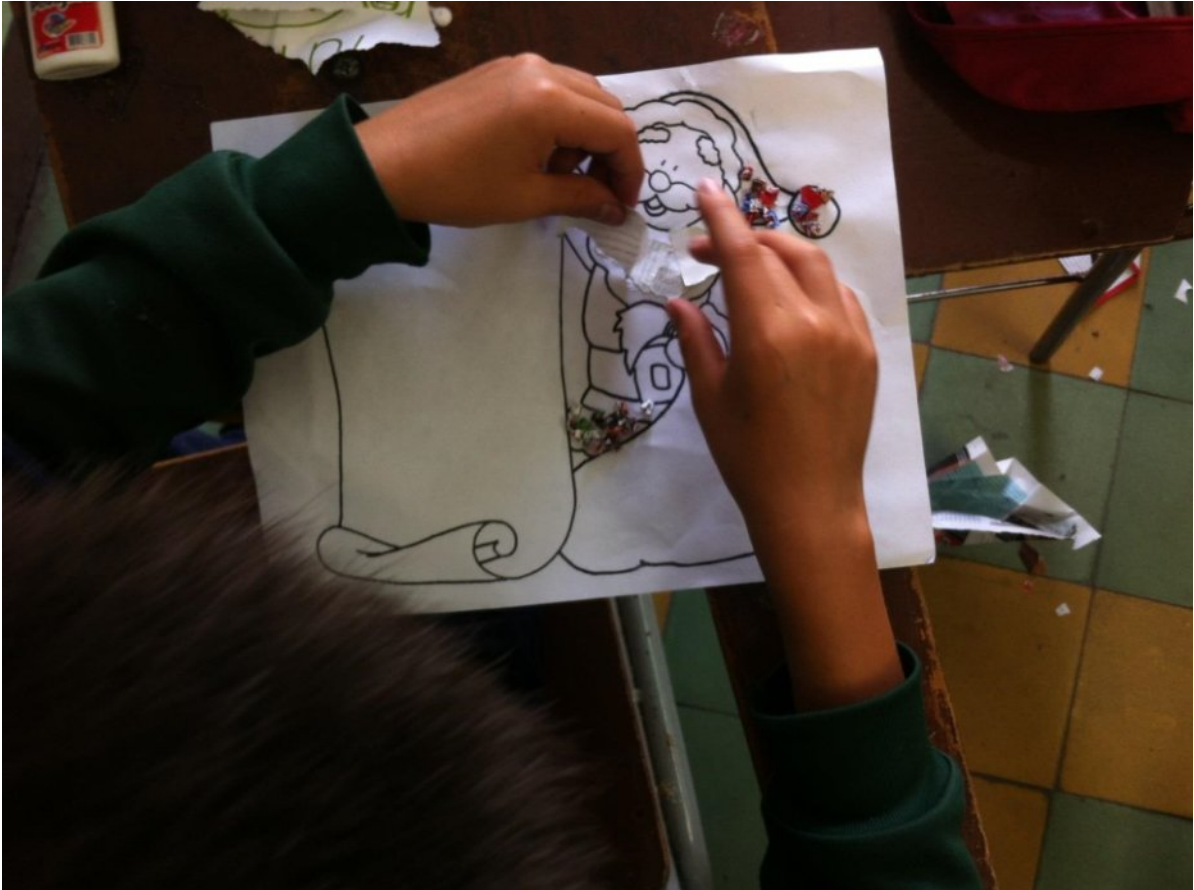
SHARE HIS LIGHT AND LOVE!

Annex 8. First recyclable project elaborated by 3th grade students at La Salle primary school.

Annex 9. Second recyclable project elaborated by 4th grade students at La Salle primary school.

Annex 10. Third recyclable project elaborated by 5ht grade students at La Salle primary school.

Annex 11. Participation in the Singing Contest organized by the Seminario Menor High School

Annex 12. Worksheet presented to introduce the Halloween Show and Tell activity.

Halloween Worksheet

🎃 SO TRUE - SO FALSE – Write true or false taking into account the video information:

- Many Halloween traditions were originated on the Christian religion. **So** _____
- All saint's day is celebrated on November 1st. **So** _____
- More than 2.000 years ago Celtic tribes believed summer came to its end on October 31st. **So** _____
- Celtic tribes used to celebrate Samhain or the end of the summer. **So** _____
- People started wearing costumes to honor the good spirits and avoid the bad ones. **So** _____
- In the 15th century poor children went door to door collecting cakes. **So** _____

🎃 QUESTIONS – Answer the following questions according to the video information:

- **Who brought the Halloween traditions to America?**
  a. Irish immigrants.
  b. Italian popes.
  c. The witches from Salem.
- **Why did people make faces on turnips and potatoes?**
  a. To decorate their houses.
  b. To scare away evil spirits.
  c. To illuminate the roads.
- **What did poor people exchange for the cakes they used to obtain?**
  a. Dogs and cats for children.
  b. Prayers for death people.
  c. Pumpkins and candies.

🎃 Find a synonym and write the yellow word in front of it.

"ALL HALLOWS EVE HAS BECOME A NIGHT OF FAKE" – choose only 3 synonyms!

- Potatoes
  - Phantoms
  - Saints
  - True
  - No genuine
- Supernatural
- The day before

🎃 What do you think the girl wanted to say?

"HALLOWEN IS OVER, I MISS IT" – use an X to choose the right answer!
- Halloween is the best, and she loves it. ____
- Halloween is everywhere, and she is happy. ____
- Halloween has finished and she suffers because of it. ____

Annex 13. Halloween show and tell activity

Annex 14. The carnival of Venice, masks contest